

Louisiana Key Academy Jefferson

LDOE 2024-2025 Charter School Application
(Experienced Operator)

Assurances Form

Please provide your assurances to the following items. Your responses serve as an attestation to fulfilling the following provisions if the application is approved.

If the answer to any item below is "No", please submit a statement of explanation as an attachment.

ASSURANCES		YES	NO
1	The school and/or charter board is organized as a nonprofit corporation under Chapter 2 of Title 12 of the Louisiana Revised Statutes, Nonprofit Corporation Law.	X	
2	The school and/or governing organization is currently registered as a nonprofit corporation and is listed as in good standing with the Louisiana Secretary of State.	X	
3	The school is not affiliated with any religious organization and does not support nor engage in any religious activities.	X	
4	The school and/or governing organization does not have any liens, litigation history, and/or sanctions from any local, state, and/or federal regulatory agency against the nonprofit corporation.	X	
5	The school and/or governing organization does not have the same or substantially the same board of directors and/or officers as an existing private school.	X	
6	The school does not draw a substantial portion of the employees from an existing private school.	X	
7	The school does not receive a substantial portion of assets or property from an existing private school.	X	
8	The school is not located at the same site as an existing private school.	X	
9	The school will not create barriers of access to enrollment in accordance with <i>Brumfield v. Dodd</i> , 405 F. Supp. 528 (E.D. La. 1977).	X	
10	The school will provide free transportation to students as stipulated in the Charter Operating Agreement.		X
11	The school charter includes provisions regarding the safety and security of the school.	X	
12	The school charter includes provisions regarding the inspection and operation of all fire prevention and safety equipment at the school.	X	
13	The school charter includes a plan for collecting data in accordance with R.S. 17:3911.	X	
14	The school charter includes personnel policies and employment practices applicable to the school's officers and employees.	X	
15	The school charter includes provisions regarding liability issues.	X	
16	The school charter includes employee grievance processes and policies.	X	
17	(Beginning August 1, 2024) Each president of a BESE authorized charter board shall participate in at least one hour of board governance, special education, and financial management training within one year of assuming the role.	X	
18	(Beginning June 1, 2025) Each new member of the board of directors of a BESE authorized	X	

	charter operator shall participate in at least one hour of board governance, special education, and financial management training within one year of appointment to the board.		
19	The charter school will ensure fiscal responsibilities per R.S. 17:3981.	X	
20	Charter schools will follow applicable state laws regarding the completion of approved numeracy skills per LAC28: CXV.511, R.S. 17:24.13.	X	
21	Charter schools will follow applicable state laws regarding the display of the national motto per R.S. 17:262.	X	

Certification

I certify that I have the authority to submit this application and that all information contained herein is complete and accurate, realizing that any misrepresentation could result in disqualification from the application process or revocations after award.

Name of Board Chair, Charter Governing Board: Laura Cassidy	
Signature of Board Chair: X <i>Laura Cassidy</i>	Date: 03/28/2025

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EXECUTIVE SUMMARY

1. Mission and Vision. Louisiana Key Academy's (LKA) mission is to identify and educate students with dyslexia so they can reach their full potential. LKA Jefferson will build on the success of our Baton Rouge, Caddo Parish, and St. Tammany campuses. Our vision is for students with dyslexia to be equipped to succeed in high school and college. We also seek to increase community understanding of dyslexia and the importance of early identification and evidence-based education. Dyslexia affects 20% of school-aged children across all racial and economic backgrounds, impacting not only reading but also writing, math, and self-esteem.¹

2. Anticipated Student Population and Educational Need. The LKA Jefferson campus will serve children with dyslexia in Jefferson Parish, on either the East or Westbank. LKA has been in discussions with the Catholic Diocese in New Orleans to explore a potential facility location within the parish. At launch, LKA Jefferson will serve an anticipated total of 162 students in grades 1-4 (2026-27 SY), expanding until serving 428 students in grades 1-8 in 2030-31. Like existing campuses, LKA Jefferson expects to serve 100% students with disabilities, approximately 60% economically disadvantaged students, and 50% minority students. While current LKA sites do not serve English Learners, LKA recognizes that Jefferson Parish has a larger student population of English Learners. The Jefferson campus will be equipped to support them using best practices in language acquisition and dyslexia intervention.

No tuition-free, full-day programs currently exist in Jefferson Parish or surrounding parishes that offer comprehensive instruction designed for children with dyslexia. While the percentage of students with dyslexia is not available publicly in Louisiana, it is estimated that students with dyslexia are significantly under-identified in Louisiana, with an estimated identification rate of less than 1%, far below the known prevalence of 20%.² Nationally, roughly 10% of public school students are diagnosed with dyslexia³, which translates to approximately 3,800 students in Jefferson Parish. Additionally, 2022 NAEP data reports 43% of Louisiana 4th graders read below Basic—a rate much higher than the national average. Dyslexia, which accounts for 80% of learning disabilities⁴, is a key factor in these outcomes.

Students with dyslexia in Jefferson Parish face several barriers in traditional settings: (1) limited specialized instruction; (2) large class sizes (18:1) that hinder individualized support; and (3) a lack of teacher preparation. LKA Jefferson addresses these issues through a therapeutic model

¹ Shaywitz, S. E., Fletcher, J. M., Holahan, J. M., Shneider, A. E., Marchione, K. E., Stuebing, K. K., Francis, D. J., Pugh, K. R., & Shaywitz, B. A. (1999). Persistence of dyslexia: The Connecticut Longitudinal Study at adolescence. *Pediatrics*, 104(6), 1351–1359.
<https://doi.org/10.1542/peds.104.6.1351>

²Yale Center for Dyslexia & Creativity. (n.d.). Dyslexia FAQ. Retrieved March 28, 2025, from <https://dyslexia.yale.edu/dyslexia/dyslexia-faq/>

³ National Center for Learning Disabilities. (2017). *The state of learning disabilities: Understanding the 1 in 5*. New York, NY: National Center for Learning Disabilities. Retrieved March 28, 2025, from <https://www.ncld.org/research/state-of-learning-disabilities/>

⁴ Lerner, J. (1989). Educational interventions in learning disabilities. *Journal of the American Academy of Child and Adolescent Psychiatry*, 28(3).

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emphasizing specialized instruction, an average 6:1 student-teacher ratio in literacy classes, and ongoing teacher development. By implementing structured literacy and evidence-based practices, LKA empowers students to close academic gaps and thrive.

3. Education Plan. LKA offers a comprehensive, evidence-based curriculum tailored to students with dyslexia, grounded in the National Reading Panel's findings and current research. Instruction focuses on decoding, fluency, critical thinking, and problem-solving. Interdisciplinary learning integrates core subjects – language arts, math, science, social studies – with enrichment classes in PE, Art, Drama, and STEM, reinforcing concepts through repetition, feedback, and multi-modal strategies.

The educational model is built on five research-based pillars:

(1) **Early Diagnosis:** LKA Jefferson encourages and supports the earliest possible diagnosis of the enrollment of students with dyslexia as this mitigates the gap between students with and without dyslexia.⁵

(2) **Focus on Evidence-based Interventions for Strong Literacy Skills:** LKA teachers implement strategies with strong evidence of effectiveness in educating students with dyslexia.

(3) **Intensive Early Intervention:** Instructional intensity is defined by duration, frequency, engagement, and individualized pacing, all of which are supported by LKA's therapeutic program, which integrates literacy instruction in core classes and provides for small class sizes.

(4) **Use of Student-level Academic Data to Inform Individualized Instruction:** At LKA, teachers use continuous formative assessments to monitor progress in phonemic awareness, reading fluency, math fluency, and problem solving, and target skill development with individualized instruction by creating flexible groups.

(5) **Teachers Trained in Dyslexia and in Dyslexia Education:** After hire, teachers undergo a two-year process to become Certified Academic Language Therapists (CALT) – a certification provided through an IMSLEC-accredited program at The Dyslexia Resource Center – along with ongoing, intensive professional development.

4. Impact. District data highlights a strong need for LKA's model. Today, no schools focus exclusively on students with dyslexia. Students with disabilities in the district underperform relative to their peers, with only 30% on grade level in ELA, and graduating at significantly lower rates than their peers. Higher rates of disciplinary action and dropouts among students with disabilities reveal an ongoing need for specialized interventions. LKA's focus on early identification and personalized support for students with dyslexia offers a proven solution designed to enhance their academic success and long-term outcomes.

5. All previous LKA applications have met all standards and been authorized.

⁵Ferrer, E., Shaywitz, B. A., Holahan, J. M., Marchione, K. E., Michaels, R., & Shaywitz, S. E. (2015). Achievement gap in reading is present as early as first grade and persists through adolescence. *Journal of Pediatrics*, 167(5), 1121–1125. <https://doi.org/10.1016/j.jpeds.2015.07.045>

EDUCATIONAL PROGRAM AND CAPACITY

School Establishment

6. Jefferson Parish is a diverse community with approximately 34% of students identifying as Black or African American, 37% as Hispanic, and 22% as White. A significant portion of students (77%) come from low-income households, qualifying for free or reduced-price lunch.⁶

Currently, no school in Jefferson Parish specializes in serving students with moderate to severe dyslexia, despite national estimates indicating that around 10% of public school students have dyslexia.⁷ This equates to roughly 3,800 students in the parish who need early identification and specialized educational interventions. Many students, particularly those from economically disadvantaged backgrounds, lack access to evidence-based instruction because existing schools do not offer the necessary support. While some students receive private tutoring from trained Certified Academic Language Therapists (CALT), this is often expensive and only accessible to families who can afford it. As a result, many children with dyslexia, particularly those from economically disadvantaged backgrounds, are left without access to the evidence-based instruction they need.

LKA seeks to address this urgent need by providing a research-based instructional model specifically designed for students with dyslexia. By focusing on early identification and specialized pedagogy, LKA will disrupt the cycle of academic struggle and equip students with the tools they need to succeed.

Jefferson Parish schools currently struggle to meet the needs of students with disabilities, including those with dyslexia, as demonstrated by key performance indicators:

- **Assessment Scores:** In the 2021-2022 school year, approximately 30% of students with disabilities met or exceeded grade-level expectations in English Language Arts, compared to the statewide average of 65% for all students.⁸
- **Graduation Rates:** Only 52% of students with disabilities graduate on time, compared to an 84% graduation rate for the general student population.⁹
- **Discipline and Dropout Rates:** Students with disabilities face suspension at twice the rate of their peers, leading to frustration, disengagement, and an increased likelihood of dropping out.¹⁰

⁶Louisiana Department of Education. (2023). *Jefferson Parish school report card: 2022–2023*. Louisiana Believes. Retrieved March 28, 2025, from <https://www.louisianabelieves.com/data/reportcards/2023/>

⁷ National Center for Learning Disabilities. (2017). *The state of learning disabilities: Understanding the 1 in 5*. New York, NY: National Center for Learning Disabilities. Retrieved March 28, 2025, from [https://www.nclld.org/research/state-of-learning-disabilities/​;contentReference\[oaicite:0\]{index=0}](https://www.nclld.org/research/state-of-learning-disabilities/​;contentReference[oaicite:0]{index=0})

⁸ Louisiana Department of Education. (2022). *Jefferson Parish school report card: 2021–2022*. Louisiana Believes. Retrieved, from <https://www.louisianabelieves.com/data/reportcards/2022/>

⁹ Louisiana Department of Education. (2023). *Jefferson Parish school report card: 2022–2023*. Louisiana Believes. Retrieved March 28, 2025, from <https://www.louisianabelieves.com/data/reportcards/2023/>

¹⁰ U.S. Department of Education, Office for Civil Rights. (2021). *An overview of exclusionary discipline practices in public schools for the 2017–18 school year*. <https://ocrdata.ed.gov/assets/downloads/crdc-exclusionary-school-discipline.pdf>

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- **Literacy Challenges:** NAEP 2022 data shows that 43% of Louisiana's 4th graders read below the Basic level, exceeding the national average of 35%. Dyslexia, the most common learning disability, accounts for at least 80% of all learning disabilities, indicating that thousands of students in Jefferson Parish likely struggle with undiagnosed dyslexia.¹¹
- **Special Education Services:** In Jefferson Parish, about 14% of students are diagnosed with a disability.¹² According to a report by the National Center for Learning Disabilities, students with disabilities have trouble accessing the resources they need.¹³ Students who are diagnosed with dyslexia later in life face similar academic challenges as those students who were diagnosed earlier but faced frustration and disengagement from not having the necessary support.¹⁴

These statistics highlight the urgent need for a school like LKA, which can provide specialized support for students with dyslexia, ensuring they receive the interventions necessary for academic success.

LKA will address the challenges faced by students with dyslexia in Jefferson Parish through:

- **Early Identification:** Implementing systematic screening processes to identify students with dyslexia at an early age, mitigating future academic struggles.
- **Specialized Instruction:** Using research-backed methodologies, such as structured literacy programs, to provide targeted interventions for students with dyslexia.
- **Teacher Expertise:** Training educators in evidence-based strategies through partnerships with national dyslexia experts, ensuring high-quality instruction tailored to student needs.
- **Comprehensive Support:** Offering individualized learning plans, assistive technology, and intervention services to ensure student success across academic, social, and emotional domains.

By implementing these strategies, LKA will fill the critical gap left by existing schools in Jefferson Parish, directly addressing the educational inequities faced by students with dyslexia.

LKA will establish partnerships and contractual agreements essential to the school's mission, operations, and instructional quality. These include:

¹¹ Lerner, J. W. (1989). Educational interventions in learning disabilities. *Journal of the American Academy of Child & Adolescent Psychiatry*, 28(3), 326–331. <https://doi.org/10.1097/00004583-198905000-00004>

¹² Louisiana Department of Education. (2023). *Jefferson Parish school report card: 2022–2023*. Louisiana Believes. Retrieved March 28, 2025, from <https://www.louisianabelieves.com/data/reportcards/2023/>

¹³ National Center for Learning Disabilities. (2020). *The state of learning disabilities: Understanding learning and attention issues*. Retrieved March 28, 2025, from <https://www.ncld.org/research/state-of-learning-disabilities/>

¹⁴ Bazen, E. F., Harris, K. R., Graham, S., & MacArthur, C. A. (2020). The experiences of students with late-diagnosed dyslexia: Academic struggles, support needs, and impacts. *Journal of Learning Disabilities*, 53(4), 304–317. <https://doi.org/10.1177/0022219420903703>

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- **Dyslexia Resource Center (DRC):** A key partner providing evidence-based professional development for LKA educators.
- **Drs. Sally and Bennett Shaywitz (Yale University):** Collaborating to align LKA's curriculum and instructional practices with the latest research in dyslexia education.
- **Louisiana Department of Education – Approved Expert Vendors:** Providing professional development for teachers in implementing Tier 1 curriculum, instructional strategies, and differentiated instruction.
- **Operational Partnerships:** LKA will contract with local service providers for essential school operations, including:
 - Food Services
 - Information Technology
 - Speech Therapy
 - Facility Cleaning/Maintenance
 - HVAC
 - Security

These strategic partnerships will ensure that LKA not only provides high-quality instruction but also fosters a supportive and well-equipped learning environment for students with dyslexia.

7. LKA Jefferson is designed to serve students with dyslexia from Jefferson Parish and nearby communities, with a student population that reflects local demographics and the patterns observed across existing LKA campuses statewide. Our mission is to provide equitable access to high-quality dyslexia-specific instruction, especially for students who have been historically underserved.

Based on **Louisiana Department of Education data** and enrollment trends from LKA's current campuses (as of October 2023), we project the following demographic profile for LKA Jefferson:

Projected Student Demographics					
	% SPED	% ED	% Minority	% EL	% Homeless
LKA Jefferson*	92%	~60%	~55%	0%	2.5%*

*% of SPED, Minority, and EL students is based on an average of comparable enrollment data from existing LKA campuses as of February 2025. The percentage of homeless students aligns with the statewide average of homeless students enrolled in public schools, according to the most recent data available (21-22 school year).

Jefferson Parish is among the most racially and economically diverse parishes in Louisiana. Approximately 48% of students identify as Black or African American, 28% as Hispanic, and 20% as white, and 68% qualify for free or reduced-price lunch (LDOE, 2023).

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Many students in this region – especially those from low-income, minority, or immigrant families – face barriers to early diagnosis of dyslexia, including limited access to evaluations and specialized tutoring. National research underscores the risks faced by students who go unidentified, including decreased high school graduation rates and an increased likelihood of incarceration.¹⁵ LKA Jefferson will address these inequities by:

- Offering free dyslexia screenings and diagnostic testing to students identified as at risk;
- Providing tuition-free, evidence-based reading interventions aligned to the science of reading and dyslexia;
- Creating individualized learning plans for all students based on comprehensive evaluation data.

Unlike LKA's existing campuses, Jefferson Parish has a significantly larger population of English Learners. As a result, LKA Jefferson anticipates enrolling a higher percentage of EL students than is typical at other LKA sites.

To ensure that EL students with dyslexia receive appropriate support, LKA Jefferson will:

- Employ or contract certified ESL staff to support EL students' language development and ensure instructional access.
- Partner with community organizations to provide interpretation and translation services for families throughout the admissions, evaluation, and IEP processes.
- Incorporate dyslexia-specific interventions that are culturally and linguistically responsive.
- Provide professional development for teachers on the intersection of language acquisition and dyslexia.
- Collaborate with Jefferson Parish community organizations that support English Learner families to increase outreach and engagement.

By removing the barriers that often prevent early identification and intervention, LKA Jefferson will level the playing field for students from all backgrounds, ensuring that each child receives the tools they need to succeed.

8. As an existing operator with three sites across Louisiana, much of LKA's stakeholder engagement is direct engagement with its own school communities to ensure that the network is responsive to the desires and concerns of families and partners already benefiting from LKA's services. Each LKA launch has been informed by engagement with the LKA community and, as shown below, this will be true of the LKA Jefferson site as well.

Stakeholders & Feedback	Timeframe	Details of Engagement
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¹⁵ Cassidy, L., & colleagues. (2021). Dyslexia in incarcerated men and women: A new perspective. *The Journal of Correctional Education*, 72(2).

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LKA Families: Many families in South Louisiana are struggling to access the LKA Baton Rouge and Northshore sites (Orleans and Jefferson Parish residents, for example), presenting both equity and demand issues. An LKA Jefferson site would be directly responsive to this need.	Ongoing beginning with LKA Baton Rouge launch in 2013	<ul style="list-style-type: none"> • Public board meetings • Open Houses • Parent/Teacher Conferences • End-of-year surveys • Suggestion box • Governance board representation
Private Therapists: Private therapists serving students with dyslexia seek to refer families to LKA's services. For families who struggle to access the existing LKA sites due to distance, this stakeholder outreach underscores the challenge of distance.	Ongoing beginning with LKA Baton Rouge launch in 2013 with an increase following the launch of LKA Northshore.	<ul style="list-style-type: none"> • Ad Hoc outreach from private therapists to the school leaders at LKA Baton Rouge and LKA Northshore.
Academic Language Therapy Association (ALTA): ALTA has a statewide view of the needs of students with dyslexia. As such, they have informed LKA's assessment of the needs in Jefferson Parish, encouraging this launch. Similarly, as this entity is both a stakeholder and a partner, they have informed LKA's assessment of whether sufficient human capital exists in Jefferson Parish to meet the hiring needs of a new site.	Throughout 2024, LKA leadership collaborated with ALTA and Decoding Dyslexia leadership to determine the viability and need for an LKA Jefferson site.	<ul style="list-style-type: none"> • Intermittent meetings with LKA leadership, particularly with board leadership.
Decoding Dyslexia: Like ALTA, Decoding Dyslexia has a statewide view of the needs of students with dyslexia. As such, they have informed LKA's assessment of the needs in Jefferson Parish, encouraging this launch.		<ul style="list-style-type: none"> • Intermittent meetings with LKA leadership, particularly with board leadership.

LKA Jefferson has letters of support from members of the Jefferson Parish community, including the business community and state legislators. See Appendix 1 for letters of support. These supporters have visited the school, have family members with dyslexia, have dyslexia themselves, and/or have experience in tutoring children with dyslexia. They have experienced the detrimental impact of a child not receiving a diagnosis of dyslexia until late in life. They are also well acquainted with the tremendous sacrifices that families make once they learn that their child has dyslexia but are unable to obtain an appropriate educational setting for their child in the Jefferson Parish area.

In preparation for LKA Jefferson's authorization and launch, LKA has engaged a variety of grassroots community stakeholders, political leaders, and parent leaders who represent Jefferson Parish. This has been in part to identify community leaders who are passionate about

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serving students with dyslexia, to gauge the community's desire for a model such as LKA's, and to support the school's eventual engagement with families ahead of launch. To date, LKA has undertaken the following activities and has engaged the following leaders:

- Jennifer Heebe: Former Jefferson Parish city council member and Louisiana legislator. Jennifer is a passionate advocate for specialized education for students with dyslexia who is committed to supporting the school's expanding network in Jefferson Parish.
- Joy Ross: Parent of two children with dyslexia diagnosed by the Dyslexia Resource Center who has had difficulty finding supports for her children in the Jefferson Parish area.
- Joseph A. Marino III: Represents the Westbank portion of Jefferson Parish and has authored legislation that has supported students with dyslexia. Given his passion for the subject and deep understanding of the needs of this population, he is committed to supporting the school's expansion to the Jefferson Parish region.
- J. Cameron Henry Jr.: President of the Louisiana State Senate who has supported legislation supportive of students with dyslexia. He is a champion of LKA's expansion and is working to connect LKA with the Jefferson Parish community.
- Laurie Schlegel: Head of the House of Representatives' Education Committee. She is also a champion of LKA's expansion and is working to connect LKA with the Jefferson Parish community.
- Rev. Herbert Brison: University Chaplain and Director of the National Center for Black-Jewish Relations at Dillard University.

In community outreach events that LKA currently hosts for its other campuses, those impacted by these circumstances statewide consistently discuss the need for an accessible school that will educate current and future children with dyslexia so that parents do not have to make significant financial sacrifices to ensure that their children are given the opportunity to learn to read, write, and succeed in grade-level content. The same need certainly exists in Jefferson Parish.

We have met with the Jefferson Parish school board and their department involved in dyslexia tutoring, and we look forward to building a collaborative relationship with their team. We envision a mutually beneficial relationship in which we are able to better support students with dyslexia across the parish by sharing information on appropriate curricula, collaborating on instructional strategies, and bringing resources on managing dyslexia to the community and local families. LKA Jefferson plans a series of community engagement activities prior to the end of the year, and will pivot them into student and teacher recruiting events in the spring if this application is approved.

As part of its launch, LKA Jefferson will offer free screening for students in the area to help raise parent, teacher, and school awareness. By identifying students who may have dyslexia, LKA will raise awareness among parents of students with dyslexia as well as the broader school community. As a proven Louisiana school model serving a vulnerable population in high need

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and without current school options in Jefferson Parish, LKA has not faced any opposition in the course of its stakeholder engagement process.

See Appendix 1: Community Support

Academic Plan

9. LKA Jefferson's school model will be a replication of other campus school models in the LKA network. The LKA model supports its mission to identify and educate students with dyslexia in its community so they can reach their full potential by leveraging best practices for educating students with dyslexia. The LKA model is recognized as the gold standard.¹⁶ Rooted in Dr. Shaywitz's research, LKA's academic program is guided by five key pillars. Below is an overview of each pillar, along with the research that underpins it.

- **Early Diagnosis:** LKA's mission is to identify and educate students with dyslexia in its community so they can reach their full potential. Critical to this mission is to foster an understanding within the community about dyslexia, including the importance of early identification of children with dyslexia. Without early diagnosis and intervention, an achievement gap that exists by first grade will persist through adolescence. The longer the delay in identification and remediation, the less the gap narrows.¹⁷ Therefore, LKA focuses recruitment on the early grades, when it is most difficult to recruit students due to a lack of universal screening for dyslexia in first grade and implements a number of community outreach and public awareness strategies. Please see section 17 and the Growth Plan sections of this application for additional details on community outreach and public awareness strategies.
- **Focus on Evidence-Based Interventions for Strong Literacy Skills:** The National Reading Panel identified several key elements critical for literacy development, particularly for students with dyslexia: phonemic awareness, phonics, fluency, vocabulary, comprehension.¹⁸ The LKA academic plan addresses all essential elements. Phonemic awareness and decoding skills (phonics) are developed through systematic and explicit instruction, which deconstructs and reconstructs words and text, a strategy found to effectively improve context-free word recognition and fluency.¹⁹ A meta-analysis from the *Annals of Dyslexia* indicated that students with dyslexia who read a variety of texts showed a 25% increase in vocabulary acquisition and reading comprehension.²⁰ Therefore, LKA students engage with carefully selected grade-level novels, historical fiction, non-fiction, and both primary and secondary sources across their reading, writing, science, and social studies classes daily. This diverse exposure increases vocabulary acquisition and enhances comprehension. Beyond reading, students engage in intensive

¹⁶ in Chapter 25 of *Overcoming Dyslexia*, 2nd Ed. by Sally Shaywitz, M.D.

¹⁷ "Achievement Gap in Reading Is Present as Early as First Grade and Persists Through Adolescence," *Journal of Pediatrics* 167 (2015): 1121-25.

¹⁸ Shaywitz, S. (2020). *Overcoming dyslexia* (2nd ed.). Knopf.

¹⁹ Ashby, J., Dix, H., Bontrager, M., Dey, R., & Archer, A. (2013). Phonemic awareness contributes to text reading fluency: Evidence from eye movements. *School Psychology Review*, 42(2), 157–170.

<https://doi.org/10.1080/02796015.2013.12087482>

²⁰ *Annals of Dyslexia*, 68(1), 2018.

writing processes, building on a strong foundation in oral language and contextual understanding. This approach aligns with research from the Journal of Educational Psychology which found that explicit writing instruction, when combined with oral language development, results in a 40% increase in writing proficiency for students with dyslexia.²¹ LKA ensures that students receive integrated literacy instruction that not only addresses foundational reading skills but also nurtures their ability to express ideas effectively through writing.

- **Intensive Early Interventions:** Instruction intensity is defined by duration, frequency, engagement and individualized pacing. At LKA, these elements are supported by integrated literacy instruction in all content areas and small class sizes.
 - *Increase Instructional Time:* Research suggests that in order for programs to achieve success, they must combine high frequency with extended duration.²² Students engage in a minimum of 150 minutes daily of structured language arts (combining reading and writing instruction) in grades 1-8, five days a week. Further, by integrating literacy instruction into core coursework, LKA students benefit from sustained instruction in multiple contexts. This approach has been found to yield measurable academic improvements among students with dyslexia.²³
 - *Small Class Sizes:* Literacy is taught in small groups with a maximum student-teacher ratio of 6:1, while all other content areas maintain a ratio no higher than 18:1. Small group learning enables teachers to provide more individualized instruction, targeting specific skills and increasing student engagement by pacing lessons to align with each student's needs. This approach also provides students with more individualized and frequent real-time feedback during guided reading instruction. For students with dyslexia, reading aloud with feedback from a trained teacher is essential for developing literacy skills. A study in the Journal of Learning Disabilities found that students who received guided reading instruction improved their reading fluency by 30% compared to peers who did not receive similar support.²⁴
- **Use of Student-Level Academic Data to Inform Individualized Instruction:** Research consistently highlights the importance of using students' data to identify academic weaknesses to be targeted for development. In fact, a systematic review of 11 intervention studies evaluated how learning analytics support student achievement by

²¹ Simos, P. G., Fletcher, J. M., Bergman, E., Breier, J. I., Foorman, B. R., Castillo, E. M., Davis, R. N., Fitzgerald, M., & Papanicolaou, A. C. (2002). Dyslexia-specific brain activation profile becomes normal following successful remedial training. *Neurology*, 58(8), 1203–1213.
<https://doi.org/10.1212/WNL.58.8.1203>

²² Al Otaiba, S., Puranik, C. S., Rouby, D. A., Greulich, L., Sidler Folsom, J., & Lee, J. (2018). Exploring profiles of writing and reading skills in children with dyslexia. *Reading and Writing*, 31(5), 1073–1097.
<https://doi.org/10.1007/s11145-017-9824-9>

²³ Simos, P. G., Fletcher, J. M., Bergman, E., Breier, J. I., Foorman, B. R., Castillo, E. M., Davis, R. N., Fitzgerald, M., & Papanicolaou, A. C. (2002). Dyslexia-specific brain activation profile becomes normal following successful remedial training. *Neurology*, 58(8), 1203–1213.
<https://doi.org/10.1212/WNL.58.8.1203>

²⁴ *Journal of Learning Disabilities*. (2016). *The impact of guided reading instruction on reading fluency in students with learning disabilities*. *Journal of Learning Disabilities*, 49(5).

identifying at-risk students and guiding targeted interventions. It emphasized the need for more rigorous research to optimize data-driven methods for improving retention and academic outcomes.²⁵ At LKA, student assessments to measure progress in the areas of phonemic awareness, reading fluency, math fluency, and problem solving are administered formally and informally assessed throughout the school year. The data is analyzed weekly, quarterly, and during the beginning-, middle-, and end-of-year assessment cycles, and used by teachers to make informed decisions about instruction. Using data in this way ensures that teachers effectively target areas for development. LKA teachers also use data to set pacing. Using continuous formative assessments, teachers assess student progress and form flexible learning groups to allow students to move quickly, or with as much repetition as necessary, to maintain engagement, through a balance of supportive and challenging instructional methods. This strategy combines high-frequency exposure over extended periods and has been shown to support continuous learning and skill retention.²⁶

- **Teachers Trained In Dyslexia and in Dyslexia Education:** Given the unique needs of our student population, the training of teachers is a critical component to achieve our mission. Therefore, LKA implements a robust professional development plan to ensure that all teachers have the foundational knowledge and instructional skills they need to be successful in their roles. Please see the Measurable Goals sections of this application for additional details on the core components of Professional Development and how they will support effective educational programs.

LKA's success in serving students with dyslexia as well as growth in core content areas demonstrates a clear rationale for the selected school model. Whereas schools serving general student populations are subject to the accountability system as set forth by the Board of Elementary and Secondary Education, LKA serves a highly specialized student population and, therefore, utilizes an alternative performance framework. LKA has created this framework in collaboration with the Louisiana Department of Education to ensure that it is reflective of true success in meeting the mission of serving students with dyslexia. In keeping with this framework, LKA evaluates its success primarily based upon two components of student performance: (1) Growth in indicators critical for success for students with dyslexia and (2) Performance in core content areas.

Below are the subcomponents of the alternative performance framework that LKA selected as appropriate metrics of success for their unique student population:

²⁵ S nderlund, A., Hughes, E., & Smith, J. (2018). The efficacy of learning analytics interventions in higher education: A systematic review. *British Journal of Educational Technology*, 50(6), 2594–2618. <https://doi.org/10.1111/bjet.12720>

²⁶ Al Otaiba, S., Puranik, C. S., Rouby, D. A., Greulich, L., Sidler Folsom, J., & Lee, J. (2018). Exploring profiles of writing and reading skills in children with dyslexia. *Reading and Writing*, 31(5), 1073–1097. <https://doi.org/10.1007/s11145-017-9824-9>

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- **Targeting Dyslexia:** The ELA/Literacy growth metric shown below utilizes the Comprehensive Test of Phonological Processing (CTOPP) which is an assessment of skills critical for students with dyslexia.
- **Core Content/General Education Success:** The Math/Computational growth metric shown below utilizes the Aimsweb Math assessment, a tool that corresponds to the Louisiana State Standards.

Taken together, these performance indicators demonstrate LKA's success in both serving its highly unique student population, as well as maintaining measurable student achievement and growth in the broader core content areas. This ensures that students' individual needs are met without compromising their long-term ability to succeed in all academic environments.

Overall ELA/Literacy growth based on school-selected* Intervention and Progress Monitoring Assessments	Full Credit – 20 Points	60.0% to 100.0% of students reach assessment-based growth target on nationally-recognized, research-based assessment	20%	Using CTOPP Assessment: 71.2 %	20 pts.
	Partial Credit – 10 Points	40.0% to 59.9% of students reach assessment-based growth target on nationally-recognized, research-based assessment			
	No Credit – 0 Points	0.0% to 39.9% of students reach assessment-based growth target on nationally-recognized, research-based assessment			
Overall Math/Computation growth based on school-selected* Intervention and Progress Monitoring Assessments	Full Credit – 20 Points	60.0% to 100.0% of students reach assessment-based growth target on nationally-recognized, research-based assessment	20%	Using Aimsweb Assessment: 69.6 %	20 pts.
	Partial Credit – 10 Points	40.0% to 59.9% of students reach assessment-based growth target on nationally-recognized, research-based assessment			
	No Credit – 0 Points	0.0% to 39.9% of students reach assessment-based growth target on nationally-recognized, research-based assessment			

*** Source: 2021-2022 LDOE alternative performance assessment of LKA. Currently, LKA is awaiting an updated assessment from the LDOE with more recent data.**

You will find the complete alternative performance framework, including LDOE-selected success metrics, included in this application. These metrics included improvement in phonological processing as measured on the Comprehensive Test of Phonological Processing (CTOPP), increased oral reading fluency as measured by DIBELS or AimsWeb, improved math as measured by the Brigance, and growth in state approved metrics on the LEAP. The CTOPP metrics were developed in collaboration with Drs. Sally and Bennett Shaywitz of Yale Medical School, experts in dyslexia research and members of the National Academy of Sciences.

There are several other student progress indicators that support LKA's academic model:

- 28% of LKA students scored in the average or above range on CTOPP in Spring 2023.
- 51% of students achieved scores in the average or above range, reflecting significant improvement in Spring 2024.
- 25% of 149 students moved from below-average to average among their general education peers from Spring 2023 to Spring 2024.
- 13% improved from a lower performance descriptor (e.g., from 'poor' to 'below average') from Spring 2023 to Spring 2024.
- 23% who were in the average or above range in Spring 2023 either maintained or improved by Spring 2024.

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10. The curricula that will be implemented at LKA Jefferson will be the same curricula that have been successfully implemented in LKA's Baton Rouge, Northshore, and Caddo schools. All selected curriculum – LDOE or LKA selected – meet the Indicators of Superior Quality on the Instructional Materials Review Rubric. This ensures that the selected curriculum meets Louisiana grade progression and, ultimately, graduation requirements – and sets students up to master Louisiana state standards.

For any subject areas where Tier 1-rated curricula are available, LKA utilizes it, with the support of LDOE-approved expert vendors. In cases where the LDOE has not approved curriculum, LKA selects curricula that are aligned with the Indicators of Superior Quality across all categories of the LDOE Instructional Materials Review Rubric. The LKA Network Curriculum Committee, composed of the network Chief Academic Officer and network content leads, reviews all assessed curriculum. In consultation with school principals and Drs. Sally and Bennett Shaywitz, the Network Curriculum Committee makes final curriculum selections. All selected curricula used at LKA are specifically chosen for students with dyslexia and implemented using best practices in dyslexia education.

As described in the Academic Plan, the LKA school model and five pillars lay the foundation for the conditions (small class sizes, structures for teacher collaboration, intensive and sustained instruction, etc.) and curricular practices (focus on literacy, integration of literacy skills across core subject areas, flexible groupings, multiple and varied learning modalities, including oral, written, and kinesthetic activities, etc.). These elements engage students in robust experiences with explicit opportunities to build literacy skills (e.g., phonemic awareness, phonics, fluency, vocabulary, and comprehension) and increase their confidence and ownership of their learning. ***See the Supplemental Materials Section at the end of this application for an overview of the LKA ELA and science curricula.***

Based on an evaluation of the curriculum using the LDOE's Instructional Materials Review Rubric and a review by the LKA Network Curriculum Committee, in collaboration with Drs. Sally and Bennett Shaywitz from Yale University, the curricula and curricula tools identified in the table below were selected. ***Please see the Supplementary Materials section at the end of this application for the Overview of Selected Curriculum.***

The LKA Network Curriculum Committee has chosen curricula tools necessary to implement the research-based instructional strategies proven effective for teaching students with dyslexia. Neuhaus Teaching Basic Reading Skills emphasizes structured literacy instruction through systematic and explicit teaching methods, targeting key areas such as phonemic awareness and decoding. These methods support students with dyslexia in a gradual, sequential manner, building essential reading skills. Foundations by Multisensory Teaching Approach integrates multiple sensory modalities, leveraging visual, auditory, and kinesthetic techniques. This multisensory approach is supportive to all students, but particularly for students with dyslexia. Reading Readiness by Neuhaus Education Center focuses on early literacy, such as letter recognition and phonological awareness, providing mastery checks and diagnostic tools to adjust instruction to individual student needs as well as their unique progress. The Basic

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Language Skills program provides advanced instruction in areas such as reading fluency, comprehension, and composition. This focuses on decoding and oral language skills. Together, these programs align with evidence-based practices in the science of reading, helping educators deliver targeted interventions that address the specific learning needs of students with dyslexia and promote academic success across content areas.

Grade-level connected texts, themed units, and novel studies help students build background knowledge and expand vocabulary, which are critical components for reading comprehension. Research shows that students with dyslexia benefit from pre-reading activities that connect new concepts to prior knowledge, improving their ability to process and retain information.²⁷ This ensures students can participate in rigorous academic content despite challenges with reading fluency. In addition, structured writing instruction based on frameworks like Teaching Basic Writing Skills and The Writing Revolution by Judith Hochman ensures a clear progression from sentence-level to composition-level writing. This sequential approach addresses common difficulties dyslexic students face with organizing their thoughts and structuring written language. Grounding all writing instruction in connected texts further reinforces learning by developing oral language, vocabulary, and comprehension skills in context. According to Hochman's research, students learn best when writing is integrated across subjects, allowing them to practice and apply new skills in meaningful ways, promoting both academic growth and self-confidence^{28, 29}

11. LKA Jefferson will engage in hybrid learning only in the event of a school closure ordered by the governor for the safety and health of the general population, or in the event an entire class or grade must be quarantined. The school's procedures in this event are based on the experience of LKA Baton Rouge operating with remote instruction from March through June 20, 2020, and with hybrid instruction during the 2020–21 school year, when it provided a hybrid learning program for approximately 100 remote students while remaining open for in-person learning. These procedures include the following:

- **Device Acquisition and Distribution**

- Purchase 1:1 devices as needed through a technology wholesale vendor using federal grants to the extent possible (e.g., Emergency Connectivity Fund)
- Students in grades 4 and up will have 1:1 devices as a part of the standard school programming
- Assign new devices to individual students in grades 1-3 and disseminate devices from the school site or alternately designated location, with a signed agreement for device usage and return.
- Devices are registered in TIPWeb system and are tracked by barcode and funding source

- **Attendance Plan**

²⁷ Shaywitz, S. (2020). *Overcoming dyslexia* (2nd ed.). Knopf.

²⁸ Hochman, J., Wexler, N., & Lemov, D. (2017). *The writing revolution: A guide to advancing thinking through writing in all subjects and grades* (1st ed.). Jossey-Bass.

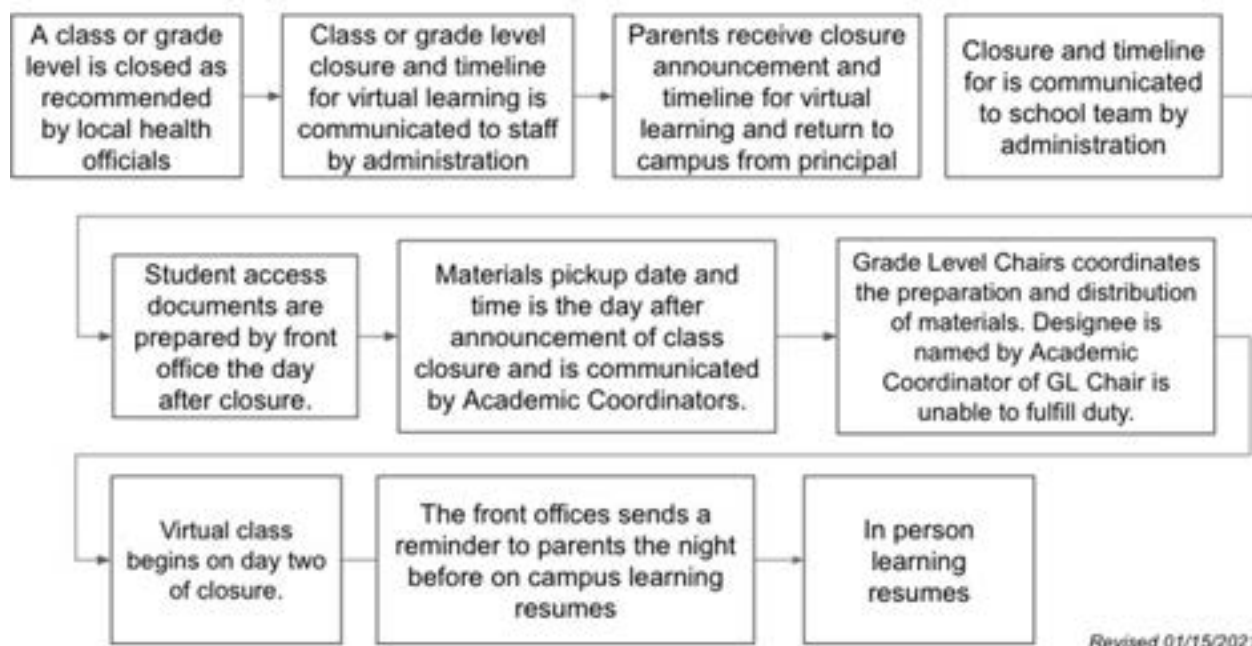
²⁹ Hochman, J. C., & Sopris West Inc. (2012). *Teaching basic writing skills: Strategies for effective expository writing instruction*. Sopris West.

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- Students in virtual setting complete daily survey to verify attendance for the school day
- Teachers continue to record attendance for each course using attendance system; operations team members communicate with absent students immediately to improve attendance
- **Learning Management System**
 - LKA will use Google Classroom, Seesaw and other appropriate platforms
 - Train teachers and parents on access to these platforms as part of the standard school year prep
- **Student Safety**
 - Student devices are controlled through GSuite for Education allowing only @lakeyacademy domain student logins and ability to block websites
 - Google Safe Search is enabled for each device
 - Computers can be remotely disabled from the administrative side if needed
 - All teachers have access to student screen observation and monitoring with the ability to stop students from accessing sites in the moment
- **Unforeseen Technical Difficulties**
 - A backup supply of devices is maintained in the event of lost or damaged devices
 - Hotspots will be provided for students without internet access.
 - Paper copy materials will be provided if necessary
 - The leadership team will meet weekly to address the specific operations and challenges presented during hybrid or virtual learning so that they can respond quickly to difficulties
- **Parent Communication and Support**
 - LKA will provide additional training sessions via a virtual platform to students and teachers, record the training, send the training to the appropriate members, and provide one on one support where needed for teachers, parents, and students.
 - LKA will use its parent communication platform to provide continued weekly communication with parents which will outline the timeline for hybrid and/or virtual learning start and anticipated end dates, revised schedules, access information, and expectations for engagement.
 - Parents will receive a weekly communication from the child's teacher/s that outlines expectations for assignments and homework via ParentSquare
 - Students will receive daily assignments and student materials in Google Classroom or SeeSaw depending on their grade-level, and will receive daily instruction via Zoom or recorded Zoom session.
- **Timeline and Transition for Virtual or Hybrid Learning**
 - The below timeline and process chart provides the steps for the transition from on campus to virtual or hybrid learning.

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On Campus to Virtual Transition Flow Chart



Academic Goals

12. LKA serves a student population that is 100% students with dyslexia. Therefore, BESE has approved an alternative framework for charter renewal and accountability which places an emphasis on its mission to educate students with dyslexia. The LKA Alternative Framework (below) establishes the goals that are the basis for charter renewal. ***Please see the Supplementary Materials section at the end of this application for the LKA Alternative Framework.***

The BESE-approved alternative framework identifies five indicators for academic success. Three indicators are LDOE selected and are aligned to LEAP 2025 assessments, a metric that impacts school performance scores. Two goals are LKA selected, chosen after a rigorous internal selection process, which ensures alignment to curriculum found to effectively teach students with dyslexia. Given that the proposed school will not offer high school seats, ACT and Graduation Rate-related goals are not applicable.

The LDOE-Selected Indicators of Success are ELA + Math LEAP 2025 Assessment Index, ELA LEAP 2025 Progress Index, and Math LEAP 2025 Progress Index. The LKA-Selected Indicators of Success are Comprehensive Test of Phonological Processing (CTOPP) and AIMSweb Math. LKA's five-year goals were established with consideration of current student performance measures and designed to achieve the performance metrics for charter renewal, as identified in the BESE-approved Alternative Framework. The table below identifies those and demonstrates the alignment of LKA's five-year goals with the alternative framework, relative to each indicator of success.

Five-Year Goals Aligned with The LKA Alternative Framework

INDICATOR: ELA + Math LEAP 2025 Assessment Index				
Alternative Framework Performance Metrics: Assessment Index between 80.0 and 150.00				
Performance Goals				
Spring 2024	Spring 2025	Spring 2026	Spring 2027	Spring 2028
AI=22	AI=23	AI=24	AI=25	AI=26
INDICATOR: ELA LEAP 2025 Progress Index				
Alternative Framework Performance Metrics: Progress Index between 80.0 and 150.00				
Performance Goals				
Spring 2024	Spring 2025	Spring 2026	Spring 2027	Spring 2028
PI=73	PI=74	PI=75	PI=76	PI=77
INDICATOR: Math LEAP 2025 Progress Index				
Alternative Framework Performance Metrics: Progress Index between 60.0 and 150.00				
Performance Goals				
Spring 2024	Spring 2025	Spring 2026	Spring 2027	Spring 2028
PI=80	PI=81	PI=82	PI=83	PI=84
INDICATOR: Comprehensive Test of Phonological Processing (Phonological awareness growth)				
Alternative Framework Performance Metrics: 60%-100% of students reach growth targets				
Performance Goals				
Spring 2024	Spring 2025	Spring 2026	Spring 2027	Spring 2028
72%	74%	76%	78%	80%
INDICATOR: AIMSweb Math (Overall Math/Computation growth)				
Alternative Framework Performance Metrics: 60%-100% of students reach growth targets				

Performance Goals				
Spring 2024	Spring 2025	Spring 2026	Spring 2027	Spring 2028
70%	72%	74%	76%	78%

Given that LKA has a highly specialized mission and student population, and in alignment with the LKA Alternative Framework, baseline data is collected with norm-referenced, standardized assessments that are aligned with the common core curriculum and evidence-based assessments targeting specific skills essential to improve literacy and remediate the language challenges of dyslexia. LKA schools collect baseline data on all students through the admissions process. Skills measured and compared to national norms for students' age include

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phonological processing skills, oral reading fluency, vocabulary, and written language benchmarks, in addition to the end-of-year LEAP assessment. Math skills are measured using MAP Growth scores aligned with grade-level standards and then correlated to students' end-of-year performance on the LEAP. School-wide goals for students on all measures are set using data analysis and monitored tri-annually. Assessments support both benchmarking and progress monitoring of school and student goals. Individual student progress and goals are tracked by the child's academic team and adjusted minimally each quarter. The table below describes the data collection plan, including assessments used to collect the data necessary to establish baselines and measure progress towards achieving LKA's Alternative Framework-aligned goals and those used for other core content areas, as well as a timeline for the administration of each assessment. Each year, LKA baselines are established at the beginning of the school year.

Establishing Baseline Data for Core Content Areas in Grades 3-8

INDICATOR: ELA + Math LEAP 2025 Assessment Index ³⁰	
Norm-referenced, Standardized Assessments	Timeline
<u>MAP Growth</u> : Measures math proficiency relative to grade-level standards and then correlated to students' end-of-year performance on the LEAP. Supports benchmarking.	Beginning of School Year
INDICATOR: ELA LEAP 2025 Progress Index	
Norm-referenced, Standardized Assessments	Timeline
<u>MAP Growth</u> : Measures math proficiency relative to grade-level standards and then correlated to students' end-of-year performance on the LEAP.	Beginning, Middle, and End of School Year
INDICATOR: Math LEAP 2025 Progress Index	
Norm-referenced, Standardized Assessments	Timeline
<u>MAP Growth</u> : Measures math proficiency relative to grade-level standards and then correlated to students' end-of-year performance on the LEAP.	Beginning and End of School Year
INDICATOR: Comprehensive Test of Phonological Processing (Phonological awareness growth)	
Norm-referenced, Standardized Assessments	Timeline

³⁰ Note that each indicator corresponds, in order, with the indicators and performance metrics outlined in the Louisiana Key Academy alternative performance framework according to which the school is assessed.

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<p><u>Comprehensive Test of Phonological Processing (CTOP)</u>: Measures phonological awareness, phonological memory; and rapid naming (to assess speed of phonological information recall)..</p>	
INDICATOR: AIMSweb Math (Overall Math/Computation growth)	
Norm-referenced, Standardized Assessments	
<p><u>AimsWeb Math</u>: Measures mathematical concepts and applications, facts fluency, recall speed, and number comparison fluency. These math skills are aligned with common core curriculum standards.</p>	
Other Core Subject Assessments	
<p>ELA</p> <p><u>AimsWeb Oral Reading Fluency</u>: The assessment format involves students reading aloud from grade-level text for one minute. Measures accuracy, fluency, and reading comprehension and is used as a universal screener, as well as for benchmarking and progress monitoring. This is a nationally norm-referenced, standardized assessment.</p> <p><u>Test of Word Reading Efficiency (TOWRE-2)</u>: Designed to assess sight word and phonemic decoding efficiency (PDE).</p> <p><u>The Kaufman Brief Intelligence Test (KBT)</u>: A screening tool to support the identification of students with dyslexia. In addition to informing the need for student support prior to enrollment, this assessment measures verbal and non-verbal skills. This is an important assessment to highlight gaps between academic performance (verbal skills) and cognitive ability, a key indicator of dyslexia, and identify gifted and cognitively impaired students.</p> <p><u>Writing Composition Assessment</u>: This LKA-created tool assess skill sets critical to students with dyslexia and aligns with ELA state standards. Supports benchmarking.</p> <p><u>LKA Network Assessments</u>: These are network created assessments were created in collaboration with the Dyslexia Resource Center and focused on foundational literacy skills including alphabet knowledge, decoding, encoding, basic writing and dexterity, as well as more complex skills, such as reading comprehension, critical thinking, and essay writing.</p> <p>Science</p> <p><u>Bayou Bridges Science</u>: These assessments are embedded in the curricula. LKA utilizes these assessments to both establish a baseline and measure progress towards goals throughout the SY.</p>	<p>Beginning, Middle, and End of School Year</p>

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<p><u>McGraw Hill Education Inspire Science</u>: These assessments are embedded in the curricula. LKA utilizes these assessments to both establish a baseline and measure progress towards goals throughout the SY.</p> <p>Math</p> <p><u>Great Minds Eureka Math Squared</u>: These assessments are embedded in the curricula. LKA utilizes these assessments to both establish a baseline and measure progress towards goals throughout the SY.</p> <p>Social Studies</p> <p><u>A Social Studies Composition Assessment</u>. This criterion-referenced assessment measures critical thinking, analysis, and synthesis skills in written responses to political, historic or civic writing prompts. Specifically, it assesses skills in line with the College, Career, and Civic Life Framework and aligns with key foci of Louisiana's standards, including inquiry-based learning, civic engagement, and disciplinary integration, among others . Used for benchmarking and progress monitoring.</p>	
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In compliance with Louisiana Revised Statute (R.S.) 17:3911, Louisiana Key Academy employs a School Operations Officer who is responsible for collecting all data on student discipline, including suspensions and expulsions, dropout rates, and attendance on an ongoing basis. Student demographic data on exceptionalities (including assessments and support qualifications) is collected at enrollment and aggregated by race, gender, and age. Annually, and as required, LKA creates data reports to be submitted to the LDOE.

LKA's plan to improve student performance is driven by the key pillars of the network model. This model is articulated below:

- **Early Diagnosis.** LKA Jefferson encourages the enrollment of students with dyslexia in 1st grade but the school accepts students in any grade within its grade configuration. The gap never completely goes away between students with and without dyslexia, but it can narrow if it is addressed by the first grade. The longer the delay in identification and remediation, the more difficult it becomes to narrow the gap.³¹
- **Focus on Evidence-based Interventions for Strong Literacy Skills.** As described in The National Reading Panel, evidence-based instruction for students with dyslexia “made a major contribution by employing a rigorous process to identify these essential components in any effective program to teach reading: phonemic awareness, phonics, fluency, vocabulary, comprehension”.³² LKA teachers implement strategies with strong evidence of effectiveness in educating students with dyslexia.

³¹ Ferrer, E., Shaywitz, B. A., Holahan, J. M., Marchione, K. E., Michaels, R., & Shaywitz, S. E. (2015). Achievement gap in reading is present as early as first grade and persists through adolescence. *The Journal of Pediatrics*, 167(5), 1121–1125. <https://doi.org/10.1016/j.jpeds.2015.07.045>

³² Shaywitz, S. (2020). *Overcoming dyslexia* (2nd ed.). New York, NY: Alfred A. Knopf..

- **Intensive Early Intervention.** Instructional intensity is defined by duration, frequency, engagement, and individualized pacing, all of which are supported by LKA's model, which integrates literacy instruction in core classes and provides for small class sizes. Research suggests that programs combining high frequency with extended duration yield better outcomes.³³ LKA students engage in 150 minutes of structured language arts daily, with literacy also woven into core subjects to reinforce skills across multiple contexts, a strategy shown to benefit students with dyslexia³⁴. Additionally, small group instruction with a 6:1 ratio in literacy and math allows for targeted teaching, real-time feedback, and greater student engagement, leading to significant improvements in reading fluency.³⁵
- **Use of Student-level Academic Data to Inform Individualized Instruction.** At LKA, teachers use continuous formative assessments to monitor progress in phonemic awareness, reading fluency, math fluency, and problem solving, target skill development with individualized instruction by creating flexible groups. This flexible approach ensures students can move at a pace appropriate to their needs, whether advancing quickly or receiving additional support and repetition to build mastery.³⁶ LKA teachers also identify students' strengths through data analysis, using them as a foundation for developing growth areas through varied learning activities, such as student choice, whole-group discussions, journaling, and multi-sensory techniques. This strategy not only promotes skill development but also boosts engagement, confidence, and self-efficacy.³⁷
- **Teachers Trained in Dyslexia and in Dyslexia Education.** LKA ensures that teachers are extensively trained in dyslexia education, equipping them to provide evidence-based instruction tailored to the needs of students with dyslexia. After hire, teachers undergo a two-year process to become Certified Academic Language Therapists (CALT), a certification provided through an IMSLEC-accredited program at The Dyslexia Resource Center. This intensive training includes a minimum of 200 instructional hours, 700 clinical hours, and 10 teaching demonstrations. LKA teachers also engage in ongoing professional development, refining their expertise each year and using collaborative data analysis to adjust instruction based on student needs. Through this commitment to continuous learning and data-driven teaching, LKA ensures students receive personalized instruction that supports their academic growth.

³³ Al Otaiba, S., Puranik, C. S., Rouby, D. A., Greulich, L., Sidler Folsom, J., & Lee, J. (2018). Exploring profiles of writing and reading skills in children with dyslexia. *Reading and Writing*, 31(5), 1073–1097. <https://doi.org/10.1007/s11145-017-9824-9>

³⁴ Simos, P. G., Fletcher, J. M., Bergman, E., Breier, J. I., Foorman, B. R., Castillo, E. M., Davis, R. N., Davis, R. N., Fitzgerald, M., & Papanicolaou, A. C. (2002). Dyslexia-specific brain activation profile becomes normal following successful remedial training. *Neurology*, 58(8), 1203–1213. <https://doi.org/10.1212/WNL.58.8.1203>

³⁵ *Journal of Learning Disabilities*. (2016).

³⁶ Al Otaiba, S., Puranik, C. S., Rouby, D. A., Greulich, L., Sidler Folsom, J., & Lee, J. (2018). Exploring profiles of writing and reading skills in children with dyslexia. *Reading and Writing*, 31(5), 1073–1097. <https://doi.org/10.1007/s11145-017-9824-9>

³⁷ van Woerkom, M., & Meyers, M. C. (2019). Strengthening personal growth: The effects of a strengths intervention on personal growth initiative. *Journal of Occupational and Organizational Psychology*, 92(1), 98–121. <https://doi.org/10.1111/joop.12240>

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As described below, LKA has developed a comprehensive professional development plan to support the effective implementation of all activities and strategies for a successful educational program.

- **Understanding Dyslexia and Evidence-Based Intervention:** Teachers engage in comprehensive, sustained training to deepen their understanding of dyslexia and its downstream effects in the classroom. Dyslexia Resource Center (DRC) is a key partner. An organization with a national reach, DRC's mission is to inform, educate, and partner with parents, students, and teachers on the current science of dyslexia, guiding and addressing the manifestations of dyslexia in the classroom. Located in Baton Rouge, Louisiana, the DRC is the only International Multisensory Structured Language Education Council (IMSLEC) accredited program in Louisiana. Through the DRC, and other accredited organizations, all LKA reading and writing teachers enroll in comprehensive post-graduate coursework to become a Certified Academic Language Therapist (CALT). Upon meeting the CALT-level requirements below, teachers are recognized as experts in the use of evidence-based practices to teach students with dyslexia.
 - A minimum of 200 instructional hours
 - A minimum of 700 clinical/teaching hours
 - At least 10 teaching demonstrations
 - Successful passage of the ALTA Competency Exam for IMSLEC instruction at the therapy level

In addition to its certification program, the DRC offers ongoing teacher training, parent consultations, and student tutoring. The DRC has provided webinars and online professional development courses for individuals across the state of Louisiana and beyond. As a well-respected organization, the DRC provides professional development to schools and parishes, including Catholic schools in the Diocese of Baton Rouge, the Catholic Diocesan REACH program dyslexia teachers, Cristo Rey Baton Rouge, Lafayette Parish SBLC coordinators, Orleans Parish schools, and Kenner Discovery Charter Schools.

- **LDOE Tier 1 Curriculum Implementation:** All teachers who teach core subject areas receive professional development to implement the LDOE Tier-1 rated curriculum, such as Great Minds Eureka, McGraw Hill Inspire. LKA uses only LDOE-approved expert vendors, such as Bayou Bridges and A+PEL, to provide high-quality professional development to ensure that Tier-1 curriculum is implemented with fidelity to maintain high levels of rigor as teachers implement appropriate strategies to ensure student access to grade-level standards. Teachers also receive PD in the use of a variety of curriculum-based assessments, norm-referenced assessments (such as NWEA MAP) and observational data (grounded in curriculum-aligned classroom observation rubrics) to set student goals for growth and adjust instruction according to individual student need.
- **School and Network Professional Development:** Throughout the school year, all teachers grow in their understanding of dyslexia through (1) observation and feedback cycles provided by network content leads and school principals; (2) structures to promote teacher collaboration; (3) contracts with experts in dyslexia education who work

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closely with teachers to continuously hone their craft and improve their instructional competencies; and (4) network and school-wide PD sessions. Teachers also receive network and school level PD to extend learning into the home, including the use of Khan Academy and IXL, an adaptive learning system that focuses on core subject areas and provides teachers with real-time analytics.

Louisiana Accountability System: Academic Performance

13. LKA has implemented an alternative performance framework tailored to support students with dyslexia, aligning with its specialized mission. This framework, approved by BESE, defines renewal metrics based on student progress in key areas, such as phonological processing (measured by CTOPP), oral reading fluency (assessed by DIBELS or AimsWeb), math skills (via the Brigance), and growth on state-approved LEAP metrics.

In the 2023-2024 academic year, LKA demonstrated substantial improvements:

- 51% of students scored in the average or above range on CTOPP by Spring 2024, up from 28% in Spring 2023.
- 25% of students improved from below average to average, while 13% progressed to higher performance descriptors.
- 23% of students who were already in the average or above range maintained or improved their performance.

In its most recent comprehensive assessment (2022) based upon its alternative performance framework, LKA earned full credit for appropriate performance metrics identified by LKA and approved by the Louisiana Department of Education. LKA has also obtained the necessary metrics for the department selected measures for renewal. The alternative framework for LKA was revised and approved most recently by BESE at the August 2021 meeting. Currently, LKA and the LDOE are preparing to jointly revisit this framework and revise as needed to serve all of Louisiana Key Academy sites statewide.

Site	Alt Framework Score	Next Charter Renewal Period	Notes
LKA Baton Rouge	70/100	2026-2027 SY	Based upon its performance on the alternative framework, this site was approved for a 3 year renewal in December of 2023.
LKA Northshore	NA	2026-2027 SY	The school has not yet received performance evaluation from the LDOE on the alternative framework.
LKA Caddo	NA	2027-2028 SY	The school has not yet received performance evaluation from the LDOE on the alternative framework.

LKA has received an SPS score that does not meet the school performance score requirement of a “B” or higher for the last three years as outlined in Bulletin 126. There are several reasons for this trend:

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- **Specialized Student Population:** Students with dyslexia have pronounced literacy performance deficiencies. Since this academic achievement gap is present in students with dyslexia in the first grade, students that enter at first grade or beyond are well behind their peers. First grade is the smallest enrollment grade at LKA.
- **Return to General Education Environment:** LKA students who show significant improvement typically return to their traditional school in fourth and fifth grade. While this is an indication of success for LKA itself, these students are not included in LKA subsequent LEAP 2025 results, therefore skewing the school's measurable picture of success.
- **Later Enrollment & Increasingly Profound Need:** Older students, who have most often gone undiagnosed and have had no (or limited) intervention, enroll in LKA when seats open as successful students transition to a more traditional school. These students often have more profound literacy skill gaps that have greatly impacted their learning in core subject areas and their academic confidence.

LKA's subgroups include students with disabilities and economically disadvantaged students. Outside of its alternative performance framework, LKA Baton Rouge received a school letter grade of an "F." Currently, there is no data to compare the performance of students with dyslexia at LKA to those in other schools due to lack of identification. In *Overcoming Dyslexia*³⁸, Dr. Sally Shaywitz, emphasized that assessments such as Partnership for Assessment of Readiness for College and Careers (PARCC), Smarter Balanced Assessment Consortium (SBAC), and those developed by individual states based on the Common Core State Standards (CCSS) – upon which the Louisiana State Standards are based – are problematic for assessing students with dyslexia. Such tests are based on the mistaken belief that all students, including dyslexic students, will be fluent readers by the end of second grade and that all students should read at grade-level and above, an expectation that clearly ignores all that has been learned about the development of reading in dyslexic children.

As dyslexia knows no economic limitations, this pattern of student performance plays out consistently across all subgroups, including Economically Disadvantaged and minority students. This overarching issue underscores the importance of LKA's alternative performance framework.

All Louisiana Key Academy sites meet all Bulletin 126§519 requirements for additional schools as outlined below:

³⁸ Shaywitz, S. (2020). *Overcoming dyslexia* (2nd ed., pp. 300–301). Knopf.

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Site	Authorizer	School Performance Targets ³⁹	Financial Performance	Organizational Performance	Meets LA Requirements for Expansion
LKA Baton Rouge	BESE	✓	✓	✓	✓
LKA Caddo	BESE	NA	✓	✓	✓
LKA Northshore	BESE	NA	✓	✓	✓

To target skill gaps among students with dyslexia, LKA relies heavily on Academic Language Therapy, a specialized, evidence-based intervention designed to support students with language-based learning disabilities, such as dyslexia. It uses structured, multisensory techniques to help students improve their literacy skills (phonological awareness, decoding, spelling, vocabulary development, reading fluency, and comprehension).

All LKA reading and writing teachers receive training to become experts in the implementation of ALT by completing rigorous training, including the completion of practicum hours, to become a Certified Academic Language Therapist. The ALT program at LLKA utilizes the Orton-Gillingham method, which utilizes multisensory, sequential, cumulative, and diagnostic approaches to engage multiple senses (visual, auditory, tactile) to strengthen memory and reinforce skill acquisition. Utilizing ALT, LKA students benefit from explicit instruction by breaking down concepts into manageable parts (phonemes, syllables, morphemes) and intentionally reconstructing the whole to deepen understanding and embed learning. Sessions are provided several times a week and often one-on-one, and may be flexible small groups, to target the needs of individual students with highly personalized instruction, themes, and supports (scaffolding, anchoring to prior knowledge, pacing, repetition, feedback frequency, etc.). ALT helps students build essential literacy skills and develop confidence in their academic abilities. In fact, multiple studies demonstrate the effectiveness of Academic Language Therapy instructional strategies for students with language-based learning disabilities, such as dyslexia.:

- One study demonstrates that structured literacy interventions improve reading, spelling, and writing by focusing on the small components of language. The authors stress the importance of structured instruction for students with language impairments, such as dyslexia.⁴⁰

³⁹ Per Bulletin 126§519(D), LKA is exempt from the traditional school performance requirements for expansion as the network is subject to an alternative performance framework. Based upon the most recent assessment using this framework, LKA meets all student performance criteria for exemption. The Caddo and Northshore sites have not yet received assessments for student performance based upon this framework.

⁴⁰ Fallon, K. A., & Katz, L. A. (2020). Structured literacy intervention for students with dyslexia: Focus on growing morphological skills. *Language, Speech, and Hearing Services in Schools*, 51(2), 336–344. https://doi.org/10.1044/2019_LSHSS-19-00019

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- A study of students in primary school found that those receiving language-focused interventions significantly outperformed peers in the areas of reading comprehension and vocabulary.⁴¹
- Meta-analyses performed by Graham et al., found that structured reading interventions improve writing performance, including writing quality and spelling. The positive effect was strong across various student demographics and levels of achievement.⁴²

As detailed above, network student performance based upon the alternative measures of success for Louisiana Key Academy, the network has succeeded in carrying out its mission of serving students with dyslexia. The school remains current on all national research on serving students with dyslexia and adjusts its own programming based upon its own students' growth and performance, thereby ensuring that the school is continuously growing in its ability to carry out its mission.

Assessments

14. The table below describes LKA's primary diagnostic, formative, and summative assessments, their purpose, design, format and rationale for selection.

LKA Assessment Purpose, Design, Format, and Rationale for Selection

Assessment Name	Purpose	Design	Format and Frequency	Rationale
Note that, above, several additional assessments are named as part of the LKA academic program. Any not listed here are used purely for diagnostic and/or baseline establishment purposes rather than formative or summative purposes as those listed below are used.				
Comprehensive Test of Phonological Processing (CTOPP) * Approved Alternative Framework Assessments	Assesses a student's Phonological Awareness	Norm referenced, standardized assessment	One on one oral assessment Administered as part of the admissions assessment and then annually each spring	This test was chosen in partnership with Drs, Bennett and Sally Shaywitz of the Yale Center for Dyslexia and Creativity and assesses a student's ability to manipulate sounds within words which is necessary for fluent reading. This assessment reflects the science of dyslexia.
AIMSweb Math * Approved Alternative Framework Assessments	Assesses math problem solving and fact fluency	Norm referenced standardized assessment	Administered via computer with read aloud function available three times annually in the fall, winter, and spring.	Provides a norm referenced comparison to the child without dyslexia, accommodations allowed

⁴¹ Jiang, H., & Logan, J. (2019). Improving reading comprehension in the primary grades: Mediated effects of a language-focused classroom intervention. *Journal of Speech, Language, and Hearing Research*, 62(8), 2812–2828. https://doi.org/10.1044/2019_JSLHR-L-19-0015Arizona State University

⁴² Graham, S., Liu, X., Bartlett, B., Ng, C., Harris, K. R., Aitken, A., Barkel, A., Kavanaugh, C., & Talukdar, J. (2018). Reading for writing: A meta-analysis of the impact of reading interventions on writing. *Review of Educational Research*, 88(2), 243–284. <https://doi.org/10.3102/0034654317746927>

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AIMSWeb ORF	Assesses a student's oral reading fluency	Norm referenced standardized assessment	One on one oral assessment Administered three times annually in the fall, winter, and spring.	Reading connected text is the goal and the AIMSWeb ORF provides a national percentile score to measure reading fluency. This is used with the other assessments to make instructional and support decisions for each child.
Daily observations by a CALT	Formative Assessment of curriculum-based instruction	Individualized by academic skill and teacher	Informal Observation	Allows teachers to quickly adjust instruction for more repetition and feedback where the child is having difficulty.
Weekly Assessments in Reading and Pre-Reading	Formative assessments monitor progress towards mastery of current skills	Curriculum based measures	Oral and written	Teacher tracks to address with student in future lessons
Weekly Assessments in Math using Illustrative Math	Formative assessments monitor progress towards mastery of current skills	Curriculum based measures	Oral and written	Teacher tracks errors and areas of support needed to address with students in future lessons
Basic Language Skills Curriculum Based Progress Monitoring	Interim Assessment based on intervals within curriculum (progress monitoring every 10 – 15 concepts and mastery checks every 20 – 50 concepts)	Curriculum based measure	Oral and written	Measures progress of decoding and fluency

Students enroll at LKA at different stages of their education experience -- but none are reading fluently upon their entrance to the school. The curriculum, instruction, and assessment selections are designed to increase reading fluency and deliver grade-level content knowledge. While our students struggle with the LEAP assessment because it assesses their disability and not their strengths, our teachers are provided the LEAP assessment criteria and they do align LKA's assessments to the appropriate grade-level LEAP tested standards. All grade-level texts are aligned to grade-level standards, but no explicit LEAP test preparation is done at LKA.

The academic leadership team collects and analyzes data through the lens of the progression of reading, ensuring that students have phonemic awareness skills, which are prerequisites for oral reading fluency. If a child is struggling with phonemic awareness after intensive instruction, additional tutoring and modifications to instruction are directed where there is an even greater emphasis on vocabulary, reading connected text aloud, and access to text via technology accommodations. As oral reading fluency improves, the team expects vocabulary to also

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increase, resulting in greater success with reading comprehension and the volume of reading in older grades.

Teachers and leaders analyze student data on a daily, quarterly, and tri-annual basis. Specifically, summative assessments (e.g., CTOPP, TOWRE, AIMSweb ORF and Vocabulary, and AIMSweb Math) and formative assessments (e.g., MAP, core curriculum, and teacher created) are administered on the timeline described above and the results are collected annually and kept in a database for easy year-on-year access. Data from LKA assessments are reviewed collaboratively by faculty in weekly professional learning sessions and monthly by the network's Chief Academic Officer and Content Specialists. Teachers use student data to set students' individualized goals, establish baselines from which to measure progress, make personalized instructional plans and curricular decisions. Beginning of year assessments are used to determine each student's current performance and make initial intervention and curricular decisions. For example, data is used by teachers to determine appropriate learning experiences (e.g., flexible small groups, one-to-one instruction, etc.), plan for individualized instructional support (e.g., scaffolding, frequency of feedback, pacing, etc.), and identify specific skills to target for development (e.g., phonics, fluency, comprehension, etc.). Throughout the year, data is used to determine the effectiveness of these choices and make adjustments to provide greater levels of support or advance students forward in their development. End of year data provides critical feedback related to student learning and teacher performance. Analysis of this data is used to make decisions for students in the subsequent year and help teachers identify their own areas of skill development.

The leadership team synthesizes data to identify trends across groups of students, classrooms, schools, and the network to identify shifting needs for school-wide and targeted professional development to improve overall student and school performance. On an annual basis, LKA's school leader evaluates the overall student and faculty performance to make any appropriate adjustments to the school's curriculum, instructional and programmatic offerings based on best practices and new research in dyslexia education.

LKA provides quarterly narrative progress reports that summarize progress in all areas of academic language therapy written by the student's CALT. Additionally, LKA dedicates three days per quarter to parent/guardian conferences to review student progress, discuss upcoming goals for the quarter, and review home learning activities to support the acquisition of vocabulary and increase reading fluency.

The mission of LKA is to identify and educate students with dyslexia in its community so that they can reach their full potential. To this end, the exit standards of LKA are twofold: (1) For students to be as fluent a reader as possible – meaning they are as close as possible or above grade level expectations for reading as is individually possible for the child and (2) that they are on grade level for core content areas. Given the ramifications of a dyslexia diagnosis, for some students this presents a significant challenge. However, with the comprehensive wraparound services provided in LKA's program, this has been shown to be possible and to mitigate the potential long term impacts of dyslexia in a child's life.

Diverse Learners and Student Supports

15. All students at LKA have dyslexia which is defined as “an unexpected difficulty in reading for an individual who has the intelligence to be a much better reader, most commonly caused by a difficulty in phonological processing, which affects the ability of an individual to speak, read, and spell.”⁴³ Dyslexia has a downstream effect on academic performance in reading, writing, and math. LKA's model exists to address this disability. It provides an entire academic program designed specifically for the dyslexic child. All students who have been accepted to LKA have been identified as being ‘academically behind’ and needing academic intervention. All students are then provided an evidence based, instructional model for the entire day, for multiple years, as determined by student need. This model includes the following supports:

- All admitted students are placed in a flexible small group for intensive, evidence-based reading, writing and math instruction. This is based on data from the National Reading Panel.
Evidence-based instruction is provided to each child for ninety minutes a day, five days a week in an average 6:1 student to teacher ratio. Academic language therapy is provided by a CALT or a dyslexia specialist working towards CALT certification. All evidence-based instruction is monitored by a CALT and a Qualified Instructor (QI).
- Science and social studies classes are small and no larger than 12-18 students per class. Trained teachers use evidence-based practices to increase reading fluency and vocabulary through grade level science and social studies content.
- Students receive frequent opportunities for feedback throughout the day from a trained teacher in small groups.
- Trained teachers adjust their instructional plan weekly and quarterly to meet the individual needs of each student in their group. Teachers complete a quarterly narrative progress report on each child, summarizing the student’s academic progress in course curriculum, phonemic awareness, oral reading fluency, vocabulary, writing, and math. The progress report reports on the academic goals that the student has met and will meet over the next quarter. The narrative progress report is provided to parents and is reviewed by Principals and/or Lead Content Teachers.
- This level of academic intervention is responsive to individual student progress. Trained teachers make recommendations at quarterly intervals for students to move to groups that are moving more quickly, are smaller, or that provide different academic goals depending on student progress and need. This reading and math instruction is considered special education as reported on student IEPs.
- Evidence-based, small group instruction persists for the entirety of enrollment, and not for a limited number of weeks.
- Students who obtain a level of reading fluency acceptable to their parents transition out of LKA and to their home school.

⁴³ Louisiana State Legislature. (2020). *Act No. 206: An act to amend and reenact R.S. 17:7(11)(d)(i) and 2112(B), relative to screening and intervention for students; to redefine the term dyslexia for purposes of testing students for dyslexia and providing services to students with dyslexia; and to provide for related matters*. Retrieved from <https://www.legis.la.gov/legis/ViewDocument.aspx?d=1181940>

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- This intensive level of intervention is different for each student and varies depending on which grade the student enters, the severity of their dyslexia, and the wishes of the parents.

A QI has obtained CALT certification and has been a member of the Academic Language Therapy Association for a minimum of 3 years, completed an additional 1,400 clinical teaching hours and has done a two year internship in order to be qualified to train and certify individuals as a CALT. A CALT has pursued 200 coursework hours and 700 clinical hours in educating students with dyslexia under the supervision of a QI. CALT coursework and clinical supervision must be received from an accredited center. Additionally, a CALT must pass a comprehensive exam. CALT certification is governed by the Academic Language Therapy Association. This highly specialized individual is the most highly qualified instructor to provide evidence-based instruction to the dyslexic child.

Academic language therapy uses evidence-based practices to explicitly and sequentially teach all elements of language. All elements of instruction are designed to meet the phonemic deficit in students with dyslexia, which greatly impacts speaking, reading (both decoding and fluency), spelling, and often learning a second language. “The child must develop the unconscious awareness that spoken words can be pulled apart into the elemental particles of speech.”⁴⁴ The essential goal is to develop fluent readers as close to grade level as possible.

This academic language therapy is considered specialized instruction for children with dyslexia as it is required for an extensive time period, must be provided by specially trained personnel, and allows the child to make progress towards reaching their fullest academic potential.

Students needing additional support are usually recognized by academic performance that falls below expected levels, achievement scores that do not match those of peers, or noticeable declines in progress. For students with dyslexia, the concept of “academically struggling” particularly emphasizes essential reading and writing skills or any other areas outlined in their IEPs, as determined during admissions and reviewed on a standard basis. Teachers meet weekly in grade level groups. During this time, they review student data and share any student concerns with other members of their grade level team. When a teacher identifies an area of academic concern they share this information with their Principal and Lead Content Teacher. The teacher collaborates with those academic leaders to develop an individualized plan aimed at enhancing the student’s grasp of academic content. During this process, they review test scores, present-level assessments, student admissions data, and any other relevant data (behavior, attendance, etc) to inform the student’s plan. The student’s academic team, which includes the Principal, teacher, and Lead Content Teacher, then meets monthly to review the student’s progress towards the goals on their plan. This process features rigorous core instruction, continuous assessment, family involvement, and direct monitoring of student progress. If any additional evaluation for other exceptionalities is ever needed, the process integrates data from the student’s academic plan, standardized testing, and observations from parents, teachers, and other staff, following Bulletin 1508 guidelines within a 60-day timeframe.

⁴⁴ Shaywitz, S. (2020). *Overcoming dyslexia* (2nd ed., pp. 300–301). Knopf.

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If the team identifies an additional learning need, they meet with parents to review results and set targeted goals to support the student's full engagement in their therapy program.

Children identified as at risk for dyslexia undergo a screening and evaluation process through LKA's partnership with the Dyslexia Resource Center prior to admission. 100% of children enrolled at LKA have a dyslexia diagnosis. This diagnosis is in alignment with current science and with the state law definition of dyslexia. This screening and evaluation is at no cost to families. In addition to a parent interview and a review of prior academic and medical records, this process leverages the following assessments to identify students with dyslexia:

- KBIT-2: brief IQ assessment (students w/ dyslexia showcase average to above average intelligence)
- CTOPP-2: phonological awareness assessment (phonological processing is the core deficit in most of those with dyslexia)
- TOWRE-2: word reading fluency assessment (those with dyslexia struggle with reading single words, especially nonsense words as well as timed assessments)
- Aimsweb Oral Reading Fluency: reading fluency assessment (those with dyslexia struggle to read fluently [with speed, accuracy, and prosody])
- Academic Assessment: measure of various academic skills such as alphabet, decoding, encoding, letter/sound correspondence, etc. The skills assessed differ based on a student's grade level.

LKA develops a master schedule that prioritizes core instruction and integrates services according to admissions testing results. Students with IEPs and 504 plans receive 90 minutes of high-quality ELA instruction in small groups led by a dyslexia specialist. This instruction is specifically tailored to address each child's unique needs related to their disability.

Unlike a traditional Local Education Agency (LEA), the child find procedure at LKA begins at the time of admission, reflecting the school's mission. The admissions process includes free screening followed by testing for dyslexia to determine if a student from a traditional school setting is struggling due to dyslexia. The team involved in assessing student needs during admissions comprises the parent, child, special education coordinator, student evaluator, and a comprehensive review of the student's school records. Once dyslexia is identified, the student begins evidence-based instruction tailored to their needs, which is essential for improving fluency in speaking, reading, and writing. The student is immediately recognized as "academically behind" due to dyslexia, prompting the initiation of an evaluation to ensure they receive either an IEP or 504 plan that provides the appropriate diagnosis, educational plan, and accommodations based on their academic requirements. The student's DRC report serves as the foundation for their full evaluation and eventual IEP. The evaluation team is multidisciplinary, including the teacher, evaluator, parent, and, if necessary, a medical professional.

The IEP team includes the officially designated representative, the IEP case manager, the special education teacher, a general education teacher trained specifically at LKA, the parent(s), and the student, unless the parent opts to waive the student's attendance. The IEP is created collaboratively, with each team member contributing, and special emphasis is placed on the

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parent's insights and understanding of how dyslexia affects their child. The procedures followed are in accordance with IDEA and Louisiana Bulletin 1508. The IEP is drafted by the case manager, who ensures it complies with both Louisiana and federal laws, documenting the participation of all IEP team members in developing the educational plan for the child. The roles of each IEP team member are outlined below:

- **Officially designated representative:** Special Education Coordinator who supervises special education at LKA, who is an expert in the field of dyslexia, and is knowledgeable about resources at the school
- **IEP Case Manager:** Ensures that the complete student information is gathered in preparation for the meeting, ensures that timelines and due dates are met, ensures that the IEP is compliant with Louisiana Bulletin 1530.
- **Teacher:** Teacher who is an expert in the field of dyslexia who is at least CALP or in training to become a CALP and who teaches the child
- **Special Education Teacher:** An expert in the field of dyslexia who is a CALT or in training to become a CALT and who teaches the child
- **Parents:** Parents are integral members of the IEP team. Their wishes for their child are represented in the IEP. Parents are provided ample time to discuss their child, ask questions, and schedule follow up meetings as necessary.
- **Student:** Students are active members of the IEP team per their parent's permission and desire.

Admission applications with current IEPs are reviewed by the DRC evaluator as well as the LKA school site's SPED Coordinator. The SPED Coordinator either accepts the student's current IEP or initiates the process to develop a new IEP in accordance with Bulletin 1508 - Louisiana's Pupil Appraisal Handbook. If a new IEP is warranted, the student is provided the same free and appropriate education determined in the previously IEP until the new IEP is completed, reviewed and accepted by the IEP team and parents as required by IDEA 2004 and Bulletin 1508 - Louisiana's Pupil Appraisal Handbook.

LKA is designed to provide a highly-trained and certified team of professionals to oversee and meet the needs of students with dyslexia. The pupil appraisal team is responsible for the compliance, required documentation, and facilitation of required meetings while the LKA site's Principal leads the campus teams in the implementation of daily instruction for students. The LKA team includes special education teachers who receive specialized training for students with dyslexia. Training for all teachers is directly overseen by the Director of Special Education, the Chief Academic Officer, and the principal of each LKA site.

Students at LKA are provided with an evidence based education for students with dyslexia. As needed, LKA contracts with universities or private practices to provide related services to all students to access a free and appropriate education, including but not limited to speech therapy, physical therapy, and nursing. Students receive related services from individuals licensed by the State of Louisiana in their specific areas of support service. Language goals and deficits are addressed through the entirety of the LKA curriculum by teachers trained to address the complex language needs caused by dyslexia.

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Measurement of learning outcomes and IEP goals are achieved through the following process:

- ELA
 - Daily diagnostic observations by a CALT of student's progress in skills taught
 - Weekly, formalized assessments created to monitor mastery of current skills based upon curriculum.
 - Periodic progress monitoring of cumulative mastery of skills presented in academic language therapy, which includes Progress Monitoring every 10 – 15 concepts and Mastery Checks every 20 – 50 concepts, allowing the CALT to keep a close eye on the student's progress in decoding and fluency skills and make therapeutic decisions regarding instruction that meets the individual needs of the child.
 - Annual assessment to measure progress in phonological awareness through the CTOPP-2.
 - Bi-annual assessment of grade level fluency using the AIMSweb Oral Reading Fluency assessment.
- Math
 - Bi-annual assessment of math proficiency relative to grade-level standards using the MAP Growth assessment.
 - Bi-annual assessment of mathematical concepts and applications, facts fluency, recall speed, and number comparison fluency using the Aimsweb Math assessment.
- Composition
 - Every 2-3 months, this LKA created tool assesses students' written language skills in the areas of semantics, syntax, accuracy, automaticity, and organization.
- Science
 - Weekly curriculum embedded assessments which monitor student mastery of current skills (McGraw Hill Inspire)
- Social Studies
 - Curriculum embedded assessments which monitor student mastery of current skills (Bayou Bridges)
- All Subjects
 - Quarterly narrative progress reports written by the student's teacher in corresponding goal areas
 - Monthly data analysis by teachers in collaboration with Content Specialists and Lead Content Teachers
- Related Services
 - Daily data collection and observations by the related service provides which are logged electronically

The LKA academic team (Chief Academic Officer, Content Specialists, and Principals) meets monthly to review student data on a schoolwide and district wide basis.

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Dyslexia does not discriminate by race, ethnicity, religion, language or gender. For English Learners, teachers will address development of skills in the same way as if English were the child's first language, as the foundation of instruction is evidence-based practices for teaching and therapeutic interventions. In keeping with LDOE requirements, English Language Learners are evaluated at the time of enrollment to assess the student's unique language supports through a home language survey (HLS)⁴⁵ by the SPED Coordinator. Students who are learning English as a second language are assessed during the admissions process and annually using the English Language Proficiency Test which is administered by trained staff members according to the guidelines of the Louisiana Department of Education.⁴⁶ IEP goals are developed to assist the student in additional English language acquisition during individual pull out services. All instructional support is aligned with the general education classroom curriculum, LEAP 2025/LEAP Connect and the English Proficiency Standards for ELs with Significant Cognitive Disabilities or English Language Proficiency⁴⁷. Progress is communicated with the parents every nine weeks. During IEP meetings, the school will provide translators, upon request or as indicated, to communicate with parents or guardians. All informational documentation will be provided in the native language requested/indicated on the student intake form at the beginning of the year or by request. English Language Learners are assessed at the end of the school year and reclassified, as warranted by the data, to exit from pull out services if approved by parents. At the beginning of each school year, LKA evaluates the home or native language for each student to identify families that need additional communication support with a translator service and translated documents.

The CEO will assemble a team including the Principal, Director of Special Education, and other relevant staff to review the population of students identified as struggling. In the event that this group finds disproportionate identification of any one subgroup the group will take the following steps to ensure the solution is culturally responsive to its findings.

- The team reviews the data to determine whether any student sub-group has been identified as struggling when an exclusionary factor that is the cause of low academic performance for that particular student including, but not limited to, family or student or family crisis, excessive student absences due to illness or other factors, teacher absences that result disruption in classroom structure or routines; and
- Administration will provide professional development on potential non-academic causes of low academic performance, mitigation of those challenges and the pitfalls.

Identifying exclusionary factors helps the administration at LKA to proceed in better serving the student and the source of the student's challenges. This step supports the holistic evaluation needs of children and helps LKA avoid assuming that low academic performance is necessarily

⁴⁵ U.S. Department of Education. (2016). *Chapter 1: Tools and resources for identifying all English learners*. In *English learner tool kit* (pp. 1–12).

<https://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/chap1.pdf>

⁴⁶ Louisiana Department of Education. (2023). *ELPS ELPT*. <https://la.portal.cambiumast.com>

⁴⁷ Louisiana Department of Education. (2021). *Public comment for alternate connectors for English learners*.

<https://www.louisianabelieves.com/docs/default-source/english-learners/2021-public-comment-for-alternate-connectors-for-english-learners.pdf>

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a function of academic needs. Staff follows the LDOE's process to ensure LKA does not disproportionately over-identify any sub-group, and will follow the state's recommendations to address, if necessary⁴⁸.

LKA is committed to a rigorous, innovative and collaborative model of education for students with dyslexia. All LKA students are expected to follow the same course sequence. The LKA program has been designed by evidence-based research in giving students a common course of study. Because of this philosophy, LKA will not offer specific gifted/talented instruction. Rather, in instances in which a student is academically advanced, it is reflected in their IEP as it would be with anyone gifted. The specific needs of students who are academically behind or advanced are addressed through the IEP they receive, which articulates their needs and is tailored to their situation. All students receive individualized pushes through LKA's STEM program.

Behavior Management

16. LKA recognizes that effective discipline is rooted in understanding the unique needs of students with dyslexia. Therefore, teacher training is a cornerstone of LKA's success in managing student behavior. All teachers receive specialized training on dyslexia, evidence-based instructional practices, and classroom management strategies. Our approach prioritizes positive behavior interventions, collaboration with families, and targeted teacher training to create a supportive environment where students can thrive academically and socially. Through intentional lesson design, small class sizes, and ongoing data analysis, LKA ensures that behavioral challenges are addressed proactively, fostering student success while minimizing punitive disciplinary measures.

LKA believes that behavior infractions are learning opportunities for setting boundaries, improving self, and reflecting upon and restoring relationships. This restorative approach aligns with research showing that students with disabilities, including those with dyslexia, benefit from positive behavior interventions, which help reduce disciplinary incidents and improve academic outcomes⁴⁹. Research shows that positive behavior interventions are more effective for students with learning disabilities, including dyslexia. When behavioral issues arise, LKA collaborates with families, the student's academic team, and IEP members to address the root cause and determine appropriate next steps. Exclusionary actions, such as suspension or expulsion, are only considered as a last resort. LKA also conducts monthly behavior data analysis to identify trends, ensure fair discipline practices, and implement strategies for improvement at both the individual and grade levels. Many students with dyslexia struggle with academic frustration, avoidance behaviors, and low self-esteem due to difficulties with reading, writing, and language tasks. Studies suggest that students with dyslexia often experience low self-esteem and anxiety

⁴⁸ Louisiana Department of Education. (n.d.). *Coordinated early intervening services*. <https://www.louisianabelieves.com/academics/coordinated-early-intervening-services>

⁴⁹ Gregory, A., Allen, J. P., Mikami, A. Y., Hafen, C. A., & Pianta, R. C. (2014). Eliminating the racial disparity in classroom exclusionary discipline. *Journal of Applied Research on Children: Informing Policy for Children at Risk*, 5(2), Article 12. <https://doi.org/10.58464/2155-5834.1212>

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due to repeated academic failure, making supportive environments critical for their social and emotional development.⁵⁰

LKA makes every effort to ensure that students are able to remain in their classrooms and has set up systems to address behavior needs. Research shows that providing in-class support and behavioral interventions, rather than removing students, can improve academic and social outcomes for students with disabilities^{51,52,53}. LKA pulls teachers and students together to resolve problems, provide coaching to both teacher and student, and emphasizes the importance of a positive teacher-student relationship. Studies highlight that strong teacher-student relationships can foster greater engagement and reduce problem behaviors, particularly for students with disabilities.⁵⁴

LKA understands that all students want to be successful and that students with dyslexia may have a damaged sense of self-worth after failure within a traditional classroom setting. Studies indicate that students with dyslexia, who often experience academic frustration and emotional distress, benefit from positive behavior interventions and classroom environments that promote engagement and minimize punitive measures.⁵⁵ Further, studies demonstrate that smaller class sizes are particularly beneficial for students with learning disabilities, as they provide more individualized instruction and opportunities for meaningful teacher-student interactions.⁵⁶ LKA provides an environment where students feel pride in “owning” their dyslexia as they are surrounded by peers who have the same experience of persevering with dyslexia. It provides a safe learning environment for reading aloud, tackling language heavy math concepts, and writing compositions that express their intelligence and creativity. Students are able to enjoy learning science and social studies content at their intellectual/grade-level rather than being limited and frustrated by reading fluency.

LKA’s small class sizes allow teachers to provide individualized support, fostering meaningful interactions that address students’ academic, social, and behavioral needs. Teacher training in understanding dyslexia, evidence-based instructional practices for children with dyslexia, and classroom management are crucial to student success at LKA. Evidence indicates that teachers

⁵⁰ Burden, R. L. (2008). Is dyslexia necessarily associated with negative feelings of self-worth? *Dyslexia*, 14(3), 188–196. <https://doi.org/10.1002/dys.371>

⁵¹ Skiba, R. J., Arredondo, M. I., & Rausch, M. K. (2014). Disciplinary interventions in response to student behavior: A summary of current research. *Equity Project at Indiana University*.

⁵² Roorda, D. L., Koomen, H. M. Y., Spilt, J. L., & Oort, F. J. (2011). The influence of affective teacher-student relationships on students’ school engagement and achievement: A meta-analytic approach. *Review of Educational Research*, 81(4), 493–529. <https://doi.org/10.3102/0034654311421793>

⁵³ McIntosh, K., Girvan, E. J., Horner, R. H., & Smolkowski, K. (2014). Education not incarceration: A conceptual model for reducing racial and ethnic disproportionality in school discipline. *Journal of Applied Research on Children: Informing Policy for Children at Risk*, 5(2), Article 4.

⁵⁴ Roorda, D. L., Koomen, H. M. Y., Spilt, J. L., & Oort, F. J. (2011). The influence of affective teacher-student relationships on students’ school engagement and achievement: A meta-analytic approach. *Review of Educational Research*, 81(4), 493–529. <https://doi.org/10.3102/0034654311421793>

⁵⁵ Burden, R. L. (2008). Is dyslexia necessarily associated with negative feelings of self-worth? *Dyslexia*, 14(3), 188–196. <https://doi.org/10.1002/dys.371>

⁵⁶ Shinn, M. R., Walker, H. M., & Stoner, G. (Eds.). (2002). *Interventions for academic and behavior problems II: Preventive and remedial approaches*. National Association of School Psychologists.

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equipped with specific training in dyslexia can significantly improve the academic performance and confidence of students with dyslexia.⁵⁷ LKA teachers design their lessons to fortify the strengths of children with dyslexia, by focusing on reasoning, concept formation, comprehension, general knowledge, empathy, problem solving, vocabulary, and critical thinking, while remediating the core deficit of phonemic awareness. This allows children with dyslexia to thrive academically, improving self-image and eliminating many disciplinary problems. By creating a safe, supportive environment where students feel valued and connected to their peers, LKA helps students develop confidence in their abilities and take pride in their progress.

LKA is committed to working collaboratively with the student, family, and IEP team members to ensure that students with dyslexia have the support they need to thrive in school. This collaboration is key to helping students manage their behavior and improving their academic and social outcomes.⁵⁸ The school's approach to discipline is communicated through the school's handbook, orientation, and open house events. Attendance at open house events is strongest in our lower grades with 80% attendance and decreases somewhat in upper school. LKA is working to address upper school parent engagement through our new parent engagement committee and upper school to high school transition planning. LKA is committed to limiting exclusionary disciplinary measures such as suspension or expulsion. A suspension or expulsion is an action of last resort. Teachers participate in ongoing professional development focused on behavior and safety protocols to prevent disproportionate disciplinary actions. In rare cases when staff issue a disciplinary referral, appropriate action will be considered on a case-by-case basis in consultation with the director of Special Education, the student's teachers, and their parents/guardians. These practices reduce exclusionary discipline.

Research consistently finds that exclusionary discipline practices, like suspensions and expulsions, disproportionately affect students with disabilities and are often ineffective in addressing behavioral issues.⁵⁹ Therefore, in alignment with the LKA culture model, LKA conducts monthly analysis of behavior consequence data to determine trends in teacher actions, student actions, and to assess disproportionate administration of consequences. The culture team then creates teacher specific plans or grade-level strategies to address diversity, training in classroom management, or the root cause of the disproportionate consequences. LKA reserves suspensions and expulsions for offenses that jeopardize the safety or well-being of others, as outlined below.

- Assault and battery of school personnel
- Bullying, cyberbullying, intimidation, harassment and hazing
- Distribution/possession/use of alcohol, controlled or dangerous substance, or weapon
- Fighting unprovoked/instigation of a fight or disturbance

⁵⁷ Washburn, E. K., Binks-Cantrell, E. S., & Joshi, R. M. (2014). What do preservice teachers from the USA and the UK know about dyslexia? *Dyslexia*, 20(1), 1–18. <https://doi.org/10.1002/dys.1459>

⁵⁸ McIntosh, K., Girvan, E. J., Horner, R. H., & Smolkowski, K. (2014). Education not incarceration: A conceptual model for reducing racial and ethnic disproportionality in school discipline. *Journal of Applied Research on Children: Informing Policy for Children at Risk*, 5(2), Article 4.

⁵⁹ Skiba, R. J., Arredondo, M. I., & Rausch, M. K. (2014). Disciplinary interventions in response to student behavior: A summary of current research. *Equity Project at Indiana University*.

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- Intimidation (harassment, verbal threat, physical threat or other forms of intimidation)
- Leaving class without permission
- Possession of explosive devices/fireworks, firearms, knives and or ammunition
- Use or possession of imitation firearm, explosive devices, ammunition or
- Threatening a student, teacher, or other school staff at school or a school function

LKA has committed to reducing suspension and increasing positive student behavior, as represented in the table below.

LKA Suspension and Expulsion Rates Over Three Years		
2024-2025 School Year	Suspension Rate	0.38%
	Expulsion Rate	0%
2023-2024 School Year	Suspension Rate	1.57%
	Expulsion Rate	0%
2022-2023 School Year	Suspension Rate	9.24%
	Expulsion Rate	0%

Student conferences, parent conferences, and behavior plans are implemented to reduce and serve as alternatives to exclusionary discipline, and LKA's approach is consistent with the principles of restorative justice best practices. Research has shown that restorative justice practices, such as mediation, conferencing, and behavior plans, can significantly reduce suspension rates and improve student behavior, particularly for students with learning disabilities.⁶⁰

If a student commits an offense that requires short-term suspension (10 days or fewer), the student is given due process rights required by *Goss v. Lopez*, 419 U.S. 565(1975). Such student is subject to the following:

- When necessary, the student is removed from class and/or school;
- The student is entitled to respond to the allegations against him/her;
- The principal or designee addresses the conduct and assigns an appropriate consequence;
- The principal or designee notifies the parent/guardian; and
- A parent/guardian may be required to meet with the principal or designee regarding infractions upon a student's return to school.
- Long-term Suspension/Expulsion.If a student commits an offense that calls for long-term suspension (more than 10 days) or expulsion, the following steps are taken:
 - When necessary the student is removed from class and/or school;
 - The parent/guardian is notified by the principal or designee;

⁶⁰ Gregory, A., Clawson, K., Davis, A., & Gerewitz, J. (2016). The promise of restorative practices to transform teacher-student relationships and achieve equity in school discipline. *Journal of Educational and Psychological Consultation*, 26(4), 325–353. <https://doi.org/10.1080/10474412.2014.929950>

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- The school sets a hearing date;
- The parent/guardian are notified in writing of the allegations and a statement of evidence; date, time and place of the hearing; and notice of the right at the hearing to be represented by legal counsel (at the parent's own expense) and present evidence and question witnesses;
- After hearing the case, the Principal or designee issues a written decision to be sent to the parent/guardian, the school board, and the student's permanent records;
- Any student who is expelled or given long-term suspension (more than 10 days) has the right to appeal the decision in writing to the LKA Board within 5 days of the date of expulsion;
- Any appeal is heard, at the discretion of the Board Chairperson/President. In such case, the school sets a hearing date and the parent/guardian are notified in writing of the allegations and a statement of evidence; date, time and place of a hearing; and a notice of the right at the hearing to be represented by legal counsel (at the parent's own expense) and present evidence and question witnesses.
- Any student after being suspended on three (3) occasions for committing any of the offenses enumerated in the student handbook (tardies or dress code violations do not count), during the same school year, may on committing the fourth offense be recommended for expulsion.
- The principal or other appropriate administrator makes the disciplinary determination on the basis of the severity of the misconduct and the previous record of behavior.

Note: There have been no expulsions at LKA Baton Rouge since its founding eleven years ago.

School personnel may remove a student with a disability who violates a code of student conduct from his or her current placement to an appropriate interim alternative educational setting, or suspension, for not more than 10 consecutive school days (to the extent those alternatives are applied to students without disabilities), and for additional removals of not more than 10 consecutive school days in that same school year for separate incidents of misconduct (as long as those removals do not constitute a change of placement).

If a student with a disability has been removed from his or her current placement for a total of 10 cumulative school days in the same school year, then LKA shall provide services to the extent required during any subsequent days of removal. Within 10 school days of any decision to change the placement of a student with a disability because of a violation of the code of student conduct, LKA, the parent, and relevant members of the IEP team shall review all relevant information in the student's file to determine: 1. If the conduct in question was caused by, or had a direct and substantial relationship to the student's disability; or 2. If the conduct in question was the direct result of LKA's failure to implement the student's IEP.

If LKA, the parent, and relevant members of the student's IEP team determine that either of those conditions was met, the conduct must be determined to be a manifestation of the student's disability. If LKA, parent, and relevant members of your child's IEP team determine

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that the conduct in question was the direct result of LKA's failure to implement the IEP, LKA shall take immediate steps to remedy those deficiencies.

If it is determined that the conduct was a manifestation of the student's disability, the IEP team shall: 1. Conduct a functional behavioral assessment (FBA), unless LKA had conducted an FBA before the behavior that resulted in the change of placement occurred, and implement a behavioral intervention plan (BIP) for the student; or 2. If a BIP already has been developed, review the BIP, and modify it, as necessary, to address the behavior.

Except as described below under Special Circumstances, LKA must return the student to the placement from which he or she was removed, unless the parent and LKA agree to a change of placement as part of the modification of the BIP. If a parent disagrees with any decision regarding placement or the manifestation determination, the parent may appeal the decision by requesting a due process hearing. The dispute resolution procedures are as follows:

1. LKA shall arrange for the expedited due process hearing, which shall occur within 20 school days of the date the request for due process hearing is filed. The hearing officer shall make a determination within 10 school days after the hearing.
2. Unless the parent and LKA agree in writing to waive the meeting, or agree to use mediation, a resolution meeting shall occur within seven (7) days of receiving the notice of the request for due process hearing. The due process hearing may proceed unless the matter has been resolved to the satisfaction of both parties within 15 days of receipt of the request for due process hearing.
3. LKA requires the exclusion of evidence not disclosed to the other party three (3) business days before the hearing, unless the parties agree otherwise.

See Appendix 2: School Model Master Plan

Parent and Community Engagement

17. LKA is committed to fostering strong partnerships with families and the broader community to ensure students with dyslexia receive the support and advocacy they need. The Family Involvement Program is designed to empower families with knowledge and resources, ensuring they play an active role in their child's success. Following authorization, LKA will collaborate with parents, guardians, and community leaders to develop a strategy for ongoing engagement that aligns with the needs and priorities of Jefferson Parish.

The vision of LKA's Family Involvement Program is to equip families with the tools and support they need to be informed advocates for their children. The program aims to:

1. Strengthen relationships between school, family, and community.
2. Improve student attendance.
3. Reduce disciplinary incidents.
4. Enhance student achievement through shared learning and advocacy.

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LKA's approach to family engagement is centered around three key priorities: Removing Barriers, Building Relationships, and Home Carryover. To address challenges that limit family involvement, LKA collaborates with community organizations to provide essential services such as transportation, food access, mental health resources, financial literacy programs, and trauma-responsive care. These services will be made accessible on or near campus whenever possible. Additionally, LKA will launch a Parent Ambassador Program, offering paid opportunities for caregivers to contribute to student outcomes. Ambassadors will receive training in dyslexia awareness and advocacy, then share this knowledge with other families to expand the reach of support within the LKA community.

The Parent Engagement Team (PET) is a parent-led group dedicated to fostering family connections and enhancing the school experience for students with dyslexia. PET organizes school-wide events, classroom celebrations, and volunteer opportunities to build a supportive school culture. LKA also integrates family engagement into school operations through the School Operations Officer (SOO), who oversees school culture, discipline, athletics, and clubs. The school's restorative discipline model actively involves families in problem-solving to reduce suspensions and negative disciplinary outcomes. Athletics and extracurricular activities further strengthen student confidence and family connections by showcasing students' talents and strengths.

LKA ensures families understand and can reinforce the school's core academic pillars – oral reading, vocabulary, and the connection between oral and written language – at home. Families will receive materials and training to support their child's learning beyond the classroom, equipping them with practical strategies to enhance academic growth.

Families are provided multiple opportunities to communicate with their child's academic team and receive updates on progress. These include:

- Quarterly Parent-Teacher Conferences and annual IEP meetings.
- On-Demand Parent Meetings, available at any time via Parent Square.
- Quarterly Progress Reports and real-time access to grades and attendance through PowerSchool.

LKA ensures transparent and accessible communication by providing materials in an understandable and uniform format. Alternative formats, including translations in other languages, are available upon request.

LKA values family and community input and integrates it into decision-making through multiple channels:

- **Suggestion & Comment Box:** Available both on campus and online, this tool allows families to submit anonymous feedback. The Parent Engagement Team (PET) liaison reviews submissions monthly and shares trends and recommendations with school leadership.

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- **Initial Parent-Teacher Conferences:** Families share their expectations for the school, which are compiled and reviewed by academic and operational staff to inform improvement plans.
- **Annual Family Feedback Meeting:** Families are invited to provide input on school operations and academic priorities. Meetings are scheduled at flexible times to ensure broad participation. Feedback from these meetings is documented and incorporated into strategic planning.
- **Annual Parent Survey:** LKA administers a survey covering safety, communication, academic expectations, and overall school experience. Results are analyzed and used to adjust policies, strengthen programs, and improve family engagement practices. The survey includes the following questions:
 - Please pick one of the following answers: Yes, Sometimes, No or No Comment.
 - I feel safe sending my child to school every day.
 - The teachers are patient and caring towards my child.
 - My child is treated equally and fairly by their teachers.
 - The expectations for the students are very clear.
 - The school gives the students the resources and support they need to be successful.
 - The school encourages parents to be involved.
 - The teachers are consistent in communicating student progress.
 - The school makes time to address my concerns.
 - The teachers and staff treat me with respect.
 - I can be more involved to support the success of my child.
 - Are there any additional comments you would like to make about your experience with this school?
- **Charter School Board Meetings:** LKA Jefferson's board meetings comply with Louisiana Open Meetings laws (La. R.S. 17:3996 and La. R.S. 42:11), ensuring public input is considered in governance decisions. Meeting minutes and responses to community concerns will be documented and available on the school website.

These structured mechanisms ensure that parent and community recommendations are systematically reviewed, adopted when feasible, and used to shape policies, programs, and instructional practices at LKA Jefferson.

See Appendix 3: Grievance Policy

Growth Plan

18. LKA Jefferson will adopt the same policies and practices as existing schools in the network. There are no notable distinctions between the school models at existing LKA campuses (Northshore, Caddo, and Baton Rouge) and the proposed location in Jefferson Parish. As these policies have already been implemented, no additional development is required.

- A. No change in promotion and graduation policy
- B. No change in instructional leadership roles

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- C. No change in hiring processes
- D. No change in food services
- E. No change in transportation

19. The proposed LKA Jefferson campus will significantly improve the organization's overall ability to serve students with dyslexia in Louisiana in the following ways:

- **Expanding Access to Specialized Education for Students with Dyslexia:** Jefferson Parish currently lacks tuition-free, evidence-based educational options for students with dyslexia. With an estimated 3,800 students in Jefferson Parish needing dyslexia support, this new campus will fill a critical gap in early identification and intervention. By providing structured literacy instruction tailored to the needs of students with dyslexia, LKA Jefferson ensures equitable access to high-quality education for children who may otherwise struggle in general education settings.
- **Strengthening LKA's Impact Across Louisiana:** The new campus will extend LKA's successful model from Baton Rouge, Caddo Parish, and St. Tammany Parish, reinforcing LKA's statewide presence as a leader in dyslexia education. LKA's proven track record of improving literacy outcomes will be scaled to a new community, benefiting more students and families. The expansion will enhance data collection and research opportunities, further validating LKA's approach to dyslexia intervention and advocacy.
- **Addressing Educational Inequities in Jefferson Parish:** The state identifies fewer than 1% of students as having dyslexia, despite national estimates suggesting 10-20% of students have dyslexia. This discrepancy highlights a gap in early diagnosis, which LKA Jefferson will address through comprehensive screening and intervention. Students with disabilities in Jefferson Parish perform significantly lower on standardized tests, with only 30% meeting grade-level expectations in English Language Arts. Graduation rates for students with disabilities in the district are 52%, compared to 84% for general education students. LKA Jefferson will provide specialized instruction to close this achievement gap.
- **Enhancing Teacher Training and Professional Development:** LKA requires all teachers to undergo a two-year process to become Certified Academic Language Therapists (CALT), ensuring that every educator is equipped to support students with dyslexia. LKA will partner with The Dyslexia Resource Center and Drs. Shaywitz at Yale University to ensure that cutting-edge dyslexia research is integrated into teacher training and instructional strategies.
- **Strengthening Community and Family Support:** LKA Jefferson will build a robust family involvement program that includes:
 - Parent advocacy training to equip families with knowledge and tools to support their children.
 - Community partnerships to provide wraparound services, including mental health resources, financial literacy programs, and trauma-informed care.
 - A Parent Engagement Team (PET) to ensure family voices are incorporated into school decision-making.
- **Improving Long-Term Outcomes for Students with Dyslexia:** LKA's structured, research-backed literacy interventions have proven success in increasing reading

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proficiency. By providing targeted support and small group instruction (6:1 student-teacher ratio in reading), students will receive personalized interventions that improve literacy, confidence, and academic achievement. Data from other LKA campuses show that students make significant literacy gains, with many improving from below-average to grade-level proficiency over time.

20. LKA does not have current or past litigation or arbitration proceedings that would have any impact on the operation of the existing school or the opening of a new one. LKA has no history of non-openings.

Organization Plan and Capacity

Staffing

21. All leadership roles at LKA have distinct responsibilities that require collaboration among each other. Below you will see that the governing board is responsible for the oversight of the performance of the entire network (including the performance of the CEO), the network leadership team is responsible for designing and executing the the systems needed for high network performance and progress towards LKA's mission, and the school leadership team is first and foremost responsible for delivering on excellent academic programming for students with dyslexia.

The LKA network has one Board of Directors that oversees all Louisiana Key Academy sites across Louisiana. The Chief Executive Officer reports to and is held accountable by the Board of Directors. The Board is responsible for the following:

- **Strategic Oversight:** Provides overall direction and strategic planning for the network, ensuring that the mission and vision are being upheld at all LKA schools.
- **Financial Oversight:** Oversees the network's financial health, approving budgets, and ensuring funds are used responsibly and in accordance with the state's charter school performance compact. Please see the financial plan below within this governance section for a comprehensive explanation of the financial metrics, controls, and processes that the board utilizes to ensure complete fiscal responsibility.
- **Accountability:** The Board establishes goals, metrics for success, and norms according to which the CEO is accountable. At board meetings and based upon regular reporting from both the CEO as well as LKA's authorizer, the Board holds the CEO accountable for academic performance, operational effectiveness, and the financial health of the network.
- **Evaluation & Hiring:** In the event of CEO turnover, the board is responsible for replacing the CEO. If the Board finds that the CEO is underperforming on an ongoing basis despite interventions and additional supports from the Board, the Board is responsible for terminating this person and conducting a search and hiring process for their replacement.
- **Community Engagement:** The Board is a liaison between the network and the broader communities that all of the sites serve – as well as the state as a whole – fostering partnerships, support, and awareness of LKA's offerings.

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- **Fundraising and Advocacy:** The Board efforts to secure funding and resources through advocacy and fundraising activities.

This Network Leadership team is made up of the network's CEO, Chief Financial Officer, Chief Academic Officer, Director of Special Education, as well as a CPA. These leaders are responsible for overseeing, systematizing, and supporting all aspects of the operations of the existing LKA sites.

- **Academic Leadership:** In collaboration with school leadership at each site, the network leadership staff establishes the educational programs implemented at all LKA schools, ensuring they align with and remain current on national evidence-based practices for teaching students with dyslexia.
- **Operational Leadership:** Implements network-wide operational systems and, as needed, disseminates guidance to all LKA schools, including HR, finance, and facilities management across the network.
- **Professional Development:** Ensures network-wide high quality professional learning so that school staff receive continuous training, particularly in areas critical to supporting students with dyslexia.
- **Student Performance Data and Assessment Oversight:** Monitors network-wide academic and operational data to ensure all LKA academic systems, programming, and training are operating in alignment with the network's mission, vision, and goals and are responsive to changing needs and circumstances.
- **Compliance and Legal Oversight:** Ensures that the school is operating within the guidelines of LKA's charter agreements and standards upheld by its authorizer, the Board of Elementary and Secondary Education.
- **Strategic Expansion:** In collaboration with the Board of Directors, network leadership plans for scaling the network, identifying new locations where the need, demand, and potential for community partnership are sufficiently high that the school is set up for success.

At scale, the School Leadership team is made up of a Principal, an Assistant Principal, and an Operations Manager. This team is responsible for:

- **Day-to-Day Operations:** Oversees the school's daily activities, managing everything from class schedules to staff coordination and student services, ensuring smooth functioning on all fronts.
- **Instructional Leadership & Staff Supervision:** Provides guidance to teachers and educators in and out of the classroom, helping them to implement network-wide, high-quality, research-based instruction specifically designed to meet the needs of students with dyslexia. Manages all aspects of the recruitment, professional development, and staff evaluations to ensure the school staff is well-equipped to advance the school's mission and provide strong support to students.
- **Family and Community Engagement:** Cultivates strong relationships with families, partners, and the broader community to ensure a collaborative school environment focused upon the unique needs of each child.

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- **Data-Driven Decision Making:** Regularly reviews student performance data, using it to fine-tune instructional strategies and interventions to keep students on track toward their academic goals.
- **Compliance:** Ensures the school is fully compliant with the CSPC (Louisiana's Charter School Performance Compact) as well as all charter laws, regulations, and charter agreements, keeping operations aligned with legal standards and expectations set out by LKA's authorizer, the Board of Elementary and Secondary Education.
- **Budget Management:** Carefully monitors the school's budget and financial health, making sure resources are distributed wisely and spending aligns with the school's strategic priorities.

The LKA network leadership team described in the table below are experienced professionals whose backgrounds display a track record of success for their respective proposed roles. This team is composed of the same individuals who have demonstrated their competence in launching the first three LKA sites at Northshore, Baton Rouge, and Caddo Parish. Additionally, these are the individuals who will be responsible for hiring the school leader following authorization. See Appendix 4 for their resumes.

School Leadership Team Expertise and Rationale

Name	Proposed Role	Expertise	Rationale
Dr. Laura Cassidy	Board Chair	Track record as a leader and innovator in medicine, education, and politics.	<ul style="list-style-type: none"> • Co-founded and served as president of the board for the Louisiana Key Academy • Founded The Dyslexia Resource Center to train teachers and impact public policy. • • Author of several publications regarding dyslexia. • • Leadership and innovation in politics includes working with the leadership team in the Bill Cassidy for Senate Campaigns
Kody Smith	Special Education Director	Special education leader who is skilled in community-based case management and program management.	<ul style="list-style-type: none"> • Has worked with LKA since 2016, focusing on special education issues • Extensive experience working with individuals with special needs
Andromeda Love	Chief Academic Officer	Professional specializing in speech language pathology and dyslexia in particular. LKA's former Special Education Director.	<ul style="list-style-type: none"> • Experience with dyslexia evaluation and remediation • Extensive experience working with individuals with dyslexia • Nationally Certified Speech Language Pathologist • Certified Academic Language Therapist

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Jonathan Snyder	Chief Financial Officer	Financial professional with experience in executive management and operations	<ul style="list-style-type: none">• Master's of Business Administration• Experience as a controller, managing financial policy, budgeting, forecasting, etc.• Former Executive Director and Financial Administrator
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22. Teachers report to their subject master teacher for all academic concerns, and ultimately teachers and master teachers all report to the school principal. The principal reports to the Chief Academic Officer of the organization for administrative and organizational direction and consults with the Dyslexia Resource Center to ensure evidence based instructional activities (reading aloud with feedback, addressing all components of reading, small group instruction) are implemented with fidelity. Case managers and SPED coordinators report to the LKA Director of Special Education. Operations managers, operations assistants, disciplinarians, and social workers at a given school site report to that school's operations officer, who ultimately reports to the Chief Financial Officer. The Chief Financial Officer, Director of Special Education, and the Chief Academic Officer each report to the CEO. LKA will begin the hiring process in January for the new LKA Jefferson Staff. The school principal will be leading the teacher recruiting process with the goal of hiring 100% of the teaching faculty by April 30, 2026 for a July 2026 start.



As a new school is established the initial management structure is lean and grows with time to departmentalize organizational and administrative responsibilities. As such, this school structure makes responsibilities clear and distinct. By making master teachers the first line of defense to

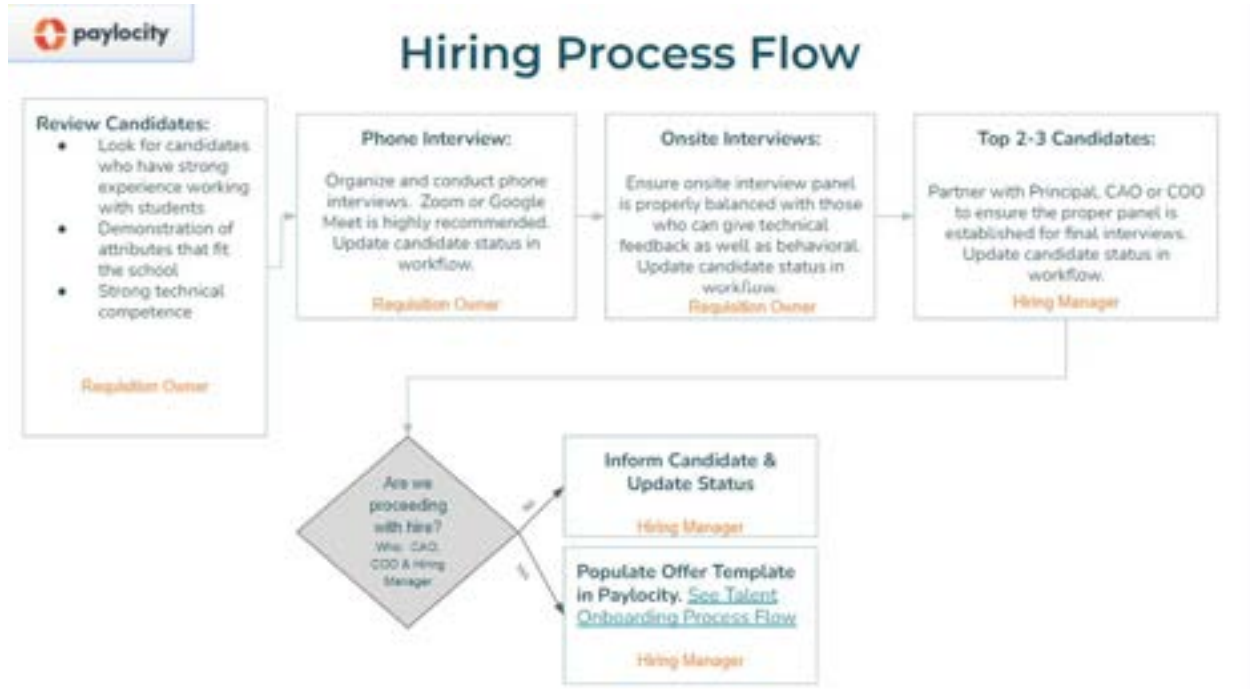
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handle any academic concerns that arise, it provides the opportunity for problems to be handled downstream while still allowing larger-scale concerns to be escalated. As master teachers receive dyslexia-specific training through the CALT program, LKA puts responsibility as much as possible into the hands of the individuals “on the ground” with the students. LKA Jefferson is not planning to contract with partner organizations to fulfill any core school roles in this model.

23. LKA places a high value on a small learning environment given the benefits that this offers to students with dyslexia. Within classrooms and across the LKA sites, this is demonstrated by the student/teacher ratio. The teacher-student ratio for reading and writing small groups in grades 1-5 is 6:1, allowing consistent, concentrated small group instruction in the grades and subject areas where it matters most for the student population that LKA serves. In other content areas and grades, the maximum teacher-student ratio is no larger than 18:1.

24. Once an opening is posted and candidate applications are solicited, candidates are reviewed according to these criteria: strong work experience working with students, demonstration of attributes consistent with school culture, and strong technical experience. Criteria may also include likelihood of retention, leadership capabilities, and confidence that the candidate is a good fit for the role and is likely to succeed. The interview process consists of three stages. First, phone interviews are conducted, ideally using video. Second, candidates are invited onsite for a panel interview. The interview panel is balanced between individuals who can give technical and behavioral feedback. The top 2-3 candidates are invited for final interviews, for which the Principal, CAO, and/or COO ensure the proper panel is convened. If the CAO, COO, and Hiring Manager agree to proceed with an individual for hire, the Finance team reviews the offer. The candidate is verbally informed and an emailed offer is extended. If the candidate accepts the offer, background checks are initiated and an onboarding schedule is created.

All staff are required to complete comprehensive background checks through the Louisiana State Police (LSP) following their hiring and prior to the start of employment at LKA.



A recommendation to terminate initiated by a Principal will be approved by the Chief Academic Officer. HR then reviews documentation and communication to confirm any concerns with proceeding with termination and consults on next steps. If there are any concerns with dismissal, HR notifies the team for follow-up or notifies Legal for a final review. If there are not any concerns with dismissal, the CAO notifies the employee's Direct Manager of the decision to terminate an effective date. A transition plan is also provided. The Direct Manager notifies Finance of the termination and then completes Exit Checklist steps, to include notifying IT, identifying any safety concerns, identifying two people to notify the employee, preparing termination documentation, and packing items. The Direct Manager and a chosen delegate together notify the terminated employee and debrief with the CAO.

Termination Flowchart



25. As teacher changes and turnover occur, LKA will hire substitute teachers that report to the principal / Chief Academic Officer until the school hires a permanent replacement. The offboarding process for outgoing teachers includes an interview to learn from any systemic issues that may be contributing to turnover. This provides an opportunity for network-wide talent system refinement over time.

26. Please refer to the Overview Template for a comprehensive hiring plan for every year of the proposed LKA operation. In keeping with the plans outlined in the template, following authorization, LKA would hire one principal to begin developing plans for the school. Based on enrollment projection of 162 students at launch, we anticipate that we would hire between 20-25 new employees for this campus. When starting a school, we typically begin with a Principal, a School Operations Officer (Assistant Principal/Director of Operations), and a Special Education (SPED) Coordinator as the core administrative team. Teachers are hired based on a typical 1:18 teacher-to-student ratio, with small group math and reading teachers following a 1:6 ratio to provide targeted instruction. As the school grows and operational needs evolve, additional roles such as Operations Manager, Operations Assistant, and Disciplinarian are added to the campus operations team to support the school's development and success. Financial and human resource functions are generally managed through our Charter Management Office (CMO).

Overall, the LKA network has a 87% retention rate across staff. This includes all network and school-level personnel. Teachers show a similar level of retention, meaning that LKA has minimal hiring needs between school years and is focused, instead, upon the ongoing development and retention of current staff. Given that LKA Jefferson systems will remain

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consistent with those across the network, we anticipate similar personnel patterns at this new site.

For LKA, human resource capacity exists at two level: the network level and the school level:

- Network Level: This falls under operations, which is overseen by the Chief Finance Officer. LKA employs an HR specialist who oversees all HR functions across the networks.
- School Level: The School Operations Officer at each site is responsible for all school-level HR functions and collaborates with the HR specialist at the network level to ensure implementation of network systems with fidelity and excellence.

School Leadership Team Capacity

See Appendix 4: School Leadership Resumes

Charter Board Governance

27. The LKA Board oversees all campuses across the state. The LKA board includes representatives from each campus region, including Jefferson Parish, Caddo, and Northshore, and Baton Rouge, ensuring that local perspectives are integrated into governance decisions. LKA's legal counsel, who has provided expertise since the school's founding, does not sit on the board but continues to offer legal guidance and support. Board members serve three-year terms, and the board actively recruits new members with nonprofit or charter school experience, particularly individuals who align with LKA's mission to advocate for evidence-based educational options for students with dyslexia.

To further strengthen community engagement and oversight, LKA will establish an advisory council composed of members from Jefferson Parish. This advisory council will provide ongoing feedback, help identify community needs, and support school initiatives. LKA also hosts community events multiple times a year, inviting a wide range of engaged citizens. These events serve as an opportunity for the board to introduce the school to community leaders and identify potential board and advisory council members. The board remains committed to expanding with individuals who have expertise in finance, academics, and community outreach, particularly those with a passion for dyslexia education and advocacy.

LKA's finance committee is highly engaged and well-established, ensuring strong financial oversight. All board members are actively involved in organizational governance and community outreach, reinforcing LKA's commitment to effective leadership and long-term sustainability. The table below outlines the range of skills possessed by LKA board members. Please refer to the Appendix 5 for resumes that provide further details on each member's expertise and contributions to the board.

Board Member Area of Expertise					
Board Member	Academics	Finance	Legal	Management/ Operations	Community Relations

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Dr. Laura Cassidy, Board Chair	x		x	x	x
Ralph Stephens, Secretary-Treasurer		x	x		x
Dr. Timothy E. Johnson				x	x
Joseph Hollins				x	x
Kim Carver					x
Patrick Harrison		x			x
Renee Marioneaux					x
Ryan Gisclair					x
Stacie Antie				x	x
Stephen St. Cyr		x		x	x
Advisors to the Board					
Dr. Bennett A. Shaywitz,	x				
Dr. Sally Shaywitz	x				

See Appendix 5: Charter Board Resumes.

28. Currently, there are no relationships that present an actual or perceived conflict of interest. However, to prevent any potential conflicts and address perceived conflicts, all board members at LKA will complete the Annual Conflict of Interest Statement during the June Board meeting each year. Board members will confirm they have received, read, understood, and will adhere to the conflict of interest policy outlined in the Board Bylaws. Additionally, the Board will follow the Louisiana Board of Ethics' Code of Ethics and submit Tier 3 Personal Financial Disclosures to the Louisiana Secretary of State's office. Board members are required to report any actual, potential, or perceived conflicts to the board chair. Once a disclosure is made, the remaining board members will review and assess the situation. After this review, the Board will vote to determine if a conflict of interest exists. If a conflict is confirmed, the Board will terminate the relationship in question. In cases where a member fails to disclose a conflict, appropriate corrective action, including removal from the Board, may be taken. We enforce and use steps under the Code of Ethics per Title 42 of the Revised Statutes as applied to LKA as a Type 2 Charter School.

29. The charter school board of Louisiana Key Academy is responsible for guiding the school's governance by establishing policies, ensuring alignment with its mission, and meeting legal requirements. The board also supervises the school leader and CEO, holding them accountable for the school's academic and operational success through ongoing evaluation and support. Further, the board is responsible for the oversight of academic, fiscal, and operational management of the school. Oversight of the day-to-day responsibilities is carried out by the principal, the finance director, and the school operating officer. The principal and the SOO report updates to the board at the monthly meetings or whenever an issue of concern arises. Those reports include metrics which allow the board to evaluate the academic and operational activity at the school. The board works with the finance director monthly to ensure fiscal solvency while the finance director works on a continual basis with the employees to ensure a fiscally sound operation.

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There will be an advisory committee composed of individuals from Jefferson and surrounding parishes. The advisory committee is made up of local community members who have an interest in the school. The Advisory Committee Responsibilities are:

- Have an understanding and appreciation of what the school does and what dyslexia is.
- Attend advisory board meetings that will be held every other month in person or by Zoom.
- Serve as an advocate for LKA in the community.
- Identify potential fiscal partners and/or community leaders.
- Advise LKA of any potential areas of concern in the school or in the community.

The advisory committee along with the Jefferson principal report to the LKA board in Baton Rouge and to the Chief Education Officer, respectively.

No members of the committee have the authority to speak in a public forum or to the press about the school. The members cannot solicit business with the school or its employees. The school cannot endorse any person or business. The members should not recommend any vendor to approach the school.

30. The five-year organizational and financial goals are as follows:

- Raise awareness of dyslexia and bring a model of excellence and resources for students with dyslexia to the community.
- Establish a tuition-free, IMSLEC-accredited school for children with dyslexia, that recruits and enrolls students from across Jefferson Parish and meets the enrollment targets set forth in this application.
- Add a grade each year to the campus, starting with grades 1st to 4th and reaching 1st – 8th grade enrollment in five years.
- Obtain accreditation through IMSLEC within three years of operation.
- Recruit high-quality teachers and train them to obtain the CALT certification, creating a talent workforce of certified and trained teachers in dyslexia therapy over five years.
- Meet all the academic, organizational and financial requirements of the Louisiana Charter School Performance Compact, including the following:
 - Academic performance consistent with the BESE-approved alternative performance framework.
 - An emphasis on ensuring diversity, equity and inclusion for all subgroups of students.
 - Compliance with all charter school and non-profit laws and regulations.
 - Clean independent financial audits with no findings, and the highest rating on the Fiscal Risk Assessment.

31. The board monitors academic, organizational, and financial performance through monthly board meetings, finance meetings, and ongoing communication with the Finance Director. The Finance Director works closely with the Finance Committee to oversee debt repayment, fiscal accountability, and financial planning. Academic outcomes are evaluated against the BESE-approved alternative performance framework and the school's organizational model, as

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previously outlined. Additionally, the board closely tracks enrollment, attendance, and faculty turnover.

The board's Finance Committee, in collaboration with the principal and finance officer, ensures financial accountability at each school location. The Finance Committee meets monthly prior to full board meetings and maintains weekly communication with school leadership. The Finance Committee Members include:

- Dr. Laura Cassidy, Board Chair
- Ralph Stephens, Secretary-Treasurer
- Patrick Harrison

The Finance Committee evaluates the fiscal health of the school through:

- Monthly reviews of assets, liabilities, and the balance sheet.
- Comparisons of actual income and expenses to the year-to-date budget.
- Annual budget forecasting, adjusted for student enrollment and revenue-impacting subgroups.
- Monthly approval of balance sheets and bank statements.
- Hiring an independent financial auditor and reviewing the annual audit report.

The board will take formal action when performance indicators fall below specific thresholds. These triggers include:

- **Academic Performance Triggers:**
 - Student performance falls below the benchmarks in the BESE alternative performance framework for two consecutive quarters.
 - Declining literacy growth rates or stagnation in student progress monitoring assessments.
 - Increased retention rates among struggling students beyond expected intervention timeframes.
- **Organizational Performance Triggers:**
 - Faculty turnover exceeds 20% in a given academic year, excluding retirements.
 - Staff satisfaction survey results indicate significant concerns with leadership, school culture, or instructional support.
 - Declines in student enrollment exceeding 10% in a school year.
- **Financial Performance Triggers:**
 - Operating reserves fall below 60 days of cash on hand.
 - Deficits in the annual budget exceed 5% of projected revenue for two consecutive quarters.
 - Failure to meet debt obligations or unexpected financial liabilities.

If any of the above thresholds are met, the board will initiate one or more of the following actions:

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- **Formation of a Subcommittee:** The board will establish a subcommittee when trends indicate a consistent decline in performance over two quarters or an emerging issue that requires strategic oversight. The subcommittee will:
 - Conduct a root cause analysis of the issue.
 - Provide direct support to school leadership in developing a corrective action plan.
 - Establish performance benchmarks to track improvement.
- **Retention of an Independent Expert:** The board will engage an independent expert when:
 - A specialized external review is needed to assess the effectiveness of academic interventions, financial planning, or operational processes.
 - Leadership requires external coaching or professional development to address the issue.
 - Regulatory compliance concerns arise that require specialized financial or legal expertise.
- **Implementation of a Performance Management Plan:** If corrective action is needed, the board will oversee a structured intervention that includes:
 - Professional development for staff on targeted areas of concern.
 - Restructuring financial allocations to ensure sustainability.
 - Adjusting instructional strategies or school policies based on independent evaluations.
 - Quarterly progress reports to the board to ensure improvement goals are met.

32. With the approval of this charter, LKA will operate four schools, requiring a structured evaluation, accountability, and corrective action process for the CEO and school leaders. The Board considers the evaluation of the CEO a critical responsibility and has established a detailed timeline, performance metrics, and corrective action criteria to ensure effective oversight.

The Board remains actively involved in evaluating and addressing performance concerns.

- Monthly board meetings include academic, financial, and operational updates from the CEO, CFO, and CAO.
- Quarterly review of school leader performance data ensures early intervention for any concerns.
- The CEO and Finance Committee continuously track financial stability to prevent operational disruptions.

The Board will evaluate the CEO annually, with the review occurring:

1. Following the LDOE's release of preliminary student performance data from the prior school year, or
2. Before the start of the next school year, whichever occurs first.

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Additionally, quarterly progress monitoring will take place during board meetings and finance committee meetings, allowing for continuous assessment of CEO performance throughout the year.

The CEO's evaluation will be based on quantifiable metrics aligned with charter renewal requirements, financial oversight, and instructional integrity. The Board will monitor the following key areas:

Metric	Evaluation Method & Frequency	Accountability Measures
Fiscal Oversight & Budget Management	Monthly financial reports, quarterly finance committee meetings	Budget adherence, meeting long-term financial objectives, maintaining reserves
Student Enrollment Growth & Retention	Monthly enrollment reports, end-of-year target comparisons	Meeting enrollment projections, maintaining retention rates
Alignment of Program Execution to the Science of Dyslexia	Quarterly programmatic reports from the CAO, annual curriculum review	Utilization of research-based dyslexia interventions, student performance growth
Performance on BESE-Approved Alternative Performance Framework	Annual review of state assessment data, mid-year benchmarks	Meeting state accountability goals, academic progress of students with dyslexia

The Alignment of Program Execution to the Science of Dyslexia will be quantifiably measured through:

- Student progress monitoring data, including literacy assessment growth scores.
- Implementation fidelity checks, conducted quarterly by board members with dyslexia expertise.
- Teacher professional development participation and effectiveness, as assessed through instructional observations.

If the Board identifies performance gaps, the CEO will be required to develop and present a corrective action plan. This plan must include:

- Clearly defined improvement targets based on the deficient metric.
- A timeline for resolution, including milestone check-ins.
- Specific interventions (e.g., leadership restructuring, resource reallocation, targeted professional development).
- Progress reporting frequency to ensure accountability.

A corrective action plan will be initiated if:

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- Financial reserves fall below 60 days of operating expenses.
- Student enrollment drops below 90% of projected numbers for two consecutive quarters.
- Student achievement growth in literacy falls below the required benchmarks in the BESE alternative framework.
- Noncompliance with the science of dyslexia is identified in programmatic reviews.

If deficiencies persist after two consecutive board meetings, a Performance Improvement Plan (PIP) will be issued with specific performance deadlines. Continued underperformance may result in CEO termination.

The CEO will conduct an annual evaluation of school leaders using the LDOE-approved Compass Leader Performance Evaluation Rubric, ensuring alignment with statewide charter school leadership standards. The school leader performance review process includes:

- Quarterly progress check-ins with the CEO.
- Formal mid-year review to assess progress on key performance indicators.
- Comprehensive end-of-year evaluation using the Compass Leader Performance Rubric.

The school leader performance metrics and accountability measures include:

Metric	Evaluation Method & Frequency	Accountability Measures
Academic Achievement & Literacy Growth	Quarterly student assessment data, classroom observations	Meeting literacy intervention benchmarks, improving student proficiency
Enrollment & Retention	Monthly enrollment reports, annual parent satisfaction survey	Meeting enrollment targets, maintaining student retention
Staff Recruitment & Retention	Semi-annual staff retention data, leadership feedback surveys	Maintaining low teacher turnover, fostering a positive work environment
Operational Effectiveness	Compliance reports, facility audits	Meeting safety, compliance, and school operations standards

The Board President and CEO oversee the corrective action process for school leaders. A performance intervention process will be initiated if:

- Student academic achievement growth falls below state-required benchmarks for two consecutive quarters.
- Faculty turnover exceeds 20% within a school year.
- Enrollment declines beyond 10% below projections.
- The school fails to meet financial or operational compliance standards.

The Board President and CEO will take the following corrective action:

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1. Verbal conversation addressing concerns.
2. Verbal conversation with a written summary outlining areas for improvement.
3. Written Performance Improvement Plan (PIP), including specific deadlines and targeted interventions.
4. Termination if performance expectations are not met within a single school year.

Gross misconduct results in immediate termination.

By implementing clear evaluation timelines, measurable accountability metrics, and structured corrective action processes, LKA Jefferson ensures strong leadership oversight and continuous school improvement.

33. LKA will utilize management and accounting practices that ensure sound financial planning, accounting, purchasing, and payroll processes as described below. These systems will be designed around the appropriate use of public funds, regular audits, and the Charter School Performance Compact financial standards.

Financial Planning and Accounting. LKA's financial planning process will begin with the development of an annual budget, which will be created by the Chief Financial Officer (CFO) in collaboration with the rest of the leadership team (CEO, CAO) and the Board of Directors. Once drafted, the budget will undergo rigorous review by the Board's Finance Committee before being formally approved by the full Board of Directors.

The school's accounting practices will follow Generally Accepted Accounting Principles (GAAP) to ensure transparency and accuracy. The CFO will oversee daily accounting functions, including recording transactions, maintaining ledgers, and preparing financial reports. These reports will be produced monthly and reviewed by the Finance Committee to ensure the school remains financially stable. The financial statements will include a balance sheet, income statement, cash flow statement, and budget-to-actual variance reports, providing a comprehensive view of the school's financial position.

All purchases will require prior approval from the CFO, with larger expenditures exceeding \$50,000 needing additional authorization from the Finance Committee or the Board. Competitive bidding will be used for major contracts to guarantee cost-effectiveness and accountability. For payroll, LKA's CMO has an internal payroll specialist to ensure timely and accurate payment to all employees while maintaining compliance with tax and employment laws. Payroll transactions will be monitored regularly by the CFO, and any discrepancies will be addressed immediately. The payroll process will include regular audits and reconciliations to ensure accuracy and prevent fraud.

LKA will employ several practices to sustain its long-term financial viability:

- **Board Monitoring of the School's Financial Position:** The Board of Directors will actively monitor LKA's financial position through regular reviews of financial reports prepared by the CFO. Monthly and quarterly reports, including budget-to-actual comparisons and cash flow analyses, will be reviewed by the Finance Committee and presented to the full Board. This consistent oversight will allow the Board to address any

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financial concerns promptly and make necessary adjustments to the budget or financial strategies to ensure the school remains on track financially.

- **Financial Controls:** LKA will continue to implement the following financial controls. These systems already exist at the LKA network level and at all existing LKA sites and have met all Charter School Performance Compact (CSPC) financial standards to date.
- **Segregation of Duties:** LKA will segregate financial duties across multiple individuals. This will help to reduce the risk of errors, fraud, or misuse of funds.
- **Approval Process:** The CFO as well as the finance committee on the Board of Directors are required to approve large transactions/expenditures. This ensures a multi-step approval process for large expenditures.
- **Reconciliation and Review:** On a monthly basis, the CFO will reconcile all LKA accounts to ensure that issues, errors, and discrepancies are identified and resolved immediately. The finance committee on the Board of Directors will additionally review all financial records on a monthly basis to ensure multiple levels of review.
- **Audits:** In keeping with current practice, LKA will conduct annual external audits by an independent auditing firm. This will help to ensure compliance with all state and federal regulations related to the use of public funds, including the financial standards outlined in the CSPC. The finance committee, the Board Treasurer, and the CFO will jointly prepare any/all responses to audit findings and will lead the implementation of any necessary corrective action.

34. The Board engages in regular annual training sessions to ensure all members are up-to-date on their individual and collective responsibilities, as well as the relevant laws and policies. These sessions are often provided by the Louisiana Association of Public Charter Schools (LAPCS) as well as the Louisiana Department of Education. This past year (2024), the LKA board participated in a training with Tammy Morgan, a representative of the LDOE. The governance committee conducts an annual review to assess strengths and pinpoint areas that may need improvement. Based on this assessment, the committee recommends actions to address any identified gaps. If the board needs additional expertise, a membership protocol is followed. This includes inviting potential candidates to attend meetings, after which Board leadership interviews them to discuss responsibilities and provide a school tour. The decision to add new members is put to a vote. New members also receive a full briefing on board bylaws and their responsibilities, and they attend the LAPCS "Top Shelf" training for charter school governance. If further training is deemed necessary, the Board ensures it is provided.

35. The LKA board schedules monthly board meetings at LKA as determined by the Board. All meetings are properly noticed and held in compliance with La. R.S. 17:3996 and La. R.S. 42:11 requirements for open meetings, and time is provided for public comment prior to any vote of the board. In accordance with the Open Meetings Laws and Open Records Act, a person may submit a request in writing to the custodian of records with the specific data requested. The requested items will be provided within three business days or as is reasonably feasible. If the request will take longer than three days, then the requestor will receive a timeline for when the request can be fulfilled.

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Board meetings are held on the first Monday of every month at 5:00PM at 3172 Government Street, Baton Rouge, LA, 70806 and are accessible by Zoom.

See Appendix 6: Bylaws

Financial Plan and Capacity

Operational Management and Leadership

36. Below are the LKA team's individual and collective qualifications for implementing the Operations Plan successfully, including capacity in the areas of: staffing, professional development, performance management, general operations, and facilities management.

Individual	Title / Responsibilities	Areas of Expertise
Andromeda Love	CAO / Leads and executes the Academic Framework for all grade-levels, and provides support & development to all academic leaders	<ul style="list-style-type: none">• Professional Development• Staffing• Performance Management• Dyslexia evaluation and remediation• Speech Language Pathology• Certified Academic Language Therapist
Jonathan Snyder	CFO / Oversees all financial forecasting, budgeting processes, compliance and reporting, and general financial administration.	<ul style="list-style-type: none">• Financial controller, managing financial policy, budgeting, forecasting, etc.• Executive management• Operations / Facilities Management• Performance Management
Kody Smith	Director of Special Education / Oversees the entire arc of SPED programming provided by LKA, including evaluation, IEP development and implementation, and preparation for graduation to high school/exiting LKA programming.	<ul style="list-style-type: none">• Special education• Community-based case management• Program management• Performance Management• Extensive experience working with individuals with special needs

37. The School Operating Officer will be responsible for overseeing the operational aspects of the school in the first year of operation. LKA has applied for and received a transportation waiver at all of its existing sites. In keeping with this practice, LKA will apply for a transportation waiver due to the specific and special mission of the school and recruitment across parishes. The school will apply for School Food Authority Status from the Louisiana Department of Child

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Nutrition and conduct an RFP for a food service management company. The school will contract with a third party for building maintenance and custodial services. Purchasing shall be done in accordance with the school's board-approved Financial Policies and Procedures manual, in the same manner as existing LKA campuses. Student records will be maintained by the faculty in PowerSchool. As the school grows, leadership positions including an operations manager will oversee facilities, food services, and student records. The School Discipline leader will assume school safety and training responsibilities.

Student Enrollment and Recruitment

38. LKA Jefferson will recruit students from Jefferson Parish and the surrounding parishes. Given that Jefferson Parish is one of the most populous in Louisiana, comparable in size to East Baton Rouge Parish, there is demonstrated demand for a specialized school for students with dyslexia. LKA's existing campuses have maintained high enrollment throughout their eleven-year history, reinforcing the need for expansion.

The network leadership team will lead recruitment efforts, ensuring that outreach is accessible and inclusive. LKA Jefferson will conduct quarterly information sessions beginning immediately after charter approval, held at diverse, accessible community locations. These sessions will also be available online to provide flexible participation options.

To mitigate barriers to access, LKA Jefferson will:

- Offer translation services at information sessions and provide bilingual materials for non-English-speaking families.
- Coordinate technology access for families without internet service by partnering with local libraries and community centers.
- Provide transportation support for families needing assistance attending in-person sessions.
- Ensure personal outreach through community organizations and direct communication with families who may face challenges navigating the enrollment process.

LKA follows a structured timeline to ensure clarity and accessibility in the enrollment process. The timeline below details key deadlines and expected durations for each step:

Step	Description	Timeline
Application Opens	Families submit an application via the LKA website or with staff assistance.	January
Initial Screening	LKA Special Education team and Dyslexia Resource Center Team reviews applications for potential risk of dyslexia.	Within 10 business days of submission

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Admissions Testing	The Dyslexia Resource Center (DRC) conducts testing to determine dyslexia diagnosis.	Scheduled within 30 days of screening
Evaluation and Decision	DRC evaluator reviews documentation and assessment results.	Within 10 business days of testing
Written Report & Consultation	Families receive a report detailing findings and next steps.	Within 5 business days of decision
Placement & Enrollment	If diagnosed with dyslexia, the student is offered a seat based on availability.	Rolling basis, based on capacity
Academic Planning & Teacher Consultation	LKA creates a personalized academic plan and holds teacher meetings.	Prior to student's first day of school

LKA Jefferson only admits students with a confirmed diagnosis of dyslexia.

- No student is admitted until they have been formally diagnosed by the DRC.
- Students who are identified as "at risk" for dyslexia undergo free testing as part of the admissions process.
- If testing does not confirm dyslexia, the student will not be admitted.

If demand exceeds available seats, LKA Jefferson will follow a transparent waitlist and lottery process. Applications received after the open enrollment period will be processed in order of submission. Eligible students who meet admissions requirements but do not secure a seat will be placed on the waitlist. Waitlist priority will be given in the following order:

- Siblings of currently enrolled students (if their admissions process is completed within the registration period).
- Students who have completed testing and the application process, in the order applications were received.

If more seats are available than applicants, all eligible students will be accepted. If fewer seats are available than eligible applicants, an electronic lottery will determine which applicants are admitted and which are placed on the waitlist. Families of students selected in the lottery will receive an email confirmation with instructions to accept the seat and complete registration.

LKA recognizes that certain socioeconomic and logistical challenges may prevent families from completing the enrollment process. To ensure equitable access, the following measures will be implemented:

- Engagement in community outreach, including providing translated materials, implementing social media campaigns, and partnering with local organizations

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- Assistance with submitting applications in-person or at community resource centers.
- Partnering with community groups to offer transportation support for admissions testing.
- Flexible scheduling for information sessions, including weekend and evening hours

LKA Jefferson's admissions policy complies with R.S. 17:3991(B)(3).1 by ensuring:

- All admitted students have a confirmed diagnosis of dyslexia.
- Testing and evaluation services are provided free of charge during the admissions process.
- The admissions process is clear, transparent, and equitable for all families.

By implementing a defined enrollment timeline, a structured admissions process, and proactive strategies to remove barriers, LKA Jefferson ensures fair and accessible recruitment and admissions for students with dyslexia.

Financial Plan

39. LKA Jefferson's operating budget is designed to be sustainable using state and federal funding alone, ensuring that the school can function effectively without relying on non-guaranteed revenue sources. While philanthropic support and grant funding are pursued as supplemental revenue streams, the core financial model is built on public dollars to ensure long-term viability.

To ensure consistency and transparency, the budget has been structured to:

- Clearly differentiate between guaranteed public funding and supplemental revenue (fundraising, grants).
- Exclude any operational expenses that rely on non-guaranteed funds.
- Outline a structured contingency plan in case of financial shortfalls, ensuring fiscal responsibility without compromising academic integrity.

LKA Jefferson will maintain a minimum operating reserve to ensure liquidity and financial security. Key financial oversight measures include:

- Maintaining an operating reserve to cover unexpected revenue fluctuations.
- Monthly financial monitoring conducted by the CFO, CEO, and Finance Committee to review budget performance and adjust forecasts as needed.
- Annual financial audits to ensure compliance with financial best practices and state accountability requirements.

The CFO, Jonathan Snyder, will oversee budget management, financial reporting, procurement, and general ledger accounting. His responsibilities include:

- Preparation of monthly financial reports for the board of directors.
- Development of the annual budget and financial projections.
- Strategic financial planning to ensure long-term fiscal stability.

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40. At LKA Jefferson, the CFO, the CEO, and the Finance Committee are responsible for the school's financial oversight and financial security. If LKA Jefferson experiences financial challenges, this group will implement a financial contingency plan for the term of the financial deficit. When developing the contingency plan, the Finance Committee follows the same steps as the budget development process, and the inclusion of an Action Plan is created to implement during the budget deficit period. The contingency plan focuses on line items to cut during the deficit period that are non-essential to the mission and vision of the organization and are not directly related to classroom instruction. The Finance Committee would consider the following when creating the contingency plan:

- **Reallocation of Funds** – Shifting budget priorities to focus on core instructional programs, ensuring that high-impact interventions for students remain fully funded.
- **Reducing Non-Essential Operational Costs** – Adjusting spending on non-instructional services such as administrative expenses, professional development beyond essential training, and discretionary facility improvements.
- **Deferring Non-Essential Hiring** – Hiring for certain roles (e.g., additional administrative staff, elective teachers for non-core subjects) may be postponed until enrollment stabilizes.
- **Optimizing Facility Costs** – If possible, reducing expenses on leased space by consolidating classrooms or renegotiating rental agreements.
- **Adjusting Teacher Load & Sections** – Instead of cutting teachers, fewer sections of certain grades or courses might be consolidated, ensuring that teachers still provide small-group, individualized instruction.
- **Strategic Use of Support Staff** – Paraprofessionals, interventionists, and instructional aides could take on multiple roles, such as providing pull-out and push-in support, maximizing their impact on literacy development.
- **Increased Community Engagement, Fundraising & Grant Applications** – Expanding efforts to secure additional grants, philanthropic donations, and dyslexia-focused education funding to compensate for reduced per-pupil revenue. Increasing parent workshops, dyslexia awareness events, and outreach efforts to boost future enrollment and reinforce the school's mission in the community.

By implementing these strategic adjustments, LKA Jefferson can maintain its high-impact, evidence-based instruction while navigating the financial challenges of under-enrollment.

41. In keeping with other LKA sites, LKA Jefferson will not use a back office service provider. Instead, the CFO, Jonathan Snyder and his team, including Troy Jones, who is credentialed with a CPA license and decades of experience in finance in the public and private sectors, will provide these services. The CFO is responsible for overseeing all financial forecasting, budgeting processes, compliance and reporting, and general financial administration to ensure these functions are aligned with and supportive of the achievement of LKA's vision, mission, and goals. Services rendered by the CFO's team will include overseeing all financial forecasting, budgeting processes, compliance and reporting, and general financial administration to ensure these functions are aligned with and supportive of the achievement of LKA's vision, mission, and goals.

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See Appendix 7: CFO Resume.

42. LKA has met all financial requirements and standards of our financial compact for all sites. LKA Baton Rouge has grown the general fund balance as a percentage of general fund revenues to 8.5% receiving an excellent rating by the LDOE. The same oversight of the finances by the finance committee will occur at the new location to ensure there is a reserve and there is no fiscal mismanagement.

LKA is meeting the financial requirements and expectations established by the authorizer, and LKA Jefferson will meet all of the benchmarks of the Louisiana Charter School Performance Framework. In addition, the school's goals include:

- To have as little debt as possible and to have an established plan to develop a 5% reserve of the operating budget by the 5th year of operation.
- Provide a high-quality education as we do for students in the greater Baton Rouge where the budget reflects a priority in trained teachers, 6:1 student to teacher ratio reading groups, and small math groups.
- Year 1: Minimal debt accrued
- Year 2: Surplus covers deficit of year one
- Year 3: Addition of new roles to support school growth
- Year 4: Begin savings for 5% reserve while growing LKA Jefferson staff support development of school programming and small groups in academic classes.
- Year 5: Surplus from year establishes the 5% reserve.

43. The annual budget will be designed with the Chief Finance Officer, Chief Executive Officer, and approved by the finance committee of the Board of Directors. Needs for the school are identified in accordance with evidence-based practices for educating students with dyslexia where the priority is small group classes in reading and math.

The timeline for developing the annual budget is as follows:

- Phase 1: January – March. Determine the needs of the school and the current financial goals according to both board's strategic plan as well as financial performance measures to which all sites are accountable according to their respective contracts with the LDOE/BESE.
- Phase 2: March – April. Team outlined above develops the budget with key financial goals and needs of the school at the fore.
- Phase 3: May – September. Board adopts the budget for the next school and begins initial monitoring of the budget. Key data affecting revenue and expenses is reported with the closing of one fiscal year and start of another.

The budget is monitored monthly at both finance committee and board meetings by looking at a year to date comparison against the budget for both expenses and revenue. Should there be a shortfall in revenue or unexpected expenses the board may request a revised projection and budget according to the contingency plan outlined above.

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See Appendix 8: Insurance Coverage

Supplementary Materials

Overview of Selected Curriculum

Curricula / Curricula Tools	Rationale for Selection
<p>ELA (Reading, speaking, and writing) curricular tools – Grades 1-5</p> <ul style="list-style-type: none"> • Neuhaus Teaching Basic Reading Skills • Foundations by Multisensory Teaching Approach • Reading Readiness by Neuhaus Education Center • Basic Language Skills by Neuhaus Education Center • Grade-level connected texts, with themed units and novel studies are designed to engage students in pre-reading activities that develop and enhance background knowledge and vocabulary. • Written composition follows a structured progression from sentence-level writing to paragraph development and full compositions, as outlined in Teaching Basic Writing Skills and The Writing Revolution by Judith Hochman. All writing instruction is grounded in connected texts that support themed units of study, with a focus on developing oral language, expanding vocabulary, and building background knowledge. <p><i>See below for a narrative description of the use of these curricula tools to meet the specific needs of students with dyslexia.</i></p>	<p>Tier 1 rating equivalent: The LKA Network Curriculum Committee has assessed these grade-level curricula tools relative to the LDOE Instructional Materials Review Rubric and found that they meet the criteria for Tier 1 rating. The Curriculum Committee has evaluated these tools and determined that they align with instructional strategies proven effective for teaching students with dyslexia.</p>
<p>ELA Guidebooks – Grades 6-8</p> <p>This curriculum emphasizes the integration of literature and informational texts through engaging units that foster critical thinking and discussion. It encourages students to analyze texts thoroughly and articulate their ideas clearly. When paired with teachers who understand dyslexia and know how to cultivate knowledge through oral language and vivid word experiences, students with dyslexia learn to effectively speak, read, and write about grade-level concepts.</p>	<p>LDOE Tier 1-Rated</p>
<p>Great Minds Eureka Math Squared – Grades 1-5</p> <p>This curriculum emphasizes enhancing students' comprehension of essential concepts through engaging, real-world problem-solving situations. With a focus on conceptual understanding, procedural skills, and practical application, Eureka Math Squared supports educators and students in attaining mastery in mathematics. When paired with teachers who understand dyslexia and know how to cultivate knowledge through oral language and vivid word experiences, students with dyslexia learn to effectively speak, read, and write about grade-level math concepts.</p>	<p>LDOE Tier 1-Rated</p>

<p>McGraw Hill Education Inspire Science – Grades 1-8</p> <p>McGraw-Hill Inspire Science is a K-8 science curriculum that engages students with hands-on learning and real-world applications. It focuses on inquiry-based learning, allowing students to explore scientific concepts through investigation and experimentation. By developing critical thinking and problem-solving skills, Inspire Science prepares students for future STEM opportunities. When taught by teachers who understand dyslexia and how to enhance learning through oral language, students with dyslexia can effectively speak, read, and write about grade-level science concepts.</p>	<p>Tier 1 rating equivalent:</p> <p>Meets all ratings of Superior Quality using LDOE Instructional Materials Review Rubric.</p>
<p>Bayou Bridges Science – Grades 1-8</p> <p>Bayou Bridges is an integrated curriculum that emphasizes cultural relevance and community engagement. It combines literacy, math, science, and social studies with a focus on hands-on, project-based learning. The curriculum promotes critical thinking and collaboration, encouraging students to explore their local environment and heritage. When taught by teachers who understand dyslexia and know how to enhance learning through oral language, students with dyslexia can speak, read, and write effectively about grade-level social studies concepts.</p>	<p>Tier 1 rating equivalent:</p> <p>Created in partnership with the LDOE using criteria similar to the quality indicators of the Instructional Materials Review Rubric.</p>

Overview of Selected Curriculum

Curricula / Curricula Tools	Rationale for Selection
<p>ELA (Reading, speaking, and writing) curricular tools – Grades 1-5</p> <ul style="list-style-type: none"> • Neuhaus Teaching Basic Reading Skills • Foundations by Multisensory Teaching Approach • Reading Readiness by Neuhaus Education Center • Basic Language Skills by Neuhaus Education Center • Grade-level connected texts, with themed units and novel studies are designed to engage students in pre-reading activities that develop and enhance background knowledge and vocabulary. • Written composition follows a structured progression from sentence-level writing to paragraph development and full compositions, as outlined in Teaching Basic Writing Skills and The Writing Revolution by Judith Hochman. All writing instruction is grounded in connected texts that support themed units of study, with a focus on developing oral language, expanding vocabulary, and building background knowledge. <p><i>See below for a narrative description of the use of these curricula tools to meet the specific needs of students with dyslexia.</i></p>	<p>Tier 1 rating equivalent: The LKA Network Curriculum Committee has assessed these grade-level curricula tools relative to the LDOE Instructional Materials Review Rubric and found that they meet the criteria for Tier 1 rating. The Curriculum Committee has evaluated these tools and determined that they align with instructional strategies proven effective for teaching students with dyslexia.</p>
<p>ELA Guidebooks – Grades 6-8</p> <p>This curriculum emphasizes the integration of literature and informational texts through engaging units that foster critical thinking and discussion. It encourages students to analyze texts thoroughly and articulate their ideas clearly. When paired with teachers who understand dyslexia and know how to cultivate knowledge through oral language and vivid word experiences, students with dyslexia learn to effectively speak, read, and write about grade-level concepts.</p>	<p>LDOE Tier 1-Rated</p>
<p>Great Minds Eureka Math Squared – Grades 1-5</p> <p>This curriculum emphasizes enhancing students' comprehension of essential concepts through engaging, real-world problem-solving situations. With a focus on conceptual understanding, procedural skills, and practical application, Eureka Math Squared supports educators and students in attaining mastery in mathematics. When paired with teachers who understand dyslexia and know how to cultivate knowledge through oral language and vivid word experiences, students with dyslexia learn to effectively speak, read, and write about grade-level math concepts.</p>	<p>LDOE Tier 1-Rated</p>

<p>McGraw Hill Education Inspire Science – Grades 1-8</p> <p>McGraw-Hill Inspire Science is a K-8 science curriculum that engages students with hands-on learning and real-world applications. It focuses on inquiry-based learning, allowing students to explore scientific concepts through investigation and experimentation. By developing critical thinking and problem-solving skills, Inspire Science prepares students for future STEM opportunities. When taught by teachers who understand dyslexia and how to enhance learning through oral language, students with dyslexia can effectively speak, read, and write about grade-level science concepts.</p>	<p>Tier 1 rating equivalent:</p> <p>Meets all ratings of Superior Quality using LDOE Instructional Materials Review Rubric.</p>
<p>Bayou Bridges Science – Grades 1-8</p> <p>Bayou Bridges is an integrated curriculum that emphasizes cultural relevance and community engagement. It combines literacy, math, science, and social studies with a focus on hands-on, project-based learning. The curriculum promotes critical thinking and collaboration, encouraging students to explore their local environment and heritage. When taught by teachers who understand dyslexia and know how to enhance learning through oral language, students with dyslexia can speak, read, and write effectively about grade-level social studies concepts.</p>	<p>Tier 1 rating equivalent:</p> <p>Created in partnership with the LDOE using criteria similar to the quality indicators of the Instructional Materials Review Rubric.</p>



LOUISIANA DEPARTMENT OF EDUCATION

Alternative Charter Elementary/Middle School Renewal Framework: LA Key Academy

Name of School: LA Key Academy (2021-2022 data)

Indicators	Potential Points	Performance Metrics	Percentage of Final Score	Actual Score	Points Earned
Student Progress - ELA	Full Credit – 20 Points	School has an ELA Progress Index between 80.0 and 150.0 based on LEAP 2025	20%	70.8	10 pts.
	Partial Credit – 10 Points	School has an ELA Progress Index between 60.0 and 79.9 based on LEAP 2025			
	No Credit – 0 Points	School has an ELA Progress Index between 0.0 and 59.9 on LEAP 2025			
Student Progress - Math	Full Credit – 20 Points	School has an Math Progress Index between 80.0 and 150.0 based on LEAP 2025	20%	90.2	20 pts.
	Partial Credit – 10 Points	School has an Math Progress Index between 60.0 and 79.9 based on LEAP 2025			
	No Credit – 0 Points	School has an Math Progress Index between 0.0 and 59.9 based on LEAP 2025			
Student Achievement – ELA & Math	Full Credit – 20 Points	School has a combined ELA + Math Assessment Index between 60.0 and 150.0 based on LEAP 2025	20%	16.5	0 pts.
	Partial Credit – 10 Points	School has a combined ELA + Math Assessment Index between 50.0 and 59.9 based on LEAP 2025			
	No Credit – 0 Points	School has a combined ELA + Math Assessment Index between 0.0 and 49.9 based on LEAP 2025			
Overall ELA/Literacy growth based on school-selected* Intervention and Progress Monitoring Assessments	Full Credit – 20 Points	60.0% to 100.0% of students reach assessment-based growth target on nationally-recognized, research-based assessment	20%	Using CTOPP Assessment: 71.2 %	20 pts.
	Partial Credit – 10 Points	40.0% to 59.9% of students reach assessment-based growth target on nationally-recognized, research-based assessment			
	No Credit – 0 Points	0.0% to 39.9% of students reach assessment-based growth target on nationally-recognized, research-based assessment			
Overall Math/Computation growth based on school-selected* Intervention and Progress Monitoring Assessments	Full Credit – 20 Points	60.0% to 100.0% of students reach assessment-based growth target on nationally-recognized, research-based assessment	20%	Using Aimsweb Assessment: 69.6 %	20 pts.
	Partial Credit – 10 Points	40.0% to 59.9% of students reach assessment-based growth target on nationally-recognized, research-based assessment			
	No Credit – 0 Points	0.0% to 39.9% of students reach assessment-based growth target on nationally-recognized, research-based assessment			
Total Points Earned			70/100 Total Points		

*Schools using this framework will select one assessment (ELA and Math) from a department-determined list of assessments (see Appendix A) and the school will notify the LDOE of which assessment they will use for the duration of their charter term. Data related to these indicators will be collected from the school and discussed annually to assess progress towards meeting the renewal terms indicated below.

Framework Renewal and Term Length Eligibility

Total Points Accumulated	Base Renewal Term	Additional Years
81 – 100	3 Year Renewal Term	Up to two additional years for financial and organizational performance
50 – 80	3 Year Renewal Term	Not eligible to earn additional years
0 – 49	Ineligible for Renewal	N/A

Appendix 1:

Community Support

Joseph A. Marino III

MARINO & EHLE
ATTORNEYS AT LAW

Davidson S. Ehle III

October 17, 2024

Jefferson Parish School Board
Administration Building
501 Manhattan Blvd.
Harvey, Louisiana 70058

RE: Application of Louisiana Key Academy (LKA) Jefferson Parish as a Type 2 charter school

Dear members of the Jefferson Parish School Board,

I am writing you as a lawyer, former State Representative and a Jefferson Parish community member. This letter is written to express my full support for a Louisiana Key Academy(LKA) Jefferson Parish as a Type 2 charter school.

I became knowledgeable about LKA through my work with prison reform. Two separate published studies show that 50% of incarcerated inmate are dyslexic. One of those studies was conducted in Louisiana. Dyslexic individuals do not have an increased genetic reason to commit crime but when they are not identified as dyslexic and struggle in school, they feel defeated which can lead to dropping out of school and entering a life of crime. There is strong evidence that shows that students who are not identified as dyslexic and given the evidence-based education they need have lower graduation rates and an increased frequency of incarceration.

I have interacted with parents, teachers and students at LKA in Baton Rouge. They are happy and succeeding in school. Their parents are grateful for a tuition free education that tests students for free, trains their teachers to become language therapists, follows the evidence from the National reading Panel and is nationally certified.

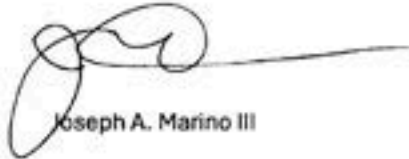
As a State Representative I was the lead author on multiple bills regarding the identification of dyslexic students (which is still less than 1% in our parish and state), the mandate that state colleges/universities teach our teachers about dyslexia and that an evidence-based dyslexia screener is used at the end of kindergarten. Louisiana still has 43% of 4th graders that read below basic, which is functionally illiterate. Many of these students are dyslexic but have never been identified as such.

JeffersonTrialLawyers.com

501 Derbigoy Street • Gretna, Louisiana 70053 • (504) 362-0666

LKA would like to open as a Type 2 Charter School in 2026 to serve the needs of Jefferson Parish and the surrounding parishes. I strongly support this effort and am available to talk to anyone that has questions.

Sincerely,

A handwritten signature in black ink, featuring a large, stylized initial 'J' followed by a horizontal line extending to the right.

Joseph A. Marino III

From: **Jennifer Heebe** <jheebe@gmail.com>
Date: Mon, Oct 14, 2024 at 2:38 PM
Subject: Jefferson Parish School Board
To: Laura Cassidy <laydencassidy@gmail.com>

Jefferson Parish School Board
Administration Building
501 Manhattan Blvd.
Harvey, Louisiana 70058

Dear members of the Jefferson Parish School Board,

As a former member of the Jefferson Parish Council and the Louisiana Legislature, I write to you today in strong support of Louisiana Key Academy opening as a Type 2 charter school in Jefferson Parish in 2026. As the mother of a daughter with dyslexia, I know firsthand the challenges facing students who struggle to read and learn in a traditional classroom setting. What Louisiana Key Academy has accomplished in Shreveport, Baton Rouge, and Covington is nothing less than remarkable because it has transformed the lives of students with dyslexia. Many of the faculty of Louisiana Key Academy are trained as language therapists and equipped with specific teaching strategies tailor made to help dyslexic students read proficiently. These strategies employed in the classrooms give students who previously struggled to read the ability to soar.

Just this summer, I spoke with a mom and her son who recently moved to Covington so he could attend the Louisiana Key Academy in that community. In just a short time, his life changed in the best possible way. He came to Louisiana Key Academy as a second grader. He had fallen behind in the classroom. He was struggling to read and to keep up. And, he was being made fun of by his classmates for being "slow" and not keeping up in class. He went from being a fun loving, outgoing, happy little boy to a sad, withdrawn, self-conscious child. In the spring, they moved and registered him at Louisiana Key Academy and within months his mom says he became a new child. With the help of teachers specifically trained to teach dyslexic children how to read, he began to thrive. His mom told me with tears in her eyes as we watched him playing happily that he was once again smiling, confident and eager to go to school.

This can be the future for children in Jefferson Parish, too. By voting to approve Louisiana Key Academy as a Type 2 charter school, you are voting for children who learn to read differently. You are saying to parents that you see how hard it is for their dyslexic children to learn to read at grade level and to succeed in a traditional school setting. I firmly believe that dyslexic children in Jefferson Parish will thrive in the classroom of the Louisiana Key Academy.

I sincerely ask for you to support the initiative for Louisiana Key Academy to be a Type 2 charter school in Jefferson Parish. I feel so strongly about this that I would be more than happy to meet with you individually or to come to your next meeting to tell you about other students I know personally whose lives have been improved because they had the opportunity to be educated at the Louisiana Key Academy in their community.

Sincerely,
Jennifer Sneed Heebe

LOUISIANA SENATE

2573 Metairie Road, Suite C
Metairie, LA 70001
Phone: 504.836-5433
Email: henryc@legis.la.gov



J. CAMERON HENRY, JR.
STATE SENATOR – DISTRICT 9

Commerce, Consumer Protection and
International Affairs, Vice Chairman
Finance
Judiciary B
Local and Municipal Affairs
Joint Legislative Committee on the Budget

Jefferson Parish School Board
Administration Building
501 Manhattan Blvd.
Harvey, Louisiana 70058

October 17, 2024

Dear members of the Jefferson Parish School Board,

I am writing you as a Jefferson Parish community member and as a legislator. This letter is written to express my full support for a Louisiana Key Academy (LKA) Jefferson Parish as a Type 2 charter school.

I know about the importance of identifying students as dyslexic and getting them into an evidence-based language program early so that they can learn to read and write. This enables students to become productive members of society and prevents loss of their self-esteem. I also know from the Department of Education's data and NAEP data that many dyslexic students are not identified as such and have poor educational outcomes.

I have supported legislation that promotes the early identification of dyslexic students (the end of kindergarten) and also funding to allow those at risk for dyslexia to get a full evaluation. Louisiana 2022 NAEP data shows 43% of 4th graders read below basic, which is functionally illiterate. Many of these students are dyslexic but have never been identified as such. Also, recent reports from the Louisiana Department of Education show that half of 2 and 3rd graders are not reading on grade level. I believe that LKA schools are vital to addressing the needs of struggling dyslexic students in Louisiana and I know the school desires to stand as a resource for other schools as we try to reduce the number of students that cannot read and those that drop out of school.

LKA has 3 schools in Louisiana and would like to open a Type 2 Charter School in 2026 to serve the needs of Jefferson Parish and the surrounding parishes. The school will start small and serve students in K-4th grade and build out yearly to serve K-8th graders. LKA JP will test students for free to ensure they are identified and will train their leadership and reading teachers for 2 years to become language therapists. LKA fills a void allowing all students with dyslexia, regardless of parental income, to get the resources needed for their child's academic success. I strongly support this effort and am available to talk to anyone that has questions.

Sincerely,

A handwritten signature in blue ink that reads "J. Cameron Henry, Jr." with a stylized flourish at the end.

Senator J. Cameron Henry, Jr.
District 9

To Whom It May Concern

It is my pleasure to write in support of Louisiana Key Academy establishing a campus in Jefferson Parish.

As a parent of a child with dyslexia I have seen how difficult it can be for a child to navigate the traditional public school system. The classrooms are full, and the teachers are doing the best they can in a system that is overwhelmed. I trust that Louisiana Key Academy would give children who are struggling with dyslexia in the traditional public school system a chance to flourish and learn in an environment that best meets their needs.

I fully believe that Louisiana Key Academy would be a great addition to the Jefferson Parish School system.

Sincerely

Jennifer Moran

To whom it may concern,

As a mom of 6 kids, 2 who have dyslexia diagnosed by the Dyslexia Resource Center in Covington. I cannot express the need for a school for kids that have dyslexia. There is nothing in the Orleans, Jefferson, or St. Charles parish area. I looked and looked for anyone that could help me as a mom and educator. New Orleans Speech and Hearing tried so hard to help me, but that is all.

I was blessed by someone supporting my children's therapies. But families would have to have money and a lot of it at \$75 an hour for private therapy. Thankfully, I was able to drive an hour in the morning and an hour in the afternoons to LKA In Covington. It made a world of difference. I'm also a trainee and in my second year. I have not advertised and I am up to 6 kids just by word of mouth. It is such a need. Please consider helping kids that need it in our area.

Sincerely,

Joy Ross

On motion of **Mr. Marino**, seconded by **Mr. Walker**, the following resolution was offered:

RESOLUTION NO. 145906

A resolution expressing support of Louisiana Key Academy's application to the Louisiana State Board of Elementary Secondary Education to open a tuition free public charter school for dyslexic students in Jefferson Parish to serve students in Jefferson Parish and surrounding parishes. (Parishwide)

WHEREAS, Louisiana Key Academy (LKA) is Louisiana's premier school for students with dyslexia whose mission is to serve the community at large to educate and remediate children with dyslexia in an evidence-based curriculum and stand as an excellent model and resource for schools and communities; and

WHEREAS, LKA is an International Multisensory Structured Language Education Council (IMSLEC) nationally accredited school with locations in Baton Rouge, Covington, and Shreveport and its teachers are trained to be certified language therapists; and

WHEREAS, LKA applied to the Louisiana State Board of Elementary Secondary Education (BESE) to open a tuition free charter school for dyslexic students in Jefferson Parish in 2026 to serve students in Jefferson Parish and surrounding parishes in first through fourth grade that will grow to serve students through eighth grade; and

WHEREAS, this Council recognizes the need for a public school that provides an innovative and effective learning curriculum built around the needs of dyslexic children in Jefferson Parish and supports LKA's application to BESE to open a tuition free public charter school for dyslexic students in Jefferson Parish.

NOW, THEREFORE, BE IT RESOLVED by the Jefferson Parish Council of Jefferson Parish, acting as governing authority of said parish:

SECTION 1. That the Jefferson Parish Council hereby expresses its support of Louisiana Key Academy's application to the Louisiana State Board of Elementary Secondary Education to open a tuition free public charter school for dyslexic students in Jefferson Parish to serve students in Jefferson Parish and surrounding parishes.

SECTION 2. That a copy of this Resolution be sent to the members of the Louisiana State Board of Elementary Secondary Education, P.O. Box No. 94064, Capitol Station, Baton Rouge, LA 70804-9064.

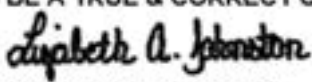
The foregoing resolution having been submitted to a vote, the vote thereon was as follows:

YEAS: 7

NAYS: None

ABSENT: None

The resolution was declared to be adopted on this the **26th day of February, 2025.**

THE FOREGOING IS CERTIFIED
TO BE A TRUE & CORRECT COPY

LIZABETH A. JOHNSTON
PARISH CLERK
JEFFERSON PARISH COUNCIL



DILLARD
UNIVERSITY

**OFFICE OF THE UNIVERSITY CHAPLAIN &
THE VISIONQUEST PROGRAM FOR VOCATION**

March 25, 2025

To Whom It May Concern,

I am writing this letter to enthusiastically support Louisiana Key Academy's proposal to establish a charter school focused on providing programs for students with dyslexia. As someone who understands these students' unique challenges, this specialized educational environment will support children who often struggle in traditional school settings.

Students with dyslexia have immense potential, but without appropriate interventions and tailored instruction, they may encounter significant academic and emotional challenges. A charter school specifically designed for dyslexic learners can implement evidence-based strategies such as structured literacy programs, multisensory learning techniques, and individualized instruction. By focusing on these proven methods, students can develop essential reading, writing, and comprehension skills while gaining the confidence they need to succeed.

Beyond academics, a charter school for dyslexic students in Jefferson Parish can foster a community where students feel understood, supported, and valued. This environment can encourage creativity, critical thinking, and resilience — qualities many dyslexic learners possess in abundance.

This school can potentially change lives and fill a critical gap in our educational system. I wholeheartedly support this initiative and am confident it will provide invaluable resources for students and their families.

I would be honored to contribute if you want additional input or assistance with this important endeavor at hbrisbon@dillard.edu

Sincerely,

Rev. Herbert A Brisbon III
University Chaplain and Director
National Center for Black-Jewish Relations
Dillard University

Appendix 2:

School Model Master

Plan

Louisiana Key Academy School Master Plan for Discipline

Positive Behavior Support

In order to assure classroom management using positive behavioral supports and effective disciplinary tools, Louisiana Key Academy School will identify data-driven academic, career and technical, discipline/behavioral performance results in the School Improvement Plan (SIP). Louisiana Key Academy School will establish and use a school-based leadership team to meet on a regularly scheduled basis to review data and guide the positive behavior process. This leadership team shall, to the extent possible, include representatives of the school administration, both regular and special education teachers, parents, guidance counselors, and school bus operators (It may also include other groups, a.g., food services workers).

The leadership team will use a decision-making process utilizing a data-management system that allows graphical representation of discipline issues. Said data system will permit regular and efficient monitoring and evaluation of the effectiveness of the implementation of a school-wide system of discipline. School data collection shall include, but not be limited to, average referrals per day per month, referrals by problem behavior, referrals by location, referrals by time, referrals by student, referrals by staff, individual student report by month and by year, and referrals by grade level. Environmental changes may be made as indicated by data. For instance, increased monitoring, schedule changes, or changes in recess structure may help to alleviate congestion or over-crowding at certain times during the day.

The team will uniformly use the two BESE-approved forms, i.e., "School Behavior Report Form" and "School Bus Behavior Report Form," to report incidents of alleged discipline violations. The referral system will be utilized consistently and appropriately.

The leadership team will review and revise any Zero Tolerance Policy of Louisiana Key Academy School to ensure that the policy is in compliance with R. S. 17:416.15; the policy does not violate R. S. 17:416 (H) which prohibits disciplinary action against any pupil reasonably acting in self-defense; and that inappropriate referrals are not made to agencies serving children.

The leadership team will review and revise its policies and procedures for handling suspensions and expulsions at Louisiana Key Academy School to ensure that suspension/expulsion policies are consistent with R. S. 17:418; suspension/expulsion policies are consistently and fairly executed; and alternative interventions, consistent with best theory and practice, to suspensions/expulsions are used including, but not be limited to, counseling, conflict resolution, social and family responsibility, peer mediation, and stress and/or anger management.

The leadership team will make referrals, as appropriate, to Alternative Education Programs that are designed to offer variations of traditional instructional programs, as well as strategies for the purpose of increasing the likelihood that students who are unmotivated or unsuccessful in traditional programs, or are disruptive in the traditional school environment, remain in and be successful in school.

The leadership team will review the current Code of Student Conduct of Louisiana Key Academy School to assure that it is in compliance with R.S. 17:416.12, R.S. 17:416.13 and Section 4114 of the No Child Left Behind Act of 2001 (NCLB). They will refine consequences to create a reward/incentives program for positive student and teacher behavior and ensure the delivery of consistent reinforcement. The team will define consequences for rule violations that are clear, reasonable, and consistently enforced and which support maximum time in instruction.

The leadership team will monitor, evaluate and modify the school master plan, as needed, throughout the school year.

Louisiana Key Academy School Master Plan for Discipline

Louisiana Key Academy School adopts the following clearly defined behavioral expectations in these five (can be less) basic rules. (Keep them simple and positive, e.g., "Keep your hands to yourself," "Respect others," "Be kind.")

1. Respect Others – Use kind words and actions.
2. Keep Your Hands to Yourself- Maintain personal space.
3. Be Responsible – Take care of your belongings and school materials.
4. Follow Directions – Listen and response to adults and peers.
5. Stay Safe – Follow the safety rules concerning school rules.

These rules shall be posted in prominent places around the school site, e.g., hallways, cafeterias, gymnasiums, and classrooms. These rules shall be provided to parents and shall be known by all students and school staff.

Each teacher at Louisiana Key Academy School shall develop lesson plans and teach expectations across each school setting by providing direct instruction on expected behaviors at the beginning of the school year and reinforced throughout the year for all students.

Louisiana Key Academy School shall design programs for students with special needs so that the students are challenged and engaged in school curriculum, and are appropriately placed so they remain in school rather than being suspended/expelled or becoming drop-outs.

The principal of Louisiana Key Academy School shall submit annual reports to the district's Discipline Policy Review Committee.

Safe School Planning

Louisiana Key Academy School has established and shall maintain grade-appropriate programs of alcohol, drug and substance prevention, education, information and counseling as provided in R.S. 17:404.

Louisiana Key Academy School has established a plan, in accordance with Sec. 4114, of the No Child Left Behind Act of 2001, for keeping the school safe and drug-free that includes appropriate and effective school discipline policies that prohibit disorderly conduct, the illegal possession of weapons, and the illegal use, possession, distribution, and sale of tobacco, alcohol, and/or other drugs; has established security procedures at school and while students are on the way to and from school; has established prevention activities that are designed to create and maintain safe, disciplined, and drug-free environments; has established a crisis management plan for responding to violent or traumatic incidents on school grounds; and has established a Code of Student Conduct (and as also required by R.S. 17:416.12 and R.S. 17:416.13) for all students that clearly states the responsibilities of students, teachers, and administrators in maintaining a classroom environment that allows a teacher to communicate effectively with all students in the class; allows all students in the class to learn; allows all students and school employees to be treated respectfully; has consequences that are fair and developmentally appropriate; considers the student and the circumstances of the situation; and, is enforced accordingly.

Parental and Community Involvement

Louisiana Key Academy School is committed to parental involvement and family strengthening. As set forth in R. S. 17:406.1, effective approaches to involving families more fully as partners in

Louisiana Key Academy School Master Plan for Discipline

the process of their children's learning require the participation and coordination of numerous state and local, public and private agencies shall be encouraged. Louisiana Key Academy School shall seek to make connections through a variety of local and culturally sensitive methods to facilitate parents/family members/access to local/regional family strengthening programs available in the community. (Programs can be specifically identified, as applicable, e.g., Families Helping Families, Regional Family Resource centers, Parent Information Resource Center, Families in Need of Services (FINS) programs and other family strengthening programs exhibiting peer to peer support systems and positive mental health initiatives).

Louisiana Key Academy School shall seek training to facilitate mutual understanding of research-based practices promoting positive relationships between parents, LEA personnel and community service providers.

Louisiana Key Academy School shall seek to identify the mental health needs of its students and match those needs with available local resources including public, nonpublic and/or volunteer organizations (These can be specified to the extent possible). Pending inclusion of mental health services in the Medicaid Health Services Program (School-Based), the availability of mental health services will be expanded in Louisiana Key Academy School.

Inter-Agency Cooperation

Louisiana Key Academy School shall seek to improve communication, coordination and collaboration between schools and agencies serving children; shall foster cooperation regarding the sharing of data about children, youth and families involved agencies serving children; and shall work in cooperation with other schools/districts/communities/regional planning boards to facilitate the successful re-entry and transition of youth formerly in state custody into their diverse school/community settings in order to encourage the continuation of education and their access to other needed services in order to prevent recidivism.

[For correctional facilities only: Louisiana Key Academy School/Program shall implement this Master Plan in to the extent possible and with the understanding that such facilities will adhere to all policies and procedures of the Department of Corrections/Office of Youth Development.]

Student Records

Louisiana Key Academy School shall provide for the transfer of student education records upon written request of any authorized person on behalf of an education facility operated within any correctional or health facility or, for children in the custody of the state, an education facility operated within any other state approved facility, whether within or outside the state of Louisiana, where such student has become enrolled or is seeking enrollment. The transfer of such records, whether by mail or otherwise, shall occur not later than 10 business days from the date of receipt of the written request. If the student has been expelled, the transferred records shall include the dates of the expulsion and the reason(s) for which the student was expelled.

No education record of any student may be withheld as the result of lack of payment of any fine, debt, or other outstanding obligation.

A student or his or her parent(s) may inspect the education record of that in accordance with the federal Family Education Rights and Privacy Act.

Any student seeking admission to Louisiana Key Academy School who has been suspended or expelled from any public or nonpublic school within or outside the state of Louisiana shall provide information on the dates of any suspensions or expulsions and the reason or reasons for which the student was suspended or expelled.

Louisiana Key Academy School Master Plan for Discipline

Visiting Teacher/ Child Welfare and Attendance Supervisor/Families in Need of Services (FINS) Officer

It is the duty of all staff at Louisiana Key Academy School to cooperate fully with the visiting teachers, or supervisors of child welfare and attendance. Louisiana Key Academy School shall make available to visiting teachers, or supervisors of child welfare and attendance, FINS officers, and Truancy Assessment and Service Centers such information as will assist them in promoting the regular attendance and school adjustment of these children.

[For schools/programs housing children in state custody: It is the duty of the principals, superintendents, or heads of the training and correctional schools to notify the visiting teachers, or supervisors of child welfare and attendance, and FINS officer (if applicable) when a child is to be released and/or returned to a parish.]

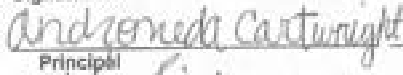







Visiting teachers, or supervisors of child welfare and attendance (pursuant to R. S. 17:235), and FINS officers, shall cooperate fully with the state departments of social services, labor, and health and hospitals, and with other state and local agencies, including interchange of confidential and privileged information; cooperate fully with juvenile and family court authorities, training and correctional schools, law enforcement officers; and make such referrals and conduct such investigations as seem necessary for the enforcement of school attendance laws, including interchange of confidential and privileged information.

Statements of compliance

Each homeroom teacher of students in grades 4-12 shall, on the first day of school each school year, provide information to and answer any questions from students relative to the statement of compliance as provided by Louisiana Key Academy School Board.

Each parent/guardian of each student in grades 4-12 shall sign a statement of compliance committing to do all of the following: ensure that his child attends school daily, except for school absences; ensure that his child arrives at school on time each day; ensure that his child completes all required homework assignments; and attend all required parent and teacher or parent and principal conferences.

Signatures:

 Principal	 Leadership Team Member
 Leadership Team Member	 Leadership Team Member
 Leadership Team Member	 Leadership Team Member
 Leadership Team Member	 Leadership Team Member

Appendix 3:

Grievance Policy

LKA Complaint and Grievance Process

LKA recognizes that issues may arise within the school and has established the following procedure to address parent and student concerns:

- **Step 1: Initial Concern**
 - Concerns, complaints, or grievances should be communicated directly to the school principal or their designee.
 - LKA encourages informal resolution of concerns at this stage.
- **Step 2: Formal Written Complaint**
 - If the concern cannot be resolved informally:
 - The complainant (parent, student, or group of students) must submit a formal written complaint.
 - The complaint should be dated, signed, and include a clear description of the issue.
 - The written complaint must be submitted to the school principal.
- **Step 3: Request for Meeting**
 - For further discussion or consideration of the grievance:
 - The student or group of students must submit a written request for a meeting with the principal.
 - This written request should include a preferred meeting time and place.
 - A faculty member or other designated representative may attend the meeting as support for the student(s).
 - The principal will promptly designate a meeting time and place upon receipt of the written request.
- **Step 4: Escalation to the Board**
 - If the grievance is not resolved satisfactorily after the meeting with the principal:
 - The parent, student, or group of students may escalate the concern by submitting the complaint to the LKA Board.
 - The board will review the complaint and take appropriate action to resolve the issue.

Appendix 4: School Leadership Resumes

Laura Layden Cassidy, M.D.

Education

- University of Alabama, B.S., Graduated 1977
- University of Alabama Birmingham, M.D., Graduated 1983
- General Surgery Residency, Harbor U.C.L.A. Medical Center, 1983 – 1988
- Mentorship and collaboration regarding the science of dyslexia and dyslexia educational issues under and with Drs. Bennett¹ and Sally² Shaywitz, Yale School of Medicine, 2012 - present

Professional Career

- General Surgeon, Kaiser Permanente. Los Angeles, Ca, 1988 - 1989
- Chief of Surgery, LSU-Health Science Center – Earl K. Long Hospital. Baton Rouge, La, 1989 - 1992
- Private practice in general surgery and then limited to diseases of the breast. Baton Rouge, La, 1992 – 2006

Post Medical Career

- Co-founder Louisiana Key Academy (LKA)³, Metro Baton Rouge, La - 2013
- Chair of Board, Louisiana Key Academy, 2013 - present
- Founder and Board Chair of Louisiana Key Academy, St. Tammany Parish, La - 2022
- Founder and Board Chair of Louisiana Key Academy, Caddo Parish, La – 2023
- Founder and Board Chair of the Dyslexia Resource Center, Baton Rouge, La – 2014 – present.

Publications

1. Klein SR, Layden L, Wright JF, White RA. Appendicitis in the elderly. A diagnostic challenge. *Postgrad Med* 1988 Jun;83(8):247-54.
2. Cassidy B, Cassidy L. Addressing dyslexia is key to reducing criminal recidivism. *The Hill*. December 2018.
3. Cassidy B, Cassidy L. Early Screening and Intervention for Students with Dyslexia. *The Standard, The National Association of School Boards of Education*. May 2019.
4. Cassidy L. Our schools fail dyslexic children, but the LKA is a model solution. *The Fordham Institute*. November 2018.
5. Cassidy L, Reggio K, Shaywitz B, Holahan J, Shaywitz S. Dyslexia in Incarcerated Men and Women: A New Perspective on Reading Disability in the Prison Population. *Journal of Correctional Education*. September 2021.

¹ Bennett Shaywitz, M.D. is the Charles and Helen Schwab Professor of Pediatrics (Neurology); Co-Director, Yale Center for Dyslexia & Creativity. He has published over 350 scientific articles and chapters. He is a member of the National Academy of Science.

² Sally Shaywitz, M.D. is the Audrey G. Ratner Professor of Pediatrics (Neurology); Co-Director, Yale Center for Dyslexia & Creativity. She has published over 350 scientific articles and chapters and two books on dyslexia. She is a member of the National Academy of Science.

³ LKA is a public charter school specializing in dyslexia. LKA Northshore and Caddo will both be public charter schools specializing in dyslexia

6. Cassidy L. The Key to Education Success. Forbes. January 2022.
7. Cassidy L., Reggio K, Shaywitz S, Shaywitz B. Prevalence of undiagnosed dyslexia in African - American Primary School Children. NPJ, Journal of Learning.2023.
8. Cassidy L.,Shaywitz, B.,Shaywitz, S., High Prevalence of dyslexia in African-American primary school children. Opinion Research in Pediatrics & Neonatology. February 2024.

Involvement with Federal and State legislation

- Testified before Louisiana State legislative committee supporting Act 206⁴.
- Testified before Louisiana State legislative committee supporting Act 141.⁵
- Testified before Louisiana State legislative committee supporting Act 419.⁶
- Testified before Louisiana State legislative committee supporting Act 607.^{7,8}
- Participated in dyslexia roundtable, “Ensuring Every Young American Can Reach Their Dream”; re. the 21st Century Dyslexia Act. July 2022. Washington, D.C.

Miscellaneous communications

- Blogs on dyslexia placed on the Dyslexia Resource Center website.
- Talks on dyslexia at:
 - IDA (International Dyslexia Association)
 - ALTA (Academic Language Therapists Association)
 - South Carolina Dyslexia Advocates/Lakes and Bridges Charter School
 - Multiple civic organizations
- Media appearances:
 - The CBS Sunday Morning Show
 - Multiple local TV and radio appearances
- Coursera Course on Dyslexia with the Drs. Shaywitz
- Chapter on the founding and LKA as a national model is discussed in Overcoming Dyslexia, Chapter 25, 2nd edition by Dr. Sally Shaywitz

⁴ Placed the definition of dyslexia in state law.

⁵ Created a certification for teachers after completion of a language therapy program.

⁶ Required reporting the number of students identified as dyslexic in each school district who have a 504 or an IEP.

⁷ Required universities to provide 3 hours of instruction on the science of dyslexia to education majors.

⁸ Each Act is now Louisiana law.

Jonathan M. Snyder

EDUCATION

Louisiana State University, Shreveport, LA

Master of Business Administration, General Management | March 2022

Louisiana State University, Baton Rouge, LA

Bachelor of Science, Business Management | Minor: Leadership Development | May 2015

WORK EXPERIENCE

Chief Financial Officer, Louisiana Key Academy | January 2024 - Present

- Leads finance team in managing the company's \$15M financial operation, including budgeting, forecasting, analysis, financial reporting, vendor contracts, purchasing, accounts receivable, and accounts payable.
- Directs all financial operations, ensuring compliance with state and federal education funding regulations.
- Partners with executive leadership and board to align financial strategy with the school's mission, driving long-term sustainability.
- Implements improved financial reporting systems, ensuring transparency and timely reporting to stakeholders, including the executive team and board.

Controller, Accutemp Service Corporation | December 2022 - January 2024

- Led finance team in managing the company's \$25M financial operation, including budgeting, forecasting, analysis, financial reporting, vendor contracts, purchasing, accounts receivable, and accounts payable.
- Prepared and presented monthly financial statements to fellow executive team members, offering valuable insights and recommendations for performance improvement and financial management.
- Developed and implemented financial policies, procedures, and internal controls to better safeguard company assets, reduce inefficiencies, ensuring accurate financial reporting.
- Ensured compliance with all federal, state, and local parish tax regulations for external audits.

Director of Operations & Customer Success, Check | March 2022 - December 2022

- Planned & monitored the day-to-day business operations to ensure growth for SaaS start-up organization.
- Formed customer support and success processes using Hubspot's sales, service, and automations features, ensuring customer satisfaction and increased sales.
- Established & implemented human resource, accounting, and payroll systems.

Executive Director, Antioch Baton Rouge | May 2018 - March 2022

- Led the Executive Team, set meeting agendas based on organizational priorities.
- Managed a team of nine direct reports through weekly one-on-ones and KPIs.
- Oversaw day-to-day operations and all human resource activities (job descriptions & compensation packages).
- Conducted capital campaign (\$350K), primary relationship liaison for corporate sponsors & key donors.

Operations Director & Financial Administrator, Antioch Baton Rouge | May 2014 - May 2018

- Formed & implemented annual budgets, making adjustments based on monthly profit & loss statements.
- Established policies to improve efficiency & effectiveness of fiscal & human resource operations.
- Performed monthly reconciliation, reporting on financial performance & impact on year-end forecast.

KODY SMITH



EMAIL

kody.smith@lakeyacademy.com

SKILLS

Special Education Leadership
Skilled community-based case manager
Proficient in Microsoft
Knowledge of medical and psychiatric terminology Effective leader
Efficient multi-tasker
Analytical thinker
Conflict resolution
Organized Customer service-oriented
Compassionate
Deadline-oriented
Calm under pressure
Exceptional interpersonal communication
Cooperative
Ability to de-escalate clients in vulnerable emotional state

PROFESSIONAL SUMMARY

Dependable leader bringing management experience and a willingness to take on added responsibility to meet tight deadlines. Enthusiastic team player with a strong work ethic and advanced complex problem solving skills. Action-oriented with strong ability to communicate effectively with technology, executive, and business audiences.

WORK HISTORY

Special Education Director, 6/2024-present

Louisiana Key Academy

Oversees and manages special education programs across 3 campuses ensuring that students with disabilities receive appropriate education and services in compliance with federal, state, and local regulations

Special Education Coordinator, 8/2022-5/2024

Louisiana Key Academy

Oversight of Special Education program including IEPs, 504 plans, compliance

Senior Special Education Case Manager, 6/2016-6/2022

Louisiana Key Academy

Managed IEP caseload- member of the Special Education Team; typed Individualized Education Plans, facilitated IEP meetings, managed documentation for compliance

Program Manager, 01/2010 to 5/2016

The Arc of East Ascension – Gonzales, LA

Maintained treatments and casework programs for an average of 75 clients.

Experience with special-needs
Individuals

Secured housing, medical care and employment for clients by working with local case management agencies, physicians, and Louisiana Rehabilitation Services.

Interviewed and evaluated clients, including conducting safety and risk assessments.

Maintained regular contact with clients, including visiting clients' homes.

Assessed clients for abuse and neglect and compiled documentation.

Obtained and supplied information to local case management agencies to provide best possible guidance to clients.

Referred residents and families to community resources to improve well-being and quality of life.

Supervised 10 program staff members.

Intervened in crisis situations to protect residents and others.

Offered constructive feedback and contributed ideas at weekly staff meetings.

Conducted competency-based, interactive interviews to identify client needs.

Cultivated relationships with potential employers and referral agencies to assist disabled individuals with securing employment.

Monitored team performance, including developing performance improvement plans and recommending achievement awards.

Hired, trained and supervised a team of Coordinators and direct care staff for each department.


Referred clients to appropriate team members, community agencies and organizations to meet treatment needs.

Enlisted the support of volunteers and collaborated with businesses and community groups.

Program Supervisor, 11/2008 to 10/2009

Holistic Healthcare – Baton Rouge, LA

Coordinated Individualized Plan of Care meetings and documents.



Bi-monthly visits to homes of individuals with developmental disabilities to ensure health, safety, and satisfaction of services.

Supervised 20 program staff members.

Provided emotional support while with residents to develop long term plans and goals.

Referred residents and families to community resources to improve well-being and quality of life.

Connected families with resources when children were identified as needing further assessment.

Support Coordinator, 04/2008 to 11/2008

Community Resource Coordinators – Baton Rouge, LA

Referred clients to social services agencies.

Maintained regular contact with clients, including visiting clients' homes.

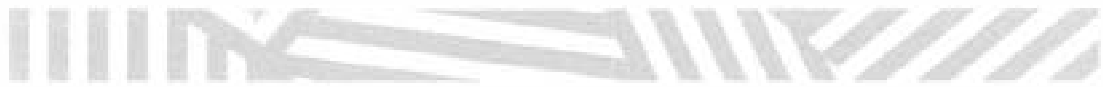
Assessed clients for abuse and neglect and compiled documentation for court reports.

Obtained and supplied information to Department of Health and Hospitals and the Office of Citizens with

Developmental Disabilities to provide best possible guidance to clients.

Developed individualized comprehensive plans of care to address the needs and goals of clients.

Interviewed and evaluated clients, including conducting safety and risk assessments.



EDUCATION

Bachelor of Science: Psychology, 1996
University of Arkansas





ANDROMEDA LOVE

Profile

I am a state licensed and nationally certified Speech Language Pathologist as well as a Certified Academic Language Therapist with intensive experience in dyslexia evaluation and remediation as well as special education services and systems. I also have a background in educational training and leadership. My passion is in making the world a more equitable place for all students with learning differences, specifically dyslexia.

Work Experience

2023 – Present	Louisiana Key Academy – Charter Management Office Chief Academic Officer Lead and execute the Academic Framework for all K-5 and 6-10 Academics. Provide support and leadership development to academic leaders across the organization (Principals, Master Teachers, Support Coaches, etc.)
2022	Louisiana Key Academy – Regional Special Education Director
2023	Managed the district's special education programs and services which included admissions, enrollment, evaluations, and the creation and upkeep of IEPs and 504 plans at the school site.
2018	Louisiana Key Academy – Baton Rouge Special Education Coordinator
2022	Ensured compliance to established SPED policies, procedures, and/or regulations at the school site. Managed the school site's special education programs and services which included admissions, enrollment, evaluations, and the creation and upkeep of IEPs and 504 plans at the school site.
2014	Louisiana Key Academy – Baton Rouge Speech Language Pathologist/Dyslexia Specialist
2018	Provided small group reading instruction to dyslexic students. Provided small group and individual speech therapy services to elementary aged students in the areas of articulation, fluency, and voice.

Accomplishments

- Member of The Metropolitan Baton Rouge Chapter of The National Coalition of 100 Black Women (NCBW MBR) since 2019
- Guest on the "Reading Swizzle" podcast in November of 2023
- Guest on the "Dyslexia Resource Center" podcast in April of 2024
- Featured in the January 2024 issue of Baton Rouge Parents Magazine as Louisiana Key Academy was named "The Face of Dyslexia Education"
- Featured in the October 2023 issue of 225 Magazine highlighting Louisiana Key Academy for Dyslexia Awareness Month
- Graduate of NCBW MBR's "MBR Lead" leadership program in 2024



Education

Bachelor of Arts in English
Louisiana State University
2006 – 2010

Masters of Arts in Communication Disorders
Louisiana State University
2011 – 2014

Certifications

Certified Academic Language Therapist

Nationally Certified Speech-Language Pathologist

State Licensed Speech-Language Pathologist

Expertise

Dyslexia Evaluation

Dyslexia Remediation

Educational Leadership

Appendix 5: Charter Board Resumes

Laura Layden Cassidy, M.D.

Education

- University of Alabama, B.S., Graduated 1977
- University of Alabama Birmingham, M.D., Graduated 1983
- General Surgery Residency, Harbor U.C.L.A. Medical Center, 1983 – 1988
- Mentorship and collaboration regarding the science of dyslexia and dyslexia educational issues under and with Drs. Bennett¹ and Sally² Shaywitz, Yale School of Medicine, 2012 - present

Professional Career

- General Surgeon, Kaiser Permanente. Los Angeles, Ca, 1988 - 1989
- Chief of Surgery, LSU-Health Science Center – Earl K. Long Hospital. Baton Rouge, La, 1989 - 1992
- Private practice in general surgery and then limited to diseases of the breast. Baton Rouge, La, 1992 – 2006

Post Medical Career

- Co-founder Louisiana Key Academy (LKA)³, Metro Baton Rouge, La - 2013
- Chair of Board, Louisiana Key Academy, 2013 - present
- Founder and Board Chair of Louisiana Key Academy, St. Tammany Parish, La - 2022
- Founder and Board Chair of Louisiana Key Academy, Caddo Parish, La – 2023
- Founder and Board Chair of the Dyslexia Resource Center, Baton Rouge, La – 2014 – present.

Publications

1. Klein SR, Layden L, Wright JF, White RA. Appendicitis in the elderly. A diagnostic challenge. *Postgrad Med* 1988 Jun;83(8):247-54.
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² Sally Shaywitz, M.D. is the Audrey G. Ratner Professor of Pediatrics (Neurology); Co-Director, Yale Center for Dyslexia & Creativity. She has published over 350 scientific articles and chapters and two books on dyslexia. She is a member of the National Academy of Science.

³ LKA is a public charter school specializing in dyslexia. LKA Northshore and Caddo will both be public charter schools specializing in dyslexia

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7. Cassidy L., Reggio K, Shaywitz S, Shaywitz B. Prevalence of undiagnosed dyslexia in African - American Primary School Children. NPJ, Journal of Learning.2023.
8. Cassidy L.,Shaywitz, B.,Shaywitz, S., High Prevalence of dyslexia in African-American primary school children. Opinion Research in Pediatrics & Neonatology. February 2024.

Involvement with Federal and State legislation

- Testified before Louisiana State legislative committee supporting Act 206⁴.
- Testified before Louisiana State legislative committee supporting Act 141.⁵
- Testified before Louisiana State legislative committee supporting Act 419.⁶
- Testified before Louisiana State legislative committee supporting Act 607.^{7,8}
- Participated in dyslexia roundtable, “Ensuring Every Young American Can Reach Their Dream”; re. the 21st Century Dyslexia Act. July 2022. Washington, D.C.

Miscellaneous communications

- Blogs on dyslexia placed on the Dyslexia Resource Center website.
- Talks on dyslexia at:
 - IDA (International Dyslexia Association)
 - ALTA (Academic Language Therapists Association)
 - South Carolina Dyslexia Advocates/Lakes and Bridges Charter School
 - Multiple civic organizations
- Media appearances:
 - The CBS Sunday Morning Show
 - Multiple local TV and radio appearances
- Coursera Course on Dyslexia with the Drs. Shaywitz
- Chapter on the founding and LKA as a national model is discussed in Overcoming Dyslexia, Chapter 25, 2nd edition by Dr. Sally Shaywitz

⁴ Placed the definition of dyslexia in state law.

⁵ Created a certification for teachers after completion of a language therapy program.

⁶ Required reporting the number of students identified as dyslexic in each school district who have a 504 or an IEP.

⁷ Required universities to provide 3 hours of instruction on the science of dyslexia to education majors.

⁸ Each Act is now Louisiana law.

Timothy E. Johnson, MBA, Ph.D.

SUMMARY OF EXPERIENCE

Highly motivated professional with higher education experience in the areas of academic and student affairs administration, teaching, and proposal development; Managed over \$30 million in corporate and governmental grant programs; Led successful teams in student support for increased retention & success of underrepresented populations; Proven experience in consensus building, conflict resolution, and budgetary planning; Plus strong interpersonal, leadership, and communication skills.

EDUCATIONAL HISTORY

August 2008	Ph.D. - Urban Higher Education Jackson State University, Jackson, MS
August 2001	MBA - Business Administration & Entrepreneurship William Carey University, Hattiesburg, MS
May 1999	BBA - Marketing Jackson State University, Jackson, MS

ADDITIONAL STUDIES

2017 – 2018	Baton Rouge Area Leadership (Class of 2018) Baton Rouge Area Chamber (BRAC)
2008	Emerging Scholars Program American Educational Research Association
2007	Ana G. Mendez School System of Puerto Rico American University of Puerto Rico International University of Puerto Rico Metropolitan

PROFESSIONAL EXPERIENCE

Dillard University – New Orleans, LA

Dillard University was established in 1869 as a historically black, liberal arts, residential, co-educational, master's degree-granting institution affiliated with The United Methodist Church. Dillard University is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). Student body population of nearly 1100

Director, Center for Graduate and Pre-Professional Education and Assistant Professor of Management (Present)

Responsible for developing and facilitating academic and non-credit administrative programs. The Center for Graduate and Professional Education at Dillard provides students, alums, and community stakeholders with opportunities to prepare for graduate and professional school testing, as well as additional certifications and new degree programs that meet the needs of community stakeholders in the Southern Louisiana region.

Notable Accomplishments:

- Implementation of 1M H2Future Clean Energy Grant
- Expansion of new certification programs in Dyslexia Practitioner - Certified Academic Language Practitioner program and Academic Language Therapist Certification

Wiley University – Marshall, TX

Wiley University was established in 1873 as a historically black, primarily liberal arts, residential, co-educational, baccalaureate degree-granting institution affiliated with The United Methodist Church. Wiley College is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). Student body population of nearly 900

Executive Director, Office of Extended (Adult) Education, E-Learning & Faculty Development and Assistant Professor of Management (January 2021 – August 2023)

Responsible for developing and facilitating academic and administrative programs for three academic units in Adult Education (Criminal Justice Administration, Operational Management, and Second Chance Pell Program -SCP). Enacted various administrative initiatives, including accreditation, resource allocation, adult recruitment, enrollment, retention strategies and processes, strategic planning, and faculty development. Championed academic excellence with scholarly undertakings incorporating program reviews and development, student learning outcomes, online learning, and educational innovations and supervised 14 adjunct faculty members, 3 Site Coordinators (SCP), and 1 Program Coordinator.

Notable Accomplishments:

- 80% Retention rate for Adult Education Programs
- 16% increase in student enrollment (30% increase in student enrollment for the Second Chance Pell Program – three (3) correctional sites)
- Author, received funding \$138,000 High Demand Job Grant - Marshall Economic Development Corporation and Workforce Solutions East Texas/East Texas Council of Governments.
- Author, received funding \$40,000 Social Justice Grant - United Negro College Fund (UNCF)
- Chair, First-Year Faculty Development Initiative
- Chair, Strategic Retention Standing Committee – Academics
- Member of Wiley's Accreditation Council for Business Schools and Programs (ACBSP) Accreditation Team and Wiley's Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) Accreditation Team

Louisiana State University (LSU) – Baton Rouge, LA

Established in 1860, LSU is a public high research university accredited by the Southern Association of Colleges and School Commission on Colleges (SACSCOC) with eight campuses across Louisiana. Student body population of nearly 31,000

Program Manager, The Louis Stokes Center for the Promotion of Academic Careers through Motivational Opportunities to Develop Emerging Leaders in STEM (LS-PAC MODELS) Center of Excellence (February 2019 – October 2020)

Responsible for the planning, coordinating, and implementing NSF-funded (3M) Center grant with the mission to create a successful nationwide model with well-tested strategies for increasing underrepresented minority (URM) student preparation for academic careers in STEM. Assisted and supported the Office of Strategic Initiatives Vice President in implementing the center and mentoring programs.

Notable Accomplishments:

- Established academic support structures through workshops that increase student's acclimation to the rigors of doctoral study programs.
- Increased partnerships with other academic institutions to help achieve the Center's self-sustainability.

Baton Rouge Community College (BRCC) – Baton Rouge, LA (2013-2019)

Established in 1998, a state-supported institution accredited by the Southern Association of Colleges and School Commission on Colleges (SACSCOC) has eight locations and one auto technology center. Student body population of nearly 9,000.

Director, Title III & Office of ROAR (Predominantly Black Institution (PBI) Grant Program August 2016 – January 2019)

Responsible for the planning, coordinating, and implementing BRCC's five (5) year US Department of Education 6.2M grant program's foundational policies, procedures, and activities to achieve grant goals and objectives. This includes daily administration of program activities, meeting with internal and external partners to coordinate and develop strategic plans to achieve program objectives, meeting with students providing academic advising and support services, effectively administering compliance procedures, proper resource allocation, regulatory compliance, record-keeping and maintaining enrollment system for the PBI program. Supervised 13 staff members and faculty, including Assistance Director, Intrusive Academic Specialist, Office Coordinator, Internal and External Outreach Coordinators (2), Faculty Champions (5), and Specialized Tutors (2). The Predominantly Black Institutions (PBI) Program exists to strengthen eligible institutions to plan, develop, undertake, and implement programs to enhance the institution's capacity to serve more low- and middle-income Black American students. A cohort of 300 students.

Notable Accomplishments:

- 90% retention rate - ROAR Cohort of 300 African American students
- 70% completion rate - Developmental education courses (Math/English)
- Title IX Coordinator (Aug 2016 – Dec 2018)
- Served as a member of the BRCC's SACSCOC (QEP) Accreditation Team

Interim Director of Recruitment, Admission and Advising (2014 – 2016)

Provided leadership to transition the units of recruitment and admission of both Baton Rouge Community College (three locations) and Capital Area Technical College (6 locations) to form one community college – Baton Rouge Community College. Responsible for undergraduate and international prospective student recruitment and admission and advising process encompassing policy and procedure development, strategic management to achieve institutional goals, and collaborating with other college departments to develop and execute an enrollment services strategic plan.

Notable Accomplishments:

- Increased First-Time Freshman application pool (Fall 2015) by 10%
- Designed and Implemented the Student Ambassador Program
- Increased community outreach activities for the recruitment department

Director of Auxiliary Services (2013- 2014)

Provided leadership to college auxiliary units and operating budget to achieve department goals. The scope of facilities and services under management includes dining services, the University Bookstore, the Campus Card Office, the vending machine, the Printing Center, and other contracted areas. Oversee, administer, and negotiate contracts for Dining Services and Bookstore external management services.

Notable Accomplishments:

- Renegotiated current vending contracts to increase overall profit margins
- Renegotiated and increased dining services to increase overall profit margins
- Improved Student ID Card processing and services
- Assisted in negotiating Campus Bookstore remodel – over \$120,000

Strayer University – Orlando, FL (2009-2013)

Established in 1829, Strayer University is a private national institution accredited by the Middle State Commission of Higher Education. The student body population encompasses nearly 32,800

Campus Dean for Academics (2010- 2013)

Provided leadership for developing academic program policies, procedures, and standards according to college academic standards. Provided leadership in the areas of faculty recruitment, development, and evaluation. Supervised developing and implementing department budgets, goals, and objectives and managed the staff's human resources cost, development, and growth functions. Supervised the necessary activities for projection implementation and appropriate evaluation of new adult higher education programs, particularly expanding entrepreneurship education and services.

Notable Accomplishments:

- Increased campus enrollment by 14%
- Increased campus overall retention rate by 30% in three (3) years.
- Expanded campus academic program offerings
- Title IX Campus Coordinator

Associate Campus Dean for Academics (Atlanta, GA 2009-2010)

Supervised the development and implementation of the curriculum for the Adult and developmental education program and the First Year Experience Program. Assisted in developing and implementing institutional research, strategic planning, and faculty personnel policies. The managed academic operating budget, assessed spending priorities, and was responsible for coordinating interdisciplinary programming and services.

Notable Accomplishments:

- Designed and implemented Student Enrichment Programs and student academic advising programs
- University Steering Committee Chairperson – Adult Higher Education Program
- University Diversity Committee Chairperson

Texas College, Tyler, TX (2006-2009)

Established in 1894, Texas College is a historically black liberal arts college accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). Its student body numbers nearly 1,000.

Director of Sponsored Programs and Government Relations

Responsible for the overall direction and effective management of the College's Title III Program and other externally funded programs, including pre-and post-sponsored award activity and government relationships. This includes daily administration of the TRIO and Title III Programs, development of effective administrative compliance procedures, ensuring proper resource allocation, identification of funding sources, funding acquisition, regulatory compliance, record-keeping, and maintaining systems for all grants and awards. Supervised staff, including the Director of Title III, Director of TRIO Programs, Program Coordinator, and Grant Specialist.

Notable Accomplishments:

- Managed over 14 million in corporate and government grant programs
- Advised and consulted with the College Executive team on over \$200,000 in cost-reduction opportunities and staffing needs
- Increased corporate and government grant funding by 20%
- Served as a member of the Texas College SACSCOC Accreditation Team (successful 10yr review)

OTHER PROFESSIONAL EXPERIENCES**GEICO Insurance Corporation, Dallas, TX (2002-2006)****Senior Sales Agent/Corporate Trainer (Sales and Service Departments)****Notable Accomplishments:**

- Exceeded monthly sales/productive goals at or above 100%
- Analyzed performance results, identified strengths or gaps, and recommended training-based solutions as needed.

- Determined customer risk for new business and underwrote within company guidelines, as well as made any exception decisions for the sales team and coached 14 associates (formal and informal), helping them improve results toward target levels

Citifinancial Mortgage Company, Irving, TX (2001-2002)

Consultant - Escrow Analysis Consulting Group

Notable Accomplishments:

- Increased productivity by 30% by developing models to predict the impacts of pricing and product changes; Retrieving data from various sources to conduct innovative business analyses for multiple projects
- Analyzing and interpreting performance reports used by management in marking bottom-line decisions
- Oversee the development of the positing strategy for the future development of the department

Boys & Girls Clubs of the Gulf Coast Incorporated, Biloxi, MS (2000-2001)

Interim Director of Administration

Notable Accomplishments:

- Planned and implemented nonprofit AmeriCorps programs
- Created development, marketing, and financial plans
- Increased corporate sponsorship by 20%/grant funding by 25%
- Increased volunteer enrollment by 45%

SAKS Incorporated, Birmingham, AL (1997-2000)

McRae's/Saks Fifth Avenue Divisions

Assistant Buyer and Special Project Coordinator for Retail Stores

Notable Accomplishments:

- Facilitated the development of strategic sales and promotional programs
- Designed and conducted sales training programs
- Increased sales by more than 8.6% in one year (\$5.8M total sales)
- Reduced staff turnover by more than 40%
- Recognized as the Top Senior Sales Manager in the company

TEACHING HISTORY

Baton Rouge Community College

Adjunct Faculty Member, Department of Business

Course taught: Introduction to Business

Emory University

Adjunct Faculty Member, Goizueta Business School

Course taught: Principles of Management, Principles of Entrepreneurship

Hinds Community College-Utica Campus

Adjunct Faculty Member, Entrepreneurship & Business Development Program

Course taught: Entrepreneurship

Southern University and A & M College

Adjunct Faculty Member, School of Business

Course Taught: Principles of Management

Strayer University

Faculty Member, Department of Business Administration

Courses taught: Introduction to Business, Business Communication, Principles of Marketing, Entrepreneurship, Organizational Behavior and Management

Faculty Member, Department of Education

Course taught: Diversity in Adult Education, Contemporary Issues in Education.

University of Central Florida

Adjunct Faculty Member, College of Business Administration

Course taught: Principles of Management

Walden University

Adjunct Faculty Member, Richard W. Riley College of Education

Courses taught: Qualitative Methodologist

Wiley College

Faculty Member, Department of Management

Course taught: Principles of Management, Principles of Entrepreneurship.

GRANT DEVELOPMENT

Author, Received \$20,000 Matching Grant from the City of Orlando for The Village of Orlando, Inc. Youth Village Entrepreneurial Program (2011)

Co-author, Received \$96,000 Funding from the Ittleson Foundation, Inc. for Great Plains Restoration Council, Plain Youth Inter-ACTION program (2007)

Co-author, Received \$20,000 Funding for Hinds Community College, Title III Entrepreneurial Summer Program (2005 and 2006)

Author, Received \$15,000 Funding for The Boys & Girls Clubs of Biloxi, MS, TEEN Leadership/Entrepreneurial Program (2002)

Co-author, Received \$200,000 Funding from AmeriCorps Programs for The Boys & Girls Clubs of Biloxi, MS (2001)

PUBLICATION

Johnson, B.J. & Johnson, T.E. (2015), From Another Perspective: Perceptions of White Faculty of the Racial Climate at Black Colleges. In A. Hilton (Ed.), *Exploring Issues of Diversity within Historically Black Colleges and Universities*. Charlotte, NC: Information Age Publishing, Inc.

2008 Johnson, B.J. & Johnson, T.E. (2008), *Recovering from the Losses: Faculty Experiences Post-Katrina*. In A. Perry (Ed.), *The State of Black New Orleans*. Silver Spring, MD: Beckham Publications Group.

MANUSCRIPTS IN PROGRESS & RESEARCH PROJECTS

Johnson, T.E., & Gibson, H.O. (*Manuscript in Review*). Factors that Influence Mississippi's Business Incubator Participants to Persist in the Operation of a New Venture Creation

Rays, S. & Johnson, T.E. (*Research in Progress*). An Analysis of Disparities in Student Services at Historically Black and Predominantly White Institutions in the South.

PRESENTATIONS

March 2018: **Black Faculty Perceptions of Racial Climate at Two Year Public PBI's**. The paper was accepted for presentation at the 2018 American Association of Blacks in Higher Education, New Orleans, LA meeting.

March 2018: **Designing and Implementing a Holistic Student Success Program for Students of Color**. Paper accepted for presentation at the 2018 meeting of the 12th Annual Black Brown and College Bound Summit, Tampa, FL.

February 2012: **The Impact of Remedial Education on the Academic Success of Black Males in the State of Florida**. Paper accepted for presentation at the 2012 Florida Commission on Higher Education meeting.

March 2009: **The Impact of Remedial Education on the Academic Success of Black Males**. Paper accepted for presentation at the 2009 annual American College Personnel Association, Washington, DC meeting.

November 2008: **From Another Perspective: Faculty Perceptions of the Racial Climate at Black Colleges**. The paper was accepted for presentation at the 2008 annual Association for the Study of Higher Education, Jacksonville, Florida, meeting.

October 2007: **Crisis on Campus: Preparing for the Inevitable**. This paper was accepted for presentation at the 2008 annual American College Personnel Association meeting in Atlanta, Georgia.

October 2001: **African American Entrepreneurship: Transitioning Into the 21st Century and Beyond**. Paper accepted for presentation at the 2001 annual meeting of the African American Entrepreneurship Association Summit, Birmingham, AL.

PROFESSIONAL AFFILIATIONS

2013 – Present	100 Black Men of Metro Baton Rouge
2010 – Present	Alpha Phi Alpha Fraternity, Inc.
2006 – Present	Association for the Study of Higher Education (ASHE)
2006 – Present	American College Personnel Association (ACPA)
2006 – Present	American Educational Research Association (AERA)

PROFESSIONAL AND SCHOLARLY SERVICE

2019 - Present **Board Member**, Louisiana Key Academy Charter School
2019 - Present **ACT Program Coordinator**, ACT Prep Academy, 100 Black Men of Metro Baton Rouge
2011 – 2012 **Vice Chair**, City of Orlando Citizens' Review Panel
2008 **Chair**, "College Crisis within Student Organization". Annual meeting of American Educational Research Association, New York, NY.
2008 **Participate**, Emerging Scholar Program, Division J. Annual American Educational Research Associate meeting, New York, NY.
2007 **Chair**, "Faculty Satisfaction and Experiences." Annual meeting of Association for the Study of Higher Education, Louisville, KY.
2006 – 2009 **Member**, Institutional Review Board, Texas College, Tyler, TX.
2006 - 2008 **Campus Advisor**, Gamma Alpha Chapter of Alpha Phi Alpha Fraternity, Inc., Texas College, Tyler, TX.

HONORS

Outstanding Club/Organization Advisor Award, Baton Rouge Community College, 2016
Fellowship Recipient, William Carey College Graduate Office (2000 – 2001)
Scholarship Recipient, Walton Foundation Scholar (2000 – 2001)
Student of the Year, School of Business, Jackson State University (1999)
Outstanding Volunteer of the Year, AmeriCorps Organization (1999)
(More than 1500 hours of community service with at-risk youth)

Joseph Hollins

Education

Louisiana State University – Baton Rouge, LA December 2015
Masters of Science: Human Resource Education
Concentration: Human Resource & Leadership Development

Louisiana State University - Baton Rouge, LA December 2012
Bachelor of Science: General Business Administration
Minor: Communication Studies

Work Experience

Executive Director June 2021 – Present
Louisiana Offshore Terminal Authority– Baton Rouge, Louisiana

- Ensured that Louisiana Offshore Oil Port (LOOP, LLC) was in compliance with environmental laws
- Acted as a liaison between LOOP, LLC and the Governor
- Ensured that LOOP, LLC received the State support that they needed to become operational after Hurricane Ida
- Acted as a liaison between Entergy and LOOP, LLC after Hurricane Ida
- Vet applicants for potentially new Deepwater Ports.

Special Assistant to the Governor July 2019 – June 2021
Louisiana Governor's Office– Baton Rouge, Louisiana

- Acted as a liaison to various stakeholders
- Briefed the Governor on current events and the political realities associated with them
- Advised the Governor on social and labor matters
- Ensured that stakeholder's requests were assigned to the correct Governor's Office staffer
- Coordinated the Governor's travel logistics with Louisiana State Police
- Worked with stakeholders to secure PPE for minority House of Representative Districts
- Prepared a daily report tracking COVID cases for the Governor and key staff

Apprenticeship Director December 2016 – July 2019
Louisiana Workforce Commission – Baton Rouge, Louisiana

- Managed and executed a \$1.5 million grant
- Wrote and awarded a \$1.27 million grant
- Wrote and awarded a \$1.09 million grant
- Planned and executed a statewide conference to educate Local Board Directors and employers on how to expend WIOA funds on Registered Apprenticeship
- Worked with Local Board Directors to provide Technical Assistance in the creation and funding of Registered Apprenticeship programs on the local level
- Worked with Local Board Directors to formulate a plan to spend Dislocated Worker Funds
- Worked with leadership at Glen Oaks High School & Belaire High School to plan an Apprenticeship Career Fair for graduating seniors
- Worked with Louisiana Department of Corrections to develop strategies around utilizing Apprenticeship to reduce recidivism in Orleans, East Baton Rouge, and St. Tammany parishes.
- Worked with NexusLA to develop Louisiana's first Cybersecurity Apprenticeship Program with a consortium of employers in Baton Rouge
- Developed expertise in Davis-Bacon Wage Laws

- Worked with Ochsner Health System to develop Louisiana's first Medical Assistant to LPN Apprenticeship Program
- Oversaw a competitive bid process for a sub-grant of the ApprenticeshipUSA grant
- Created the first state-wide apprenticeship supportive service programs in the America.
- Acted as the final reviewer and approver of all compliance audits of Registered Apprenticeship Programs in the State of Louisiana
- Member of the Agency's legislative team
- Conducted job interviews and selected job candidates

Confidential Assistant

February 2016 – December 2016

Louisiana Workforce Commission – Baton Rouge, Louisiana

- Planned, coordinated, and moderated executive level meetings
- Assisted in the implementation of the Disaster Dislocated Worker and Disaster Unemployment Assistance Grants after the "Great Flood of 2016"
- Assisted in drafting Apprenticeship legislation to bring Louisiana law into compliance with new Federal Equal Employment Opportunity (EEO) regulations
- Acted as liaison between the Louisiana Workforce Commission and various agencies such as the state legislature, other state governmental agencies, federal agencies (e.g., USDOL), and non-governmental agencies such as the AFL-CIO
- Assisted in agency-wide strategic planning
- Conducted job interviews and assisted in the selection of candidates
- Developed a survey to gauge employee morale
- Oversaw Mass Feeding operation at Celtic Studios after the "Great Flood of 2016"

Human Resource Analyst

December 2012 – February 2016

Louisiana State Senate – Baton Rouge, Louisiana

- Managed timekeeping system and employees' leave balances
- Conducted Sexual Harassment and Ethics training for Senate employees
- Conducted New Hire Orientation for employees
- Hired and scheduled over 50 student workers each legislative session
- Assisted in sexual harassment investigations

Leadership Experience

- ◆ Member – **Thrive Academy Foundation Board**
- ◆ Member – **Baton Rouge Local Workforce Development Board**
- ◆ Member – **LSU A.P. Tureaud Black Alumni Board**
- ◆ Fmr. Member – **East Baton Rouge City/Parish Personnel Board**
- ◆ Fmr. Member – **Workforce Subcommittee of the Governor's Council on the Success of Black Men and Boys**
- ◆ Fmr. Executive Board Member – **National Association of State and Territorial Apprenticeship Directors (NASTAD)**
- ◆ Fmr. Member – **New Orleans Career and Technical Education High School Steering Committee**

Kim Carver is passionate about working with people to improve outcomes for others – and his professional career has spanned numerous industries including construction, technology, consulting, banking and finance.

Kim is currently a Senior Vice President and member of the executive management team of Gulf Coast Bank & Trust Company – a top performing \$3 Billion asset community bank headquartered in New Orleans, Louisiana.

Kim has served with numerous economic development organizations, boards and commissions including the Louisiana Association of Business & Industry (Chairman of the Education & Workforce Council), the Northshore Business Council (Chairman of Education Committee), the Louisiana Policy Institute for Children, GNO Inc's Public Policy Committee, the Tobacco Settlement Finance Corporation, and the Congressional Coalition on Adoption Institute in Washington, DC. He has worked for more than a decade in the state on the issues of education & workforce development, pro-business issues along with adoption, foster care and child welfare reform.

Kim has made Louisiana his home and the focus of his professional and personal work since moving to Baton Rouge to attend LSU in 1992. He is an alum of Louisiana State University (Bachelor of Science, Biological Engineering) and the University of New Orleans (MBA). He holds the Senior Certified Professional certification from the Society for Human Resource Management and is a graduate of the Graduate School of Banking at LSU. Kim is a fellow in the Institute of Politics at Loyola University and the Early Childhood Policy Leadership Institute at Tulane University Medical School.

He was elected to the Louisiana House of Representatives in 2023 to represent House District 89 in St. Tammany Parish. In the House, Kim serves on the Commerce, Education and Municipal, Parochial & Cultural Affairs Committees. He also serves on the House Executive Committee, appointed by Speaker of the House Phillip DeVillier.

Patrick W. Harrison

Born October 13th 1970

Patrick, is the current Owner and Operations Managing Member of Sound Fighter® Systems, LLC and Service Steel Distributors, LLC (dba Service Steel and Pipe). Sound Fighter® Systems is one of the world's leading manufacturers of absorptive noise barrier wall systems. Their success has come from focusing on supplying a niche market in the noise abatement industry. Patrick began his employment at Sound Fighters® in 1996 at the ground level when he was hired as Office Manager. Patrick spent his first four years improving company operations and turning losses into profits. He purchased the company with his partner, Rand H. Falbaum, in 2001 and has been successful with profitable growth each year. In 2007, Sound Fighters® was named Business of the Year by the Greater Shreveport Chamber of Commerce. Patrick became the Managing Partner for Service Steel and Pipe in Shreveport in 2022. It is the largest Steel Service Center in Northwest Louisiana. Patrick and Rand started SFS Partners, LLC in 2012 as a Private Equity Investment Company in which Patrick helps manage as well. Patrick also has been extensively involved in several start-up ventures and helping them get established in the business community and become a vital leader in their local industry.



Patrick found out firsthand how difficult it was to obtain a graduate degree in Business (MBA) from Centenary College while being a husband, father, and business owner. He successfully maintained above a 3.6 GPA at Centenary while taking night classes to obtain his MBA in 2005. Patrick earned his undergraduate degree in Agribusiness and Agricultural Economics at Louisiana State University in Baton Rouge in 1995. While attending Texas Christian University his first two years of college, Patrick was a proud member of Delta Tau Delta, Epsilon Beta Chapter.

Since he began his business career over 30 years ago, he has become involved with numerous organizations within the community. Patrick received the 40 under 40 Award from the Greater Shreveport Chamber of Commerce in 2009. He served as the Chairman of the Board of Directors for the Greater Shreveport Chamber of Commerce in 2019. He also served as President of the following Boards: Committee of One Hundred (2015), Manufactures Managers Council (2004), Shreveport Club (2010) and was the founding President of Shreveport Bossier Business Alliance for Higher Education (2012). Other Boards that he has served on include LSU

Health Sciences Foundation, Strategic Action Council, Shreveport Symphony, The Alliance for Education and the Louisiana Key Academy. Through his involvement with the Committee of 100, he has served on the Strategic Action Council Board, RECC Board, and Caddo Parish Schools Business Roundtable. In 2013, Patrick was appointed by Governor Jindal to serve as a Commissioner on the Caddo Levee District Board where he currently serves as President of that Board of Commissioners. He was re-appointed in 2016 by Governor Edwards to serve an additional term on that Commission. He was appointed to the Shreveport Workforce Investment Board by the Mayor of Shreveport, where he served over five four-year terms. He also serves as President of the Red River Syndicate stock investment club established in 1953, which is one of the oldest clubs of this nature in Shreveport. He has been involved with St. Mark's Episcopal Cathedral serving an elected three-year vestry position twice and two years on the Executive Committee and was a member of the St. Mark's Cathedral School Board. He also served on the Diocesan Council of Western Louisiana for the Episcopal Church. He is currently a member of the Rotary Club of Shreveport and has served on the Rotary Foundation Committee since 2000. Patrick is also a Member of the North Louisiana Economic Partnership. Some other industry-related organizations that he is actively involved with are: North Shreveport Business Association, Bossier City Chamber of Commerce, Acoustical Society of America, Society of Plastic Engineers, Transportation Research Board, Metals Service Centers Institute and the North American Steel Alliance (NASA).

Patrick has had a love for agriculture his entire life. His grandfather Austin Glynn Lee graduated from LSU with a degree in Agriculture in the 1920's and has always been an inspiration for him. He instilled the love of the outdoors and agriculture in Patrick for a lifetime. In fact, this was Patrick's motivation to attend LSU to acquire a degree in Agribusiness and Ag Economics. After graduating from LSU, Patrick has been involved with farming and agriculture in several different capacities. Growing up having a farm in his family, Patrick has been involved with animals and poultry, row crop and pecan farming since he was young. He lives on his family farm which now grows corn, cotton and pecans. He is very involved with the pecan industry and has plans to expand his orchards beyond 1,000 trees in the next five years. He is also a supporter of the LSU College of Agriculture and LSU Ag Center. He currently serves on the LSU College of Agriculture Alumni Board and was named Alumni of the Year by the LSU College of Agriculture in 2016. He is a loyal supporter and recruiter to the Agriculture Industry by encouraging young people to enter into Ag degrees at LSU.

RALPH J. STEPHENS

CPA/ABV/CFF, JD
Director, Baton Rouge Office

Ralph J. Stephens, CPA/ABV/CFF, JD is a retired Director at Postlethwaite & Netterville. Ralph joined the firm in 1981, became a Director in 1987 and retired at the end of 2023. Prior to joining the firm, he practiced law.

Education and Credentials

Certified Public Accountant
Accredited in Business Valuation (ABV)
Certified in Financial Forensics (CFF)
Bachelor of Science in Accounting, Louisiana State University
Juris Doctor, Paul M. Hebert Law Center, Louisiana State University

Professional Affiliations

Member, American Institute of Certified Public Accountants (AICPA)
Past Member, AICPA CFF Credential Committee
 Chairman, Task force for developing the Body of Knowledge
Member, AICPA Forensic and Valuation Services Section
Past Member, AICPA Business Valuation Standards Task Force
Member, Louisiana Society of Certified Public Accountants
 Past Chairman, Louisiana Tax Conference Committee
 Past Chairman, Federal Tax Committee
 Past Co-Chairman, Advanced Tax Workshop
Member, American Bar Association
Member, Louisiana Bar Association
Member, Baton Rouge Bar Association

Civic

Catholic High School— Law Studies teacher (1982 to present)
Catholic High School—Member, Audit and finance committees (2000 to present)
Catholic-Presbyterian Apartments—Member, Board of Directors (2001 to present)
Louisiana Key Charter Academy—Treasurer, Board of Directors* (2012 to present)
Ruckstuhl Foundation—Member, Board of Directors* (2012 to present)
St. Vincent de Paul—Member, Executive committee (2002 to present)
Save the Game, Inc—Member, Board of Directors* (2014 to present)
TRUCE Baton Rouge, Inc.—Treasurer, Board of Directors (2022 to present)
Vision 21 Foundation—Treasurer, Board of Directors* (1996 to present)

Past Activities

Arts Council of Greater Baton Rouge--Past Chairman, Board of Directors
Baton Rouge Area Foundation—Past Treasurer, Board of Directors

Baton Rouge Bar Foundation--Member, Ball Maul Committee (Past Chairman)
Baton Rouge Chamber of Commerce—Past member, Board of Directors
Baton Rouge CYO—Past President, Board of Directors
Big Buddy—Past President, Board of Directors*
Boys Hope/Girls Hope-Baton Rouge--Past Treasurer, Board of Directors*
Cancer Services of Greater Baton Rouge—Past Treasurer, Board of Directors
Capital Area United Way—Past Chairman, Community Chest*
Catholic High School—Past member, Board of Directors
Catholic High School—Former basketball coach and guidance counselor
CHS Foundation—Past Member, Board of Directors
Community Fund for the Arts—Past member, Campaign Cabinet, (Chairman, 2007 campaign)
Children's Charter School—Past member, Board of Directors*
Council for a Better Louisiana (CABL)-- Past member, Executive Committee
Greater Baton Rouge Community Clinic—Past member, Board of Directors*
Hospice of Baton Rouge—Past Chairman, Board of Directors*
Leadership Greater Baton Rouge Alumni, Inc.—Past President, Board of Directors
Louisiana Arts and Science Museum—Past member, Board of Directors
Louisiana Business and Technology Center—Past Chairman, Advisory Board
Louisiana Council on Child Abuse—Past Treasurer, Board of Directors
Louisiana Family Recovery Corps—Past President, Board of Directors*
Louisiana Ethics Advisory Panel--Past member
Louisiana School for the Deaf Foundation, Inc.—Past member, Board of Directors*
Myriam's House—Past member, Board of Directors*
National Conference of Christians and Jews—Past member, Board of Directors
Rucksuhl Foundation, Past member, Board of Directors
Sacred Heart School—Past President, School Board
SJA Foundation, Past President, Board of Directors
St. Thomas More Catholic Church—Former youth director
State of Louisiana, Secondary School Redesign Commission--Past member
UpLIFTD—Past Member, Board of Directors

*Founding member

Renee K. Marioneaux

WORK EXPERIENCE

PELICAN PROPERTIES LLC / TRIAD GROUP LLC, Baton Rouge, LA

Personal Assistant, 2017 - 2020

- Provided administrative support and prepared documents related to Real Estate and Rental Leases
- Assisted with paperwork for City Court, Justice of the Peace, and Constable's Office
- Performed general office management and other duties as assigned

SONIC REVISION, LLC, Pinole, California

Research Specialist /Southern Region Sales Associate, 2014 - 2017

- Prepared documents to establish the business; responsible for gathering credible information and summarizing findings to support technical and scientific data
- Conducted preliminary research to file Provisional Patent Application; performed claims Patent search on U.S.T.O. and W.I.P.O. websites for exclusivity of product; researched scientific terminology; compiled and organized specific information to write descriptive and detailed portion of Provisional Patent Application; provided relevant documents to Patent Agent for Non-Provisional Patent Application process
- Planned, registered, and managed personnel and logistics for National Trade Show, NAAM 2014-2017 Anaheim, CA

PARALEGAL 1989-1991 James Ferguson Esq.

LEGAL ACCOMPLICE / OWNER, Baton Rouge, LA

Legal Assistant, 1991-2014

- Provided legal assistance to attorneys in general practice

SKILLS

- | | |
|---------------------|--------------------------|
| ● Legal Research | ● Discrimination Law |
| ● Investigation | ● Constitution Law |
| ● Case Analysis | ● Environmental Law |
| ● Client Interviews | ● Personal Injury |
| ● Litigation | ● Criminal Law |
| ● Legal Memorandum | (Plaintiff driven cases) |
| ● Legal Writing | |

EDUCATION

Mckinley High School, Baton Rouge, LA
Diploma, 1974

Southern University, Baton Rouge, LA
Social Work Program, Completed 3 years

Louisiana State University, Baton Rouge, LA
Certificate in Paralegal Studies, January 1991

VOLUNTEER EXPERIENCE

- LaKey Academy School Board Member, 2012-present
- CASA Volunteer, 2001-2005
- Veteran Representative, 2004
- Dyslexia Advocate, 1994-present

Relationship: Friend/Colleague (character reference)

Ryan Gisclair

CERTIFIED FINANCIAL PLANNER™,
CHARTERED SPECIAL NEEDS CONSULTANT™

PROFESIONAL QUALIFICATIONS

Financial Planner with 13 years experience in managing existing client relationships, developing new relationships, wealth management of high-net-worth individuals and families, planning for individuals with special needs and their families, management of assets in special needs trust.

- Strong and effective Communicator with excellent presentation skills.
- Works very well in high-pressure situations.
- Strong leadership skills.
- Rapidly obtains and processes information.
- Able to make decisions and solve problems.
- Excellent relationship building and management skills.

WORK EXPERIENCE

CAPITAL SOUTH WEALTH MANAGEMENT LLC., Baton Rouge, LA

Owner/Financial Planner, Aug 2016 – Present

- Development and implementation of strategic systems and plans to ensure company growth.
- Create and maintain business relationships with clients and prospective clients.
- Meet with clients' and their other advisors, such as attorneys, accountants, and trust officers to fully understand clients' financial goals and circumstances.
- Speaking publicly to professionals and prospective clients to raise awareness of the firm and the services provided.
- Lead presentations in financial planning meetings and other client engagements.

INFINITY FINANCIAL GROUP, Baton Rouge, LA

Financial Planner/Financial Advisor, Mar 2015 – Aug 2016

- Create and maintain business relationships with clients and prospective clients.
- Meet with clients' and their other advisors, such as attorneys, accountants, and trust officers to fully understand clients' financial goals and circumstances.
- Build comprehensive financial plans for clients which include cash flow management, asset allocation, investments, education funding, long term care planning, insurance and retirement income planning.
- Recommend strategies clients can use to achieve their financial goals and objectives, including specific recommendations.
- Implement financial planning recommendations and refer clients to other professionals who can assist them with the plan implementation.

HORIZON WEALTH MANAGEMENT, Baton Rouge, LA

Financial Planner/Financial Advisor, Sep 2013 – Mar 2015

- Assisted with gathering data from clients and prospective clients in order to build comprehensive financial plans. Assisted lead advisor with development and presentation of the financial plan.
- Interview clients to determine their current income, expenses, insurance coverage, tax status, financial objectives, risk tolerance, or other information needed to develop a financial plan.
- Guide clients in the gathering of information, such as bank account records, income tax returns, life and disability insurance records, pension plans, or wills.
- Managed the retirement plan service schedules, oversaw participant's updates, and conducted on-site enrollments, review meetings and education workshop as a member of the Retirement Plan Consultant team.

INFINITY FINANCIAL GROUP, Baton Rouge, LA

Financial Planner/Financial Planner, Oct 2012 – Sep 2013

- Develop new business relationships.
- Provide financial planning support for lead advisor.
- Assisted with gathering data from clients and prospective clients in order to build comprehensive financial plans.

GISCLAIR & ASSOCIATES, Baton Rouge, LA

Marketing/Sales Director, Nov 2002-Oct 2012

- Managed and coordinated all the marketing, advertising, promotional activities, and sales activities.
- Developed new business while maintaining relationships with existing clients.
- Created and implemented marketing plans and projects for new and existing services.
- Determined and managed the marketing budget.
- One of the three members of the executive committee.

E D U C A T I O N

Louisiana State University, Baton Rouge, LA

Certificate in Financial Planning, 2016

Louisiana Tech University, Ruston, LA

Bachelor of Science in Psychology, 2005

- NCAA Baseball

The Dunham School, Baton Rouge, LA

High School Diploma, May 1997

C R E D E N T I A L S A N D L I C E N S E S

- Certified Financial Planner™
- Chartered Special Needs Consultant™
- Investment Adviser Representative (Series 66)
- Life, Health, Disability insurance License with Long Term Care endorsement

A F F I L I A T I O N S

- Former of Estate & Business Planning Council of Baton Rouge Board of Directors President
- Academy of Special Needs Planners Member
- Baton Rouge Area Leadership Program Class of 2018
- Louisiana Key Academy Board of Directors
- Former Unmasking Dyslexia Gala Committee Member
- Baton Rouge Law Enforcement and Criminal Justice Foundation Executive Board of Directors
- Former Junior Achievement of Greater Baton Rouge Board of Directors
- Former Louisiana Legacy Golf Tournament Board of Governors
- Financial Planning Association
- The Day Break Foundation Board of Directors
- The Dunham School Alumni Council President
- The Dunham School Men's Club Public Relations

Officer

- The John W. Barton Sr., Community Leadership Program alumnus
- Boys & Girls Club, Club Blue Ambassador

Sally E. Shaywitz, M.D. is the Audrey G. Ratner Professor in Learning Development at Yale University and Co-Founder and Co-Director of the Yale Center for Dyslexia & Creativity. She is a world renowned scientist and dedicated, compassionate physician who is devoted to bringing ground-breaking scientific advances to benefit children and adults with dyslexia.

In addition to over 250 scientific articles and chapters, Dr. Shaywitz is the author of the award-winning, best-selling book *Overcoming Dyslexia* which has just been released as a completely revised and updated second edition (Alfred A. Knopf, New York, 2020). The first edition of *Overcoming Dyslexia* has sold over 400,000 copies. On March 24, 2020 the second edition was published to great excitement and anticipation, including unusually high praise from Bob Dylan on the back cover. *Overcoming Dyslexia* has helped tens of thousands understand their dyslexia and know they can have dyslexia and very smart. This new second edition of *Overcoming Dyslexia* is filled with compassion and empathy while sharing with the reader the latest cutting edge 21st century scientific advances in dyslexia and providing very practical approaches and specific interventions for parents and educators. Many of the research findings come from the Connecticut Longitudinal Study of which she is the Principal Investigator, a unique study which has followed a random sample of children continuously from the time they entered kindergarten at age 5 and continuing to the current time when they are now 43 years old. Topics include: ground-breaking screening for and diagnosing dyslexia; turning struggling readers into proficient readers; choosing a school; details about the treatments for common comorbid, highly impactful conditions (anxiety and ADHD); a cutting edge legal chapter, providing the incredibly positive and surprising updates on new laws and the very most up-to-date regulations protecting individuals with dyslexia. The final inspiring chapter highlights successful people with dyslexia in careers ranging from the law, business/ economics, entertainment, medicine, science and literature and, importantly, how they did it.

Dr. Shaywitz' honors include: an elected member of the National Academy of Medicine within the National Academies; the Liberty Science Center 2019 Genius Award "in recognition of your inspiring accomplishments and your pioneering work in advancing our understanding of dyslexia;" a 2018 profile in the Scientists at Work section of the New York Times. She has been a featured speaker at the GoogleX conference on the Future of Reading, as well as the World Economic Forum in Davos, Switzerland. She has served on the Congressionally-mandated National Reading Panel and the Committee to Prevent Reading Difficulties in Young Children of the National Research Council and, by Presidential appointment (President George W. Bush and President Barack Obama) on the National Board of the Institute for Education Sciences of the U.S. Department of Education and on the Advisory Council of the National Institute of Neurological Disease and Stroke (NINDS).

Dr. Shaywitz testified before the U.S. Senate Committee on Health, Education, Labor and Pensions (HELP) Committee on Dyslexia: An Explanation and Potential Solution to the Reading Crisis in Education and before the U.S. House Committee on Science, Space and Technology on the Science of Dyslexia. She presented at a Congressional briefing sponsored by the American Association for the Advancement of Science (AAAS) and has now been elected a Fellow of AAAS; Dr. Shaywitz has also presented to U.S. Senate field hearings. She most recently testified on how best to improve the identification and treatment of children with dyslexia to: New York City Schools Chancellor Carranza; to the Rockefeller Institute of Government and members of the New York State legislature in Albany, NY; and before the Georgia State Senate Committee on Dyslexia. In her testimonies, Dr. Shaywitz points out

that while we are always seeking new knowledge, in the case of dyslexia we have sufficient knowledge to do more. Rather than a knowledge gap, in dyslexia there is an action gap. We must take action to implement the deep knowledge we have of dyslexia and ensure that this knowledge is translated into policy and practice to benefit children and adults with dyslexia.

Stacy Renee Antie

Professional Summary

Dedicated healthcare professional with extensive experience in managing medical residency programs and supporting clinical education. Skilled in administrative oversight, curriculum development, and fostering a collaborative learning environment. Committed to ensuring high standards of training and patient care.

Professional Experience

Internal Medicine Residency Supervisor

Baton Rouge General Medical Center, Baton Rouge, LA
01/2022 – Present

- Managed the daily operations of the residency program, ensuring compliance with ACGME standards.
- Coordinated schedules, rotations, and evaluations for medical residents.
- Developed and implemented educational curricula and training modules.
- Organized and facilitated workshops, seminars, and conferences.
- Acted as a liaison between residents, faculty, and administration.

HMG Coordinator

Baton Rouge Clinic, Baton Rouge, LA
01/2019 – 01/2022

- Oversaw administrative functions in a healthcare setting, including budgeting, staffing, and compliance.
- Implemented policies and procedures to improve operational efficiency.
- Collaborated with clinical staff to enhance patient care services.
- Conducted performance evaluations and facilitated professional development.
- Collaborated with multidisciplinary teams to optimize patient outcomes.
- Participated in clinical research and quality improvement initiatives.

Professional Affiliations

- American College of Physicians (ACP)
- Association for Hospital Medical Education (AHME)

Skills

- Residency Program Management
- Medical Education and Training
- Healthcare Administration
- Curriculum Development
- Performance Evaluation
- Leadership and Mentorship

References

Available upon request

STEPHEN ST.CYR
CURRICULUM VITAE

EDUCATION

B. S. in Quantitative Business Analysis **May, 1986**
Louisiana State University, Baton Rouge, LA

M.S. in Finance **December, 1988**
Louisiana State University, Baton Rouge, LA

EMPLOYMENT

- 2000-Present Owner/President of Vivid Ink Graphics. Led an entrepreneur organization from start up to 180 employees selling 34 million in print related services in 2022. Until 2020, I also served as the controller.
- 1998-2000 Started Cyrious software and grew it to 30 employees and the dominate software company serving the sign industry. Sold in in 2000 and started VIG. Still operating today and used by more sign shops then any other software.
- 1992-1998 Started Superior Signs and grew it 5 locations across south Louisiana employing over 50 people. Sold it in 1998 and started Cyrious Software.
- 1991-1992 Project Manager for Microterra. Microterra was a startup using technology developed by an LSU professor to recycle creole telephone poles. It was an aggressive startup trying to change how old poles are discarded. It didn't make it.
- 1990-1991 Lieutenant/Captain in the US Army in support of Operation Desert Storm. Went through LSU undergraduate on a guaranteed reserved forces US Army scholarship. My reserve unit got called up for service, and we spent 10 months in Saudi Arabia during Operation Desert Storm.
- 1988-1990 Project Manager for Environmental Remediation Services. Manage a team of Engineers and Technicians on environmental clean-up projects.

RECENT SERVICE, HONORS AND AWARDS

- 2015-2022 Named in LSU100 on Six different times.
- 2023 Named in BR Business Report Top 100 companies in greater Baton Rouge.
- 2023 Board Member for Louisiana Key Academy
- 2023 Active member of Christ the King Church and head of the finance committee
- 2019-2022 Guest lectured at various Entrepreneur Classes
- 1986-1993 US Army Reserve Service (Lieutenant/Captain)

PROFESSIONAL MEMBERSHIPS

Sales and Marketing Executives
Printing Industry Association of the South

OTHER

Since my time at LSU, I have been a banker, project manager, soldier, missionary, and entrepreneur. Most of my years have been spent starting and growing businesses while raising the kids. They are my greatest joy. One is an air force pilot; one was a Stamp scholar at LSU and is a teacher and coach and the other has Autism and lives with us. While my hobbies are sports and flying, my two passions are Entrepreneurship and Finance. My desire to teach is to give back some of what I learned through the years. Any class of mine would include all the necessary materials, and it would be geared to actually running and financing a growing business.

Bennett A. Shaywitz, M.D. is the Charles and Helen Schwab Professor in Dyslexia and Learning Development at Yale University and Co-Founder and Co-Director of the Yale Center for Dyslexia & Creativity.

The author of over 250 scientific papers, Dr. Shaywitz' honors include election to membership in the National Academy of Medicine within the National Academies and the Distinguished Alumnus Award from Washington University. He, along with Dr. Sally Shaywitz, has been honored with the Liberty Science Center 2019 Genius Award "in recognition of your inspiring accomplishments and your pioneering work in advancing our understanding of dyslexia," and they were recently profiled in the Scientists at Work section of the New York Times Science Section Decoding Dyslexia, a Life's Work in Progress. Most recently, he and Dr. Sally Shaywitz were invited to present at the GoogleX Future of Reading Conference.

As a physician-scientist Dr. Shaywitz performs cutting-edge neuroscience research and epidemiological studies to advance the neuroscience of dyslexia and cares for children and adults who have dyslexia. Both a child neurologist and neuroscientist, Dr. Shaywitz is dedicated to ensuring that scientific progress in dyslexia is translated into policy and practice. His research applies functional magnetic resonance imaging (fMRI) to understand the neurobiology of reading and dyslexia in children and adults. These studies have identified a neural signature for dyslexia, making a previously hidden disability visible, and for the first time demonstrating the brain basis for the lack of fluency in dyslexia. Recent research by Dr. Shaywitz examines differences in brain connectivity between children with dyslexia and typical reading children, revealing that in dyslexia brain connectivity is disrupted to the word-form area, an area critical to reading fluency. Studying the relationship between reading and attention in dyslexia he showed that connectivity is disrupted between reading and attention systems.

His collaborative research with Dr. Sally Shaywitz' Connecticut Longitudinal Study (CLS) reveal both the neurobiological and cognitive underpinnings and economic and personal impact of dyslexia. These studies were the first to show that girls were just as likely to have dyslexia as boys (Prevalence of Reading Disability in Boys and Girls: Results of the Connecticut Longitudinal Study) and that the neural systems for language differed between women and men (Sex differences in the functional organization of the brain for language,) a study that was featured on the cover of the prestigious journal Nature. A study in progress compares early cognitive and academic performance when the CLS subjects were age 5 years to measures in these very same individuals' who are now adults in their early 40s, offering a unique opportunity for unravelling which specific predictors relate to specific outcomes.

Other honors include selection, along with Dr. Sally Shaywitz, as recipient of the Lawrence G. Crowley Distinguished Lectureship at Stanford University; The Annie Glenn Award at Ohio State University; the Distinguished Lectureship at Bank Street College of Education; and the Stoll Distinguished Lecture at Pennsylvania State University and selection as the Inaugural Sally Smith Award recipients at American University. By invitation, he has spoken at the World Economic Forum in Davos, Switzerland, here, in the U.S., at the Congressional Wives Club, U.S. Senate Field Hearings, as well as before many policy and education forums. Dr. Shaywitz serves on the Advisory Board of the Adult Literacy X Prize, on the boards of the Park Century School and the Louisiana Key Academy Dyslexia Resource Center. He

previously served on the Institute of Medicine Immunization Safety Review Committee, on the National Vaccine Program Safety Subcommittee and on the Scientific Advisory Board of the March of Dimes.

Dr. Shaywitz has served for much of his career as Chief of Child Neurology at Yale School of Medicine, stepping down in 2015 to focus his energies on his scientific studies and to increasing public awareness and understanding of dyslexia and ensuring that 21st century knowledge of the science of dyslexia is used to inform the education and approach to children and adults who have dyslexia.

Appendix 6:

Bylaws

**BYLAWS
OF THE LOUISIANA KEY ACADEMY, INC.**

**ARTICLE I
BOARD OF DIRECTORS**

1.1 General Powers. Subject to the limitations contained within the provisions of the Louisiana Non-Profit Corporation law (La. R.S. 12:201 et seq.), The Charter School Demonstration Law set forth at Title 17, Chapter 42, of the Louisiana Revised Statutes, and section 501(c)(3) of the Internal Revenue Code all as amended, the Articles of Incorporation, and these Bylaws, the Board of Directors (the Board) shall set the policies of the Corporation; shall supervise, manage and control the affairs and activities of the Corporation; and may adopt positions or issues of substance related to the purposes of the Corporation. All powers of this Corporation shall be exercised by, or under the authority of, the Board. Subject to the same limitations set forth above, the Board's powers shall include, but not be limited to, the following:

1. To conduct, manage, control and establish policies concerning the affairs and business of the Corporation, including the operation of one or more charter schools; to determine on an annual or other basis the substantive areas in which the Corporation's activities are to be concentrated; to establish on an annual or other basis the priorities of the Corporation; and to oversee generally the implementation of the Corporation's program.
2. To select and remove the officers of this Corporation, to prescribe such powers and duties for them which are consistent with the Louisiana Non-Profit Corporation law, The Charter School Demonstration Law, section 501(c)(3) of the Internal Revenue Code, the Articles of Incorporation, or these Bylaws, and to employ, discharge, and fix the compensation of, Corporation personnel.
3. To borrow money and incur indebtedness for the purpose of the Corporation, and to cause to be executed and delivered therefore, in the name of the Corporation, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, or other evidences of debt and securities therefore.

1.2 Number and Qualification of Directors. The authorized number of Directors is set by the Board of Directors but shall be at least three. At least one member of the Board of Directors shall possess significant experience in financial affairs, to assist the Board in better managing the fiscal affairs of the Corporation. No more than twenty percent of the members of the Board shall be members of the same immediate family. Members of the same immediate family shall include a board member and any other board members to whom he is related as defined in R.S. 42:1102(13) and any other board members to whom any of them are so related.

1.3 Term of Office. A Director shall serve a term of three (3) years, subject to the provisions of this Article 4 regarding qualification, resignation and the filling of a vacancy. The Board may provide for shorter or longer terms for any Director appointed in the years 2012 or 2013. Except in the case of removal, the term of each Director shall expire upon the election and

qualification of their successors. In the case of removal the term shall expire on the effective date of the removal.

1.4 Board Vacancies.

1.4.1 A Board vacancy or vacancies shall be deemed to exist if any Director dies, resigns, or is removed, or if the authorized number of Trustees is increased.

1.4.2 The Board may declare vacant the office of any Director who has been convicted of a felony; who has been found to have breached any fiduciary duty as to this Corporation arising under Louisiana law; who has, in the opinion of the majority of the other Directors, acted in a manner detrimental to the Corporation; who has been interdicted by any court of competent jurisdiction, or has failed to attend three (3) or more meetings of the Board of Trustees in any calendar year.

1.4.3 Removal of a Director for one or more of the reasons listed in subsection 4.4.2. above may be initiated by written request of any member of the Board. The Board shall hold a meeting within ten (10) work days of receiving such a request. Such meeting shall be conducted with regard for the reasonable due process rights of all parties and in public, except where either the Board or the Director whose removal is sought requests a closed session. Where a closed session is held, the final action of the Board shall be taken in public. After reasonable notice and an opportunity to respond, a Director may be removed at any time, for cause, by a vote of two-thirds (2/3) of the Directors then serving if, in their sole discretion, the best interests of the Corporation would be served thereby.

1.4.4. A vacancy on the Board shall be filled by a majority vote of the remaining Directors. The appointment shall be for the unexpired term of the Director being replaced. Notwithstanding, until such time as a Director is elected and qualified to fill a vacancy, a vacancy may be filled by the majority vote of the officers of the Board. Each Director so elected shall hold office until a successor has been appointed and qualified.

1.4.5. No reduction of the authorized number of Directors shall have the effect of removing any Director prior to the expiration of the Director's term of office.

1.5 Resignation. Any Director may resign at any time by notifying the Board President or Secretary in writing. Such resignation shall take effect on the date of receipt of such notice or at any other time therein specified, and, unless otherwise specified, the acceptance of such resignation shall not be necessary to make it effective.

1.6 Compensation. No Director shall receive any salaries or fees for their services as Directors, and all Directors are prohibited from serving the Corporation in any other capacity or providing goods and services and receiving compensation therefore. To the extent permitted by law, the Director's may be reimbursed for ordinary and necessary expenses incurred in transacting business on behalf of the Corporation, but only after securing written approval from the Chair of the Board prior to incurring such expenses.

ARTICLE II. OFFICERS

2.1 Officers. The officers of the Corporation shall be a President, who may also serve as Chair of the Board, a Secretary and a Treasurer. The Corporation may also have, at the discretion of the Board, such other officers as may be appointed by the Board. Other officers may be created by a vote of at least a majority of the Directors then serving. .

2.2 Election. Each officer shall hold office until that officer resigns, is removed, is disqualified from serving, or until the officer's successor is elected. In electing its officers, the Board may seek recommendations from, the Nominating Committee. Vacancies (due to removal, resignation, disqualification, death, or otherwise) may be filled for the unexpired portion of the term, or new offices created and filled, at any meeting of the Board, by majority vote of the Board.

2.3 Resignation and Removal. Any officer may resign at any time by notifying the President or Secretary in writing. Such resignation shall take effect on the date of receipt of such notice or at any other time therein specified. Unless otherwise specified, the acceptance of such resignation shall not be necessary to make it effective. Provided that the Board may, by majority vote, make the resignation effective immediately. An officer may be removed at any time, for cause, by a vote of two-thirds (2/3) of the Board then serving if in their judgment the best interests of the Corporation would be served thereby.

2.4 President. The President shall be the Chief Executive Officer of the Corporation. The President shall have active and general management of the business of the Corporation, and shall see that all orders and resolutions of the Board are carried into effect. The President shall have the general powers and duties of supervision and management usually vested in the office of president of a corporation. The President also shall appoint, and discharge, all subordinate agents and employees, fix their salaries, and designate the duties they are to perform subject to review by the Board of Directors. The President, with the approval of the Board, may delegate these duties.

2.5 Secretary. It shall be the duty of the Secretary of the Corporation to preside at all meetings of the Board in the absence of the Chair of the Board. The Secretary shall keep the minutes of the meetings of the Board. The Secretary shall also serve as custodian of the Board's records. Copies of all minutes, papers and documents of the Board may be certified to be true and correct copies thereof by the Secretary of the Board or legal counsel if serving as Secretary of the meeting.

2.6 Treasurer. It shall be the duty of the Treasurer of the Corporation to have the care and custody of all of the funds and securities of the Corporation and to see that the same are deposited in the name of the Corporation in such bank or depositories as the Board of Trustees may from time to time select. The Treasurer shall supervise and direct all bookkeeping and accounting personnel and functions. The Treasurer shall be solely responsible for the filing of all tax returns or reports and the payment of all taxes.

2.7 Chair of the Board. The Chair of the Board shall preside at all meetings of the members and at meetings of the Board.

**ARTICLE III.
BOARD COMMITTEES**

3.1 Committees. The Board may create and organize itself into various other committees in order to better fulfill its responsibilities, including Committees to address Finances, Personnel and Grievances. Members of the Corporation's Executive Management, including without limitation, the Director and Non-Academic Manager, may also serve on a committee of the Board.

3.2 Nominating Committee. The Board shall have as a standing committee, a Nominating Committee, consisting of no less than three (3) members. At least one (1) of the members shall hold a valid and current Louisiana teaching certificate. Non-Directors may serve on the Nominating Committee. The Nominating Committee shall be responsible for reviewing the applicants for appointment to the Board and for making recommendations for appointment to the Board.

3.3 Appointment and Term of Committees. The Chair of the Board shall appoint members of all committees. The term of committee appointees shall run concurrently with that of the Chair of the Board. Vacancies occurring among the appointive members of any committees, however arising, shall be filled by the Chair of the Board for the remainder of the term.

**ARTICLE IV.
MEETINGS OF THE BOARD**

4.1 Annual, Regular, Special Meetings and Committee Meetings. All annual, regular, special and committee meetings of the Board shall be held in accordance with the open meetings law, La. R.S. 42:11, et seq.

4.2 Regular Meetings. Beginning with the 2013-2014 school year, the Board shall attempt to meet monthly, but in no case less than four (4) times per year at a meeting location to be determined by the President.

4.3 Special Meetings. A special meeting of the Board may be called by the Chair and shall be called by the Chair upon receipt of a written request signed by three (3) members of the Board specifying the purpose of the desired meeting. Notification shall be given to each Director and the notice may be sent by mail, fax, electronic mail, delivery service, or wire at least five (5) calendar days before the time of the meeting.

4.4 Quorum. A majority of the authorized Directors then in office shall constitute a quorum for the transaction of business at any meeting of the Board. Not less than one-half (1/2) of the Directors presently serving on any committee shall be necessary to constitute a quorum for the transaction of business at any committee meeting, but in no event shall a quorum consist of fewer than two (2) Directors. Any and all Directors may participate in any meeting of the Board or any committee of the Board.

4.5 Rules of Order. When not in conflict with any of the provisions of these Bylaws, Robert's Rules and Order (latest revision) shall constitute the rules of parliamentary procedure applicable to all meetings of the Board.

4.6 Order of Business. The order of business for regular meetings of the Board should ordinarily be as follows:

1. Roll call
2. Approval of minutes
3. Old business
4. Reports and recommendations of committees
5. Reports and recommendations of the Director
6. New business and action items
7. Remarks from Directors
8. Adjournment

4.7 Open Meetings. Upon receipt of a charter, all regular meetings of the Board shall be open except when otherwise ordered by the Board for the consideration of executive matters as prescribed by law, LSA-R.S. 42:17 et seq. No final or binding action shall be taken in a closed or executive session. The Chair of the Board shall prepare and forward to each member of the Board a tentative agenda for the meeting. The Chair may place a particular item or subject on the agenda upon the request of any member of the Board. Additionally, if 72 hours prior to a scheduled meeting, a majority of the Board concurs that a particular item or subject should be placed on the Board's agenda as determined by a poll conducted by the Chair, the item or subject shall be placed on the agenda. All matters requiring action of the Board, however, may be acted on even though not carried on the agenda, if agreed upon by two-thirds (2/3) of the Board members present.

4.8 Public Comment. Citizens or other individuals or delegations who desire to speak on an agenda item before that item is discussed and voted on by the Board may do so by submitting a fully completed and signed "Speaker's Card" and submitting it to the Chair of the Board or Secretary of the Meeting prior to the start of the Board meeting and up until the Roll Call. After Roll Call has begun, any further requests to address the Board may be denied at the Board's discretion. In the case of a delegation wishing to address the Board, each delegation shall select one of its members to be its speaker and identify the speaker on the submitted Speaker's Card. Scheduled and unscheduled comment periods shall be limited to a total of one half hour (30 minutes) with individual speakers limited to three (3) minutes at the discretion of the Board. Speakers shall refrain from making accusatory or defamatory comments about individuals by name. Speakers who violate this policy may be denied the opportunity to

continue to address the Board during that meeting. Each speaker may address the Board only once per meeting.

4.9 Minutes. The minutes of the meetings of the Board shall record official action taken upon motions or resolutions that are voted upon by the Board, and may contain a summary or report and pertinent discussion. In all cases, when the action is not by a unanimous vote, the "ayes", "nays", and abstentions of the individual members shall be recorded upon the request of any member of the Board. The minutes of the Board become official only when completed by the Secretary of the meeting and approved by the Board.

ARTICLE V. MISCELLANEOUS

5.1 Tax Returns and Financial Statements. The Corporation shall timely file its annual federal and state tax returns and reports as required by law. Any taxes owed by the Corporation shall be timely paid.

5.2 Execution of Documents. The Board may authorize any officer or officers, agent or agents, or Director, to enter into any contract or execute any instrument in the name of and on behalf of the Corporation, and such authority may be general or confined to specific instances. Unless so authorized by the Board, no officer, agent, or other person shall have any power or authority to bind the Corporation by a contract or engagement or to pledge its credit or to render it liable for any purpose or to any amount.

5.3 Compliance Public Records Law. Upon receipt of its charter the Corporation shall comply with all aspects of the Louisiana Public Records Law R.S. 44:1 et seq.

5.4 Inspection of Bylaws. The Corporation shall keep in its principal office (once established) and official website the original or a copy of these Bylaws, as amended or otherwise altered to date, certified by the Secretary, which shall be open to inspection by the Board at all reasonable times during office hours.

5.5 Fiscal Year. The Fiscal Year of the Corporation shall begin on July 1st of each year and end on June 30th, unless otherwise determined by the Board of Trustees.

5.6 Policies and Procedures. Any action by the Board establishing policy or methods of procedure, administrative, business, academic or otherwise, not contained in these Bylaws shall be known as "Policies and Procedures of the Board". Policies and procedures of the Board may be adopted by the Board, or may be amended or repealed, in whole or in part, at any meeting of the Board in accordance with law.

ARTICLE VI. ARTICLES OF INCORPORATION AND BYLAWS


6.1 Adoption. The Articles of Incorporation or these Bylaws may be adopted by a majority vote of the Directors of the Corporation.

6.2 Alteration, Amendment or Repeal. The Articles of Incorporation or these Bylaws may be altered, amended or repealed by the vote of a two-thirds (2/3) majority of the Directors of the Corporation then presently serving.

ARTICLE VII DISCRIMINATION CLAUSE

The Corporation agrees to abide by the requirements of Title VI and VII of the Civil Rights Act of 1964, as amended, by the Equal Opportunity Act of 1972, Federal Executive Order 11146, the Federal Rehabilitation Act of 1973, as amended, and the Vietnam Era Veteran's Readjustment Assistance Act of 1974, Title IX of the Education Amendments of 1972, and the Age Act of 1975. In addition, the Corporation agrees to abide by the requirements of the Americans with Disabilities Act of 1990. The Corporation agrees not to discriminate against participants due to race, color, religion, sex, disabilities or national origin. The Corporation agrees to ensure that all services will be delivered without discrimination due to race, color, religion, sex, national origin or disabilities. The Corporation shall not discriminate on the basis of sexual orientation in any matter relating to employment.

ADOPTED, this 28 day of June, 2012.


Print Name: Louis C. Gray

Chair of the Board

I certify that the foregoing Bylaws of Louisiana Key Academy, Inc. were approved and adopted by and on behalf of the Corporation by its Board of Directors on June 28, 2012 and are currently in effect.

Date: June 28, 2012.


Print Name: Katherine Suzanne Petty

Secretary

**AMENDMENT TO THE BYLAWS
OF
LOUISIANA KEY ACADEMY, INC.**

Pursuant to the procedures set forth in Article 6.2 of the Bylaws of Louisiana Key Academy, Inc., and with the approval of a two-thirds (2/3) majority of the Directors of the Corporation presently serving, Section 1.2 of Article I of the Bylaws is amended as follows:

1.

"1.2 Number and Qualification of Directors. The authorized number of Directors is set by the Board of Directors but shall be at least seven (7). At least one member of the Board of Directors shall possess significant experience in financial affairs, to assist the Board in better managing the fiscal affairs of the Corporation. No more than twenty percent of the members of the Board shall be members of the same immediate family as that term is defined in R.S. 42:1102(13), as amended. The term "immediate family" includes a member's parents and the parents' spouses, a member's spouse, a member's children and their spouses, and the member's brothers and sisters and their spouses."

The following resolution was adopted at a regular meeting of the corporation on the 7th day of March, 2022.

Laura Cassidy

1284335212CE31480A7F0B057A65196

Laura L. Cassidy
Chairman of the Board

I certify that the foregoing Amendment to the Bylaws of Louisiana Key Academy, Inc. was approved and adopted by and on behalf of the Corporation by its Board of Directors on March 7, 2022 and is currently in effect.

Date: April 7, 2022.

Judy David

506758267HEC00408W0000P C05C03380

Judy David
Secretary

2263521.v1

Appendix 7: CFO Resume

Jonathan M. Snyder

EDUCATION

Louisiana State University, Shreveport, LA

Master of Business Administration, General Management | March 2022

Louisiana State University, Baton Rouge, LA

Bachelor of Science, Business Management | Minor: Leadership Development | May 2015

WORK EXPERIENCE

Chief Financial Officer, Louisiana Key Academy | January 2024 - Present

- Leads finance team in managing the company's \$15M financial operation, including budgeting, forecasting, analysis, financial reporting, vendor contracts, purchasing, accounts receivable, and accounts payable.
- Directs all financial operations, ensuring compliance with state and federal education funding regulations.
- Partners with executive leadership and board to align financial strategy with the school's mission, driving long-term sustainability.
- Implements improved financial reporting systems, ensuring transparency and timely reporting to stakeholders, including the executive team and board.

Controller, Accutemp Service Corporation | December 2022 - January 2024

- Led finance team in managing the company's \$25M financial operation, including budgeting, forecasting, analysis, financial reporting, vendor contracts, purchasing, accounts receivable, and accounts payable.
- Prepared and presented monthly financial statements to fellow executive team members, offering valuable insights and recommendations for performance improvement and financial management.
- Developed and implemented financial policies, procedures, and internal controls to better safeguard company assets, reduce inefficiencies, ensuring accurate financial reporting.
- Ensured compliance with all federal, state, and local parish tax regulations for external audits.

Director of Operations & Customer Success, Check | March 2022 - December 2022

- Planned & monitored the day-to-day business operations to ensure growth for SaaS start-up organization.
- Formed customer support and success processes using Hubspot's sales, service, and automations features, ensuring customer satisfaction and increased sales.
- Established & implemented human resource, accounting, and payroll systems.

Executive Director, Antioch Baton Rouge | May 2018 - March 2022

- Led the Executive Team, set meeting agendas based on organizational priorities.
- Managed a team of nine direct reports through weekly one-on-ones and KPIs.
- Oversaw day-to-day operations and all human resource activities (job descriptions & compensation packages).
- Conducted capital campaign (\$350K), primary relationship liaison for corporate sponsors & key donors.

Operations Director & Financial Administrator, Antioch Baton Rouge | May 2014 - May 2018

- Formed & implemented annual budgets, making adjustments based on monthly profit & loss statements.
- Established policies to improve efficiency & effectiveness of fiscal & human resource operations.
- Performed monthly reconciliation, reporting on financial performance & impact on year-end forecast.

Appendix 8:

Insurance Coverage

Line of Coverage	Carrier	Amount
General Liability / Package	Liberty Mutual	\$3,000,000 General Aggregate \$3,000,000 Products/Completed Operations Aggregate \$1,000,000 Personal & Advertising Limit \$100,000 Damage to Premises Rented to You \$5,000 Medical Payments - Per Person
Law Enforcement Liability	Liberty Mutual	\$1,000,000 Wrongful Act \$1,000,000 Aggregate Deductible: \$10,000 Retro Date: 7/1/2024
School Leaders Errors and Omissions Liability	Indian Harbor	\$1,000,000 Aggregate \$1,000,000 Each Wrongful Act Employment Practices Deductible: \$25,000 Educators Legal Deductible: \$5,000 Defense Reimbursement Deductible: \$5,000 School Leaders Retro: 7/1/2011
DRC Errors and Omissions	Landmark American Insurance	\$5,000,000 Each Occurrence Deductible: \$0 Retroactive Date: 7/1/2011
Sexual Misconduct Coverage (Claims Made)	Liberty Mutual	\$3,000,000 Aggregate \$1,000,000 Each Claim Limit Deductible: \$10,000 Retro Date: 7/1/2022
Auto	Liberty Mutual	\$1,000,000 Hired/Non Owned Liability \$1,000,000 Uninsured Motorist Comp/Coll Deductible: \$2,500
Fiduciary	Atlantic Specialty	Fiduciary: \$1,000,000 Deductible \$0
Employee Benefits Liability	Liberty Mutual	\$1,000,000 Aggregate \$1,000,000 Each Employee Limit Retroactive Date: Full Prior Deductible \$1,000
Crime	Atlantic Specialty	Employee Theft \$1,000,000 Forgery and Alteration: \$1,000,000 Inside and Outside Loss: \$1,000,000 Funds Transfer: \$1,000,000 Deductible \$5,000
Workers Compensation (LA)	Retailers	Payroll Exposure will change when new staff are added.
Medical Student Accident	United States Fire and Insurance Company	\$25,000 Base Limit \$5,000,000 Catastrophic Limit
Umbrella (Over	Liberty Mutual	\$5,000,000.00

Liberty Mutual Portion Only)		
Security Risk Management	Tokio Marine Houston Casualty	\$1,000,000 Limit of Liability \$100,000 Accidental Death and Dismemberment \$100,000 Additional Covered Event Expense (Threat Response Limit) \$150,000 Disappearance & Investigation Expense \$500,000 Travel Security Evacuation \$250,000 Disaster Evacuation \$1,000,000 Child Abduction \$1,000,000 Workplace Violence
Cyber Liability	Houston Casualty	\$1,000,0000 Maximum Policy Limit of Insurance\$1,000,000 Incident Response\$1,000,000 Legal and Regulatory\$1,000,000 IT Security and Forensic Costs\$1,000,000 Crisis Communications\$250,000 Funds Transfer Fraud\$1,000,000 Extortion\$1,000,000 Income Loss and Extra Expense\$1,000,000 Hardware replacement costRetention: \$10,000 Full terms and conditions can be provided upon request.
Inland Marine	TBD	Total Insured Value: To Be Determined Inland Marine Property Inland Marine Policy currently in Place- we can include new location when needed. All other Perils Deductible: \$2,500 Wind Deductible 5%
Property	TBD	Total Insured Value: To Be Determined Property Policy currently in Place- we can include new location when needed. All other Perils Deductible: \$10,000 Wind Deductible 5% (min. \$10,000)

LKA Jefferson will provide provisions regarding the inspection and operation of all fire prevention and safety equipment of the school. This will be coordinated at the school level by the school's facilities and operations teams.

ES.2.1 Current LKA campuses do not have any EL students as these students are often not suspected of having dyslexia as their reading difficulties are attributed to speaking English as a second language. We acknowledge that Jefferson Parish services the highest number of EL students in the state and based on this number, we can project that 5-10% of our population served will be EL students.

EPC.7.1 Current LKA campuses do not have any EL students as these students are often not suspected of having dyslexia as their reading difficulties are attributed by others to speaking English as a second language.

EPC10.1 ELA (1st-5th) - Basic Reading Skills by Neuhaus Education Center, Reading Readiness by Neuhaus Education Center, Grade level connected texts, with themed units and novel studies. The Basic Reading Skills curriculum aligns with instructional strategies proven effective for teaching students with dyslexia ELA (6th-8th) - ELA Guidebooks, Grade level connected texts, with themed units and novel studies. ELA Guidebooks provide a structured, rigorous approach to literacy instruction that aligns with state standards for ELA. Math (1st-8th) - Great Minds Eureka Math Squared. This curriculum closely aligns with Louisiana's grade level standards for math and is rated as a tier 1 curriculum by the LDOE Science (1st-8th) - McGraw Hill Education Inspire Science. This curriculum is aligned with Next Generation Science Standards (NGSS) and other state-specific science standards. Composition (1st-8th) - Bayou Bridges, follows a structured progression from sentence-level writing to paragraph development and full compositions, as outlined in Teaching Basic Writing Skills and The Writing Revolution by Judith Hochman. All writing instruction is grounded in connected texts that support themed units of study. Bayou Bridges is designed to align with the student expectations of the 2022 K-8 Louisiana Student Standards for Social Studies and was created using criteria similar to the quality indicators of the instructional materials review rubric.

EPC13.6 If students continue with performance deficiencies despite receiving LKA's standard academic supports that is specialized for students with a disability, the academic team/ Principal, conducts a thorough review of the student's entire academic history including admission data, attendance, behavior, to identify any factors, beyond the dyslexia diagnosis, that could be contributing to the challenges. Based on the findings, an individualized support plan is developed. This plan may include specific actions for parents to work on with the student at home, the addition of after-school tutoring services, a change to a different reading or math group, or discussions between the teacher and the academic team on ways to differentiate instruction to better support the student's progress.

EPC14.1

Assessment Name	Purpose	Design	Format and Frequency	Rationale
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NWEA MAP	Assesses student growth in math	Norm referenced standardized assessment	Administered via computer two times annually in the fall and winter	Provides teachers within depth information about how an individual student as well as groups of students are performing in relation to grade level standards and their projected score on the Math portion of the LEAP assessment. Teachers use this data to drive classroom instruction.
mCLASS DIBELS 8th Edition (Amplify K-3 Literacy Screener)	Assess a student's oral reading fluency (grades 1-3) *Aimsweb ORF used to measure this skills for students in grades 4-8*	Norm referenced standardized assessment	One-on-one computer-based assessment administered three times annually in the fall, winter, and spring.	Reading connected text is the goal and this assessment provides a national percentile score to measure reading fluency. This is used with the other assessments to make instructional and support decisions for each child.
Test Of Word Reading Efficiency - Second Edition	a measure of word reading fluency	Norm referenced standardized assessment	One-on-one assessment administered as part of the admissions	Students with dyslexia often struggle with reading sight words and

			process	nonsense words quickly. This timed assessment is used as a part of the admissions process to assess an applicant's skills in this area.
Kaufman Brief Intelligence Test - 2nd Edition	brief measure of verbal and nonverbal IQ	Norm referenced standardized assessment	One-on-one assessment administered as part of the admissions process	Students with dyslexia showcase average to above average intelligence. This assessment is used as a part of the admissions process to assess an applicant's IQ.
Writing composition assessment (Multi-dimensional Language Scale)	Assesses student's ability to automatically and skillfully express their thoughts effectively	Rubric	Written assessment that is given whole class 4 to 5 times a year	Scores student's writing on a scale of 0-3 in the areas of semantics, syntax, accuracy, automaticity, and organization. This is used with the other assessments to make instructional and support decisions for each child.

EPC14.4 Student data is reviewed by the academic team at the end of each testing window. Teachers gather and analyze informal data daily based on their observations of students in the

classroom, using this information to adjust instruction as needed throughout the week. Weekly assessments across all content areas help gauge student understanding of recent topics and identify areas that may require review the following week. Triannually, data from the Amplify K-3 Screener is reviewed by SLA/ELA teachers, the Principal, CAO, and Reading Content Specialist as part of progress monitoring to track student growth and inform decisions related to instruction and support for each child. SLA (reading teachers in grades 1-5) teachers also conduct progress monitoring assessments after every 10-15 concepts and mastery checks every 20-50 concepts in the Basic Language Skills curriculum to measure students' progress in decoding and reading fluency. The results are used to identify concepts that may need further review. Biannually, data from NWEA MAP, Aimsweb Math, and Aimsweb ORF is analyzed by teachers, the Principal, CAO, and relevant Content Specialists (reading or math) to evaluate student growth, adjust student groupings, and guide instructional and support decisions for each child. Annually, CTOPP data is analyzed by teachers, the Principal, CAO, and Reading Content Specialist to assess student growth and make necessary adjustments in student groupings and instructional support. Additionally, Composition teachers, along with the Principal, CAO, and Writing Content Specialists, review data from the multidimensional language scale 4-5 times a year to track student progress in writing and refine classroom instruction accordingly.

EPC15.3 LKA will use the English Language Proficiency Test (ELPT) to track students' English language development year over year. Progress throughout the school year will be monitored using classroom assessments such as oral reports, written assignments, and the use of student portfolios. LKA will utilize strategies from the "Teaching Academic Content and Literacy to English Learners in Elementary and Middle School" educator's practice guide from the What Works Clearinghouse to guide its integration of ELL students into the traditional LKA model. LKA will utilize resources such as ESL Pals, Amira Learning, and Abridge Academy to supplement our standard curriculum to support ELL students. The ELL instructor will work along with the Principal and each student's parents and teachers to develop an individualized learning plan to meet the needs of each ELL student.

EPC15.6 Should be marked N/A - As noted in 15.5, all students will enter the school academically behind.

EPC16.5 LKA is currently in the process of identifying the appropriate method to provide an alternative setting which may include an MOU with the local district or another provider.

GP20.1 LKA has never entered into court proceedings for litigation.

OPC 22.1 – Dr. Laura Cassidy is the founder of Louisiana Key Academies and has served as chair of the board of directors since the inception of the schools. As the founder and volunteer, Dr. Cassidy is serving as the network leader until there is a permanent CEO. Dr. Cassidy has successfully served in this role and will continue to do so until a permanent CEO is put in place. So, the reporting structure currently operates as outlined in the application, with Dr.

Cassidy serving the two roles. The reporting structure as outlined will be separated once a permanent CEO is hired. The Principal reports to the CAO.

OPC24.1 LKA recruits staff by posting on online job boards and career sites, engaging in local job fairs related to the area being hired for, social media, employee referrals, and partnering with local colleges/universities. LKA complies with all required nondiscriminatory hiring practices.

OPC 26.1 LKA will hire all needed employees by the start of school in August of the school year to accompany growth.

OPC26.2 LKA will hire new teachers for the JP school and since the school starts with only 4 grades the number of hires is manageable.

Appendix4.2 The COO will begin on July 1, and the finance team consists of the CFO, Finance & Grants Manager, and Accounts Payable Specialists.

OPC27.1 R. Stephens, Finance, S. St. Cyr, Business, J. Hollins, Business/Community, T. Johnson Community/Academics, S. Antie, Community/Academic, R. Marioneaux, Academics/Community, P. Harrison, Finance/Community, K. Carver, Community, L. Cassidy, Academics/Fundraising.

Appendix 5.2 – There is currently no requirement that 60% of the members of the board of directors reside in Jefferson Parish. In the Louisiana Key Academy model, board members serve on the board of directors because of their expertise and their contributions. A Nominating Committee serves the board of directors. Advisory committees are formed to ensure that local input is considered by the board of directors in decision-making and planning.

OPC 28.1 – Dr. Laura Cassidy is the founder of Louisiana Key Academy, and as a volunteer, Dr. Cassidy has served the network leader until a new permanent CEO is hired. This in no way presents a conflict of interest. Dr. Cassidy is not paid for her service, reports pertinent information to the board of directors, and the board provides strategic direction. LKA is an existing operator with several years of experience providing a high-quality education option for students with dyslexia.

OPC29.2 The CEO reports to the board and the principals report to the CAO.

OPC29.3 Nominating Co. Joseph Hollins, Laura Cassidy, Stephen St. Cyr, Patrick Harrison

OPC32.2 The Principal reports to the CAO.

OPB33.1 Our purchasing process ensures all expenditures align with the school’s mission and upholds strong fiscal oversight through a multi-step, stakeholder-driven system. Purchase requests, submitted with justification, are reviewed by department leads for programmatic alignment and by the Finance & Grants Manager or CFO for budget availability; invoices are verified and approved through tiered thresholds—up to \$2,500 by department leads, \$2,500–\$9,999 by CMO leaders, and \$10,000+ by the CFO and Board Chair, before final CFO payment

approval. The Board and Finance Committee maintain oversight through monthly reviews of financial statements, bank, and credit card reports, safeguarding both resources and compliance.

OPC33.2 Our financial viability plan includes monthly Board Finance Committee reviews of comprehensive financial statements and multi-year projections, allowing early identification of fiscal risks and proactive adjustments. Coupled with clearly defined segregation of duties, multi-tiered expenditure approvals, and mandated reserve requirements, these practices ensure long-term financial health and compliance with CSPC standards.

OPC33.4 Our financial controls include a clearly defined segregation of duties, where purchase requests, budget verification, invoice entry, and payment approvals are handled by distinct roles (department leads, Finance & Grants Manager, Accounts Payable Specialist, CFO, Treasurer, and Board Chair). All transactions are processed through Bill.com. Additionally, monthly reconciliations, multi-level purchase approval thresholds, Board Finance Committee oversight, and an annual independent audit ensure strong protection of school resources and full compliance with public funding requirements.

OPC34 The governing committee will meet every summer to assess members' strengths and where the school has weaknesses and reports those findings at the August board meeting.

App6 As the founder and volunteer, Dr. Cassidy has served as the network leader until a new permanent CEO is hired. This in no way presents a conflict of interest. Dr. Cassidy is not paid for her service, reports pertinent information to the board of directors and the board provides strategic direction. LKA is an existing operator with several years of experience providing a high-quality education option for students with dyslexia.

FPC39 The omission of the carry-over balance was an oversight on our part. New Schools for Louisiana is awarding a start-up grant, and we will update the budget to reflect the carry-over of the unspent \$967,950 into the Year 1 fund balance, which strengthens the school's financial position.

FPC39.5 The \$175,000 reflected in the operating statement of activities represents conservative projected revenue from a dedicated capital campaign and community fundraiser to support the school's opening. While formal commitments for the full amount are not yet secured, LKA draws confidence from a strong history of successful fundraising. At our other three campuses, we have consistently raised at least \$175,000 annually through similar fundraising efforts, including community events, donor campaigns, and corporate partnerships. In the event that the full \$175,000 does not materialize, the school has identified contingency measures to ensure the operating budget and program remain viable. These include (1) a phased implementation of select non-essential programming to align with available resources, (2) a reduction in initial non-instructional expenditures such as technology upgrades and furnishings that can be deferred to subsequent years, and (3) a reduction in non-instructional personnel.

2025 Louisiana Department of Education Charter Application Review
Experienced Operator Executive Summary

Name of Applicant: Louisiana Key Academy - Jefferson

Final Recommendation			

Non-Profit Information			
Non-Profit	Louisiana Key Academy	Education Service Provider (ESP)	N/A
		# of schools operated by ESP	3
School Information			
School	Louisiana Key Academy Jefferson	Parish	Jefferson Parish
Type	Type 2	Parishes Served	Statewide
Operator Track	Experienced Operator	Year Opening	SY 2026-27
Grade Configuration at Start	1-4	Grade Configuration at Scale	1-8
Enrollment at Start	162	Enrollment at Scale	428

Summary of Reviewed Standards for Final Recommendation	
Total Number of Standards	
Total Number of Standards Met	
Total Number of Standards Unmet	

Application Sections and Subsections	# Possible	# Met
Executive Summary		
Educational Program and Capacity Proposal Summary		
School Establishment		
Academic Plan		
Academic Goals		
Louisiana Accountability System: Academic Performance		
Assessments		
Diverse Learners and Student Supports		
Behavior Management		
Parent and Community Engagement		
Growth Plan Proposal Summary		

Application Sections and Subsections	# Possible	# Met
Growth Plan		
Organizational Plan and Capacity Proposal Summary		
Staffing		
School Leadership Team Capacity		
Charter Board Governance		
Financial Plan and Capacity Proposal Summary		
Operational Management and Leadership		
Student Enrollment and Recruitment		
Financial Plan		
High School Addendum (If Applicable)		
Corporate Partnerships Addendum (If Applicable)		
Educational Services Provider (ESP) Addendum (If Applicable)		
Virtual Operator Addendum (If Applicable)		

Executive Summary			
Q #	Questions	2025 Evaluation Standards	Ratings and Evaluative Comments
ES.1	<p>Mission and Vision. State the mission and vision of the proposed school. The mission is a statement of the fundamental purpose of the school, describing why it exists. The vision statement outlines how the school will operate and what it will achieve in the long term. The mission and vision statement provide the foundation for the entire proposal. The mission and vision statement, taken together, should:</p> <ol style="list-style-type: none"> Identify the students and community to be served; Illustrate what success will look like; and Align with the purposes of the state charter school law (Louisiana R.S. 17:3972). 	<p>ES.1.1 The school's mission is outlined in a clear statement that defines the fundamental purpose of this school and why it should exist in alignment with state charter school law (Louisiana R.S. 17:3972).</p>	<p><input checked="" type="checkbox"/> Meets</p> <p><input type="checkbox"/> Does Not Meet</p> <ul style="list-style-type: none"> According to the application, the school's mission is to educate students with dyslexia to help them reach their full potential. The mission aligns with state charter school law by focusing on increasing learning opportunities and access to quality education for students with dyslexia.
		<p>ES.1.2 The school's vision is outlined in a clear statement that describes how the school will operate and the long-term impacts it will achieve to be successful.</p>	<p><input checked="" type="checkbox"/> Meets</p> <p><input type="checkbox"/> Does Not Meet</p> <ul style="list-style-type: none"> According to the application, the school will build on the successes of the Louisiana Key Academy (LKA) Baton Rouge, Caddo Parish, and St. Tammany campuses. The applicant group articulates the vision for students with dyslexia to succeed in high school and college.
ES.2	<p>Anticipated Student Population and Educational Need. Describe the anticipated student population the school seeks to serve. Provide rationale for seeking to serve this population.</p>	<p>ES.2.1 The applicant group describes the community and student population the school seeks to serve (e.g., demographics, jurisdiction, and educational needs).</p>	<p><input checked="" type="checkbox"/> Meets</p> <p><input type="checkbox"/> Does Not Meet</p> <ul style="list-style-type: none"> In the application, the applicant group states that the LKA Jefferson campus will serve children with dyslexia in Jefferson Parish, emphasizing that 100% will have disabilities, including approximately 60% economically disadvantaged and 50% minority students. The applicant group also acknowledges that Jefferson Parish has a higher number of students who are

Executive Summary			
Q #	Questions	2025 Evaluation Standards	Ratings and Evaluative Comments
			<p>English learners than parishes in which existing LKA schools operate. However, the applicant group does not project the percentage of students who are English learners likely to attend the school. Additionally, in the overview template, the applicant group indicates that the school will serve 0% English learners during each of the school's first five years.</p> <ul style="list-style-type: none"> In the seven-page response, the applicant group projects that 5% to 10% of the student population will be English learners.
		ES.2.2 Using evidence, the applicant group clearly articulates the main challenges to student success in the community in which the school seeks to locate.	<p><input checked="" type="checkbox"/> Meets</p> <p><input type="checkbox"/> Does Not Meet</p> <ul style="list-style-type: none"> According to the application, the applicant group states that significant challenges to student success in Jefferson Parish include the absence of tuition-free, full-day programs designed for children with dyslexia, and the group identifies barriers in Jefferson Parish public schools such as limited specialized instruction and large class sizes.
ES.3	<p>Education Plan. Provide an overview of the education program of the proposed school, including major instructional</p> <ol style="list-style-type: none"> Specify the grade levels to be served each year for the full term of the contract; Provide the minimum and maximum 	ES.3.1 The applicant group provides a concise overview of the proposed educational program.	<p><input checked="" type="checkbox"/> Meets</p> <p><input type="checkbox"/> Does Not Meet</p> <ul style="list-style-type: none"> In the application, the applicant group states that LKA offers a comprehensive, evidence-based curriculum designed for students with dyslexia, focusing on key

Executive Summary			
Q #	Questions	2025 Evaluation Standards	Ratings and Evaluative Comments
	<p>enrollment per grade level per year for the term of the contract;</p> <p>c. Summarize what the proposed school would do more effectively than the schools that are now serving the targeted population;</p> <p>d. If virtual, please see the addendum for additional questions.</p>		<p>areas such as decoding, fluency, critical thinking, and problem-solving, while integrating core subjects with enrichment classes. The applicant group explains that the educational model is founded on five research-based pillars, including early diagnoses, evidence-based interventions, intensive early interventions, individualized instruction that is data-driven, and training for teachers in dyslexia education.</p>
		<p>ES.3.2 The applicant group projects enrollment per grade level, per year, for the contract term.</p>	<p><input checked="" type="checkbox"/> Meets</p> <p><input type="checkbox"/> Does Not Meet</p> <ul style="list-style-type: none"> In the application, the applicant group states that the school will open in SY 2026–27, serving 162 students in grades 1 through 4, and will expand until it serves 428 students in grades 1 through 8 in SY 2030–31. In the enrollment projection tab of the overview template, the applicant group outlines the number of students per grade for a five-year contract term; the numbers align with enrollment numbers referenced in the executive summary and those included in the revenue projections for the first five years of operation.
		<p>ES.3.3 The applicant group provides a rationale for seeking to serve the identified student population.</p>	<p><input checked="" type="checkbox"/> Meets</p> <p><input type="checkbox"/> Does Not Meet</p> <ul style="list-style-type: none"> In the application, the applicant group states that LKA's model addresses a

Executive Summary			
Q #	Questions	2025 Evaluation Standards	Ratings and Evaluative Comments
			critical need in Jefferson Parish, where no schools currently focus exclusively on students with dyslexia and where students with disabilities significantly underperform, with only 30% achieving grade-level proficiency in English language arts (ELA) and 52% graduating. In addition, the applicant group asserts that while only 1% of students in Louisiana are identified with dyslexia, the national average is 10%, indicating the likelihood of unidentified students in Jefferson Parish.
ES.4	Impact. Explain how the proposed program will positively impact student outcomes.	ES.4.1 The applicant group describes how their proposed program will positively impact student outcomes.	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> In the application, the applicant group states that LKA will fill a critical need in the district by providing a public school focused exclusively on serving students with dyslexia. The applicant group states that the school will prioritize early identification and personalized support while providing specialized interventions that improve long-term outcomes for students with dyslexia and enhance their academic success.
ES.5	Applicant groups that have submitted charter applications to the Louisiana Department of Education previously, list the dates of previous submissions. Explain how you have taken the feedback from previous evaluations to reflect and revise the application. Address the deficiencies identified in the most recent evaluation and describe the	ES.5.1 The applicant group demonstrates the ability to continually improve between application cycles by identifying key deficiencies in the prior application(s) and explaining how they were improved upon. *Submissions to the local district as a Type 1,	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> In the application, the applicant group states that all previous LKA applications have met all standards and been authorized.

Executive Summary			
Q #	Questions	2025 Evaluation Standards	Ratings and Evaluative Comments
	changes made. Additionally, describe any changes to board leadership or school leadership since the most recent application.	3, or 3b may be included in your explanation.	

Educational Program and Capacity: School Establishment			
Q #	Questions	2025 Evaluation Standards	Ratings and Evaluative Comments
EPC.6	<p>Provide a narrative analysis of the community you seek, highlighting elements critical to success in serving the intended population.</p> <ol style="list-style-type: none"> Provide the applicant's rationale for selecting the community; Performance of local schools in the community that serve a similar student population; How the proposed school would serve the community you seek to serve more effectively than the schools that are now serving the intended community; and Explanations of any partnerships or contractual relationships central to the school's operations or mission. 	EPC.6.1 The applicant group provides a clear rationale for selecting the community based on community demographics and educational needs.	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> In the application, the applicant group states that Jefferson Parish is a diverse community, with approximately 34% of students identifying as Black or African American, 37% as Hispanic, 22% as White, and 77% coming from low-income households. As noted previously, the applicant group estimates that 3,800 students in Jefferson Parish are likely to have moderate to severe dyslexia; they highlight that while some students receive private tutoring from trained Certified Academic Language Therapists (CALT), such services are often expensive and inaccessible to economically disadvantaged families, leaving many children without the evidence-based instruction they need. Additionally, the applicant group points out the poor performance of Jefferson Parish's students with disabilities, evidenced by only 30% meeting grade-level expectations in ELA and their graduation rate being just 52%.
		EPC.6.2 The applicant group provides evidence that the proposed school will be able to more effectively serve the community than the options that currently exist.	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> In the application, the applicant group states that LKA's model addresses a critical need in Jefferson Parish, where

Educational Program and Capacity: School Establishment			
Q #	Questions	2025 Evaluation Standards	Ratings and Evaluative Comments
			<p>no schools currently focus exclusively on students with dyslexia and where students with disabilities significantly underperform, with only 30% achieving grade-level proficiency in English language arts (ELA) and only 52% graduating. The applicant group states that LKA will address the challenges faced by students with dyslexia in Jefferson Parish through early identification, specialized instruction, and training educators in evidence-based strategies.</p>
		<p>EPC.6.3 The applicant group clearly explains any partnerships or contractual relationships regarding the proposed school's operations or mission.</p>	<p><input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet</p> <ul style="list-style-type: none"> In the application, the applicant group states that LKA has established partnerships to support the school's mission and operations. Key collaborations include the Dyslexia Resource Center, which will provide evidence-based professional development for educators, and Drs. Sally and Bennett Shaywitz from Yale University will help align LKA's curriculum with the latest research in dyslexia education. Additionally, the applicant group states that LKA will contract with local service providers for operational needs such as food services, information technology, and speech therapy.

Educational Program and Capacity: School Establishment			
Q #	Questions	2025 Evaluation Standards	Ratings and Evaluative Comments
EPC.7	<p>Provide an overview of the student population you anticipate serving based on the local demographics in the proposed school, which includes</p> <ol style="list-style-type: none"> Racial and socioeconomic demographics; Percentage of special education students; Percentage of English Learners; and Percentage of homeless students. 	EPC.7.1 The applicant group provides an overview of the proposed student population, including the anticipated racial and socioeconomic demographics, percentage of special education students, percentage of English Learners, and percentage of homeless students.	<p><input checked="" type="checkbox"/> Meets</p> <p><input type="checkbox"/> Does Not Meet</p> <ul style="list-style-type: none"> In the application, the applicant group projects proposed a student population that is based on Louisiana Department of Education (LDOE) data as well as trends from existing LKA schools: 92% of students receiving special education services (which exceeds the minimum legal requirement of ~10%), 60% economically disadvantaged (which exceeds the minimum legal requirement of ~49%), 55% minority students, 0% English learners, and 2.5% homeless students. While the applicant group acknowledges that the demographics of Jefferson Parish include a greater percentage of English learners, the projected percentages do not reflect this information. In the seven-page response, the applicant group projects that 5% to 10% of students will be English learners.
EPC.8	<p>Provide a narrative description of the way in which stakeholders in the intended community were engaged regarding the proposed charter school, the depth of support from the community stakeholders, as well as any opposition to the school.</p> <ol style="list-style-type: none"> Description of the stakeholders engaged; Strategies used to solicit community input regarding the educational and 	EPC.8.1 The applicant group provides evidence that a range of stakeholders (e.g., students, parents/caregivers, teachers, school staff, community leaders, local government officials, and/or social services) were engaged in the charter application development process. Engagement of parents/caregivers as a stakeholder group is required.	<p><input checked="" type="checkbox"/> Meets</p> <p><input type="checkbox"/> Does Not Meet</p> <ul style="list-style-type: none"> In the application, the applicant group states that LKA actively engaged various stakeholders, including families, local leaders, educators, and dyslexia advocates, to ensure the proposed school responds to community needs. They highlight ongoing engagement

Educational Program and Capacity: School Establishment			
Q #	Questions	2025 Evaluation Standards	Ratings and Evaluative Comments
	<p>programmatic needs of students and the plan to meet those needs.</p>		<p>through public meetings, open houses, and collaboration with organizations like the Academic Language Therapy Association and Decoding Dyslexia, which provide a comprehensive view of the educational landscape for students with dyslexia and, according to the applicant group, helped determine the viability of opening an LKA in Jefferson Parish.</p>
		<p>EPC.8.2 The applicant group provides specific information regarding the strategies used to solicit community input throughout the process of developing the charter application.</p>	<p><input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet</p> <ul style="list-style-type: none"> In the application, the applicant group states that they have employed various strategies to solicit community input during the charter application development process, including surveying families with children attending LKA schools; some families indicated interest in the Jefferson Parish location due to transportation challenges. The applicant group also described grassroots outreach to community leaders who are passionate about serving students with dyslexia and discussions with parents of students with dyslexia who have firsthand experience with the challenges faced. Additionally, they have conducted meetings with local government officials and the Jefferson Parish school board to foster collaboration and identify the community's desire for LKA's

Educational Program and Capacity: School Establishment			
Q #	Questions	2025 Evaluation Standards	Ratings and Evaluative Comments
			educational model.
Appendix 1	Provide a description of support for the proposed school from community stakeholders, including a candid analysis of the depth of support and opposition to the school. Submit documents that provide evidence of community support (e.g. letters of support from community stakeholders, emails with evidence of support, engagement sign-in sheets, and/or survey results. Please refrain from submitting signed petitions.) Include a cover sheet with a table that identifies page number and a brief description of the document.	Appendix 1.1 The applicant group provides documentation signifying evidence of community support. Documentation (e.g., letters of support from community stakeholders, emails with evidence of support, sign-in sheets, and/or survey results) must include evidence of parent/caregiver support.	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> In Appendix 1, the applicant group provides documentation of six letters of support from community members, including three parents of students with dyslexia, a state senator, a former state representative, and an individual involved in higher education. In addition, the documentation includes a resolution of unanimous support for LKA Jefferson from the Jefferson Parish Council.

Educational Program and Capacity: Academic Plan			
Q #	Questions	2025 Evaluation Standards	Ratings and Evaluative Comments
EPC.9	<p>Provide a clear and concise overview of the proposed school model, highlighting the key design elements of the school model critical to its success in serving the intended student population, including:</p> <ol style="list-style-type: none"> The key design elements that reflect the school's mission and vision; A clear rationale for the school model and key design elements, citing research and evidence of success for improving academic achievement with similar student populations, or for innovative or untested models, a strong rationale for the likelihood of success; and Any differences in the proposed school model from existing schools operated by the non-profit organization. 	<p>EPC.9.1 The applicant group includes a clear and concise overview of the proposed school model, including descriptions of the key design elements that align with the academic plan and the proposed school's mission and vision.</p>	<p><input checked="" type="checkbox"/> Meets</p> <p><input type="checkbox"/> Does Not Meet</p> <ul style="list-style-type: none"> In the application, the applicant group states that LKA Jefferson's school model will replicate successful elements from existing LKA campuses (e.g., LKA Baton Rouge, LKA Northshore, and LKA Caddo), leveraging best practices for educating students with dyslexia. The applicant group explains that the model is guided by five key pillars, including early diagnoses, evidence-based interventions, intensive early interventions, data-driven instruction, and specialized teacher training, which align with the school's mission and vision to help students with dyslexia reach their full potential.
		<p>EPC.9.2 The applicant group provides a clear rationale for the selection of the given school model and key design elements based on either:</p> <p style="padding-left: 40px;">A track record of success with similar student populations (proven models)</p> <p>OR</p> <p style="padding-left: 40px;">Evidence-based justification that the proposed model is likely to be successful (innovative, untested models).</p>	<p><input checked="" type="checkbox"/> Meets</p> <p><input type="checkbox"/> Does Not Meet</p> <ul style="list-style-type: none"> In the application, the applicant group states that the rationale for using the existing LKA school model is rooted in its proven success with similar student populations, evidenced by alternative performance metrics developed in collaboration with the (LDOE). These metrics include growth in indicators for students with dyslexia, measured by the Comprehensive Test of Phonological Processing (CTOPP), and performance

Educational Program and Capacity: Academic Plan			
Q #	Questions	2025 Evaluation Standards	Ratings and Evaluative Comments
			<p>in core content areas, assessed through the aimsweb Math evaluation. The applicant group further highlights data demonstrating LKA's effectiveness: 28% of LKA students scored in the average or above range on the CTOPP in Spring 2023, increasing to 51% by Spring 2024. Additionally, 25% of students improved from their peers from Spring 2023 to Spring 2024.</p>
		<p>EPC.9.3 The applicant group provides an overview of existing schools in their portfolio and details key elements that differentiate the proposed school.</p>	<p><input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet</p> <ul style="list-style-type: none"> In the application, the applicant group states that LKA operates multiple campuses across Louisiana (e.g., LKA Baton Rouge, LKA Northshore, and LKA Caddo), each focusing on serving students with dyslexia and a commitment to evidence-based instructional practices. In the executive summary section of the application, the applicant group indicates that LKA Jefferson will likely serve a greater population of English learners than the existing LKA campuses. The applicant group states that the LKA Jefferson campus will be equipped to support English learners using best practices in language acquisition and dyslexia intervention.

EPC.10	<p>In Louisiana, charter schools are able to select their own curriculum and purchase instructional materials that are best for their students.</p> <ol style="list-style-type: none"> Provide evidence that the selected curriculum meets Louisiana grade progression and ultimately graduation requirements and sets students up to master Louisiana State Standards. Provide evidence that the selected curriculum aligns to quality indicators of the instructional materials review rubrics. If applicable: Provide a narrative description of the materials that will be used to teach other content that is critical to the mission/vision of the school if the school has a specific academic focus (e.g., STEM). 	<p>EPC.10.1 The applicant group identifies the core curriculum that will be utilized and provides evidence of the selected curricula meeting grade progression, grade level standards, and state graduation requirements.</p>	<p><input checked="" type="checkbox"/> Meets</p> <p><input type="checkbox"/> Does Not Meet</p> <ul style="list-style-type: none"> In the application, the applicant group states that the curricula implemented at LKA Jefferson will mirror those used in LKA's existing campuses. The applicant group states that selected curricula meet the Indicators of Superior Quality on the Instructional Materials Review Rubric, which confirms that curricula adhere to state standards and effectively support student learning. However, while the curriculum section of the application refers to the Neuhaus Teaching Basic Reading Skills and Reading Readiness curriculum, and while other parts of the application refer to Great Minds Eureka, McGraw Hill Inspire, Illustrative Math, the applicant group does not clearly identify the curricula that will be utilized for each grade and content area or provide evidence of the curricula meeting grade progression or grade level standards. Further, while the applicant included information related to the curriculum, labelling it supplementary materials, this information was included outside of the narrative page limit; therefore, this information was not reviewed. In the seven-page response, the applicant group identifies the curriculum that will be utilized for ELA, mathematics, science, and social studies in each grade and describes how each curriculum meets grade
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Educational Program and Capacity: Academic Plan			
Q #	Questions	2025 Evaluation Standards	Ratings and Evaluative Comments
			progression and grade level standards.
		EPC.10.2 The applicant group provides evidence that the selected curriculum adheres to quality indicators on the state instructional materials review rubrics .	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> In the application, the applicant group states that the chosen curricula align with quality indicators set by the LDOE's Instructional Materials Review Rubric, as confirmed by evaluations conducted by the LKA Network Curriculum Committee. However, as noted for EPC.10.1, the applicant group does not clearly identify the curricula that will be utilized for each grade and content area or provide evidence that the selected curriculum adheres to quality indicators on the state instructional materials review rubrics. Further, while the applicant included information related to the curriculum, labelling it supplementary materials, this information was included outside of the narrative page limit; therefore, this information was not reviewed. In the seven-page response, the applicant group provides evidence that the curriculum outlined in the seven-page response adheres to quality indicators on the state instructional materials review rubrics.

Educational Program and Capacity: Academic Plan			
Q #	Questions	2025 Evaluation Standards	Ratings and Evaluative Comments
		EPC.10.3 If the proposed charter school will implement a specialized academic model: The applicant group provides a narrative description of the specialized curriculum that will be implemented and explains how students will demonstrate proficiency in the specialized areas of the academic model (e.g., STEM).	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> In the application, the applicant group describes the specialized instructional program that will be implemented, emphasizing its focus on structured literacy and multisensory approaches tailored for students with dyslexia. The applicant group explains that through curricula like Neuhaus Teaching Basic Reading Skills and Foundations by Multisensory Teaching Approach, students will develop proficiency in key areas such as letter recognition, phonemic awareness, decoding, fluency, comprehension, and writing.
EPC. 11	Provide a detailed hybrid learning plan that includes the following: <ol style="list-style-type: none"> Circumstances under which this plan would be implemented; A plan to acquire and disseminate technology to students; A plan to track and monitor attendance in a virtual setting; Identification of the Learning Management System (LMS) to be employed; A plan to provide training and technical support on the LMS to staff, families, and students; and A plan to communicate with staff, 	EPC.11.1 The applicant group provides a logical, feasible, and comprehensive plan to implement a hybrid learning model when necessary.	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> In the application, the applicant group states that LKA Jefferson will implement a hybrid learning model only in the event of a school closure ordered by the governor or if an entire class or grade must be quarantined. The applicant group articulates a logical, feasible, and comprehensive plan to implement a hybrid learning plan under these conditions, outlining clear procedures based on prior experiences from LKA Baton Rouge, which operated with remote instruction and hybrid learning during the COVID-19 pandemic.

Educational Program and Capacity: Academic Plan			
Q #	Questions	2025 Evaluation Standards	Ratings and Evaluative Comments
	families, and students virtually.	EPC.11.2 The circumstances under which a hybrid model would be implemented are clearly defined.	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> In the application, the applicant group states that the circumstances under which the hybrid model would be implemented include a school closure mandated for health and safety reasons or the quarantine of specific classes or grades.
		EPC.11.3 The applicant group has a feasible plan to acquire and disseminate technology in the event a hybrid model is implemented.	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> In the application, the applicant group outlines a feasible plan for acquiring and disseminating technology in the event of a hybrid model, which includes purchasing 1:1 devices for students in grades 1 through 3; students in grades 4 through 8 will already have 1:1 devices. The applicant group describes using federal grants such as the Emergency Connectivity Fund to support the purchase of devices, ensuring all students have access to the necessary technology.
		EPC.11.4 The applicant group explains how student attendance will be tracked and monitored, including attendance notifications to parents about their children.	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> In the application, the applicant group states that student attendance will be tracked through daily surveys completed by students in the virtual setting, while teachers will record attendance for each course. The applicant group also notes

Educational Program and Capacity: Academic Plan			
Q #	Questions	2025 Evaluation Standards	Ratings and Evaluative Comments
			that operations team members will communicate with absent students immediately to improve attendance.
		EPC.11.5 The applicant group defines technical support that will be afforded to students and families regarding the LMS and student access to the virtual environment.	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> In the application, the applicant group explains that the school will provide annual training for families on accessing LMS platforms such as Google Classroom and SeeSaw. Additionally, the applicant group notes that one-on-one support will be available to ensure all students can navigate the virtual learning environment.
		EPC.11.6 The applicant group outlines the communication plan for students, families, and staff during the implementation of a hybrid learning model.	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> In the application, the applicant group states that the communication plan during the implementation of a hybrid learning model will involve regular updates to families, including weekly communication from teachers who will inform families about assignments and homework. The applicant group explains that students will receive daily assignments and student materials in Google Classroom or SeeSaw, depending on their grade level, and will receive daily instruction via Zoom or recorded Zoom sessions.

Educational Program and Capacity: Academic Goals			
Q #	Questions	2025 Evaluation Standards	Ratings and Evaluative Comments
EPC.12	<p>List and provide a detailed description of the charter school's measurable academic goals aligned to LEAP 2025, ACT, and graduation rate (as applicable) reflecting where the school envisions itself academically for each of the first five years of operation taking into consideration the proposed student population, including:</p> <ol style="list-style-type: none"> How the proposed school will establish baseline data; A plan for collecting data in accordance with R.S. 17:3911; A plan to establish student performance goals; and Core components of professional development and how these components will support effective implementation of the educational program. 	<p>EPC.12.1 The applicant group provides a list and description of the charter school's measurable academic goals for each year of the first five years of operation and how they are aligned to LEAP 2025, ACT*, and graduation rate*.</p> <p>*ACT and Graduation Rate = High School Applicants only</p>	<p><input checked="" type="checkbox"/> Meets</p> <p><input type="checkbox"/> Does Not Meet</p> <ul style="list-style-type: none"> In the application, the applicant group explains that because LKA serves a student population with 100% students with dyslexia, the Board of Elementary and Secondary Education (BESE) approved an alternative framework for the LKA schools' accountability that outlines five indicators for academic success, including three LDOE-selected indicators aligned with LEAP 2025 assessments and two LKA-selected goals. The applicant group outlines measurable academic goals for each year of the first five years of operation, including goals for the LDOE-selected indicators, (e.g., ELA and Math LEAP Assessment Index and Progress Indexes) and LKA-selected indicators, (e.g., CTOPP and aimsweb Math).
		<p>EPC.12.2 The applicant group provides a clear plan that outlines the methods and frequency by which student data will be collected.</p>	<p><input checked="" type="checkbox"/> Meets</p> <p><input type="checkbox"/> Does Not Meet</p> <ul style="list-style-type: none"> In the application, the applicant group outlines a data collection plan that includes methods and frequency. The applicant group states that the school will collect student data initially during the admissions process, at the start of the year to establish benchmarks, and at the middle and/or end of the year to monitor progress. The applicant group indicates plans to use various

Educational Program and Capacity: Academic Goals			
Q #	Questions	2025 Evaluation Standards	Ratings and Evaluative Comments
			assessments of literacy development (e.g., CTOPP, aimsweb Oral Reading fluency, Test of Word Reading Efficiency, The Kaufman Brief Intelligence Test, Writing Composition Assessment, and LKA Network Assessments) and math (e.g., NWEA MAP and aimsweb Math).
		EPC.12.3 The applicant group describes a data-driven decision-making process to inform student performance goals.	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> In the application, the applicant group states that the school's performance goals were established based on current student performance measures and designed to achieve the performance metrics outlined in the BESE-approved Alternative Framework for charter renewal.
		EPC.12.4 The applicant group explains the plan for providing professional development to faculty and staff on analyzing and responding to data.	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> In the application, the applicant group states that the school will engage faculty and staff in professional development, including training on analyzing and responding to data to support student learning. The applicant group explains that the training will help educators use data effectively in their instructional planning and delivery of interventions.

Educational Program and Capacity: Louisiana Accountability System: Academic Performance			
Q #	Questions	2025 Evaluation Standards	Ratings and Evaluative Comments
EPC.13	<p>In your overview template, you provided performance data on the schools your organization currently operates or has previously operated. Provide a narrative explaining the performance data, including:</p> <ol style="list-style-type: none"> Explanation of performance deficiencies; Explanation of subgroup performance; Identification of which school performance scores do not meet the requirement for additional schools as outlined in Bulletin 126; Strategies used to remedy performance deficiencies and subsequent progress; Describe how data supports creation/replication of proposed new school, as well as how the operator will improve performance in areas where needed. 	<p>EPC.13.1 The applicant group provides a comprehensive narrative explanation of performance data including a description of all known performance deficiencies, the current and historical status of subgroup performance, and specific information about schools that fall below Bulletin 126 requirements and why they do not meet the bar.</p>	<p><input checked="" type="checkbox"/> Meets</p> <p><input type="checkbox"/> Does Not Meet</p> <ul style="list-style-type: none"> In the application, the applicant group states that the LKA and BESE have developed an alternative framework, focusing on LEAP growth metrics and LKA-selected assessments (e.g., CTOPP and AimsWeb Math). The applicant group highlights improvements in students scoring in the average or above average range on CTOPP from Spring 2023 to Spring 2024 and notes that LKA Baton Rouge earned an alternative framework score of 70/100. The applicant group further explains that based on its performance on the alternative framework, the LKA Baton Rouge site was approved for a 3-year renewal in December 2023. The applicant group also acknowledges that LKA schools have struggled to meet the school performance score requirement of a "B" or higher for the past three years due to challenges, including the significant literacy deficiencies of students with dyslexia, the return of improved students to traditional schools (which skews performance data), and the enrollment of older students with severe unmet educational needs.

Educational Program and Capacity: Louisiana Accountability System: Academic Performance			
Q #	Questions	2025 Evaluation Standards	Ratings and Evaluative Comments
		EPC.13.2 The strategies used to remedy performance deficiencies, as described by the applicant group, address each performance deficiency and the applicant group's track record demonstrates growth toward correcting similar performance deficiencies.	<input type="checkbox"/> Meets <input checked="" type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> In the application, the applicant group states that to address performance deficiencies, LKA implements its academic model, which is anchored in Academic Language Therapy (ALT), an evidence-based intervention designed specifically for students with dyslexia that has a track record of success in improving literacy skills. However, the applicant group does not identify strategies implemented to remedy performance deficiencies. In the seven-page response, the applicant group describes how the school will respond if individual students have performance deficiencies despite receiving the school's standard academic supports. The applicant group explains that the academic team, including the principal, will review the student's academic history to identify factors that could contribute to the lack of progress and, based on findings, the school will develop an individualized support plan that may include a change in the student's reading or math group, differentiated instruction, the addition of afterschool tutoring, or actions for parents to take at home. However, the applicant group does not identify actions that will be taken at the school and/or programmatic level.

Educational Program and Capacity: Louisiana Accountability System: Academic Performance			
Q #	Questions	2025 Evaluation Standards	Ratings and Evaluative Comments
		EPC.13.3 If single-site currently: The current school managed by the non-profit board meets the academic expectations for operators according to BESE Bulletin 126 or provides a thorough explanation of the growth towards meeting expectations and timeline to do so.	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> Not applicable
		EPC.13.4 The applicant provides a description of school performance of comparable* schools within the ESP's portfolio, to include: <i>Currently operating in Louisiana: School Performance Score (SPS) and Progress Index Equivalent;</i> OR <i>Not currently operating in Louisiana: State achievement and growth scores.</i> *comparable school: school serving similar population and the grade levels as the intended school.	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> Not applicable
		EPC.13.5 The applicant provides an analysis demonstrating portfolio performance that supports the creation/replication of the proposed new school.	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> In the application, the applicant group indicates that all LKA sites meet all Bulletin 126§519 and 126§1103, which indicates alternate extension and renewal for schools serving a unique student population. The applicant group also states that all three sites meet financial and organizational performance standards.

Educational Program and Capacity: Louisiana Accountability System: Academic Performance			
Q #	Questions	2025 Evaluation Standards	Ratings and Evaluative Comments
		EPC.13.6 For areas indicated in need of improvement, the applicant submits an analysis of under-performance and plans for remediation.	<input type="checkbox"/> Meets <input checked="" type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> In the application, the applicant group identifies areas for improvement related to the unique needs of students with dyslexia but does not provide an analysis of underperformance. In addition, while the applicant reiterates elements of the academic program that aim to support all students, including the use of ALT by Certified Academic Language Therapists, the applicant group does not describe remediation strategies to address underperformance. In the seven-page response, the applicant group describes how the school will respond if individual students have performance deficiencies despite receiving the school's standard academic supports. The applicant group explains that the academic team, including the principal, will review the student's academic history to identify factors that could contribute to the lack of progress and based on findings, the school will develop an individualized support plan that may include a change in the reading or math group, differentiated instruction, the addition of afterschool tutoring, or actions for parents to take at home. However, the applicant group does not identify plans for remediation at the school and/or

Educational Program and Capacity: Louisiana Accountability System: Academic Performance			
Q #	Questions	2025 Evaluation Standards	Ratings and Evaluative Comments
			programmatic level.

Educational Program and Capacity: Assessments			
Q #	Questions	2025 Evaluation Standards	Ratings and Evaluative Comments
EPC.14	<p>Describe the primary diagnostic, formative, and summative assessments the school will use to evaluate student knowledge and skills. This response should:</p> <ol style="list-style-type: none"> Describe each assessment's purpose, design, format, and rationale for its selection; Describe how the school will collect and analyze assessment results; If adopting or developing additional academic standards beyond state and authorizer standards, explain the types of standards (content area), the development process, and how these additional standards exceed the state and authorizer standards; Provide exit standards that clearly set forth what students will know and be able to do; Describe how the school will collect and analyze assessment results; and Describe how instructional leaders and teachers will use the assessment data to inform programmatic and instructional planning decisions and adjust instruction, curricula, and professional development. 	<p>EPC.14.1 The applicant group provides a clear description of each primary diagnostic, formative, and summative assessment the proposed school will use to evaluate student knowledge, including the purpose, design, and format of each.</p>	<p><input checked="" type="checkbox"/> Meets</p> <p><input type="checkbox"/> Does Not Meet</p> <ul style="list-style-type: none"> In the application, the applicant group outlines diagnostic, formative, and summative assessments LKA Jefferson will use to evaluate student learning, including CTOPP, aimsweb Math, aimsweb Oral Reading Fluency, daily observations by a CALT, and weekly assessments in reading, pre-reading, and math. The applicant group notes each assessment's purpose, design, format, and rationale for using each assessment. However, the applicant group references other assessments in the application (e.g., NWEA MAP, DIBELS, Brigance, Test of Word Reading Efficiency, Kaufman Brief Intelligence Test, and Writing Composition Assessment) and indicates the purpose but does not articulate the design, format, or rationale for each. In the seven-page response, the applicant group states the purpose, design, format/frequency, and rationale for the NWEA MAP, mCLASS DIBELS, Test of Word Reading Efficiency, Kaufman Brief Intelligence Test, and Writing composition assessment.
		<p>EPC.14.2 If adopting or developing additional academic standards beyond state and authorizer standards: The applicant group provides a clear</p>	<p><input type="checkbox"/> Meets</p> <p><input type="checkbox"/> Does Not Meet</p> <ul style="list-style-type: none"> Not applicable

Educational Program and Capacity: Assessments			
Q #	Questions	2025 Evaluation Standards	Ratings and Evaluative Comments
		description of the standards the proposed school will use to evaluate student knowledge.	
		EPC.14.3 If adopting or developing additional academic standards beyond state and authorizer standards: Provide exit standards each student should be able to meet upon conclusion of grade level/content area.	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> Not applicable
		EPC.14.4 The applicant group clearly articulates the process and frequency by which assessment data will be collected and analyzed.	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> In the application, the applicant group explains that teachers and school leaders review data collaboratively in weekly professional learning sessions and monthly with the LKA chief academic officer and content specialists, using the data to set individualized student goals and plan instructional support. However, the applicant group also states that the school collects and analyzes data daily, quarterly, and tri-annually, but they do not specify which data is analyzed at these intervals, by who, or for what purpose. In the seven-page response, the applicant group clearly articulates plans for teachers, leaders, and the reading specialist to review assessment data following the test administration. For example, the applicant group states that the principal, chief academic officer, teachers, and reading specialist will review data from the Amplify K-3 Screener (i.e., mCLASS DIBELS) three times per year following test

Educational Program and Capacity: Assessments			
Q #	Questions	2025 Evaluation Standards	Ratings and Evaluative Comments
			administration and that the same individuals will review NWEA MAP data twice annually and CTOPP data annually. The purpose of the analysis includes informing instruction, adjusting student groupings, and making decisions about supports for each student.
		EPC.14.5 The applicant group describes a data-driven decision-making process that informs all crucial aspects of the school's proposed model including instructional and programmatic offerings, curricular choice, and professional development opportunities.	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> In the application, the applicant group states that the school will use end-of-year data to provide feedback on student learning and teacher performance, informing decisions for the following year and helping teachers identify areas for skill development. Additionally, the applicant group explains that the school leaders will analyze this data to identify trends and needs, guiding targeted professional development and adjustments to the curriculum and instructional offerings based on best practices and new research in dyslexia education.

Educational Program and Capacity: Diverse Learners and Student Supports			
Q #	Questions	2025 Evaluation Standards	Ratings and Evaluative Comments
EPC.15	Discuss the school's plans for identifying and successfully serving students with disabilities (SWDs), English Language Learners (ELs), students who are academically behind, and students who are academically advanced in order to comply with applicable laws and regulations.	<p>EPC.15.1 [Students with Disabilities] The plan includes:</p> <ul style="list-style-type: none"> a. Procedures for the identification of student disabilities (LA. Bulletin 1508). b. Creation and implementation of Individualized Education Plans (IEPs) that align with grade level skills (LA Bulletin 1530). c. Description of how student performance will be used to personalize instruction is included. d. Monitoring of student progress in accordance with student IEPs. 	<p><input checked="" type="checkbox"/> Meets</p> <p><input type="checkbox"/> Does Not Meet</p> <ul style="list-style-type: none"> • In the application, the applicant group details LKA's procedures for identifying student disabilities through free screenings and assessments per Louisiana Bulletin 1508, ensuring all enrolled students are diagnosed with dyslexia. They also state that a case manager will collaborate with the IEP team to update or develop new individualized education plans (IEPs) aligned with grade-level skills and Louisiana Bulletin 1530, while teachers will personalize instruction using daily observations, formal assessments, and ongoing progress monitoring. Furthermore, a continuous data collection process will track student progress on IEP goals, supplemented by quarterly narrative progress reports.
		<p>EPC.15.2 [Students with Disabilities] The applicant group outlines clear steps that will be taken as corrective action should data suggest that subgroup disproportionality and/or over-identification have occurred.</p>	<p><input type="checkbox"/> Meets</p> <p><input type="checkbox"/> Does Not Meet</p> <ul style="list-style-type: none"> • Not applicable; in the application, the applicant group states that the school will use a screening and evaluation process as part of the application requirements to ensure that only students with dyslexia are admitted, resulting in all enrolled students having an identified learning disability.

Educational Program and Capacity: Diverse Learners and Student Supports			
Q #	Questions	2025 Evaluation Standards	Ratings and Evaluative Comments
		<p>EPC.15.3 [English Learners] The plan includes:</p> <ol style="list-style-type: none"> Procedures for the identification of students as English Language Learners (EL Guidebook). Service delivery model English Language Development (ELD) Curriculum supplemented to standard curriculum for instruction and support Creation and implementation of Individualized Learning Plan (ILP). Monitoring student performance in accordance with ILPs 	<p><input checked="" type="checkbox"/> Meets</p> <p><input type="checkbox"/> Does Not Meet</p> <ul style="list-style-type: none"> In the application, the applicant group details procedures for identifying English learners (ELs) through a home language survey and an English Language Proficiency Test administered by trained staff. The applicant group states that ELLs will be taught in with classmates inclusively and receive additional pull-out services to support their English development. However, the applicant group does not indicate what curriculum will supplement the standard curriculum or reference plans to develop and implement ILPs. In addition, while the applicant group notes that the school will monitor progress and report to families every nine weeks, they do not specify the tool or assessment used to track students' English language development throughout the year. In the seven-page response, the applicant group clarifies that the school will use the English Language Proficiency Test (ELPT) to track students' language development annually and will use classroom assessments (e.g., oral reports, written assignments, and portfolios) to monitor progress throughout the year. The applicant group states that, in addition to integrating strategies from the Teaching

Educational Program and Capacity: Diverse Learners and Student Supports			
Q #	Questions	2025 Evaluation Standards	Ratings and Evaluative Comments
			Academic Content and Literacy to English Learners in Elementary and Middle School practice guide from the What Works Clearinghouse into the LKA academic model, the school will also use ELS Pals, Amira Learning, and Abridge Academy as supplemental curricula. Finally, the applicant group clarifies that the ELL instructor will collaborate with the principal, teachers, and family members to develop each ILP.
		EPC.15.4 [English Learners] The applicant group outlines clear steps that will be taken as corrective action should data suggest that subgroup disproportionality and/or over-identification have occurred.	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> In the application, the applicant group states that if data suggests disproportionate identification of any student subgroup, the CEO will assemble a team, including the principal and director of special education, to review the data and assess potential exclusionary factors affecting academic performance. The applicant group explains that this team will implement corrective actions, such as providing professional development on non-academic causes of low performance and ensuring that all identification processes adhere to LDOE guidelines to prevent over-identification.

Educational Program and Capacity: Diverse Learners and Student Supports			
Q #	Questions	2025 Evaluation Standards	Ratings and Evaluative Comments
		<p>EPC.15.5 [Academically Behind] The plan includes:</p> <ul style="list-style-type: none"> a. Plan for monitoring student progress in accordance with student intervention plans. b. Identification of instructional materials to be utilized for intervention support. 	<p><input checked="" type="checkbox"/> Meets</p> <p><input type="checkbox"/> Does Not Meet</p> <ul style="list-style-type: none"> • In the application, the applicant group states that because all students accepted to LKA Jefferson have dyslexia, they are all identified as 'academically behind' and needing the specialized literacy program and small group literacy instruction provided as a core part of the school's educational program. The applicant group explains that the student progress will be monitored through daily diagnostic observations by Certified Academic Language Therapists, weekly assessments, and quarterly narrative progress reports summarizing each student's academic advancements.
		<p>EPC.15.6 [Academically Behind] The applicant group outlines clear steps that will be taken as corrective action should data suggest that subgroup disproportionality and/or over-identification have occurred.</p>	<p><input type="checkbox"/> Meets</p> <p><input type="checkbox"/> Does Not Meet</p> <ul style="list-style-type: none"> • Not applicable; as noted in 15.5, all students will enter the school academically behind.

Educational Program and Capacity: Diverse Learners and Student Supports			
Q #	Questions	2025 Evaluation Standards	Ratings and Evaluative Comments
		<p>EPC.15.7 [Academically Ahead] <i>Only if planning to offer a Gifted/Talented program</i></p> <p>The plan includes:</p> <ol style="list-style-type: none"> Procedures for the identification of student abilities (LA. Bulletin 1508). Creation and implementation of Individualized Education Plans (IEPs) (LA Bulletin 1530). Description of how student performance will be used to personalize instruction is included. Monitoring of student progress in accordance with student IEPs. 	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> Not applicable; in the application, the applicant group indicates that the school will not offer a gifted/talented program.
		<p>EPC.15.8 [Academically Ahead] The applicant group outlines clear steps that will be taken as corrective action should data suggest that subgroup disproportionality and/or over-identification have occurred.</p>	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> Not applicable

Educational Program and Capacity: Behavior Management			
Q #	Questions	2025 Evaluation Standards	Ratings and Evaluative Comments
EPC.16	<p>Describe the school's approach to student discipline, behavior intervention, and classroom management. Highlight key policies, systems, and structure related to these areas, including:</p> <ol style="list-style-type: none"> Describe how the school will communicate its approach and related policies to students and families; Explain interventions and consequences the school will use as alternatives to exclusionary discipline; Explain how the school will protect the rights of students with exceptionalities in disciplinary actions; and proceedings; The system the school will use to monitor the suspension and expulsion and the approach that will be taken if data suggests disproportionate or over-identification of any sub group; and The supervision plan for the alternate setting of suspended/expelled students. 	<p>EPC.16.1 The applicant group provides a detailed overview of the proposed school's intended approach to student discipline, behavior intervention, classroom management, and the process by which students and families are made aware of these policies on, at minimum, an annual basis.</p>	<p><input checked="" type="checkbox"/> Meets</p> <p><input type="checkbox"/> Does Not Meet</p> <ul style="list-style-type: none"> In the application, the applicant group outlines an approach to student discipline, behavior intervention, and classroom management that addresses the needs of students with dyslexia through proactive strategies like positive behavior interventions and restorative practices, emphasizing that behavior infractions are viewed as learning opportunities. The applicant group also notes that the school communicates its discipline policies through handbooks, orientation, and open house events to inform students and families about expectations and procedures.
		<p>EPC.16.2 The proposed school's discipline policies clearly outline the interventions and consequences that the school will use as an alternative to suspension or expulsion.</p>	<p><input checked="" type="checkbox"/> Meets</p> <p><input type="checkbox"/> Does Not Meet</p> <ul style="list-style-type: none"> In the application, the applicant group provides alternatives to suspension or expulsion, including student conferences, parent conferences, and behavior plans. The application group explains that exclusionary measures are considered a last resort and are reserved for serious offenses threatening the safety of students and/or staff.

Educational Program and Capacity: Behavior Management			
Q #	Questions	2025 Evaluation Standards	Ratings and Evaluative Comments
		EPC.16.3 The proposed school's policies protect and outline a student's right to due process and the process by which a student or family may appeal the school's decision to expel a student.	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> In the application, the applicant group states that LKA ensures students' rights to due process through a structured disciplinary process, allowing students to respond to allegations and allowing parents to meet with school personnel regarding infractions. The applicant group notes that for long-term suspensions or expulsions, families are notified in writing of the allegations, given the right to legal representation, and informed about the appeals process, which includes a hearing with the LKA Board.
		EPC.16.4 The applicant group has a plan for the ongoing review of student data to protect against disproportionate suspension or expulsion of students belonging to historically marginalized subgroups and provides clear steps that will be taken as corrective action should data suggest that subgroup disproportionality has occurred.	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> In the application, the applicant group states that the applicant group explains that LKA conducts a monthly analysis of behavior consequence data to determine trends in teacher actions and student actions and to assess the disproportionate administration of consequences. The applicant group notes that the culture team creates teacher-specific plans or grade-level strategies to address diversity, provide training in classroom management, and address the root cause of disproportionate consequences.

Educational Program and Capacity: Behavior Management			
Q #	Questions	2025 Evaluation Standards	Ratings and Evaluative Comments
		EPC.16.5 The applicant group has a detailed plan for the alternate setting of suspended/expelled students.	<input type="checkbox"/> Meets <input checked="" type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> In the application, the applicant group describes issues concerning the suspension of a student with disabilities, including that school personnel may remove a student with a disability who violates a code of student conduct from their current placement to an appropriate interim alternative educational setting or suspend the student, for not more than 10 consecutive school days, and for additional removals of not more than 10 consecutive school days in that same school year for separate incidents of misconduct (as long as those removals do not constitute a change of placement). However, the applicant group does not provide a detailed plan for the alternative setting of suspended or expelled students. In the seven-page response, the applicant group states that the school is still in the process of identifying an appropriate method to provide an alternative setting, which may include an MOU with the local district or another provider.
Appendix 2	Provide a draft School Model Master Plan (in accordance with RS 17:252).	Appendix 2.1 The applicant group describes the plan for positive behavior support, safe school planning, parental and community involvement, inter-agency cooperation, student records,	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> In the application, the applicant group provides a School Model Master Plan

Educational Program and Capacity: Behavior Management			
Q #	Questions	2025 Evaluation Standards	Ratings and Evaluative Comments
		Families in Need of Services (FINS), and statement of compliance in their School Model Master Plan.	that describes a comprehensive approach to positive behavior support, safe school planning, and parental and community involvement, emphasizing the importance of creating a safe and supportive environment for all students. The plan outlines strategies for inter-agency cooperation and the management of student records, as well as the involvement of Families in Need of Services (FINS). Additionally, the plan includes statements of compliance with relevant laws and guidelines, demonstrating LKA's commitment to fostering a collaborative and safe educational environment.

Educational Program and Capacity: Parent and Community Engagement			
Q #	Questions	2025 Evaluation Standards	Ratings and Evaluative Comments
EPC.17	<p>How will the school engage parents/guardians and the community once it's open, including:</p> <ol style="list-style-type: none"> How the school will build strong family-school partnerships to engage parents/guardians throughout the life of the charter; and Formalized mechanisms to ensure parents/guardians and the community are involved in decision making and have opportunities to provide regular feedback to the school leader and charter board. 	<p>EPC.17.1 The applicant group has a detailed and specific plan to encourage strong partnerships with families and community stakeholders that outlines specific opportunities for engagement that reflects a clear attempt to provide access for all families by ensuring that opportunities for engagement vary (e.g., by time, type, and response options).</p>	<p><input checked="" type="checkbox"/> Meets</p> <p><input type="checkbox"/> Does Not Meet</p> <ul style="list-style-type: none"> In the application, the applicant group describes a variety of family engagement opportunities, such as a Parent Ambassador Program for caregivers, schoolwide events organized by a Parent Engagement Team, and quarterly parent-teacher conferences. Additionally, the applicant group states that LKA ensures materials are available in multiple languages, provides engagement options such as on-demand meetings via Parent Square and real-time updates through PowerSchool, offers training to help families support their child's learning at home, and collaborates with community organizations to provide essential services (e.g., transportation, food access, mental health resources).

		EPC.17.2 The applicant group's plan for family and community engagement includes formal structures by which the proposed school will seek family and community input about decisions and solicit feedback about the school.	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> In the application, the applicant group states that LKA integrates family and community input into decision-making through multiple channels, including a suggestion box, annual family feedback meetings, and parent surveys. The applicant group explains that these mechanisms allow families to voice their expectations and concerns, which are reviewed and used to inform school operations and academic priorities.
Appendix 3	Provide a draft Grievance Policy.	Appendix 3.1 The applicant group outlines a clear procedure by which families, students, and community stakeholders may share concerns and submit grievances. Policy includes how complaints may be filed, procedures for investigation and response, how decisions can be appealed, and how complaints are escalated to the board.	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> In Appendix 3 of the application, the applicant group outlines a complaint and grievance process for families, students, and community stakeholders to share concerns, starting with an initial communication to the school principal or their designee. If the issue cannot be resolved informally, the complaint and grievance process states that a formal written complaint can be submitted for further discussion, and if necessary, the complaint can be escalated to the board for review and for action to be taken to resolve the issue.

Growth Plan			
Q #	Questions	2025 Evaluation Standards	Ratings and Evaluative Comments
GP.18	<p>Indicate whether the proposed new school(s) will adopt the same policies and practices as existing schools in the network concerning the topics below. If the proposed new school model will differ from existing schools, highlight the key distinctions from the areas listed below. If specific policies or practices still need to be developed for the new school(s), include a timeline with clear tasks, owners, and deliverables for that topic. (Responses should be no more than 1-3 paragraphs per topic. If the new school will follow the same practice or policy, simply state there will be no change.)</p> <ol style="list-style-type: none"> Promotion and graduation policy; Instructional leadership roles; Teacher and school leader evaluation policies; Hiring processes (including qualifications and responsibilities for instructional and administrative staff); Food services; and Transportation. 	GP.18.1 The applicant group provides a comprehensive overview of any policies and practices to be changed including the rationale behind such changes. [as applicable]	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> Not applicable; in the application, the applicant group states that LKA Jefferson will adopt the same policies and practices as existing schools in the network: LKA Northshore, LKA Caddo, and LKA Baton Rouge.
		GP.18.2 The applicant demonstrates how the changes proposed to existing practices align with the mission and vision proposed for the new school. [as applicable]	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> Not applicable
		GP.18.3 For policies and practices to be developed, the applicant group provides a specific timeline with clear tasks, owners, and deliverables and is demonstrably likely to complete all policy and/or practice updates in time for effective implementation on the first day of school. [as applicable]	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> Not applicable
GP.19	How will the proposed school(s) in this application improve the organization's overall ability to serve students in Louisiana?	GP.19.1 Using evidence-based rationale, the applicant group articulates how the proposed school will enhance the organization's ability to serve students in Louisiana.	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> In the application, the applicant group asserts that the proposed LKA Jefferson campus will significantly enhance LKA's ability to serve students with dyslexia in Louisiana by addressing the lack of tuition-free, evidence-based educational options for students needing support in Jefferson Parish. The applicant group explains that by providing

Growth Plan			
Q #	Questions	2025 Evaluation Standards	Ratings and Evaluative Comments
			comprehensive screening and specialized literacy instruction, LKA Jefferson aims to improve state dyslexia identification rates and ensure equitable access to high-quality, specialized education for students with dyslexia. In addition, the applicant group notes that the expansion will improve data collection and research opportunities.
GP.20	<p>Describe the non-profit organization history, including:</p> <ol style="list-style-type: none"> List any current or past litigation, including arbitration proceedings, that has involved the organization; Discuss the outcomes and/or any demands identified as part of the arbitration or litigation. Cite any instances in which the organization's schools have had their contract terminated, voluntarily closed, or have not been renewed by their authorizer; and Discuss any non-openings that the organization has experienced (i.e., a school received approval but did not successfully open). Describe the circumstances surrounding these incidents. <p>Note: Based on the severity of issues, deficiencies or litigation, additional information may be requested and reviewed as part of this application and included in the school's final evaluation.</p>	GP.20.1 The applicant group provides a complete and comprehensive list of all current and past litigation including the outcomes and/or demands identified as part of arbitration.[as applicable]	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> In the application, the applicant group does not clearly indicate if there is any current or past litigation, instead stating that LKA has no current or past litigation or arbitration proceedings that would impact the operation of the existing schools or the opening of a new school. In the seven-page response, the applicant group states that LKA has never entered into court proceedings for litigation.
		GP.20.2 The applicant group provides complete and comprehensive information detailing the circumstances that led to contract termination, voluntary closures, and/or non-renewal of a charter contract as decided by the school's authorizer. [as applicable]	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> Not applicable; in the application, the applicant group states that LKA has no history of non-openings.
		GP.20.3 The applicant group provides complete and comprehensive information detailing the circumstances in which agreements between the management organization or education services	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> Not applicable

Growth Plan			
Q #	Questions	2025 Evaluation Standards	Ratings and Evaluative Comments
	Failure to disclose requested information shall result in immediate disqualification from the application process.	provider and the nonprofit charter school board were severed. [as applicable]	
		GP.20.4 The applicant group provides complete and comprehensive information detailing the circumstances in which the organization has previously received approval to open a charter school but failed to do so. [as applicable]	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> Not applicable
		GP.20.5 If any of the outcomes described as part of this question have been experienced by the applicant group and/or the proposed management organization and/or education services, the applicant group provides clear and compelling evidence that the issues leading to each outcome have been addressed, safeguards have been put in place to avoid a recurrence of such incidents, and that these updated policies, procedures and safeguards are demonstrably likely to avoid future recurrence of previously experienced negative outcomes. [as applicable]	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> Not applicable

Organizational Plan and Capacity: Staffing			
Q #	Questions	2025 Evaluation Standards	Ratings and Evaluative Comments
OPC.21	Provide a clear description of the roles and responsibilities for the governing board, school's leadership, management team, and any other entities. If the charter board intends to contract or partner with an entity for management or Educational Service Provider (ESP), complete the ESP addendum.	OPC.21.1 Roles and responsibilities for the governing board, school's leadership, management team, and any other entities are described.	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> In the application, the applicant group explains that the governing board oversees the performance of the entire LKA network, including the CEO, while the network leadership team designs and implements systems to ensure high performance aligned with LKA's mission. Meanwhile, the school leadership team is primarily responsible for delivering excellent academic programming for students with dyslexia.
		OPC.21.2 If Applicable: The relationship between the Education Service Provider (ESP) and the charter board is clearly defined.	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> Not applicable
OPC.22	Provide a narrative explaining the organization's lines of reporting and accountability, the rationale of how this structure supports the proposed school model, and the roles of any management or partner organizations.	OPC.22.1 The applicant group provides a thorough explanation of the reporting structure and a rationale demonstrating that the proposed lines of accountability and reporting support the school model.	<input type="checkbox"/> Meets <input checked="" type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> In the application, the applicant group outlines a reporting structure where the CEO reports to the board of directors, network leaders report to the CEO, and the principal reports to the chief academic officer (CAO). Teachers report to their subject master teacher, while case managers and special education coordinators report to the director of special education (DSE), and operations staff report to the school's operations officer, who reports to the chief financial officer (CFO). However, inconsistencies arise, as other parts of the application

Organizational Plan and Capacity: Staffing			
Q #	Questions	2025 Evaluation Standards	Ratings and Evaluative Comments
			<p>state that the principal reports to the CEO, and there is no indication of whether LKA currently has a CEO or plans to hire one. Additionally, the board bylaws allow one individual to serve as board president, board chair, and CEO, potentially creating confusion in the reporting structure between the CEO and the board.</p> <ul style="list-style-type: none"> In the seven-page response, the applicant group states that the current board chair also serves voluntarily as the LKA network leader and will do so until LKA hires a CEO. However, details around when the CEO will be hired are not provided.
OPC.23	Provide the teacher-student ratio, as well as ratio of total adults to students for the school.	OPC.23.1 Pupil to teacher ratios are in accordance with LA. R.S. 17:7:(2)(a) funding shall be at the pupil-teacher ratio of twenty students to one classroom teacher for kindergarten through grade three and twenty-five students to one classroom teacher for grades four through six.	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> In the application, the applicant group states that the pupil-teacher ratio for reading and writing small groups in grades 1 through 5 is 6:1. In other content areas and grades, the maximum teacher-student ratio is no larger than 18:1.
OPC.24	Outline the school's procedures for hiring and dismissing school personnel, including conducting criminal background checks.	OPC.24.1 The applicant group outlines clear procedures regarding recruitment of qualified teacher candidates, position offers, employee discipline, and employee dismissal. Procedures include verified background checks, including third-party contracted staff, and adherence to general provisions for non-discriminatory practices.	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> In the application, the applicant group outlines the hiring procedures for educators, which include phone and in-person interviews, followed by a verbal and email employment offer to the

Organizational Plan and Capacity: Staffing			
Q #	Questions	2025 Evaluation Standards	Ratings and Evaluative Comments
			<p>selected candidate; after acceptance, a comprehensive background check is conducted through the Louisiana State Police before the candidate starts employment. The applicant group also details the dismissal process, which involves a recommendation from the principal, approval by the chief academic officer, human resource review, and completion of exit procedures. However, the applicant group does not address methods for recruiting staff or compliance with non-discriminatory hiring practices.</p> <ul style="list-style-type: none"> In the seven-page response, the applicant group describes recruitment activities such as posting employment opportunities on job boards and career sites, participating in local job fairs, and using social media, employee referrals, and partnerships with local colleges/universities. The applicant group states that LKA complies with all required nondiscriminatory hiring practices.
OPC.25	Explain how the school intends to handle teacher changes/turnover.	OPC.25.1 The applicant group proposes a plan that is feasible to ensure class coverage and includes provisions regarding teacher reassignment, sabbatical coverage, and/or contracted substitute teachers.	<p><input checked="" type="checkbox"/> Meets</p> <p><input type="checkbox"/> Does Not Meet</p> <ul style="list-style-type: none"> In the application, the applicant group states that in response to teacher turnover/changes, LKA will hire substitute teachers who will report to the principal or chief academic officer until a permanent replacement is hired. In

Organizational Plan and Capacity: Staffing			
Q #	Questions	2025 Evaluation Standards	Ratings and Evaluative Comments
			<p>addition, the applicant group states that the school will conduct interviews with outgoing teachers to identify any issues contributing to employee turnover.</p>
OPC.26	<p>How many new employees (teachers, operational and financial staff, and other key school support staff) will the organization hire each year of growth if approved to open the proposed school(s)? Discuss the organization's current capacity to meet these demands. Consider previous hiring patterns, current retention rates, and human resources capacity at the non-profit organization level.</p>	<p>OPC.26.1 The applicant group's recruitment plan outlines a reasonable timeline with key hiring milestones that the proposed school must meet to be fully staffed for each year of growth.</p>	<p><input checked="" type="checkbox"/> Meets</p> <p><input type="checkbox"/> Does Not Meet</p> <ul style="list-style-type: none"> In the application, the applicant group plans to prioritize hiring the LKA Jefferson principal by January, though it does not specify the year; the applicant group states that the principal will lead the hiring of 20–25 educators by April 30, 2026. The applicant group also indicates plans to hire an assistant principal/school operations officer, special education coordinator, and special education case manager, but they do not specify a timeline for staffing these roles. In the overview template, the applicant group outlines staffing assumptions for the first five years, starting with 17 teachers in Year 1 and increasing to 34 teachers and two paraprofessionals by Year 5, along with additional positions such as an operations manager, operations assistant, disciplinarian, social worker, and more special education case managers; however, no timeline with key hiring milestones is provided to ensure the school is fully staffed for each year of growth. In the seven-page response, the

Organizational Plan and Capacity: Staffing			
Q #	Questions	2025 Evaluation Standards	Ratings and Evaluative Comments
			applicant group clarifies that LKA will hire all necessary employees by August of the year in which the school opens.
		OPC.26.2 The applicant group has a thorough understanding of the organization's capacity to meet hiring demands of growth.	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> In the application, the applicant group references a high teacher retention rate at existing LKA schools but does not discuss whether the organization's capacity meets the hiring demands of launching and growing the LKA Jefferson. In the seven-page response, the applicant group states that, because the school will open with only four grades, the number of new hires will be manageable.

Organizational Plan and Capacity: School Leadership Team Capacity

All responses in this section must speak specifically to the proposed school leadership team that includes instructional, operational, and financial leadership. Specifically, this should be the senior most individuals of the team in each of these areas. For new operators, a school leader must be identified. If other senior leadership roles have not yet been filled, provide a copy of the job description outlining the role and required experience.

Q #	Questions	2025 Evaluation Standards	Ratings and Evaluative Comments
Appendix 4	Provide the resume for every member of the proposed school leadership team. Provide a table for each member that includes their name, proposed role, expertise, and bullet-point rationale. Please note all information provided in the resume is subject to the Louisiana Public Records law.	Appendix 4.1 The identified school leader demonstrates the capacity to lead the school and improve student outcomes.	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none">Not applicable; the applicant group indicates that the school leader has yet to be identified.
		Appendix 4.2 If identified, the school leadership team has held past leadership positions in which they held a high level of responsibility and accountability for the operations and/or finances of a given organization. If not identified, the provided job descriptions require experience in a role that holds a high level of responsibility and accountability for the operations and/or finances for a given organization.	<input type="checkbox"/> Meets <input checked="" type="checkbox"/> Does Not Meet <ul style="list-style-type: none">In the application, the applicant group states that the chief financial officer of the LKA network will support the school and includes the CFO resume in Appendix 4. The applicant group indicates that the school operations officer has yet to be identified. The applicant group does not provide a job description for this role or any other leadership roles around operations and finance.In the seven-page response, the applicant group states that the COO will begin employment on July 1 and notes that the finance team consists of the CFO, finance and grants manager, and accounts payable specialists. While the applicant group illustrates that the CFO has held a high level of responsibility and accountability for the finances of an organization, the applicant group does

Organizational Plan and Capacity: School Leadership Team Capacity

All responses in this section must speak specifically to the proposed school leadership team that includes instructional, operational, and financial leadership. Specifically, this should be the senior most individuals of the team in each of these areas. For new operators, a school leader must be identified. If other senior leadership roles have not yet been filled, provide a copy of the job description outlining the role and required experience.

Q #	Questions	2025 Evaluation Standards	Ratings and Evaluative Comments
			not provide a job description for the COO, thus the required experience for the role cannot be determined.

Organizational Plan and Capacity: Charter Board Governance			
Q #	Questions	2025 Evaluation Standards	Ratings and Evaluative Comments
OPC.27	Provide the board member roster including each person's role, a brief description of major responsibilities, and their expertise area (academics, finances, legal issues, management and operations, and/or community relations).	OPC.27.1 The applicant describes board member's described role on the board and area of expertise for school governance.	<input type="checkbox"/> Meets <input checked="" type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> In the application, the applicant group provides a matrix that indicates each board member's area of expertise in school governance. However, the applicant group does not describe each member's role on the board. In the seven-page response, the applicant group reiterates each board member's area of expertise in school governance (e.g., finance, business, community, academics, and fundraising), but does not describe each member's role on the board.
		OPC.27.2 For each of the following areas, there is at least one board member able to provide expertise – academic, operational, and financial.	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> According to a board member skills matrix provided in the application, there is at least one board member who provides academic, operational, and financial expertise. The board resumes provided in Appendix 5 align with the board member skills matrix.
		OPC.27.3 [Applicable to Type 2 Charter Applicants] The board is comprised of at least five board members.	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> In the application, the applicant group lists 10 board members.

Organizational Plan and Capacity: Charter Board Governance			
Q #	Questions	2025 Evaluation Standards	Ratings and Evaluative Comments
Appendix 5	Provide the resume for every member of the charter board. Please note all information provided in the resume is subject to the Louisiana Public Records law.	Appendix 5.1 The applicant provides a resume for every member on the board.	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> The applicant group provides a resume or summary of professional experiences for every board member listed in the application.
		Appendix 5.2 [Applicable to Type 2 Charter Applicants] The board is representative of the community in which the charter school is located and no fewer than 60 percent of its members reside in the community in which the charter school is located.	<input type="checkbox"/> Meets <input checked="" type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> In the application, while the board members are listed, their city of residence is not included; therefore, it cannot be determined whether 60 percent of the board members reside in Jefferson Parish. In the seven-page response, the applicant group states that there is currently no requirement that 60% of the members of the board reside in Jefferson Parish, where the school will be located. However, La.R.S.17:3996(B)(20) requires that at least 60% of board members must reside in the community where the school is located.
OPC.28	Identify any existing relationships that could pose actual or perceived conflicts if the application is approved. Discuss specific steps that the board will take to avoid any actual conflicts and to mitigate perceived conflicts, in accordance with the Louisiana Board of Ethics' Ethics Code . If partnering with an ESP, specify how the board will	OPC. 28.1 The applicant provides an accurate description of any existing relationships that the board may have that could pose an actual or perceived conflict of interest.	<input type="checkbox"/> Meets <input checked="" type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> In the application, the applicant group states that no existing relationships present an actual or perceived conflict of interest. However, the application indicates that the current board chair

Organizational Plan and Capacity: Charter Board Governance			
Q #	Questions	2025 Evaluation Standards	Ratings and Evaluative Comments
	<p>identify any perceived conflicts of interest between the board and the proposed ESP or affiliated business entity and the steps that the board will take to mitigate the perceived conflict. Disclose and explain any existing or perceived conflicts of interest between the board and the proposed ESP or affiliated business entity.</p>		<p>also serves as an LKA network leader, thus presenting a conflict of interest.</p> <ul style="list-style-type: none"> In the seven-page response, the applicant group states that, until a permanent CEO is hired, founding board chair Dr. Cassidy will serve as the network leader. The applicant group states that Dr. Cassidy serving as board chair and network leader until a CEO is hired does not pose a conflict of interest because Dr. Cassidy is unpaid for this role, reports pertinent information to the board, and receives strategic direction from the board. However, the applicant group does not describe the specific steps that the board is taking to avoid conflicts while Dr. Cassidy serves as both the leader of the board and leader of the network.
		<p>OPC. 28.2 The applicant communicates how the board uses a logical process by which they identify any actual or perceived conflicts of interest and the steps that the board will take to ensure that all potential conflicts of interest are avoided.</p>	<p><input checked="" type="checkbox"/> Meets</p> <p><input type="checkbox"/> Does Not Meet</p> <ul style="list-style-type: none"> In the application, the applicant group states that the board identifies actual or perceived conflicts of interest by requiring all members to complete an Annual Conflict of Interest Statement, confirm their understanding of the policy, and report any conflicts to the board chair for review and assessment. The applicant group explains that to avoid potential conflicts, the board adheres to the Louisiana Board of Ethics Code of Ethics, submits required financial

Organizational Plan and Capacity: Charter Board Governance			
Q #	Questions	2025 Evaluation Standards	Ratings and Evaluative Comments
			disclosures, and takes corrective actions for any member who fails to disclose a conflict, including removal from the board.
		OPC. 28.3 If Applicable: The board provides an accurate description of any existing or potential relationships that could pose an actual or perceived conflict of interest between the board and the ESP or the ESP and an affiliated business entity.	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> Not applicable
OPC.29	Describe the process to effectively demonstrate that board members understand that a charter board is a governing board. Name the safeguards that will be in place to prevent the charter board from being too involved in the day-to-day management operations. Describe the governance structure and duties of the charter board. Describe any committees, advisory bodies, or councils and their roles and responsibilities. Explain how the proposed structure will ensure accessibility to staff, community, and families.	OPC.29.1 The applicant group's response demonstrates a clear understanding that the charter board serves as a governing body rather than the entity responsible for the day-to-day execution of the proposed school model and academic plan.	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> In the application, the applicant group states that the board is a governing body responsible for establishing policy, ensuring mission alignment, meeting legal requirements, and overseeing the school's academic, fiscal, and operational management. Meanwhile, the applicant group states that day-to-day school management is handled by school and network leaders.
		OPC.29.2 The applicant group's response demonstrates a clear understanding of the roles and responsibilities of the charter board about governance of the school and supervision of the school leader, CEO, or Educational Services Provider (ESP). [as applicable]	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> In the application, the applicant group demonstrates a mostly clear understanding of the roles and responsibilities of the charter board. As noted for OPC.29.1, the applicant group states that the board will establish policy, ensure mission alignment, meet legal requirements, and oversee the

Organizational Plan and Capacity: Charter Board Governance			
Q #	Questions	2025 Evaluation Standards	Ratings and Evaluative Comments
			<p>school's academic, fiscal, and operational management. However, inconsistencies arise, as the applicant group states in the governance section of the application that the board supervises the CEO and principal. In contrast, earlier in the application, the applicant group stated that the board supervises the CEO and that the chief academic officer supervises the principal.</p> <ul style="list-style-type: none"> In the seven-page response, the applicant group clarifies that the CEO reports to the board and that the principals report to the CAO.
		<p>OPC.29.3 Each committee, advisory body, or council that exists as part of the charter board governance structure has a legitimate purpose, defined role, and clear responsibilities that support the work of the charter board as a whole.</p>	<p><input type="checkbox"/> Meets</p> <p><input checked="" type="checkbox"/> Does Not Meet</p> <ul style="list-style-type: none"> In the application, the applicant group describes forming an advisory committee of interested individuals from Jefferson and nearby parishes to advocate for LKA in the community, identify potential partners, and advise on areas of concern within the school or community. The application also references a finance committee responsible for financial oversight and a governance committee involved in an annual board assessment. While the board bylaws, included in Appendix 6, state that the board shall have a standing nominating committee responsible for reviewing applicants for

Organizational Plan and Capacity: Charter Board Governance			
Q #	Questions	2025 Evaluation Standards	Ratings and Evaluative Comments
			<p>appointment to the board and for making recommendations for appointment to the board, in the application, the applicant group does not reference the existence of a nominating committee.</p> <ul style="list-style-type: none"> In the seven-page response, the applicant group indicates that four board members serve on a nominating committee, but the applicant group does not describe the purpose, role, or responsibilities for the committee.
OPC.30	List and provide a detailed description of the charter school's measurable organizational and financial goals for each of the first five years of operation.	OPC.30.1 The applicant group provides a detailed list and description of the charter school's measurable organizational and financial goals for each of the first five years of operation.	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> In the application, the applicant group lists six five-year organizational and financial goals, including obtaining accreditation through IMSLEC within three years and meeting all organizational and financial requirements of the Louisiana Charter School Performance Compact.
OPC.31	Explain how the board will monitor the academic, organizational, and financial goals stated within the application, including actions that will be employed if the school is trending toward not meeting goals.	OPC.31.1 The board has a logical and feasible plan by which they will monitor the proposed school's progress toward academic, organizational, and financial goals stated in the application and outline the actions that will be taken if the school is not on track to meet academic goals, organizational goals, and/or financial goals.	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> In the application, the applicant group states that the board will review academic outcomes against the BESE-approved alternative performance framework and monitor enrollment, attendance, and faculty turnover at monthly meetings. In addition, the applicant group notes that the finance committee, principal, and finance

Organizational Plan and Capacity: Charter Board Governance			
Q #	Questions	2025 Evaluation Standards	Ratings and Evaluative Comments
			director will review key financial statements. The applicant group explains that if the school is not on track to meet its academic, organizational, or financial goals, the board will take formal action, including forming a subcommittee, retaining an independent expert, or implementing a performance management plan.
OPC.32	Provide an explanation of how the board will evaluate the school leader/CEO, monitor progress toward renewal standards, and actions that will be employed if the school is trending towards not meeting renewal standards, including: a. The information the board will collect; b. The specific measures and metrics to be used; and c. The timeline and frequency of evaluation.	OPC.32.1 The applicant group articulates a specific set of standards that the school leader must satisfy to keep the school on track to achieve its vision. These standards must, at a minimum, reflect the performance metrics outlined in the Charter School Performance Compact.	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> In the application, the applicant group outlines metrics used to evaluate the CEO and notes that the metrics align with the Charter School Performance Compact (e.g., financial oversight and budget management, student growth and retention, and performance on BESE-approved alternative performance framework) and the school's mission (alignment of program execution to the science of dyslexia). In addition, the applicant group outlines performance metrics used to evaluate the school leader (e.g., academic achievement and literacy growth, enrollment and retention, staff recruitment and retention, and operational effectiveness).
		OPC.32.2 The board identifies the information that will be used to determine if the school leader/CEO has satisfied each standard, the timeline and frequency by which performance will	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> In the application, the applicant group outlines evaluation methods/frequency

Organizational Plan and Capacity: Charter Board Governance			
Q #	Questions	2025 Evaluation Standards	Ratings and Evaluative Comments
		<p>be evaluated, and the process by which they will collect that information.</p>	<p>(e.g., monthly financial and enrollment reports, annual curriculum review, quarterly student assessment data, annual review of state assessment data) and accountability measures for both the CEO and school leader metrics referenced in OPC.32.1. The applicant group also explains that in addition to ongoing monitoring of the CEO's performance, the board will conduct an annual evaluation following the LDOE's release of preliminary student performance data or before the start of the next school year. Meanwhile, the applicant group states that the CEO will conduct an annual evaluation of the school leader using the Compass Leader Performance Evaluation Rubric. However, there is inconsistency in the application regarding the principal's reporting structure, as other sections indicate that the principal may report to either the chief academic officer or the board.</p> <ul style="list-style-type: none"> In the seven-page response, the applicant group indicates that CAO conducts the evaluation of the principal.
		<p>OPC.32.3 The applicant describes the corrective action process the board and school leader will take in the event the leader does not meet accountability measures.</p>	<p><input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet</p> <ul style="list-style-type: none"> In the application, the applicant group outlines the financial, enrollment, academic, operational, and compliance criteria that would trigger a corrective

Organizational Plan and Capacity: Charter Board Governance			
Q #	Questions	2025 Evaluation Standards	Ratings and Evaluative Comments
			<p>action plan for the CEO or school leader, noting that persistent deficiencies in the CEO's performance after two consecutive board meetings will lead to a Performance Improvement Plan (PIP) with specific deadlines, potentially resulting in termination. For school leaders, the CEO will oversee a corrective action process that includes verbal discussions, written summaries of areas for improvement, a PIP with deadlines, and termination if performance expectations are not met within a single school year.</p>
OPC.33	<p>Describe the existing or proposed policies and procedures that the school and board will use for financial planning, accounting, purchasing, and payroll. Explain how these plans will sustain the financial health of the organization and ensure legal compliance with any requirements (including audits) and restrictions for the use of public funds, including:</p> <ol style="list-style-type: none"> Identify how the board will monitor the school's financial position; and Describe what financial controls the organization will have in place at the central and school level to ensure longterm financial viability. 	<p>OPC. 33.1 The applicant group provides a comprehensive description of the policies and procedures that will be used for financial planning, accounting, purchasing, and payroll.</p>	<p><input checked="" type="checkbox"/> Meets</p> <p><input type="checkbox"/> Does Not Meet</p> <ul style="list-style-type: none"> In the application, the applicant group describes the procedures and stakeholders involved in the planning, budgeting, and payroll processes and details the school's accounting and reporting procedures for both short and long-term financial management. However, the applicant group does not provide a comprehensive description of the school's proposed procedures for purchasing. For example, the application identifies that the CFO will approve all purchases, with the Finance Committee approving purchases over \$50,000, though it does not provide any evidence of the role that other stakeholders play in the process to ensure that purchases

Organizational Plan and Capacity: Charter Board Governance			
Q #	Questions	2025 Evaluation Standards	Ratings and Evaluative Comments
			<p>align with the school's mission and programmatic goals or outline any other details of the school's processes for procurement.</p> <ul style="list-style-type: none"> In the seven-page response, the applicant group describes a robust process for ensuring that purchases align with the school's mission and a multi-tiered approval process including department leaders, CMO leaders, and the CFO and board.
		<p>OPC.33.2 The policies and procedures described are aligned with best practices and are demonstrably likely to sustain the financial health of the organization while maintaining compliance with all legal and statutory responsibilities related to the use of public funding.</p>	<p><input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet</p> <ul style="list-style-type: none"> In the application, the applicant group provides a list of actions they will take to ensure financial viability. For example, the applicant group states that the board will monitor the school's financial position regularly, and the school will have financial controls and segregation of duties in place to ensure compliance with the Charter School Performance Compact (CSPC) financial standards. However, this list does not provide sufficient detail to demonstrate that the actions will sustain the financial health of the organization. In the seven-page response, the applicant group outlines procedures (including monthly finance committee reviews of financial statements and other internal controls) that are likely to sustain the financial health of the school.

Organizational Plan and Capacity: Charter Board Governance			
Q #	Questions	2025 Evaluation Standards	Ratings and Evaluative Comments
		<p>OPC.33.3 The personnel and or positions directly responsible for managing and overseeing the school's budget process possess the appropriate background and expertise and the management and oversight processes outlined by the applicant group are demonstrably likely to ensure the school's financial health and viability. <i>If a specific person has not yet been identified, the applicant group provides the required qualifications for the person who will eventually be hired to oversee this process.</i></p>	<p><input checked="" type="checkbox"/> Meets</p> <p><input type="checkbox"/> Does Not Meet</p> <ul style="list-style-type: none"> In Appendix 7 of the application, the applicant group provides a resume for the chief financial officer, who demonstrates the appropriate background and expertise to ensure the school's financial viability. A review of the included resume indicates that the CFO candidate has experience in nonprofit financial management and accounting, as well as substantial management and team leadership experience.
		<p>OPC.33.4 The internal controls, as described by the applicant group, are demonstrably likely to ensure the accuracy of reporting, eliminate fraud, and protect the resources of the school.</p>	<p><input checked="" type="checkbox"/> Meets</p> <p><input type="checkbox"/> Does Not Meet</p> <ul style="list-style-type: none"> In the application, the applicant group identifies that they will have financial controls, including segregation of duties, approval processes, reconciliations, and audits. However, they do not provide sufficient detail on these processes to determine whether they would protect the resources of the school. For example, the application states that LKA will use systems that already exist at the KA network level, but the applicant group does not provide any details on those systems. Additionally, the applicant group notes that there will be segregation of financial duties, though only the role of the CFO is specifically identified in the process as described.

Organizational Plan and Capacity: Charter Board Governance			
Q #	Questions	2025 Evaluation Standards	Ratings and Evaluative Comments
			<ul style="list-style-type: none"> In the seven-page response, the applicant group describes a number of roles and procedures that would ensure strong internal controls, including segregating duties across a finance and grants manager, accounts payable specialist, CFO, and treasurer; monthly reconciliations; and multi-level purchase thresholds.
OPC.34	Describe the plan for the training and development of new members and continuing members.	OPC.34.1 The board articulates a logical process by which they will assess their own strengths and weaknesses, as well as a comprehensive training plan that corresponds with lacking areas of expertise.	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> In the application, the applicant group states that board members participate in governance training opportunities hosted by the Louisiana Association of Public Charter Schools (LAPCS) and the LDOE. The applicant group also explains that the governance committee conducts an annual review to identify the board's strengths and areas needing improvement. However, the applicant group does not describe the assessment process. In the seven-page response, the applicant group states that the governance committee will annually assess board strengths and weaknesses and report findings at the August board meeting.

Organizational Plan and Capacity: Charter Board Governance			
Q #	Questions	2025 Evaluation Standards	Ratings and Evaluative Comments
		<p>OPC.34.2 The board articulates a logical new member recruitment plan that prioritizes the required areas of expertise, as well as a logical new member onboarding plan that ensures that all new members are familiar with board bylaws and requirements.</p>	<p><input checked="" type="checkbox"/> Meets</p> <p><input type="checkbox"/> Does Not Meet</p> <ul style="list-style-type: none"> In the application, the applicant group states that to recruit new board members, the board invites candidates to attend meetings, interviews candidates, and votes on membership. The applicant group explains that new board members receive a briefing on board bylaws and member responsibilities and notes that they attend the LAPCS training on charter school governance.
OPC.35	Specify how frequently the board plans to meet. Describe the procedures that will be in place to ensure compliance with the Open Meeting Laws and Open Records Act.	<p>OPC.35.1 The applicant group outlines board meeting frequency and an overview of procedures that the board will follow to maintain compliance with Open Meetings Laws and Open Records Act.</p>	<p><input checked="" type="checkbox"/> Meets</p> <p><input type="checkbox"/> Does Not Meet</p> <ul style="list-style-type: none"> The applicant group states that the LKA board meets monthly in Baton Rouge, LA, and allows individuals to attend meetings remotely via Zoom. The board complies with La. R.S. 17:3996 and La. R.S. 42:11 open meeting laws by publicly posting meeting information and providing time for public comment before any votes. The applicant group also notes that under the Open Records Act, individuals can submit written requests for data, which will be fulfilled within three business days or with a communicated timeline if fulfillment will take longer than three business days.

Organizational Plan and Capacity: Charter Board Governance			
Q #	Questions	2025 Evaluation Standards	Ratings and Evaluative Comments
Appendix 6	Provide a draft of the proposed charter board's governing bylaws.	Appendix 6.1 Preliminary review of the draft bylaws reflects key requirements such as meeting frequency, officers, committees, and number of board members.	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> The application includes the bylaws for Louisiana Key Academy, Inc., outlining meeting frequency, committees, and the number of board members. While the bylaws list the board officers as president, secretary, treasurer, and board chair, they also state that the president may serve as the CEO and that the president and board chair can be the same person, suggesting that a single individual could hold the positions of president, board chair, and CEO, which poses a conflict of interest. In the seven-page response, the applicant group states that, until a permanent CEO is hired, founding board chair Dr. Cassidy will serve as the network leader, which is permitted by the bylaws.

Financial Plan and Capacity: Operational Management and Leadership			
Q #	Questions	2025 Evaluation Standards	Ratings and Evaluative Comments
FPC.36	Describe the applicant team's individual and collective qualifications for implementing the Operations Plan successfully, including capacity in the areas of staffing, professional development, performance management, general operations, and facilities management.	FPC.36.1 Organizational role of team members matches their professional skill set.	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> According to a review of LKA network leader resumes, the organizational role of team members (e.g., chief financial officer, special education director, and chief academic officer) matches their professional skill set. For example, the individual serving as chief financial officer has a Master of Business Administration and experience as a financial administrator responsible for managing financial policy, budgeting, and forecasting.
		FPC.36.2 For each of the following areas, there is at least one member of the leadership team able to provide expertise on: <ol style="list-style-type: none"> staffing, professional development, performance management, general operations, and facilities management *If all members of the leadership team have not yet been identified, include a job description for open positions that demonstrates the requirement of the above listed areas of expertise.	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> In the application, the applicant group outlines (and a review of network leader resumes in Appendix 4 confirms) the LKA network leaders' qualifications for implementing the school's Operations Plan successfully, including capacity in the areas of staffing, professional development, performance management, general operations, and facilities management.
FPC.37	Describe how the school will manage its non-academic services once it opens and who will be responsible for overseeing which operational aspects of the school, including transportation, food services, facilities, purchasing processes,	FPC.37.1 The applicant group has a logical and feasible plan for managing non-academic services upon opening and has identified the position(s) responsible for oversight of key operational aspects of the school.	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> In the application, the applicant group presents a feasible plan for managing

Financial Plan and Capacity: Operational Management and Leadership			
Q #	Questions	2025 Evaluation Standards	Ratings and Evaluative Comments
	<p>student records and school safety. State specifically how transportation will be designed to meet the needs of the special population subgroup (economically disadvantaged students and students with disabilities). You may use a table if applicable.</p>		<p>the operational aspects of the school, highlighting that the school operating officer (referred to as assistant principal in other parts of the application and overview template) will oversee operations in the first year of operations. The applicant group states that the school will apply for transportation waivers, become a Food Service Authority, and secure contracted services for maintenance and custodial needs.</p>
		<p>FPC.37.2 The applicant group has a detailed transportation plan that is designed to meet the needs of their special population subgroup.</p>	<p><input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet</p> <ul style="list-style-type: none"> In the application, the applicant group states that LKA has successfully applied for and received a transportation waiver at all existing sites; therefore, consistent with this practice, LKA plans to apply for a transportation waiver for the new school to support its specific mission and recruitment across parishes.

Financial Plan and Capacity: Student Enrollment and Recruitment			
Q #	Questions	2025 Evaluation Standards	Ratings and Evaluative Comments
FPC.38	Explain the plan for ensuring the school will specifically remain in compliance with the required economically disadvantaged and special education percentages.	FPC.38.1 The applicant group provides a legal and logical plan to garner interest in the school and subsequently enroll students including specific details about the enrollment process, timeline, and application requirements.	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> In the application, the applicant group explains that LKA Jefferson will generate interest by recruiting students from Jefferson Parish and surrounding areas through quarterly information sessions held at accessible community locations and online, led by the network leadership team, to ensure inclusive outreach. The applicant group further describes the application, lottery, and enrollment processes and timeline, emphasizing that students must take a dyslexia screener and assessment as part of the admissions requirement; only those determined to have characteristics of dyslexia will be admitted.
		FPC.38.2 The applicant group has identified potential barriers to access (e.g., lack of internet access, lack of transportation, frequent changes in home address, inability to visit school during work hours, etc.) and has created an enrollment process that mitigates identified barriers.	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> In the application, the applicant group indicates that barriers to access include language difficulties for non-English-speaking families, lack of internet service for some families, transportation challenges for those needing assistance attending in-person sessions and admissions testing, and difficulties navigating the enrollment process. The applicant group explains that LKA Jefferson will mitigate potential barriers by offering translation services, coordinating technology access,

Financial Plan and Capacity: Student Enrollment and Recruitment			
Q #	Questions	2025 Evaluation Standards	Ratings and Evaluative Comments
			providing transportation support, and ensuring personal outreach through community organizations.
		FPC.38.3 The applicant group details methods by which the proposed school will provide access for all proposed students in accordance with admissions requirements outlined in R.S.17:3991(B)(3).1.	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> In the application, the applicant group states that the school will ensure fair and accessible recruitment and admissions for students with dyslexia by providing free testing and evaluation services. Additionally, the applicant group references providing transportation and translation services to assist families in participating in the admissions process, including dyslexia screening and evaluation.

Financial Plan and Capacity: Financial Plan			
Q #	Questions	2025 Evaluation Standards	Ratings and Evaluative Comments
FPC.39	Provide a detailed explanation for all revenue sources outside of state and federal funds such as philanthropy, student fees, grants, etc., and specify what is committed or anticipated revenue.	FPC.39.1 Projections are based on accurate, conservative, and legally compliant assumptions.	<input type="checkbox"/> Meets <input checked="" type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> The operating statement of activities mostly presents projections that reflect accurate, conservative, and legally compliant assumptions for revenue and operating expenses. However, the start-up plan includes \$1,900,000 in start-up grant revenues but only \$932,050 in expenditures. There is no evidence in either the application narrative or the accompanying budget of carry-over of the balance of these multi-year grant funds in revenue or a fund balance at the beginning of Year 1. In the seven-page response, the applicant group states that they omitted the carry-over balance from a \$1,900,000 grant from New Schools for Louisiana and that further iterations of the budget will include these carry-over funds in the starting balance, rendering the school's financial position stronger. However, there is no evidence that this award is guaranteed, and, therefore, it is not possible to determine if the revenue projections for the start-up period are accurate and conservative.
		FPC.39.2 No essential services are funded at amounts that would preclude the applicant group from implementing their plan.	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> According to the financial narrative and accompanying budget, no essential services are funded at amounts that

Financial Plan and Capacity: Financial Plan			
Q #	Questions	2025 Evaluation Standards	Ratings and Evaluative Comments
			would preclude the applicant group from implementing their plan.
		FPC.39.3 There is no evidence that the school will become insolvent or lack access to the necessary amount of liquidity.	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> There is no evidence in the application narrative or the accompanying budget that the school will become insolvent or lack access to liquidity. The budget demonstrates a surplus of between \$352,288 and \$628,585 in each year of the proposed charter term.
		FPC.39.4 [If applicable] There are no material findings in the non-profit organization's most recent audited financial statements.	<input type="checkbox"/> Meets <input checked="" type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> In the application narrative, the applicant group states that LKA undergoes annual audits by an independent audit firm; however, the applicant group does not provide a copy of the most recent financial statements. This standard is not addressed in the applicant group's seven-page response.
		FPC.39.5 The applicant group has provided evidence that any non-guaranteed funding sources included in the budget narrative have already been committed or will be committed and that should these non-guaranteed funds fail to materialize, the applicant group is still able to successfully execute the program described in this application.	<input type="checkbox"/> Meets <input checked="" type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> In the operating statement of activities, the applicant group includes \$175,000 from a fundraiser for the school's opening, but the application narrative does not provide any evidence that these funds have been committed or the

Financial Plan and Capacity: Financial Plan			
Q #	Questions	2025 Evaluation Standards	Ratings and Evaluative Comments
			<p>impact on the school's operating budget and program should they not materialize.</p> <ul style="list-style-type: none"> In the seven-page response, the applicant group identifies that they have a history of fundraising at least \$175,000 per year and have a logical contingency plan in place to execute the school's program if these commitments do not materialize. However, the applicant group also states at all start-up funding included in the application is attributed to an award from New Schools for Louisiana and does not provide evidence of this award or a contingency plan to obtain other start-up funds in the event that the award is not received.
FPC.40	Provide a narrative describing a contingency plan in the event that the actual revenues are lower or expenses are higher than anticipated in the financial model.	FPC.40.1 The contingency plans outlined by the applicant group are demonstrably likely to succeed in the event of lower than expected revenues and/or higher than expected costs.	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> In the financial plan section of the application narrative, the contingency plans outlined by the applicant group are demonstrably likely to succeed in the event of lower-than-expected revenues and/or higher-than-expected costs.
FPC.41	Do you plan to use a financial manager or back-office service provider? If the entity that will provide your financial services has been chosen, provide the name and a description of the services. If it is an individual financial manager, provide the resume as Appendix 7 . Please note all information provided in the resume are subject to the Louisiana Public Records law.	FPC.41.1 Either the school has a plan to hire a financial manager who has at least a bachelor's degree in finance and/or accounting, or the school has partnered with an organization staffed by individuals with the necessary expertise that will provide financial management services.	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> In the application narrative, the applicant group identifies one staff member, who reports to the CFO, who holds a certified public accountant's license.

Financial Plan and Capacity: Financial Plan			
Q #	Questions	2025 Evaluation Standards	Ratings and Evaluative Comments
FPC.42	Specify whether any of the organization's schools are not currently meeting the financial requirements and expectations established by the authorizer and/or local or federal policies. Describe the circumstances.	FPC.42.1 The applicant group provides a clear and comprehensive list of any schools not currently meeting the financial requirements and expectations established by the authorizer and/or local or federal policies.	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> In the application narrative, the applicant group states that LKA has met all financial requirements and standards of the financial compact for all schools under its management.
		FPC.42.2 The organization can provide verifiable evidence to show that steps have been taken to address issues of noncompliance or failure to meet expectations as substantiated by the school's authorizer and/or local and federal authorities.	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> Not applicable
FPC.43	Explain the process the school will use to develop its annual budget including: <ol style="list-style-type: none"> Who will be involved; and How needs will be identified and weighed. For virtual, include the process for recruiting and hiring virtual staff and serving students who require in-person intervention and related services. 	FPC.43.1 The applicant group provides a clear and comprehensive description of the process that will be used to develop the annual budget and the process by which the annual budget may be modified and monitored on an ongoing basis.	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> The applicant group provides a clear and comprehensive description of the process that will be used to develop the annual budget in the application narrative and the process by which the annual budget may be monitored on an ongoing basis.
		FPC.43.2 For virtual applicants, there is a detailed plan explaining the process for recruiting and hiring staff needed for in-person and related services, including how it will be funded.	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> Not applicable
Appendix 8	Provide a list of the types of insurance coverage the school will secure, a brief description of each, and describe the levels of coverage. Types of insurance should include worker's compensation, liability, property, indemnity, directors and officers, automobile, and other. Include provisions regarding	Appendix 8.1 The applicant group provides a description of the types of insurance to be procured and coverage amounts.	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> In Appendix 8, the applicant group provides a description insurance types to be procured and coverage amounts.

Financial Plan and Capacity: Financial Plan			
Q #	Questions	2025 Evaluation Standards	Ratings and Evaluative Comments
	the inspection and operation of all fire prevention and safety equipment at the school.		

High School Addendum (If Applicable)			
Q #	Questions	2025 Evaluation Standards	Ratings and Evaluative Comments
HSA.1	In addition to core content offerings and graduation requirements (for high schools), are there other classes or courses the proposed school will offer? If so, explain how these offerings align with the proposed school model and mission and how they will benefit the intended student population.	<p>HSA.1.1 [If applicable] All non-essential* courses to be offered are clearly aligned to the school's proposed model and mission and the applicant group clearly articulates the benefit that each course offers to the intended student population.</p> <p><i>*Non-Essential = Coursework NOT required to meet graduation requirements</i></p>	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> Not applicable
HSA.2	What diploma pathways, Jump Start 2.0 pathways, early access to college credit will the proposed school offer? Additionally:	HSA.2.1 The applicant group identifies the diploma and Jump Start 2.0 pathways and early access to college credit that will be offered to students.	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> Not applicable
	a. Describe the plan to ensure that all students can meet the requirements of the given college preparatory program in four years or less (five for Transitional 9th-grade students);	HSA.2.2 The applicant group demonstrates a clear understanding of each diploma pathway available to students in Louisiana and has a logical and feasible plan to ensure that students meet all requirements of the chosen diploma pathway in four years or less (five for Transitional 9th-grade students).	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> Not applicable
	b. Describe the reasoning for choosing the college preparatory program or curricula for your proposed school, including resulting post-secondary opportunities available to participating students, internships, additional teacher training/certification requirements, and the degree to which the chosen program will realistically result in post-secondary readiness and success; c. Provide a description of the process by which students will select their desired diploma pathway;	HSA.2.3 The applicant group provides a rationale for choosing the specific Jumpstart 2.0 pathway(s) that will be offered to students at the proposed school. Responses should consider factors such as local career opportunities, availability of community partnerships, additional teacher training and/or certification needs, and the degree to which the chosen pathway will realistically provide students opportunities in high-wage, high-demand career fields upon graduation.	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> Not applicable

High School Addendum (If Applicable)			
Q #	Questions	2025 Evaluation Standards	Ratings and Evaluative Comments
	d. What supports will be offered to students in their selection process; and e. Methods by which the school will guarantee equity of access for all students.	HSA.2.4 The applicant group provides a clear description of the process by which students will select their desired pathway.	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet • Not applicable
		HSA.2.5 The applicant group describes the support that will be offered to students during the selection process.	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet • Not applicable
		HSA.2.6 The applicant group explains the methods by which the proposed school will provide access for all students to diploma pathways.	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet • Not applicable
Appendix 9	Provide an outline of course offerings by diploma type(s) offered at the proposed school by grade level for the first five years of operation.	Appendix 9.1 The applicant group's outline of course offerings ensures that all students can meet the graduation requirements of their chosen pathway in four years or less (five for Transitional 9th-grade students).	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet • Not applicable
Appendix 10	Using a table, identify the Advanced Placement course offerings, International Baccalaureate, Dual Enrollment, ACT preparation, and Career and Technical Education courses you will offer to students by grade level during the first five years of operation.	Appendix 10.1 The applicant group identifies the Advanced Placement Course Offerings, Dual Enrollment, ACT preparation, and Career and Technical Education Courses that will be offered to students for the first five years of operation.	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet • Not applicable
HSA.3	Identify the Advanced Placement course offerings, Dual Enrollment, ACT preparation and Career and Technical Education courses you will offer to students, as well as a rationale for choosing these programs/curricula.	HSA.3.1 The applicant group provides a rationale for each identified Advanced Placement Course Offerings, Dual Enrollment, ACT preparation, and Career and Technical Education Courses that will be offered to students for the first five years of operation.	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet • Not applicable
HSA.4	What Industry-Based Certificate assessments will be offered to students on a Jump Start 2.0 pathway and provide a rationale for these selections. Additionally:	HSA.4.1 The applicant group identifies which Industry-Based Certificate (IBC) assessments will be offered to students on a Jump Start 2.0 pathway.	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet • Not applicable

High School Addendum (If Applicable)			
Q #	Questions	2025 Evaluation Standards	Ratings and Evaluative Comments
	a. Describe the reasoning for those selections, including the alignment to in-demand occupations;	HSA.4.2 The applicant group explains how their selected IBC assessments will result in career opportunities for students.	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet • Not applicable
	b. How those selections will result in career opportunities for the proposed student population;	HSA.4.3 The applicant group explains how they will use community resources to assist with their specific Jumpstart 2.0 pathway(s). [as applicable]	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet • Not applicable
	c. The use of community resources (if applicable); and		
	d. How the budget will support the additional trainings and/or certifications needed.	HSA.4.4 The applicant group explains how their annual budget will support the additional training and/or certifications needed.	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet • Not applicable
HSA.5	Describe how students will have access to Internships, Cooperative Education, or Fast Forward Registered Apprenticeship On the Job Training.	HSA.5.1 The applicant group identifies how students will access work based learning with clearly defined program options, specifying roles for the teacher/coordinator, school system, and classroom instruction. Plan adheres to Child Labor Laws.	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet • Not applicable
HSA.6	Explain what systems and structures the school will implement for students at risk of dropping out.	HSA.6.1 The applicant group clearly describes the specific evidence-based systems and structures that will be put in place to mitigate the risk of student drop-out. The plan describes remediation and support for students that includes various stakeholders (counselors, teachers, family, support organizations, etc.).	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet • Not applicable

Corporate Partnerships Addendum (If Applicable)			
Q #	Questions	2025 Evaluation Standards	Ratings and Evaluative Comments
CPA.1	For all applicants proposing a corporate partnership, the following must be completed. The page limit for the Corporate Partnerships Addendum is 3 pages (excluding appendices). As Appendix 11, Describe any proposed corporate partnerships, as specified in La. Bulletin 126, Ch. 39. Provide a Letter of Intent of the intended partner Organization.	CPA.1.1 The MOU/Contract provided by the applicant group clearly outlines the terms of the partnership between the non-profit board and the partner corporation and meets all applicable requirements, based on a preliminary review.	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> • Not applicable

Educational Services Provider (ESP) Addendum (If Applicable)			
Q #	Questions	2025 Evaluation Standards	Ratings and Evaluative Comments
ESPA.1	Provide rationale for consideration of an ESP not already partnered with the non-profit organization, including: <ol style="list-style-type: none"> List of all companies/organizations considered; Evaluation of all companies/organizations considered; Rationale for selected provider; and Provide evidence of the service provider's success in serving the intended student population, including demonstrated academic achievement, fiscal responsibility, and organizational effectiveness. 	ESPA.1.1 The applicant group identifies which companies/organizations were considered a potential ESP.	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet • Not applicable
		ESPA.1.2 The applicant group explains how each considered ESP was evaluated and the results of each evaluation.	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet • Not applicable
		ESPA.1.3 The applicant group provides a clear rationale that explains why the applicant group chooses to partner with an ESP.	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet • Not applicable
		ESPA.1.4 The applicant group provides evidence of the ESP's success in serving the school's intended population, including evidence that demonstrates academic achievement, fiscal responsibility, and organizational effectiveness.	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet • Not applicable
ESPA.2	Clearly specify the decisions and services the organization or provider will be responsible for.	ESPA.2.1 The applicant group provides a clear and comprehensive list of decisions made and services rendered in the course of operating a Louisiana charter school in one calendar year and indicates the decisions or services for which the ESP is responsible.	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet • Not applicable
ESPA.3	Provide a detailed plan outlining the mechanisms by which the charter board will oversee and hold the ESP accountable to the agreed upon terms. Explain the conditions under which the contractual relationship may be terminated.	ESPA.3.1 The applicant group provides a detailed oversight plan, outlining the mechanisms by which the charter board will hold the ESP accountable to the agreed-upon terms.	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet • Not applicable
		ESPA.3.2 The oversight plan indicates that the charter board will evaluate the degree to which the ESP has met contractual obligations on, at minimum, an annual basis.	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet • Not applicable

Educational Services Provider (ESP) Addendum (If Applicable)			
Q #	Questions	2025 Evaluation Standards	Ratings and Evaluative Comments
		ESPA.3.3 The oversight plan includes a clear description of the conditions under which the charter board may terminate the contractual relationship.	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> Not applicable
ESPA.4	Describe the ESP (if applicable) history including: a. List any current or past litigation, including arbitration proceedings, that has involved the organization; b. Discuss the outcomes and/or any demands identified as part of the arbitration or litigation; c. Cite any instances in which the organization's schools have had their contract terminated, voluntarily closed, or have not been renewed by their authorizer; d. Describe all instances in which the ESP has exited a contract or partnership with a school, including instances where a school has terminated its agreement with the ESP; e. Please explain the circumstances surrounding these incidents. Discuss any non-openings that the organization has experienced (i.e., a school received approval but did not successfully open); and f. Describe the circumstances surrounding these incidents.	ESPA.4.1 [If applicable] The applicant group identifies any current or past litigation that has involved the organization and discusses the outcomes or demands of each identified.	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> Not applicable
		ESPA.4.2 [If applicable] The applicant group cites instances in which the organization's schools have had their contract terminated, voluntarily closed, or have not been renewed by their authorizer and explains the circumstances surrounding the identified instances.	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> Not applicable
		ESPA.4.3 [If applicable] The applicant group identifies instances in which the ESP has exited a contract or partnership with a school and explains the circumstances surrounding the identified instances.	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> Not applicable
		ESPA.4.4 [If applicable] The applicant group identifies non-openings that the organization has experienced and explains the circumstances surrounding the identified instances.	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> Not applicable
		ESPA.4.5 [If applicable] The applicant group provides verifiable evidence that all issues listed have been successfully rectified at the time that the charter application was submitted.	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> Not applicable
Appendix 12	Provide an independent audit of the ESP. An acceptable submission includes the full ESP independent audit or an independent audit focused only on the charter operations of the ESP. To ensure page limits are adhered to, submit material	Appendix 12.1 There are no material findings in the ESP's most recent audited financial statements.	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> Not applicable

Educational Services Provider (ESP) Addendum (If Applicable)			
Q #	Questions	2025 Evaluation Standards	Ratings and Evaluative Comments
	findings within the application; send the full ESP independent audit separately to charters@la.gov by admission deadline.		
Appendix 13	Draft ESP MOU or Contract.	Appendix 13.1 The board maintains independence from the ESP by articulating strong accountability provisions and avoiding opportunities for the ESP to gain leverage over the board.	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> Not applicable
		Appendix 13.2 The ESP cannot control board membership.	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> Not applicable

Virtual Operator Addendum (If Applicable)			
Q #	Questions	2025 Evaluation Standards	Ratings and Evaluative Comments
VOA.1	Identify the Learning Management System (LMS) that will be used.	VOA.1.1 The applicant group identifies the LMS to be used and outlines the decision-making process employed to select the identified system.	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet • Not applicable
VOA.2	Provide a detailed plan that includes the following: a. A plan to acquire and disseminate technology to students; b. A plan to ensure internet safety and filtering practices; c. A plan to ensure that the loss of instructional time will be minimized in the event of unforeseen technical difficulties; d. A plan to provide training and technical support on the LMS to families and students; e. A staff/teacher acceptable use policy for technology that complies with R.S. 17:3996(21) ; and f. A school electronic communication policy that complies with the federal Child Internet Protection Act and R.S. 17:100.7 , including information on school Internet safety and filtering practices and policies.	VOA.2.1 The applicant group has a clear and feasible plan to acquire and disseminate technology to students to ensure that each student has the technology necessary to participate virtually.	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet • Not applicable
		VOA.2.2 The applicant group outlines the steps that will be taken to ensure that students are protected from unsafe and/or inappropriate content.	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet • Not applicable
		VOA.2.3 The applicant group provides a logical and feasible plan to minimize the loss of learning time for students in the event of unforeseen technical difficulties (e.g., no access to internet, computer is lost/stolen/broken, cell phones and tablets are lost/stolen/broken, etc.).	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet • Not applicable
		VOA.2.4 The applicant group provides a training and technical support plan that will teach students and families to use the LMS.	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet • Not applicable
		VOA.2.5 The applicant group provides the technology policy for staff/teacher that complies with R.S. 17:3996(21) .	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet • Not applicable
		VOA.2.6 The applicant group details the school's electronic communication policy that complies with the federal Child Internet Protection Act and R.S. 17:100.7 , including information on school Internet safety and filtering practices and policies.	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet • Not applicable

Virtual Operator Addendum (If Applicable)			
Q #	Questions	2025 Evaluation Standards	Ratings and Evaluative Comments
VOA.3	<p>Describe the process of how the proposed school will ensure the following, given the various locations of families:</p> <p>a. How training and support would consistently be provided;</p> <p>b. A plan for providing orientations to enrolled students, their parents, and their instructional coaches on the course delivery model prior to the beginning of the class;</p> <p>c. A plan outlining the nature, frequency, and location of all required and optional in-person meetings and interactions between parents and school faculty, including but not limited to parent/teacher conferences, open houses, and school community meetings; and</p> <p>d. A plan for complying with Title 28, Chapter 11, §1119, Health Screening as part of enrollment and the ongoing functioning of the school.</p>	VOA.3.1 The applicant group explains how ongoing training and support would be provided to families given their various locations.	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none">Not applicable
		VOA.3.2 The applicant group provides the plan for hosting orientation sessions to enrolled students, their parents, and their instructional coaches on the course delivery model before the beginning of the class.	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none">Not applicable
		VOA.3.3 The applicant group describes the plan outlining the nature, frequency, and location of all required and optional in-person meetings and interactions between parents and school faculty, including but not limited to parent/teacher conferences, open houses, and school community meetings.	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none">Not applicable
		VOA.3.4 The applicant group provides the plan for health screeners.	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none">Not applicable
VOA.4	Explain the process to track and monitor attendance in a virtual setting, including systems and practices set forth to monitor student engagement, daily attendance, and truancy.	VOA.4.1 The applicant group outlines a clear process to document and monitor student attendance and engagement with the LMS.	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none">Not applicable
VOA.5	Explain the plan for administering state assessments that meets the requirements in Bulletin 118 §317 .	VOA.5.1 The applicant group proposes a plan that is logical and feasible to recruit, retain, and train a diversified school leadership and staff to serve within a virtual setting.	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none">Not applicable
VOA.6	Describe plans to recruit, retain, and train a diversified school leadership and staff to serve within a virtual setting, including:	VOA.6.1 The applicant group outlines specific strategies for recruiting EL-certified, special education, and other high-need teacher	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none">Not applicable

Virtual Operator Addendum (If Applicable)			
Q #	Questions	2025 Evaluation Standards	Ratings and Evaluative Comments
	a. The process and timeline to recruit and hire a diversified staff, including how the statewide staffing model will impact hiring (if applicable);	specialties as required by the proposed model and staffing plan.	
	b. Specific strategies for recruiting and training EL-certified, special education and related services, and other high-need teacher specialties;	VOA.6.2 The applicant group outlines specific strategies for recruiting EL-certified, special education, and other high-need teacher specialties as required by the proposed model and staffing plan.	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> Not applicable
	c. A process on how the school will service those students requiring related services;	VOA.6.3 The applicant group describes the process of how the proposed school will service students requiring related services.	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> Not applicable
	d. A plan for providing professional development appropriate to the delivery method used and the acceptable use and electronic communication policies; and	VOA.6.4 The applicant group provides the plan for providing professional development to staff including its delivery method used that is appropriate to the acceptable use and electronic communication policies.	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> Not applicable
	e. A plan for providing adequate, timely, and appropriate technical support to students, teachers, facilitators, and instructional coaches.	VOA.6.5 The applicant group provides a training and technical support plan for students, teachers, facilitators, and instructional coaches.	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> Not applicable
VOA.7	Describe the efforts to date to secure a facility for the school to serve “struggling students” that require in-person instruction, including: a. If the applicants have identified a facility, provide a description of the facility and how it meets the school’s needs including its location, whether it is new construction, part of an existing public or private school building, or must be renovated for use; or b. If the applicants have not identified a facility, explain the plans for securing a suitable facility and preparing it for use by the time the school would open (including	If the applicant group has identified a facility: VOA.7.1 The applicant group has identified a facility that will allow the school to serve the intended student population and community as outlined in the charter application.	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> Not applicable
		If the applicant group has identified a facility: VOA.7.2 The applicant group provides a thorough description of the current state of the identified facility and provides a logical and feasible plan by which the identified facility will be prepared for use as a public school (associated costs, resources to allocate toward renovations, the availability of facilities in the targeted area	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> Not applicable

Virtual Operator Addendum (If Applicable)			
Q #	Questions	2025 Evaluation Standards	Ratings and Evaluative Comments
	<p>assurance that it meets specifications). Also, explain any contingency planning including the associated costs;</p> <p>c. A statement of the procedures to be followed and disposition of facilities and equipment should the charter be terminated or not renewed; and</p> <p>d. A plan to provide at least 20% of instruction to struggling students in-person.</p>	suitable to house a public school) and outlines contingency plans should the applicant group fail to secure a facility in the timeline provided.	
		If the applicant group has identified a facility: VOA.7.3 The applicant group outlines any potential barriers to fully securing the identified facility and outlines a contingency plan should the facility fall through.	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none">Not applicable
		If the applicant group has identified a facility: VOA.7.4 The applicant group identifies the procedures to be followed and disposition of facilities and equipment should the charter cease.	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none">Not applicable
		If the applicant group has identified a facility: VOA.7.5 The applicant group has a clear and feasible plan to offer at least 20% of in-person instruction to struggling students.	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none">Not applicable
		If the applicant group has <u>not yet</u> identified a facility: VOA.7.6 The applicant group describes the efforts to date to identify and secure a facility that will allow the school to serve the intended student population and community as outlined in the charter application.	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none">Not applicable
		If the applicant group has <u>not yet</u> identified a facility: VOA.7.7 The applicant group provides a description by which a facility will be identified and prepared for use as a public school (timeline, associated costs, resources to allocate toward renovations, the availability of facilities in the targeted area suitable to house a public school) and outlines contingency plans should the	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none">Not applicable

Virtual Operator Addendum (If Applicable)			
Q #	Questions	2025 Evaluation Standards	Ratings and Evaluative Comments
		applicant group fail to secure a facility in the timeline provided.	
		If the applicant group has <u>not yet</u> identified a facility: VOA.7.8 The applicant group identifies the procedures to be followed and disposition of facilities and equipment should the charter cease.	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> Not applicable
		If the applicant group has <u>not yet</u> identified a facility: VOA.7.9 The applicant group has a clear and feasible plan to offer at least 20% of in-person instruction to struggling students.	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> Not applicable
VOA.8	Describe how the school will meet the transportation needs of its students requiring in-person instruction.	VOA.8.1 The applicant group provides a logical and feasible plan to offer transportation, at no cost to students and families, for in-person instruction to struggling students.	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> Not applicable
VOA.9	Provide a summary of data protection and recovery procedures in the event of a catastrophic system failure.	VOA.9.1 The applicant group outlines logical and feasible procedures to protect and recover data in the event of a catastrophic system failure.	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> Not applicable
VOA.10	Provide a description of the policy regarding cyber breaks and/or leaks, including provisions to limit the dissemination of any personal or identifying information collected in conjunction with reporting requirements and notification after an incident is identified.	VOA.10.1 The applicant group outlines logical and feasible procedures to limit, identify, and notify proper authorities in the event of a cyber break and/or leak that complies with reporting requirements.	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> Not applicable