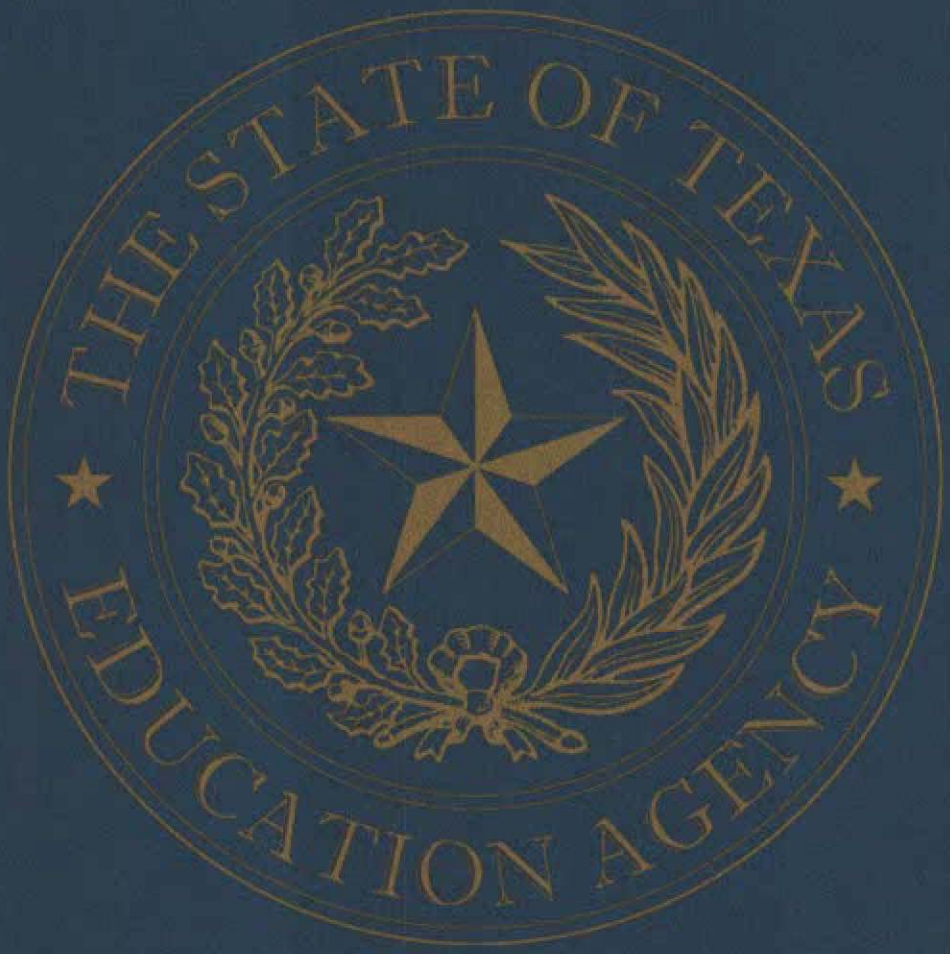
GENERATION 25

OPEN-ENROLLMENT CHARTER APPLICATION



RESPONSES AND ATTACHMENTS

Proposed Charter School Name: Friendship Aspire San Antonio East

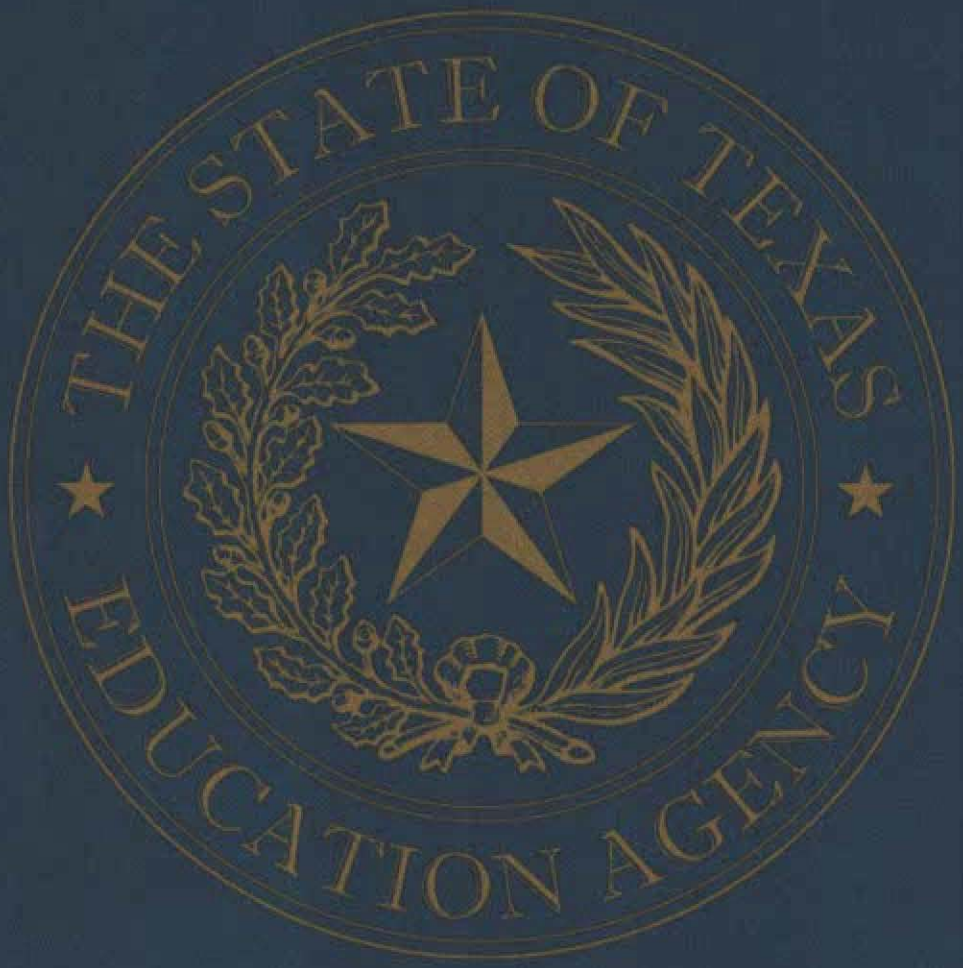
Sponsoring Entity: Friendship Education Foundation

RFA: 701-19-112

SAS: 565-19

GENERATION 25

OPEN-ENROLLMENT CHARTER APPLICATION



SPECIAL ASSURANCES

OPEN-ENROLLMENT CHARTER SCHOOL APPLICATION
Generation Twenty-Five
Special Assurances Document

Sponsoring Entity: Friendship Education Foundation

Proposed Charter School Name: Friendship Aspire - San Antonio East

The Board Chair of the proposed sponsoring entity shall initial each and all assurances within this document to confirm awareness and understanding of responsibilities established herein.

I. Open Meetings Requirements

DN The proposed charter holder assures that all meetings in which charter school business is discussed will be posted to provide public notice, held in an open public forum, and any action items voted upon in a public forum as required by the Open Meetings Act in Government Code, Chapter 551.

DN Furthermore, the proposed charter holder assures that all of the following will be discussed in open meetings and only acted upon with approval of the charter holder board:

- The annual budget and all amendments to the budget,
- Any changes to job descriptions from those submitted in the application for charter, and
- Any changes in compensation from compensation as submitted in the application for charter.

II. Public Information Requirements

DN The proposed charter holder assures that information, that is considered public, requested by anyone will be provided in accordance with Government Code, Chapter 552.

III. Criminal History Check Requirements

DN The proposed charter holder assures that criminal history checks will be completed in accordance with law and that no person will serve as a member of the governing body of a charter holder, as a member of the governing body of the charter school, or as an officer or employee of an charter school if the person has been convicted of a misdemeanor involving moral turpitude, a felony, an offense listed in TEC 37.007(a) or an offense listed in Article 62.001(5) Code of Criminal Procedure.

IV. Annual Training Requirements

DN The proposed charter holder assures that all annual training requirements for board members and school administrators will be completed in accordance with law and commissioner rules.

V. Residential Facilities Monitoring (RFM) System

DN The proposed charter holder assures that it understands that, pursuant to 19 Texas Administrative Code (TAC) §97.1072, there is a specific system for monitoring school districts and charter schools that serve students with disabilities who reside in RFs. The charter holder further assures that it understands that it will be required to report data related to students with disabilities residing in RFs in TEA's data collection system known as RF Tracker and that it may be subject to RFM intervention activities and on-site visits based upon a review of the data it reports or on random or other means of selection.

VI. Special RF Training

DN The proposed charter holder assures that all personnel involved with serving students with disabilities residing in an RF and personnel involved with reporting data in *RF Tracker* will receive training on the RFM system.

Sponsoring Entity: Friendship Education Foundation

Proposed Charter School Name: Friendship Aspire - San Antonio East

VII. Admission and Enrollment

ON The proposed charter holder assures that parents or prospective students will not be required to attend an interview or meeting of any kind prior to admitting and/or enrolling a student, or during the time in which the student is enrolled.

ON The proposed charter holder assures that volunteer hours, or payment in lieu of volunteer hours, will not be required of the parent or guardian as a requirement for student admission or enrollment.

ON The proposed charter holder assures that there will be no specified days designated for enrollment and/or admission. If space is available, a student will be enrolled and admitted on any day at any time of day and must be counted as and considered a charter student immediately. State law does not allow for a trial enrollment period at a public school.

ON The proposed charter holder assures that no student auditions will be required prior to enrollment and admission at the charter school unless the charter is originally approved by the commissioner of education as a performing arts school with an audition component or the charter is amended by the commissioner of education to designate the school a performing arts school with an audition component.

ON The proposed charter holder understands that a student may be ineligible for enrollment at a charter school based on a history of a criminal offense, a juvenile court adjudication, or discipline problems under Texas Education Code (TEC), Chapter 37, Subchapter A, only if the enrollment prohibition is specifically approved by the commissioner of education when the charter is awarded, or if the charter is amended by the commissioner of education to allow this enrollment prohibition. It must be noted that the enrollment prohibition is not allowed for any prior discipline problems, but only those specified in TEC, Chapter 37, Subchapter A.

VIII. Public Meeting(s)

ON The proposed charter holder assures that a public meeting will be held, in accordance with the requirements outlined in Attachment 6 of this application, for each approved campus opened after Year 1, at least 6 months prior to opening that campus. The proposed charter holder further assures that such meetings will be held within the city of the proposed campus address.

IX. Withdrawal and Expulsion

ON The proposed charter holder assures that it understands that only the parent or guardian may withdraw a student from the charter school, and the only time charter administrators may withdraw a student and use administrative withdrawal as the leaver code is in the rare instances when:

- a student is withdrawn by the charter school because the charter school discovers, when verifying enrollment information, that the student was not a resident of the district at the time of enrollment;
- the charter school discovers that the student has falsified enrollment information;
- proof of identification is not provided; or
- immunization records are not provided within 30 days of enrollment.

ON The proposed charter holder understands that a student who fails to comply with the charter school's student code of conduct may not be administratively withdrawn. If a student commits an expellable offense, as outlined in the student code of conduct, the charter holder further understands that charter administrators may expel the student only after due process has been afforded the student, and the charter holder board has determined that expulsion is the appropriate consequence.

Sponsoring Entity: Friendship Education Foundation

Proposed Charter School Name: Friendship Aspire - San Antonio East

DH The proposed charter holder understands that it has an obligation to notify the school district in which the student resides within three business days of any action expelling or **withdrawing** a student from the charter school. See 19 TAC §100.1211 (c).

DH The proposed charter holder assures that each campus granted through the initial charter contract and all subsequent renewal, expansion, and re-designations shall establish and maintain gun-free campus policies. The charter shall also expel a student who brings a firearm, as defined by 18 U.S.C. Section 921, to school. See TEC §37.007(e).

X. Ready to Open Check-List

DH The proposed charter holder understands, upon any subsequent approval and award of charter, that a ready-to-open check list may be required to complete prior to final approval for the opening of any campus.

XI. Postponement of Opening

DH The proposed charter holder understands that any request for the postponement of opening shall be denied if the founding Board no longer constitutes the governing Board at the time of the request.

XII. Federal and State Funding

DH The proposed charter holder understands that any request for assistance from the Texas Education Agency that is to be provided from *Every Student Succeeds Act* funds, as granted by the *Every Student Succeeds Act of 2015,* must comply with the *The Guns-Free Schools Act.* See 20 U.S. Code § 7151.

DH The proposed charter holder understands that any *Every Student Succeeds Act* funds that are applied towards campus(es) operated on the premises of a public university or college may be effected by new open-carry handgun legislation on public university and college campuses. See Senate Bill 11, as approved by the 84th Legislature, 2015.

DH The proposed charter holder understands that upon receipt of its first federally funded grant from TEA, "specific conditions" will be imposed upon it, including requirement to participate in training and technical assistance provided by the Department of Grants and Federal Fiscal Compliance. The training and technical assistance is designed to help new charter schools ensure that federal grant funds are used in accordance with applicable statutes, regulations, and requirements. TEA is authorized to impose specific conditions by Title 2 of the Code of Federal Regulations (CFR), 200.331 (c) and 200.207.

XIII. Required Disclosure

DH The proposed charter holder assures that all information subject to a required disclosure of fact(s) has been expressly provided within the *Charter School Application* to the extent authorized by all controlling law.

Sponsoring Entity: Friendship Education Foundation

Proposed Charter School Name: Friendship Aspire - San Antonio East

I, the undersigned, hereby certify that the governing body of the charter holder has authorized me to provide these assurances as noted by my initials on this and all previous pages.

Donald L. Hense

Printed Name of Sponsoring Entity Board Chair

Signature of Sponsoring Entity Board Chair

1/20/20

Date

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Applicant Checklist

Use this checklist to ensure the application is complete. In the third column, write "yes" to indicate that each section has been included in the Application Package.

Sections	**Required Elements**	**Complete (yes/no)**
Applicant Checklist	Applicant Checklist	yes
Applicant Cover Sheet	Applicant Cover Sheet	yes
School Overview	Executive Summary	yes
	Targeted Community and Anticipated Student Population • Geographic Boundaries • Enrollment Projections • Demographic Projections	yes
	Community Engagement	yes
School Design	Mission, Vision, and Overview of School Design	yes
	Portfolio Performance	yes
	Curriculum and Instruction	yes
	Strategies for Assessment of Learning and Data-Driven Instruction	yes
	Supports for Special Populations	yes
	School Culture and Safety	yes
	Promotion and Graduation Requirements	yes
	Family and Community Engagement	yes
Leadership and Governance	Board Structure and Qualifications	yes
	Proposed Superintendent Qualifications	yes
	Proposed Instructional Leadership Team	yes
	Proposed Financial and Operations Leadership Teams	yes
	Performance Management	yes

Sections	Required Elements	Complete (yes/no)
Talent Management and Development	Talent Management	yes
	Professional Development and Evaluation	yes
	Retention	yes
Operational and Financial Plans	School Calendar and Schedule	yes
	Student Recruitment and Enrollment	yes
	Facility Acquisition • Facility Identified • Facility Not Identified	yes
	Transportation	yes
	Start-up Plan	yes
Operational and Financial Plans	Financial planning	yes
Attachments	Attachment 1: Articles of Incorporation	yes
	Attachment 2: 501(c)(3) Determination Letter	yes
	Attachment 3: Applicant Information Session Documentation	yes
	Attachment 4: Evidence of Community Demand	yes
	Attachment 5: Certified Mail Receipt Cards	yes
	Attachment 6: Published Notice(s) of Public Meetings	yes
	Attachment 7: Authorizer's Recent Assessment of the Operator's Performance	yes
	Attachment 8: Current or Past Litigation	yes
	Attachment 9: Proposed Discipline Policy	yes
	Attachment 10: Evidence of Community Support	yes
	Attachment 11: Bylaws	yes
	Attachment 12: Code of Ethics and Conflict of Interest Policy	yes

Sections	Required Elements	Complete (yes/no)
Attachments	Attachment 13: Board Member Résumés and Biographical Affidavits	yes
	Attachment 14: Organizational Charts for Year 1, Year 3, and Year 5	yes
	Attachment 15: Tool(s)/Process to Evaluate Superintendent	yes
	Attachment 16: Résumé and Qualifications for Proposed Superintendent OR	yes
	Attachment 17: Job Description or Qualifications for Superintendent	yes
	Attachment 18: Résumé(s) and Qualifications for Proposed Instructional Leadership Team	yes
	Attachment 19: Job Descriptions or Qualifications for School's Instructional Leadership Team	yes
	Attachment 20: Tool(s)/Process to Evaluate Members of the School's Instructional Leadership Team	yes
	Attachment 21: Résumé(s) and/or Qualifications for Proposed Financial Team	yes
	Attachment 22: Résumé(s) and/or Qualifications for Proposed Operations Team	yes
	Attachment 23: Staffing chart	yes
	Attachment 24: Supplemental Human Resources Information Forms for each Position on the Staffing Chart	yes
	Attachment 25: Teacher Evaluation Tool(s)	yes
	Attachment 26: Proposed School Calendar (Annual)	yes
	Attachment 27: Proposed School Schedule for Day and Week: Teacher and Student Versions	yes

Sections	Required Elements	Complete (yes/no)
Attachments	Attachment 28: Proposed Admissions and Enrollment Policy	yes
	Attachment 29: Certificate of Occupancy for Facility	yes
	Attachment 30: Evidence that Facility Has Been Secured	yes
	Attachment 31: Detailed Start-Up Plan	yes
	Attachment 32: Financial Plan Workbook	yes
	Attachment 33: Budget Narrative	yes
	Attachment 34: Evidence of Other Financial Support	yes
	Attachment 35: Audit Reports, last 3 years	yes
	Attachment 36: Internal Financial Statements	yes
	Attachment 37: IRS Form 990, Form 990-N, or Form 990-EZ	yes
	Attachment 38: Plan for Insurance Coverage	yes
Optional Bonus Attachment	Attachment 39: Evidence of Superior Performance and Support	yes
Special Assurances	Special Assurances	yes

Applicant Cover Sheet

NAME OF PROPOSED GENERATION TWENTY-FIVE CHARTER SCHOOL	
Friendship Aspire Academy, Inc./ Initial Campus Friendship Aspire San Antonio East	
NAME OF SPONSORING ENTITY	
Friendship Education Foundation	
The sponsoring entity is a:	☒ 501(c)(3) Nonprofit Organization ☐ Governmental Entity ☐ College or University

1. As **Attachment 1 and 2**, submit Articles of Incorporation for the sponsoring entity and proof of non-profit status and tax-exempt status, as applicable.

2. Does the school intend to contract with a third-party service provider (CMO) to manage the educational program and operations of the school but not hold the charter directly?

   Yes* ☒ No ☐ If yes, identify the CMO: __Friendship Education Foundation_

   * If the answer is yes, the applicant must complete the CMO Addendum.

I. PRIMARY CONTACTS

	Applicant Team Lead	Proposed Superintendent	Proposed Board Chair
Name	**Virginia Perry**	**Phong Tran, interim**	**Joe Harris III**
Mailing address	**300 South Izard, Little Rock, AR 72201**	**300 South Izard, Little Rock, AR 72201**	**1351 Nicholson Street NW, Washington, DC 20011**
Email address	**vperry@friendshipusa.org**	**ptran@friendshipusa.org**	**jharris@friendshipusa.org**
Phone number	**469-406-3889**	**504-458-4512**	**202-746-7049**

3. As **Attachment 3**, submit the information session registration form to document that at least one governing board member from the sponsoring entity attended the session.

II. CHARTER SCHOOL INFORMATION

Grade level(s) served in Year 1	K - 1
Number of students served in Year 1	160
Grade levels served at capacity	K - 5
Number of students served at capacity	480
Number of campuses requested	5
Number of districts within geographic boundary	1

Note: The information in this table should align with the data in the Targeted Community and Anticipated Student Population section of the application.

Address of Proposed Administrative Offices *(if different from above):*
Physical Address of Each Proposed Campus *(please include street address, city, state, zip, and county).* If the specific address is unknown at this time, please provide the county and general location of the proposed campus:
Friendship Aspire Academy, Inc. will locate the initial campus in Bexar County, specifically in the eastern section of San Antonio.

III. GOVERNANCE/LEADERSHIP

Number of Board Members	4
Chairperson of the Governing Board	Donald Hense
Chief Executive Officer of the Sponsoring Entity	Joe Harris, III
Superintendent of Proposed Charter School	Phong Tran (interim)
Board Member Who Attended Applicant Conference	Joe Harris III

Note: The information in this table should align with the list of board members in the Board Structure and Qualifications section of the application.

IV. APPLICATION TEAM MEMBERS

For all members of the applicant team, list their names, current position, and position or role in the proposed charter school. (*Add additional rows as needed.*)

Full Name	Current Job Title and Employer	Position or Role with Proposed Charter School
Joe Harris III	FEF National Executive Director & Chief Executive Officer	National Board Member

Phong Tran	FEF State Superintendent	Interim Superintendent Interim Operations Director
Katrina Cephas	FEF Finance Director	Finance Director
Felicia Owo	Principal, Friendship Woodridge International Public Charter School	Academics Director
Virginia Perry	FEF Director of Development	Director of Development

5. Identify any individual(s) or organization(s) that prepared, assisted, and/or provided **professional** advice on the contents of the application herein.

Name of individual or organization	**Was this individual/organization paid?**	
Professional Polish	Yes ☒	No ☐
	Yes ☐	No ☐
	Yes ☐	No ☐

Attachments

- 1: Articles of Incorporation
- 2: 501(c)(3) determination letter
- 3: Applicant information session documentation

I certify that I have not made material changes, alterations, or edits to this *Responses and Attachments* document, unless expressly authorized in the specific directions provided.

I certify that I have the authority to submit this application and that all information contained herein is complete and accurate, realizing that any misrepresentation could result in disqualification from the application process or revocation after award. In accordance with Texas Education Code §12.120, I further certify that no members of the governing body of the sponsoring entity or of the proposed charter school or any officers or employees of the proposed school have been convicted of a misdemeanor involving moral turpitude or of any felony. I understand that incomplete applications will not be considered. As part of the application submission process, I certify that I have read and reviewed the Generation Twenty-Five Open-Enrollment Charter Application Instructions document.

Signature of Chief Executive Officer of Sponsoring Entity *(Blue Ink)*	01/20/2020 Date	Joe Harris, III Printed Name

School Overview

Executive Summary

The mission of the Friendship Aspire Academy PCS-San Antonio, Inc. (Friendship) is to create world-class education opportunities that motivates students to achieve high academic standards, enjoy learning, and develop as ethical, literate, well-rounded and self-sufficient citizens who contribute actively to their communities. To achieve this mission, Friendship schools, pay attention to the following elements in our design model: gifted teaching staff; culture of achievement; leaders focused on results; and schools structured for success.

Proposed Community: Friendship is proposing to serve communities in or adjacent to East Side San Antonio (zip codes 78202, 78207, 78208, and 78211). We intend to open a K-5 elementary school with a total enrollment of 480 students within 5 years. In Yr01(SY 2021-2022), we will open with 180 students in grades K-1 students and 21 staff. The school will take a slow grow approach by adding one grade level of 80 kids per year in five years. Friendship is deliberate in focusing on low-income and hardest to serve communities in the east side of San Antonio, a predominately African American and Latino population. A two-year study of census data, surveys, and focus groups by area grant makers and banks found that the residents of zip codes 78202, 78207, 78208, and 78211 have worse than average outcomes in employment, health insurance coverage, income, and education." We recognize that 78202 and 78208 zip codes are adjacent to one another on San Antonio near East Side, 78207 is located just west of downtown, and 78211-zip code is located in Southwest San Antonio."

Friendship's Philosophy: Friendship's philosophy, shared by all its affiliates, is that all students can achieve at high levels when provided with a consistent message of achievement from all stakeholders, strong organizational leadership to promote and maintain rigorous instruction, and research-based curriculum that engages learners Therefore, the applicant team's philosophy is one that believes that a world class education can create life changing opportunities. Friendship makes a deliberate approach to recruiting and hiring staff that is culturally diverse and largely reflective of the population of the community we serve. It is our belief that this multi-level diversity breeds innovation in thought and creativity. The enhancement of our teaching force thereby enhances our student's access to innovative instruction.

Capacity to Open and Operate High Quality Charter School- Friendship is an experienced operator. Founded in 1997, the Friendship network of public charter schools educates each day over 7,200 children, grades pre-K to 12th grade, with a college preparatory focused education on 23 school campuses in Washington DC (14 schools); Little Rock and Pine Bluff Arkansas (3 schools); and 3 turnaround schools in Baltimore Maryland (2 schools) and Baton Rouge Louisiana (1 school). With more than 24 years' experience successfully operating and managing high academic performing schools nationally, we are confident that we will have the experience, resources and community connections to effectively operate schools in the city of San Antonio.

Friendship has a detailed start-up plan with over 300 tasks that is updated weekly by an experienced start-up team and independent charter management organization will oversee the

startup phase and all aspects of the school's operations post-opening. The Friendship Education Foundation (Friendship Foundation), an experienced 501C3 nonprofit CMO, will contract with the Statewide Board to provide day-to-day management, operation, administrative, financial and local board support to all Friendship schools in Texas.

The Friendship governing structure will include a voluntary National Board and a single Texas statewide Board of Directors. The National Board will oversee the statewide board. The Statewide Board, the charter holder, will provide overall governance and direct the established policies of the network of Friendship schools in the state of Texas. No state of Texas funding will be transferred out of state or to the National Board.

Mr. Donald Hense, a 2011 inductee into the National Charter Schools Hall of Fame, is the Founder and Chairman of the Board of the national network of Friendship and Friendship Aspire Academy Public Charter Schools. Mr. Joe Harris will serve as the Chairman and founding member of the Texas Board. Mr. Harris has over 20 years of nonprofit and charter school management experience. Mr. Phong Tran, who has 10 years Superintendent and school operations experience in 3 states, will serve as the State Superintendent. Mr. Tran will serve as the point person for all district matters. His role will be to supervise school principals and district staff, work with school board members and to manage fiscal operations. He will be directly responsible for hiring staff, solving problems and lobbying for additional resources, when needed.

How our School Model will Support the Community: Friendship's school design focuses on the whole child. Our approach to education is anchored in the belief that no two students have the same skills or learning style. Our school design creates an individual learning plan for every child based on his or hers universal and special needs. Our education approach combines direct instruction, small-group work, and one-on-one tutoring in a way that works for the individual student. We offer resource-rich school environments and ensure that each school has strong core offerings in English language arts, mathematics, social studies and science at every grade level with art, music, physical education, health, world languages and STEM to support the development of well-rounded students.

Friendship Aspire Academy, Inc. will utilize a K-5 version of a liberal arts education to effectively serve Texas students. We feel this model would go a long way towards solving one of the more stubborn problems facing the children we serve: How to raise children to love reading. Friendship has a strong track record in improving the reading, reading comprehension and the overall academic performance of the student we serve. The Friendship Model is focused on getting all students to and through college. To that end, to be educated in liberal arts is to have a broad grasp of literature, arts, music, history and the sciences. This model will naturally expose our student a broad range of careers that will guide their college study of focus.

Targeted Community and Anticipated Student Population

Optional Priority Point. Does the applicant propose a campus within the boundaries of the attendance zone of a campus assigned an unacceptable performance rating for the past two years? By checking yes, applicant must cite clear and specific evidence to support this claim.	Yes ☒ No ☐

Demographic Projections for Friendship Aspire San Antonio East
African American/Black – 45%
Hispanic -45%
White – 6%
American Indian/Native - .5%
Asian Pacific Islander – 1%
Two or More Races – 1%
Economically Disadvantaged – 85%
English Learners – 10%
At-Risk – 65%
Gifted/Talented -6%
Special Education – 11%

Friendship Aspire Texas proposes to have five campuses over a ten year period. Five campuses would allow for the economy of scale for Friendship Aspire Academy, Inc. to be more economically productive and responsible while providing services in high needs areas of Texas**.** Friendship Aspire Academy, Inc. was encouraged to apply for a charter in Texas by the Texas Charter School Association due to our decades of successfully providing educational services to a high minority population. The Friendship DC schools are majority African American. There are two new Friendship Arkansas schools, once of which is majority African American and the other is majority Latino. The decision to have five Texas campuses is based on the needs of the communities and the need to provide readily assessible support services in a fiscally responsible manner. By maintaining five campuses, some support positions could be shared, thus allowing more resources to be utilized for campus instructional purposes. Friendship Aspire Academy, Inc. is petitioning for a statewide attendance zone. However, Friendship Aspire Academy, Inc. initially plans to open an elementary school in eastern San Antonio due to academic needs in that area.

Children in eastern San Antonio have lower student achievement rates than in other areas of the city. Of the 12 San Antonio ISD elementary schools in the zip codes 78202, 78203, 78207,78208, 78219, and 78220 none of the schools received an overall 2019 TEA accountability rating of A. Three of the eastern elementary schools received an overall Accountability Rating of F. Three of the eastern elementary schools received an overall rating of C with F ratings for student achievement, and one received an overall rating of D with an F student achievement rating. Existing charter schools in our target zip codes are IDEA Carver Academy (Standard Accountability Rating A), IDEA Najim Academy (Standard Accountability Rating C), IDEA

Eastside Academy (Standard Accountability Rating C), and Southwest Preparatory School Northeast (AEA Accountability Rating of F). Although there are charter options in the area, none of the adoptions serve the higher percentage of African American students we anticipate. Due to our proven performance record with African -American students and commitment to having a teaching staff representative of our student demographics, we expect to draw a larger number of African American students than most area schools.

Due to the geographic area of interest, we anticipate poverty and homelessness will likely be non-academic challenges Friendship Aspire San Antonio East will face. Additionally, information gained from the public meeting brought parental multiple job responsibilities to our attention. Therefore, we plan on there being a challenge with parental involvement. Friendship is accustomed to accommodating students with multiple levels of ability and multiple learning styles in one classroom. The curriculum supports teachers in internalizing and gaining ownership over its content by guiding their thinking as they make instructional decisions about how best to lead the full range of students in their classrooms to achieve the rigor of the standards as measured by their post-assessments. Eureka and Foss connect math and science to the real world and takes the fear out of each subject. Teacher testimony shows that both are able to reach students who could not previously connect to math thanks to hands-on activities that show math and science concepts in action and increase instructional interest.

Friendship trains all teachers on differentiation and provides numerous resources and supports. Differentiation allows teachers to focus on essential skills, be responsive to individual differences, incorporate assessments into instruction and provide students with multiple avenues to learning.

C*urriculum Materials* - Within the Wit & Wisdom, Eureka Math, and Foss Science programs there are specific suggestions and materials that support differentiation for all students. *Learning Environment* – Friendship elementary classrooms have different areas, or stations designed to accommodate auditory, visual, and kinesthetic style learners. For example, some stations support inquiry-based independent learning while there are other areas for group activities. Flexible student groupings are used and can be based on content, ability or assessment results. Technology is extensively available and leveraged in every Friendship classroom. Technology rich learning environments provide the opportunity to customize instruction extensively using listening centers, pc-based software, laptop carts, and interactive white boards. The results are classrooms where specialized instruction is the aim for all students. Students with disabilities have access to appropriate modifications; low performing students have built in interventions; and students who excel have access to appropriate challenges.

Students with disabilities, and those needing remediation, a high percentage of the Friendship population, are provided equal instruction and access to the adopted curriculum and resources with the appropriate accommodations and modifications as outlined in their Individualized Education Programs (IEP). Teachers and staff participate in on-going professional learning to ensure effective differentiation of instruction for students that appeal to learning styles. All IEPs are implemented, monitored, and revised (as needed) to meet the needs of students and ensure goals outlined are met.

The range of student abilities in any Friendship classroom is the driving guide behind the LEA's promotion of personalized learning that adapts to meet the educational needs of students of all levels of performance. Friendship creates learning environments that appeal to students with diverse learning styles and academic needs. Friendship's approach to differentiation and special education practices meet student needs within inclusion and resource room settings and are designed to accommodate a wide range of learning styles and abilities. In addition to core curriculum materials, teachers have access to several intervention programs, such as Wilson, Touch Math, Language, and Achieve3000, to meet student needs and provide targeted intervention using an RTI model.

Friendship has provided counselors with professional development so that they can, in turn, heighten teachers' awareness of the signs of students with high needs, including homelessness. More than 10 percent of students at Friendship schools in Washington, DC are homeless and Friendship has secured McKinney Vento funds to provide uniforms, school supplies, coats, hat, and boots. Food is distributed to students in need on Friday afternoon to support the students through the weekend. Friendship will identify homeless children and youth through enrollment and attendance records and track the students' living arrangements in monthly homeless census surveys. The indicators that alert teachers and counselors to possible homelessness are frequent absences, tardiness, behavioral problems, unusually poor health, and lack of a school uniform and inadequate outer wear, i.e., no coat or durable shoes during the winter. Homeless students may not have easy access to their clothes. A confidential attendance investigation is triggered after three absences.

Friendship is known for successfully serving high needs students. Its campuses are located in high crime, high poverty neighborhoods where students with the highest needs are living. Student recruitment at Friendship is done via its web site, social media, and in person. Distribution of enrollment materials includes churches, shelters, halfway houses, homes for runaway youth, and the Departments of Health and Drug Abuse Prevention. Friendship has become known for its comprehensive and confidential services to homeless students as evidenced by the growing number of such students in the Friendship system.

Friendship Aspire San Antonio projects to serve a higher percentage of African American students than the surrounding districts. Given the high African American population in our eastern San Antonio target area, we anticipate most of our students will come from the nearby neighborhoods and thus our student population will be representative of the community. Additionally, given Friendship's successful experience serving African American students, we plan to advertise our strengths and feel our marketing plan will likely generate a higher percentage of African American students.

Geographic Boundaries

State the proposed school's **attendance boundary** by providing an alphabetical list of the traditional school districts from which the proposed charter school will accept students. If the charter school will accept students from only a portion of a school district or districts, state exactly what the boundary will be. *Do not list the charter schools located within the designated geographic boundary.*

A **primary attendance boundary** is a subset of school districts within the approved attendance boundary. The proposed charter may admit students who reside outside of the primary boundary once all eligible applicants who reside within the primary attendance boundary have submitted a timely application and have been enrolled per 19 Texas Administrative Code §100.1207(f).

If the proposed charter school will have a primary attendance boundary, list all school district(s) that will establish the boundary. **Do not list the charter schools located within the designated geographic boundary.**

Attendance Boundary	**Primary Attendance Boundary** (*if applicable*)
Alamo Heights ISD	N/A
East Central ISD	N/A
Ft Sam Houston ISD	N/A
Judson ISD	N/A
Harlandale ISD	N/A
San Antonio ISD	N/A
South San Antonio ISD	N/A

Number of charter school campuses currently operating within the occupied district:	31
Number of traditional school campuses currently operating within the occupied district:	85
Number of traditional school districts within ten miles of the proposed location:	Location not determined

Will a proposed school campus be located in the attendance zone of a campus assigned an unacceptable performance rating under Texas Education Code § 39.054 for the past two school years?	Yes ☐ No ☐
School Name(s):	

Friendship Aspire Texas is proposing the placement of Friendship Aspire San Antonio in the eastern region of San Antonio located in the San Antonio School District. Our geographic attendance boundaries will be Alamo Heights ISD, East Central ISD, Ft. Sam Houston ISD, Judson ISD, Harlandale ISD, San Antonio ISD, and South San Antonio ISD. Since we have not identified a specific location, we are unsure at this time if the school campus will be located in the attendance zone of a campus assigned an unacceptable performance rating.

Enrollment Projections

1. Applicant proposes to open only **ONE** campus by Year 5?	Yes ☐ No ☒
2. Applicant proposes to open **MULTIPLE** campuses by Year 5?	Yes ☒ No ☐

Campus 1 location: ___San Antonio_____

Grade Level	**Projected Number of Students**					
	Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**At capacity**
EE3	x	x	x	x	x	
PK 4	x	x	x	x	x	
K	80	80	80	80	80	480
1	80	80	80	80	80	400
2	x	80	80	80	80	320
3	x	x	80	80	80	240
4	x	x	x	80	80	160
5	x	x	x	x	80	80
6	x	x	x	x	x	x
7	x	x	x	x	x	x
8	x	x	x	x	x	x
9	x	x	x	x	x	x
10	x	x	x	x	x	x
11	x	x	x	x	x	x
12	x	x	x	x	x	x
Total enrollment	160	240	320	400	480	
For the projections below, specify by campus						
Students per classroom	20	20	20	20	20	
Number of classrooms	8	12	16	20	24	

Demographic Projections

	First Proposed Charter Campus	Occupied District	Contiguous District 1	Contiguous District 2
Name	Friendship Aspire San Antonio East	San Antonio ISD	Ft. Sam Houston ISD	East Central ISD
African-American	45%	6.3%	15.6%	8.5%
Hispanic	45%	90.3%	30.3%	74%
White	6%	2.4%	39.6%	15.2%
American Indian	.5%	0.1%	0.9%	0.1%
Asian	1%	0.41%	1.9%	0.5%
Pacific Islander	1%	0.0%	1.6%	0.1%
Two or More Races	1.5%	0.6%	10.2%	1.5%
Economically Disadvantaged	85%	90.4%	27.1%	67.9%
English Learners	10%	19.6%	2.3%	10.1%
At-Risk	65%	73.3%	26.9%	56.1%
Gifted/Talented	6%	6.8%	7.1%	5.4%
Special Education	11%	11%	11.9%	11%

Community Engagement

Due to the aligning of our beliefs that it takes a whole village to raise a child, we have received support for Friendship Aspire San Antonio East from 100 Black Men of San Antonio, Inc ***(attachment 4***). The mission of the 100 Black Men of San Antonio, Inc. is to improve quality of life within our communities and enhance educational and economic opportunities for residents of San Antonio and surrounding areas. 100 Black Men of San Antonio has provided information on the areas of greatest need in the San Antonio area, and have confidence that Friendship Aspire Academy, Inc. will meet the needs of minority students in San Antonio.

In addition to notifying state legislators and Texas State Board of Education Members of our public meeting, Friendship Education Foundation also notified area superintendents, board presidents, and legislators via certified mail of our intent to open a school in the San Antonio area **(attachment 5)**.

A public meeting was held on January 9, 2020 at the Barbara Jordan Community Center in San Antonio. During the meeting, an agenda was distributed as well as an Introduction, History, and FAQ outlining topics for discussion during the meeting. In anticipation of the meeting, Board Member Harris aided in the development of the newspaper advertisement and content of the FAQ. At the conclusion of the meeting attendees were asked to complete a feedback form to identify their perceived need for San Antonio schools, stating their values expected from a school and their educational wishes for their children. Several opportunities were availed to communicate additional needs of the community verbally during the meeting. There were three people in attendance at the meeting. To promote the meeting, we placed a prominent ad in the city's largest newspaper ***(attachment 6)*** which receives 300,000 readers a day to give our project the highest visibility possible. We also placed notifications to our social media properties alerting our social media audiences which number in the thousands of our intentions in San Antonio. We also distributed marketing materials and we custom built a website and alerted everyone to visit the website to learn more about our efforts for San Antonio and our overall organization.

Although turnout for the meeting was less than expected, the dialogue was very meaningful and relevant to aide in the design of our future plans. During the public meeting, a need for a high-quality option in west San Antonio was expressed, so Friendship Aspire Academy, Inc. plans to place our next Texas campus in west San Antonio. IN addition to the public meeting, Friendship Education Foundation sent a team to San Antonio to canvass the community and speak to community members about the educational needs in the San Antonio. The team was able to communicate in English and Spanish. Should the charter be granted, subsequent community meetings will be held to engage area citizens in the overall design of the school.

School Design

Mission, Vision, and Overview of School Design

Proposed authorizer	Proposed school name	City	State	Grades served	Projected Open Date
Texas Commissioner of Education	Friendship Aspire San Antonio West	San Antonio West	TX	K - 5	Fall 2023
Texas Commissioner of Education	Friendship Aspire Fort Worth	Fort Worth	TX	K - 5	Fall 2025
Texas Commissioner of Education	Friendship Aspire El Paso	El Paso	TX	K - 5	Fall 2027
Texas Commissioner of Education	Friendship Aspire Midland/Odessa	Midland Odessa	TX	K - 5	Fall 2029

In an excerpt from 2015 New York Times article, a 6-year-old student named Madison was asked, "What is college?" Her answer was, "It's tall, it's like high school but it's higher." Her peer Elizabeth, who plans to be a veterinarian, stated that she too plans to attend college. "Me and Madison are going to the same college," she said. "And what is college?" Elizabeth answered, "It's someplace where you go to get your career."[1] Students like Madison and Elizabeth are impressively excited about college, even at such a young age. Though they are from North Carolina, there are so many young girls and boys just like them in eastern portion of San Antonio, but much of their potential is untapped. Questions such as these are never brought to the forefront, although they should be. In some schools in this area, college is not being discussed until much later in a student's educational career. Bexar County Texas would strongly benefit from a school that focuses on college preparatory activities and awareness much earlier and in a strategic manner.

Currently, the majority of schools that place a strong emphasis on college prep are private schools and are more often than not inaccessible for students with the income background that exists in this area. This disadvantage is unacceptable because research shows that the college advantage is growing for students from educated, high-income families but is stagnant for low-income students. In fact, since 1970, the rate at which affluent students earn bachelor's degrees has risen from 40 percent to 77 percent, yet scarcely moved (from 6 percent to 9 percent) for low-income students. In this age of technology and global competition, students of all backgrounds must be intellectually and socially prepared for careers and adult life. Earning a college degree provides this preparation and immediately avails the graduate with numerous opportunities in life. Benefits include higher

[1] Pappano, Laura. (2015, February 4). Is your First Grader College Ready? Retrieved from www.nytimes.com.

earning potentials, job stability, communication and organizational skills, and generational impacts that make going to and through college the one of the wisest and most important decisions in a person's life.

Friendship Aspire Academy, Inc. intends to start with K-1 grade in Year 01 and then grow one grade level there after until we reach our 5th grade total enrollment of 672 students. It is widely known that charter schools that start small and those that grow one grade level at a time have a greater chance at success and their students show greater gains in academic achievement. This model has garnered Friendship schools great success in our elementary schools in Washington DC and Arkansas. The Washington, DC based Friendship Public Charter School and Friendship Education Foundation have over 20 years' experience operating and managing high performing schools in economically disadvantaged neighborhoods with low academic performance and low enrollment. Friendship's philosophy, shared by all its affiliates, is that all students can achieve at high levels when provided with a consistent message of achievement from all stakeholders, strong organizational leadership to promote and maintain rigorous instruction, and research-based curriculum that engages learners. Therefore, Friendship builds schools by first engaging families and students in a vision of the future that emphasizes the skills required for college and career success. Staff are then trained in the most effective research-based practices for differentiating student learning and fostering creativity and critical thinking.

The Friendship network of schools has a 20-year history and proven track record of success. Friendship schools have consistently outperformed local school districts, achieving accolades such as being named one of the Top 25 high performing charter schools in the United States by the Broad Foundation in both 2015 and 2016. The Arkansas Charter Authorizing Panel authorized the opening of 2 Friendship schools in Arkansas in 2017. Friendship Aspire Academy Pine Bluff, approved for K – 5, but following a slow growth model with a K-1 opening in 2018 is now at K-2. Friendship Aspire Academy Little Rock, originally approved for a K-5 campus, but also planned to follow a slow growth model when it opened in 2019 was asked to open early (February 2019) and expand to accommodate middle school grades due to the closing of another middle school charter. Friendship Aspire Academy Little Rock is now two campuses with an elementary approved for K-5, but following a slow growth model and has K-1 enrolled this year, and a middle school campus. From these expansion efforts, Friendship Education Foundation has solidified its' belief that the establishment of multiple campuses in a geographic area is necessary for economy of scale benefits and collaborative benefits when opening small schools.

The mission of Friendship Aspire Academy, Inc. is to provide a world-class education that motivates students to achieve high academic standards, enjoy learning and develop as ethical, literate, well rounded and self-sufficient citizens. Friendship seeks to fulfill this mission by delivering a high quality, content rich education in the full range of liberal arts and sciences that prepares students with the academic and life skills needed to be successful in college and beyond.

This initiative is meaningful as all children deserve access to a quality education that prepares them for college, career and life. A quality elementary education is the foundation for this lifelong success. In the community we propose to serve, only 3 out of 10 elementary children exit 3rd grade achieving at the college and career ready level in reading and only half exit 5th grade having passed

at least five courses in core content areas. Research shows that the majority of students who are behind at the elementary level never catch up to their peers, that many will struggle through their middle and high school years and that most are unlikely to attend or graduate college.

We seek to build an innovative school that propels student achievement for these underserved students. Our school will be based on providing a rigorous classical liberal arts and science education with English language arts and literature, mathematics, social studies, science, arts, foreign language and physical education studies delivered to all students starting from kindergarten. Our course of study is paired with a highly articulated character development and field service program that exposes all students to the world around them.

Through a management agreement with the Friendship Education Foundation, Friendship Aspire Academy, Inc. will replicate the program of the Washington, DC-based Friendship Public Charter School – a program that has spawned high performing elementary/middle schools, been recognized by the DC State Education Officer for preparing students to graduate high school on time and enroll in college (100% college acceptance rate for graduates), and helped turnaround two of the lowest performing elementary/middle schools in Baltimore.

Friendship's academic program has three primary components: 1) a solid foundation of core academic subjects, 2) exposure-to-the-world outside of school and extended learning to prepare students for both self-advocacy and global citizenship, and 3) college-preparatory coursework connected to career study.

To ensure a solid foundation, we offer a thematically integrated liberal arts program that organizes instruction and experiences around faculty-developed themes. Each school day includes the exploration of these themes during an opening morning meeting or advisory period, 90 minutes of ELA and literature, 90 minutes of mathematics, 30 minutes of guided reading, 45 minutes of social studies, 45 minutes of science and 45 minutes of foreign language. To support specific skills, students have one hour of personalized learning time daily to address gaps or acceleration needed. In addition, students alternate between specials classes (including art, music and digital literacy) and physical education/health classes every other day.

Research-based, curriculum materials are used in conjunction with intense training for teachers in standards-based curriculum implementation. Friendship trains teachers to plan with the end in mind. Teachers use backwards design to plan units that address six facets of understanding (explanation, interpretation, application, perspective, empathy, and self-knowledge). This approach enables teachers to unify lessons around themes, clarify learning goals, assess student understanding, and craft engaging learning activities.

We provide Saturday and summer programming for students needing additional time to master standards. This programming is also an option for students to accelerate learning and take field experiences.

The success of Friendship schools in other cities has built a network of partners and supporters that ensure that Friendship is able to carry out its mission and increase educational opportunities for our students. Friendship plans to cultivate and maintain strategic partnerships in Texas. Our

network of strategic partners will include, but are not limited to: Texas based corporations, local universities/colleges, foundations, national affiliate and state based nonprofit organizations, associations, and other local charter schools.

Portfolio Performance

Table 1. Descriptive and demographic data for all schools in the operator's portfolio.

Author-izer	School name	City	State	Open Date	Grades served	% Low-income	% Af-Am	% Hispanic	% ELs	% SWD
Arkansas Charter Authorizing Panel	Friendship Aspire Academy Little Rock	Little Rock	AR	2019	K-1 & 6-8	95	44	49	29	15
Arkansas Charter Authorizing Panel	Friendship Aspire Academy Pine Bluff	Pine Bluff	AR	2018	K-2	93	95	1	2	6
DC Public Charter School Board	Friendship Ideal Elementary & Middle	Washington	DC	2019	Pre-K3-8	100				
DC Public Charter School Board	Friendship Armstrong Middle	Washington	DC		4-8	100	93.4			
DC Public Charter School Board	Friendship Armstrong Elementary	Washington	DC		Pre-K3-3		94	3	6	15
DC Public Charter School Board	Friendship Blow Pierce Elementary	Washington	DC	1999	Pre-K3-5	100	97	2	5	12

DC Public Charter School Board	Friendship Blow Pierce Middle	Washington	DC	1998	6-8	100	9.	2	2	23
DC Public Charter School Board	Friendship Chamberlain Elementary	Washington	DC	1998	Pre-K3-5	100	96	2	1	10
DC Public Charter School Board	Friendship Chamberlain Middle	Washington	DC	1998	6-8	100	99.	1.0	0	22
DC Public Charter School Board	Friendship Southeast Middle	Washington	DC	2005	4-7	100	98	1	1	19
DC Public Charter School Board	Friendship Woodridge International Elementary	Washington	DC	1998	Pre-K3-3	100	95	4	2	9
DC Public Charter School Board	Woodridge International Middle	Washington	DC	1998	4-8	100	94	5	2	13
DC Public Charter School Board	Friendship Online Academy	Washington	DC	2015	K-8	100	89	5	1	15
DC Public Charter School Board	Friendship Technology Preparatory High	Washington	DC	2008	9-12	100	99	1	0	25

DC Public Charter School Board	Friendship Technology Preparatory Middle School	Washington	DC	2008	8	100	99	1%	0	28
DC Public Charter School Board	Friendship Collegiate Academy	Washington	DC	2000	9-12	100	99	1	0	20

Table 2. Performance data for all schools in the operator's portfolio.

	2019 overall grade	**2019 Students meeting/ exceeding state standards**	**2018 overall grade**	**2018 Students meeting/ exceeding state standards**	**2017 overall grade**	**2017 Students meeting/ exceeding state standards**
Friendship Technology Preparatory Middle School	**46.1%**	• All students (DC): ELA PARCC– 37.1%, Math PARCC – 20.5% • All students (school): 8.8% • At-Risk: 9.5% • Af-Am: 18% • Hispanic: - • ELs: - • SWD: n<10	**44.09%**	• All students (DC): ELA PARCC– 33.3%, Math PARCC – 29.4% • All students (school): 12.6% • At-Risk: 12.4% • Af-Am: 12.3% • Hispanic: n<10 • ELs: - • SWD: 0%	**41.0%**	• All students (DC): ELA PARCC– 30.5%, Math PARCC – 26.9% • All students (school):12.5 % • At Risk: 10.9% • Af-Am: 12.2% • Hispanic: n<25 • ELs: n<25 • SWD: 1.1%
Friendship Ideal Elementary & Middle **(New School. No Data)**		• All students • ELA PARCC– , Math PARCC – • All students (school): % • At-Risk: % • Af-Am: % • Hispanic: % • ELs: % • SWD: %		• All students • ELA PARCC– , Math PARCC – • All students (school): % • At-Risk: % • Af-Am: % • Hispanic: % • ELs: % • SWD: %		• All students • ELA PARCC– , Math PARCC – • All students (school): % • At-Risk: % • Af-Am: % • Hispanic: % • ELs: % • SWD: %

	2019 overall grade	2019 Students meeting/ exceeding state standards	2018 overall grade	2018 Students meeting/ exceeding state standards	2017 overall grade	2017 Students meeting/ exceeding state standards
Friendship Armstrong	**47.4%**	• All students (DC): ELA PARCC– 30.5%, Math PARCC – 26.9% • All students (school):16.25 % • At-Risk: 11.4% • Af-Am: 16.1% • Hispanic: n<10 • ELs: n<10 • SWD: 0%	**48.9%**	• All students • (DC): ELA PARCC– 33.3%, Math PARCC – 29.4% • All students (school): 21.4% • At-Risk: 14% • Af-Am: 19.3% • Hispanic: n<10 • ELs: n<10 • SWD: 0%	**50.1%**	• All students (DC): ELA PARCC– 30.5%, Math PARCC – 26.9% • All students (school): 19.1% • At-Risk: 12.2% • Af-Am: 17.5% • Hispanic: n<25 • ELs: n<25 • SWD: n<25
Friendship Blow Pierce Elementary	**75.3%**	• All students (DC): ELA PARCC– 30.5%, Math PARCC – 26.9% • All students (school): 11.6% • At-Risk: 9.6% • Af-Am: 12.4% • Hispanic: n<10 • ELs: n<10 • SWD: 0%	**65.8%**	• All students • (DC): ELA PARCC– 33.3%, Math PARCC – 29.4% • All students (school): 22.6% • At-Risk: 23% • Af-Am: 23% • Hispanic: n<10 • ELs: n<10 • SWD: 5%	**79.0%**	• All students (DC): ELA PARCC– 30.5%, Math PARCC – 26.9% • All students (school): 26.8% • At-Risk: 17.4% • Af-Am: 16.2% • Hispanic: n<25 • ELs: n<25 • SWD: n<25
Friendship Blow Pierce Middle	**54.0%**	• All students (DC): ELA PARCC– 30.5%, Math PARCC – 26.9% • All students (school): 23.5% • At-Risk: 22.8% • Af-Am: 23.5% • Hispanic: n<10 • ELs: n<10 • SWD: 4.7%	**56.4%**	• All students • (DC): ELA PARCC– 33.3%, Math PARCC – 29.4% • All students (school): 23.9% • At-Risk: 23.2% • Af-Am: 24% • Hispanic: n<10 • ELs: n<10 • SWD: 7.6%	**65.9%**	• All students (DC): ELA PARCC– 30.5%, Math PARCC – 26.9% • All students (school): 22.7% • At-Risk:20.5 % • Af-Am: 22.8% • Hispanic: n<25 • ELs: n<25 • SWD: 4.5%

	2019 overall grade	2019 Students meeting/ exceeding state standards	2018 overall grade	2018 Students meeting/ exceeding state standards	2017 overall grade	2017 Students meeting/ exceeding state standards
Friendship Chamberlain Elementary	**82.7%**	• All students • (DC): ELA PARCC– 30.5%, Math PARCC – 26.9% • All students (school): 25% • At-Risk: 25.8% • Af-Am: 25% • Hispanic: - • ELs: n<10 • SWD: 0%	**83.7%**	• All students • (DC): ELA PARCC– 33.3%, Math PARCC – 29.4% • All students (school): 32.8% • At-Risk: 29.5% • Af-Am: 32.8% • Hispanic: - • ELs: - • SWD: n<10	**84.1%**	• All students • (DC): ELA PARCC– 30.5%, Math PARCC – 26.9% • All students (school): 41.4% • At-Risk: 34.7% • Af-Am: 41.4% • Hispanic: - • ELs: - • SWD: n<25
Friendship Chamberlain Middle	**52.1%**	• All students (DC): ELA PARCC– 30.5%, Math PARCC – 26.9% • All students (school): 26.7% • At-Risk: 22.5% • Af-Am: 26.9% • Hispanic: n<10 • ELs: n<10 • SWD: 5.2%	**61.9%**	• All students • (DC): ELA PARCC– 33.3%, Math PARCC – 29.4% • All students (school): 33.3% • At-Risk: 33.1% • Af-Am: 33.3% • Hispanic: n<10 • ELs: - • SWD: 14.8% •	**66.7%**	• All students • (DC): ELA PARCC– 30.5%, Math PARCC – 26.9% • All students (school): 29.8% • At-Risk: 29.7% • Af-Am: 29.7% • Hispanic: n<25 • ELs: - • SWD: 16.1%
Friendship Southeast Elementary	**80.6%**	• All students (DC): ELA PARCC– 30.5%, Math PARCC – 26.9% • All students (school): 39.7% • At-Risk: 35.9% • Af-Am: 39.5% • Hispanic: n<10 • ELs: n<10 • SWD: n<10 •	**55.3%**	• All students • (DC): ELA PARCC– 33.3%, Math PARCC – 29.4% • All students (school): 17.1% • At-Risk: 17.1% • Af-Am: 17.4% • Hispanic: n<10 • ELs: n<10 • SWD: 1.4%	**45.9%**	• All students • (DC): ELA PARCC– 30.5%, Math PARCC – 26.9% • All students (school):14 % • At-Risk: 13.8% • Af-Am: 14.1% • Hispanic: - • ELs: - • SWD: 0%

	2019 overall grade	2019 Students meeting/ exceeding state standards	2018 overall grade	2018 Students meeting/ exceeding state standards	2017 overall grade	2017 Students meeting/ exceeding state standards
Friendship Woodridge International Elementary	**82.5%**	• All students (DC): ELA PARCC– 30.5%, Math PARCC – 26.9% • All students (school): 39.2% • At-Risk: 27.5% • Af-Am: 42.7% • Hispanic: n<10 • ELs: n<10 • SWD: n<10	**80.2%**	• All students • (DC): ELA PARCC– 33.3%, Math PARCC – 29.4% • All students (school): 32.7% • At-Risk: 21.4% • Af-Am: 33.7% • Hispanic: n<10 • ELs: n<10 • SWD: n<10	**83.7%**	• All students • (DC): ELA PARCC– 30.5%, Math PARCC – 26.9% • All students (school): 20.9% • At-Risk: n<25 • Af-Am: 20.7% • Hispanic: n<25 • ELs: n<25 • SWD: n<25
Woodridge International Middle	**80.2%**	• All students (DC): ELA PARCC– 30.5%, Math PARCC – 26.9% • All students (school): 40% • At-Risk: 32.4% • Af-Am: 39.1% • Hispanic: n<10 • ELs: n<10 • SWD: 7.3%	**74.7%**	• All students • (DC): ELA PARCC– 33.3%, Math PARCC – 29.4% • All students (school): 35% • At-Risk: 31.2% • Af-Am: 34.9% • Hispanic: n<10 • ELs: n<10 • SWD: 3.3%	**54.5%**	• All students • (DC): ELA PARCC– 30.5%, Math PARCC – 26.9% • All students (school): 22.7% • At-Risk: 15.1% • Af-Am: 22.5% • Hispanic: n<25 • ELs: n<25 • SWD: 1.6%
Friendship Online Academy	**52.7%**	• All students (DC): ELA PARCC– 30.5%, Math PARCC – 26.9% • All students (school): 34.4% • At-Risk: 31.6% • Af-Am: 33.9% • Hispanic: n<10 • ELs: n<10 • SWD: 11.8%	**54.8%**	• All students • (DC): ELA PARCC– 33.3%, Math PARCC – 29.4% • All students (school): 35.4% • At-Risk: 15.2% • Af-Am: 32.7% • Hispanic: n<10 • ELs: n<10 • SWD: 11%	**58.1%**	• All students • (DC): ELA PARCC– 30.5%, Math PARCC – 26.9% • All students (school): 35.6% • At-Risk: 18.8% • Af-Am: 28.1% • Hispanic: n<25 • ELs: n<25 • SWD: n<25

	2019 overall grade	2019 Students meeting/ exceeding state standards	2018 overall grade	2018 Students meeting/ exceeding state standards	2017 overall grade	2017 Students meeting/ exceeding state standards
Friendship Technology Preparatory High	**82.3%**	• All students (DC): ELA PARCC– 30.5%, Math PARCC – 26.9% • All students (school): 27.1% • At-Risk: 31.6% • Af-Am: 27.1% • Hispanic: - • ELs: - • SWD: 7.9%	**77.9%**	• All students • (DC): ELA PARCC– 33.3%, Math PARCC – 29.4% • All students (school): 24.6% • At-Risk: 13.9% • Af-Am: 24.2% • Hispanic: n<10 • ELs: - • SWD: 9.1% •	**54.5%**	• All students • (DC): ELA PARCC– 30.5%, Math PARCC – 26.9% • All students (school): 6.65% • At-Risk: 5.2% • Af-Am: 6% • Hispanic: n<25 • ELs: - • SWD: n<25
Friendship Technology Preparatory Middle School	**46.1%**	• All students (DC): ELA PARCC– 30.5%, Math PARCC – 26.9% • All students (school): 8.8% • At-Risk: 8.3% • Af-Am: 8.9% • Hispanic: n<10 • ELs: - • SWD: 0%	**44.09%**	• All students • (DC): ELA PARCC– 33.3%, Math PARCC – 29.4% • All students (school): 12.6% • At-Risk: 11.4% • Af-Am: 12.3% • Hispanic: n<10 • ELs: - • SWD: 0%	**41.0%**	• All students • (DC): ELA PARCC– 30.5%, Math PARCC – 26.9% • All students (school): 12.5% • At-Risk: 10.9% • Af-Am: 12.2% • Hispanic: n<25 • ELs: - • SWD: 1.1%
Friendship Collegiate Academy	**50.2%**	• All students (DC): ELA PARCC– 30.5%, Math PARCC – 26.9% • All students (school): 6.9% • At-Risk: 5.8% • Af-Am: 6.7% • Hispanic: n<10 • ELs: n<10 • SWD: 2.0%	**51.9%**	• All students • (DC): ELA PARCC– 33.3%, Math PARCC – 29.4% • All students (school): 6.2% • At-Risk: 3.6% • Af-Am: 5.8% • Hispanic: n<10 • ELs: - • SWD: 0% •	**53.6%**	• All students • (DC): ELA PARCC– 30.5%, Math PARCC – 26.9% • All students (school): 8% • At-Risk: 6.2% • Af-Am: 8.1% • Hispanic: n<25 • ELs: - • SWD: 0%

	2019 overall grade	2019 Students meeting/ exceeding state standards	2018 overall grade	2018 Students meeting/ exceeding state standards	2017 overall grade	2017 Students meeting/ exceeding state standards
Friendship Aspire Academy Little Rock **(New School. No Data)**		• All student: • ELA PARCC -, Math PARCC – • All students (school): % • At-Risk: % • Af-Am: % • Hispanic: % • ELs: % • SWD: %		• All students: • ELA PARCC– , Math PARCC – • All students (school): % • At-Risk: % • Af-Am: % • Hispanic: % • ELs: % • SWD: %		• All students: • ELA PARCC– , Math PARCC – • All students (school): % • At-Risk: % • Af-Am: % • Hispanic: % • ELs: % • SWD: %
Friendship Aspire Academy Pine Bluff **(New School. No Data)**		• All student: • ELA PARCC -, Math PARCC – • All students (school): % • At-Risk: % • Af-Am: % • Hispanic: % • ELs: % • SWD: %		• All student: • ELA PARCC -, Math PARCC – • All students (school): % • At-Risk: % • Af-Am: % • Hispanic: % • ELs: % • SWD: %		• All student: • ELA PARCC -, Math PARCC – • All students (school): % • At-Risk: % • Af-Am: % • Hispanic: % • ELs: % • SWD: %

Curriculum and Instruction

The curriculum framework of Friendship focuses on liberal arts and college preparation for early school learners in grades K through 5. Our schools have three primary components: 1) a solid foundation of core academic subjects, 2) exposure-to-the-world to prepare students for both extended learning and global citizenship, and eventually 3) college level coursework connected to career study. To instill students with a strong core education, research-based, core curriculum materials are used in conjunction with intense training for teachers in a standards-based curriculum implementation process. Friendship's "backwards design" model trains teachers to plan with the end in mind. Through implementation of Understanding by Design, teachers use backwards design to plan units that address the six facets of understanding (explanation, interpretation, application, perspective, empathy, and self-knowledge). Understanding by Design facilitates the planning process by enabling teachers to clarify learning goals, assess student understanding, and craft engaging learning activities.

The focus of Friendship's curriculum is steeped in setting a set of clear priorities and accomplishments. The curriculum we will implement in Texas will be similar to that which Friendship has delivered in Washington DC and Arkansas. We will make adjustments to comply with the educational goals and laws governing school curriculum and achievement goals set forth by Texas Education Agency and the Texas Essential Knowledge and Skills (TEKS). Through our curriculum and educational program we seek to achieve the following:

1) Standardized test scores that consistently and significantly outperform comparable public schools serving similar populations;

2) Dramatic increases in high school graduation rates, attendance, college-readiness, college acceptance, and college persistence (we will track our students);

3) High quality teaching achieved through sophisticated recruiting and selection, gold-standard professional development, and career growth opportunities; and,

4) Extensive community partnerships that not only bring a rich portfolio of program options to its students, but also engage parents and community organizations to become powerful, positive agents of change.

The curriculum of Friendship Aspire San Antonio East. has three primary components: 1) a solid foundation of core academic subjects, 2) a world exposure program to prepare students for both extended learning and participation in the global community, and 3) pre-college level coursework connected to career exploration. Instilling students with a strong core education is crucial, so use of research-based core curriculum materials is supported by robust training for teachers in a standards-based curriculum implementation process.

Objectives, Content for Each Grade, and Rational for Curriculum Selection:

Grade Curriculum Serves	Content Area	Curriculum/Publisher	Rationale
Kindergarten	Reading/ELA / ELD	Wit and Wisdom, Great Minds / E.L. Achieve	TEKS & ELPS aligned, including balance of literary and informational texts. Includes strategies and resources for RTI and immediate re-teaching; continues leveled reading at students' individual reading levels.
Kindergarten	Math	Eureka Math / Great Minds	TEKS aligned, balancing depth of conceptual understanding with computational fluency, and real-world applications. Includes strategies and resources for RTI and immediate re-teaching.
Kindergarten	Science	FOSS/ Lawrence Hall of Science	Hands-on learning across multiple scientific disciplines.
Kindergarten	Social Studies	Social Studies Alive!/TCI	Teaches students about the world around them in ways that make them excited to learn every day, including hands-on activities and projects.
Grade 1	Reading/ELA / ELD	Wit and Wisdom, Great Minds / E.L. Achieve	TEKS & ELPS aligned, including balance of literary and informational texts. Includes strategies and resources for RTI and immediate re-teaching; continues leveled reading at students' individual reading levels.
Grade 1	Math	Eureka Math / Great Minds	TEKS aligned, balancing depth of conceptual understanding with computational fluency, and real-world applications. Includes strategies and resources for RTI and immediate re-teaching.

Grade 1	Science	FOSS /Lawrence Hall of Science	Hands-on learning across multiple scientific disciplines.
Grade 1	Social Studies	Social Studies Alive!/TCI	Teaches students about the world around them in ways that make them excited to learn every day, including hands-on activities and projects.
Grade 2	Reading/ELA / ELD	Wit and Wisdom, Great Minds / E.L. Achieve	TEKS & ELPS aligned, including balance of literary and informational texts. Includes strategies and resources for RTI and immediate re-teaching; continues leveled reading at students' individual reading levels.
Grade 2	Math	Eureka Math / Great Minds	TEKS aligned, balancing depth of conceptual understanding with computational fluency, and real-world applications. Includes strategies and resources for RTI and immediate re-teaching.
Grade 2	Science	FOSS /Lawrence Hall of Science	Hands-on learning across multiple scientific disciplines.
Grade 2	Social Studies	Social Studies Alive!/TCI	Teaches students about the world around them in ways that make them excited to learn every day, including hands-on activities and projects.
Grade 3	Reading/ELA / ELD	Wit and Wisdom, Great Minds / E.L. Achieve	TEKS & ELPS aligned, including balance of literary and informational texts. Includes strategies and resources for RTI and immediate re-teaching; continues leveled reading at students' individual reading levels.

Grade 3	Math	Eureka Math / Great Minds	TEKS aligned, balancing depth of conceptual understanding with computational fluency, and real-world applications. Includes strategies and resources for RTI and immediate re-teaching.
Grade 3	Science	FOSS /Lawrence Hall of Science	Hands-on learning across multiple scientific disciplines.
Grade 3	Social Studies	Social Studies Alive!/TCI	Teaches students about the world around them in ways that make them excited to learn every day, including hands-on activities and projects.
Grade 4	Reading/ELA /ELD	Wit and Wisdom, Great Minds / E.L. Achieve	TEKS & ELPS aligned, including balance of literary and informational texts. Includes strategies and resources for RTI and immediate re-teaching; continues leveled reading at students' individual reading levels.
Grade 4	Math	Eureka Math / Great Minds	TEKS aligned, balancing depth of conceptual understanding with computational fluency, and real-world applications. Includes strategies and resources for RTI and immediate re-teaching.
Grade 4	Science	FOSS /Lawrence Hall of Science	Hands-on learning across multiple scientific disciplines.

Grade 4	Social Studies	Social Studies Alive!/TCI	Teaches students about the world around them in ways that make them excited to learn every day, including hands-on activities and projects.
Grade 5	Reading/ELA /ELD	Wit and Wisdom, Great Minds / E.L. Achieve	TEKS aligned, including balance of literary and informational texts. Includes strategies and resources for RTI and immediate re-teaching; continues leveled reading at students' individual reading levels.
Grade 5	Math	Go Math/Houghton Mifflin	TEKS aligned, balancing depth of conceptual understanding with computational fluency, and real-world applications. Includes strategies and resources for RTI and immediate re-teaching.
Grade 5	Science	FOSS /Lawrence Hall of Science	Hands-on learning across multiple scientific disciplines.
Grade 5	Social Studies	Social Studies Alive!/TCI	Teaches students about the world around them in ways that make them excited to learn every day, including hands-on activities and projects.

Through a management agreement with the Friendship Education Foundation, Friendship Aspire San Antonio East will replicate the program of the Washington, DC-based Friendship Public Charter School – a program that has spawned high performing elementary/middle schools, been recognized by the DC State Education Officer for preparing students to graduate high school on time (greater than 90% cohort rate) and enroll in college (100% college acceptance rate for graduates), and helped to turnaround two of the lowest performing elementary/middle schools in Baltimore. The Friendship program was constructed to instill an appreciation for education, high aspirations and personal standards that prepares students to become responsible contributors to their communities and world.

Friendship will involve several third parties in the delivery of its curriculum. Friendship Aspire San Antonio East will offer a variety of extracurricular and auxiliary educational activities such as art/theater, music, sports, cultural, or foreign language instruction. Our afterschool and auxiliary activities will be based on the interest and demand of students and parents. When appropriate we

will contract third party individuals and organizations in the delivery of our of extracurricular and auxiliary educational activities programs, many of who will have their own specialized curriculum and specialized educational modalities. The principal and teachers will evaluate and approve the curricula of these programs to ensure that they are age appropriate and meet the goals and mission of the school.

Friendship's signature supplementary program is *Friendship Cares*, the official before- and aftercare program at all Friendship elementary campuses. The program complements the curriculum and activities of the regular school day. This safe, caring environment offers structured activities that promote and develop an individual child's physical, social, intellectual, emotional, and social wellbeing and growth. The academic component of the program uses a combination of web-based and teacher-directed intervention tools to help students catch up, keep up, and get ahead. The enrichment component consists of a range of activities, including arts and crafts, health-related programs, poetry/creative writing, dance, learning labs, and project-based activities, specifically the Camp Invention curriculum. The after school hours of a child's day are crucial to his/her social and emotional development. Self-confidence, self-respect, and self-awareness are encouraged by Friendship Cares. The implementation of this program is subject to additional funding sources.

In addition, after school tutoring will be offered for students needing extra help with homework or additional practice. Friendship uses both school-based staff and contracts with universities, local non-profits and/or community partners that are reputable and high quality to offer the aforementioned programs. In some case, participating students will pay for the costs associated with these programs, largely for its extracurricular and auxiliary educational activities.

Educational Philosophy: Our *Culture Intensive* approach within our educational philosophy is a concentrated and focused course of study in which the whole school and all students participate, including special needs students, those receiving special education services, English Language Learners (ELL), and any students at risk of academic failure. The focus of the Culture Intensive is to instill the culture of achievement across the school. During the first weeks of school, in addition to the curriculum, every class devotes a significant amount of time to lessons devoted to teaching the school Code of Conduct and practicing the expected behaviors for each area of the school. The lesson plans in the Intensive do not assume students know appropriate behavior and, therefore, explicitly teach what is expected.

The goals of the *Culture Intensive* are to be sure students can articulate and demonstrate the code and that they are motivated to follow it. The lessons created for teaching the code are not unlike those in any other curriculum area. Just telling students is not enough. Students will need quality and engaging instruction including discussion, guided practice, and feedback in order to learn the expected behaviors. They need to be actively involved in understanding, practicing, and internalizing the code. These lesson plans also use fun activities to increase student enthusiasm and use positive reinforcement and incentives to engage their cooperation.

Pedagogy Used to Support the Friendship Mission: A key feature of the differentiated classroom is that it is student-centered. Shifting the emphasis from the "teacher and instruction" focus to the "student and learning" focus means redefining the role of the teacher (Tomlinson, Wiggins, and McTighe, 2004). Friendship's professional development program supports teachers in making the shift to managing classrooms that exemplify this set of behaviors. Differentiated classrooms observe the following characteristics:

- Teachers and students accept and respect one another's similarities and differences.
- Assessment is an ongoing diagnostic activity that guides instruction. Learning tasks are planned and adjusted based on assessment data.
- All students participate in respectful work -- work that is challenging, meaningful, interesting, and engaging.
- The teacher is primarily a coordinator of time, space, and activities, rather than a provider of information. The aim is to help students become self-reliant learners.
- Students and teachers collaborate in setting class and individual goals.
- Students work in a variety of group configurations, as well as independently. Flexible grouping is evident.
- Time is used flexibly in the sense that pacing is varied based on student needs.
- Students often have choices about topics they wish to study, ways they want to work, and how they want to demonstrate their learning.
- The teacher uses a variety of strategies to target instruction to student needs.

The above educational features will dramatically improve student success through the following mechanisms.

The Understanding by Design framework ensures that teacher teams make informed decisions about the specific texts, performance tasks, and other resources that will be included within a unit, in order to provide cultural relevance. The curriculum resource materials are reviewed carefully by the Foundation's Curriculum Committee to ensure cultural relevancy in content, and that the materials ensure equity of access for second-language learners. Opportunities for targeted differentiation for English Language Learners (and the supporting resources) are embedded in the resource materials and teacher lesson plans.

Classroom teachers will have ongoing support that is individualized for their experience, students and goals. Instructional Performance Coaches should have 16-20 "touchpoints" or meaningful interactions that improve practice. Coaching support will be differentiated based on the needs of the teachers. The following guidelines are recommended:

- at least twice per week for new and struggling teachers,
- at least once per week for developing teachers, and
- at least once every two weeks for proficient and exemplary teachers.

Coaches are expected to document these interactions on the coach's log. The coach's log will be used as a key data point in determining the impact of coaching efforts and help drive decision-making for next steps. Logs will be submitted and reviewed weekly. It is imperative that the caseload for coaches is clearly defined, as coaches will be evaluated based on the success and performance of the teachers they serve. A coach's focus may vary within a given week based on teacher need, observation data, skill/will analysis, and/or student performance data.

Friendship selects educators based upon grit, classroom and culture management, high expectations, commitment to data driven instruction and past achievement. Friendship is dedicated to providing continuous targeted support and development so that teacher can close the achievement gap. The management organization spends more than $2 million per year on professional development for staff and leaders. We define and tailor specific PD plans for each educator. Friendship teachers inspect their data, identify cause and develop an action plan to guide classroom achievement. Using an instructional framework called DICE, Friendship ensures effectiveness across all campuses. In addition, Friendship teachers have the advantage becoming a part of a movement that is changing outcomes of countless youth.

Instructional Techniques: Teachers are given state-of -the-art classroom technology tools and a multitude of resources to engage, motivate, and push students to high levels of academic achievement. Friendship provides extensive professional development and coaching to help teachers make the shift from a teacher-centered to a student-centered classroom. Teachers are trained to use the three-step "Gradual Release Model" as the foundation for differentiating instruction:

- **I Do:** The Gradual Release Model begins with a focus on teacher modeling. Students need plenty of opportunities to see an expert – the teacher – at work, interacting with texts and showcasing the thinking that undergirds doing a task well.
- **We Do:** Much of classroom instruction takes place in the central area of the Gradual Release Model – The Zone of Proximal Development. "Teaching in the zone" relies on scaffolding, support that is integrated into a lesson that guides student learning and prompts effective thinking.
- **You Do:** The rationale of the Gradual Release model is the constant attention to ceding increasing responsibility to the students for directing their own learning. Students need regular reminders that the focal point of instruction is to empower them to be able to accomplish important and sophisticated tasks without the support of the teacher and their classmates (Pearson and Gallagher).

Strategies for Assessment of Learning and Data-Driven Instruction

Assessment

Friendship Aspire San Antonio will administer all required Texas state assessments to include the following.

- The State of Texas Assessments of Academic Readiness (STAAR, STAAR Spanish, STAAR Alternate 2) assessments for reading and mathematics (grades 3–5), writing at grade 4 & science at grade 5
- The Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate to assess the progress that limited English proficient (LEP) students, also referred to as English learners (ELs), make in learning the English language.

The Friendship Aspire San Antonio Assessment Plan includes the following assessments for all grades:

1) NWEA MAP assessment three times a year - fall, winter, and spring,
2) Fountas & Pinnell twice per quarter,
3) Friendship-designed internal assessments twice per quarter, and
4) Curriculum specific bi-weekly pre and post testing for each module.

For grades three and above, Friendship Aspire San Antonio students will take the annual STAAR and TELPAS, as applicable.

Friendship will use a variety of standardized and non-standardized measures to monitor student progress and inform instructional planning. First, Friendship Aspire San Antonio's academic performance monitoring tools will include frequently administered measures, such as curriculum-based measures for progress monitoring student skills, end of unit assessments/work products from the Wit & Wisdom, Eureka, and Foss curriculums, portfolios with rubrics, internally-developed tests and Friendship's own interim assessments. The system measures student progress against school and state learning standards through bi-monthly assessments which contain items specifically designed to measure mastery of state learning standards and to predict performance on state high stakes assessments. Friendship will administer assessment tests to all students in core academic subjects. The benefits of such an assessment system are numerous. Friendship will offer both students and teachers the opportunity to measure progress against standards, providing a means to assess school-wide progress and adapt to the specific needs of each student.

Next, curriculum-based measures such as the nationally normed Measures of Academic Progress (MAP) in math and reading will be administered multiple times a year. Trends for student improvement compared to national norms will be analyzed. Specific achievement feedback from the MAP will then be used to modify and tier instruction for students.

Yearly standardized measures, such as student performance on the STAAR and TELPAS, will be reviewed by the leadership team. Student performance and growth will be analyzed. The results will inform professional development offerings and targeted instructional practices.

The outcomes Friendship seeks to achieve at Friendship Aspire San Antonio are similar to those delivered in Washington DC, including:

- Standardized test scores that consistently and significantly outperform comparable public schools serving similar populations.
- Dramatic increases in high school graduation rates, attendance, college-readiness, college acceptance, and college persistence (We will track our students to and through college).
- Higher quality teaching, achieved through sophisticated recruiting and selection, gold standard professional development, and career growth opportunities.
- Extensive community partnerships that not only bring a rich portfolio of program options to students, but also engage parents and community organizations to become powerful, positive agents of change for the schools.

Student Monitoring is conducted with the tools that are included in Curricula and Intervention Programs and using the three-tiered structure described in the chart below.

	TIER I	**TIER II**	**TIER III**
WHO IS MONITORED?	All Students	Students not progressing at Tier I	Students not progressing at Tier II
WHAT IS MONITORED?	**Core curriculum and instruction** with research-based universal supports.	**Supplemental instruction** using research-based strategies and interventions (small groups).	**Intensive support** for specific skill deficits (one-on-one or small group).
HOW OFTEN DOES MONITORING OCCUR?	2 to 3 times a year	At least once every two weeks	At least one time per week
MONITORING TOOLS	Fountas and Pinnell Interims/Benchmarks Teacher assessments STAAR TELPAS	Program-based progress monitoring tools. Quizzes, unit tests, principal tests,	Program-based progress monitoring tools, quizzes, unit tests, principal tests,

Data Driven Instruction

Data-Driven Programs and Instruction. Students will have constant access to their personal progress data, and teachers will have the ability to see data at both the individual student and class-wide levels. Existing Friendship campuses have used such assessments to much success over the last five years and have found them to be 95% accurate in predicting student performance on the high stakes examinations. Friendship teachers will be trained to use class-wide and individual assessment scores to guide their specific lesson plans.

Using, as an example, a math lesson focused on multiplication skills, if, through evaluating one month's interim assessment, a teacher determines that 75% of his or her students answered all of the questions incorrectly, s/he will have invaluable feedback through which to craft a future lesson plan. Each question on an interim assessment is cross-referenced to the particular area(s) of instruction that correspond(s) to that question, and teachers will be trained to take advantage of this information. Teachers will learn how to use interim assessment data to implement a system of data-driven instruction during summer professional development but the school's leadership team will continually develop teachers' skills throughout the school year.

In addition, as discussed above, the Student Support Team (SST) will meet at least monthly to review school wide data and identify students requiring a different tier of support. Leadership teams also meet periodically throughout the year to review data, adjust the instructional focus, and plan professional development for staff based on student progress during the year.

Frequency of collection and analysis. For all students, student data reports will be available to parents following each interim assessment detailing student progress toward standards mastery. In addition, student report cards will reflect overall progress on each of the major assessments taken. Aggregate data reports will be posted following each interim assessment on "data walls" in the school and in classrooms.

For students in Tier I and Tier II interventions, more frequent progress monitoring will be implemented as detailed above. Data is collected by the classroom teacher (via curriculum-based measures, student portfolios, interim assessments) and shared with the SST. The SST also has online access to student performance on MAP testing and reviews the data monthly for students in tiered intervention. Student progress is analyzed and interventions are adjusted as needed.

Design of necessary reforms. Student performance data will be housed in the main student information system, PEIMS and also in Friendship's own internal system. PowerSchool is a comprehensive web-based student management system accessible from any windows or mac computer with a web browser. The database structure provides timely, easy to find data that is accessible over the internet in a secure environment. The system provides tools to easily customize fields, screens, and reports, as well as to import and export data. Student information housed in PowerSchool includes: student demographic information, overall performance data, teacher/class assignments, and grades and grade level history.

Monitor the achievement gap. Friendship has developed its own interim assessments which include a repository for interim assessment results. Performance information includes: individual student and classroom performance on interim assessments, performance by item, and

performance by standard. MAP measures and STAAR data can be disaggregated to evaluate data patterns by grade, race, language proficiency, and special educations status. The disaggregation data allows for identification of potential gaps in instruction and can allow for professional development for staff and modifications in instructional and intervention programming.

Training will be provided to teach on the use of student data. Training is differentiated to meet the professional development needs of teachers to understand and make use of the tiered approach to behavior intervention so that they can identify the best way to manage behaviors and intervene when behaviors become progressively more challenging. At the Tier I level, the principles of the Universal Design of Learning (UDL), truancy concerns, and the least intense interventions (behavioral/academic) will be discussed. At the Tier II level, discussion will focus on strategies to increase intervention (behavioral, truancy, or academic) intensity for small groups of students. Tier III discussion will include individualized Behavior Intervention Plans, Nonviolent Crisis Intervention, and TACT II training.

Data will be used to help teachers better serve students who are behind and/or students who require additional rigor. School-based instructional coaches, assistant principals, and principals are responsible for supporting and training teachers in the use and interpretation of the data, data reports, and data systems. Each teacher is provided with extensive, ongoing professional development and is responsible for becoming well-versed in using and interpreting the data to improve student achievement.

Differentiated to meet the particular needs of teachers, professional development supports the understanding and use of the tiered approach to behavior intervention so teachers can identify the best way to manage behaviors and intervene when behaviors become progressively more challenging. Specifically, at the Tier I level, the principles of the Universal Design of Learning (UDL), truancy concerns, and the least intense interventions (behavioral/academic) will be discussed. At the Tier II level, discussion will focus on strategies to increase intervention (behavioral/academic/truancy) intensity for small groups of students. Tier III discussion will include individualized Behavior Intervention Plans, Nonviolent Crisis Intervention, and TACT II training.

Data based decision-making. Friendship selects educators based upon classroom and culture management, high expectations, commitment to data-driven instruction, and past achievement. Continuous targeted support and development are critical in closing the achievement gap. Friendship provides schools the protocols and program materials to implement data-driven instructional methodologies, including recommended daily and weekly agendas. Coaches support teachers to organize, set up and manage a classroom, modeling quality data-driven instruction using formative and interim assessments.

The Board and Data. The Friendship Texas board will receive a monthly report that includes academic, financial, and operational information. The report is based on Friendship's highly refined academic dashboard system that includes 360-degree measures of student success including grades, interim assessment scores vs. the benchmark, enrollment and attendance data,

and behavior data. The system presents summary data by grade but the board portal will include drill down ability to analyze the performance data by teacher and by student.

Corrective actions. Friendship's corrective actions for students will include interventions, incentives, and progressive discipline. Administrators who are not on track to meet their goals are subject to lesser degrees of autonomy, greater monitoring, and additional aggressive interventions.

Supports for Special Populations

Friendship Aspire Texas is committed to serving all students regardless of race, color, sex, national origin, or disability. Friendship is experienced in serving students in all categories of special populations. To that end, we plan to serve students with needs and strengths. We will serve students with disabilities, English language learners, the gifted and talented, and students deemed at risk.

Special Education. The special education programs at Friendship are well-aligned with the Least Restrictive Environment (LRE) requirements under the Individuals with Disabilities Education Improvement Act (IDEIA: Section 300.114- 300.117 and 300.320). Each campus provides a continuum of services (inclusion and resource), which is the cornerstone of IDEA. Friendship offers a program that includes both instructional support and related services that are determined by the team to ensure that students meet academic and social goals. For instance, visually impaired students receive Orientation & Mobility (O&M) services and students with autism receive Applied Behavioral Analysis (ABA) support. Finally, specialized self-contained programs are available within the LEA to students who have disabilities that require a more restrictive setting. Except in rare instances when it is not in the best interest of the student, s/he is given opportunities to be successful with appropriate supports starting with an inclusion setting and moving only to a more restrictive educational setting when data and input from the ARD members require it.

The final decision about a student's ability to make progress within the school-based setting is the responsibility of the ARD team. There are multiple methods for making a determination about the student's location and placement of services. The IEP can be enhanced to include additional supports or supplemental services, or the IEP team can request support from the Academic Affairs Office to conduct a panel review of the student's file and provide additional programming ideas. In the event that the team does not feel that the student's current setting is adequately meeting his or her needs, the student, either by parent or school request, can appeal to the OSSE to have the student placed into a more restrictive, out-of-general education setting. The final decision about the student's next continuum of placement is made by the ARD/IEP team in conjunction with members of the Office of Academic Affairs SPED Leadership Team.

For students identified with educational disabilities, Friendship SPED teachers must be state certified to ensure the implementation of diverse teaching strategies to meet students' needs through inclusive classroom settings and pull-out resource classrooms. Instructional practices

(such as front loading unit vocabulary, increased visual supports and manipulatives, organizational aids, and extra small group guided practice) are combined with several research-based, structured intervention programs, such as Wilson, Touch Math, Language, and Achieve3000 to build missing or weak foundational skills. Through collaborative planning, special education teachers and general education teachers identify modifications and differentiation in advance.

The ELL Program bases its practices on an eclectic approach, which allows teachers to glean effective elements from many methods that allow all students to access the TEKS. Using an intensive English program, the academic content areas of English language arts, social studies, science and mathematics drive the success of all ELLs. This ensures that ELLs have access to the same academic content and performance standards as non-ELLs. All instruction is given in English through a Content-Based Integrated approach.

Four classification of English proficiency are: 1) NEP (Non-English Proficient), Lower LEP (Limited English Proficient), LEP (Limited English Proficient), and FEP (Fully English Proficient). Classifications are determined according to scores on the WAPT or ACCESS assessment. NEPs need intensive language instruction in all four language domains and will be placed in classrooms where the general education teachers have the most experience with ELL students and ELL instructional best practices. NEPs will also receive intensive inclusion and/or co-teaching instruction from the ELL teacher as well as pull out services for a minimum of 45 minutes a day, three times a week. Overall, NEPs will receive the most intensive combination of inclusion, pull-out, and co-teaching instruction of all of the ELLs.

Lower LEPs will also be placed in classes where general education teachers have a high level of ELL experience and training and will receive a combination of inclusion, co-teaching instruction from the ELL teacher for a minimum of 30 minutes a day, three times a week. It is possible that a student who scores a 3.0 will have more intensive instruction than a student who scores a 3.9 but that will again be determined by the student's general education and ELL teacher. The classroom placement of LEPs will be less stringent then NEPs or lower LEPs as these students should be able to keep up with the pace of the general education classroom without as much additional instructional assistance. However, these students will need additional instructional assistance in the domains where they show the greatest weaknesses.

FEPs do not receive direct instructional support. FEPs in Kindergarten are monitored by the ELL department throughout each school year to ensure they remain at this level. They are reassessed at the beginning of subsequent years to ensure that they have maintained their FEP classification. At the end of 1st grade, these students, along with all other ELLs in the grade level, will be assessed using the ACCESS assessment. A score of 5.0 or higher on this assessment will place the students officially in the two-year monitoring phase. A score of less than 5.0 will place them back into active services until they show they are FEP with a score of 5.0 or higher on the ACCESS. The one exception to this rule is Kindergarten NEPs and LEPs. These students take the ACCESS assessment after Kindergarten and if they score a 5.0 or higher, are determined to officially be FEP and enter the two-year monitoring phase outlined below at this time. Any student who has not been classified as FEP after first grade will remain in active services and continue to take the ACCESS each spring until they attain a score of 5.0 or higher.

Serving different types of learnings that may enroll, including hi/low SPED students.
Friendship's special education program, like its general education, program, supports children in the development of the knowledge and skills required for meaningful, self-fulfilling lives with as much independence as possible in their schools and communities. Friendship will comply with all regulatory special education requirements of and rights of children with disabilities guaranteed in the Individuals with Disabilities Education Act (IDEA, Section 504 of the Rehabilitation Act of 1973 and the Title II of the Americans with Disabilities Act (ADA).

Per the requirements of the IDEA, Friendship will ensure that all children with disabilities have a Free Appropriate Public Education (FAPE) available which emphasizes special education and related services designed to meet their special needs. Each Friendship child with a disability will be educated in the Least Restrictive Environment (LRE) with regular classroom setting as the first choice of placement. Friendship will also provide its students with disabilities equal opportunities to participate in nonacademic and extracurricular services and activities. Friendship will also ensure that a full continuum of alternative placements be available to meet the special education related needs for its students with disabilities.

Special Education is a central and integral part of the school's learning environment. As teachers will learn during their summer training, one of the hallmarks of this school will be differentiated instruction to meet the needs of a diverse school population, and having an effective model for the delivery and creation of special education services is paramount in this pedagogical "modus operandi." Friendship will be open to all children, regardless of ability and special education status, and consequently, the school will be prepared to provide the proper guidance and services for any student who may have special education needs. If and when students with disabilities and/or special education needs enroll in the proposed charter school, the school will adhere to all laws and regulations that apply to providing for such students, including but not limited to the federal Individuals with Disabilities Act (IDEA), the Family Education Rights and Privacy Act (FERPA), and other applicable education laws.

Admission to the proposed charter school, as mentioned above, will have no exclusionary component, and special education students will be encouraged to enroll in the same manner as non-special education students are recruited. All of our recruitment materials will be tailored to address the concerns of students with disabilities and their parents. Once enrolled, students with special education needs will be included in the school's regular education and extracurricular environment to the extent that such participation is consistent with each special education student's individualized education program (IEP). In all cases, the proposed charter school will conduct special education as it is outlined for each individual special education student in his/her IEP. The charter school will convene IEP review meetings in order to review and revise IEPs as appropriate. The proposed school always will attempt to place the special education student to the maximum extent appropriate in a learning environment with both his/her disabled and non-disabled peers, in accordance with the student's IEP and with the goal in mind of greater than 80% of student time in general education classes.

Each student's Individualized Education Plan (IEP) at a glance is provided to each general educator at the beginning of the school year and securely stored in the classroom for collaborative planning. All teachers working with students who have disabilities are expected to use the IEPs to incorporate accommodations, modifications, and instructional strategies necessary to meet student needs. Furthermore, general and special educators have access to resources that guide instructional decisions in an inclusive setting and address challenging behaviors. These resources include curriculum guides and intervention materials intended to "fill in gaps" for struggling students. The ongoing collaboration among general and special educators is the foundation for effective co-teaching strategies that foster growth for all students. As teachers work with one another, they also leverage parents, community organizations, and related service providers to accomplish short and long-term positive student outcomes in academic and social-emotional areas. Friendship's goal is to maximize new partnerships to increase accountability, share resources/strategies, analyze data, and meet agreed-upon student goals.

Monitoring students with disabilities and ELL students.
All student accommodations are reviewed on an individual basis. For example, some students transition before or after their peers in alignment with a Behavior Intervention Plan to ensure that they are not distracted by the environment. In other situations, such as enrollment in an intervention program, a special educator will work with the schedule to ensure the appropriate hours and services are provided.

Teaching methods and/or personnel and budgetary decisions to ensure differentiated instruction for all students, and technology used to facilitate learning. Counselors at Friendship are selected for their experience in serving students with high needs. ELL, gifted, and SPED staff have regular shared planning time to do collaborative planning with classroom teachers. All special education teachers must have state certification, be highly qualified and demonstrate knowledge of special education best practices during the initial screening and onsite interview. The interview process consists of mock data talk and mock mini-lesson. The chosen curricula for English/language arts, math, and science all emphasize skill building through thematic modules. Students who have learning difficulties or language differences will have the opportunity to build their background knowledge and vocabulary through frequent repetition of concepts and ideas in the themes. All the curricula feature engaging, hands-on materials to provide ample opportunities to use manipulatives, see completed models, and utilize technology to both learn content and demonstrate knowledge.

To support students identified with specialized learning needs (such as gifted, special education, and/or ELL services), specialized staff will engage in collaborative planning with classroom teachers to integrate differentiation daily in the classroom. Content differentiation includes strategies such as reducing complex content, chunking materials, and offering extension work for critical thinking, Process differentiation includes strategies such as partnering with peers to exchange ideas, using technology to hear text while reading along and watch videos explaining content, discussing themes in literacy circles, and creating comic strips to summarize events. As part of Friendship's commitment to process differentiation, each classroom is equipped with an interactive white board to allow students to respond and manipulate information quickly and

easily. The white boards also facilitate the development of individualized and small group remediation lessons with high interest materials, extra repetition, and visual supports. Product differentiation allows for students to create different work products (such as oral presentations using power point or graphic representations of research) that reflect their strengths, interests, and skills. Lastly, environmental differentiation leads to changes in where and how students interact with the learning materials, such as working in a small group with a teacher at the white board rather than independently or using the resource room to engage accelerated and extended internet research.

As described above, the Student Support Services Team (SSST) monitors all students who are performing outside of the average range. Based on data, the team recommend interventions and progress monitoring tools. Interventions range from extra guided reading groups to individual incentive plans for attendance to standardized programs such as Wilson, Touch Math, and Achieve 3000.

The Culture Intensive, mentioned previosly, includes special needs students, those receiving special education services, English Language Learners (ELL), and any students at risk of academic failure.

Friendship is concerned with the academic needs of struggling students, especially those with social, emotional, and mental health needs. Step one in addressing low performance is active, daily participation in Friendship's safe, positive, student-centered learning environment. However, attendance is only the beginning of the process. Friendship uses a "SST" process to identify, support,and monitor student performance. The SST proactively identifies and assists students struggling academically, socially, and/or emotionally. The teams consist of vital school staff, such as teachers, health care providers, and related service providers. Parents, advocates, and other requested stakeholders are also included.

The team engages in monthly reviews of student performance data, including performance on nationally normed NWEA Measures of Academic Progress (MAP) in reading and math, Fountas and Pinnell assessment data, school-wide benchmark assessments, running records, work samples, curriculum-based measures, attendance records, behavioral referrals, and anecdotal information from parents and staff. The team discusses students who are not making expected progress and evaluates what might be interfering with the progress. An individualized intervention plan is created with specific remediation goals and data sources required to track progress on a bi-weekly basis. The whole team (including families) meets again to review the data after 8-10 weeks of intervention and will either recommend maintenance or modifications to the intervention. When the SSST has determined that the student has not responded sufficiently to intensive, targeted interventions, then a referral may be made to the special education department for testing and identification of alternative intervention supports and/or the need for special education services due to an educational disability.

Friendship will focus on neighborhood students but also recruits students citywide in accordance with the regulations set out in the Individuals with Disabilities Education Improvement Act. Friendship recruits students by advertising citywide and actively accepts students through a non-

biased system that allows parents to enroll their children without disclosing any information about their child's academic status or needs until they have enrolled.

Gifted and Talented

The Friendship school design is steeped in the belief that all children are gifted in varying capacities and recognized the importance of providing additional enrichment opportunities, above and beyond the standard curricular opportunities, for students who exhibit an unquestionable gifted capacity in several key areas: increased knowledge; academic skills proficiencies; and, higher order thinking is achieved through project-based learning. These philosophies will guide and inform both Friendship's general and gifted programs.

The Friendship Gifted and Talented Program will:

- Emphasize higher order thinking, creativity, and concept development and construct processes through project and direct application to curriculum.
- Teach to the Texas Education Knowledge and Skills standards with appropriate enrichment, acceleration, and in-depth study.
- Foster self and social awareness, and respect for diversity and individuals, with consideration of the needs and resources in the local community.

To qualify to participate in the Gifted and Talented Program, a student must complete one of two process as follows:

Process A – Meet each of the criteria based on mental ability and achievement.

Mental Ability-

Grades K – 2nd: 99th percentile on composite or full-scale score of a standardized test on mental ability

Grades 3rd – 5th: 96th percentile (or higher) on composite or full-scale score of a standardized test of mental ability

Achievement-

Grades K- 5th: 1) 90th percentile (or higher) on total reading, total math or total battery score of a standardized achievement test; and 2) a superior rating (numerical score of 90 or better on scale of 1-100 on a student generated product or performance as evaluated by a panel of three or more qualified evaluators.

Process B – Must meet ¾ criteria.

Mental Ability – 96th percentile (or higher) by age on a composite or full scale score or appropriate component score of a standardized test of mental ability

Achievement – 90th percentile on total reading, total math or total battery score of a standardized achievement test, OR

Creativity – 90th percentile (or higher) on the total battery of a standardized test of creativity, OR

Motivation- 90th percentile (or higher) on a standardized characteristics rating scale (motivational)

Students who qualify for the Gifted and Talented Program will receive a total of 200 minutes a week of gifted instruction in grades K-2. Students in the program, grades 3-5 will receive 250 minutes of gifted instruction a week. The delivery model for our gifted students will vary based on grade level.

Resource Class: Students will be pulled out of their general education class either one full day of the week or every day for 45-40 minutes. During this time, a designated gifted teacher will provide differentiated instruction based on each student's need. The gifted teacher will provide interdisciplinary enrichment activities. Instruction will not focus on any one specific content area.
Advanced Content: Students are homogeneously grouped on the basis of achievement and interests (English language arts, fine arts, mathematics, science, social studies, and world languages). Students will be pulled out of their general education class either one full day out of the week or every day for 45-50 minutes.

School Culture and Safety

The School-Wide School Culture Plan has been developed to promote a positive, proactive approach to behavior management, which emphasizes Friendship Aspire San Antonio East's school-wide non-negotiables, as well as, the Core Values. Friendship Aspire San Antonio East places a strong emphasis on establishing a safe and orderly learning environment through the collective work of teachers, parents and administrators. Building a strong character is fundamental to creating a positive learning environment. The School-wide focus on building strong relationships between administration, teachers, scholars, parents and our community. Our focus will be on the whole child drawing on our core values: courage, compassion, respect and responsibility. Ultimately, the center of school culture will be deliberately on developing a school culture that welcomes and supports Black and Latino scholars. We will achieve this by helping our scholars be successful by building a supportive and positive physical environment. We will start with an inviting, clean, and well-maintained building. By establishing this atmosphere, we will create an atmosphere that communicates concerns for scholars' safety and welfare. Our stated core values reflect current research about long-term benefits in of competence in emotional intelligence, developmental norms, and best practices in building strong communities. Culture will be introduced through structured lessons, which address language, benefits to personal growth, benefits to school culture, and impact on the educational environment. Culture will be maintained through signage and other visual and verbal cues to remind both scholars and staff of the Code of Conduct and the expected behaviors in each area of the school:

- Post the Code of Conduct throughout the school.
- Post signs with the expected behaviors in the halls, cafeteria, bathrooms, etc.
- Use other environmental cues (i.e., zero noise symbol or "quiet zone" signs at the end of the hallway).

Additionally, when norms are not adhered to, the objective of consequences will directly address reflection, personal accountability, and alternate choices for more desirable outcomes, and impact on the educational setting and process for self and others.

Friendship Aspire San Antonio East will foster school culture and climate by promoting reflective dialogue amongst school leadership, teachers, scholars, parents and the community. Together we will develop a set of shared beliefs and norms that will form a basis for action. We will place a significant focus on relationship building strategies such as mentoring and advisory programs. We will build strong, knowledgeable and empathetic caring relationships amongst our staff, scholars and families. Our school leadership and teachers will share our common core values and beliefs that guide our program and practices, including high expectations for all scholars, education of the whole child, assumption that all scholars will be successful, student-centered instruction and effective use of formative and summative student data. We will provide clear communication of expectations amongst the school community to ensure there are clear, predictable, and reliable communication structures in place.

School culture is the shared experiences both in school and out of school that create a sense of community, family, and partnership. Common agreement on curricular and instructional components, as well as order and discipline, will be established through consensus. Open and honest communication will be encouraged to establish trust with our stakeholders. Parents' impressions of school culture can influence whether and how families engage with the school. Friendship Aspire San Antonio East will utilize school climate surveys that are scientifically sound to assess the quality and the characteristics of school life. The results will inform us of our work, such as improved instructional quality, community relationships and student growth.

To measure the health of our school's culture, one of the tools we will utilize is the School Culture Triage Survey developed and refined by Phillips (1996), Phillips and Wagner (2002), and Wagner and Masden-Copas (2002). This is a proven tool that has been used by schools across the United States and Canada to quickly and accurately determine the present state of any school's culture. The 17-item pencil-and paper School Culture Triage Survey measures the degree to which three "culture behaviors" were present in a school. These behaviors are: Professional Collaboration, Efficacy or Self Determination, and Affiliative and Collegial Relationships.

Stakeholder satisfaction will be publicized through quarterly Friendship Aspire San Antonio East's Town Hall Meetings. The purpose of the Town Hall Meeting is to create a collaborative school culture among scholars, parents, staff and the community. The goal is providing a platform to discuss the positive impact of school culture on academic achievement and responsibility.

In support of our mission Friendship Aspire San Antonio East will immediately introduce scholars with community/school norms and expectations, language that will be used to affirm those expectations, and relevance to student success as well as their ability to contribute to and lead within their communities. Culture and norms will seek to support and develop self-regulation and competent relationship management.

Leaders will develop understanding in scholars about shared beliefs through structured classroom lessons, and/or circles.

- Language will be introduced.
- Impact on individual achievement will be introduced and addressed
- Impact on breach of cultural norms and expectations will introduced and addressed
- The process and goals of restorative practices will be addressed also

To achieve our desired outcome, we will develop culturally relevant curriculum, adapt restorative approaches to discipline, promote strong in-school relationships and provide early support for scholars while they are preparing to transition to middle. This will heavily weigh on the development of our staff and administrators ensuring that they take a reflective approach to their work and assume a great deal of responsibility for student learning. Behavior Support Plan utilizes a proactive, multi-level approach.

Friendship Core Values: The core values of wisdom, justice, courage, compassion, hope, respect, responsibility and integrity will be taught directly to scholars, reflected in the school Code of Conduct, and modeled in all interactions among members of the school community. Building strong character is fundamental to creating a positive learning environment and a hallmark of the Friendship system. Day-to-day management of student behavior will be based on teachers, scholars, parents/guardians and other school staff continually working together to develop a school discipline plan focused on the following goals:

- To ensure that every student follows the accepted school Code of Conduct and respects and obeys persons in authority.
- To develop in every student a positive attitude toward self-discipline and socially acceptable behavior.
- To maintain a learning atmosphere that is safe, conducive to the learning process, and free from unnecessary disruption.
- To communicate to scholars, teachers, parents/guardians and the community that unacceptable behavior will not be tolerated.

All scholars will be treated equitably under the discipline policy ***(attachment 9)***. For scholars with 504 plans, IEPs and scholars in the process of being evaluated for special education services who are suspended for more than 10 school days in a school year, a multi-disciplinary team will review all relevant educational records contained in the student's file or in possession of the school to determine whether the student's behavior was a manifestation of the his/her disability. If it is determined that the student's behavior was a manifestation of his/her disability, the student will be returned to his/her educational placement and applicable special education laws will be followed. If the determination is that the behavior was not a manifestation of the student's disability, the student's case will be subject to discipline policy and afforded due process.

To establish upfront guidelines on school policy that encourages meaningful partnerships between school, families, and the community, Friendship Aspire San Antonio East will notify parents about the School Policy in an understandable and uniform format. To the extent practicable, we will distribute this policy to parents in a language the parents can understand. We will also make it available to the community. It will be periodically updated to meet the changing needs of parents and the school. A copy of the policy will be sent home to every student at the beginning of the year for parent signature.

Friendship Aspire San Antonio East will promote a learning environment that will be safe for scholars, parents and staff. Our philosophy on discipline is in congruent with our program model and our restorative justice practices. Our school mantra is embedded within our discipline practices because we will model for our scholar's clear expectations and behaviors they will need for lifelong learning.

Our staff members, guardians and parents will commit to holding scholars responsible for demonstrating appropriate behavior always and staff will hold one another accountable for each

other and the expectations to ensure with are abiding by the school's discipline policy and procedures for consistency. The Code of Conduct will be developed in accordance with Chapter 37 in the Texas Education Code and TEC §12.131, and it will reflect the behavior expectations for all members of Friendship Aspire San Antonio East. We will ensure a transparent and common vernacular will be utilize, with necessary adjusts for both scholars and parents alike. Our parents will be informed through writing on our behavioral expectations through our Parent Handbook, as well as through our ongoing trainings we will have with Parent University, in conjunction with teacher reminders, monthly newsletter and quarterly town hall meetings. As part of the Summer Bridge Academy we will create culture lessons on the student handbook and discipline policy to ensure we have provided our scholars a true opportunity to fully transition while they are adjusting to new staff, environment as well as rules/regulations. We believe a well-disciplined classroom is surrounded by a school-wide system that has an emphasis on the importance of learning and intolerant of conditions which inhibit learning. Our first line of defense is the classroom teacher. It will be the classroom teacher who most likely will encounter negative or oppositional behavior such as:

However, part of our restorative practice is to set high behavioral expectations and communicate what appropriate student behavior should look like and sound like. Clear and broad-based rules. Rules, sanctions, and procedures will be developed with input from parents and scholars, are clearly specified, and are made known to everyone in the school. Researchers have found that student participation in developing and reviewing school discipline programs creates a sense of ownership and belongingness. Widespread dissemination of clearly stated rules and procedures, moreover, assures that all scholars and staff understand what is and is not acceptable.[2]

Scholars with special needs will be expected to follow the Code of Conduct and Friendship Aspire San Antonio East will align all process and procedures disciplining scholars with disabilities per IDEA. Any development or disciplinary actions regarding scholars with disabilities will be subject to adhere to the Procedural Safeguards under the Individuals with Disabilities Education Act (IDEA), including the convening for a change of placement as well as manifestation determination review meetings. All parents will be notified in writing and Friendship Aspire San Antonio East will provide written notification in parents Native Language. In addition, parent conferences will be conducted in the native language used by the parent and student. Our commitment, on the part of all staff, to establishing and maintaining appropriate student behavior as an essential precondition of learning is necessary and we are functioning with fidelity when it comes to scholars with special needs.

In line with Friendship's college-going culture, classrooms are rigorously print-rich and reflect a college-bound theme. Desks are arranged in pods for collaborative learning. Friendship will seek grants to include desktop computers and white boards in every classroom. Friendship teachers are

[2] Bowman, R., Jr. "Effective Classroom Management: A Primer for Practicing Professionals." Clearing House 57/3 (1983): 116-118.

given state-of-the-art classroom technology tools and a multitude of resources to engage, motivate, and push students to high levels of academic achievement.

Extracurricular Activities. Friendship will involve several third parties in the delivery of its extracurricular activities. Friendship Aspire San Antonio will offer a variety of extracurricular and auxiliary educational activities such as art/theater, music, sports, cultural, or foreign language instruction. Our afterschool and auxiliary activities will be based on the interest and demand of students and parents. When appropriate Friendship will contract 3rd party individuals and organizations in the delivery of extracurricular and auxiliary educational activities programs, many of whom will have their own specialized curriculum and specialized educational modalities. The principal and teachers will evaluate and approve the curricula of these programs to ensure that they are age appropriate and meet the goals and mission of the school.

Friendship's signature supplementary program is *Friendship Cares*, the official before- and aftercare program at all Friendship elementary campuses. The program is free to students. It complements the curriculum and activities of the regular school day. This safe, caring environment offers structured activities that promote and develop an individual child's physical, social, intellectual, emotional, and social well-being and growth. The academic component of the program uses a combination of web-based and teacher-directed intervention tools to help students catch up, keep up, and get ahead. The enrichment component consists of a range of activities, including arts and crafts, health-related programs, poetry/creative writing, dance, learning labs, and project-based activities. The after-school hours of a child's day are crucial to his/her social and emotional development. Self-confidence, self-respect, and self-awareness are encouraged by Friendship Cares. The implementation of this program is subject to additional funding sources. Programs at Friendship's elementary schools in Washington, DC include girls dance group, junior cheer leaders, and aerobics for early childhood. Across the street from Whittier is the well-kept Shuler Recreation Center with a pool, fields, and opportunities for a wide variety of athletic activities. Parent participation will be sought for running after school and extracurricular activities.

In addition, after school tutoring will be offered for students needing extra help with homework or additional practice. Friendship uses both school-based staff and contracts with universities, local non-profits and/or community partners that are reputable and high quality to offer the aforementioned programs. In some case, participating students will pay for the costs associated with these programs, largely for its extracurricular and auxiliary educational activities. AARP Experience Corps, for instance, brings in teams of well-trained experienced adults to help elementary school students, especially kindergarten through 3rd grade to serve as literacy tutors and academic mentors.

School's program or strategies to address student mental, emotional, and social development and health. Friendship provides multiple trainings to teachers during the summer and monthly throughout the academic school year to address the mental health and social/emotional needs of students. Trainings are provided by school leadership teams, community office members, and outside providers and specialists. Previous trainings have covered: a) special Education Leadership Retreat to ensure that Special Education Coordinators can improve programming for students in inclusive, resource, and self-contained settings, b) Non-Violent Crisis Prevention

Intervention (CPI) Program Conference to help school administrators and leaders manage disruptive and assaultive behavior, c) Grief and loss training for counselors and psychologists to enhance support when students are faced with a family or friend loss, d)Diversity training for related service providers to help them support students with a variety of socioeconomic and cultural backgrounds, e) Training on Tier I, II, and III behavioral intervention to help administrators, Special Education Coordinators, and school leaders establish more effective programs and intervention, and f)Training on Universal Design of Learning to help school leaders identify the key components of a classroom environment and accommodations that provide all students with curriculum access.

Friendship will also access a team of mental health professionals to provide individualized support, run small group interventions, and teach whole classroom lessons on topics related to mental health and social/emotional skills. Topics addressed may include social skills, coping strategies, growth mindset, and emotional regulation skills. These professionals also outreach with families to provide insight on how to support students at home, link families to community services, and address emergency food and clothing needs. To the extent possible, each school has a school psychologist, two certified SPED teachers, and a dedicated paraprofessional for the special education team.

S**chool's plan to identify students who may be in need of these services.** Teachers and parents are best positioned to identify students who may need additional support given their daily interactions. Therefore, teachers and parents are the primary referral source to the Staff and Student Support Team (SSST) when concerns arise about a student's academic, behavioral, or social/emotional presentation. The SSST as described above is a team of professionals who meet at least monthly to identify and support at-risk students. Through direct referrals from teachers or families as well as data analysis of attendance records, disciplinary referrals, and formal and informal academic achievement data, the team identifies students of concern and problem solves interventions that would appropriate to address the students' needs. Progress monitoring of interventions is implemented, and the supports are adjusted as needed based on the outcomes.

Promotion and Graduation Requirements

Students will be promoted when their educational growth shows they are prepared to successfully complete the next grade. Parents of students at risk of not being promoted will be notified through quarterly report cards, during parent conferences, Quarterly Learning Contract (QLC) days and at other times throughout the school year as academic assessment, attendance and other student performance data are available. Parents must track their child(ren)'s academic progress throughout the school year by attending the mandatory QLC days and reviewing their child(ren)'s assessment and grade reports in order to determine whether their child may have to attend summer school. All students who are candidates for retention will be closely monitored and will be required to attend Summer Learning Academy. Final decisions may be made as late as May as to what is most appropriate for the child and the circumstances.

Promotion criteria for students with IEPs are the same as above. Prior to retaining a student with an IEP, the special education team (including relevant teachers and administrators from the school and from the Community Office) will convene to review each student's performance and progress toward meeting his/her IEP goals. Retention of students with IEPs will only occur with the recommendation of the special education team.

Promotion Criteria

Promotion Kindergarten through 5th Grade

A student will be promoted based on performance in each of the following areas:

- Attendance: Students must have fewer than twenty (20) cumulative absences (including unexcused and excused absences). If a child has 20 or more absences, the student will be retained.
- Academics (K – 1st Grade): A student must demonstrate grade-level mastery to be promoted to the next grade. In addition, if the child is not meeting social-emotional development standards, the school reserves the right to retain the student.
- Academics (Grades 2-5): Students must demonstrate grade-level mastery in order to be promoted. To demonstrate grade-level mastery, students must pass (D or better) their English and mathematics classes and must meet certain percentiles in both reading and math on the Measures of Academic Progress (MAP) assessment.
- In order to be promoted to grade 6, students enrolled in grade 5 must perform satisfactorily on the mathematics and reading sections of the grade 5 STAAR in English or Spanish.
- Teacher and principal recommendations
- Students who fall below certain standards will be required to repeat their current grades and encouraged to participate in Summer Learning Academy for additional support.

Standards for promotion are clearly set forth in Friendship policies and explained to parents and students. The school will collect and monitor attendance data. Parents will be notified of student

tardiness and/or absence via Connect Ed or other communication tools. Students with a minimum of three unexcused absences will be referred to the school-based Student Support Team (SST) that will conference with the parent and student to create an attendance plan. The plan will describe the support that will be provided, attendance expectations, and the parent's responsibilities under the Compulsory Attendance law. Parents will be notified if absence persists and reports are made to the truancy authority. In the case of students not meeting minimum instructional time for promotion, the parent will be notified and the student will be required to attend summer school. If a student is habitually absent due to extenuating circumstances, the school will provide a 504 or other plan for support if necessary.

Family and Community Engagement

Friendship Aspire Academy Inc.'s approach to climate, culture, and engagement stands by two fundamental principles: 1) all children can learn; and 2) per the African proverb, it takes a village to raise a child. Our school will provide a stable, structured, yet nurturing, high-quality education to young men during their most critical years. We understand that a positive school culture not only enhances scholars' day-to-day experiences, but also plays a role in raising student achievement. Our culture will be heavily guided by our restorative practice philosophy. Through consensus of cultural norms, consistent use of language across settings, positive imaging, we will minimize the impact of two key factors (stated on page 8 of application 1). They are "frustration and feelings of inadequacy in attempting to live up to what they believe their peers and society generally expect of them and fear of not belonging." We will strive to create an environment that encourages participation, growth and motivates scholars to enjoy learning and develop as ethical, literate, well-rounded and self-sufficient citizens who contribute actively to their communities. Friendship Aspire San Antonio East will participate in a positive and collaborative school culture.

Parent and Family Engagement

We have identified four key components in structuring our family engagement and transparency:

Friendship Aspire San Antonio East's Parental Involvement Policy

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—

a. that parents play an integral role in assisting their child's learning;

b. that parents are encouraged to be actively involved in their child's education at school;

c. that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;

d. the carrying out of other activities, such as those described in section 1118 of the ESEA.

Parent University

As part of our Phase I application we expressed going forward, we will continue to cultivate family engagement through a support structure designed and successfully implemented in collaboration with Friendship Education Foundation who is widely recognized as a national exemplar of parent engagement. Housed in the Parent Resource Center and delivered through a workshop series, our year-round Friendship Parent University (FPU) will be the center of parent engagement activities. The goal of the FPU is to increase parent involvement, improve communication through the sharing of ideas and suggestions, keep parents informed of school discipline, operations, and parental involvement policy to ensure there is parent voice from every class. FPU will provide a combination of resources and course offerings to help parents become full partners in their children's education. It will offer parents and other family members a variety of meaningful classes

and workshops that will add to their existing skills and give them opportunities for continued growth and development.

School-wide Database

We will utilize a school-wide database that will allow parents to have online access to the child's grades, homework assignments, time, attendance and tardiness as well as discipline infractions on a daily, weekly, quarterly to include BOY (Beginning of the Year) and EOY (End of The Year) data. This will be accompanied by parent/teacher conference, parent phone calls and written communication for those who do not have access to computers at home or parents may visit the FPU to log on using our computer station.

Community Partnerships

Currently, Friendship Aspire San Antonio East does not have any Memorandums of Understanding (MOU) with any local organizations, but still are working through the engagement process of identifying those organizations that will be considered the "Right Fit" for our overall mission and vision. Friendship Aspire San Antonio East looks forward to collaborating with City Education Partners to bring a new model of public education that will empower San Antonio scholars to be college ready ***(attachment 10)***. We appreciate their support. We also have the support of 100 Black Men of San Antonio and plan to work with them towards the furtherance of our goals ***(attachment 10)*****.** We will continue to seek partnerships with local churches, college / universities and non-profit organizations as we deepen our relationships in the San Antonio community to continue to help scholars and families.

Leadership and Governance

Board Structure and Qualifications

Proposed board member	Area of expertise	Brief description of experience in this area
Donald Hense	Charter Management, Education Reform, Development	Mr. Hense was inducted into the Hall of Fame of the National Alliance of Public Charter Schools. He was among selected Washingtonians showcased in the Choosing to Participate: Portrait of Courage Exhibition, which highlighted how civic choices shape individuals as they grow into active community members and global citizens. Mr. Hense is a member of the Board of Directors of the Center for Education Reform. He previously served as Director of Development of the Children's Defense Fund; National Vice President for Development of the National Urban League in New York; Vice President for Development of Prairie View A&M University and Texas A&M University System; and Director of Governmental Relations at Dartmouth College, Boston University, and Howard University. He is also the co-founder of the Bridges to Friendship Initiative, which was highlighted by Vice President Gore at the White House Summit on Community Empowerment as a model initiative.

Kenneth Campbell	Educational Leadership, Education Reform & Business	Mr. Campbell is a founding board member of the Black Alliance for Educational Options (BAEO) and served as BAEO's president from 2010-2015. BAEO is an education reform advocacy organization founded to increase access to high-quality educational options for black children by actively supporting transformational education reform initiatives and parental choice policies that empower low-income and working-class black families. Campbell was the founding director of charter schools at the Louisiana Department of Education. In the wake of Hurricane Katrina, he helped engineer the rebuilding of New Orleans's education ecosystem and accelerated the growth of high-performing charter schools across the state. Campbell holds a bachelor's degree in business administration and a master's in educational leadership.
Gil DeLorm	Finance, Law	Mr. DeLorme represents financial institutions, real estate developers, and a number of charter schools and other not-for-profit organizations in the purchase, sale, financing and development of commercial and residential real estate. Mr. DeLorme is a founding shareholder of Greenstein, DeLorme & Luchs, P.C. Prior to returning to private practice in 1983, Mr.

		DeLorme served as the in-house general counsel of Perpetual Savings Bank which was then one of the largest savings and loans in the D.C. area.
Joe Harris	Operations, Development	Mr. Harris has spent the past 24 years in senior level management positions with community-based nonprofit and public charter education organizations whose mission focused on social and crisis interventions services for disadvantaged children, young adults and families; public charter school operation and transformation school management for both K-12 school children and adults.

The governing structure of Friendship Aspire San Antonio is as follows: (1) Friendship National / Founding Board of Directors (National Board), Texas Board of Directors (Texas Board), (3) Superintendent, (4) Directors (Operations, Finance, Academics), (5) Principal, and (6) Teachers/ Staff.

National / Founding Board

The National Board will serve as the ultimate governing authority of Friendship Aspire Academy, Inc. and shall, except as specifically described herein, retain final decision-making authority for Friendship Aspire San Antonio in all areas of operation, including, but not limited to: (1) finance and purchasing, and (2) hiring and termination of the Texas Superintendent. The National Board shall be composed of not less than three (3) members selected by the majority vote of the existing members of the National Board. Each member shall hold office for a term of three (3) years unless he/she resigns, dies, becomes incapacitated, or is removed by the National Board. Each member may be reelected an unlimited number of times.

Texas Board of Directors ("Texas Board")

The Texas Board shall have final decision-making authority for Friendship Aspire Academy, Inc. in those areas delegated to it by the National Board. Areas may include: (1) student discipline, (2) employee grievances, (3) budget development and approval, (4) parent grievances, and (5) community complaints/concerns. The Texas Board shall be composed of not less than five (5) members selected by majority vote of the National Board. Each member shall hold office for a term of two (2) years unless he/she resigns, dies, becomes incapacitated, or is removed by the National Board. Each member may be reelected an unlimited number of times. Board members will be nominated to the board by community members, staff members, parents or business members. Before an individual is brought to the board an extensive interview process will be conducted with perspective board members. A small committee of no more than three members one of which must be the Superintendent will conduct screening interviews and select the two top candidates for an open position. These candidates will then be interviewed by the Texas board. After the interviews the board will nominate and approve the new member. Once the Texas board approves the candidate the Texas board candidate will be approved by the National Board. Once the approval process is complete the new board member can begin serving on the Texas Board.

Planned Relationship between the National Board and the Texas Board of Directors

As stated above the National board shall have final decision-making authority for Friendship Aspire Academy, Inc. The National Board and the Texas Board will be comprised of different members. The National board will have the authority to appoint and remove members of the Texas board. The National board may delegate finale decision making authority as it deems necessary to the Texas Board. The Texas board will be comprised of five members representing each of the five Texas Charter Schools.

Governing Board's Roles and Responsibilities

National / Founding Board members elect a president, vice-president, and secretary. Procedures for replacing Board members will be set forth in the by-laws of the organization. In like fashion, the Texas board will also elect a president, vice-president, and secretary. Criminal history checks will be conducted annually on each current Board member. Friendship Aspire San Antonio will be under the overall management and control of the National Board, which will work closely with the Texas Board, school superintendent and principal in promoting school goals achievement, student academic achievement, and ongoing alignment with the school's mission and vision. The National Board will focus on policy issues and will entrust the day-to-day management of the school to the superintendent and principal, the principal will be accountable to the superintendent and Board for the overall performance of the school. The Board will be accountable to the people for whose benefit this school will be established and will have the overall responsibility for ensuring that the students attending will be provided with a quality education.

The powers and duties of the National / Founding Board include the following:

1. the Board as a corporate body has the power and duty to govern and oversee the management of Friendship Aspire San Antonio East;
2. the Board shall determine the organization and support the mission of Friendship Aspire San Antonio East;
3. the Board shall approve and cause to be submitted charter-related documents to the Texas Education Agency;
4. the Board shall set policies for Friendship Aspire San Antonio East's operation, ensuring conformance with the provisions of the contract for charter and applicable laws;
5. the Board shall approve an official budget to operate Friendship Aspire San Antonio East, while maintaining fiscal responsibility;
6. the Board shall establish Friendship Aspire San Antonio East's short- and long-range goals and shall monitor progress toward achievement of those goals;
7. the Board shall ensure that Friendship Aspire San Antonio East's fiscal operations satisfy generally accepted accounting standards of fiscal management;
8. the Board shall approve and ratify all contracts;
9. the Board shall adopt an annual budget for Friendship Aspire San Antonio East and shall regularly review financial statements;
10. the Board or its designees shall select, evaluate, and as necessary, terminate the appointment of the superintendent.

Policies and Procedures for Board Operation

The Board will function according to board by-laws ***(attachment 11)***. In accordance with HB 963, the name, email address, and term of office for each member of the board of trustees will be posted on the district's website.

Ethical Standards and Conflict of Interest

School board members are expected to act in the best interests of their constituents. All board members will be aware of the laws that address nepotism and conflict of interest and will file

disclosure forms. Types of disclosure forms that will be completed should the need arise include, but are not limited to the following.

- Substantial interest in a business entity or real property
- Interest in real property to be acquired by district
- Income over $2500 from vendor
- Gifts over $100 from vendor
- Family relationship
- Vendor that has given income or gifts to trustee, superintendent, or officer, or family relationship

Board members are expected to act in an ethical manner and avoid conflicts of interests ***(attachment 12)***. If a board member has personal or private interest in any matter before the board, the member must disclose the interest to the board and not vote on the matter. Board members cannot be employees of the district or receive compensation for services from the district. Board members are to avoid conflicts of interest in the exercise of financial responsibilities.

The National / Founding Board members are Donald Hense, Kenneth Campbell, Gil Delorme, and Joe Harris ***(attachment 13)***. The Texas Board members will all be residents of the state of Texas. They will have a diverse set of professional skills and practical work experience in the areas of education, public/non-profit and/or for-profit administration or operations, community development, finance, and law.

Role of Friendship Education Foundation (CMO) in the Organization Structure: The role of the CMO is to support the management and operations of the school. FEF will report to the Executive Committee of the governing board. It is the governing that will contract and manage the work of the CMO ***(attachment 14)***. FEF will support both board and the school leader by providing the following services: core curriculum, instructional program and design support; support for special education; student support services and counseling; school organization (include student and teacher scheduling model, protocols and program materials, house and leadership team agendas, etc.); staff supervision and evaluation support; student achievement support; parent involvement support and strategies; professional development for all staff (instructional and non-instructional); achievement management tools; accountability and assessment support; communications, marketing and public relations support; and, facilities, operations, materials management, and technology support. A representative of FEF will sit, as a non-voting member, on the governing board. A representative of FEF will be present at each board meeting to provide the board with a status report on their work and school activities.

FEF will employ 4 local staff to support their CMO work in Texas. FEF staff will include: State Superintendent, Director of Academic/Performance, Director of Finance, and a Director of Operations. The State Superintendent will be responsible for: responding to governing board needs; overseeing contracted work/support services vendors; supporting the school leader/principal in the day-to-day operations of the school and staff; fundraising, external communication/marketing; and developing and managing strategic partnership partnerships. The Director of Operations will be responsible for overseeing PEIMS, transportation, and facilities,

enrollment management. The Director of Academic/Performance will provide curriculum; data management/reporting; instructional staff professional development; and leading classroom/teacher observations and performance evaluation. The FEF staff will be housed on-site at the school, if space permits. If not, they will maintain professional offices in the San Antonio area near the campus.

Role of School in Organizational Structure: The school leader/principal will be responsible for overseeing the day-to-day operations of the school. He or she will work with the CMO to carry out the school's mission, academic and performance goals. The school will employ administrative support staff responsible for managing, operations, financial/accounting, attendance, record keeping, and technology and information management. The Operations Director, will lead the management of the day-to-day operations of the school and work directly with the Principal. The Finance Director will work closely with the Principal on budgeting and procurement. The Operations Director will be an experienced operations leader. They will handle logistics for transportation, food service, and oversee the maintenance of facilities. The Finance Director will regulate the approval process and implementation of policies and procedures including cash handling and accounting practices. In addition to the Operations Manager, an administrative assistant and PEIMS Manager will be employed to support the school's operations.

Plan for Involving Parents, Staff, Students, and Community in the Decision-Making of the School.

The Board will strive to model and promote a shared mission and vision among all members and stakeholders through its work, practices, and achievements. The Board will concern itself first and foremost with student achievement, what it can do to support and enhance that achievement, and how it can help build a sense of community for each Friendship Aspire San Antonio student and stakeholder. To that end, the Board will involve teachers, parents, and students in the governance, operations, and planning procedures of Friendship Aspire San Antonio, and every effort will be made to create an environment in which students can experience a sense of community and involvement that address their needs and interests.

The Board and Data. The Friendship Texas board will receive a monthly report that includes academic, financial, and operational information. The report is based on Friendship's highly refined academic dashboard system that includes 360-degree measures of student success including grades, interim assessment scores vs. the benchmark, enrollment and attendance data, and behavior data. The system presents summary data by grade but the board portal will include drill down ability to analyze the performance data by teacher and by student.

Continuous professional development.

Friendship Aspire Academy, Inc. will seek training from approved Texas School Board training providers such as the Texas Association of School Boards, Inc. and the Texas Charter School Association. Initially, all school board members will receive, at a minimum, the Texas required professional development.

- Local District Orientation, 3 hours, by local district
- Orientation to the TX Education Code, 3 hours, by Education Service Center
- Evaluating & Improving Student Outcomes, 3 hours, by an authorized provider

- Team-building and assessment of continuing ed needs of the board-superintendent team, 3 hours by a registered provider
- Additional hours based on assessed need and Framework or School Board Development, 10 hours, by a registered provider
- Open Meetings training, 1 hour by Attorney General's Office or approved provider

After initial training, experienced board members will receive the following required professional development at a minimum.

- Evaluating and Improving Student Outcomes, 3 hours every 2 years
- Team-building and assessment of cont8inuing ed needs of board-superintendent team – 3 hours annually
- Additional hours based on assessed need and Framework or School Board Development, 5 hours annually, by a registered provider

Superintendent Support & Performance

The superintendent evaluation will be conducted on an annual basis by the National Board ***(attachment 15)***. The superintendent evaluation is comprised of a six-step approach.

1. Preliminary Goals and Preliminary Professional Growth Plan -
    a. the superintendent identifies two to four goals with at least one related Teaching and Learning.
    b. superintendent prepares a preliminary Professional Growth Plan-
    that includes the proposed goals for growth, key strategies and actions for reaching the goals, resources needed (programs, personnel, materials, etc.), timeline, and benchmarks for measuring progress toward the goals.
    c. superintendent submits the preliminary Professional Growth Plan to the board and the board discusses it with the superintendent
2. Revision and Adoption of Goals and Professional Growth Plan
    a. with the superintendent, the board reviews and revises the preliminary Professional Growth Plan as needed, to mutually determine two to four improvement goals with at least one related to Teaching and Learning.
    b. after discussion by the board and after taking a public vote, the board adopts the agreed to final Professional Growth Plan. Reaching the goals stated in this plan will be a major focus of operations for the superintendent during the next annual cycle and will be a major component for evaluating the superintendent's performance throughout the cycle
3. Superintendent Professional Growth Plan Implementation and collection of Evidence
    a. superintendent implements the Professional Growth Plan throughout the next annual cycle, with assistance from the board, as appropriate.
    b. board members and the superintendent collaboratively collect evidence of progress on meeting both goals and the performance standards (agendas, meetings, workshops, etc.…).

c. superintendent regularly integrate reports that indicate action and progress toward the established goals and the performance standards into work/special and regular board meetings.

4. Mid-Cycle Review of Professional Growth Plan
    a. at a mid-cycle meeting, the superintendent reports to the board on progress being made toward meeting the goals in the Professional Growth Plan.
    b. school board reviews the report, offers feedback, and discusses progress and with the superintendent
5. Superintendent's Self-Evaluation The superintendent rates him/herself on the Performance Rating on Goals and Standards Once completed submits to the members of the board for their review the Performance Rating on Standards and Goals, the updated Professional Growth Plan, and any related materials and/or evidence of progress or performance s/he wishes to be considered. The board and the superintendent have a conversation, in executive session, at this stage to allow opportunity for discussion and clarifying questions the board may have of the superintendent concerning this self-evaluation.
6. Board Evaluation of Superintendent
    a. Each board member completes an individual Board Member Evaluation of Superintendent.
    b. individual Board Member Evaluation of Superintendent-Forms are given to the board president to tabulate the ratings for each of the six standards and for each of the goals. The board president then uses the results to fill out an Annual Summative Evaluation-Form.
    c. President then meets with the entire board, in executive session, to finalize the Annual Summative Evaluation for presentation to the superintendent.
    d. board meets with the superintendent, in executive session, to present the finalized Annual Summative Evaluation. All board members and the superintendent sign the final document. review the individual evaluations with the superintendent.

Proposed Superintendent Qualifications

To date, Friendship has not identified a Superintendent, but will utilize the existing Arkansas State Superintendent as the interim until a Texas State Superintendent is selected. We have begun an internal national and local search for a leader. The starting salary for the superintendent will be $150,000 which will be covered by the CMO. This figure was determined based on the average salaries of other Texas Superintendents of districts of a comparable size. For Superintendent qualifications, please see ***attachment 17***.

Timeline for hiring the leader: Ideally, we intend to hire a leader within 45 days of our charter approval. The new leader will be involved in school planning, staff hiring, training, curriculum mapping, and enrollment. Friendship Education Foundation will assist in all of these functions. He or she would become a Friendship School Leader Fellow, receiving 6 months of mentoring and training in the Friendship school model in DC.

Recruiting, hiring and developing leader position: The hiring of the leader will consist of a three-phase process:

Phase I - Recruitment: Exhaustive local, regional, and national searches designed to attract a large and diverse pool of candidates. Candidates will be sourced from Friendship's existing leadership pipeline programs and from external sources.

Phase II - Eligibility Screening: Resume and phone screens done by trained personnel to verify academic and experience requirements and establish that baseline leadership characteristics are met.

Phase III - Onsite School Fit and Performance Assessment - Intensive 1-2 day long, in person interview which includes:

The selection of the leader will be conducted by an outside HR firm hired by the governing board. The selection of leader will be conducted by the Personnel Committee of the governing board. Members of the governing board, FEF and panel members will assess candidates as described below:

Panel Interview

- identification of key competencies, leadership style, and philosophy
- assessment of candidate's fit with school philosophy, mission, and core values
- assessment of candidate's skills in management and instructional expertise

School Walk-throughs & Simulations

- opportunity for candidate to demonstrate his/her competencies in an authentic scenario (series of classroom observations, debrief with a supervisor/Chief Academic Officer, debrief with a teacher)

- assessment of candidate's ability to "think in the moment" by responding to a scenario or through role play

In addition to the superintendent / principal, the leadership team will include an assistant principal in year three.

Proposed Instructional Leadership Team

In addition to the Superintendent, the Instructional Leadership Team is comprised of the Principal, Assistant Principal (in year 3) and CMO Instructional Specialist / Coach **(attachment 19)**. Principals provide the instructional, operational, and administrative leadership necessary to ensure the success of the school. He or she organizes, administers, supervises, and evaluates all aspects of the Friendship school design within the school and the greater school community. The principal will be held accountable for the continuous improvement of the school and its staff and for increased student achievement. The principal is responsible for planning improvements that directly address the following: student performance, the Friendship school design, financial management, and customer satisfaction. Achieving outcomes in these areas of accountability requires strong leadership. Leadership is viewed in terms of three distinct roles: instructional leader, site-based manager, and builder of school culture. Assistant Principals are instructional leaders of the school and act in concert with the principal to ensure that instructional goals are met. They are responsible for driving the school's mission and guiding principles to ensure a positive achievement focus and school culture among teachers, staff and students. The principal and assistant principal will have successful experience in working with high needs students in major urban centers and in parent and community engagement.

The principal and instructional specialist / coach are coached and evaluated by the Superintendent. The Superintendent will use the Leader Excellence and Development System (LEADS) to evaluate and support instructional leaders **(attachment 20)**. The LEADS 2.0 Rubric addresses the content of Four Domains for Rapid School Improvement: A Systems Framework, 2017, https://centeronschoolturnaround.org/resource/four-domains-for-rapid-school-improvement-a-systems-framework/ , and incorporates Professional Standards for Educational Leaders, 2015, https://www.wallacefoundation.org/knowledgecenter/Documents/Professional-Standards-for-Educational-Leaders-2015.pdf . The descriptors of performance communicate best practices, these are commonly recognized beliefs and actions of educators which are considered superior in supporting success in student learning. To support the organization and content of LEADS 2018, an information-seeking professional literature review occurred. The scope of the review was limited to contemporary research, publications and rubrics used for addressing effective educational leadership performance.

Friendship builds human capital through annual training for all new principals and other leadership team members. The training addresses the fundamentals of school organization, student management, and student achievement. A year-round leadership development program supports the growth of principals in effective leadership. Top school staff members have the option to become certified as academic trainers to support their own and other affiliated schools, as their time allows. Attendance is at the recommendation of the principal. Friendship provides an online portal for materials to support the development of teachers and other professional staff. Principals and school leaders make classroom observations in four phases. While there may certainly be overlap in each area, the focus is as follows: Phase I: All Hands on Deck: New and Struggling Teacher Support (June to October), Phase II: Improve Instructional Quality: Data-Based

Differentiated Coaching—PSSA, Interims, Observation and Walkthrough Data, Skill/Will (October to December), Phase III: Whatever It Takes: Data-Based Differentiated Coaching—Interims 2 and 3; Observation and Walkthrough Data, Skill/Will (January to April) and Phase IV: Reflection and Planning (May to June).

Proposed Financial and Operations Leadership Teams

Enter narrative response to the prompts in this section of the application. *Reference **Attachments 21-22** in the response.*

The Finance and Operations Leadership Team of Friendship Aspire San Antonio East has extensive experience with school support. Katrina Cephas, Finance Director, will be responsible for budget development, financial management, accounting and internal controls **(attachment 21)**. Ms. Cephas has over 20 years of finance and accounting experience. Virginia Perry, Development Director, will be responsible for fundraising, development, student recruitment, and marketing. Ms. Perry is a 20-plus year educator with over 10 years of experience and school operations and recruitment. Friendship Aspire Academy, Inc. will contract with a third party for facilities acquisition management. Phong Tran, Interim Superintendent and Operations Director will ensure compliance with data reporting in PEIMS, contract management, talent management, and school safety **(attachment 22)**. Mr. Tran currently serves as a school superintendent in the state of Arkansas and has extensive experience in school operations in the state of Louisiana. All staff have experience working with school s to ensure compliance with state and federal requirements and developing procedures for new school startups. The finance and operations team will receive support and training from the Texas Association of School Business Officials to ensure compliance and adherence to all Texas requirements.

Although the Operations Director will be responsible for ensuring compliance with PEIMS reporting, a PEIMS Coordinator will be hired in the first year of operation 2021. The PEIMS Coordinator will be responsible for coordinating the district's use of student software for scheduling, grade reporting, testing and student attendance for the district, the preparation and submission of state and federal reports (PEIMS and special education) and for electronic storage and records retention for district **(attachment 22)**. The PEIMS Coordinator will receive training at the local education service center.

Performance Management

The Friendship Texas board will receive a monthly report that includes academic, financial, and operational information.

Academics- The academic progress will be evaluated based on information gathered from the baseline assessments, prior assessments, and curriculum-based assessment in addition to state accountability testing. The data collected will be analyzed by the data team to determine the baseline for each cohort of scholars. The student cohorts will be progress monitored using the assessments presented in addition to the information provided by the teachers and intervention team. Interim assessments and grades are two of the tools that will allow the data team to determine progress towards the goal of proficiency and advanced proficiency. Concluding each interim assessment, the data team will review the strengths and weaknesses of each cohort and student towards the established objectives and implement changes as needed by the team. The interim assessments will assess a range of skills in each subject area for the time allotted. The goal of these interim assessments is to determine if the scholars are meeting the rigorous expectations of the curriculum. Quarterly academic data reports will be presented to the board by the school leadership team.

Finance – board members will receive monthly finance reports from the superintendent to monitor the district's implementation of the budget. These monthly reports will be used to track revenues and expenditures. The board will receive a briefing from the superintendent on how the budget was developed so they understand where the numbers come from. The board will work with the superintendent on the budget prior to adopting. A timeline for budget development will be developed. Board members will receive training on school finance so they understand what questions to ask to ensure long-term financial solvency. In addition to tracking the school's fund balance, the board will review the school's Financial Integrity Rating System of Texas (FIRST) and ensure yearly financial audits take place. At a minimum the board will review the following documents.

1. Statement of Net Assets
2. Statement of Activities
3. Balance Sheet
4. Statement of Revenues, Expenditures, and Changes in Fund Balance

Operations – the board will ensure compliance with all operational components of school business such as PEIM, human resource matters, transportation, child nutrition, and compliance with federal programs. Operations Reporting will be on the monthly board agenda so updates can be given.

The board and school leadership team will review data points for academics, finances, and operations monthly to target areas of need for remediation before they become problematic and to ensure compliance.

Talent Management and Development

Talent Management

Recruitment of staff: Relationships with university partners will be beneficial for recruitment endeavors. Additionally, Friendship Aspire San Antonio East will wage a comprehensive social media campaign to attract high quality staff. Advertising for positions will be posted on job posting sites such as Indeed, the local newspaper, and our Friendship website.

Hiring of teaching staff: The principals are responsible for faculty and staff hiring, professional development, oversight and implementation of all academic programs and curricula, and enrollment, attendance, and discipline. All instructional staff will meet highly qualified standards and special education teachers will hold valid special education teacher certifications. Friendship selects educators based upon resiliency, classroom and culture management, high expectations, commitment to data-driven instruction, and past achievement. Competitive salaries, an excellent benefits package, the opportunity to earn performance bonuses, and the advantage of becoming a part of a movement that is changing outcomes of countless youth make working at Friendship attractive.

All staff necessary for the effective operations of the school will be hired in year 1 **(Attachment 23)**. While heavy emphasis is placed on selecting the best instructional staff, equally important to Friendship Aspire Academy, Inc. is the selection of dedicated, effective operational staff. All staff will be aware of their responsibilities and receive feedback for continuous development **(Attachment 24)**.

Dismissal of teachers: The principal may terminate or suspend the employment of any employee if s/he determines that the employee has failed to fulfill the duties and responsibilities and/or demonstrate the qualities outlined in the job description, or if other good cause exists. All employees will be hired on the basis of annual contracts, and their terms will expire at the end of their annual contract. In the event that the school finds it necessary or desirable to terminate an employee's employment before the end of the school year, the school will attempt to give the employee written notice at least 10 calendar days before termination, unless the principal determines that the employee poses a threat to the health, safety, or welfare of the school or students. In the event that an employee finds it necessary to resign during the school year, the employee shall give written notice to the principal as soon as possible and at least 10 calendar days before the effective date of resignation. In the event of termination of employment prior to the end of an employment contract, the employee shall be entitled only to the prorated salary and benefits earned through the last date of employment. Any employee may submit a grievance regarding dismissal, discipline, and termination, pursuant to the grievance

Teacher background checks: All employees will be required to be fingerprinted and undergo a national criminal history background check prior to employment.

Professional Development and Evaluation

Professional Development for teachers includes pre-service training for all teachers new to the school, including courses at all grade levels for novice teachers (first days of school, classroom management, classroom organization, lesson planning, transitions), reading, writing, math, science, social studies, science, assessment, special education, ELL, and special subjects. There will be seven days of professional development prior to school, not including a two-day Friendship orientation. There is also training at the school site for all teachers and school staff covering core values, character and ethics program, classroom management, and data-driven instruction. Follow-up and advanced training on any topic in curriculum, instruction, or assessment is available on demand by school. While these forms of collective professional development will take place before school begins, individualized professional development opportunities will be afforded throughout the school year.

Friendship Aspire San Antonio East will use the Teacher Evaluation and Support System (TESS) evaluation system to monitor and support individual teacher development ***(attachment 25)***. TESS allows instructional leaders to provide teachers feedback and coaching on their instructional practices. TESS includes the following components: Goal-setting and professional development planning, the evaluation cycle (pre-conference, observation, post-conference), and student growth measures. TESS allows for individualized professional development and coaching for instructional staff. TESS will allow teachers to receive timely feedback on their performance and will allow instructional leaders to intervene with additional training and coaching when performance is unsatisfactory in the hopes of building the teacher's capacity.

Continuous targeted support and development is critical in closing the achievement gap. Historically, more than $2 million per year has been devoted to professional development for staff and leaders. Friendship creates individualized PD plans for all of its educators. The LEA holds itself accountable to both students and staff. Friendship teachers use data to develop an action plan to guide classroom achievement. Additionally, instructional staff will be encouraged to seek training in their areas of professional interests or need. There are four full days of professional development scheduled throughout the school year. Instructional staff will continue to learn, grow, and development in professional learning communities throughout the school year.

Retention

Friendship Aspire San Antonio East plans to retain staff in the first year of operation at a rate of at least 85%. Friendship campuses promote the concept of family and continuous development and growth of all, staff and students alike. Leadership meets with each employee individually to determine employee's career aspirations, and to assist in planning to help them achieve their professional goals. Additionally, we will invest in the development of our staff's professional growth and pay salaries commiserate with local district salaries. Salaries and benefit packages are competitive with the local districts. Additionally, Friendship values promoting from within, and plan to use internal promotion opportunities as a way to entice staff to stay with Friendship. Friendship Aspire Academy Pine Bluff is our newest campus with 1-year retention rates, and experienced a 100% retention rate from 2018 to 2019.

Operational and Financial Plans

School Calendar and Schedule

The proposed annual calendar and daily schedule allow sufficient time to teach the TEKS in all mandatory subject areas. The annual school calendar consists of 175 days of instruction for a total of 75,775 minutes of instruction a year **(attachment 26)**. The school calendar exceeds the state requirement of 75,600 minutes of instruction. There are 40 days in the first and second grading periods, 47 days in the third grading period, and 48 days in the final grading period. The first day of instruction is August 18, 2021. The last day of school will be May 26, 2022.

Friendship Aspire San Antonio East's daily schedule allows for 433 minutes of instruction per day **(attachment 27)**. The day starts at 7:05am with student arrival and ends at 3:30pm. Instruction starts at 7:30 each day. Instruction in the areas of Reading / ELA, Mathematics, Science, Social Studies, Fine Arts, and Physical Activity take place daily. The same schedule is followed each day. This consistency in schedule allows young children an opportunity learn routines and systems. Intervention sessions are scheduled daily to provide added support for teaching key concepts.

Student Recruitment and Enrollment

Friendship Aspire San Antonio does not expect to compete for student with existing public Charter School programs. On the contrary, we envision cooperating with the other public charter school programs to provide a more unified message that emphasizes both the academic and emotional outcomes for scholars and provides a more robust portrait of the value of Friendship Aspire San Antonio. Our goal is to have our program in San Antonio be a model of high quality. To that end, we expect to build strong relationships with other charter schools, as well as other traditional public elementary schools San Antonio and Texas. Friendship Aspire San Antonio is confident that it will successfully fill its available seats with the aggressive campaign planned. Due to our experience and niche for serving underserved students, Friendship will strategically market to the African American community, the Latino community, and the economically disadvantaged community.

All scholars will be enrolled unless we have more applicants than slots. In that case, scholars will be accepted through a lottery process. Friendship Aspire San Antonio will admit scholars of any race, color, national or ethnic origin, religion, or sexual orientation and is committed to ensuring that all student enjoy the same rights, privileges, programs, and access to activities available at the school. Friendship Aspire San Antonio will not discriminate based on race, color, national or ethnic origin religion, or sexual orientation in any way ***(attachment 28)***.

A fair and equitable open enrollment process

Friendship Aspire San Antonio will enroll scholars starting in kindergarten. Friendship Aspire San Antonio will grant preference in the enrollment process to the following:

- Siblings of currently attending scholars and applicant accepted during the lottery
- Children of Friendship Aspire San Antonio staff and board

Ensuring school viability through enrollment

The Friendship Aspire San Antonio team acknowledges that enrolling 160 scholars during the first year of operations may appear to be ambitious given the availability of public charter schools throughout San Antonio, however there not a preponderance of charter in eastern San Antonio. The team believes based on the strong demand for high quality programs in San Antonio will drive the decision to explore alternative options. Consequently, while we do not which to appear overconfident in meeting our enrollment target, we believe that we should focus less on ensuring a sufficient enrollment and focus more on supporting the diverse high-needs of applicants that will enroll.

Timeline for recruitment

- December 2020-March 2021 - Recruitment Campaign, Community outreach via website, flier's distribution, local media, direct mail, cold calling and post cards
- January 2021-March 2021 - Application Window, Application acceptance process.
- Late April 2021 - Lottery, Lottery held if needed.
- TBD - Parent/guardians will have a window to confirm acceptance by submitting final paperwork. Student Enrollment, Student verification and enrollment will be based on the

following: proof of age, residency, immunization, guardianship and enrollment in the local school district.

- On-going Process – Backfilling, Vacant seats will be filled based on the waitlist sequence. Once the wait list is exhausted seats will be filled on a first come, first serve basis, with priority being given first to scholars with siblings and scholars within the district residence.
- April 2021 – Confirmation, Confirmation/welcome packets to family.
- May-June 2021 - Group orientation, Individual and group orientations will be scheduled to welcome all parents and scholars.

Ongoing Friendship Aspire San Antonio East recruitment activities will include:

- Media Coverage and advertisements
- Community focus groups
- Heavy solicitation at child development / day care / pre-K centers, pediatricians and other community-based agencies that work directly with families.
- Door to door canvassing
- Word of mouth through current community members
- Newspaper
- Direct mailing to potential families
- Posting and distribution of flyers and print media targeted neighborhoods.

Annual Friendship Aspire San Antonio recruitment efforts will include:

- Friendship Aspire San Antonio Postcard
- Interactive Web Site
- Use of social media in English and Spanish
- Brochures to pediatricians, public libraries, and local schools
- Public engagement through community organizations, local business partners, human service organizations, and municipal government
- Open Houses (Locations TBD)

To stimulate interest in the school by parents and other community members the Friendship Aspire San Antonio East planning team has created fact sheets, brochures, as well as pre-enrollment forms in English and Spanish (and other languages as needed) for distribution to parent and local organizations. Recipient organizations will include day-care and Head Start Programs, afterschool programs, community groups, libraries, parent advocacy groups, local welfare service providers, churches, and early intervention providers. The team will engage in an intensive recruitment campaign designed to (a) ensure that families of scholars with disabilities and ELLs know they are eligible to apply to Friendship Aspire San Antonio, and (b) provide meaningful information about what they can expect if they become part of the Friendship Aspire San Antonio community. We will notify community-based organizations already serving Special Ed or ELL scholars in the area, in addition to those serving Spanish speaking and Latin American immigrants. Members of the Friendship Aspire San Antonio team will visit these organizations and leave brochures in English and Spanish. All the above activities will provide the initial contacts with institutions in which we will carry out ongoing recruitment activities.

Parents/guardians will have 5 business days to confirm acceptance or our enrollment offer submit their completed enrollment paperwork.

When all available spaces in the school are filled, two waiting lists will be kept:

A. A district of residence or region waiting list; and

B. A non-resident waiting list.

Each list shall be comprised of applicants selected by lottery and listed in the order in which then name was drawn. As spaces becomes available, students will be contacted and admitted in order in which their names appear on the list. Students from the district of residence or region and siblings of existing students shall be admitted first. Nonresidents shall be admitted when there are no resident applicants for the space available.

At any time, if any of the waiting list should become exhausted, spots that are open during the year will be filled on a first-come, first-served basis, with priority being given first to students with siblings at the school and then to students within the district/region. All school waiting lists shall expire annually.

Facility Acquisition

1. Has the applicant identified a specific location for at least one campus in Year 1?	Yes ☐ No ☒

IF THE RESPONSE TO THE QUESTION ABOVE WAS "NO," SKIP TO THE NEXT SECTION, "FACILITY NOT IDENTIFIED."

Facility Identified

1. If the response to the question above was "yes," enter the physical address of the identified campus facility to be used during Year 1 in the box below.

Physical Address of Facility:	

2. Does the applicant currently own the property, plan to purchase it, or plan to lease it?		
Currently Own ☐	Purchase ☐	Lease ☐

3. Has the building been issued a certificate of occupancy for educational use?	Yes ☐ No ☐

Enter narrative response to the prompts in this section of the application (if applicable).
*Reference **Attachments 29-30** in the response.*

Facility Not Identified

1. Does the applicant intend to lease or purchase a property?
Lease ☐ Purchase ☒

At the time of this submission, we have not identified a school facility in our target area. We have engaged the Oldham Goodwin Group, a San Antonio based commercial real estate firm to assist in our search for both school facility to lease and/or properties available for purchase. We are also working with the San Antonio based City Education Partners. City Education Partners are compiling and will publish a list of potential school space throughout the city.

Our facility search efforts thus far have included touring vacant commercial buildings and a church property for purchase, and a soon to be closing public charter school. [redacted]

Given the unique facility needs and education design of a Friendship school, we see the need to eventually purchase a school facility. We will need between 40,000 to 50,000 sq. ft, on a min 5 acres with space for classrooms, cafeteria, administrative offices, combo indoor gym/auditorium and outdoor play, exercise and recreation space for team sports of soccer and basketball. In addition to our state-of-the-art building, a major component of our education strategy includes outdoor classrooms as well.

We have a facility Plan B. Our alternate plan, should we be unable to find a proper to purchase in time for school opening, we lease commercial. Depending on the space, we will seek a 2 to 3-year lease for our Yr 01, but no later than Yr 02. We are confident that our "Plan B" would allow us to open the by SY2021-2022. At which time we will be able to open the school in a minimum of 25,000 sq. ft of leased space. At full enrollment of 480 students, we will need approximately 40,000 to 50,000K sq. ft

In the 23 years of education, Friendship 23 buildings across the network represents over 800,000 square feet of physical plant spanning 36 acres of land. We have invested over $45M in facility plant improvements and renovation so that our students can learn in state-of-the-art classrooms. In total, Friendship has an estimated market value of its total property of $205 million. We have modernized and upgraded all of our campuses many of which were old public-school buildings from the 1940's.

Friendship has experience in building new schools from the ground up. We also have experience with renovating and converting commercial buildings into a school. One such project was the commercial conversion of a vacant Safeway grocery store in Washington DC into an elementary school for 600 students. We also converted a church and its 4.6-acre grounds for an elementary

into a school in Pine Bluff Arkansas that will serve 500 Pre-K-5 grade students. City Education Partners is working with us to find a facility. City Education Partners is currently working to compile and publish a list of potential school space throughout the city.

City Education Partners is working with us to find a facility. City Education Partners is currently working to compile and publish a list of potential school space throughout the city.

Please see our K-5 elementary program needs below.

- K: 4 classrooms Square Footage: 1000 Sq. FT/class
- 1st Grade: 3 Classrooms Square Footage: 850-900 Sq. FT/class
- 2nd Grade: 3 Classrooms Square Footage: 850-900 Sq. FT/class
- 3rd Grade: 3 Classrooms Square Footage: 850-900 Sq. FT/class
- 4th Grade: 3 Classrooms Square Footage: 850-900 Sq. FT/class
- 5th Grade: 3 Classrooms Square Footage: 850-900 Sq. FT
- Science Lab: Sq. ft: 1,000 sq. ft Storage: 125-250 sq. ft/class
- Digital Media Library/Innovation Lab (Computer lab, Maker Space, Robotics) Sq> FT 1250-1500 sq. ft
- Art Classroom with Kiln: 1,000-1,250 sq. ft; storage 125-250 sq. ft
- Music Classroom: Vocal: 800-900 sq. ft
- Music Classroom: Instrumental 1,000-1,250 sq. ft.
    - Music Storage: 125-250 square feet
- Dance Classroom: 1,000 sq.ft.
- World Language and/or ESL: (1-2 classrooms) 800-900 square feet
- Discovery Common Area for Kindergarten: 300-400 sq. Feet; other grades: 400-500 sq feet for each grade level
- Sped Suite:
    - sped coord office
    - small conf. Room (4-6 pp)
    - 2-3 pull out areas for OT, Speech etc. each group serving 4-5 kids around a kidney table
- Black Box Theater: 1,250-1,500 sq. ft
- Gym with office
    - Regulation size basketball court with retractable bleachers
    - Locker rooms
- Cafeteria/multipurpose Room
    - Retractable stage
    - Dual use as an auditorium
- Full Cooking Kitchen with office 700 sq. ft with storage
- Parent Center Preferred size 400 sq. ft
- Nurse Suite: 600-750 sq. ft includes restroom
- Dean's Office/ISS Room/Behavioral Office
- Coach's office
- Resource Room
- Teachers' Lounge and work room: 400-600 sq feet

- Bldg. engineer Office: 125 sq. ft
- Playground/outdoor classrooms/Outdoor Community Garden
- Facilities Storage 250 sq. ft
- Curriculum Storage: 500 sq. ft
- General School storage: 300-450 sq. ft

Admin Office area:

- Principal Office with private bathroom
- Asst. Principal Office
- Business Manager Office
- Admin work stations (2)
- Conference room

This space would allow our scholars and staff the space needed to experience learning in a comfortable environment conducive to teaching and learning. Friendship Aspire Academy, Inc. will contract with a third-party vendor assist with securing the facility, market research, selection criteria, timelines, and costs. Friendship Aspire San Antonio East will likely lease the space, and will not be within the third degree of consanguinity or affinity to the lessor.

Transportation

Friendship will provide transportation for students as required. Friendship will develop an alternative transportation plan until a final transportation plan is fully coordinated with the district.

Inspired by models of successful community-based schools nationwide, Friendship will encourage students and families to carpool as much as possible through such means as an online carpool "board" for students and families to connect. Friendship may also contract with a local third-party vendor to manage daily transportation for all students.

Start-up Plan

Friendship recognizes that preparing to operate a statewide charter school is a time-consuming task that will require serious commitment and dedication by the school's Governing Board and school leaders. Below is our strategy for how we will prepare and allocate responsibility for the opening of Friendship school in 2021-2022 after we have an executed charter. Among the obligations the Friendship Governing Board and school leader must consider prior to the opening include, but are not limited to:

1. Establish and manage a budget;
2. Acquiring suitable facilities;

3. Develop each aspect of its instructional program;
4. Hire teachers and support staff;
5. Establish and implement governing, personnel, and student policies; and,
6. Recruit and enroll students.

Friendship understands and is experienced in the rigors of starting a school from the ground up. We have a detailed operational plan with over 300 tasks that make up our planning and startup of school. The major domains of activity are outlined in the start-up plan ***(attachment 31)***.

Financial Planning

1. Identify the fiscal year for the **sponsoring entity**.	
July 1-June 30 ☒	September 1-August 31 ☐
2. Identify the fiscal year for the proposed **charter school**.	
July 1-June 30 ☒	September 1-August 31 ☐

Enter narrative response to the prompts in this section of the application. *Reference **Attachments 32-38** in the response.*

METHOD OF ACCOUNTING Policy: The School shall use the accrual system of accounting. When required, reports shall be provided to tax authorities and grantors using the accrual method of accounting (unless specified by the grant). Procedure: The School shall adhere to all generally accepted accounting procedures on an accrual basis. Reports to the IRS, other tax authority and grantors shall be completed by the School or an independent accounting firm selected by the School, and shall be submitted to the relevant party by the School.

BOOKS OF ACCOUNT Policy: The School shall maintain a general ledger that includes the tracking of cash receipts and disbursements. Procedure: The financial staff of the School or designated consultants (collectively, the "Finance Team") shall maintain all books of accounts.

CHART OF ACCOUNTS Policy: A corporate Chart of Accounts which accurately reflects budget categories and provides information about the School's finances shall be developed by the Finance Team with guidance from accounting professionals selected by the School, reviewed periodically, and modified as needed. Procedure: The School shall record revenues and expenses according to the chart of accounts.

CAPITALIZATION & DEPRECIATION Policy: The School shall maintain several capital accounts and one or more associated depreciation and accumulated depreciation accounts to correspond to the classification needs of the School. Procedure: All capital purchases shall be approved the Executive Director/Superintendent, the department managers or their designees. Items purchased in excess of $1,000 and lasting more than one year shall be capitalized and depreciated over their useful life, as outlined in generally accepted accounting procedures. In order to be capitalized, each item would have to be over $1,000. As such, groups of smaller items that total over $1,000 shall not be capitalized. Purchases that are under $1,000 or have a useful life of under 1-year shall be expensed. There is one exception to this rule: Significant purchases of items (a single invoice or set of related invoices totaling over $5,000) that are for sets of items under $1,000 may be capitalized at the discretion of the Executive Director/Superintendent or Finance Team. An example of this scenario would be if the School purchases 25 new computers for a

school that it is working with at a cost of $10,000. In this case, even though the individual computers are $400 each, the School can choose to capitalize the cost of the computers since the aggregate cost is over $5,000. Depreciation shall be recorded in the accounting books on a straight-line basis beginning the month after the item was purchased. The depreciation entries shall be made either monthly or quarterly. A schedule or electronic tracking system shall be kept summarizing all current fixed assets, their purchase price, accumulated depreciation and book value. This schedule shall be updated on a regular basis. Disposition, such as sale, loan or gift, of property valued above $2,500 shall require the approval of the Executive Director/Superintendent or their designee. Disposing of other fixed assets shall be approved by the employee using the assets or the respective department manager.

FINANCIAL STATEMENTS Policy: Financial statements shall be prepared by the Finance Team, reviewed by the Executive Director/Superintendent, and shall be made available for review by the Board of Directors. Procedure: The Finance Team shall ensure that balance sheets, statements of revenues and expenses, and cash flow projection reports are prepared in a timely and accurate manner. These statements shall include a comparison between budget and actual expenses, and shall be regularly reviewed by an officer of the School **(attachment 36)**. Financial reports will be presented at Board of Directors meetings on a periodic basis. In addition, financial information will be reviewed with the Executive Director/Superintendent or their designee on a regular basis.

CASH MANAGEMENT BANK ACCOUNTS MANAGEMENT: OPENING/CLOSING ACCOUNTS Policy: Board Resolutions are required to open bank checking accounts. The resolution shall describe the purpose of the account, signatories and signatories' authority. Procedure: The Executive Director/Superintendent shall secure any necessary board resolutions to open a School bank checking account. The Treasurer or Chairperson of the National Board may approve the opening of a bank savings account so long as the signers are all signers on a School's checking account. If there are new signers to be added to a new bank savings account, the Executive Director/Superintendent shall secure any necessary board resolutions normally required to open a School bank account. The Treasurer or Chairperson of the National Board may approve the closing of a bank checking or savings account.

BANK ACCOUNTS MANAGEMENT: ISSUING/SIGNING CHECKS Policy: Check signing procedures as established by the Board shall be adhered to by the staff. Procedure: School checks shall be approved and signed by the National Board authorized check signers. Electronic approvals by an authorized signer via a bank online payment system or a physical signature on the check shall be accepted as meeting the requirement of being signed by an authorized check signer. In general, checks shall be prepared for signature (or inputted into the bank's online payment system) by the Finance Team. The check preparer shall not have check signing authority or withdrawal authority. Voided checks shall be retained to insure proper maintenance of checking account records. • Checks under $25,000 shall be signed/electronically approved by one signatory. In addition, checks related to recurring expenses such as insurance that are over $25,000 but less than $50,000 may be signed by one signer without a second approval. • Checks in excess of $25,000 shall be approved by a second signer via email, signature on the check, signature on the invoice or reasonably similar means. • Checks over $50,000 shall be approved by the Board of Directors.

This approval may come during a Board of Directors meeting or via email approval by a majority of the members of the Board. The Finance Team may make payments via third party vendor payment systems as long as an authorized signer approves the payment prior to the funds being sent. For recurring payments an authorized signer may approve such payments annually rather than approving each monthly payment so long as the payments made are below the amounts approved. For example, the Executive Director/Superintendent may approve up to $5000 monthly for the School's internet access payments to Time Warner Cable and then a recurring payment may be set up within Time Warner Cable's online payment system for an amount up to $5000 without further approval. The Finance Team shall attach a copy of the approval with each invoice before filing. Transfers between bank accounts may be done by the Finance Team as part of its cash management responsibility without the approval of a signer so long as the accounts all belong to the School.

MAIL MANAGEMENT: INCOMING CHECKS Policy: All incoming mail shall be opened and distributed. All checks shall be given to the Finance Team or Operations staff for deposit. Procedure: All incoming mail shall be opened and distributed by the Secretary/Office Manager, Operations Manager, or other designated employee (except for all bank records which shall be opened by someone other than a person creating or signing the checks). All checks shall be given to the Finance Team, Operations Manager or their designee for depositing.

BANK ACCOUNT DEPOSITS Policy: Cash and checks shall be deposited periodically. Procedures: Cash received shall be counted by the receiver and given to the Finance Team or Operations Manager at the School. All monies are to be stored by the Finance Team, Operations Manager or their designee in a secure location, separated by the account to which it is to be deposited. All checks received shall be filed with the cash in the secure location until being deposited. All check shall be stamped as for deposit only. On a periodic basis, the Finance Team, Operations Manager or their designee will then count all of the money for each account and fill out deposit slips to include cash and checks to be deposited into the same account. A copy of each check over $100 shall be attached to a copy of the deposit slip or deposit receipt and shall be filed and used for reconciliation of the bank statement.

BANK ACCOUNT RECONCILIATION Policy: Reconciliation of each bank account shall be completed on a monthly basis. Procedures: Bank statements shall be received, opened and reviewed by a designated person other than the people writing or signing checks (or entering or approving checks in an online banking system). Subsequently, the Finance Team of the School shall complete the necessary reconciliations.

PETTY CASH Policy: The School may maintain a petty cash fund used for reimbursements to employees for pre-approved out-of-pocket School related expenses less than $200 and for pre-approved purchases or School expenses. Procedure: The Petty Cash fund shall be maintained by a "custodian" who will be responsible for monies in the petty cash fund and filing an approved petty cash replenishment request. The Finance Team shall verify all receipts as required for all requested reimbursements. The Finance Team shall approve replenishments to the petty cash fund.

INVESTMENT POLICIES Policy: The School's temporary investments shall be invested only in a money market account or bank savings account. Long term investments or endowments shall be invested according to the donors' intent or Board designation. Procedure: The Finance Team shall invest and withdraw The School's short-term investment funds from a money market account established for such investment purpose at the National Director of the Board Treasurer. Other long-term investments shall be administered by the Finance Team with approval from the National Board of Directors.

BORROWING FUNDS Policy: The National Board of Directors shall approve the initial setting up of all bank lines of credit, any increases in such lines of credit or any other initial bank loans or increases. The National Board of Directors shall approve any other debt instruments in excess of $50,000. Procedure: Based on annual audits, financial statements, and cash flow projections, the Executive Director/Superintendent or Finance Team may establish credit lines and borrowing limits with the approval of the National Board of Directors. The Finance Team shall alert the Executive Director/Superintendent if lines of credit or borrowing limits are not adequate to meet the needs of the organization. The Executive Director/Superintendent may authorize the amending of the lines of credit or borrowing limits with the approval of the National Board of Directors. Email approval from a majority of the National Board shall meet the approval requirements of lines of credit needed for general operations. Other bank loans shall be approved in a similar manner. The National Board of Directors shall approve any other debt instruments with principal in excess of $50,000. Such instruments include facility financings, long-term debt, equipment loans, etc. Email approval from a majority of the Board shall meet the approval requirements of equipment loans or other financings needed for general operations.

REVENUE & ACCOUNTS RECEIVABLE REVENUE RECOGNITION Policy: Revenue will be recognized on an accrual basis when it is both earned and collectible. Procedures: Revenues from unrestricted philanthropic contributions will be considered earned and collectible once a pledge has been made in writing and the Executive Director/Superintendent is confident (over 75% chance) that the cash will be received. Revenues from restricted philanthropic contributions will also be considered earned and collectible once a pledge has been made in writing and the Executive Director/Superintendent is confident (over 75% chance) that the cash will be received. In accordance with SFAS No. 116, contributions with donor-imposed restrictions are reported as restricted revenue, which increase either permanently restricted or temporarily restricted net assets. As restrictions are fulfilled or the stipulated time period for the restriction has expired, the amount shall be reclassified to unrestricted net assets. Restricted contributions whose restrictions are met in the same reporting period as they are made shall be reported as unrestricted support. If a pledge is conditioned on the occurrence or nonoccurrence of a future, uncertain event, revenue is not recognized until that condition is substantially fulfilled by the event's occurrence or nonoccurrence.

BEQUESTS AND CONTRIBUTIONS Policy: Non-restricted bequests and contributions shall be used for operations or special projects as designated and approved by the Executive Director/Superintendent, consistent with any restrictions set forth by the Board of Directors. Bequests and contributions that are donor restricted shall be used for the purpose articulated by the Donor. Procedure: All contributions shall be recorded according to their designation and their

use tracked by restriction. The Executive Director/Superintendent shall designate the use of unrestricted bequests and contributions.

HONORARIUMS Policy: Honoraria received by staff while on School business or School time shall be the property of The School. Procedure: Staff shall request that any anticipated honoraria be made payable to The School, and any honoraria received by staff in any form shall be the property of The School.

REVENUE ACCOUNTING Policy: Revenue will be recorded monthly in the accounting books of The School. Procedure: Revenues from unrestricted & restricted philanthropic contributions shall be recorded in full once the written pledge is received and the Executive Director/Superintendent approves it as collectible. Any pledges with payments more than 1 year into the future will be discounted at a reasonable rate based on prevailing inflation rates. A year-to-date adjustment shall be made at least annually to account for any changes in the discount amount. All revenues shall be recorded in the financial software according to the proper categories. Backup for the assumptions for each revenue stream shall be retained in a paper or electronic form. Donations, undocumented pledges, interest and other similar revenue streams shall be recorded on a cash basis when the cash is deposited. However, at the end of the fiscal year an adjustment may be made for all donations mailed by the donor but not deposited by the end of the fiscal year.

GRANT MANAGEMENT Policy: All costs reported to funders are reconciled to the books and records prior to submission. Each restricted private donation/government grant provides specific contract compliance guidelines to which the School is held accountable. Federal funding guidelines are based on the stipulations provided by certain circulars issued by the United States Office of Management and Budget (OMB Circular A-110 and A-122). These circulars outline the basic principles that indicate the allowability of costs and hence form an integral part of the School's reference documents when carrying out programs funded by federal agencies. In certain circumstances the funders will provide their specific reference guides, which incorporate these federal circulars or other requirements. In other cases, the Finance Team must refer to these circulars directly in determining the allowability of certain federal costs.

ACCOUNTS RECEIVABLE Policy: The School shall fill out all required documentation to seek payment for all accounts receivable in accordance with the terms of the grant, revenue funding rules or philanthropic commitment. Procedure: Accounts receivable shall be maintained by the Finance Team of the School who shall work with the Executive Director/Superintendent or their designee to ensure timely payment. Documentation for spending for restricted grants shall be maintained either in a paper or electronic form. This includes grant proposals, award information, written pledges, spending detail, invoices (if applicable) and other necessary documentation. Subsequent receipts shall be deposited with copies of such receipts retained. Copies of deposited checks shall be attached to deposit slips or deposit receipts and filed with the bank records. All receipts shall be reported to the Finance Team and deposited in accordance with the bank account deposits section above. All cash and check receipts shall be recorded in the accounting system as a reduction in the related accounts receivable when deposited. All electronic payment receipts shall be recorded either when known or when the bank statement is received.

RESERVES FOR BAD DEBT Policy: Accounts receivable balances shall be evaluated periodically to verify that each item is still collectible. Procedure: The Finance Team shall prepare a schedule periodically of outstanding accounts receivable balances. This schedule shall be available to the Executive Director/Superintendent for review. The Executive Director/Superintendent and Finance Team will then determine if any reserve for bad debt is needed. The accounting ledger shall then be adjusted to account for any reserve adjustments. The accounts receivable schedule shall be maintained in either an electronic or paper form.

PERSONNEL NEW HIRE Policy: All new positions need to be approved by the Executive Director/Superintendent. All hires need to be approved by the Executive Director/Superintendent, the department manager, or their designees and have the appropriate paperwork completed. Procedures: All new hires need to be approved by the Executive Director/Superintendent, the department manager or their designees, who shall confirm budget availability with the Finance Team. Once an offer is made, the human resources team (or the recruiting person or operations staff) is responsible for assembling all of the required paperwork for each new employee. This paperwork includes a signed employment offer letter, completed W4, completed I9, copy of the required identification (ex: driver's license and social security card, or passport), criminal background check, direct deposit forms and any other new hire forms.

PAYROLL CHANGES Policy: All salary changes need to be approved by the Executive Director/Superintendent or their designee and the Finance Team. Procedures: All salary changes and significant personnel changes need to be approved by the Executive Director/Superintendent or their designee and the Finance Team either electronically or in writing. A summary of all significant payroll changes shall be submitted to the Executive Director/Superintendent or their designee for approval as part of the regular payroll processing cycle.

TERMINATION Policy: Employees that are terminated or leave the School will be paid out in the pay period following their termination date in accordance with the payroll processing deadline. Procedure: The human resources team (or the operations staff or Executive Director/Superintendent) will notify the Finance Team whenever someone is terminated and about any special payment agreements (if applicable). The Finance Team will then calculate a final paycheck based on how much is owed to the employee. All termination payments will be paid in accordance with the standard payroll calendar, subject to applicable laws and regulations. The Executive Director/Superintendent and human resources team has the option of requesting the issuance of a live check instead of a direct deposit for this last check if needed to ensure the return of School property or for other reasonable reasons. Policy: Employees that are terminated will follow the separation process guidelines. Procedure: Once separation has been determined between an employee and the human resources team will begin the separation process in accordance with School procedures. This includes the return of equipment, processing the final paycheck, and an exit interview and survey.

PAYROLL MAINTENANCE Policy: The School outsources its payroll processing to a third-party payroll processor. All new hire or changes submitted prior to the deadline for such paperwork needs to be entered into the third-party processor's system. Procedures: All new hire paperwork (or a summary of necessary information), approved payroll changes and terminations and benefit

changes shall be collected by the human resources team (or the recruiting person or operations staff) and provided to the Finance Team for processing. Any paperwork received by the payroll processing deadline shall be entered into the third-party payroll processing software for the respective pay period. If the required paperwork is submitted after the deadline, the Finance Team will endeavor to enter it into the payroll processing software before its deadline, but depending on the timing it may need to be entered for the following payroll.

CALCULATION OF STANDARD PAY Policy: All employees' gross pay for each paycheck will be based on standard guidelines. Procedures: The School pays employees twice a month (typically the 15th and the 30th of the month). There are three different types of situations for standard pay: continuing full-time employees, new hire full-time employees, and terminated full-time employees. Continuing Full-Time Employees: For continuing full-time employees, employees are paid their standard pay which is equal to their annual salary (excluding bonuses or one-time stipends, if applicable) divided by 24 pays. For example, if someone's annual salary is $48,000, they would be paid $48,000 / 24 = $2,000 per paycheck. New Hire Full-Time Employees: If a full-time employee starts mid-period, the first paycheck will be for the number of calendar days left in the payroll divided by the total number of calendar days in the payroll times their standard pay. For example, if an employee's offer letter is effective November 7, 2013, their annual salary is $48,000, and the first paycheck of November covers November 1-November 15, the employee would be paid for 9 days (11/7, 11/8, 11/9, 11/10, 11/11, 11/12, 11/13, 11/14 and 11/15) out of 15 days or $1,200 (9/15 x $48,000/24). If an employee's paperwork is completed before the deadline for the pay period in which they start, the employee will be paid their prorated salary for that first pay period. If an employee's paperwork is completed after the deadline for the pay period in which they start, then their first paycheck will be issued the following pay period (assuming the employee's paperwork is completed by that pay period's paperwork deadline). The first paycheck will include any retroactively owed monies, as applicable. For example, if an employee's offer letter is effective September 10, 2013 and the paperwork is completed September 9, 2013, their annual salary is $48,000, and the first paycheck of September covers September 1-September 15, the employee would be paid for 6 days (9/10, 9/11, 9/12, 9/13, 9/14, 9/15) out of 15 days or $800 (6/15 x $48,000/24) plus a full standard pay of $2,000 for a total of $2,800 on September 30, 2013. Terminated Full-Time Employees: If a full-time employee leaves mid-period, the last paycheck will be for the number of calendars days in the payroll period up to and including the effective date of the resignation divided by the total number of calendar days in the payroll. For example, if an employee resigns as of October 25, 2013, their annual salary is $48,000, and the second paycheck of October covers October 16-October 31, the employee would be paid for 10 days (10/16, 10/17, 10/18, 10/19, 10/20, 10/21, 10/22, 10/23, 10/24, 10/25) out of 16 days or $1,250 (10/16 x $48,000/24). . For example if Jennifer, a marketing assistant is making $20/hour works the following hours in March 2013: March 4: 4 hours; March 11: 5 hours; March 18: 3.5 hours; March 25: 4.5 hours, she will be paid $80 (4 hours @ $20/hour) on the March 15th paycheck, $170 (5 hours + 3.5 hours @ $20/hour) on the March 31st paycheck and $90 (4.5 hours @ $20/hour) on the April 15th paycheck.

BONUSES & OTHER PAY Policy: Bonuses will be paid based on a combination of each employee's agreed upon eligible amounts, their performance and potentially other items such as

School performance. Stipends shall be approved prior to the payment. Procedure: Some employees may be eligible for a merit bonus based on the individual's and School's performance. Merit bonuses are not guaranteed. All merit bonuses need to be approved by the Executive Director/Superintendent or their designee prior to being paid. Any bonus for the Executive Director/Superintendent needs to be approved by the Treasurer or Chairperson of the National Board. Once approved, they shall be included in the employee's income for the selected payroll. From time to time an employee may be paid a one-time stipend for performing additional functions. Such stipends shall be approved by the department manager or Executive Director/Superintendent prior to their payment. In addition, annual stipends or stipends paid over a period of time may be included in an employee's offer letter. Stipends like these that are included in an employee's offer letter shall be added to the standard pay in an employee's semi-monthly pay by the Finance Team. A deferred compensation program may be maintained by The School in accordance with IRS and personnel policies. Deferred compensation investment payments shall be transmitted to the appropriate investment School to be received by the appropriate day.

PAYROLL DEDUCTIONS Policy: Deductions will be made each payroll based on employee elections and state and federal regulations, including mandated garnishments. Procedure: Employee benefit deductions such as medical, dental, and retirement contributions are calculated by the human resources department and sent to the Finance Team. The Finance Team will input deductions into the third-party payroll system. The source documents for such deductions are benefit election forms or the rules set forth by the appropriate benefit system. The Finance Team will process any garnishments from the appropriate state agencies directly into the third-party payroll system. Benefits deductions are verified periodically by human resources and the Finance Team to mitigate any errors.

PAYROLL PROCESS Policy: The School's Finance Team will ensure that the semi-monthly payroll is approved and processed. Procedure: The School's Finance Team with support from The School's operations team, Executive Director/Superintendent and human resources team, are tasked with processing payroll. All salaried employees shall be paid by direct deposit (or live check) on or about the 15th and 30th of each month over 12 months of the year. Hourly employees will be paid for the appropriate period as described in the Calculation of Standard Pay section above. The School currently uses a third-party payroll processing service to process its payroll. Currently salaried employees are not required to submit timesheets. Instead, salaried employees are expected to inform both their manager and human resources team (or operations team) anytime they need to be out of school and the type of day claimed (i.e. personal, sick, vacation, etc.). The human resources team (or operations team) is then in charge of verifying whether employees need to have their salaries docked for excessive absences and providing this information to the Finance Team. The School's Finance Team is tasked with compiling a spreadsheet with information on amounts to be paid for all salaried employees. This includes confirming if any salaried employee needs to be docked salary because of excessive days off. The School's Finance Team is also tasked with compiling the hours for all hourly employees and including that information on the same spreadsheet. This information is typically provided to the Finance Team from The School operations staff, department managers or human resources team. Once this is complete, the information shall be made available to the Executive Director/Superintendent or their designee,

the finance manager and the human resources department for review. In addition, the Finance Team shall compile a summary of significant changes (such as new hires) for review and approval by the Executive Director/Superintendent or their designee, human resources and the finance manager. Once approved, the payroll information shall be transmitted to the third-party payroll processor for processing. Once processed, the third-party payroll processor sends the School a set of payroll reports, checks and check stubs (or posts the check stub information to an online viewing portal). The Finance Team shall compare the payroll totals to the information approved by the Executive Director/Superintendent. The checks/check stubs shall be mailed to employees or handed out to the employees by the operation team and the third-party payroll provider reports shall be retained by the Finance Team. The Finance Team will then perform the functions in the payroll accounting section. Human resources personnel shall review the third-party payroll reports along with the summary spreadsheet and approval information periodically as an additional control.

PAYROLL ACCOUNTING Policy: The payroll amounts shall be recorded in the accounting books of the School within a reasonable time period. Procedure: The Finance Team is responsible for entering the payroll entry into the School's accounting system. The accounting entry for salaries and related taxes should be booked separately for each payroll. The entry can be inputted into the ledger either during the month or as a month end entry. A payroll entry template should be set up to automate the payroll entry process. For each payroll, this template should include space for each paid persons' name, compensation, and account codes that the compensation is being allocated. The School currently allocates taxes and benefits on a percentage basis. For example, if salaries for Department A represent 10% of the total salaries for a pay period, then 10% of the FICA expense will be coded to Department A. The allocation methodology may be adjusted as needed so long as the adjusted methodology is a reasonable way of allocating benefit costs to each department. The Finance Team is responsible for filling out the template for each pay period, verifying the coding on individuals, verifying that the actual cash sent to the third-party payroll processor matches what the entry generates, verifying that the entry balances, and verifying other needed information. Once everything is confirmed, the Finance Team is responsible for entering the associated entry into the accounting system of the School. Alternatively, the School may choose to use an accounting module within the third party payroll processor in which data (such as coding) is entered into the payroll processor's system prior to completing the payroll and then the payroll provider creates the accounting entry to be entered into the School's accounting records by the Finance Team. In addition to the normal semi-monthly payments, the School shall accrue amounts for services performed but not paid for. Some employees may be eligible for merit bonus payments related to the work performed during the fiscal year. To the extent the merit bonuses are likely to be paid out after the end of the fiscal year but relate to work performed during the School's fiscal year, an accrual is needed to account for this expense. The School may accrue for projected bonus payments evenly throughout the year (1/12th of the budgeted amount each month), at the end of June as a year-end entry, or using another reasonable methodology. Because of the timing of the fiscal year end closing process versus when bonuses are paid, it may be difficult to adjust the estimated bonus amounts to the final amounts that will be paid prior to the accounting close. As such, an adjusting entry may be necessary in the following fiscal year to the extent that the projected bonus amounts differ from the actual bonus amounts paid. PAYROLL

RECONCILIATION Policy: A reconciliation between the third-party processor's payroll information and the accounting data in the School's accounting books shall be completed periodically to ensure the proper accounting for payroll transactions. Procedure: A payroll reconciliation shall be completed at least quarterly to ensure that the accounting system reflects the true amounts paid via the third-party processor. This should be completed by the Finance Team using a standard payroll reconciliation template. In addition, the Finance Team should complete a reconciliation of the quarterly 941 federal tax filings with the payroll data to reduce the risk of unidentified errors. These reconciliations should be retained in preparation for the School's annual financial audit.

PERSONNEL LEAVE Policy: The School shall accrue unused vacation, paid time off or similar time for personnel, to the extent the employee handbook requires the payout to employees for such time. Procedure: The human resources team (or the operations team) will keep track of unused time by category included in the employee handbook. On an annual basis (or more often if needed) the Finance Team will calculate the amount potentially owed per employee for any unused vacation, paid time off or similar time that the School is required to payout (if any). The School shall accrue such amounts to the extent the employee handbook requires for the payout to employees for such time.

OTHER THAN PERSONNEL PROCUREMENT Policy: Orders shall be approved prior to committing the School to spend funds. Procedure: Other than personnel expenditures can be separated into a few main buckets: Recurring payments, contracted services, day-to-day purchases and expense reimbursements. Recurring payments include items such as rent, copier rentals, internet access, telecommunications, electric and other standard services. Recurring payments shall be preapproved by the Executive Director/Superintendent or their designee at the beginning of the year based on the projected amount to be spent throughout the year. This pre-approval is evidenced by the School's approved budget for the year. If recurring payments change during the year, then these shall be approved via a change in the School's full year forecast during the budget review process. Contracted services include items such as independent contractors, recruiting agencies, business consultants and other entities that have a contracted amount to be paid (could be a fixed dollar or hourly amount) for specific services to be rendered. Contracted services should be approved prior to the contract being signed, with the contract representing the approval to spend such funds. Day to day purchases include items like supplies, curriculum materials, custodial supplies and other items that are needed in the ordinary course of business. Day to day purchases are to be approved by the manager (Executive Director/Superintendent, department manager or their designees) prior to any ordering occurring. As a control, the Finance Team may review any questionable charges with the Executive Director/Superintendent or department manager as part of the periodic budget review process or at any other point. Expense reimbursements include items such as travel, hotels and other items purchased by individual employees, potential employees or through corporate credit cards. The procedures for these are described under the staff and travel expenses and credit card sections below.

REQUIRED COMPETITION The School utilizes the following procurement guidelines:
• Contracts/Purchases under $5,000: The School shall use sound business practices when procuring goods and services for amounts less than $5,000.

• Contracts/Purchases over $5,000: The School shall seek price quotes from at least three vendors (web-based quotes are acceptable) and award the contract to, or purchase the goods from, the vendor offering the supply or service needed for the lowest price while meeting the quality needs of the School.
• If required by applicable law the School shall conduct a formal advertised competition (advertised may be via a publication or direct contact with potential vendors) using sealed bids or proposals.
The School shall select the vendor best able to meet the criteria described in the advertised competition. Such criteria shall include price, but may also include other criteria, such as quality or speed, that are integral to the good or service being requested.

INVOICES & PAYMENTS Policy: The School, whenever practical, shall pay invoices when due, unless alternative arrangements have been made with vendors, or unless a dispute arises. Procedure: Accounts payable shall be maintained by the Finance Team of the School who shall ensure timely payment. The Finance Team shall maintain an Accounts Payable aging schedule. All incoming invoices shall be placed in a "to be recorded" section. Subsequently, on a periodic basis, all invoices shall be recorded in the School's accounting software by the Finance Team. The Finance Team or operations staff will research items that appear to be strange or inconsistent with historical information. This may include calling the vendor or working with people responsible for the purchase at the School. Invoices shall be approved by the Executive Director/Superintendent, Operations Manager, department managers or their designees. The operations staff shall code invoices, when appropriate. The Finance Team may use such coding or adjust it if needed. Check approvals vary by the dollar amount as follows: Checks under $25,000 or recurring invoices under $50,000: When a batch of checks are ready to be written, the Accounts Payable person will email/give the finance manager and Executive Director/Superintendent a summary of the checks requested and the related invoices (including information they found out in their research). The Accounts Payable person shall also enter the checks being requested into a third-party payment system used by the School OR prepare checks for signature. The finance manager will review such invoices for reasonableness and budgetary compliance, question items that appear to be outside of the School's agreements or items that look questionable and, once satisfied, approve the invoices/checks. The Executive Director/Superintendent or other bank account signer will then release the checks in the third-party payment system or sign the checks if they approve. The signature or check release will represent the approval of the Executive Director/Superintendent or other signer. All checks between $25,000 and $50,000, other than those for recurring invoices require a second approval by a different signer on the bank account. Such approval can either be a second signature on the check or email approval. The Finance Team shall ensure that such second approval is received prior to releasing the check in the third-party payment system or mailing 16 the check. All checks over $50,000 require the approval of the National Board of Directors prior to the release of the payment. Such approval may come in the form of an official vote in a Board meeting or through the email approval of a majority of the Board members. Signatories (or third-party system payment approvers) shall verify that the backup information is correct and reasonable before signing/releasing the check. Signed checks should then be given to the Finance Team or

operations staff for mailing. The signed check along with identifying information (such as the account number or a vendor provided remittance form) shall be submitted to the appropriate entity.

CONTRACTS AND GRANTS Policy: The execution of contracts and grants shall be within the scope of the School's mission, goals and plans. Procedures: The School shall, whenever deemed appropriate, contract for work to be done on behalf of the School, or provide grants to any individual or organization to perform a function within the scope of the School's mission, goals, and plan. The School's leadership will work on a best efforts basis to procure contracts at the best available balance of price and quality.

STAFF AND TRAVEL EXPENSES Policy: Staff shall be reimbursed for travel and related expenses that have been approved by the Executive Director/Superintendent, department manager or their designees, while on School business, according to established guidelines. Procedures: All staff shall submit reimbursement forms to request reimbursement. Such forms shall be reviewed by the Finance Team for a) accuracy of computation; b) completeness of required receipts; c) manager approval (electronic approval is acceptable) and d) adherence to established guidelines. Typically, staff shall be compensated within 30 days of submission of a complete and accurate form to the Finance Team or operations staff. Reimbursement requests from the Executive Director/Superintendent shall be approved by the Treasurer or Chairperson of the National Board.

CREDIT CARDS/DEBIT CARDS Policy: The School may maintain corporate credit/debit cards which shall be issued to select members of the staff designated by the Executive Director/Superintendent. Such credit cards shall be used solely for School business. Purchases by staff must be approved by the Executive Director/Superintendent, department manager or their designees. Procedure: Purchases by staff shall be approved by the Executive Director/Superintendent, department manager or their designee. All credit card account billing shall be directed to the Finance Team. The Finance Team shall inquire with the operations staff, Executive Director/Superintendent or other appropriate people about any charges in the credit card statements that appear to be questionable or need further details. The Finance Team shall also endeavor to collect as many receipts related to the statement charges as is practicable. In the event of termination of employment, staff shall be required to return any credit cards that have been issued to them.

BUDGET MANAGEMENT BUDGETING OF FUNDS Policy: The National Board of Directors under the advisement of the Local Board shall approve an annual operating budget for the School. Any significant adjustments to the budget during the year shall be reviewed at regular Board meetings. Procedure: The finance manager, Executive Director/Superintendent, department managers and certain other personnel shall develop the School's annual operating budget. Revenues shall be budgeted based on the best available information. Budgeted expenses shall be allocated in accordance with the School's chart of accounts. Personnel expenses shall be budgeted in detail, including, to the extent known, individual's names, positions and estimated salaries. Other than personnel expenses shall be budgeted based on the best available information including prior agreements and historical information, as well as projected changes to the program. Policy: The School shall manage its budget throughout the year and make adjustments as needed Procedure: The finance manager, Executive Director/Superintendent and department managers

shall periodically review the School's budget versus actual spending. This review shall be based on reports generated by the Finance Team that give relevant accounting information. During the periodic meetings, changes shall be made to the School's full year forecast to account for any unplanned revenue changes, any unplanned new hires, terminations or other personnel changes, as well as any changes in line item other than personnel spending categories based on both year to date historical information and projected spending for the remainder of the year. The updated forecast shall be provided to the Board at least quarterly for their review and questions.

MISCELLANEOUS ITEMS AUDITS, FINANCIAL REGULATORY FORMS Policy: Independent audits, if required, shall be completed by an established accounting firm selected in the time frame required by applicable law. Financial regulatory forms shall be completed as necessary by the Finance Team, other School personnel or by its accounting firm. Procedure: Appropriate financial forms and reports shall be filed with the federal government (including the Internal Revenue Service), appropriate state agencies and grantors. Upon completion, audits shall be reviewed by the finance manager, Executive Director/Superintendent and members of the National Board of Directors. All audits shall include a management letter.

INSURANCE Policy: The School shall maintain appropriate insurance coverage. Procedure: At a minimum, the following insurance shall be maintained: a) Commercial Package; b) Directors and Officers Liability; c) Mandated Short-term Disability; and d) Mandated Worker's Compensation. The School also shall contribute to the state Unemployment Insurance Fund according to applicable law.

RECORD RETENTION Policy: The School shall retain records in accordance with applicable state and federal laws. Procedure: All records not supporting government grants or otherwise covered by rules of the Internal Revenue Service shall be retained for three years from the end of the fiscal year in which the records were originally prepared. Such records shall include accounting data, payroll details, quarterly payroll filings, financial audits, tax returns, and to the extent practical, vendor invoices. The School shall retain all records that it is required to retain based on applicable state and federal laws including those of the

IRS. DISASTER RECOVERY Policy: The School shall have a backup system in case of a disaster. Procedure: To reduce the risk of potential loss of property, as well as to minimize the interruption of operations, the system's accounting data must be backed up regularly to ensure the recoverability of financial information in case of a hardware failure. The petty cash box, if there is petty cash, shall be secured by the custodian from unauthorized access in a locked location. Unused checks shall be secured by authorized personnel.

Attachment 32 – Financial Plan Workbook attached
Attachment 33 – Budget Narrative attached
Attachment 34 – N/A. A dedicated staff, Development Director is charged with obtaining additional financing upon approval.
Attachment 35 – most recent internal financial statements attached
Attachment 36 – most recently filed IRS forms attached
Attachment 37 – n/a. All documents are available.

Optional Bonus Points

Proven Superior Performance

Friendship Public Charter Schools in Washington, D.C. had 6 schools earn the distinction of Tier 1 – the highest performance rating given by the D.C. Public Charter School Board (DCPCSB) (https://dcpcsb.org/compare-schools) ***(attachment 39)***.

1. Friendship PCS – Blow Pierce Elementary, 98% African American & 78% At Risk
2. Friendship PCS – Chamberlain Elementary, 97% African American & 61% At Risk
3. Friendship PCS – Southeast Elementary, 99% African American & 74% At Risk
4. Friendship PCS – Woodridge International Middle, 95% African American & 40% At Risk
5. Friendship PCS – Woodridge International Elementary – 93% African American & 48% At Risk
6. Friendship PCS – Technology Preparatory High School – 99% African American & 68% At Risk

Every year, the DCPCSB releases its School Quality Report, which evaluates all public charter schools in grades prekindergarten (PK) to 12 and adults in Washington, DC. The Report (formerly known as the Performance Management Framework or PMF) evaluates 123 public charter schools educating students in grades pre-kindergarten (PK) through 12 and adults on common factors.

The School Quality Report scores schools between 0-100, placing the school in one of three tiers with Tier 1 schools being top-performing. Every score corresponds to one of three tiers:

- Scores between 65 and 100 are Tier 1. Tier 1 schools meet standards of high performance.
- Scores between 35 and 64.9 are Tier 2. Tier 2 schools fall short of high performance, but meet minimum overall performance standards.
- Scores lower than 35 are Tier 3. Tier 3 schools fall significantly short of high-performance standards showing inadequate academic performance and student achievement.

All Friendship DC schools were either Tier 1 or Tier 2. There were no Tier 3 (low performing) Friendship DC schools.

The School Quality Report for PK-12 schools are divided into four categories: **Student Progress, Student Achievement, Parent Satisfaction and Attendance**. Each category evaluates the performance of each school.

The **Student Progress** and **Student Achievement** measures demonstrate performance in English language arts (ELA) and Math:

- Student Progress measures student growth in English language arts (ELA) and Math on the PARCC assessment for one or two school years. For schools ending in grades K-3, the Northwest Evaluation Association Measures of Academic Progress (NWEA MAP) data is

used to report on growth. For schools with students in grades 3-8 or high school, PARCC data is used to report on growth.

- Student Achievement measures the percentage of students who are approaching and meeting/exceeding expectations in ELA and math on the PARCC.

Additionally, the Report displays student outcomes that predict future educational success. In elementary school, students need to be reading on grade level by third grade to be able to access the content in upper elementary school. In middle school, students need to be on grade level in math in eighth grade to have the best opportunities for success in high school. The School Quality Report for high schools includes measures that assess success on the PSAT, SAT, AP assessments, as well as other college and career-ready measures.

The School Quality Report also includes factors that are not based on test scores, includes student attendance and student re-enrollment in the same school. For schools with PK programming, School Environment also includes information on teacher student interactions in the classroom through the CLASS observation tool measures of Emotional Support, Classroom Organization, and Instructional Support.

Attachments

Attachment 1: Articles of Incorporation

Provide the original Articles of Incorporation filed with the Texas Secretary of State, or the state of incorporation (and any restated Articles of Incorporation and Articles of Amendment). If the sponsoring entity was incorporated after January 1, 2006, submit the Certificate of Formation and the Certificate of Filing in place of the Articles of Incorporation. All forms submitted to the state must be dated prior to **January 21, 2020.**

Texas Certificate of Filing

Corporations Section
P O Box 13697
Austin, Texas 78711-3697

Carlos H. Cascos
Secretary of State

Office of the Secretary of State

CERTIFICATE OF FILING
OF

[Redacted]

File Number [Redacted]

The undersigned, as Secretary of State of Texas, hereby certifies that an Application for Registration for the above named Foreign Nonprofit Corporation to transact business in this State has been received in this office and has been found to conform to the applicable provisions of law

ACCORDINGLY, the undersigned, as Secretary of State, and by virtue of the authority vested in the secretary by law, hereby issues this certificate evidencing the authority of the entity to transact business in this State from and after the effective date shown below for the purpose or purposes set forth in the application under the name of [Redacted]

The issuance of this certificate does not authorize the use of a name in this state in violation of the rights of another under the federal Trademark Act of 1946, the Texas trademark law, the Assumed Business or Professional Name Act, or the common law

Dated 07/24/2015

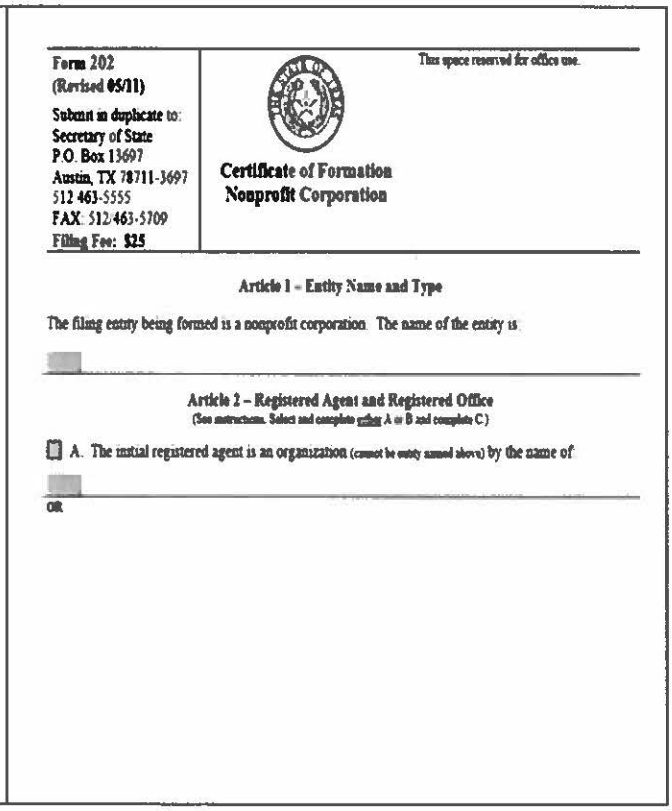
Effective 07/24/2015

THE STATE OF TEXAS

Carlos H. Cascos
Secretary of State

Come visit us on the Internet at http://www.sos.state.tx.us
Phone: (512) 463-5555 Fax: (512) 463-5709 Dial 7-1-1 for Relay Services
Prepared by: Debbie Gustafson TID: [Redacted] Document: [Redacted]

Texas Certificate of Formation



Form 202
(Revised 05/11)

Submit in duplicate to:
Secretary of State
P.O. Box 13697
Austin, TX 78711-3697
512 463-5555
FAX: 512/463-5709
Filing Fee: $25

This space reserved for office use.

Certificate of Formation
Nonprofit Corporation

Article 1 - Entity Name and Type

The filing entity being formed is a nonprofit corporation. The name of the entity is

[redacted]

Article 2 - Registered Agent and Registered Office
(See instructions. Select and complete either A or B and complete C)

☐ A. The initial registered agent is an organization (cannot be entity named above) by the name of

[redacted]

OR

DEPARTMENT OF CONSUMER & REGULATORY AFFAIRS

District of Columbia Government

Corporations Division

Articles of Incorporation of Domestic Nonprofit Corporation

One or more persons acting as the incorporator or incorporators under the provisions of the Title 29 of D.C. Code (Business Organizations Act) adopt the following Articles of Incorporation:

First: Corporation Name:
Friendship Education Foundation

Second: The corporation will have members: No

Third: Registered Agent's name and address in the District Columbia:
D.C. REGISTERED AGENT INC.
1120 20TH STREET NW
S-300-RLK
Washington, District of Columbia 20036

Fourth: The corporation is incorporated as a nonprofit corporation under D.C. Code Title 29 Chapter 4.

Fifth: Miscellaneous Provisions (may attach the statement):

Sixth: Directors Name & Address:

No directors.

Seventh: Incorporators Name & Address:

Name	Address
Friendship Public Charter School	120 Q Street NE, Washington, District of Columbia 20002

Eighth: Incorporators executing this form:

No information provided.

If you sign this form you agree that anyone who makes a false statement can be punished by criminal penalties of a fine up to $1000, imprisonment up to 180 days, or both, under DCOC § 22-2405:

Amount Paid: $180.00
Date: 1/28/2014 2:35 PM
E-Signed

Attachment 2: 501(c)(3) Determination Letter

Provide the 501(c)(3) Determination Letter issued by the Internal Revenue Service (IRS) or evidence of filing for tax exempt status with the IRS.

If the applicant does not have the 501(c)(3) Determination Letter at the time of application submission, at a minimum, provide documentation to demonstrate that an IRS Form 1023 was submitted by **January 21, 2020.**

Note: Applicants submitting proof of filing with the IRS must provide to the TEA the 501(c)(3) Determination Letter issued by the IRS granting the entity nonprofit status, no later than **May 15, 2020**, in order to be deemed an eligible entity and scheduled for an applicant capacity interview. Failure to submit the Determination Letter will result in the applicant being removed from the application process without the opportunity to interview.

INTERNAL REVENUE SERVICE
P. O. BOX 2508
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date: JUL 12 2016

FRIENDSHIP EDUCATION FOUNDATION
120 Q STREET NE STE 300F
WASHINGTON, DC 20002

Employer Identification Number:
46-4655147
DLN:
17053201327025
Contact Person:
HILLARY MOON ID# 31645
Contact Telephone Number:
(877) 829-5500
Accounting Period Ending:
June 30
Public Charity Status:
509(a)(2)
Form 990/990-EZ/990-N Required:
Yes
Effective Date of Exemption:
January 28, 2014
Contribution Deductibility:
Yes
Addendum Applies:
No

Dear Applicant:

We're pleased to tell you we determined you're exempt from federal income tax under Internal Revenue Code (IRC) Section 501(c)(3). Donors can deduct contributions they make to you under IRC Section 170. You're also qualified to receive tax deductible bequests, devises, transfers or gifts under Section 2055, 2106, or 2522. This letter could help resolve questions on your exempt status. Please keep it for your records.

Organizations exempt under IRC Section 501(c)(3) are further classified as either public charities or private foundations. We determined you're a public charity under the IRC Section listed at the top of this letter.

If we indicated at the top of this letter that you're required to file Form 990/990-EZ/990-N, our records show you're required to file an annual information return (Form 990 or Form 990-EZ) or electronic notice (Form 990-N, the e-Postcard). If you don't file a required return or notice for three consecutive years, your exempt status will be automatically revoked.

If we indicated at the top of this letter that an addendum applies, the enclosed addendum is an integral part of this letter.

For important information about your responsibilities as a tax-exempt organization, go to www.irs.gov/charities. Enter "4221-PC" in the search bar to view Publication 4221-PC, Compliance Guide for 501(c)(3) Public Charities, which describes your recordkeeping, reporting, and disclosure requirements.

Letter 947

00 103

FRIENDSHIP EDUCATION FOUNDATION

Sincerely,

Jeffrey I. Cooper
Director, Exempt Organizations
Rulings and Agreements

Letter 947

Attachment 3: Applicant Information Session Documentation

Provide the *Proof of Attendance* documentation the applicant received at the conclusion of the Applicant Information Session attended in October or November 2019. Applicants who attended both sessions need only submit one document.

The Texas Education Agency (TEA) hosted identical Applicant Information Sessions on October 18, 2019 and November 1, 2019. Applicants were required to attend one of those sessions. Each session provided details about: (1) applying for (and holding) a charter in the state of Texas; (2) the contents of the Request for Application documents; and (3) application preparation and submission requirements for both electronic and hard copy versions of the application documents.

For an application to be deemed complete, at least one member of the governing board of the sponsoring entity requesting the charter **must** have attended one of the sessions and signed the *Proof of Attendance* document. The individual(s) with primary responsibility for preparing and submitting the application should also attend one of these required information sessions.

GEN25 APP INFO SESSION
NOV 1 '19 AM9:23

Texas Education Agency
Division of Charter School Administration

Generation Twenty-Five Applicant Information Session Registration Form

This form should be saved locally and must be completed using Adobe Acrobat. Preview Mode, the default program for working with PDF files on a Mac, will not work correctly. The completed form should be submitted as an attachment to charterapplication@tea.texas.gov along with the completed application.

Attendance by one governing board member of the sponsoring entity is required. Proof of attendance will be provided to attendees for inclusion as Attachment 3 in the submitted application.

Each session will provide details about applying for and holding a charter in the state of Texas, the contents of the RFA, the application preparation guidelines and submission requirements for both electronic and hard copy application documents.

Paper copies of the RFA will NOT be made available.

Proposed Charter School Name: Friendship Aspire Academy

Sponsoring Entity Name *as reflected on the 501(c)(3) form*: Friendship Education Foundation

Application Contact Name: Phong Tran

Title/Role: Superintendent

Email: ptran@friendshipusa.org Phone: 504-458-4512

Board Member Attending: Joe Harris

Board Member Attending:

Board Member Attending:

Board Member Attending:

Board Member Attending:

Date of Session:

☐ Friday, October 18, 2019, 8:00 a.m. - 4:30 p.m.

☒ Friday, November 1, 2019, 8:00 a.m. - 4:30 p.m.

Submit the completed form at least 24 hours prior to the session indicated above to charterapplication@tea.texas.gov.

If you have any questions about the sessions or registration, please contact:
John Garland at 512-463-3533 or John.Garland@tea.texas.gov
Drue Ann Wise at 512-463-3419 or DrueAnn.Wise@tea.texas.gov

Attachment 4: Evidence of Community Demand

Provide the following:

- ***Evidence of support***. Provide documentation of any of the following outreach strategies and related results: (1) advertising content; (2) community outreach surveys; (3) social media campaigns; and (4) any additional documentation that demonstrates community demand for the proposed charter school.
- ***Meeting Agenda***. The formal agenda that was followed during each public meeting.
- ***Public meeting protocol***. This is the script or list of questions that were prepared and presented at the public meeting. Do **NOT** provide petitions, meeting sign-in sheets, or other materials that violate the public disclosure policy.
- ***Letter(s) of support***. Provide (if any) non-financial letters of support from individuals, organizations, officials, etc.

A community of learners
Friendship Aspire San Antonio

PUBLIC MEETING AGENDA

Barbara Jordan Community Center
2803 E Commerce St
San Antonio, TX 78203
Thursday, January 9, 2020

Friendship Education Foundation Moderators:

1. **Virginia Perry** – Director of Development
2. **Jimmy Castillejo** – ESL Coordinator & Math Coach

AGENDA

4:00 – 4:30	Introduction and Meeting Objectives
4:30 – 5:30	Reviewing the FAQ
5:30 – 6:00	Q & A

Introduction

The mission of Friendship Aspire Texas is to provide a world-class education that motivates students to achieve high academic standards, enjoy learning and develop as ethical, literate, well rounded and self-sufficient citizens.

History. The **Friendship Public Charter School (FPCS)** received its authorization from the DC Public Charter School Board (PCSB) in 1997. Starting with a charter for two (2) schools with 1,200 students, the FPCS System has grown to sixteen schools, serving over 5,200 students, pre-school (three years old) through 12th grade. The fourteen Washington DC based schools managed by FPCS has increased proficiency rates in tested grades at each campus, met 90% of early childhood targets, and attained a 95% cohort graduation rate. One-hundred percent of graduates are accepted to college and 81% enroll in college on time.

After receiving queries and RFPs from several states, Friendship Public Charter Schools established the **Friendship Education Foundation (Friendship Foundation)** in 2014 as a nonprofit charter management organization. The Friendship Foundation managed 3 schools, (2 in Baltimore, Maryland and 1 in Baton Rouge, Louisiana). The schools managed by the Friendship Foundation showed marked and steady improvements in EOY math and reading scores, grade level progression, attendance, teacher retention and development, and graduation and

00 108

college attendance rates in our high school and were returned to the local districts. In 2017, Friendship was approved by the Arkansas Charter Authorizing Panel to open 2 schools in Arkansas: Friendship Aspire Academy Pine Bluff in 2018 and Friendship Aspire Little Rock in 2019.

Frequently Asked Questions

What's unique about Friendship Schools?

A Friendship School is built on a foundation of:

- Strong academic support
- Culture of achievement
- High quality instruction
- High quality teachers
- Community and parent engagement
- Strong charter School operator and school leadership experience

These building blocks have resulted in the doubling of proficiency rates, dramatic increases in graduation and college acceptance rates, greater outcomes for all students, and ultimately the transformation of the learning community.

Describe the school you intend to open in San Antonio.

Friendship Aspire San Antonio intends to open in SY 2021-2022 a Kindergarten through 5th-grade elementary school, opening with K-1 grade in Year 01, growing one grade level in subsequent years until 5th grade (for a total enrollment of **480** students).

Where do we intend to open our School?

Friendship Aspire Texas is petitioning for a statewide attendance zone. However, Friendship Aspire Texas initially is looking to open an elementary school in eastern San Antonio.

We are looking at establishing a school in this part of the state because:

- Children in eastern San Antonio have lower student achievement rates than in other areas of the city.
- Of the 12 SAISD elementary schools in the zip codes 78202, 78203, 78207, 78208, 78219, and 78220 none of the schools received an overall 2019 TEA Accountability Rating of A. Three of the eastern elementary schools received an overall Accountability Rating of F, 1 received an overall rating of D, and 5 received overall ratings of C with F ratings for student achievement, and 1 received an overall rating of D with an F student achievement rating.

Where will we recruit students?

Friendship Aspire Texas intends to recruit students across San Antonio, but focusing primarily in the eastern region of the cities in the 78220, 78219, 78202, 78203, 78207, and 78208 zip codes. In addition to recruiting from the San Antonio ISD, we will also recruit from contiguous school districts. Our marketing efforts may include advertisements on radio, social media, in print newspapers/bulletin boards, churches, Pre-K daycare centers, etc.

Why is a Friendship school needed, and/or what steps have you taken to ensure there is a need in the community for the school?

A Friendship school is needed in the state of Texas because the state has created the conditions for improving academic performance statewide. Undaunted by the challenge of persistent student failure in the area, Friendship-based on its success serving low-income and disadvantaged minority students in Washington, DC--believes it can give all students the best chance to achieve success in life.

How and why did you select a liberal arts and college preparatory educational model?

A K-5 version of a liberal arts education would go a long way towards solving one of the more stubborn problems facing the children we serve: How to raise children to love reading. Friendship has a strong track record in improving the reading, reading comprehension and the overall academic performance of the student we serve. The Friendship Model is focused on getting all students to and through college. To that end, to be educated in liberal arts is to have a broad grasp of literature, arts, music history and the sciences. This model will naturally expose our student a broad range of careers that will guide to their college study of focus.

Can you help us to understand how you will implement innovative instructional practices in the classroom?

Friendship has spent several years researching, training, and implementing high-yield, research-based innovative instructional practices. All of our instructional leaders have received extensive training in the Skillful Teacher instructional pyramid and the *Teach Like a Champion* instructional model. These strategies are consistently used throughout Friendship and other high performing charters because they are known to yield impressive student achievement results. In addition to identifying and implementing a set of instructional practices throughout our schools, we have developed an instructional framework with tenets focused on student engagement, differentiation, and data-driven instruction. This framework is supported by a common evaluation, goal-setting, and coaching tool that we use to ensure that there are excellent teachers in every classroom. We have the capacity to replicate this effective model to ensure that students receive a high quality, literacy-rich liberal arts education.

What specific steps have you taken to ensure your curriculum aligns to state-adopted standards?

1) We looked at the Texas Essential Knowledge and Skills (TEKS)
2) Did a cross-walk with TEKS and our curriculum by units
3) Performed a gap analysis of our curriculum and the TEKS
4) Made revisions to mitigate the few gaps/misalignment issues identified as follows

How will you recruit students?

Friendship TX has a very intentional, structured recruitment model. The traditional resources, radio and transportation signage in key target areas is a staple in our student recruitment process. We also assemble local stakeholders and develop ground teams that are trained on the key drivers of our academic program and message to support in personal special event and door-to-door recruitment. Lastly, we have developed our own enrollment manual and training guide to support staff in ensuring the completed enrollment document collection process that constitutes a completed enrollment.

How do you plan to recruit highly qualified teachers?

Friendship has a wealth of University School of Education Partnerships. A local and national teacher recruitment campaign will be launched using local radio and web based resources. We will also strategically attend teacher recruitment fairs within the region. As a part of the interview process we will maintain rigor to include mock lessons, an interview panel, performance scenarios, embedded feedback and coaching during the hiring process.

How will you serve students with special needs?

At each of the Friendship campuses we develop a comprehensive Special Education Plan with the local team. This plan outlines all key compliance and student support deliverables in a month-by-month view for the upcoming school year. Based on the outcomes of the overall audit of the total number of students in the subgroup, disabilities identified and other key factors sight based staff are recruited and hired with the necessary qualification. In some cases we develop partnerships with agencies to deliver identified student services that are needed such as Speech, Adaptive PE and Social Work to name a few.

What will a typical School Day look like for a Friendship Student?

<u>School day begins at 7:45 am</u>
7:45-8:15am- Breakfast
8:15-8:40am- Morning Meeting

8:40-9:30am- ELA/Writing
9:30-10:25am- Guided Reading/Literacy Center Rotation
10:30-11:00am- Lunch
11:00-11:30am- Recess
11:30-12:00- ELA/Writing/D.E.A.R
12:00-12:30- Science/Social Studies
12:35-1:30- Specials (Art/Music/Gym/Spanish/Library)
1:35-2:05- Science/Social Studies
2:05-3:15- Math
3:15-3:45- Math Small Group/Center Rotation
3:45-4:00- Dismissal Prep/Dismissal
4:00pm-Students are dismissed

Note:

In addition to these program choices, scholars/parents also have the ability to enroll in Before/After care. This program runs until 6:00pm. All after school activities run from 4:00pm until no later than 6:00pm (depending on time of year and the time it gets dark—as the scholars use public transportation to travel).

Where are you in the process of obtaining a facility?

We have begun our search for a facility using a professional commercial realtor. We are looking for a surplus school or appropriate commercial space in Bexar County / eastern San Antonio and convenient to local highways and public transportation.

What steps have you taken to be prepared to operate as an LEA?

Friendship Public Charter Schools has operated as an independent LEA since 1997. We understand that to be an LEA requires the school to operate as its own local school authority. As such, we are expected to oversee and manage autonomously all supplemental services, special education, ESL and TAP programming, entitlement funding, and maintain the Certificate of Occupancy for the school facility.

How do you plan to cover start-up costs before you receive your first allotment of state dollars?

Friendship intends to apply for and secure planning and startup funding from national and local foundations. We will also seek startup grant funding through the Texas Charter School Association.

In your opinion, what are the roles of the governing board and the school administration?

The function of our Governing Board is to ensure the school and its leadership comply with and carry out the provisions of our charter, including compliance with all

applicable state and local laws governing boards. Furthermore, the board is expected to support the mission and vision of the school while maintaining a school-wide perspective on issues of leadership, school performance and operational goals; budget and financial oversight; establish policies (personnel/Student/curriculum/facilities and operations plan; legal compliance; oversight of school administration; and fundraising.

The role of the school administrator is to oversee every aspect of the day-to-day operations of the school to include: overseeing budget implementation, hiring and managing school staff, monitoring school performance and academic goals; and the school administration of the school. As the point person, the Principal will work closely with the Superintendent to continually maintain that all financial records are accurate, that reports will be timely and up-to-date, and that school expenses stay within the budget parameters set by the Governing Board. The school budget and cash flow will be presented at every board meeting to ensure financial stability.

Describe the process you used to select your educational service provider.

The process for choosing to contract with Friendship Education Foundation to provide educational support services was guided by the shared relationship and mission of the Foundation and the Friendship Aspire Texas. The Friendship Governing Board recognizes and accepts the Foundation's role in developing and supporting the petition process, and managing the startup activities of the school.

How do you plan to manage and hold your educational service providers accountable?

The Friendship Texas board will enter into an educational service agreement with Friendship Education Foundation. The agreement is performance-based, sand the management organization will be required to ensure the Friendship students make substantial academic progress and the school otherwise operates in compliance with applicable rules and regulations. The management organization will be represented at monthly board meetings. At those meetings it will report on the school's academic, financial and operational performance, and solicit feedback for performance improvements. The board will evaluate the work of the ESP (and any back-office subcontractors) on an annual basis, using an established set of rubrics and evaluation instruments.

Who runs a charter school?

Friendship Texas will be incorporated in the State of Texas as a non-profit Charter School organization. The Friendship charter organization's governing board will hold its charter for Friendship Aspire Texas. Our governing board is responsible for

ensuring that academic performance measures set forth in the charter are met. The governing board's duties and responsibilities include school-level decision making, fiscal management, and a variety of school operations such as personnel decisions.

How do charter schools choose a governing board?

Each member will possess a particular set of skills that will benefit the governance and operation of the school. Specifically, expertise in the areas of education, school administration, law, accounting, marketing, fundraise, risk management, human resources, and those who are committed to the vision and mission of the school.

How many members are on a charter school governing board?

Our bylaws call for a board of no more than 9 and no less than 5 members. We currently have 4 national board members. We are actively recruiting 5 local board members with expertise in finance / accounting, law, fundraising, education, business.

How is the governing board run?

The local board will be made up of at least 5 members. Each will volunteer their time to attend at least one meeting per month. The board will be headed by an Executive Committee of a Chair, Vice Chair, Treasurer and Secretary. The work of the board will be guided by its By-laws that establishes the board composition, general operations and officer elections, terminations, filling vacancies and monitoring conflicts of interests. The board will meet regularly throughout the school year, at least 10 times per calendar year.

What authority does the board have if the school contracts with an educational management organization ("EMO")?

The Friendship Governing board will identify, select, and oversee the contractual performance of the EMO (Friendship Education Foundation). The EMO, Friendship Foundation, will not have a representative on the governing board.

How does the principal fit into this structure?

The Friendship School principal will report to the superintendent. Our principal is the Instructional Leader of the school and accountable for all the daily school operations. The principal is also accountable to manage the site-based board approved budget. The principal is responsible to carry out the school's mission and vision as determined by the board.

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FEEDBACK:

What are your identified needs for the local San Antonio elementary schools?

Answer:

_____
_____
_____
_____
_____
_____

What do you value in a school or expect from a school?

Answer:

_____
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What do you wish for your child?

Answer:

_____
_____
_____
_____
_____

Optional:

Name: _____

Phone: _____

Email: _____

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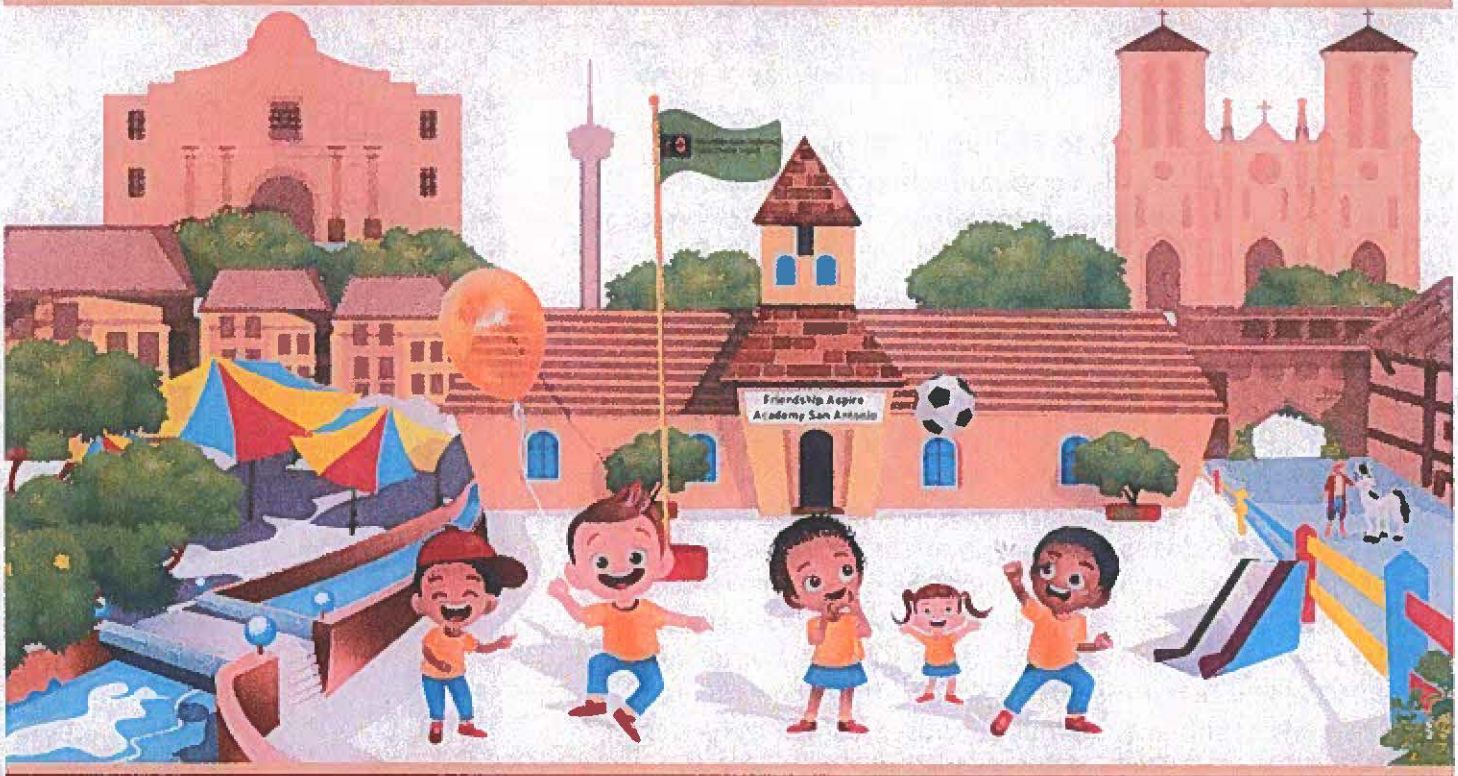
EVERYONE GROWS WITH FRIENDSHIP

Friendship Aspire Academy
Public Charter School

San Antonio

Friendship Aspire Academy
Public Charter School



We are
Friendship Aspire Academy
one of the nation's top charter schools. For over 20 years, we've helped underserved students become scholars. Now we want to help children in San Antonio!

20+ Years in existence

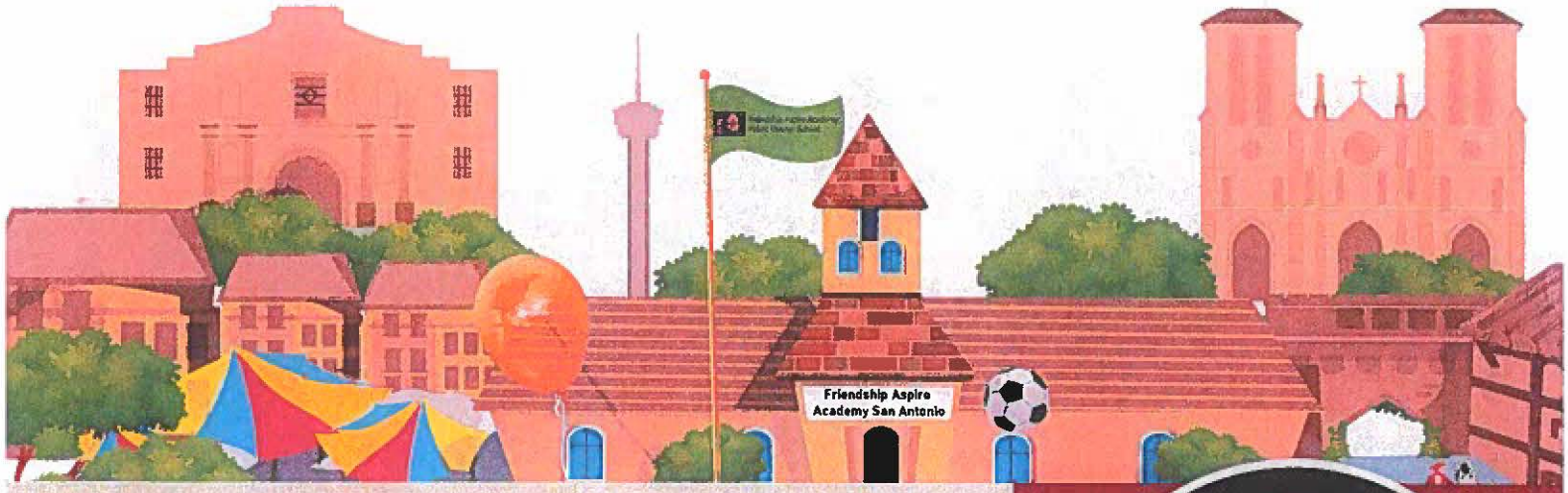
6,200+ students in pre-k 3 to 12

16 campuses, including online

100% college acceptance rate

One of the most comprehensive roadmaps for student success

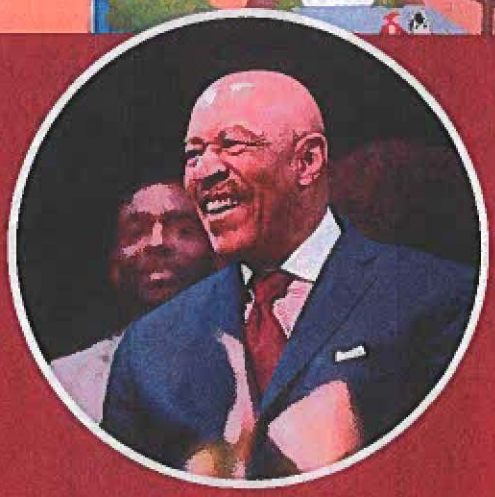
friendshipaspire.org



Mr. Hense received his B.A. degree from Morehouse College in Atlanta, Georgia and attended graduate school at Stanford University in California. He was a Rockefeller intern in economics at Cornell University in Ithaca, New York, a Merrill Scholar at the University of Ghana, a Ford Foundation Fellow at Stanford University, and a lecturer at the University of California, Berkeley.

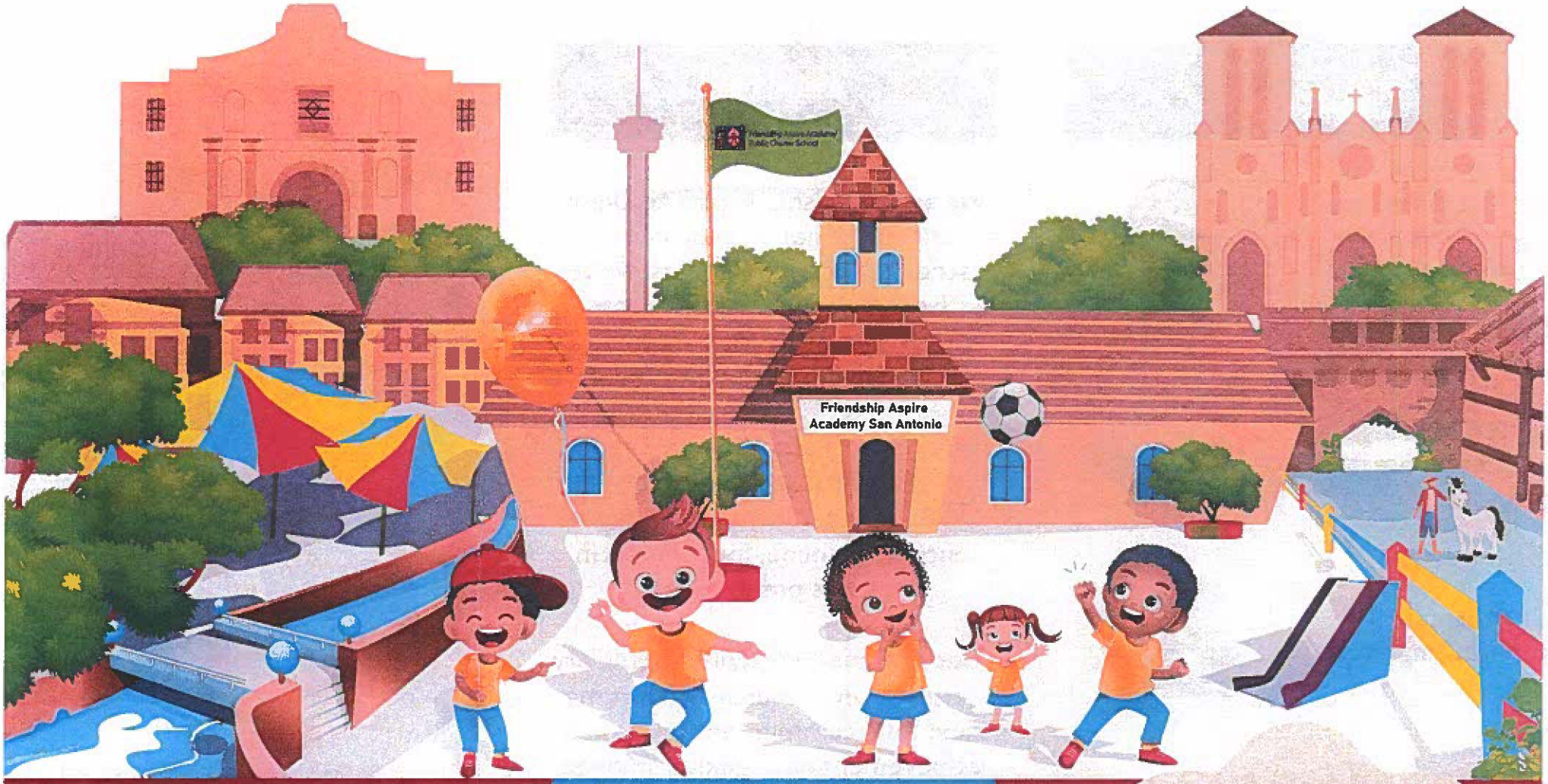
Mr. Hense served as Executive Director of the Friendship House for several years. The Friendship House is a 100 year-old social service agency that helps children, families and older adults. During his tenure, he redesigned, revitalized and created committees and an education task force to research and evaluate the issues affecting youth. Out of the education task force came the recommendation that Friendship House become a charter school. In 1998, Hense founded Friendship Public Charter Schools with the assistance of Chris Whittle, founder of the Edison School. The schools serve more than 3,900 students on four campuses from kindergarten through twelfth grade. 96% of the graduates have gone on to attend college. Hense serves as the chairman of the Center for Youth and Family Investment, an organization which provides extended learning programs to more than 2,000 children daily. Hense is also the co-founder of the Bridges to Friendship Initiative, which provided the impetus for revitalization of the Navy Yard and was recognized by Vice President Al Gore as a model community initiative.

Mr. Hense has served as Vice President of the National Urban League, Director of the Development of Children's Defense Fund, and Director of Governmental Relations at Howard University, Boston University and Dartmouth College. He also serves on the Board of the Center for Education Reform and the D.C. Arts and Humanities Collaborative and is the treasurer of the, D.C. Association of Charter Schools. On June 22, 2011 Hense was honored by the National Alliance for Public Charter Schools (NAPCS) as an inductee into the National Charter Schools Hall of Fame during the General Session of the National Charter Schools Conference in Atlanta, Georgia.



DONALD L. HENSE

CHAIRMAN AND CEO,
FRIENDSHIP EDUCATION
FOUNDATION & FOUNDING
BOARD MEMBER,
FRIENDSHIP ASPIRE ACADEMY



You Believe Your Children
Can Achieve Anything.

So Do We.

Contact Us

Little Rock, AR
501-500-9332
300 South Izard Street
Little Rock, AR 72201, USA

Washington D.C.
1351 Nicholson St NW
Washington, DC 20011, USA

friendshipaspire.org

Everyone Grows With Friendship

Friendship Aspire Academy
Public Charter School

Fast Facts

One of the most comprehensive roadmaps for student success

100% college acceptance rate

16 campuses, including online

6,200+ students in pre-k 3 to 12

20 Years in existence

About Us

We are Friendship Aspire Academy, one of the nation's top charter schools. For over 20 years, we've helped underserved students become scholars. Now we want to help children in San Antonio!

Friendship Public Charter School began with just two locations in 1998, but now spans 16 campuses, including online, for students in grades pre-k 3 to 12.

Our rigorous curriculum, exemplary instruction, resource-rich forums and total commitment to student achievement have guided students to and through higher education. We have developed one of the most comprehensive roadmaps for student success anywhere.

We'd like to partner with San Antonio to help meet the needs of young children by designing a premier educational institution.

But we will need your help.

Friendship Aspire Academy Public Charter School

friendshipaspire.org

of San Antonio, Inc.
What They See Is What They'll Be.

January 16, 2020

Ms. Virginia Perry, Director of Development
Friendship Education Foundation
Friendship Aspire San Antonio East
300 South Izard
Little Rock, AR 72201

Dear Ms. Perry

I am writing to share my support for the Friendship Education Foundation's pursuit of opening Friendship Aspire San Antonio East public charter school in San Antonio, Texas. As the Executive Director, 100 Black Men of San Antonio, Inc. and founding Board Secretary for San Antonio Preparatory Charter School, I believe that the Friendship Education Foundation's school model would add great value in keeping young brown and black boys in school and on track to the opportunities that education can offer.

Currently the 100 BMOSA have eight active community and school-based mentoring programs, affecting over 400 youth and young adults. We believe that a partnership with Friendship Aspire San Antonio East will allow the 100 BMOSA to increase our work to over 500 youth and young adults during FY 2021 period and would be proud to be one of their newest school-based programs beginning 2021.

As a new partner with the Friendship Aspire San Antonio East, we are looking forward to how they will support students by providing them a world class education. The 100 BMOSA mentoring program is a very desirable program to schools like Friendship Aspire San Antonio East, educating low-income minority and high at-risk students on the east side of San Antonio. Therefore, I ask that you give every consideration possible to the Friendship Aspire San Antonio East when reviewing their application for funding.

Educating with Purpose,

Dr. Milton Harris, Executive Director 100 Black Men of San Antonio, Inc.
Board Secretary, San Antonio Preparatory Charter School

00 120

CITY EDUCATION PARTNERS

January 17, 2019

Commissioner Mike Morath
Texas Education Agency
The Texas Education Agency
Generation Twenty-Four
1701 N. Congress Avenue
Austin, TX 78701

Dear Commissioner Mike Morath:

This letter is to express our support for the authorization of Friendship Aspire Academy, Inc. in San Antonio, Texas. This proposed model on the east side of San Antonio will create a strong school option for students focused on rigorous instruction with strong organizational leadership that engages learners. As the Chief Executive Officer of City Education Partners, I believe they will be a great addition to our ecosystem.

At City Education Partners, our vision is that all students in the urban core of San Antonio have access to a high-quality public education, so they have the ability to live choice-filled lives. Friendship Aspire Academy will use a gifted teaching staff, create a culture of achievement, support leaders focused on results and develop strong systems and structures to achieve quality. Furthermore, the operator is experienced and has had strong results in other markets.

If authorized, CEP will continue to support Friendship through building a community co-design team and piloting pieces of their models prior to launch. We look forward to working with their team and TEA in order to make this opportunity a reality for San Antonio.

Sincerely,

Mark Larson
Chief Executive Officer

100 BLACK MEN of San Antonio, Inc.
What They See Is What They'll Be.

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Friendship Education Foundation
Friendship Aspire San Antonio East
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Educating with Purpose,

Dr. Milton Harris, Executive Director 100 Black Men of San Antonio, Inc.
Board Secretary, San Antonio Preparatory Charter School

Attachment 5: Certified Mail Receipt Cards

Provide certified mail return receipt cards (green cards) showing the dates the Statement of Impact forms and Application Coversheets were received by:

- **Each Superintendent and President of the Board of Trustees** of each traditional school district from which the proposed charter school intends to draw students;
- **Each member of the Texas Legislature** who represents the geographic area(s) to be served by the proposed charter school; and
- **Each Texas State Board of Education member** who represents the geographic area(s) to be served by the proposed charter school.

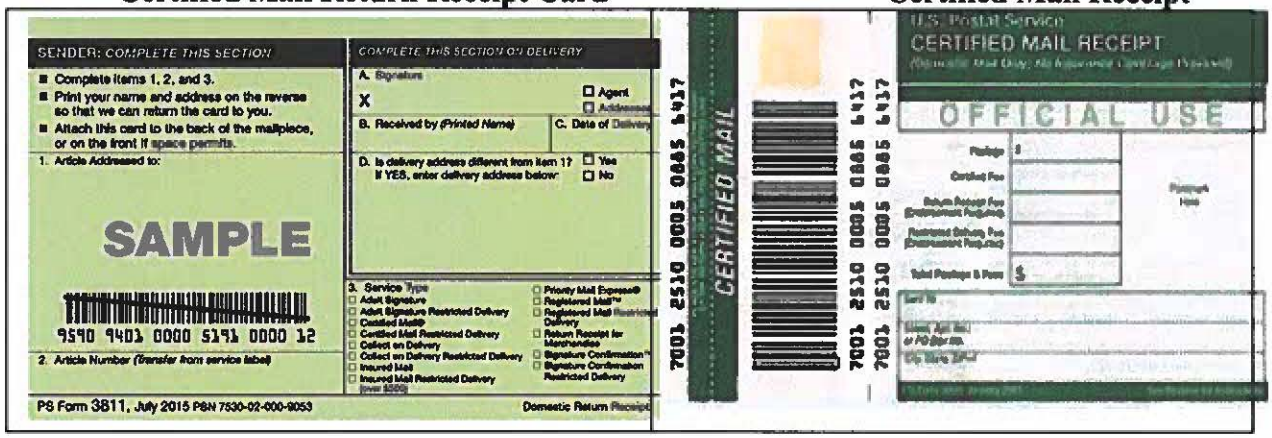
In the absence of signed certified mail return receipt cards (green cards), the certified mail receipt (white and green slip) showing each school district, fees paid, and the date mailed will be accepted.

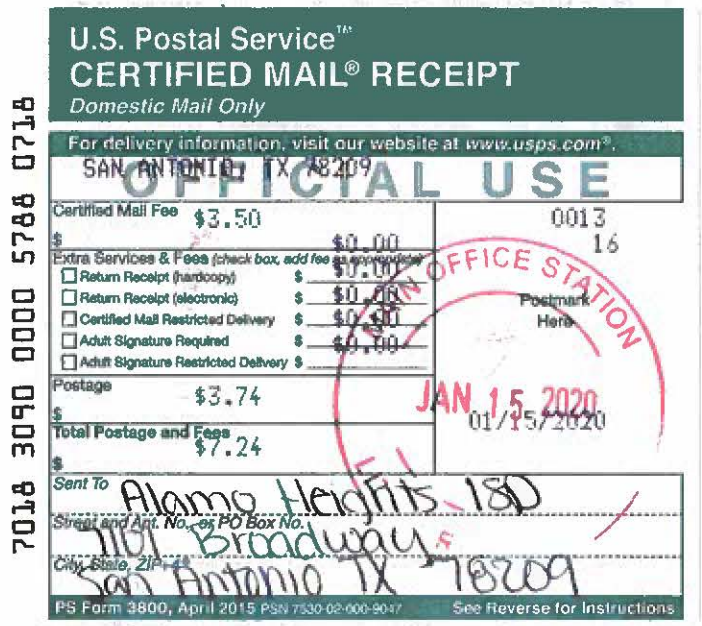
Mailing address **must** include the name of the school district to which the information was sent.

Arrange certified mail receipts in alphabetical order by district. Limit six receipts per page.

Statement of Impact Forms are available on the Subchapter D Experienced Operator application page. The Statement of Impact Form is the formal opportunity for superintendents of traditional districts to document any impact the proposed charter school might have. While applicants are required to distribute these documents, they are not responsible for ensuring that superintendents return the Statement of Impact Forms to the TEA.

Certified Mail Return Receipt Card **Certified Mail Receipt**





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SAN ANTONIO, TX 78209

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Certified Mail Fee $3.50
Extra Services & Fees (check box, add fee as appropriate)
- Return Receipt (hardcopy) $0.00
- Return Receipt (electronic) $0.00
- Certified Mail Restricted Delivery $0.00
- Adult Signature Required $0.00
- Adult Signature Restricted Delivery $

Postage $3.74
Total Postage and Fees $7.24

Postmark Here
JAN 15 2020
01/15/2020

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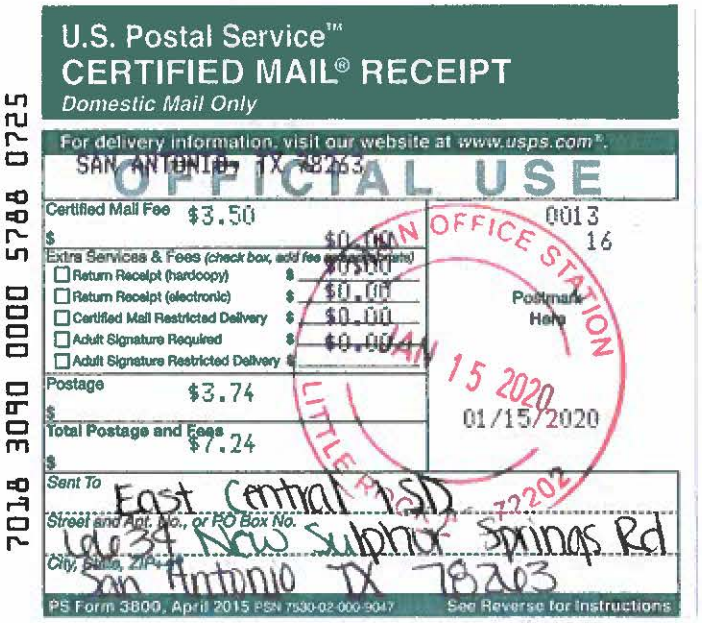
Sent To Alamo Heights ISD
Street and Apt. No., or PO Box No. 7161 Broadway St
City, State, ZIP+4® San Antonio TX 78209

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7018 3090 0000 5788 0718



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SAN ANTONIO, TX 78263

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Certified Mail Fee $3.50
Extra Services & Fees (check box, add fee as appropriate)
- Return Receipt (hardcopy) $0.00
- Return Receipt (electronic) $0.00
- Certified Mail Restricted Delivery $0.00
- Adult Signature Required $0.00
- Adult Signature Restricted Delivery $

Postage $3.74
Total Postage and Fees $7.24

Postmark Here
JAN 15 2020
01/15/2020

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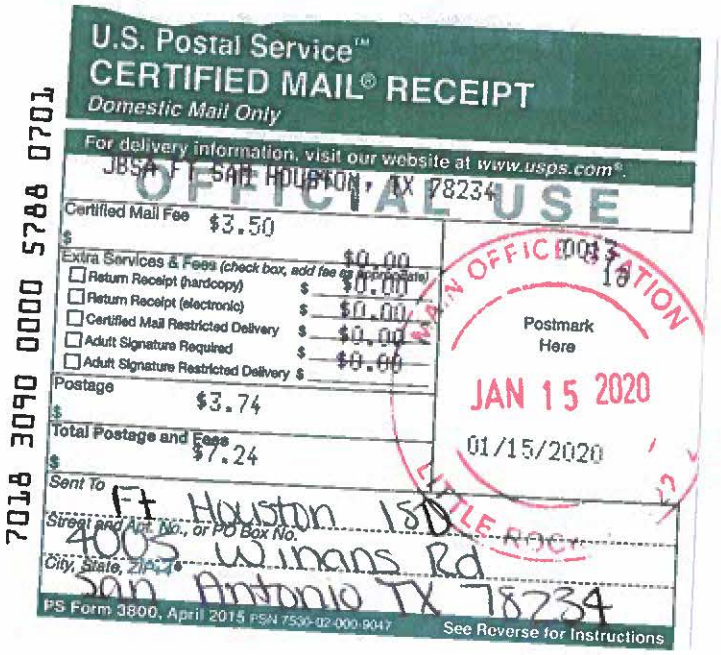
16

Sent To East Central ISD
Street and Apt. No., or PO Box No. 1463 New Sulphur Springs Rd
City, State, ZIP+4® San Antonio TX 78263

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7018 3090 0000 5788 0725



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JBSA FT SAM HOUSTON, TX 78234

OFFICIAL USE

Certified Mail Fee $3.50
Extra Services & Fees (check box, add fee as appropriate)
- Return Receipt (hardcopy) $0.00
- Return Receipt (electronic) $0.00
- Certified Mail Restricted Delivery $0.00
- Adult Signature Required $0.00
- Adult Signature Restricted Delivery $

Postage $3.74
Total Postage and Fees $7.24

Postmark Here
JAN 15 2020
01/15/2020

0013
16

Sent To Ft Houston ISD
Street and Apt. No., or PO Box No. 4005 Winans Rd
City, State, ZIP+4® San Antonio TX 78234

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7018 3090 0000 5788 0701

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SAN ANTONIO, TX 78214

OFFICIAL USE

Certified Mail Fee $3.50
Extra Services & Fees (check box, add fee as appropriate)
- Return Receipt (hardcopy) $0.00
- Return Receipt (electronic) $0.00
- Certified Mail Restricted Delivery $0.00
- Adult Signature Required $0.00
- Adult Signature Restricted Delivery $

Postage $3.74
Total Postage and Fees $7.24

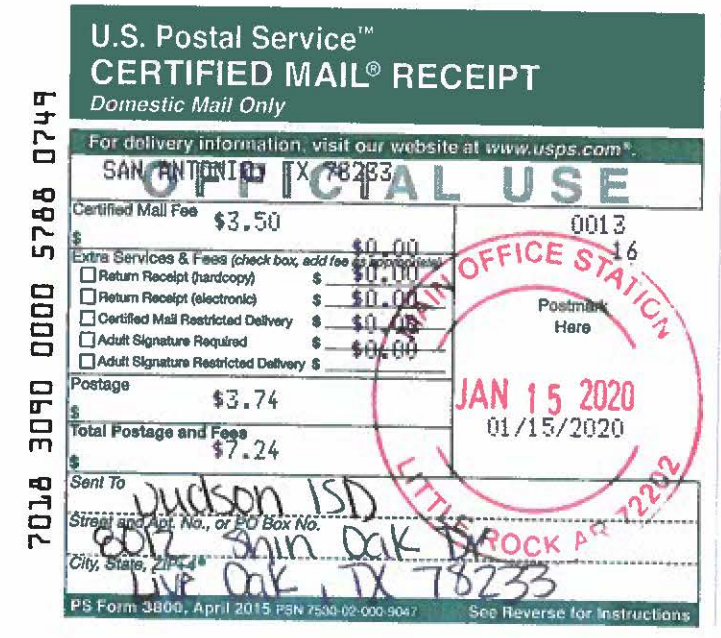
Postmark Here
JAN 15 2020
01/15/2020

0013
16

Sent To Harlandale ISD
Street and Apt. No., or PO Box No. 102 Genevieve
City, State, ZIP+4® San Antonio TX 78214

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7018 3090 0000 5788 0732



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SAN ANTONIO, TX 78233

OFFICIAL USE

Certified Mail Fee $3.50
Extra Services & Fees (check box, add fee as appropriate)
- Return Receipt (hardcopy) $0.00
- Return Receipt (electronic) $0.00
- Certified Mail Restricted Delivery $0.00
- Adult Signature Required $0.00
- Adult Signature Restricted Delivery $

Postage $3.74
Total Postage and Fees $7.24

Postmark Here
JAN 15 2020
01/15/2020

0013
16

Sent To Judson ISD
Street and Apt. No., or PO Box No. 8012 Shin Oak Dr
City, State, ZIP+4® Live Oak, TX 78233

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7018 3090 0000 5788 0749

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SAN ANTONIO, TX 78210

OFFICIAL USE

Certified Mail Fee $3.50
Extra Services & Fees (check box, add fee as appropriate)
- Return Receipt (hardcopy) $0.00
- Return Receipt (electronic) $0.00
- Certified Mail Restricted Delivery $0.00
- Adult Signature Required $0.00
- Adult Signature Restricted Delivery $

Postage $3.74
Total Postage and Fees $7.24

Postmark Here
JAN 15 2020
01/15/2020

0013
16

Sent To San Antonio ISD
Street and Apt. No., or PO Box No. 141 Lavaca St
City, State, ZIP+4® San Antonio TX 78210

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7018 3090 0000 5788 0756

00 124

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SAN ANTONIO, TX 78242

OFFICIAL USE

Certified Mail Fee $3.50
Extra Services & Fees (check box, add fee as appropriate)
- Return Receipt (hardcopy) $0.00
- Return Receipt (electronic) $0.00
- Certified Mail Restricted Delivery $0.00
- Adult Signature Required $0.00
- Adult Signature Restricted Delivery $

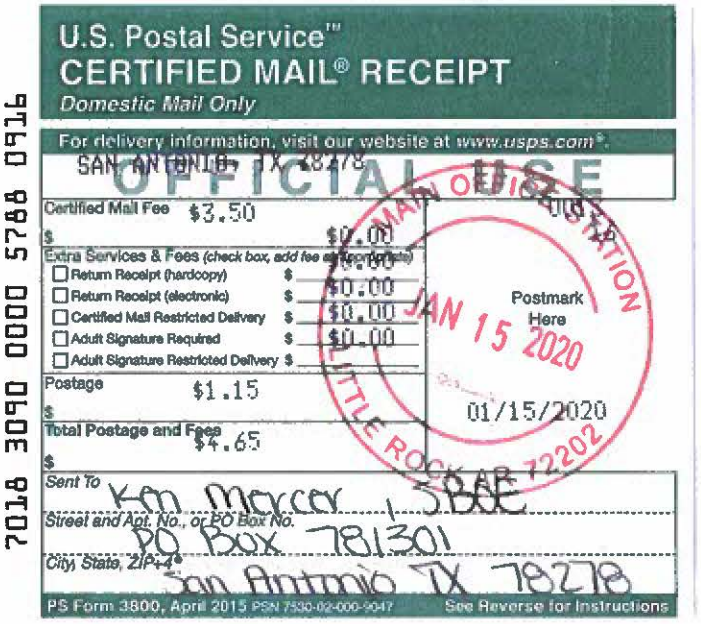
Postage $3.74
Total Postage and Fees $7.24

Sent To: South San Antonio ISD
Street and Apt. No., or PO Box No.: 5622 Pkwy Ellison
City, State, ZIP+4®: San Antonio TX 78242

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

MAIN OFFICE STATION
LITTLE ROCK AR 72202
0013 16
Postmark Here
JAN 15 2020
01/15/2020

7018 3090 0000 5788 0763



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SAN ANTONIO, TX 78278

OFFICIAL USE

Certified Mail Fee $3.50
Extra Services & Fees (check box, add fee as appropriate)
- Return Receipt (hardcopy) $0.00
- Return Receipt (electronic) $0.00
- Certified Mail Restricted Delivery $0.00
- Adult Signature Required $0.00
- Adult Signature Restricted Delivery $

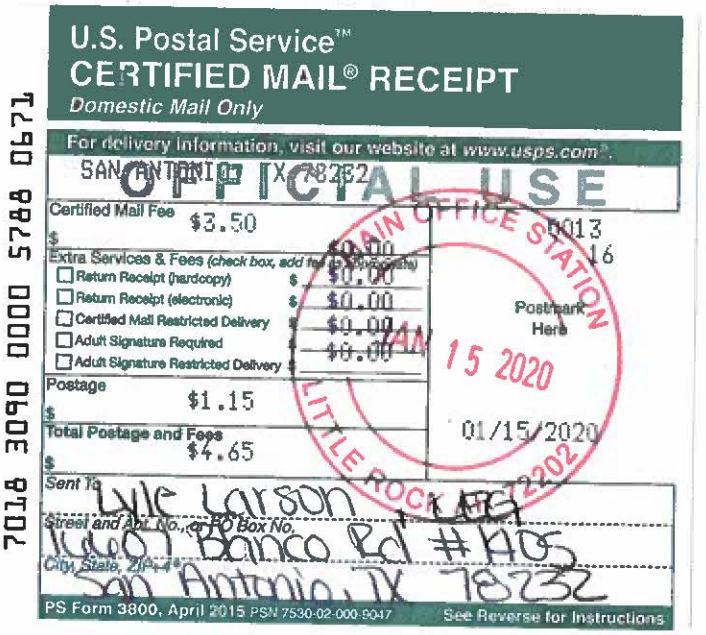
Postage $1.15
Total Postage and Fees $4.65

Sent To: Kim Mercer, SBOE
Street and Apt. No., or PO Box No.: PO Box 781301
City, State, ZIP+4®: San Antonio TX 78278

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

MAIN OFFICE STATION
LITTLE ROCK AR 72202
0013 16
Postmark Here
JAN 15 2020
01/15/2020

7018 3090 0000 5788 0916



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SAN ANTONIO, TX 78232

OFFICIAL USE

Certified Mail Fee $3.50
Extra Services & Fees (check box, add fee as appropriate)
- Return Receipt (hardcopy) $0.00
- Return Receipt (electronic) $0.00
- Certified Mail Restricted Delivery $0.00
- Adult Signature Required $0.00
- Adult Signature Restricted Delivery $

Postage $1.15
Total Postage and Fees $4.65

Sent To: Lyle Larson, SBOE
Street and Apt. No., or PO Box No.: 11607 Bandera Rd #405
City, State, ZIP+4®: San Antonio TX 78232

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

MAIN OFFICE STATION
LITTLE ROCK AR 72202
0013 16
Postmark Here
JAN 15 2020
01/15/2020

7018 3090 0000 5788 0671

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EL PASO, TX 79936

OFFICIAL USE

Certified Mail Fee
Extra Services & Fees (check box, add fee as appropriate)
- Return Receipt (hardcopy) $0.00
- Return Receipt (electronic) $0.00
- Certified Mail Restricted Delivery $0.00
- Adult Signature Required $0.00
- Adult Signature Restricted Delivery $0.00

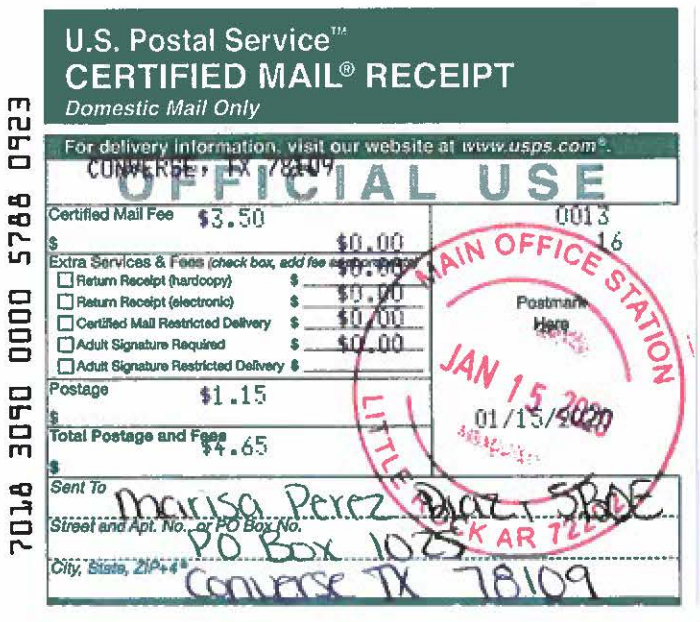
Postage $1.00
Total Postage and Fees

Sent To: Georgina Perez, SBOE
Street and Apt. No., or PO Box No.: 605 George Dieter #582
City, State, ZIP+4®: El Paso TX 79936

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

MAIN OFFICE STATION
LITTLE ROCK AR 72202
001 16
Postmark Here
JAN 15 2020

7018 3090 0000 5788 0930



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CONVERSE, TX 78109

OFFICIAL USE

Certified Mail Fee $3.50
Extra Services & Fees (check box, add fee as appropriate)
- Return Receipt (hardcopy) $0.00
- Return Receipt (electronic) $0.00
- Certified Mail Restricted Delivery $0.00
- Adult Signature Required $0.00
- Adult Signature Restricted Delivery $

Postage $1.15
Total Postage and Fees $4.65

Sent To: Marisa Perez Diaz, SBOE
Street and Apt. No., or PO Box No.: PO Box 1025
City, State, ZIP+4®: Converse TX 78109

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

MAIN OFFICE STATION
LITTLE ROCK AR 72202
0013 16
Postmark Here
JAN 15 2020
01/15/2020

7018 3090 0000 5788 0923

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For delivery information, visit our website at www.usps.com®.

SAN ANTONIO, TX 78218

OFFICIAL USE

Certified Mail Fee $3.50
Extra Services & Fees (check box, add fee as appropriate)
- Return Receipt (hardcopy) $0.00
- Return Receipt (electronic) $0.00
- Certified Mail Restricted Delivery $0.00
- Adult Signature Required $0.00
- Adult Signature Restricted Delivery $0.00

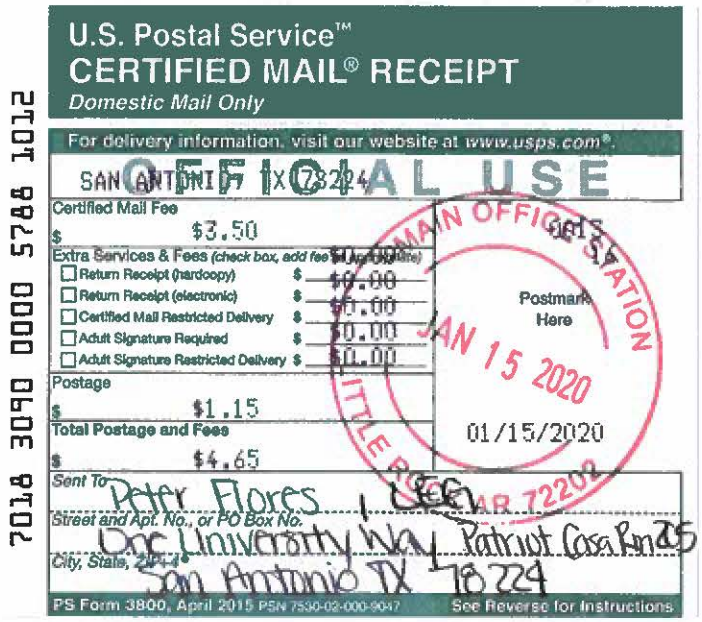
Postage $0.70
Total Postage and Fees $4.20

Sent To: Barbara Gervin-Hawkins, SBOE
Street and Apt. No., or PO Box No.: 3203 NE Parkwood
City, State, ZIP+4®: San Antonio TX 78218

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

MAIN OFFICE STATION
LITTLE ROCK AR 72202
0013 16
Postmark Here
JAN 15 2020
01/15/2020

7018 3090 0000 5788 0657



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SAN ANTONIO TX 78224

OFFICIAL USE

Certified Mail Fee $3.50

Extra Services & Fees (check box, add fee as appropriate)
- Return Receipt (hardcopy) $0.00
- Return Receipt (electronic) $0.00
- Certified Mail Restricted Delivery $0.00
- Adult Signature Required $0.00
- Adult Signature Restricted Delivery $0.00

Postage $1.15

Total Postage and Fees $4.65

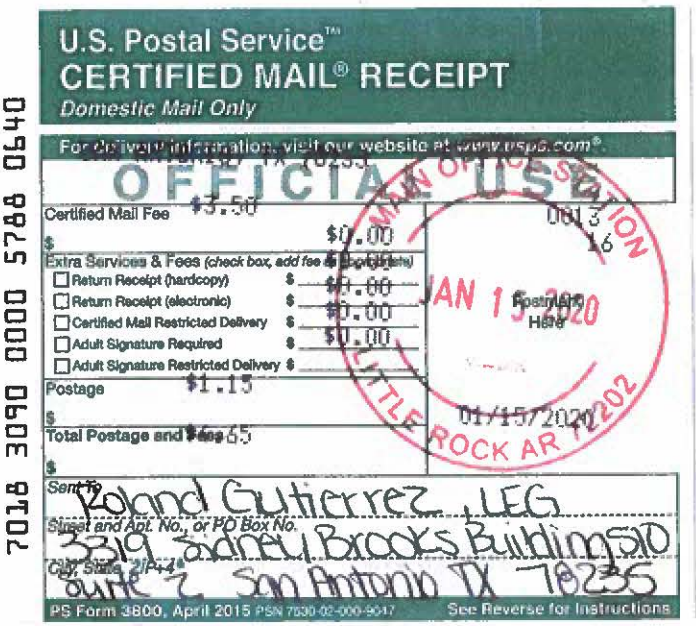
Postmark Here
JAN 15 2020
01/15/2020

MAIN OFFICE STATION
LITTLE ROCK AR 72202

Sent To Peter Flores, LEG
Street and Apt. No., or PO Box No. Dpt University Way Patriot Corp Pmb 35
City, State, ZIP+4 San Antonio TX 78224

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7018 3090 0000 5788 1012



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OFFICIAL USE

Certified Mail Fee $3.50

Extra Services & Fees (check box, add fee as appropriate)
- Return Receipt (hardcopy) $0.00
- Return Receipt (electronic) $0.00
- Certified Mail Restricted Delivery $0.00
- Adult Signature Required $0.00
- Adult Signature Restricted Delivery $

Postage $1.15

Total Postage and Fees $4.65

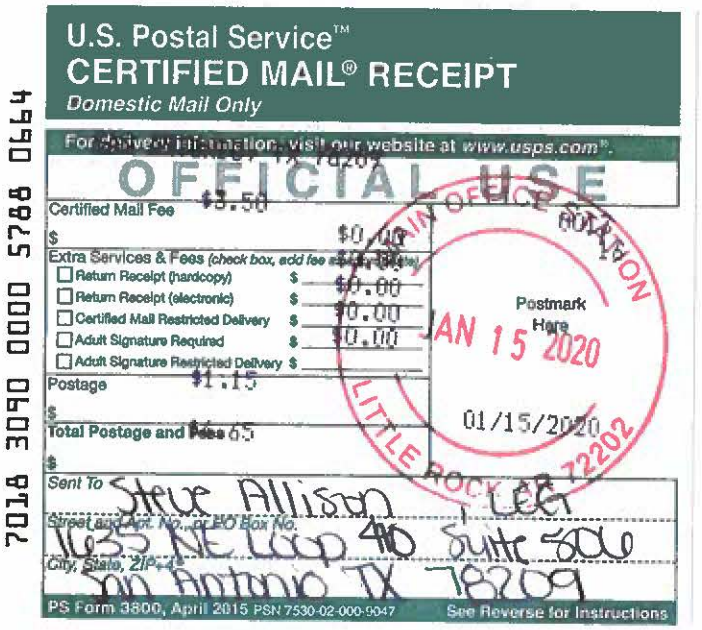
Postmark Here
JAN 15 2020
01/15/2020

MAIN OFFICE STATION
LITTLE ROCK AR 72202

Sent To Roland Gutierrez, LEG
Street and Apt. No., or PO Box No. 3319 Sidney Brooks Building 210 Suite 2
City, State, ZIP+4 San Antonio TX 78235

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7018 3090 0000 5788 0640



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OFFICIAL USE

Certified Mail Fee $3.50

Extra Services & Fees (check box, add fee as appropriate)
- Return Receipt (hardcopy) $0.00
- Return Receipt (electronic) $0.00
- Certified Mail Restricted Delivery $0.00
- Adult Signature Required $0.00
- Adult Signature Restricted Delivery $

Postage $1.15

Total Postage and Fees $4.65

Postmark Here
JAN 15 2020
01/15/2020

MAIN OFFICE STATION
LITTLE ROCK AR 72202

Sent To Steve Allison, LEG
Street and Apt. No., or PO Box No. 1635 NE Loop 410 Suite 500
City, State, ZIP+4 San Antonio TX 78209

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7018 3090 0000 5788 0664

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NEW BRAUNFELS TX 78132

OFFICIAL USE

Certified Mail Fee $3.50

Extra Services & Fees (check box, add fee as appropriate)
- Return Receipt (hardcopy) $0.00
- Return Receipt (electronic) $0.00
- Certified Mail Restricted Delivery $0.00
- Adult Signature Required $0.00
- Adult Signature Restricted Delivery $

Postage $0.70

Total Postage and Fees $4.35

Postmark Here
JAN 16 2020
01/16/2020

MAIN OFFICE STATION
LITTLE ROCK AR 72202

Sent To Dana Campbell, LEG
Street and Apt. No., or PO Box No. 221 Hunter Village Str 105
City, State, ZIP+4 New Braunfels TX 78132

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7018 3090 0000 5788 0619

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SAN ANTONIO TX 78224

OFFICIAL USE

Certified Mail Fee $3.50

Extra Services & Fees (check box, add fee as appropriate)
- Return Receipt (hardcopy) $0.00
- Return Receipt (electronic) $0.00
- Certified Mail Restricted Delivery $0.00
- Adult Signature Required $0.00
- Adult Signature Restricted Delivery $

Postage $0.70

Total Postage and Fees $4.35

Postmark Here
JAN 16 2020
01/16/2020

MAIN OFFICE STATION
LITTLE ROCK AR 72202

Sent To Leo Pacheco, LEG
Street and Apt. No., or PO Box No. 1400 W. Villaret Blvd #GTR-321
City, State, ZIP+4 San Antonio TX 78224

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7018 3090 0000 5788 0633

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SAN ANTONIO TX 78216

OFFICIAL USE

Certified Mail Fee $3.50

Extra Services & Fees (check box, add fee as appropriate)
- Return Receipt (hardcopy) $0.00
- Return Receipt (electronic) $0.00
- Certified Mail Restricted Delivery $0.00
- Adult Signature Required $0.00
- Adult Signature Restricted Delivery $0.00

Postage $0.70

Total Postage and Fees $4.35

Postmark Here
JAN 16 2020
01/16/2020

MAIN OFFICE STATION
LITTLE ROCK AR 72202

Sent To Diego Bernal, LEG
Street and Apt. No., or PO Box No. 1521 San Pedro Village Plaza
City, State, ZIP+4 San Antonio TX 78210

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7018 3090 0000 5788 0688

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SAN ANTONIO TX 78224

OFFICIAL USE

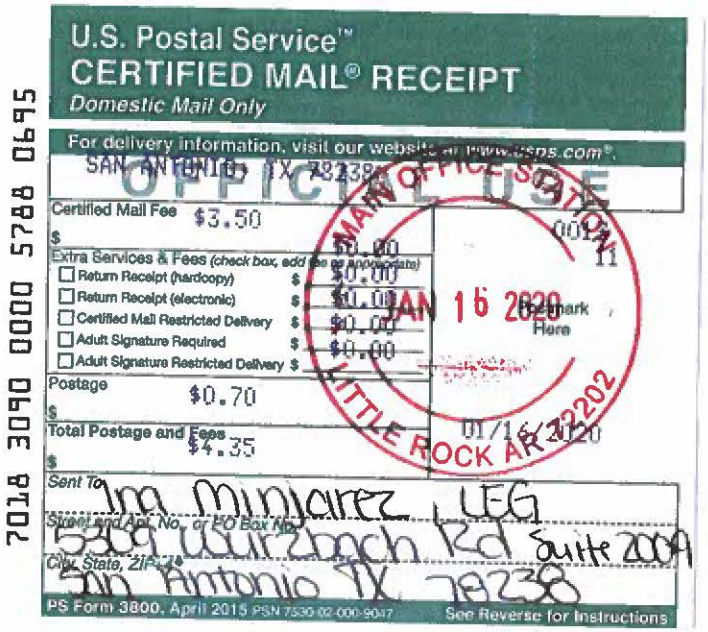
Certified Mail Fee $3.50
Extra Services & Fees (check box, add fee as appropriate)
Return Receipt (hardcopy) $0.00
Return Receipt (electronic) $0.00
Certified Mail Restricted Delivery $0.00
Adult Signature Required $0.00
Adult Signature Restricted Delivery $
Postage $0.70
Total Postage and Fees $4.35

MAIN OFFICE STATION
JAN 16 2020
Postmark Here
LITTLE ROCK AR 72202
0013
11
01/16/2020

Sent To: Philip Carter, LEG
Street and Apt. No., or PO Box No.: 2100 W. Military Dr. Suite 211
City, State, ZIP+4: San Antonio TX 78224

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7018 3090 0000 5788 0626



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SAN ANTONIO TX 78238

OFFICIAL USE

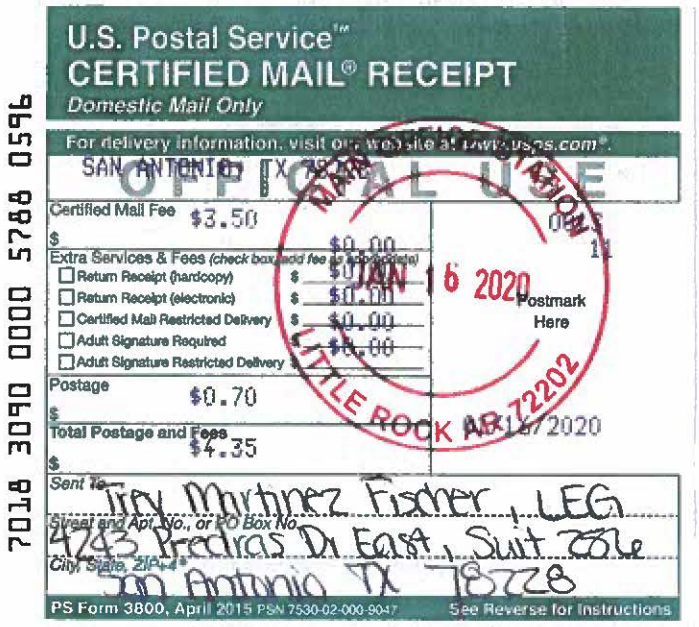
Certified Mail Fee $3.50
Extra Services & Fees (check box, add fee as appropriate)
Return Receipt (hardcopy) $0.00
Return Receipt (electronic) $0.00
Certified Mail Restricted Delivery $0.00
Adult Signature Required $0.00
Adult Signature Restricted Delivery $
Postage $0.70
Total Postage and Fees $4.35

MAIN OFFICE STATION
JAN 16 2020
Postmark Here
LITTLE ROCK AR 72202
0013
11
01/16/2020

Sent To: Ina Minjarez, LEG
Street and Apt. No., or PO Box No.: 5309 Wurzbach Rd Suite 2004
City, State, ZIP+4: San Antonio TX 78238

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7018 3090 0000 5788 0695



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For delivery information, visit our website at www.usps.com®.

SAN ANTONIO TX 78228

OFFICIAL USE

Certified Mail Fee $3.50
Extra Services & Fees (check box, add fee as appropriate)
Return Receipt (hardcopy) $0.00
Return Receipt (electronic) $0.00
Certified Mail Restricted Delivery $0.00
Adult Signature Required $0.00
Adult Signature Restricted Delivery $
Postage $0.70
Total Postage and Fees $4.35

MAIN OFFICE STATION
JAN 16 2020
Postmark Here
LITTLE ROCK AR 72202
0013
11
01/16/2020

Sent To: Trey Martinez Fischer, LEG
Street and Apt. No., or PO Box No.: 4743 Predras Dr East, Suit 206
City, State, ZIP+4: San Antonio TX 78228

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7018 3090 0000 5788 0596

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SAN ANTONIO TX 78205

OFFICIAL USE

Certified Mail Fee $3.50
Extra Services & Fees (check box, add fee as appropriate)
Return Receipt (hardcopy) $0.00
Return Receipt (electronic) $0.00
Certified Mail Restricted Delivery $0.00
Adult Signature Required $0.00
Adult Signature Restricted Delivery $
Postage $0.70
Total Postage and Fees $4.35

MAIN OFFICE STATION
JAN 16 2020
Postmark Here
LITTLE ROCK AR 72202
0013
11
01/16/2020

Sent To: Jose Menendez, LEG
Street and Apt. No., or PO Box No.: 4522 Fredricksburg Rd A-22
City, State, ZIP+4: San Antonio TX 78201

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7018 3090 0000 5788 0602

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For delivery information, visit our website at www.usps.com®.

LAREDO TX 78040

OFFICIAL USE

Certified Mail Fee $3.50
Extra Services & Fees (check box, add fee as appropriate)
Return Receipt (hardcopy) $0.00
Return Receipt (electronic) $0.00
Certified Mail Restricted Delivery $0.00
Adult Signature Required $0.00
Adult Signature Restricted Delivery $
Postage $0.70
Total Postage and Fees $4.35

MAIN OFFICE STATION
JAN 16 2020
Postmark Here
LITTLE ROCK AR 72202
0013
11
01/16/2020

Sent To: Judith Zaffirini, LEG
Street and Apt. No., or PO Box No.: 1461 Washington Str
City, State, ZIP+4: Laredo TX 78040

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7018 3090 0000 5788 2033

MAIN OFFICE LITTLE ROCK
600 E CAPITOL AVE
LITTLE ROCK, AR 72202-9902
045145-0013
(800)275-8777
01/15/2020 03:59 PM

Product	Qty	Unit Price	Price
First-Class Package Service 3 Days (Domestic) (JBSA FT SAM HOUSTON, TX 78234) (Weight:0 Lb 2.50 Oz) (Estimated Delivery Date) (Saturday 01/18/2020)	1	$3.74	$3.74
Certified (USPS Certified Mail #) (70183090000057880701)			$3.50
First-Class Package Service 3 Days (Domestic) (SAN ANTONIO, TX 78209) (Weight:0 Lb 2.60 Oz) (Estimated Delivery Date) (Saturday 01/18/2020)	1	$3.74	$3.74
Certified (USPS Certified Mail #) (70183090000057880718)			$3.50
First-Class Package Service 3 Days (Domestic) (SAN ANTONIO, TX 78263) (Weight:0 Lb 2.60 Oz) (Estimated Delivery Date) (Saturday 01/18/2020)	1	$3.74	$3.74
Certified (USPS Certified Mail #) (70183090000057880725)			$3.50
First-Class Package Service 3 Days (Domestic) (SAN ANTONIO, TX 78214) (Weight:0 Lb 2.60 Oz) (Estimated Delivery Date) (Saturday 01/18/2020)	1	$3.74	$3.74
Certified (USPS Certified Mail #) (70183090000057880732)			$3.50
First-Class Package Service 3 Days (Domestic) (SAN ANTONIO, TX 78233) (Weight:0 Lb 2.60 Oz) (Estimated Delivery Date) (Saturday 01/18/2020)	1	$3.74	$3.74
Certified (USPS Certified Mail #) (70183090000057880749)			$3.50
First-Class Package Service 3 Days (Domestic) (SAN ANTONIO, TX 78210) (Weight:0 Lb 2.60 Oz) (Estimated Delivery Date) (Saturday 01/18/2020)	1	$3.74	$3.74
Certified (USPS Certified Mail #) (70183090000057880756)			$3.50
First-Class Package Service 3 Days (Domestic) (SAN ANTONIO, TX 78242) (Weight:0 Lb 2.60 Oz) (Estimated Delivery Date) (Saturday 01/18/2020)	1	$3.74	$3.74
Certified (USPS Certified Mail #) (70183090000057880763)			$3.50
First-Class Mail® Large Envelope (Domestic) (SAN ANTONIO, TX 78224) (Weight:0 Lb 1.90 Oz) (Estimated Delivery Date) (Saturday 01/18/2020)	1	$1.15	$1.15
Certified (USPS Certified Mail #) (70183090000057881012)			$3.50
First-Class Mail® Large Envelope (Domestic) (SAN ANTONIO, TX 78209) (Weight:0 Lb 1.90 Oz) (Estimated Delivery Date) (Saturday 01/18/2020)	1	$1.15	$1.15
Certified (USPS Certified Mail #) (70183090000057880664)			$3.50
First-Class Mail® Large Envelope (Domestic) (SAN ANTONIO, TX 78235) (Weight:0 Lb 1.90 Oz) (Estimated Delivery Date) (Saturday 01/18/2020)	1	$1.15	$1.15
Certified (USPS Certified Mail #) (70183090000057880640)			$3.50
First-Class Mail® Large Envelope (Domestic) (SAN ANTONIO, TX 78278) (Weight:0 Lb 1.90 Oz) (Estimated Delivery Date) (Saturday 01/18/2020)	1	$1.15	$1.15
Certified (USPS Certified Mail #) (70183090000057880916)			$3.50
First-Class Mail® Large Envelope (Domestic) (SAN ANTONIO, TX 78232) (Weight:0 Lb 1.90 Oz) (Estimated Delivery Date) (Saturday 01/18/2020)	1	$1.15	$1.15
Certified (USPS Certified Mail #) (70183090000057880671)			$3.50
First-Class Mail® Large Envelope (Domestic) (EL PASO, TX 79936) (Weight:0 Lb 1.90 Oz) (Estimated Delivery Date) (Saturday 01/18/2020)	1	$1.15	$1.15
Certified (USPS Certified Mail #) (70183090000057880930)			$3.50
First-Class Mail® Large Envelope (Domestic) (CONVERSE, TX 78109) (Weight:0 Lb 1.90 Oz) (Estimated Delivery Date) (Saturday 01/18/2020)	1	$1.15	$1.15
Certified (USPS Certified Mail #) (70183090000057880923)			$3.50
ail®	1	$0.70	$0.70
) NIO, TX 78218) Lb 1.40 Oz) d Delivery Date) 01/18/2020)			$3.50
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			$87.43
			$88.00 ($0.57)

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YOUR OPINION COUNTS

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600 E CAPITOL AVE
LITTLE ROCK, AR 72202-9902
045145-0013
(800)275-8777
01/16/2020 10:39 AM

Product	Qty	Unit Price	Price
First-Class Mail® Letter (Domestic) (SAN ANTONIO, TX 78224) (Weight:0 Lb 1.80 Oz) (Estimated Delivery Date) (Tuesday 01/21/2020)	1	$0.70	$0.70
Certified (USPS Certified Mail #) (70183090000057880626)			$3.50
Non Mach. Surch.			$0.15
First-Class Mail® Letter (Domestic) (SAN ANTONIO, TX 78226) (Weight:0 Lb 1.80 Oz) (Estimated Delivery Date) (Tuesday 01/21/2020)	1	$0.70	$0.70
Certified (USPS Certified Mail #) (70183090000057880596)			$3.50
Non Mach. Surch.			$0.15
First-Class Mail® Letter (Domestic) (LAREDO, TX 78040) (Weight:0 Lb 1.80 Oz) (Estimated Delivery Date) (Tuesday 01/21/2020)	1	$0.70	$0.70
Certified (USPS Certified Mail #) (70183090000057882033)			$3.50
Non Mach. Surch.			$0.15
First-Class Mail® Letter (Domestic) (SAN ANTONIO, TX 78201) (Weight:0 Lb 1.80 Oz) (Estimated Delivery Date) (Tuesday 01/21/2020)	1	$0.70	$0.70
Certified (USPS Certified Mail #) (70183090000057880602)			$3.50
Non Mach. Surch.			$0.15
First-Class Mail® Letter (Domestic) (SAN ANTONIO, TX 78238) (Weight:0 Lb 1.80 Oz) (Estimated Delivery Date) (Tuesday 01/21/2020)	1	$0.70	$0.70
Certified (USPS Certified Mail #) (70183090000057880695)			$3.50
Non Mach. Surch.			$0.15
First-Class Mail® Letter (Domestic) (SAN ANTONIO, TX 78224) (Weight:0 Lb 1.80 Oz) (Estimated Delivery Date) (Tuesday 01/21/2020)	1	$0.70	$0.70
Certified (USPS Certified Mail #)			$3.50
Non Mach. Surch.			$0.15
First-Class Mail® Letter (Domestic) (SAN ANTONIO, TX 78216) (Weight:0 Lb 1.80 Oz) (Estimated Delivery Date) (Tuesday 01/21/2020)	1	$0.70	$0.70
Certified (USPS Certified Mail #) (70183090000057880688)			$3.50
Non Mach. Surch.			$0.15
First-Class Mail® Letter (Domestic) (NEW BRAUNFELS, TX 78132) (Weight:0 Lb 1.80 Oz) (Estimated Delivery Date) (Tuesday 01/21/2020)	1	$0.70	$0.70
Certified (USPS Certified Mail #) (70183090000057880619)			$3.50
Non Mach. Surch.			$0.15
Total:			$34.80
Cash			$40.00
Change			($5.20)

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YOUR OPINION COUNTS

Receipt #: 840-57200261-4-3935291-2
Clerk: 11

00 129

Attachment 6: Published Notice(s) of Public Meetings

At a minimum, applicants must hold one public meeting within the charter school's proposed geographic boundary to discuss the application for the proposed Generation 25 open-enrollment charter school.

This meeting must take place no earlier than **18 months** before the charter application submission date. Consequently, any public meetings that were held before **July 21, 2018** are not eligible for consideration.

Anyone may attend and participate in the public meeting.

ATTENTION: All submitted notices must be dated prior to **January 21, 2020**.

Provide a scanned/photocopy of the official public notice/advertisement that was printed in the newspaper. The copy of the notice that is provided in this application **must** include the name of the publication and the publication date. Each public notice must include:

- Name of the proposed school/campus;
- Name of the sponsoring entity;
- Date, time, and place of public meeting; and
- Names of all board members from the sponsoring entity.

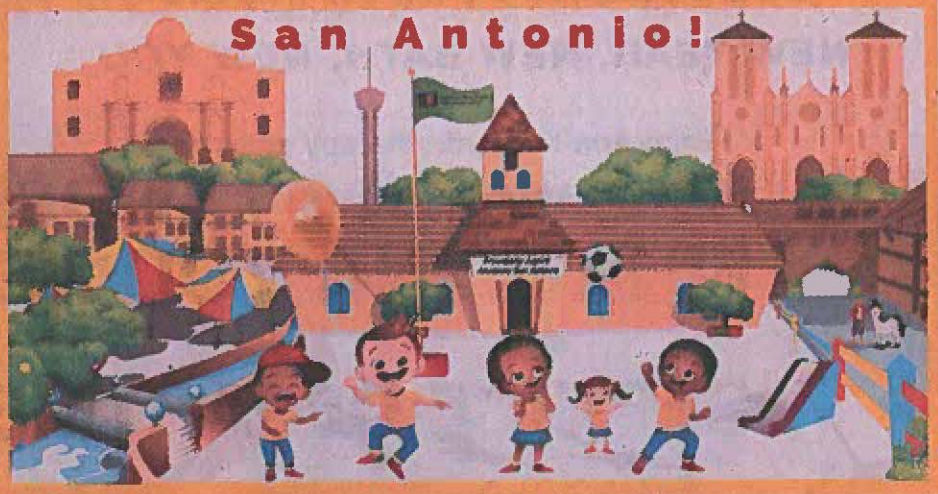
All public notices/advertisements must be published in a newspaper of general distribution within the geographic boundary of the proposed charter school. Any public notice in newspaper(s) with limited circulation (*Greensheet, Dallas Observer, Austin Chronicle,* etc.) will be ineligible for consideration.

All public notices/advertisements must be published in a newspaper that is distributed in print format. Newspapers available only in digital format are not acceptable.

ADDITIONAL REQUIREMENT: Applicants must notify, via their government email, all members of the Texas State Board of Education (SBOE) and the Texas state legislature who represent the geographic area to be served by the proposed school. *Applicants must include charterapplication@tea.texas.gov in the CC line of the email*. Each email must include:

- Name of the proposed school/campus;
- Name of the sponsoring entity;
- Date, time, and place of public meeting; and
- Names of all board members from the sponsoring entity.

EVERYONE GROWS WITH FRIENDSHIP



We are Friendship Aspire Academy - one of the nation's top charter schools. For over 20 years, we've helped underserved students become scholars. Now we want to help children in San Antonio!

COME FIND OUT MORE AT OUR PUBLIC MEETING!

WHEN:
Tomorrow,
January 9, 2020
4 PM - 6 PM

WHERE:
The Barbara Jordan
Community Center
2803 E Commerce St.
San Antonio, TX
78203

PROPOSED NAME:
Friendship Aspire
Academy
San Antonio

WHO WE ARE:
Friendship Education Foundation, providing a world-class education to underserved students for decades

OUR BOARD:
Donald Hense
Kenneth Campbell
Gil DeLorm
Joe Harris

Friendship Aspire Academy
Public Charter School

friendshipaspire.org

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Attachment 7: Authorizer Assessments

For each of the sponsoring entity's authorizers, provide a copy of each authorizer's most recent assessment of the operator's performance—such as an annual performance framework report or renewal report.

Friendship PCS - Chamberlain Elementary School

2019 Report Card | Star Rating ★★★☆☆ | 372.00 Students Enrolled | PK3 - Grade 3

Location
1345 Potomac Ave SE
Washington, DC 20003
Friendship PCS
http://www.friendshipschools.org

Principal
Morrise Harbour

Parent Organization Representative
Tamika Maultsby
tmaultsby@friendshipschools.org

The DC School Report Card gives families a look into all public schools in the District of Columbia. Start here to learn more about how public schools in DC are preparing all students for success in the next grade, college, and careers.

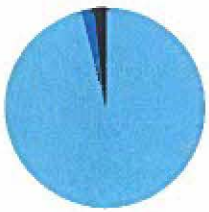
Message from the School

Friendship Chamberlain's mission is to provide a world-class education that motivates students to achieve high academic standards, enjoy learning, and develop as ethical, literate, well-rounded and self-sufficient citizens who contribute actively to their communities. Our shared values are integrity, responsibility, confidence, caring, commitment, patience, persistence, and respect.

School Offerings

- Extended Day

Demographics & Enrollment



American Indian/Alaskan	0.00%
Asian	0.00%
Black/African-American	96.00%
Hawaiian/Pacific Islander	0.00%
Hispanic/Latino, any race	2.00%
Two or more races	0.00%
White	2.00%

At Risk	57.00%
Children in Foster Care	1.00%
English Learners	1.00%
Homeless Children and Youth	8.00%
Migrant students	0.00%
Military Connected	0.00%
Students with Disabilities	10.00%

Before/After School Care

Before School care	None
After School care	Sliding Scale/Voucher

Teacher Experience

	School	DC
2+ Years	95.00%	88.00%

00 133

Friendship PCS - Chamberlain Elementary School

STAR Rating

Overall STAR Rating

Score

46.67%

Student Group Scores

All Students	45.74%
At Risk	57.10%
Black/African-American	50.28%

Student Achievement

	School	DC
Meeting or Exceeding Expectations		
English Language Arts	20.68%	37.15%
Mathematics	29.31%	30.67%

Attendance

90% Attendance	74.20%	70.57%

Student Enrollment Changes

Re-enrollment	87.45%	82.33%

Early Childhood

Classroom Organization (out of 7.00)	6.18	5.78
Emotional Support (out of 7.00)	6.14	6.02
Instructional Support (out of 7.00)	4.40	3.18

Discipline

Out of school suspensions per 100 students	0.53	6.00

00 134

Friendship PCS - Chamberlain Middle School

2019 Report Card | Star Rating ★★★☆☆ | 316.00 Students Enrolled | Grade 4 - Grade 8

Location
1345 Potomac Ave SE
Washington, DC 20003
Friendship PCS
http://www.friendshipschools.org

Principal
Morrise Harbour

Parent Organization Representative
Tamika Maultsby
tmaultsby@friendshipschools.org

The DC School Report Card gives families a look into all public schools in the District of Columbia. Start here to learn more about how public schools in DC are preparing all students for success in the next grade, college, and careers.

Message from the School

Friendship Chamberlain's mission is to provide a world-class education that motivates students to achieve high academic standards, enjoy learning, and develop as ethical, literate, well-rounded and self-sufficient citizens who contribute actively to their communities. Our shared values are integrity, responsibility, confidence, caring, commitment, patience, persistence, and respect.

School Offerings

- Extended Day
- Interscholastic Sports

Demographics & Enrollment

American Indian/Alaskan	0.00%
Asian	0.00%
Black/African-American	99.00%
Hawaiian/Pacific Islander	0.00%
Hispanic/Latino, any race	1.00%
Two or more races	0.00%
White	0.00%

At Risk	52.00%
Children in Foster Care	0.00%
English Learners	0.00%
Homeless Children and Youth	4.00%
Migrant students	0.00%
Military Connected	0.00%
Students with Disabilities	22.00%

Before/After School Care

Before School care	None
After School care	Sliding Scale/Voucher

Teacher Experience

	School	DC
2+ Years	89.00%	88.00%

Friendship PCS - Chamberlain Middle School

STAR Rating

Overall STAR Rating **Score**

★★★☆☆ 43.26%

Elementary School STAR Framework

★★☆☆☆ 37.67%

Middle School STAR Framework

★★★☆☆ 46.70%

Student Group Scores	ES	MS
All Students	37.54%	45.99%
Students with Disabilities	33.95%	48.47%
At Risk	42.19%	50.20%
Black/African-American	42.49%	50.25%

Student Achievement

	School	DC
Meeting or Exceeding Expectations		
English Language Arts	25.81%	37.15%
Mathematics	27.54%	30.67%

Student Growth

Median growth percentile (1 to 99)		
English Language Arts	41.00	55.00
Mathematics	49.00	48.00
Growth to proficiency		
English Language Arts	41.60%	54.95%
Mathematics	39.69%	41.41%

Attendance

90% Attendance	81.26%	70.57%

Student Enrollment Changes

Re-enrollment	89.43%	82.33%

Discipline

Out of school suspensions per 100 students	3.48	6.00

00 136

Friendship PCS - Technology Preparatory Middle School

2019 Report Card | Star Rating ★★★☆☆ | 142.00 Students Enrolled | Grade 8 - Grade 8

Location
2705 Martin Luther King Jr. Ave SE
Washington, DC 20032
Friendship PCS
http://www.friendshipschools.org

Principal
Kun Ye Booth

Parent Organization Representative
Tamika Maultsby
tmaultsby@friendshipschools.org

The DC School Report Card gives families a look into all public schools in the District of Columbia. Start here to learn more about how public schools in DC are preparing all students for success in the next grade, college, and careers.

Message from the School

Friendship Technology Preparatory's mission is to provide a world-class education that motivates students to achieve high academic standards, enjoy learning, and develop as ethical, literate, well-rounded and self-sufficient citizens who contribute actively to their communities. Our shared values are integrity, responsibility, confidence, caring, commitment, patience, persistence, and respect.

School Offerings

- Career and Technical Education
- Extended Day
- Interscholastic Sports
- School Garden
- STEM Focus

Demographics & Enrollment

American Indian/Alaskan	0.00%
Asian	0.00%
Black/African-American	99.00%
Hawaiian/Pacific Islander	0.00%
Hispanic/Latino, any race	1.00%
Two or more races	0.00%
White	0.00%

At Risk	65.00%
Children in Foster Care	0.00%
English Learners	0.00%
Homeless Children and Youth	9.00%
Migrant students	0.00%
Military Connected	0.00%
Students with Disabilities	28.00%

Before/After School Care

Before School care	No
After School care	No

Teacher Experience

	School	DC
2+ Years	100.00%	88.00%

00 137

Friendship PCS - Technology Preparatory Middle School

STAR Rating

Overall STAR Rating

Score

46.74%

Student Group Scores

All Students	47.32%
Students with Disabilities	41.68%
At Risk	45.66%
Black/African-American	49.28%

Student Achievement

	School	DC
Meeting or Exceeding Expectations		
English Language Arts	9.16%	37.15%
Mathematics	8.39%	30.67%

Student Growth

Median growth percentile (1 to 99)		
English Language Arts	47.00	55.00
Mathematics	63.00	48.00
Growth to proficiency		
English Language Arts	42.69%	54.95%
Mathematics	57.99%	41.41%

Attendance

90% Attendance	78.83%	70.57%

Student Enrollment Changes

Re-enrollment	86.25%	82.33%

Discipline

Out of school suspensions per 100 students	3.52	6.00

00 138

Friendship PCS - Ideal Elementary

2019 Report Card | Star Rating ☆☆☆☆☆ | Students Enrolled | PK3 - Grade 3

Location
6130 North Capitol Street NW
Washington, DC 20011
Friendship PCS
http://www.friendshipschools.org

Principal
Joseph Speight

Parent Organization Representative
Tamika Maultsby
tmaultsby@friendshipschools.org

The DC School Report Card gives families a look into all public schools in the District of Columbia. Start here to learn more about how public schools in DC are preparing all students for success in the next grade, college, and careers.

Message from the School

Friendship Ideal's mission is to provide a world-class education that motivates students to achieve high academic standards, enjoy learning, and develop as ethical, literate, well-rounded and self-sufficient citizens who contribute actively to their communities. Our shared values are integrity, responsibility, confidence, caring, commitment, patience, persistence, and respect.

School Offerings

- Extended Day

Demographics & Enrollment

American Indian/Alaskan	0.00%	At Risk	0.00%
Asian	0.00%	Children in Foster Care	0.00%
Black/African-American	0.00%	English Learners	0.00%
Hawaiian/Pacific Islander	0.00%	Homeless Children and Youth	0.00%
Hispanic/Latino, any race	0.00%	Migrant students	0.00%
Two or more races	0.00%	Military Connected	0.00%
White	0.00%	Students with Disabilities	0.00%

Before/After School Care

Before School care	None
After School care	Sliding Scale/Voucher

Teacher Experience

	School	DC
2+ Years	N/A	88.00%

00 139

Friendship PCS - Ideal Elementary

STAR Rating

Overall STAR Rating **Score**

00 140

Friendship PCS - Armstrong Middle

2019 Report Card | Star Rating ☆☆☆☆☆ | Students Enrolled | Grade 4 - Grade 8

Location
1400 1St NW
Washington, DC 20001
Friendship PCS
http://www.friendshipschools.org

Principal
Khabria Cowan

Parent Organization Representative
Tamika Maultsby
tmaultsby@friendshipschools.org

The DC School Report Card gives families a look into all public schools in the District of Columbia. Start here to learn more about how public schools in DC are preparing all students for success in the next grade, college, and careers.

Message from the School

Friendship Ideal's mission is to provide a world-class education that motivates students to achieve high academic standards, enjoy learning, and develop as ethical, literate, well-rounded and self-sufficient citizens who contribute actively to their communities. Our shared values are integrity, responsibility, confidence, caring, commitment, patience, persistence, and respect.

School Offerings

- Arts Integration
- Extended Day
- School Garden

Demographics & Enrollment

American Indian/Alaskan	0.00%	At Risk	0.00%
Asian	0.00%	Children in Foster Care	0.00%
Black/African-American	0.00%	English Learners	0.00%
Hawaiian/Pacific Islander	0.00%	Homeless Children and Youth	0.00%
Hispanic/Latino, any race	0.00%	Migrant students	0.00%
Two or more races	0.00%	Military Connected	0.00%
White	0.00%	Students with Disabilities	0.00%

Before/After School Care

Before School care	None
After School care	Sliding Scale/Voucher

Teacher Experience

	School	DC
2+ Years	N/A	88.00%

00 141

Friendship PCS - Armstrong Middle

STAR Rating

Overall STAR Rating **Score**

00 142

Friendship PCS - Collegiate Academy

2019 Report Card | Star Rating ★★★☆☆ | 573.00 Students Enrolled | Grade 9 - Grade 12

Location
4095 Minnesota Ave NE
Washington, DC 20019
Friendship PCS
http://www.friendshipschools.org

Principal
Peggy Jones

Parent Organization Representative
Tamika Maultsby
tmaultsby@friendshipschools.org

The DC School Report Card gives families a look into all public schools in the District of Columbia. Start here to learn more about how public schools in DC are preparing all students for success in the next grade, college, and careers.

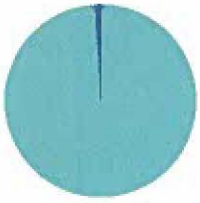
Message from the School

Friendship Collegiate's mission is to provide a world-class education that motivates students to achieve high academic standards, enjoy learning, and develop as ethical, literate, well-rounded and self-sufficient citizens who contribute actively to their communities. Our shared values are integrity, responsibility, confidence, caring, commitment, patience, persistence, and respect.

School Offerings

- Advanced Placement
- Career and Technical Education
- Dual College Enrollment
- Extended Day
- Online Learning
- Interscholastic Sports

Demographics & Enrollment



American Indian/Alaskan	0.00%
Asian	0.00%
Black/African-American	99.00%
Hawaiian/Pacific Islander	0.00%
Hispanic/Latino, any race	1.00%
Two or more races	0.00%
White	0.00%

At Risk	59.00%
Children in Foster Care	0.00%
English Learners	0.00%
Homeless Children and Youth	5.00%
Migrant students	0.00%
Military Connected	0.00%
Students with Disabilities	20.00%

Before/After School Care

Before School care	No
After School care	No

Teacher Experience

	School	DC
2+ Years	85.00%	88.00%

00 143

Friendship PCS - Collegiate Academy

STAR Rating

Overall STAR Rating **Score**

44.53%

Student Group Scores

All Students	43.53%
Students with Disabilities	52.88%
At Risk	43.01%
Black/African-American	44.25%

Student Achievement

	School	DC
Meeting or Exceeding Expectations		
English Language Arts	10.43%	37.15%
Mathematics	3.41%	30.67%

College and Career Readiness

SAT College Ready Benchmark	8.80%	19.92%

Graduation Rate

Four-Year Graduation Rate	84.93%	68.18%
Five-Year Graduation Rate	83.61%	74.08%
Extended Years Graduation Rate	88.55%	68.18%

Attendance

90% Attendance	74.54%	70.57%

Student Enrollment Changes

Re-enrollment	80.74%	82.33%

Discipline

Out of school suspensions per 100 students	13.26	6.00

00 144

Friendship PCS - Blow Pierce Elementary School

2019 Report Card | Star Rating ★★☆☆☆ | 399.00 Students Enrolled | PK3 - Grade 3

Location
725 19th St NE
Washington, DC 20002
Friendship PCS
http://www.friendshipschools.org

Principal
Gregory Spears

Parent Organization Representative
Tamika Maultsby
tmaultsby@friendshipschools.org

The DC School Report Card gives families a look into all public schools in the District of Columbia. Start here to learn more about how public schools in DC are preparing all students for success in the next grade, college, and careers.

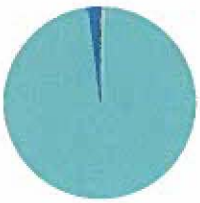
Message from the School

Friendship Blow Pierce's mission is to provide a world-class education that motivates students to achieve high academic standards, enjoy learning, and develop as ethical, literate, well-rounded and self-sufficient citizens who contribute actively to their communities. Our shared values are integrity, responsibility, confidence, caring, commitment, patience, persistence, and respect.

School Offerings

- Extended Day
- Interscholastic Sports

Demographics & Enrollment



American Indian/Alaskan	0.00%
Asian	1.00%
Black/African-American	97.00%
Hawaiian/Pacific Islander	0.00%
Hispanic/Latino, any race	2.00%
Two or more races	0.00%
White	0.00%

At Risk	77.00%
Children in Foster Care	1.00%
English Learners	5.00%
Homeless Children and Youth	23.00%
Migrant students	0.00%
Military Connected	0.00%
Students with Disabilities	12.00%

Before/After School Care

Before School care	None
After School care	Sliding Scale/Voucher

Teacher Experience

	School	DC
2+ Years	86.00%	88.00%

00 145

Friendship PCS - Blow Pierce Elementary School

STAR Rating

Overall STAR Rating

Score

26.58%

Student Group Scores

All Students	26.34%
At Risk	29.09%
Black/African-American	27.63%

Student Achievement

	School	DC
Meeting or Exceeding Expectations		
English Language Arts	17.30%	37.15%
Mathematics	5.88%	30.67%

Attendance

90% Attendance	73.94%	70.57%

Student Enrollment Changes

Re-enrollment	83.33%	82.33%

Early Childhood

Classroom Organization (out of 7.00)	6.15	5.78
Emotional Support (out of 7.00)	6.51	6.02
Instructional Support (out of 7.00)	4.54	3.18

Discipline

Out of school suspensions per 100 students	3.00	6.00

00 146

Friendship PCS - Southeast Elementary School

2019 Report Card | Star Rating ★★★☆☆ | 415.00 Students Enrolled | PK3 - Grade 3

Location
645 Milwaukee Pl SE
Washington, DC 20032
Friendship PCS
http://www.friendshipschools.org

Principal
David Lawery

Parent Organization Representative
Tamika Maultsby
tmaultsby@friendshipschools.org

The DC School Report Card gives families a look into all public schools in the District of Columbia. Start here to learn more about how public schools in DC are preparing all students for success in the next grade, college, and careers.

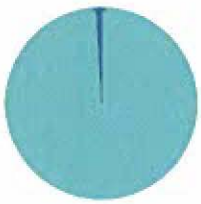
Message from the School

Friendship Southeast's mission is to provide a world-class education that motivates students to achieve high academic standards, enjoy learning, and develop as ethical, literate, well-rounded and self-sufficient citizens who contribute actively to their communities. Our shared values are integrity, responsibility, confidence, caring, commitment, patience, persistence, and respect.

School Offerings

- Extended Day

Demographics & Enrollment



American Indian/Alaskan	0.00%
Asian	0.00%
Black/African-American	99.00%
Hawaiian/Pacific Islander	0.00%
Hispanic/Latino, any race	1.00%
Two or more races	0.00%
White	0.00%

At Risk	73.00%
Children in Foster Care	1.00%
English Learners	0.00%
Homeless Children and Youth	16.00%
Migrant students	0.00%
Military Connected	0.00%
Students with Disabilities	7.00%

Before/After School Care

Before School care	None
After School care	Sliding Scale/Voucher

Teacher Experience

	School	DC
2+ Years	86.00%	88.00%

00 147

Friendship PCS - Southeast Elementary School

STAR Rating

Overall STAR Rating **Score**

★★★☆☆ 57.43%

Student Group Scores

All Students	55.96%
At Risk	71.47%
Black/African-American	65.42%

Student Achievement

	School	DC
Meeting or Exceeding Expectations		
English Language Arts	33.89%	37.15%
Mathematics	42.37%	30.67%

Attendance

90% Attendance	79.28%	70.57%

Student Enrollment Changes

Re-enrollment	84.07%	82.33%

Early Childhood

Classroom Organization (out of 7.00)	6.05	5.78
Emotional Support (out of 7.00)	6.20	6.02
Instructional Support (out of 7.00)	3.72	3.18

Discipline

Out of school suspensions per 100 students	0.48	6.00

00 148

Friendship PCS - Armstrong Elementary

2019 Report Card | Star Rating ★★☆☆☆ | 417.00 Students Enrolled | PK3 - Grade 3

Location
1400 1St NW
Washington, DC 20001
Friendship PCS
http://www.friendshipschools.org

Principal
Khabria Cowan

Parent Organization Representative
Tamika Maultsby
tmaultsby@friendshipschools.org

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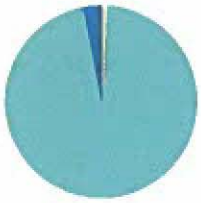
Message from the School

Friendship Armstrong's mission is to provide a world-class education that motivates students to achieve high academic standards, enjoy learning, and develop as ethical, literate, well-rounded and self-sufficient citizens who contribute actively to their communities. Our shared values are integrity, responsibility, confidence, caring, commitment, patience, persistence, and respect.

School Offerings

- Arts Integration
- Extended Day
- School Garden

Demographics & Enrollment



American Indian/Alaskan	1.00%
Asian	0.00%
Black/African-American	94.00%
Hawaiian/Pacific Islander	0.00%
Hispanic/Latino, any race	3.00%
Two or more races	0.00%
White	0.00%

At Risk	61.00%
Children in Foster Care	1.00%
English Learners	6.00%
Homeless Children and Youth	22.00%
Migrant students	0.00%
Military Connected	0.00%
Students with Disabilities	15.00%

Before/After School Care

Before School care	None
After School care	Sliding Scale/Voucher

Teacher Experience

	School	DC
2+ Years	87.00%	88.00%

00 149

Friendship PCS - Armstrong Elementary

STAR Rating

Overall STAR Rating **Score**

33.67%

Student Group Scores

All Students	34.75%
Students with Disabilities	19.14%
At Risk	40.47%
Black/African-American	39.65%

Student Achievement

	School	DC
Meeting or Exceeding Expectations		
English Language Arts	8.77%	37.15%
Mathematics	23.68%	30.67%

Student Growth

Median growth percentile (1 to 99)		
English Language Arts	31.00	55.00
Mathematics	65.00	48.00
Growth to proficiency		
English Language Arts	35.19%	54.95%
Mathematics	57.99%	41.41%

Attendance

90% Attendance	66.66%	70.57%

Student Enrollment Changes

Re-enrollment	79.69%	82.33%

Early Childhood

Classroom Organization (out of 7.00)	5.69	5.78
Emotional Support (out of 7.00)	6.09	6.02
Instructional Support (out of 7.00)	4.02	3.18

Discipline

Out of school suspensions per 100 students	2.15	6.00

00 150

Friendship PCS - Southeast Middle School

2019 Report Card | Star Rating ★★☆☆☆ | 181.00 Students Enrolled | Grade 4 - Grade 7

Location
645 Milwaukee Pl SE
Washington, DC 20032
Friendship PCS
http://www.friendshipschools.org

Principal
John Snowdy

Parent Organization Representative
Tamika Maultsby
tmaultsby@friendshipschools.org

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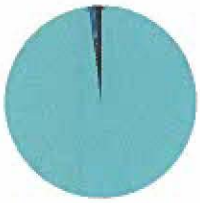
Message from the School

Friendship Southeast's mission is to provide a world-class education that motivates students to achieve high academic standards, enjoy learning, and develop as ethical, literate, well-rounded and self-sufficient citizens who contribute actively to their communities. Our shared values are integrity, responsibility, confidence, caring, commitment, patience, persistence, and respect.

School Offerings

- Extended Day
- Interscholastic Sports

Demographics & Enrollment



American Indian/Alaskan	0.00%
Asian	0.00%
Black/African-American	98.00%
Hawaiian/Pacific Islander	0.00%
Hispanic/Latino, any race	1.00%
Two or more races	0.00%
White	1.00%

At Risk	69.00%
Children in Foster Care	0.00%
English Learners	1.00%
Homeless Children and Youth	10.00%
Migrant students	0.00%
Military Connected	0.00%
Students with Disabilities	19.00%

Before/After School Care

Before School care	None
After School care	Sliding Scale/Voucher

Teacher Experience

	School	DC
2+ Years	92.00%	88.00%

00 151

Friendship PCS - Southeast Middle School

STAR Rating

Overall STAR Rating **Score**

★★☆☆☆ 38.22%

Student Group Scores

All Students	38.74%
Students with Disabilities	26.11%
At Risk	49.56%
Black/African-American	43.22%

Student Achievement

	School	DC
Meeting or Exceeding Expectations		
English Language Arts	24.85%	37.15%
Mathematics	12.13%	30.67%

Student Growth

Median growth percentile (1 to 99)		
English Language Arts	52.50	55.00
Mathematics	42.00	48.00
Growth to proficiency		
English Language Arts	58.30%	54.95%
Mathematics	31.29%	41.41%

Attendance

90% Attendance	93.88%	70.57%

Discipline

Out of school suspensions per 100 students	2.76	6.00

00 152

Friendship PCS - Woodridge Elementary School

2019 Report Card | Star Rating ★★★★☆ | 299.00 Students Enrolled | PK3 - Grade 3

Location
2959 Carlton Ave NE
Washington, DC 20018
Friendship PCS
http://www.friendshipschools.org

Principal
Felicia Owo

Parent Organization Representative
Tamika Maultsby
tmaultsby@friendshipschools.org

The DC School Report Card gives families a look into all public schools in the District of Columbia. Start here to learn more about how public schools in DC are preparing all students for success in the next grade, college, and careers.

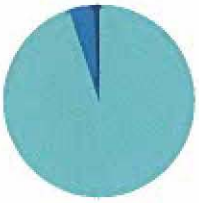
Message from the School

Friendship Woodridge's mission is to provide a world-class education that motivates students to achieve high academic standards, enjoy learning, and develop as ethical, literate, well-rounded and self-sufficient citizens who contribute to their communities. Our shared values are integrity, responsibility, confidence, caring, commitment, patience, persistence, and respect.

School Offerings

- Extended Day
- International Baccalaureate
- School Garden

Demographics & Enrollment



American Indian/Alaskan	0.00%
Asian	0.00%
Black/African-American	95.00%
Hawaiian/Pacific Islander	0.00%
Hispanic/Latino, any race	4.00%
Two or more races	1.00%
White	0.00%

At Risk	46.00%
Children in Foster Care	1.00%
English Learners	2.00%
Homeless Children and Youth	15.00%
Migrant students	0.00%
Military Connected	0.00%
Students with Disabilities	9.00%

Before/After School Care

Before School care	None
After School care	Sliding Scale/Voucher

Teacher Experience

	School	DC
2+ Years	89.00%	88.00%

00 153

Friendship PCS - Woodridge Elementary School

STAR Rating

Overall STAR Rating

Score

70.57%

Student Group Scores

All Students	69.67%
At Risk	74.96%
Black/African-American	79.74%

Student Achievement

	School	DC
Meeting or Exceeding Expectations		
English Language Arts	32.43%	37.15%
Mathematics	45.94%	30.67%

Attendance

90% Attendance	89.78%	70.57%

Student Enrollment Changes

Re-enrollment	84.38%	82.33%

Early Childhood

Classroom Organization (out of 7.00)	6.05	5.78
Emotional Support (out of 7.00)	6.07	6.02
Instructional Support (out of 7.00)	4.74	3.18

Discipline

Out of school suspensions per 100 students	1.00	6.00

00 154

Friendship PCS - Blow Pierce Middle School

2019 Report Card | Star Rating ★★★☆☆ | 250.00 Students Enrolled | Grade 4 - Grade 8

Location
725 19th St NE
Washington, DC 20002
Friendship PCS
http://www.friendshipschools.org

Principal
Gregory Spears

Parent Organization Representative
Tamika Maultsby
tmaultsby@friendshipschools.org

The DC School Report Card gives families a look into all public schools in the District of Columbia. Start here to learn more about how public schools in DC are preparing all students for success in the next grade, college, and careers.

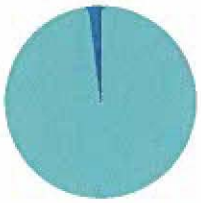
Message from the School

Friendship Blow Pierce's mission is to provide a world-class education that motivates students to achieve high academic standards, enjoy learning, and develop as ethical, literate, well-rounded and self-sufficient citizens who contribute actively to their communities. Our shared values are integrity, responsibility, confidence, caring, commitment, patience, persistence, and respect.

School Offerings

- ✓ Extended Day
- ✓ Interscholastic Sports

Demographics & Enrollment



American Indian/Alaskan	0.00%
Asian	0.00%
Black/African-American	97.00%
Hawaiian/Pacific Islander	0.00%
Hispanic/Latino, any race	2.00%
Two or more races	0.00%
White	0.00%

At Risk	73.00%
Children in Foster Care	1.00%
English Learners	2.00%
Homeless Children and Youth	11.00%
Migrant students	0.00%
Military Connected	0.00%
Students with Disabilities	23.00%

Before/After School Care

Before School care	None
After School care	Sliding Scale/Voucher

Teacher Experience

	School	DC
2+ Years	89.00%	88.00%

00 155

Friendship PCS - Blow Pierce Middle School

STAR Rating

Overall STAR Rating **Score**

★★★☆☆ 46.64%

Elementary School STAR Framework

★☆☆☆☆ 19.76%

Middle School STAR Framework

★★★★☆ 71.17%

Student Group Scores	ES	MS
All Students	17.72%	72.00%
Students with Disabilities	32.67%	58.06%
At Risk	24.62%	80.66%
Black/African-American	19.65%	75.49%

Student Achievement

	School	DC
Meeting or Exceeding Expectations		
English Language Arts	24.68%	37.15%
Mathematics	22.22%	30.67%

Student Growth

Median growth percentile (1 to 99)		
English Language Arts	46.00	55.00
Mathematics	48.00	48.00
Growth to proficiency		
English Language Arts	46.74%	54.95%
Mathematics	42.01%	41.41%

Attendance

90% Attendance	81.92%	70.57%

Student Enrollment Changes

Re-enrollment	84.50%	82.33%

Discipline

Out of school suspensions per 100 students	11.20	6.00

00 156

Friendship PCS - Ideal Middle School

2019 Report Card | Star Rating ☆☆☆☆☆ | Students Enrolled | Grade 4 - Grade 8

Location
6130 North Capitol Street NW
Washington, DC 20011
Friendship PCS
http://www.friendshipschools.org

Principal
Joseph Speight

Parent Organization Representative
Tamika Maultsby
tmaultsby@friendshipschools.org

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Message from the School

Friendship Ideal's mission is to provide a world-class education that motivates students to achieve high academic standards, enjoy learning, and develop as ethical, literate, well-rounded and self-sufficient citizens who contribute actively to their communities. Our shared values are integrity, responsibility, confidence, caring, commitment, patience, persistence, and respect.

School Offerings

- Extended Day

Demographics & Enrollment

American Indian/Alaskan	0.00%	At Risk	0.00%
Asian	0.00%	Children in Foster Care	0.00%
Black/African-American	0.00%	English Learners	0.00%
Hawaiian/Pacific Islander	0.00%	Homeless Children and Youth	0.00%
Hispanic/Latino, any race	0.00%	Migrant students	0.00%
Two or more races	0.00%	Military Connected	0.00%
White	0.00%	Students with Disabilities	0.00%

Before/After School Care

Before School care	None
After School care	Sliding Scale/Voucher

Teacher Experience

	School	DC
2+ Years	N/A	88.00%

00 157

Friendship PCS - Ideal Middle School

STAR Rating

Overall STAR Rating **Score**

00 158

Friendship PCS - Woodridge Middle School

2019 Report Card | Star Rating ★★★★☆ | 229.00 Students Enrolled | Grade 4 - Grade 8

Location
2959 Carlton Ave NE
Washington, DC 20018
Friendship PCS
http://www.friendshipschools.org

Principal
Felicia Owo

Parent Organization Representative
Tamika Maultsby
tmaultsby@friendshipschools.org

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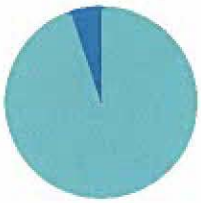
Message from the School

Friendship Woodridge's mission is to provide a world-class education that motivates students to achieve high academic standards, enjoy learning, and develop as ethical, literate, well-rounded and self-sufficient citizens who contribute actively to their communities. Our shared values are integrity, responsibility, confidence, caring, commitment, patience, persistence, and respect.

School Offerings

- Extended Day
- Interscholastic Sports

Demographics & Enrollment



American Indian/Alaskan	0.00%
Asian	0.00%
Black/African-American	94.00%
Hawaiian/Pacific Islander	0.00%
Hispanic/Latino, any race	5.00%
Two or more races	0.00%
White	0.00%

At Risk	37.00%
Children in Foster Care	0.00%
English Learners	2.00%
Homeless Children and Youth	9.00%
Migrant students	0.00%
Military Connected	0.00%
Students with Disabilities	13.00%

Before/After School Care

Before School care	None
After School care	Sliding Scale/Voucher

Teacher Experience

	School	DC
2+ Years	87.00%	88.00%

00 159

Friendship PCS - Woodridge Middle School

STAR Rating

Overall STAR Rating **Score**

★★★★☆ 78.28%

Elementary School STAR Framework

★★★★☆ 63.82%

Middle School STAR Framework

★★★★★ 87.16%

Student Group Scores	ES	MS
All Students	63.57%	90.53%
Students with Disabilities	N/A	61.39%
At Risk	62.39%	82.82%
Black/African-American	68.89%	92.47%

Student Achievement

	School	DC
Meeting or Exceeding Expectations		
English Language Arts	42.08%	37.15%
Mathematics	37.83%	30.67%

Student Growth

Median growth percentile (1 to 99)		
English Language Arts	62.00	55.00
Mathematics	73.00	48.00
Growth to proficiency		
English Language Arts	60.01%	54.95%
Mathematics	49.34%	41.41%

Attendance

90% Attendance	93.39%	70.57%

Student Enrollment Changes

Re-enrollment	86.85%	82.33%

Discipline

Out of school suspensions per 100 students	10.04	6.00

00 160

Friendship PCS - Online

2019 Report Card | Star Rating ★★★☆☆ | 216.00 Students Enrolled | Kindergarten - Grade 8

Location
1351 Nicholson St NW
Washington, DC 20011
Friendship PCS
http://www.friendshipschools.org

Principal
John Sloane

Parent Organization Representative
Tamika Maultsby
tmaultsby@friendshipschools.org

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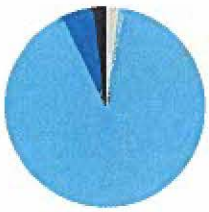
Message from the School

Friendship K-8 Online's mission is to provide a world-class education that motivates students to achieve high academic standards, enjoy learning, and develop as ethical, literate, well-rounded and self-sufficient citizens who contribute actively to their communities. Our shared values are integrity, responsibility, confidence, caring, commitment, patience, persistence, and respect.

School Offerings

- Blended Learning
- Online Learning

Demographics & Enrollment



American Indian/Alaskan	2.00%
Asian	1.00%
Black/African-American	89.00%
Hawaiian/Pacific Islander	0.00%
Hispanic/Latino, any race	5.00%
Two or more races	0.00%
White	2.00%

At Risk	55.00%
Children in Foster Care	0.00%
English Learners	1.00%
Homeless Children and Youth	12.00%
Migrant students	0.00%
Military Connected	5.00%
Students with Disabilities	15.00%

Before/After School Care

Before School care	No
After School care	No

Teacher Experience

	School	DC
2+ Years	100.00%	88.00%

00 161

Friendship PCS - Online

STAR Rating

Overall STAR Rating **Score**

★★★☆☆ 55.61%

Elementary School STAR Framework

★★★☆☆ 40.26%

Middle School STAR Framework

★★★★☆ 68.96%

Student Group Scores	ES	MS
All Students	39.31%	69.58%
Students with Disabilities	N/A	59.10%
At Risk	48.45%	77.71%
Black/African-American	46.21%	70.58%

Student Achievement

	School	DC
Meeting or Exceeding Expectations		
English Language Arts	46.77%	37.15%
Mathematics	21.95%	30.67%

Student Growth

Median growth percentile (1 to 99)		
English Language Arts	53.00	55.00
Mathematics	43.00	48.00
Growth to proficiency		
English Language Arts	55.61%	54.95%
Mathematics	31.77%	41.41%

Attendance

90% Attendance	99.46%	70.57%

Student Enrollment Changes

Re-enrollment	76.56%	82.33%

Discipline

00 162

Friendship PCS - Chamberlain Elementary School

2019 Report Card | Star Rating ★★★☆☆ | 372.00 Students Enrolled | PK3 - Grade 3

Location
1345 Potomac Ave SE
Washington, DC 20003
Friendship PCS
http://www.friendshipschools.org

Principal
Morrise Harbour

Parent Organization Representative
Tamika Maultsby
tmaultsby@friendshipschools.org

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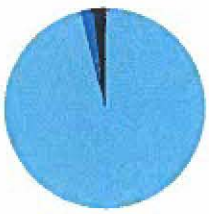
Message from the School

Friendship Chamberlain's mission is to provide a world-class education that motivates students to achieve high academic standards, enjoy learning, and develop as ethical, literate, well-rounded and self-sufficient citizens who contribute actively to their communities. Our shared values are integrity, responsibility, confidence, caring, commitment, patience, persistence, and respect.

School Offerings

- Extended Day

Demographics & Enrollment



American Indian/Alaskan	0.00%
Asian	0.00%
Black/African-American	96.00%
Hawaiian/Pacific Islander	0.00%
Hispanic/Latino, any race	2.00%
Two or more races	0.00%
White	2.00%

At Risk	57.00%
Children in Foster Care	1.00%
English Learners	1.00%
Homeless Children and Youth	8.00%
Migrant students	0.00%
Military Connected	0.00%
Students with Disabilities	10.00%

Before/After School Care

Before School care	None
After School care	Sliding Scale/Voucher

Teacher Experience

	School	DC
2+ Years	95.00%	88.00%

00 163

Friendship PCS - Chamberlain Elementary School

STAR Rating

Overall STAR Rating **Score**

46.67%

Student Group Scores

All Students	45.74%
At Risk	57.10%
Black/African-American	50.28%

Student Achievement

	School	DC
Meeting or Exceeding Expectations		
English Language Arts	20.68%	37.15%
Mathematics	29.31%	30.67%

Attendance

90% Attendance	74.20%	70.57%

Student Enrollment Changes

Re-enrollment	87.45%	82.33%

Early Childhood

Classroom Organization (out of 7.00)	6.18	5.78
Emotional Support (out of 7.00)	6.14	6.02
Instructional Support (out of 7.00)	4.40	3.18

Discipline

Out of school suspensions per 100 students	0.53	6.00

00 164

Friendship PCS - Technology Preparatory High School

2019 Report Card | Star Rating ★★★★☆ | 277.00 Students Enrolled | Grade 9 - Grade 12

Location
2705 Martin Luther King Jr. Ave SE
Washington, DC 20032
Friendship PCS
http://www.friendshipschools.org

Principal
Kun Ye Booth

Parent Organization Representative
Tamika Maultsby
tmaultsby@friendshipschools.org

The DC School Report Card gives families a look into all public schools in the District of Columbia. Start here to learn more about how public schools in DC are preparing all students for success in the next grade, college, and careers.

Message from the School

Technology Preparatory's mission is to provide a world-class education that motivates students to achieve high academic standards, enjoy learning, and develop as ethical, literate, well-rounded and self-sufficient citizens who contribute actively to their communities. Our shared values are integrity, responsibility, confidence, caring, commitment, patience, persistence, and respect.

School Offerings

- Advanced Placement
- Career and Technical Education
- Dual College Enrollment
- Extended Day
- Online Learning
- Interscholastic Sports
- School Garden
- STEM Focus

Demographics & Enrollment

American Indian/Alaskan	0.00%
Asian	0.00%
Black/African-American	99.00%
Hawaiian/Pacific Islander	0.00%
Hispanic/Latino, any race	1.00%
Two or more races	0.00%
White	0.00%

At Risk	63.00%
Children in Foster Care	1.00%
English Learners	0.00%
Homeless Children and Youth	8.00%
Migrant students	0.00%
Military Connected	0.00%
Students with Disabilities	25.00%

Before/After School Care

Before School care	No
After School care	No

Teacher Experience

	School	DC
2+ Years	86.00%	88.00%

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Friendship PCS - Technology Preparatory High School

STAR Rating

Overall STAR Rating

Score

62.94%

Student Group Scores

All Students	61.95%
Students with Disabilities	63.06%
At Risk	75.36%
Black/African-American	65.13%

Student Achievement

	School	DC
Meeting or Exceeding Expectations		
English Language Arts	44.44%	37.15%
Mathematics	9.72%	30.67%

College and Career Readiness

SAT College Ready Benchmark	6.00%	19.92%

Graduation Rate

Four-Year Graduation Rate	87.03%	68.18%
Five-Year Graduation Rate	95.55%	74.08%
Extended Years Graduation Rate	90.74%	68.18%

Attendance

90% Attendance	75.55%	70.57%

Student Enrollment Changes

Re-enrollment	92.96%	82.33%

Discipline

Out of school suspensions per 100 students	2.88	6.00

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Attachment 8: Current or Past Litigation

Identify—by school—current or past litigation, including arbitration proceedings, from the last three years that have involved the operator or any charter schools it operates. If applicable, provide: 1) the complaint; 2) any response to the complaint; and 3) the results of the arbitration or litigation.

N/A

Attachment 9: Proposed Discipline Policy

Provide the school's proposed discipline policy.

Friendship Aspire Academy, Inc. Discipline Policy

This policy is designed to address conduct that might reasonably lead the school to forecast substantial disruption of or material interference with school activities, undermine the school's basic educational mission or interfere with the rights of others. The following are details regarding when the policy applies, disciplinary action that may be taken for violating the policy, a list of infractions and other school policies that parents must review with their children. The Student Code of Conduct is the district's response to the requirements of Chapter 37 of the Texas Education Code.

Jurisdiction

The provisions of this Code of Conduct purport to control, regulate or establish standards for the actions, behavior or activities of students at Friendship. Provisions are enforceable by school authorities during regularly scheduled school hours, as well as other times and places, including, but not limited to the following:

- When the student is on school grounds
- When the student is on or off school grounds participating in or attending any school function or activity, including, but not limited to, extended learning, extra-curricular activities, field trips or class trips sponsored by Friendship Public Charter School
- While the student is away from school grounds if the misconduct directly affects the good order, efficient management and welfare of other students (this specifically includes, but is not limited to, bullying and cyber bullying)
- When the student is off school grounds while wearing the school's uniform and traveling on transportation provided by Office of the State Superintendent, Department of Transportation

Alternate Instruction

For students who receive out-of-school suspensions, arrangements will be made between the school and each individual family for picking up work and making up any missed assignments and classroom instructional support. Students who are suspended during the period of state assessment administration will be allowed to take the state assessment and will be required to leave school grounds after daily completion of the assessment. Additionally, Friendship complies with the laws and regulations pertaining to special education students receiving appropriate due process and services.

Disciplinary Action

School Administrators shall foster positive school climates that engage all students in learning and are encouraged to utilize positive behavioral interventions. Students who violate the discipline policy may be subject to one or more of the following documented actions at the discretion of the school administration and the Board of Trustees.

Disciplinary actions and Restorative Strategies can include, but are not limited to the following:

- Teacher/Student Conference
- Parent Call
- Reflective Assignments
- Additional Instructional Time
- Behavior Contract
- Behavior Intervention Plan
- Mediation
- Counseling

- Restorative Circle/Practice
- Restitution
- Detention
- SSST Referral
- Loss of Privileges
- Confiscation of Inappropriate Items
- Community Service
- Other as Assigned by the School Leader
- ASTEP/Substance Abuse Services
- Abeyance/Probation
- Alternative Programs
- Out-of-School Suspension
- Expulsion
- Referral to Law Enforcement Agencies

Guidance

LEVEL 1: Classroom support and referral to student staff support team (SST)
The following interventions are examples but not an exhaustive list of supports that may be appropriate when the behavior is a minor infraction, the student has had no prior incidents, and/or interventions have not been put in place.

- Teacher/Student Conference
- Parent Call
- Reflective Assignments
- Additional Instructional Time

LEVEL 2: Intensive student staff support team (SST)
interventions and referral to appropriate Governmental or community based agency for additional support
The following interventions are examples but not an exhaustive list of supports that may be appropriate when the behavior has continued to negatively influence the learning experience of the student and others.

- Attendance Intervention Plan
- Behavior Intervention Plan
- Mediation
- Counseling
- Restitution
- Restorative practices/circle
- Referral to Community Based Mental Health Agency
- Referral to CFSA or Court Social Services regarding attendance.

LEVEL 3: In- school suspension and continued student staff support team intervention (SST) – (No more than 3 consecutive days)
The following interventions are examples but not an exhaustive list of support that may be appropriate given the seriousness of the offense and impact of the student's behavior on the school community and/or when documented interventions and supports have been put in place but the behavior is escalating.

- Loss of Privileges
- Confiscation of Inappropriate Items

• Community Service
• Referral to Substance Abuse Services

LEVEL 4: Out of school suspension and continued student staff support team intervention (SST) – (5 consecutive days or less)
May be appropriate when a student attempts or willfully causes or threatens to cause bodily injury to another student who requires more than de minimis medical attention or emotional distress that requires more than de minimis professional treatment or counseling.

LEVEL 5: Expulsion
May be appropriate when behavior presents an imminent threat of serious harm to the school community, or when the student has engaged in chronic and extreme disruption of the educational process that has created a substantial barrier to learning for other students across the school day.

Infraction Definitions

Academic Dishonesty – Using or submitting information through methods not approved by teachers or administration, obtaining data that is classified, and/or taking ownership for information or documentation that is not created by the student. This includes, but is not limited to plagiarizing, cheat sheets, unapproved materials during testing, possession of answer keys or tests and/or completing another student's assignment. Intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty.

Attack – an aggressive and violent action against a person

Bullying – Friendship defines bullying as any severe, pervasive, or persistent act or conduct whether physical, electronic, or verbal that:
1. May be based on a youth's actual or perceived race, color, ethnicity, religion, national origin, sex, age, marital status, personal appearance, sexual orientation, gender identity or expression, intellectual ability, familial status, family responsibilities, matriculation, political affiliation, genetic information, disability, source of income, status as a victim of an intrafamily offense, place of residence or business, or any other distinguishing characteristic, or on a youth's association with a person, or group with any person, with one or more of the actual or perceived foregoing characteristics; and
2. Can reasonably be predicted to:
a. Place the youth in reasonable fear of physical harm to their person or property;
b. Cause a substantial detrimental effect on the youth's physical or mental health;
c. Substantially interfere with the youth's academic performance or attendance; or
d. Substantially interfere with the youth's ability to participate in or benefit from the services, activities or privileges provided by an agency, educational institution or grantee.

Disorderly Conduct – Disorderly conduct includes, but is not limited to: yelling, running, pushing, shoving or engaging in horseplay. Excessive verbal abuse or physical interaction that results in disruption is also considered disorderly conduct.

Expulsion – Permanent dismissal of a student from the school program. If an expulsion is approved, it is the responsibility of the parent/guardian to place the student in another school. The special education team will assist a parent of a student with special needs to ensure the
student is enrolled at another school.

Fabrication/Forgery/Alteration/Destruction
Intentional or unauthorized creation, alteration, falsification, destruction or invention of any official document including but not limited to 911 phone calls, issuing a bomb threat, setting off a fire alarm, etc.

Gambling – Gambling is the participation in any game where money or other items have been or may be exchanged. Any spectator is deemed a promoter of gambling and therefore will be subject to disciplinary action.

Gang-related activity – A gang is any ongoing organization, association or group of three or more persons, whether formal or informal, having as one of its primary activities the commission of criminal acts and having a common name or common identifying signs, colors or symbols. Gang-related activity is any conduct engaged in by a student 1) on behalf of a gang, 2) to perpetuate the existence of any identified gang, or 3) to promote the common purpose and design of any identified gang.

Group Fighting – An altercation between more than two (2) participants involved in a physical confrontation.

Harassment – Words and/or actions directed toward an individual or group of individuals to intimidate, degrade, and/or fail to respect another person's dignity. Harassment includes, but is not limited to, references made to a person or group based upon age, sex, race, religion or ethnic origin. Verbal comments, sexual name-calling, gestures, jokes, slurs or spreading sexual rumors directed toward an individual or group is also considered harassment. Sexual harassment is unwelcome sexual advances, requests for sexual favors, or other unwelcome verbal or physical contact of a sexual nature.

Incendiary – A bomb or combination of chemicals used to start a fire (i.e., matches lighters, explosives, etc.)

Possession – Having the item(s) on one's personal property; or under one's control by placement of and knowledge of the location of the item(s) on school property or willing to transfer or accept any prohibited object/item to/from any other person who possesses or brings the item on school grounds.

Sexual Assault – Any unwanted sexual contact or attention achieved by force, threats, bribes, manipulation, pressure, tricks and/or violence.

Sexual Acts – Inappropriate touching or feeling. Sexual Contact – engagement in consensual sexual activity including sexting.

Suspension – Temporary dismissal of a student from the regular school program and school-sponsored events for the allotted time assigned by a school administrator. Suspensions can range from 1 to 45 school days, depending on the seriousness of the violation. Students are expected to complete work packets while they serve their suspension. Special Education students will receive appropriate services required under the law. After a suspension, parents/guardians are responsible for scheduling a conference with a Friendship administrator on or before the day the student returns from suspension.

Theft – Acceptance, possession, sale, purchase, transfer and/or taking of property belonging to another person without his/her consent and knowledge.

Threatening an individual – Verbal or physical acts and/ or written statements regarding harm to an individual's life, physical or emotional well-being and/or personal property. Additionally, obtaining or attempting to obtain any item or money by intimidation, force, fraud or illegal use of authority is considered extortion. These actions include but are not limited to arguing, balling up fist, writing notes, extortion, displaying a weapon or posturing.

Trespassing – Trespassing is unauthorized presence on school property or at a school event, including those off school grounds. It also includes a student entering any area without authorization to do so. If suspended or expelled from school, a student is not allowed on any school district property or allowed to participate in school sponsored extra-curricular activities on campus or offsite.

Vandalism, Destruction of property – Willful or malicious destruction, defacement or damage to school and/or personal property.

Weapon – A weapon, device, instrument, material or substance, animate or inanimate that is used for, or is readily capable of, causing death or serious bodily injury, except that such item does NOT include a pocket knife with a blade of less than 2 ½ inches in length.

Procedures for Suspension and Expulsion

1. All notices regarding disciplinary action will be provided to the parent in writing on the date the school makes a decision to suspend the student and must be signed by a school administrator or designee.

2. Students under 14 years of age, who have been given an out-of-school suspension or expulsion, may not leave school grounds during school hours unless

    a. accompanied by a parent/guardian or parent/ guardian designee. Parents/guardians of students 14 years of age or older who have been suspended or expelled will be extended the opportunity to be accompanied from school grounds by a parent, guardian or their designee.

3. Short-Term Suspensions: The school administrator or designee may suspend a student for periods of short-term suspensions for no more than nine (9) cumulative days in a school year.

4. Long-term Suspensions of 10 days or more and/or Expulsion: The school administrator or designee may only recommend:

    a. Long-term suspension of 10 days or more and /or
    b. Expulsion

5. All recommendations for 6-9-day suspensions or expulsions will be reviewed by the Community Office or Board of Trustees for a final decision. Note: The Board of Trustees' Discipline Committee does, in the event of disagreement between the Community Office and the school administrator, render the final discipline determination.

6. In calculating days of suspension, days served will not include days when school is not in session for students, including but not limited to school closure days, school holidays, spring break and summer break, unless the student is required to attend summer school or extended year services. For example, if the student is suspended on the day before spring break, the days during spring break will not count as days the student served on suspension.

7. Once a student is suspended, a student homework packet must be available for a parent to retrieve within one business day.
8. For students with IEPs, 504 Plans and students who are in the process of being evaluated for special education who are suspended for more than 10 days in a school year, a multi-disciplinary team will review all relevant educational records contained in the student's file or in possession of the school to determine whether the student's violation of school rules was a manifestation of the student's disability.

a. If it is determined that the student's behavior was a manifestation of the student's disability, the student will be returned to his/her educational placement.
b. If it is determined that the student's behavior was not a manifestation of his/her disability, the student's file will be reviewed to determine disciplinary action in accordance with the policies contained in this section.

Procedures for Appeal

1. Upon notification of disciplinary action, a parent/ guardian/student shall have 48 hours to contact the school administrator to request a meeting.

2. During the meeting, the school administrator, the student/ parent/guardian shall have the right to review the summary of the incident, present witnesses and evidence on their behalf, cross examine witnesses presented by the school and to request that the school administrator reconsider the disciplinary action.

3. In the event that the administrator is unwilling to reconsider the proposed disciplinary action, the student/parent/guardian has the right to appeal any suspension of 10 days or more as well as a recommendation for expulsion by contacting the Community Office at (202) 281-1700 within 24 hours of the meeting with the school administrator.

4. The student / parent/guardian/ can submit letters from witnesses, character letters, a statement from the student and any other information relevant to the case in writing within 48 hours of contacting the Community Office. Community Office representatives, consisting of at a minimum two (2) administrators at the manager level or above, may also elect to speak with the parent and student regarding the incident.

5. The student/parent/guardian may also request as part of their appeal to have a hearing before the representatives or designees of the Board of Trustees. The representatives or designees of the Board of Trustees who will hear the appeal will consist of at a minimum two (2) administrators at the manager level or above.

Review and Determinations

1. All recommendations for suspensions of 10 days or more and expulsion will be reviewed by the Community Office for final determination, regardless of the parent/guardian/student request for appeal. FERPA authorizes disclosure without prior consent to officials and teachers within the school or agency who have a legitimate educational interest and other K-12 schools or school systems to which the student seeks or intends to enroll or is already enrolled as well as post-secondary institutions to which the student seeks to enroll. In the above instances, the student's educational records can be disclosed without prior consent if the person or agency to which the records are being disclosed has a legitimate educational interest.

2. In the case of an appeal, additional information submitted by the parent/guardian/student within the 48-hour timeframe, as well as any information obtained from a hearing, if one is requested, will also be considered.
3. Determinations made at the Community Office by representatives or designees of the Board of Trustees shall be final and will be communicated to the parent/ guardian/student and school administration in writing.

Alternative Programs: A student may be assigned to or offered the opportunity to participate in alternative programs available if, in the opinion of school officials, such assignment would benefit the student. A student with a disability should be referred to the IEP team to determine appropriate services and placement.

Self-Assessment: School Culture Triage

School culture requires consistent care. Determine the current condition of your culture. Do you need simply to monitor and maintain, or are you headed for intensive care?

Instructions: Copy and distribute this survey to teachers and instructional staff in the same school. Have them fill out the form completely, then tally individual scores. Add up individual scores and divide by the number in the group for an average. Compare that number with the Scoring Guide on the next page to determine the health of your culture.

	Never	Rarely	Sometimes	Often	Always or almost always
PROFESSIONAL COLLABORATION					
1. Teachers and staff discuss instructional strategies and curriculum issues.	1	2	3	4	5
2. Teachers and staff work together to develop the school schedule.	1	2	3	4	5
3. Teachers and staff are involved in the decision-making process with regard to materials and resources.	1	2	3	4	5
4. The student behavior code is a result of collaboration and consensus among staff.	1	2	3	4	5
5. The planning and organizational time allotted to teachers and staff is used to plan as collective units/teams rather than as separate individuals.	1	2	3	4	5
AFFILIATIVE COLLEGIALITY					
1. Teachers and staff tell stories of celebrations that support the school's values	1	2	3	4	5
2. Teachers and staff visit/talk/meet outside of the school to enjoy each others' company.	1	2	3	4	5
3. Our school reflects a true "sense" of community.	1	2	3	4	5
4. Our school schedule reflects frequent communication opportunities for teachers and staff.	1	2	3	4	5
5. Our school supports and appreciates the sharing of new ideas by members of our school.	1	2	3	4	5
6. There is a rich and robust tradition of rituals and celebrations, including holidays, special events, and recognition of goal attainment.	1	2	3	4	5
SELF-DETERMINATION/EFFICACY					
1. When something is not working in our school, the faculty and staff predict and prevent rather than react and repair.	1	2	3	4	5
2. School members are interdependent and value each other.	1	2	3	4	5
3. Members of our school community seek alternatives to problems/issues rather than repeating what we have always done.	1	2	3	4	5
4. Members of our school community seek to define the problem/issue rather than blame others.	1	2	3	4	5
5. The school staff is empowered to make instructional decisions rather than waiting for supervisors to tell them what to do.	1	2	3	4	5
6. People work here because they enjoy and choose to be here.	1	2	3	4	5

Source: *Penelope Masden-Copas*

Scoring Guide: School Culture Triage

The lowest triage score is 17 and the highest score is 85. After using the triage questions in several program evaluations, our data suggest the following:

17 – 40 = Critical and immediate attention necessary. Conduct a full-scale assessment of your school's culture and invest all available resources in repairing and healing your school's culture.

41 – 60 = Modifications and improvements are necessary. Begin with a more intense assessment of your school's culture to determine which area is most in need of improvement.

60 – 75 = Monitor and continue to make positive adjustments.

76 – 85 = Amazing! We have never had a score higher than 75! Continue monitoring, though, with each school improvement planning cycle, or at least every two years, to be sure you stay in top shape.

Source: *Penelope Masden-Copas*

School Culture Audit

This school culture assessment has been used successfully in public schools of North Carolina, Florida, and Kentucky over the last decade. It can be used with one school or an entire district. It provides immediate feedback, is cost-effective, and recognizes both strengths and challenges.

What is a School Culture Audit?

What are we looking for in a School Culture Audit? An audit is not a "find a problem and fix it" process. Rather than asking, "What is wrong with this place?" cultural auditors ask, "What, in your opinion, would make this school the best it can be?" School culture is assessed by examining three types of behavior (Phillips, 1993):

- **Professional collaboration**
  Do teachers and staff meet and work together to solve instructional, organizational, or curricular issues?

- **Collegial relationships**
  Do people enjoy working together, support one another, and feel valued and included?

- **Efficacy/self-determination**
  Are people in this school because they want to be? Do they work to improve their skills as professionals, or do they see themselves as victims of a large and uncaring bureaucracy?

Each audit has five steps:

1. Interviews
2. Observations
3. Survey
4. Evaluation
5. Presentation

When combined, information obtained from these different vantage points produce a clear picture of the school's culture. The facilitators should not be from the school being audited.

Directions

Step One: Interviews — Designate days when the facilitators will interview staff, parents, students, classified staff, and administrators. See Page 47 for more detailed instructions for the interviews.

Step Two: Observations — Designate days when facilitators will make informal observations of the school. These observations include discussions with students, faculty, and other stakeholders. See Pages 48-49 for more detailed instructions for the interviews.

Step Three: Survey — Designate days when representatives of all school community groups will take the school culture survey. See Pages 50-51 for the survey and more detailed instructions about administering the survey.

Step Four: Evaluation — Evaluate what has been learned during the School Culture Audit. See Page 52 for more detailed instructions about evaluating the results.

Step Five: Presentation — Present the findings of the School Culture Audit to the community. See Page 53 for more detailed instructions about the presentation.

Source: *Christopher Wagner*

Step One: Interviews

Directions to the facilitators

1. Ask the school principal for a designated space for the interviews – a conference room, designated classroom, corner of the media center, or faculty lounge to conduct interviews. Make sure there are beverages and snacks available since most professional staff will be giving up their preparation period.

2. Randomly select groups of five to eight each of faculty members, parents, students, classified staff, and administrators to be interviewed. Interview the various groups separately.

3. Assign at least two facilitators to each group. Explain the process you will be using and how the information that you collect will be used. Tell interviewees that they are not required to answer any question. Do not use a tape recorder – nothing shuts down an interview quite as fast, and you want open, candid responses.

4. Ask each group a series of questions relating to the school's culture. Decide in advance which questions each facilitator will ask. Both facilitators ask questions, take notes, and record direct quotes.

5. Ask vision questions to encourage a positive picture of the future. Instead of asking "what is?," ask "what ought to be?" Keep the group's focus positive and avoid falling into a "woe is me" whining syndrome. Pay attention to the dominant emotions elicited from these "vision" questions:
   - When you awoke this morning and thought about another day in this school (as a teacher, student, custodian, etc.), what was the dominant feeling or emotion you experienced?
   - What factors caused you to feel that way?
   - Think of the previous week in terms of emotional peaks and valleys. Identify some peaks of bliss. Identify some valleys of despair.
   - Imagine a peak of emotional bliss next week as a teacher (student, administrator, etc.). How would you set it up for yourself? Who could you get to help?

   The responses to these questions will begin to yield the emotional status of each group. Facilitators identify sources of dominant emotions and hints for improvement from the "imagined bliss" question.

6. Identify what is important to the group and how people improve. Look for whether their responses reflect the formal curriculum and stated professional development goals. Do improvement areas reflect the silent curriculum and unstated or spin-off outcomes? Note responses in which people say they are learning from each other or in more formal settings such as planned staff development sessions.
   - As a teacher (student, administrator, etc.), recall one way you have improved in the past year. What is something you are doing differently or better?
   - What were the major forces or who contributed to your improvement?
   - What is one way you would like to improve in the next 12 months? How could you make this happen?

7. Get to the heart of attitudes about differentiated instruction/ student achievement with a question and a follow-up. Typical responses to the first question detail the lack of study habits and poor parenting.
   - How have students changed over the past few years?
   - Since we all agree that students are not the same as they were a few years ago, how have you modified your teaching to reach every child?

   Other questions might include:
   - If you had the power to make today the best day of teaching you ever had, what would you do?
   - How could we make this staff come together in a unified, collective, and supportive manner?
   - What are some instructional highlights of your day and what can you do to experience them more often?
   - How can teachers make the classified staff feel more valued and respected?

8. Take a few minutes to debrief and compare notes after each interview.

9. Analyze notes for evidence of the presence or absence of professional collaboration, collegiality, and self-determination. This information will be included in the School Culture Audit report, which will be shared with school stakeholders.

Source: *Christopher Wagner*

Step Two: Observations

Facilitators make informal observations of the school. These observations include discussions with students, faculty, and other stakeholders.

Directions to the facilitators

1. Speak with a good cross-section of students and staff.

2. Separate and circulate throughout the school for best results.

3. Look for specific examples of 13 characteristics related to the three types of behavior being evaluated by the audit: **professional collaboration** (teachers planning together, sharing teaching modalities, teaming in their delivery, etc.), **collegiality** (friendly environment, emotional support, continuation of cherished rituals and traditions), and **efficacy/self-determination**. Make a note of each example and determine the degree to which each characteristic is present in the school. Share the notations in the profile presentation. Note both positive and negative examples.

   Each of the 13 characteristics listed here is related to those three types of behavior. For example, 3, 4, 6, and 10 support professional collaboration; 1, 5, 7, 8, 11, 12, and 13 align with collegiality; and 2 and 9 represent efficacy.

   Determine to what degree each of these characteristics is present in the school.

   Examples:
   - Facilitator observes shared and good-natured (as opposed to mean-spirited) humor in the faculty lounge as an example of characteristic #8.
   - Facilitator observes mutual respect exhibited between teachers and secretarial staff prior to the beginning of the school day. A notation is made on characteristic #1: collegiality.
   - Facilitator observes cooperative effort to secure reading grant and makes a notation regarding #4: experimentation and entrepreneurship, and #9: shared decision making.

4. After the observations, facilitators review notes in a debriefing session. Their notes are shaped and interpreted to more clearly specify the characteristics identified. The data are included in the School Culture Audit report to the staff and school community with all other collected data.

CHARACTERISTICS

1. **Collegiality.** The way adults treat each other, i.e., respect and harmony vs. disrespect and discord.
2. **Efficacy.** Feeling of ownership or capacity to influence decisions; i.e., do people tend to live with or solve problems?
3. **High expectations of self and others.** Excellence is acknowledged; improvement is celebrated, supported, and shared.
4. **Experimentation and entrepreneurship.** New ideas abound and invention occurs.
5. **Trust and confidence.** Participants believe in the leaders and each other based on the match between creeds and deeds.
6. **Tangible support.** Improvement efforts are substantive with abundant resources made available by all.
7. **Appreciation and recognition of improvement.** People feel special and act special.
8. **Humor.** Caring is expressed through "kidding" or joking in tasteful ways.
9. **Shared decision making by all participants.** Those affected by a decision are involved in making and implementing the decision.
10. **Shared vision.** Participants understand what's important and avoid trivial tasks.
11. **Traditions.** The school has identifiable celebrations and rituals that are important to the school community.
12. **Open and honest communication.** Information flows throughout the organization in formal and informal channels. Everyone receives information on a "need-to-know" basis.
13. **Metaphors and stories.** There is evidence of behavior being communicated and influenced by internal imagery.

Source: *Christopher Wagner*

OBSERVATIONS

1. **Collegiality.** The way adults treat each other, i.e., respect and harmony vs. disrespect and discord.

2. **Efficacy.** Feeling of ownership or capacity to influence decisions; i.e., do people tend to live with or solve problems?

3. **High expectations of self and others.** Excellence is acknowledged; improvement is celebrated, supported, and shared.

4. **Experimentation and entrepreneurship.** New ideas abound and invention occurs.

5. **Trust and confidence.** Participants believe in the leaders and each other based on the match between creeds and deeds.

6. **Tangible support.** Improvement efforts are substantive with abundant resources made available by all.

7. **Appreciation and recognition of improvement.** People feel special and act special.

8. **Humor.** Caring is expressed through "kidding" or joking in tasteful ways.

9. **Shared decision making by all participants.** Those affected by a decision are involved in making and implementing the decision.

10. **Shared vision.** Participants understand what's important and avoid trivial tasks.

11. **Traditions.** The school has identifiable celebrations and rituals that are important to the school community.

12. **Open and honest communication.** Information flows throughout the organization in formal and informal channels. Everyone receives information on a "need-to-know" basis.

13. **Metaphors and stories.** There is evidence of behavior being communicated and influenced by internal imagery.

Source: *Christopher Wagner*

Step Three: Survey

Directions to the facilitators

- Ask representatives of all school community groups to take the School Culture Survey *(see next page)*.
- Assure participants survey responses are anonymous.
- Surveys should be presented and collected in person – mailing is a waste of time and postage.
- Professional staff may complete the survey in 10 to 15 minutes in a faculty meeting. A faculty member collects the surveys at that time.
- The school secretary usually circulates and collects surveys from teaching assistants, other clerical staff, custodians, and bus drivers.
- Administer parent and student surveys immediately after their participation in the interview. Parent surveys also can be distributed during open house, parent/teacher conferences, or at a PTA/PTO meeting.
- A committee (formed for this purpose of an administrator, teacher, clerical staff member, etc., or the school improvement committee) tabulates the responses, creating separate scores for each subgroup to compare.

Tabulating survey results

A standing school committee (such as the school improvement committee) should tabulate the survey results, providing an average for what is perceived to be present and what is perceived to be important for each of the 13 questions.

The committee should then review the averages for gaps in the two numbers on each question. A general rule is that gaps of 3.0 or more need to be addressed.

Example

In the **presence** line for #1: Democratic decision making. Four people circle 2, eight people circle 3, two people circle 4, eight people circle 5, and two people circle 6. The sum of all rankings is 92. The mean, 92 divided by 24 (people) equals 3.8.

Then, in the **importance** line, two people circle 5, three people circle 6, 10 people circle 8, seven people circle 9, and two circle 10. The sum of all rankings is 191. The mean, 191 divided by 24 (people) equals 7.9.

The gap (difference) between importance and present equals 4.1. Conclusion: This school should address the issue of democratic decision making.

Source: *Christopher Wagner.* Survey adapted from Phillips, G. (1993). *The school-classroom culture audit.* Vancouver, B.C.: Eduserv, British Columbia School Trustees Publishing.

School Culture Survey

Background: The 13 items in this survey have been identified as key indicators of a school's culture. Your opinion and ranking of these factors is important and will be valuable in assessing your school's culture. What is culture? For this survey, culture is defined as the beliefs, attitudes, and behaviors that characterize the school in terms of:

- How people treat and feel about each other;
- The extent to which people feel included and appreciated; and
- Rituals and traditions reflecting collaboration and collegiality.

Directions: Please rate each item twice. First, rate the item by circling an appropriate number reflecting its PRESENCE in your school. Second, rate the item by circling the appropriate number relative to its IMPORTANCE to you.

I am a: *(Please circle one)*

Student	Teacher aide	Custodian	Parent	
Secretary	Administrator	Teacher	Bus driver	Other

1. Democratic and participatory decision making.

Not present 1 2 3 4 5 6 7 8 9 10 Always present
Not important 1 2 3 4 5 6 7 8 9 10 Extremely important

2. Strong leadership from administrators, teachers, or teams of both.

Not present 1 2 3 4 5 6 7 8 9 10 Always present
Not important 1 2 3 4 5 6 7 8 9 10 Extremely important

3. Staff stability-low turnover from year to year.

Not present 1 2 3 4 5 6 7 8 9 10 Always present
Not important 1 2 3 4 5 6 7 8 9 10 Extremely important

4. A planned, coordinated curriculum supported by research and faculty.

Not present 1 2 3 4 5 6 7 8 9 10 Always present
Not important 1 2 3 4 5 6 7 8 9 10 Extremely important

5. Schoolwide selected and agreed-upon staff development.

Not present 1 2 3 4 5 6 7 8 9 10 Always present
Not important 1 2 3 4 5 6 7 8 9 10 Extremely important

6. Parental involvement, engagement, and support.

Not present 1 2 3 4 5 6 7 8 9 10 Always present
Not important 1 2 3 4 5 6 7 8 9 10 Extremely important

7. Schoolwide recognition of success for students and staff.

Not present 1 2 3 4 5 6 7 8 9 10 Always present
Not important 1 2 3 4 5 6 7 8 9 10 Extremely important

8. An effort to maximize active learning in academic areas.

Not present 1 2 3 4 5 6 7 8 9 10 Always present
Not important 1 2 3 4 5 6 7 8 9 10 Extremely important

9. District support for school improvement efforts.

Not present 1 2 3 4 5 6 7 8 9 10 Always present
Not important 1 2 3 4 5 6 7 8 9 10 Extremely important

10. Collaborative instructional planning and collegial relationships.

Not present 1 2 3 4 5 6 7 8 9 10 Always present
Not important 1 2 3 4 5 6 7 8 9 10 Extremely important

11. Sense of community, family, and team.

Not present 1 2 3 4 5 6 7 8 9 10 Always present
Not important 1 2 3 4 5 6 7 8 9 10 Extremely important

12. Clear goals and high expectations for students and staff.

Not present 1 2 3 4 5 6 7 8 9 10 Always present
Not important 1 2 3 4 5 6 7 8 9 10 Extremely important

13. Order and discipline established through consensus and consistent application.

Not present 1 2 3 4 5 6 7 8 9 10 Always present
Not important 1 2 3 4 5 6 7 8 9 10 Extremely important

Please use the space below to make any additional comments about the items on this survey.

Source: *Christopher Wagner.* Survey adapted from Phillips, G. (1993). *The school-classroom culture audit.* Vancouver, B.C.: Eduserv, British Columbia School Trustees Publishing.

Step Four: Evaluation

Directions to the facilitators

1. Analyze the data and identify strengths (presence of culture-rich examples) and weaknesses.

2. Organize the analyzed data into a written School Culture Profile answering questions such as:
   - What specific comments (quotes) were expressed about building professional collaboration in this school?
   - What did we observe that would lead us to believe there is a strong sense of collegiality here?
   - Which responses indicate the presence or lack of efficacy?
   - What gaps exist between what is present and what is important as revealed in the survey?
   - How do the survey results compare with information gathered in the interviews and observations?
   - What trends or common themes are revealed in the collected data?

3. If there are no specific examples of professional collaboration, collegiality, and efficacy/self-determination, then point to what is unhealthy about the culture and what is inhibiting improvement. Some examples:
   - When teachers say they feel isolated and want to spend more time with colleagues, there is an obvious lack of opportunity for collegial involvement.
   - If teachers cannot identify a source of help for an instructional dilemma, there is a problem with professional collaboration.
   - Constant complaints about red tape, central office policy and the ever-increasing demands made by the state department reveal the lack of self-determination and efficacy.

4. Present the written profile to the school improvement team and administration before making an oral presentation to the school community.

5. Many schools elect to do a School Culture Audit in the fall and again in the spring as a pre/post instrument.

Source: *Christopher Wagner*

Step Five: Presentation

Directions to the facilitators

1. Use an extended faculty meeting held immediately after school for the presentation, or better, report it at an evening PTA/PTO/School Council meeting. Since the meetings are always positive and extremely informative, schools typically make great efforts to invite the community.

2. Keep the presentation to an hour or less.

3. With two or more facilitators, one facilitator opens the meeting by sharing statements and direct quotes from the interviews. These statements are tied to the big three behaviors: professional collaboration, collegial relationships, efficacy/self-determination.

4. Another facilitator shares notes from the observation, including comments overheard or summaries of discussions. These comments answer the questions: How are people treating each other? What types of behaviors are staff members modeling for the children? How inviting does the school feel? What evidence is there of collaboration, collegiality, and efficacy?

5. Share information from the survey, noting any significant gaps between presence and importance.

6. Conclude with four or five recommendations for improvement. Facilitators also may agree to work with the school improvement team, site-based council, etc., to assist in planning and implementing improvements.

7. Facilitate a discussion among stakeholders about the findings. Addressing the following key questions provides a basis for sustained improvement that has the potential to involve and secure ownership from the entire school community:
   - What areas of our school's culture (professional collaboration, collegiality, efficacy/self-determination) appear to be strongest and why?
   - What can we do as a school community to maintain and/or improve these strengths?
   - What areas of our school's culture (professional collaboration, collegiality, efficacy/self-determination) present the greatest challenge for improvement?
   - What can we as a school community do to improve in these areas?

PRESENTATION TIPS

When presenting to the school community, take care to highlight school culture strengths. There is always something good to say.

A typical statement might be:

"During the interview, several people indicated a desire to develop thematic units with teachers in other disciplines. One teacher said, 'I respect my colleagues and would like the opportunity to just sit down and talk about what they teach. A few years ago, we worked together on a thematic unit. The kids liked it, we got a lot accomplished, and it gave us a chance to teach together. Many of us would like to do that again.' Another teacher reported an interest in learning more teaching strategies from her colleagues.

"Based on the data collected, one of the facilitator's recommendations for strengthening professional collaboration would involve planning time for several volunteers to develop a pilot thematic unit. Once the unit has been taught, the teachers involved could report their experiences to the entire faculty."

Source: *Christopher Wagner*

Attachment 10: Evidence of Community Support

Provide evidence of support from intended community partners such as letters of intent/commitment, memoranda of understanding, and/or contracts.

CITY EDUCATION PARTNERS

January 17, 2019

Commissioner Mike Morath
Texas Education Agency
The Texas Education Agency
Generation Twenty-Four
1701 N. Congress Avenue
Austin, TX 78701

Dear Commissioner Mike Morath:

This letter is to express our support for the authorization of Friendship Aspire Academy, Inc. in San Antonio, Texas. This proposed model on the east side of San Antonio will create a strong school option for students focused on rigorous instruction with strong organizational leadership that engages learners. As the Chief Executive Officer of City Education Partners, I believe they will be a great addition to our ecosystem.

At City Education Partners, our vision is that all students in the urban core of San Antonio have access to a high-quality public education, so they have the ability to live choice-filled lives. Friendship Aspire Academy will use a gifted teaching staff, create a culture of achievement, support leaders focused on results and develop strong systems and structures to achieve quality. Furthermore, the operator is experienced and has had strong results in other markets.

If authorized, CEP will continue to support Friendship through building a community co-design team and piloting pieces of their models prior to launch. We look forward to working with their team and TEA in order to make this opportunity a reality for San Antonio.

Sincerely,

Mark Larson
Chief Executive Officer

100 BLACK MEN
of San Antonio, Inc.
What They See Is What They'll Be.

January 16, 2020

Ms. Virginia Perry, Director of Development
Friendship Education Foundation
Friendship Aspire San Antonio East
300 South Izard
Little Rock, AR 72201

Dear Ms. Perry

I am writing to share my support for the Friendship Education Foundation's pursuit of opening Friendship Aspire San Antonio East public charter school in San Antonio, Texas. As the Executive Director, 100 Black Men of San Antonio, Inc. and founding Board Secretary for San Antonio Preparatory Charter School, I believe that the Friendship Education Foundation's school model would add great value in keeping young brown and black boys in school and on track to the opportunities that education can offer.

Currently the 100 BMOSA have eight active community and school-based mentoring programs, affecting over 400 youth and young adults. We believe that a partnership with Friendship Aspire San Antonio East will allow the 100 BMOSA to increase our work to over 500 youth and young adults during FY 2021 period and would be proud to be one of their newest school-based programs beginning 2021.

As a new partner with the Friendship Aspire San Antonio East, we are looking forward to how they will support students by providing them a world class education. The 100 BMOSA mentoring program is a very desirable program to schools like Friendship Aspire San Antonio East, educating low-income minority and high at-risk students on the east side of San Antonio. Therefore, I ask that you give every consideration possible to the Friendship Aspire San Antonio East when reviewing their application for funding.

Educating with Purpose,

Dr. Milton Harris, Executive Director 100 Black Men of San Antonio, Inc.
Board Secretary, San Antonio Preparatory Charter School

Attachment 11: Bylaws

Provide the proposed bylaws for the charter school's governing board or the existing bylaws of the sponsoring entity.

BYLAWS
OF
FRIENDSHIP ASPIRE ACADEMY, INC.

Adopted 1/28/2018

ARTICLE 1
NAME OF CORPORATION, REGISTERED AGENT AND OFFICES

Section 1. Principal Office. The principal office of the Corporation shall be in the State of Texas.

Section 2. Name of Corporation. The name of the Corporation shall be FRIENDSHIP ASPIRE ACADEMY, INC.

ARTICLE 2
NONPROFIT PURPOSES

Section 1. IRC Section 501(c)(3) Purposes. FRIENDSHIP ASPIRE ACADEMY, INC. is organized exclusively for one or more of the purposes as specified in Section 501(c)(3) of the Internal Revenue Code.

Section 2. Specific Objective and Purposes. The specific objectives and purposes FRIENDSHIP ASPIRE ACADEMY, INC. shall be: to provide educational services to elementary and secondary schools under applicable Federal laws, to provide the resources and services to educate children from the age of five years old (kindergarten) through fifth grade. The purposes of this organization are also set forth in the Articles of Incorporation.

ARTICLE 3
BOARD OF TRUSTEES

Section 1. Number. FRIENDSHIP ASPIRE ACADEMY, INC. shall have five (5) Trustees or such other odd number of Trustees as shall be specified by the Local Board of Trustees by amendment to these Bylaws from time to time. Collectively, the Trustees shall be known as the Local Board of Trustees. The Local Board of Trustees will be overseen by the National Board of Trustees known as the National Board of Trustees.

Section 2. Requirements regarding Trustees. Not less than fifty-one percent (51%) of the Trustees of FRIENDSHIP ASPIRE ACADEMY, INC. shall be persons who are not officers or employees of the organization or any entity controlling, controlled by or under common control with the corporation and who are not beneficial owners of a controlling interest in the voting stock of any such entity.

Section 3. General Powers. The business, property and affairs of the Corporation shall be managed by its Board of Trustees. The Board of Trustees may exercise any and all of the powers granted to it under the State of Texas Non-Profit Corporation Act, as amended and in effect from time to time. The Board may delegate such powers to the officers of the Board and/or the Chair as it deems appropriate or necessary.

Section 4. Method of Selection. The Board of Trustees shall nominate and elect Trustees at annual meetings of the Board of Trustees and at other meetings of the Board of Trustees from time to time as vacancies occur, except that a vacancy which reduces the number of Trustees from less than three shall be filled at a special meeting of the Board of Trustees which shall be called within thirty (30) days after the vacancy occurs. Any vacancy occurring in the Board of Trustees by reason of an increase in the number of Trustees may be filled by the affirmative vote of a majority of the then members of the Board of Trustees, though less than a quorum of the Board of Trustees. A Trustee elected to fill a vacancy shall be elected for the unexpired term of his or her predecessor in office.

Section 5. Length of Term. Except as otherwise provided by the Board of Trustees, Trustees shall serve two (2) year terms, each such term beginning at an annual meeting of the Board of Trustees and continuing until the third subsequent annual meeting of the Board of Trustees (and thereafter until the Trustee's successor is elected and qualified). The Board of Trustees shall provide for the terms of the Trustees to be staggered such that approximately 1/3 of the terms begin and end at each annual meeting of the Board of Trustees. A Trustee, if re-elected, may serve more than one term.

Section 6. Tenure. Each Trustee shall hold office until his or her death, resignation or removal or until his or her successor is elected and qualified, whichever occurs first.

Section 7. Removal. Any Trustee may be removed at any time by a three-fifth (3/5) vote of the Board of Trustees.

Section 8. Resignation. Any Trustee may resign at any time by providing written notice to the Corporation. Notice of resignation will be effective upon receipt or at a subsequent time designated in the notice.

Section 9. Annual and Regular Meetings. The Board of Trustees shall hold an annual meeting on such day in December of each year as may be specified by the Board of Trustees or at such other time during each year as may be specified by the Board of Trustees. The Board of Trustees may provide, by resolution, the time and place, within the State of Arkansas, for the holding of additional regular meetings. The Corporation shall provide five (5) days' notice of the annual and all regular meetings as required.

Section 10. Special Meetings. Special meetings of the Board of Trustees may be called by or at the request of the Chair or any Trustee. The Corporation shall provide notice of all special meetings not less than five (5) days before the meeting is to be held.

Section 11. Notice; Waiver. Notice of any special meeting shall be given at least five (5) days prior to the special meeting by written notice, stating the time and place of the meeting, delivered personally or mailed or send by facsimile or electronic mail to each Trustee at the Trustee's business address. If mailed, such notice shall be deemed to be delivered when deposited in the United States mail properly addressed, with first class postage prepaid. If notice is given by facsimile or electronic mail, such notice shall be deemed to be delivered when the facsimile or electronic mail is sent and sender requires a facsimile or electronic confirmation that the document has been received. Any Trustee may waive notice of any meeting by written statement, or telecopy or electronic mail sent by the Trustee, signed before or after the holding of the meeting. The attendance of a Trustee at a meeting constitutes a waiver of notice of such meeting, except where a Trustee attends a meeting for the express purpose of objecting to the transaction of any business because the meeting is not lawfully called or convened.

Section 12. Quorum. A majority of the Trustees of the Board then in office constitutes a quorum for the transaction of business at any meeting of the Board of Trustees, but if less than a majority of the Trustees is present at a meeting, a majority of the Trustees present may adjourn the meeting from time to time until a quorum is present, providing such notice as required.

Section 13. Manner of Acting. The act of the majority of the Trustees present at a meeting at which a quorum is present shall be the act of the Board of Trustees.

Section 14. Meeting by Telephone or Similar Equipment. A Trustee may participate in a meeting by conference telephone or any similar equipment through which all persons participating in the meeting including members of the public, can hear each other. Participation in a meeting pursuant to this section constitutes presence in person at the meeting.

Section 15. Action without a Meeting. Any action that may be taken by the Board at a meeting may be taken without a meeting if a consent in writing, setting forth the action so to be taken, shall be signed by all of the Trustees.

Section 16. Trustees to Serve as Volunteers. Trustees, in the capacity of Trustees, shall serve as volunteers. By resolution of the Board of Trustees, Trustees may be paid their expenses, if any, for attendance at meetings of the Board of Trustees.

Section 17. Presumption of Assent. A Trustee who is present at a meeting of the Board of Trustees at which action on any corporate matter is taken shall be presumed to have assented to the action taken unless that Trustee's dissent shall be entered in the minutes of the meeting or unless that Trustee shall file a written dissent to such action with the person acting as the Secretary of the meeting before the adjournment thereof or shall forward such dissent by registered mail to the Secretary of the Corporation immediately after the adjournment of the meeting. This right to dissent shall not apply to a Trustee who voted in favor of such action.

Section 18. Executive Committee and other Committees.
(a) The Board of Trustees, by resolution adopted by a majority of the Trustees in office, may appoint an Executive Committee, to consist of one or more Trustees. Such a committee, following the terms of the initial resolution and any amended resolution(s), shall have and may exercise (when the Board of Trustees is not in session) the powers of the Board of Trustees in the management of the business and affairs of the Corporation, except action related to filling of vacancies in the Board of Trustees or committee, or amendments to the Articles of Incorporation or Bylaws.
(b) The Board of Trustees, by resolution adopted by a majority of the Trustees in office, may create an appoint additional committees to assist the Board of Trustees in the conduct of the Corporation's affairs and, in the case of committees composed exclusively of Trustees, to exercise the Board of Trustees' authority in specific matters. These committees include the School Performance Committee, Finance Committee, and Nominations and Governance Committee.
(i) The School Performance Committee shall be composed primarily of Trustees to oversee and handle matters related to the academic affairs of The FRIENDSHIP ASPIRE ACADEMY, INC.
(ii) The Finance Committee shall be composed primarily of Trustees to oversee the financial management of The FRIENDSHIP ASPIRE ACADEMY, INC. The Finance Committee shall recommend an annual budget for The FRIENDSHIP ASPIRE ACADEMY, INC. for adoption by the Board of Trustees and may, by majority vote of the members of the Finance Committee, accept the annual audit of financial statements on behalf of the Board of Trustees.

(iii) The Nominations and Governance Committee shall be composed exclusively of Trustees to make recommendations regarding matters relating to the procedures and membership of the Board of Trustees.

Section 19. Fiscal Year, Budget and Accounting. The fiscal year of the Corporation shall begin on the first day of July in each year. The Board of Trustees shall have exclusive control of the budget. The Board of Trustees shall prepare and publish an annual budget for The FRIENDSHIP ASPIRE ACADEMY, INC.

ARTICLE 4
OFFICERS OF THE CORPORATION

Section 1. Number. The officers of the Corporation shall be a President, Vice President, Secretary, Treasurer, and such assistant officers as may be selected by the Board of Trustees.

Section 2. Election and Term of Office. The Board of Trustees shall elect the officers of the Corporation from time to time. Each officer shall serve for such term as may be specified by the Board of Trustees, not in excess of two (2) years, or until his or her earlier death, resignation or removal. An officer, if re-elected, may serve more than one term.

Section 3. Removal. Any officer elected by the Board of Trustees may be removed by the Board of Trustees whenever in its judgment the best interests of the Corporation would be served thereby.

Section 4. Resignation. Any officer may resign at any time by providing written notice to the Corporation. Notice of resignation will be effective upon receipt or at a subsequent time designated in the notice.

Section 5. Chair. The President, who shall hereafter be referred to as the "Chair," of the Corporation shall be a Trustee and shall preside at all meetings of the Board of Trustees. In the absence of the Chair, the Vice President, hereafter referred to as "Vice Chair," shall preside. If the Vice Chair is absent, then a temporary chair, chosen by the members of the Board of Trustees attending the meeting shall preside. The Chair shall be an ex officio member of all standing committees and may be designated chairperson of those committees by the Board of Trustees.

Section 6. Vice Chair. The Vice Chair shall be a member of the Board of Trustees. In the absence of the Chair or in the event of the Chair's death, inability or refusal to act, the Vice Chair shall perform the duties of the Chair, and when so acting, shall have all the powers of an be subject to all the restriction upon the Chair. The Vice Chair shall perform any other duties assigned by the Chair or the Board.

Section 7. Secretary. The Secretary shall be a member of the Board of Trustees. The Secretary shall: (1) keep the minutes of the Board of Trustees meetings in one or more books provided for that purpose and ensure that they are distributed at least three (3) days before the next regular meeting of the Board; (b) see that all notices are given in accordance with the provisions of these Bylaws; (c) be custodian of the corporate records; (d) keep a register of the business address of each Trustee; and (d) perform all duties incident to the office of the Secretary and other duties assigned by the Chair or the Board of Trustees.

Section 8. Treasurer. The Treasurer shall be a member of the Board of Trustees. The Treasurer shall: (a) assure that the responsibilities of the fiscal agent of the Corporation are properly carried

out; and (b) in general perform all of the duties incident to the office of Treasurer and such other duties as from time to time may be assigned by the Board of Trustees.

Section 9. Service as Employees. Officers of the Corporation may when appropriate be treated as employees of the Corporation and, as employees, may be compensated for their services on such terms and conditions as may be specified by the Board of Trustees and in accordance with applicable law.

Section 10. Filling More than One Office. Subject to statute, any two offices of the Corporation except those of Chair and Secretary may be held by the same person, but no officer shall execute, acknowledge or verify any instrument in more than one capacity.

ARTICLE 5
CONTRACTS, LOANS, CHECKS AND DEPOSITS; SPECIAL OR CORPORATE ACTS

Section 1. Contracts. The Board of Trustees may authorize any officer or officers, agent or agents, to enter into any contract, to execute and deliver any instrument, or to acknowledge any instrument required by law to be acknowledged in the name of and on behalf of the Corporation. Such authority, whether general or confined to specific instances, shall be made by instrument in writing whenever granted to a person other than an officer. When no executing officers are specified the Chair or Vice Chair and the Secretary or Treasurer may execute the action and may affix the corporate seal.

Section 2. Loans. No loans shall be contracted on behalf of the Corporation and no evidences of indebtedness shall be issued in its name unless authorized by a resolution of the Board of Trustees, whether general or confined to the specific instances.

Section 3. Checks, Drafts, Etc. All checks, drafts or other order for the payment of money, notes or other evidences of indebtedness issued in the name of the Corporation shall be signed by such officer or officers, agent or agents, of the Corporation and in such manner as shall from time to time be determined by resolution by the Board of Trustees.

Section 4. Deposits. All funds of the Corporation not otherwise employed shall be deposited from time to time to the credit of the Corporation in such banks, trust companies or other depositories as the Board of Trustees may select, and consistent with requirements by law.

Section 5. Voting of Securities Owned by the Corporation. Subject to any specific direction of the Board of Trustees, the Chair, his/her proxy, the Secretary or Treasurer (or proxy) may vote any shares or other securities at any meeting of security holders. Any person so designated shall have full power to act on behalf of the Corporation.

Section 6. Corporate Seal. The corporate seal shall be circular in form and shall bear the name of the Corporation ("FRIENDSHIP ASPIRE ACADEMY, INC."), the words "Corporate Seal" and words and figures denoting its location in the State of Arkansas, and otherwise shall be in such form as shall be approved from time to time by the Board of Trustees. The seal may be used by impressing, affixing, reproducing, or otherwise causing it or a facsimile thereof to appear on any document or thing upon which it may be required.

ARTICLE 6
AMENDMENTS

Unless consistent with law, these Bylaws may be adopted or amended by obtaining the affirmative vote of a majority of the Board of Trustees at any regular or special meeting of the Board of Trustees, if a notice setting forth the terms of the proposal has been given in accordance with the notice requirements for special meetings.

ARTICLE 7
INDEMNIFICATION

In the absence of fraud or bad faith, the Trustees of the Corporation shall not be personally liable for its debts, obligations or liabilities; and the Corporation shall indemnify any trustee or officer or former trustee or officer of the Corporation, or any person who may have served at its request as a trustee or officer of another corporation, whether for profit or not for profit, or any other person who is one of its "foundation managers" as defined in Section 4946(b) of the Internal Revenue Code of 1954, against expense actually and necessarily incurred by him in connection with the defense of any action, suit, or proceeding in which he is made a party by reason of having or having been such trustee or officer or "foundation manager" except in relation to matters as to which he shall be adjudged in such action, suit or proceeding to be liable for negligence or misconduct in the performance of a duty.

Such indemnification shall not be deemed exclusive of any other rights to which such trustee, officer or "foundation manager" may be entitled, under any bylaw, agreement, and vote of board of trustees or members or otherwise.

Anything contained in this Article 7 to the contrary notwithstanding, the Corporation shall in no event indemnify any person otherwise entitled to such indemnification if such indemnification would constitute would constitute "self-dealing" as defined in Section 4941 of the Internal Revenue Code of 1954.

ARTICLE 8
RESTRICTIONS APPLICABLE IF THE COMPANY IS OR BECOMES A PRIVATE FOUNDATION

Section 8.01: Restrictions.
Notwithstanding anything contained in the Articles to the contrary, in the event and if for any reason the Company should fail to qualify as a "public foundation" and is classified as a "private foundation" as the term is defined in Section 509(a) of the Code, or corresponding provisions of any subsequent Federal tax law, or is classified as a private "operating foundation" as defined in Section 4942(j)(3) of the Code, or corresponding provisions of any subsequent federal tax laws, then and in such event and in order to comply with Section 508(e) of the Code, and for so long as the Company may be deemed a "private foundation" or a private "operating foundation," the powers and activities of the Company in accomplishing the foregoing purposes shall be specifically subject to the following requirements, restrictions, and limitations:

Clause 8.01(a). Self-Dealing. The Corporation shall not engage in any act of self-dealing as defined in Section 4941(d) of the Code;

Clause 8.01(b) Mandatory Distributions. The Corporation shall distribute its income for each taxable year at such time and in such manner as not to become subject to the tax on undistributed income imposed by Section 4942 of the Code;

Clause 8.01(c). Excess Business Holdings. The Corporation shall not retain any excess business holdings as defined in Section 4943(C) of the Code;

Clause 8.01(d). Jeopardizing Investments. The Corporation shall not make any investments in such manner as to subject it to tax under Section 4944 of the Code; and

Clause 8.01(e). Taxable Expenditures. The Corporation shall not make any taxable expenditures as defined in Section 4945(d) of the Code.

Signed by,

Donald L Hense

Attachment 12: Code of Ethics and Conflict of Interest Policy

Provide the following:

- Governing board's proposed Code of Ethics
- Governing board's proposed Conflict of Interest policy
- Identify any existing relationships that could pose actual or perceived conflicts if the application is approved.
- Outline specific steps the board will take to avoid any actual conflicts and to mitigate perceived conflicts.

Conflict of Interest Policy
FRIENDSHIP ASPIRE ACADEMY, INC.

Policy on Conflicts of Interest
And Disclosure of Certain Interests

This conflict of interest policy is designed to help directors, officers, and employees of the FRIENDSHIP ASPIRE ACADEMY, INC. identify situations that present potential conflicts of interest and to provide FRIENDSHIP ASPIRE ACADEMY, INC. with a procedure that, if observed, will allow a transaction to be treated as valid and binding even though a director, officer, or employee has or may have a conflict of interest with respect to the transaction. In the event there is an inconsistency between the requirements and the procedures prescribed herein and those in federal or state law, the law shall control. All capitalized terms are defined in Part 2 of this policy.

1. Conflict of Interest Defined. For purposes of this policy, the following circumstances shall be deemed to create Conflicts of Interest:

   A. Outside Interests.

      (i) A Contract or Transaction between FRIENDSHIP ASPIRE ACADEMY, INC. and a Responsible Person or Family Member.

      (ii) A Contract or Transaction between FRIENDSHIP ASPIRE ACADEMY, INC. and an entity in which a Responsible Person or Family Member has a Material Financial Interest or of which such person is a director, officer, agent, partner, associate, trustee, personal representative, receiver, guardian, custodian, conservator, or other legal representative.

   B. Outside Activities.

      (i) A Responsible Person competing with FRIENDSHIP ASPIRE ACADEMY, INC.in the rendering of services or in any other Contract or Transaction with a third party.

      (ii) A Responsible Person's having a Material Financial Interest in; or serving as a director, officer, employee, agent, partner, associate, trustee, personal representative, receiver, guardian, custodian, conservator, or other legal representative of, or consultant to; an entity or individual that competes with

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FRIENDSHIP ASPIRE ACADEMY, INC.in the provision of services or in any other
Contract or Transaction with a third party.

C. Gifts, Gratuities and Entertainment. A Responsible Person accepting gifts, entertainment, or other favors from any individual or entity that:

(i) does or is seeking business with, or is a competitor of FRIENDSHIP ASPIRE ACADEMY, INC.; or

(ii) has received, is receiving or is seeking to receive a loan or grant, or to secure other financial commitments from FRIENDSHIP ASPIRE ACADEMY, INC.;

(iii) is a charitable organization;

under circumstances where it might be inferred that such action was intended to influence or possibly would influence the Responsible Person in the performance of his or her duties. This does not preclude the acceptance of items of nominal or insignificant value or entertainment of nominal or insignificant value that are not related to any particular transaction or activity of FRIENDSHIP ASPIRE ACADEMY, INC.

D. Gifts, Gratuities and Entertainment. A Responsible Person accepting gifts, entertainment, or other favors from any individual or entity that:

(i) does or is seeking business with, or is a competitor of FRIENDSHIP ASPIRE ACADEMY, INC.; or

(ii) has received, is receiving or is seeking to receive a loan or grant, or to secure other financial commitments from FRIENDSHIP ASPIRE ACADEMY, INC.;

(iii) is a charitable organization;

under circumstances where it might be inferred that such action was intended to influence or possibly would influence the Responsible Person in the performance of his or her duties. This does not preclude the acceptance of items of nominal or insignificant value or entertainment of nominal or insignificant value that are not related to any particular transaction or activity of FRIENDSHIP ASPIRE ACADEMY, INC.

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2. Definitions.

A. A *Conflict of Interest* is any circumstance described in Part 1 of this Policy.

B. A *Responsible Person* is any person serving as an officer, employee or member of the board of directors of FRIENDSHIP ASPIRE ACADEMY, INC.

C. A *Family Member* is a spouse, domestic partner, parent, child, or spouse of a child, brother, sister, or spouse of a brother or sister, of a Responsible Person.

D. A *Material Financial Interest* in an entity is a financial interest of any kind that, in view of all the circumstances, is substantial enough that it would, or reasonably could, affect a Responsible Person's or Family Member's judgment with respect to transactions to which the entity is a party. This includes all forms of compensation. (The board may wish to establish an amount that it would consider to be a "material financial interest.")

E. A *Contract or Transaction* is any agreement or relationship involving the sale of purchase of goods, services, or rights of any kind, the providing or receipt of a loan or grant, the establishment of any other type of pecuniary relationship or review of a charitable organization by FRIENDSHIP ASPIRE ACADEMY, INC.. The making of a gift to FRIENDSHIP ASPIRE ACADEMY, INC.is not a Contract or Transaction.

00 200

3. Procedures.

A. Before board or committee action on a Contract or Transaction involving a Conflict of Interest, a director or committee member having a Conflict of Interest and who is in attendance at the meeting shall disclose all facts material to the Conflict of Interest. Such disclosure shall be reflected in the minutes of the meeting.

B. A director or committee member who plans not to attend a meeting at which he or she has reason to believe that the board or committee will act on a matter in which the person has a Conflict of Interest shall disclose to the chair of the meeting all facts material to the Conflict of Interest. The chair shall report the disclosure at the meeting and the disclosure shall be reflected in the minutes of the meeting.

C. A person who has a Conflict of Interest shall not participate in or be permitted to hear the board or committee's discussion of the matter except to disclose material facts and to respond to questions. Such person shall not attempt to exert his or her personal influence with respect to the matter, either at or outside the meeting.

D. A person who has a Conflict of Interest with respect to a Contract or Transaction that will be voted on at a meeting shall not be counted in determining the presence of a quorum for purposes of the vote. The person having a conflict of interest may not vote on the Contract or Transaction and shall not be present in the meeting room when the vote is taken, unless the vote is by secret ballot. Such person's ineligibility to vote shall be reflected in the minutes of the meeting. For purposes of this paragraph, a member of the board of directors of [*Organization Name*] has a Conflict of Interest when he or she stands for election as an officer or for re-election as member of the board of directors.

E. Responsible Persons who are not members of the board of directors of FRIENDSHIP ASPIRE ACADEMY, INC. or who have a Conflict of Interest with respect to a Contract or Transaction that is not the subject of board or committee action, shall disclose to the Chair or the Chair's designee any Conflict of Interest that such Responsible Person has with respect to a Contract or
Transaction. Such disclosure shall be made as soon as the Conflict of Interest is known to the Responsible Person. The Responsible Person shall refrain from any action that may affect FRIENDSHIP ASPIRE ACADEMY, INC.'s participation in such Contract or Transaction.

In the event it is not entirely clear that a Conflict of Interest exists, the individual with the potential conflict shall disclose the circumstances to

the Chair or the Chair's designee, who shall determine whether there exists a Conflict of Interest that is subject to this policy.

4. Confidentiality. Each Responsible Person shall exercise care not to disclose confidential information acquired in connection with such status or information the disclosure of which might be adverse to the interests of FRIENDSHIP ASPIRE ACADEMY, INC. Furthermore, a Responsible Person shall not disclose or use information relating to the business of FRIENDSHIP ASPIRE ACADEMY, INC. for the personal profit or advantage of the Responsible Person or a Family Member.

5. Review of Policy.

   A. Each new Responsible Person shall be required to review a copy of this Policy and to acknowledge in writing that he or she has done so.

   B. Each new Responsible Person shall annually complete a disclosure from identifying any relationships, positions, or circumstances in which the Responsible Person is involved that he or she believes could contribute to a Conflict of Interest arising. Such relationships, positions, or circumstance might include service as a director of or consultant to a not-for-profit organization, or ownership of a business that might provide goods or services to FRIENDSHIP ASPIRE ACADEMY, INC. Any such information regarding business interests of a Responsible Person or a Family Member shall be treated as confidential and shall generally be made available only to the Chair, the Executive Director, and any committee appointed to address Conflicts of Interests, except to the extent additional disclosure is necessary in connection with the implementation of this Policy.

   C. This policy shall be reviewed annually by each member of the board of directors. Any changes to the policy shall be communicated immediately to all Responsible Persons.

00 202

FRIENDSHIP ASPIRE ACADEMY, INC.

Conflict of Interest Information Form

Name:_____Date:_____

Please describe below any relationships, positions, or circumstances in which you are involved that you believe could contribute to a Conflict of Interest (as defined in FRIENDSHIP ASPIRE ACADEMY, INC.'s Policy on Conflicts of Interest) arising.

I hereby certify that the information set forth above is true and complete to the best of my knowledge. I have reviewed, and agree to abide by, the Policy of Conflict of Interest of FRIENDSHIP ASPIRE ACADEMY, INC. that is currently in effect.

Signature:_____ Date: _____

00 203

Attachment 13: Board Members' Résumés and Biographical Affidavits

For each member of the proposed school's governing board, provide a résumé AND a notarized Board Member Biographical Affidavit, a template for which is available on the Subchapter D Experienced Operator application page.

All prompts and response boxes must be completed on the affidavit. If a prompt does not apply to the board member, enter a response of N/A followed by a brief explanation of why the prompt does not apply. Ensure that the anticipated role to be filled at the proposed charter school is identified.

***NOTE*: Substantial repetition among and between affidavit responses will be subject to this application's Plagiarism Policy, and may be removed from consideration. Applicants must ensure that each board member individually provides her/his own personal response.**

GENERATION 25 BOARD MEMBER BIOGRAPHICAL AFFIDAVIT

Name of Proposed Charter School: Friendship Aspire Academy, Inc.

Name of Sponsoring Entity: Friendship Education Foundation

BACKGROUND

Full Legal Name: Joe Harris III

Home Mailing Address: 866 Bellevue St SE, APT 2, WDC 20032

Phone Number: (202) 746-7049

E-mail Address: JHARRIS@Friendsh.PUSA.ORG

Business Name: Friendship Education Foundation

Business Mailing Address: 4095 Minnesota Ave NE, Washington, DC 20019

Business Phone Number: 202-746-7049

E-Mail Address: JHarris@friendshipusa.org

Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation.

○ Yes

◉ No, does not apply to me

If Yes, state the name of the entity: Friendship Public Charter School

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

1. What was your motivation to serve on the board of the proposed charter school?

My motivation is to be a part of an opportunity to bring a high quality education to students in need.

DISCLOSURES

1. Indicate whether you (or your spouse) knows the other prospective board members for the proposed school.

◉ Yes

○ No, I/we do not know these individuals

If yes, describe the precise nature of your relationship. I am currently the National Executive Director for Friendship Education Foundation.

2. Indicate whether you (or your spouse) knows any person who is, or has been in the last two years, a school employee.

○ Yes

◉ No, I/we do not know any such employees

If yes, describe the precise nature of your relationship.

3. Indicate whether you (or your spouse) knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity).

◉ Yes

○ No, I/we do not know any such persons

If yes, describe the precise nature of your relationship and the nature of the business that such person(s) or entity is transacting or will be transacting with the school. I am currently the National Executive Director for Friendship Education Foundation.

4. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owner, directors, or agents of that provider.

◉ Yes

○ No, I/we do not know any such persons

If yes, describe the precise nature of your relationship. The school will contract with Friendship Education Foundation, and I am currently the National Executive Director for Friendship Education Foundation.

○ Not applicable because the school does not intend to contract with an education service provider or school management organization.

5. If the school intends to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider.

◉ Yes

○ No, I/we or my family do not anticipate conducting any such business.

If yes, describe the precise nature of your relationship. I am the National Executive Director for Friendship Education Foundation.

4. How will you know that the school is succeeding (or not) in its mission?

The school will be successful in its mission if students are accepted into the college of their choice upon completion of secondary education. Additionally, success is proven if students are able to graduate from the college of their choice.

GOVERNANCE

1. Describe the role that the board will play in the school's operation.

Philanthropy, Strategic Planning, Sustainability

2. How will you know if the school is successful at the end of the first year of operation?

Positive climate and culture surveys, student academic growth proven by state accountability results

3. How will you know at the end of four years if the school is successful?

State Accountability Rating, Planning for Blue Ribbon School status

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

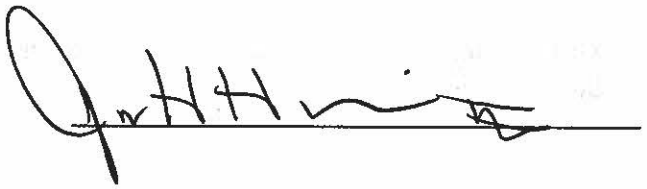
Fundraising, Promotion of the school's mission, Academic Support

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interest of the school?

Bring it up with the board in executive session.

CERTIFICATION

I, JOE H. HARRIS III, certify to the best of my knowledge and ability that the information I am providing to the Texas Education Agency as a board member is true and correct in every respect.

Signature  Date 1/17/20

State of _____

County of _____

On this day, _____ (name of affiant) appeared before me the undersigned notary public and deposed that he/she executed the above instrument and that the statements and answers contained therein are true and correct to the best of his/her knowledge and belief.

Subscribed and sworn to before _____ day of _____, 20____.

(Notary Public) _____ (Seal)

My commission expires_____

00 208

Joe H. Harris III

Joe H. Harris is one of the top charter school management leaders in the United States. An applauded senior executive and educational thought leader with substantial experience in nonprofit management, Harris' 24-year record is marked by accomplishments felt across four states. The mass of his work has positively impacted budgets, businesses and a significant base of people.

Across his career, Harris has managed over $50 million in funds towards the building, administration and operation of schools and has raised over $$ million in fundraising towards such projects. He is directly responsible for raising proficiency scores for thousands of disadvantaged or minority students and eliminating barriers to educational opportunities. He has fostered strategic and innovative partnerships with key government, business and charitable entities - including the Walton Family Foundation, the philanthropic arm run by the family behind Walmart. And Harris' work has immeasurably improved the lives of several large communities.

The overarching vision for Harris' years-long endeavors: to ensure excellence - academic and otherwise - that changes the arc of young and adult lives and enhances the nation's global competitive advantages.

Underlining Harris' track record is his reputation as a process improvement specialist. He has ushered in innovations and disruption as a member of the board for multiple organizations. He earned a coveted mayoral appointment from the former Mayor of Washington D.C. He co-founded an influential, community-based organization. And Harris' experience has made him a sought-after speaker, earning him audiences at Morehouse College and elsewhere.

Harris is currently the Chief Operating Officer and National Executive Director of The Friendship Education Foundation (FEF), one of the top national charter school management organizations (CMOs) in the U.S. It operates and manages a network of 15 schools across Washington D.C., Baltimore, Baton Rouge, Louisiana, and the Arkansas cities of Little Rock and Pine Bluff. In this leadership position since 2015, Harris oversees the foundation's day-to-day operations and manages all schools in the Friendship network outside of the nation's capital.

Specific elements of Harris' portfolio include: executing the Foundation's national expansion plans; introducing Friendship's vaunted brand to new audiences; replicating its successful educational approach and school design across the country; supervising statewide CMO teams; maintaining and expanding high-quality teacher and administrator talent pools; overseeing budgeting and finance models; making strategic planning decisions to target and expand new business; leading charter application submissions and approval processes; managing school facility financing and design; leading fundraising efforts; working with vendors; tasking teams towards marketing and enrollment goals; aligning Friendship's curriculum to various state standards; improving

academic performance for thousands of students in Friendship schools outside of Washington D.C.; and cultivating and maintaining strategic partnerships with state and district charter authorizers, funders, and school stakeholders. Under his leadership, Harris has successfully managed the charter approval and continuation process in three states: Maryland, Louisiana and Arkansas.

Harris was formerly the Vice President and Chief Operating Officer of Friendship House Association, a nonprofit committed to helping individuals and families overcome chronic problems, including homelessness, poverty, lack of education and little access to opportunity.

He has developed and implemented workforce literacy and job training programs for disadvantaged youth and adults; done advocacy work to ensure affordable housing for low-income families and seniors in D.C.; and forged partnerships within the government, philanthropic, and business sectors.

In 2010, Joe was appointed by District of Columbia Mayor Vincent Gray to the Citywide Mentoring Initiative — an effort to promote big brother/big sister mentoring throughout the city.

Harris has served as a founding Board Member and Officer of Friendship Public Charter Schools, Louisiana. And he's led and been involved in numerous Washington D.C.-based organizations. He is co-founder of the Bloomingdale Boys Club, a web-based community news service. He has sat on committees of the North Capitol Development Corporation and its Main Street Project. And he was Secretary of the Board for the Crispus Attucks Community Development Corporation/UNV1.

He's a past board member of the Dance Institute of Washington and has volunteered with the D.C. Boys and Girls Club, the D.C. Public Library, Food and Friends, and the Bloomingdale Neighborhood Community Garden Project.

Harris obtained a Bachelor of Science in Health Care Administration and Management from Florida Agricultural & Mechanical University and has completed studies towards a Masters in Health Services Management and Policy at The George Washington University.

Harris served in the United States Army, U.S. Army Reserves Unit, as a Soldier/Combat Medic and received an Honorable Discharge in June 1988. He is a member of the Alpha Phi Alpha Fraternity, Inc., Kappa Phi Lambda Chapter, Columbia, Maryland.

Harris has been a resident of the District of Columbia for 22 years. [redacted]

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GENERATION 25 BOARD MEMBER BIOGRAPHICAL AFFIDAVIT

Name of Proposed Charter School:	Friendship Aspire Academy, Inc.
Name of Sponsoring Entity:	Friendship Education Foundation

BACKGROUND

Full Legal Name:	Gilbert DeLorme
Home Mailing Address:	
Phone Number:	
E-mail Address:	
Business Name:	GREENSTEIN DELORME & LUCHS, P.C.
Business Mailing Address:	1620 L Street, N.W., Suite 900 Washington, DC 20036-5605
Business Phone Number:	(202) 452-1400 ext. 5682
E-Mail Address:	ged@gdllaw.com

Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation.

- (●) Yes
- ( ) No, does not apply to me

If Yes, state the name of the entity: Friendship Education Foundation

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

1. What was your motivation to serve on the board of the proposed charter school?

Providing an opportunity to bring a high quality education to students in need is my motivation for serving on the board of the proposed school.

00 209

2. What is your understanding of the appropriate role of a public charter school board member?

The role of a school board member is to make sure the school is fiscally solvent and poised for growth.

3. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I represent financial institutions, real estate developers, and a number of charter schools and other not-for-profit organizations in the purchase, sale, financing and development of commercial and residential real estate. This experience has allowed me to aide in the growth of charter schools. Many of the charter school acquisitions have involved structuring real estate finance packages from non-conventional financing sources such as the District of Columbia Government itself, charter school support organizations, public and private tax-exempt bond transactions and commercial banks.

4. Describe the specific knowledge and experience that you would bring to the board.

Governance, Financial Oversight, Legal Acumen

SCHOOL MISSION AND PROGRAM

1. What is your understanding of the school's mission and guiding beliefs?

The mission of Friendship Aspire San Antonio East is to create in under-served communities a world-class education that motivates students to achieve high academic standards, enjoy learning, and develop as ethical, literate, well-rounded and self-sufficient citizens who contribute actively to their communities. Friendship endeavors to provide world class educational options to those who might otherwise may not have had the opportunity.

2. What is your understanding of the school's proposed educational program?

The proposed school will offer a liberal arts, college preparatory education.

3. What do you believe to be the characteristics of a successful school?

Superior academic performance scores, sound financial health

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4. How will you know that the school is succeeding (or not) in its mission?

This school will succeed in its mission if all students are academically successful according to state accountability scores, students traverse to the next level of education in preparation for college, and the school has a solid financial footing for growth.

GOVERNANCE

1. Describe the role that the board will play in the school's operation.

Set the vision, oversee the budget, provide direction

2. How will you know if the school is successful at the end of the first year of operation?

The school will have a positive fund balance and students will experience academic growth at the end of the first year if the school has been successful.

3. How will you know at the end of four years if the school is successful?

Students achieve academic proficiency and there's a lucrative fund balance.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

Initiate policies aimed at improving student achievement
Hire a knowledgeable superintendent or CMO
Set vision

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interest of the school?

Address it in executive session

DISCLOSURES

1. Indicate whether you (or your spouse) knows the other prospective board members for the proposed school.

◉ Yes

○ No, I/we do not know these individuals

If yes, describe the precise nature of your relationship. I currently sit on the board of Friendship Education Foundation with them.

2. Indicate whether you (or your spouse) knows any person who is, or has been in the last two years, a school employee.

○ Yes

◉ No, I/we do not know any such employees

If yes, describe the precise nature of your relationship.

3. Indicate whether you (or your spouse) knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity).

◉ Yes

○ No, I/we do not know any such persons

If yes, describe the precise nature of your relationship and the nature of the business that such person(s) or entity is transacting or will be transacting with the school. I currently sit on the board of Friendship Education Foundation.

4. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owner, directors, or agents of that provider.

◉ Yes

○ No, I/we do not know any such persons

If yes, describe the precise nature of your relationship. I currently sit on the board of Friendship Education Foundation.

○ Not applicable because the school does not intend to contract with an education service provider or school management organization.

5. If the school intends to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider.

○ Yes

◉ No, I/we or my family do not anticipate conducting any such business.

If yes, describe the precise nature of your relationship.

6. Indicate whether you, your spouse, or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

○ Yes

◉ Does not apply to me, my spouse, or family.

If yes, describe the precise nature of your relationship.

7. List all business or organizations of which you are a partner or in which you have a majority interest.

GREENSTEIN DELORME & LUCHS, P.C.

8. List all previous experience with charter schools. Include open-enrollment schools and/or campus or program charters including dates, charter schools/charter holders, addresses and positions held.

I am on the board of Friendship Education Foundation, a charter management company.

9. Will you be employed by or contract with the sponsoring entity, the charter school, or the managements company of the school?

○ Yes

◉ Does not apply to me.

If yes, state the compensation you expect to receive.

10. Is any relative within the third degree of consanguinity (i.e., your parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) or with the third degree of affinity (i.e., your spouse or your spouse's parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) a member of the governing body of he sponsoring entity or of the governing body of the charter school?

○ Yes

◉ Does not apply to me.

If yes, describe the precise nature of your relationship.

11. Will any relative(s) within the third degree of consanguinity or affinity (See definition in question 10.) be employed by or receive any compensation or remuneration from the sponsoring entity, charter school, or the management company of the charter school?

○ Yes

◉ Does not apply to me.

If yes, provide information relating to the matter(s).

12. Have you ever been convicted of a misdemeanor involving moral turpitude; a felony; an offence listed in TEC § 37.007(a); or an offence listed in Article 62.01(5) Code of Criminal Procedure?

○ Yes

◉ Does not apply to me.

If yes, describe the precise nature of your relationship.

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CERTIFICATION

I, Gil DeLorme , certify to the best of my knowledge and ability that the information I am providing to the Texas Education Agency as a board member is true and correct in every respect.

Signature DocuSigned by: Gil DeLorme C1AED212D2D24BE... Date 1/17/2020

State of _____

County of _____

On this day, _____ (name of affiant) appeared before me the undersigned notary public and deposed that he/she executed the above instrument and that the statements and answers contained therein are true and correct to the best of his/her knowledge and belief.

Subscribed and sworn to before _____ day of _____, 20____.

(Notary Public) _____ (Seal)

My commission expires_____

00 216

Gil DeLorm

Mr. DeLorme represents financial institutions, real estate developers, and a number of charter schools and other not-for-profit organizations in the purchase, sale, financing and development of commercial and residential real estate, primarily in Maryland, Virginia and the District of Columbia. Mr. DeLorme's lender practice involves the structuring and documentation of new loans or refinancing of both residential and commercial property throughout all three jurisdictions, advising lenders as to the handling of troubled credits and when necessary, undertaking workouts with defaulted borrowers, including bankruptcy and foreclosure actions to realize recovery against secured collateral. Many of the charter school acquisitions involve structuring real estate finance packages from non-conventional financing sources such as the District of Columbia Government itself, charter school support organizations, public and private tax-exempt bond transactions and commercial banks. Mr. DeLorme is a founding shareholder of Greenstein, DeLorme & Luchs, P.C. Prior to returning to private practice in 1983, Mr. DeLorme served as the in-house general counsel of Perpetual Savings Bank which was then one of the largest savings and loans in the D.C. area. Between 1990 and 1993, Mr. DeLorme represented the RTC and the FDIC in working out troubled credits on behalf of these governmental entities as they acquired control over troubled savings and loan institutions. In his capacity as a board member of Friendship Education Foundation, Gil DeLorme works an average of one hour per week and attends to the proper governance, oversight, and strategic direction of the organization.

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GENERATION 25 BOARD MEMBER BIOGRAPHICAL AFFIDAVIT

Name of Proposed Charter School: Friendship Aspire Academy, Inc.

Name of Sponsoring Entity: Friendship Education Foundation

BACKGROUND

Full Legal Name: Donald Hense

Home Mailing Address:

Phone Number:

E-mail Address:

Business Name: Friendship House

Business Mailing Address:

Business Phone Number:

E-Mail Address:

Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation.

(•) Yes

( ) No, does not apply to me

If Yes, state the name of the entity: Friendship Public Charter School

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

1. What was your motivation to serve on the board of the proposed charter school?

The desire to inspire as many scholars as possible to pursue a college education serves as my primary motivation to serve on the board of Friendship Aspire San Antonio East.

00 217

2. What is your understanding of the appropriate role of a public charter school board member?

The role of a school board member is set a clear vision and goals for the school, and work to make sure the school meets the goals.

3. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I am the longtime executive director of the Friendship House social service agency, is a founder of Friendship Public Charter School. I serve as chairman of the Center for Youth and Family Investment, which provides extended learning programs to more than 2,000 children daily. I also co-founded the Bridges to Friendship Initiative, which spurred the Navy Yard revitalization and was recognized by Vice President Al Gore as a model community initiative.

I serve as vice president of the National Urban League, director of development of the Children's Defense Fund, and director of governmental relations at Howard University, Boston University and Dartmouth College. I am also a board member of the Center for Education Reform and the D.C. Arts and Humanities Collaborative and am treasurer of the D.C. Association of Charter Schools. In 2011, I was inducted into the National Charter Schools Hall of Fame.

I received my B.A. from Morehouse College and attended graduate school at Stanford University. I was a Rockefeller intern in economics at Cornell University, a Merrill scholar at the University of Ghana, a Ford Foundation fellow at Stanford University and a lecturer at the University of California, Berkeley.

4. Describe the specific knowledge and experience that you would bring to the board.

I am skilled at working with and communicating with the community, paying attention to finances and the general fiscal health of schools, and I am an advocate for youth and families.

SCHOOL MISSION AND PROGRAM

1. What is your understanding of the school's mission and guiding beliefs?

The mission of Friendship Aspire San Antonio East is is to create in underserved communities throughout the nation a world-class education that motivates students to achieve high academic standards, enjoy learning, and develop as ethical, literate, well-rounded and self-sufficient citizens who contribute actively to their communities. Friendship believes in the capacity of every child.

2. What is your understanding of the school's proposed educational program?

Friendship Schools are college preparatory.

3. What do you believe to be the characteristics of a successful school?

A commitment to educating the whole child, high expectations, and a dedicated teaching and leadership staff.

4. How will you know that the school is succeeding (or not) in its mission?

I will know the school is successful by tracking the students college going and and completion rates.

GOVERNANCE

1. Describe the role that the board will play in the school's operation.

The school will oversee finances, educational performances.

2. How will you know if the school is successful at the end of the first year of operation?

Financially, the school is solvent and students show growth and proficiency.

3. How will you know at the end of four years if the school is successful?

Student performance scores reflect students meeting or exceeding academic performance goals and the school is financially secure.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

Pay specific attention to finances and student performance.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interest of the school?

Bring it up with the board in executive session.

DISCLOSURES

1. Indicate whether you (or your spouse) knows the other prospective board members for the proposed school.

◉ Yes

○ No, I/we do not know these individuals

If yes, describe the precise nature of your relationship. Members of the National Board are already working together.

2. Indicate whether you (or your spouse) knows any person who is, or has been in the last two years, a school employee.

○ Yes

◉ No, I/we do not know any such employees

If yes, describe the precise nature of your relationship.

3. Indicate whether you (or your spouse) knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity).

○ Yes

◉ No, I/we do not know any such persons

If yes, describe the precise nature of your relationship and the nature of the business that such person(s) or entity is transacting or will be transacting with the school.

4. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owner, directors, or agents of that provider.

◉ Yes

○ No, I/we do not know any such persons

If yes, describe the precise nature of your relationship. The school will contract with Friendship Education Foundation, and I currently sit on the board of Friendship Education Foundation.

○ Not applicable because the school does not intend to contract with an education service provider or school management organization.

5. If the school intends to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider.

○ Yes

◉ No, I/we or my family do not anticipate conducting any such business.

If yes, describe the precise nature of your relationship.

6. Indicate whether you, your spouse, or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

○ Yes

◉ Does not apply to me, my spouse, or family.

If yes, describe the precise nature of your relationship.

7. List all business or organizations of which you are a partner or in which you have a majority interest.

Friendship House

8. List all previous experience with charter schools. Include open-enrollment schools and/or campus or program charters including dates, charter schools/charter holders, addresses and positions held.

Founder of Friendship Public Charter Schools in Washington, DC

9. Will you be employed by or contract with the sponsoring entity, the charter school, or the managements company of the school?

○ Yes

◉ Does not apply to me.

If yes, state the compensation you expect to receive.

10. Is any relative within the third degree of consanguinity (i.e., your parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) or with the third degree of affinity (i.e., your spouse or your spouse's parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) a member of the governing body of he sponsoring entity or of the governing body of the charter school?

○ Yes

◉ Does not apply to me.

If yes, describe the precise nature of your relationship.

11. Will any relative(s) within the third degree of consanguinity or affinity (See definition in question 10.) be employed by or receive any compensation or remuneration from the sponsoring entity, charter school, or the management company of the charter school?

○ Yes

◉ Does not apply to me.

If yes, provide information relating to the matter(s).

12. Have you ever been convicted of a misdemeanor involving moral turpitude; a felony; an offence listed in TEC § 37.007(a); or an offence listed in Article 62.01(5) Code of Criminal Procedure?

○ Yes

◉ Does not apply to me.

If yes, describe the precise nature of your relationship.

DocuSign Envelope ID: CA32F032-9CA2-473F-95DE-73769AEA5F44

CERTIFICATION

I, Donald Hense, certify to the best of my knowledge and ability that the information I am providing to the Texas Education Agency as a board member is true and correct in every respect.

Signature DocuSigned by: Donald Hense DF56D612A176499... Date 1/17/2020

State of _____

County of _____

On this day, _____ (name of affiant) appeared before me the undersigned notary public and deposed that he/she executed the above instrument and that the statements and answers contained therein are true and correct to the best of his/her knowledge and belief.

Subscribed and sworn to before _____ day of _____, 20____.

(Notary Public) _____ (Seal)

My commission expires_____

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Donald Hense

Chairman & Founder
Friendship Public Charter School

Donald L. Hense founded Friendship Public Charter School in 1997. Thanks to Mr. Hense's vision and relentless insistence on excellence, thousands of District students have achieved academic success with the nation's best educators and administrators directing students to college and a rewarding future. Friendship Public Charter School now operates nine public charter school campuses in Washington, DC and has partnerships with schools in Baltimore, MD and Baton Rouge, Louisiana.

Mr. Hense's service has extended to the District and well beyond its borders. In addition to serving as the Chairman of the Friendship Public Charter School Board of Trustees, he is the Treasurer of the Board of Directors for the DC Association of Chartered Public Schools, a member of the Board of Directors of the Center for Education Reform, and a member of the Board of the Children & Youth Investment Trust.

He previously served as Director of Development of the Children's Defense Fund; National Vice President for Development of the National Urban League in New York; Vice President for Development of Prairie View A&M University and Texas A&M University System; Director of Governmental Relations at Dartmouth College, Boston University, and Howard University. He is also the co-founder of the Bridges to Friendship Initiative, which was highlighted by Vice President Gore at the White House Summit on Community Empowerment as a model initiative.

Mr. Hense's dedication and achievement have been widely recognized. In June of 2011, Mr. Hense was inducted into the Hall of Fame of the National Alliance of Public Charter Schools. He was among selected Washingtonians showcased in the Choosing to Participate: Portrait of Courage Exhibition, which highlighted how civic choices shape individuals as they grow into active community members and global citizens. In celebration of Black History Month, Mr. Hense received the Amtrak Pioneer Award from the Washington Wizards to honor African Americans who have made outstanding contributions to the greater DC community. In 2015, Mr. Hense was inducted into the Washington, DC Hall of Fame, which recognizes District of Columbia residents who have had an outstanding impact on the city and individuals from the Region who have significantly contributed to the city.

Mr. Hense is a graduate of Morehouse College and received one of the most prestigious awards offered by Morehouse College, the Bennie Award for Service, which honors alumni who have performed great acts of service to others.

He also received the Presidential Award of Distinction. He attended graduate school at Stanford University where he was a Ford Foundation Fellow. He was a Rockefeller Intern in Economics at Cornell University; a Merrill Scholar to the University of Ghana; and a Lecturer at the University of California, Berkeley.

GENERATION 25 BOARD MEMBER BIOGRAPHICAL AFFIDAVIT

Name of Proposed Charter School: Friendship Aspire Academy, Inc.

Name of Sponsoring Entity: Friendship Education Foundation

BACKGROUND

Full Legal Name: Kenneth Campbell

Home Mailing Address:

Phone Number:

E-mail Address:

Business Name:

Business Mailing Address:

Business Phone Number:

E-Mail Address:

Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation.

- (●) Yes
- ( ) No, does not apply to me

If Yes, state the name of the entity: Friendship Public Charter School

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

1. What was your motivation to serve on the board of the proposed charter school?

My motivation is to increase access to high quality educational options for minority children.

2. What is your understanding of the appropriate role of a public charter school board member?

The role of a school board member is make sure students consistently receive a high quality education.

3. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I led Louisiana's charter school efforts as the founding director of charter schools at the Louisiana Department of Education. In the wake of Hurricane Katrina, he helped engineer the rebuilding of New Orleans's education infrastructure through charter schools and implemented innovative strategies to transform failing schools across the state into higher performing charter schools.

I was a founding board member of the Black Alliance for Educational Options (BAEO), has served as president of the organization since January 2010. Since 2000, BAEO has worked to increase access to high-quality educational options for Black children by supporting parental choice policies and programs that empower low-income and working-class Black families.

4. Describe the specific knowledge and experience that you would bring to the board.

I bring experience and expertise as one of the nation's foremost authorities on charter schools. Under my leadership, BAEO focused on bringing top-performing charter schools to underserved regions of the South and providing greater support for high-quality, Black-led charter schools in key cities across the country.

SCHOOL MISSION AND PROGRAM

1. What is your understanding of the school's mission and guiding beliefs?

The mission of Friendship Aspire San Antonio East is is to create in underserved communities throughout the nation a world-class education that motivates students to achieve high academic standards, enjoy learning, and develop as ethical, literate, well-rounded and self-sufficient citizens who contribute actively to their communities. Friendship believes in providing the best education to those who need it the most.

2. What is your understanding of the school's proposed educational program?

Friendship Schools are innovative, college preparatory schools.

3. What do you believe to be the characteristics of a successful school?

A skilled teaching staff, knowledgeable leaders, and passionate board members are key to a successful school.

DISCLOSURES

1. Indicate whether you (or your spouse) knows the other prospective board members for the proposed school.

◉ Yes

○ No, I/we do not know these individuals

If yes, describe the precise nature of your relationship. Members of the National Board are already working together.

2. Indicate whether you (or your spouse) knows any person who is, or has been in the last two years, a school employee.

○ Yes

◉ No, I/we do not know any such employees

If yes, describe the precise nature of your relationship.

3. Indicate whether you (or your spouse) knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity).

○ Yes

◉ No, I/we do not know any such persons

If yes, describe the precise nature of your relationship and the nature of the business that such person(s) or entity is transacting or will be transacting with the school.

4. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owner, directors, or agents of that provider.

◉ Yes

○ No, I/we do not know any such persons

If yes, describe the precise nature of your relationship. The school will contract with Friendship Education Foundation, and I currently sit on the board of Friendship Education Foundation.

○ Not applicable because the school does not intend to contract with an education service provider or school management organization.

5. If the school intends to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider.

○ Yes

◉ No, I/we or my family do not anticipate conducting any such business.

If yes, describe the precise nature of your relationship.

6. Indicate whether you, your spouse, or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

○ Yes

◉ Does not apply to me, my spouse, or family.

If yes, describe the precise nature of your relationship.

7. List all business or organizations of which you are a partner or in which you have a majority interest.

D.C. Charter School Resource Center

8. List all previous experience with charter schools. Include open-enrollment schools and/or campus or program charters including dates, charter schools/charter holders, addresses and positions held.

9. Will you be employed by or contract with the sponsoring entity, the charter school, or the managements company of the school?

○ Yes

◉ Does not apply to me.

If yes, state the compensation you expect to receive.

10. Is any relative within the third degree of consanguinity (i.e., your parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) or with the third degree of affinity (i.e., your spouse or your spouse's parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) a member of the governing body of he sponsoring entity or of the governing body of the charter school?

○ Yes

◉ Does not apply to me.

If yes, describe the precise nature of your relationship.

11. Will any relative(s) within the third degree of consanguinity or affinity (See definition in question 10.) be employed by or receive any compensation or remuneration from the sponsoring entity, charter school, or the management company of the charter school?

○ Yes

◉ Does not apply to me.

If yes, provide information relating to the matter(s).

12. Have you ever been convicted of a misdemeanor involving moral turpitude; a felony; an offence listed in TEC § 37.007(a); or an offence listed in Article 62.01(5) Code of Criminal Procedure?

○ Yes

◉ Does not apply to me.

If yes, describe the precise nature of your relationship.

CERTIFICATION

I, _____ , certify to the best of my knowledge and ability that the information I am providing to the Texas Education Agency as a board member is true and correct in every respect.

Signature _____ Date _____

State of _____

County of _____

On this day, _____ (name of affiant) appeared before me the undersigned notary public and deposed that he/she executed the above instrument and that the statements and answers contained therein are true and correct to the best of his/her knowledge and belief.

Subscribed and sworn to before _____ day of _____, 20____.

(Notary Public) _____ (Seal)

My commission expires_____

Kenneth Campbell

Mr. Campbell is a founding board member of the Black Alliance for Educational Options (BAEO) and served as BAEO's president from 2010-2015. BAEO is an education reform advocacy organization founded to increase access to high-quality educational options for black children by actively supporting transformational education reform initiatives and parental choice policies that empower low-income and working-class black families. Under Campbell's leadership, BAEO has played an instrumental role in advancing bold education policy reforms in key states. A retired Army Reserve captain, Campbell began his career in education reform by helping to secure passage of Washington, D.C.'s landmark charter school law. He later founded the D.C. Charter School Resource Center and served as vice-president of business development for the nation's second-largest education management company. Campbell is a founding board member of 4.0 Schools, which brings educators and entrepreneurs together to launch ventures that redefine schooling, and Building Excellent Schools, which supports educational entrepreneurs in creating and maintaining excellent schools in underserved communities. Prior to assuming his role as president of BAEO, Campbell was the founding director of charter schools at the Louisiana Department of Education. In the wake of Hurricane Katrina, he helped engineer the rebuilding of New Orleans's education ecosystem and accelerated the growth of high-performing charter schools across the state. Campbell holds a bachelor's degree in business administration and a master's in educational leadership. In his capacity as a board member of Friendship Education Foundation, Ken Campbell works an average of one hour per week and attends to the proper governance, oversight, and strategic direction of the organization.

Attachment 14: Organizational Charts for Year 1, Year 3, and Year 5

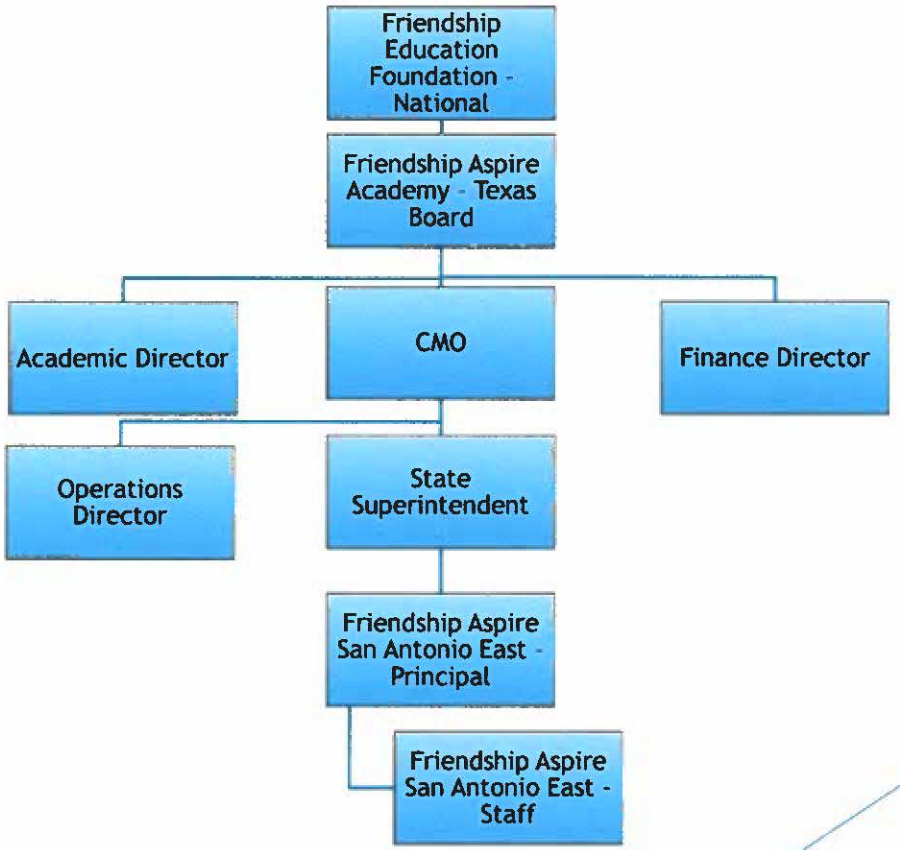
Submit three organizational charts that show the school's governance, management, and staffing structures in:

- Year 1 for the network as a whole (including both network management and schools within the network);
- Year 3 for the network as a whole; and
- Year 5 for the network as a whole.

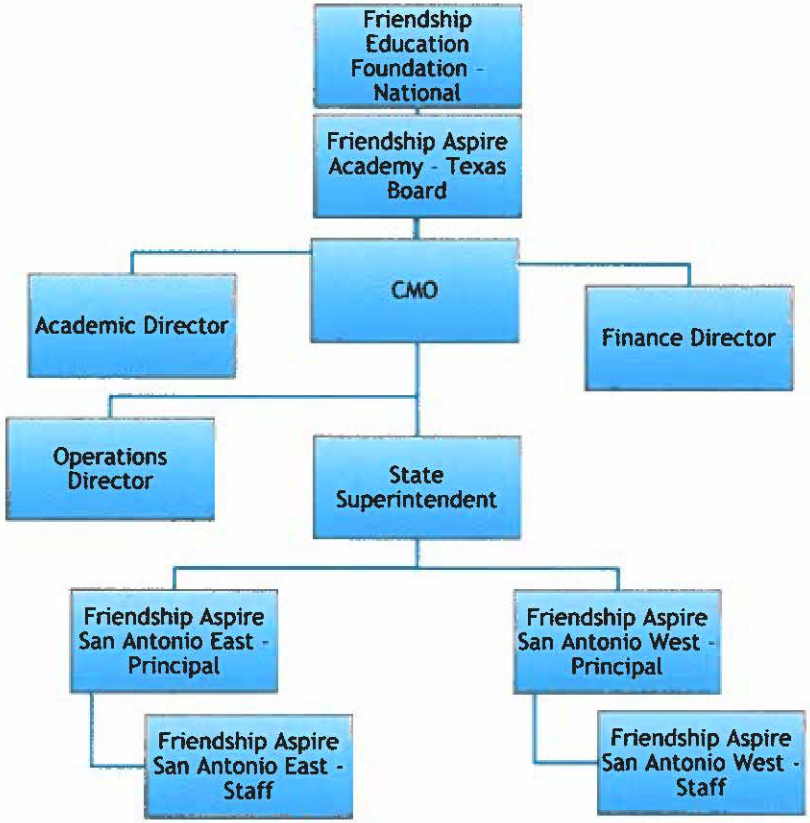
Each organizational chart must clearly delineate the roles and responsibilities of—and lines of authority and reporting among—the governing board, staff, any related bodies (such as advisory bodies or parent/teacher councils), and any external organizations that will play a role in managing the school. The organizational charts must also document clear lines of authority and reporting within the charter school.

All positions listed on the organizational charts must be noted on the Staffing Chart provided in Attachment 23 and have a corresponding Supplemental Human Resources Information Form submitted in Attachment 24.

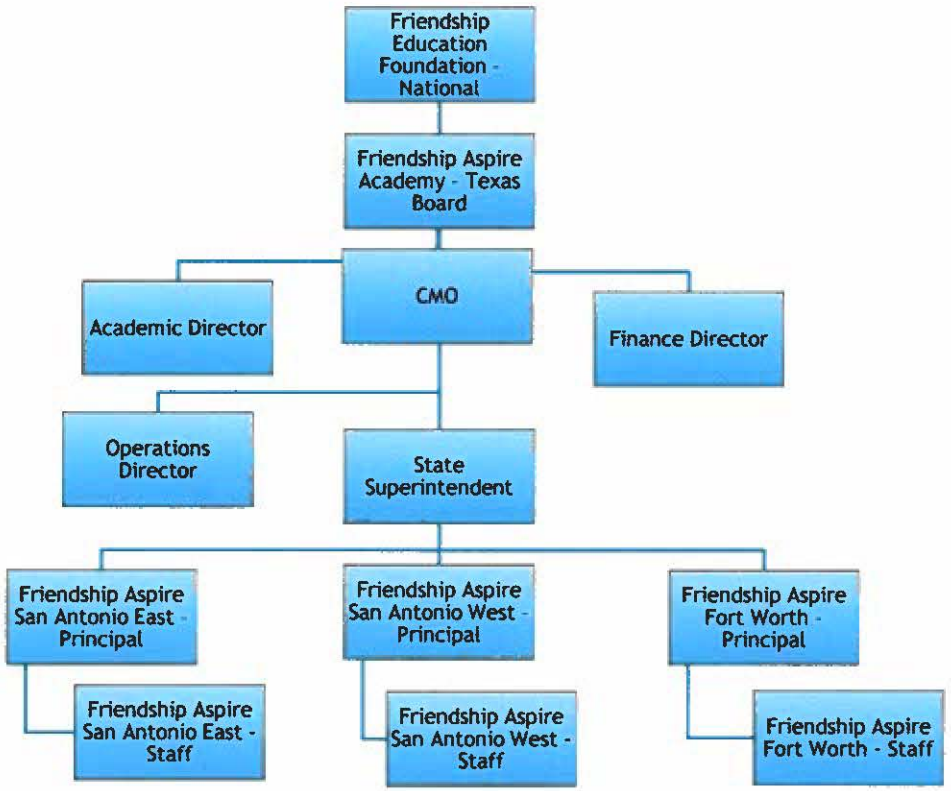
Friendship Aspire Academy Organization Chart Year 1



Friendship Aspire Academy Organization Chart Year 3



Friendship Aspire Academy Organization Chart Year 5



Attachment 15: Superintendent Evaluation Tool(s)

Provide any superintendent evaluation tool(s) that have been developed.

Appendix D
Evaluation of the Superintendent

This sample form is the type of assessment the school board can customize to fit local needs and circumstances. Such a form gives you, the elected officials of your school district, a guide by which to evaluate the system's chief executive officer. Your feedback will help the superintendent become more aware of his or her designated responsibilities, your perceptions of his or her work, and ways to improve performance.

Performance Scale:
1 - Performs exceptionally well. 2 - Performs adequately. 3 - Needs improvement.

A. RELATIONS WITH THE BOARD

1. _____ Keeps the board well informed of the school system's progress, issues, and needs.
2. _____ Offers professional advice to the board on items requiring board action, with sound recommendations based on sufficient data, analysis, and study of options.
3. _____ Develops procedures to achieve the intent of board policy.
4. _____ Seeks and accepts constructive criticism of his or her work.
5. _____ Supports the board's policies and actions with the public and staff.

Suggestions for improvement:

a. _____

b. _____

c. _____

B. BUSINESS AND FINANCE

1. _____ Keeps current on the district's physical needs, including facilities, maintenance, equipment, supplies, etc.
2. _____ Supervises operations, insisting on competent, efficient performance.
3. _____ Ensures that the budget is correlated with the district's goals and education plan.
4. _____ Evaluates financial needs and explores sources of new income, including grants and other resources.
5. _____ Determines that funds are spent wisely, with adequate controls, accounting, and auditing.

Suggestions for improvement:

a. _____

b. _____

c. _____

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C. STAFF AND PERSONNEL RELATIONSHIPS

1. _____ Develops and executes sound personnel procedures.
2. _____ Promotes positive staff morale and loyalty to the organization.
3. _____ Spends quality time in the schools getting to know staff, students, and parents.
4. _____ Treats all personnel fairly, without favoritism or discrimination, while insisting on high performance.
5. _____ Delegates authority and responsibility to staff members commensurate with their position.
6. _____ Recruits and assigns the best available personnel.
7. _____ Encourages appropriate staff and groups to participate in planning and in instituting procedures to carry out board policy.
8. _____ Evaluates staff performance, commending good work and offering constructive suggestions for improvement.

Suggestions for improvement:

a. _____

b. _____

c. _____

D. EDUCATION LEADERSHIP

1. _____ Understands and keeps current with all aspects of the instructional program.
2. _____ Ensures sound, comprehensive approaches to meeting the education needs of all students.
3. _____ Cultivates knowledge of the emerging social, economic, political, and legal issues that affect education and the operation and welfare of the district.
4. _____ Participates with the staff, board, and community to develop strong curriculum.
5. _____ Promotes democratic procedures in the teaching and learning process, capitalizing on the knowledge, talents, and creativity of teachers, specialists, principals, and central staff.
6. _____ Organizes a planned program of curriculum evaluation and improvement.
7. _____ Delegates authority and supports the people with whom s/he works.
8. _____ Insists on a strong professional development program for all staff and ensures that it is tightly correlated with the district's goals and education plan.
9. _____ Evidences interest in professional organizations for school boards, administrators, and teachers.
10. _____ Actively promotes the meaningful participation of parents and community volunteers in the district.

Suggestions for improvement:

a. _____

b. _____

c. _____

E. COMMUNITY RELATIONSHIPS

1. _____ Gains the community's respect and support for effectively leading and managing the school system.
2. _____ Solicits and gives attention to problems and opinions of all groups and individuals.
3. _____ Develops friendly and cooperative relationships with news media.
4. _____ Participates actively in community life and affairs.
5. _____ Achieves status as a community leader in public education.
6. _____ Works effectively with public and private groups.

Suggestions for improvement:

a. _____

b. _____

c. _____

F. PERSONAL QUALITIES

1. _____ Defends principles and convictions in the face of pressure and partisan influence.
2. _____ Maintains high standards of ethics, honesty, and integrity in all personal and professional matters.
3. _____ Earns respect and standing among professional colleagues.
4. _____ Devotes adequate time and energy to the job.
5. _____ Exercises sound judgment in arriving at decisions.
6. _____ Maintains friendly but professional decorum in all in relationships with the board, staff, students, and community.

Suggestions for improvement:

a. _____

b. _____

c. _____

I have reviewed this evaluation, conferred with the evaluator, and received a signed copy for my personal use.

☐ No comment ☐ Comment attached Date of conference _____

Superintendent's signature: _____

Board President's signature: _____

Attachment 16: Résumé and Qualifications for Proposed Superintendent

Complete **either** Attachment 16 or Attachment 17 depending on whether or not the superintendent has been selected.

Write "N/A" on the cover page of the attachment that is not completed.

N/A

Attachment 17: Job Description or Qualifications for Superintendent

Complete **either** Attachment 16 or Attachment 17 depending on whether or not the superintendent has been selected.

Write "N/A" on the cover page of the attachment that is not completed.

SUPERINTENDENT JOB DESCRIPTION

QUALIFICATIONS:

Minimum Education/Certification:

- Master's degree in Educational Administration or Education related field
- Teacher Certification
- Doctorate in Educational Administration or Education related field (Preferred)
- Valid Texas Superintendent Certification (Preferred)

Special Knowledge/Skills:

- Proven record of improving academic and organizational success
- Ability to evaluate all programs based on effectiveness
- Ability to manage budget and personnel
- Ability to manage District-wide initiatives
- Ability to ensure policies are implemented throughout District
- Strong organizational, communication, public relations and interpersonal skills
- Experience with hiring, evaluating, supervising, and coaching staff

Minimum Experience:

- Combination of at least 5-10 years of successful leadership experience at the District and campus level in an urban school

RESPONSIBILITIES AND DUTIES:

1. Keep the Board informed of the condition of the District's educational system; assure effective communication between the Board and the staff of the school system.
2. Assist in the preparation of the agenda for the Board meetings, in consultation with the President of the Board. Prepare and submit recommendations to the Board on all matters requiring Board action.
3. Develop and recommend to the Board a strategic plan consistent with population trends, cultural needs, and the appropriate use of District facilities, and see to the development of long-range plans, which are consistent with Board objectives.
4. Ensure that the school plant and facilities are properly maintained and that adequate provision is made for the safety of students, employees, and other users of school facilities.

5. Maintain current and actionable knowledge of any developments in state, federal, and local laws and public policy affecting education.
6. Ensure that sound plans of organization, educational programs and services are developed and maintained.
7. Maintain adequate records for the school, including a system of financial accounts, business property records, personnel records, school population and scholastic records. Act as custodian of such records and all contracts, securities, documents, title papers, books of records, and other papers belonging to the Serve as custodian of all minutes and records of the Board.
8. Ensure that the District is staffed with competent employees.
9. Support staff development and other professional development programs.
10. Direct and supervise the staff evaluation program.
11. Oversee the development throughout the District of high standards of performance in educational achievement, use and development of personnel, public responsibilities, and operating efficiency.
12. Ensure a favorable educational environment through the implementation of an equitable and efficient system of student behavioral management.
13. Collaborate with staff, Board, and community support in planning and implementing support services for students.
14. Direct and supervise all financial accounting and ensure that funds are expended legally, in accordance with the approved budget, and controlled effectively.
15. Ensure that all funds, physical assets, and other property of the District are appropriately safeguarded and administered.
16. Ensure District compliance with all applicable state and federal requirements.
17. Accurately prepare and submit in a timely manner any and all reports required by the Board, Texas Education Agency (TEA), other federal and state agencies, and any records subpoenaed by a court of law.
18. Develop and implement effective communication between the schools and community; promote community support and involvement with the schools.
19. Serve as liaison to establish and maintain relationships with other school Districts, Colleges, Universities, Texas Education Agency (TEA), and the State Board of Education (SBOE).
20. Serve as the public face of the School District in the community.
21. Perform related duties assigned.

Attachment 18: Résumé(s) and Qualifications for Proposed Instructional Leadership Team

Provide all résumés and qualifications of the instructional leadership team members who have been selected. Clearly indicate the position that is associated with each résumé. If some of the instructional leadership team members have been selected, but some have not, complete this attachment for those who have been selected and complete Attachment 19 for positions that do not currently have candidates identified.

If none of the instructional leadership team members have been selected, write "N/A" on this Attachment and complete Attachment 19.

Attachment 19: Job Descriptions or Qualifications for Instructional Leadership Team

Provide all job descriptions or qualifications of the instructional leadership team members who have not yet been selected. If some of the instructional leadership team members have been selected, but some have not, complete Attachment 18 for those who have been selected and complete this Attachment for positions without identified candidates.

Supplemental human resources information forms are required for each position on the staffing chart (Attachment 24). If all applicable information related to a specific position's job description is included on those forms, include a note on this attachment that lists the relevant instructional leadership team position together with a reference to the appropriate page number in Attachment 24.

FRIENDSHIP PUBLIC CHARTER SCHOOL
JOB DESCRIPTION

MISSION STATEMENT: The mission of Friendship Public Charter School is to prepare students to become ethical, literate, well-rounded, and self sufficient citizens by providing a world-class education that motivates students to reach high academic standards, to enjoy learning, to achieve success, and to contribute actively to their communities.

POSITION TITLE: Principal	**DEPARTMENT:** Academics
REPORTS TO: Chief Academic Officer	

SUMMARY DESCRIPTION OF POSITION: Under direction, is responsible for providing the instructional, operational, and administrative leadership necessary to ensure the success of the school. He or she organizes, administers, supervises, and evaluates all aspects of the Friendship Public Charter school design within the school and the greater school community. The school principal will be held accountable for the continuous improvement of the school and its staff and for increased student achievement. The school principal is responsible for planning improvements that directly address the following: student performance, the Friendship Public Charter school design, financial management, and customer satisfaction. Achieving outcomes in these areas of accountability requires strong leadership. Leadership is viewed in terms of three distinct roles: instructional leader, site-based manager, and builder of school culture.

MINIMUM QUALIFICATION STANDARDS

KNOWLEDGE, ABILITIES, AND SKILLS: Thorough knowledge of FPCS policies and procedures and district and state regulations and laws. Thorough knowledge of curriculum, instruction, organizational patterns, school operations, and pupil services. Demonstrated competence in staff selection, training, supervision and evaluation. Demonstrated problem-solving skills and demonstrated ability to act effectively under stress. Ability to motivate, encourage, and work with staff to ensure outstanding performance as well as good morale. Excellent oral and written communication skills. Excellent interpersonal skills.

EDUCATION, TRAINING, AND EXPERIENCE: Master's degree from an accredited college or university with an emphasis in supervision, educational administration, school curriculum or a closely related field. Minimum of 5 years in teaching, administration or supervision of which at least 3 years must have been teaching n a school system. Completion of administrative internship program and/or experience as an assistant principal desirable. Other combinations of applicable education, training, and experience which provide the knowledge, abilities, and skills necessary to perform effectively in the position may be considered.

CERTIFICATE AND LICENSE REQUIREMENTS: Meets certification requirements for supervision and administration.

PHYSICAL DEMANDS: None

SPECIAL REQUIREMENTS: (Frequent overtime or night work required, etc.) Work beyond a 40-hour week and attendance at evening and weekend meetings, as required. Ability to respond to school requirements at any time.

FLSA STATUS: Exempt

EXAMPLES OF DUTIES AND RESPONSIBILITIES: Analyze, share, and use school and student achievement data to develop and implement the school improvement plan. Implement systematic procedures to assess program effectiveness. Monitor curriculum implementation to ensure that the appropriate content and sequence are followed. Ensure that FPCS policies and procedures, as well as state and federal laws are followed. Develop a master schedule and related duty assignments. Enforce school district's code of conduct and appropriate disciplinary procedures in a timely and consistent manner. Work with teachers, parents, the School Admission, Review and Dismissal Team to ensure appropriate programming for all students. Identify staff training needs; develop and implement school improvement training plan to meet those needs. Supervise and evaluate staff. Develop requests for staffing and resources. Supervise the use and maintenance of the

Friendship Aspire Academy
Public Charter School
PINE BLUFF

Instructional Specialist

Overview:
The Instructional Specialist will serve as a key member of the Organization's Teacher Academic team and will be responsible for developing and implementing literacy, mathematics, science or social studies curriculum for the teacher training program.

Responsibilities:

- Assist teachers to consistently use a structured lesson-planning framework to deliver lessons that align to the curriculum and that utilize Friendship's instructional strategies to create a highly-engaging experience for students.
- Support teachers in building a student-centered learning environment, shifting instructional practices away from whole-class instruction.
- Observe teachers' lessons and provide targeted, actionable feedback to teachers on implementation of curriculum, school instructional strategies, and content delivery.
- Norm observation and feedback with school and district leaders.
- Develop and facilitate learning experiences for teachers within their school and across campuses based on specific instructional strategies related to the curriculum, observed content delivery, pedagogy, and planning-related needs.
- Facilitate cross-campus professional learning communities at identified grade-levels so that teachers can learn from each other's best practices, analyze student work, and plan and model lessons together.
- Lead teachers through the Friendship data cycle to ensure students are mastering covered material by previewing interims, completing data analysis, and looking at student work.
- Develop teachers' understanding of curricular materials, structures, and approaches.
- Attend weekly Curriculum Specialist meetings to ensure network aligned messaging, curriculum supports, and consistent network-wide system implementation.

Qualifications:

- The ideal candidate for Instructional Specialist will believe deeply in the Friendship mission and vision, and exemplify Friendship's core values. Successful candidates will have:
- Minimum of three years of successful teaching experience with a consistent record of extraordinary student outcomes
- Bachelor's Degree
- Master's Degree preferred or currently enrolled in master's program
- A demonstrated track record of leadership and facilitation
- Excellent oral and written communication skills
- Outstanding interpersonal and teamwork skills
- Goal and results-orientation
- Superior problem-solving and critical thinking skills
- Ability to thrive and succeed in a fast-paced, entrepreneurial environment

Attachment 20: Leadership Evaluation Tool(s)

Provide any leadership evaluation tool(s) that have been developed.

Arkansas LEADS Building/District Leader Rubric

Building/District Leader:		**Evaluator:**	
District:		**Position:**	
School Year:		**Educator Rating Status:**	

Standard 1 – Vision, Mission, and Goals

Standard 1: An education leader promotes the success of every student by facilitating development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all appropriate stakeholders.

Description: Education leaders are accountable and have unique responsibilities for developing and implementing a vision of learning to guide organizational decisions and actions. Education leaders guide a process for developing and revising a shared vision, strong mission, and goals that are high and achievable for every student when provided with appropriate, effective learning opportunities.

Functions	Ineffective	Progressing	Effective	Highly Effective
1 A. Collaboratively develop and implement a shared vision and mission ☐ Not Rated	*The leader...* Allows no opportunity for staff involvement in development and implementation of a vision of learning. ☐	*The leader...* Involves only staff in development and implementation of a vision of learning. ☐	*The leader...* Involves all staff and other appropriate stakeholders in development and implementation of a vision of learning. ☐	*The leader...* Involves all staff and other appropriate stakeholders in an annual revision as necessary of the vision of learning. ☐
1 B. Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning ☐ Not Rated	*The leader...* Collects but fails to analyze data for determining the organization's effectiveness in accomplishing the vision of learning. ☐	*The leader...* Collects and analyzes data for determining the organization's effectiveness in accomplishing the vision of learning. ☐	*The leader...* Collects and analyzes data at least quarterly with school's leadership team to assess the organization's effectiveness in accomplishing the vision of learning. Utilizes data to modify organizational practices and procedures to accomplish the vision of learning. ☐	*The leader...* Collects and analyzes data frequently with school's leadership team to assess the organization's effectiveness in accomplishing the vision of learning. ☐

00242

Standard 1 – Vision, Mission, and Goals – *Continued*

Functions	Ineffective	Progressing	Effective	Highly Effective
1 C. Create and implement plans to achieve goals ☐ Not Rated	*The leader…* Establishes a school improvement plan which focuses on the vision of learning but has goals that are neither measurable nor specific. ☐	*The leader…* Establishes a school improvement plan which is aligned with district, state, and federal policies and has specific, measurable goals to accomplish the vision of learning. ☐	*The leader…* Collaborates with all appropriate stakeholders to establish a school improvement plan, which is aligned with district, state, and federal policies and has specific, measurable goals to accomplish the vision of learning. Ensures that improvement plans are implemented with fidelity. ☐	*The leader…* Communicates school-wide goals and actions frequently (at least quarterly, if applicable) with all appropriate stakeholders. ☐
1 D. Promote continuous and sustainable improvement ☐ Not Rated	*The leader…* Does not establish a process for monitoring school's progress in achieving the vision of learning. ☐	*The leader…* Establishes a process to monitor school's progress in achieving the vision of learning. ☐	*The leader…* Facilitates a systematic and ongoing process of monitoring the school's progress in achieving the vision of learning inherent in the school improvement plan. Facilitates making appropriate adjustments suggested by data to accomplish the vision of learning. Provides school improvement reports to stakeholders, at least quarterly, recognizing areas for improvement and celebrating successes. ☐	*The leader…* Advocates at district, regional, and state levels for fiscal, human, and technological resources to accomplish the vision of learning. Engages in the political process to advocate for appropriate changes in curriculum, instruction, assessment, and resource allocation. ☐

Standard 1 – Vision, Mission, and Goals – Continued

Functions	Ineffective	Progressing	Effective	Highly Effective
1 E. Monitor and evaluate progress and revise plans ☐ Not Rated	*The leader...* Fails to monitor or revise effectiveness of the school improvement plan. ☐	*The leader...* Annually monitors priorities, goals, and actions of the school improvement plan but does not facilitate adequate mid-course corrections. ☐	*The leader...* Facilitates at least semi-annually the monitoring and revising of priorities, goals, and actions stated in the school improvement plan in order to make corrections. Utilizes classroom observations to ensure that instructional priorities of the school improvement plan are being implemented with fidelity. ☐	*The leader...* Actively participates in specific team, grade level, or departmental meetings to monitor effectiveness of the school improvement plan and to facilitate revisions. ☐
Comments:				

Standard 2 – Teaching and Learning

Standard 2: An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

Description: A strong, positive, professional culture fosters learning by all educators and students. In a strong professional culture, leaders share and distribute responsibilities to provide quality, effectiveness, and coherence across all components of the instructional system (such as curriculum, instructional materials, pedagogy, and student assessment). Leaders are responsible for a professional culture in which learning opportunities are targeted to the vision and goals and differentiated appropriately to meet the needs of every student. Leaders need knowledge, skills, and beliefs that provide equitable differentiation of instruction and curriculum materials to be effective with a range of student characteristics, needs, and achievement.

Functions	Ineffective	Progressing	Effective	Highly Effective
2 A. Nurture and sustain a culture of collaboration, trust, learning, and high expectations ☐ Not Rated	*The leader...* Fails to demonstrate a belief in and commitment to high academic expectations for students and teachers. ☐	*The leader...* Demonstrates a belief in and commitment to high academic expectations for some but not all students. Collects survey data but findings are seldom used to impact decision-making. Provides minimal support for mission and belief statements of the school. Occasionally engages in dialogue with teachers and provides opportunities to share. ☐	*The leader...* Demonstrates a belief in and commitment to high academic expectations for all students. Examines and utilizes data regularly collected through various means (e.g. culture/climate surveys, opinion surveys, needs assessment) to ensure a nurturing learning environment for students and staff. Reinforces and supports mission and belief statements of the school and uses them to guide collaborative decision-making. Engages regularly in dialogue with teachers and provides opportunities for teachers to share innovations that have resulted in higher student achievement. ☐	*The leader...* Promotes the school's mission and beliefs to all appropriate stakeholders. Engages staff members and students in frequent conversations focused on the application of the school's mission and beliefs. ☐

00 275

Standard 2 – Teaching and Learning - *Continued*

Functions	Ineffective	Progressing	Effective	Highly Effective
2 B. Create a comprehensive, rigorous, and coherent curricular program ☐ Not Rated	*The leader...* Neglects to ensure that teachers are implementing standards with fidelity. ☐	*The leader...* Ensures that Arkansas standards documents are implemented. Initiates discussions regarding alignment of standards, instruction, and assessment. ☐	*The leader...* Collaborates with teachers to ensure the implementation of a developmentally appropriate curriculum that is fully aligned with standards documents with fidelity. Ensures that standards, instruction, and assessment are aligned. Ensures that implemented curriculum demonstrates substantial connections within and between different content areas. ☐	*The leader...* Supports discussions with staff throughout all grade levels and content areas to ensure Arkansas' standards are implemented. Provides and engages in multiple, on-going opportunities for curricular meetings across grade levels within the school to ensure horizontal and vertical curricular alignment between grade levels and across content areas. ☐
2 C. Create a personalized and motivating learning environment for students ☐ Not Rated	*The leader...* Neglects to ensure utilization of differentiated instruction. Fails to celebrate accomplishments of students. ☐	*The leader...* Implements instructional strategies and interventions that may lead to differentiated instruction for some but not all students. Facilitates recognition and celebration of students' accomplishments on an infrequent basis. ☐	*The leader...* Ensures the application of differentiated teaching strategies and use of rich curricular materials. Ensures the use of educational technologies and other appropriate resources to address learning needs of diverse student populations (including students with disabilities; cultural or linguistic differences; gifted and talented; or students from disadvantaged socio-economic backgrounds). Ensures that teachers are giving students multiple opportunities for success and provides viable interventions to support student growth. Facilitates a well-defined process that celebrates students' accomplishments which are communicated to the community. ☐	*The leader...* Ensures effective use of differentiated teaching strategies, curricular materials, educational technologies, and other outside resources (beyond what is provided at building level) appropriate to address diverse student populations. Empowers teachers to design and implement differentiated instructional strategies and interventions in order to reach all students. ☐

Standard 2 – Teaching and Learning - *Continued*

Functions	Ineffective	Progressing	Effective	Highly Effective
2 D. Supervise instruction ☐ Not Rated	*The leader...* Fails to fully implement district policies and procedures for supervising/evaluating instruction. ☐	*The leader...* Implements district policies and procedures regarding supervision and evaluation of instruction. Monitors classroom instruction but inconsistently provides feedback to assist teachers in their efforts to improve instructional practices. ☐	*The leader...* Monitors classroom instruction formally and informally on a frequent basis. Provides teachers with timely, detailed feedback to assist them in their efforts to improve instructional practices. ☐	*The leader...* Assists teachers in becoming reflective practitioners (i.e. collects and utilizes data to enhance their own teaching and classroom environment). Implements a program of peer coaching/instructional facilitation. ☐
2 E. Develop assessment and accountability systems to monitor student progress ☐ Not Rated	*The leader...* Fails to ensure that staff develop and use formative assessments that are aligned with standards to monitor student progress and guide instruction. ☐	*The leader...* Ensure that staff develop and use only formative assessments that are aligned with standards to monitor student progress and guide instruction. Encourages staff to improve instructional practices based on assessment results. ☐	*The leader...* Collaborates with staff to analyze student performance data and use results to inform programmatic and instructional decisions. Encourages development and analysis of frequent formative assessments to monitor student progress and to diagnose efficacy of teaching practices. Ensures that staff is substantiating quality of their instructional practices with evidence of student mastery on well-developed assessments. ☐	*The leader...* Facilitates through distributed leadership the development and utilization of rigorous, authentic, performance-based, interdisciplinary assessments of student learning. ☐

00 247

Standard 2 – Teaching and Learning - *Continued*

Functions	Ineffective	Progressing	Effective	Highly Effective
2 F. Develop the instructional and leadership capacity of staff ☐ Not Rated	*The leader…* Neglects to provide opportunities for staff to develop their instructional or leadership capacities. ☐	*The leader…* Ensures that staff has professional development opportunities to access research-based practices focusing on enhancement of their instructional and leadership capacities. ☐	*The leader…* Encourages and supports staff participation in professional development opportunities to access research-based practices that focus on enhancement of their instructional and leadership capacities. ☐	*The leader…* Empowers staff to seek opportunities to demonstrate skills as instructional leaders at building, district, and state levels. ☐
2 G. Maximize time spent on quality instruction ☐ Not Rated	*The leader…* Has no evidence to support the use of maximizing time spent on quality instruction. ☐	*The leader…* Designs processes and practices to protect instructional time from interruptions to ensure the maximum amount of opportunities for quality instruction and student learning. ☐	*The leader…* Implements processes and practices to protect instructional time from interruptions and maximizes time spent on quality instruction. Emphasizes the expectation for bell-to-bell learning that is engaging and varied to ensure learner involvement. ☐	*The leader…* Systematically analyzes impact of time spent on quality instruction to improve student achievement. ☐

00 248

Standard 2 – Teaching and Learning - *Continued*

Functions	Ineffective	Progressing	Effective	Highly Effective
2 H. Promote the use of the most effective and appropriate technologies to support teaching and learning ☐ Not Rated	*The leader...* Fails to encourage the appropriate use of technology to support teaching and learning. ☐	*The leader...* Inconsistently encourages the use of technology by teachers and students to extend their learning and instruction in all content areas. ☐	*The leader...* Promotes and supports appropriate use of technology by teachers and students as an integral part and extension of learning and instruction in all content areas. Monitors the effective use of technology for instructional purposes and provides timely feedback to teachers about their use of technology. ☐	*The leader...* Analyzes use of technology to ensure the most effective integration into the teaching and learning process. Ensures that opportunities exist that promote the use of technology in the classroom as well as the home. ☐
2 I. Monitor and evaluate the impact of the instructional program ☐ Not Rated	*The leader...* Fails to develop specific processes to monitor and evaluate the impact of the instructional program on student achievement. ☐	*The leader...* Occasionally facilitates analysis of various assessments, surveys, and other sources to evaluate student learning, effective teaching, and program quality. ☐	*The leader...* Facilitates analysis of various assessments, surveys, and other sources to evaluate student learning, effective teaching, and program quality. Establishes systems and structures for continuous and collaborative analysis of antecedents (adult actions) and results indicators (student data). ☐	*The leader...* Collaborates with stakeholders to update the instructional program based upon the results of various sources of data. ☐
Comments:				

Standard 3 – Managing Organizational Systems and Safety

Standard 3: An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.

Description: Education leaders need a systems approach in complex organizations of schools and districts. In order to ensure the success of all students and provide a high-performing, orderly and safe learning environment, education leaders manage daily operations and environments through efficiently and effectively aligning resources with vision and goals. Valuable resources include financial, human, time, materials, technology, physical plant, and other system components.

Functions	Ineffective	Progressing	Effective	Highly Effective
3 A. Monitor & evaluate the management and operational systems ☐ Not Rated	*The leader...* Ignores management of facilities to the point where cleanliness and safety issues are a concern. ☐	*The leader...* Maintains facilities to minimal standards. ☐	*The leader...* Supervises maintenance of all facilities including grounds and buildings (interior and exterior) to maximize student learning. Ensures that all maintenance issues are reported in a timely manner. ☐	*The leader...* Has a systematic program for facilities management (e.g., processes for safety, cleanliness, and maintenance schedules). ☐
3 B. Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources ☐ Not Rated	*The leader...* Lacks knowledge of school budget, human resources, and technological resources. ☐	*The leader...* Demonstrates knowledge of the alignment of school budget, human resources, and technological resources. ☐	*The leader...* Manages the school budget and determines staff assignments and distribution of technological resources to effectively address student learning needs. Obtains and allocates funds based on student needs within the framework of federal, state, and district policies and works with staff to determine how school financial resources can be equitably and effectively allocated to support student learning needs. ☐	*The leader...* Works with all appropriate stakeholders to ensure strategic and equitable allocation and effective use of financial, human, and technological resources to meet instructional goals and support teacher needs to maximize student learning. ☐

00 250

Standard 3 – Managing Organizational Systems and Safety – *Continued*

Functions	Ineffective	Progressing	Effective	Highly Effective
3 C. Promote and protect the welfare and safety of students and staff ☐ Not Rated	*The leader...* Neglects to implement a Crisis Management Plan, student handbook, and/or district discipline policy. ☐	*The leader...* Inconsistently implements policies and procedures, including the Crisis Management Plan, student handbook, and district discipline policy that provides a safe, healthy, orderly learning and working environment. ☐	*The leader...* Implements policies and procedures that maintain a supportive, safe, healthy, orderly learning and working environment as reflected in the student handbook and discipline policy. Rehearses emergency procedures addressed in the Crisis Management Plan. ☐	*The leader...* Involves internal and external stakeholders in the continuous review of keeping the Crisis Management Plan, student handbook, and district discipline policy updated. ☐
3 D. Develop the capacity for distributed leadership ☐ Not Rated	*The leader...* Neglects to facilitate use of distributed leadership in management of the organization. ☐	*The leader...* Recognizes the need for distributed leadership in management of the organization. Inconsistently delegates management of specified responsibilities to appropriate stakeholders. ☐	*The leader...* Provides leadership development opportunities for staff. Delegates management of specified responsibilities to appropriate stakeholders. ☐	*The leader...* Provides leadership development opportunities for staff designed to enhance management of the organization and to foster career development of staff. ☐

00251

Standard 3 – Managing Organizational Systems and Safety – *Continued*

Functions	Ineffective	Progressing	Effective	Highly Effective
3 E. Ensure teacher and organizational time is focused to support quality instruction and student learning ☐ Not Rated	*The leader…* Neglects to consider scheduling that maximizes student learning and provides appropriate instructional planning and/ or lacks an understanding of how to schedule for maximum student learning. ☐	*The leader…* Develops a master schedule to maximize student learning but does not ensure time is spent by faculty on meaningful activities to improve student learning. ☐	*The leader…* Provides planning and instructional time by developing a master schedule that maximizes student learning and provides for individual and collaborative planning for staff. Establishes structures and provides time at least bi-monthly for teacher-based teams to collaboratively : • generate assessments for units of instruction • analyze assessment results, and • improve instructional practices. ☐	*The leader…* Develops a master schedule to maximize student learning by providing for individual and on-going collaborative planning for every teacher. Structures school schedule to enable all teachers to have individual and team collaborative planning time weekly. Systematically monitors the effect of the master schedule on collaborative planning and student achievement. ☐
Comments:				

00 252

Standard 4 – Collaborating with Families and Stakeholders

Standard 4: An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.

Description: In order to educate students effectively for participation in a diverse, democratic society, leaders incorporate participation and views of families and stakeholders for important decisions and activities of schools and districts. Key stakeholders include educators, students, community members, and organizations that serve families and children. Leaders recognize that diversity enriches and strengthens the education system and a participatory democracy. Leaders regard diverse communities as a resource and work to engage all members in collaboration and partnerships that support teaching and learning.

Functions	Ineffective	Progressing	Effective	Highly Effective
4 A. Collect and analyze data and information pertinent to the educational environment ☐ Not Rated	*The leader...* Neglects to collect and /or analyze appropriate data to implement strategies to improve student learning and instruction. ☐	*The leader...* Collects and analyzes data to make decisions that enhance the educational environment, but inconsistently collaborates with staff. ☐	*The leader...* Consistently involved with staff and community to collect and analyze data to make decisions that enhance the educational environment. ☐	*The leader...* Collaborates with internal and external stakeholders in the process of collecting and analyzing data based on current research methods to identify and address diverse student needs. Uses assessment and research methods to identify and address diverse student needs. ☐
4 B. Promote understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources ☐ Not Rated	*The leader...* Neglects to form cultural connections between school and community. ☐	*The leader...* Utilizes a variety of methods and resources to develop an appreciation and understanding within the school for the community's cultural diversity. ☐	*The leader...* Forms connections between school and community by bringing the community's social and intellectual resources into school. Utilizes a variety of methods and resources to develop an appreciation and understanding within the school for the community's cultural diversity. ☐	*The leader...* Secures external resources to expand the school's appreciation of the community's diverse cultural, social, and intellectual resources. The school celebrates with a variety of external communities to heighten multi-cultural diversity. ☐

00253

Standard 4 – Collaborating with Families and Stakeholders – *Continued*

Functions	Ineffective	Progressing	Effective	Highly Effective
4 C. Build and sustain positive relationships with families and caregivers ☐ Not Rated	*The leader...* Neglects to build relationships with families and care givers. ☐	*The leader...* Interacts with families and caregivers in a professional manner. Involves families and caregivers in some decisions concerning their children's education. Communicates with families and caregivers primarily through print and electronic media. ☐	*The leader...* Participates in frequent positive interactions with families and caregivers and is open, respectful, and welcoming. Involves families and caregivers consistently in decision making about their children's education. Communicates with families and caregivers through a variety of venues; (i.e., school events, newsletters, community events, and websites). ☐	*The leader...* Hosts open forums, focus groups, and conducts surveys to elicit family and caregivers' perceptions about the school. Secures external resources to provide enriching educational opportunities for students' families and caregivers. ☐
4 D. Build and sustain productive relationships with community partners ☐ Not Rated	*The leader...* Neglects to develop partnerships with the community. ☐	*The leader...* Utilizes existing partnerships between school and community. Demonstrates an awareness of community services by occasionally making these services known to families and children. ☐	*The leader...* Applies communication and collaboration strategies to develop family and local community partnerships. Proactively collaborates with community agencies for health, social, and other services to support families and children. ☐	*The leader...* Embraces and advertises benefits provided by community agencies that support health, social and other services to families and children. ☐
Comments:				

Standard 5 – Ethics and Integrity

Standard 5: An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.

Description: Local and state education agencies and professional organizations hold educators to codes of ethics, with attention to personal conduct, fiscal responsibilities, and other types of ethical requirements. Ethics and integrity mean leading from a position of caring, modeling care and belonging in educational settings, personally in their behavior and professionally in concern about students, their learning, and their lives. Leaders demonstrate and sustain a culture of trust, openness, and reflection about values and beliefs in education. They model openness about how to improve the learning of every student. They engage others to share decisions and monitor consequences of decisions and actions on students, educators, and communities.

Functions	Ineffective	Progressing	Effective	Highly Effective
5 A. Ensure a system of accountability for every student's academic and social success ☐ Not Rated	*The leader...* Implements a data-driven system of accountability but does not utilize findings to make decisions that focus on the success of every student. ☐	*The leader...* Implements a data-driven system of accountability to fulfill the professional obligation to regularly monitor progress of each student's and subpopulation's progress in meeting school standards. ☐	*The leader...* Utilizes a data-driven system to create and implement a school improvement plan that fulfills ethical obligations to: • regularly monitor progress of each student's and subpopulation's progress in meeting school academic standards • promote social success by monitoring standards of student behavior that are collaboratively developed and clearly communicated to stakeholders and equitably applied to all students. Ensures legal and equitable allocation of fiscal, human, and material resources. ☐	*The leader...* Collaborates with internal and external stakeholders to ensure a culture that promotes a data driven system supporting every child through the implementation of practices emphasizing legal and ethical treatment of all students. This is achieved in part via the following objectives: • regularly monitor and evaluate progress of each student and subpopulation group in meeting school academic standards • provide staff assistance in employing differentiated instructional and support interventions dedicated to diverse student needs, especially those identified via monitoring of student achievement. ☐

Standard 5 – Ethics and Integrity – *Continued*

Functions	Ineffective	Progressing	Effective	Highly Effective
5 B. Model principles of self-awareness, reflective practice, transparency, and ethical behavior ☐ Not Rated	*The leader...* Demonstrates a lack of self-control characterized by a frequent loss of temper and continual reluctance to discuss sensitive topics and to reflect about his/her professional efficacy. ☐	*The leader...* Engages in reflective practice through active listening, observing, questioning, and sharing multiple perspectives. Generally maintains self-control but occasionally exhibits anger and defensiveness when dealing with sensitive subjects and personal attacks. ☐	*The leader...* Identifies his/her professional strengths and weaknesses by engaging in reflective practice on his/her own work through active listening, observing, questioning, sharing multiple perspectives, and hypothesis testing. Exerts self-control consistently as characterized by dignity, empathy, respect, reflection, self-evaluation, and self-control even when dealing with sensitive subjects and personal attacks. ☐	*The leader...* Is an exemplar of emotional intelligence characterized by exerting self-control, treating self and others with dignity, empathizing with others, respecting self and others, and collaborating in making substantive decisions. Enhances professional efficacy of self and staff by modeling reflective practice through active listening, observing, finding capacities, questioning, and sharing multiple perspectives, and hypothesis testing. Consistently exerts self-control in dealing with sensitive subjects and personal attacks even in the most difficult and confrontational situations. ☐
5 C. Safeguard the values of democracy, equity, and diversity ☐ Not Rated	*The leader...* Allows personal preferences, beliefs, and/or biases to trump impartiality, sensitivity to student diversity, dedication to equality and equitable treatment in interactions with stakeholders. ☐	*The leader...* Occasionally allows personal preferences, beliefs and/or biases to interfere with attempts to employ impartiality, sensitivity to student diversity, dedication to equality and equitable treatment in interactions with stakeholders. ☐	*The leader...* Models impartiality, sensitivity to student diversity, dedication to equality and equitable treatment in interactions with stakeholders. ☐	*The leader...* Uses leadership as an opportunity to create and nurture a learning community characterized by mutual respect, individuality, and pursuit of individual and common good. ☐

00 256

Standard 5 – Ethics and Integrity – *Continued*

Functions	Ineffective	Progressing	Effective	Highly Effective
5 D. Consider and evaluate the potential moral and legal consequences of decision-making ☐ Not Rated	*The leader…* Relies primarily on emotional reactions and personal preferences to make substantive decisions. ☐	*The leader…* Inconsistently relies on school policy and procedures to make and explain substantive decisions. ☐	*The leader…* Makes and explains substantive decisions based on ethical and legal principles inherent in law, school policy and procedures. ☐	*The leader…* Utilizes a model of ethical reasoning that addresses empathy, individual rights, equity, professional obligations, utility, and legality that inform the intentions and substance of school policy and procedures to: • make and explain substantive decisions • revise and/or create individual school guidelines and procedures. ☐
5 E. Promote social justice and ensure that individual student needs inform all aspects of schooling ☐ Not Rated	*The leader…* Occasionally allows personal preferences, beliefs, and/or biases to trump individual rights, liberties, equitable treatment, and dignity of those in his/her scope of influence and care. ☐	*The leader…* Consistently enforces policies, laws, and regulations enacted by local, state, and federal authorities. ☐	*The leader…* Pro-actively facilitates decision making that promotes individual rights and liberties outlined in policies, laws, and regulations enacted by local, state, and federal authorities. ☐	*The leader…* Establishes and nurtures a climate of care and social justice by serving as an exemplary protector of individual rights and liberties and assisting colleagues in developing dispositions and practices that ensure that individual student needs are the focus of all curricular, instructional, and assessment practices. ☐
Comments:				

00 257

Standard 6 – The Education System

Standard 6: An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.

Description: Leaders understand that public schools belong to the public and contribute to the public good. Leaders develop relationships with a range of stakeholders and policymakers to identify, respond to, and influence issues, public awareness, and policies. They see schools and districts as part of larger local, state, and federal systems that support the success of every student, while increasing equity and social justice. Education leaders advocate for education and students in professional, social, political, economic, and other arenas.

Functions	Ineffective	Progressing	Effective	Highly Effective
6 A. Advocate for children, families, and caregivers ☐ Not Rated	*The leader...* Fails to advocate within the school, community, state, and/or national levels to meet needs of children and their families or caregivers. ☐	*The leader...* Advocates on behalf of children, families, and caregivers within the school, community, state, and/or national levels to meet needs of children and their families or caregivers as situations arise. ☐	*The leader...* Develops and implements a plan of action to advocate within the school community, state and/or national levels to meet needs of children, their families or caregivers. ☐	*The leader...* Builds systems of support and advocacy within the school, community, state, and/or national levels to meet needs of children and their families or caregivers. Models and encourages other faculty members to proactively and regularly interact with children, families, and caregivers and engage them in understanding economic and political support needs of the school and district. ☐
6 B. Act to influence local, district, state, and national decisions affecting student learning ☐ Not Rated	*The leader...* Neglects to attempt to develop relationships with stakeholders and policymakers. ☐	*The leader...* Maintains membership in appropriate professional organizations. ☐	*The leader...* Develops relationships with a range of stakeholders and policymakers. Actively participates in appropriate professional organizations. ☐	*The leader...* Identifies, responds to, and influences issues, trends, and potential changes that affect the context of education and the way it is conducted at the local, district, state and/or national levels. ☐

00258

Standard 6 – The Education System – *Continued*

Functions	Ineffective	Progressing	Effective	Highly Effective
6 C. Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies ☐ Not Rated	*The leader...* Fails to stay abreast of emerging educational trends and initiatives. ☐	*The leader...* Stays abreast of emerging educational trends and initiatives by reviewing current research and applying the research-grounded leadership practices. Communicates pertinent educational research to staff in order to enhance professional practices and improve student learning. ☐	*The leader...* Stays abreast of emerging educational trends and initiatives by: • attending professional conferences • participating in professional development. ☐	*The leader...* Promotes and evaluates implementation of emergent strategies based on pertinent educational research to enhance professional practices and improve student learning. ☐
Comments:				

Principal Name: _____

Principal Signature: _____ Date: _____

Superintendent/Designee Signature: _____ Date: _____

AR LEADS Scoring Report

Performance Level Rating				
Standard 1:	☐ Ineffective	☐ Progressing	☐ Effective	☐ Highly Effective
Standard 2:	☐ Ineffective	☐ Progressing	☐ Effective	☐ Highly Effective
Standard 3:	☐ Ineffective	☐ Progressing	☐ Effective	☐ Highly Effective
Standard 4:	☐ Ineffective	☐ Progressing	☐ Effective	☐ Highly Effective
Standard 5:	☐ Ineffective	☐ Progressing	☐ Effective	☐ Highly Effective
Standard 6:	☐ Ineffective	☐ Progressing	☐ Effective	☐ Highly Effective
Overall:	☐ Ineffective	☐ Progressing	☐ Effective	☐ Highly Effective

Summary of Commendations	Recommended Area(s) of Growth	Expectations

PRINCIPAL SIGNATURE _____ **DATE** _____

SUPERINTENDENT/DESIGNEE SIGNATURE _____ **DATE** _____

00 2697

LEADS Professional Growth Plan

Educator:	Position/Organization:
Rating Status: ☐ Beginning Administrator-Year 1 ☐ Beginning Administrator-Year 2 ☐ Beginning Administrator-Year 3 ☐ Career Administrator-Summative Year ☐ Career Administrator – Informal Year 1 ☐ Career Administrator – Informal Year 2 ☐ Career Administrator – Informal Year 3	School Year:
District/Charter Goals & Priorities	
Building Goals & Priorities	
Professional Growth Goal	
Following reflection on current performance, what are your areas of strength?	
Following reflection on current performance, what are your areas of strength?	
What is your professional growth goal for this year?	
Which rubric indicators does this goal align with?	
What is the gap between current performance and desired performance? What factors may be contributing to the gap? What data confirms this?	
What do you want to achieve?	
How will you address the problem to meet the specified goal? Who might you enlist to help you target this area of growth? How might they help?	
What will you do? What will others Do? How do your action steps align with effective/highly effective leadership strategies? How will these steps help you accomplish the district or school goals?	
What will you do to ensure that this work is continued and becomes the way things are done at your school to enrich students & staff?	
Mid-Year Review	
Comments and Dates Reviewed	
End of Year Review	
Identify areas of strength and areas of growth based on evidence that supports the goal.	

Evaluator/Date

Administrator/Date

Attachment 21: Résumé(s) and/or Qualifications for Proposed Financial Team

If some of the financial team members have been selected, but some have not, include résumés for those who have been selected and job descriptions or qualifications for the financial team members who have not yet been selected.

Supplemental human resources information forms are required for each position on the staffing chart (Attachment 24). If all applicable information related to a specific position's job description is included on those forms, include a note on this attachment that lists the relevant financial team position together with a reference to the appropriate page number in Attachment 24.

Katrina D. Cephas

326 M Street SW | Washington, DC 20024 | Phone: 202-288-9474 | Email: [redacted]

Finance/Accounting Professional

Dedicated Accountant with over 15 years of broad finance experience in the non-profit, financial services and mortgage industry, developing and implementing financial systems, strategies, processes and controls that significantly improve P&L scenarios. Adept in establishing accounting functions, systems and best practices; cost-reduction, automation and tax strategies; and lasting business relationships to ensure goal-surpassing fiscal performance.

Skills Summary

Proficient in MS Office 365 in Work and Excel, Writing, QuickBooks, Google Apps, Budgeting, Project Management. Specialized skill in independent tax consulting and financial statements.

Professional Experience

Accounting Clerk III (Contractor) **10/2018 - Present**
National Endowment for the Arts | Washington, DC 20506

- Coordinate and track obligations of administrative orders that include panelist, travel, transportation, office supplies, training, printing, charge card transactions and employee reimbursements. Verify that appropriate approval is granted for each type of obligation and the funding and coding is valid before sending obligation requests to the shared service provider for processing in Delphi. Perform de-obligations of funds.

- Coordinate invoice payment approval and processing in the Delphi (Oracle Federal Financials) system with each type of document according to its specific requirements; ensure that obligations are created for matching with invoices and coding is appropriate. Provide research payment inquiries from vendors and program office. Review invoice log report and work with various offices to resolve payment and approval issues.

- Monitor approval of IPAC (Intra-Government Payment and Collection) transactions for obligation. Review inter-agency payment activities and provide shared service provider with proper coding and approval information. Review and confirm IPAC approver's list, and invoices. Research IPAC payments and ensure agreements are in place.

- Other duties include approval of employee travel disbursements; process and research donations and grant refunds and coordinate approval of donations with Office of General Council.

Accomplishments:

- Reorganized records stored within the unit shared drive and updated job aids for several functions. Trained employees on job tasks.

Finance Director ***02/2010 - 07/2018***
Anacostia Community Outreach Center | Washington, DC 20002

Lead on finance and operations for a community-based non-profit. Managed daily operations with a primary focus on growth, increasing program grant revenue, and managing operational risk.

- Prepared and approved completion of monthly and annual financial reporting. Oversaw organizational budget and its implementation, financial forecasting, and cash flow for of existing programs. Managed all audit activities.

- Served as partner to executive director on the organization's financial, budgeting, and administrative processes; oversight included human resources, payroll, and benefits functions. Manager OSSE and DC grant management of cost and indirect costs.

- Ensured controls were in place and monitored reporting that met the requirements of government contracts, and private funders.

- Engaged the board finance committee around trends and changes in the operating model. Responded to need of the board of directors, funders, clients, and community stakeholders.

Selected Accomplishment:

- Revamped general ledger, financials systems and reporting schedules to improve forecast precision and standardized reporting procedures for $2.5MM budget. (2015)

Accounting/Office Manager ***02/2008 - 12/2009***
Citizens for Global Solutions | Washington, DC 20003

In this key management role, changed with overhauling accounting system and implementing standardized reporting procedures for this membership organization.

- Performed financial analysis, financial audits, and general ledger accounting in accordance with GAAP standards. Executed financial and accounting transactions, including bookkeeping and journal entries; payroll and expenses for staff and consultants; accounts payable and account receivable; management of bank accounts, and bank reconciliations. Coordinated Political Action Committee (PAC) reporting.
- Prepared and reviewed automated monthly financial statements in accordance with GAAP. Performed variance analysis monthly. Generated ad hoc reports for senior management; Compiled & reviewed budget to help Senior Management control funds for various programs.

Selected Accomplishment:

- Negotiated below-market least on prime office space that included $100M in facility improvements (2008)

Project Accountant ***02/2005 - 01/2008***
LB&A, LLC | Mitchellville, MD

Provided leadership and technical expertise to Operations and Finance personnel relative to the analysis and forecasting of inventories and unit cost data.

- Performed general accounting including month-end journal entries and monthly management reporting. Reconciled monthly bank accounts, accrued leave, payroll, and vacation leave.
- Responsible for project accounting overseeing $1.5M in contract billings including budgeting, auditing, forecasting, database maintenance, and reporting.
- Prepared and analyzed comparative evaluation of actual costs against budgeted funds, and determined rationale for variances between costs and budget.

Selected Accomplishment:

- Introduced business process improvements that enhanced the accounting functionality, eliminated duplication and reduced monthly processing time by 20%. (2006)

Business Analyst – Multifamily Asset Management ***07/1997 - 04/2005***
Fannie Mae | Washington, DC

Primary focus was to implement financial risk management processes that identified risk and provided decision support data for mitigating risk for approximately 16 Delegated Underwriter and Servicing (DUS) lenders of multifamily unit properties.

- Managed and performed 24 functions of asset and risk management for multifamily and commercial lenders for portfolio valued at $500MM+. Integrated quality assurance methods into the risk analysis function to ensure continuous process improvement. All functions required skilled analytical assessments.
- Performed on-site lender assessments and lender evaluations for portfolio and provided senior management with written results. Weekly monitoring of lender's portfolio risk and watch list assessments performed for DUS cash, Mortgage Backed Securities (MBS), REMICs and Credit Enhancement loans.
- Reviewed and provided written outcome for property assumption requests for DUS products and Prior Approval loans. Process entailed complex assessment of financial statements for borrowers.

Selected Accomplishment:

- Secured approval and underwrote over $64.5 million financing by way of loan assumptions and preservation of over 1,100 affordable rental units in the District of Columbia

Education

B.S. | Accounting and Business Administration | Delaware State College (now Delaware State University) | Dover Delaware 19901

Professional Development

June 2018 to present | Current student studying for Project Management Professional (PMP) Certification

Organizations/Affiliations

1981 to present | Member of Alpha Kappa Alpha Sorority Inc.| Chapter Treasurer | Fall 1981-1982

Volunteer/Community Work

2005 - Present | Parent of Alumni and Friend of National Presbyterian School and Sidwell Friends School
2013-2016 | Mentor for Queen Beez program of Living Classroom Foundation promoting young girls to uplift and express themselves through song and dance.

Professional References

- Heidi Ren | Accounting Officer | National Endowment for the Arts | 202-682-5491 | renh@arts.gov
- Shiun Huang | Sr. Business Analyst | Fannie Mae | 301-642-6111 | [redacted]
- Lajuane Brooks | Senior System Engineer | Engility Corporation | 301-346-2482 | [redacted]

Personal References

- Dr. Bevadine Terrell | Retired Asst. Principal | District of Columbia Public Schools | 202-365-4134 | [redacted]
- Dalia Smythe | Senior Paralegal | King & Spalding LLP | 202-302-5047 | [redacted]
- Ruby Holden-Womack | Retired Veteran | 985-514-4293 | [redacted]

Friendship
Education Foundation
A community of learners

JOB DESCRIPTION

Posted: 5/1/2018

Position: **Director of Finance and Business Operations**

Position Description: Reporting to the Chief Operating Officer, the Director of Finance and Business Operations leads all day-to-day accounting and office operations, with functional responsibility for accounting, accounts payable, payroll, grants administration and office operations management. Responsibilities also include production of financial reports; proper maintenance of accounting records; accurate processing of financial transactions; and administration of a comprehensive set of controls and budgets designed to mitigate risk, enhance the accuracy of the company's reported financial results, and ensure that reported results comply with generally accepted accounting principles (GAAP), adherence to grants management standards, and result in flawless audits; and business operations support as needed. The Director of Finance and Business Operations will have no direct subordinates to supervise. However, he or she will support the business in the areas of benefits administration, new-hire onboarding, and other related functions. Position will require travel to corporate/school sites outside of the Washington DC area.

Management Responsibilities:

- Provide leadership to finance and accounting areas of the organization.
- Provide useful financial insights to help make better decisions about formulating and executing strategy and provide guidance and analysis to executive and operational management to improve results.
- Maintain system of accounts and keep books and records on all transactions and assets.
- Prepare and analyze accurate monthly financial and management reports, including income statement, balance sheet, budget and variance, projections and forecast, and cash flow.
- Maintain control of the following areas: general ledger, accounts payable, expense reports, billing, and payroll.
- Administer US-based payroll, using various tools and partnering with ADP payroll company to deliver flawless payments.
- Supervise the Accounting and HR Associate and assign jobs relevant to accounts payable, accounts receivable, new-hire onboarding, benefits administration, and broker relationship management.
- Oversee maintenance of personnel files.
- Assist in the management of grants reporting, compliance, and reconciliation.
- Prepare a variety of ad hoc financial scenarios as requested.
- Provide administrative support as required to support the general operations of organization.

Transactional Responsibilities:

- Ensure that all financial transactions are processed accurately, in a timely manner, and in accordance with generally accepted accounting principles.
- Develop, implement, and maintain processes and controls that are current best practices related to transaction processing.
- Manage, oversee, process (as appropriate), and act as backup for processing all of the following transactions: payroll, accounts payable, revenue and expense, fixed assets, cash, bank reconciliations, and allocations.
- Perform month-end closing procedures, including overhead allocations, account reconciliations, and updating schedules.
- Maintain an orderly accounting filing system.
- Ensure that office operations run smoothly.

Reporting Responsibilities:

- Assist in issuing timely, accurate, and complete financial statements for all levels, including Board of Directors, executive, and management.
- Assist in coordinating the preparation of the draft audited financial statements and all tax returns.
- Coordinate the preparation of financial information in the corporate annual report.
- Recommend and report upon benchmarks against which to measure organizational performance.
- Calculate and issue financial and operating metrics.
- Assist in production of cash flow reports, annual budget, and forecasts.
- Calculate variances from the budget and report significant issues to management.
- Provide for a system of management cost reports.
- Provide financial analyses and models as needed, for capital investments, pricing decisions, and contract negotiations.

Compliance Responsibilities:

- Prepare and assist with developing audit schedules for the annual audit.
- Suggest improvements in processes to increase organizational effectiveness.
- Gather 990 and 990T information for the annual tax return.
- Oversee state registration filings.

Knowledge, Skills, and Abilities:

- Proactive, hands-on manager who will own, in partnership with the Chief Operating Officer, responsibility for the Finance Department.
- Strategic thinker who possesses solid business acumen and can organize and manage multiple priorities.
- Exceptional verbal and written communications skills and the ability to interact effectively with others, both internally and externally.
- Excellent time management skills, with the ability to perform multiple tasks and meet critical deadlines while maintaining accuracy and quality.
- Proven ability to make complex and time-sensitive decisions in the best interests of the organization.

Qualifications:

- Bachelor's degree in accounting or finance. CPA is preferred but not required.
- Minimum of 5 years of finance and accounting experience, including finance, accounting, audit, and analysis (including gathering, evaluating, presenting, and reporting financial information to management and external stakeholders).
- Solid experience in coordinating audit activities and managing reporting, budget development and analysis, accounts payable and receivable, general ledger, payroll, and accounting for investments.
- Nonprofit experience, with experience with fund/grants accounting preferred.
- Proficiency with Intacct or other accounting software and excellent Excel skills.
- Ability to travel for business purposes as needed.

While the above is a description of the essential functions of the position, other duties may be assigned. This job description is subject to change at the discretion of management. The position is based in Washington, DC.

Friendship Education Foundation is an equal opportunity employer. Friendship Education Foundation offers a competitive salary and excellent benefits. Please visit our website at www.friendshipusa.org to learn more. To apply, please submit a cover letter and resume to jharris@friendshipusa.org with Director of Finance and Business Operations in the subject line. The position is available for immediate hire, with applications considered on a rolling basis. Candidates are encouraged to submit applications as early as possible.

VIRGINIA L. PERRY

111 South McKinley, apt. 4110
Little Rock, AR 72205
(469)406-3889
[redacted]

CAREER SUMMARY

To obtain a position within a progressive organization that will enable me to be part of an efficient team.

EDUCATION

University of Arkansas Little Rock, AR

- Pursuing Doctorate of Education, Educational Administration and Supervision
  Currently enrolled, 18 hours completed

University of North Texas Denton, TX

- Masters of Education, Educational Administration
  Graduation Date: December 2005

University of Arkansas Little Rock, AR

- Bachelors of Arts, English
  Graduation Date: January 1994

CERTIFICATIONS & QUALIFICATIONS

- Principal Certification (EC-12), Arkansas
- Secondary English Teacher Certification (6-12) / English as a Second Language Supplemental, Arkansas
- PDAS Certified – Professional knowledge of classroom Professional Development Appraisal System and Instructional Leadership Development
- Knowledge of the historical, theoretical, and policy factors in ESL education for program planning, implementation, and advocacy
- Highly skilled at developing, implementing, monitoring, and adjusting plans (Residential Facility Monitoring / Special Education, Accountability, District & Campus Improvement Plans)
- Adept at the execution for federal funding and compliance reports in two states
- Extensive knowledge of classroom management / engagement techniques, and school-wide student disciplinary procedures
- Broad knowledge of school law, school finance and budgeting, and facility planning

WORK EXPERIENCE

- Friendship Education Foundation, Little Rock, AR – Director of Development, 07/2019 – Present
- Charter Division of the Arkansas Department of Education, Little Rock, AR – Program Advisor, 11/2016 –06/2019
- Dallas Independent School District, Dallas, TX
  - Assistant Principal / Leadership Fellow, 07/2014 – 08/2015
  - ESL/ELA Teacher, F.D. Roosevelt High School, 11/2006-05/2007
- Responsive Ed Solutions, Lewisville, TX - Regional Director, 10/2011 –07/2014
- Diagnostic Assessment Services, Dallas, TX - Educational Consultant, 08/2011 – 07/2014
- Dallas County Juvenile Department, Dallas, TX
  - Education Service Administrator (Superintendent), 07/2009 – 08/2011
  - Instructional Manager (Assistant Superintendent), 06/2007- 07/2009
  - Campus Administrator (Principal), 07/04 –11/2006
  - Campus Administrator (Principal), managed by The Brown Schools, 11/02 – 07/04
  - Teacher, managed by The Brown Schools, 08/99 – 11/02
- Stamps High School, Stamps, AR - Teacher, 08/98 – 06/99
- AR Army National Guard, Little Rock, AR - Personnel Records (75D) / Actions (75E) Specialist, Medical Specialist (91B), 01/1990 – 01/1996 (Active Army during Operation Desert Storm / Shield, 01/22/1991-09/03/1991)

VIRGINIA L. PERRY

PROFESSIONAL SKILLS

GROWTH FACILITATION SKILLS / TRAINING / RECRUITMENT & RETENTION / PERSONNEL MANAGEMENT

- Offered technical assistance and support to charter schools
- Successfully recruited highly qualified talent in high needs areas
- Successfully recruited staff for three new campuses, and retained effective staff on existing campuses
- Conducted new employee orientation, developed interview protocols, administered disciplinary measures, conducted staff investigations
- Coached new and struggling teachers
- Developed resources to assist teachers implement non-invasive behavioral interventions
- Supported staff collaboration and interaction in a positive manner

INTERPERSONAL SKILLS / CONFLICT RESOLUTION / MARKETING

- Liaised with staff from other units of the AR Department of Education in support of charter schools
- Established school culture conducive to learning and focused on high expectations for all on multiple campuses by focusing on school wide, positive incentives for students and staff
- Developed community partnerships with local service agencies, contractors, and members of county government that furthered the school's mission and fundraising
- Planned, coordinated and conducted student recruitment and marketing activities.
- Nurtured and sustained a communicative, collaborative climate that was conducive to student learning, parent empowerment, and staff professional growth
- Advocated with local political and community leaders for the establishment of new charters
- Facilitated resolution of conflicts among faculty, staff, students, and parents

ORGANIZATIONAL SKILLS / PROJECT PLANNING / PROJECT MANAGEMENT

- Performed formal and informal visits to charter school sites and monitors accreditation status
- Worked closely with all departments in developing and transforming ideas into grant proposals; conducted library and electronic research; compiled data
- Exhibited multi-tasking abilities by composing master, staff, and student schedules; supervising staff; writing policy and procedures; providing transitional services to students; and staying knowledgeable of state and federal requirements for all educational services
- Collaborated with campus and district personnel to assist in the training of staff, coordination, and assessment of Title I, Title II, Title III, and Title IV programs
- Coordinated project activities; prepared and processed letters, applications and correspondences, developed presentation materials, and manuscripts; maintained databases, activity tracking system, and confidential files

QUANTITATIVE SKILLS / BUDGETING / NEEDS ASSESSMENT

- Assisted in the review of Charter School Program grant information
- Proficient at disaggregating and utilizing data for school-wide improvement
- Handled expense reports with account summaries, maintained inventory control
- Demonstrated knowledge of and accountability for payroll and employee records
- Managed a 12-million-dollar budget for Dallas County Education Department

COMPUTER SKILLS / ATTENDANCE MANAGEMENT / REPORTING

- Compiled data from State website and other units to maintain files and readily available data to prepare reports
- Completed state and federal grant applications in Texas and private philanthropic grants in Arkansas
- Advanced knowledge of student data management systems in Texas and Arkansas
- Adept in computer programs such as Microsoft Word, Excel, Access, and PowerPoint
- Utilized Kronos, company payroll program for employee time and attendance monitoring

CURRICULUM, INSTRUCTION, ASSESSMENT / ALIGNMENT

- Coordinated, developed, and led professional development opportunities to ensure compliance with state curriculum standards and improve academic achievement
- Facilitated curriculum reform and development based on state standards
- Collaborated with subject matter experts, and led campus PLCs with a focus on data
- Considerable knowledge of state testing requirements and accountability standards in Arkansas and Texas

Attachment 22: Résumé(s) and/or Qualifications for Proposed Operations Team

If some of the operations team members have been selected, but some have not, include résumés for those who have been selected and job descriptions or qualifications for the operations team members who have not yet been selected.

Supplemental human resources information forms are required for each position on the staffing chart (Attachment 24). If all applicable information related to a specific position's job description is included on those forms, include a note on this attachment that lists the relevant operations team position together with a reference to the appropriate page number in Attachment 24.

PEIMS COORDINATOR

JOB DESCRIPTON

Qualifications:

Education/Certification:

- Bachelor's degree or equivalent experience

Special Knowledge/Skills:

- Knowledge of state PEIMS and attendance requirements and procedures
- Knowledge in all aspects of computer operations including data entry, editing and the ability to identify computer program errors through reviewing data and reports
- Ability to analyze complex information
- Ability to meet established deadlines
- Ability to work effectively with others

Experience:

- Two years experience in a PEIMS related position

Responsibilities and Duties:

1. Coordinates all activities associated with PEIMS.
2. Maintains relationship with school contacts.
3. Responds to all local, state and federal requests for information on behalf of the district.
4. Establishes district requirements and interprets local, state and federal requirements for student information collection.
5. Evaluates student information system programs for accuracy and comprehensiveness.
6. Coordinates the procedures used to provide transcript data collection and dissemination.
7. Provides technology for student test data.
8. Coordinates student scheduling.
9. Coordinates and manages activity associated with student attendance for the district and with requests for permanent records.
10. Processes and manages open records requests regarding student information.
11. Verifies PEIMS numbers for new courses.
12. Provides leadership and staff training for PEIMS reporting.
13. Other duties as assigned.

Salary Range: 30,000 – 50,000

PHONG HA TRAN

Mobile 504-458-4512
Email [redacted]

DEMONSTRATED ABILITIES

- Strong verbal and written interpersonal and communication skills.
- Excellent customer services experience
- Ability to work efficiently and co-operatively in a team environment.
- Extensive problem solving skills
- Extensive leadership and organizational skills.
- Computer skills include computer assembly, trouble shooting, basic hardware diagnostic, Windows XP/2000, Microsoft Office, C++ (basic), Visual Basic (basic) and assembly language.

WORK EXPERIENCE

Friendship Education Foundation

Friendship Education Foundation is a Charter Management Organization that manages charter schools in various states.

Superintendent, Arkansas (2018 – Present)

- Work with Executive Director (ED) to ensure sustainability of Friendship Aspire Arkansas Inc.
- Manages and supervises principals in the Friendship Aspire Academy network
- Oversees technical projects in alignment with organizational goals and direct the effective delivery of networks, development, and disaster recovery systems and processes
- Organization of fiscal documents
- Prepare financial budgets and present proposals for different project
- Work in conjunction with the ED on replicating and expanding Friendship Aspire Arkansas Inc.
- Work with ED to ensure sustainability of Friendship Aspire Arkansas Inc.
- Report to Board of Directors on compliance requirements of Friendship Aspire Arkansas Inc.
- Work with ED, Head of Schools, and principals to increase student achievement
- Responsible for operations of all school sites to ensure compliance
- Maintaining effective communications between all stake holders.

Einstein Charter School

Einstein Charter is an elementary K-10th grade school, which promote academic excellence in teaching and learning.

Deputy Chief Executive Officer (2015 – 2018)

- Collaborate with community leaders and state officials to ensure compliance
- Oversees technical projects in alignment with organizational goals and direct the effective delivery of networks, development, and disaster recovery systems and processes
- Responsible for the ordering. acquisition, inventory, and disposition of hardware and software
- Organization of fiscal documents
- Prepare financial budgets and present proposals for different project
- Develop Technology Plan, and execute plan according to State guidelines
- Determine pertinent information required by the Administration in making effective decisions. Ensures the gathering, processing, distribution and use of this information occurs in a timely, accurate and cost effective manner
- Work in conjunction with the CEO on replicating and expanding Einstein Charter Inc.
- Work with CEO to ensure sustainability of Einstein Charter Inc.
- Report to Board of Directors on compliance requirements of Einstein Charter Inc.
- Work with CEO to increase student achievement
- Oversee registration of students to ensure long term sustainability
- Responsible for operations of all school sites, as well as all other jobs listed under CIO/CDO

Interim Principal (May 2014 – January 2015)

- Responsible for the operation of the school, as well as all other jobs listed under CIO/CDO.
- Responsible for the safety of all students, staff and teacher at the school.
- Supervises and appraises all school personnel
- Ensures all instructional objectives are implemented within the classroom
- Evaluates student progress and maintains up to date student data
- Responsible for hiring and firing of staff and teachers
- Maintaining effective communications between all stake holders.

CIO/CDO (2010-2014)

- Responsible for the operation of the school's I.T department as well as all other jobs listed under Data Manager and Testing Coordinator.
- Teach PLTW curriculum to middle school students

Data Manager/ I.T Manager and Testing Coordinator (2009-2010)

Responsible for the operating system/associated subsystem by providing system level support of multi-user operating systems, hardware and software tools, including installation, configuration, maintenance, and support. Manage and maintain a variety of data used in support of analytical and/or research projects. Perform duties that are related to all aspects of the Louisiana Department of Education's mandated LEAP Testing Program by coordinating and supervising the school based implementation and administration of statewide (LEAP) and local district group testing programs.

Other responsibilities

- Maintain school enrollment system for federal funding
- Assisted in writing the School Improvement Plan and wrote the School Data Analysis Template
- Design, develop and maintain school website
- Mentor students in Lego Robotics, as well as a computer club
- Computer program facilitator (provide in-service on programs for teachers)
- Coordinated and executed math review programs for grades 3-8.
- Director of LEAP Remediation programs
- Member of the School Leadership Team

Teacher, Kodansha Pal, Japan

Kodansha Pal is a well-known children English school throughout Japan. They specialize in teaching young children aged 8 and under.

- Participate in recruiting campaigns.
- Conduct interesting and innovative lessons to attract new students.
- Teach classes of small children with the aid of a Japanese teacher.

Teacher, ECC Junior Foreign Language Institute, Japan

ECC Junior is a sub division of the ECC Foreign Language Institute, which has the largest number of students studying in Japan. ECC is the most respected and established institute, with many branches spreading across Japan.

- Manage classes composed of as many as 40 school students.
- Adjust curriculum-based activities to appropriate levels of difficulty for different age groups
- Participate in extracurricular activities, enabling students to learn English through games and songs.

EDUCATION

- Bachelor of Science – Information Technology Security (WGU)
- Masters of Education – Educational Leadership (LSUS)
- Doctorate in Education – Educational Leadership (LSUS) (In Progress)
- Certified MATCH instructional coach
- Relay: National Principal Supervisor Fellow
- School Leadership Center Fellow
- MCSE + Security certification
- Comptia Security + certification
- CISCO CCNA certification
- PLTW certified teacher

Attachment 23: Staffing Chart

Using the template provided in the table below, complete the staffing chart for the proposed campus(es). The staffing chart **must** include staffing projections for each year during the initial contract period (Years 1-5) and at capacity.

The staffing chart should align with the organizational charts submitted in Attachment 14 and the Supplemental Human Resources Information Forms submitted in Attachment 24.

The staffing chart should include, but is not limited to, the following positions:

- Superintendent/CEO
- Central office staff, including the chief financial officer and the chief operating officer
- School leaders, including principal(s), assistant principal(s), and other leaders at the campus level
- Teachers (separate rows for each grade level or core subject)
- Teachers (separate row for each special)
- Teachers, ESL/Bilingual
- Teachers, Special Education
- Student support staff (e.g., paraprofessionals, counselors, social workers, etc.)
- Campus operations staff (e.g., clerks, PEIMS coordinator, etc.)

On the staffing chart, all of the categories listed above should be included. Position titles can be modified or added as needed. Every position for which a Supplemental Human Resources Information Form was submitted in Attachment 24 should be listed as a separate row on the staffing chart.

Fill in the total number of full-time equivalent (FTE) staff required for each position in each year. For part-time employees, enter the appropriate percentage of FTE (e.g., an employee who works half days would be 0.5 FTE). Complete only the grade level(s) (elementary, middle, high) that apply to the proposed charter school.

Finally, provide teacher-student ratios in the final row of the table.

Positions	**Staffing Chart**					
	Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**At capacity**
Central Office						
Superintendent/CEO						
Chief Financial Officer						

Positions	Staffing Chart					
	Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**At capacity**
Operations Director	1 contracted with FEF	1 contracted with FEF	1 contracted with FEF	1 contracted with FEF	1 contracted with FEF	1 contracted with FEF
Other Central Office staff- Academics Director	1 contracted with FEF	1 contracted with FEF	1 contracted with FEF	1 contracted with FEF	1 contracted with FEF	1 contracted with FEF
Total central office FTEs	4 contracted with FEF	4 contracted with FEF	4 contracted with FEF	4 contracted with FEF	4 contracted with FEF	4 contracted with FEF
Elementary School Campus Staff						
School leaders (principal, assistant principal, deans, etc.)	1	1	2	2	2	2
Teachers Kindergarten	4	4	4	4	4	4
Teachers 1st grade	4	4	4	4	4	4
Teachers 2nd grade	0	4	4	4	4	4
Teachers 3rd grade	0	0	4	4	4	4
Teachers 4th grade	0	0	0	4	4	4
Teachers 5th grade	0	0	0	0	4	4
Teachers, PE	1	1	1	1	1	1
Teachers, Art	1	1	1	2	2	2
Teachers, Music	1	1	1	2	2	2
Teachers, Theater	.5	.5	.5	1	1	1
Teachers, ESL/Bilingual	1	1	1	2	2	2
Teachers, Special Education	1	1	1	2	2	2
Student support staff, paraprofessionals	6	6	8	8	8	8
Student support staff, counselors	1	1	1	1	1	1
Campus operations, PEIMS coordinator	1	1	1	1	1	1
Campus operations, nurse	1	1	1	1	1	1

Positions	Staffing Chart					
	Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**At capacity**
Campus operations, business manager	1	1	1	1	1	1
Campus operations, custodians	1.5	2	2	2	2	2
Campus operations, Child Nutrition Manager	1	1	1	1	1	1
Campus operations, secretary / receptionist	1	1	1	1	1	1
Total elementary FTEs	**28**	**32.5**	**39.5**	**47.5**	**51.5**	**51.5**
Middle School Campus Staff						
School leaders (principal, assistant principal, deans, etc.)	n/a	n/a	n/a	n/a	n/a	n/a
Teachers (separate line for each grade or core subject)	n/a	n/a	n/a	n/a	n/a	n/a
Teacher (specials, e.g., art)	n/a	n/a	n/a	n/a	n/a	n/a
Teacher, ESL/Bilingual	n/a	n/a	n/a	n/a	n/a	n/a
Teacher, Special Education	n/a	n/a	n/a	n/a	n/a	n/a
Student support staff (e.g., paraprofessionals, counselors)	n/a	n/a	n/a	n/a	n/a	n/a
Campus operations (e.g., PEIMS coordinator, clerk)	n/a	n/a	n/a	n/a	n/a	n/a
Total middle school FTEs	n/a	n/a	n/a	n/a	n/a	n/a
High School Campus Staff						
School leaders (principal,	n/a	n/a	n/a	n/a	n/a	n/a

Positions	Staffing Chart					
	Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**At capacity**
assistant principal, deans, etc.)						
Teachers (separate line for each grade or core subject)	n/a	n/a	n/a	n/a	n/a	n/a
Teacher (specials, e.g., art)	n/a	n/a	n/a	n/a	n/a	n/a
Teacher, ESL/Bilingual	n/a	n/a	n/a	n/a	n/a	n/a
Teacher, Special Education	n/a	n/a	n/a	n/a	n/a	n/a
Student support staff (e.g., paraprofessionals, counselors)	n/a	n/a	n/a	n/a	n/a	n/a
Campus operations (e.g., PEIMS coordinator, clerk)	n/a	n/a	n/a	n/a	n/a	n/a
Total high school FTEs	n/a	n/a	n/a	n/a	n/a	n/a
Total charter school staff	32	36.5	43.5	51.5	55.5	55.5
Teacher-student ratio	1:20	1:20	1:20	1:20	1:20	1:20

Attachment 24: Supplemental Human Resources Information Forms

Using the template provided on the Subchapter D Experienced Operator application page. complete a Supplemental Human Resources Information Form for ALL paid positions required to operate the proposed school in year one and at capacity. Supplemental Human Resources Information Forms should be submitted for each position listed on the staffing chart (Attachment 23).

Ensure that the submission includes ALL positions necessary to operate the proposed school during the start-up year, the first year of operations, and at capacity.

All positions represented in this Attachment should also be represented on the organizational chart submitted in Attachment 14 and on the staffing chart submitted in Attachment 23.

GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School: Friendship Aspire San Antonio East

Name of Sponsoring Entity: Friendship Education Foundation

Position Title: Receptionist / Secretary

Reports to: Principal

Salary Range: 30,000 - 40,000

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. If none, please state N/A.

Proposed Location (City and County): San Antonio, Bexar County

Number of Students anticipated in year one: 160 In year five: 480

Minimum Qualifications Required:

Education Required: High School Diploma

Experience Required: 2 years

Certification Required:

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
San Antonio ISD	015-907	San Antonio	48,745	16.65 - 23.53 an hour
East Central ISD	015-911	San Antonio	10,041	
Ft Sam Houston ISD	015-914	San Antonio	1,590	16.30 - 23.46 an hour

Name of Proposed Charter School: Friendship Aspire San Antonio East

Name of Sponsoring Entity: Friendship Education Foundation

Position Title: Receptionist / Secretary

Reports to: Principal

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

Job Duties: List up to 10 key duties this individual will perform.

1. Maintains a variety of computerized and manual records, files, and department databases (e.g. information packets, rosters/listings, calendars, outstanding supply orders, etc.) for the purpose of documenting activities, providing reliable information and complying with district, state and federal requirements.

2. Evaluates situations (e.g. involving other staff, students, parents, the public, police, probation department, etc.) for the purpose of taking appropriate action and/or directing to appropriate personnel for resolutions.

3. Greets all incoming visitors for the purpose of ensuring that guests sign in/out as required.

4. Compiles data from a variety of sources (e.g. calendars, meetings, etc.) for the purpose of complying with financial, legal and/or administrative requirements.

5. Coordinates a variety of programs and/or activities for the purpose of ensuring availability of facilities and/or equipment and delivering services in conformance to established guidelines.

6. Collects fees and/or funds from student events (e.g. field trips, uniforms, ticket sales, yearbooks, dances, fundraisers, student fee money, etc.) for the purpose of ensuring the accuracy and timely completion of transactions.

7. Assists other personnel for the purpose of supporting them in the completion of their work activities.

8. Administers first aid and prescription medications to students for the purpose of providing emergency or necessary care in accordance with district, state and federal requirements.

9. Orients new campus personnel regarding appropriate school and district practices (e.g. directions, building procedures, etc.) for the purpose of effectively assimilating new personnel into campus operations.

GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School: Friendship Aspire San Antonio East

Name of Sponsoring Entity: Friendship Education Foundation

Position Title: Child Nutrition Manager

Reports to: Principal

Salary Range: 45,000 - 55,000

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. If none, please state N/A.

Proposed Location (City and County): San Antonio, Bexar County

Number of Students anticipated in year one: 160 In year five: 480

Minimum Qualifications Required:

Education Required: Associate's degree or higher or equivalent educational experience with academic major in food and nutrition, dietetics, health and consumer sciences, food service management, nutrition

Experience Required: 2 years

Certification Required: Food manager's certification permit or ability to obtain within 60 days of employment.

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
San Antonio ISD	015-907	San Antonio	48,745	16.00 - 22.30 an hour
East Central ISD	015-911	San Antonio	10,041	
Ft Sam Houston ISD	015-914	San Antonio	1,590	15.76 - 21.76 an hour

Name of Proposed Charter School: Friendship Aspire San Antonio East

Name of Sponsoring Entity: Friendship Education Foundation

Position Title: Child Nutrition Manager

Reports to: Principal

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

Job Duties: List up to 10 key duties this individual will perform.

1. Establish and direct process of providing free and reduced lunch applications following United States Department of Agriculture and Texas Education Agency guidelines for meal eligibility and reimbursement of federal funds.
2. Assumes responsibilities for ordering, receiving, storing, handling, preparing and serving of food .
3. Inspects food deliveries; inspects all food services areas for cleanliness; inspects food preparation; monitors temperatures on freezer, refrigerator and food; inspects machinery and orders maintenance when necessary.
4. Assures that sanitation and safety practices in all phases of the child nutrition operation meet established standards.
5. Maintains accurate child nutrition paperwork, to include food and equipment inventories, food production records, food orders, payroll, deposit ticket, accounts payable and emergency fund reimbursements. Meets all deadlines for paperwork.
6. Participates in promotions to increase meals served and educate students about healthy eating habits.
7. Work cooperatively to develop and implement a cost-effective and efficient food procurement and inventory system that meets both federal and Texas Education Agency (TEA) standards.
8. Attends all manager meeting and workshops.
9. Assist with the evaluation of formal bids and make recommendations for the awarding of contracts for school board approval.
10. 12. Assist in compiling, maintaining, and filing reports, records, and other documents required.

GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School: Friendship Aspire San Antonio East

Name of Sponsoring Entity: Friendship Education Foundation

Position Title: Custodian

Reports to: Principal

Salary Range: 25,000 - 35,000

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. If none, please state N/A.

Proposed Location (City and County): San Antonio, Bexar County

Number of Students anticipated in year one: 160 In year five: 480

Minimum Qualifications Required:

Education Required: High School Diploma

Experience Required: 1 year

Certification Required: n/a

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
San Antonio ISD	015-907	San Antonio	48,745	15.00 - 18.60 an hour
East Central ISD	015-911	San Antonio	10,041	
Ft Sam Houston ISD	015-914	San Antonio	1,590	10.50 - 14.81an hour

Name of Proposed Charter School: Friendship Aspire San Antonio East

Name of Sponsoring Entity: Friendship Education Foundation

Position Title: Custodian

Reports to: Principal

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

Job Duties: List up to 10 key duties this individual will perform.

1. Sweep, mop, vacuum, scrub, and refinish floors; clean, dust and polish furniture; wash windows and walls; clean restrooms; dispose of rubbish, change lights, etc.; make certain all areas of the building are kept in a clean, sanitary and orderly condition according to industry and/or district standards.
2. Pick up litter within the schools and on school grounds.
3. Assure safety during inclement weather to including shoveling, salting, providing slip protection on wet floors, securing against wind damage, snow removal from roofs, remove debris from down spouts when clogged, etc.
4. Applies cleaning chemicals according to established safety procedures.
5. Advise building principal/Maintenance Department on matters relating to mechanical equipment and/or building maintenance
6. Performs minor painting to walls, rails, playgrounds and other areas of the school
7. Keeps all equipment in a good state of repair and cleanliness.
8. Removes extraneous dirt/markings from interior and exterior vertical/horizontal surfaces (walls, doors, etc.).
9. Initiate maintenance service requests according to district procedures. Follows-through to assure that maintenance is performed in a timely manner
10. Periodically inspects, or otherwise maintains awareness of, facility and equipment to detect and prevent injuries or damage.

GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School: Friendship Aspire San Antonio East

Name of Sponsoring Entity: Friendship Education Foundation

Position Title: Nurse

Reports to: Principal

Salary Range: 40,000 - 65,000

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. If none, please state N/A.

Proposed Location (City and County): San Antonio, Bexar County

Number of Students anticipated in year one: 160 In year five: 480

Minimum Qualifications Required:

Education Required: Bachelors preferred

Experience Required: 1 year

Certification Required: Registered nurse's license

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
San Antonio ISD	015-907	San Antonio	48,745	53,999 - 86,757
East Central ISD	015-911	San Antonio	10,041	51,500 - 63,515
Ft Sam Houston ISD	015-914	San Antonio	1,590	53,000 - 68,750

Name of Proposed Charter School: Friendship Aspire San Antonio East

Name of Sponsoring Entity: Friendship Education Foundation

Position Title: Nurse

Reports to: Principal

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

Job Duties: List up to 10 key duties this individual will perform.

1. Provides direct health care, emergency first aid and care, and related health services.
2. Provides preventive health care by: providing appraisals, screening programs, referral and follow-up; recognizes, reports and use control measures on communicable diseases; and monitor and follow-up on immunization needs.
3. Coordinates health screenings as required by Texas State Law and see that follow-up care for the students is provided by their parents.
4. Anticipates supply and equipment needs appropriate to maintaining a continuous functional health program.
5. Serves as a health advocate for the child and assesses student health needs.
6. Coordinate management system to administer medications to students at school. Administer medications according to district policy and procedures.
7. Compile, maintain, and file all physical and computerized reports, records, and other documents required, including clinic records and accurate, updated health records on all students.
8. Participate in development of campus health education curriculum and provide health education to individuals and groups
9. Comply with policies established by federal and state laws, Texas Department of Health rule, State Board of Education rule, and board policy in health services area.
10. Maintain certification in CPR, vision and hearing screening, and as a health screener.

GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School: Friendship Aspire San Antonio East

Name of Sponsoring Entity: Friendship Education Foundation

Position Title: Business Manager

Reports to: Operations Director

Salary Range: 50,000 - 65,000

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. If none, please state N/A.

Proposed Location (City and County): San Antonio, Bexar County

Number of Students anticipated in year one: 160 In year five: 480

Minimum Qualifications Required:

Education Required: Bachelors degree in Accounting / Finance

Experience Required: 2 years

Certification Required: n/a
TASBO certification preferred

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
San Antonio ISD	015-907	San Antonio	48,745	63,420 - 101,271
East Central ISD	015-911	San Antonio	10,041	
Ft Sam Houston ISD	015-914	San Antonio	1,590	264.60 - 365.40a day

Name of Proposed Charter School: Friendship Aspire San Antonio East

Name of Sponsoring Entity: Friendship Education Foundation

Position Title: Business Manager

Reports to: Operations Director

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

Job Duties: List up to 10 key duties this individual will perform.

1. Responsible for annual charter school budget preparation.
2. Responsible for performing financial modeling & analysis.
3. Responsible for day to day school financial operations such as financial performance assessment and reporting.
4. Responsible for procurement, cash receipts, deposits, effective implementation of financial policies, and assistance to the principal with budget management.
5. Coordinates with PEIMS Coordinator with regard to all data analysis and reporting; and ensures confidentiality and security of files and all information pertaining to students, parents, staff, and community.
6. Manages and oversees the upkeep of the school's facilities and coordinates with the Operations Director to implement school facility projects and maintenance; manages vendor relationships to ensure that maintenance, janitorial and pest control services are properly carried out.
7. Manages the School Nutrition Program and implements processes and procedures that result in high quality, compliant and cost-effective food services; coordinates with food vendor, implements accurate counting and claiming procedures, submits meal reimbursement claims, and ensures compliance with applicable laws and regulations.
8.
9.
10.

GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School: Friendship Aspire San Antonio East

Name of Sponsoring Entity: Friendship Education Foundation

Position Title: Paraprofessional

Reports to: Principal

Salary Range: 25,000 - 35,000

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. If none, please state N/A.

Proposed Location (City and County): San Antonio, Bexar County

Number of Students anticipated in year one: 160 In year five: 480

Minimum Qualifications Required:

Education Required: Associates degree or 60 college credit hours

Experience Required: 2 years preferred

Certification Required: n/a

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
San Antonio ISD	015-907	San Antonio	48,745	15.00 - 18.60 an hour
East Central ISD	015-911	San Antonio	10,041	
Ft Sam Houston ISD	015-914	San Antonio	1,590	11.60 - 16.70 an hour

Name of Proposed Charter School: Friendship Aspire San Antonio East

Name of Sponsoring Entity: Friendship Education Foundation

Position Title: Paraprofessional

Reports to: Principal

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

Job Duties: List up to 10 key duties this individual will perform.

1. Assist with supervision of students in an instructional setting.
2. Guide independent study and assist with instructional materials.
3. Assists with large group activities, like drill work and storytelling.
4. Ensure that Friendship Aspire Academy, Inc. policies and procedures, as well as state and federal laws are followed.
5. Works with students to reinforce learning.
6. Scores and records student achievement and diagnostic tests.
7. Monitor students in a variety of settings such as the cafeteria, bus loading area(s), playground, hallway(s), auditorium, etc.
8. Maintain high ethical standards and open communication with students, teachers, parents and school administrators.
9. Reads to students and listens to students read.
10. Set and maintain high academic and behavioral expectations for all students.

GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School: Friendship Aspire San Antonio East

Name of Sponsoring Entity: Friendship Education Foundation

Position Title: Counselor

Reports to: Principal

Salary Range: 40,000 - 60,000

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. If none, please state N/A.

Proposed Location (City and County): San Antonio, Bexar County

Number of Students anticipated in year one: 160 In year five: 480

Minimum Qualifications Required:

Education Required: Bachelor's degree required
Master's degree in counseling preferred

Experience Required: 2 years preferred

Certification Required: n/a

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
San Antonio ISD	015-907	San Antonio	48,745	53,999 - 86,757
East Central ISD	015-911	San Antonio	10,041	
Ft Sam Houston ISD	015-914	San Antonio	1,590	285.77 - 394.63a day

Name of Proposed Charter School: Friendship Aspire San Antonio East

Name of Sponsoring Entity: Friendship Education Foundation

Position Title: Counselor

Reports to: Principal

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

Job Duties: List up to 10 key duties this individual will perform.

1. Interprets standardized tests results and other assessment data to guide students in individual goal setting and planning.
2. Uses an effective process when referring students, parents, and/or others to special programs and services.
3. Collaboratively provides professional expertise to advocate for individual students and specific groups of students.
4. Guide individuals and groups of students to develop educational plans and career awareness.
5. Participate in planning and evaluation of campus standardized testing programs.
6. Work with school and community personnel to bring together resources for students.
7. Consult with parents, teachers, administrators and other relevant people to enhance their work with students.
8. Plan and implement a balanced, school guidance and counseling program to ensure they meet identified needs, priorities, and program objectives.
9. Participate in ongoing, timely and professional communication with students, families, colleagues and community partners. Keep informed of and comply with state, district, and federal program policies and procedures.
10. Utilize and seek out strategies to reach every learner and find resources to enrich learning.

GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School: Friendship Aspire San Antonio East

Name of Sponsoring Entity: Friendship Education Foundation

Position Title: PEIMS Coordinator

Reports to: Operations Director

Salary Range: 50,000 - 65,000

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. If none, please state N/A.

Proposed Location (City and County): San Antonio, Bexar County

Number of Students anticipated in year one: 160 In year five: 480

Minimum Qualifications Required:

Education Required: Bachelors degree preferred
High School Diploma required

Experience Required: 2 years

Certification Required: n/a
TASBO certification preferred

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
San Antonio ISD	015-907	San Antonio	48,745	59,800 - 86,829
East Central ISD	015-911	San Antonio	10,041	
Ft Sam Houston ISD	015-914	San Antonio	1,590	264.60 - 365.40a day

Name of Proposed Charter School: Friendship Aspire San Antonio East

Name of Sponsoring Entity: Friendship Education Foundation

Position Title: PEIMS Coordinator

Reports to: Operations Director

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

Job Duties: List up to 10 key duties this individual will perform.

1. Collect and organize all data required for PEIMS submissions in compliance with PEIMS data standards and state guidelines

2. Work cooperatively with campus, business office, and personnel office staff to collect, organize, and format data required to submit district PEIMS data according to prescribed state deadlines

3. Provide training and support to campus staff and human resources staff responsible for processing PEIMS data.

4. Attend all regional PEIMS workshops and disseminate information to appropriate staff as assigned by PEIMS Coordinator per TEA.

5. Run edits, reports, and verification checks on data to ensure accuracy of information. Distribute edits and reports to appropriate staff for analysis, verification, and correction.

6. Oversee the student registration process to ensure that all required data and documents are collected and accurately entered into the school SIS.

7. Submit complete and accurate PEIMS data in Texas Education Agency (TEA)-prescribed format to education service center (ESC) for processing.

8. Responsible for the submission of fall, mid-year, summer and extended year programs reports to the state. Responsible for PID reporting: (Personal Identification Database) error percentage standards as described in the PEIMS Data Standards. Compiles and submits TEA required PET data weekly, as well as reviewing and researching PET reports.

9. Responsible for the Data quality in compliance with Performance Based Monitoring.

10. Provides guidance to campuses regarding TEA required reports such as the Campus Summary Report, Attendance Verification Report, Enrollment Verification Report and Student Detailed Report.

GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School: Friendship Aspire San Antonio East

Name of Sponsoring Entity: Friendship Education Foundation

Position Title: Teacher

Reports to: Principal

Salary Range: 40,000 - 60,000

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. If none, please state N/A.

Proposed Location (City and County): San Antonio, Bexar County

Number of Students anticipated in year one: 160 In year five: 480

Minimum Qualifications Required:

Education Required: Bachelors degree

Experience Required: 2 years preferred

Certification Required: Preferred, but not required. Highly Qualified status for teaching position is required.

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
San Antonio ISD	015-907	San Antonio	48,745	53,400 - 62,307
East Central ISD	015-911	San Antonio	10,041	51,500 - 63,515
Ft Sam Houston ISD	015-914	San Antonio	1,590	53,000 - 68,750

Name of Proposed Charter School: Friendship Aspire San Antonio East

Name of Sponsoring Entity: Friendship Education Foundation

Position Title: Teacher

Reports to: Principal

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

Job Duties: List up to 10 key duties this individual will perform.

1. Demonstrate the highest level of instructional expertise and content mastery
2. Lead students to high levels of academic success through rigorous, targeted, and differentiated instruction
3. Design and deliver engaging instruction addressing full range of student needs and learning styles
4. Develop formal and informal assessments to measure student mastery
5. Use data to drive instruction
6. Hold students accountable to high academic and behavioral expectations
7. Align practices and routines to an achievement-oriented classroom culture
8. Foster a safe environment that encourages curiosity, academic risk taking, accountability, and collaboration
9. Establish a professional rapport with students and with staff that earns their respect, maintaining visibility with students, staff, parents, and the community
10. Continue to grow professionally through collaboration with colleagues and professional growth experiences

GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School: Friendship Aspire San Antonio East

Name of Sponsoring Entity: Friendship Education Foundation

Position Title: Principal

Reports to: Superintendent

Salary Range: 60,000 - 150,000

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. If none, please state N/A.

Proposed Location (City and County): San Antonio, Bexar County

Number of Students anticipated in year one: 160 In year five: 480

Minimum Qualifications Required:

Education Required: Master's degree from an accredited college or university with an emphasis in supervision, educational administration, school curriculum or a closely related field.

Experience Required: Minimum of 5 years in teaching, administration or supervision of which at least 3 years must have been teaching in a school system.

Certification Required: Teacher Certification Required
Principal Certification Preferred

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
San Antonio ISD	015-907	San Antonio	48,745	79,900 - 118,121
East Central ISD	015-911	San Antonio	10,041	
Ft Sam Houston ISD	015-914	San Antonio	1,590	377 - 511 a day

Name of Proposed Charter School: Friendship Aspire San Antonio East

Name of Sponsoring Entity: Friendship Education Foundation

Position Title: Principal

Reports to: Superintendent

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

Job Duties: List up to 10 key duties this individual will perform.

1. Analyze, share, and use school and student achievement data to develop and implement the school improvement plan.
2. Implement systematic procedures to assess program effectiveness.
3. Monitor curriculum implementation to ensure that the appropriate content and sequence are followed.
4. Ensure that Friendship Aspire Academy, Inc. policies and procedures, as well as state and federal laws are followed.
5. Develop a master schedule and related duty assignments.
6. Enforce school district's code of conduct and appropriate disciplinary procedures in a timely and consistent manner.
7. Align practices and routines to an achievement-oriented school culture
8. Establish and maintain relationships with the Parent Advisory Committee and other community organizations to ensure ongoing, two-way communication and initiate activities which foster productive parent and community involvement.
9. Supervise the use and maintenance of the building and grounds.
10. Identify staff training needs; develop and implement school improvement training plan to meet those needs.

GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School: Friendship Aspire San Antonio East

Name of Sponsoring Entity: Friendship Education Foundation

Position Title: Assistant Principal

Reports to: Principal

Salary Range: 50,000 - 100,000

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. If none, please state N/A.

Proposed Location (City and County): San Antonio, Bexar County

Number of Students anticipated in year one: 160 In year five: 480

Minimum Qualifications Required:

Education Required: Master's degree from an accredited college or university with an emphasis in supervision, educational administration, school curriculum or a closely related field.

Experience Required: Minimum of 5 years in teaching, administration or supervision of which at least 3 years must have been teaching in a school system.

Certification Required: Teacher Certification Required
Principal Certification Preferred

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
San Antonio ISD	015-907	San Antonio	48,745	63,420 - 101,271
East Central ISD	015-911	San Antonio	10,041	
Ft Sam Houston ISD	015-914	San Antonio	1,590	337 - 456 a day

Name of Proposed Charter School: Friendship Aspire San Antonio East

Name of Sponsoring Entity: Friendship Education Foundation

Position Title: Assistant Principal

Reports to: Principal

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

Job Duties: List up to 10 key duties this individual will perform.

1. Supervise operations in principal's absence.
2. Help plan daily school activities by participating in the development of class schedules, teacher assignments, and extracurricular activity schedules.
3. Encourage and support development of innovative instructional programs, helping teachers pilot such efforts when appropriate.
4. Participate in development and evaluation of educational programs.
5. Promote a positive, caring climate for learning.
6. Assist principal develop, maintain, and use information systems to maintain and records to track progress on campus performance objectives and academic excellence indicators.
7. Observe employee performance, record observations, and conduct evaluation conferences. Serve as second appraiser.
8. Help to develop a student discipline management system that results in positive student behavior.
9. Coordinate transportation, custodial, cafeteria, and other support services.
10. Articulate the school's mission to community and solicit its support in realizing mission.

GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School: Friendship Aspire San Antonio East

Name of Sponsoring Entity: Friendship Education Foundation

Position Title: Teacher, Special Education

Reports to: Principal

Salary Range: 45,000 - 65,000

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. If none, please state N/A.

Proposed Location (City and County): San Antonio, Bexar County

Number of Students anticipated in year one: 160 In year five: 480

Minimum Qualifications Required:

Education Required: Bachelors degree

Experience Required: 2 years preferred

Certification Required: Special Education Teacher Certification Required

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
San Antonio ISD	015-907	San Antonio	48,745	53,400 - 62,307
East Central ISD	015-911	San Antonio	10,041	51,500 - 63,515
Ft Sam Houston ISD	015-914	San Antonio	1,590	53,000 - 68,750

Name of Proposed Charter School: Friendship Aspire San Antonio East

Name of Sponsoring Entity: Friendship Education Foundation

Position Title: Teacher, Special Education

Reports to: Principal

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

Job Duties: List up to 10 key duties this individual will perform.

1. Schedule and conduct Admission, Review, and Dismissal (ARD) meetings to ensure the appropriate placement and development of individual education plans for students with disabilities within specific timelines.

2. Collaborate with general education teachers and administrators to provide special education accommodations and services to special needs learners.

3. Work collaboratively with principal to ensure ongoing child find efforts, including but not limited to, review of general education records and requesting special education records according to specific timelines.

4. Ensure that Friendship Aspire Academy, Inc. policies and procedures, as well as state and federal laws are followed.

5. Assist in acquiring contracted service providers as needed.

6. Schedule Full and Individual Evaluations/Review of Exiting Evaluation Data (REED) ensuring that all timeline requirements are met

7. Align practices and routines to an achievement-oriented school culture

8. Ensure that student progress is evaluated on a regular basis and that the findings are used to make special education services more effective. Update and send IEP progress reports to parents at the same time that the general report cards are sent.

9. Plan the necessary time, resources, and materials to support general education teachers in accomplishing educational goals of students receiving special education services.

10. Support for the campus's student management policies and assist with behavior management strategies as they relate to students with disabilities.

Attachment 25: Teacher Evaluation Tool(s)

Provide any teacher evaluation tool(s) that have been developed.

COPYRIGHT MATERIAL

13 pages have been withheld

PLEASE NOTE: The responsive information contains copyrighted information that can only be made available to you for viewing in person. Because the information indicates that it is protected by copyright, you may review this information in person during normal business hours at TEA. If you are interested in reviewing the copyrighted information, please send an email to CharterSchools@tea.texas.gov to schedule an appointment.

Attachment 26: Proposed School Calendar (Annual)

Provide the proposed calendar for the first year of operation, including the first and last day of school, any planned breaks, and the total number of minutes of instruction.

FRIENDSHIP ASPIRE SAN ANTONIO 2021-2022 CALENDAR & SCHEDULE

AUGUST

4-6.	Staff Orientation
9-13, 16-17	Staff Professional Development
18	First Day of School & Fall Semester

SEPTEMBER

6	Holiday – Staff & Students
24	Professional Development Day – No Students

OCTOBER

11	Holiday – Staff & Students
18	2nd Grading Cycle Begins

NOVEMBER

5	Professional Development Day – No Students
23-26	Thanksgiving Holiday – Staff & Students

DECEMBER

17	Early Dismissal and End of Semester
20-31	Winter Holiday – Staff & Students

JANUARY

3	Professional Development Day – No Students
4	First Day of Spring Semester
17	Holiday – Students & Staff

FEBRUARY

21	Professional Development Day – No Students (Inclement Weather Make up Day if needed)

MARCH

14-18	Spring Break – Students & Staff
21	4th Grading Cycle Begins

APRIL

15	Holiday – Students & Staff

MAY

26	Early Dismissal & Last Day of School

	Days of Instruction	Total
1st grading period	40	
2nd grading period	40	Fall Semester 80
3rd grading period	47	
4th grading period	48	Spring Semester 95 / Year 175
	Minutes of instruction	**75,775 a year**

Attachment 27: Proposed School Schedules

Provide teacher and student versions of proposed school schedules for a sample day and a sample week.

DAILY SCHEDULE STUDENT

This schedule will be followed each day, and thus is also the weekly schedule.

7:05 -7:25		Arrival & Breakfast
7:30 – 8:57	87 minutes	Reading / ELA
9:00 – 10:27	87 minutes	Mathematics
10:30 – 11:00	30 minutes	Recess / Physical Activity
11:00 – 11:30		Lunch
11:35 – 1:02	87 minutes	Science / Health
1:05 – 2:32	87 minutes	Social Studies / Technology Applications
2:35 – 3:05	30 minutes	Specials - Fine Arts (Art, Music, Theatre), PE
3:05 – 3:30	25 minutes	Interventions
	433 minutes of instruction per day	

DAILY SCHEDULE TEACHER

7:00 -7:25	Arrival & Teacher Planning (Paras cover breakfast)
7:25	Teachers Pickup students from Cafeteria
7:30 – 10:27	Instruction
10:30 – 11:00	Core Teacher Lunch (Paras & Specials Teachers Recess Duty)
11:00 – 11:30	Core Teacher Lunch Duty (Paras & Specials Teachers Lunch)
11:30- 2:32	Core Instruction
2:35 – 3:05	Planning for Core Teachers
3:05 – 3:30	Interventions (All Staff)
3:30 – 3:45	Dismissal Procedures (All Staff)

Attachment 28: Proposed Admissions and Enrollment Policy

Provide a draft of an Admissions and Enrollment Policy, which should include the following:

- Brief summary of the application and enrollment processes.
- Non-discrimination statement to be included in the proposed school's admissions policy that meets the requirements of Texas Education Code §12.111(a)(5).
- Tentative start and end dates for the application window and the enrollment period. See Texas Education Code §12.117.
- Policies and procedures to be followed in conducting a lottery when a grade or class is oversubscribed, including any exemptions from the lottery. Include whether the charter school will exercise the right to exempt from the lottery returning students, the siblings of returning students, and/or the children of the school's founders and staff (as long as the total number of students allowed constitutes only a small percentage of the total enrollment).
- The approximate date on which a lottery will be conducted, if required.
- Enrollment deadlines and procedures, including an explanation of how the school will receive and process intent to enroll forms.
- Policies and procedures for the admission of students with a documented history of a criminal offense, a juvenile court adjudication, or discipline problems described in Subchapter A, Chapter 37. See Texas Education Code §12.111(a)(5)(A).
- Policies and procedures for student waiting lists, withdrawals, re-enrollment, and transfers.
- Explanation of the purpose of any pre-admission activities for students or parents.

Enrollment deadlines and procedures. If the proposed school will specialize in the performing arts, discuss whether potential students must demonstrate artistic ability as a requirement for admission to the school. Texas Education Code §12.111(a)(5)(B) permits a charter school specializing in performing arts to have an admissions policy that requires a student to demonstrate artistic ability. In addition, Texas Education Code §12.1171 permits a charter school specializing in one or more of the performing arts to require an applicant to audition for admission to the school.

Friendship Aspire San Antonio East Admission and Enrollment Policy

Friendship Aspire San Antonio East is a tuition-free, open admissions charter school that accepts all students. Friendship seeks to create and develop a high performing public charter school that moves all students to grade level mastery regardless of socioeconomic status, prior achievement, or educational needs. Friendship's philosophy is that all students can achieve at high levels when provided with a consistent message of achievement from all stakeholders, strong organizational leadership to promote and maintain rigorous instruction, and research-based curriculum that engages all learners

Enrollment at Friendship Aspire San Antonio East is a two-step process. Applications for admission will be accepted year-round through the school's website or in person at the school. Enrollment will occur on a continuous basis as spaces are available. When the number of applicants is greater than the number of spaces available, students will be selected by random lottery in accordance with state law. A student who receives notice of acceptance will have 10 business days to complete an enrollment packet and provide the required documents.

To complete an enrollment packet for new students, parents must bring the following:

- Child's official birth certificate and or passport
- Child's social security card
- Parent or legal guardian ID
- Two current proofs of residence: lease agreement (signed by lessee/lessor) or current utility bill, in the parent or legal guardian's name o personal property tax bill
- Child's immunization records
- Current and final Report Card from the previous school year, if applicable

Please provide these other documents if applicable to your child:

- IEP or IAP
- Income stub if you are applying for free and reduced meals

Friendship Aspire Charter School will also provide free morning and afternoon care. Students in afternoon care will participate in extra-curricular activities including academic and social clubs. Free transportation will be provided to those families upon request and each student will receive

The following documents must be attached to the enrollment packet to be considered complete.

1. Two proofs of residency
2. Guardian ID
3. Birth certificate
4. Current shot record
5. Current and final report card from the previous school year if applicable
6. 504 accommodations if applicable
7. IEPS and special education evaluation if applicable
8. Income if you are applying for free and reduced meals

Attachment 29: Certificate of Occupancy for Facility

If the applicant has a certificate of occupancy for the identified facility, provide a copy.

N/A

Attachment 30: Evidence that Facility has been Secured

If the applicant currently owns the facility, has a lease, or has an MOU or other proof of intent to secure a specific facility, provide proof of the commitment.

Attachment 31: Detailed Start-up Plan

Provide a detailed start-up plan for Year Zero (September 2020-August 2021).

FRIENDSHIP ASPIRE ACADEMY, INC STARTUP PLAN

Organizational tasks include board recruiting and development, which will occur throughout the start-up period.

Leadership team will be recruited as soon as possible.

Teacher recruiting will be underway as soon as approved and Friendship hopes to complete it by May 2021.

Student recruiting is underway and will continue through school opening.

Start up and Operating is on-going the budget will continue to be revised an enrollment information becomes available.

Curriculum and DC planning will occur in April-May 2021 and pre-opening training will take place in July and August 2021.

Community Engagement is ongoing. A series of parent, strategic partnership and community meetings will take place monthly until the opening of the school.

FRIENDSHIP START ACTIVITIES AND TIMELINE

Task	Activities Involved	Timeline (months)												Responsible Party
		1	2	3	4	5	6	7	8	9	10	11	12	
School Mission, Objectives, Performance Goals	Review mission, goals and objectives of the school Align with school design, charter and State requirements													▪ Board ▪ School leadership (if hired)

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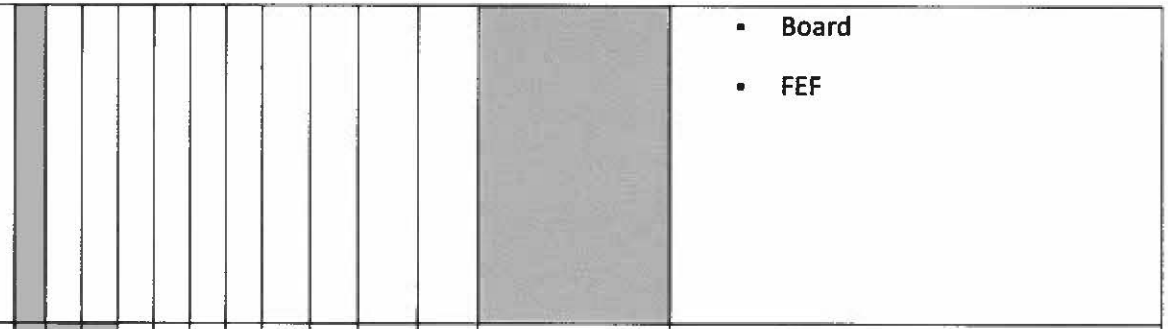
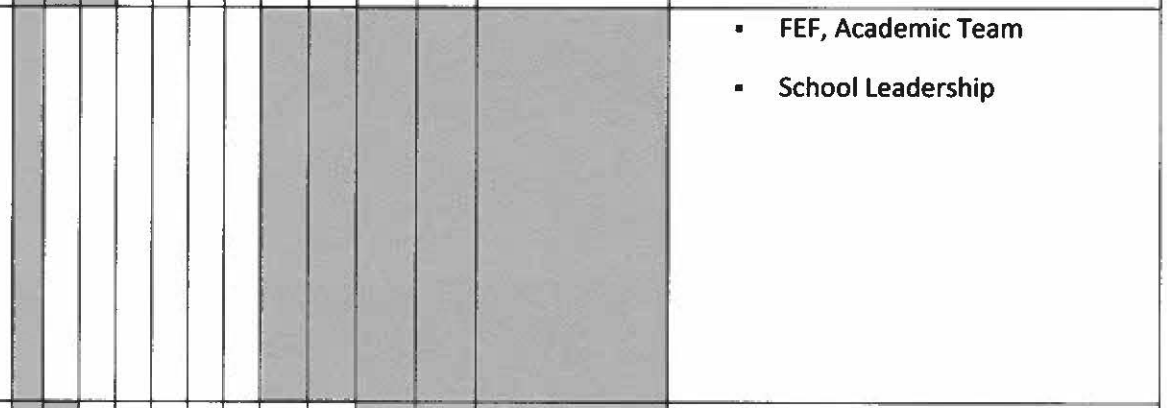
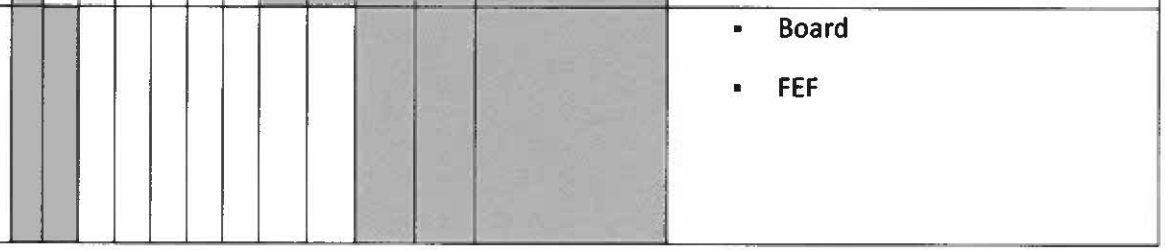
FRIENDSHIP ASPIRE ACADEMY, INC STARTUP PLAN

Ensure Effective Board Governance (on going)	Recruit board members Ensure Conflict of Interest are addressed Vote Officers and staff Committees Conduct Board training		▪ Board ▪ FEF
Superintendent/Leadership Team	Recruit and hire School Principal Recruit and State Superintendent		▪ Board ▪ FEF
Academic Program	Finalize Curriculum and School design Incorporate TEKS & ELPS Finalize Special Ed, ELL, and Gifted and Talented programs Create Operation Plan and Student Handbook		▪ FEF, Academic Team ▪ School Leadership
Business Operations	Engage Charter Management Organization Choose vendors, suppliers, and consultants		▪ Board ▪ FEF

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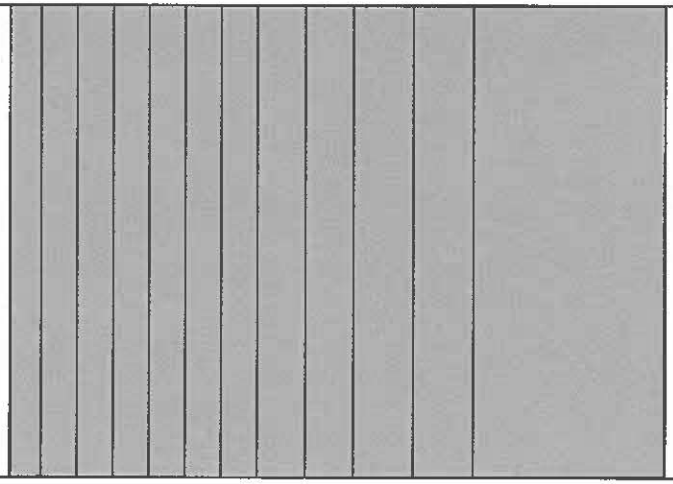
FRIENDSHIP ASPIRE ACADEMY, INC STARTUP PLAN

Budget Development and Financing	Create Start-up budget Create 1st year - 3 year operating budget Identify/secure financing needs and facility acquisition cost Secure financing commitments from foundations and strategic partners		▪ Board ▪ FEF

Start up and Timeline Plan Continued

Task	**Activities Involved**	**Timeline** (months)												**Responsible Party**
		1	2	3	4	5	6	7	8	9	10	11	12	
Acquire Facility	Find facility Secure lease (multi-year) Renovate facility													▪ Governing Board ▪ FEF
External Relations and Communication	Identify and secure strategic partnership agreements/letters of Intent (in-kind/monetary support)													▪ FEF ▪ Principal and school staff

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	Create communication plan Develop student recruitment plan Finalize Admission and Lottery process												
Training, Performance Measures and Accountability	Conduct school leadership training Conduct new teacher training Conduct all teacher training												▪ FEF ▪ Principal
Recruit Students (Yr. 01 plan only)	Develop recruitment materials Notify public of open enrollment Develop process for registration and verifying enrollment documentation Enroll students Conduct Parent/Student Open House (parents and students)												▪ FEF ▪ Principal

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FRIENDSHIP ASPIRE ACADEMY, INC STARTUP PLAN

Assumptions:

1. All start up activities will commence after charter is approved.
2. Friendship Education Foundation will serve as the Charter Management Organization. As such, they will lead and guide all start up activities, as specified in their service agreement with Friendship Aspire Academy, Inc.

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Attachment 32: Financial Plan Workbook

Using the template provided on the Subchapter D Experienced Operator application page, complete the Financial Plan Workbook.

Once complete, applicants are instructed to submit this attachment as follows:

> ***Hard Copy:*** print a hard copy of **only** the Financial Plan Workbook Summary. This is the RED TAB in the Financial Plan Workbook;
>
> AND
>
> ***Electronic Submission:*** The **entire** Financial Plan Workbook, will be submitted electronically as an Excel file.

It is important to budget conservatively and to consider that charter schools often have lower than anticipated attendance rates in the first five years of operation. Therefore, a reasonable planning estimate of $5,920 per student, which accounts for a daily attendance rate of 80%, should be used when planning and developing the budget.

Note: When using a school district as a baseline for supplemental HR forms, make sure the ISD used has the same or close to anticipated average daily attendance (ADA) that the proposed charter school is projecting.

Through a grant application process, federal funds may be available for up to 12 months of post-award planning and up to two years of implementation. However, start-up funds are available for no more than three years. Actual funding depends on the number of eligible charters, the completion of a successful competitive charter grant application, and the continuation of funds from the United States Department of Education. **Start-up funding is NOT to be used for budget purposes and, if awarded, will not be available to the sponsoring entity until the contract for the charter school has been executed, a county-district number has been assigned, and a grant application has been completed and negotiated.**

After these steps are complete, federal funds may only be accessed after a request for reimbursement has been submitted. Generally, federal funds may not be received until after the charter holder has demonstrated that it has incurred an expenditure that represents an allowable cost pursuant to the requirements of the federal award.

1/20/2020 12:30

Friendship Aspire Academy San Antonio

FINANCIAL PLAN WORKBOOK SUMMARY

	Start-Up Year 0 2021	Year 1 2022	Year 2 2023	Year 3 2024	Year 4 2025	Year 5 2026
REVENUE						
Total State Revenue		$ 1,111,288	$ 1,666,932	$ 2,217,019	$ 2,771,274	$ 3,325,529
Total Federal Revenue		$ 100,000	$ 100,000	$ 100,000	$ 100,000	$ 100,000
Total Local and Other Revenue	$ 650,000	$ 700,000	$ 500,010	$ 435,009	$ 130,503	$ 45,676
TOTAL REVENUE	**$ 650,000**	**$ 1,911,288**	**$ 2,266,942**	**$ 2,752,028**	**$ 3,001,777**	**$ 3,471,205**
EXPENSES						
PERSONNEL, PAYROLL TAXES, AND BENEFITS EXPENSES						
Total Administrative Staff Personnel Costs	$ 60,000	$ 140,000	$ 193,040	$ 247,741	$ 251,705	$ 255,733
Total Instructional Personnel Costs	$ -	$ 689,261	$ 939,213	$ 1,196,396	$ 1,388,153	$ 1,585,741
Total Non-Instructional Personnel Costs	$ -	$ 78,647	$ 92,605	$ 140,539	$ 142,787	$ 145,072
Total Payroll Taxes and Benefits	$ 9,582	$ 143,813	$ 195,610	$ 253,073	$ 284,689	$ 317,251
TOTAL PERSONNEL, PAYROLL TAXES, AND BENEFITS EXPENSES	**$ 69,582**	**$ 1,051,721**	**$ 1,420,469**	**$ 1,837,748**	**$ 2,067,334**	**$ 2,303,796**
NON-PAYROLL RELATED EXPENSES						
Total Contracted Services	$ -	$ 231,004	$ 274,256	$ 339,134	$ 436,451	$ 582,427
Total School Operations	$ 139,400	$ 217,700	$ 217,700	$ 271,700	$ 271,700	$ 271,700
Total Facilities Operations and Maintenance	$ 37,300	$ 159,800	$ 166,800	$ 174,500	$ 182,970	$ 192,287
Reserves / Contingencies	$ -	$ -	$ -	$ -	$ -	$ -
TOTAL NON-PAYROLL RELATED EXPENSES	**$ 176,700**	**$ 608,504**	**$ 658,756**	**$ 785,334**	**$ 891,121**	**$ 1,046,414**
TOTAL EXPENSES	**$ 246,282**	**$ 1,660,225**	**$ 2,079,225**	**$ 2,623,082**	**$ 2,958,455**	**$ 3,350,210**
NET OPERATING INCOME (before depreciation)	**$ 403,718**	**$ 251,063**	**$ 187,717**	**$ 128,946**	**$ 43,322**	**$ 120,995**
STUDENT ENROLLMENT						
Projected Student Enrollment		160	240	320	400	480
Revenue Per Pupil		$ 11,946	$ 9,446	$ 8,600	$ 7,504	$ 7,232
Expenses Per Pupil		$ 10,376	$ 8,663	$ 8,197	$ 7,396	$ 6,980

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New Charter School Application Financial Plan Workbook Instructions

General Instructions and Notes

- **Colors for tabs and cells may be different on MAC computers and Apple products.**
- Complete all four tabs in GREEN. The BLUE tabs are informational only and do not require data entry.
- For MAC users, the BLUE tabs are **Budget**, **Financial Plan Workbook Summary**, **SOF**, and **Payment Formula Example**. All other tabs are GREEN data entry tabs.
- Formula driven cells are locked and should remain locked. Enter information into the GRAY cells ONLY.
- For MAC users, the GRAY cells may appear blue.
- Cells containing RED triangles in the upper right corner contain guidance on that particular line item.
- All **Notes** and **Notes and Descriptions of Assumptions** cells are editable. Adding as much detail as possible in these columns is encouraged. All Notes and Notes and Descriptions of Assumptions should be verifiable with support documents if requested by TEA.

School Info Tab

- Enter the Lead Applicant's name, email address, and phone number.
- In the row **Start-Up (Year 0) Fiscal Year End**, enter the fiscal year the proposed charter school will be in for it's startup year.
- In the row **Year One Fiscal Year End**, enter the fiscal year the school will be in for its first operational year.
- In the row **Fiscal Year End Date**, use the drop-down list box to select the proposed charter school fiscal year end date.
- In the row **Total School Year Minutes**, enter the number of minutes the proposed charter school will be open for operation.

Enrollment Tab

- **Enter information into the GRAY cells ONLY. All other cells are locked and should remain locked.**

ENROLLMENT Section

- Enter the anticipated enrollment for the proposed school by grade and year in the GRAY cells only. The anticipated enrollment for all five years is mandatory because those enrollment assumptions will directly impact the five year budget/operational plan.

- Enter the anticipated average daily attendance (ADA) percentage by year.
- **WARNING** - Enter conservative and realistic enrollment numbers. The state funding for your proposed charter school will be adjusted to your actual ADA, not your budgeted ADA! If you enter ambitious enrollment numbers or your estimated enrollment numbers are not realistic compared to your waiting list of students within commuting distance, then your projections may be invalid. Additionally, your enrollment numbers may change frequently during the school year. Over budgeting revenue is the most frequent cause of financial distress for charter holders.

STUDENT POPULATION Section

- Enter the anticipated number of students for each population designation by year in the gray cells only. The numbers entered will automatically generate the percentage of students anticipated for that designation based on the total enrollment entered.

TRANSPORATION Section

- Enter the anticipated transporation allotments for the specified programs.

Personnel Tab

- **Enter information into the GRAY cells ONLY. All other cells are locked and should remain locked.**
- Column C - Enter the position description.
- Column D - Select the category for the position entered in column C from the drop down list box. Categories listed in the drop down box align with the **Start-Up, Y1, & Assumptions** and **Budget** tabs.
  ***PLEASE NOTE** - Before selecting a category, be sure to review the **Budget** tab to see where each category falls in terms of the Personnel section.*
- Column E - Enter the starting salary for each position.
- Columns F - K - Enter the number of full-time equivalents (FTE) for each position for the given year.
- Coumn M - Enter any notes related to each position.
- Cells P10 - S10 - Enter the anticipated percentage of salary increases for each year. Salaries for each position for each year will be automatically generated based on the yearly raise percentages entered in the worksheet.

Start-Up, Y1, & Assumptions Tab

- **Enter information into the GRAY cells ONLY. All other cells are locked and should remain locked.**
- Column C - All line descriptions are locked and are to remain locked except those shaded gray and labeled **Custom**. **Custom** cells can be edited by the applicant.
- Columns E - F - Enter budgeted amounts for the proposed charter school in column E for the start-up year (Year 0) and in column F for Year 1.
- Columns H - M - Enter the percentage increase OR decrease that is anticipated for each line item from year to year.
  ***** PLEASE NOTE** - The percentages entered in the PAYROLL TAXES AND BENEFITS section are for the percentage of total payroll for that particular year and NOT the percentage of increase from year to year.***
- Enter any notes and descriptions of assumptions that need further explanation.

Budget Tab

- ALL revenues and expenses are automatically calculated based on the **Enrollment**, **Personnel**, and **Start-Up, Y1, & Assumptions** tabs.
- No data should be entered on this tab.

Financial Plan Workbook Summary Tab

- ALL revenues and expenses are automatically calculated based on the **Enrollment**, **Personnel**, and **Start-Up, Y1, & Assumptions** tabs.
- No data should be entered on this tab.

SOF Tab

- Summary of Finances (**SOF**) tab displays the estimate for Total State Aid.
- No data should be entered on this tab.

Payment Formula with Example Tab

- Actual cash flows are based on average attendance for each 6 week period reported to TEA. If you experience a substantial change in enrollment during the year, your ADA will change and so will your payments.
- No data should be entered on this tab.

1/23/2020 16:17

Friendship Aspire Academy San Antonio

NEW CHARTER SCHOOL APPLICATION FINANCIAL PLAN WORKBOOK

Lead Applicant Name:	Friendship Education Foundation	
Contact Email:	Jharris@friendshipusa.org	
Contact Phone:	202-746-7049	
Start-Up (Year 0) Fiscal Year End:	2021	*Enter the 4-digit year (XXXX)*
Year One Fiscal Year End:	2022	*Enter the 4-digit year (XXXX)*
Fiscal Year End Date:	June 30	*Select date*
Total School Year Minutes:	75,600	*Enter the number of minutes (e.g., 75,600)*

1/23/2020 16:17

Friendship Aspire Academy San Antonio

ESTIMATE OF STATE AID ENTITLEMENT INPUT

ENROLLMENT	Year 1 2022	Year 2 2023	Year 3 2024	Year 4 2025	Year 5 2026
Pre-Kindergarten **(Enter 1/2 of actual enrollment because you will only be funded for 1/2 day per child)**	x	x	x	x	x
Kindergarten	80.00	80.00	80.00	80.00	80.00
1st Grade	80.00	80.00	80.00	80.00	80.00
2nd Grade	x	80.00	80.00	80.00	80.00
3rd Grade	x	x	80.00	80.00	80.00
4th Grade	x	x	x	80.00	80.00
5th Grade	x	x	x	x	80.00
6th Grade	x	x	x	x	x
7th Grade	x	x	x	x	x
8th Grade	x	x	x	x	x
9th Grade	x	x	x	x	x
10th Grade	x	x	x	x	x
11th Grade	x	x	x	x	x
12th Grade	x	x	x	x	x
Total Number of All Students Enrolled (Average Membership)	**160.00**	**240.00**	**320.00**	**400.00**	**480.00**
Total Number of High School Students Enrolled	**-**	**-**	**-**	**-**	**-**
Average Daily Attendance (ADA) %	**85%**	**85%**	**90%**	**90%**	**90%**
Average Daily Attendance (ADA)	**136.00**	**204.00**	**288.00**	**360.00**	**432.00**
Percent change YOY		50%	41%	25%	20%

STUDENT POPULATION

Data for the following fiscal years must be based on reasonable estimates and projections.

Special Education Data:	2022	EYS 2022	2023	EYS 2023	2024	EYS 2024	2025	EYS 2025	2026	EYS 2026
Number Enrolled in Homebound	-	-	-	-	-	-	-	-	-	-
Number Enrolled in Hospital Class	-	-	-	-	-	-	-	-	-	-
Number Enrolled in Speech Therapy	-	-	-	-	-	-	-	-	-	-
Number Enrolled in Resource Room	-	-	-	-	-	-	-	-	-	-
Number Enrolled in Self-Contained Mild/Mod/Sev	-	-	-	-	-	-	-	-	-	-
Number Enrolled in Full-Time Early Childhood	-	-	-	-	-	-	-	-	-	-
Number Enrolled in Off-Home Campus	-	-	-	-	-	-	-	-	-	-
Number Enrolled in VAC	-	-	-	-	-	-	-	-	-	-
Number Enrolled from State Schools	-	-	-	-	-	-	-	-	-	-
Number Enrolled in Residential Care & Treatment	-	-	-	-	-	-	-	-	-	-
Number Enrolled in Mainstream	11.00	11.00	11.00	11.00	11.00	11.00	11.00	11.00	11.00	11.00
Special Education Student Count (SPED)	**11.00**	**11.00**	**11.00**	**11.00**	**11.00**	**11.00**	**11.00**	**11.00**	**11.00**	**11.00**
Special Education Student Count %	**6.88%**	**6.88%**	**4.58%**	**4.58%**	**3.44%**	**3.44%**	**2.75%**	**2.75%**	**2.29%**	**2.29%**
Percent change YOY			0%	0%	0%	0%	0%	0%	0%	0%

Career and Technology (C&T) Data:	2022	Advanced C&T FTE 2022	2023	Advanced C&T FTE 2023	2024	Advanced C&T FTE 2024	2025	Advanced C&T FTE 2025	2026	Advanced C&T FTE 2026
Number Enrolled in One-hour Class	-	-								
Number Enrolled in Two-hour Class		-								
Number Enrolled in Three-hour Class		-								
Number Enrolled in Four-hour Class		-								
Number Enrolled in Five-hour Class		-								
Number Enrolled in Six-hour Class		-								
Career & Technology Students Enrolled	-	-	-	-	-	-	-	-	-	-
% of Career & Technology Students										
Percent change YOY			0%	0%	0%	0%	0%	0%	0%	0%

Gifted and Talented, Pregnancy Related, & Bilingual/ESL Data:	Data for the following fiscal years must be based on reasonable estimates and projections.				
	2022	2023	2024	2025	2026
Number Gifted and Talented Students Enrolled	6.00	6.00	6.00	6.00	6.00
% of Gifted and Talented Students Enrolled	**3.75%**	**2.50%**	**1.88%**	**1.50%**	**1.25%**
Number of Pregnancy Related Students	-	-	-	-	-
% of Pregnancy Related Students Enrolled					
Number of Students Enrolled in Bilingual/ESL	16.00	24.00	32.00	40.00	48.00
% of Students Enrolled in Bilinguel/ESL	**10.00%**	**10.00%**	**10.00%**	**10.00%**	**10.00%**

Special Education Error Check					
Career and Technology Error Check					

Compensatory Education Enrollment					

TRANSPORTATION	2022	2023	2024	2025	2026
Regular Program Transportation Allotment	50	50	100	100	100
Special Education Program Transportation Allotment	-	-	-	-	-
Career and Technology Program Transportation Allotment	-	-	-	-	-
Transportation Total	**50**	50	100	100	100
Percent change YOY		0%	100%	0%	0%

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Friendship Aspire Academy San Antonio

PERSONNEL

Position Description	Position Category (Categories align with the categories on the Five Year Budget)	Year Count	Number of FTEs: Start-Up Year 0	Year 1	Year 2	Year 3	Year 4	Year 5	Notes	Total of Salaries: Start-Up Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
		FYE	2021	2022	2023	2024	2025	2026		2021	2022	2023	2024	2025	2026
		Starting Salary	# of FTEs	# of FTEs	# of FTEs	# of FTEs	# of FTEs	# of FTEs		Yearly Raise % 0.0000%	0.0000%	1.6000%	1.6000%	1.6000%	1.6000%
Superintendent	Instructional Management	$ 75,000	0.0	0.0	0.0	0.0	0.0	0.0	Position funded by CMO	$ -	$ -	$ -	$ -	$ -	$ -
Financial Officer	CFO / Director of Finance	$ 60,000	0.0	0.0	0.0	0.0	0.0	0.0	Position funded by CMO	$ -	$ -	$ -	$ -	$ -	$ -
Operating Officer	Executive Management	$ 60,000	0.0	0.0	0.0	0.0	0.0	0.0	Position funded by CMO	$ -	$ -	$ -	$ -	$ -	$ -
										$ -	$ -	$ -	$ -	$ -	$ -
Principal	Deans, Directors & Coordinators	$ 60,000	1.0	1.0	1.0	1.0	1.0	1.0		$ 60,000	$ 60,000	$ 60,960	$ 61,935	$ 62,926	$ 63,933
Assistant Principal	Deans, Directors & Coordinators	$ 50,000	0.0	0.0	1.0	1.0	1.0	1.0		$ -	$ -	$ 50,800	$ 51,613	$ 52,439	$ 53,278
Teachers - Kindergarten	Teachers - Regular	$ 41,147	0.0	4.0	4.0	4.0	4.0	4.0		$ -	$ 164,588	$ 167,221	$ 169,897	$ 172,615	$ 175,377
Teachers 1st grade	Teachers - Regular	$ 41,147	0.0	4.0	4.0	4.0	4.0	4.0		$ -	$ 164,588	$ 167,221	$ 169,897	$ 172,615	$ 175,377
Teachers 2nd grade	Teachers - Regular	$ 41,147	0.0	0.0	4.0	4.0	4.0	4.0		$ -	$ -	$ 167,221	$ 169,897	$ 172,615	$ 175,377
Teachers 3rd grade	Teachers - Regular	$ 41,147	0.0	0.0	0.0	4.0	4.0	4.0		$ -	$ -	$ -	$ 169,897	$ 172,615	$ 175,377
Teachers 4th grade	Teachers - Regular	$ 41,147	0.0	0.0	0.0	0.0	4.0	4.0		$ -	$ -	$ -	$ -	$ 172,615	$ 175,377
Teachers 5th grade	Teachers - Regular	$ 41,147	0.0	0.0	0.0	0.0	0.0	4.0		$ -	$ -	$ -	$ -	$ -	$ 175,377
Teachers, PE	Teachers - Regular	$ 41,147	0.0	1.0	1.0	1.0	1.0	1.0		$ -	$ 41,147	$ 41,805	$ 42,474	$ 43,154	$ 43,844
Teachers, Art	Specialty Teachers	$ 41,147	0.0	1.0	1.0	1.0	1.0	1.0		$ -	$ 41,147	$ 41,805	$ 42,474	$ 43,154	$ 43,844
Teachers, Music	Specialty Teachers	$ 41,147	0.0	1.0	1.0	1.0	1.0	1.0		$ -	$ 41,147	$ 41,805	$ 42,474	$ 43,154	$ 43,844
Teachers, Theater	Specialty Teachers	$ 41,147	0.0	0.5	0.5	0.5	0.5	0.5		$ -	$ 20,574	$ 20,903	$ 21,237	$ 21,577	$ 21,922
Teachers, ESL/Bilingual	Teachers - Regular	$ 41,147	0.0	1.0	1.0	1.0	1.0	1.0		$ -	$ 41,147	$ 41,805	$ 42,474	$ 43,154	$ 43,844
Teachers, Special Education	Teachers - SPED	$ 45,000	0.0	1.0	1.0	2.0	2.0	2.0		$ -	$ 45,000	$ 45,720	$ 92,903	$ 94,389	$ 95,900
Student support staff/paraprofessionals	Aides	$ 25,000	0.0	4.0	6.0	7.0	7.0	7.0		$ -	$ 100,000	$ 152,400	$ 180,645	$ 183,535	$ 186,472
Student support staff/counselors	Therapists & Counselors	$ 41,147	0.0	0.5	1.0	1.0	1.0	1.0		$ -	$ 20,574	$ 41,805	$ 42,474	$ 43,154	$ 43,844
Campus operations,PEIMS coordinator	Deans, Directors & Coordinators	$ 50,000	0.0	1.0	1.0	1.0	1.0	1.0		$ -	$ 50,000	$ 50,800	$ 51,613	$ 52,439	$ 53,278
Campus operations, nurse	Nurse	$ 41,147	0.0	1.0	1.0	1.0	1.0	1.0		$ -	$ 41,147	$ 41,805	$ 42,474	$ 43,154	$ 43,844
Campus operations, business manager	Operation / Business Manager	$ 50,000	0.0	0.0	0.0	1.0	1.0	1.0		$ -	$ -	$ -	$ 51,613	$ 52,439	$ 53,278
Campus operations, custodian	Custodian	$ 25,000	0.0	1.5	2.0	2.0	2.0	2.0		$ -	$ 37,500	$ 50,800	$ 51,613	$ 52,439	$ 53,278
Campus operations, child nutrition mgr	Other - Non-Instructional	$ 45,000	0.0	0.0	0.0	1.0	1.0	1.0		$ -	$ -	$ -	$ 46,452	$ 47,195	$ 47,950
Campus operations, receptionist	Administrative Staff	$ 30,000	0.0	1.0	1.0	1.0	1.0	1.0		$ -	$ 30,000	$ 30,480	$ 30,968	$ 31,463	$ 31,967
Substitute teachers	Substitute Teachers	$ 110	0.0	85.0	85.0	85.0	85.0	85.0	$110 per day @85 days	$ -	$ 9,350	$ 9,500	$ 9,652	$ 9,806	$ 9,963
										$ -	$ -	$ -	$ -	$ -	$ -

Friendship Aspire Academy San Antonio
REVENUE AND EXPENSE ASSUMPTIONS

	BUDGET		ASSUMPTIONS							
	Start-Up Year 0	Year 1	Start-Up Year 0	Year 1	Year 2	Year 3	Year 4	Year 5	Notes and Descriptions of Assumptions for Start-Up Year	Notes and Descriptions of Assumptions for Year 1 through Year 5
	2021	2022	2021	2022	2023	2024	2025	2026		
			Enter the % change below for which the amount entered in column F should change each year. Consider using the % changes in the Enrollment Tab.							
REVENUE										
TOTAL STATE REVENUES		1,111,288			50.00%	33.00%	25.00%	20.00%	% taken from Enrollment tab	
TOTAL FEDERAL REVENUES		100,000			0.00%	0.00%	0.00%	0.00%	An assumption from different titles funds based from previous experience	
TOTAL LOCAL & OTHER REVENUES	650,000	700,000			-28.57%	-13.00%	-70.00%	-65.00%	Startup grant for Year 0 and operation grant from other funders	$400K carried over from startup year to year 1. $300K from year 1 to year 2. $300K from year 2 to year 3. 300K from year 3 to 4. $200K from year 4 to 5
TOTAL REVENUE	$ 650,000	$ 1,911,288								
EXPENSES										
ADMINISTRATIVE STAFF PERSONNEL COSTS										
Executive Management	-	-								
Instructional Management	-	-								
Deans, Directors & Coordinators	60,000	110,000								
CFO / Director of Finance	-	-								
Operation / Business Manager	-	-								
Administrative Staff	-	30,000								
Other - Administrative	-	-								
TOTAL ADMINISTRATIVE STAFF PERSONNEL COSTS	$ 60,000	$ 140,000								
INSTRUCTIONAL PERSONNEL COSTS										
Teachers - Regular	-	411,470								
Teachers - SPED	-	45,000								
Substitute Teachers	-	9,350								
Teaching Assistants	-	-								
Specialty Teachers	-	102,868								
Aides	-	100,000								
Therapists & Counselors	-	20,574								
Other - Instructional	-	-								
TOTAL INSTRUCTIONAL PERSONNEL COSTS	$ -	$ 689,261								
NON-INSTRUCTIONAL PERSONNEL COSTS										
Nurse	-	41,147							Full time Nurse to take care of any health related issues any students may have	
Librarian	-	-								
Custodian	-	37,500							Full time custodial staff employed by the school to ensure cleanliness at all times	
Security	-	-								
Other - Non-Instructional	-	-								
TOTAL NON-INSTRUCTIONAL PERSONNEL COSTS	$ -	$ 78,647								
TOTAL PERSONNEL EXPENSES	$ 60,000	$ 907,908								
			For each line item in the Payroll Taxes and Benefits section, enter the % of Total Personnel Expenses that line item should represent.							
PAYROLL TAXES AND BENEFITS										
Social Security	3,720	56,290	6.20%	6.20%	6.20%	6.20%	6.20%	6.20%	% of line 55	
Medicare	870	13,165	1.45%	1.45%	1.45%	1.45%	1.45%	1.45%	% of line 55	
State Unemployment	2,100	31,777	3.50%	3.50%	3.50%	3.50%	3.50%	3.50%	% of line 55	
Worker's Compensation Insurance	414	6,265	0.69%	0.69%	0.69%	0.69%	0.69%	0.69%	% of line 55	
Custom Other Tax #1	-	-	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%		
Custom Other Tax #2	-	-	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%		
Health Insurance	2,100	31,777	3.50%	3.50%	3.50%	3.50%	3.50%	3.50%		
Dental Insurance	120	1,816	0.20%	0.20%	0.20%	0.20%	0.20%	0.20%		
Vision Insurance	90	1,362	0.15%	0.15%	0.15%	0.15%	0.15%	0.15%		
Life Insurance	90	1,362	0.15%	0.15%	0.15%	0.15%	0.15%	0.15%		
Retirement Contribution	78	-	0.13%	0.00%	0.13%	0.13%	0.13%	0.13%		
Custom Fringe #1	-	-	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%		
Custom Fringe #2	-	-	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%		
TOTAL PAYROLL TAXES AND BENEFITS	$ 9,582	$ 143,813								
TOTAL PERSONNEL, TAX & BENEFIT EXPENSES	$ 69,582	$ 1,051,721								

Friendship Aspire Academy San Antonio
REVENUE AND EXPENSE ASSUMPTIONS

	BUDGET		ASSUMPTIONS							
	Start-Up Year 0	Year 1	Start-Up Year 0	Year 1	Year 2	Year 3	Year 4	Year 5	Notes and Descriptions of Assumptions for Start-Up Year	Notes and Descriptions of Assumptions for Year 1 through Year 5
	2021	2022	2021	2022	2023	2024	2025	2026		
			Enter the % change below for which the amount entered in column F should change each year.							
CONTRACTED SERVICES										
Accounting / Audit	-	40,000			0.00%	0.00%	0.00%	0.00%	Third party book keeper (contractor) to ensure school is fiscal sound and responsible. They will also be responsible to payroll services	
Legal	-	2,500			0.00%	0.00%	0.00%	0.00%	Legal fees for laywers for any legal issues	
Management Company Fee	-	86,504			50.00%	50.00%	50.00%	50.00%	CMO management fee to oversee the operation of the school	
Nurse Services	-	-			0.00%	0.00%	0.00%	0.00%		
Food Service / School Lunch	-	90,000			0.00%	0.00%	0.00%	0.00%	Vended service to provide breakfast and lunch to students	
Payroll Services	-				0.00%	0.00%	0.00%	0.00%		
Special Ed Services	-	12,000			0.00%	0.00%	0.00%	0.00%	OT, PT, and other special services contracted out to third party vendor to provide services to our SPED students	
Titlement Services (i.e. Title I)	-	-			0.00%	0.00%	0.00%	0.00%		
Health Services	-				0.00%	0.00%	0.00%	0.00%		
Media Services	-				0.00%	0.00%	0.00%	0.00%		
Summer Training	-				0.00%	0.00%	0.00%	0.00%		
TOTAL	$ -	$ 231,004								
SCHOOL OPERATIONS										
Board Expenses	-	-			0.00%	0.00%	0.00%	0.00%		
Classroom / Teaching Supplies & Materials	-	-			0.00%	0.00%	0.00%	0.00%		
Special Ed Supplies & Materials		5,400			0.00%	0.00%	0.00%	0.00%	Classroom materials and supplies for SPED students	
Textbooks / Workbooks	-	50,000			0.00%	0.00%	0.00%	0.00%		
Supplies & Materials other		10,000			0.00%	0.00%	0.00%	0.00%	Classroom materials and supplies for general ed students	
Equipment / Furniture	50,000	-			0.00%	0.00%	0.00%	0.00%	Tables, desk, and chairs for classrooms	
Telephone	12,300	12,300			0.00%	0.00%	0.00%	0.00%	Telecommunication lines for the school. Phone lines to and from classroom.	
Technology	50,000	25,000			0.00%	0.00%	0.00%	0.00%	Chromebooks, printers, promethean panels, and other technology hardware for the classroom	
Student Testing & Assessment	-	18,000			0.00%	0.00%	0.00%	0.00%	Third party SPED evaluation services	
Field Trips	-	5,000			0.00%	0.00%	0.00%	0.00%	Funds for field trip within school year	
Transportation (student)	-	54,000			0.00%	100.00%	0.00%	0.00%	Yellow bus service for students who require transportation to get to school	
Student Services - other	-	-			0.00%	0.00%	0.00%	0.00%		
Office Expense	-	10,000			0.00%	0.00%	0.00%	0.00%	Office supplies and materials	
Staff Development	-	5,000			0.00%	0.00%	0.00%	0.00%	Funds to purchase supplies and materials for professional development	
Staff Recruitment	13,550	10,000			0.00%	0.00%	0.00%	0.00%	Funds to purchase supplies and materials and pay for events for teacher recruimet	
Student Recruitment / Marketing	13,550	10,000			0.00%	0.00%	0.00%	0.00%	Funds to purchase supplies and materials and pay for events for student recruimet	
School Meals / Lunch	-				0.00%	0.00%	0.00%	0.00%		
Travel (Staff)	-	3,000			0.00%	0.00%	0.00%	0.00%	Funds to pay for travel expenses for any professional development outside of Texas	
Fundraising	-	-			0.00%	0.00%	0.00%	0.00%		
After School Program	-	-			0.00%	0.00%	0.00%	0.00%		
Custom Operations #1	-	-			0.00%	0.00%	0.00%	0.00%		
Custom Operations #2	-	-			0.00%	0.00%	0.00%	0.00%		
TOTAL SCHOOL OPERATIONS	$ 139,400	$ 217,700								
FACILITY OPERATION & MAINTENANCE										
Insurance	15,000	15,000			0.00%	0.00%	0.00%	0.00%	Content, liablity, cyber insurance	
Janitorial Services	-	24,000			0.00%	0.00%	0.00%	0.00%	Funds to purchase janitoral supplies and materials	
Building and Land Rent / Lease		70,000			10.00%	10.00%	10.00%	10.00%	Funds to pay for rent of the school facility	
Repairs & Maintenance		15,000			0.00%	0.00%	0.00%	0.00%	Fuds to pay for any repairs or maintenance that is not covered by landlord	
Security Services		2,500			0.00%	0.00%	0.00%	0.00%	Funds to pay for security cameras	
Utilities	10,000	21,000			0.00%	0.00%	0.00%	0.00%	Funds to pay for electricity, water, gas and waste disposal	

Friendship Aspire Academy San Antonio

REVENUE AND EXPENSE ASSUMPTIONS

	BUDGET		ASSUMPTIONS							
	Start-Up Year 0	Year 1	Start-Up Year 0	Year 1	Year 2	Year 3	Year 4	Year 5	Notes and Descriptions of Assumptions for Start-Up Year	Notes and Descriptions of Assumptions for Year 1 through Year 5
	2021	2022	2021	2022	2023	2024	2025	2026		
Internet	12,300	12,300			0.00%	0.00%	0.00%	0.00%	Funds to pay for internet services. Will seek to apply for ERATE funds to offset cost	
Custom Facilities Operations #1	-	-			0.00%	0.00%	0.00%	0.00%		
Custom Facilities Operations #2	-	-			0.00%	0.00%	0.00%	0.00%		
TOTAL FACILITY OPERATION & MAINTENANCE	**$ 37,300**	**$ 159,800**								
RESERVES / CONTIGENCIES	-				0.00%	0.00%	0.00%	0.00%		
TOTAL EXPENSES	**$ 246,282**	**$ 1,660,225**								
NET OPERATING INCOME (before Depreciation)	**$ 403,718**	**$ 251,063**								
DEPRECIATION & AMORTIZATION	-	-			0.00%	0.00%	0.00%	0.00%		
NET OPERATING INCOME (including Depreciation)	**$ 403,718**	**$ 251,063**								

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Friendship Aspire Academy San Antonio

PROJECTED BUDGET / OPERATING PLAN

	Start-Up Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
	2021	2022	2023	2024	2025	2026
SUMMARY						
Total Revenue	**650,000**	**1,911,288**	**2,266,942**	**2,752,028**	**3,001,777**	**3,471,205**
Total Expenses	**246,282**	**1,660,225**	**2,079,225**	**2,623,082**	**2,958,455**	**3,350,210**
Net Operating Income (before Depreciation)	**403,718**	**251,063**	**187,717**	**128,946**	**43,322**	**120,995**
Revenue Per Pupil		11,945.55	9,445.59	8,600.09	7,504.44	7,231.68
Expenses Per Pupil		10,376.40	8,663.44	8,197.13	7,396.14	6,979.60
REVENUE						
TOTAL STATE REVENUES		1,111,288	1,666,932	2,217,019	2,771,274	3,325,529
TOTAL FEDERAL REVENUES		100,000	100,000	100,000	100,000	100,000
TOTAL LOCAL & OTHER REVENUES	$ 650,000	700,000	500,010	435,009	130,503	45,676
TOTAL REVENUE	**$ 650,000**	**$ 1,911,288**	**$ 2,266,942**	**$ 2,752,028**	**$ 3,001,777**	**$ 3,471,205**
EXPENSES						
ADMINISTRATIVE STAFF PERSONNEL COSTS						
Executive Management	-	-	-	-	-	-
Instructional Management	-	-	-	-	-	-
Deans, Directors & Coordinators	60,000	110,000	162,560	165,161	167,804	170,488
CFO / Director of Finance	-	-	-	-	-	-
Operation / Business Manager	-	-	-	51,613	52,439	53,278
Administrative Staff	-	30,000	30,480	30,968	31,463	31,967
Other - Administrative	-	-	-	-	-	-
TOTAL ADMINISTRATIVE STAFF PERSONNEL COSTS	**$ 60,000**	**$ 140,000**	**$ 193,040**	**$ 247,741**	**$ 251,705**	**$ 255,733**
INSTRUCTIONAL PERSONNEL COSTS						
Teachers - Regular	-	411,470	585,275	764,536	949,384	1,139,951
Teachers - SPED	-	45,000	45,720	92,903	94,389	95,900
Substitute Teachers	-	9,350	9,500	9,652	9,806	9,963
Teaching Assistants	-	-	-	-	-	-
Specialty Teachers	-	102,868	104,513	106,186	107,885	109,611
Aides	-	100,000	152,400	180,645	183,535	186,472
Therapists & Counselors	-	20,574	41,805	42,474	43,154	43,844
Other - Instructional	-	-	-	-	-	-
TOTAL INSTRUCTIONAL PERSONNEL COSTS	**$ -**	**$ 689,261**	**$ 939,213**	**$ 1,196,396**	**$ 1,388,153**	**$ 1,585,741**
NON-INSTRUCTIONAL PERSONNEL COSTS						
Nurse	-	41,147	41,805	42,474	43,154	43,844
Librarian	-	-	-	-	-	-
Custodian	-	37,500	50,800	51,613	52,439	53,278
Security	-	-	-	-	-	-
Other - Non-Instructional	-	-	-	46,452	47,195	47,950
TOTAL NON-INSTRUCTIONAL PERSONNEL COSTS	**$ -**	**$ 78,647**	**$ 92,605**	**$ 140,539**	**$ 142,787**	**$ 145,072**
TOTAL PERSONNEL EXPENSES	**$ 60,000**	**$ 907,908**	**$ 1,224,859**	**$ 1,584,676**	**$ 1,782,646**	**$ 1,986,545**

	Start-Up Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
	2021	2022	2023	2024	2025	2026
PAYROLL TAXES AND BENEFITS						
Social Security	3,720	56,290	75,941	98,250	110,524	123,166
Medicare	870	13,165	17,760	22,978	25,848	28,805
State Unemployment	2,100	31,777	42,870	55,464	62,393	69,529
Worker's Compensation Insurance	414	6,265	8,452	10,934	12,300	13,707
Custom Other Tax #1	-	-	-	-	-	-
Custom Other Tax #2	-	-	-	-	-	-
Health Insurance	2,100	31,777	42,870	55,464	62,393	69,529
Dental Insurance	120	1,816	2,450	3,169	3,565	3,973
Vision Insurance	90	1,362	1,837	2,377	2,674	2,980
Life Insurance	90	1,362	1,837	2,377	2,674	2,980
Retirement Contribution	78	-	1,592	2,060	2,317	2,583
Custom Fringe #1	-	-	-	-	-	-
Custom Fringe #2	-	-	-	-	-	-
TOTAL PAYROLL TAXES AND BENEFITS	**$ 9,582**	**$ 143,813**	**$ 195,610**	**$ 253,073**	**$ 284,689**	**$ 317,251**
TOTAL PERSONNEL, TAX & BENEFIT EXPENSES	**$ 69,582**	**$ 1,051,721**	**$ 1,420,469**	**$ 1,837,748**	**$ 2,067,334**	**$ 2,303,796**
CONTRACTED SERVICES						
Accounting / Audit	-	40,000	40,000	40,000	40,000	40,000
Legal	-	2,500	2,500	2,500	2,500	2,500
Management Company Fee	-	86,504	129,756	194,634	291,951	437,927
Nurse Services	-	-	-	-	-	-
Food Service / School Lunch	-	90,000	90,000	90,000	90,000	90,000
Payroll Services	-	-	-	-	-	-
Special Ed Services	-	12,000	12,000	12,000	12,000	12,000
Titlement Services (i.e. Title I)	-	-	-	-	-	-
Health Services	-	-	-	-	-	-
Media Services	-	-	-	-	-	-
Summer Training	-	-	-	-	-	-
TOTAL	**$ -**	**$ 231,004**	**$ 274,256**	**$ 339,134**	**$ 436,451**	**$ 582,427**

	Start-Up Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
	2021	2022	2023	2024	2025	2026
SCHOOL OPERATIONS						
Board Expenses	-	-	-	-	-	-
Classroom / Teaching Supplies & Materials	-	-	-	-	-	-
Special Ed Supplies & Materials	-	5,400	5,400	5,400	5,400	5,400
Textbooks / Workbooks	-	50,000	50,000	50,000	50,000	50,000
Supplies & Materials other	-	10,000	10,000	10,000	10,000	10,000
Equipment / Furniture	50,000	-	-	-	-	-
Telephone	12,300	12,300	12,300	12,300	12,300	12,300
Technology	50,000	25,000	25,000	25,000	25,000	25,000
Student Testing & Assessment	-	18,000	18,000	18,000	18,000	18,000
Field Trips	-	5,000	5,000	5,000	5,000	5,000
Transportation (student)	-	54,000	54,000	108,000	108,000	108,000
Student Services - other	-	-	-	-	-	-
Office Expense	-	10,000	10,000	10,000	10,000	10,000
Staff Development	-	5,000	5,000	5,000	5,000	5,000
Staff Recruitment	13,550	10,000	10,000	10,000	10,000	10,000
Student Recruitment / Marketing	13,550	10,000	10,000	10,000	10,000	10,000
School Meals / Lunch	-	-	-	-	-	-
Travel (Staff)	-	3,000	3,000	3,000	3,000	3,000
Fundraising	-	-	-	-	-	-
After School Program	-	-	-	-	-	-
Custom Operations #1	-	-	-	-	-	-
Custom Operations #2	-	-	-	-	-	-
TOTAL SCHOOL OPERATIONS	**$ 139,400**	**$ 217,700**	**$ 217,700**	**$ 271,700**	**$ 271,700**	**$ 271,700**
FACILITY OPERATION & MAINTENANCE						
Insurance	15,000	15,000	15,000	15,000	15,000	15,000
Janitorial Services	-	24,000	24,000	24,000	24,000	24,000
Building and Land Rent / Lease	-	70,000	77,000	84,700	93,170	102,487
Repairs & Maintenance	-	15,000	15,000	15,000	15,000	15,000
Security Services	-	2,500	2,500	2,500	2,500	2,500
Utilities	10,000	21,000	21,000	21,000	21,000	21,000
Internet	12,300	12,300	12,300	12,300	12,300	12,300
Custom Facilities Operations #1	-	-	-	-	-	-
Custom Facilities Operations #2	-	-	-	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE	**$ 37,300**	**$ 159,800**	**$ 166,800**	**$ 174,500**	**$ 182,970**	**$ 192,287**
RESERVES / CONTIGENCIES	-	-	-	-	-	-
TOTAL EXPENSES	**$ 246,282**	**$ 1,660,225**	**$ 2,079,225**	**$ 2,623,082**	**$ 2,958,455**	**$ 3,350,210**
NET OPERATING INCOME (before Depreciation)	**$ 403,718**	**$ 251,063**	**$ 187,717**	**$ 128,946**	**$ 43,322**	**$ 120,995**
DEPRECIATION & AMORTIZATION	-	-	-	-	-	-
NET OPERATING INCOME (including Depreciation)	**$ 403,718**	**$ 251,063**	**$ 187,717**	**$ 128,946**	**$ 43,322**	**$ 120,995**

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Friendship Aspire Academy San Antonio

FINANCIAL PLAN WORKBOOK SUMMARY

	Start-Up Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
	2021	2022	2023	2024	2025	2026
REVENUE						
Total State Revenue		$ 1,111,288	$ 1,666,932	$ 2,217,019	$ 2,771,274	$ 3,325,529
Total Federal Revenue		$ 100,000	$ 100,000	$ 100,000	$ 100,000	$ 100,000
Total Local and Other Revenue	$ 650,000	$ 700,000	$ 500,010	$ 435,009	$ 130,503	$ 45,676
TOTAL REVENUE	**$ 650,000**	**$ 1,911,288**	**$ 2,266,942**	**$ 2,752,028**	**$ 3,001,777**	**$ 3,471,205**
EXPENSES						
PERSONNEL, PAYROLL TAXES, AND BENEFITS EXPENSES						
Total Administrative Staff Personnel Costs	$ 60,000	$ 140,000	$ 193,040	$ 247,741	$ 251,705	$ 255,733
Total Instructional Personnel Costs	$ -	$ 689,261	$ 939,213	$ 1,196,396	$ 1,388,153	$ 1,585,741
Total Non-Instructional Personnel Costs	$ -	$ 78,647	$ 92,605	$ 140,539	$ 142,787	$ 145,072
Total Payroll Taxes and Benefits	$ 9,582	$ 143,813	$ 195,610	$ 253,073	$ 284,689	$ 317,251
TOTAL PERSONNEL, PAYROLL TAXES, AND BENEFITS EXPENSES	**$ 69,582**	**$ 1,051,721**	**$ 1,420,469**	**$ 1,837,748**	**$ 2,067,334**	**$ 2,303,796**
NON-PAYROLL RELATED EXPENSES						
Total Contracted Services	$ -	$ 231,004	$ 274,256	$ 339,134	$ 436,451	$ 582,427
Total School Operations	$ 139,400	$ 217,700	$ 217,700	$ 271,700	$ 271,700	$ 271,700
Total Facilities Operations and Maintenance	$ 37,300	$ 159,800	$ 166,800	$ 174,500	$ 182,970	$ 192,287
Reserves / Contingencies	$ -	$ -	$ -	$ -	$ -	$ -
TOTAL NON-PAYROLL RELATED EXPENSES	**$ 176,700**	**$ 608,504**	**$ 658,756**	**$ 785,334**	**$ 891,121**	**$ 1,046,414**
TOTAL EXPENSES	**$ 246,282**	**$ 1,660,225**	**$ 2,079,225**	**$ 2,623,082**	**$ 2,958,455**	**$ 3,350,210**
NET OPERATING INCOME (before depreciation)	**$ 403,718**	**$ 251,063**	**$ 187,717**	**$ 128,946**	**$ 43,322**	**$ 120,995**
STUDENT ENROLLMENT						
Projected Student Enrollment		160	240	320	400	480
Revenue Per Pupil		$ 11,946	$ 9,446	$ 8,600	$ 7,504	$ 7,232
Expenses Per Pupil		$ 10,376	$ 8,663	$ 8,197	$ 7,396	$ 6,980

Friendship Aspire Academy San Antonio

ESTIMATE OF STATE AID ENTITLEMENT

Summary of Finance Description	Weight or Rate	
Refined Average Daily Attendance (ADA)		136.000
High School ADA	$ 275	0.000
Prior Year Refined ADA		0.000
SPECIAL EDUCATION FTE		
Homebound (Code 01)	5.0	0.000
Hospital Class (Code 02)	3.0	0.000
Speech Therapy (Code 00)	5.0	0.000
Resource Room (Code 41& 42)	3.0	0.000
Self-contained Mild/Mod/Severe (Code 43 & 44)	3.0	0.000
Full Time Early Childhood (Code 45)	3.0	0.000
Off-home Campus (Codes 91-98)	2.7	0.000
VAC (Code 08)	2.3	0.000
State School Students (Code 30)	2.8	0.000
Residential Care & Treatment (Code 81-89)	4.0	0.000
Total Special Education FTE		0.000
Total Special Education Weighted FTE		0.000
EXTENDED YEAR SERVICES (EYS) SPECIAL EDUCATION FTE		
Homebound (Code 01)	5.0	0.000
Hospital Class (Code 02)	3.0	0.000
Speech Therapy (Code 00)	5.0	0.000
Resource Room (Code 41& 42)	3.0	0.000
Self-contained Mild/Mod/Severe (Code 43 & 44)	3.0	0.000
Full Time Early Childhood (Code 45)	3.0	0.000
Off-home Campus (Codes 91-98)	2.7	0.000
VAC (Code 08)	2.3	0.000
State School Students (Code 30)	2.8	0.000
Residential Care & Treatment (Code 81-89)	4.0	0.000
Total ESY Special Education FTE		0.000
Total ESY Special Education Weighted FTE		0.000
Mainstream ADA	1.10	9.350
Career & Technology FTEs	1.35	0.000
Advanced Career & Technology Education FTEs	$ 50	0.000
Regular Program ADA		136.000
Gifted & Talented Enrollment	0.12	6.000
State Compensatory Education Enrollment	0.20	0.000
Pregnancy Related FTEs	2.41	0.000
Bilingual ADA	0.10	13.600
Adjusted GYA		0.9733
Total Weighted Average Daily Attendance (WADA)	SOF pg	184.959
Did Charter Holder Participate in TRS Active Care in 2005-06?		NO
Full-Time Staff (not MSS)	1	0.000
Part-Time Staff (not MSS)	1	0.000
State Average Funding Components	SOF pg	
Per Capita Rate	2	$ 447.180
District Basic Allotment (DBA)	7	$ 5,102.00
Adjusted Basic Allotment (ABA)	7	$ 5,390.00
Adjusted Allotment	7	$ 6,535.00
District Tax Rate Level 1 (DTR1)	12	$ 0.057339

District Tax Rate Level 2 (DTR2)	12	$	0.049003
2018-2019 State Average I&S Rate that limits spending to $60 million	16	$	0.060035
EDA Guaranteed Yield (GY)	16	$	37.00
Level 1 Entitlement	12	$	106.28
Level 2 Entitlement	12	$	31.95
Program Intent Codes -TIER I Allotments	SOF pg		
11-Regular Program Allotment	2	$	888,760
21-Gifted & Talented Adjusted Allotment (spend 55% of amount)	2	$	4,705
25-Bilingual Education Allotment (spend 52% of amount)	2	$	8,888
99-New Instructional Facility Allotment	2	$	-
31-High School Allotment (spend 100% of amount)	2	$	-
Special Education Detail:	SOF pg		
Regular Special Education	10	$	-
Mainstream	10	$	67,212
Residential Care and Treatment	10	$	-
State Schools	10	$	-
Extended Year Special Education	10	$	-
23-Special Education Adjusted Allotment (spend 52% of amount)		$	67,212
Career & Technology Detail:	SOF pg		
Regular Career & Technology (CTE) Allotment	10	$	-
Advanced CTE Allotment	10	$	-
22-Career and Technology Allotment (spend 58% of amount)	2	$	-
State Compensatory Education Detail:	SOF pg		
State Compensatory Allotment	11	$	-
Pregnancy Related	11	$	-
24-Compensatory Education Allotment (spend 52% of amount)	2	$	-
Transportation Detail:	SOF pg		
Regular	9	$	50
Special Education	9	$	-
Career & Technology Education	9	$	-
99-Transportation Allotment	2	$	50
TOTAL COST OF TIER I / STATE SHARE OF TIER I	2	$	969,615
TIER II	SOF pg		
Tier II Level 1	12	$	112,715
Tier II Level 2	12	$	28,958
TOTAL TIER II	3	$	141,673
OTHER PROGRAMS			
Staff Salary Allotment	13	$	-
Charter has at least an acceptable academic performance rating?			NO
HB21 - State Facilites Allotment	16	$	-
TOTAL OTHER PROGRAMS	3	$	-
	SOF pg		
TOTAL STATE AID	3	$	1,111,288
Available School Fund (ASF)	3	$	-
Foundation School Fund (FSF)	3	$	1,111,288

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Friendship Aspire Academy San Antonio

PAYMENT FORMULA EXAMPLE

FSP Allotment	$	1,111,288
Adjustments to Allotments	$	-
Less Total Paid to Date	$	-
FSP Remaining Balance	$	1,111,288

Payment Month	# of Remaining Payments	% of Unpaid Balance	Estimated Payments Schedule
September	12	8.3%	$ 92,237
October	11	9.1%	$ 92,734
November	10	10.1%	$ 93,558
December	9	11.1%	$ 92,436
January	8	12.4%	$ 91,800
February	7	14.4%	$ 93,387
March	6	16.6%	$ 92,153
April	5	19.9%	$ 92,134
May	4	25.1%	$ 93,083
June	3	33.2%	$ 92,218
July	2	49.7%	$ 92,217
August	1	100.0%	$ 93,331
		Total Payments	**$ 1,111,288**

Attachment 33: Budget Narrative

Provide a detailed budget narrative. Describe the assumptions behind the projections for revenue, staffing levels, and costs that are outlined in the Financial Plan Workbook.

Revenue Narrative:

Per Pupil Revenue is based on Texas per pupil funding. In Y1, funding is at $1,111,288.00

Student attendance is assumed at a daily attendance of 85% in which revenue is calculated. Daily attendance will increase in Y3 onwards to 90% as we expect and will place measure to ensure students are attending school

Title revenue (Federal Revenue) is at $100,000.00. This amount is an estimated amount which is based on previous experience managing other charter schools. This amount will increase as enrollment increases.

Other sources of revenue are startup funds from different philanthropic partners that have been partners with Friendship for over 22 years

The following table summarizes the revenue sources by year:

Revenue	Year 0	Year 1	Year 2	Year 3	Year 4	Assumption Calculation

State Revenue	0	1,111,288	1,666,932	2,217,019	2,771,274	Based on allocation from the financial plan workbook
Federal Revenue	0	100,000	100,000	100,000	100,000	Estimate based on previous years of experience running charter school
Grants and other Revenue	650,000	300,000	300,000	300,000		Start up grants and operating grants from philanthropic partners
Total Revenue	**$650,000**	**$1,511,288**	**$2,066,932**	**$2,617,019**	**$2,871,274**	

The following table summarizes the staffing assumptions by year. The salary assumptions are based on the average salary of a teacher in Texas.

General Education	Y1	Y2	Y3	Y4	Y5	Average Estimate and Inflator in out years	Assumption Calculation
Regular Education Teachers	12.5	16.5	19.5	24	28	$41,147	Average teacher with a Bachelor's Degree
Regular Education Paras/Tutors	4	6	7	7	7	$25,000	Average paraprofessional with a Bachelor's Degree
Special Education Teachers	1	1	2	2	2	$41,147	Average SPED teacher with a Bachelor's Degree
Substitutes	85 Days	85 Days	85 Days	85 Days	85 Days	$110/Per day	A substitute teacher will cost $110 per day. An assumption of 85 substitute will be used
Sub-Total General Education	**17.5**	**23.5**	**28.5**	**33**	**37**		
Student Support							
Guidance/Therapist		0.5	1	1	1	$41,147	Average academic guidance counselor with a Bachelor's Degree
Executive Director/Principal	1	1	1	1	1	$60,000	Principal with a minimum of Bachelor's Degree
Dean/Asst Principal	0	1	1	1	1	$50,000	Dean/Asst Princ
PEIMS coordinator	1	1	1	1	1	$50,000	Admin and Attendance
Nurse/Operations manager/Custodial/ Receptionist/Child Nutrition Manager	3.5	4	6	6	6	$25,000-$50,000	
Sub-Total Student Support	**5.5**	**7.5**	**10**	**10**	**10**		
General & Administrative							
Business Staff	0	0	1	1	1	$50,000	Operations Mgr
Sub-Total General & Administrative	**1**	**1**	**1**	**1**	**1**		
Total FTEs	**24**	**32**	**39.5**	**44**	**48**		

The major categories of non-personnel expenses by year are summarized below. Most line items are based on Friendship's long-term experience operating successful charter schools serving similar populations.

The budget includes extensive curriculum, instruction, assessment and professional development support from the Friendship Education Foundation, as well as subcontracted financial management, human resources, and school operations support.

While Friendship has the balance sheet strength to fund its facility acquisition and renovation, as described in the facility section of this application it will likely seek low-cost facility financing from one of the CDFIs it has worked with in the past.

Other than Personnel - Major Categories	Y1	Y2	Y3	Y4	Y5	Assumption Calculation
Special Ed Supplies & Materials	5,400	5,400	5,400	5,400	5,400	$540 per student
Textbooks	50,000	50,000	50,000	50,000	50,000	$312 per student
Supplies & Other Materials	10,000	10,000	10,000	10,000	10,000	Classroom supplies and materials for general ed students
Testing & Assessment	18,000	18,000	18,000	18,000	18,000	SPED evaluation services
Telephone	12,300	12,300	12,300	12,300	12,300	Telecommunication lines for the school. Phone lines to and from classroom.
Technology	50,000	25,000	25,000	25,000	25,000	Chromebooks, printers, promethean panels, and other technology hardware for the classroom
Field Trips	5,000	5,000	5,000	5,000	5,000	Funds for field trip within school year @ $31.25 per student
Transportation	54,000	54,000	108,000	108,000	108,000	One Yellow for first 2 years then an additional bus in year 3 – 5. Friendship will encourage parents to drive their children to school as this will create a closer parent-school relationship
Office Expense	10,000	10,000	10,000	10,000	10,000	Includes office supplies like paper, pens, toners and other supplies
Staff & Student recruitment	27,000	27,000	27,000	27,000	27,000	Funds to purchase supplies and materials and pay for events for student and staff recruitment
Accounting/Audit	40,000	40,000	40,000	40,000	40,000	Estimate
Legal	2,500	2,500	2,500	2,500	2,500	Estimate

Management Fee	86,504	129,756	194,634	291,951	437,927	5% of total revenue
Food service	90,000	90,000	90,000	90,000	90,000	Estimate from vended from other charter school ran by CMO
SPED service	12,000	12,000	12,000	12,000	12,000	Contracted services with 3rd party vendor to provide PT, OT, and other services.
Insurance	15,000	15,000	15,000	15,000	15,000	Liability, cyber and content insurance
Custodial & Maintenance	39,000	39,000	39,000	39,000	39,000	Estimate. Expect less cost as we will hire in house custodians
Rent	70,000	77,000	84,700	93,170	102,487	Estimate with a 10% increase
Utilities	21,000	21,000	21,000	21,000	21,000	Cost for electricity, water, and waste disposal
Internet	12,300	12,300	12,300	12,300	12,300	Estimate. Will seek ERATE to offset cost

Provide an explanation of how the school would address situations in which the detailed revenue and expenditure assumptions were not realized (e.g. lower than anticipated enrollment, higher than expected facilities costs, higher than expected personnel costs, etc.)

Friendship takes budgeting and budget management seriously. Friendship will provide a tool to design a detailed budget with staffing aligned to the school's educational program and overall mission. The process includes running numerous scenarios with academic and administrative leaders, encouraging a collaborative effort to achieve an appropriate balance between providing for the academic program's needs and ensuring financial stability.

After the budget is adopted by the board, the finance team will meet monthly with the Principal and Superintendent to review actual accounting data, any revenue and expense changes that have occurred, and update its forecast model for the balance of the year. In the event the forecast is worse than the budget, the finance team will work with the principal to identify expense reductions (e.g., non-personnel expense reductions that are least critical to academic performance, non-replacement of any open positions, staff reductions, and use of contingency) that would re-balance the forecast. As part of this process, school educational priorities are always taken into account to minimize any negative educational effects from a budget shortfall. In the event that the forecast is better than budget, the finance team will work with the school leader to determine if the additional resources should be re-deployed on current year priorities or saved for future years.

Friendship has also only assumed grants that are pledged or that it is confident of receiving. Friendship has not assumed any additional philanthropy, although expectations are high that the school will receive extra money to supplement the educational program. Salaries are based on area averages with staffing tied to reasonable enrollment estimations.

In addition, Friendship has included a budgeted contingency to enable it to handle any unexpected costs or revenue shortages during the year without adversely affecting the educational program. The school's medium-term budget generates a surplus for the school even without the contingency

funds. Over the long term, Friendship plans to save unused contingencies to help the school navigate any unexpected financial problems and support future capital needs.

Attachment 34: Evidence of Other Financial Support

Provide evidence of financial support from intended community partners such as:

- Letters of intent/commitment;
- Memoranda of understanding; and/or
- Contracts.

Applicants having no responsive documents to this attachment shall provide a statement on this attachment attesting, "The applicant has no documents in response to this attachment."

The applicant has no documents in response to this attachment.

Attachment 35: Audit Reports

Provide copies of the last three years of independent financial audit reports and management letters that were prepared for the sponsoring entity.

FRIENDSHIP EDUCATION FOUNDATION

FINANCIAL STATEMENTS

FOR THE PERIOD ENDING JUNE 30, 2018 AND 2017

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DAIGREPONT & BRIAN

A Professional Accounting Corporation *Certified Public Accountants*

INDEPENDENT AUDITORS' REPORT

Board of Trustees
Friendship Education Foundation
Washington, D.C.

We have audited the accompanying financial statements of Friendship Education Foundation (a non-profit organization), which comprise the statements of financial position as of June 30, 2018 and 2017, and the related statements of activities and changes in net assets, functional expenses, and cash flows for the years then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements
Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of the financial statements that are free from material misstatement, whether due to fraud or error.

Auditors' Responsibility
Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion
In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Friendship Education Foundation, as of June 30, 2018 and 2017, and the change in its net assets and cash flows for the years then ended in conformity with accounting principles generally accepted in the United States of America.

Daigrepont & Brian, APAC

Daigrepont & Brian, APAC
Baton Rouge, LA

July 23, 2019

910 S. Acadian Thruway • Baton Rouge, LA 70806 • Ph: (225) 927-3760 • Fax: (225) 927-3761

FRIENDSHIP EDUCATION FOUNDATION
STATEMENTS OF FINANCIAL POSITION
JUNE 30, 2018 AND 2017

	2018	2017
ASSETS		
Current Assets		
Cash	$ 918,182	$ 90,516
Accounts receivable	54,581	68,099
Other current assets	-	997
Total current assets	972,763	159,612
Property and Equipment		
Construction in progress	1,361,108	-
Total property and equipment	1,361,108	-
Total Assets	$ 2,333,871	$ 159,612
LIABILITIES AND NET ASSETS		
Current Liabilities		
Accounts payable	$ 526,859	$ 5,187
Accrued expenses and payroll liabilities	110,239	43,584
Current portion of long term note payable	216,609	-
Total current liabilities	853,707	48,771
Long Term Liabilities		
Long term note payable	658,556	-
Total Liabilities	1,512,263	48,771
Net Assets		
Temporarily restricted net assets	793,351	-
Unrestricted net assets	28,257	110,841
Total net assets	821,608	110,841
Total Liabilities and Net Assets	$ 2,333,871	$ 159,612

See accompanying notes and independent auditors' report.

FRIENDSHIP EDUCATION FOUNDATION
STATEMENT OF ACTIVITIES AND CHANGES IN NET ASSETS
FOR THE PERIOD ENDING JUNE 30, 2018

	Unrestricted	Temporarily Restricted	Total
REVENUES			
Walton school funding	$ -	$ 1,404,000	$ 1,404,000
Management fees	293,480	-	293,480
Other income	141	-	141
Total Revenues	293,621	1,404,000	1,697,621
EXPENSES			
Program services	198,772	610,649	809,421
Management and general	177,433	-	177,433
Total Expenses	376,205	610,649	986,854
CHANGE IN NET ASSETS	(82,584)	793,351	710,767
Net assets - beginning of year	110,841	-	110,841
Net assets - end of year	$ 28,257	$ 793,351	$ 821,608

See accompanying notes and independent auditors' report.

FRIENDSHIP EDUCATION FOUNDATION
STATEMENT OF ACTIVITIES AND CHANGES IN NET ASSETS
FOR THE PERIOD ENDING JUNE 30, 2017

	Unrestricted	Temporarily Restricted	Total
REVENUES			
Contributions unrestricted	$ 50,000	$ -	$ 50,000
In kind	76,668	-	76,668
Management fees	293,536	-	293,536
Other income	19,306	-	19,306
Total Revenues	439,510	-	439,510
EXPENSES			
Program services	289,477	-	289,477
Management and general	281,658	-	281,658
Total Expenses	571,135	-	571,135
CHANGE IN NET ASSETS	(131,625)	-	(131,625)
Net assets - beginning of year	242,466	-	242,466
Net assets - end of year	$ 110,841	$ -	$ 110,841

See accompanying notes and independent auditors' report.

FRIENDSHIP EDUCATION FOUNDATION
STATEMENT OF FUNCTIONAL EXPENSES
FOR THE PERIOD ENDING JUNE 30, 2018

	Program Services			
	Pine Bluff	Little Rock	Capitol High Program	Total
Employee benefits	$ 16,911	$ 3,650	$ 39,873	$ 60,434
Insurance	14,886	-	-	14,886
Office supplies	6,532	1,925	1,514	9,971
Payroll taxes	6,686	3,042	11,168	20,896
Professional development	27,000	27,000	-	54,000
Professional services	122,265	1,257	-	123,522
Recruiting	86,121	18,516	-	104,637
Salaries	106,554	61,705	146,217	314,476
Utilities	4,218	-	-	4,218
Travel	68,301	34,080	-	102,381
	$ 459,474	$ 151,175	$ 198,772	$ 809,421

	FEF M&G	Grand Total
Employee benefits	$ 6,793	$ 67,227
Insurance	5,276	20,162
Office supplies	3,021	12,992
Payroll taxes	7,753	28,649
Professional development	57,286	111,286
Professional services	40,837	164,359
Recruiting	-	104,637
Salaries	50,824	365,300
Utilities	-	4,218
Travel	5,643	108,024
	$ 177,433	$ 986,854

See accompanying notes and independent auditors' report.

FRIENDSHIP EDUCATION FOUNDATION
STATEMENT OF FUNCTIONAL EXPENSES
FOR THE PERIOD ENDING JUNE 30, 2017

	Program Services			
	Cherry Hill Program	Calverton Program	Capitol High Program	Total
Employee benefits	$ -	$ -	$ 41,537	$ 41,537
Insurance	-	-	-	-
Office supplies	-	-	1,061	1,061
Payroll taxes	596	596	12,320	13,512
Professional development	-	-	-	-
Professional services	-	-	-	-
Salaries	7,797	7,797	217,476	233,070
Travel	-	-	297	297
	$ 8,393	$ 8,393	$ 272,691	$ 289,477

	FEF M&G	Grand Total
Employee benefits	$ 5,946	$ 47,483
Insurance	3,089	4,150
Office supplies	2,637	16,149
Payroll taxes	11,649	11,649
Professional development	34,515	34,515
Professional services	103,246	103,246
Salaries	95,000	328,070
Travel	25,576	25,873
	$ 281,658	$ 571,135

See accompanying notes and independent auditors' report.

FRIENDSHIP EDUCATION FOUNDATION
STATEMENTS OF CASH FLOWS
FOR THE PERIODS ENDING JUNE 30, 2018 AND 2017

	2018	2017
CASH FLOWS FROM OPERATING ACTIVITIES		
Changes in net assets	$ 710,767	$ (131,625)
Adjustments to reconcile net revenues over expenses to net cash provided by operating activities:		
Decrease in accounts receivable	13,518	284,160
(Increase) decrease in other current assets	997	(997)
Increase (decrease) in accounts payable	521,672	(50,407)
Increase (decrease) in accrued expenses and payroll liabilities	66,655	(30,418)
Total adjustments	602,842	202,338
Net cash provided by operating activities	1,313,609	70,713
CASH FLOWS FROM INVESTING ACTIVITIES		
Increase in construction in progress	(1,361,108)	-
Net cash used by investing activities	(1,361,108)	-
CASH FLOWS FROM FINANCING ACTIVITIES		
Proceeds from short-term debt	216,609	-
Proceeds from long-term debt	658,556	-
Net cash provided by financing activities	875,165	-
INCREASE IN CASH	827,666	70,713
CASH, BEGINNING OF YEAR	90,516	19,803
CASH, END OF YEAR	$ 918,182	$ 90,516

See accompanying notes and independent auditors' report.

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FRIENDSHIP EDUCATION FOUNDATION
NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEARS ENDED JUNE 30, 2018 AND 2017

1. Summary of Significant Accounting Policies

(a) Organization

Friendship Education Foundation (FEF) is a nonprofit organization, based in Washington D.C., that provides assistance to charter schools by offering educational, business management and facility services based on the school design of Friendship Public Charter School in Washington, D.C., serving predominantly low-income and disadvantaged students.

(b) Basis of Accounting

FEF prepares their financial statements on the accrual basis of accounting and accordingly reflect all significant receivables, payables and other liabilities.

(c) Revenues

FEF typically receives the majority of its revenue in the form of management fees for the school model & program services it provides to a charter school.

FEF also receives support from various grants and donations for use in its mission to provide assistance to charter school operations.

Revenue from grants and contracts are recognized per the specific agreement. Generally, revenues from grants are recognized in the period of the grant award while revenues from cost reimbursement contracts are recognized to the extent of the services provided.

(d) Net Assets

Financial statement presentation follows the recommendations of the Financial Accounting Standards Board's (FASB) Accounting Standard Codification (ASC) 958, *Not-for-Profit Entities*. Under FASB ASC 958, FEF is required to report information regarding its financial position and activities according to three classes of net assets: unrestricted net assets, temporarily restricted net assets, and permanently restricted net assets. Net assets, revenues, expenses, gains and losses are classified based on the existence or absence of grantor imposed restrictions. Accordingly, net assets and changes therein are classified and reported as follows:

Unrestricted Net Assets
Unrestricted net assets are for general use with no restrictions.

Temporarily Restricted Net Assets
Temporarily restricted net assets can be expended currently, but only for a specified purpose designated by the grantor.

Permanently Restricted Net Assets
Net assets permanently restricted for future use by the grantor or the board of directors. There are no permanently restricted net assets as of fiscal years ended June 30, 2018 & 2017.

(e) Cash

Cash consists of bank deposits held with financial institutions and cash on hand.

(f) Accounts and Grants Receivable

Management has determined that there were no balances recorded that were uncollectible as of June 30, 2018 and 2017.

1. Summary of Significant Accounting Policies (continued)

(g) Functional Expenses

FEF allocates its expenses on a functional basis among its various programs (schools). Expenses that can be identified with a specific program are allocated according to their natural expense classification.

(h) Income Taxes

FEF accounts for income taxes in accordance with FASB ASC 740-10, *Accounting for Uncertainty in Income Taxes*. Management believes it has no material uncertain tax positions and, accordingly has not recognized a liability for any unrecognized tax benefits.

FEF is a non-profit organization that is exempt from income taxes under Section 501(c)(3) of the Internal Revenue Code.

FEF files information returns in the U.S. federal jurisdiction and in various other states. FEF is no longer subject to federal information return examinations by tax authorities for years before 2015.

(i) Use of Estimates

The preparation of financial statements in conformity with generally accepted accounting principles requires management to make estimates and assumptions that effect certain reported amounts and disclosures. Accordingly, actual results could differ from those estimates.

(j) Subsequent Events

In preparing these financial statements, FEF has evaluated events and transactions for potential recognition or disclosure through the date of the independent auditors' report, which is the date that Management took responsibility for the financial statements.

(k) Advertising and Recruiting

FEF expenses advertising and recruiting costs when the expense is incurred. Recruiting primarily consists of FEF's community outreach efforts to build a charter schools student base as well as assisting in the staffing of skilled administrative and educational professionals.

2. Compensated Absences

Employees earn paid time off based on various factors such as length of service and job title. Any unused paid time off is paid out at the end of the year and does not carry over to the following year.

3. Concentrations

Financial instruments, which potentially subject FEF to concentration of credit risk, consist of cash accounts held with a bank. Cash accounts are insured by the Federal Deposit Insurance Corporation (FDIC) for up to $250,000. As of June 30, 2018 and 2017, FEF had $668,182 and $0 above the insured limit. FEF places its deposits with high-credit, quality financial institutions and does not believe that it is exposed to any significant credit risk on uninsured amounts.

While FEF typically receives the majority of its revenue in the form of management fees for the school model & program services it provides to charter schools, for the year ended June 30, 2018, the majority of revenue came in the form of grant funding received from the Walton Foundation to support the start up and opening of two new charter schools in Arkansas.

3. **Concentrations (continued)**

The percentage of revenue and receivables from these sources in excess of 5% is as follows:

	2018	2017
Revenue		
In Kind Revenue	0%	22%
Grant Revenue	83%	11%
Management Fees	17%	67%
Receivables		
Management Fees	100%	100%

4. **Benefit Plan**

FEF maintains a 403(b) retirement plan for its employees. All employees who meet eligibility requirements related to age and length of service are eligible to participate in the plan. Employees may elect to defer a certain percentage of their total compensation, within limits established by the Internal Revenue Code. FEF matches up to 5% of employee deferrals. For the years ended June 30, 2018 and 2017, the total amounts paid by FEF under the plan was $5,944 and $4,984.

5. **In-Kind Contributions**

FEF works closely with other charter school management organizations (CMO). FEF utilizes their services to provide additional management support to its client schools. Over the years, in effort to assist FEF in fulfilling its mission, one CMO has made the decision to write off certain amounts owed to them by FEF. For the year ended June 30, 2018 there was no in-kind contribution of services recorded.

6. **Professional Services**

One of the key services that FEF offers is training and development of teachers and school leaders in a variety of areas such as college prep, administrative and business management among others.

In addition to utilizing their staff for these services, FEF also uses contract consultants as well. These consultants generally are provided by two of the CMOs that FEF frequently works with as well as other agencies.

The professional service expense for each year, broken down by service type, is as follows:

	2018	2017
Administrative	$ 11,757	$ 21,500
Educational	6,883	-
Business	118,305	72,339
Legal	-	8,902
Management	27,414	-
Other	-	505
Total	$ 164,359	$ 103,246

7. **Contingencies**

FEF receives funding from various grants, all of which are subject to audits and reporting requirements by the awarding agencies. Such audits could lead to requests for reimbursement to the agency for expenditures disallowed under the terms of the contract. It is the opinion of management that FEF's compliance with the terms of their contracts will result in negligible, if any, disallowed costs.

8. Prior Period Adjustment

During 2018, a prior period adjustment was made to properly record accounts receivable, in-kind revenue and other income related to the year ended June 30, 2017 that were omitted in error. The effect of this adjustment on the financials of Friendship Education Foundation is as follows:

Accounts Receivable	
Accounts receivable as of June 30, 2017, as previously stated	$ 46,159
Adjustment to record accounts receivable	21,940
Accounts receivable as of June 30, 2017, as restated	$ 68,099
In-kind Revenue	
In-kind Revenue as of June 30, 2017, as previously stated	$ 65,978
Adjustment to record in-kind revenue	10,690
In-kind revenue as of June 30, 2017, as restated	$ 76,668
Other Income	
Other income as of June 30, 2017, as previously stated	$ 8,056
Adjustment to record other income revenue	11,250
Other income as of June 30, 2017, as restated	$ 19,306
Net Assets	
Net Assets as of June 30, 2017, as previously stated	$ 88,901
Adjustments to net assets	21,940
Net Assets as of June 30, 2017, as restated	$ 110,841

9. Temporarily Restricted Net Assets

For the fiscal year ended June 30, 2018, FEF received grants of $1,404,000 from the Walton Foundation with the restriction that the funds be used for the startup, opening and operating of two schools in Arkansas. During the year ended June 30, 2018, FEF spent $610,649 of the grants for its intended purpose leaving a temporarily restricted net asset balance of $793,351 at June 30, 2018.

10. Construction Loan

In March of 2018 FEF closed on a construction loan for the purposes of purchasing and renovating a school building in Pine Bluff, Arkansas. At June 30, 2018 the total of draws on the construction loan were $875,165. The loan is with the Walton Foundation with a maturity date of April 1, 2023.Per the agreement, the loan is non-interest bearing for the first five years and is secured by the school building and improvements. Payments are to begin at November 1, 2018 and will be 12% of the prior months MFP funding which can vary with the student count. Due to the unpredictable nature of the payment terms we based the repayment schedule on management's estimates of the first two years of payments.

The payment schedule based on management's estimates is as follows:

For the years ending June 30:	
2019	$ 216,609
2020	289,213
2021	289,213
2022	80,130
	$ 875,165

DAIGREPONT & BRIAN

A Professional Accounting Corporation *Certified Public Accountants*

July 23, 2019

To the Board of Directors of
Friendship Education Foundation

We have audited the financial statements of Friendship Education Foundation for the years ended June 30, 2018 & 2017, and have issued our report thereon dated July 23, 2019. Professional standards require that we provide you with information about our responsibilities under generally accepted auditing standards, as well as certain information related to the planned scope and timing of our audit. We have communicated such information to you in our letter dated October 22, 2018. Professional standards also require that we communicate to you the following information related to our audit.

Significant Audit Findings

Qualitative Aspects of Accounting Practices

Management is responsible for the selection and use of appropriate accounting policies. The significant accounting policies used by Friendship Education Foundation, are described in Note 1 to the financial statements. No new accounting policies were adopted and the application of existing policies was not changed during fiscal year 2018. We noted no transactions entered into by Friendship Education Foundation during the period for which there is a lack of authoritative guidance or consensus. All significant transactions have been recognized in the financial statements in the proper period.

Accounting estimates are an integral part of the financial statements prepared by management and are based on management's knowledge and experience about past and current events and assumptions about future events. Certain accounting estimates are particularly sensitive because of their significance to the financial statements and because of the possibility that future events affecting them may differ significantly from those expected. There were no sensitive accounting estimates.

Certain financial statement disclosures are particularly sensitive because of their significance to financial statement users. There are no sensitive financial statement disclosures.

The financial statement disclosures are neutral, consistent, and clear.

Difficulties Encountered in Performing the Audit

We encountered no difficulties in dealing with management in performing and completing our audit.

Corrected and Uncorrected Misstatements

Professional standards require us to accumulate all misstatements identified during the audit, other than those that are clearly trivial, and communicate them to the appropriate level of management. There were no uncorrected misstatements reported.

910 S. Acadian Thruway • Baton Rouge, LA 70806 • Ph: (225) 927-3760 • Fax: (225) 927-3761

Disagreements with Management

For purposes of this letter, a disagreement with management is a financial accounting, reporting, or auditing matter, whether or not resolved to our satisfaction, that could be significant to the financial statements or the auditor's report. We are pleased to report that no such disagreements arose during the course of our audit.

Management Representations

We have requested certain representations from management that are included in the management representation letter dated July 23, 2019.

Management Consultations with Other Independent Accountants

In some cases, management may decide to consult with other accountants about auditing and accounting matters, similar to obtaining a "second opinion" on certain situations. If a consultation involves application of an accounting principle to the Organization's financial statements or a determination of the type of auditor's opinion that may be expressed on those statements, our professional standards require the consulting accountant to check with us to determine that the consultant has all the relevant facts. To our knowledge, there were no such consultations with other accountants.

Other Audit Findings or Issues

We generally discuss a variety of matters, including the application of accounting principles and auditing standards, with management each year prior to retention as Friendship Education Foundation's auditors. However, these discussions occurred in the normal course of our professional relationship and our responses were not a condition to our retention.

Other Matters

This information is intended solely for the use of the Board of Directors and management of Friendship Education Foundation, and is not intended to be and should not be used by anyone other than these specified parties.

Very truly yours,

Daigrepont & Brian, APAC

Daigrepont & Brian
A Professional Accounting Corporation

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FRIENDSHIP PUBLIC CHARTER SCHOOL, INC.

REPORT ON FINANCIAL STATEMENTS
(with supplementary information)

YEARS ENDED JUNE 30, 2016 AND 2015

Maner Costerisan
Certified Public Accountants
Business & Technology Advisors

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INDEPENDENT AUDITOR'S REPORT

To the Board of Trustees
Friendship Public Charter School, Inc.

Report on the Financial Statements

We have audited the accompanying financial statements of Friendship Public Charter School, Inc. (a nonprofit organization), which comprise the statements of financial position as of June 30, 2016 and 2015, and the related statements of activities and cash flows for the years then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express an opinion on these financial statements based on our audits. We conducted our audits in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

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We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Friendship Public Charter School, Inc. as of June 30, 2016 and 2015, and the changes in its net assets and its cash flows for the years then ended in accordance with accounting principles generally accepted in the United States of America.

Other Matters

Report on Supplementary Information

Our audits were conducted for the purpose of forming an opinion on the financial statements as a whole. The supplementary information, as identified in the table of contents, and the schedule of expenditures of federal awards as required by Title 2 U.S. *Code of Federal Regulations* (CFR) Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards*, are presented for purposes of additional analysis and are not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audits of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated in all material respects in relation to the financial statements as a whole.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated October 18, 2016, on our consideration of Friendship Public Charter School, Inc.'s internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Friendship Public Charter School, Inc.'s internal controls over financial reporting and compliance.

Maney Costerisan PC

October 18, 2016

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FRIENDSHIP PUBLIC CHARTER SCHOOL, INC.
STATEMENTS OF FINANCIAL POSITION
JUNE 30, 2016 AND 2015

	2016	2015
ASSETS		
CURRENT ASSETS:		
Cash and cash equivalents	$ 30,075,821	$ 29,938,171
Grants and accounts receivable	5,442,846	3,865,027
Prepaid expenses	142,451	80,607
TOTAL CURRENT ASSETS	35,661,118	33,883,805
NONCURRENT ASSETS:		
Restricted cash and investments	24,621,681	14,164,956
Property and equipment, net of accumulated depreciation	105,386,573	104,773,075
Loan issuance costs, net of amortization of $217,077 and $1,887,925 for 2016 and 2015	3,468,113	4,321,432
Deposits	159,321	149,968
TOTAL NONCURRENT ASSETS	133,635,688	123,409,431
TOTAL ASSETS	$ 169,296,806	$ 157,293,236
LIABILITIES AND NET ASSETS		
CURRENT LIABILITIES:		
Accounts payable and accrued expenses	$ 1,833,476	$ 2,812,582
Accrued salaries and related	5,355,280	4,594,135
Deferred revenue	114,538	217,292
Note payable	-	4,500,000
Current portion of long-term debt	2,635,000	2,875,000
TOTAL CURRENT LIABILITIES	9,938,294	14,999,009
LONG-TERM DEBT - less current portion	121,675,942	105,344,979
TOTAL LIABILITIES	131,614,236	120,343,988
NET ASSETS:		
Undesignated - unrestricted	37,682,570	36,949,248
TOTAL LIABILITIES AND NET ASSETS	$ 169,296,806	$ 157,293,236

See notes to financial statements.

FRIENDSHIP PUBLIC CHARTER SCHOOL, INC.
STATEMENTS OF ACTIVITIES
YEARS ENDED JUNE 30, 2016 AND 2015

	2016	2015
OPERATING REVENUES:		
Pupil revenue:		
General and special education	$ 61,964,194	$ 53,273,002
Facilities	13,639,692	11,427,840
Federal grants	8,146,324	8,686,337
Other grants and contributions	2,703,426	3,412,164
Summer school	-	2,338,153
Other	202,575	33,562
Total operating revenues	86,656,211	79,171,058
OPERATING EXPENSES:		
Program services:		
Educational activities	70,221,948	60,352,892
Extended learning (includes summer school)	3,628,448	3,571,440
Management and general	10,996,790	10,090,854
Fundraising	68,235	86,510
Total operating expenses	84,915,421	74,101,696
NET OPERATING REVENUES	1,740,790	5,069,362
NONOPERATING ACTIVITIES:		
Interest income	171,759	143,442
Contribution received in assumption of CAPCS	1,555,381	8,408,545
Elimination of unamortized loan issuance costs	(2,734,608)	-
Total nonoperating activities	(1,007,468)	8,551,987
CHANGE IN NET ASSETS	733,322	13,621,349
NET ASSETS:		
Beginning of year	36,949,248	23,327,899
End of year	$ 37,682,570	$ 36,949,248

See notes to financial statements.

FRIENDSHIP PUBLIC CHARTER SCHOOL, INC.
STATEMENTS OF CASH FLOWS
YEARS ENDED JUNE 30, 2016 AND 2015

	2016	2015
INCREASE (DECREASE) IN CASH AND CASH EQUIVALENTS:		
Cash flows from operating activities:		
Change in net assets	$ 733,322	$ 13,621,349
Adjustments to reconcile change in net assets to net cash provided (used) by operating activities:		
Depreciation expense	4,863,090	4,280,268
Amortization of loan premium, discount and issuance costs - net	101,944	156,581
Elimination of unamortized loan issuance costs	2,734,608	-
Noncash contribution from assumption of CAPCS	(1,555,381)	(5,539,884)
Grants and accounts receivable	(1,577,819)	(204,922)
Prepaid expenses and deposits	(71,197)	436,259
Accounts payable and accrued expenses	(217,961)	(1,589,939)
Deferred revenue	(102,754)	(1,839,670)
Total adjustments	4,174,530	(4,301,307)
Net cash provided by operating activities	4,907,852	9,320,042
Cash flows from investing activities:		
Purchase of property and equipment	(2,607,261)	(4,239,087)
Purchase of leased asset	-	(4,051,422)
Withdrawals (deposits) of restricted cash and investments - net	(10,456,725)	4,255,717
Net cash used by investing activities	(13,063,986)	(4,034,792)
Cash flows from financing activities:		
Proceeds from District of Columbia notes payable, including premium, net of issuance costs	82,756,357	-
Proceeds on note payable	-	4,500,000
Payments on principal of notes payable	(74,460,000)	(2,205,000)
Payments on capital lease	(2,573)	-
Net cash provided by financing activities	8,293,784	2,295,000
NET INCREASE IN CASH AND CASH EQUIVALENTS	137,650	7,580,250
CASH AND CASH EQUIVALENTS:		
Beginning of year	29,938,171	22,357,921
End of year	$ 30,075,821	$ 29,938,171

See notes to financial statements.

NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

The financial statements of the Friendship Public Charter School, Inc. (the Charter) have been prepared on the accrual basis. The Charter's more significant accounting policies are described below to enhance the usefulness of the financial statements to the reader.

The Charter is required to report information regarding its financial position and activities according to three classes of net assets: unrestricted net assets, temporarily restricted net assets, and permanently restricted net assets. The Charter has no permanently restricted activity or net assets. Temporarily restricted revenues for which the restrictions are met in the same period as the revenues are recognized are recorded as unrestricted revenues. Conditional promises to give are recognized as revenue when the conditions on which they depend are substantially met. The Charter does not have any temporarily or permanently restricted net assets.

Cash and cash equivalents - The Charter considers unrestricted short-term highly liquid investments (including money market funds) with maturities of three months or less to be cash equivalents.

Unrestricted and restricted cash and investments consist of cash and cash equivalents (including money market funds) carried at cost, and fixed income mutual funds carried at fair market value. The guaranteed investment contract is stated at cost as a result of the restrictions placed upon it.

Accounts, grants and notes receivable are stated at amounts management expects to collect from outstanding balances. Management provides for probable uncollectible amounts through a provision for bad debt expense and an adjustment to a valuation allowance based on its assessment of the current status of individual accounts. Balances that are still outstanding after management has used reasonable collection efforts are written off through a charge to the valuation allowance and a credit to accounts receivable. Grants receivable consist primarily of grant reimbursements outstanding at year-end. Management estimates no allowance for uncollectible amounts is necessary for the years ended June 30, 2016 and 2015.

The loan issuance costs are amortized into interest expense over the life of the loans using the straight-line method.

Deferred revenue - Deferred revenue consists primarily of funds received prior to the close of the fiscal year for certain grants for which the related expenses had not yet been incurred.

Property and equipment is recorded at cost, or if donated, at approximate fair value at the date of donation. Depreciation is computed over the remaining estimated useful lives using the straight-line method. The Charter has a capitalization policy of $1,000.

Loan discounts are netted with loan premiums and added to long-term debt. These amounts are amortized into interest expense annually in proportion to the related interest expense incurred.

NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Concluded)

Functional allocation of expenses - The costs of providing the various programs and other activities has been summarized on a functional basis on the statements of activities. Accordingly, certain costs have been allocated among program services and management and general expenses based on management's estimates.

NOTE 2 - NATURE OF ORGANIZATION, RISKS, AND UNCERTAINTIES

Organization - The Friendship Public Charter School, Inc. (the Charter) is a public charter school authorized under Section 2203 of the District of Columbia School Reform Act of 1995 by the District of Columbia Public Charter School Board (DCPCSB). The Charter operates 12 campuses in 8 buildings in Washington, DC, each covering different grade levels ranging from preschool through grade 12. DCPCSB has authorized the Charter through June 30, 2028.

The significant program services for the Charter are as follows:

Education services represent the cost of educating students during the regular school day and school year. Programmatic expenses include the cost of classroom instruction, school leadership, academic support and other school support services such as janitorial and food services.

Extended learning includes a before and after school program and summer school programs. The before and after school program reinforces standards and teaching practices of the Charter through project-based learning and exploration. The summer school programs are both credit recovery and academic enrichment programs offered to Charter students during the summer months.

The Charter has been granted tax-exempt status under the provisions of Section 501(c)(3) of the Internal Revenue Code and, as such, is not subject to federal income taxes other than those arising from unrelated business income.

The Charter is required to disclose significant concentrations of credit risk regardless of the degree of such risk. Financial instruments that potentially subject the Charter to concentrations of credit risk consist principally of temporary cash investments and receivables. The Charter places its temporary cash investments with FDIC insured financial institutions. Although such investments and cash balances exceeded the federally insured limits at certain times during the year and at year-end they are, in the opinion of management, subject to minimal risk. Concentrations of credit risk with respect to grants receivable is limited due to the nature of the organizations that fund the Charter's grant activities.

The process of preparing financial statements in conformity with accounting principles generally accepted in the United States of America requires the use of estimates and assumptions regarding certain types of assets, liabilities, revenues, and expenses. Such estimates primarily relate to unsettled transactions and events as of the date of the financial statements. Accordingly, upon settlement, actual results may differ from estimated amounts.

NOTE 2 - NATURE OF ORGANIZATION, RISKS, AND UNCERTAINTIES (Concluded)

The Charter evaluates events and transactions that occur after year end for potential recognition or disclosure in the financial statements. These subsequent events have been considered through October 18, 2016, which is the date the financial statements were available to be issued.

In preparation of tax returns, tax positions are taken based on interpretation of federal, state and local income tax laws. Management periodically reviews and evaluates the status of uncertain tax positions and makes estimates of amounts, including interest and penalties, ultimately due or owed. No amounts have been identified, or recorded, as uncertain tax positions. Federal, state and local tax returns generally remain open for examination by the various taxing authorities for a period of three to four years.

Under the terms of the grant agreements, the final determination of allowable expenses is subject to interpretation and adjustments by grantor agencies.

NOTE 3 - CASH AND INVESTMENTS

Restrictions have been placed on cash and investments primarily under the terms of loan and bond documents as follows:

	2016	2015
Unrestricted:		
Cash and cash equivalents	$28,699,767	$11,050,408
Unrestricted liquid asset fund - money market fund	-	17,820,681
Curriculum and furniture reserve - money market funds	1,376,054	1,067,082
	30,075,821	29,938,171
Restricted:		
Technology reserve - money market funds	-	1,276,662
Facilities reserve - money market funds	-	264,084
Repair and replacement reserves - money market funds	1,985,024	-
Debt service reserves - money market funds	4,351,440	5,149,575
Debt service reserves - Repayment of the District of Columbia Office of Public Charter School Financing and Support note payable (money market funds for 2016, gauranteed investment contract for 2015)	3,000,000	3,000,000
Unspent project proceeds - money market funds	15,074,307	4,287,092
Other	210,910	187,543
	24,621,681	14,164,956
	$54,697,502	$44,103,127

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NOTE 3 - CASH AND INVESTMENTS (Concluded)

The unrestricted liquid asset fund (ULA) is not considered to be a restricted asset for financial reporting purposes. These funds may be used by the Charter for certain operating shortfalls, debt service payments and capital expenditures as defined by the loan documents. The Charter is funding the ULA based on projections to reach amounts required by the terms of the loan and bond documents. The requirement to fund the ULA was removed with the extinguishment of the 2003, 2006, and 2007 debt.

As part of the Charter's debt refinancing (Note 7), the technology and facilities reserves have been replaced with a repair and replacement reserve. The repair and replacement reserve is required under the 2016 loan agreement. The reserve is to be funded at 2% of operating expenses.

NOTE 4 - FAIR VALUE MEASUREMENTS

The Charter's investments are classified using a hierarchy that prioritizes the inputs to valuation techniques giving the highest priority to readily available unadjusted quoted prices in active markets for identical assets (level 1 measurements) and the lowest priority to unobservable inputs (level 3 measurements) when market prices are not readily available or reliable.

The three levels of the hierarchy are described below:

Level 1: Quoted prices in active markets for identical securities.

Level 2: Prices determined using other significant observable inputs. Observable inputs are inputs that other market participants may use in pricing a security. These may include prices for similar securities, interest rates, prepayment speeds, credit risk and others.

Level 3: Prices determined using significant unobservable inputs. In situations where quoted prices or observable inputs are unavailable or deemed less relevant (for example, when there is little or no market activity for an investment at the end of the period), unobservable inputs may be used. Unobservable inputs reflect the Charter's own assumptions about the factors market participants would use in pricing an investment and would be based on the best information available.

From time to time, changes in valuation techniques may result in reclassification of an investment's assigned level within the hierarchy.

As of June 30, 2016 and 2015, the fair value of investments is determined using Level 1 inputs. The inputs or methodology used for valuing securities may not be an indication of the risk associated with investing in those securities.

	2016	2015
Fixed income mutual funds	$ 210,910	$ 187,543

NOTE 5 - PROPERTY AND EQUIPMENT

Property and equipment at June 30 consists of the following:

	Years of useful life	2016	2015
Land		$ 7,345,512	$ 7,345,512
Buildings and leasehold improvements	20 - 40	120,969,512	116,952,247
Software and computer equipment	3 - 5	5,853,716	5,011,272
Furniture and office equipment	15 - 20	2,673,066	2,554,880
Curriculum	5	3,114,877	2,885,380
Construction in progress		673,197	404,000
		140,629,880	135,153,291
Less accumulated depreciation and amortization		35,243,307	30,380,216
		$ 105,386,573	$ 104,773,075
Depreciation expense		$ 4,863,090	$ 4,280,268

The Charter purchased the building and improvements, land, and certain furniture and equipment previously held under a capital lease for the Southeast Academy in February 2015. The purchase resulted in a reduction of the carrying value of these assets of $2,215,804 and eliminated the related capital lease obligations of $6,267,226 and other related assets and liabilities.

During 2015, the Charter recorded buildings and land for $26.5 million and $1.0 million, respectively, as a result of the assumption of the CAPCS Armstrong property (Note 11). The District of Columbia has a reversionary interest in the property which gives it the right to reacquire the property in the event the property is not used for public education purposes by a public charter school as defined by the D.C. Official Code. The District of Columbia would have the right to reacquire the property for the price it originally paid, plus any approved loan amounts secured by the property. As of June 30, 2016, the District of Columbia would have the right to reacquire the property for $22.8 million if the restrictions on use were not maintained.

The Charter leases the Collegiate Academy building and improvements under a capital lease (see Note 7). The property include above subject to a capital lease at June 30 is as follows:

	2016	2015
Property and equipment	$ 2,869,327	$ -
Accumulated depreciation	$ 58,870	$ -
Depreciation expense	$ 58,870	$ -

NOTE 6 - NOTE PAYABLE

On June 30, 2015, the Charter borrowed from a bank $4,500,000, carrying interest at the 30 day LIBOR rate plus 1.75% payable in full on October 28, 2015. The note was issued to finance the purchase of the building and improvements, land, and certain furniture and equipment previously held under a capital lease for the Southeast Academy. The note was paid off in March 2016 with the proceeds of the 2016A note payable.

NOTE 7 - LONG-TERM DEBT

Notes payable consists of the following at June 30:

	2016	2015
2003 note payable - District of Columbia payable quarterly in annual totals ranging from $1,195,000 to $2,850,000 through 2033, plus interest at 5.0% to 5.75%. Secured by the per pupil revenue received from the District of Columbia and mortgages on the related properties. Note was refinanced during 2016.	$ -	$ 34,520,000
2006 note payable - District of Columbia payable quarterly in annual totals ranging from $385,000 to $970,000 through 2035, plus interest at 4% to 5%. Secured by the same assets as the 2003 note payable plus the Southeast Academy building, improvements and certain personal property. Note was refinanced during 2016.	-	12,675,000
Note payable - District of Columbia Office of Public Charter School Financing and Support (OPCSFS), with interest only payments until maturity in 2046. Interest earnings of the Credit Enhancement Account (see Note 3) to be remitted quarterly to OPCSFS.	3,000,000	3,000,000
2007 note payable - District of Columbia payable quarterly in annual totals ranging from $575,000 to $1,585,000 through 2037, plus interest at 4.751% to 5.126%. Secured by revenues from the Armstrong and Nicholson campuses plus real estate of the Armstrong campus, and the 2007 debt service reserve funds. Note was refinanced during 2016.	-	21,980,000

NOTE 7 - LONG-TERM DEBT (Continued)

	2016	2015
2012 note payable - District of Columbia payable quarterly in annual totals ranging from $735,000 to $2,260,000 through 2042, plus interest at 4.78% to 5.00%. Secured by revenues from all related campuses, on parity with the 2016A and 2016B notes payable plus real estate of the Tech Prep campus, and the 2012 debt service reserve funds.	$ 34,355,000	$ 35,075,000
2016A note payable - District of Columbia payable quarterly in annual totals ranging from $1,750,000 to $4,420,000 through 2046, plus interest at 5.00%. Secured by revenues from all related campuses, on parity with the 2012 and 2016B notes payable, and the 2016A debt service reserve funds	57,895,000	-
2016B note payable - District of Columbia payable quarterly in annual totals ranging from $1,900,000 to $2,285,000 through 2026, plus interest at 2.1%. Secured by revenues from all related campuses, on parity with the 2012 and 2016A notes payable.	20,850,000	-
Total notes payable before premiums and discounts	116,100,000	107,250,000
Less: unamortized bond discount on 2003 note payable	-	(223,953)
Plus: unamortized bond premium on 2006 note payable	-	274,924
Plus: unamortized bond premium on 2012 note payable	866,599	919,008
Plus: unamortized bond premium on 2016A note payable	6,032,970	-
Total notes payable	122,999,569	108,219,979
Less current portion	2,635,000	2,875,000
	$ 120,364,569	$ 105,344,979

NOTE 7 - LONG-TERM DEBT (Continued)

2003, 2006, and 2007 notes payable:

The 2003 and 2006 notes payable were repaid in March and June 2016, respectively, from the proceeds of the 2016A note payable. The 2007 note payable was repaid in March 2016 from the proceeds of the 2016B note payable.

Payments made on the 2003 note payable to the District of Columbia have been assigned by the District of Columbia under a trust agreement, as amended, for the benefit of the bond holders for the full payment of the $44,880,000 District of Columbia Revenue Bonds (Friendship Public Charter School, Inc. Issue - Series 2003) issued in November 2003. The 2003 bonds were issued to refinance existing debt related to the prior purchase of three school buildings and leasehold improvement at a fourth leased school building as well as renovate and provide for technology upgrades for these facilities.

Payments made on the 2006 notes payable to the District of Columbia have been assigned by the District of Columbia under a trust agreement, as amended, for the benefit of the bond holders for the full payment of the $15,000,000 District of Columbia Revenue Bonds (Friendship Public Charter School, Inc. Issue - Series 2006) issued in December 2006. The 2006 bonds were issued to finance a portion of the costs of the expansion, construction, renovation, furnishing and equipping of Southeast Academy.

Payments of the bonds are guaranteed by a bond insurance policy, the loan payable between the Charter and the District of Columbia, the related per pupil revenue of all six campuses, mortgages on the related properties and certain debt service reserve funds.

Payments made on the 2007 note payable to the District of Columbia have been assigned by the District of Columbia under a trust agreement, for the benefit of the bond holders for the full payment of the $25,000,000 District of Columbia Revenue Bonds (Community Academy Public Charter School, Inc. Issue) issued in May 2007. The 2007 bonds were issued to finance the acquisition and renovation of the historic Armstrong, Nicholson, and certain other school buildings.

2012 note payable:

Payments made on the 2012 note payable to the District of Columbia have been assigned by the District of Columbia under a trust agreement, for the benefit of the bond holders for the full payment of the $35,780,000 District of Columbia Revenue Bonds (Friendship Public Charter School, Inc. Issue - Series 2012A) issued in October 2012. The 2012 bonds were issued primarily to finance construction, renovation, and acquisition of furniture, fixtures, and equipment, the repayment of existing debt and reimbursement of pre-construction expenditures for the Tech Prep School. As of June 30, 2016, $34,355,000 of the 2012 bonds remained outstanding.

NOTE 7 - LONG-TERM DEBT (Continued)

2016A note payable:

Payments made on the 2016A note payable to the District of Columbia have been assigned by the District of Columbia under a trust agreement, for the benefit of the bond holders for the full payment of the $57,895,000 District of Columbia Revenue Bonds (Friendship Public Charter School, Inc. Issue - Series 2016A) issued in March 2016. The 2016A bonds were issued primarily to finance the current refundings of the 2003 and 2006 notes payable, fund the cost of certain capital projects, refinance a $4,500,000 loan issued to acquire one of its previously lease campuses, fund a portion of the 2016A debt service reserve fund, and to pay certain costs related to the issuance of the 2016A bonds. As of June 30, 2016, $57,895,000 of the 2016A bonds remained outstanding.

2016B note payable:

Payments made on the 2016B note payable to the District of Columbia have been assigned by the District of Columbia under a trust agreement, for the benefit of the bond holders for the full payment of the $20,915,000 District of Columbia Revenue Bonds (Friendship Public Charter School, Inc. Issue - Series 2016B) issued in March 2016. The 2016B bonds were issued primarily to finance the current refunding of the 2007 note payable and to fund certain costs related to the issuance of the 2016B bonds. As of June 30, 2016, $20,850,000 of the 2016B bonds remained outstanding.

The interest rate is subject to change if the maximum corporate tax rate changes, the Charter does not maintain at least $12,500,000 with the bond purchaser and the Charter does not maintain a credit rating of at least BBB-/Baa3.

The Charter is subject to certain financial covenants under the terms of the 2012, 2016A, and 2016B notes payable to the District of Columbia for which the Charter is in compliance.

Maturities of notes payable are as follows:

Year ending June 30,	
2017	$ 2,635,000
2018	2,690,000
2019	2,760,000
2020	2,820,000
2021	2,895,000
2022 - 2026	15,675,000
2027 - 2031	15,680,000
2032 - 2036	20,020,000
2037 - 2041	25,550,000
2042 - 2046	25,375,000
	$ 116,100,000

NOTE 7 - LONG-TERM DEBT (Continued)

As part of the current year refinancing activity the Charter eliminated approximately $2.7 million of unamortized loan issue costs and related premium/discount of the 2003 and 2006 debt.

Capital lease obligation

During 2016 the Charter renegotiated its lease for the Collegiate Academy campus, to extend the term to 2040 which results in the lease being reclassified as a capital lease. Payments on the Collegiate Academy capital lease are subject to a base rent which increases at 2% annually until 2020. The lease is subject to a fair market value adjustment in base rent in 2020 and continue at a 2% annual increase through end of the lease term in 2040. The fair market value adjustment is unknown and therefore not included in the capital lease obligation. Annual rent payments range from approximately $453,000 to $728,000 which are reduced by available rent credits subject to an annual minimum payment of $63,000.

Capital lease obligation due for Collegiate Academy High School with interest imputed at 5.0%. Payments of principal and interest are due monthly and increase annually at 2%.	$ 1,311,373

Future payments on the capital lease obligation are as follows:

Year ending June 30,	
2017	$ 63,000
2018	63,000
2019	63,000
2020	63,000
2021	63,000
2022 - 2026	315,000
2027 - 2031	315,000
2032 - 2036	315,000
2037 - 2040	1,606,833
	2,866,833
Less interest	1,555,460
	$ 1,311,373

NOTE 7 - LONG-TERM DEBT (Concluded)

The initial operating lease for Collegiate allowed for rent credits for leasehold improvements made to the property by the Charter totaling approximately $13.5 million. These rent credits are netted against the capitalized assets and capital lease obligation because they related to the leasehold improvements previously capitalized by the Charter. An additional $2.7 million of lease credits related to the CAPCS assumption of debt (Note 11) were granted in the capital lease.

Approximately $11.2 million of the total rent credits remain available for use at June 30, 2016. Based on current estimates, the rent credits are expected to be fully utilized by the fiscal year 2038. Due to the existence of the rent credits, payments on the capital lease are effectively interest only until fiscal year 2038.

The following is a reconciliation of long-term debt balances as presented in the statements of financial position at June 30:

	2016	2015
Current portion of long-term debt		
Notes payable	$ 2,635,000	$ 2,875,000
Long-term debt - less current portion		
Notes payable	$ 120,364,569	$ 105,344,979
Capital lease obligation	1,311,373	-
	$ 121,675,942	$ 105,344,979

NOTE 8 - ACCOUNTS PAYABLE AND ACCRUED EXPENSES

Accounts payable and accrued expenses consist of the following at June 30:

	2016	2015
Accounts payable - trade	$ 1,087,730	$ 1,969,827
Accrued interest payable	690,283	763,599
Due to student groups	55,463	79,156
	$ 1,833,476	$ 2,812,582

NOTE 9 - OPERATING LEASES

The Charter leases Friendship Online Academy school facilities from the District of Columbia Public Schools (a governmental entity) and administrative offices from BMC Q Street (a limited liability corporation) under operating leases expiring through 2021.

Future minimum operating lease payments required over the remaining lease terms are as follows:

Year ending June 30,	BMC Q Street, LLC	District of Columbia Public Schools	Total
2017	$ 594,884	$ 27,492	$ 622,376
2018	-	27,492	27,492
2019	-	27,492	27,492
2020	-	27,492	27,492
2021	-	18,328	18,328

Rent expense for the years ended June 30, 2016 and 2015, was $1,049,177 and $1,000,874, respectively.

NOTE 10 - RETIREMENT PLAN

Substantially all employees may participate in a 403(b) plan established by the Charter in July 2007. Under the plan, employee contributions are matched at the discretion of the Charter. For the years ended June 30, 2016 and 2015, the Charter matched employee contributions by 50% up to 4% of the employee's compensation. The Charter contributed approximately $221,000 and $189,000 to the plan in 2016 and 2015, respectively.

NOTE 11 - ASSUMPTION OF ASSETS, DEBT AND OPERATIONS OF CAPCS

Effective June 30, 2015, the Charter assumed the assets and related debt of two charter school campuses previously operated by Dorothy I. Height Community Academy Public Charter School, Inc. (CAPCS). The Charter was authorized by the DCPCSB to become the replacement operator at the former campuses starting in the academic year 2015-2016.

The Charter assumed $2.7 million of debt related to assets not assumed in the CAPCS transaction. In December 2015, the Charter negotiated $2.7 million of rent credits within the Collegiate Academy capital lease (Note 7). The fair value of these credits made available to the Charter are estimated at $1,555,381 and are regarded as contribution revenue in 2016.

NOTE 11 - ASSUMPTION OF ASSETS, DEBT AND OPERATIONS OF CAPCS (Concluded)

The fair value of assets and liabilities assumed, and contribution received from CAPCS was determined as follows:

	2016	2015
Fair value of property assumed	$ -	$ 27,519,884
Unrestricted cash received	-	2,250,000
Restricted (for debt service) cash and investments received	-	1,004,815
DC CAPCS 2007 debt assumed	-	(21,980,000)
Interest accrued on debt	-	(183,861)
Expenses incurred with CAPCS assumption	-	(202,293)
Fair value of rent credits	1,555,381	-
Contribution received in assumption of CAPCS	$ 1,555,381	$ 8,408,545

Management has measured the fair value of the property assumed utilizing the income approach and rent credits received using a 5% discount rate to calculate net present value.

NOTE 12 - SUPPLEMENTAL CASH FLOW DISCLOSURES

	2016	2015
Cash interest paid	$ 5,659,844	$ 4,783,448
Noncash contribution of property and equipment (Note 11)	$ -	$ 27,519,884
Noncash assumption of debt (Note 11)	$ -	$ 21,980,000
Property and equipment acquired under capital lease (Note 7)	$ 2,869,327	$ -

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SUPPLEMENTARY INFORMATION

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FRIENDSHIP PUBLIC CHARTER SCHOOL, INC.
SCHEDULE OF FUNCTIONAL EXPENSES
YEAR ENDED JUNE 30, 2016
WITH COMPARATIVE TOTALS FOR 2015

	Program services		Support services		Total expenses	
	Educational activities	Extended learning	Management and general	Fundraising	2016	2015
EXPENSES:						
Personnel, salaries, and benefits						
Salaries	$37,319,117	$ 2,337,764	$ 4,265,753	$ -	$ 43,922,634	$ 38,870,751
Employee benefits	6,533,804	349,596	736,347	-	7,619,747	6,401,034
Other staff-related expenses	408,726	638	159,917	-	569,281	862,477
Total personnel, salaries and benefits	44,261,647	2,687,998	5,162,017	-	52,111,662	46,134,262
Direct student costs						
Supplies and materials	2,273,059	50,393	13,625	-	2,337,077	2,198,237
Professional development	573,165	5,482	26,871	-	605,518	812,789
Contracted student services	1,683,778	36,455	-	-	1,720,233	211,417
Textbooks	42,087	-	-	-	42,087	79,519
Student assessments	72,172	-	-	-	72,172	57,738
Student food service program	2,240,638	1,278	-	-	2,241,916	1,951,803
Other student costs	903,769	127,437	4,468	-	1,035,674	740,224
Total direct student costs	7,788,668	221,045	44,964	-	8,054,677	6,051,727

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FRIENDSHIP PUBLIC CHARTER SCHOOL, INC.
SCHEDULE OF FUNCTIONAL EXPENSES
YEAR ENDED JUNE 30, 2016
WITH COMPARATIVE TOTALS FOR 2015

	Program services		Support services		Total expenses	
	Educational activities	Extended learning	Management and general	Fundraising	2016	2015
Occupancy						
Rent	$ 58,992	$ -	$ 990,245	$ -	$ 1,049,237	$ 1,000,874
Maintenance and repairs	1,861,282	-	-	-	1,861,282	2,144,271
Utilities and garbage removal	1,859,341	-	48,914	-	1,908,255	1,803,256
Contracted building services	2,550,007	-	171,427	-	2,721,434	1,664,901
Equipment rental and maintenance	442,150	-	31,063	-	473,213	384,740
Total occupancy expense	6,771,772	-	1,241,649	-	8,013,421	6,998,042
Office						
Office supplies and materials	470,304	56,805	207,301	180	734,590	634,962
Telecommunications	396,293	-	53	-	396,346	125,527
Legal, accounting and payroll services	250,782	-	1,389,295	-	1,640,077	1,682,348
Postage	903	-	55,007	-	55,910	58,345
Printing and copying	55,790	7,205	202,903	7,586	273,484	442,658
Other office expenses	421,992	24,792	228,341	45,605	720,730	810,117
Total office expense	1,596,064	88,802	2,082,900	53,371	3,821,137	3,753,957

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FRIENDSHIP PUBLIC CHARTER SCHOOL, INC.
SCHEDULE OF FUNCTIONAL EXPENSES
YEAR ENDED JUNE 30, 2016
WITH COMPARATIVE TOTALS FOR 2015

	Program services		Support services		Total expenses	
	Educational activities	Extended learning	Management and general	Fundraising	2016	2015
General						
Insurance	$ 409,353	$ 26,252	$ 22,927	$ -	$ 458,532	$ 482,676
Authorizer fees	-	-	871,189	-	871,189	753,426
Transportation	33,558	6,082	70,805	520	110,965	99,485
Other general expense	32,018	-	977,858	14,344	1,024,220	788,543
Interest	4,983,989	319,628	279,138	-	5,582,755	4,759,310
Total general expense	5,458,918	351,962	2,221,917	14,864	8,047,661	6,883,440
Depreciation	4,344,879	278,641	243,343	-	4,866,863	4,280,268
TOTAL EXPENSES	$70,221,948	$ 3,628,448	$10,996,790	$ 68,235	$ 84,915,421	$ 74,101,696

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FRIENDSHIP PUBLIC CHARTER SCHOOL, INC.
SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
YEAR ENDED JUNE 30, 2016

Federal Grantor/Pass-Through Grantor/Program Title	Federal CFDA Number	Pass-Through Grantor's Number	Federal Expenditures
U.S. Department of Agriculture			
Passed through the State Agency for Special Nutrition and Commodity Programs:			
Child Nutrition Cluster:			
Non-cash Assistance (commodities):			
National School Lunch - Entitlement	10.555		$ 372,089
Cash Assistance:			
National School Lunch Programs - Section 11	10.555	31NSL1-15	350,301
National School Lunch Programs - Section 11	10.555	31NSL1-16	1,403,606
			1,753,907
Total CFDA# 10.555			2,125,996
National School Breakfast Programs - Section 11	10.553	31NSLB1-15	167,325
National School Breakfast Programs - Section 11	10.553	31NSLB1-16	641,981
			809,306
Total cash assistance			2,563,213
Total Child Nutrition Cluster			2,935,302
Fresh Fruit & Vegetable Program	10.582	31FFV1-15	11,753
Fresh Fruit & Vegetable Program	10.582	31FFV1-16	128,924
			140,677
Child and Adult Care - Cash for Commodity	10.558	31CAC1-15	1,783
Child and Adult Care - Cash for Commodity	10.558	31CAC1-16	11,607
Child and Adult Care - Food Program	10.558	31CAF1-15	23,050
Child and Adult Care - Food Program	10.558	31CAF1-16	150,037
			186,477
Total U.S. Department of Agriculture			3,262,456
U.S. Department of Education			
Passed through District of Columbia Public Schools:			
Title I - School Improvement	84.010	52010A-15	21,410
Title I - Regular	84.010	52010A-15	167,941
Title I - Regular	84.010	62010A-16	2,356,273
			2,545,624
Title II, (A)	84.367	52367A-15	41,985
Title II, (A)	84.367	62367A-16	589,068
			631,053

The accompanying notes are an integral part of this schedule.

FRIENDSHIP PUBLIC CHARTER SCHOOL, INC.
SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
YEAR ENDED JUNE 30, 2016

Federal Grantor/Pass-Through Grantor/Program Title	Federal CFDA Number	Pass-Through Grantor's Number	Federal Expenditures
U.S. Department of Education (Continued)			
Passed through District of Columbia Public Schools (Concluded):			
Educating Homeless Children and Youth	84.196	62196A-16	$ 17,258
Career and Technical Education	84.048	52048A-15	134,295
Career and Technical Education	84.048	62048A-16	239,228
			373,523
IDEA, Part B - Special Ed	84.027	52027A-15	210,278
IDEA, Part B - Special Ed	84.027	62027A-16	635,922
			846,200
21st Century Community Learning Centers	84.287	52287C-16-0506	41,982
SOAR Academic Achievement - 13 (PL 111-8)	84.370	UC370C130001	428,228
Total passed through District of Columbia Public Schools			4,883,868
Total U.S. Department of Education			4,883,868
TOTAL EXPENDITURES OF FEDERAL AWARDS			$ 8,146,324

The accompanying notes are an integral part of this schedule.

FRIENDSHIP PUBLIC CHARTER SCHOOL, INC.
NOTES TO THE SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
YEAR ENDED JUNE 30, 2016

NOTE 1 - BASIS OF PRESENTATION

The accompanying schedule of expenditures of federal awards (the "Schedule") includes the federal award activity of Friendship Public Charter School, Inc. under programs of the federal government for the year ended June 30, 2016. The information in this schedule is presented in accordance with the requirements of Title 2 U.S. Code of Federal Regulations (CFR) Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance). Because the schedule presents only a selected portion of the operations of Friendship Public Charter School, Inc., it is not intended to and does not present the financial position, changes in net assets or cash flows of Friendship Public Charter School, Inc..

NOTE 2 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Expenditures reported on the schedule are reported on the accrual basis of accounting. Such expenditures are recognized following the cost principles contained in the Uniform Guidance and in OMB Circular A-87, *Cost Principles for States, Local and Indian Tribal Governments*, wherein certain types of expenditures are not allowable or are limited as to reimbursement. Negative amounts (if any) shown on the schedule represent adjustments or credits made in the normal course of business to amounts reported as expenditures in prior years. Pass-through entity identifying numbers are presented where available. Friendship Public Charter School, Inc. has elected to not use the 10-percent de minimis indirect cost rate allowed under the Uniform Guidance.

NOTE 3 - PASS-THROUGH FUNDS

The Charter did not pass through any federal funds to subrecipients.

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INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS*

To the Board of Trustees
Friendship Public Charter School, Inc.

We have audited, in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of Friendship Public Charter School, Inc., which comprise the statement of financial position as of June 30, 2016, and the related statements of activities, and cash flows for the year then ended, and the related notes to the financial statements, and have issued our report thereon dated October 18, 2016.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered Friendship Public Charter School, Inc.'s internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of Friendship Public Charter School, Inc.'s internal control. Accordingly, we do not express an opinion on the effectiveness of Friendship Public Charter School, Inc.'s internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether Friendship Public Charter School, Inc. 's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards.*

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

Marcum Costantino PC

October 18, 2016

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Certified Public Accountants
Business & Technology Advisors

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INDEPENDENT AUDITOR'S REPORT ON COMPLIANCE FOR EACH MAJOR FEDERAL PROGRAM AND ON INTERNAL CONTROL OVER COMPLIANCE REQUIRED BY THE UNIFORM GUIDANCE

To the Board of Trustees
Friendship Public Charter School, Inc.

Report on Compliance for Each Major Federal Program

We have audited Friendship Public Charter School, Inc.'s compliance with the types of compliance requirements described in the *OMB Compliance Supplement* that could have a direct and material effect on each of Friendship Public Charter School, Inc.'s major federal programs for the year ended June 30, 2016. Friendship Public Charter School, Inc.'s major federal programs are identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs.

Management's Responsibility

Management is responsible for compliance with federal statutes, regulations, and the terms and conditions of its federal awards applicable to its federal programs.

Auditor's Responsibility

Our responsibility is to express an opinion on compliance for each of Friendship Public Charter School, Inc.'s major federal programs based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the audit requirements of Title 2 U.S. *Code of Federal Regulations* (CFR) Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Those standards and the Uniform Guidance require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about Friendship Public Charter School, Inc.'s compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion on compliance for each major federal program. However, our audit does not provide a legal determination of Friendship Public Charter School, Inc.'s compliance.

Opinion on Each Major Federal Program

In our opinion, Friendship Public Charter School, Inc. complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2016.

Report on Internal Control Over Compliance

Management of Friendship Public Charter School, Inc. is responsible for establishing and maintaining effective internal control over compliance with the types of compliance requirements referred to above. In planning and performing our audit of compliance, we considered Friendship Public Charter School, Inc.'s internal control over compliance with the types of requirements that could have a direct and material effect on each major federal program to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing an opinion on compliance for each major federal program and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of Friendship Public Charter School, Inc.'s internal control over compliance.

A *deficiency in internal control over compliance* exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. A *material weakness in internal control over compliance* is a deficiency, or combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.

Maney Costerisan PC

October 18, 2016

FRIENDSHIP PUBLIC CHARTER SCHOOL, INC.
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
YEAR ENDED JUNE 30, 2016

Section I - Summary of Auditor's Results

Financial Statements

Type of auditor's report issued:	*Unmodified*			
Internal control over financial reporting:				
➢ Material weakness(es) identified?	____	Yes	X	No
➢ Significant deficiency(ies) identified?	____	Yes	X	None reported
Noncompliance material to financial statements noted?	____	Yes	X	No

Federal Awards

Internal control over major programs:				
➢ Material weakness(es) identified?	____	Yes	X	No
➢ Significant deficiency(ies) identified?	____	Yes	X	None reported
Type of auditor's report issued on compliance for major programs:	*Unmodified*			
Any audit findings that are required to be reported in accordance with Title 2 CFR Section 200.516(a)?	____	Yes	X	No

Identification of major programs:

CFDA Number(s)	Name of Federal Program or Cluster
84.010	Title I
84.367	Title II(A)

Dollar threshold used to distinguish between Type A and Type B programs:	$ 750,000			
Auditee qualified as low-risk auditee?	X	Yes	____	No

Section II - Financial Statement Findings

None

Section III - Federal Award Findings and Questioned Costs

None

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FRIENDSHIP PUBLIC CHARTER SCHOOL, INC.
SCHEDULE OF PRIOR AUDIT FINDINGS
YEAR ENDED JUNE 30, 2016

There were no findings reported for the year ended June 30, 2015.

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FRIENDSHIP EDUCATION FOUNDATION

FINANCIAL STATEMENTS

FOR THE PERIOD ENDING JUNE 30, 2017 AND 2016

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DAIGREPONT & BRIAN

A Professional Accounting Corporation *Certified Public Accountants*

INDEPENDENT AUDITORS' REPORT

Board of Trustees
Friendship Education Foundation
Washington, D.C.

We have audited the accompanying financial statements of Friendship Education Foundation (a non-profit organization), which comprise the statements of financial position as of June 30, 2017 and 2016, and the related statements of activities and changes in net assets, functional expenses, and cash flows for the years then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements
Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of the financial statements that are free from material misstatement, whether due to fraud or error.

Auditors' Responsibility
Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion
In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Friendship Education Foundation, as of June 30, 2017 and 2016, and the change in its net assets and cash flows for the years then ended in conformity with accounting principles generally accepted in the United States of America.

Daigrepont & Brian apac

Daigrepont & Brian, APAC
Baton Rouge, LA

January 8, 2019

00 393

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FRIENDSHIP EDUCATION FOUNDATION
STATEMENTS OF FINANCIAL POSITION
JUNE 30, 2017 AND 2016

	2017	2016
ASSETS		
Current Assets		
Cash	$ 90,516	$ 19,803
Accounts receivable	46,159	352,259
Other current assets	997	-
Total Current Assets	137,672	372,062
Total Assets	$ 137,672	$ 372,062
LIABILITIES AND NET ASSETS		
Current Liabilities		
Accounts payable	$ 5,187	$ 55,594
Accrued expenses	39,899	60,626
Payroll liabilities	3,685	13,376
Total Current Liabilities	48,771	129,596
Total Liabilities	48,771	129,596
Net Assets		
Unrestricted net assets	88,901	242,466
Total Liabilities and Net Assets	$ 137,672	$ 372,062

See accompanying notes and independent auditors' report.

FRIENDSHIP EDUCATION FOUNDATION
STATEMENTS OF ACTIVITIES AND CHANGES IN NET ASSETS
FOR THE PERIODS ENDING JUNE 30, 2017 AND 2016

	2017	2016
REVENUES		
Baltimore school funding	$ -	$ 836,564
Other grants	50,000	56,773
In kind	65,978	22,500
Management fees	293,536	295,803
Other income	8,056	22
Total Revenues	417,570	1,211,662
EXPENSES		
Program services	289,477	1,043,759
Management and general	281,658	156,009
Total Expenses	571,135	1,199,768
CHANGE IN NET ASSETS	(153,565)	11,894
Net assets - beginning of year	242,466	230,572
Net assets - end of year	$ 88,901	$ 242,466

See accompanying notes and independent auditors' report.

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Attachment 36: Internal Financial Statements

Provide the sponsoring entity's most recent internal financial statements, including balance sheets and income statements.

Friendship Education Foundation

BALANCE SHEET

As of June 30, 2019

	TOTAL
ASSETS	
Current Assets	
Bank Accounts	
1001001 FEF Primary Checking	621,771.46
1001002 FEF Primary Savings	5,102.32
1072 Bill.com Money Out Clearing	0.00
Total Bank Accounts	**$626,873.78**
Accounts Receivable	
1001031 FEF Federal Receivables	0.00
1001034 FEF State Receivables	0.00
2001031 CAL Federal Receivables	-0.27
3001031 CHE Federal Receivables	0.00
3001041 CHE Other Receivables	0.00
4001041 CAP Other Receivables	89,177.34
5001041 PB Other Receivables	0.00
Total Accounts Receivable	**$89,177.07**
Other Current Assets	
1001090 FEF Prepaid Expenses	0.00
Total Other Current Assets	**$0.00**
Total Current Assets	**$716,050.85**
Fixed Assets	
5002020 PB Construction in Progress	7,259,198.88
6002020 LRK Construction in Progress	636,163.36
6002080 LRK Software	24,701.20
6002090 LRK Signage	13,466.07
Total Fixed Assets	**$7,933,529.51**
Other Assets	
1004030 FEF Deposits	0.00
Total Other Assets	**$0.00**
TOTAL ASSETS	**$8,649,580.36**
LIABILITIES AND EQUITY	
Liabilities	
Current Liabilities	
Accounts Payable	
1005010 FEF Accounts Payable	638,154.61
Total Accounts Payable	**$638,154.61**
Other Current Liabilities	
1005040 FEF Short-term Debt	0.00
1006010 FEF Accrued Expenses	10,250.00
1006081 FEF Accrued Retirement	215.28
1006083 FEF Accrued Payroll	0.00
1006084 FEF Accrued Taxes	-54.47

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	TOTAL
1006085 FEF Accrued Payroll Liabilities	-1,540.63
4006010 CAP Accrued Expenditures	0.00
5006040 PB Deferred Revenue	0.00
6006040 LRK Deferred Revenue	0.00
7006040 TMS Deferred Revenue	56,818.00
Total Other Current Liabilities	**$65,688.18**
Total Current Liabilities	**$703,842.79**
Long-Term Liabilities	
5008010 PB Walton Renovation Loan	6,552,230.33
6008010 LRK Walton Renovation Loan	625,153.29
Total Long-Term Liabilities	**$7,177,383.62**
Total Liabilities	**$7,881,226.41**
Equity	
1009020 FEF Net Assets Unrestricted	131,200.75
Net Revenue	637,153.20
Total Equity	**$768,353.95**
TOTAL LIABILITIES AND EQUITY	**$8,649,580.36**

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Friendship Education Foundation

INCOME STATEMENT

July 2018 - June 2019

	TOTAL
Revenue	
1151000 FEF Interest	217.13
4199010 CAP Management fees	196,158.25
5192602 PB Walton Restricted Revenue	181,610.00
5199010 PB Management Fees	138,184.74
5199030 PB Rental Income	83,103.84
6192602 LRK Walton Restricted Revenue	628,797.00
7192606 TMS Walton Res Revenue	743,182.00
Total Revenue	**$1,971,252.96**
GROSS PROFIT	**$1,971,252.96**
Expenditures	
1110440 FEF Copier Rental	1,724.28
1110618 FEF Food for Special Events	261.21
1110730 FEF Equipment & Furniture (Non-	54.11
1223325 FEF Professional Development OT	91.08
1223580 FEF Travel	40,838.24
1225320 FEF Media Consultants	4,061.04
1225611 FEF Media Supplies	651.37
1230310 FEF General Admin Consultants	0.00
1240210 FEF Gen Admin Medical	6,122.46
1240220 FEF School Admin Soc Sec	8,429.87
1240225 FEF School Admin Medicare	2,021.15
1240230 FEF School Admin Retirement	1,858.82
1240250 FEF School Admin Unemployment	405.63
1240332 FEF Legal	4,312.50
1240531 FEF Telecom, Fax & Internet Usa	66.83
1240535 FEF Postage & Shipping	177.82
1240611 FEF Office Supplies	1,942.42
1243111 FEF Executive Director	143,104.38
1250333 FEF Business Financial Mngt Con	21,041.25
1250611 FEF Business Supplies	5,301.18
1290340 FEF Business Development Consul	1,000.00
1310520 FEF Insurance	3,701.87
2290114 CAL Other Support Serv Clerk	0.00
4223580 CAP Travel	4,887.93
4230210 CAP Gen Admin Medical	-3,807.05
4240210 CAP School Admin Medical	22,448.57
4240220 CAP School Admin Soc Sec	8,163.24
4240225 CAP School Admin Medicare	2,047.65
4240230 CAP School Admin Retirement	1,929.32
4240250 CAP School Admin Unemployment	332.80
4243111 CAP Executive Director	144,635.27
4250611 CAP Business Supplies	683.26
5110440 PB Copier Rental	1,661.00

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	TOTAL
5110616 PB Educational software	6,240.00
5110618 PB Food for Special Events	290.70
5110642 PB Durables Curriculum (Non-Ca	38,965.89
5110730 PB Equipment & Furniture (Non-C	626.75
5223325 PB Professional Development OT	7,061.75
5223580 PB Travel	57,694.05
5225320 PB Media Consultants	58,959.27
5225611 PB Media Supplies	1,039.81
5230210 PB Gen Admin Medical	10,030.41
5240210 PB School Admin Medical	11,733.01
5240220 PB School Admin Soc Sec	11,003.42
5240225 PB School Admin Medicare	2,633.40
5240230 PB School Admin Retirement	2,574.03
5240250 PB School Admin Unemployment	446.19
5240531 PB Telecom, Fax & Internet Usag	1,838.64
5240535 PB Postage & Shipping	99.86
5240540 PB Student Recruiting & Parent	31,769.45
5240611 PB Office Supplies	1,647.46
5241111 PB Principal	14,750.01
5243111 PB Executive Director	96,752.72
5244111 PB Director of Operations	75,000.00
5250611 PB Business Supplies	1,365.21
5260440 PB Rent	0.00
5260620 PB Utilities	2,117.38
5262430 PB Maintenance & Repairs	700.00
5283540 PB Teacher Recruiting & Orienta	16.08
5290341 PB Consultants	34,519.97
5290420 PB Business Financial Mgt Cons	3,750.00
6110611 LRK Classroom Supplies	1,681.22
6110618 LRK Food for Special Events	542.30
6110730 LRK Equipment & Furniture (Non-	1,586.23
6223325 LRK Professional Development OT	189.63
6223580 LRK Travel	52,006.48
6225320 LRK Media Consultants	42,064.06
6225611 LRK Media Supplies	1,623.59
6230210 LRK Gen Admin Medical	13,621.33
6240210 LRK School Admin Medical	12,156.05
6240220 LRK School Admin Soc Sec	11,893.34
6240225 LRK School Admin Medicare	2,841.51
6240230 LRK School Admin Retirement	2,940.15
6240250 LRK School Admin Unemployment	472.98
6240531 LRK Telecom, Fax & Internet Usa	112.85
6240535 LRK Postage & Shipping	24.30
6240540 LRK Student Recruiting & Parent	12,017.26
6240611 LRK Office Supplies	2,087.38
6241111 LRK Principal	0.00
6243111 LRK Executive Director	96,752.95
6244111 LRK Director of Operations	75,000.00
6250611 LRK Business Supplies	1,366.76
6260620 LRK Utilities	19,234.64

	TOTAL
6262420 LRK Custodial Services & Suppli	536.58
6262430 LRK Maintenance & Repairs	12.95
6283540 LRK Teacher Recruiting & Orient	974.00
6290341 LRK Consultants	942.86
6290612 LRK Business Development Suppli	65.40
6310520 LRK Insurance	12,714.00
7110321 TMS Educational Consultants	9,000.00
7223325 TMS Professional Development OT	241.65
7223580 TMS Travel	340.59
7225320 TMS Media Consultants	20,666.66
7240540 TMS Student Recruiting & Pa	5,115.08
7241111 TMS Principal	29,500.02
Total Expenditures	**$1,334,090.76**
NET OPERATING REVENUE	**$637,153.20**
NET REVENUE	**$637,153.20**

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Attachment 37: IRS Form 990, Form 990-N, or Form 990-EZ

Provide the sponsoring entity's most recently filed (IRS) Form 990, Form 990-N, or Form 990-EZ. For an organization less than one year old, or if a Form 990 is not available, provide a statement that explains why a form 990 is not available.

990 FORM

PAGES 443 to 479 = 37 PAGES

UNDER SECTION 6103 & 6104 OF U.S. CODE TITLE 26

37 PAGES HAVE BEEN WITHHELD

Attachment 38: Plan for Insurance Coverage

Provide a list of the types of insurance coverage the school will secure, including a description of the levels of coverage.

Attachment 38

Business Owner's Policy:

Commercial Property Coverage – Building and business personal property – limits - $18,600,000

Commercial General Liability Coverage - business coverage: property, general liability, auto, and terrorism

LIMITS OF INSURANCE

- $2,000,000 - General Aggregate Limit (Other Than Products – Completed Operations)
- $2,000,000 Products/Completed Operations Aggregate Limit
- $1,000,000 Personal and Advertising Injury Limit (Any One Person or Organization)
- $1,000,000 Each Occurrence Limit
- $100,000 Rented To You Limit (Any One Premises)
- $5,000 Medical Expense Limit (Any One Person)

Commercial Auto Coverage - Limits - $1,000,000

Terrorism - to cover their potential losses and liabilities that might occur due to terrorist activities. No limits stated in endorsement. Not applicable.

Non-Profit Directors and Officers Liability:

- Nonprofit Directors and Officers - $1,000,000 each claim
- Employment Practices Liability - $1,000,000 each claim

Workers Compensation & Employers Liability:

- Employers Liability Insurance – Bodily injury $1,000,000 each accident

Attachment 39: Evidence of Superior Performance and Support

Provide the following:

- Applicable data, summaries, dashboards, reports etc. that clearly validate all claims made in the completed narrative responses- Proven Superior Performance; and
- Letter(s) of good standing or support from current charter authorizers.

COPYRIGHT MATERIAL

2 pages have been withheld

PLEASE NOTE: The responsive information contains copyrighted information that can only be made available to you for viewing in person. Because the information indicates that it is protected by copyright, you may review this information in person during normal business hours at TEA. If you are interested in reviewing the copyrighted information, please send an email to CharterSchools@tea.texas.gov to schedule an appointment.

Friendship PCS - Blow Pierce Elementary

2019 School Quality Report

2018–19 Grades Measured: PK3 - 3

KEY

Points Earned **Points Possible**

Additional Measures: Early Childhood Student Outcomes on School-Selected Assessments

PK Pre-Literacy: Teaching Strategies GOLD

Percent of students who met or exceeded the publisher's expectations for growth by the end of the year

PK Math: Teaching Strategies GOLD

Percent of students who met or exceeded the publisher's expectations for growth by the end of the year

Friendship PCS - Blow Pierce Elementary
2017-2018 Equity Report

School Characteristics (SY 2018-19)

Grades Served	PK3--3	Ward	7
Contact	202-572-1070 http://www.friendshipschools.org	Address	725 19th St NE Washington, DC 20002

Total Enrollment: 395

Enrollment by Subgroup (% of students)

At Risk	78%
English Language Learners	3%
Special Education	10%
Level 1	44%
Level 2	29%
Level 3	12%
Level 4	15%
Male	48%
Female	52%

Enrollment by Race/Ethnicity (% of students)

Asian	0%
Black Non-Hispanic	98%
Hispanic/Latino	2%
Multiracial	0%
Native American/Alaskan	0%
Pacific/Hawaiian	0%
White Non-Hispanic	0%

Enrollment by Grade (# of students)

Grade PK3	63	Grade 7	
Grade PK4	75	Grade 8	
Grade KG	71	Grade 9	
Grade 1	69	Grade 10	
Grade 2	62	Grade 11	
Grade 3	55	Grade 12	
Grade 4		Grade Adult	
Grade 5		Grade Ungraded	
Grade 6			

Friendship PCS - Blow Pierce Elementary

2017-2018 Equity Report

In-Seat Attendance

	School	PK/ES Avg
All Students	91.9%	93.0%
At Risk	91.1%	90.8%
English Language Learners	97.4%	95.0%
Special Education	90.9%	92.0%
Male	Not Available	Not Available
Female	Not Available	Not Available

	School	PK/ES Avg
Asian	n<10	96.2%
Black Non-Hispanic	91.8%	91.9%
Hispanic/ Latino	n<10	94.7%
Multiracial	n<10	95.3%
Native American/ Alaskan	n<10	n<10
Pacific/ Hawaiian	n<10	n<10
White Non-Hispanic	n<10	95.9%

Note: School is compared to all DC students who were included in the Elementary School (with Pre-Kindergarten) STAR Framework In-Seat Attendance Rate, abbreviated to "PK/ES Avg" in the table above. For schools serving PK, all students including PK students are included in the ISA rates reported above. See Appendix for more details.

Exclusionary Discipline

Expulsion Rate (%): 0%

ES Avg Expulsion Rate (%): 0%

Out-of-School Suspension Rate (%):

	School	ES Avg
All Students	6%	3%
At Risk	7%	5%
English Language Learners	0%	1%
Special Education	19%	8%
Male	10%	5%
Female	2%	2%

	School	ES Avg
Asian	n<10	0%
Black Non-Hispanic	6%	5%
Hispanic/ Latino	n<10	1%
Multiracial	n<10	1%
Native American/ Alaskan	n<10	1%
Pacific/ Hawaiian	n<10	0%
White Non-Hispanic	n<10	0%

Note: School is compared to all DC students who were included the Elementary School STAR Framework, abbreviated to "ES Avg" in the table above.

Friendship PCS - Blow Pierce Elementary
2017-2018 Equity Report

Student Achievement

PARCC Math Results (%)

		3 +	4 +
All Students	**School**	**52.9%**	**27.5%**
	ES Avg	61.4%	36.4%
At Risk	**School**	**51.4%**	**27.0%**
	ES Avg	47.5%	21.6%
English Language Learners	**School**	**n<10**	**n<10**
	ES Avg	58.0%	28.9%
Special Education	**School**	**10.0%**	**10.0%**
	ES Avg	27.1%	12.2%
Male	**School**	**48.0%**	**28.0%**
	ES Avg	59.1%	35.2%
Female	**School**	**57.7%**	**26.9%**
	ES Avg	63.8%	37.6%
Asian	**School**	**n<10**	**n<10**
	ES Avg	95.8%	71.2%
Black Non-Hispanic	**School**	**54.0%**	**28.0%**
	ES Avg	53.7%	27.0%
Hispanic / Latino	**School**	**n<10**	**n<10**
	ES Avg	64.1%	35.4%
Multiracial	**School**	**n<10**	**n<10**
	ES Avg	85.5%	69.2%
Native American / Alaskan	**School**	**n<10**	**n<10**
	ES Avg	n<10	n<10
Pacific / Hawaiian	**School**	**n<10**	**n<10**
	ES Avg	n<10	n<10
White non-Hispanic	**School**	**n<10**	**n<10**
	ES Avg	94.3%	82.7%

Note: School is compared to all DC students who were included in the Elementary School STAR Framework PARCC Achievement Rate, abbreviated to "ES Avg" in the table above. See Appendix for more details.

Friendship PCS - Blow Pierce Elementary
2017-2018 Equity Report

Student Achievement (Continued)

PARCC English Language Arts Results (%)

		3 +	4 +
All Students	**School**	**33.3%**	**17.6%**
	ES Avg	57.3%	33.7%
At Risk	**School**	**40.5%**	**18.9%**
	ES Avg	42.9%	19.0%
English Language Learners	**School**	**n<10**	**n<10**
	ES Avg	48.9%	23.2%
Special Education	**School**	**0.0%**	**0.0%**
	ES Avg	20.7%	8.7%
Male	**School**	**32.0%**	**20.0%**
	ES Avg	51.2%	28.5%
Female	**School**	**34.6%**	**15.4%**
	ES Avg	63.6%	39.1%
Asian	**School**	**n<10**	**n<10**
	ES Avg	87.7%	65.7%
Black Non-Hispanic	**School**	**34.0%**	**18.0%**
	ES Avg	49.4%	24.8%
Hispanic / Latino	**School**	**n<10**	**n<10**
	ES Avg	58.4%	31.8%
Multiracial	**School**	**n<10**	**n<10**
	ES Avg	84.2%	63.2%
Native American / Alaskan	**School**	**n<10**	**n<10**
	ES Avg	n<10	n<10
Pacific / Hawaiian	**School**	**n<10**	**n<10**
	ES Avg	n<10	n<10
White non-Hispanic	**School**	**n<10**	**n<10**
	ES Avg	93.7%	79.9%

Note: School is compared to all DC students who were included in the Elementary School STAR Framework PARCC Achievement Rate, abbreviated to "ES Avg" in the table above. See Appendix for more details.

Friendship PCS - Blow Pierce Elementary
2017-2018 Equity Report

Mid-Year Entry and Withdrawals (%) Total Enrollment: 395

School

	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
% of Students Entering	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
% of Students Withdrawing	-0.3%	-1.0%	-1.0%	-1.6%	-2.6%	-3.6%	-3.6%	-3.9%

Net Cumulative Change (%)
This School: -3.9%
City Average: -1.2%

Mid-Year Entry and Withdrawals (%)

City Average

	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
% of Students Entering	0.7%	1.3%	1.8%	2.9%	3.5%	4.2%	4.7%	5.0%
% of Students Withdrawing	-0.9%	-1.7%	-2.4%	-3.6%	-4.5%	-5.2%	-5.8%	-6.2%

Note: Mid-Year Entry and Withdrawal rates are not available at STAR Framework levels. Therefore, the City Averages provided above represent all students in DC, excluding those enrolled at Adult Education schools.

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Friendship PCS - Chamberlain Elementary

2019 School Quality Report

2018–19 Grades Measured: PK3 - 3

	Points Earned	Points Possible

Additional Measures: Early Childhood Student Outcomes on School-Selected Assessments

PK Pre-Literacy: Teaching Strategies GOLD

Percent of students who met or exceeded the publisher's expectations for growth by the end of the year

PK Math: Teaching Strategies GOLD

Percent of students who met or exceeded the publisher's expectations for growth by the end of the year

Friendship PCS - Chamberlain Elementary
2017-2018 Equity Report

School Characteristics (SY 2018-19)

Grades Served	PK3--3	Ward	6
Contact	202-547-5800 http://www.friendshipschools.org	Address	1345 Potomac Ave SE Washington, DC 20003

Total Enrollment: 387

Enrollment by Subgroup (% of students)

At Risk	61%
English Language Learners	1%
Special Education	7%
Level 1	50%
Level 2	35%
Level 3	4%
Level 4	12%
Male	52%
Female	48%

Enrollment by Race/Ethnicity (% of students)

Asian	0%
Black Non-Hispanic	97%
Hispanic/Latino	2%
Multiracial	0%
Native American/Alaskan	0%
Pacific/Hawaiian	0%
White Non-Hispanic	0%

Enrollment by Grade (# of students)

Grade PK3	59	Grade 7	
Grade PK4	55	Grade 8	
Grade KG	71	Grade 9	
Grade 1	65	Grade 10	
Grade 2	71	Grade 11	
Grade 3	66	Grade 12	
Grade 4		Grade Adult	
Grade 5		Grade Ungraded	
Grade 6			

Friendship PCS - Chamberlain Elementary

2017-2018 Equity Report

In-Seat Attendance

	School	PK/ES Avg
All Students	92.2%	93.0%
At Risk	91.3%	90.8%
English Language Learners	n<10	95.0%
Special Education	92.6%	92.0%
Male	Not Available	Not Available
Female	Not Available	Not Available

	School	PK/ES Avg
Asian	n<10	96.2%
Black Non-Hispanic	92.2%	91.9%
Hispanic/ Latino	n<10	94.7%
Multiracial	n<10	95.3%
Native American/ Alaskan	n<10	n<10
Pacific/ Hawaiian	n<10	n<10
White Non-Hispanic	n<10	95.9%

Note: School is compared to all DC students who were included in the Elementary School (with Pre-Kindergarten) STAR Framework In-Seat Attendance Rate, abbreviated to "PK/ES Avg" in the table above. For schools serving PK, all students including PK students are included in the ISA rates reported above. See Appendix for more details.

Exclusionary Discipline

Expulsion Rate (%): 0%

ES Avg Expulsion Rate (%): 0%

Out-of-School Suspension Rate (%):

	School	ES Avg
All Students	1%	3%
At Risk	1%	5%
English Language Learners	n<10	1%
Special Education	7%	8%
Male	2%	5%
Female	0%	2%

	School	ES Avg
Asian	n<10	0%
Black Non-Hispanic	1%	5%
Hispanic/ Latino	n<10	1%
Multiracial	n<10	1%
Native American/ Alaskan	n<10	1%
Pacific/ Hawaiian	n<10	0%
White Non-Hispanic	n<10	0%

Note: School is compared to all DC students who were included the Elementary School STAR Framework, abbreviated to "ES Avg" in the table above.

Friendship PCS - Chamberlain Elementary
2017-2018 Equity Report

Student Achievement

PARCC Math Results (%)

		3 +	4 +
All Students	**School**	**62.5%**	**37.5%**
	ES Avg	61.4%	36.4%
At Risk	**School**	**59.0%**	**33.3%**
	ES Avg	47.5%	21.6%
English Language Learners	**School**	**n<10**	**n<10**
	ES Avg	58.0%	28.9%
Special Education	**School**	**n<10**	**n<10**
	ES Avg	27.1%	12.2%
Male	**School**	**54.8%**	**35.5%**
	ES Avg	59.1%	35.2%
Female	**School**	**69.7%**	**39.4%**
	ES Avg	63.8%	37.6%
Asian	**School**	**n<10**	**n<10**
	ES Avg	95.8%	71.2%
Black Non-Hispanic	**School**	**62.5%**	**37.5%**
	ES Avg	53.7%	27.0%
Hispanic / Latino	**School**	**n<10**	**n<10**
	ES Avg	64.1%	35.4%
Multiracial	**School**	**n<10**	**n<10**
	ES Avg	85.5%	69.2%
Native American / Alaskan	**School**	**n<10**	**n<10**
	ES Avg	n<10	n<10
Pacific / Hawaiian	**School**	**n<10**	**n<10**
	ES Avg	n<10	n<10
White non-Hispanic	**School**	**n<10**	**n<10**
	ES Avg	94.3%	82.7%

Note: School is compared to all DC students who were included in the Elementary School STAR Framework PARCC Achievement Rate, abbreviated to "ES Avg" in the table above. See Appendix for more details.

Friendship PCS - Chamberlain Elementary

2017-2018 Equity Report

Student Achievement (Continued)

PARCC English Language Arts Results (%)

		3 +	4 +
All Students	**School**	**51.6%**	**28.1%**
	ES Avg	57.3%	33.7%
At Risk	**School**	**48.7%**	**25.6%**
	ES Avg	42.9%	19.0%
English Language Learners	**School**	**n<10**	**n<10**
	ES Avg	48.9%	23.2%
Special Education	**School**	**n<10**	**n<10**
	ES Avg	20.7%	8.7%
Male	**School**	**45.2%**	**29.0%**
	ES Avg	51.2%	28.5%
Female	**School**	**57.6%**	**27.3%**
	ES Avg	63.6%	39.1%
Asian	**School**	**n<10**	**n<10**
	ES Avg	87.7%	65.7%
Black Non-Hispanic	**School**	**51.6%**	**28.1%**
	ES Avg	49.4%	24.8%
Hispanic / Latino	**School**	**n<10**	**n<10**
	ES Avg	58.4%	31.8%
Multiracial	**School**	**n<10**	**n<10**
	ES Avg	84.2%	63.2%
Native American / Alaskan	**School**	**n<10**	**n<10**
	ES Avg	n<10	n<10
Pacific / Hawaiian	**School**	**n<10**	**n<10**
	ES Avg	n<10	n<10
White non-Hispanic	**School**	**n<10**	**n<10**
	ES Avg	93.7%	79.9%

Note: School is compared to all DC students who were included in the Elementary School STAR Framework PARCC Achievement Rate, abbreviated to "ES Avg" in the table above. See Appendix for more details.

Friendship PCS - Chamberlain Elementary
2017-2018 Equity Report

Mid-Year Entry and Withdrawals (%) Total Enrollment: 387

School

	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
% of Students Entering	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
% of Students Withdrawing	-0.5%	-1.3%	-1.6%	-1.6%	-2.1%	-2.4%	-2.7%	-2.9%

Net Cumulative Change (%)
This School: -2.9%
City Average: -1.2%

Mid-Year Entry and Withdrawals (%)

City Average

	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
% of Students Entering	0.7%	1.3%	1.8%	2.9%	3.5%	4.2%	4.7%	5.0%
% of Students Withdrawing	-0.9%	-1.7%	-2.4%	-3.6%	-4.5%	-5.2%	-5.8%	-6.2%

Note: Mid-Year Entry and Withdrawal rates are not available at STAR Framework levels. Therefore, the City Averages provided above represent all students in DC, excluding those enrolled at Adult Education schools.

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Friendship PCS - Southeast Elementary

2019 School Quality Report

2018–19 Grades Measured: PK3 - 3

KEY

Points Earned **Points Possible**

Additional Measures: Early Childhood Student Outcomes on School-Selected Assessments

PK Pre-Literacy: Every Child Ready (ECR)

Percent of students who met or exceeded the publisher's expectations for growth by the end of the year

PK Math: Every Child Ready (ECR)

Percent of students who met or exceeded the publisher's expectations for growth by the end of the year

Friendship PCS - Southeast Elementary
2017-2018 Equity Report

School Characteristics (SY 2018-19)

Grades Served	PK3--3	Ward	8
Contact	202-562-1980 http://www.friendshipschools.org	Address	645 Milwaukee Pl SE Washington, DC 20032

Total Enrollment: 568

Enrollment by Subgroup (% of students)

At Risk	74%
English Language Learners	0%
Special Education	10%
Level 1	34%
Level 2	25%
Level 3	11%
Level 4	30%
Male	51%
Female	49%

Enrollment by Race/Ethnicity (% of students)

Asian	0%
Black Non-Hispanic	99%
Hispanic/Latino	1%
Multiracial	0%
Native American/Alaskan	0%
Pacific/Hawaiian	0%
White Non-Hispanic	0%

Enrollment by Grade (# of students)

Grade PK3	60	Grade 7	
Grade PK4	80	Grade 8	
Grade KG	85	Grade 9	
Grade 1	71	Grade 10	
Grade 2	75	Grade 11	
Grade 3	65	Grade 12	
Grade 4	71	Grade Adult	
Grade 5	61	Grade Ungraded	
Grade 6			

Friendship PCS - Southeast Elementary
2017-2018 Equity Report

In-Seat Attendance

	School	PK/ES Avg
All Students	93.2%	93.0%
At Risk	92.7%	90.8%
English Language Learners	n<10	95.0%
Special Education	93.3%	92.0%
Male	Not Available	Not Available
Female	Not Available	Not Available

	School	PK/ES Avg
Asian	n<10	96.2%
Black Non-Hispanic	93.2%	91.9%
Hispanic/ Latino	n<10	94.7%
Multiracial	n<10	95.3%
Native American/ Alaskan	n<10	n<10
Pacific/ Hawaiian	n<10	n<10
White Non-Hispanic	n<10	95.9%

Note: School is compared to all DC students who were included in the Elementary School (with Pre-Kindergarten) STAR Framework In-Seat Attendance Rate, abbreviated to "PK/ES Avg" in the table above. For schools serving PK, all students including PK students are included in the ISA rates reported above. See Appendix for more details.

Exclusionary Discipline

Expulsion Rate (%): 0%

ES Avg Expulsion Rate (%): 0%

Out-of-School Suspension Rate (%):

	School	ES Avg
All Students	7%	3%
At Risk	8%	5%
English Language Learners	n<10	1%
Special Education	14%	8%
Male	10%	5%
Female	4%	2%

	School	ES Avg
Asian	n<10	0%
Black Non-Hispanic	7%	5%
Hispanic/ Latino	n<10	1%
Multiracial	n<10	1%
Native American/ Alaskan	n<10	1%
Pacific/ Hawaiian	n<10	0%
White Non-Hispanic	n<10	0%

Note: School is compared to all DC students who were included the Elementary School STAR Framework, abbreviated to "ES Avg" in the table above.

Friendship PCS - Southeast Elementary
2017-2018 Equity Report

Student Achievement

PARCC Math Results (%)

		3 +	4 +
All Students	**School**	**49.5%**	**14.7%**
	ES Avg	61.4%	36.4%
At Risk	**School**	**49.7%**	**15.4%**
	ES Avg	47.5%	21.6%
English Language Learners	**School**	**n<10**	**n<10**
	ES Avg	58.0%	28.9%
Special Education	**School**	**19.4%**	**2.8%**
	ES Avg	27.1%	12.2%
Male	**School**	**51.1%**	**14.9%**
	ES Avg	59.1%	35.2%
Female	**School**	**47.9%**	**14.6%**
	ES Avg	63.8%	37.6%
Asian	**School**	**n<10**	**n<10**
	ES Avg	95.8%	71.2%
Black Non-Hispanic	**School**	**49.7%**	**15.0%**
	ES Avg	53.7%	27.0%
Hispanic / Latino	**School**	**n<10**	**n<10**
	ES Avg	64.1%	35.4%
Multiracial	**School**	**n<10**	**n<10**
	ES Avg	85.5%	69.2%
Native American / Alaskan	**School**	**n<10**	**n<10**
	ES Avg	n<10	n<10
Pacific / Hawaiian	**School**	**n<10**	**n<10**
	ES Avg	n<10	n<10
White non-Hispanic	**School**	**n<10**	**n<10**
	ES Avg	94.3%	82.7%

Note: School is compared to all DC students who were included in the Elementary School STAR Framework PARCC Achievement Rate, abbreviated to "ES Avg" in the table above. See Appendix for more details.

Friendship PCS - Southeast Elementary
2017-2018 Equity Report

Student Achievement (Continued)

PARCC English Language Arts Results (%)

		3 +	4 +
All Students	**School**	**46.1%**	**19.4%**
	ES Avg	57.3%	33.7%
At Risk	**School**	**43.8%**	**18.8%**
	ES Avg	42.9%	19.0%
English Language Learners	**School**	**n<10**	**n<10**
	ES Avg	48.9%	23.2%
Special Education	**School**	**11.1%**	**0.0%**
	ES Avg	20.7%	8.7%
Male	**School**	**43.6%**	**14.9%**
	ES Avg	51.2%	28.5%
Female	**School**	**48.5%**	**23.7%**
	ES Avg	63.6%	39.1%
Asian	**School**	**n<10**	**n<10**
	ES Avg	87.7%	65.7%
Black Non-Hispanic	**School**	**45.7%**	**19.7%**
	ES Avg	49.4%	24.8%
Hispanic / Latino	**School**	**n<10**	**n<10**
	ES Avg	58.4%	31.8%
Multiracial	**School**	**n<10**	**n<10**
	ES Avg	84.2%	63.2%
Native American / Alaskan	**School**	**n<10**	**n<10**
	ES Avg	n<10	n<10
Pacific / Hawaiian	**School**	**n<10**	**n<10**
	ES Avg	n<10	n<10
White non-Hispanic	**School**	**n<10**	**n<10**
	ES Avg	93.7%	79.9%

Note: School is compared to all DC students who were included in the Elementary School STAR Framework PARCC Achievement Rate, abbreviated to "ES Avg" in the table above. See Appendix for more details.

Friendship PCS - Southeast Elementary
2017-2018 Equity Report

Student Growth

PARCC Growth Percentiles

		Math	ELA
All Students	**School**	**49.0**	**42.0**
	ES Avg	53.0	55.0
At Risk	**School**	**50.0**	**43.0**
	ES Avg	49.0	49.0
English Language Learners	**School**	**n<10**	**n<10**
	ES Avg	59.0	60.0
Special Education	**School**	**59.0**	**53.0**
	ES Avg	50.0	39.0
Male	**School**	**42.5**	**38.5**
	ES Avg	53.0	52.0
Female	**School**	**52.0**	**44.0**
	ES Avg	53.0	58.0
Asian	**School**	**n<10**	**n<10**
	ES Avg	66.0	72.0
Black Non-Hispanic	**School**	**49.0**	**43.0**
	ES Avg	49.0	50.0
Hispanic / Latino	**School**	**n<10**	**n<10**
	ES Avg	58.0	62.0
Multiracial	**School**	**n<10**	**n<10**
	ES Avg	62.0	67.0
Native American / Alaskan	**School**	**n<10**	**n<10**
	ES Avg	n<10	n<10
Pacific / Hawaiian	**School**	**n<10**	**n<10**
	ES Avg	n<10	n<10
White non-Hispanic	**School**	**n<10**	**n<10**
	ES Avg	63.0	71.0

Note: School is compared to all DC students who were included in the Elementary School STAR Framework Growth Rate, abbreviated to "ES Avg" in the table above. Note that the High School STAR Framework does not include Growth. See Appendix for more details.

Friendship PCS - Southeast Elementary
2017-2018 Equity Report

Mid-Year Entry and Withdrawals (%) Total Enrollment: 568

School

	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
% of Students Entering	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
% of Students Withdrawing	-0.4%	-0.4%	-0.5%	-0.5%	-0.5%	-0.5%	-0.7%	-0.9%

Net Cumulative Change (%)
This School: -0.9%
City Average: -1.2%

Mid-Year Entry and Withdrawals (%)

City Average

	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
% of Students Entering	0.7%	1.3%	1.8%	2.9%	3.5%	4.2%	4.7%	5.0%
% of Students Withdrawing	-0.9%	-1.7%	-2.4%	-3.6%	-4.5%	-5.2%	-5.8%	-6.2%

Note: Mid-Year Entry and Withdrawal rates are not available at STAR Framework levels. Therefore, the City Averages provided above represent all students in DC, excluding those enrolled at Adult Education schools.

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Friendship PCS - Woodridge International Middle

2017-2018 Equity Report

In-Seat Attendance

	School	ES/MS Avg
All Students	95.1%	93.4%
At Risk	94.1%	91.4%
English Language Learners	n<10	95.2%
Special Education	93.2%	91.8%
Male	94.8%	93.2%
Female	95.4%	93.5%

	School	ES/MS Avg
Asian	n<10	96.4%
Black Non-Hispanic	95.1%	92.4%
Hispanic/ Latino	n<10	94.8%
Multiracial	n<10	95.3%
Native American/ Alaskan	n<10	n<10
Pacific/ Hawaiian	n<10	n<10
White Non-Hispanic	n<10	96.0%

Note: School is compared to all DC students who were included in either the Elementary School STAR Framework or the Middle School STAR Framework In-Seat Attendance Rate, abbreviated to "ES/MS Avg" in the table above. For schools serving PK, all students including PK students are included in the ISA rates reported above. See Appendix for more details.

Exclusionary Discipline

Expulsion Rate (%): 0%

ES/MS Avg Expulsion Rate (%): 0%

Out-of-School Suspension Rate (%):

	School	ES/MS Avg
All Students	11%	6%
At Risk	17%	8%
English Language Learners	n<10	2%
Special Education	35%	12%
Male	17%	8%
Female	6%	4%

	School	ES/MS Avg
Asian	n<10	1%
Black Non-Hispanic	12%	8%
Hispanic/ Latino	n<10	2%
Multiracial	n<10	2%
Native American/ Alaskan	n<10	3%
Pacific/ Hawaiian	n<10	n<10
White Non-Hispanic	n<10	1%

Note: School is compared to all DC students who were included either the Elementary School STAR Framework or the Middle School STAR Framework, abbreviated to "ES/MS Avg" in the table above.

Friendship PCS - Woodridge International Middle

2017-2018 Equity Report

Student Achievement

PARCC Math Results (%)

		3 +	4 +
All Students	**School**	**67.6%**	**37.6%**
	ES/MS Avg	56.6%	32.2%
At Risk	**School**	**60.0%**	**35.3%**
	ES/MS Avg	42.4%	18.1%
English Language Learners	**School**	**n<10**	**n<10**
	ES/MS Avg	50.8%	23.7%
Special Education	**School**	**16.1%**	**6.5%**
	ES/MS Avg	23.1%	9.9%
Male	**School**	**59.6%**	**31.7%**
	ES/MS Avg	53.6%	30.5%
Female	**School**	**75.5%**	**43.4%**
	ES/MS Avg	58.8%	33.2%
Asian	**School**	**n<10**	**n<10**
	ES/MS Avg	93.7%	71.7%
Black Non-Hispanic	**School**	**67.5%**	**37.0%**
	ES/MS Avg	48.5%	23.1%
Hispanic / Latino	**School**	**n<10**	**n<10**
	ES/MS Avg	59.2%	30.8%
Multiracial	**School**	**n<10**	**n<10**
	ES/MS Avg	82.6%	65.4%
Native American / Alaskan	**School**	**n<10**	**n<10**
	ES/MS Avg	n<10	n<10
Pacific / Hawaiian	**School**	**n<10**	**n<10**
	ES/MS Avg	n<10	n<10
White non-Hispanic	**School**	**n<10**	**n<10**
	ES/MS Avg	94.5%	81.1%

Note: School is compared to all DC students who were included in either the Elementary School STAR Framework or the Middle School STAR Framework PARCC Achievement Rate, abbreviated to "ES/MS Avg" in the table above. See Appendix for more details.

Friendship PCS - Woodridge International Middle

2017-2018 Equity Report

Student Achievement (Continued)

PARCC English Language Arts Results (%)

		3 +	4 +
All Students	**School**	**64.3%**	**32.4%**
	ES/MS Avg	58.4%	34.6%
At Risk	**School**	**58.8%**	**27.1%**
	ES/MS Avg	44.6%	19.6%
English Language Learners	**School**	**n<10**	**n<10**
	ES/MS Avg	45.0%	20.6%
Special Education	**School**	**6.5%**	**0.0%**
	ES/MS Avg	20.7%	8.5%
Male	**School**	**51.0%**	**21.2%**
	ES/MS Avg	51.4%	28.8%
Female	**School**	**77.4%**	**43.4%**
	ES/MS Avg	65.8%	40.7%
Asian	**School**	**n<10**	**n<10**
	ES/MS Avg	90.1%	72.4%
Black Non-Hispanic	**School**	**63.7%**	**32.8%**
	ES/MS Avg	51.1%	25.8%
Hispanic / Latino	**School**	**n<10**	**n<10**
	ES/MS Avg	59.9%	33.5%
Multiracial	**School**	**n<10**	**n<10**
	ES/MS Avg	85.0%	66.1%
Native American / Alaskan	**School**	**n<10**	**n<10**
	ES/MS Avg	n<10	n<10
Pacific / Hawaiian	**School**	**n<10**	**n<10**
	ES/MS Avg	n<10	n<10
White non-Hispanic	**School**	**n<10**	**n<10**
	ES/MS Avg	94.4%	82.6%

Note: School is compared to all DC students who were included in either the Elementary School STAR Framework or the Middle School STAR Framework PARCC Achievement Rate, abbreviated to "ES/MS Avg" in the table above. See Appendix for more details.

Friendship PCS - Woodridge International Middle

2017-2018 Equity Report

Student Growth

PARCC Growth Percentiles

		Math	ELA
All Students	**School**	**81.0**	**59.0**
	ES/MS Avg	49.0	54.0
At Risk	**School**	**81.0**	**62.0**
	ES/MS Avg	46.0	50.0
English Language Learners	**School**	**n<10**	**n<10**
	ES/MS Avg	55.0	60.0
Special Education	**School**	**69.0**	**47.0**
	ES/MS Avg	44.0	41.0
Male	**School**	**83.0**	**55.5**
	ES/MS Avg	49.0	51.0
Female	**School**	**80.5**	**64.0**
	ES/MS Avg	51.0	58.0
Asian	**School**	**n<10**	**n<10**
	ES/MS Avg	63.0	69.0
Black Non-Hispanic	**School**	**81.0**	**58.0**
	ES/MS Avg	46.0	50.0
Hispanic / Latino	**School**	**n<10**	**n<10**
	ES/MS Avg	53.0	61.0
Multiracial	**School**	**n<10**	**n<10**
	ES/MS Avg	56.0	63.0
Native American / Alaskan	**School**	**n<10**	**n<10**
	ES/MS Avg	n<10	n<10
Pacific / Hawaiian	**School**	**n<10**	**n<10**
	ES/MS Avg	n<10	n<10
White non-Hispanic	**School**	**n<10**	**n<10**
	ES/MS Avg	60.0	69.0

Note: School is compared to all DC students who were included in either the Elementary School STAR Framework or the Middle School STAR Framework Growth Rate, abbreviated to "ES/MS Avg" in the table above. Note that the High School STAR Framework does not include Growth. See Appendix for more details.

Friendship PCS - Woodridge International Middle
2017-2018 Equity Report

Mid-Year Entry and Withdrawals (%) Total Enrollment: 218

School

	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
% of Students Entering	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
% of Students Withdrawing	-1.4%	-1.8%	-3.2%	-3.2%	-3.2%	-3.2%	-3.2%	-3.2%

Net Cumulative Change (%)
This School: -3.2%
City Average: -1.2%

Mid-Year Entry and Withdrawals (%)

City Average

	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
% of Students Entering	0.7%	1.3%	1.8%	2.9%	3.5%	4.2%	4.7%	5.0%
% of Students Withdrawing	-0.9%	-1.7%	-2.4%	-3.6%	-4.5%	-5.2%	-5.8%	-6.2%

Note: Mid-Year Entry and Withdrawal rates are not available at STAR Framework levels. Therefore, the City Averages provided above represent all students in DC, excluding those enrolled at Adult Education schools.

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Friendship PCS - Woodridge International Elementary

2019 School Quality Report

2018–19 Grades Measured: PK3 - 3

Points Earned	Points Possible

Additional Measures: Early Childhood Student Outcomes on School-Selected Assessments

PK Pre-Literacy: Teaching Strategies GOLD

Percent of students who met or exceeded the publisher's expectations for growth by the end of the year

PK Math: Teaching Strategies GOLD

Percent of students who met or exceeded the publisher's expectations for growth by the end of the year

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Friendship PCS - Woodridge International Elementary

2017-2018 Equity Report

School Characteristics (SY 2018-19)

Grades Served	PK3--3	Ward	5
Contact	202-635-6500 http://www.friendshipschools.org	Address	2959 Carlton Ave NE Washington, DC 20018

Total Enrollment: 305

Enrollment by Subgroup (% of students)

At Risk	48%
English Language Learners	3%
Special Education	9%
Level 1	79%
Level 2	18%
Level 3	0%
Level 4	4%
Male	56%
Female	44%

Enrollment by Race/Ethnicity (% of students)

Asian	0%
Black Non-Hispanic	93%
Hispanic/Latino	7%
Multiracial	0%
Native American/Alaskan	0%
Pacific/Hawaiian	0%
White Non-Hispanic	0%

Enrollment by Grade (# of students)

Grade PK3	52	Grade 7	
Grade PK4	55	Grade 8	
Grade KG	54	Grade 9	
Grade 1	54	Grade 10	
Grade 2	43	Grade 11	
Grade 3	47	Grade 12	
Grade 4		Grade Adult	
Grade 5		Grade Ungraded	
Grade 6			

Friendship PCS - Woodridge International Elementary

2017-2018 Equity Report

In-Seat Attendance

	School	PK/ES Avg
All Students	94.0%	93.0%
At Risk	92.5%	90.8%
English Language Learners	n<10	95.0%
Special Education	95.7%	92.0%
Male	Not Available	Not Available
Female	Not Available	Not Available

	School	PK/ES Avg
Asian	n<10	96.2%
Black Non-Hispanic	94.1%	91.9%
Hispanic/ Latino	92.9%	94.7%
Multiracial	n<10	95.3%
Native American/ Alaskan	n<10	n<10
Pacific/ Hawaiian	n<10	n<10
White Non-Hispanic	n<10	95.9%

Note: School is compared to all DC students who were included in the Elementary School (with Pre-Kindergarten) STAR Framework In-Seat Attendance Rate, abbreviated to "PK/ES Avg" in the table above. For schools serving PK, all students including PK students are included in the ISA rates reported above. See Appendix for more details.

Exclusionary Discipline

Expulsion Rate (%): 0%

ES Avg Expulsion Rate (%): 0%

Out-of-School Suspension Rate (%):

	School	ES Avg
All Students	0%	3%
At Risk	0%	5%
English Language Learners	0%	1%
Special Education	0%	8%
Male	2%	5%
Female	0%	2%

	School	ES Avg
Asian	n<10	0%
Black Non-Hispanic	1%	5%
Hispanic/ Latino	0%	1%
Multiracial	n<10	1%
Native American/ Alaskan	n<10	1%
Pacific/ Hawaiian	n<10	0%
White Non-Hispanic	n<10	0%

Note: School is compared to all DC students who were included the Elementary School STAR Framework, abbreviated to "ES Avg" in the table above.

Friendship PCS - Woodridge International Elementary

2017-2018 Equity Report

Student Achievement

PARCC Math Results (%)

		3 +	4 +
All Students	**School**	**60.0%**	**28.9%**
	ES Avg	61.4%	36.4%
At Risk	**School**	**42.9%**	**21.4%**
	ES Avg	47.5%	21.6%
English Language Learners	**School**	**n<10**	**n<10**
	ES Avg	58.0%	28.9%
Special Education	**School**	**n<10**	**n<10**
	ES Avg	27.1%	12.2%
Male	**School**	**54.2%**	**29.2%**
	ES Avg	59.1%	35.2%
Female	**School**	**66.7%**	**28.6%**
	ES Avg	63.8%	37.6%
Asian	**School**	**n<10**	**n<10**
	ES Avg	95.8%	71.2%
Black Non-Hispanic	**School**	**60.5%**	**30.2%**
	ES Avg	53.7%	27.0%
Hispanic / Latino	**School**	**n<10**	**n<10**
	ES Avg	64.1%	35.4%
Multiracial	**School**	**n<10**	**n<10**
	ES Avg	85.5%	69.2%
Native American / Alaskan	**School**	**n<10**	**n<10**
	ES Avg	n<10	n<10
Pacific / Hawaiian	**School**	**n<10**	**n<10**
	ES Avg	n<10	n<10
White non-Hispanic	**School**	**n<10**	**n<10**
	ES Avg	94.3%	82.7%

Note: School is compared to all DC students who were included in the Elementary School STAR Framework PARCC Achievement Rate, abbreviated to "ES Avg" in the table above. See Appendix for more details.

Friendship PCS - Woodridge International Elementary

2017-2018 Equity Report

Student Achievement (Continued)

PARCC English Language Arts Results (%)

		3 +	4 +
All Students	**School**	**56.8%**	**36.4%**
	ES Avg	57.3%	33.7%
At Risk	**School**	**35.7%**	**21.4%**
	ES Avg	42.9%	19.0%
English Language Learners	**School**	**n<10**	**n<10**
	ES Avg	48.9%	23.2%
Special Education	**School**	**n<10**	**n<10**
	ES Avg	20.7%	8.7%
Male	**School**	**45.8%**	**25.0%**
	ES Avg	51.2%	28.5%
Female	**School**	**70.0%**	**50.0%**
	ES Avg	63.6%	39.1%
Asian	**School**	**n<10**	**n<10**
	ES Avg	87.7%	65.7%
Black Non-Hispanic	**School**	**58.1%**	**37.2%**
	ES Avg	49.4%	24.8%
Hispanic / Latino	**School**	**n<10**	**n<10**
	ES Avg	58.4%	31.8%
Multiracial	**School**	**n<10**	**n<10**
	ES Avg	84.2%	63.2%
Native American / Alaskan	**School**	**n<10**	**n<10**
	ES Avg	n<10	n<10
Pacific / Hawaiian	**School**	**n<10**	**n<10**
	ES Avg	n<10	n<10
White non-Hispanic	**School**	**n<10**	**n<10**
	ES Avg	93.7%	79.9%

Note: School is compared to all DC students who were included in the Elementary School STAR Framework PARCC Achievement Rate, abbreviated to "ES Avg" in the table above. See Appendix for more details.

Friendship PCS - Woodridge International Elementary

2017-2018 Equity Report

Mid-Year Entry and Withdrawals (%) Total Enrollment: 305

School

	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
% of Students Entering	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
% of Students Withdrawing	-1.0%	-2.0%	-2.0%	-2.4%	-2.4%	-2.7%	-2.7%	-2.7%

Net Cumulative Change (%)
This School: -2.7%
City Average: -1.2%

Mid-Year Entry and Withdrawals (%)

City Average

	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
% of Students Entering	0.7%	1.3%	1.8%	2.9%	3.5%	4.2%	4.7%	5.0%
% of Students Withdrawing	-0.9%	-1.7%	-2.4%	-3.6%	-4.5%	-5.2%	-5.8%	-6.2%

Note: Mid-Year Entry and Withdrawal rates are not available at STAR Framework levels. Therefore, the City Averages provided above represent all students in DC, excluding those enrolled at Adult Education schools.

Appendix

Enrollment
The provided enrollment data reflect the data found in the 2018 DC School Report Card and STAR Framework Data Files within the tab entitled Enrollment.

Attendance
The provided In-Seat Attendance (ISA) Rates by student subgroup reflect the campus-level rates published in the DC School Report Card. Note that since these are campus-level rates, rather than framework-level rates, they may differ from the In-Seat Attendance Rates displayed in the STAR Framework (particularly for campuses who fall into multiple STAR Frameworks or who serve PK). The data source for the In-Seat Attendance Rates is the 2018 DC School Report Card and STAR Framework Data Files, within the tab entitled School Report Card Scores.

Discipline
The provided Suspension Rates reflect the campus-level Out-of-School Suspension Rates published in the DC School Report Card, which can be found in the 2018 DC School Report Card and STAR Framework Data Files within the tab entitled School Report Card Scores. DC PCSB obtained State-level Suspension Rates by STAR Framework and student subgroup via a separate data request to OSSE. Since gender is not part of the DC School Report Card, campus and State-level rates by gender were obtained via a separate data request to OSSE.

PARCC Achievement
The provided PARCC Achievement Rates reflect the campus-level rates published in the DC School Report Card, which can be found in the 2018 DC School Report Card and STAR Framework Data Files within the tab entitled School Report Card Scores. Since gender is not part of the DC School Report Card, campus and State-level rates by gender were obtained via a separate data request to OSSE.

Student Growth
The provided Student Growth Scores reflect the campus-level rates published in the DC School Report Card, which can be found in the 2018 DC School Report Card and STAR Framework Data Files within the tab entitled School Report Card Scores. Campus and State-level rates by gender were obtained via a separate data request to OSSE.

Mid-Year Entries and Withdrawals
The provided Entry and Withdrawal Rates reflect the campus-level rates published in the DC School Report Card, which can be found in the 2018 DC School Report Card and STAR Framework Data Files, within the tab entitled School Report Card Scores. Campuses are compared to State-level rates, as STAR Framework-level rates were not made available by OSSE.

Graduation
The provided Graduation Rates reflect the campus-level rates published in the DC School Report Card, which can be found in the 2018 DC School Report Card and STAR Framework Data Files, within the tab entitled School Report Card Scores. The High School STAR Framework includes the 4-Year and Extended Years Graduation Rates, while the Alternative STAR Framework includes just the 5-Year Graduation Rate. The 4-year ACGR among Alternative High Schools was calculated using the above mentioned publicly available data file.

Campus and State-level rates by gender were obtained via a separate data request to OSSE. OSSE provided 4-year and 5-Year Graduation Rates by gender; since the Extended Years Graduation Rate was not provided by gender, the Male and Female 5-Year Graduation Rates are reported in lieu of the Extended Years Graduation Rates for traditional high schools.

School to State Comparisons
In general, schools which fall into a single STAR Framework are compared against all DC students who were included in that STAR Framework for a given metric. When a school falls into multiple STAR Frameworks, the school is compared to all DC students included in any of those STAR Frameworks. Since DC PCSB does not have access to student-level data for all DC students, weighted averaging methodology was used to determine rates inclusive of all DC students across multiple STAR Frameworks. For example, to determine the DC-wide ELA PARCC 3+ Achievement rate inclusive of students who were included in either the Middle School STAR Framework or the High School STAR Framework, the following calculation was used:

- Middle School STAR Framework ELA PARCC 3+ Achievement Rate: 59.8%, inclusive of 14,339 students
- High School STAR Framework ELA PARCC 3+ Achievement Rate: 48.8%, inclusive of 4,007 students
- DC-wide rate inclusive of both sets of students:

$$59.8 * \frac{14{,}339}{(14{,}339 + 4{,}007)} + 48.8 * \frac{4{,}007}{(14{,}339 + 4{,}007)} = 57.4$$

Therefore, schools who are evaluated on both the Middle School STAR Framework and High School STAR Framework are compared to a DC-wide average of 57.4%. This methodology is used for all metrics in which the school is compared to all DC students spanning multiple STAR Frameworks.

Business Rules
For questions regarding specific calculation methodology and business rules, please refer to the 2018 DC School Report Card and STAR Framework Technical Guide.

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Friendship PCS - Technology Preparatory High School

2017-2018 Equity Report

School Characteristics (SY 2018-19)

Grades Served	9--12	Ward	8
Contact	202-552-5700 http://www.friendshipschools.org	Address	2705 Martin Luther King Jr. Ave SE Washington, DC 20032

Total Enrollment: 254

Enrollment by Subgroup (% of students)

At Risk	68%
English Language Learners	0%
Special Education	23%
Level 1	12%
Level 2	66%
Level 3	9%
Level 4	14%
Male	52%
Female	48%

Enrollment by Race/Ethnicity (% of students)

Asian	0%
Black Non-Hispanic	99%
Hispanic/Latino	1%
Multiracial	0%
Native American/Alaskan	0%
Pacific/Hawaiian	0%
White Non-Hispanic	0%

Enrollment by Grade (# of students)

Grade PK3		Grade 7	
Grade PK4		Grade 8	
Grade KG		Grade 9	91
Grade 1		Grade 10	60
Grade 2		Grade 11	59
Grade 3		Grade 12	44
Grade 4		Grade Adult	
Grade 5		Grade Ungraded	
Grade 6			

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Friendship PCS - Technology Preparatory High School

2017-2018 Equity Report

In-Seat Attendance

	School	HS Avg
All Students	93.9%	83.8%
At Risk	93.0%	79.2%
English Language Learners	n<10	81.3%
Special Education	93.7%	78.9%
Male	94.7%	83.3%
Female	93.1%	84.3%

	School	HS Avg
Asian	n<10	92.5%
Black Non-Hispanic	94.0%	83.1%
Hispanic/ Latino	n<10	82.7%
Multiracial	n<10	86.9%
Native American/ Alaskan	n<10	n<10
Pacific/ Hawaiian	n<10	n<10
White Non-Hispanic	n<10	90.7%

Note: School is compared to all DC students who were included in the High School STAR Framework In-Seat Attendance Rate, abbreviated to "HS Avg" in the table above. For schools serving PK, all students including PK students are included in the ISA rates reported above. See Appendix for more details.

Exclusionary Discipline

Expulsion Rate (%): 0%

HS Avg Expulsion Rate (%): 0%

Out-of-School Suspension Rate (%):

	School	HS Avg
All Students	9%	12%
At Risk	11%	16%
English Language Learners	n<10	6%
Special Education	18%	20%
Male	11%	13%
Female	8%	11%

	School	HS Avg
Asian	n<10	1%
Black Non-Hispanic	9%	16%
Hispanic/ Latino	n<10	5%
Multiracial	n<10	6%
Native American/ Alaskan	n<10	4%
Pacific/ Hawaiian	n<10	4%
White Non-Hispanic	n<10	2%

Note: School is compared to all DC students who were included the High School STAR Framework, abbreviated to "HS Avg" in the table above.

Friendship PCS - Technology Preparatory High School
2017-2018 Equity Report

Student Achievement

PARCC Math Results (%)

		3 +	4 +
All Students	**School**	**47.5%**	**13.6%**
	HS Avg	37.7%	14.6%
At Risk	**School**	**36.1%**	**5.6%**
	HS Avg	24.9%	5.8%
English Language Learners	**School**	**n<10**	**n<10**
	HS Avg	16.8%	4.7%
Special Education	**School**	**45.5%**	**9.1%**
	HS Avg	13.0%	3.4%
Male	**School**	**53.3%**	**10.0%**
	HS Avg	34.4%	12.9%
Female	**School**	**41.4%**	**17.2%**
	HS Avg	41.1%	16.5%
Asian	**School**	**n<10**	**n<10**
	HS Avg	80.0%	56.4%
Black Non-Hispanic	**School**	**48.3%**	**13.8%**
	HS Avg	33.1%	9.8%
Hispanic / Latino	**School**	**n<10**	**n<10**
	HS Avg	32.6%	11.4%
Multiracial	**School**	**n<10**	**n<10**
	HS Avg	n<10	n<10
Native American / Alaskan	**School**	**n<10**	**n<10**
	HS Avg	n<10	n<10
Pacific / Hawaiian	**School**	**n<10**	**n<10**
	HS Avg	n<10	n<10
White non-Hispanic	**School**	**n<10**	**n<10**
	HS Avg	85.1%	59.6%

Note: School is compared to all DC students who were included in the High School STAR Framework PARCC Achievement Rate, abbreviated to "HS Avg" in the table above. See Appendix for more details.

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Friendship PCS - Technology Preparatory High School

2017-2018 Equity Report

Student Achievement (Continued)

PARCC English Language Arts Results (%)

		3 +	4 +
All Students	**School**	**61.0%**	**35.6%**
	HS Avg	48.8%	30.8%
At Risk	**School**	**55.6%**	**22.2%**
	HS Avg	33.5%	17.4%
English Language Learners	**School**	**n<10**	**n<10**
	HS Avg	22.1%	10.8%
Special Education	**School**	**36.4%**	**9.1%**
	HS Avg	16.9%	5.8%
Male	**School**	**50.0%**	**30.0%**
	HS Avg	39.1%	24.3%
Female	**School**	**72.4%**	**41.4%**
	HS Avg	58.5%	37.3%
Asian	**School**	**n<10**	**n<10**
	HS Avg	n<10	n<10
Black Non-Hispanic	**School**	**60.3%**	**34.5%**
	HS Avg	44.0%	24.2%
Hispanic / Latino	**School**	**n<10**	**n<10**
	HS Avg	42.6%	25.8%
Multiracial	**School**	**n<10**	**n<10**
	HS Avg	n<10	n<10
Native American / Alaskan	**School**	**n<10**	**n<10**
	HS Avg	n<10	n<10
Pacific / Hawaiian	**School**	**n<10**	**n<10**
	HS Avg	n<10	n<10
White non-Hispanic	**School**	**n<10**	**n<10**
	HS Avg	93.7%	84.9%

Note: School is compared to all DC students who were included in the High School STAR Framework PARCC Achievement Rate, abbreviated to "HS Avg" in the table above. See Appendix for more details.

Friendship PCS - Technology Preparatory High School
2017-2018 Equity Report

Mid-Year Entry and Withdrawals (%) Total Enrollment: 254

School

	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
% of Students Entering	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
% of Students Withdrawing	-0.8%	-1.6%	-1.6%	-2.8%	-3.6%	-4.3%	-4.7%	-4.7%

Net Cumulative Change (%)
This School: -4.7%
City Average: -1.2%

Mid-Year Entry and Withdrawals (%)

City Average

	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
% of Students Entering	0.7%	1.3%	1.8%	2.9%	3.5%	4.2%	4.7%	5.0%
% of Students Withdrawing	-0.9%	-1.7%	-2.4%	-3.6%	-4.5%	-5.2%	-5.8%	-6.2%

Note: Mid-Year Entry and Withdrawal rates are not available at STAR Framework levels. Therefore, the City Averages provided above represent all students in DC, excluding those enrolled at Adult Education schools.

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Friendship PCS - Technology Preparatory High School

2017-2018 Equity Report

Graduation

Graduation Rate (%)

		4-Year	Extended Years
All Students	**School**	**85.4%**	**85.4%**
	HS Avg	78.7%	81.5%
At Risk	**School**	**82.9%**	**82.9%**
	HS Avg	70.7%	74.6%
English Language Learners	**School**	**n<10**	**n<10**
	HS Avg	61.5%	61.5%
Special Education	**School**	**71.4%**	**71.4%**
	HS Avg	59.0%	63.8%
Male	**School****	**82.1%**	**95.5%**
	HS Avg**	72.9%	81.3%
Female	**School****	**90.0%**	**100.0%**
	HS Avg**	84.5%	89.1%
Asian	**School**	**n<10**	**n<10**
	HS Avg	88.6%	92.9%
Black Non-Hispanic	**School**	**85.4%**	**85.4%**
	HS Avg	78.6%	81.4%
Hispanic / Latino	**School**	**n<10**	**n<10**
	HS Avg	71.8%	75.1%
Multiracial	**School**	**n<10**	**n<10**
	HS Avg	n<10	n<10
Native American / Alaskan	**School**	**n<10**	**n<10**
	HS Avg	n<10	n<10
Pacific / Hawaiian	**School**	**n<10**	**n<10**
	HS Avg	n<10	n<10
White non-Hispanic	**School**	**n<10**	**n<10**
	HS Avg	94.0%	94.5%

Note: School is compared to all DC students who were included in the High School STAR Framework Graduation Rate. The High School STAR Framework includes the Extended Years Graduation Rate, while the Alternative STAR Framework includes the 5-Year Graduation Rate.

** The **Male and Female Graduation Rates** reflect the 5-Year Graduation Rate, rather than the Extended Years Graduation Rate. See Appendix for more details.