2018–2020 Public Charter School Program Start-Up Grant

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

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #	Campus name/#		Amendment #	
Valor Public Schools	**227829**	**Valor South Austin**		**NA**	
Vendor ID #	ESC Region #			DUNS #	
Not yet assigned	**13 (XIII)**			**081041122**	
Mailing address			City	State	ZIP Code
2110 W. Slaughter Lane, #160-139			**Austin**	**TX**	**78748-**

Primary Contact

First name	M.I.	Last name	Title
Jesse		**Bates**	**Chief Operating Officer**
Telephone #	Email address		FAX #
512.598.0160	**jbates@valorpublicschools.org**		**NA**

Secondary Contact

First name	M.I.	Last name	Title
Steve		**Gordon**	**Superintendent/Head of School**
Telephone #	Email address		FAX #
512.598.0160	**sgordon@valorpublicschools.org**		**NA**

Part 2: Certification and Incorporation

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

Authorized Official:

First name
Steve

M.I. Last name
Gordon

Title
Superintendent/Head of School

Telephone #
512.598.0160

Email address
sgordon@valorpublicschools.org

FAX #

Signature (blue ink preferred)

Date signed
1/30/18

Only the legally responsible party may sign this application.

701-18-104-021

Schedule #1—General Information

| County-district number or vendor ID: **227829** | Amendment # (for amendments only): |

Part 3: Schedules Required for New or Amended Applications

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

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

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

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

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Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: **227829**	Amendment # (for amendments only):

Part 1: Required Attachments

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

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.	

#	Name of Required Program-Related Attachment (Note: Only school districts applying on behalf of a campus charter need to submit these attachments)	Description of Required Program-Related Attachment
1	Documentation of Authorization to Charter	• A copy of the local district's policy for authorizing campus charter schools (TEC §12.058); **AND** • A copy of the district's charter application for the authorized campus charter (TEC §12.058(3)); **AND** • A copy of the performance contract with the principal or chief operating officer of the campus charter (TEC §12.0531); **AND** • Either of the following: 　○ A copy of the petition presented to the board of trustees that as signed by the parents of a majority of the students at the school campus *and* a majority of the classroom teachers at the school campus requesting a campus charter or cooperative campus charter (TEC §12.052, §12.053); **OR** 　○ A copy of the contract between the school district and the entity to provide educational services to the district through the campus or program and at a facility located in the boundaries of the district (TEC §12.0521); **OR** 　○ A written statement signed by the superintendent documenting that the board of trustees authorized a district charter to a campus that received the lowest performance rating under Subchapter C, Chapter39 (TEC §12.0522(c)); **OR** 　○ A written statement signed by the superintendent documenting that the board of trustees authorized the charter in accordance with another provision in TEC Chapter 12, Subchapter C.
2	Board of Trustees Approval	• A copy of the *approved* minutes from the local board of trustees meeting in which the charter was granted; **OR** • A copy of the board agenda with an action item to consider or approve the campus charter and draft minutes from the local board of trustees meeting in which the charter was granted.
3	Narrative Description from Superintendent	A narrative description on district letterhead signed by the superintendent which contains the following must be submitted: • The mission of the campus charter; • An explanation of the development of the proposed campus charter and the rationale for the district granting a charter to the new district campus; • A detailed description, including supporting documentation, of the ways in which the campus charter will be permitted to govern autonomously, as evidenced by the day-to-day decision makers at the campus charter and their input with

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		regard to the school's curriculum, calendar, budget, and daily operations, and how this autonomy is **above and beyond the degree of flexibility and autonomy afforded to traditional campuses** within the district; • A detailed description, including supporting documentation, that explains the ways in which the school district plans to conduct an independent annual financial audit of the campus charter, separate and apart from the district's independent annual financial audit, and the manner in which the campus will provide the necessary data for the school district to report on its locally-developed objectives; • A detailed description of the admission requirements for the campus charter; • The methods and timelines that the district will use to ensure that the campus charter receives all federal funds to which its students are entitled; and • A valid certificate of occupancy, or its equivalent, for the instructional facility, if the location of the campus charter has been determined.
4	Federal Definition of a Public Charter School	A completed form regarding compliance with the Federal Definition of a Public Charter School must be submitted with the grant applications. (See Appendix 2.)
5	Campus Charter Information Form	A completed Campus Charter Information Form must be submitted with the grant applications. (See Appendix 3.)

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.
Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

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

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: **227829**	Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The charter school's financial accounting system adheres to the following requirements: • accommodates the minimum 15-digit account code mandated by the FASRG; • generates information needed for PEIMS reporting; and • ensures adequate accountability of state and federal funds. *If the school's financial accounting system is not approved by TEA, the charter school <u>will budget and acquire an acceptable accounting system and training with these grant funds</u>. Additionally, the school will be required to submit proof of an acceptable accounting system prior to receiving continued and/or additional funding.
4.	The charter school will maintain clear documentation and data for the school and students served by the PCSP Start-Up Grant; will comply with any reporting and evaluation requirements that may be established by the TEA; and will submit the reports in the format and manner requested by TEA's Division of Financial Compliance. Grantees will be required to cooperate with the team that has been contracted to evaluate the use of the PCSP Start-Up Grant funds.
5.	The public charter school has on file a certificate of occupancy or the equivalent, for the instructional facility. At any time, should the TEA Charter School Administration Division request a copy, the public charter school will provide such copy immediately
6.	According to Title V, Part B, of NCLB, to receive federal grant funds of any type including U. S. Department of Education funds, the charter school must meet the following definition. By signing Schedule #1 and submitting the application, the authorized official of the public charter school certifies that each of the statements below is true and that the school is in compliance with this definition. A charter school is not eligible to receive any federal funds at any time, formula or discretionary, from TEA if it does not comply with this definition. A charter school means a public school that: 1. In accordance with TEC Chapter 12, is exempted from significant state or local rules that inhibit the flexible operation and management of the school, but not from any rules relating to the other requirements identified in P.L. 107-110. 2. Is created by a developer as a public school, or is adapted by a developer from an existing public school, and is operated under public supervision and direction. 3. Operates in pursuit of a specific set of educational objectives determined by the school's developer and agreed to by the authorized public chartering agency. 4. Provides a program of elementary or secondary education, or both. 5. Is nonsectarian in its programs, admission policies, employment practices, and all other operations, and is not affiliated with a sectarian school or religious institution. 6. Does not charge tuition. 7. Complies with the Age Discrimination Act of 1975, Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and Part B of the Individuals with Disabilities Education Act. 8. Is a school to which parents choose to send their children, and that admits students on the basis of a lottery, if more students apply for admission than can be accommodated.

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	9. Agrees to comply with the same federal and state audit requirements as do other elementary schools and secondary schools in the state, unless such requirements are specifically waived for the purposes of this program. 10. Meets all applicable federal, state, and local health and safety requirements. 11. Operates in accordance with state law. 12. Has a written performance contract with the authorized public chartering agency in the state that includes a description of student performance that will be measured in charter schools pursuant to state assessments that are required of other schools and pursuant to any other assessments mutually agreeable to the authorized public charter agency and the charter school.
7.	Charters established under TEC Chapter 12, Subchapter C, must also comply with the following: a. Campus charter schools, must use funds to supplement (increase the level of services) and not supplant (replace) funds from federal, state, and local funds for similar activities. Any program activity required by state law, State Board of Education (SBOE) rules, or local board policy may not be paid with these funds. State or local funds may not be decreased or diverted for other uses merely because of the availability of these funds. Grantees must maintain documentation which clearly demonstrates the supplementary nature of these funds. b. The campus charter will be established according to and in compliance with TEC, Chapter 12, Subchapter C, Sections 12.051-12.065. c. The campus charter school will be designated as a campus charter in the Texas Education Agency (TEA) organizational database, AskTED, prior to operating as a campus charter for the 2018-2019 school year. If the campus charter school began operation prior to the 2018-2019 school year, but is still eligible to apply for and receive funding under this grant for the implementation of its charter school program, the campus charter school must be designated as a campus charter in AskTED when the grant application is submitted to TEA. d. As per Title V, Part B, Subpart 1, Section 5204(f)(4)(B), a local education agency (LEA) may not deduct funds for administrative fees or expenses from a subgrant awarded to an eligible applicant, unless the eligible applicant enters voluntarily into a mutually agreed upon arrangement for administrative services with the relevant LEA. Absent such approval, the LEA shall distribute all subgrant funds to the eligible applicant without delay. The campus charter will be permitted to govern autonomously, as evidenced by the day-to-day decision makers at the campus charter school and their input with regard to the school's curriculum, calendar, budget, and daily operations. This autonomy will be **above and beyond the degree of flexibility and autonomy afforded to traditional campuses** within the district.

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RFA #701-18-104, SAS #275-18   Page 6 of 43
2018–2020 Public Charter School Program Start-Up Grant

Schedule #5—Program Executive Summary

County-district number or vendor ID: **227829**	Amendment # (for amendments only):

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

APPLICANT BACKGROUND: Valor Public Schools, a Generation 22 Subchapter D Charter, will launch its first high-quality, K-12 open enrollment charter school in Texas in the fall of 2018. The distinctive Valor model includes a rigorous academic program and a transformative school culture that together enable students to pursue excellence in all areas of their lives. Valor's balanced, integrated approach will rival that of the nation's best schools and fulfill the promise of what education in a free society is meant to be. Valor Public Schools has a unique opportunity to change the lives of students throughout Austin during their K-12 educational experience, profoundly impacting the landscape of public education in central Texas. We will serve a diverse student body from a variety of socio-economic backgrounds, bringing all students to a level of achievement that will prepare them for college, career, and above all a full, rich, and purposeful life. With the help of passionate, dedicated, and highly-qualified teachers, Valor students will develop an authentic love of learning *and* achieve measurable academic results. To realize this ambitious goal, Valor has 1) developed a national recruiting strategy for identifying teachers with exceptional character and expertise; 2) created a summer training institute that prepares teachers in every key area of their performance; 3) crafted a school model founded on joy, respect, and deep engagement; and 4) designed a unique comprehensive academic intervention program for measuring, monitoring, and improving students' performance in areas of specific need.

CURRICULUM/INSTRUCTIONAL PROGRAM: Valor's approach educates the whole person and prepares students for college, career, and a full human life. Through the Great Books, the study of Latin, and Socratic teaching methods, Valor's Interdisciplinary Humanities approach helps students to see the unity and interconnectedness of literature, history, art, and philosophy; fosters character growth and community-building (civility, the ability to listen, respect for the ideas of others); stimulates deep inquiry and fosters synthetic, integrated thinking; trains students to view fields of study from multiple perspectives; increases student interest, engagement, and retention of knowledge; provides intensive preparation for college-level study; and forms invaluable career skills. All middle and upper school course at Valor will be high-level and content-rich, and all Valor students will have the opportunity to take advanced AP STEM courses and earn TEA endorsements in STEM, Arts and Humanities, and Multi-Disciplinary Studies. In addition, Valor's program will include some of the best, evidence-based curricular and pedagogical elements in contemporary education, including a comprehensive data-driven academic intervention program, computer-based adaptive assessments, and personalized learning components. Valor will prepare all students for college through the rigor of its academic program, which includes a college counseling program, an academic support program, and the opportunity to take high school credit-bearing courses in middle school. Valor's K-12 English Language Arts program, including systematic phonics, DIBELS testing, classic literature, inquiry-based approach, and distinctive Socratic seminar method will provide outstanding reading instruction at all levels. Likewise, Valor's robust K-12 math program will meet the varied instructional needs of students. From Singapore math in elementary grades to pre-AP and AP math courses in middle and high school, Valor's math curriculum will develop numerical and procedural fluency, strong computational and problem-solving skills, and outstanding higher-order mathematical thinking. In both of these critical subject areas, Valor's high-quality instruction will meet a distinct, common learning need for students within our community and be an outstanding preparation for college.

NEEDS ASSESSMENT: According to Children at Risk, just under 50% of Austin area public school campus are ranked C, D, or F. This **chronic underperformance of school districts** is causing far too many students to graduate high school without basic college readiness and preparation for college success. The deeper root of many academic problems is often linked to deficiencies in **school culture**. Students are not receiving adequate guidance to develop morally as well as intellectually, and **many students do not feel safe, secure, and affirmed** in their school environment. Further, many schools are dominated by "niche" educational approaches and popular trends that highlight one aspect of learning to the detriment of many other important aspects. Some models focus primarily on STEM and some primarily on the arts, while other schools position themselves as either "traditional" or "progressive." But **few schools actually deliver a program with the breadth and depth required to educate the whole person** within a school culture that fosters joy, respect, and deep engagement. Valor's unique model and distinctive vision have strongly resonated with hundreds of families in Austin. In response to an initial parent survey, **82% of the 181 respondents indicated a desire for a classical education as a primary reason for their interest in Valor**, and there are currently no charters in our target areas with a classical focus. **Please see page 15 and 16 for a more complete description of the unique needs, how this grant project aligns with those needs, and how Valor will use charter startup funds to address them.**

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: **227829**	Amendment # (for amendments only):

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

PROCESS/ALIGNMENT WITH GRANT GOALS AND OBJECTIVES: Valor's fundamental commitments comprise the distinctive "Valor Way," providing a blueprint for the establishment and growth of high performing schools. Excellence for All Students, Balanced and Integrated Education, Measurable Results and Love of Learning, Transformative School Culture, World-class Recruiting and Development, Hearts of Service, and Radical Attention to Detail. These commitments have also guided the process to develop this grant application and budget, to align TEA funding in support of Valor's unique model, and to ensure the effective implementation of this project achieves the broader TEA goals for charter startup funding as well as the school-level objectives Valor has set for itself by the end of the funding period.

BUDGET DEVELOPMENT: The Superintendent/Head of School, Chief Operating Officer/Assistant Head of School, and contracted Financial Consultant collaboratively developed the budget for this public charter school startup grant as an outgrowth of the budget development work they began during their charter application process. This team met during December 2017 and January 2018 to draft, hone, and finalize a budget that will support Valor's unique, classical educational program and ensure achievement of all grant objectives and as outlined on page 17. The budget was thoughtfully crafted to ensure a solid and forward-looking foundation as Valor expands in year two of this project period.

ENSURING HIGH-QUALITY MANAGEMENT: Valor's Board Chairman, Dave Williams, served as Great Hearts' San Antonio Executive Director, where he oversaw the launch and operations of three new campuses within two years that served 1,300 students combined. Steve Gordon, Valor's Superintendent/Head of School and Jesse Bates, Chief Operating Officer/Assistant Head of School served with Dave at Great Hearts, overseeing the network's academics and operations. During the organization's formative years as a new Texas charter, Steve and Jesse directly oversaw adaptation of the curriculum to align with TEKS standards, student recruiting and enrollment, teacher recruitment and training, coaching and management of school leaders, faculty classroom observations, school operations, Special Education, Bilingual/ESL, PEIMS compliance, facilities, regional and departmental budgets, and National School Breakfast and Lunch Programs. Steve and Jesse also established the district's systems, guidelines, protocols, and founding documents that laid the foundation for future expansion throughout Texas. In their first year, the campuses that Dave, Steve, and Jesse opened achieved outstanding academic results. Across all grades and subjects, students scored 90% Satisfactory or above on the 2015 STAAR.

PROJECT EVALUATION/PROGRESS MEASUREMENT: The successful use of data to drive instruction is dependent on four fundamental elements: (1) assessment, (2) analysis, (3) action, and (4) systems (Bambrick-Santayo, 2012: Leverage Leadership). This four-fold approach will provide an overall framework to guide Valor's use of assessment to inform instruction that yields measurable results for students. Valor will use qualitative and quantitative data methods and analysis as well as both formative and summative assessments to evaluate the efficacy of the program, measure student progress, and make incremental adjustments. To this end, Valor will collect the following data points: **1. Reading Score on MAP** (called RIT score) for Beginning of Year, Winter, and Spring along with overall status ("At Risk", "Satisfactory", or "Advanced"); **2. Math Score on MAP** for (RIT score) for Beginning of Year, Winter, and Spring along with overall status ("At Risk", "Satisfactory", or "Advanced"); **3. DIBELS** (K-5) Score for Beginning of Year, Winter, and Spring along with overall status ("At Risk", "Satisfactory", or "Advanced"); **4. Teacher generated performance status** for Beginning of Year, Winter, and Spring ("At Risk", "Satisfactory", or "Advanced"), based on holistic view of all classroom assessments; and **5. Semester Comprehensive Assessment** score for Mid-year and End of Year, along with overall status ("At Risk", "Satisfactory", or "Advanced").

POPULATION TO BE SERVED: We anticipate drawing the majority of our students from Austin ISD, Pflugerville ISD, and Hays CISD, and throughout Travis, Williamson, and Hays counties. Valor's initial campus is projected to serve a student population of 482 that is 9% African American, 58.7% Hispanic, 25% white, 4% Asian, and 3.3% other nationalities. Additional characteristics of anticipated diversity include 50% economically disadvantaged, 25% English-language Learner (ELL), 50% at-risk, 7.5% gifted and talented, and 10% special education.

PRIORITY/FOCUS SCHOOLS: We anticipate that **at least 162 students, or approximately one-third of the total enrollment,** will be drawn from area priority or focus schools. See page 36 for a list of schools with these designations.

COMMITMENT TO COMPLETENESS/ACCURACY: The Valor Public Schools Superintendent/Head of School assures TEA that this application meets and has adequately responded to Statutory Requirements 1-5. As a Subchapter D Open-Enrollment Charter School, Valor Public Schools is not required to respond to Statutory Requirements 6-15. In addition, Valor Public Schools meets and has adequately responded to all TEA Requirements, including eligibility, as evidenced by responses to each required section, form, table, and chart in this application.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: **227829**				Amendment # (for amendments only):	

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

Grant period: March 15, 2018, to July 31, 2020			Fund code: 258		

Budget Summary

Schedule #	Title	Class/ Object Code	Planning Activity: Direct Program Costs	Implementation Activity: Direct Program Costs	Total Budgeted Costs
Schedule #7	Payroll Costs (6100)	6100	$185,147	$0	$185,147
Schedule #8	Professional and Contracted Services (6200)	6200	$19,000	$27,000	$46,000
Schedule #9	Supplies and Materials (6300)	6300	$437,485	$96,368	$533,853
Schedule #10	Other Operating Costs (6400)	6400	$0	$0	$0
Schedule #11	Capital Outlay (6600)	6600	$35,000	$0	$35,000
Grand total of budgeted costs (add all entries in each column):			$676,632	$123,368	$800,000

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

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

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Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: **227829**   Amendment # (for amendments only):

	Employee Position Title	Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Planning Activity Costs	Implementation Activity Costs	Total Budgeted Costs
Academic/Instructional						
1	Teacher			$	$	$
2	Educational aide			$	$	$
3	Tutor			$	$	$
Program Management and Administration						
4	Project director – **Superintendent/ Head of School**	1		$47,688	$0	**$47,688**
5	Project coordinator – **Chief Operating Officer/Assistant Head of School**	1		$39,967	$0	**$39,967**
6	Teacher facilitator			$	$	$
7	Teacher supervisor			$	$	$
8	Secretary/administrative assistant – **Office Coordinator**	1		$16,804	$0	**$16,804**
9	Data entry clerk – **PEIMS Clerk**	1		$18,167	$0	**$18,167**
10	Grant accountant/bookkeeper			$	$	$
11	Evaluator/evaluation specialist			$	$	$
Auxiliary						
12	Counselor			$	$	$
13	Social worker			$	$	$
14	Community liaison/parent coordinator			$	$	$
Education Service Center (to be completed by ESC only when ESC is the applicant)						
15						
16						
17						
18						
19						
20						
Other Employee Positions						
21	**K-5 Assistant Head of School**	1		$29,521	$0	**$29,521**
22	**Athletic Coordinator**	1		$5,000	$0	**$5,000**
23	Title			$	$	$
24		Subtotal employee costs:			**$157,147**	$0	**$157,147**
Substitute, Extra-Duty Pay, Benefits Costs						
25	6112	Substitute pay			$	$	$
26	6119	Professional staff extra-duty pay			$	$	$
27	6121	Support staff extra-duty pay			$	$	$
28	6140	Employee benefits – 17.82%			$28,000	$0	28,000
29	61XX	Tuition remission (IHEs only)			$	$	$
30		Subtotal substitute, extra-duty, benefits costs			**$28,000**	$0	**$28,000**
31		Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			**$185,147**	$0	**$185,147**

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

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Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: **227829**	Amendment # (for amendments only):

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

Professional and Contracted Services

#	Description of Service and Purpose	Planning Activity Costs	Implementation Activity Costs	Total Budgeted Costs
1	Curriculum Consultant	$5,000	$5,000	$10,000
2	Teacher Professional Development Services	$10,000	$19,000	$29,000
3	PEIMS Implementation Consulting	$0	$3,000	$3,000
4	Legal Services for Start-Up	$4,000	$0	$4,000
5		$	$	$
6		$	$	$
7		$	$	$
8		$	$	$
9		$	$	$
10		$	$	$
11		$	$	$
12		$	$	$
13		$	$	$
14		$	$	$
a.	Subtotal of professional and contracted services:	$19,000	$27,000	$46,000
b.	Remaining 6200—Professional and contracted services that do not require specific approval:	$0	$0	$0
	(Sum of lines a, b, and c) Grand total	$19,000	$27,000	$46,000

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

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Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: **227829** | Amendment number (for amendments only):

Supplies and Materials Requiring Specific Approval

#	Description of Supplies and Materials (Add additional lines as needed)	Planning Activity Costs	Implementation Activity Costs	Total Budgeted Costs
1	K-5 Language Arts Instructional Materials (reading, (grammar, and writing)	$39,000	$2,649	$41,649
2	K-5 Math Instructional Materials	$31,200	$2,120	$33,320
3	K-5 History Instructional Materials	$20,280	$1,378	$21,658
4	K-5 Science Instructional Materials	$15,600	$1,060	$16,660
5	K-5 Spanish Instructional Materials	$6,240	$424	$6,664
6	6-12 Language Arts Instructional Materials	$9,360	$4,042	$13,402
7	6-12 Math Instructional Materials	$10,920	$4,789	$15,709
8	6-12 History Instructional Materials	$7,800	$3,421	$11,221
9	6-12 Science Instructional Materials	$8,580	$3,763	$12,343
10	6-12 Latin Instructional Materials	$7,020	$3,079	$10,099
11	Science Equipment (beakers, test tubes, microscopes, Bunsen burners, thermometers, mineral kits, etc.)	$20,800	$8,200	$29,000
12	Art Supplies (brushes, easels, display boards, sculpting tools, etc.)	$15,600	$2,750	$18,350
13	PE Equipment (Bats, balls, nets, gloves, racquets, penneys, cones, whistles, mats, etc.)	$7,800	$2,750	$10,550
14	Athletic Equipment (volleyballs, basketballs, soccer balls, nets, hurdles, field equipment, practice jerseys, athletic uniforms, etc.)	$5,000	$9,650	$14,650
15	Teacher Desks	$8,960	$840	$9,800
16	Teacher Chairs	$4,000	$625	$4,625
17	K-5 Student Desks	$40,000	$2,500	$42,500
18	6-12 Student Desks	$12,600	$5,000	$17,600
19	Student Chairs	$25,000	$3,000	$28,000
20	Bookshelves	$4,400	$825	$5,225
21	Lockers	$12,500	$5,000	$17,500
22	Cafeteria Tables	$16,800	$2,400	$19,200
23	Whiteboards	$12,500	$1,500	$14,000
24	Admin Desks	$7,400	$3,700	$11,100
25	Admin Chairs	$2,800	$700	$3,500
26	Admin Shelving	$6,400	$0	$6,400
27	Admin Fire Proof File Cabinets	$6,400	$0	$6,400
28	Student Laptops	$24,000	$0	$24,000
29	Student Laptop Carts	$1,600	$0	$1,600
30	Printers (Students: $500; Administrators: $1,800)	$2,300	$0	$2,300
31	Teacher Desktops	$3,600	$0	$3,600
32	Teacher Laptops	$8,400	$2,100	$10,500
33	Admin Desktops	$4,500	$1,500	$6,000
34	Admin Laptops	$8,000	$2,000	$10,000
35	Document Cameras	$5,625	$675	$6,300
36	IT infrastructure: Server, switches, router, uninterruptible power supply, wireless access points, and cabling	$11,700	7,500	$19,200
37	VoIP Phones	$2,800	$500	$3,300
38	Campus security equipment	$0	$5,928	$5,928
	Grand total	**$437,485**	**$96,368**	**$533,853**

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

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Schedule #10—Other Operating Costs (6400)

County-District Number or Vendor ID: **227829**		Amendment number (for amendments only):		
Expense Item Description		**Planning Activity Costs**	**Implementation Activity Costs**	**Total Budgeted Costs**
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally.	$0	$0	$0
6411/ 6419	Travel costs for officials such as Executive Director, Superintendent, or Local Board Members. Allowable only when such costs are directly related to the grant. Must be allowable per Program Guidelines and grantee must keep out-of-state travel documentation locally.	$0	$0	$0
Subtotal other operating costs requiring specific approval:		$0	$0	$0
Remaining 6400—Other operating costs that do not require specific approval:		$0	$0	$0
Grand total:		**$0**	**$0**	**$0**

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

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

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Schedule #11—Capital Outlay (6600)

County-District Number or Vendor ID: **227829** | Amendment number (for amendments only):

#	Description and Purpose	Quantity	Unit Cost	Planning Activity Costs	Implementation Activity Costs	Total Budgeted Costs
6669—Library Books and Media (capitalized and controlled by library)						
1		N/A	N/A	$	$	$
66XX—Computing Devices, capitalized						
2			$	$	$	$
3			$	$	$	$
4			$	$	$	$
5			$	$	$	$
6			$	$	$	$
7			$	$	$	$
8			$	$	$	$
9			$	$	$	$
10			$	$	$	$
11			$	$	$	$
66XX—Software, capitalized						
12			$	$	$	$
13			$	$	$	$
14			$	$	$	$
15			$	$	$	$
16			$	$	$	$
17			$	$	$	$
18			$	$	$	$
66XX—Equipment, furniture, or vehicles						
19	Copier	1	$35,000	$35,000	$0	$35,000
20			$	$	$	$
21			$	$	$	$
22			$	$	$	$
23			$	$	$	$
24			$	$	$	$
25			$	$	$	$
26			$	$	$	$
27			$	$	$	$
28			$	$	$	$
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)						
29				$0	$0	$0
			Grand total:	**$35,000**	**$0**	**$35,000**

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

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Schedule #13—Needs Assessment	
County-district number or vendor ID: **227829**	Amendment # (for amendments only):

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

Families throughout central Texas and especially in south Austin are yearning for public school options that deliver results and shape character. According to Children at Risk, just under 50% of Austin area public school campuses are currently ranked C, D, or F. This **chronic underperformance of school districts** is causing far too many students to graduate high school without basic college readiness and preparation for college success. The deeper root of the academic problems within many of these districts is a crisis in **school culture**. Students are not receiving adequate guidance to develop morally as well as intellectually, and **many students do not feel safe, secure, and affirmed** in their school environment. Further, many schools are dominated by "niche" educational approaches and popular trends that highlight one aspect of learning to the detriment of many other important aspects. Some models focus primarily on STEM and some primarily on the arts, while other schools position themselves as either "traditional" or "progressive." But **few schools actually deliver a program with the breadth and depth required to educate the whole person** within a school culture that fosters joy, respect, and deep engagement. Based on our community engagement work in Valor's target zip codes, **parents have expressed both a need and demand for our distinctive model.**

As the Valor team began to talk with parents in the summer of 2016, we discovered that many Austin families already have a strong desire for schools with a classical emphasis. Valor's unique model and distinctive vision have strongly resonated with hundreds of families in Austin. In response to a parent survey we conducted, **82% of the 181 respondents indicated a desire for a classical education as a primary reason for their interest in Valor.** There are no charter schools with a classical focus in or accessible to families in our target areas.

Valor has developed an innovative, balanced approach that harmonizes the best of educational theory and practice from the classical world to the 21st century:
- Our schools draw upon the best of the Classical tradition AND Contemporary educational approaches
- Our rigorous curriculum emphasizes both STEM AND the Humanities
- Our teachers and leaders are both Philosophical AND Practical
- We achieve Measurable Academic Results AND cultivate a Love of Learning
- Our teachers emphasize Inquiry-Based Instruction AND employ Presentation, Coaching, and Independent learning
- Our approach is both Child-Centered AND Content-Centered
- Our instruction emphasizes Verbal AND Hands-on/Multi-Sensory modes of learning
- Our schools are Well-Ordered AND characterized by Joy and Deep Engagement
- Our teachers employ Whole-Class AND Individualized approaches
- Our students learn a body of specific Content Knowledge in each subject AND the critical Skills/Habits of learning
- We prepare students for College & Career AND for a Full Human Life.

The top five needs for Valor's educational model, which funding from this charter startup grant will address, are summarized below in order of priority:
1. Chronic underperformance in surrounding school districts (high number of C, D, and F school campuses) means students in South Austin need access to high-quality, rigorous academics, regardless of socio-economic background or ability.
2. Many students in South Austin lack sufficient college preparation and readiness.
3. There are currently no charter schools in South Austin with a classical educational focus.
4. Parents in South Austin desire academically rigorous charter schools where students are affirmed and respected within a positive school culture.
5. There is a high demand for Valor's unique model. (As of January 29, 2018, there have been 972 applications for 482 seats).

Valor will use TEA charter startup funding to address these needs with carefully planned staffing, contracted professional services, instructional and operational supplies and materials, and capital outlay items that are aligned with Valor's unique instructional model.

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Schedule #13—Needs Assessment (cont.)	
County-district number or vendor ID: **227829**	Amendment # (for amendments only):

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

#	Identified Need	How Implemented Grant Program Would Address
1	Students in South Austin need access to high-quality, rigorous academics, regardless of socio-economic background or ability.	Valor's K-12 English Language Arts program, including systematic phonics, DIBELS testing, classic literature, inquiry-based approach, and distinctive Socratic seminar method will provide outstanding reading instruction at all levels. From Singapore math in elementary grades to pre-AP and AP math courses in middle and high school, Valor's robust K-12 math curriculum will develop numerical and procedural fluency, strong computational and problem-solving skills, and outstanding higher-order mathematical thinking. In both of these critical subject areas, Valor's high-quality instruction will meet a distinct, common learning need for students within our community and be an outstanding preparation for college. **Grant funds will provide:** A curriculum consultant, a broad range of curricula and instructional materials, technology, and PD to help teachers deliver high-quality, content-rich, differentiated instruction. Legal services and PEIMS consulting will facilitate startup and school operations.
2	Many students in South Austin lack sufficient college preparation and readiness.	The primary way in which Valor will prepare students for college is through the rigor of its academic program, which includes a college counseling program, an academic support program, and the opportunity to take high school credit-bearing courses in middle school. All middle and upper school course at Valor will be high-level and content-rich, and all students will complete a sequence of AP Math and Science courses prior to graduation. **Grant funds will provide:** High-quality curriculum materials in all subjects that provide academic support for students needing to overcome academic deficits and accelerate their growth in preparation for post-secondary learning as well as curriculum consulting and teacher PD on using data to inform instruction.
3	There are currently no charter schools in South Austin with a classical educational focus.	Valor's approach educates the whole person and prepare students for college, career, and a full human life. Through the Great Books, the study of Latin, and Socratic teaching methods, Valor's Interdisciplinary Humanities Approach helps students to see the unity and interconnectedness of literature, history, art, and philosophy; fosters character growth and community-building (civility, the ability to listen, respect for the ideas of others); stimulates deep inquiry and fosters synthetic, integrated thinking; trains students to view fields of study from multiple perspectives; increases student interest, engagement, and retention of knowledge; provides intensive preparation for college-level study; and forms invaluable career skills. **Grant funds will provide:** Classically-focused instructional materials in all content areas to support Valor's instructional approach.
4	Parents in South Austin desire academically rigorous charter schools where students are affirmed and respected within a positive school culture.	The Valor team knows that a great curriculum by itself does not make a great school. Alongside our rigorous academic program, Valor's proven way of establishing and maintaining a distinctive school culture will enable us to achieve our mission to educate the whole person for college, career, and a full human life. Our school culture will be characterized by joy, respect, and deep engagement. We set clear, reasonable expectations for student behavior throughout campus and provide consistent, loving discipline as needed to help students grow in character and to promote the community's common good. **Grant funds will provide:** Highly qualified, well-trained, leadership who use the planning period for this grant project to build an environment of teamwork and a culture of high achievement that respects, encourages, and supports all students; in addition, grant funds will outfit the campus with needed furniture and equipment.
5	There is a high demand in South Austin for Valor's unique model (As of January 29, 2018, there have been 972 applications for 482 seats).	Our academic program is innovative in combining the best of classical education with the best of contemporary educational practices, establishing a new standard for what constitutes a full and balanced K-12 education. Valor students will receive a curriculum that includes reading and discussion of classic literature, history, and philosophy, and they will also have the opportunity to take advanced AP STEM courses and earn TEA endorsements in STEM, Arts and Humanities, and Multi-Disciplinary Studies. In addition, Valor's program will include some of the best, evidence-based curricular and pedagogical elements in contemporary education, including a comprehensive data-driven academic intervention program, computer-based adaptive assessments, and personalized learning components. **Grant funds will provide:** Critical classroom technology, instructional materials, and training in educational best practices.

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Schedule #14—Management Plan

County-district number or vendor ID: **227829**	Amendment # (for amendments only):

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

#	Title	Desired Qualifications, Experience, Certifications
1.	Superintendent/ Head of School	Total 17 years' experience in rigorous private and public educational settings; former Director of Academics (curriculum, instruction, and assessment), Great Hearts San Antonio (3 yrs); former school leader and master teacher (5 yrs); B.A. and M.A. degrees in English.
2.	Chief Operating Officer	Total 7 years' experience in charter schools; former Manager of Operations (facilities, IT, state compliance, accounting, HR, and enrollment), Great Hearts San Antonio (3 years); master teacher (3 yrs). B.A. degree in Liberal Arts.
3.	K-5 and 6-12 Asst. Heads of School	Oversee and execute portions of teacher training; coach teachers on administration, data-analysis, and action-planning; manage logistics of testing implementation; supervise Academic Interventionists. 2+ years assessment data analysis; DIBELS & MAP training; B.A. req, M.A. pref.
4.	Teachers	Bachelor's degree req., certification pref., demonstrated competence in the subject matter(s) taught (as appropriate to the position); demonstrated strength of character, vision alignment, and leadership capacity; commitment to continuous improvement; receptivity to coaching.
5.	Trainers/ Consultants	External professional development providers, trainers, and consultants will be selected by the Superintendent and COO who will seek testimonials and evidence of demonstrated results from prior clients and verify the research basis for all training and development.

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

#	Objective		Milestone	Begin Activity	End Activity
1.	By June 2020, at least 88% of 3-8 gr students will achieve Satisfactory on STAAR reading	1.	All classrooms staffed with highly qualified teachers	06/30/2018	07/31/2020
		2.	All teachers partic in 50+ hrs/yr of content-rel PD	07/01/2018	07/31/2020
		3.	At least 60% students meet std on benchmark asmt	01/31/2019	12/20/2019
		4.	At least 75% students meet std on benchmark asmt	09/01/2019	03/15/2020
		5.	Students not meeting std will receive addit'l support	09/01/2018	06/30/2020
2.	By June 2020, at least 85% of 3-8 gr students will achieve Satisfactory on STAAR Math	1.	All classrooms staffed with highly qualified teachers	06/30/2018	07/31/2020
		2.	All teachers partic in 50+ hrs/yr of content-rel PD	07/01/2018	07/31/2020
		3.	At least 60% students meet std on benchmark asmt	01/31/2019	12/20/2019
		4.	At least 70% students meet std on benchmark asmt	09/01/2019	03/15/2020
		5.	Students not meeting std will receive addit'l support	09/01/2018	06/30/2020
3.	By June 2020, at least 88% of students tested will pass the Algebra I EOC exam	1.	All classrooms staffed with highly qualified teachers	06/30/2018	07/31/2020
		2.	All teachers partic in 50+ hrs/yr of content-rel PD	07/01/2018	07/31/2020
		3.	At least 60% students meet std on benchmark asmt	01/31/2019	12/20/2019
		4.	At least 75% students meet std on benchmark asmt	09/01/2019	03/15/2020
		5.	Students not meeting std will receive addit'l support	09/01/2018	06/30/2020
4.	By June 2020, at least 90% of students tested will pass Bio, US Hist, and Engl I EOCs	1.	All classrooms staffed with highly qualified teachers	06/30/2018	07/31/2020
		2.	All teachers partic in 50+ hrs/yr of content-rel PD	07/01/2018	07/31/2020
		3.	At least 65% students meet std on benchmark asmt	01/31/2019	12/20/2019
		4.	At least 75% students meet std on benchmark asmt	09/01/2019	03/15/2020
		5.	Students not meeting std will receive addit'l support	09/01/2018	06/30/2020
5.	By June 2020, at least 90% of families report Satisfaction with education quality and school culture	1.	Parents invited to partic in school decision-making	04/01/2018	07/31/2020
		2.	At least 75% parents attend 1 acad info session/yr	04/01/2018	06/30/2020
		3.	100% parents contacted re: st. needing adtl support	08/20/2018	05/30/2020
		4.	100% of parents receive calls, emails, newsletters	08/20/2018	05/30/2020
		5.	Parent input formally sought at least 2x per year	04/01/2018	06/30/2020

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

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Schedule #14—Management Plan (cont.)	
County-district number or vendor ID: **227829**	Amendment # (for amendments only):

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

The Executive Leadership Team of Valor Public Schools comprises the Superintendent/Head of School, the Chief Operating Officer, and the two Assistant Heads of School (K-5 and 6-12). This team will be responsible for monitoring and adjusting the financial, physical, academic, and human resource needs of the school, its students, teachers, and staff.

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

- **Weekly**—The Executive Leadership Team and campus teachers communicate about implementation of project activities as needed; faculty and staff meet to adjust recruitment, instructional, and parent involvement activities and communicate with students, parents, and families as appropriate;
- **Monthly**—The Superintendent/Head of School, as supported by other members of the Executive Leadership Team, will meet with school board and business and community partners as appropriate to communicate updates and monitor and adjust project activities and management; the Assistant Heads of School schedule teachers and support staff to attend and participate in professional development.
- **Semi-annually**—The Chief Operating Officer (as supported by instructional support staff, teachers, data personnel, and others) completes grant evaluation reports as required by TEA and reports results to the Superintendent/Head of School and the Valor Public Schools learning community via board meetings. Board members will have the opportunity to ask questions and provide directive feedback, ensuring the schools maintain high academic expectations and continuously improve the program to maximize student growth/achievement in accordance with the school's mission and vision.

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

The Superintendent/Head of School and the Chief Operating Officer will jointly oversee efforts to **maximize effectiveness of grant funds** based on daily contact and mutual updates. The broader Executive Leadership Team (noted above) will **ensure all project participants remain committed to the project's success** through daily classroom observations, one-on-one meetings and coaching sessions with staff, faculty meetings, weekly grade-level and tactical meetings, collaborative staff discussions, and through regular contact with parents and community members.

At all stages of project implementation and management, the Chief Operating Officer will oversee adherence to all policies and procedures relating to the following: Maintaining fiduciary and financial responsibility for all grant activities; Keeping accurate accounting data, records, and archiving of supporting documentation for all charges; Requesting funds through the automated payment request systems; Preparing and submitting written expenditure reports to TEA as required; Certifying expenses are true and correct; Classifying and reporting the accounting transactions properly; and Maintaining accurate procurement records.

In addition, Valor Public Schools and its charter holder, Valor Texas Education Foundation, is committed to sustaining this program beyond the initial funding period and promises the following:

- To maintain accurate, up-to-date records of grant activities and expenditures;
- To file accurate, thorough interim and final progress and financial reports in a timely manner;
- To fully account for the accomplishment (or failure to accomplish) each program objective and performance target;
- To coordinate grant funding with other federal, state, and local/ADA funding to maximize program effectiveness and student achievement; and
- To share details of its model and the results of its program with others.

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Schedule #15—Project Evaluation

County-district number or vendor ID: **227829**	Amendment # (for amendments only):

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

#	Evaluation Method/Process		Associated Indicator of Accomplishment
1.	**QUANTITATIVE: Review of student achievement data** (baseline; progress reports/grading periods; benchmark tests)	1.	All teachers have access to most recent criterion- and norm-referenced student academic data within three weeks of school opening each year
		2.	All teachers have attended and participated in at least 6 hours of staff development related to data interpretation and application annually
		3.	Objectives 1-5 are achieved (see page 17)
2.	**QUANTITATIVE: Review of student data management system and teacher use**	1.	All teachers trained in student data management
		2.	At least 95% of teachers use data to inform and personalize instruction
		3.	At least 95% of teachers use (and are assessed on) differentiated learning components and adaptive, computer-based benchmark assessments
3.	**QUANTITATIVE & QUALITATIVE: Review of staffing** (open/filled positions, teacher/staff satisfaction, retention, perform.)	1.	Candidates will be selected based on mission-alignment, subject-matter expertise, and strength of character. All instructional positions will be filled by 07/01 each yr.
		2.	90% or more of faculty will Agree/Strongly Agree they receive regular and meaningful observation and coaching from school leadership.
		3.	Teacher retention of proficient and high-performing faculty will be 90% or higher by 06/30 each year
4.	**QUALITATIVE: Review of teacher performance data**	1.	All teachers will participate in normed surveys following prof devel training
		2.	All teachers will receive individualized, ongoing coaching for continuous improvmt
		3.	Evaluations will consider the degree to which teachers have implemented specific strategies and methods learned in prof devel sessions

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

The successful use of data to drive instruction is dependent on four fundamental elements: (1) assessment, (2) analysis, (3) action, and (4) systems (Bambrick-Santayo, 2012: Leverage Leadership). Assessment "defines the roadmap" and analysis pinpoints specific areas of need. Action involves implementing a specific instructional plan in direct response to the analysis, and systems points to the need to create sustainable, repeatable approaches "to ensure continual data-driven improvement". This four-fold approach will provide an overall framework to guide Valor's use of assessment to inform instruction that yields measurable results for students.

Valor will collect assessment data for each student and cohort. Various data points will be collected and recorded on comprehensive data tracking forms. One form will be maintained for each section of students and will include the following data points: **1. Reading Score on MAP** (called RIT score) for Beginning of Year, Winter, and Spring along with overall status ("At Risk", "Satisfactory", or "Advanced"); **2. Math Score on MAP** for (RIT score) for Beginning of Year, Winter, and Spring along with overall status ("At Risk", "Satisfactory", or "Advanced"); **3. DIBELS** (K-5) Score for Beginning of Year, Winter, and Spring along with overall status ("At Risk", "Satisfactory", or "Advanced"); **4. Teacher generated performance status** for Beginning of Year, Winter, and Spring ("At Risk", "Satisfactory", or "Advanced"), based on holistic view of all classroom assessments; and **5. Semester Comprehensive Assessment** score for Mid-year and End of Year, along with overall status ("At Risk", "Satisfactory", or "Advanced").

Data Analysis and Action Planning: On a quarterly basis, school leaders will meet with each classroom teacher to review data trackers for each section. In preparation for these data conversations, all teacher and leaders will receive training in how to effectively interpret data reports (MAP and DIBELS), isolating key standards/skills on which individual students and/or the class as a whole requires further targeted instruction. During the quarterly data conversations, an emphasis will be placed on developing action plans for addressing the needs of individual students and the class as a whole.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: **227829**	Amendment # (for amendments only):

Statutory Requirement 1: Describe the administrative relationship between the charter school and the authorized public chartering agency (i.e., the local board of trustees, the commissioner, or the charter holder board).
Note: All applicants must address this statutory requirement.
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Valor Public Schools is a charter school operated by Valor Texas Education Foundation, which has been authorized by the Texas Education Agency as a Generation 22 **Subchapter D, Section 12.101 Open-Enrollment Charter School** in accordance with State Board of Education rules and policies. As such, Valor Public Schools is a Local Education Agency (LEA). The governing body (Board of Directors) is as follows:

David Williams is a founder and Board Chairman of Valor Public Schools. Prior to starting Valor, David served as Executive Director of Great Hearts in San Antonio for three years. In this capacity, he oversaw the founding of two high-performing K-12 liberal arts charter schools. During his leadership, both schools were fully enrolled and had a combined waiting list of nearly 3,000 students. Prior to moving to San Antonio, David served for five years as the Headmaster of Glendale Preparatory Academy, which he founded in 2007. In addition to his roles in school and executive leadership, David enjoyed a distinguished teaching career, beginning in public high school in New Jersey. The heart of his teaching revolved around the creation of an integrated humanities program that brought the best of art, music, literature, and philosophy to his students. In recognition of his teaching achievement, the National Endowment for the Humanities named him New Jersey Teacher of the Year, and the New Jersey Senate and General Assembly passed a joint legislative resolution acclaiming his excellence in teaching. David has also taught at the college level at the University of Dallas where he studied philosophy as a doctoral student. A graduate of Fairfield University, he holds Masters degrees in History, Liberal Arts, and Theology from the University of Notre Dame, St. John's College, and the John Paul II Pontifical Institute. David also completed the Institute for Comparative Political and Economic Systems program at Georgetown University, and he is a CTI-trained professional coach.

Catherine Van Arnam is a Board Member for Valor Public Schools. Catherine is currently the District Coordinator for City of Austin Councilmember Ellen Troxclair, acting as a constituent liaison for the residents of District 8 in Southwest Austin. Prior to a time at home parenting her two children, Catherine served as Executive Assistant to the CFO of Monitor Group, a multinational business strategy consulting firm. In addition, she worked for author Chris Argyris, a well-known innovator in the field of business theory and Professor Emeritus at Harvard Business School. A member of the founding team at Founders Classical Academy of Leander, a K-12 charter school, Catherine served the academy in a number of administrative capacities. As an intern in the Center for Higher Education at the Texas Public Policy Foundation in Austin, she gained experience researching policy issues related to institutions of higher education nationwide. Catherine is a passionate advocate within the community for high-quality K-12 educational options in Austin. In addition to her experience in higher education and charter school policy and operations, she brings to the Board a strong network of community relationships and a deep commitment to serving families and students in Austin. As a prospective parent, Catherine has partnered with the Valor team for our community outreach activities and our charter application preparation.

Dr. Thomas S. Hibbs is a Board Member for Valor Public Schools. As Dean of the Honors College and Distinguished Professor of Ethics and Culture at Baylor University, Dr. Hibbs oversees a number of interdisciplinary programs, including the Honors Program, Great Texts, University Scholars, and the Baylor Interdisciplinary Core. His areas of expertise include film and popular culture and contemporary virtue ethics. Dr. Hibbs has made more than 100 appearances on local, regional, and national radio and television to provide commentary on film and culture. He has written extensively about film, culture, books, and higher education for such publications as The Wall Street Journal, Christianity Today, and The Chronicle of Higher Education. His most recent books include Shows About Nothing, Arts of Darkness: American Noir and The Lost Code of Redemption, and Virtue's Splendor: Wisdom, Prudence, and the Human Good. Prior to Baylor, Dr. Hibbs was a tutor at Thomas Aquinas College for three years before moving to Boston College, where he taught for thirteen years and served as Full Professor and Chair of the Department of Philosophy. Dr. Hibbs received his B.A. and M.A. in Literature and Philosophy from the University of Dallas and M.M.S. and Ph.D. in Medieval Studies from the University of Notre Dame.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: **227829**	Amendment # (for amendments only):

Statutory Requirement 2: Describe how the authorized public chartering agency will provide for continued operation of the school once the Federal start-up grant has expired.
Note: All applicants must address this statutory requirement.
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The primary source of funding for the continued operation of Valor Public Schools once the Federal start-up grant has expired will be the per-pupil allotment from the State of Texas. In the 2018-19 school year, this will be based on an enrollment of at least 482 students in grades K-8 and at least 549 students in grades K-9 in 2019-20. Full enrollment is projected to be at least 1,000 students in grades K-12 by 2022-23. The strong parent interest in Valor, evidenced by the number of enrollment applications received by January 2018 for the 2018-2019 school year, gives us confidence we will achieve/exceed our enrollment targets.

We have budgeted conservatively for 85% average daily attendance, though our goal is 97% ADA. Budgeted state revenue figures include 10% Special Education students, 25% ELL students; and 50% compensatory education. Our budget conservatively assumes no per-student increase in state revenue over the five-year period. In federal funds, we have also budgeted conservatively for IDEA-B and National School Breakfast/Lunch Program revenues. Throughout the five-year budget, this federal revenue increases in proportion to the enrollment increases.

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

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Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: **227829**	Amendment # (for amendments only):

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

Note: All applicants must address this statutory requirement.

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

Not applicable.

Valor Public Schools has requested no waivers.

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Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: **227829**	Amendment # (for amendments only):

Statutory Requirement 4: Describe how the grant funds will be used to accomplish the purpose, goals and objectives of the grant. Describe how the items/activities are necessary for initial implementation and the anticipated outcome for using grant funds for the purpose. Include a description of how such funds will be used in conjunction with other Federal programs administered by the U.S. Secretary of Education.
Note: All applicants must address this statutory requirement.
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Valor Public Schools understands that the purpose of the federal Public Charter School (PCS) Start-up Grant program is to increase national understanding of charter schools and that the Texas PCS program supports the federal program with the following goals:

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

Valor Public Schools is requesting **a total of $800,000** in start-up funds that are critical and necessary for accomplishing the purpose, goals, and objectives of the grant as delineated on **page 17**. Additional detail is as follows:

Payroll and Benefits (@ 17.82%) in the amount of **$185,147** will support five school operations staff (Superintendent/ Head of School, Chief Operating Officer/Assistant Head of School, K-5 Assistant Head of School, Office Coordinator, PEIMS Clerk) as well as an Athletic Coordinator (six staff positions, total) during the planning phase of the charter startup funding period to ensure a solid foundation for implementation.

Professional and Contracted Services in the amount of **$46,000** will provide legal services during the planning phase of this project, curriculum consulting and teacher professional development services during the planning and implementation phases, and PEIMS consulting during implementation.

Supplies and Materials in the amount of **$533,853** will purchase a broad range of nonconsumable curriculum materials to support Valor's classical approach to teaching and learning and its focus on rigorous college preparation; furniture for staff and students; technology for school operations as well as teaching and learning (desktops, laptops, printers, document cameras, whiteboards, etc.); IT infrastructure (server, switches, router, firewall, an uninterruptible power supply, wireless access points, and cabling); Voice-over Internet Protocol (VoIP) phones; and campus security equipment.

No Other Operating Costs are being requested.

Capital Outlay in the amount of **$35,000** will provide a high-capacity copier for instructional use and school operations.

The Executive Leadership Team and Valor finance/budget personnel will identify additional resources and coordinate funding from federal, state, and local funding for personnel, professional and contracted services, supplies and materials, other operating costs, and capital outlay as permitted by law and regulatory guidance. Examples of federal funding sources include, but are not limited to, the National School Lunch Program (US Dept. of Agriculture), Title I, IDEA, and federal (ED) grants. Examples of state funding include state (TEA) competitive grants, state formula funding, per-pupil regular (ADA) funding, and weighted ADA (WADA) funding. If awarded the CSP grant, Valor's leadership will ensure that all CSP grant funds are used to **supplement** other state and federal sources of funding.

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Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: **227829**	Amendment # (for amendments only):

Statutory Requirement 5: Describe how the charter school that is considered a local educational agency under state law, or a local education agency in which a charter school is located, will comply with sections 613(a)(5) and 613(e)(1)(B) of the Individuals with Disabilities Act. (See Appendix 1.) Failure to respond appropriately to this requirement will deem the applicant ineligible for funding as meeting the needs of special education students is a statutory requirement for this federal program.
Note: All applicants must address this statutory requirement.
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

FUNDING: Valor Public Schools will use weighted state per-pupil allotments to provide for the additional educational, instructional materials, and staffing needs of these students; train teachers in appropriate intervention, remediation, instruction, and acceleration of these students; and provide for the appropriate level of administrative case management.

ARDs and IEPs: Valor recognizes the unique educational challenges faced by students with special needs, and we have a deep commitment to providing high-quality services to the estimated 10% of our student body that may have disabilities. Valor will ensure that all students with disabilities who have an educational need receive a **free and appropriate public education (FAPE).** Valor will provide special education services to all eligible students in the **least restrictive environment,** fully meeting the provisions of each student's **individualized education plan (IEP).**

Valor will ensure that all students with disabilities are provided with the supports and services necessary and required under state and federal law. **In compliance with the Individuals with Disabilities Education Act**, Valor will provide "specially designed instruction, at no cost to the parents, to meet the unique needs of a child with a disability" (IDEA Sec. 300.39 (a)(1)). As appropriate, we will modify and adapt instructional content and methods to meet the needs outlined in a student's IEP. On an ongoing basis, we will measure student progress and the efficacy of specific instructional strategies being used. The **ARD team** will meet as needed to discuss any adjustments in services.

As required by 34 CFR§300.34(c)(16) of the Individuals with Disabilities Act (IDEA) regulations and in compliance with this law, we will provide transportation services to students with disabilities whose IEP includes transportation services. As part of the enrollment process, our Special Education Coordinator will review each incoming IEP, meet with families of students with disabilities, and develop an individualized plan that meets the needs of each student requiring transportation services.

TEACHER PREPARATION AND TRAINING AND STUDENT SUPPORT: Valor's Special Education Coordinator, teachers, and network Director will have state certification in Special Education and will be hired on the basis of their expertise in the following areas: instruction, law and compliance, diagnostics, parent communication, provision of services, IEP/ARD caseload management. Valor will maintain up-to-date Special Education policies, procedures, and program documents that are fully consistent with state and federal policies governing special education. We will employ an **inclusion model** of Special Education, seeking to provide Special Education services to the extent possible within the general education setting. If deemed appropriate on the basis of the student's IEP, Valor will provide further pull-out services to fully meet the needs of its Special Education students. In general, our structured and supportive classroom environment will be an excellent environment for students with special needs to learn and develop. Valor's special education program will be **fully compliant with TAC §19.89, TEC Chapter 29, Subchapter A, and other applicable laws.**

Valor's Special Education team, including our Coordinator and Special Education teachers, will differentiate and modify our curriculum as appropriate for students with special needs. General education teachers will also employ many teaching strategies within the regular classroom that are effective for students with special needs, e.g. preferential seating, the use of graphic organizers, and breaking down complicated assignments into manageable parts. In addition to providing all support services as described in students' IEPs, Valor has chosen foundational curricular elements for the general education classroom that are particularly well-suited to meet the needs of students with disabilities. For example, Spalding phonics' multi-sensory approach employs visual, tactical, and auditory components, which are particularly helpful for students with disabilities impacting a particular sense, a mode of learning, or the ability to sustain focus. According to the National Reading Panel, systematic phonics methods such as Spalding has a "positive and significant effect on disabled readers' reading skills". (www.nichd.nih.gov/publications/pubs/nrp/Pages).

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Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: **227829**	Amendment # (for amendments only):

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

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

Not applicable.

Valor Public Schools is not a Subchapter C Campus Charter School.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: **227829**	Amendment # (for amendments only):

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

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

Not applicable.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: **227829**	Amendment # (for amendments only):

Statutory Requirement 8: Describe the performance measures and methods by which the charter school will determine its progress toward achieving those objectives. For each objective include a description of what is going to change as a result of this grant project, who will achieve the change, how much change will occur, and when will the change occur. *Note: Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement.* Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Not applicable.

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Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: **227829**	Amendment # (for amendments only):

Statutory Requirement 9: Describe how parents and other members of the community will be involved in the planning, program design, and implementation of the charter school.
Note: Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement.
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Not applicable.

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Schedule #16—Responses to Statutory Requirements

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Statutory Requirement 10: Describe how students in the community will be (1) informed about the charter school; and (2) given an equal opportunity to attend the charter school.
Note: Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement.
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Not applicable.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: **227829** | Amendment # (for amendments only):

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

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

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

Not applicable.

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Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: **227829**	Amendment # (for amendments only):

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

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

Not applicable.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: **227829**	Amendment # (for amendments only):

Statutory Requirement 13: Describe how the charter school will be governed. (1) Include a detailed description of the ways in which the campus charter school will be permitted to govern autonomously, as evidenced by the day-to-day decision makers at the campus and their input with regard to the school's curriculum, calendar, budget, and daily operations. (2) Describe how this autonomy is **above and beyond the degree of flexibility and autonomy afforded to traditional campuses** within the district.

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

Not applicable.

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Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: **227829**	Amendment # (for amendments only):

Statutory Requirement 14: Describe the manner in which an annual independent financial audit of the campus is to be conducted. The campus charter must have a plan for an audit separate and apart from the district audit. Describe the manner in which the campus will provide information necessary for the school district in which it is located to participate, as required by TEC, Chapter 12, Subchapter C, or by SBOE rule, in PEIMS.
Note: Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement.
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Not applicable.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: **227829**	Amendment # (for amendments only):

Statutory Requirement 15: Explain the manner in which the district will flow other federal funds to the campus charter. Describe the timelines for flowing the federal funds to the campus charter that ensure students are promptly receiving the benefit of services that appropriate federal funds can provide.
Note: Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement.
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Not applicable.

Valor Public Schools is not a Subchapter C Campus Charter School.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: **227829**	Amendment # (for amendments only):

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

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Campus Charter Schools															
Open-Enrollment Charter School	0	69	69	69	69	46	46	46	46	22	0	0	0	0	482
College/University Charter School															
New School Under Existing Open-Enrollment Charter School															
TOTAL:	**0**	**69**	**69**	**69**	**69**	**46**	**46**	**46**	**46**	**22**	**0**	**0**	**0**	**0**	**482**

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

Total Staff	41
Total Parents*	723
Total Families*	386
Total Campuses	1

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

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Campus Charter Schools															
Open-Enrollment Charter School	0	69	69	69	69	69	46	46	46	46	20	0	0	0	549
College/University Charter School															
New School Under Existing Open-Enrollment Charter School															
TOTAL:	**0**	**69**	**69**	**69**	**69**	**69**	**46**	**46**	**46**	**46**	**20**	**0**	**0**	**0**	**549**

Total Staff	46
Total Parents*	824
Total Families*	440
Total Campuses	1

* Total parents estimated as 1.5 x # of students. Total families estimated as .8 x # of students.

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

County-district number or vendor ID: **227829**	Amendment # (for amendments only):

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

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Campus Charter School (TEC Subchapter C)															
Open-enrolment Charter School (TEC Subchapter D)	0	10	15	15	20	22	25	25	20	10	0	0	0	0	162
College/University/Jr College Charter School (TEC Subchapter E)															
New School Under Existing Open-Enrollment Charter School															
TOTAL:	**0**	**10**	**15**	**15**	**20**	**22**	**25**	**25**	**20**	**10**	**0**	**0**	**0**	**0**	**162**

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

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

	District Name	Campus Name	9 Digit CDC Number
PRIORITY SCHOOLS			
1.	Austin ISD	Burnet MS	227901046
2.	Austin ISD	Dobie MS	227901055
3.	Austin ISD	Garcia YMLA	227901064
4.	Austin ISD	Mendez MS	227901058
5.	Austin ISD	Norman EL	227901150
6.	Austin ISD	Pickle EL	227901164
7.	Hays CISD	Hemphill EL	105906109
FOCUS SCHOOLS			
8.	Austin ISD	Barrington EL	227901149
9.	Austin ISD	Jordan EL	227901178
10.	Austin ISD	Martin MS	227901051
11.	Austin ISD	Oak Springs EL	227901125
12.	Austin ISD	Overton EL	227901189
13.	Austin ISD	Sadler Means YWLA	227901065
14.	Hays CISD	Science Hall EL	105906112
15.	Hays CISD	Tom Green EL	105906103
16.	Pflugerville ISD	Caldwell EL	227904114
17.	Pflugerville ISD	Dessau MS	227904045
18.	Pflugerville ISD	Northwest EL	227904104
19.	Pflugerville ISD	Park Crest MS	227904043
20.	Pflugerville ISD	River Oaks EL	227904107
21.	Pflugerville ISD	Ruth Barron EL	227904119
22.	Pflugerville ISD	Westview MS	227904042

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

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: **227829**	Amendment number (for amendments only):

No Barriers

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	☐	☐	☐

Barrier: Gender-Specific Bias

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	☒	☐	☒
A02	Provide staff development on eliminating gender bias	☐	☒	☒
A03	Ensure strategies and materials used with students do not promote gender bias	☐	☒	☒
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	☐	☐	☐
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	☒	☒	☒
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	☒	☐	☒
A99	Other (specify)	☐	☐	☐

Barrier: Cultural, Linguistic, or Economic Diversity

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	☒	☐	☒
B02	Provide interpreter/translator at program activities	☒	☐	☒
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	☒	☐	☒
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	☒	☒	☒
B05	Develop/maintain community involvement/participation in program activities	☐	☐	☒
B06	Provide staff development on effective teaching strategies for diverse populations	☐	☒	☐
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	☐	☒	☐
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	☐	☒	☐
B09	Provide parenting training	☐	☐	☒
B10	Provide a parent/family center	☐	☐	☐
B11	Involve parents from a variety of backgrounds in decision making	☐	☐	☒

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

County-District Number or Vendor ID: **227829**	Amendment number (for amendments only):

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

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

Barrier: Gang-Related Activities

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

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

County-District Number or Vendor ID: **227829**	Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

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

Barrier: Drug-Related Activities

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

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	☒	☐	☒
E02	Provide program materials/information in Braille	☐	☐	☐

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

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Barrier: Visual Impairments

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

Barrier: Hearing Impairments

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

Barrier: Learning Disabilities

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

Barrier: Other Physical Disabilities or Constraints

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

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

County-District Number or Vendor ID: **227829**	Amendment number (for amendments only):

Barrier: Inaccessible Physical Structures

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

Barrier: Absenteeism/Truancy

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

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	☐	☐	☐
L02	Establish collaborations with parents of highly mobile families	☐	☒	☒
L03	Establish/maintain timely record transfer system	☐	☒	☒
L99	Other (specify)	☐	☐	☐

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	☐	☒	☒
M02	Conduct home visits by staff	☒	☐	☒

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Barrier: Lack of Support from Parents (cont.)

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

Barrier: Shortage of Qualified Personnel

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

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	☒	☒	☒
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	☒	☐	☒

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

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	☒	☐	☒
P99	Other (specify)	☐	☐	☐

Barrier: Lack of Transportation to Program Activities

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

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier / Other strategy	☐	☐	☐
Z99	Other barrier / Other strategy	☐	☐	☐
Z99	Other barrier / Other strategy	☐	☐	☐
Z99	Other barrier / Other strategy	☐	☐	☐
Z99	Other barrier / Other strategy	☐	☐	☐
Z99	Other barrier / Other strategy	☐	☐	☐
Z99	Other barrier / Other strategy	☐	☐	☐
Z99	Other barrier / Other strategy	☐	☐	☐
Z99	Other barrier / Other strategy	☐	☐	☐
Z99	Other barrier / Other strategy	☐	☐	☐

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