RFA 701-25-101

Generation 30

Subchapter D Open-Enrollment



NEW OPERATORS

Texas Education Agency
1701 North Congress Ave.
Austin TX 78701

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Attachments

Click on each attachment title to access the corresponding attachment coversheet.
Please follow the numerical order of sections when compiling the attachments.

1. Eligibility

- ✓ Articles of Incorporation
- ✓ 501(c)(3) Letter of Determination
- ✓ Evidence of Community Engagement
- ✓ Legal History

2. Planning and Performance Management

- ✓ Detailed Start-Up Plan

3. Governance, Leadership, and Talent

- ✓ Organizational Bylaws
- ✓ Code of Ethics and Conflict of Interest Policy
- ✓ Board Member Résumés and Affidavits
- ✓ Superintendent Résumé
- ✓ Superintendent Evaluation Tool
- ✓ Leadership Team Résumés

4. Academic Experience and Student Supports

- ✓ Proposed Discipline Policy

5. Operations

- ✓ Organizational Charts
- ✓ Teacher Evaluation Tool
- ✓ Annual Calendar and School Schedule
- ✓ Admission and Enrollment Policy

6. Finance

- ✓ Budget Narrative
- ✓ Financial Plan Workbook
- ✓ Evidence of Financial Support
- ✓ Audit Report
- ✓ Credit Report
- ✓ IRS Form 990

NEW OPERATOR

Applicant Profile

Name of Proposed Charter School:	Frank Liu Jr. Academy for Music & Arts
Name of Sponsoring Entity:	Frank Liu Jr. Academy for Music & Arts
Entity Type:	Entity is a 501(c)(3) Nonprofit Organization

I. Contact Information

Contact Name:
Andrea Hauge

Email Address:
andrea.k.hauge@gmail.com

Phone Number:
459-3125

Board Chair:
Andrea Hauge

Superintendent:
James McSwain (interim)

II. Facility Location(s)

Number Campuses Requested (Years 1–5):
1

Anticipated Zip Code for Each Campus (Year 1):
77011

Addresses for all known campuses (Year 1):
235 North Norwood St. (at the 5700 block of Navigation)
Houston, TX 77011

Alternate Locations and/or Communities (if applicable):
Present a prioritized list of alternate zip codes that would guide a new facility search if the intended location/zip code became unavailable or unfeasible. Note: All alternate zip codes must align to the proposed geographic area(s).

NA

III. Enrollment Projections (Years 1–5)

Note: Maximum enrollment and grades should not exceed projections for Year 5.

Maximum Enrollment Requested: 726

Specific Grades Requested: Pre-K-5th

Year	EE 3	PK 4	K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Total
Year 1			110	88												198
Year 2		44	110	110	88											352
Year 3		44	110	110	110	88										462
Year 4		44	132	110	110	110	88									594
Year 5		44	132	132	110	110	110	88								726

Applicant Profile

IV. Application Support Services and Fellowships

Identify all Support Services and Fellowships associated with this application cycle. Input name of organization/program or individual(s) and services were paid or unpaid.

Board members: Anthony Blanco (unpaid), Eddie Cumbo III (unpaid), Andrew Davis (unpaid), Jorge Garza (unpaid), Andrea Hauge (paid), Matthew Loden (unpaid), and James McSwain (unpaid)

Paul Morrissey at Knapsack Partners (paid)
Shulman, Lopez, Hoffer & Adelstein LLP & Amanda List (paid)
HillCo - consulting services (paid)
Alan Seay (paid)
EDreimagined (paid)
TTM Analytics (paid)
Julissa Chapa (paid)
William Nelson II (paid)

Application Summary

Executive Summary

Provide a descriptive summary of the key features of the proposed plan for the school that covers the following: (1) proposed community; (2) educational philosophy of the applicant team and an explanation of how that philosophy aligns with the school's mission, key design elements, and innovative design; (3) capacity of the proposed board and superintendent to successfully open and operate a high-quality charter school; and (4) an explanation of how the model will effectively serve students in the proposed community.

At the Frank Liu Jr. Academy for Music and Arts (FLAMA or the School), we aim to inspire a love of learning in each of our students through an innovative model built on the science of learning, paired with a deep exploration of music and visual arts. At our PK-8th grade open-enrollment charter school, we will ensure that the students of Houston's 2nd, 3rd and 5th Wards benefit from the latest research-backed practice, thus accelerating their learning and leading to mastery of the TEKS.

Research demonstrates the effectiveness of music and arts education in enhancing academic outcomes for students, and we have designed a robust arts program of study for all students across every grade level we serve, but FLAMA's mission does not stop there. We know that creativity is essential to innovation and critical to higher salary jobs (Footnote 1). Moreover, creative industries are a significant and growing part of the Texas economy (Footnote 2). Often, music and art education of the kind FLAMA will offer is largely only available to children whose families have the means to pay for extracurriculars.

Our work at FLAMA goes beyond simply offering music and arts enrichment. The School's design has three innovative facets not offered elsewhere:
(1) All pedagogy aligns with insights from the cognitive sciences as to how people learn. Translating these insights to practice is a foundational element of our professional development.
(2) Executive function skills are interwoven throughout all courses for Pre-K – 1st graders allowing them to develop the cognitive, social and study skills necessary to become successful learners, again supported by substantial professional development training.
(3) Our daily music and visual arts programs intentionally integrate additional ELA, Math and Executive Function instruction, amplifying the impact research demonstrates music and art education have in improving academic outcomes. This curricular programming is enhanced by FLAMA's optional after-school program.

The genesis for FLAMA was the vision of Frank Liu Jr., a Houston native whose love of arts and culture enriched the lives of many. Frank was a musician who produced studio albums, opened for major acts from Houston to L.A., and organized a music festival in downtown Houston. However, he was most proud of his work to bring art and music education to Houston's underserved youth. After spending much time tutoring students in the 5th Ward, a neighborhood he had developed strong ties to from his days playing basketball, Frank co-founded and directed Camp Culture, a music and arts summer camp. This experience would have a profound impact on his life goals. Through Camp Culture, Frank Jr. invited elementary-aged students to experience the arts in every form – visual arts, music and dance - and complete a final project in the art form of their choice. Frank was inspired by the overwhelmingly positive response from the children in the 5th Ward, who demonstrated how arts education can ignite intellectual curiosity and transform lives. He saw firsthand how creative engagement invigorated not only the children but also their parents, providing a space for community growth.

Frank Jr.'s experience with Camp Culture launched his work to establish a school before his untimely passing. FLAMA's board intends to carry that vision forward and realize his dream in accordance with the virtues that Frank embodied as an educator and a leader. We intend to build on the pillars of education that Frank himself valued most: technical fluency, creative expression, academic rigor, music and art education, nourishment and family/community. We take as our guide the spirit of service that drove Frank in all his endeavors, and we share in his deeply held belief that every student has the capacity for academic achievement and that we must not succumb to the challenges of change in the face of the status quo. Frank Jr. was himself a gifted, driven student

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who thrived in pursuits ranging from music to mathematics to basketball, and we intend to prepare students for the same wide-ranging success in their own lives. Most importantly, Frank was a kind and generous friend to all, whose grace as an educator, and generosity of spirit, we will take as the bar for our own success. These values drive everything we do as a school and a community.

In order to ensure a smooth launch, we have already secured the school site — the Historic Folgers Coffee Plant, centrally located in the East End Cultural District in a Qualified Opportunity Zone. The costs and responsibility of converting the site to a school building will largely be borne by the Frank Liu Jr. Foundation. The associated rent will also be provided at a significantly below market rate. The facility will be built out by premier Houston development firm, Lovett Commercial, the team behind the transformative POST Houston.

To ensure the ultimate success of Frank Jr.'s vision, our board of directors will draw on the stewardship of neighborhood educators, financial professionals, and university leadership alike. Board members Andrew Davis, Dean of McGovern College of Arts at University of Houston, and Matthew Loden, Dean of the Shepherd School of Music at Rice University, bring wide ranging access to art institutions in the city of Houston and across the country. Houston Christian University Assistant Professor of Education, James McSwain, brings a deep skill set with over 40 years in education and governance to the board from his esteemed work as a teacher and administrator, most recently as Principal of Lamar High School and Houston Area-West Superintendent. Under his leadership, student achievement at Lamar increased on all indicators and the gap between subgroups on state graduation exams narrowed by 70%. Lamar was also named one the most rigorous, successful schools in the country by The Washington Post. As Superintendent, James directed operations and long-term planning for 77 campuses, educating over 70,000 students and overseeing 7,000 staff members. Physical education instructor/basketball coach and 5th Ward resident, Eddie Cumbo III; finance expert, Anthony Blanco, and finance/curriculum professional, Andrea Hauge, also bring valuable experience in education, finance, and governance to FLAMA's board. Perhaps most qualified to speak to the transformative power of and need for music and arts education is 2nd Ward resident and board member, Jorge Garza, an HSPVA and Juilliard graduate, professional opera singer and founder of Segundo Barrio Children's Chorus.

Our board believes that family and community involvement are essential to student success and thus, FLAMA's success. Forging a partnership with the wider community is core to our mission. We know from experience that student musical performances and exhibitions will strengthen ties in the local community by providing a space for parents, friends, and family members to partake directly in the expression of shared arts. Through our partnership with Communities in Schools and through the work of Frank's Family Academy, an in-house outreach program that will collaborate with associations like Liu Idea Lab for Innovation and Entrepreneurship (Lilie) at Rice University, FLAMA will build on that sense of community, offering their families comprehensive wrap-around services with a mix of fun and useful experiences such as financial literacy classes, entrepreneurship classes, adult English language classes, and other initiatives that community members deem worthwhile.

Another family key to FLAMA's success is the Liu family, whose support of FLAMA is based on the love they share with Frank Jr. for Houston, a city which has given them so much, and the value they place on education, especially as the children and grandchildren of generations of teachers. While personally difficult, they have shared with stakeholders their son's vision for the school and their hope to realize it in his honor. Such strength can only come from the duty a parent feels to a child, a duty that for the Lius now extends to FLAMA's students.
The Lius and FLAMA board take heart that the community of educators it has found in the TEA and SBOE are individuals who, when faced with the challenge that is education policy, retain ambition and hope. A group, diverse in opinions, but like-minded in their belief that being part of the vanguard, while never simple, is worthwhile, especially when it comes to the future of the children of our state.

1. "In 2021, the average annual wage for creative careers was approximately $87,000, compared to $52,000 for non-creative careers. This represents a 67% wage premium for creative workers." 2023 State of the Arts Report,

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Texas Cultural Trust.
2. “Almost 1 in 15 Texas jobs are part of the creative sector. According to forecasts from the Texas Workforce Commission, creative sector employment is projected to increase by over 22% . . . by 2030.” Ibid.

Landscape

I. Geographic Area to be Served

Campus-Level Operations

Number of campuses in the district of location that serve similar grade clusters (elementary, middle, secondary)

Charter:	105	Traditional ISD:	217

Campus Growth Schedule

Number of campuses opening in each year:

Y1	1	Y2	0	Y3	0	Y4	0	Y5	0

Geographic Growth Schedule

Charter schools may enroll students from anywhere within the state of Texas, so long as they are residents within the state. Please provide a general idea of the geographic area(s) that the school will serve during the first five years of operation (community, city, region etc.).

Year 1:	City of Houston, Harris County, Texas
Year 2:	City of Houston, Harris County, Texas
Year 3:	City of Houston, Harris County, Texas
Year 4:	City of Houston, Harris County, Texas
Year 5:	City of Houston, Harris County, Texas

Priority Points (Optional)

☐ Proposed to locate (Year 1) in the attendance zone of a campus assigned an unacceptable performance rating for the last two years that performance ratings were issued.

District Name:	
Campus Name:	

☒ Proposed to locate (Year 1) in a Qualified Opportunity Zone. The application scoring process will allow for the award of a priority point for applicants committed to serving students who will attend a school located in a Qualified Opportunity Zone. If awarded a charter, applicants committed to opening charter schools in a Qualified Opportunity Zone will be required to provide specific census tract numbers and other information on the plan to serve students in these high-need areas.

County Name:	Harris County
Census Tract Number:	48201310500

Landscape

II. Demographic Projections [Year 1]

Provide the anticipated demographic percentages for the main campus that will open in Year 1. Applicants must also provide demographic data for the district of location. Data is available on the TEA Texas Academic Performance Reports website and TXschools.gov.

African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Eco. Disadv.	English Learner	At-Risk	Special Education	Gifted/ Talented
Main Charter Campus											
32.0%	62.0%	2.8%	0.2%	2.0%	0.0%	1.0%	85.0%	40.0%	75.0%	9.1%	14.0%
District of Location											
Houston Independent School District											
21.6%	61.8%	9.7%	0.2%	4.8%	0.1%	1.7%	79.5%	37.0%	64.9%	9.1%	14.0%

Provide a rationale for selecting the proposed geographic area. Where demographic projections deviate significantly from the surrounding districts, explain the reasoning for the targeted student population.

FLAMA will be located in Houston's East End, a neighborhood just East of downtown in the 2nd Ward, which was designated a Cultural District by the Texas Commission on the Arts in 2014. The 3rd and 5th Wards, which FLAMA will also primarily serve, became Cultural Districts in 2020. Cultural districts are zones designed to stimulate economic and community development by engaging historically present cultural resources. Since receiving the designation, the East End has revitalized historic spaces with beautification projects showcasing local art and culture, creating opportunities for new business.

A key component of this revitalization is arts education. Arts education prepares the next generation of residents by improving learning outcomes, encouraging higher education, developing skills and knowledge for workforce success, and improving the health of students (State of the Arts Report, Texas Cultural Trust, 2023). Amidst the revitalization of these Cultural Districts, FLAMA seeks to engage 2nd, 3rd, and 5th Ward students in the process by offering a high-quality education rich in music and art. By locating in the Historic Folgers House Coffee building, FLAMA intends to create space within a PreK-8th grade open-enrollment charter school for current 2nd, 3rd and 5th Ward students to learn, create, and be an active part of their cultural districts.

Preparing students to participate in the arts is essential to the Houston economy. In 2022, Houston saw $1.4 billion in arts industry-related spending (Footnote 1). Non-profit arts organizations along with their audiences employed over 21,000 people in 2022 (over $932M in household income paid) and generated over $38.7M in tax revenue for the city (Footnote 2). The arts in Houston attract tourists (close to 5M in 2022), which generates revenue beyond ticket sales (Footnote 3).

Cultural Districts are a well-established model of urban development (Frost-Kumpf, 2001). With our music- and arts-integration model, FLAMA will be an integral part of that strategy, improving life for current residents and providing an important incentive for families to stay in the area. We expect that the demographics of FLAMA students will mirror those of the East End, and do not expect any significant deviation from the demographics of nearby HISD schools. We have based our Main Charter Campus demographics on the TAPR data gathered for HISD schools in our targeted neighborhood and the District of Location data on the comprehensive TAPR report for all of HISD, which accounts for the small differences.

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U.S. Census Bureau data suggests that there is significant community interest in charter schools in the 2nd, 3rd, and 5th Wards. Among residents of these wards, enrollment in Houston ISD elementary and middle schools has decreased by 32% between 2017 and 2022; a rate of attrition that far exceeds the 7% drop in overall population during that time. Meanwhile, student enrollment in open-enrollment, charter elementary and middle schools has increased by 41%. Charter schools serve family preferences in these neighborhoods. The area's demand for charter schools is evidenced by the high number of students on waitlists in SBOE 4: 17,480 students are on charter school waitlists and 68 campuses have students on their waitlists. For the wider Houston/Woodlands/ Sugarland area, that number increases to 32,388 students and 122 campuses (Footnote 4). Moreover, in Houston, there is historically strong demand for music and art education, with Houston's High School for Performing and Visual Arts receiving ~850 applications for less than 200 spots in 2024 (with even higher numbers of applicants pre-COVID of ~1,000.)

In 2022, the elementary and middle student population attending HISD and charter schools in the 2nd, 3rd, and 5th Wards was composed of predominantly Hispanic (55%) and African American (42%) students from Economically Disadvantaged households (92%). Census data shows that in 2021, there were 55,114 households in the zip codes of FLAMA's vicinity. Of those, 35% were families with children whose income fell below the Federal Poverty Level. In 2022, 39% of all households in the area earned incomes less than 185% of the Federal Poverty level, or less than $51,319 for a family of four. This economic reality was one of the reasons behind FLAMA's optional afterschool as well as our partnership with Communities in Schools.

As of Spring 2023, STAAR performance for 3-5th grade students in the 2nd, 3rd and 5th Wards indicated that less than half of students were Meeting or Above state reading standards and an even lower percentage were Meeting or Above state math standards. 23% Did Not Meet or Approach standards in reading and 29% Did Not Meet or Approach standards in math. These standards are necessary to ensure readiness for middle and high school and ensure Career and College readiness. Among Hispanic students, 50% achieved the Met or Above Grade Level Standard on STAAR Reading tests and 21% Did Not Meet or Approach standards in reading. For Black students, the results were also alarming, with only 38% achieving the Met or Above Grade Level Standard on STAAR Reading tests and 26% Not Meeting or Approaching standards. For Hispanic students, only 44% of 3rd-5th graders were Meeting or Above grade-level standards on STAAR Math tests, with 25% Not Meeting or Approaching grade-level standards. For Black students, the results were even more alarming with only 28% Meeting or Above-grade level Math standards per STAAR and with 36% Not Meeting or Approaching standards. FLAMA had this in mind when designing not only its math curriculum, but also its visual arts curriculum designed to reinforce concepts being taught in math.

As already noted, and further discussed in the following sections of this application, the robust presence of art and music in the school's design will foster student motivation to learn (Codgill, 2015), the development of social skills (Váradi, 2022), and academic achievement (McDonel, 2015). Not only will the school provide students with access to an enriched education through art and music, and as part of a larger arts complex at the Folger's site with proposed concert hall, art galleries and the like, the area is also witnessing investment in public spaces such as the Buffalo Bayou Partnership's Buffalo Bayou East's 10-year expansion plan supported by $100M in donations funding pedestrian bridges connecting the 5th Ward to the East End, the development of parks space, and the development of Turkey Bend (just across from FLAMA's site) with open-air pavilions and venues for cultural and music events. New developments such as The Plant/Second Ward, a mile-long stretch of retail, creative, and maker space with 1,000 multifamily units, and East River, a 150-acre mixed-use development under construction in neighboring 5th Ward are additional keys to stimulating the area's economy and encouraging residents to put down roots. FLAMA will position its students for educational and career success, enabling them to become drivers of the economic success of their community.

1. https://files.haatx.com/GreaterHoustonRegion_AEP6_FinalReport.pdf
2. Ibid.
3. https://www.houstontx.gov/council/committees/bfacommittee/20241001-joint-ac/Economic-Impact-Nonprofit-

Landscape

Arts.pdf
4. Data based on TEA information provided under a public information request. Data does not account for some students being on multiple waitlists.

References:
Cogdill, S. H. (2015). “Applying research in motivation and learning to music education: What the experts say.” Update: Applications of Research in Music Education, 33(2), 49-57.
McDonel, J. S. (2015). “Exploring learning connections between music and mathematics in early childhood.” Bulletin of the Council for Research in Music Education, (203), 45-62.
Texas Cultural Trust (2023). “2023 State of the Arts Report.” Retrieved from https://issuu.com/txculturaltrust/docs/2023_state_of_the_arts_report
Váradi, J. (2022). “A review of the literature on the relationship of music education to the development of socio-emotional learning.” SAGE Open, 12(1), 21582440211068501.
Frost-Kumpf, Hilary Anne (2001) “Cultural Districts: Arts Management and Urban Redevelopment.” Dissertation in Geography at Penn State University.

Planning and Performance Management

I. Mission, Vision, Design Elements

Mission Statement

State the mission of the proposed school.

The mission of the Frank Liu Jr. Academy for Music & Art is to provide our students with an opportunity to achieve excellence in academics and the arts. We provide a safe and welcoming learning environment for students that simultaneously nurtures their creativity through deep exploration of music and art and pushes them to achieve to the best of their ability in a rigorous college preparatory program steeped in the science of learning. Our program will deliver excellent academic results via high expectations for all students in all subject areas, with a strong focus on music and arts, so that they develop the knowledge base, focus, perseverance, and teamwork skills necessary for success in high school and beyond.

Vision Statement

State the vision of the proposed school.

FLAMA nourishes students' minds, bodies, and spirits, empowering them to realize their ambitions and contribute to their community. FLAMA's mission rests on six guiding principles: fostering technical fluency through disciplined skill development; inspiring creative expression; maintaining academic rigor; providing music and art education that deepens knowledge across subject areas; nourishing students' bodies and minds; and building school to family and community bonds through shared artistic experiences. At FLAMA, students and their families have the unique opportunity to express themselves and embrace the transformative beauty of the arts within our rigorous academic environment.

Design, Guiding Principles, and Innovation

Describe the school design and guiding principles, and explain how they will encourage different and innovative learning methods and continuous improvement. Provide evidence supporting the efficacy of the proposed school design and guiding principles with the projected student population.

FLAMA's innovative design is structured around three unique design elements not offered in tandem elsewhere: (1) All pedagogy is informed by insights on learning established by research in the cognitive sciences; the practical application of these insights in a classroom setting is the bedrock of our educational culture and professional development. (2) Executive function skills are interwoven throughout all courses for Pre-K – 1st graders allowing them to develop the cognitive, social and study skills necessary to become successful learners, again supported by substantial professional development. (3) FLAMA takes a novel approach to daily music and visual arts instruction. Studies show that music and arts education improve academic outcomes. FLAMA goes a step further integrating math, ELA and executive function instruction into music and arts training to ensure that the gains made in the arts studio/music room reinforce academic gains being made in the classroom.

Though FLAMA will be offering an entirely unique education, the design of the school draws on educational principles that have been well established by research science and successful education practice.

Design Element #1: A cognitive science approach to pedagogy using Direct Instruction
Decades of research support the use of Direct/Explicit Instruction and cognitive science insights in the K-8th classroom. Direct instruction is "defined as providing information that fully explains the concepts and procedures that students are required to learn as well as learning strategy support that is compatible with human cognitive architecture. Learning, in turn, is defined as a change in the long-term memory" (Footnote 1). Research-backed benefits of using cognitive science to drive pedagogy include the value of understanding cognitive load (Sweller, J.)

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and therefore using chunking, scaffolding; utilizing spacing, interweaving, and dual-coding; retrieval practice; worked examples; growth-mindset; Rosenshine's Principles in action; effective feedback delivery; metacognitive strategies; and translating all of these not only to the technical aspects of learning, but also the motivational aspects a teacher must understand of students. Faculty and school leaders must also recognize that students often do not come to the classroom with the requisite schemata in place (Piaget, J.) and that direct instruction is the most effective means to develop such schemata. Direct instruction emphasizes explicit and structured teaching that systematically helps students acquire new knowledge and skills.

Effectively using direct instruction methods and employing insights from the cognitive sciences improves students' learning outcomes by ensuring students have the automaticity needed for certain skills while also maintaining a child's natural curiosity/desire for mastery, a key, but fragile, part of fostering attention and enjoying academic challenges. (Willingham, D., Why Don't Students Like School?, 2009.) Developing automaticity is also essential to mastering musical performance and other forms of artistic expression. Employing the cognitive sciences in our classrooms will allow us "to make thinking easier" rather than make "the work easier," and thus make learning both more rigorous and more pleasurable (Ibid.) Direct instruction builds long-term memory, which is "now viewed as the central, dominant structure of human cognition. Everything we see, hear, and think is critically dependent on and influenced by our long-term memory" (Ibid.) Building long-term memory using direct instruction will offer FLAMA students the skills and frameworks to fully participate in and enjoy the world.

Teachers using direct instruction methods will make the classroom more enjoyable. Contrary to what is sometimes assumed, direct instruction is not rote learning. A direct instruction classroom is a highly interactive one where the teacher leads tremendous interaction using mini-white boards, call and response, turn and talks, etc. It is a classroom where the teacher models and explains, breaks things down into small steps, sequences, offers feedback, builds scaffolds and takes them down when students are ready and offers lots of opportunities for practice, which together yield mastery.

Design Element #2: The importance of executive function skills

Executive function skills are social, cognitive, and study skills. Equipping students with these skills early in their academic careers through a scaffolded approach allows for them to gain more from their time in the classroom, enjoy school more, create a positive classroom environment and develop key aspects of school culture. The Tools for the Mind ("Tools") program that FLAMA will employ in Pre-K to 1st teaches executive function skills such as deliberate strategies for remembering, use of language to communicate with others, other and self-regulation with aim to develop metacognitive ability, the ability to follow limits, equipping students to manage transitions, and scaffolded planning sessions that are also literacy activities. The program also offers a multi-lingual at-home component for families to use if they wish. The Tools program has been shown to significantly improve Pre-K students' scores on language, literacy, cognitive and social learning scales (Footnote 2). Per the Tools program's SY21-22 data, "statistically fewer Tools PreK children began the year meeting or exceeding age-level expectations in all five major TS GOLD domains compared to non-Tools PreK classrooms district-wide but caught up by the end of the year, suggestive of a faster growth rate for children in Tools PreK classrooms" (Footnote 3). Implementing the Tools Program in Pre-K also had significant benefits to those students when entering Kindergarten, "[i]n SY21-22 (and similarly for previous years), Kindergartners who attended a Tools PreK program were 24% more likely to meet literacy expectations at the beginning of the school year than those who did not attend a Tools PreK" (Footnote 4). These effects were amplified for students in Title 1 schools with these students being "more likely to meet or exceed grade level expectations on their standardized literacy assessment at the beginning of the year than children who did not attend a Tools PreK" (Footnote 5). At FLAMA, Tools will be a foundational aspect of PD that will take faculty members to a mastery level within 3 years. Executive function skills are also key to developing artistic skill and an inherent part of learning artistic crafts. Focus, perseverance, and teamwork are all apparent in a range of arts from drawing to ensemble performance.

Design Element #3: Music and arts are foundational to academic success and personal growth

The importance of music and arts education from a general education perspective, as well as for SPED, EB and at-

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risk students, cannot be discounted (we will dedicatedly address SPED and EB students in the Special Populations section of this application). Multiple research studies show that both music and art education improve students' academic outcomes, social skills, engagement (attendance and higher education), civic participation and even health (Footnote 6). We would like to highlight a few points of evidence that might not be as readily known.

• **Cognition:** Musical training has been shown to positively change the brain. In one 2005 study, an MRI was used to assess brain changes in children involved in musical education vs. those not. For "9-11 years old subjects with an average of four years of music training, the music group had significantly more gray matter volume compared to a matched group of non-instrumentalists. The music group also performed significantly better on the WISC-III Vocabulary test" (Footnote 7). With regard to attention, after reviewing multiple research studies, neuroscientists at the Dana Center were fairly certain that learning and performing an art activates the same neural pathways dedicated to attention and postulated that they "would expect focused training in the arts to improve cognition generally" (Footnote 8). "A study evaluating the impact of a music program designed to foster cognitive development and social esteem among high-risk 7-9 year old children in Israel (Portowitz, et al., 2009) favored children in the experimental group. The treatment group received private instrumental lessons for two years and the control group did not. Pre and post assessments evaluated the development of cognitive skills with the Raven and the Complex Figure Tests and social esteem (Fitts). Both groups improved their cognition after two years; however, the treatment group's cognitive skills were significantly greater than the control group's skills. In another Portowitz study (2014), elementary-aged children who participated in 32 hours of music training had significantly better memory outcomes than the control group" (Footnote 9).

• **Behavioral Skills / Positive Mindset / Work Ethic:** It is generally accepted that learning an instrument develops the skill of persistence/growth mindset - it requires practice, dedication, and the ability to push oneself to learn and grow instead of feeling frustrated (self-motivation). Children are creatures of mastery and at FLAMA we want to not only give them that opportunity but inculcate it into our culture of academic and creative growth. Specifically, "Miendlarzewska & Trost theorize that music lessons act as additional schooling and that focused attention, memorization, and mastery of technical skills translate into higher IQ scores and achievement" (Footnote 10). Additional research notes that "[l]istening skills are routinely improved by music instruction, which in-turn improves language processing and reading" (Footnote 11). Participation in arts education correlates to pro-social behaviors (helping, sharing, empathy) (Eisenberg et al., 2006; Kirschner & Tomasello, 2010), as well as better emotion-regulation skills (Gerry et al., 2012) (Footnote 12). Fundamentally important, research shows that involvement in arts education positively impacts a student's perception of themselves as a learner. "High-arts youngsters were far more likely than their low-arts counterparts to think of themselves as competent in academics. They were also far more likely to believe that they did well in school in general, particularly in language and mathematics," (Academic Self-Concept: 41% of high scores vs. 18%, General School Self-Concept: 36% vs. 19%, Reading Self-Concept: 40% vs. 20%, Math Self-Concept: 30% vs 15%) (Footnote 13).

• **Math:** Studies show music and art education foster mathematical thinking (Seif, 2013; Vaughn, 2002), computation and estimation skills (Stevenson, 2013), problem solving ability (Hamblem 1997; Rabkin & Redmond, 2006; Ruppert, 2006) and critical thinking (Stevenson, 2013; Eisner, 2002; Hamblem 1997, McDonald, 2010) (Footnote 14). Shaw et al., investigated the effect of keyboard training on the spatial temporal reasoning skills (e.g. pattern recognition and manipulation) of young children and found a significant effect (Footnote 15). An NELS:88 survey found that "twice as many low SES [socioeconomic status] 8th graders in Band and/or Orchestra score at a high level in mathematics as did low SES 8th graders with no reported involvement in instrumental music," (21.1% vs. 10.7%) (Footnote 16). More astonishingly, "by the 12th grade the high performing gap between low SES, high-music students and the average student . . . [grew] to about 33 percent versus 21 percent" and 33% vs 15.5% when comparing to low SES, no music peers (Footnote 17). An analysis of multiple studies on the subject found that "students who take music classes in high school are more likely to score higher on standardized mathematics tests such as the SAT," with a possible explanation being that "musical training in rhythm emphasizes proportion, patterns and ratios expressed as mathematical relations" (Footnote 18).

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• **Literacy:** Music and art instruction have been shown to improve literacy (Anvari et al., 2002; Catterall & Waldorf, 1999; Ingram & Reidel, 2003; Ruppert, 2006; Shanahan et al., 2010; Smithrim & Upitis, 2005; Winner & Cooper, 2000) (Footnote 19). "Several studies have established significant correlations between the treatment of musical and linguistic information in early childhood. They indicate that young children who obtain superior results in melodic perception tasks also obtain higher results in phonological awareness and prereading tests (Lamb & Gregory, 1993; Bolduc & Montésinos-Gelet, 2005). Studies also show that children who participate in musical and first-language interdisciplinary programs develop phonological awareness, word recognition, and invented spelling abilities more efficiently than their classmates who do not participate in such programs (Bolduc, 2006; Register, 2001; Standley & Hughes, 1997). It appears that musical activities promote the development of auditory perception, phonological memory, and metacognitive knowledge—three components that are equally involved in the development of linguistic abilities (Bernstein, 1976; Fiske, 1993; Lowe, 1995, 1998; Ribière-Raverlat, 1997; Sloboda, 1985)" (Footnote 20). The development of fine motor skills, motor planning and visual perception skills in visual arts classes also helps build the muscular and visual skills needed in penmanship. And penmanship only further reinforces literacy outcomes (Footnote 21).

• **Creativity:** Creative expression is a foundational pillar at FLAMA as it enhances cognition, critical thinking and allows for self-expression. It is widely sought after by employers and necessary for our state's economic development (Footnote 22). Researchers found that students who received high arts instruction outscored low-arts peers across numerous measures of creative thinking: Creativity Index: 37% of high scores vs. 12%, Fluency: 31% vs 17%, Originality: 31% vs. 15%, Elaboration: 41% vs 11%, Resistance to Closure: 35% vs. 16% (Footnote 23). Additionally, the high-arts students "scored more strongly in terms of their teachers' perceptions of their general competencies" (Ability to Express Thoughts and Ideas: 37% vs. 9%, Take Risks in Learning: 37% vs. 11%, Exercise Imagination: 41% vs. 14%) (Footnote 24).

• **School Culture:** The impact of music and art education across all the above dimensions translates positively to the school culture we aim to develop at FLAMA. Research shows that "children in arts-rich schools are more likely than children in low-arts schools to have a good rapport with their teachers" (47% high scores vs. 34%) (Footnote 25). That same workplace benefit accrues to instructors, as "results show that teachers in arts-rich school demonstrate more interest in their work and are more likely to become involved in professional development exercises," (81% vs 38%) and "more likely to be innovative in their teaching" (again 81% vs. 38%) (Footnote 26).

FLAMA's integrated curricular approach will enhance these Executive Function, Math and Literacy effects by specifically incorporating ELA, Math and Executive Function instruction into our Music and Art class as outlined in the HQIM section.

FLAMA will be an environment that attracts new teachers to the public school system. Through our partnerships with The University of Houston's College of Education, UH's McGovern School of the Arts' Music Education Program, UH Downtown's (UHD) Urban Education Program, and Houston Christian University's College of Education and Behavioral Sciences, FLAMA will engage novice teachers in our innovative curriculum by offering required placement credits. These institutions are also committed to offering professional development training and support for our faculty, thus further helping retain, attract and develop teachers, a benefit to FLAMA's students and the teaching profession at large. (See attached UH, HCU and UHD endorsement/commitment letters, in the Evidence of Community Engagement attachment.

FLAMA's partnership with Rice University's Shepherd School of Music and the Rice University School Mathematics Project (RUSMP) will also be an avenue to recruit new talent to the teaching mission. The Rice University School Mathematics Project's Director of Curriculum Integration, Dr. Robin Ward, is a leader in using the visual arts to teach math and has assisted and will continue to assist in our curricular design, making our daily visual arts class a STEAM class. Her team will offer professional development to our faculty, another area of expertise for her. In addition to authoring practical books on the topic, Dr. Ward "has received over $10,000,000 in numerous grants

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from NASA, NSF, TEA, and the U.S. Department of Education, all geared towards improving PreK-12 teachers' mathematical and pedagogical knowledge" (Footnote 27). To further support our students and attract new teachers to the field, RUSMP and FLAMA will collaborate to develop an after-school math tutoring program aligned with our pedagogy (see aforementioned RUSMP commitment letter.) RUSMP will also include our students in their camps and programs and include our campus as a site for their latest research.

Drawing from our Board members' strong ties to the Houston music community, FLAMA will design a "Practice Buddy After-School Program" pairing students with a musician for what is a common instrumental education strategy.

FLAMA's board and education partners know that our students and faculty can achieve high standards when given the right support. We will offer that support through PD; dedicated time for faculty to prepare, collaborate and seek guidance; through a proven, rigorous and joyful approach to learning; and small-group/individualized specialist support through our MTSS framework, as well as wrap-around services in partnership with Communities in Schools.

Footnotes:

1. Kirschner, Paul; Sweller, John; and Clarck, Richard. "Why Minimal Guidance During Instruction Does Not Work: An Analysis of the Failure of Constructivist, Discovery, Problem-Based, Experiential and Inquiry-Based Teaching." Educational Psychologist, 41(2), 75-86.
2. "Tools of the Mind PreK: District B", page 1. Exact percentages provided by email: At year end vs a non-tools classroom, PreK Tools students scored 5% higher on literacy, 5% higher on language, and 2% higher on Cognitive scales.
3. Ibid, page 2.
4. Ibid, page 3.
5. Ibid.
6. Catterall et al, 2012; Rupper, 2006, Vaugh, 2002; Caugh & Winner, 2000; Metis, 2021.
7. Chapman, G., Morrison, J., and Lipsky, M., "Music Instruction for Improving Cognitive and Social Emotional Development and Academic Achievement in School aged Children and Youth: A Systematic Review." 2016, p.2.
8. Posner, M. and Pantoine, B., "How Arts Training Improves Attention and Cognition," 2009.
9. Chapman, G., Morrison, J., and Lipsky, M., "Music Instruction for Improving Cognitive and Social Emotional Development and Academic Achievement in School aged Children and Youth: A Systematic Review." 2016, p.3.
10. Ibid, p.2.
11. Ibid.
12. Ward, R. "How Arts Education Supports Social and Emotional Learning and Academic Success," 2020.
13. Fiske, E. "Champions of Change: The Impact of the Arts on Learning." 1999, p. 40.
14. Ward, R. "How Arts Education Supports Social and Emotional Learning and Academic Success," 2020.
15. Ibid, p. 10.
16. Ibid, p. 12.
17. Ibid.
18. Ruppert, S. "Critical Evidence: How the Arts Benefit Student Achievement." 2006.
19. Ward, R. "How Arts Education Supports Social and Emotional Development and Academic Success," 2020.
20. Bolduc, J. "Effects of music instruction on emergent literacy capacities among preschool children: A

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review." Early Childhood Research & Practice, 10(1).
21. Young, R., Rose, R. and Nelson, R. (2015) Teaching Fluent Handwriting Remediates Many Reading-Related Learning Disabilities. Creative Education, 6, 1752-1759. doi: 10.4236/ce.2015.616177.
22. Cameron Conaway in Forbes Communication Council September 2019 posits that "As machines/ algorithms automate once-impossible tasks and replace those that are repetitive and laborious, it is likely that creativity will increasingly become a vital (and, further down the road, measurable) skill of the modern worker." The WEF's 2018 The Future of Jobs Report states that "skills such as creativity, originality and initiative, critical thinking, persuasion, and negotiation will likewise retain or increase their value."
23. Ibid, p. 38-39.
24. Ibid.
25. Ibid, p. 41.
26. Ibid, p. 41.
27. https://rusmp.rice.edu/about/staff/wardhttps://rusmp.rice.edu/about/staff/ward.

II. Goal Setting

Student Outcome Goals

Identify three student outcome goals appropriate for the proposed student population that will be achieved in the first year of operation and support student success in state accountability measures. Each goal must be specific, measurable, attainable, relevant, and time-bound (SMART). Identify which domain of the state accountability system will be supported by each goal.

	Outcome Goal	Accountability Domain
EC Literacy	75% of FLAMA students will meet their individual Reading growth goals as determined by NWEA MAP.	Domain 2a - School Progress
EC Math	75% of FLAMA students will meet their individual Math growth goals as determined by NWEA MAP.	Domain 2a - School Progress
CCMR	By EOY, 70% of FLAMA 2nd grade students will be reading at the P (Progressing) or M (Mastery) level of performance on mCLASS.	Domain 1 - this is an indicator that students will be reading on grade level by the end of 3rd grade, which data shows is essential for college readiness

Describe how and when the board will receive and use evaluation data to determine progress towards meeting both student outcome goals and grant program goals (identified in the Start-Up Plan section). Include any corrective actions that will be taken if progress is off schedule.

Student Outcome Goals
The FLAMA Board of Directors is focused on student achievement and will regularly review student performance metrics at its public board meetings. The board will make data-informed decisions and will ensure that there is a performance dashboard in place to track data on academic performance, academic growth, enrollment, attendance, and other essential metrics that lead to achieving both grant program goals and more comprehensive student outcome goals. We have looked into DecisionEd, which provides custom dashboards by integrating data directly from all school systems (PEIMS, grade books, testing platforms, etc.). Each level of the organization — board, administration, teachers, and non-teaching staff — will have a dashboard calibrated to the appropriate data for them. The board will use this dashboard as a progress monitoring mechanism and early warning system to ensure the school is on track throughout the year. The dashboard will be updated regularly — DecisionEd syncs data every evening at midnight — and will be available for board members to review at any time. Board members

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agree to review the dashboard at least weekly as part of their regular board member duties. The board dashboard will be posted and reviewed at every FLAMA board meeting. The board will, of course, establish annual student achievement goals and will regularly review progress toward goal achievement. FLAMA expects to use NWEA's MAP test (Beginning, Middle, End of Year) model to inform the school and the board of student academic progress. These data results will be further enhanced by data collected from the TX Kindergarten Entry Assessment, mCLASS reading assessments, TELPAS, and any classroom-based assessments. Results from BOY, MOY and EOY CIRCLE testing will inform the board on the Pre-K progress, alongside classroom-based assessments.

In its first years, FLAMA will not have students in grades for which STAAR testing is conducted. However, in subsequent years, STAAR testing will be a fundamental tool for the board to evaluate progress towards our student outcome goals.

In addition to the mandated goal progress monitoring, the FLAMA Board desires to measure student achievement in Music and Art. Three times a year, the Superintendent will report on student goals/outcomes in our arts programs. One measure will be the percentage of students involved in performances/exhibits. A second measure will be 70% effective integration of the Math TEKS in visual arts class using a rubric developed with RUSMP.

The FLAMA academic staff will dictate the final testing and reporting calendar, but below is an illustrative calendar.

October Board meeting:
Student Performance Metric: The Superintendent will report student achievement on the BOY NWEA MAP test for all tested grade levels, mCLASS assessments and BOY CIRCLE testing for Pre-K. The results of the TX-KEA will also be presented.

The Superintendent will report on curricular integration (ELA & Math) in the music and arts programs, as well as on planned student performances and visiting musician performances.

December Board meeting:
Student Performance Metric: The Superintendent will report on curricular integration, participation, student learning & achievement in music and arts during the first semester, as well as completed and planned student performances and visiting musician performances.

February Board meeting:
Student Performance Metric: The Superintendent will report student achievement on the MOY NWEA MAP test for all tested grade levels, TX-KEA results, mCLASS assessments and MOY CIRCLE testing for Pre-K.

April Board meeting:
Student Performance Metric: The Superintendent will report on all CCMR-related activities completed.

The Superintendent will report on curricular integration, participation, student learning & achievement in music and arts during the first semester, as well as completed and planned student performances and performances by professional musicians attended by students.

June Board meeting:
Student Performance Metric: The Superintendent will report student achievement on all preliminary EOY results (NWEA MAP, TELPAS, mCLASS, CIRCLE testing, TX-KEA, and any classroom-based assessments).

August Board meeting:
Student Performance Metric: The Superintendent will prepare an action plan for student academic performance based on the previous year's data and present it to the board for approval. The Plan will include HB 3-related

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student performance measures, CCMR plans, and goals for the music and art programs.

During each reporting period, the Board may direct the Superintendent to create interim action plans and report progress on a more specific/frequent basis. For example, if the BOY MAP test shows 1st-grade math to be off-track toward goal attainment, the Board may direct the superintendent to develop a targeted plan for improving math performance. In addition to the superintendent's regular progress monitoring reports to the Board, he or she would also be required to show specific actions related to the interim plan. The Board may provide additional resources in the form of personnel or programming to address any identified weaknesses. The Board will use the data dashboard to track incremental progress toward goals and to create checks and balances for the superintendent and school team. Specifically, the Curriculum and Student Success Committee will prepare reports on student progress, outside of what school leadership provides, for full board meetings. The Committee will draft initial questions regarding the data for the full board meeting. While we understand that data ebbs and flows throughout the course of the year, we expect to see steady incremental growth on all major assessments throughout the school year. This is especially important for the board to track the school's progress on TEKS Readiness Standards throughout the school year. The board should see that students are making progress toward mastery of the Readiness Standards according to the course-specific pacing guide to ensure students are prepared for end of year STAAR assessments and/or promotion to the next grade level.

Grant Program Outcome Goals
The FLAMA leadership team, in collaboration with the board of directors, will implement a structured, data-driven approach to monitor progress toward the goals outlined in the grant program. The three goals we have identified for the CSP grant are 1) purchase all testing materials before the start of school, 2) ensure all 1st graders have access to a tablet and all faculty have access to a laptop, and 3) ensure faculty and staff trainings/PD to support both school operations and the implementation of FLAMA's pedagogical model.

The board will play a pivotal role in overseeing this process, leveraging our centralized data platform to track and analyze key performance metrics specific to the grant program. The board will have access to a CSP-specific dashboard within the data system so they have a consistent line of sight into progress toward grant goals. This dashboard will have real-time data on the purchasing of testing materials, the purchasing of tablets and laptops and their configuration, the contracting of external training and PD providers and related completion of trainings and PD. For further detail, please see the Detailed Start-Up Plan attachment.

Board members will actively monitor the grant dashboard, reviewing metrics at least weekly to ensure alignment with the grant's objectives. At each board meeting, the Superintendent will present detailed reports on purchasing/implementation highlighting any challenges or discrepancies. This collaborative, multi-layered approach ensures the board's accountability in overseeing grant goals, enabling timely interventions and informed decision-making.

The board is committed to transparency and community engagement throughout this process. Regular updates on progress toward student outcome and CSP goals will be shared with stakeholders to build trust and accountability. Additionally, the board will actively solicit feedback from teachers, parents, and community members to ensure a comprehensive understanding of the grant's impact and to guide decision-making. This layered, proactive approach reflects the board's dedication to fostering a culture of continuous improvement, ensuring success for both students and the school community.

Corrective Actions
If the school is not on track to meet student outcome or grant program objectives, the board has established a systematic corrective action framework. Upon identifying performance gaps through the dashboard and assessment data, the board will first direct the Superintendent to develop a targeted intervention plan with specific, measurable strategies for improvement. This may include reallocating resources to provide additional instructional support, such as targeted tutoring, small group interventions, or professional development for

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teachers focused on areas of academic weakness. If initial interventions do not yield sufficient progress, the board may authorize more intensive measures, including bringing in external educational consultants to conduct a comprehensive program review, implementing adaptive learning technologies, or restructuring instructional approaches in specific grade levels or subject areas. The board is prepared to take decisive action, potentially expanding personnel resources, modifying curriculum pacing, or developing individualized learning plans to ensure the school meets its committed performance targets for the Charter School Program grant.

Describe a system that the board will use to hold the superintendent accountable for meeting the proposed student outcome goals and grant program goals (identified in the Start-Up Plan section).

Student Outcomes Goals
The FLAMA Board is dedicated to having an effective relationship with our Superintendent. The Board recognizes that the responsibility for day-to-day operations, program implementation, and personnel is the Superintendent's. The Board's role is to provide the goals and resources the Superintendent says are needed to accomplish those goals. Therefore, it is imperative the Board and Superintendent have a common understanding of the school's student academic achievement goals and Charter School Program Grant goals. As stated above, the Board will have opportunities at least six times per year to review student performance metrics in addition to regular dashboard data. The Board will be able to provide ongoing feedback to the Superintendent during those meetings and will include summative progress feedback on the Superintendent's annual performance review.

Grant Program Outcome Goals
The FLAMA Board of Directors will implement a rigorous and multi-faceted approach to ensure the Superintendent achieves the goals outlined in the CSP grant. Central to this effort is the use of clear, measurable performance metrics, which are outlined in the grant program goals themselves.

To maintain consistent oversight, the Superintendent will deliver monthly written progress reports and detailed presentations at each board meeting specifically related to progress on the CSP goals. These updates will focus on challenges encountered and strategies to rectify.

Board meetings will serve as critical checkpoints for evaluating the Superintendent's performance against the CSP goals. During which, the board will identify areas where progress is lagging and require the Superintendent to develop and implement an action plan to address deficiencies. The annual evaluation will take a broader perspective, assessing not only the achievement of the grant's objectives but also the Superintendent's leadership effectiveness and ability to adapt strategies to overcome challenges. If progress remains insufficient, the board will take more decisive actions, including requiring frequent updates, reallocating resources, or implementing a formal performance improvement plan for the Superintendent with specific benchmarks.

III. Performance Management and Data-Driven Instruction

Local Assessments [EE3–GRADE 2]

☒ The proposed charter school will serve grades EE3–Grade 2.

☐ The proposed charter school will not serve grades EE3–Grade 2. If no, skip to Local Assessments [Grades 3-12].

Summative and formative assessments the school will use to assess student progress and achievement throughout the year.

Grades	Description of Assessment and Timeframe	Annual Performance Goals

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Pre-k	CIRCLE testing offers screening and progress monitoring on a web-based platform. Includes direct portions available in English and Spanish and observable portions for which testing language not applicable. Administered at beginning, mid and year end. Cognitive testing such as the Wechsler Intelligence Scales for Children (WISC) or the Stanford-Binet assessment.	Benchmarks according to age, with 60% proficient based on age benchmarks at mid-year and 85% proficient based on age benchmarks at year-end. Performance goals to align with cognitive tests' recommended goal parameters.
Kindergarten	TX Kindergarten Entry Assessment: to identify students in need of support, to inform differentiation. NWEA MAP Growth and Spanish MAP Growth to gather baseline and measure academic achievement and growth from one term to the next. Administered at beginning, mid and year end. mClass mCLASS is a reading instrument / assessment used to measure early literacy skills of students in grades K-3. BOY, MOY and EOY. Cognitive testing such as the Wechsler Intelligence Scales for Children (WISC) or the Stanford-Binet assessment.	90% developed in reading 80% mastery in math 90% of students achieve or exceed their annual growth targets on MAP Performance goals to align with cognitive tests' recommended goal parameters
Grade 1	NWEA MAP Growth and Spanish MAP Growth to gather baseline and measure academic achievement and growth from one term to the next. Administered at beginning, mid and year end. mClass mCLASS is a reading instrument / assessment used to measure early literacy skills of students in grades K-3. BOY, MOY and EOY. Curriculum embedded interim assessments from HQIM, classroom-based tests, quizzes, exit tickets. Cognitive testing such as the Wechsler Intelligence Scales for Children (WISC) or the Stanford-Binet assessment.	90% developed in reading 80% mastery in math 80% proficiency on TELPAS domains 90% of students achieve or exceed their annual growth targets on MAP Teacher sets goal for assessment, but organizational goal of 70% passing Performance goals to align with cognitive tests' recommended goal parameters

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Grade 2	NWEA MAP Growth and Spanish MAP Growth to gather baseline and measure academic achievement and growth from one term to the next. Administered at beginning, mid and year end. mClass mCLASS is a reading instrument / assessment used to measure early literacy skills of students in grades K-3. BOY, MOY and EOY. Curriculum embedded interim assessments from HQIM, classroom-based tests, quizzes, exit tickets. Cognitive testing such as the Wechsler Intelligence Scales for Children (WISC) or the Stanford-Binet.	90% developed in reading 80% mastery in math 80% proficiency on TELPAS domains 90% of students achieve or exceed their annual growth targets on MAP Teacher sets goal for assessment, but organizational goal of 70% passing Performance goals to align with cognitive tests' recommended goal parameters

Click to add a row to the table above. Click to remove a row from the table above.

Local Assessments [GRADES 3–12]

Summative and formative assessments the school will use to assess student progress and achievement throughout the year.

Type	Grades	Description of Assessment and Timeframe	Annual Performance Goals
Formative	3-8	NWEA MAP universal and diagnostic (beginning, mid and year end)	90% of students meet their annual growth goals
Summative	3 -4	STAAR Reading and Math Annually RLA: April Math: April/May STAAR Alternate 2: state assessment administered to measure TEKS mastery at each grade level, per IEP BOY (baseline) and EOY (summative)	80% of students achieve Approaches+ (or APP+) in both RLA and Math All students show >70% standards mastery
Summative	5	STAAR Reading, Math & Science Annually RLA: April Math: April/May Science: April STAAR Alternate 2: State assessment administered to measure TEKS mastery at each grade level, per IEP BOY (baseline) and EOY (summative)	80% of students achieve Approaches+ (or APP+) in both RLA and Math All students show >70% standards mastery

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Summative	6-7	STAAR Reading and Math Annually RLA: April Math: April/May STAAR Alternate 2: State assessment administered to measure TEKS mastery at each grade level, per IEP BOY (baseline) and EOY (summative)	80% of students achieve Approaches+ (or APP+) in both RLA and Math All students show >70% standards mastery
Summative	8	STAAR Reading, Math, Science & Social Studies Annually RLA: April Math: April/May Science: April Social Studies: April STAAR Alternate 2: State assessment administered to measure TEKS mastery at each grade level, per IEP	80% of students achieve Approaches+ (or APP+) in both RLA and Math All students show >70% standards mastery
Summative	3-8	Curriculum embedded interim assessments from HQIM, classroom-based tests, quizzes, exit tickets.	Teacher sets goal for assessment, but organizational goal of 70% passing.
Formative	3-8	Cognitive testing such as the Wechsler Intelligence Scales for Children (WISC) or the Stanford-Binet assessment	Performance goals to align with tests' recommended goal parameters
Summative	3-8	STAAR Interim Assessments to attain feedback and predict student performance levels on the STAAR assessment Window 1: November -December Window 2: November-April Window 3: January - April	All students show >70% standards mastery
Formative	3-8	mCLASS: Dynamic Indicators of Basic Early Literacy Skills (DIBELS) and the Text Reading Comprehension (TRC) assessments (dyslexic screener) to measure development of reading skills Beginning, mid and year end	80% of students will meet on level standards
Formative	3-8	Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alt: EB students to assess English proficiency in listening, speaking, reading, and writing Late Winter or Spring	100% of students grow at least one proficiency level per year.

Click to add a row to the table above. Click to remove a row from the table above.

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Academic Data Analysis

Describe how data related to students' academic progress will be analyzed. Explain how school leaders and teachers will use this data to drive professional development and to inform and differentiate instruction to improve student learning. Identify other sources of data (local or otherwise) that will be collected and analyzed, if any.

FLAMA recognizes the critical importance of ongoing data analysis to achieve our ambitious educational objectives. Data analysis is integral to this, involving various stakeholders and cutting-edge tools to inform instruction, monitor student progress, promote accountability, and facilitate necessary adjustments. Our comprehensive data analysis process encompasses various data types to ensure a well-rounded understanding of students' progress and needs.

Achievement Data: We will utilize a combination of sources, including previous STAAR Achievement Scores, NWEA MAP baseline data, interim assessments, and in-class formative assessments such as exit tickets, quizzes, and tests. These data will be analyzed by the Superintendent and Director of Academics during twice monthly data review sessions. The analysis is then shared with faculty and staff during coaching meetings. We expect the achievement data to reflect a clear trend toward the overall performance goals. If discrepancies are detected, we will promptly allocate resources to address them.

Growth Data: Recognizing that absolute achievement scores do not provide the full picture, especially for students with significant achievement gaps, we track student growth using NWEA MAP baseline and mid-year data, along with internally created interim assessments. Continuous analysis of growth data is conducted by the Superintendent and Director of Academics during twice monthly data review sessions. We aim for all students to demonstrate expected or accelerated growth throughout the school year. Should any students, grade levels, or cohorts fall behind, we will readjust our resources to get them back on track.

Cognitive Data: In addition to traditional achievement and growth data, we incorporate cognitive data to gain insights into students' cognitive strengths and weaknesses. We will administer well-established cognitive ability tests, such as the Wechsler Intelligence Scales for Children (WISC) or the Stanford-Binet assessment. This data covers various cognitive skills, including visual motor speed, visual memory, attention, verbal reasoning, abstract reasoning, verbal memory and spatial perception. This cognitive data provides a deeper understanding of each student. School leaders are responsible for collecting assessment results, and faculty will analyze and plan their lesson using this data during their professional learning community (PLC) meetings.

Social and Behavioral Data: To gain insight into students' social and behavioral development, we collect data through our behavior management system, tracked using a program such as Schoolrunner. This data includes information about attendance, behavioral referrals, and consequences. By analyzing this data, we ensure a comprehensive, proactive Multi-Tiered System of Support (MTSS). The MTSS team developed by the Director of Academics and the Special Populations Coordinator will manage data collection, disseminate data to appropriate faculty and staff, schedule tutoring, and monitor student progress to ensure they are making strides toward pre-established goals. Properly trained and highly competent staff and related service providers will deliver targeted and research-based interventions based on the data collected. The MTSS team will be responsible for developing progress monitoring plans for each student in MTSS, clearly defining goals, data collection frequency, and review dates. Students will be moved into or out of the various tiers of MTSS at their scheduled review dates based on their results. Regarding attendance data, specifically, given the clear link between attendance and achievement, FLAMA will not only track attendance, but reach out to families in the event their child’s attendance has lagged, to stress the importance of attending school and also work with the families, school leadership and CIS Student Support Manager to address underlying issues impeding attendance. FLAMA will also be offering bus transportation service as we find it boosts attendance.

Our data analysis process encompasses several key steps, including data collection, organization, disaggregation, and presentation to school leaders and board. Comparative analysis is conducted to assess progress and

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performance relative to our defined standards and goals. Correlation and root cause analyses help identify variables and underlying factors influencing student outcomes. Regression analysis is employed to help anticipate future outcomes, ensuring proactive planning.

The interpretation of data and the subsequent action planning are fundamental to addressing learning gaps. Teachers use academic progress data to adjust classroom practices and provide daily supplemental instruction, addressing gaps in students' understanding. This includes assessing prior knowledge, bridging knowledge gaps, and enhancing executive function skills. Exit tickets, quizzes, and discussions serve as data inputs, guiding instructional decisions.

FLAMA's data-driven approach empowers us to make informed decisions, provide tailored support, and continually monitor and improve student outcomes, ensuring that every student has the opportunity to succeed. The Director of Academics, supported by the Superintendent, plays a central role in synthesizing data from diverse sources and fostering a data-literate teaching and learning environment, further supported by PD specific to data-driven instruction. Importantly, our data analysis approach aims to promote transparency and empower students and their families to share ownership of their learning. By continuously monitoring and adjusting instruction based on a wealth of data inputs, we are committed to ensuring that each student reaches their full potential and achieves their educational goals.

IV. Start-Up Plan [Year 0]

Charter School Program Start-Up Grant

Charter School Program Start-Up Grant - 20 U.S. Code §7221b(f)(1)(C)(i)(V)

Describe the eligible applicant's planned activities and expenditures of grant funds to open and prepare for the operation of the proposed charter school. See Detailed Start-Up Plan.

FLAMA is fortunate to have the support of the Frank Liu Jr. Foundation, which has pledged $18 million in direct financial support to the school during its first seven years of operations. Most of that money will be utilized to provide a safe facility for our students and staff. But the school can use part of that donation to help support our startup costs. We budgeted the entire $900,000 in revenue from the CSP grant for Year 0 expenses; the attached Detailed Start-Up plan outlines our plans for its use in greater detail.

First, we will employ our Superintendent for the entirety of Year 0. The Superintendent will be responsible for overseeing all start-up activities. All of the Superintendent’s $150,000 salary is budgeted in the Planning phase of CSP grant, associated payroll costs are also included in the grant amount. The Director of Academics and Director of Music & Arts, both specialized instructional staff, will come on board six months in to assist in much of this work. The CSP budget includes funding to pay their payroll costs. The Special Populations Coordinator, also specialized instructional staff, will be hired 3 months before school opens to begin developing plans for meeting the needs of our SPED, EB, and dyslexic students. The CSP Grant includes funds to cover his or her payroll costs. Teacher salaries for the first two weeks, during which onboarding PD critical to the success of the school, will be provided, are accounted for under planning in the CSP grant.

Second, FLAMA intends to have its experienced PEIMS clerk (role itself not funded with CSP grant fund) undergo additional PEIMS training and has budgeted this, and other ESC training, at $3,500. We have also accounted for $1,500 for any travel during this start-up period.

Third, we realize we cannot have a school without furniture and non-consumable classroom supplies. The budget includes $234.5K for furniture and equipment, $101.7K for student and staff technology, as well as $38.9K for non-consumables, such as classroom supplies and instruments. We have also allocated the first month of rent to the CSP budget.

Planning and Performance Management

Fourth, understanding that recruiting students and hiring, and then training, staff are paramount to the success of the school, we are planning a significant investment in these areas (please see the Start-Up Plan and Professional Development Schedules for greater detail.) Our marketing campaign to recruit both students and staff will include local media spots, targeted social media advertising, and targeted flyer distribution to prospective families/ students; we exclude budgeted swag from this amount. Our Superintendent and executive staff will aggressively recruit staff at job fairs, through various online recruiting websites, and will hire consultants as needed to recruit hard to fill teacher spots. Once the staff is on board, we will provide a substantial amount of PD to prepare them, see PD section for more detail. Estimated staff and student recruiting costs of $103.4K are budgeted for in the CSP grant as are $102.4K of PD costs.

Disaggregated Costs

List all allowable grant-related activities for which the applicant is requesting grant funds in the table below. Include the amounts budgeted for each activity. Group similar activities and costs together under the appropriate heading. During negotiation, the applicant will be required to budget planned expenditures on a separate attachment provided by TEA.

Cost Area	Start-Up Activities	Planning Activity Budget	Implementation Activity Budget
Payroll	FLAMA will employ a full time Superintendent who will oversee the planning of the educational program, recruitment activities for students and staff, oversee the marketing and advertising plan, prepare various handbooks and publications needed for the start of school, and any other duties to prepare for the school opening. The Director of Academics and Music & Arts will come on board six months before the school opens to assist. Our Coordinator of Special Populations will be brought on board 3 months before school opens to prepare for the various special programs. Faculty PD training period related payroll.	$296,250.00	
Professional Contracted Services	PEIMS training and PD programs.	$102,435.00	
Supplies and Materials	Furniture & equipment, technology (students and staff), non-consumable classroom supplies, instruments.		$375,011.00
Other Operating Costs	Student and staff recruitment, travel, rent.	$103,388.00	$22,916.00
Capital Outlay			

Total Planning Activity Costs	$502,073.00
Total Implementation Activity Costs	$397,927.00
Total Planning + Implementation Activity Costs	$900,000.00

Planning and Performance Management

Financial Sustainability

Charter School Program Start-Up Grant - 20 U.S. Code §7221b(f)(1)(C)(i)(V)

Describe how the eligible applicant will maintain financial sustainability after the end of the grant period.

Ensuring FLAMA's financial stability after the grant period ends is of prime importance to our Board. To build a sustainable financial model, we will focus on four things. First, we will develop a world class educational program focused on great foundational literacy and numeracy skills, augmented by intentionally weaving music & arts, as well as executive function training, through the curriculum. As we will continue to illustrate in this application, FLAMA's pedagogical approach is unique. Second, understanding student enrollment and ADA drive state and federal revenue, we will be diligent in recruiting and retaining students. We are confident that our enrollment plan will enable us to hit our targets. Third, we will aggressively seek external funding sources as philanthropic partners for our school. The Frank Liu, Jr. Foundation has generously agreed to provide up to $18 million in start-up funding through our first seven years. Our board is also committed to raising additional funds through grants and personal gifts and leveraging our combined extensive philanthropic network to support the school. Board members Matthew Loden and Andrew Davis have worked on and led significant fundraising efforts within their academic institutions and organizations they have served on the boards of. Matthew, for example, has built numerous annual funds, and designed capital campaigns realizing $10M+ in regular annual support giving. Last, we will create sound financial and budgeting systems that allow us to provide our innovative program to our students and families. We will use the financial expertise of several of the board members to establish a vigorous financial management system. Using that system, our Superintendent will oversee our financial progress and manage our budget. Importantly, our board members will oversee financial metrics to ensure we are on track to meet the board's financial goals.

Board Oversight: Monitoring Implementation of Start-Up

Describe how the board will monitor the implementation of the start-up plan, start-up grant, and associated budget.

Board members were selected based on their commitment to serving students via FLAMA's educational model and for their expertise in areas critical for the school's start-up and long-term success. With regard to the CSP grant, the board will provide consistent oversight, expertise, as well as assist the Superintendent whenever needed. FLAMA's is a working board, always eager to roll-up their sleeves. For details please refer to our Start-Up Plan in the attachments.

One of the board's first tasks will be to complete any contingency process with the TEA. The board has the skills and resources necessary to do this in the event there are any contingencies.

With regard to school leadership and staffing, by December/January 2025, FLAMA will engage Dr. Mike Moses, former TEA Commissioner, and Dallas ISD Superintendent, to lead our Superintendent search. Dr. Moses has conducted over 200 superintendent searches. FLAMA explored several hiring agencies and Dr. Moses is the most qualified to lead this search. We have received initial indications of the cost and budgeted accordingly. As hiring the superintendent is the Board's greatest fiduciary duty, all members are intimately involved in the process from the start. A detailed hiring plan and timeline can be found in our attached Start-Up Plan. Our board is confident that the process outlined will yield an excellent hire. While the Superintendent will be responsible for hiring the additional school leadership, faculty and staff, the board will require regular updates to ensure that a strong pool of candidates is developed and that the process is on schedule. In the unlikely event that the final superintendent candidate cannot start at the beginning of Year 0, board member James McSwain, a retired principal and superintendent with 40+ years of experience in teaching and administration for K-12 schools, will step in as interim superintendent until the permanent superintendent starts (see Section II: Superintendent Position Qualifications for more on James' qualifications.) This will ensure that no time is lost in the planning year. James

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has been authorized by his Dean at HCU to take a leave of absence to fill the superintendent role for as long as needed, in the highly unlikely event that is necessary.

With regard to facilities, FLAMA has already secured a site which will be renovated to fit the school's pedagogical model. With architects experienced in school design and Texas code specific to schools already developing plans, FLAMA is on track for this key start-up element and will be prepared to launch renovation work as soon as granted a charter. James McSwain and Andrea Hauge will continue to be involved in oversight of the architectural team's planning regarding classroom, cafeteria, office, playground, gymnasium, security, traffic and other areas. Andrew Davis, Jorge Garza and Matthew Loden will continue to advise the architectural team on rehearsal and performance space needs, leveraging their strong experience in this area from building out their own institutions' spaces. Eddie Cumbo will continue to advise on physical education needs. Please note Mr. McSwain's experience in school facility development - he oversaw the planning and ground-breaking of a multi-million-dollar build-out while Principal of Lamar High School. He, along with the rest of the board, will ensure the facility renovation is completed to the school's needs and on time. The board believes that having a space secured is a strong advantage in the planning year, as it frees up a substantial amount of the Superintendent's time to focus on hiring, academic and operational planning, and student recruitment.

FLAMA's finances will continue to be handled by the Board's treasurer and Finance Committee, until the Superintendent starts, with regular reporting to the full board during this period and continually thereafter. With support from office staff and ESC 20, the Superintendent will work with the board's Finance Committee and school leadership to develop an annual and rolling 5-year budget and present for review to the board monthly, semi-annual, and annual financials. The Finance Committee will work with the Superintendent to ensure timely audits; review audit findings; and action any appropriate follow-up. Keenly aware of the processes and guidelines for the CSP grant, the Board will support the Superintendent in appropriate filing of allowable planning and implementation use of funds per the statutory requirements.

All Board members along with the Superintendent and a committed group of volunteers will continue community outreach and student recruitment efforts through a social media campaign for which much of the design work is already complete and for which the board has budgeted $3K in for targeted social media and other ads, visits to/ advertising at local daycare centers, drafting a schedule of FLAMA's own and attending other relevant community meetings and events with swag and marketing materials for which the board has budgeted $11.85K; work with community organizations, churches and relevant non-profits to increase awareness about FLAMA (including specific discussions with the Superintendent about how FLAMA can serve special populations), and more.

The Board will require twice monthly reports from the Superintendent on progress toward start-up goals. The Superintendent will regularly report enrollment targets and recruiting efforts, facility preparation, CSP budget allocation, employment status, program updates, and any other reports needed to ensure the school is on track to open on time and is following all applicable spending requirements for the CSP.

If the school is not on track to meet its overall objectives during the startup phase, the board will implement a systematic framework for corrective action. Upon identifying gaps in performance, the board will direct the Superintendent to develop a comprehensive intervention or corrective action plan. This plan will include specific, measurable strategies to address the identified issues, such as reallocating resources to strengthen critical functions, hiring additional staff, or enhancing professional development for personnel to address areas of concern.

If initial interventions do not lead to sufficient progress, the board will increase its efforts by bringing in external consultants to support the school in critical areas. This could involve evaluating the effectiveness of financial management, enrollment strategies and tactics, facilities readiness and preparation, staff onboarding work, or other work essential to successful startup. The board may authorize adjustments to timelines, operational

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workflows, or key project milestones to ensure that the school remains on track.

For persistent challenges, the board is prepared to take decisive action to stabilize and strengthen the startup process. This may include restructuring leadership responsibilities, modifying resource allocation to address bottlenecks, or implementing additional supports to ensure critical operational and organizational targets are met. The board may also mandate a more frequent reporting cadence from the Superintendent to closely monitor progress and maintain accountability during this critical phase.

Please see FLAMA's Detailed Start-Up Plan for additional detail; please also note contingency plans in the event FLAMA is not awarded the Start-Up Grant (detailed in the Budget Narrative), as these contingencies will ensure FLAMA is able to open on time and to the standards outlined in this application.

Start-Up Grant Program Goal

Charter School Program (CSP) Start-Up Grant - SMART Goals

Identify three to five programmatic SMART Goals that will be achieved using CSP start-up grant funds. All programmatic goals should be achieved by the beginning of year 3 and clearly support the board's student outcome goals. Include all progress measures that will be used to track each start-up goal.

	Outcome Goal	Progress Measures
Ex.	Purchase and install SMART Boards in 100% of classrooms by July 1, 2025.	
Goal 1	100% of testing materials are purchased before the start of school to ensure timely BOY and ongoing assessments.	Submit orders for all testing materials by March 2026, receive all testing materials ordered, and ensure faculty familiarity with both the administration of the assessments and the use of data derived. Complete BOY assessments of all students and assess data gathered in advance of October Board Meeting. Conduct all MOY and EOY assessments and action any plans to remedy gaps to ensure targets outlined in the Local Assessments tables are met.
Goal 2	Ensure all 1st grade students have access to a tablet and all faculty have access to a laptop.	Assess several quotes for materials within first 6 months of the start-up year, submit purchase, receive devices, prepare devices for use (safeguards/controls, appropriate applications, internet access, etc.) by mid-July and distribute devices to faculty by first day of onboarding and to students within first month of school.
Goal 3	Ensure necessary faculty and staff trainings/PD to support school operations and pedagogical model are conducted during the start-up period. Specifically PEIMS training for the PEIMS coordinator, Tools of the Mind, Teacher CPD Academy, and TWR training for all faculty and school leadership per the Year 0 Professional Development Schedule.	Completion of PEIMS training prior to school start, completion of onboarding trainings by all faculty and school leadership before school start. By December, faculty have completed 70% of the CPD Academy online workshops which support FLAMA's instructional model
Goal 4		
Goal 5		

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I. Formation, Structure, and Community

See Attachments:

- Articles of Incorporation
- Legal History
- Organizational Bylaws
- Code of Ethics and Conflict of Interest Policy

Current Board Members

Please note, Sole Member Board structures are not permitted for purposes of this application.
See Board Member Résumé and Affidavits.

Board Member	Status	City	Primary Skill Set
Anthony Blanco	Voting	Houston	Finance
Eddie Cumbo III	Voting	Houston	Physical Education & Community Lea
Andrew Davis	Voting	Houston	Educational Leadership, Fundraising
Jorge Garza	Voting	Houston	Music Education & Community Leade
Andrea Hauge	Voting	New York	Finance & Education
Matthew Loden	Voting	Houston	Educational Leadership, Fundraising
James McSwain	Voting	Houston	Educational Leadership

Click to add a row to the table above. Click to remove a row from the table above.

Roles and Responsibilities

Charter School Program Start-Up Grant - 20 U.S. Code §7221b(f)(1)(C)(i)(I)

Describe the roles and responsibilities of the sponsoring entity, any partner organizations, and charter management organizations, as applicable, including the administrative and contractual roles and responsibilities of such partners. If an applicant believes that any component of this question is addressed elsewhere in the application, cite the section(s) and subsection(s) of the response material.

Our 501c3 is organized for the sole purpose of operating a charter school. According to our Bylaws, the not-for-profit "is formed for charitable and educational purposes" and will exist "for the benefit of students in Texas, providing educational opportunities, programs and such other functions as it deems appropriate in furtherance of the purposes as provided in the Certificate of Formation." (Frank Liu Jr. Academy for Music & Arts Bylaws, 2023). The Board acknowledges the sole function of the not-for-profit corporation is for the benefit of the students being served and any assets of the corporation are dedicated to that purpose. FLAMA is not affiliated with any CMO, therefore all roles and responsibilities outlined below are the responsibility of FLAMA's Board and staff.

BOARD STRUCTURE
The FLAMA Board of Directors will adhere to applicable state law and regulation, and in compliance with its approved Bylaws in development of its governing body. Currently, the Board has seven highly qualified members

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who are committed to the vision and mission of the school. They are local to Houston's East End community by way of residence/work or through lifelong ties to the Houston area. Board members were recruited for their skills and experience, with an aim to ensure diverse skill sets fundamental to the success of the school's students and the school's governance. The Board will expand to include additional members, including a school parent, grandparent or caregiver. The Board is led by a chairperson, who is responsible for presiding over meetings and leading the Board. A Vice Chair will be selected to serve in the Chair's absence and will have all the powers and duties assigned to the Chair in his or her absence. In addition, the Board will select a Secretary and Treasurer to fulfill those roles as specified in the Bylaws. The Board will comply with applicable regulations within its Code of Ethics and Conflict of Interest policy (see attachments).

In order to best carry out their duties, Board members, along with advisory members who will sit on committees in a non-fiduciary capacity, will also serve on at least one of the following committees:

• The Finance Committee will work with school leadership to develop an annual and rolling 5-year budget; review monthly, semi-annual, and annual financials; ensure a timely audit; review audit findings; and ensure any appropriate follow-up. The Finance Committee is responsible for overseeing any purchases/contracts above $50,000, with ultimate approval sign-off from the Chairperson. The Finance Committee will liaise with the other committees on budgeting and report at each board meeting.

• The Curriculum & Student Success Committee will work with school leadership on curriculum review & effectiveness. The committee will work with school leadership with regard to assessments and data management. The committee will review monthly, quarterly and annual data on student progress measured and report the findings at each Board meeting, with special attention to at-risk students.

• The Facilities & Operations Committee will coordinate with third parties and executive leadership to ensure the safety, readiness and maintenance of the school building and grounds. The Committee will also liaise with executive leadership regarding operations and coordinate with executive leadership and third-party search firms to ensure hiring plans are on track.

• The Governance Committee will ensure the Board is in compliance with its own Bylaws and Ethics policies and oversee school leadership's work to ensure that FLAMA is in compliance with all state and federal requirements. The Governance Committee will also facilitate the onboarding of new board and committee members, develop a pipeline of board members, and conduct exit interviews of any retiring board and committee members.

• The Development Committee will work with staff to facilitate outreach to families, community members, and staff to build school culture and community. The committee will, alongside CIS and school leadership, provide wrap-around services where possible. The Development Committee will also oversee grant applications and fundraising, after setting grant and fundraising goals with the board as a whole; conduct the staff climate surveys; and build partnerships that serve FLAMA's students and community. See Start-up Plan for additional information on Board Responsibilities.

BOARD TRAINING
Texas Administrative Code §100.1102(d) specifies the training requirements for all Texas charter school board members. The initial training requirements are for twelve hours of specific training as prescribed by TEA, including one hour of training on Open Meetings Act and one hour on the Public Information Act. TEA's Charter School Division established the Governance Training Optimization (GTO) program for charter board training. Once approved, FLAMA's Board will undergo the GTO training with a certified provider, in addition to Lone Star Governance Training.

Please see the Executive Summary, Board Oversight: Monitoring and Implementation of Start-Up, Superintendent Position Profile, Detailed Start-Up Plan attachment, Board Member resumes and affidavits for more information

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on the sponsoring entity's board's capacity to launch a successful charter school.
Footnote:
1. https://www.chron.com/neighborhood/bellaire/news/article/Lamar-HS-ranked-nationally-among-most-challenging-9785373.php

II. Superintendent Position Profile

Superintendent Salary Range

Salary Range [Proposed School]	$140,000 - $160,000
Salary [District of Location]	$235,000

Qualifications and Experience

☐ The applicant has identified a candidate to serve as the founding superintendent. If so, provide their qualifications and experience in Superintendent Resume/Job Description.

Discuss the recruitment process and why this individual is qualified to lead the proposed school in achieving its mission. Describe the leader's connection to the community and/or ability to effectively serve the anticipated population. Do NOT input a response if the applicant has not identified a proposed superintendent.

☒ The applicant has not identified a candidate to serve as the founding superintendent. If not, provide a sample job description in Superintendent Resume/Job Description.

Discuss the recruitment process that will be used to identify and select the candidate best qualified to lead the proposed school in achieving its mission. Include the timeline, criteria, and selection process. Do NOT input a response if the applicant has identified a proposed superintendent.

FLAMA's Board of Directors is committed to a rigorous and transparent recruitment process in pursuit of the candidate who best embodies the school's mission and guiding principles. This process has been designed to ensure alignment with FLAMA's six pillars—technical fluency, creative expression, academic rigor, music and art education, nourishment, and family and community engagement—and incorporates insights from a wide range of stakeholders, including prospective families, community leaders, and educators. The hiring process will be inclusive and methodical, ensuring the appointment of a superintendent uniquely qualified to lead FLAMA.

Establishing Hiring Criteria and Building the Candidate Profile
The first step in the hiring process has been developing a robust candidate profile. The ideal candidate will have a minimum of 10 to 15 years of experience in education, including significant leadership roles, preferably in Title I charter schools or public schools serving underserved communities. A strong understanding of the Cognitive Sciences and Direct Instruction methods is a cornerstone of the profile, reflecting FLAMA's commitment to evidence-based teaching methods. Additionally, the candidate must demonstrate a proven track record of fostering academic excellence and improving student outcomes.
Drawing on the two "Superintendent Visioning" sessions conducted with community members and stakeholders,

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FLAMA's Board identified several critical qualities and experiences essential for the role. Participants in these sessions emphasized the need for a leader who not only has the requisite technical expertise (e.g. an acumen for coaching and developing other leaders and teachers, advanced familiarity with the financial and operations side of public schooling), but also a deep connection to our community. This feedback highlighted the importance of aligning the superintendent's skills and experiences with FLAMA's guiding principles.

1. Technical Fluency
The superintendent should bring an understanding of the cognitive sciences and a demonstrated ability to lead schools that utilize Direct Instruction as a core pedagogy. This expertise ensures that FLAMA's academic model is grounded in evidence-based practices that drive student achievement. The ideal candidate will have experience implementing data-driven instructional systems, with a proven ability to use formative and summative assessments to inform teaching and learning. Beyond technical knowledge, the candidate must exhibit a forward-thinking approach to integrating emerging technologies into instructional strategies.

2. Creative Expression
As creativity is at the heart of FLAMA's mission, the superintendent must have experience overseeing music and arts education, ideally in a leadership capacity. The successful candidate will be a visionary who can oversee the integration of arts into core subjects like reading and math, fostering a cross-disciplinary approach to learning.

3. Academic Rigor
FLAMA will recruit a superintendent with a proven record of achieving exceptional academic outcomes. The superintendent must have demonstrated an ability to narrow achievement gaps and foster high expectations for all students, regardless of their background, and have experience serving diverse and historically underserved communities. He or she must also demonstrate a strong foundation in designing and overseeing rigorous curricula and professional development for teachers.

4. Music & Art Education
Music and art are integral to FLAMA's model, particularly for students who might not otherwise have access to such opportunities due to socioeconomic barriers. The superintendent must have significant experience working in Title I schools, with a commitment to providing equitable access to high-quality arts education. They should possess a clear vision for how the arts can elevate students' academic and personal development, creating pathways for success in high school, college, and beyond. The ideal candidate will have led initiatives that integrate arts education into the broader school culture, fostering creativity and innovation at every grade level.

5. Nourishment
Understanding the inextricable link between physical health and academic performance is essential. The superintendent must be deeply committed to ensuring that all students have access to nutritious meals and opportunities for physical activity. This includes building robust systems for food distribution, wellness education, and extracurricular physical fitness activities. For many students at FLAMA, addressing food insecurity and promoting healthy habits will be transformative, creating a foundation for both cognitive and physical growth. The superintendent should have experience developing partnerships with community organizations to support these efforts, ensuring every child is equipped to thrive.

6. Family & Community
Recognizing that family and community engagement are pivotal to the success of a new charter school, the superintendent must be adept at building trust and meaningful connections with diverse stakeholders. This includes working closely with families, local organizations, and community leaders to create a supportive environment. The ideal candidate will have a history of successfully leading enrollment initiatives. They must also demonstrate a long-term commitment to nurturing relationships with families, ensuring students feel supported not just in the classroom but throughout their broader educational journey.

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This framework for hiring ensures that FLAMA's superintendent will be a leader who not only understands the complexities of education but also embraces the unique aspects of FLAMA's mission. By centering these six pillars in the hiring process, FLAMA will identify a superintendent who can turn vision into reality, fostering a school environment where students achieve greatness in academics, the arts, and their personal growth. These criteria will serve as a foundation for evaluating applicants throughout the process.

Recruitment and Outreach
FLAMA has a far reaching recruitment strategy designed to establish a pool of the highest quality candidates., A Sole Finalist model that preserves candidates' anonymity will guarantee that top-caliber candidates have the confidence to apply for the role without risking their current job, as they know their current employers will not be made aware of their intent to move to FLAMA in the event we are awarded a charter. The Board will work with Dr. Mike Moses, as previously noted, to lead the search. He has conducted over 200 superintendent searches and was previously a superintendent himself in addition to TEA Commissioner. FLAMA will also leverage the personal and professional networks of its Board members and community stakeholders to identify potential candidates. Outreach efforts will engage local universities, particularly those with strong arts and education programs

A public-facing marketing campaign will position FLAMA as an exciting and innovative school leadership opportunity. Advertisements will be placed on education-focused platforms such as EdWeek and LinkedIn, highlighting FLAMA's unique mission and its focus on the arts and community engagement. By Winter 2024/25, the goal is to generate a talented pool of at least 20 qualified candidates.

Candidate Screening and Selection
The screening and selection process will unfold in several stages designed to assess candidates against FLAMA's criteria. Initial applications will be reviewed by Dr. Moses and the Board's hiring subcommittee to ensure candidates meet baseline qualifications. Candidates who advance past this stage will have an interview with the board. Then 4-8 candidates will be selected to complete a supplemental application that includes scenario-based questions tied to FLAMA's guiding principles, such as their approach to integrating the arts into academic instruction or their strategy for achieving enrollment targets in a new charter school.

Upon review by the subcommittee, 3-4 finalists will be invited for an in-person interview with the full Board in the Spring of 2025 as outlined below.

Final Evaluation and Selection
The final phase of the selection process will see finalists present their vision to the full Board of Directors, outlining a five year administrative plan. These presentations will be followed by comprehensive interviews focusing on their experience with academic rigor, operational leadership, and community engagement. Thorough reference checks will be conducted to verify candidates' track records, with specific attention to their ability to lead in schools with similar demographics and opportunities as FLAMA. By June 2025, the Board will identify and announce, upon receipt of the charter, a lone finalist for the role of superintendent.

Onboarding and Support
FLAMA will implement a structured onboarding process to ensure the superintendent's success. This will include orientation sessions with the Board, leadership team, and community representatives. The superintendent will work closely with the Board to develop a 30/60/90-day entry plan, prioritizing key areas such as enrollment, curriculum planning, and stakeholder engagement.

In the Gen 29 cycle, we narrowed down to 4 exceptionally qualified candidates. 3 of those candidates are reapplying for the role in Gen 30. While we will solicit additional applicants, a composite of those finalist reapplying is as follows: All candidates have their Superintendent Certification, as well as additional certifications. All have led schools with student populations akin to FLAMA's projected enrollment, if not larger. Each has years of relevant experience as a school principal and a combined 75+ years in education. Each is experienced in

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serving student populations akin to the student demographics FLAMA expects to enroll. Each is well-versed in and committed to aligning instruction with TEKS standards. They all have comprehensive experience developing and implementing PD and PLCs. They all are highly proficient in analyzing student data and utilizing it to work with faculty to drive student learning and create accountability. Each has received accolades for their work and demonstrate active parent and community engagement. All have a strong commitment to FLAMA's basis in the cognitive sciences and music & art education. Each has overseen music and art programming with their schools, some with an intense focus on its benefits and methods for curricular integration. Through their careers, they have all led schools to higher achievement levels. Each has also demonstrated two or more of the following skills: fundraising acumen/grant implementation, ability to manage the buildout of a new campus/building, strong experience with regard to College and Career Readiness, skill in advancing the academic progress of students with disabilities, experience turning around low-performing schools, bilingualism. One has experience as a superintendent.

As we understand the importance of the planning year, in the unlikely event that our top-candidate is unable to start immediately upon FLAMA's receipt of a charter, board member James McSwain will step-down from the board and serve as interim-superintendent in an unpaid capacity. In this unlikely event, McSwain's role as interim superintendent would largely be during the summer months when he does not have competing duties from his job as an Assistant Professor of Education at Houston Christian University. Again, in the unlikely event that Dr. McSwain needs to serve as interim superintendent any longer, he has already received approval to take a leave of absence from his current role at HCU.

Importantly, Dr. McSwain can immediately begin to complete planning year tasks, as he is both deeply involved with FLAMA as a board member and is a highly experienced former superintendent. Dr. McSwain has over forty years of experience in the practical application of leadership skills in educational settings. He served as a school principal from 1989-2018 and as a superintendent from 2018-2021. Dr. McSwain was appointed mid-year to his first role as Principal to rectify severe disorder in student discipline. The extremely successful program he developed addressing discipline, drop-out rates, curriculum and instruction, and finance was later adopted by two other schools. In his second Principal role, he led the transition of a school that had stagnant academic performance to one that eventually served as a model for school improvement and reform, especially regarding creating a school culture that championed academic excellence and high expectations. In his third Principal role, Dr. McSwain changed the direction of a low performing school that served a high percentage of minority and economically disadvantaged students. He spearheaded a 72% drop in violent offences, improved staff morale and stagnant academic performance. For this turnaround, Dr. McSwain received 8 commendations from the TEA's monitoring team. He then went on to serve as Principal of Lamar High School, an International Baccalaureate World School and Business Management Magnet School with 3,300 students from highly diverse urban backgrounds. There, through effective implementation of a positive academic culture, Dr. McSwain oversaw key improvements: student achievement increased on all indicators with the gap between subgroups on state graduation exams narrowed by 70%. His work at Lamar was recognized again with TEA distinctions and by the Washington Post, which named the school one of the most rigorous and successful in the country (Footnote 1). As a superintendent, Dr. McSwain directed operations and long-term planning for 77 campuses ranging from early childhood centers to specialty and comprehensive high schools, educating over 70,000 students and employing 7,000 staff members. He also collaborated with the Board to prepare and manage the district budget; supervise and mentor Assistant Superintendents, Faculty, and Administrative Staff. James's skill as a school leader has been recognized on numerous occasions; he was awarded the Texas Music Educators Association's Distinguished Administrator Award in 2011, the 2004 Texas State Principal of the Year by the Texas Association of Journalism Educators, the 1996 Texas State Principal of the Year by the Texas Association of Secondary School Principals, in addition to other awards for his school leadership. He is well equipped to serve as interim superintendent, essential to evaluating candidates for the superintendent role, as well as evaluating and mentoring FLAMA's superintendent.

Footnote:

1. https://hc.edu/contact/james-mcswain/

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Evaluation of Superintendent

Explain how the superintendent will be evaluated. Include the frequency, evaluation tool to be used, evaluators, and desired or expected outcomes. See Superintendent Evaluation Tool.

Formal evaluation is an essential part of the professional development cycle at FLAMA. The Superintendent will be evaluated using the high-quality, TEA-approved TASB Superintendent Evaluation framework, which outlines an appraisal process and performance criteria. TASB is directly aligned with the standards of excellence outlined in TEA's Effective Schools Framework and is reflective of the instructional standards we are committed to at FLAMA. The superintendent will be evaluated twice per year – a formative assessment in the middle of the year and a summative assessment at the end of the year. The Superintendent will begin the year by setting ambitious goals for his or her work and own professional development, including performance and growth goals related to all core assessments, HB3- and CSP-specific goals, student and family satisfaction, enrollment and attendance, and other key metrics. The mid-year evaluation will serve as a benchmark assessment of his or her progress toward those goals, and the aim of the exercise will be to identify areas of strength and areas for improvement. The board will evaluate the superintendent based on the achievement of these goals.

Additionally, the Superintendent will have in FLAMA board member, James McSwain, an excellent mentor and resource, with substantial experience building the capabilities of school leaders. Educating, evaluating and mentoring school leaders is the focus of Dr. McSwain's present work. At Houston Christian University, he is the Director of Professional Certifications at the university's College of Education and Behavioral Sciences. In this role, he coordinates the State administrative certification process for graduate students in the Educational Leadership Program. In addition, he teaches/has taught courses within the doctoral program on the topics of leadership, finance, management & administration, data-driven decision making, program evaluation, and more.

Dr. McSwain's experience is especially relevant to FLAMA's school leadership given the student population FLAMA aims to serve. Throughout his career, he has been passionate about reaching those students who "face extreme obstacles at a young age. He has worked to help break down barriers to learning often experienced by young people of poverty and those with differences" (Footnote 1). He has published research on drop-out prevention plans, on improving attendance rates among Hispanic at-risk students, and on mentally-healthy schools.

FLAMA has two additional board members experienced in education leadership: Andrew Davis, Dean of the McGovern College of Arts at the University of Houston and Matthew Loden, Dean of the Shepherd School of Music at Rice University. In their roles as deans, Davis and Loden are experienced in supporting and developing faculty, in creating cultures of high academic performance, in student and community outreach, in developing and overseeing financial plans for educational institutions, in fundraising, and in arts education leadership. Having these three educators on FLAMA's board provides a strong resource for FLAMA's superintendent to achieve the ambitious goals we have set forth.

FLAMA's board is confident that Dr. McSwain's, Dean Davis' and Dean Loden's experience will serve both the board and the development of FLAMA's already experienced school leaders, enabling the board and school leadership to work together effectively to ensure that every FLAMA student is achieving their and their family's highest goals.

Footnote:
1. https://hc.edu/contact/james-mcswain/

Governance, Leadership, and Talent

III. Staffing, Leadership and Professional Development

Staffing Structure

See Organizational Charts.

Instructional Leadership Team

Identify the proposed roles and responsibilities of the school's instructional leadership team beyond the superintendent. Identify the areas each role will oversee or facilitate and all applicable qualifications. See Leadership Team Résumés.

Role/Position	Area of Oversight and Responsibilities	Qualification Requirements
Superintendent/Principal	Please see attached Superintendent Job Description/Posting	Please see attached Superintendent Job Description/ Posting

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Role/Position	Area of Oversight and Responsibilities	Qualification Requirements
Director of Academics	Curriculum design & selection: Collaborates with Superintendent on the selection and design of curricula with an eye to the effectiveness of teacher support strategies implemented. Integrates findings from data management into the decision-making process around curriculum design and selection. Stays abreast of research in the cognitive sciences as they pertain to ELA, Math, and Executive Function; so as to translate those insights to the classroom through effective PD. Personnel Management: Jointly responsible with Director of Music & Arts (due to integrated nature of the curriculum) for recruiting, interviewing and hiring new faculty. Teacher Coaching, Appraisals & Performance Plans: Routinely available to non-music faculty for support. Routinely observes faculty teaching and provides informal feedback. Provides guidance with regard to MTSS framework. Guides teacher meetings for collaborative teaching efforts aimed at coordinating and reinforcing weekly class topics. Designs faculty performance assessments, conducts assessments and provides formal feedback. To ensure that the Director has continual teaching practice, to inform his or her feedback to faculty, the Director will teach 5 periods weekly. Data-Driven Instruction: Supported by the Superintendent, synthesizes data from diverse sources to drive data-literate teaching. Is transparent with data in order to empower students and families in each student's education.	Proven track record overseeing the development of Pre-K through elementary faculty (ideally middle school faculty as well). Proven experience with MTSS framework, especially with regard to SPED, EB and at-risk youth. Proven experience in coaching and evaluating faculty. Experienced at family outreach. Shown to value community. Deep interest in, and ideally experience implementing, a cognitive science informed approach to curricula and teaching. Values music and art as teaching tools. Committed to developing quality PD for faculty. Experienced coaching faculty, ideally with regard to an integrated curriculum approach. Overall, high level of professionalism, a life-long learner, and a teacher at heart. Holds a high standard for student and faculty achievement and holds that bar highest for themselves. Minimum degree: Masters Certifications: Principal Certification preferred

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Role/Position	Area of Oversight and Responsibilities	Qualification Requirements
Director of Academics (cont'd)	Leadership & Culture: Serves as a model of school culture, especially with regard to creating a welcoming climate for students, staff, families and the wider community. Serves as a model of engaged learning, professionalism, respectfulness, and ethics. Actively participates in community outreach and recruiting efforts. Responsible for ensuring school culture is communicated to students in every classroom. Management of Discipline & Behavior: Informed by FLAMA's culture building efforts, executive function skills curriculum, code of conduct and discipline policies, works with leadership and faculty to create a system that develops positive student behavior. While the Superintendent is responsible for working with the Directors, relevant faculty, support teams, students, and their parents/caretakers to support students and turnaround problematic behaviors, when the Superintendent is unavailable, the Director of Academics will fill the role and work with student, relevant faculty and support teams to support student and turn around problematic behavior. The Director is then responsible for coordinating any follow-up or caretaker outreach with the Superintendent.	

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Role/Position	Area of Oversight and Responsibilities	Qualification Requirements
Director of Music & Arts	Curriculum design & selection: Collaborates with Superintendent on the selection and design of curricula with an eye to the effectiveness of teacher support strategies implemented. Integrates findings from data management into the decision-making process around curriculum design and selection. Stays abreast of research in the cognitive sciences with regard to ELA, Math, and Executive Function as specific to music and visual arts so as to translate those to the classroom through effective PD. Personnel Management: Jointly responsible with Director of Music & Arts (due to integrated nature of the curriculum) for recruiting, interviewing and hiring new faculty. Teacher Coaching, Appraisals & Performance Plans : Routinely available to music faculty for support. Routinely observes faculty teaching and provide informal feedback. Provides guidance with regard to MTSS framework. Guides teacher meetings for collaborative teaching efforts aimed at coordinating and reinforcing weekly class topics. Designs faculty performance assessments, conducts assessments and provides formal feedback.	Proven track record of overseeing the development of music/arts programs and faculty. Experience with using music and art to teach SPED, EB and at-risk youth. Proven experience in coaching and evaluating faculty. Experienced at family outreach. Shown to value community. Deep interest in, and ideally experience implementing, a cognitive science informed approach to curricula and teaching, as well as integrating literacy, math and executive function learning into music and art courses. Committed to developing quality PD for faculty.

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Role/Position	Area of Oversight and Responsibilities	Qualification Requirements
Director of Music & Arts (cont'd)	To ensure that the Director has continual teaching practice, so as to inform his or her feedback to faculty, the Director will teach 5 periods weekly. Leadership & Culture: Serves as a model of school culture, especially by creating a welcoming climate for students, staff, families and the wider community. Serves as a model of engaged learning, professionalism, respectfulness, and ethics. Actively participates in community outreach and recruiting efforts. Responsible for ensuring school culture is communicated to students in every classroom. Music & art are part of FLAMA's culture, family outreach and community outreach. Director of Music & Arts is responsible for liaising with board and community art institutions to bring performances to campus and offer families access to arts activities off campus. Responsible for spearheading the twice annual student musical performances and art exhibits and incorporating age-appropriate entrepreneurship activities into these. Management of Discipline & Behavior: Informed by FLAMA's culture building efforts, executive function skills curriculum, code of conduct and discipline policies, works with leadership and faculty to create a system that develops positive student behavior. While the Superintendent is responsible for working with the Directors, relevant faculty, support teams, students, and their parents/caretakers to support students and turnaround problematic behaviors, if Superintendent and Director of Academics are unavailable, the Director of Music & Arts will fill the role and work with student, relevant faculty and support teams to support student and turn around problematic behavior. The Director is then responsible for coordinating any follow-up or caretaker outreach with the Superintendent.	Experienced coaching faculty, ideally with regard to an integrated curriculum approach. Overall, high level of professionalism, a life-long learner, and a teacher at heart. Holds a high standard for student and faculty achievement and holds that bar highest for themselves. Minimum degree: Masters

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Role/Position	Area of Oversight and Responsibilities	Qualification Requirements
Special Populations Coordinator	Curriculum design & selection: Collaborates with Superintendent on the selection and design of curricula with an eye to the effectiveness of teacher support strategies implemented. Integrates findings from data management into the decision-making process around curriculum design and selection. Stays abreast of research in the cognitive sciences with regard to SPED, EB and At-Risk students so as to translate those to the classroom through effective PD. Personnel Management: Assists both Directors with recruiting, interviewing and hiring new SPED and EB faculty. Management of SPED and EB faculty and students: Works with specialists and faculty to assess and monitor on an ongoing basis the performance of SPED and EB students. Utilizes such data and MTSS to support faculty in effectively teaching special populations. Professional Development & Faculty Support: Coordinates specialist pull-outs and small group instruction. Works with faculty to ensure executive function instruction reaches any special populations most in need (e.g., ADHD, etc.). Supports faculty in reinforcing positive behavior tools from executive function training through discipline management when needed. Data Management & Testing: Coordinates all special program assessments for Dyslexia, 504, Title 1, Part A & C, Special Ed, G&T, etc. Works with PEIMS Coordinator to ensure appropriate identification and verification of special programs and relevant student identification and data submission.	Proven track record overseeing the development of Special Populations faculty. Experienced with relevant assessment, data management and testing. Ideally, experience using music and art to teach SPED, EB and at-risk youth. Proven experience coaching and evaluating faculty. Experienced at family outreach. Shown to value community. Deep interest in, and ideally experience implementing, a cognitive science informed approach to curricula and teaching. Overall, high level of professionalism, a life-long learner, and a teacher at heart. Holds a high standard for student and faculty achievement and holds that bar highest for themselves. Minimum degree: Masters Certifications: Special Education and Bilingual Education

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Governance, Leadership, and Talent

Staffing Plan

Outline plans to ensure that the school remains fully staffed throughout the school year and strategies for addressing potential staff turnover, and specific plans to provide coverage in the event of staffing shortages.

We have followed the progress of TEA's Teacher Vacancy Taskforce closely and recognize it is a challenging time to be recruiting and hiring educators. In our view, meeting this challenge requires (1) effective recruiting, (2) avenues for teacher career growth and (3) a school culture that creates retention.

Staffing
1. Effective Recruiting:
We will use our data-based performance assessment system to make sure we are on track to meet our hiring goals throughout Year Zero. If our Weekly Talent Roundup or Board Talent Reports identify any inefficiencies in our process or gaps in our progress toward goals, we will quickly divert resources to those areas to course correct. In the unlikely event that we find some positions are impossible to hire for prior to the start of the school year, we will use strategic staffing models (i.e., leaders teaching more classes or teachers covering courses outside of their regular schedule) and short- or long-term substitutes to ensure all classrooms have a qualified teacher in place until the permanent hire can be made.

FLAMA is committed to hiring and retaining a highly qualified staff to implement our innovative program. We know that the greatest initial hurdle to overcome in staffing a startup school is to ensure that educators in our community are aware of us and have a clear understanding of FLAMA's unique model.

For that reason, our recruitment process will begin with an aggressive outreach and marketing campaign, using every resource at our disposal to ensure we reach high-quality local educators. We will post all open positions to a variety of job boards including Indeed.com, ZipRecruiter, SimplyHired, and LinkedIn, and we will post all jobs to ESC 4's job site, and attend career fairs at the service center. We will use a hiring firm to help us source senior roles like the Director of Academics and the Director of Music & Arts. FLAMA benefits from a board of directors that is deeply connected to the local community and several Houston-area universities with teacher education programs, which will allow us to leverage their alumni networks as we launch the careers of new teachers graduating from the Univ. of Houston, Univ. of Houston Downtown, Houston Christian Univ. and Rice Univ. We will source from both their education programs and their music and arts programs.

Our baseline goal for staff recruitment is to source at least ten strong candidates for every open position. We will use an applicant tracking system (ATS) like Nimble to collect and process applications, ensuring we have a very clear idea of what our candidate pools look like at any given time. Nimble will allow us to determine if we are not meeting our goal of a 10:1 ratio at critical points in the recruitment cycle so that we can deploy more targeted resources toward finding candidates for those positions. Nimble will also help us track our progress toward building a staff that is diverse in experience, demographics, and culture. We will set an internal goal of hiring a staff that fully reflects the demographics of Houston and that aim for 40%+ of staff to speak a language other than English.

We are aware that math and special education roles are currently difficult to source, so we will prioritize direct outreach to such candidates using headhunting techniques(i.e., targeted direct outreach on LinkedIn) and by building relationships with the National Council of Teachers of Math (NCTM), the Rice University School Mathematics Project, the National Association of Special Education Teachers (NASET), and others. We expect our school leadership to bring with them and foster deep networks in their field. Additionally, they will be able to leverage FLAMA's university partnerships. For example, our Special Populations Coordinator would be able to source and assess strong SPED instructors. In the event that our preferred method of conducting such a search in-house falls short, we have already connected with several special education service providers and teacher staffing services to discuss finding highly qualified special educators and related service providers. We recognize

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that special education instructional staff and related service providers are likely to be our hardest to staff areas, and we plan to expend significant effort to build and maintain a strong pool.

Once we have strong candidate pools in place to work from, our hiring process will begin, as detailed in the Start-Up Plan attachment.

Our timeline for hiring once the school is operational (during Year One and beyond) will be similar to the process we have designed for hiring our Year Zero staff. But the rate of hiring should increase significantly once we are open and fully engaged in the community. Going forward from Year Zero we expect to have 40% of our hiring for the next school year completed by the end of March, 75-80% completed by the end of April, and 100% completed by the end of May.

We intend to measure and evaluate our progress toward hiring goals through three primary mechanisms: ATS, Weekly Talent Roundups, and Board Meeting Updates. Our ATS will be where we capture and track all data related to the hiring process. The Nimble system will allow us to accept an application and resume and then move that candidate's file through the hiring process as necessary. Using an ATS in Year Zero will allow for real-time administration of our candidate pools, candidate profiles, and hiring timelines so we can take swift and appropriate action where necessary. The Weekly Talent Roundup meeting will include the superintendent, Directors and other relevant hiring managers, and the administrative assistant responsible for processing talent documentation (once hired). The goal of this meeting is to review the status of applicant recruitment, interviews and hiring, to evaluate applications themselves, and to align on the effectiveness of our process using real-time data. We will use ATS data on the number and quality of applications we have collected weekly and the number of hires we have made to ensure we make adequate progress toward our goals and to make necessary adjustments in the hiring cycle. We will report hiring progress at each monthly board meeting, to update leadership on strong results as well as shortfalls, giving them an opportunity to weigh in on our process and adjust plans accordingly.

Our operating budget allocates $350 per full-time equivalent position (FTE) to cover all expenses associated with the hiring process, including costs of marketing, advertising, direct recruitment and ATS.

2. Teacher Growth
One of the most important aspects of FLAMA's teacher retention plan is providing robust PD and meaningful growth opportunities that support educators both in their current roles and in their long-term career aspirations. FLAMA recognizes that retaining high-quality teachers requires not only offering competitive compensation and fostering a positive school culture, but also investing in their professional growth in ways that are intellectually stimulating and uniquely impactful. Teachers at FLAMA will not only be supported in mastering curriculum and pedagogy but also have access to learning opportunities that are distinctive in the education sector, ensuring they are continuously challenged and engaged in their craft.

PD at FLAMA will extend beyond traditional topics, incorporating cutting-edge research in the science of learning and specialized programs like Tools of the Mind to enhance executive functioning skills in students. Teachers will engage in workshops and seminars on cognitive science principles, enabling them to understand how students learn and retain information most effectively. These sessions will empower educators to design instruction that maximizes student achievement while deepening their own understanding of teaching as a science. Additionally, PD will include training on integrating executive functioning strategies into daily classroom routines, equipping teachers with tools to support students in developing self-regulation, focus, and goal-setting abilities.

FLAMA is also committed to providing teachers with opportunities to grow as leaders while remaining in the classroom. Unlike traditional pathways that require moving into administrative roles for leadership advancement, FLAMA will offer positions such as grade-level leads, instructional coaches, and curriculum coaches. These roles allow teachers to mentor peers, shape school-wide initiatives, and contribute to decision-making processes without leaving the classroom. By creating these avenues for leadership, FLAMA ensures that teachers who are

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passionate about working directly with students can continue to do so while having a broader impact on the school community.

This approach to teacher growth and leadership development is complemented by regular, personalized coaching. Every teacher will participate in a coaching cycle that includes frequent observations, actionable feedback, and opportunities to practice and refine their skills. Coaches will support teachers in areas such as content delivery, classroom management, and the integration of innovative practices, ensuring continuous improvement aligned with FLAMA's mission and guiding principles. The combination of personalized coaching and access to advanced PD topics ensures that teachers feel valued, and equipped to thrive in their roles.

For those faculty wishing to pursue additional certifications, FLAMA has budgeted 2 trainings for such certifications at $4K each at a rate of 10% of new faculty joining (though the funds are not restricted to new faculty.)

3. Retention:
We will ensure we remain fully staffed throughout the school year in three primary ways:

First, we will focus on building a culture of achievement and support. People want to do meaningful work, they want to feel successful, and they want to feel deeply supported in their efforts. Startup can be a hectic phase for any new charter school, and we will deliberately take our time to build our staff culture with intentionality, to deeply connect our people to their work and to their fellow colleagues.

Second, we will provide exciting and unique benefits to our teachers. As a music and arts-focused school, we have deep ties to the art community here in Houston. We will leverage this network to ensure that our staff has access to concerts and exhibits, enhanced PD, access to the Rice University School Mathematics Project's Fall and Spring Conferences, and, potentially, access to housing. Lovett Commercial is seeking approval to build workforce housing adjacent to FLAMA and would like FLAMA faculty and staff to have early access to non-AMI units should they want it.

Third, our Board is committed to offering top-of-the-line pay to faculty. While we have been conservative, but in-line with district, on faculty pay, our board prioritizes fundraising with an aim that upon completion of the build out and repayment of any construction financing debt service at least 20% of unrestricted funds raised go to faculty pay increases and bringing contracted staff on to FLAMA's payroll, with benefits. We feel this is important for the culture of the school.

Staffing shortage contingencies:
It is essential to have a strong contingency plan in place to ensure FLAMA remains fully staffed throughout the school year and to address any turnover. FLAMA will partner with a substitute teacher service like Swing Education to ensure we have a partner in place to make those temporary placements. This partnership will also serve us well should we find we have unexpected staff turnover in the middle of the school year. Again, we will look at all possible solutions – strategic staffing solutions or short- or long-term substitutes provided by a trusted partner – to ensure that we quickly and effectively fill the unexpected opening in the classroom until a hire can be made.

We will work with our HQIM providers to ensure that we have a strategic training plan in place for each curriculum or program specifically aimed at getting midyear hires the essential training they need in each product as quickly as possible. Low attrition is inevitable and these providers have resources available for just this situation. The Superintendent and Directors will be responsible for ensuring the midyear training plan is executed effectively and mastered so that mid-year replacements can hit the ground running

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PEIMS [Public Education Information Management System]

Identify the position(s) that will facilitate all duties associated with PEIMS data collection and reporting, including: salary, formal PEIMS coordinator position (or not), and training that will be offered prior to Year 1.

PEIMS is the backbone of the public education system in Texas. With academic data, student demographic information, financial information, employee information, and other essential organizational information flowing back and forth between the school and TEA, and the person we hire must be well qualified to handle the process. At FLAMA, PEIMS will be managed as a primary responsibility of our PEIMS & Attendance Clerk (PAC), who will earn a salary of $55,000. The role of the PAC is a formal PEIMS-related position with the majority of its duties focused squarely on accurately collecting and managing PEIMS data. To ensure we are always in compliance, the PAC will work closely with a support team at ESC 20 as part of our contract to use Ascender as our Student Information System (SIS), so we will have built-in external supports from day one. Prior to school launch, the PAC will attend PEIMS training at ESC 4 and will undergo a thorough PEIMS onboarding and training process with ESC 20 and Ascender, and will participate in training on both an on-going and as-needed basis, to build on the required 3+ years of experience he or she would already bring to the role.

Professional Development Schedule [Year Zero]

Budgeted Amount: $106,993

Using the chart below, provide a tentative schedule for professional development that will take place prior to the school opening. Identify content to be included during this induction period and how teachers will be trained to deliver any unique aspects of the educational program.

Timeframe	Content Focus	Delivery Design	Provider
Partial Day	Welcome, Mission and Pillars, Leadership Team and Board Intros (roles and responsibilities)	Interactive (includes all staff)	Superintendent
Partial Day	School Culture (Welcoming, Respectful, Responsible, Original), Student Health and Safety, Wrap-Around Services	Interactive (all leadership and faculty)	Superintendent and Communities in Schools (CIS) staff
Partial Day	Cognitive Science Informed Teaching with CPD Academy	Workshop / Web Training (all leadership and faculty)	Introduction to Teacher CPD Academy (external provider – will include online courses for staff to complete individually throughout year.) For detail on CPD topics see Start-Up Plan attachment
Partial Day	Music & Arts – the value to students and faculty	Interactive (all leadership and faculty)	Director or Music & Arts and Director of Academics, members of the board, UH staff

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Timeframe	Content Focus	Delivery Design	Provider
Whole Day	Tools of the Mind: Embedding Executive Function in all classes	Workshop (all leadership and PK-1st faculty)	Tools of the Mind (external provider.) For detail on Tools PD see Start-Up Plan attachment.
Partial Day	Our Community: experience the neighborhood, meet with community partners	Field Trip and Interactive (includes all staff)	Board, Community partners
Partial Day	The Writing Revolution: Embedding Writing Instruction in every class	Workshop (all leadership and faculty)	Director of Academics and Director of Music & Arts, The Writing Revolution (external provider) (will also include online workshops. For detail on TWR PD see Start-Up Plan attachment.
Whole Day	How to Best Serve Special Populations	Interactive (all leadership and faculty)	Special Populations Coordinator, Literacy and EB specialists, Director of Academics, and UH. For detail see Start-Up Plan attachment.
Partial Day	Best Practices Literacy	Workshop (all leadership and faculty)	Literacy Specialist and UH. For detail see Start-Up Plan attachment.
Partial Day	Best Practices Math & Teaching Math in Visual Arts class	Workshop (all leadership and faculty)	Rice University School Mathematics Project For detail see Start-Up Plan attachment.
Whole Day	HMH Curriculum on-boarding	Workshop (all leadership and homeroom faculty)	HMH representatives
Partial Day	Integrating Music & Art education, traditional academics, and executive function skills	Interactive (all leadership and faculty)	Director of Academics, Director of Music & Arts
Whole Day	Data Driven Instruction, Beginning of year and Interim Assessments & STAAR	Workshop (all leadership and faculty)	Superintendent and external provider. For detail see Start-Up Plan attachment.
Partial Day	First Aid training	Workshop (all leadership and faculty)	External provider, such as American Red Cross
Partial Day	Serving Students with Disabilities in the Music Classroom	Workshop (all music faculty)	UH's Head of Music Therapy. For detail see Start-Up Plan attachment.
Partial Day	School Operations and Routines: Arrival, Dismissal, Lunch, After-School, etc.	Workshop (all leadership and faculty)	Superintendent

Click to add a row to the table above. Click to remove a row from the table above.

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Discuss how and when teachers will be compensated for their time during the induction period.

FLAMA's unique curriculum and approach require 10 days of onboarding PD for faculty and staff to ensure that our pedagogy of enhanced literacy, music and art, and executive function skills is interlaced across subject areas. Since this professional learning for all is essential to a strong start and effective performance within our unique model, the induction period is a required part of all staff members' employment agreement as regular workdays, and the compensation for this time is factored into teacher salaries. Our orientation lays the groundwork for meeting our students' and faculty's needs, nurturing their growth and providing educators the opportunity to build the latest research into the real-life setting of the classroom. The foundation from on-boarding, additional training faculty can complete on their own, PD training throughout the year, and the support of these external providers, university partners, and school leadership, will ensure that our faculty are able to deliver our curriculum with fidelity to our pedagogical model. This will allow students to truly make gains in school.

Professional Development Schedule [Following Year Zero]

Discuss how the annual academic calendar includes days for school-based professional development activities that align with the assessment calendar and allow for data-driven reflection, including protected time built into the master schedule for teachers to meet frequently and regularly for in-depth conversations about formative and interim student data in order to meet the needs of both struggling learners and learners needing acceleration.

We will invest heavily in our faculty's professional learning because, to implement our model, we know we will have to provide specific, high-quality PD. And it must be delivered by trained professionals. All of our HMH HQIM offer PD support, with strong curriculum implementation support, which includes in-person onboarding training, follow-up webinars to ensure fidelity to the curricula, as well as multiple opportunities for guided coaching. After substantial research, our board has identified those professionals and the associated costs of their instruction. Please see the Start-Up Plan attachment for overviews of the PD offerings unique to FLAMA's model.

To allow faculty to complete the listed PD programs, we have scheduled ten days of PD/on-boarding prior to school start, as well as an additional 11 days of PD throughout the school year. Additionally, we have strategically scheduled PD days shortly after key assessments, such as the NWEA MAP BOY and MOY interim assessments, in order to identify students in need of intervention or differentiation. These PD days are led by the school leadership team. Please see the Annual Calendar attachment for further detail.

We understand that PD must be ingrained into the culture of FLAMA, not simply part of onboarding or set PD days. To best support faculty in serving students, we have scheduled a weekly faculty professional development session. This regular two-hour block will be used to align instructional practices, coordinate faculty collaboration across different subject areas, and give all staff follow-up opportunities to enhance their own learning. These sessions will be led by school leaders and specialist faculty. During this time, teachers will collaborate on arts and music activities with homeroom teachers, utilize data to inform instruction for individual students and whole classrooms across courses, and work with CIS to identify relevant family engagement activities (i.e., supporting executive function skills at home, setting up a reading/study space at home, etc.).

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IV. Teacher Growth and Capacity Building

Teacher Capacity Building

Identify personnel responsible for overseeing teachers' development and growth. Explain how teachers will be supported and developed each school year including mentoring, observations, and feedback. Also address any specific supports for novice teachers.

Responsible for overseeing teachers' development are the Director of Academics (for all homeroom, math and science faculty), the Director of Music & Arts (for all music and visual arts faculty) and both the Director of Academics and the Special Populations Coordinator (for all EB and Special Education faculty). These directors and coordinator will report to the superintendent.

For coaching to be successful, a school must have an instructional focus- it is the rudder to our destination – deep knowledge building. FLAMA's 3-part focus on instructional methods backed by cognitive science, executive function instruction and using music and art to support core academics provides that focus and, alongside data collected, guides coaching. Teachers will be supported and developed through FLAMA's PD offerings, which become culturally embedded and more individualized to each faculty member through short-cycle observation-feedback loops and coaching based on the Get Better Faster framework. Each FLAMA teacher will be assigned a coach (typically the Director of Academics, Director of Music & Arts, or Special Populations Coordinator) who will observe them teaching at least once every two weeks for an hour. This observation will be followed within 48 hours by a feedback and coaching session led by their manager/coach.

While this capacity building program will benefit all faculty, it will be especially instrumental to novice faculty, who may not have gained experience in the day-to-day practicalities of leading a classroom and who are often not exposed to cognitive science informed teaching practices. FLAMA will utilize the framework outlined in Get Better Faster: A 90-Day Plan for Coaching New Teachers by Paul Bambrick-Santoyo to ensure that novice teachers are well-prepared for the demands of classroom instruction and are equipped with cognitive science-informed practices. This plan emphasizes a highly structured coaching cycle, including frequent observation and feedback, intentional practice, and clear modeling of best practices. Novice teachers at FLAMA will engage in focused coaching sessions designed to build core instructional skills, such as lesson planning, effective questioning techniques, and classroom management, while integrating research-backed strategies for learning, such as spaced retrieval, scaffolding, and explicit instruction. These coaching practices will not only provide new teachers with actionable feedback but also expose them to the principles of how students learn, ensuring that their teaching methods are grounded in cognitive science. By following this intensive and supportive framework, FLAMA will accelerate teacher development, fostering high-quality instruction that meets the needs of all learners.

We also ensure faculty have 8-11 hours of preparation/non-instruction time built into all teachers' weekly schedules while students are in specialty classes such as music, Spanish and choir. This time will be used to prepare lessons, coordinate with specialists, coordinate with school leadership, check in with students one-on-one, pursue online PD course offerings offered under our TWR, TOM, HMH and CPD packages, speak to peers, and collaborate with teachers from other subject areas. We believe this space for autonomy is essential to a teacher's day and developing camaraderie and collaboration across our school community.

Additionally, as we grow, faculty will have the opportunity to pursue teaching different grades, different subjects and taking on leadership roles. FLAMA is very open to faculty suggestions for support and will happily implement programming that the faculty finds worthwhile, such as peer-to-peer mentoring, a particular PD not thought of by the leadership team, etc.

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Teacher Evaluations

Provide the title of the evaluation tool, if identified: Texas Teacher Evaluation and Support System (T-TESS)

Explain how teachers will be evaluated. Include the frequency, evaluation tool to be used, evaluators, and desired or expected outcomes. See Teacher Evaluation Tool.

Regular, formal evaluation is an essential part of the professional development cycle. All teachers will be evaluated using the high-quality, TEA-approved Texas Teacher Evaluation Support System (T-TESS). T-TESS is directly aligned with the standards of excellence outlined in TEA's Effective Schools Framework and is reflective of the instructional standards we are committed to at FLAMA. T-TESS is squarely focused on student achievement and growth. Teachers will be evaluated twice per year – a formative assessment in the middle of the year and a summative assessment at the end of the year. Teachers will begin the year by setting ambitious goals for their work and their own professional development over the course of the school year. The mid-year evaluation will serve as a benchmark assessment of their progress toward their goals, and the goal of the exercise will be to identify areas of strength and areas for improvement in their practice. The ultimate goal of our Teacher Evaluation system is to ensure that every classroom has a highly competent, well-trained, deeply supported teacher in it so that student learning is accelerated.

Teacher Growth

Discuss the school's plan for supporting teachers in need of performance growth.

FLAMA is committed to ensuring all students get access to an excellent education, which means we must work very hard to make sure all our educators are excellent at their craft. At times, teachers will struggle to meet our expectations, or their performance will be subpar. In these cases, we support the underperforming teacher through our high-touch intervention framework. When a teacher is not meeting expectations, the superintendent will meet with the Director of Academics and the Director of Music & Arts to develop a proposed growth plan for the teacher. This growth plan will then be rolled out to the teacher along with a clear articulation of the benchmarks that we will be measuring and an explanation of the criteria for success. The teacher will have an opportunity to provide insight and suggestions into what those criteria of success are, but ultimately it will be school leadership's responsibility to finalize and approve the final version of the professional growth plan. During this time, the teacher will have their lesson plans regularly checked to improve the quality and alignment, and they will often be observed and coached every week instead of every other week. Should none of those early interventions for underperforming employees work, the employee will be placed on a Performance Improvement Plan (PIP). Should the employee not meet the requirements of the PIP, they will be let go.

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I. High-Quality Instructional Materials

Identify state compliant curricular resources for the grade levels to be served in Year 1, including core content areas and any additional enrichment courses to be offered (specific to the school design) in the blank content boxes. If the applicant will create the instructional materials after a charter is awarded, cite guiding research behind the design in the description box. Lastly, identify if the materials are currently evaluated by either the Texas Resource Review (TRR) or State Board of Education.

Content Area	Grade(s)	Instructional Material	Course(s)	Evaluation Status
Reading Language Arts	K-1	HMH Into Reading Texas (Houghton Mifflin Harcourt) HMH Amira (Houghton Mifflin Harcourt) Zaner-Bloser Handwriting Texas Edition (Zaner-Bloser, Inc.)	ELA	**On SBOE Adoption List**
Spanish Language Arts	K-1	HMH ¡Arriba la Lectura! Texas (Houghton Mifflin Harcourt) HMH Amira (Houghton Mifflin Harcourt) Zaner-Bloser La escritura Texas Edition (Zaner-Bloser, Inc.)	SLA	**On SBOE Adoption List**
Mathematics	K-1	HMH Go Math! Texas (Houghton Mifflin Harcourt) HMH Go Math! Texas en Espanol (Houghton Mifflin Harcourt	Math	**On SBOE Adoption List**
Science	K-1	HMH Into Science Texas (Houghton Mifflin Harcourt) HMH ¡Arriba las Ciencias! Texas (Houghton Mifflin Harcourt)	Science	**On SBOE Adoption List**
Social Studies	K-1	TX myWorld (Savvas Learning Company) TX myWorld en español (Savvas Learning Company)	Social Studies	**On SBOE Adoption List**
Enrichment	K-1	See below description of the research behind the music program	Music	**District Created**
Enrichment	K-1	See below description of the research behind the visual arts program	Visual Arts	**District Created**

Click to add a row to the table above. | Click to remove a row from the table above.

High-Quality Instructional Materials

Explain why the instructional materials identified in the table above were selected and discuss how they fit the definition of high-quality: (1) aligned with the Texas Essential Knowledge and Skills (TEKS), (2) have a comprehensive and cohesive scope and sequence, (3) include lesson-level materials with engaging texts (books, multimedia, etc.), problems, and assessments, and (4) are externally validated or research based.

At FLAMA we believe that selecting and effectively implementing high-quality, evidence/research-based curriculum and HQIM is essential to achieving our mission. Aside from music and art, all core HQIM selected are on the SBOE-Adoption List and as such are (1) 100% TEKS-aligned, (2) offer “a comprehensive and cohesive scope and sequence,” (3) “include lesson-level materials with engaging texts, problems and assessments,” and (4) are “externally validated or research-based.” We have developed a detailed plan for delivering HQIM in every classroom, using instructional methods informed by cognitive science research.

Our board understands that HQIM not only enhance student learning and ensure alignment with TEKS standards

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but also support teachers. By providing ready-to-use curriculum materials, along with the training and support needed for effective instruction, we save teachers an average of 7-10 hours per week (per survey reporting from Texas teachers - https://texas2036.org/hqim/); time that can instead be used for collaborative planning, integration of curricula, and professional development.

FLAMA engaged in a rigorous, holistic curriculum review process to select the HQIM listed here. A team of experts evaluated materials to ensure they align with our mission and TEKS standards, support cognitive development, and meet the needs of our target student population. Criteria included alignment to state standards, evidence of success, embedded assessments, promotion of higher-order thinking skills, and opportunities for students to produce original work. We used an internally developed rubric to ensure an unbiased selection process. The team also considered TEA's official recommendations and the experiences of other districts and charters that have used the materials.

The selected instructional materials excelled in all aspects of this process and are designed to engage all students, including special populations such as students with disabilities and emergent bilinguals. Moreover, the integration of our music and arts curriculum, shown to particularly benefit students with disabilities, emergent bilingual students and at-risk students, further enhances this engagement. (See Sze, S. & Yu, S., Educational Benefits of Music in an Inclusive Classroom, ERIC.)

Research highlights the advantages of knowledge-based curricula, such as Bluebonnet. While our board is open to adopting Bluebonnet, we are awaiting data from its first year of implementation before making a final decision.

To ensure effective curriculum delivery, we have paired selected materials with proven instructional methods, specifically, Tools of the Mind (Tools) and The Writing Revolution (TWR), which play a key role in coordinating instruction across disciplines and are discussed further below. Again, FLAMA will always ensure that its core instructional materials are TEKS aligned, will utilize HQIM that the SBOE has adopted, is approved and verified as TEKS aligned. For any supplemental content or additional curricular materials, the school will ensure that their use and content is compliant with state law and rule.

THE WRITING REVOLUTION (TWR)
TEKS: N/A Supplementary instructional methods that build on existing TEKS-aligned curricula
Researched/Evidence based: Yes, and strongly grounded in findings from the cognitive sciences
Scope & Sequence: Yes, see discussion below
Lesson-level materials and Assessments: Offers lessons that can be integrated into any curriculum. Offers assessments in the form of independent writing samples and diagnostic worksheets tied to writing strategies taught and content covered in class. TWR equips faculty with the skills to teach students to assess their own writing. Faculty and students keep portfolios of their writing.

Reading comprehension depends on three components: knowledge of a topic, academic vocabulary, and syntax. FLAMA's curriculum ensures students build strong topical and academic foundations. Explicit writing instruction is critical for developing syntax skills and understanding complex sentence structures, areas where many U.S. students lag. According to Writing 2011: National Assessment of Educational Progress at Grades 8 and 12, only 27% of students in grades 8 and 12 achieve proficiency in writing, with even lower rates among low-income and Black students. FLAMA will equip teachers across all disciplines with effective instructional methods through TWR professional development (PD) and ongoing support, including access to TWR's Resource Library. Writing is a cornerstone skill—essential not only for comprehension but also for problem-solving, self-expression, and individual agency.

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TWR integrates explicit writing instruction into every subject, beginning in kindergarten and continuing through 8th grade. It focuses on sentence-level construction, embedding grammar instruction in content-rich lessons. Through TWR, students progress from sentence-level activities to note taking, paragraph planning, and essay composition. This embedded approach ensures grammar, syntax, and comprehension are taught in meaningful, content-rich contexts. Writing becomes both a learning activity and a tool for deepening understanding.

TWR emphasizes six core principles: (below quotes from The Writing Revolution, by Judith Hochman and Natalie Wexler)
"• Students need explicit writing instruction, starting in early elementary grades.
• Sentences are the foundation of all writing.
• Embedding writing instruction in the curriculum enhances learning.
• Curriculum content drives the rigor of writing activities.
• Grammar is best taught in the context of student writing.
• The two most critical phases of the writing process are planning and revising."

These principles align with FLAMA's integrated teaching approach, reinforcing our belief that strong writing instruction is essential for improving academic performance across all subjects and grade levels. Furthermore, the integration of evidence-based writing into TEA's redesigned STAAR assessments supports TWR's alignment with the Science of Learning and FLAMA's instructional goals.

TWR will enhance FLAMA's ELA classes through "intentional exercises" that are far from simple repetition activities, but instead require "deliberate practice." TWR recognizes that "writing, thinking and reading are indelibly linked" and therefore builds revision into its method so that students can "develop refined ideas, not just hasty first-blush ones" (Footnote 1.) Additionally, "scope and sequence" are key to the method, which recognizes that "the numinous task of writing can in fact be taught step-by-step" as the PD equips teachers to do (Footnote 2.) TWR fits into HMH's approach of systematically, explicitly teaching writing while driving content understanding.

Below is an outline of activities from the early grades and how they progress. This information is from pages 227-231 of The Writing Revolution, by Judith Hochman and Natalie Wexler:

Grade 1:
Sentence Activities
"• Converting fragments to sentences [orally]
• Sentence expansion ("when," "where", "why") [orally]
• Sentence completion with the words "because" and "but" [orally]
• Sentence types (statements and questions) [orally]
• Ending punctuation
• SPOs [Single Paragraph Outlines] and paragraphs as a class [orally]"

Grade 2:
Sentence Activities
"• Converting fragments to sentences
• Correcting run-ons
• Scrambled sentences
• Sentence expansion (using all question words0
• All sentence types
• Sentence completion with the words" because," "but," and "so"
• Subordinating conjunctions to introduce dependent clauses at the beginning of a sentence ("after," "before,"

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"when," and "if")
• Sentence combining (two or three sentences)"

Outlining and Paragraph Activities
"• Brainstorming or relating details (written as key words and phrases) for a given topic sentence and filling in an SPO as a class (narrative and expository text structures)
• Distinguishing topic sentences from supporting sentences
• Generating a topic sentence from given details written as key words and phrases, using the sentence-type strategy
• Selecting relevant details from a list to support a given topic sentence
• Using conclusion transitions and, in narratives, time-sequence transitions"

Grade 4:
"All of the sentence activities for Grade 1-3 should be included in addition to the following activities.

Outline Activities
• Using additional symbols when appropriate for detail lines on outlines and for margin notes
• Converting a given paragraph into an SPO

Sentence and Paragraph Activities
• Subordinating conjunctions (to introduce dependent clauses at the beginning of a sentence; add "unless" and "while"
• Underlining key words and phrases in a given paragraph
• Creating SPOs for text structures introduced in third grade and adding descriptive, cause-effect and separate pro-and-con SPOs
• Revising unelaborated paragraphs and students' own work, given specific instructions
• Practicing with all types of transitions
• Correcting errors in verb tense and number agreement in given sentences and paragraphs and the in their own writing
• Using all transitions (time-and-sequence, conclusion, illustration, change-of-direction, and emphasis) in sentence activities and inserted in paragraphs when appropriate
• Single-sentence and SPO summaries
• Transition Outlines or MPOs without thesis statements (book reports, biographies)"

Grade 6:
"All of the sentence activities for Grade 1-5 should be included in addition to the following activities.

Outline Activities
• Transitions within and between paragraphs
• Developing main ideas for MPOs (biography, cause-effect, compare-contrast, problem-solution, pro-con)
• Sentence and Paragraph Activities
• Using the Revise and Edit Checklist to have students check their own work
• Developing various types of MPOs (e.g., compare-and-contrast, cause-and-effect, four-paragraph neutral pro-con)
• Modeling introductions and conclusions
• Introduction and conclusion scaffolding activities"

While TWR does not provide curricula, it does provide tools for implementing its methods in the classroom. For

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an example of the methods TWR's scope and sequence offers and how they are applied across subjects, let's take a look at teaching conjunctions. Below, students use "Completion of Stem Phrases" exercises to create more complex sentences and learn conjunctions while reflecting on their learning.

ELA:
"Rocket learned to read because the yellow bird taught him.
Rocket learned to read, but, at first, he was bored.
Rocket learned to read, so he was proud of himself." (Footnote 3)

Math:
"Fractions are like decimals because they are all parts of wholes.
Fractions are like decimals, but they are written differently.
Fractions are like decimals, so they can be used interchangeably." (Footnote 4)

Music:
The treble clef is important because it tells us which octave to play or sing in.
The treble clef is important, but so are the bass, alto, and tenor clefs.
The treble clef is important so that sopranos and tenors can sing their melody.

Teachers across disciplines use these exercises to reinforce grammar, punctuation, and thematic content. For example, in Social Studies, when teaching students about the branches of government, the teacher may have students complete an exit slip asking them to identify any fragments and complete them, while also correcting any capitalization and punctuation errors.

• legislative executive and judicial branches
• the supreme court is the highest court in the land
• congress runs the legislative branch
• put checks and balances

Using TWR, appositives, subordinate conjunctions, sentence combining, sentence types, all become methods for teaching grammar, syntax, varied sentence structure, while also reinforcing comprehension of content and deepening understanding. TWR methods expand to teach note taking, paragraph planning and essay composition. The TWR method is particularly efficient as it is "embedded in content" (Footnote 5.) TWR recognizes that "[w]riting is a learning activity as much or more than a discrete subject" (Footnote 6.) With TWR, every classroom is "'writing intensive and therefore learning intensive" (Footnote 7.) because if you know how to use a subordinating conjunction, such as "despite" or "although," when writing, you will be able to understand it when reading a text.

TOOLS OF THE MIND (Tools):
TEKS: 100% TEKS-Aligned
Researched/Evidence based: Yes, please refer to discussion in the Design section
Scope & Sequence: Tools offers a detailed Scope & Sequence
Lesson-level materials and Assessments: Offers lesson-level materials that can be integrated into any curriculum. Offers assessments, with particularly strong early grades writing assessments.

Tools' clear framework for teachers to develop students' executive function skills is not available in many curricula. Tools explicitly addresses the development of self-regulation, a critical component of learning readiness. Additionally, Tools' strong focus on writing at an early age is unlike any other method we have come

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across – across the board Tools marries rigor and developmentally appropriate practice. In this section we will devote time to explaining how Tools is set up and employed in a Kindergarten classroom and how it evolves into a support function in 1st Grade.

Tools in Kindergarten
In a Tools Kindergarten classroom, as the students arrive, they will settle into a handful of free-choice activities set up around the classroom's "centers." Once arrival is complete, the teacher will launch a roughly ten-to-fifteen-minute Opening Group/Morning Meeting, which will develop active listening, oral language, vocabulary, pattern recognition, self-regulation, practice conversing with peers. These tasks will reinforce positive social interaction and develop the skill of partnering and working as a team with classmates in order to foster a cooperative community of learners with activities such as Share the News, Weather Graphing, Timeline Calendar, Daily Schedule, and Do What I Do. This is also an opportunity for the reinforcement of classroom rules and practices. This time is also where the themes Tools is built around will be introduced to students. Themes such as Fairy Tales and Castles align closely with TEKS and Open Education Resource curricula, such as Fairy Tales and Kings & Queens, making Tools readily adaptable to a Texas classroom.

The school day includes three key Tools methods: a 90-minute literacy block, a 30-minute small group literacy block and a 50-minute math block. In those blocks, students can rotate within literacy and math centers and time is also devoted to both large and small group instruction with the teacher for specific skill-building. A Tools classroom is uniquely charged with scaffolded writing instruction to accelerate students' literacy. With Tools scaffolded writing, the teacher will work one-on-one with each student, asking them for a sentence related to their planned play in a pre-K classroom and related to the themes studied in a K classroom. Initially, the teacher will draw an underline for each word in the student's sentence and then write in the words. This quickly builds to the teacher drawing a line for each word and the student writing the sentence him or herself. Students master this and move to planning their own sentences, drawing the lines and writing the words independently. Writing grows to include chapter summaries, facts about books read, exercises to expand detail in writing, etc. Student writing is therefore more advanced and more academic in nature. It also requires the students to reflect on their own learning, put it into words and, thus, help embed knowledge in long-term memory.

A set of key vocabulary is associated with each theme and introduced and reinforced across Morning Meeting, Read-Aloud time, and books available to students. Unique to FLAMA, each theme's key vocabulary is shared with specialty instructors who will build the vocabulary into music, choir, and, where possible, PE instruction. The homeroom teacher will also, as appropriate, build the vocabulary into the Science, Social Studies, and Visual Art classes.

Diving deeper into how Tools will integrate with HMH Into Reading to teach literacy, HMH Into Reading employs a strong phonics approach while also building content knowledge. It is organized across a Skills Strand (phonics, reading comprehension, writing instruction) and a Knowledge Strand (background knowledge, vocabulary, speaking and listening skills), both of which merge well with FLAMA's use of Tools and TWR. Tools will enhance ELA classes with Skills Strand practices such as Scaffolded Writing and tools such as Developmental Writing Assessments, Elkonin Boxes, and the Analytics Dashboard. Tools' themes coordinate effectively with HMH by building vocabulary, as well as speaking and listening skills. These themes will also be a key component in driving the background and content knowledge necessary for students to become engaged readers and writers. Below we outline a few specific Tools methods that will support and increase the effectiveness of the HMH curriculum, especially with regard to Pre-K and K early literacy instruction.

• With Tools' Shared Scaffolded Writing, "[t]he teacher introduces and models the process step by step, and children then write all together. Children learn the concept of word, voice-to-line match, sound-to-symbol

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correspondence . . . [and] learn that writing has a purpose and develop the ability to "read" and "re-read" their writing, all steps on the path to decoding" (Footnote 8.)

• With Tools' Individual Scaffolded Writing, "a teacher helps a child plan his/her own message by drawing a line to stand for each word the child says. The child then repeats the message, pointing to each line as he or she says the word. Finally, the child writes on the lines, attempting to represent each word with some letters or symbols. During the first several sessions, the child may require some assistance and prompting from the teacher. As the child's understanding of the concept of a word grows, the child learns to carry the whole process independently—self-scaffolded writing—including drawing the lines and writing words on these lines" (Footnote 9.)

• Elkonin Boxes are "a series of games designed for practicing phonemic awareness" that "involve gesture, jumping and language to break apart and recombine words into individual phonemes" (Footnotes 10.) Children use Elkonin Boxes in small groups led by the teacher.

• "Story Lab is an interactive reading activity where children listen with a purpose, with a specific comprehension strategy in mind and then answer questions related to the strategy" (Footnote 11.) It builds vocabulary, active listening skills, character understanding by having children contemplate and label characters' actions and feelings, and also includes activities to make connections, predictions and build grammatical awareness.

• Tools' Developmental Writing Assessment tracks each student's writing trajectory to-date and records teacher scaffolding using an online Analytics Dashboard.

• The Analytics Dashboard also allows teachers to track each student's "growing use of sound to symbol correspondences . . . identify children who are behind in meeting benchmarks and flag children who require additional support" (Footnote 12.)

• The Tools PD is enhanced by the iScaffold suite of resources that not only help prepare teachers for each activity, but also offer specific guidance for working with students who need additional support to ensure all students receive the instruction they need to be successful.

Tools will also further TEKS instruction in PE, Social Studies and Science class. In PE, Tools activities such as Number-line hopscotch, Number Follow the Leader, Freeze Game, and Remember & Replicate will build students' gross motor skills, numeracy, and physical self-regulation. PE will also tie to themes where appropriate with subjects such as health, nutrition and personal safety. Science class becomes tactile with Tools activities such as Science Eyes + Experiments that will "apply and extend children's knowledge, develop new vocabulary, learn and apply scientific method of discovery, observation, data collection, data recording and analysis . . . children draw, write and use mathematics in these activities" that increase in complexity (Footnotes 13.) Tools is designed to buttress Social Studies TEKS by building on themes of family, the roles of community helpers, citizenship, and the natural environment.

Tools in First Grade
By first grade, Tools' professional development training is explicitly curriculum neutral to start, so no adaptation is needed. It focuses on continuing to build executive function skills in line with the kindergarten program. For most 1st grade students, Tools' scaffolded writing is no longer needed.

Tools for Special Populations and Family Engagement
Tools' methods support all learners, including Special Education, Emergent Bilingual, and Gifted and Talented students. Its focus on executive function fosters independence, which is particularly beneficial for gifted and

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talented students.

Family engagement is supported through bilingual workshop materials for parents, English and Spanish newsletter resources for teachers to use, the Tools Connect messaging system (with bidirectional translation), and the PowerTools app, which extends literacy practice at home.

Research underscores the cumulative impact of high-quality curricula on student outcomes. Tools, grounded in Vygotskian theory and neuroscience, complements this by developing intentional, reflective learners. It enables teachers to differentiate instruction and ensure all students have access to grade-appropriate learning. FLAMA's integration of Tools will ensure that early learners—particularly at-risk students—build a strong foundation in literacy, executive function, and critical thinking, setting them up for long-term success.

ENGLISH LANGUAGE ARTS
HMH Into Reading Texas
TEKS: 100% TEKS-Aligned and on SBOE adoption list
Researched/Evidence based: Yes
Scope & Sequence: Offers a detailed Scope & Sequence
Lesson-level materials and Assessments: Offers lesson-level materials, engaging texts and assessments. Benchmark assessments throughout the curriculum, with strategic checks for understanding built in to support teachers as they evaluate learning and rapidly adjust instruction, and formative assessments supporting teachers and students as they identify areas of strength, struggles, or areas needing reteaching. The assessment toolkit digs deep into each of the literacy areas outlined below.

For its direct, explicit phonics instructional approach, along with deep and wide content to build the necessary background knowledge and vocabulary to comprehend text, FLAMA has chosen HMH Into Reading Texas as its ELA curriculum. HMH is the curriculum most aligned to our vision. Moreover, FLAMA believes this curriculum is critical to reduce the learning/opportunity gap between students from low-income backgrounds and their more affluent peers.

One of the three facets that makes FLAMA's approach innovative is our basis in the cognitive sciences. While this is important to all curricula chosen and teaching methods employed, the case for a science-based approach could not be more clear than as it applies to literacy, or, sadly, how it failed to be applied in many instances. Evidence from the cognitive sciences also undergirds FLAMA's guiding principle of technical fluency (automaticity), something echoed in HMH's approach, as HMH recognizes that "beginning readers often struggle with the cognitive challenge of decoding text accurately and with fluency, while simultaneously attempting to comprehend what they are reading. This is why automaticity is so critical in reading, for only when students can decode words without having to devote much conscious effort to the task (automaticity) and apply the proper rhythm, intonation, and phrasing (fluency), can they sufficiently free up the cognitive powers necessary for comprehension (Freedman & Calfee, 1984; LaBerge & Samuels, 1974)." (https://s3.amazonaws.com/prod-hmhco-vmg-craftcms-public/documents/HMH-Into-Reading-Research-Evidence-Base-November-2023.pdf, p. 19)

Like FLAMA, HMH also recognizes the science backing a direct instructional approach. Per HMH, "research consistently demonstrates that "learning to read can be facilitated by providing explicit instruction that directs children's attention to the phonological structure of words. . . . Furthermore, explicit instruction in phonological awareness shows stronger effects than indirect instructional approaches." (https://s3.amazonaws.com/prod-hmhco-vmg-craftcms-public/documents/HMH-Into-Reading-Research-Evidence-Base-November-2023.pdf, p. 12)

HMH's lessons offer direct instruction in phonics, syllabication, orthography, spelling, morphology, and syntax

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with Scopes and Sequences themselves rooted in research evidence. "The general sequence in HMH Into Reading is from easier to harder and most useful to less useful. It begins with consonants whose names give clues to sounds, sounds that can be elongated and sounds that are used in the most frequent phonograms. Lessons at Grade 2 focus on multisyllabic words, and at K–6, instruction includes Blend and Read Lines with prompts for making word comparisons. Grades K–3 Show and Teach Slides focus on foundational skills and support teachers as they explain and model these skills in a whole group setting." (https://s3.amazonaws.com/prod-hmhco-vmg-craftcms-public/documents/HMH-Into-Reading-Research-Evidence-Base-November-2023.pdf)

The Spelling Scope and Sequence draws from the weekly phonics instruction. And the HMH Into Reading Teacher's Guide Phonics/Decoding lessons have a heightened focus on syllables and syllable patterns in Grades 2 and up. "Within HMH Into Reading, teachers are provided an option to utilize differentiated spelling instruction. Since spelling instruction is most effective when matched to students' developmental levels, it is important to assess what they know about word structure and what they need to learn next." (Ibid.)

The HMH program emphasizes the importance of small-group instruction, which aligns with our vision for differentiation across the school, and it provides teachers with the tools to effectively address each student's growth. We will follow the HMH workshop model, and we believe the fact that the curriculum incorporates authentic and high-interest texts into the program is a substantial benefit to our students. Too often, literacy programs rely on passages devoid of context to drive the learning; however, standalone passages do not offer students the opportunity to productively struggle with longer text and limit the knowledge-building schools can do.

HMH Supports - Amira
We will use HMH Amira as a supplemental reading curriculum within FLAMA's literacy instruction efforts from kindergarten to sixth grade. Its alignment with the Science of Reading and the incorporation of the five pillars of reading instruction are indicative of a comprehensive approach to literacy development.

Amira plays a pivotal role in early intervention. It identifies, through benchmark assessments, when early readers might be struggling, allowing our teachers to target and address reading issues as soon as they arise. Early intervention is key to preventing long-term academic challenges and ensuring that all our students can thrive. Amira is designed to reinforce core ELA instruction in the HMH Into Reading curriculum and is structured around the five pillars of reading instruction, aligning seamlessly with our literacy approach at FLAMA.

SPANISH LANGUAGE ARTS
¡Arriba la Lectura!
TEKS: 100% TEKS-Aligned and on SBOE adoption list
Researched/Evidence based: Yes
Scope & Sequence: Offers a detailed Scope & Sequence
Lesson-level materials and Assessments: Offers lesson-level materials, engaging texts and assessments. Benchmark assessments throughout the curriculum, with strategic checks for understanding built in to support teachers as they evaluate learning and rapidly adjust instruction, and formative assessments supporting teachers and students as they identify areas of strength, struggles, or areas needing reteaching. The assessment toolkit digs deep into each of the literacy areas outlined below.

As articulated in more detail in the special populations section below, FLAMA values multilingualism. To cultivate biliteracy and engage our students in learning the English language, we will use ¡Arriba la Lectura! as part of our Transitional Bilingual Education Early Exit program. This Spanish language arts curriculum is grounded in the Science of Reading. Like HMH Into Reading, ¡Arriba la Lectura! is designed to spark curiosity through content-rich

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instruction and explicit phonics instruction. ¡Arriba la Lectura! features complex interactive, content-rich read-alouds and student readers with authentic Spanish literature to develop reading and writing skills and build bridges across Spanish and English. The curriculum is based on the same research on literacy as HMH Into Reading.

Arriba Supports
HMH Amira – Amira is available for Spanish speaking students, providing the same tutoring and oral reading fluency assessment described above. We will use Amira for our EB students much in the same way as described above.

MATH
Much as the Science of Reading has taken hold for its research-proven effectiveness, FLAMA's math instruction is strongly informed by the Science of Math. We know that procedural knowledge and conceptual knowledge support each other, and we believe that they need to be taught in tandem. "Teaching and practicing procedures help to develop and deepen understanding of concepts" (Footnote 14.) Using direct, systematic, modeled instruction along with diagnostic multiple-choice questions to assess baseline knowledge, as well as identify and remedy misconceptions, furthered by interleaving content to continually cause students to retrieve and apply knowledge, FLAMA staff will ensure that every student receives math instruction in accordance with their individual needs. With HQIM such as HMH Texas Go Math, we will deliver on our commitment that all FLAMA students attain mastery in math.

In a FLAMA math class, fluency with math facts is essential. So is the presentation of new skills and concepts using worked examples and deliberate practice from HMH Math. Attention will be paid to isolating and developing a skill to reduce misconceptions caused due to students making assumptions as to procedure.

Tools will also support math instruction for FLAMA's youngest students by utilizing activities such as Mystery Math Activities; Making Connections; Counting Activities; Geometry, Measurement & Data Activities; and others.

• "Mystery Math activities are designed to teach and reinforce math concepts and engage children in meaningful conversations about math concepts . . .to solve the mysteries" (Footnote 15.)

• Making collections of objects, often natural materials, helps students "learn to represent quantities with objects [and] . . . is specifically designed to support partner play & turn taking." The activity increases its complexity by adding Categories, thus "requiring children to recognize and count objects that belong to distinct categories" (Footnote 16.)

• Counting Activities such as Math Memory, Number Follow the Leader, and Numerals Game are "designed to practice counting specific numbers of objects with accuracy and develop and understanding of self-checking and correction" (Footnote 17.)

• Geometry, Measurement and Data Activities such as the Attribute Game where children learn to recognize shapes' attributes, helps them develop sorting skills and concepts such as same/different and more/less.

HMH Texas Go Math!
TEKS: 100% TEKS-Aligned and on SBOE adoption list
Researched/Evidence based: Yes
Scope & Sequence: Offers a detailed Scope & Sequence
Lesson-level materials and Assessments: Offers lesson-level materials, problems and assessments. Benchmark

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assessments throughout the curriculum, with strategic checks for understanding built in to support teachers as they evaluate learning and rapidly adjust instruction, and formative assessments supporting teachers and students as they identify areas of strength, struggles, or areas needing reteaching.

With our commitment to using direct instruction and the science of learning as the foundation of all instruction at FLAMA, we needed to adopt a math curriculum that provides teachers with coherent and sequenced content that allows for easy integration of the practice proven instructional strategies we intend to employ. Therefore, we have selected HMH Texas Go Math! (HMH), which is approachable, well-organized, and includes ample opportunities for review and repetition. Structurally, HMH employs a related set of mathematical models and research-based strategies to engage students in meaningful learning, explore real-world problems, and promote higher-level thinking, which aligns with our vision for a fully integrated curriculum. Likewise, it uses visual representations, scaffolding, and authentic, engaging tasks with real-world connections to motivate student effort and engagement and facilitate higher-order thinking and performance skills.

HMH is designed to build connections between the individual TEKS standards. The program was developed alongside research showing that the use of metacognitive strategies increases learning, comprehension, and retention, which matches our deeply held belief in applying cognitive science insights into teaching and, thus, learning. (https://www.asdk12.org/cms/lib/AK02207157/Centricity/Domain/1244/GOMathOTResearchBroch.pdf) Research examining the performance impact of HMH on standardized test scores has recently shown that implementation of the program is associated with marked increases in the percentage of students at or above proficiency levels (https://www.hmhco.com/research/go-math-research-evidence-base).

Interleaving is an essential aspect of cognitive science-based instruction, and HMH is designed to encourage such practice. Lessons have a purpose-built spiraling of previously learned content into current lessons so that students see material again and again throughout the year. This encourages learning as students must exercise retrieval practice and have content and question types interleaved purposely throughout the curriculum. HMH also offers ample opportunities for integration with TWR, as students are often asked to write or draw about the math they are doing and are encouraged to verbalize and apply their understanding of math in writing.

HMH Supports - Waggle
The curriculum also provides students and teachers with access to a fully aligned intervention program called Waggle, which is a continuously adaptive learning program for differentiation and personalization. We will use Waggle in conjunction with HMH for intervention and acceleration.

SCIENCE
HMH Into Science & Arriba las Ciencias
TEKS: 100% TEKS-Aligned and on SBOE adoption list
Researched/Evidence based: Yes
Scope & Sequence: Offers a detailed Scope & Sequence
Lesson-level materials and Assessments: Offers lesson-level materials, activities and assessments. Benchmark assessments throughout the curriculum, with strategic checks for understanding built in to support teachers as they evaluate learning and rapidly adjust instruction, and formative assessments supporting teachers and students as they identify areas of strength, struggles, or areas needing reteaching.

HMH's science curricula offer research-based instruction and encourage scientific thinking based on a Claims, Evidence, and Reasoning model. The highly interactive curriculum offers hands-on science activities and embeds literacy into the science classroom.

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For EB students, the curriculum offers language objectives alongside the content objectives Starting in Grade 1, the curriculum also offers engaging readers related to science concepts being taught.

SOCIAL STUDIES
TX myWorld
TEKS: 100% TEKS-Aligned and on SBOE adoption list
Researched/Evidence based: Yes
Scope & Sequence: Offers a detailed Scope & Sequence
Lesson-level materials and Assessments: Offers lesson-level materials, problems and assessments. Benchmark assessments throughout the curriculum, with strategic checks for understanding built in to support teachers as they evaluate learning and rapidly adjust instruction, and formative assessments supporting teachers and students as they identify areas of strength, struggles, or areas needing reteaching.

TX MyWorld offers an English and Spanish EB curriculum. Worth highlighting is how this social studies curriculum offers rich vocabulary (even supported by song), embeds reading comprehension skills such as summarizing, offers additional readers starting in K, includes opportunities to analyze primary sources, and has strong differentiation built in to support all students.

VISUAL ARTS
TEKS: Will be 100% TEKS-Aligned
Researched/Evidence based: Yes, see below.
Scope & Sequence: Will offer a detailed Scope & Sequence
Lesson-level materials and Assessments: Will offers lesson-level materials, activities, assessments and built-in differentiation.

FLAMA's daily visual art class offers an exciting curriculum that simultaneously teaches art and math. With a curriculum and supporting professional development in partnership with Robin Ward, Director of Curriculum Integration at the Rice University School Mathematics Project, and a leader in teaching math through art, these classes will be led by homeroom teachers for PreK-4th grade students to best reinforce instruction occurring in the math period. See Ward's letter of commitment in the Evidence of Community Engagement attachment.

Per Ward, "A natural connection exists between mathematics and the visual arts, as both embody the study and use of line, two- and three-dimensional shapes, patterns, proportion, perspective, and symmetry. Four of the seven elements of art; namely, line, shape, form, and space, are vocabulary words one would use in a mathematics classroom. Color and value, two other elements of art, can be thought of in terms of ratios and proportions, again, underscoring how what is learned in the art classroom carries over to the mathematics classroom.

In the study and creation of art, students use both concrete and abstract reasoning skills to draw conclusions, formulate ideas, and think critically. Further, students are encouraged to use their intuition, perception, imagination, inventiveness, and creativity while they discern, interpret, reason, and draw inferences. Using the visual arts as a lens to teach mathematics excites students and engages them in their learning. Thus, it is not surprisingly that engaging in art is positively correlated with mathematical achievement" (Footnote 18.)

GENERAL MUSIC EDUCATION, INSTRUMENTAL AND CHOIR CLASSES
TEKS: Will be 100% TEKS-Aligned
Researched/Evidence based: Yes, see below.
Scope & Sequence: Will offer a detailed Scope & Sequence

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Lesson-level materials and Assessments: Will offers lesson-level materials, activities, assessments and built-in differentiation.

FLAMA's daily music education classes, taught by teachers trained in both the Orff Schulwerk approach and the Kodály method, will be an avenue for additional literacy, math and executive function instruction. The process of achieving musical literacy is in fact a study in how a musician's mind must simultaneously utilize various parts of the brain related to language, math, and motor skills, in order to express oneself creatively.

Fostering active listening skills is an inherent part of teaching music and it translates to other subject areas by building attention, focus and a growth mindset. The very nature of musical rehearsals, sometimes spending an entire lesson on just one page of music, involves developing discipline and focus. Students are often asked to repeat certain phrases over and over again, focusing on different elements of the musical line, such as technical proficiency, or artistic nuance through dynamics and style, challenging a student to execute the same phrase in a variety of ways – this attention to lines of song, in particular, translates to a focused literacy exercise, that builds not only strong phonemic awareness, but translates to an ability to verbally express written word in a manner that delivers the intent and emotion behind words. For example, musical terms such as "forte", "piano", "crescendo" "diminuendo" are vital to developing musical skill and playing or singing with musical nuance. This musical skill helps build students' awareness of meaning and emotion in language and teaches them to read with dynamics. Singing in tune, an emphasis of the Kodály method, can increase vocabulary and mathematical development as children identify patterns through music lyrics, form, rhythm, and melody (Goopy, 2013; Gardiner, 2000). Additionally, theme-based songs, such as songs about the weather, community helpers, etc. provide for further inter-curricular integration.

In a FLAMA classroom, music's inherent language component will intentionally be used to build phonemic awareness and vocabulary. Moreover, song is a natural way to convey language that will help our EB students develop their English language skills and help native English speakers learn a second language. Additionally, children from bilingual households who must face the challenges of straddling two cultures, will be encouraged through song, to utilize their spoken Spanish in a meaningful, celebrated way at school.

Music's inherent pattern structure and notation (which will be taught to FLAMA students) also build mathematical awareness, but through modalities such as sound and movement, that are rarely used in math classes. For example, musical notation is in fact mathematical. Students will be taught that a whole note is equal to 4 quarter notes. A half note is equal to 2 quarter notes. 2 half notes equal one whole note. Four 16th notes equal one quarter note. Fractions are by nature inherent to music. The same applies to a musical "rest" or duration of silence written into the music. Whole rests, half rests, quarter rests, etc. Other musical notions such as a "fermata" written over a note or a rest indicates that the duration of that element must be increased by 1.5 times its normal duration. Again, all these mathematical computations are done on the fly by simply reading the musical notations on the page. For music students, these types of mathematical computations become second nature and are processed almost instantaneously, as the student must also focus on playing or singing a musical phrase with the technical proficiency required. To us at FLAMA, it is therefore clear why research has shown possible links between musical elements, such as melody, rhythm, intervals, scales, and harmony, with mathematical concepts such as integers, number relations, and numerical operations (Beer, 1998; Hankerload, 2006; Roldan et al., 2020), and that learning math with music as a medium can increase mathematical recall in students (An et al., 2013; Geist et al., 2012).

The mathematical nature of music will be enhanced at FLAMA as we will incorporate the Moving Through Math (MTM) program into the Orff approach. MTM is a "STEM program that teaches math concepts through music, dance, and dramatic play" (Footnote 19.) The MTM "Pre-K and Kindergarten curriculum is language based and

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specifically develops analysis, creativity, collaboration, and executive function skills. For grades 1-5, MTM offers supplemental math lessons that target key math concepts such as place value, skip counting, and multiplication" (Footnote 20.) Using the same principles of movement, storytelling, and dance to supplement mathematical concepts such as geometric shapes, number relationships, and patterns, MTM will reinforce mathematical concepts already present in music.

Musical instruction at FLAMA will also incorporate the Orff Schulwerk approach, the principles of which align with FLAMA's guiding pillars:

1. "Rhythm is the unifying force between language, music, and movement.
2. Every person is musical and creative.
3. Musical attributes are developed through exploration, imitation, improvisation in active music-making experiences using speech, song, movement, and play" (Beegle & Bond, 2016; Spitz, 2019).

Using Orff Schulwerk, teachers can differentiate instruction for each student's skill levels (Balasubramanian, 2019; Kaikkonen & Kivijärvi, 2013; Filianou & Stamatopoulou, 2013; Schumacher, 2013). Relying heavily on make-believe, storytelling, wordplay, and poetry, Orff teachers incorporate picture books into children's music-making, rhythmically chanting the text, adding movement, or percussion instruments and reinforcement language and literacy within music lessons (Colwell, 2013).

The Kodály method utilizes the singing voice as the basis for learning music notation through a scaffolded sequence. Using music from students' languages and cultures to prepare, present, and practice rhythm and melody using Curwen hand signs and child-appropriate rhythm syllables, children learn to read music notation through song, folk dances, and music reading activities (Mason, 2012). The Kodály method uses fingerplays, chants, and songs to promote social responsibility through singing games, which require community and teamwork.

The principles of both the Orff Schulwerk approach and the Kodály method align themselves with the TEKS and Tools of the Mind, which will also be employed in music classes. Tools' Rhyming Games, Mystery Letters, Mystery Sounds, and Take-Away Sounds literacy activities find a natural home in music and choir classes and build phonemic awareness. Tools' Fingerplays, Chants & Songs activities build attention and focus skills. Songs that incorporate Tools' theme vocabulary will reinforce new vocabulary words and foster new language acquisition, while Pattern Movement builds physical self-regulation skills. Applying TWR in music classes will also offer more opportunities for literacy instruction and metacognition.

All of the above ELA, Math and executive function benefits are further conferred in FLAMA's instrumental instruction. Starting in Kindergarten, FLAMA students will be introduced to 4 instruments over the year, ukulele, recorder, drum, and keyboard. For instrumental instruction each class will be divided in half to ensure appropriate attention to method. Starting in 2nd grade, students will be allowed to choose from a wider variety of not only orchestral instruments, but also folk and jazz instruments, as well as piano. At this point, some mixing across grades may occur in order to best match instructors to the instruments the students are learning. Students in 3rd grade and up, will have ensemble time (instrumental or vocal) built into their schedules twice weekly, replacing the general music education course which will move to three times weekly. In ensemble, under the guidance of an instructor, students will team to choose and rehearse music of their selection, across varied genres. This work will be presented to a wide audience of family and community members at our bi-annual performances. And starting in 5th grade, students will be able to join the FLAMA orchestra and all will partake in the FLAMA choir.

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FLAMA will strive to provide rigorous music and art instruction that fosters creative expression through meaningful exposure to a wide range of genres. Working toward the goal of bi-annual performances, students will have an opportunity for creative expression and learn that creative work is hard work grounded in planning, teamwork, and practice. These biannual celebrations of our students' achievements will foster a culture of appreciation of and celebration and be an essential avenue to building community and trust.

To enact this innovative approach to teaching, where literacy and math are woven into every course, FLAMA will employ not only a full two weeks of professional development onboarding, but also 11 full days of PD throughout the school year, in addition to individualized PD in-person and through various online platforms, and ample time for individualized development and support from school leadership. Faculty also have 8-11 hours of non-instruction time during the work week to ensure ample time to prepare lessons that interweave HQIM and key supporting programs for the varied needs of their students.

Footnotes:
1. Hochman, J. Wexler, N. The Writing Revolution. 2017.
2. Ibid
3. Ibid.
4. Ibid.
5. Ibid.
6. Ibid.
7. Ibid.
8. Tools of the Mind, Pre-K Curriculum TEKS Alignment 7th Edition.
9. Ibid.
10. Ibid.
11. Ibid.
12. Ibid.
13. Ibid.
14. Ibid.
15. Ibid.
16. Ibid.
17. Ibid.
18. Robin Ward email to FLAMA Board October 6, 2023.
19. https://www.movingthroughmath.com/about/what-is-moving-through-math/
20. Ibid.
20. Ibid.

Describe the process for systematic review, adoption, continuous improvement of High-Quality Instructional Materials (HQIM) that will follow the local board policy.

FLAMA is committed to ensuring teachers not only use high-quality instructional materials but also use them well. All FLAMA educators will have a solid understanding of the content, skills, and goals outlined in the TEKS and how our instructional materials align with the standards we are required to teach. The Superintendent, Director of Academics, and Director of Music & Arts are ultimately responsible for the alignment of our curriculum, material, and resources, and for ensuring our teachers understand how to effectively use the HQIM while maintaining alignment with TEKS through our summer on-boarding and PD throughout the year.

In the spirit of continuous improvement, this team also conducts a formal curriculum audit each summer to ensure our materials are always aligned with best practices, TEA requirements, and state law. The audit begins

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with a survey of each instructional staff member at the school asking for anecdotal insight into their experiences with the various curricula and materials. Once survey results are collected, a diverse team of educators and administrators is assembled, including the Superintendent, Director of Academics, Director of Music & Arts, Special Populations Coordinator, EB Specialist, Literacy Specialist, a special education teacher, at least two general education teachers, and a music/arts teacher. This group is tasked with evaluating the effectiveness of the current curriculum selections using the following inputs: performance on the original selection rubric we outlined previously in this application, absolute achievement data for students in each course (formative assessments & STAAR), growth data for students in each course (formative assessments & STAAR), lesson plans collected throughout the year, anecdotal feedback from teachers of each course, student survey results, classroom observation data captured by the Directors and specialists throughout the year, and student work samples collected at the beginning, middle, and end of the year.

The audit team reviews the data above for each major curriculum and completes a rubric based on what they glean. Then the Superintendent & Directors lead the team through the following questions, adapted from the Education Development Center's "Building a Culture of Continuous Improvement," to help them determine how well the curriculum aligns with the standards and its effectiveness in promoting student learning:

- What evidence shows the curriculum aligns with the state standards?
- What gaps or redundancies appear?
- Do trend lines show continual growth?
- Is the curriculum presented sequentially to support students' ability to organize their learning?
- Is the curriculum rigorous?
- Do assessments align with the learning objectives and provide valuable feedback regarding students' ability to master standards?
- Do lesson plans show teachers can differentiate and ensure all students meet standards?

These questions support the team in identifying the curriculum's strengths and weaknesses, which then inform recommendations for improvement. Any suggested improvements will be developed by the Superintendent and Directors, along with the support of key implementation specialists from the curriculum vendors, over the summer. Changes or adjustments to curriculum or materials for the next school year will then be rolled out to staff during summer pre-service PD. It may also be the case that acute, time-sensitive challenges arise during a school year that need to be addressed swiftly to ensure students are on track to succeed. In these cases, the senior leadership team of the school (Superintendent and Directors), may choose to make swift adjustments to materials, including adding supplemental materials to a course, swapping supplemental materials for core materials where core materials are falling short, or making short-term changes to the amount of time spent on certain materials. Any updates or changes made to curriculum within the school year will be reevaluated in the summer as part of our annual curriculum continuous improvement audit.

With that said, curriculum adoption and development is a long-cycle endeavor at FLAMA. We do not want to abandon curriculum or adopt new curriculum too frequently, since that does not provide enough time for our educators to master and get the most out of the curriculum or resources they are using. For that reason, we will take recommendations for improvement of current curriculum yearly but will set a three-year horizon for all major curriculum adoptions. Once a curriculum is adopted by FLAMA, the committee is focused on improving its implementation and tracking student progress with the curriculum over three years, so we avoid the very real implementation challenges and noisy data that can arise from replacing curriculum every year. At the end of the second year of a three-year cycle, the committee is expected to use all the data they have collected to that point to determine if the school needs to start evaluating new curriculum to eventually replace underperforming curriculum. At the end of the third year, if a curriculum has been flagged as underperforming and we have not seen the performance improvement we expect (i.e., students are off-track from achieving our organization's

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performance goals), the committee may vote to discontinue the use of the curriculum and replace it for the following year with something they have sourced and vetted. At that point, a new three-year curriculum audit and development cycle begins.

As part of the yearly curriculum audit committee's work, we will review Legislative Bill trackers and summaries published by the Texas Public Charter School Association (TPCSA), Texas Association of School Administrators (TASA) and others to ensure our curricula adhere to all state laws, even as those laws shift during legislative sessions. With the Texas legislature meeting biannually, our cycle of curriculum auditing and improvement allows us to implement any new legal requirements efficiently and effectively.

II. Special Populations

Staffing Projections: Special Education

Estimated Number of SPED Teachers for Year 1	2
Estimated Number of SPED Support Staff for Year 1	1 Literacy Spec.

Identifying and Service Special Education Students

Describe the methods for identifying, evaluating, and appropriately placing students with disabilities in the most appropriate educational setting. Without restating the federal requirements, describe how the school will meet the obligations of Child Find within the proposed model of the school.

FLAMA has implemented a comprehensive framework to ensure compliance with all state and federal statutes, including those governing special education. Our commitment extends to various state and federal law, including relevant provisions of the Texas Education Code Chapter 29, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, and The Individuals with Disabilities Education Act (IDEA), and their implementing regulations. We are dedicated to upholding the rights and educational opportunities of all students.

Our approach is designed to meet our obligations, including identifying, locating, evaluating, and equitably serving all students who require special education or related services in the Least Restrictive Environment (LRE). We are committed to ensuring that every FLAMA student receives a Free and Appropriate Public Education (FAPE) that is tailored to their unique strengths and needs.

To help accomplish this from a Child Find process, we utilize a multi-tiered system of support (MTSS) framework, universal screening, a robust assessment system, evidence-based instruction and interventions (e.g., response to intervention or RTI), and data-driven decision making to help ensure timely and appropriate referral for evaluations. These strategies are central to our mission of supporting students in gaining a deep understanding of content, retaining information, and applying knowledge and skills. The use of MTSS and/or other interventions, however, will not be used to deny or delay a referral for an evaluation for special education eligibility. To support this work, in year 1, we will have 2 certified special education teachers (one of whom is the Special Populations Coordinator), 1 Literacy Specialist, and 3 paraprofessionals. If school leadership believes that hiring an additional special education teacher for year 1 is best, we will make that change to our budget using already committed philanthropy.

At FLAMA, one of our guiding pillars is that all children have creative aptitudes and all benefit from music and art education. "All children" means just that, and we find that special education, EB, At-Risk and Gifted & Talented

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students benefit from the structure, different modalities, creativity, joy and differentiated instruction of music and art education, just as all students do, if not more so. Moreover, the social cohesion that music and art education in particular can foster supports FLAMA's integrated classroom approach – this inclusive teaching relies on two factors that music and art education lend themselves to: individualization and whole-group cooperation on a task.

Identification:
Upon enrollment, FLAMA shall take reasonable steps to promptly obtain the student's records from the previous school district in accordance with state and federal law. The Special Populations Coordinator is responsible for verifying whether the student had an Individualized Education Program (IEP) that was in effect in the previous district. To do so, the Special Populations Coordinator may review student records, including those received through Texas Records Exchange (TRex) and/or may seek to obtain the necessary verification of records directly from the parent and/or previous district as necessary and/or required by state law.

For students from a Texas district, FLAMA must either adopt the previous IEP or develop, adopt, and implement a new IEP within 20 school days from the date the student is verified as being eligible for special education services. Prior to that time, comparable services will be provided.

For students from an out-of-state school district, FLAMA will, if deemed necessary, conduct a full individual and initial evaluation and make an eligibility decision and, if appropriate, develop, adopt, and implement a new IEP in accordance with 19 TAC 89.1011. If FLAMA determines a new evaluation is not necessary, it will develop, adopt, and implement a new IEP within 20 school days of verifying the student as eligible for special education services. Prior to that time, comparable services will be provided.

Recognizing that many students in special education may have weaknesses in underlying cognitive skills related to the brain's learning processes, we also administer cognitive assessments (e.g., CogAT, MindSpring) to measure cognitive functioning. The results help us identify and address deficits in cognitive processes such as visual working memory, verbal working memory, processing speed, and short-term memory.

For students without documented special education history (i.e., those transferring without an IEP), FLAMA teachers, with the oversight and support of Special Populations Coordinators, administer a universal screener within two weeks of enrollment. This early screening allows us to swiftly diagnose student needs and initiate appropriate interventions to address any gaps in learning. We will assess universal screener options in the planning year and will select the most appropriate, state-approved screener prior to opening.

Early screening is essential because research shows that signs of learning difficulties can be identified earlier than previously believed, and early intervention can have a more significant impact on young children whose brain networks for information processing are still developing. This is particularly beneficial for students who did not attend Pre-K programs, are transitioning into inclusive classroom settings after receiving early intervention services or are from historically marginalized communities. Again, this screening is utilized as an added measure to assess needs but in no way is used to delay or deny a formal referral for testing through the IDEA or Section 504.

Observation and Data Collection:
In line with guidance from the National Center for Learning Disabilities, we are vigilant in identifying unevenness or lags in the mastery of skills and behaviors. Even in children as young as 4 or 5, the age of incoming pre-K and kindergarten students, we recognize the importance of not ignoring these disparities because effective instruction and accommodations can minimize learning challenges, leverage strengths, and optimize student potential.

Teachers, supported by our special education framework, maintain observation notes, and collect data, including formative and summative assessment results and checklists designed to understand potential signs of learning disabilities. This documentation aids in understanding students' Present Levels of Academic Achievement &

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Functional Performance (PLAAFP) and informs decisions regarding needed services and supports. This framework and the vigilance with we will which implement it, allow us to ensure we meet the legal requirements of Child Find. (https://spedsupport.tea.texas.gov/topics/child-find)

Referral Process:
We acknowledge that parents, teachers and FLAMA personnel, or outside individuals involved in the education or care of a student may request a referral at any time, which is outlined in TEA's Parent's Guide to the ARD Process. With respect to FLAMA's obligation to initiate a referral, it must do so when the school knows or has reason to suspect that a student has a disability and is in need of special education as a result. Additionally, when there is reason to suspect that a student continues to experience difficulty in the general education setting with the provision of interventions, FLAMA must also refer the student for an evaluation. We adhere to statutory timelines and requirements, including the general timeline for completing a full individual and initial evaluation no later than 45 school days following the receipt of written parental consent for the same, as well as the requirements to hold the initial ARD within 30 calendar days of the completion of that evaluation and to provide the parent with a copy of the evaluation report no later than 5 school days before the initial ARD.

Following the completion of the evaluation, the ARD committee determines whether the child has a disability and, if so, whether the child requires special education and related services as a result of that disability. The ARD committee will develop IEPs for students who qualify.

Students who do not qualify for services under the IDEA may still receive support through our MTSS framework or through Section 504 as applicable and as appropriate.

Implementation of Special Education:
Like the rest of the FLAMA academic program, our implementation of special education at the classroom level is built on a foundation of cognitive science. We use inclusive classroom settings, specialized support services, regular monitoring and adjustments, and a unique and meaningful integration of music and arts to ensure our special educational students are supported in alignment with their IEPs while optimizing their potential.

Inclusive Classroom Settings:
We are committed to providing inclusive classroom settings for all students, where students with disabilities are integrated into general education classes whenever possible, which directly aligns with the LRE mandate. Accommodations and interventions are provided within this setting to support students' academic and social development. With the oversight of our Special Populations Coordinator, our special education teachers and support staff will implement their students' IEPs wherever possible and permitted by the student's individual plan. Inclusion not only benefits students with disabilities but also fosters understanding and acceptance among all students.

Specialized Support Services:
Some students may require more intensive support, such as one-on-one instruction or pull-out services. We employ certified special education teachers and will contract with qualified professionals such as speech therapists, occupational therapists, and other professionals to provide related services to students in accordance with their IEPs. These providers will work closely with our teachers to ensure that related services are effectively implemented in accordance with the student's IEP.

Regular Monitoring and Adjustments:
Implementing an IEP is an ongoing process. We regularly monitor the progress of our students with disabilities and adjust the IEP as needed. This may involve changing instructional strategies, providing additional support, or modifying accommodations to better meet the student's changing needs. Collaboration between teachers, specialists, and parents remains crucial to ensuring the success of these interventions.

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Integrated Music & Arts:
For special education students, to whom FLAMA dedicates above the federal funding amounts, our integrated music and arts curriculum can be a great source of support. Music education and music therapy can assist students in learning, can be part of / support a student's 504 or IEP, and create greater opportunities for an integrated classroom approach to teaching special education students. With FLAMA's rich music and art program and with guidance and PD from Ed Roth, the head of UH McGovern College of Arts' Music Therapy Program, who is experienced in both special education and music education and has significant experience providing PD for music educations with respect to serving students with disabilities, we will be able to ensure that music faculty are well-equipped and supported in teaching students with disabilities and helping them reach the fullness of their ability.

Additionally, students in the UH Music Therapy Program will be able to complete their practicum requirements at FLAMA. Which we believe will help build greater interest for students to join the field of education.

At other schools, students with disabilities are often not included in music and art education. At FLAMA, this will decidedly not be the case. Modifications and accommodations will be made to support students inclusion in music and art education with their nondisabled peers to the maximum extent appropriate. The Special Populations Coordinator, SPED Specialists, and paraprofessionals will all work together with faculty to provide the appropriate support.

To offer a glimpse into the latest science on music and art education impact on specific areas relevant to some special education students, we would like to highlight the potential benefits to students with dyslexia, ADHD and ADD and the benefits to speech and linguistic development. The research shows that students with cognitive disabilities, students with emotional and/or behavioral disorders, and students needing occupational therapy also benefit from music and art education.

Dyslexia, ADHD and ADD are now known to be "characterized by different neuroanatomical and neurofunctional differences in the auditory cortex." (Groß, C.; Serrallach, B.L.; Möhler, E.; Pousson, J.E.; Schneider, P.; Christiner, M.; Bernhofs, V. Musical Performance in Adolescents with ADHD, ADD and Dyslexia—Behavioral and Neurophysiological Aspects. Brain Sci. 2022, 12, 127.) In 2016, in a study on children, researchers were able, "using neuroimaging, magnetencephalography and psychoacoustics . . . [to] for the first time provide differential biomarkers for a brain-based diagnosis of dyslexia, ADHD, and ADD. The method allowed not only allowed for clear discrimination between two subtypes of attentional disorders (ADHD and ADD). . . Noteworthy, in children playing a musical instrument, after three and a half years of training the observed interhemispheric asynchronies were reduced by about 2/3, thus suggesting a strong beneficial influence of music experience on brain development. These findings might have far-reaching implications for both research and practice and enable a profound understanding of the brain-related etiology, diagnosis, and musically based therapy of common auditory-related developmental disorders and learning disabilities" (Serrallach, B., et al. (2016) Neural Biomarkers for Dyslexia, ADHD, and ADD in the Auditory Cortex of Children. Front. Neurosci. 10:324). At FLAMA, we aim to capitalize on such research and, with our higher education partners, ensure that cutting edge research in the field is being used to meet the needs of our students.

"A common language disorder in children is a speech delay, which is characterized as a child not developing language and communication skills at the rate they are expected to. Often these children struggle to sync their language with the conversational rhythm of everyday chatter. Fortunately, music is something that always has some type of steady observable rhythm. A 2010 study has shown that music improves the cognitive development of children that are delayed in their speech progress. The same study showed faster improvement in the speech delays in children who listened to music frequently than children who didn't." (https://www.incadence.org/post/music-therapy-for-clients-with-speech-and-language-disorders)

Music therapy also offers a wide range of benefits to students with various special needs, including speech delays,

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dyslexia, ADD and ADHD, cognitive disabilities, and emotional and behavioral disorders (Footnote 1).

An inclusive classroom is key at FLAMA, and the Orff method, which we have chosen for general music education classes, is particularly effective for special education students as it incorporates differentiated instruction. Orff classrooms are "centered on the child and offer activities that enable all students to encounter and work on a joint topic." In Orff classrooms, "nobody is excluded, and the subject, task, or theme is made available to everyone [and] differentiation is made possible when the teacher enables each student to experience and understand the topic on his or her own level." (Footnote 2) This approach to music education aligns seamlessly with our integrated classroom teaching approach for special education students. For instance, in an Orff music classroom, students may collaborate on performing a song, and a special education student who may struggle with memorizing verses can still actively participate by playing an instrument as accompaniment. FLAMA's comprehensive music and arts program is designed with special education students in mind and seeks to harness the profound power of music to enhance their learning experiences.

To ensure that all students, including those with disabilities, can fully participate in music classes to the maximum extent appropriate, FLAMA is committed to leveraging assistive technology devices and services. For instance, we utilize lyric sheets that incorporate software to generate symbols and images, allowing students with severe reading difficulties to actively engage in choir activities. We also provide tools such as the Skogg for students with severe motor disabilities, enabling them to play the recorder by pressing the large buttons on each side of a cube. Assistive technology devices and services will be readily available and specifically incorporated into a student's IEPs when necessary for the provision of FAPE.

Our dedication to providing music and arts education in an inclusive and supportive environment is central to our mission at FLAMA. We believe that music and art can be powerful tools for enhancing the learning experiences and overall well-being of all students, regardless of their unique needs and abilities.

Inclusivity is a core principle at FLAMA, and we are committed to ensuring that special education students in resource rooms or other special education settings are not excluded from music and art education. We understand that accommodations may be necessary to provide the appropriate support, and we will address any such need in the student's IEP. For instance, for a student with autism, we will make accommodations such as setting aside bright lights and loud instruments, ensuring that sensory responses are minimized. Our Special Populations Coordinator, SPED Specialists, and paraprofessionals will collaborate closely with our faculty to create a supportive and inclusive environment where all students can thrive.

Conclusion:
We are dedicated to ensuring our students with disabilities have equal access to a quality education. By following a structured process of identification, IEP development, inclusion in general education settings to the maximum extent appropriate, specialized support services, ongoing monitoring and adjustments, and a unique and meaningful integrated fine arts curriculum that is proven to have significant positive impact on students with disabilities, FLAMA provides a comprehensive framework for providing students with a FAPE in the LRE. This approach not only supports the academic success of students with disabilities but also fosters an inclusive and supportive learning environment for all students.

We provide all students with a supportive and inclusive educational environment that meets their diverse needs, and we adhere to the highest standards of legal compliance and educational quality.

Footnotes:
1. https://harmonymusictherapy.com/power-of-collaboration-speech-and-music-therapy/#:~:text=A%20child%20with%20a%20speech,speech%20areas%20and%20encourage%20communication. And Serrallach, B., et al. (2016) Neural Biomarkers for Dyslexia, ADHD, and ADD in the Auditory Cortex of Children. Front. Neurosci. 10:324). And https://files.eric.ed.gov/fulltext/ED490348.pdf and https://files.eric.ed.gov/fulltext/ED490348.pdf.

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2. Salmon, S., 'How the Orff Approach Can Support Inclusive Music Teaching', in Blair, D. and McCord K. (eds), Exceptional Music Pedagogy for Children with Exceptionalities: International Perspectives (New York, 2016; online edition, Oxford Academic, 17 Dec. 2015.

Describe the free appropriate public education (FAPE) model that will meet students with disabilities' unique needs in the least restrictive environment (LRE) within the design of the proposed school. Outline a thorough continuum of services.

We will offer the full continuum of alternative placements and instructional settings set forth in 19 TAC 89.1005 to meet the individualized needs of our students for special education and related services. This continuum will ensure our students all have access to a Free and Appropriate Public Education (FAPE) in the Least Restrictive environment (LRE), with the full range of different instructional and support options available to meet the diverse and individualized needs of students with disabilities. This continuum includes various levels of service intensity and placement options, designed to provide an appropriate educational experience for each individual student while adhering to the principle of the LRE. Here are the key components of the continuum of services:

Mainstream/General Education Classroom:
At one end of the continuum is the general education classroom, where students with disabilities participate alongside their typically developing peers. They receive support and accommodations to access the general curriculum and are fully included in the regular classroom setting.

Inclusive Settings:
Inclusive settings are general education classrooms with additional support services. This may include co-teaching, where a special education teacher collaborates with a general education teacher in the same classroom, or the provision of special education support within the general education setting through direct, indirect and/or support services. Wherever possible in line with the right to a FAPE in the LRE and allowable by a student's IEP, we will serve special education needs through inclusion in the general education classroom, given the IDEA's presumption that children with disabilities be educated in general education settings when appropriate as well as FLAMA's belief in the importance of the same. Ongoing training will be provided to ensure appropriate IEP implementation all settings, including the general education classroom. For example, our special education teachers and general education teachers will receive training on co-teaching throughout the school year, which will ensure students get the support and instruction they need to be successful in this setting.

Resource Room/Services:
Some students with disabilities benefit from supplemental instruction or support in resource rooms or through pull-out services. Students in this setting receive special education and related services in a setting other than the general education classroom for less than 50% of the instructional day. Although we will have no way of knowing whether our students with disabilities will need a resource setting until after they enroll with FLAMA, we will be prepared to provide this for those who require it as part of their IEP. In these settings, students receive targeted assistance in specific subjects or skill areas while spending the majority of their time in the general education classroom.

Self-Contained (Mild, Moderate, or Severe) Regular Campus:
This setting is available for students in need of special education and related services in a setting other than general education for more than 50% of the instructional day. In Texas, many schools call these classrooms "Life Skills" programs. These classrooms often provide a structured and supportive environment with a much lower student-to-teacher ratio. Again, we have no way of knowing if students enrolling with FLAMA will require a Life Skills setting, but we will be prepared to offer such a setting if necessary for a student's receipt of FAPE and would likely utilize a partnership with a special education service provider to help us appropriately staff the Life Skills program.

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Related Services:
We will offer related services such as speech therapy, occupational therapy, physical therapy, counseling, and more, to all students who require them as part of their IEP. These services are provided based on the individual needs outlined in a student's IEP and will be provided through partnerships with service providers overseen by the Special Populations Coordinator and Superintendent, with collaboration, where appropriate, from the Communities in Schools staff.

Homebound or Hospital Services:
Although a highly restrictive setting, there are certain situations where students are unable to attend school due to medical conditions, and homebound or hospital services may be a in accordance with the requirements set forth in state and federal law as well as the Student Attendance and Accounting Handbook. We have no way of anticipating whether we will need to serve any home- or hospital- bound students at this time, but if we find that this is necessary, we will be prepared to serve them through our partnership with a special education service provider.

The goal of the continuum of services at FLAMA is to ensure that each student with a disability receives an education that is tailored to their unique needs, abilities, and challenges, while also providing opportunities for interaction with their non-disabled peers to the maximum extent appropriate (in line with the principle of the least restrictive environment). The placement and level of services are determined through the collaborative ARD committee process, which includes input from parents or guardians, teachers, specialists, and other discretionary and required committee members per state law. This approach aims to provide a FAPE in the LRE according to each student’s individualized needs to enable the student to receive a meaningful educational benefit.

How will the school assess for over-identification and representation of particular student groups in special education programs?

FLAMA is committed to addressing disproportionality in special education programs and will employ a comprehensive system-level evaluation that focuses not only on outcomes but also on processes to ensure over-identification or over-representation of particular student groups in special education programs does not occur. Our approach encompasses various aspects to ensure equity and fairness for all student groups.

Pre-Referral Systems Review:
One critical element of our evaluation process involves a review of pre-referral systems. The Special Populations Coordinator will be responsible for collecting, disaggregating, and reviewing data, including intervention logs and progress monitoring notes. This analysis aims to confirm that interventions are being equitably applied across all student groups. We will assess whether teachers are implementing the MTSS in a collaborative, systematic, and evidence-based manner to differentiate and personalize instruction and intervention across academics, executive functioning, and behavior for all students. The data will be instrumental in answering important questions, such as whether interventions are leading to academic growth for every student and across all student groups.

Disaggregated Data Analysis:
To monitor equity in the classroom and schoolwide settings, we will closely track disciplinary records and diagnostic results, paying attention to how these impact various student groups. We will also evaluate the systems used during the referral and identification process. For example, the Review of Existing Evaluation Data (REED) process will be closely scrutinized to ensure that a robust set of data is employed in decision-making. We will assess whether staff utilize a variety of valid and reliable assessment tools and whether the universal screener provides objective data.

We will also closely monitor the outcomes of evaluation determinations to identify trends, especially related to

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which student groups are being referred and the types of disabilities identified (academic, intellectual, emotional, or behavioral).

Professional Development and Bias Assessment:
All of our staff will participate in regular professional development to build knowledge and skills related to providing services to students with disabilities, and we will use surveys following each of those PD sessions to assess our educators' biases and their ability to differentiate between disability and contextual factors. This helps us ensure that our staff is equipped with the necessary skills to make unbiased and informed decisions regarding student referrals and placements.

Policy Evaluation and Stakeholder Engagement:
Lastly, we recognize the importance of engaging all stakeholders in the evaluation of policies. This approach ensures that our policies support equitable practices rather than disproportionality. By involving parents, educators, and community members, we can collectively work to align our policies with our commitment to equitable special education practices.

FLAMA is dedicated to providing a fair and inclusive educational environment for all students, and our systematic evaluation approach aims to address and rectify any disparities that may exist in our special education programs. We are committed to continuous improvement and ensuring that every student receives the support and services they need to succeed.

If serving middle and/or high school grades, discuss plans related to graduation and/or transition for students with disabilities. If not, put "N/A" in the response box below.

Transition Planning

Transition planning is a crucial component of a student's IEP in Texas, and it is mandated to be included no later than when the student turns 14 years old. This planning process is essential for ensuring a smooth and successful transition from adolescence to post-school environments, and it involves collaboration, communication, and partnerships among school staff, students, and parents. (https://www.esc3.net/410351_4) We work closely with the parents of our students to align the student's postsecondary goals and transition services with the student's aspirations and the family's values. Parents are uniquely positioned to understand their child's needs, strengths, and preferences, and they provide valuable insights into what will best support their child's journey to adulthood.

The transition planning process at FLAMA for students in 6th to 8th grade who are receiving special education services is a comprehensive and collaborative effort. It involves a series of meetings with counselors and the Special Populations Coordinator to gather essential information about each student. This information includes data, strengths, needs, preferences, and interests.

The next critical step involves the ARD committee, which is responsible for developing a goal for the student's trajectory through high school. The committee works collaboratively to map out the path that will lead the student toward their goal. This process includes determining the courses the student will take, creating a plan for annual IEP goals, coordinating services, and discussing and aligning on other essential issues related to transitions as necessary.

Importantly, at FLAMA, the transition plan is regarded as an integral part of the student's IEP services and

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understands that there are highly state-specific requirements at 19 TAC 89.1055(k) related to the same. These considerations are not treated as a separate or peripheral consideration but rather as a safeguard to ensure that the pathways to a successful future for students with special needs are clear and well-defined for all stakeholders.

Monitoring and Evaluating Special Education Progress

Discuss plans for monitoring and evaluating progress of students with mild, moderate, and severe disabilities to ensure attainment of students' goals as set forth in their Individualized Education Program (IEP), including all staff responsible.

Monitoring and evaluating the progress of students with mild, moderate, and severe disabilities to ensure they attain their goals as set forth in their IEP is a crucial and ongoing process. It involves the coordination of various staff members to provide the necessary support and adjustments and strong checks and balances across the organization, including oversight from the board, to make sure effective services are provided consistently. The foundation of monitoring and evaluating progress lies in the collaboration of the Admission, Review, and Dismissal (ARD) committee, which includes certain required and discretionary members as set forth in federal and state law; and examples of common attendees include special education teachers, general education teachers, parents or guardians, speech and language therapists, occupational therapists, and other specialists as needed. The team works together to establish clear and measurable goals for the student based on their unique needs. To ensure effective monitoring, it is essential that IEP goals are measurable, which requires inclusion of a timeframe, condition, behavior, and criterion. This makes it easier for all team members to understand the expectations and assess progress accurately. All staff responsible for a student's IEP, including teachers and specialists, regularly collect data related to the student's progress, including assessments, observations, and work samples. This information is documented consistently to provide a clear picture of the student's growth or any areas that require additional support as well as to measure progress towards the student’s annual goals.

At FLAMA, the Special Populations Coordinator and Director of Academics are the staff members responsible for monitoring and evaluating special education progress. Special education teachers, under the guidance of the Director of Academics and Special Populations Coordinator, are responsible for implementing the IEP and provide frequent progress reports to the ARD committee, typically on a quarterly basis. These reports highlight the student's achievements, areas where goals have been met, and areas where more support or adjustments are needed. IEP meetings, involving all relevant staff, parents or guardians, and sometimes the students themselves, are held at least annually, and more frequently if needed. These meetings are an opportunity to review and adjust goals, interventions, and accommodations based on the student's progress.

In some cases, we may conduct specialized assessments to provide a more in-depth understanding of a student's progress. These assessments may involve the input of psychologists, behavior specialists, or medical professionals, as appropriate. The input and feedback of parents or guardians and, as appropriate, students, are also essential to the evaluation process. At FLAMA, we place a lot of value on our relationship with our families, and their perspectives on the student's progress and needs are valuable in making informed decisions.

To ensure the effectiveness of programs designed for special populations, FLAMA board members and school leaders will establish a continuous improvement cycle that includes structured program reviews at set intervals. These reviews will involve analyzing aggregated data from progress reports, specialized assessments, and IEP outcomes, as well as soliciting feedback from parents, staff, and students. By using standardized metrics and benchmarks aligned with state and federal requirements, the board can evaluate how well programs are meeting the diverse needs of students. Annual presentations to the board will provide transparency, highlighting strengths, areas for growth, and planned interventions, while fostering accountability at all levels of the organization.

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Additionally, FLAMA will implement a formalized process for making adjustments to special education programs based on findings from program evaluations. This process will include forming cross-functional teams of administrators, special education staff, and family representatives to review evaluation data and recommend evidence-based changes. Recommendations might include refining instructional strategies, adopting new assistive technologies, or providing targeted professional development for staff. The board will work closely with school leaders to ensure that resources are allocated effectively to support these improvements, emphasizing responsiveness to student needs and fostering an inclusive learning environment for all.

III. Emergent Bilingual Students

Staffing Projections: Emergent Bilingual Students

Estimated Number of Bilingual/ESL Teachers for Year 1	5 (half of all homeroom teachers EB certified)
Estimated Number of Bilingual/ESL Support Staff for Year 1	1 EB specialist + Special Populations Coordinator

Identifying and Serving Emergent Bilingual Students

Describe the methods for identifying and appropriately placing emergent bilingual students in appropriate instructional settings, without restating state requirements.

Effectively implementing supports for emergent bilingual students requires a holistic approach that addresses their linguistic, academic, and social needs. Key strategies include providing bilingual and ESL programs tailored to their language proficiency, fostering a welcoming and inclusive school environment, and continuously assessing student progress to make data-driven adjustments.

We will ensure that emergent bilingual (EB) students are appropriately identified, supported, and provided with the necessary services to help them master the TEKS. FLAMA's Special Populations Coordinator is responsible for providing and overseeing services, including the identification of EB students. By no later than June 2026, we will establish and train members of the FLAMA Language Proficiency Assessment Committee (LPAC). Upon enrollment, FLAMA will request that parents of newly enrolled students from PreK-8 complete the TEA-developed home language survey, which will be provided in a language that parents can understand. If a parent indicates a language other than English (LOTE) is used at home, the student will be tested using the single state-approved English language proficiency test, such as Pre-LAS Links and LAS Links, within four calendar weeks of initial enrollment. The testing components will vary by grade level, with PreK-1 students tested on listening and speaking and students in grades 2 and above tested on reading and writing. The LPAC, along with the ARD Committee, will determine eligibility for bilingual education or ESL programs once results of the English proficiency test are available. If a student is identified as emergent bilingual, recommendations for placement into these programs will be made, with parent approval required in accordance with TAC 89.1240. In cases where parents deny the LPAC's recommendations, FLAMA is committed to providing students with meaningful, appropriate, and effective access to all programming to support their language and educational needs.

Our approach to identifying and properly placing emergent bilingual students underscores the importance of equitable access to education for all, as well as collaboration between LPAC and ARD committees to ensure that these students receive the support and services they require to succeed in their educational journey.

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Outline the specific bilingual education program/model to be implemented and teacher certification requirements. Describe the research-based instructional practices and strategies that will be implemented to allow emergent bilingual students the opportunity to master grade-level academic content and develop their language proficiency in English.

We recognize the numerous benefits of multilingualism in our ever-globalizing society, and FLAMA is committed to fostering an inclusive and close-knit community where all students, including those in special education, emergent bilingual, and general education programs, can thrive together. This approach is grounded in the belief that multilingualism not only offers personal and professional advantages but also contributes to a motivating learning environment, a culture of respect, and a sense of belonging for all students.

All our students, including those learning English as an additional language, will have equitable access to an educational program that prioritizes fluency and high academic achievement supported by music and art, facilitated by well-trained and effective teachers, high-quality instructional materials, and a conscious focus on the development of cognitive skills that enable students to access learning effectively.

In order to deliver on this commitment, FLAMA's leadership team, in particular the Special Populations Coordinator, will employ 5 EB certified teachers, along with 1 EB Specialist support staff with further support from the Special Populations Coordinator. Note that we aim for some specialist staff to be both special education and EB certified, including the Special Populations Coordinator.

Emergent bilingual students at FLAMA will be served through a Transitional Bilingual Education (BE) Early Exit program. This model aims to expedite language acquisition and integrate students into classrooms with non-EB learners. Students who share the same language will have a BE homeroom with a BE-certified teacher. These educators will guide students in cross-linguistic transfer, develop metalinguistic awareness, explicitly teach various linguistic complexities, and provide numerous practice opportunities for language skill development, all while maintaining and enhancing skills in their home language. Our initial projections suggest we may experience the "Rule of 20" in one or more grade levels starting as early as year one. If this is the case, we will offer a bilingual education program for those grade levels.

Our teachers will employ the Cognitive Academic Language Learning Approach (CALLA) to guide students in using their existing knowledge and creating meaningful connections. CALLA's five-stage cycle of instruction helps build academic content knowledge and expand academic language skills, emphasizing metacognitive, cognitive, and social and affective strategies to enhance communication, learning, and language proficiency. Research, including studies from the National Library of Medicine, has shown the cognitive advantages of bilingualism, including its positive effects on children's cognitive development and protection against cognitive decline in later years.

Our program is designed to ensure that EB students develop primary language literacy and academic skills, ultimately becoming proficient in listening, speaking, reading, and writing in the English language.

Music Integration as EB support
Music, with its inherent ties to language, serves as a powerful tool for supporting second language acquisition and enhancing the overall educational experience. Our fully integrated music and arts curriculum at FLAMA is a key part of how we intend to serve EB students effectively.

Research demonstrates that integrating music into the curriculum benefits EB students by offering concrete, hands-on experiences that enhance reasoning, problem-solving, and creativity. Music aligns with FLAMA's commitment to harness human beings' predisposition to language acquisition, using pitch and rhythm to enhance

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second language learning. Much like music's role in first language acquisition, it focuses on repetition and pronunciation, essential elements of language learning.

Music is recognized as authentic material for language instruction. Students' favorite songs are valuable tools for teaching vocabulary, promoting revision, and aiding memory retention. Furthermore, the use of music in language classes creates a comfortable and attentive learning atmosphere, motivating students to engage in language acquisition.

Studies confirm that learning new vocabulary through music significantly improves achievement, attitudes towards language courses, and vocabulary retention. Music activates multiple memory systems, making information more easily retrievable. It also influences speech prosody, improving students' ability to replicate native language intonation and rhythm in speaking and reading. The cultural connection between language and music further underscores the role of music in enhancing language acquisition (Footnote 1).

FLAMA's incorporation of music education enriches the educational experience for all students, nurturing language acquisition, cultural awareness, and social cohesion, promoting an inclusive and holistic approach to learning.

Footnote:
1. Torras-Vila, B. (2021). Music as a tool for foreign language learning in Early Childhood Education and Primary Education. Proposing innovative CLIL Music teaching approaches. CLIL Journal of Innovation and Research in Plurilingual and Pluricultural Education, 4(1), 35- 47. And Amin, O., "A Review of Research on the Effects of Music upon Second Language Acquisition," Universal Journal of Educational Research, Vol. 8, No. 1, pp. 191 - 201, 2020. And Sze, S. & Yu, S., “Educational Benefits of Music in an Inclusive Classroom,” https://files.eric.ed.gov/fulltext/ED490348.pdf

Discuss plans for monitoring and evaluating progress and language proficiency of emergent bilingual students and explain the process for exiting services.

FLAMA will use a structured, data-driven approach to evaluate the progress and language proficiency of EB students, ensuring alignment with state standards and best practices. For students in pre-K through 2nd grade, FLAMA will rely heavily on formative assessments, classroom observations, and progress monitoring tools to track language development. While students in pre-K and kindergarten are not eligible for reclassification under Texas Administrative Code §89.1226(j), FLAMA will use this period to build foundational English skills through targeted instruction and support. Regular updates on student progress will be shared with families, ensuring transparency and collaboration in the language acquisition journey.

For students in 1st and 2nd grades, FLAMA will utilize the Texas English Language Proficiency Assessment System (TELPAS) to evaluate proficiency across listening, speaking, reading, and writing domains. To qualify for reclassification, 1st and 2nd-grade students must achieve a composite score of "Advanced High" on TELPAS and demonstrate readiness through a subjective teacher evaluation using the state’s Emergent Bilingual/English Learner Reclassification Rubric. Additionally, teacher evaluations will incorporate input from classroom performance and progress in state-approved curriculum standards to ensure a comprehensive understanding of each student’s language proficiency. FLAMA’s LPAC will play a pivotal role in analyzing assessment data and recommending reclassification when criteria are met.

The process for exiting students from EB services will be carefully managed to ensure they are prepared to succeed without additional support. Once a student in 1st or 2nd grade meets the required TELPAS scores and demonstrates proficiency on teacher evaluations, the LPAC will recommend reclassification. Parental approval will

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be sought before finalizing the exit, as per Texas guidelines. FLAMA will also ensure that reclassified students are monitored for two years post-exit to track their academic performance and provide intervention if necessary. By prioritizing rigorous evaluation and continuous support, FLAMA will foster long-term success for our EB students, preparing them for academic achievement in English-only instructional settings.

The Special Populations Coordinator at FLAMA will oversee the evaluation and reclassification process for EB students, ensuring alignment with state standards and a personalized approach to student support. This role will involve regular analysis of disaggregated data from the school's data dashboard to monitor individual and group trends in language proficiency and academic progress. Using this data, the Coordinator will identify students who are nearing reclassification criteria and those requiring additional interventions. They will collaborate closely with EB teachers to develop targeted instructional strategies, provide ongoing professional development, and facilitate effective use of classroom assessments and TELPAS data. Additionally, the Coordinator will lead LPAC meetings, ensuring data-driven decisions and compliance with state guidelines, while maintaining clear communication with families to keep them informed and engaged throughout the process. Through this coordinated approach, the Special Populations Coordinator will play a critical role in advancing language proficiency and academic success for FLAMA's EB students.

IV. Early Childhood and At-Risk Students

Literacy Instruction

If offering early elementary grades, discuss the selected literacy materials and how they meet research-based best practice in the science of teaching reading. Additionally, describe the plans for monitoring the effectiveness of the materials. If not, put "N/A" in the response box below.

We have chosen HMH Into Reading Texas as our research-based literacy curriculum, a program that is 100% aligned with TEKS . The Science of Reading requires teaching deep and wide content knowledge alongside systematic, research-based, direct foundational skills instruction. Phonics instruction is crucial for all learners, but especially so for our dyslexic learners, as it forms a fundamental building block for reading acquisition. Language comprehension plays an equally vital role and encompasses various facets such as background knowledge, vocabulary, language structures, verbal reasoning, and literacy knowledge. When choosing a curriculum, it is imperative to ensure that all these components are not only included but also effectively interwoven. The HMH Into Reading curriculum is firmly grounded in these principles and offers extensive training and supports for educators.

FLAMA is committed to ensuring teachers not only use high-quality instructional materials but also use them well. All FLAMA educators will have a solid understanding of the content, skills, and goals outlined in the TEKS and how our instructional materials align with the standards we are required to teach. The Superintendent, Director of Academics, and Director of Music and Arts are ultimately responsible for the alignment of our curriculum, material, and resources, and for ensuring our teachers understand how to effectively use the HQIM while maintaining alignment with TEKS through our summer pre-service and professional development throughout the year.

In the spirit of continuous improvement, this team also conducts a formal curriculum audit each summer to ensure our materials are always aligned with best practices, TEA requirements, and state law. The audit process is discussed on pages 52-53 of this application. Please also see the HQIM descriptions in this application for further detail on the Science of Reading and research basis of the HQIM selected for literacy instruction in early elementary grades.

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Addressing the Achievement Gap

Describe how the school will meet the needs of identified at-risk and under performing students; articulate the (1) qualified staff (including ratio), (2) Multi-Tiered Systems of Support (MTSS), and (3) additional structure(s) or programs that will support students such as counseling, academic interventions, or other services.

We are dedicated to meeting the needs of at-risk and underperforming students by implementing a comprehensive strategy that combines cognitive science techniques with proven instructional methods. Recognizing the impact of family risk factors on student outcomes, we acknowledge that many of our students may enroll behind grade level and be considered "at risk." We understand the importance of direct, teacher-centered instruction and its effectiveness in improving the academic achievement of at-risk students.

Our approach incorporates a multi-tiered system of support that begins with pre-assessments to identify students requiring additional assistance in reading and math. This system prioritizes prevention and ensures a rapid response at various levels. We maintain student-teacher ratios that are tailored to each tier, allowing for focused and targeted interventions as illustrated below. The Director of Academics, Special Populations Coordinator and properly trained and highly competent staff as well as related service providers are integral in delivering research-based interventions.

Our Director of Academics collaborates with teachers to manage the at-risk program, which involves data analysis, family engagement, classroom observation, and support and training. We also emphasize social and emotional aspects of learning, understanding that learning is inherently connected to students' emotional and social development. Our Student Support Manager will meet regularly with the Director of Academics (or designee) to go over the caseload of at-risk students to ensure they are all getting any required counseling support.

MTSS: We know that implementing an effective MTSS is crucial for addressing the diverse needs of students, providing targeted interventions, and fostering academic and social success. Our Director of Academics and Special Populations Coordinator will form an MTSS team responsible for overseeing and implementing the program at FLAMA. To establish our robust MTSS framework, we will conduct a comprehensive needs assessment to identify areas of improvement and areas of strength within the school. This will include analyzing academic performance data from the first round of interim assessments each year and then at each subsequent major assessment, conducting student screenings, and collecting feedback from educators, students, and parents within the first quarter of the school year and each quarter thereafter. With a clear understanding of where support is needed, we will then develop a tiered support system that consists of three main levels:

Universal Tier (Tier 1): At the base level, we will focus on high-quality, evidence-based instruction that caters to the needs of all students. This is driven by our high-quality instructional materials and expert training and support for our faculty, and it includes differentiated teaching methods and curriculum that engage diverse learners. Additionally, a positive school climate and proactive behavior management strategies are essential to create a supportive environment for all students (see the next section of this application for more information on school climate and behavior). We expect roughly 80% of our students to be served solely in this tier.

Targeted Tier (Tier 2): For students who require additional support, FLAMA will implement targeted interventions. These interventions include small group instruction, mentoring, and progress monitoring to address specific academic or behavioral challenges. Regular data analysis will be led by the Director of Academics and the Special Populations Coordinator to assess the effectiveness of these interventions and make necessary adjustments. We expect 15% of our students to be served in this tier.

Intensive Tier (Tier 3): At this level, the most intensive supports are provided to students with significant needs who have not demonstrated progress with the Tier 2 interventions. In some cases, the ARD Committee will meet

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to assess if there is a disability in which case an IEP will be developed. Students may receive specialized services, such as one-on-one tutoring or counseling. Continuous communication among teachers, specialists, and families is vital to ensure that interventions are tailored to the unique requirements of each student. We expect about 5% of our students to be served in this most intensive tier of support.

In addition to the tiered system, ongoing professional development for our faculty, data-driven decision-making, and family involvement are key components of our successful MTSS implementation at FLAMA.

The MTSS team developed by the Director of Academics and the Special Populations Coordinator will manage data collection, schedule tutoring, and monitor student progress to ensure they are making strides toward pre-established goals. Progress monitoring plans will be developed for each student in MTSS, clearly defining goals, data collection frequency, and review dates. Students will be moved into or out of the various tiers of MTSS at their scheduled review dates based on their results in the program.

FLAMA's comprehensive approach ensures that students receive targeted and effective support to bridge achievement gaps, improve performance, and meet grade-level expectations.

Additional Programs: Music & Arts Integration as At-Risk Support
Incorporating daily art classes and music education, the arts provide additional modalities for learning, benefiting at-risk students. Studies have shown that high participation in the arts leads to improved academic and civic outcomes for students, particularly those from low socioeconomic backgrounds and at-risk youth. The research findings from the 2012 study by Catterall et al., titled "The Arts and Achievement in At-Risk Youth: Findings from Four Longitudinal Studies," highlight the significant benefits of arts education, particularly for at-risk youth. The study draws on data from multiple databases, including those from the US Department of Education, to provide compelling insights into the academic and civic achievements of students engaged in arts education.

One of the key findings indicates that students with high levels of arts engagement from kindergarten through elementary school showed higher test scores in science and writing than those with lower arts engagement. "High school students who earned few or no arts credits were five times more likely not to have graduated than students who earned many arts credits. . . . Both 8th-grade and high school students who had high levels of arts engagement were more likely to aspire to college than were students with less arts engagement" (Footnote 1). On this last point, it is worth noting that 74% of high-arts/low-SES 8th graders planned to earn a bachelor's degree vs. 43% of low-arts/low-SES 8th graders. "Arts-engaged high school students enrolled in competitive colleges—and in four-year colleges in general—at higher rates than did low arts- engaged students. . . Students who had intensive arts experiences in high school were three times more likely than students who lacked those experiences to earn a bachelor's degree. They also were more likely to earn "mostly A's" in college" (Footnote 2).

The study also sheds light on the positive impact of arts education on civic engagement. Students with a history of arts engagement were more likely to participate in activities such as reading newspapers, engaging in student government and school service clubs, volunteering, and participating in political campaigns. These effects were observed prominently among low-SES groups.

Students with intensive arts experiences in middle and high school were more likely to choose majors aligned with professional careers, surpassing their low-arts counterparts significantly. We would also like to point out that "Among all high-arts adults, teaching is the fourth most common occupation" per the data sets Catterall, et al. investigated (Footnote 3).

For Texas specifically, the Texas Cultural Trust's "State of the Arts Report" underscores the advantages of arts engagement for students, indicating that highly engaged students are more likely to achieve exceptional scores on standardized tests and have better school attendance. This effect is even more pronounced for at-risk students, economically disadvantaged students, and Emergent Bilingual students.

Academic Experiences and Student Supports

These findings highlight the substantial academic, civic, and career benefits that arts education offers, especially for at-risk youth, underscoring the value of a well-rounded education that includes music and art education.

Additional Programs: RUSMP and Wrap-Around Services
As previously discussed, RUSMP will collaborate with FLAMA to design an after-school program in math. Additionally, our collaboration with Communities in Schools (CIS) will bring a CIS Student Support Manager to FLAMA full-time. He or she will coordinate with various local services agencies to provide dental, medical, food and other services. He or she will also offer counseling and help coordinate additional targeted academic support and enrichment opportunities for students.

Footnotes:
1. Catterall, J. et al., "The Arts and Achievement in At-Risk Youth: Findings from Four Longitudinal Studies," 2012.
2. Ibid.
3. Ibid.

Accelerated Learning and Tiered Support

Describe plans to provide supplemental accelerated instruction to support student mastery of grade-level TEKS, including staffing and schedule arrangements and high-quality materials used. Separately, for an MTSS program, in order to address learning gaps based on collected data, describe the personnel responsible for data collection, the implementation of tutoring schedules, and the plans for monitoring the effectiveness of the interventions.

To support all students in improving their performance, we have developed a multifaceted approach to accelerated learning and tiered support:

Accelerated Instruction: As required by HB 1416, FLAMA will implement a range of strategies to provide accelerated instruction to students who have not met grade-level expectations, particularly in math. Students who have scored below "Approaches" on two or more consecutive STAAR assessments will be placed in classrooms with designated exemplary teachers, those who either come to FLAMA with teacher leadership experience in the past or who have proven to be exemplary teachers while with FLAMA. This ensures that our students who need the most attention and support are in homerooms with the teachers best equipped to support them.

High-Impact Tutoring: HB 1416 students will also get targeted high-impact tutoring (HIT) after school at least once per week and in the summer, as required by the bill. Students in FLAMA's HIT program will receive tutoring for no less than 15-30 hours per year in Math and Reading Language Arts. HIT tutors will be FLAMA teachers and teaching assistants, who are trained in the subject and materials, and students will be assigned the same tutor for the entirety of the year.

Flexible Scheduling: FLAMA will adopt an adaptive schedule that allows for additional time for planning and training to support teachers in delivering effective accelerated instruction.

Supplemental Learning Tools: To bolster Tier 1 instruction, FLAMA will utilize TEA-subsidized supplemental accelerated learning tools, TWR, and Tools to provide students with supplemental learning opportunities. Please see the HQIM section of this application for more information on these TEA-approved supplemental programs.

Accelerated Reading Instruction: As per Texas Education Code (TEC) §28.006, FLAMA will implement an accelerated reading instruction program for students at risk of dyslexia or other reading difficulties based on their reading instrument results. We are planning to use mCLASS as our early elementary reading instrument and MAP Growth as our 7th grade instrument, each of which is approved by the Commissioner. In cases where there are students in special education who do not perform satisfactorily on the reading instrument, the student's ARD committee

Academic Experiences and Student Supports

will determine their participation in the program.

Regarding FLAMA's MTSS program, please refer to the response under Addressing the Achievement Gap above.

V. Promotion, Retention and Graduation

Graduation Requirements [Grade 9–12]

☐ The proposed charter school will serve grades 9–12.

☒ The proposed charter school will not serve grades 9–12.

Describe endorsement pathways, unique course offerings, or requirements that the proposed charter school will implement as part of the selected model/design. Discuss how these programs will support the school meeting accountability requirements for College, Career, and Military Readiness.

VI. School Culture, Safety, and Discipline

Communicating School Culture

Describe the vision for the school's culture that promotes a safe, positive, and productive learning environment, including any artifacts or specific practices. Explain how the proposed culture aligns with the school's mission and model.

FLAMA's commitment to fostering a positive school culture is evident through a well-structured and holistic approach that prioritizes the cognitive and non-cognitive development of our students. This approach aligns with research emphasizing the significance of a supportive and engaging culture in student learning and cognitive development.

The overarching vision for FLAMA’s culture is to create and sustain a school community that is rigorous and joyful and inspires all students to pursue their passions and to achieve excellence. To bring this vision to life, we intentionally build a rigorous and joyful community that celebrates the uniqueness of every student and encourages them to work their hardest and be their best selves every day. The key components of FLAMA's approach to building a positive and productive school culture include: 1) our core values, 2) developmentally appropriate routines, 3) consistent expectations, 4(community building, 5) holistic care of our students, and 7) teacher support.

1. FLAMA's core values are: Welcoming, Respectful, Responsible, Original. We will use these Core Values as a common language among our students, faculty, and families to ensure everyone understands what we mean and what we care about when we talk about our unique culture at FLAMA.

2. Developmentally Appropriate Routines: For younger students, such as PreK and K, the executive functioning program "Tools of the Mind" will embed strong culture routines into everyday classroom practice. These routines help students manage transitions, prepare for tasks, and develop self-regulation skills. Older students will establish routines through explicit practice, interactions, and artifacts.

3. Consistent Expectations and Values: We will maintain consistent and clear school-wide behavioral expectations and culture routines, which evolve with students' developmental stages. Staff will be trained to communicate and

Academic Experiences and Student Supports

reinforce these values and classroom rules. The daily curriculum will incorporate opportunities for students to practice and adopt FLAMA's core values. These values will be woven into various courses, and culture-enhancing visuals and student work will be displayed throughout the school.

4. Community-Building: We will establish a sense of community through schoolwide routines and language. Events like Morning Meeting, monthly assemblies, art shows, and music performances will strengthen the sense of belonging and shared values among students, staff, and families.

5. Dress Code: Another element of our school culture is embodied within our unique student dress code policy. FLAMA's simple dress code, which emphasizes minimalism and focuses on academic and artistic endeavors, aligns with the school's mission and goals.

Students will be required to wear black bottoms, but they can be any style: sweatpants, shorts, skorts, or pants. Students will be required to wear black or white tops, but again they can be any style: long-sleeve, short-sleeve, sweatshirt or sweater. Clothes may not have visible logos on them. The dress code's emphasis on black and white attire without logos aligns with our goal of maintaining a focus on academics and the arts. But while the dress code is simple, it also allows for self-expression. By not prescribing a specific style or uniform, students have some freedom in choosing their attire within the specified guidelines. Like a blank canvas or a page of musical notes, our color- and logo-free dress code will encourage creativity and limit distraction.

Classical music performers wear black concert dress, and our dress code is designed to make an explicit connection between FLAMA and the world of music. It reinforces the idea that attire can play a role in maintaining a focus on the arts. The dress code's simplicity minimizes the financial burden on families. It is accessible and affordable for a wide range of students and ensures that no one feels excluded due to clothing requirements. However, we will also allocate funds to provide financial support for families who require it, and we will host a weekly clothing swap so all students can adhere to the dress code.

6. We also recognize the importance of addressing students' mental, behavioral, and physical health needs. The school will offer guidance counseling, mental health services, and wellness services to support students' overall well-being through a collaborative partnership with Communities in Schools (CIS) which will ensure students' basic needs are met and that external support is readily available. CIS will have a presence on our campus every day to provide social and emotional support for our students. Family engagement strategies, such as Frank's Family Academy, and CIS family outreach, will welcome families and ensure they are actively involved in the school culture. We will use bilingual communication to keep families informed about their child's learning, building a culture of trust, engagement, and buy-in.

7. Finally, we recognize the critical role of staff and teachers in building a positive school culture, so we offer sufficient planning time, professional development, access to leadership, opportunities for collaboration, and avenues for feedback to ensure FLAMA teachers feel invested in deliberately building strong culture, have a voice in what that culture looks and feels like, and are rewarded for their work.

SAFETY
We recognize the crucial role that school safety plays in the learning process. School safety is everyone’s responsibility at FLAMA. While we do not anticipate a crisis or emergency that may compromise the safety of our staff and students, we must always be prepared. FLAMA staff members will be trained to take essential actions daily to maintain the safety of our students and everyone on your campus. Awareness, supervision, and adherence to these action steps will help establish a culture of safety across our campus.

Training: All staff members will receive training annually on the district’s safety protocols and procedures related to campus safety (i.e., Standard Response Protocol). Instructional staff and leaders will execute a safety training for their students once a year on Anonymous Reporting and Standard Response Protocol.

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Drills: All staff members must participate in safety drills throughout the school year and engage in the drill so that it serves as a learning experience for you and your students. Staff are asked to report any challenges with implementation of safety procedures during safety drills to your Campus Operations Leader and School Leadership team.

Reporting Requirements: Staff will be trained to report any dangerous activity immediately, and may call 911 at any point that they are in danger or encounter an active threat on site. Staff must report any suspicious commentary or activity heard or witnessed from students, staff or visitors to the campus leadership team.

Facilities:
Classroom Doors: All classroom doors will remain locked throughout the day. Staff will be trained to report any door issues to their campus lead team immediately upon discovery.
Exterior Doors: All exterior doors will remain closed and locked throughout the school day. Staff will be trained not to prop doors open for any reason.

Access: Staff will be provided with badges to access the building and keys for their classrooms. They will be trained to ensure all keys/badges are safely stored and secured while in their possession throughout the year. Any lost key/badge will be immediately reported to school leadership. At the end of the school year, all keys and badges used for entrance to the building will be returned to school leadership.

DISCIPLINE
At FLAMA, our approach to discipline is deeply rooted in our core values of "Welcoming, Respectful, Responsible, and Original." We believe that a fair and consistent approach to discipline supports a positive school culture where students thrive both academically and personally.
We use data-driven methods to ensure our disciplinary practices align with our commitment to a supportive environment (see Discipline Data Analysis.) Using Schoolrunner, part of Schoolmint, we track behavior referrals and consequences, analyzing patterns and trends. This transparent approach ensures accountability and highlights both positive behaviors and areas that need attention. Findings are shared with staff, students, families, and our Communities in Schools (CIS) support team to promote a collective understanding of our school culture.

Appeals: FLAMA will provide a tiered student discipline appeals process adopted by the board in policy and detailed in the adopted student code of conduct. Draft policies and procedures have been provided by legal counsel that comply with applicable law and provide students with due process that is required under federal law. Ultimately, parents and students may appeal discipline matters to the school's board. Offenses that may or must require expulsion will be detailed in the code of conduct and due process procedures detailed providing parents and students with written notice of the offense, of the hearing date and time, of the ability to be represented by counsel, of the ability to present evidence, to question witnesses, and ultimately, any expulsion decision may be appealed to the school board. Students with protections under the IDEA or Section 504 will be afforded additional due process as reqired under federal law, and a manifestation determination review will occur before any change of placement occurs where required.

See Proposed Discipline Policy.

Campus Security Officer

Number of armed security officers at each district campus in year 1:	1

Academic Experiences and Student Supports

☒ By checking this box, the sponsoring entity presiding over this application and any subsequent charter operations affirm acknowledgment of all requirements of Texas Education Code, Chapter 37, Section 37.0814, relating to armed security officers at each district campus.

Discipline Data Analysis

Discuss plans, if any, to conduct analyses that will evaluate student discipline data and overidentification of any specific student group.

We will collect a variety of discipline data to comprehensively assess and address student behavior, ensuring a positive and respectful school culture. We will also disaggregate that data to ensure no subpopulation of students is overrepresented in our discipline processes. The types of discipline data we will collect include:

• Behavioral Referrals: We will keep records of disciplinary incidents reported by teachers, staff, students, or administrators in Schoolrunner. These referrals will document specific incidents, such as disruptions in class, disrespectful behavior, or violations of the school's code of conduct.

• Consequences and Interventions: Information regarding the consequences and interventions imposed as a result of disciplinary incidents will be recorded. This data might include details about detention, suspension, restorative justice practices, or other corrective actions taken to address behavioral issues.

• Attendance Records: We will track student attendance data as part of its discipline data collection process. Frequent or unexcused absences can sometimes be indicators of underlying behavioral or engagement problems.

• Time and Location of Incidents: The school may record when and where disciplinary incidents occur, allowing for a better understanding of patterns and potential hotspots of behavioral issues within the school.

• Types of Behaviors: FLAMA will categorize disciplinary data based on the types of behaviors exhibited. Categories will be detailed in the code of conduct, and likely to include disruptive behavior, bullying, physical altercations, or violations of the school's dress code, so that offenses are categorized by seriousness, risk to the school, harm to self or others, and disruption to school . The categories will also tie to consequences and other legal requirements that may be triggered, for example David’s Law for Bullying, Title IX, reporting/documentation requirements if a restraint is used.

• Student Demographics: Collecting demographic information, such as grade level, gender, and ethnicity, allows the school to examine if disciplinary issues disproportionately affect specific student groups. This data can help identify potential disparities in discipline and work towards addressing them.

• Trends Over Time: The school will track discipline data over time, comparing incidents from one school year to the next. This longitudinal analysis helps identify trends, improvements, or areas that may require further attention.

• Support Services: Information about support services offered to students, such as counseling, mentoring, or behavioral intervention programs, will also be recorded as part of the discipline data.

Data will be collected daily in our Schoolrunner system, and the Superintendent, Director of Academics, and Director of Music and Arts will meet biweekly to review the data. They will cover all of the data points listed above during each biweekly culture meeting and will be expected to disaggregate the data by student groups as much as possible. The biweekly meeting will produce a short report that will be sent to staff that same day covering culture and behavior system successes, concerns, and trends.

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By collecting this diverse range of discipline data, analyzing it as a whole data set and by subgroup, and communicating our findings from that data regularly and transparently with staff, we will all gain a comprehensive understanding of our school's behavioral landscape. This data will serve as the foundation for informed decision-making and proactive interventions to improve school culture, creating an environment where all students can thrive academically and artistically.

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I. Community Engagement and Student Recruitment

Community Engagement

Charter School Program Start-Up Grant - 20 U.S. Code §7221b(f)(1)(C)(i)(IV)

Describe how the board and applicant team have assessed and built parent and community demand for the proposed school. Discuss specific outreach strategies that were used. See Evidence of Community Engagement.

Family and community input are essential to our mission at FLAMA. In anticipation of the school's launch, to better gauge local demand and understand the interests of the community, our board has sought feedback from parents and community members at every turn. Meetings with community leaders, open meetings with parents, tabling and outreach at community events, partnerships with community institutions, and social media outreach have allowed us to build new relationships with prospective parents and establish a forum to engage with stakeholders at every level. All public presentations and community outreach was conducted in Spanish as well as English, and we know from these marketing efforts that, in addition to our innovative school design, community members are particularly interested in the wraparound services, activities, and enrichment workshops that we will bring to the local community in partnership with CIS, and through Frank's Family Academy, our in-house community outreach program.

To begin, the Board sought the expertise of the local university community, securing partnerships with the University of Houston's McGovern College of Arts and School of Education (both located in Houston's 3rd Ward), Rice University's Shepherd School of Music, School Mathematics Project, and Entrepreneurship Initiative, the University of Houston Downtown, which has a strong Urban Education Department, and Houston Christian University's College of Education and Behavioral Science. Drawing on the expertise of these institutions across education, music, art, math and business, FLAMA has been able to design a unique and innovative program, with the requisite partner expertise to support it. As a testament to how vested these institutions are in partnering with FLAMA the deans of both the Shepherd School and the McGovern College of Arts sit on the Board, as does James McSwain, Assistant Professor and Director of Certifications and HCU's College of Education. These board members contribute both their institutions' as well as their own expertise and connections in Houston's art, music, and education community.

FLAMA also sought expertise and partnerships for its board within the 5th and 2nd Wards. We have been fortunate to partner with two very well-respected community leaders, Jorge Garza and Eddie Cumbo III. Building on his days as a star athlete, Eddie has sought to give back to his 5th Ward community's youth through sports education. A constant presence on the football field and basketball court, he is a fixture in his community. He motivates our work; his energy, heart and ties to both the 5th Ward community and his mentee, Frank Liu Jr., are a driving force. Raised in the 2nd Ward, Jorge Garza joined the Singing Boys of Houston Choir as a young child, an experience that set the trajectory for his life. Garza went on to attend HSPVA, where he graduated valedictorian and went on to attend the prestigious Juilliard School from where he went on to a career as an opera tenor and eventually settled back in the 2nd Ward and founded the Segundo Barrio Children's Chorus.

FLAMA has also sought the input of representatives of East End Communities, Community Family Centers, AFA and the Buffalo Bayou Partnership - organizations active in serving families in FLAMA's geography. These neighborhood groups/leaders widely affirmed community demand for FLAMA's services along with a shared belief that music and art education are key to serving the community's youth. FLAMA board members and supporters also attended the East End Communities Resource Fair held September 30, 2023 and tabled at multiple basketball games at the 5th Ward's YET Center, and tabled at the Buffalo Bayou Partnership's KIDS Day. Tabling also occurred at Garza Studios during choir rehearsals at various points.

The Board has produced materials on FLAMA in both English and Spanish and offered community meetings in both languages. Community members attending those meetings were supportive of our application and

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enthusiastic about the prospect of FLAMA opening in their neighborhood. Families did want to hear more on topics such as student's financial literacy, student safety in a co-located space and student privacy. The Board has taken on these unaddressed topics by involving the Rice Entrepreneurship Lab, further communicating the safety protocols of co-location with the building designers, and researching other school's student privacy policies in order to develop comprehensive guidelines to ensure student privacy from photos, etc. in the classroom and from unessential information gathering in online educational platforms.

Additionally, FLAMA has engaged in a targeted marketing campaign in the community through various social media and traditional media platforms. Our website www.flama.org had 1.4K in traffic with 827 web visits, 633 unique visitors of which 508 were direct visitors. Our social media handle "flamaschool" has reached 106,743 people.

The questionnaires gathered revealed overwhelming support for FLAMA's mission and school design. For the 184 in-person questionnaires gathered, when asked "do you believe music and art education should be an important part of a child's learning?" 84% of respondents said "yes." When asked if they "find that there are good music and art education options available to your family?" 58% replied "somewhat" and 42% replied "no," zero replied "yes." Regarding the availability of free after-school an overwhelming 95% wanted to see this option. Regarding rigorous academics, an overwhelming 80% stated that this was "very important" to them. Regarding pairing direct instruction with opportunities for creativity and play, an overwhelming 93% were in favor. On incorporating into teaching the latest scientific findings about how children learn, an overwhelming 83% found it "very important." An overwhelming 94% of respondents stated that it is "very important" to them that their child be taught executive function skills in school. 81% stated that they would "very much" enjoy activities to welcome families into the school/services and workshops useful to families such as entrepreneurship workshops, workshops on extending skills children are learning in school into the home. 92% were in favor of the school offering services such as counseling, medical, dental and tutoring. 75% felt that the design and quality of the school building are "very important." 72% felt that the Board's experience and community ties are useful to FLAMA's students and teachers; however, not all survey respondents were familiar with the board's expertise. Over 57% of respondents would enroll their child at FLAMA were it approved to open. Please see the summary and questionnaires in Attachment E5.

A more brief on-line questionnaire yielded similar feedback from 42 respondents. 98% "believe that music and art education should be an important part of a child's learning." 100% of respondents would like to see free after-school options. And an overwhelming 93% feel that "a strong academic program based on the latest science about how children learn" is "very important" to them. Again, an overwhelming 93% find it "very important" that their "child be taught executive function skills (focus, attention, preparing in advance, self-control, time management)." And 80% of respondents would "very much" enjoy family activities such as entrepreneurship workshops for adults, picnics for families." 74% stated that "if FLAMA is approved to open" they would be "very likely to enroll their child. Please see the summary and questionnaires in Evidence of Community Engagement attachment.

In the write-in feedback we received, families raised the importance of learning a second language, wanted to learn more about the physical education program, serving students with 504s or IEPs, transportation options, and more details on the after-school options.

Describe plans and strategies that will effectively support the ongoing solicitation and use of parent, family, and community engagement input for the implementation and operation of the proposed charter school.

The Board of Directors of FLAMA is dedicated to the serving needs of students and their families . Our vision is not just to establish an educational institution but to create a community-centric hub where the families of our students and members of the broader community feel a deep sense of belonging, inclusion, and shared purpose. Clear and open lines of communication between the school and all stakeholders is an essential step in that

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direction.

We recognize that the heart of any great institution lies in its ability to mirror the aspirations and values of the community it serves. As such, we will initiate regular channels of communication between the Board, school leaders, families, and local stakeholders such that our community can hold us accountable for our performance and for the promises we make to them as an educational institution. We believe that by fostering an environment of collaboration and open dialogue, we can create a learning space that truly resonates with the community's values and aspirations.

Core to our vision for FLAMA is transparency. We will adhere to all rules and responsibilities of the Texas Open Meetings Act, signifying our dedication to keeping the community informed and involved in the school's operation. By ensuring that all Board meetings adhere to the Act's requirements and by proactively sharing agendas well in advance, we aim to create a culture of openness and mutual trust. We will encourage community engagement in our meetings, with the hope that families and other stakeholders attend to share their experiences in public comment and to learn more about the school's performance and plans from the board.

Our commitment to transparency extends beyond in-person meetings. We envision our school's digital platforms as vital channels to maintain regular communication, keeping parents and community members abreast of developments, initiatives, and opportunities to engage. Like all public schools, charter schools are required to administer the state-mandated STAAR assessments. The results of these tests serve as a measure of academic performance and are often a significant factor in the renewal of the school's charter. We will use our website and social media channels to share information about the school, including STAAR performance information as it becomes available. We will publicly adopt our annual Audit Report, Annual Financial and Compliance Report, Campus & District Improvement Plans, among other state and federal requirements, and we will post them to our website for public review.

We will solicit regular feedback from stakeholders in our community and across the state, offering families regular opportunities to provide feedback on both our overall operation and our self-accountability measures. TEA will also provide us with ample opportunities to get formal feedback from the state, whether that be through a Year One new school site visit, our State Accountability Report, our Charter School Performance Framework report (CSPF), or our Charter FIRST financial report. TEA is a key partner in our accountability to the public.

FLAMA's distinct identity as a music and arts-focused school offers unique opportunities for public accountability to our stakeholders through the myriad ways our students will engage with our community through the arts. By collaborating with esteemed institutions like the University of Houston and Rice University, both of which, have agreed to formal partnerships with our school, we aim to offer our students unparalleled experiences in public performance and arts outreach programs. These performances will be open to the public and hold us accountable for delivering on our promise of a game-changing arts and music education for our students. Moreover, our proactive approach to forging partnerships with leading art and music institutions in Houston is a testament to our commitment to providing an enriched, holistic education. These collaborations are not just about exposure but also about weaving a rich tapestry of cultural and artistic experiences that tie our students and the community closer together.

In conclusion, at FLAMA, we do not just envision a school; we envision a vibrant community hub. A place where education meets aspiration, where dreams are nurtured, and where the community finds its voice and rhythm. We are deeply committed to our mission of not only imparting exceptional educational experiences but also of forging unbreakable bonds within our community. We are on a journey to make a difference, and we are wholeheartedly dedicated to ensuring that our families and community members are active participants in this exciting voyage.

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Student Recruitment Plan [Year 1]

Outline the plan for student recruitment and marketing efforts. Specifically, note any outreach to low-income families, emergent bilingual students, students with disabilities, or other groups at risk of academic under-achievement or attainment.

Month/Year	Task	Target Student Group (if any)	Estimated Expense
09/25	Draft schedule of community meetings, identify daycare centers and relevant community organizations. Prepare social media campaign in English and Spanish.	All	$3,000 - media campaign ads
10/25	Recruitment team training begins. Materials for tabling, block-walking, and online campaigns are finalized. Community partnerships are solidified. Superintendent holds community meeting: General Overview of FLAMA.	All; low-income families	$6,000- Marketing materials and swag
11/25	11/3: Application portal opens. The first wave of social media ads launches, and the initial block-walking campaign begins. Goal: Achieve 10% of the total application target (90 applications) by November 15. We aim for 5 applications for each available seat. Superintendent holds community meeting: General Overview of FLAMA. 11/30: Reach 20% of the total application target (180 applications). Begin hosting information nights and tabling at weekend community events.	All; low-income families	NA
12/25	12/15: Application assistance workshops are held at local libraries. Goal: Reach 35% of the application target (315 applications). Superintendent holds community meeting on Special Education. 12/31: Achieve 50% of the total application target (450 applications).	All; students with disabilities	NA

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Month/Year	Task	Target Student Group (if any)	Estimated Expense
1/26	1/15: Begin second round of outreach to underrepresented demographics, based on enrollment trends from the database. Goal: 65% of the application target 585 applications). Superintendent holds community meeting on EB. 1/31: Reach 80% of the application target 720 applications).	Underrepresented demographics; emergent bilingual students	$2,000 - additional marketing materials and swag
2/26	2/15: Final push for applications, focusing on targeted digital ads and additional block-walking campaigns. Goal: 95% of the application target (855 applications). Superintendent holds community meetings on FLAMA General Overview, FLAMA SPED, FLAMA EB. 2/28: Achieve 100% of the application target (900 applications). Prepare for the lottery.	All; low-income families, students with disabilities and emergent bilingual students	$3,850 - additional marketing materials and swag
3/26	3/6: Lottery is held. Families are notified of acceptance by March 16.	All	NA
4/26	4/15: Enrollment packet submission deadline. Post 4/15: Initiate second wave of recruitment and enrollment activities to backfill any seats that remain open after the lottery. This will include more targeted work to produce grade-level specific applications. We understand that it might be the case that we are able to generate enough applications to have waitlists in some grades, while other grades lag behind. This post-lottery recruitment effort will be aimed at closing gaps in the grade levels that we have not yet filled.	All	NA

Click to add a row to the table above. | Click to remove a row from the table above.

Admission and Enrollment Period

See Admission and Enrollment Policy.

Tentative Application Window Begins/Ends: 11/3/2025 - 2/28/2026 Lottery Date: 3/6/2026

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Provide a plan to keep the proposed school on track towards admission and enrollment goals. If needed, what steps would be taken to realign progress with the goals?

FLAMA understands that meeting enrollment targets is critical to the school's success, both in fulfilling its mission and ensuring financial sustainability. FLAMA has set a target of generating an interest list with 7 interested families for every seat. This will be further refined to five completed applications for every available seat to maintain a healthy pipeline and address potential attrition. With 90 seats Kindergarten and 90 seats in 1st grade, the school aims to secure 900 applications for its inaugural year.

To achieve these goals, FLAMA will execute a multi-pronged recruitment and engagement strategy, leveraging both grassroots outreach and digital marketing alongside personalized family engagement to build trust and excitement in the community.

FLAMA will adhere to non-discrimination requirements as outlined by the Texas Education Code Section 12.111(a)(5) and will not discriminate in admissions on "on the basis of sex, national origin, ethnicity, religion, disability, academic, artistic, or athletic ability, or the district the child." (See https://statutes.capitol.texas.gov/Docs/ED/htm/ED.12.htm.)

Please see our Start-Up Plan attachment for detail on our enrollment strategy.

II. School Schedule and Transportation

Daily and Weekly Schedule

See Annual Calendar and School Schedule.

Yearly Calendar [Year 1]

See Annual Calendar and School Schedule.

Student Transportation Plans

Charter School Program Start-Up Grant - 20 U.S. Code §7221b(f)(1)(E)

Describe the plan for meeting the general transportation needs of all the students at the proposed charter school. Also, identify projected budget costs and financing arrangements. If transportation will not be provided, explain how the school will ensure the school is accessible to all interested families.

Providing transportation to students is important to the FLAMA Board of Directors. We do not want a lack of available transportation to prevent a family from applying to or having their child attend FLAMA. The proposed school has already secured a location in the 2nd Ward with close proximity to the 3rd and 5th Wards. The Board has created a plan to provide school-based transportation in each of those areas and fully understands the requirement to provide transportation to any child where it is specified in their IEP through IDEA, as well as for those eligible under Section 504 of the Federal Rehabilitation Act. To accommodate all these needs, the Board will contract a bus charter service to ensure that families who so desire can send children to and from school on the bus. The school will identify several pickup/drop off locations in each ward and provide daily transportation for students to and from that location. Parents will have to take their children to the pickup/drop off location on time each day. Given the ages of our students and the drop off and pick up times of FLAMA's program, we have accounted for 50% ridership in our budget. We have also accounted for transport to fieldtrips and/or off-campus performances in our budgeting. To best understand this service and budget accordingly, we spoke to

Operations

FIRSTstudent, an experienced school bus operator.

Given requirements for school buses to come from in-state, one of the first RFPs FLAMA will release if granted a charter will be for bus services, as the provider will likely need lead time to order a new school bus to serve our students, given limited supply in-state. Moreover, FLAMA is able to offer parking, storage, and office space, if needed, to a bus service provider, thus lowering costs.

As part of the RFP, we will be looking for an operator with robust ridership tracking that allows families to know where their child is and provides an estimated time of arrival. We will also want an operator experienced in collecting ridership data for reimbursement purposes and who also measures transportation efficiency to avoid unnecessarily lengthy bus rides. We also expect that the provider effectively trains drivers and tracks their performance.

Describe the plan for meeting the required transportation needs of: (1) students receiving special education who would be unable to attend classes without transportation services outlined in their IEP and (2) students eligible under Section 504 of the Federal Rehabilitation Act who would be unable to attend classes without special transportation services. Also, identify projected budget costs and financing arrangements.

For those students whose IEP requires transportation, the Board understands the requirements of IDEA and Section 504 and will provide such transport to the student's home. Parents of these students will not be required to transport their child to the pickup/drop off location. Drivers will be trained in serving students per their IEPs and 504s, whether that be handling special needs equipment or understanding a student's needs to make the ride comfortable for them. In our budget, we have allocated $500 per student for such transportation needs. This amount is in addition to the funds already allocated and discussed above.

Required Transportation Services

The sponsoring entity presiding over this application and any subsequent charter operations affirm acknowledgment of all of the following:

☒ Transportation is included as a Related Service under the regulations in the Individuals with Disabilities Education Act, 34 CFR §300.34(a) and (c)(16).

☒ Such related services would include any travel to and from school and between campuses; travel in and around school buildings; and specialized equipment (such as special or adapted buses, lifts, and ramps), if required to provide special transportation for a child with a disability.

☒ If a child with a disability requires transportation as a related service, **the sponsoring entity will be legally responsible for providing that transportation.**

Finance

III. Financial Plan [YEARS 1–5]

Financial History

See Attachments:

- Audit Report
- Credit Report
- IRS Form 990

Detailed Financial Plan

See Budget Narrative and Financial Plan Workbook.

Systems, Policies, and Processes

Describe the systems, policies, and processes the school will use for financial planning, accounting, purchasing, and payroll. List the organization's preliminary internal accounting controls and describe how and when the controls will be fully developed by the start of Year 1.

The Board will adopt a comprehensive set of financial board policies that are in compliance with state and federal law as well as Generally Accepted Accounting Principles (GAAP) and TEA's Financial Accountability System Resource Guide (FASRG). The policies, created by our legal counsel, cover a wide range of fiscal matters, including allowable and prohibited use of funds, accounting for grant funds, financial reporting requirements, purchasing and contracting policies, and internal controls. The Superintendent will enforce these policies and provide day to day management of the school's finances with our back-office provider – Region 20 ESC.

FINANCIAL PLANNING – The Superintendent is responsible for working with staff to create a budget that meets the needs of our students and staff. He or she will begin working on the budget in February of each year. He or she will work collaboratively with the Director of Academics and Director of Music & Arts to identify student instructional and programmatic needs, which will be used as the base for any budgeted expenditure. The Superintendent will deliver a draft copy of the budget to the Board in their regular June board meeting. If needed, the board may require the Superintendent to schedule budget workshops throughout the summer. The Board will formally adopt the budget by August each year.

ACCOUNTING, PURCHASING, and PAYROLL – Region 20 ESC will provide back-office support for FLAMA. They will be responsible for budget processing, accounts payable, accounts receivable, general ledger processing, payroll, and month and year end reporting. The Superintendent will communicate regularly with the finance staff at ESC 20. Monthly financial reports will be reviewed and approved by the FLAMA Board.

INTERNAL CONTROLS – One of the benefits of working with a quality back-office provider is the built-in internal controls inherent with their processes. ESC 20 will comply with the board's internal control policies and establish procedures to ensure compliance with all applicable federal and state law.

INDEPENDENT AUDIT – Ultimate financial accountability for the FLAMA Board is in reviewing and approving an independent audit completed by an approved Audit Firm. The Board will go through an RFP process to review and select the best firm for the school.

For construction procurement over $50,000.00, FLAMA will adopt Ed. Code Subchapter B, Chapter 44 and Govt. Code Chapter 2269. This is limited adoption for construction procurement only.

Finance

Roles and Responsibilities

Identify the roles and responsibilities of the school's governing board, administration, and any vendors regarding school finances.

Type	Position Title(s)	Duties and Responsibilities
Governance	Board of Directors	• Review and approve annual budget • Review and approve monthly financial reports • Review and approve budget amendments • Approve expenditures and contracts in compliance with board policy spending limits • Employ Independent Auditor • Review and approve Independent Audit
Administrative	Superintendent	• Develop with FLAMA's executive team and the Board a comprehensive budget for each school year • Approve expenditures in compliance with board policy spending limits • Review financial reports with ESC 20 personnel • In conjunction with ESC 20, prepare monthly financial reports for board approval • Oversee ESC 20 financial team ensuring that payments are processed timely, that budget constraints are adhered to and that fund accounting is being used properly • Work with ESC 20 and independent auditor to prepare independent audit for board review
Vendor	ESC 20	• Manage day to day operation of the financial system • Process accounts payable and accounts receivable, • Utilize Ascender financial software and maintain compliance with the FASRG • Process payroll • Provide regular reports to the Superintendent, to include PIC expenditure reports, federal program expenditure reports, cash flow reports, and budget to actual (Statement of Activities) reports • Provide monthly financial reports to the Board of Directors, including Statement of Financial Position (Balance Sheet), Statement of Financial Activities (Budget to Actual), Cash Flow, and Cash Flow projection reports • Quarterly provide the Superintendent and Board with a progress report on Charter FIRST • Coordinate with independent audit firm on the Independent Audit

Financial Management Practices

Describe the board and superintendent's plan to align the school's financial management practices with the Charter Financial Integrity Rating System (FIRST).

The FLAMA Board is committed to outstanding financial management practices that will result in high scores on the annual Charter FIRST report. Following is a plan for ensuring FLAMA's compliance with GAAP and FASRG, and for Charter FIRST.

Finance

1. The Superintendent and Board will be trained in FASRG and Charter FIRST. The training will be provided by a highly experienced charter school operator and/or expert.
2. All monthly financial board reports will be presented in Fund/Function/Object Code format required by the FASRG.
3. At least quarterly, the financial management contractor will present the Superintendent and Board a progress report using the Charter FIRST indicators.
4. The Superintendent and Board will use the information from the quarterly Charter FIRST progress reports to make necessary adjustments to financial plans in order to better comply with the indicators.
5. At the conclusion of the independent audit, the auditor and financial management team will produce an estimated Charter FIRST for board review.

External Funding Assumptions

See Evidence of Financial Support.

Letter of Special Assurances

Name of Proposed Charter School:	Frank Liu Jr. Academy for Music & Arts
Name of Sponsoring Entity:	Frank Liu Jr. Academy for Music & Arts

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

Initial above each blank line.

Submission and Eligibility

AH The proposed charter holder assures that the Board Chair of the sponsoring entity, as identified in this application, has full authority to submit this application.

AH The proposed charter holder assures that all information contained in this application is complete and accurate and is aware that any misrepresentation could result in disqualification from the application process or revocation after award.

AH The proposed charter holder assures that no board members of the sponsoring entity, officers, or employees of the proposed school have been convicted of a misdemeanor involving moral turpitude or of any felony.

AH The proposed charter holder assures that it has reviewed all application documents provided by the Texas Education Agency in relation to RFA 701-25-101 and is aware that applications deemed "incomplete" will not be considered.

Open Meeting Requirements

AH 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 will be held in a public forum as required by the Open Meetings Act in Texas Government Code, Chapter 551.

AH 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 that were proposed and approved in the application for charter.

Public Information Requirements

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

Criminal History Check Requirements

AH 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 a charter school if the person has been convicted of a misdemeanor involving moral turpitude, a felony, an offense listed in Texas Education Code (TEC) §37.007(a) or an offense listed in Article 62.001(5) Texas Code of Criminal Procedure.

Letter of Special Assurances

Annual Training Requirements

AH

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.

Residential Facilities Monitoring (RFM) System

AH

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 Residential Facilities (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.

Residential Facility Training

AH

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.

Admission and Enrollment

AH

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.

AH

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.

AH

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, and limited to, 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.

Withdrawal and Expulsion

AH

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 an approved 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.

Letter of Special Assurances

AH 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.

AH 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.

AH 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.

New Charter Pre-opening Checklist

AH The proposed charter holder understands, upon approval and award of charter, that a pre-opening check list may be required to be completed prior to final approval for the opening of any campus.

Federal and State Funding

AH 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 Guns-Free School Act. See 20 U.S. Code § 7151.

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

AH 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), 200.208.

Federal Charter School Program Grant

AH The applicant provides assurance to adhere to all Statutory Requirements, TEA Program Requirements, and Performance Measures, as noted in the Generation 30 Application for Charter, and shall provide the Texas Education Agency, upon request, any performance data necessary to assess the success of the Charter School Program (CSP) grant.

Letter of Special Assurances

AH

The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, Commissioner and State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.

AH

The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.

AH

The applicant provides assurance that the chosen financial accounting system will adhere to the following requirements, upon award of a charter:

- accommodates the minimum 15-digit account code mandated by the Financial Accountability System Resource Guide (FASRG);
- generates information needed for PEIMS reporting; and
- ensures adequate accountability of state and federal funds. If the applicant's financial accounting system is not approved by TEA, the applicant assures that it will budget and acquire an acceptable accounting system and training with CSP grant funds. Additionally, the applicant will be required to submit proof of an acceptable accounting system prior to receiving continued and/or additional funding.

AH

The applicant provides assurance that it will maintain clear documentation and data for the school and students served by the CSP grant, will comply with any reporting and evaluation requirements that may be established by the TEA, and will submit the reports in the format and manner requested by TEA. Grantees will be required to cooperate with the team that has been contracted to evaluate the use of CSP grant funds.

AH

The applicant provides assurance that it has, or will have before serving students, on file an appropriate certificate of occupancy or the equivalent, for the instructional facility. At any time, should the TEA Division of Charter School Authorizing request a copy, the applicant will provide such copy immediately.

AH

According to Title IV, Part C of ESSA, to receive federal grant funds of any type, including U. S. Department of Education funds, the charter school must meet the definition of a charter school, as defined in ESSA, Section 4310(2). By signing and submitting the application, the authorized official of the proposed public charter school certifies that each of the statements in the definition is true and that the school is in compliance with this definition. A charter school is not eligible to receive any federal funds at any time, formula or discretionary, from TEA if it does not comply with this definition.

AH

The term charter school means a public school that:

a. in accordance with TEC, Chapter 12, is exempt from significant state or local rules that inhibit the flexible operation and management of the school, but not from any rules relating to the other requirements of this section;
b. is created by a developer as a public school, or is adapted by a developer from an existing public school, and is operated under public supervision and direction;
c. operates in pursuit of a specific set of educational objectives determined by the school's developer and agreed to by the authorized public chartering agency;
d. provides a program of elementary or secondary education, or both;
e. is nonsectarian in its programs, admissions policies, employment practices, and all other operations, and is not affiliated with a sectarian school or religious institution;

Letter of Special Assurances

f. does not charge tuition;

g. complies with the Age Discrimination Act of 1975, Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990 (42 U.S.C. 12101 et seq.), Section 444 of the General Education Provisions Act (20 U.S.C. 1232g) (commonly referred to as the Family Educational Rights and Privacy Act of 1974), and Part B of the Individuals with Disabilities Education Act;

h. is a school to which parents choose to send their children, and that admits students on the basis of a lottery, if more students apply for admission than can be accommodated;

i. agrees to comply with the same federal and state audit requirements as do other elementary schools and secondary schools in the state, unless such requirements are specifically waived for the purposes of this program;

j. meets all applicable federal, state, and local health and safety requirements;

k. operates in accordance with state law;

l. has a written performance contract with the authorized public chartering agency in the state that includes a description of how student performance will be measured in charter schools pursuant to state assessments that are required of other schools and pursuant to any other assessments mutually agreeable to the authorized public charter agency and the charter school; and

m. may serve students in early childhood education programs or postsecondary students.

Required Disclosure

AH 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.

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.

Andrea Hauge Digitally signed by Andrea Hauge
Date: 2024.12.20 13:39:06 -05'00'

Electronic Signature of the Chair of the Sponsoring Entity

Articles of Incorporation or Certificate of Formation

If the sponsoring entity was incorporated prior to January 1, 2006.

- Provide the 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.

- Provide either:
  - A single page document with the Certificate of Formation filing number as provided by the Texas Secretary of State.

    Or

  - Original Certificates of Formation and Certificate of Filings as filed with the Texas Secretary of State.

Applicants may be removed from further review if the entity is not incorporated by the time of submission.

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

Jane Nelson
Secretary of State

Office of the Secretary of State

CERTIFICATE OF FILING
OF

Frank Liu Jr. Academy for Music & Arts
File Number: 805205329

The undersigned, as Secretary of State of Texas, hereby certifies that a Certificate of Formation for the above named Domestic Nonprofit Corporation 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 filing effective on the date shown below.

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: 08/10/2023

Effective: 08/10/2023

Jane Nelson
Secretary of State

Filing#:805205329 Document#:1273523520002 Filed On 8/10/2023 received by Upload

CERTIFICATE OF FORMATION
OF
FRANK LIU JR. ACADEMY FOR MUSIC & ARTS

The undersigned natural person, of the age of eighteen (18) years or more, acting as organizer of a Corporation under the Texas Business Organizations Code, adopts the following Certificate of Formation.

ARTICLE I

The name of the corporation is Frank Liu Jr. Academy for Music & Arts. The filing entity being formed is a non-profit corporation. The period of its duration is perpetual.

ARTICLE II

The business address of the registered office of the corporation is 1017 Heights Blvd., Houston, Texas 77008 and the name of its registered agent at such address is Schulman, Lopez. Hoffer & Adelstein, LLP.

ARTICLE III

The number of directors of the Corporation, which shall constitute its Board of Directors and the governing body of the Corporation, shall be fixed by or as provided in the Bylaws of the Corporation. The number of directors shall be no fewer than three. The current Directors are:

Andrea Hauge
1017 Heights Blvd.
Houston, Texas 77008

Eddie Cumbo
1017 Heights Blvd.
Houston, Texas 77008

Anthony Blanco
1017 Heights Blvd.
Houston, Texas 77008

ARTICLE IV

The Corporation shall have no members.

ARTICLE V

The Corporation is organized exclusively for charitable and educational purposes, including for such purposes as the making of distributions to organizations that qualify as exempt organizations under Section 501(c)(3) of the Internal Revenue Code of 1986, or the corresponding provision of any future federal tax code. In particular, the Corporation is organized to educate, train and prepare individuals to function well in society and to provide educational opportunities and experiences.

The Corporation is organized to have and exercise all rights and powers conferred upon non-profit corporations under the laws of the State of Texas, or which may hereafter be so conferred, in order to promote charitable and educational activities.

No part of the net earnings of the Corporation shall inure to the benefit of, or be distributable to, its officers, directors or other private persons, except that the Corporation, in accordance with applicable law, shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes of the Corporation set forth in these Articles herein. No substantial part of the activities of the Corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distribution of statements), any political campaign on behalf of or in opposition to any candidate for public office.

Notwithstanding any other provision hereof, the Corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code of 1986, or the corresponding provision of any future federal tax code, or (b) by any corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code of 1986, or the corresponding provision of any future federal tax code.

ARTICLE VI

All money and other assets owned or controlled by the Corporation, wherever derived, shall be devoted for use in performing the charitable and educational functions of the Corporation solely through the furthering of the primary purposes of the Corporation.

Except as otherwise required by applicable state or federal law, upon dissolution or liquidation of this Corporation, and after payment of all debts and satisfaction of all liabilities and obligations of the Corporation (or making adequate provision therefore), and after the return, transfer, or conveyance of all assets requiring return, transfer, or conveyance thereof because of the dissolution or liquidation of the Corporation, any remaining assets of this Corporation shall be distributed to charitable or educational organizations that would then qualify as an organization described in Section 501(c)(3) of the Internal Revenue Code of 1986, or the corresponding provision of any future federal tax code, as determined by the Board of Directors of the Corporation.

ARTICLE VII

The initial mailing address of the corporation is 1017 Heights Blvd., Houston, Texas 77008.

ARTICLE VII

The name and street address of the organizer is Andrea Hauge, 1017 Heights Blvd., Houston, Texas 77008.

ARTICLE VIII

This Certificate shall be effective on the date filed with the Secretary of State of Texas.

ARTICLE IX

The initial Bylaws of the Corporation shall be adopted by its Board of Directors, and the power to alter, amend or repeal the Bylaws or adopt new Bylaws shall be vested in its Board of Directors.

ARTICLE X

To the fullest extent permitted by applicable law, a director of this Corporation shall not be liable to the Corporation for monetary damages for an act or omission in the director's capacity as a director, except that this Article does not eliminate or limit the liability of a director to the extent the director is found to be liable for:

(a) a breach of a director's duty of loyalty to the Corporation;

(b) an act or omission not in good faith that constitutes a breach of duty of the director to the Corporation or an act or omission that involves intentional misconduct or a knowing violation of the law;

(c) a transaction from which the director received an improper benefit, whether or not the benefit resulted from an action taken within the scope of the director's office; or

(d) an act or omission for which the liability of a director is expressly provided by applicable law.

ARTICLE XI

The Corporation shall indemnify any person who (i) is or was a director, officer, employee, or agent of the Corporation, or (ii) while a director, officer, employee, or agent

of the Corporation, is or was serving at the request of the Corporation as a director, officer, trustee, employee, agent, or similar functionary of another foreign or domestic non-profit corporation, trust, employee benefit plan, or other enterprise, to the fullest extent that a corporation may or is required to grant indemnification to a director under the Texas Business Organizations Code as now written or as hereafter amended, but only to the extent permitted for (a) a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code of 1986, or the corresponding provision of any future federal tax code, and (b) a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code of 1986, or the corresponding provision of any future federal tax code.

ARTICLE XII

Except as otherwise provided in the Bylaws of the Corporation, this Certificate of Formation may be altered, amended, or repealed only as provided in the Texas Business Organizations Code, as presently written or hereafter amended.

Dated: August 10, 2023

Frank Liu Jr. Academy for Music & Arts

By: */s/ Andrea Hauge*
Andrea Hauge, Organizer

BYLAWS
OF
FRANK LIU JR. ACADEMY FOR MUSIC & ARTS

WHEREAS, the initial Board of Directors of Frank Liu Jr. Academy for Music & Arts (the "Corporation") caused to be filed with the Texas Secretary of State a Certificate of Formation for the organization of the Corporation NOW, THEREFORE:

BE IT RESOLVED by the Board of Directors of the Corporation, that these Bylaws will govern its affairs in pursuit of its declared purposes.

PREAMBLE
CORPORATE PURPOSE, OBJECTIVES AND DEDICATION OF ASSETS

The Corporation shall enrich, strengthen, enhance, and support the advancement of education and school choice in Texas by engaging in fundraising as it deems appropriate in furtherance of the purposes as provided in the Certificate of Formation. The Corporation shall also seek to own and operate an Open-Enrollment Charter School (the "School") as provided under the Texas Education Code for the benefit of students in Texas, providing educational opportunities, programs and such other functions as it deems appropriate in furtherance of the purposes as provided in the Certificate of Formation. This Corporation is formed for charitable and educational purposes, and it will be nonprofit and nonpartisan. No substantial part of the activities of the Corporation will consist of the publication or dissemination of materials or statements with the purpose of attempting to influence legislation, and the Corporation will not participate or intervene in any political campaign on behalf of or in opposition to any candidate of public office. The Corporation will not engage in any activities or exercise any powers that are not in furtherance of the charitable purposes described in the Certificate of Formation.

The properties and assets of the Corporation are irrevocably dedicated to charitable and educational purposes. No part of the net earnings, properties or assets of this corporation, on dissolution or otherwise shall inure to the benefit of any private person, or any director or officer of this Corporation. On liquidation or dissolution, all properties, assets and obligations will be distributed or paid over to an organization dedicated to charitable and educational purposes that is tax-exempt pursuant to Internal Revenue Code Section 501(c)(3) as amended or as otherwise required by state and federal law.

The Corporation, in all its activities and programs, shall not discriminate on the basis of sex, national origin, ethnicity, religion, disability or any other prohibited manner.

ARTICLE ONE
NAME, OFFICE AND SEAL

1.01 NAME: The name of the Corporation is "Frank Liu Jr. Academy for Music & Arts".

1.02 OFFICE: The initial principal office of the Corporation will be located at 1017 Heights Blvd., Houston, Texas 77008.

1.03 SEAL: The corporate seal of the Corporation, if any, will be inscribed with the Corporation name and year and place of its incorporation.

ARTICLE TWO
MEETINGS & RECORDS

2.01 REGULAR MEETINGS, FREQUENCY AND PLACE: Regular meetings of the Board of Directors shall be held on at least a quarterly basis at such places and at such times as the Board may determine.

2.02 ANNUAL MEETING: The Annual Meeting of the Board of Directors shall be held on the occasion of its First (1st) Quarterly meeting each and every fiscal year, or as otherwise determined by the Board.

2.03 SPECIAL MEETINGS: Special meetings of the Board of Directors may be called by the Chairman, Secretary, or by any one or more Board members with the consent of the Chairman or Secretary, which consent will not be unreasonably withheld, for any purpose not otherwise proscribed by law, grant or loan condition, or the Certificate of Formation, to transact any business described in the call for the special meetings.

MEETINGS RELATING TO CHARTER SCHOOLS

2.04 CHARTER SCHOOL MEETINGS: When conducting business relating in any way to the operations or affairs of any of the Corporation's open-enrollment charter schools, meetings of the Board or any Board Committee shall be conducted in accordance with provisions of the Texas Education Code and Chapter 551 of the Texas Government Code, and the Board of Directors shall be subject to the requirements of the Texas Open Meetings Act, including the following provisions: At no time shall a quorum of the full Board meet to deliberate any issue or business of the Corporation without posting notice of a meeting as set forth below. Directors shall normally attend all meetings in person but may attend by alternate means only if circumstances warrant and expressly in accordance with the Texas Open Meetings Act.

(a) Closed Meetings: The Board may meet in a meeting closed to the public to deliberate on those matters specified in the Texas Open Meetings Act as proper for closed meetings, including but not limited to consultation with attorney, real estate, prospective gifts or donations, personnel matters, security personnel or devices, discipline of a student and complaints against an employee unless the student or employee respectively requests an open meeting.

(b) Emergency Meetings: In the event of an emergency as defined in the Texas Open Meetings Act, a meeting may be conducted by telephone conference call. If a meeting

involves telephonic participation, the telephonic participation must be by conference call in which all persons participating can be heard by all other participants and the public.

(c) Video Conferencing: Meetings may also be conducted by videoconference call if a quorum, or the presiding officer, is present at one location open to the public and the notice of the meeting states the intent to have the quorum present. Audio and video must be simultaneously available to the public and the meeting shall be audio recorded. Each participant shall be clearly visible and audible to other participants and to members of the public in attendance. The meeting must meet all other prerequisites and requirements of the Texas Open Meetings Act.

2.05 NOTICE FOR CHARTER SCHOOL MEETINGS: When conducting business related to the operations or affairs of the Corporation's open-enrollment charter schools, the following shall apply: Notice of all meetings of the Board of Directors, except as otherwise provided by state law, regulation, will be delivered by mail postmarked, electronic facsimile or e-mail transmission to each Director at least 72 hours before the time of the meeting.

(a) Posting of Notice: In addition, notice to the public of any meeting shall be posted at the administrative offices of the Corporation in a location convenient to the public at least 72 hours before the time of such meeting.

(b) Emergency Notice: Emergency meetings as allowed under the Texas Open Meetings Act may be posted up to one hour before such meeting. At such an emergency meeting, the Board may only address the matter requiring the emergency action. The notice must identify the nature of the emergency and the urgent public necessity requiring emergency action.

(c) Internet Posting: Notice and the agenda of all meetings of the Board of Directors shall also be posted on the Corporation's Internet website for the charter schools, if any, concurrently with the notice posted at the administrative offices, or as otherwise required and authorized by the Texas Open Meetings Act.

(d) Closed Meetings: The agenda shall clearly state whether the Board intends to convene in a closed meeting and shall identify separately each matter to be deliberated by the Board in the closed meeting and whether the Board may take action on any such matter upon returning to the open meeting. The Secretary shall note the times in the open meeting that the Board convenes to and adjourns from the closed meeting.

2.06 CHARTER SCHOOL MEETING ORDER OF BUSINESS: When conducting business related to the operations or affairs of the Corporation's open-enrollment charter schools, the following shall apply: At regular meetings of the Board, the order of business shall be established in an Agenda approved by the Chairman and as presented in the notice of the meetings. However, the Chairman may modify the order of business. The agenda shall identify all matters to be presented to and considered by the Board. Matters not

disclosed in the agenda and meeting notice available to the public shall not be deliberated or be considered by the Board, except as permitted by the Texas Open Meetings Act.

CORPORATE BOARD MEETINGS NOT RELATING TO CHARTER SCHOOLS

2.07 NON-CHARTER MEETINGS: When conducting any other Corporate business not related, in any way, to the operations or affairs of the Corporation's open-enrollment charter schools, Board meetings shall be conducted in accordance with provisions of Chapter 22 of the Texas Business Organizations Code, the Certificate of Formation and these bylaws. The Secretary shall cause to be mailed at least forty-eight hours in advance or sent by electronic means at least twenty-four (24) hours in advance to every director at his/her address (email address) of record with the Corporation, a notice stating the time and place of every meeting. Notice of such meetings shall state the reasons that such meeting has been called and the business to be transacted at such meeting.

2.08 BOARD ACTION BY WRITTEN CONSENT: When conducting any Corporate business not related, in any way, to the operations or affairs of the Corporation's open-enrollment charter schools the Board may take any action required or permitted to be taken at a meeting of the Board of Directors or committee of the Corporation, without an actual meeting if a consent, in writing, setting forth the action to be taken, is signed by a majority of directors or committee members entitled to vote (written consent) subject to all requirements of applicable law. The written consent for any such action by the Board or committee must state the date of each Director's or committee member's signature and memorialize the action to be taken. The written consent of each of the Directors or committee members must be delivered to the Corporation no later than the tenth (10^{th}) day after the earliest date of consent and must be delivered to the Chairman or Secretary of the Board. Delivery must be by hand delivery or by certified or registered mail, return receipt requested. Where required by law, including fundamental transactions as applicable, such action shall be by unanimous written consent.

MEETINGS & RECORDS GENERALLY

2.09 CORPORATE RECORDS: The Corporation will maintain at its principal office all financial books and records of account, all minutes of the Board meetings and committee meetings, the list of Directors, and copies of all other material corporate records, books, documents and contracts as required by Texas law. All such records will be made available for inspection at any reasonable time during usual business hours for any lawful purpose to any officer, Director, or person authorized by law or the Board to inspect such records, and the Corporation's records will also be available to the extent required by the Texas Public Information Act where applicable for public inspection and copying as promptly as possible as required by such act. Upon leaving office, each Director, officer or agent of the Corporation will turn over to the Chairman in good order any Corporation monies, books, records, minutes, lists, documents, contracts or other property of the Corporation in his or her custody or control.

2.10 QUORUM: The presence of a majority of the members shall constitute a quorum and shall be necessary to conduct the business of the Corporation except as otherwise provided in Article 2.14 herein. Any Board vacancies shall not be counted in determining a majority called for by these Bylaws.

2.11 ORDER OF BUSINESS: Board meetings shall generally proceed with the following order of business:

- Roll Call and Establishment of a Quorum
- Public Comments
- Reading and Approval of Minutes of Preceding Meeting(s)
- Reports of Committees
- Reports of Officers
- Old and Unfinished Business
- New Business
- Adjournments

The Board of Directors may, by majority vote, adopt a different agenda order.

2.12 RECORD OF BOARD ACTION: All motions and resolutions of the Board will be written or recorded in the minutes of the Board and certified copies will be placed in a journal of proceedings of the Board. Such records shall be maintained in accordance with state law and Article 2.09 herein.

2.13 VOTING: All matters at any meeting of the Board of Directors or any of its designated committees, except as otherwise provided in these Bylaws, the Certificate of Formation, or as permitted by law, will be decided by a vote of a majority of the Directors present at or lawfully participating in the meeting as permitted by the Texas Open Meetings Act. If a quorum of the Board is present or lawfully participating in the meeting, the affirmative vote of a majority of the Board of Directors will be the act of the body corporate, unless the vote of a greater number is required by statute, regulation, the Certificate of Formation, or these Bylaws. Any Director may request a roll call vote on any motion or resolution. Directors may not vote by proxy or secret ballot.

2.14 FUNDAMENTAL ACTIONS: In accordance with Section 22.164 of the Texas Business Organization Code, the following actions of the Board of Directors are fundamental actions that shall require the affirmative vote of the majority of directors then serving on the Board:

(a) Amendment of a certificate of formation [or articles of incorporation];
(b) Voluntary winding up under Chapter 11;
(c) A revocation of a voluntary decision to wind up under Chapter 11;
(d) A cancellation of an event requiring winding up under Chapter 11;
(e) A reinstatement under Section 11.202;
(f) A distribution plan under Section 22.305;
(g) A plan of merger under Subchapter F;

(h) A sale of all or substantially all of the assets of the Corporation;
(i) A plan of conversion under Subchapter F; or
(j) A plan of exchange under Subchapter F

2.15 PARLIAMENTARY PROCEDURE: For all matters of parliamentary procedures, the Board and any Committees established by the Board, shall be guided by *Robert's Rules of Order Newly Revised*, 12th ed. (Cambridge, Mass.: Perseus Publishing, 2020).

ARTICLE THREE
DIRECTORS

3.01 MANAGEMENT: The activities, affairs, property and powers of the Corporation will be managed, directed, controlled or exercised by and vested in the Board of Directors.

3.02 NUMBER AND QUALIFICATIONS: The Board of Directors will consist of no fewer than three (3) persons.

3.03 REMOVAL: Any Director who fails to attend three (3) consecutive meetings may be asked to resign from office by resolution of the Board of Directors. The Secretary will notify Directors when they have missed three (3) regular consecutive meetings. Absences may be formally excused by vote of the Board. The Secretary will certify a Director's excessive absence to the Chairman. Any Director may also be removed with or without cause upon a two-thirds (2/3) majority vote of all the remaining directors for removal. However, the Chairman of the Board may only be removed upon a two-thirds (2/3) majority vote of all the remaining directors for good cause.

3.04 TERM: The Directors shall serve for three-year terms, which may be renewed indefinitely by each respective Director, subject to Articles 3.03 and 3.06 herein.

3.05 VACANCY: The Chairman of the Board will appoint Directors to fill vacancies. Each Director appointed or designated to fill a vacancy on the Board of Directors will hold office for the remainder of the term of the Board of Directors. A vacancy occurring on any committee may be filled by the Board of Directors for the remainder of the term of the position.

3.06 RESIGNATION: Any director or officer may resign from the Corporation by delivering a written letter of resignation to the Chairman of the Board.

3.07 COMPENSATION: Except as provided in this section, no Director will receive directly or indirectly any salary, compensation or gift from the Corporation, except as authorized by state law. The Directors of the Corporation will serve as such without salary. No Director will be entitled to any dividend or any part of the income or principal of the Corporation or to share in the distribution of the assets upon dissolution of the Corporation. The Board of Directors may authorize the payment by the Corporation of the

reasonable, documented and allowable expenses incurred by a Director in performance of his or her duties in accordance with state and federal law.

3.08 CONFLICT OF INTEREST AND INTERESTED DIRECTORS AND OFFICERS: The Board shall adopt (and periodically review) an Ethics and Conflicts of Interest Policy satisfying the requirements of federal and state law governing conflicts of interest and interested transactions among charter school and charter holder board members and officers, as described in Texas Education Code chapter 12 and 19 T.A.C. §§ 100.1131, 100.1132, 100.1133, 100.1134, and as required by Local Government Code chapter 171 and 176 and Government Code chapter 573.

3.09 POWERS: All corporate powers, except, such as are otherwise provided for in these Bylaws, the contract for charter and in the laws of the State of Texas, are hereby vested in and shall be exercised by the Board of Directors. Without limiting the Board's authority, the following powers and duties must generally be exercised by the Board, acting as a body corporate in meetings posted in compliance with Texas Government Code, Chapter 551:

(a) Final authority to hear or decide employee grievances, citizen complaints, or parental concerns;
(b) Final authority to adopt or amend the budget of the charter holder or the charter school;
(c) Final authority to authorize the expenditure or obligation of state funds or the use of public property;
(d) Final authority to direct the disposition or safekeeping of public records;
(e) Final authority to adopt policies governing charter school operations;
(f) Final authority to approve audit reports; and
(g) Initial or final authority to select, employ, direct, evaluate, renew, nonrenew, terminate, or set compensation for the Chief Executive Officer.

ARTICLE FOUR
OFFICERS

4.01 OFFICERS: The officers of the Corporation will consist of the Chairman of the Board, a Vice-Chairman of the Board, and a Secretary/Treasurer and any other officers that the Board may establish and designate by resolution adopted by a majority of vote of the whole Board.

4.02 APPOINTMENT: The officers of the Corporation will be appointed each year by the Chairman of the Board at its annual meeting.

4.03 CHAIRMAN: The Chairman of the Board will preside at all meetings of the Board of Directors. The Chairman will have other powers and duties not inconsistent with these Bylaws as may be assigned by the Board. The Vice-Chairman will have the powers and duties of the Chairman in his absence.

4.04 SECRETARY: A Secretary will act under the direction of the Chairman and in the absence of the Chairman and Vice-Chairman, have the duties and powers of the Chairman. A Secretary will have other duties and powers as the Chairman of the Board of Directors may assign. The Secretary will have the general powers and duties usually vested in such office of a Corporation, including keeping all records, documents and the corporate seal at the principal office of the Corporation; affixing the corporate seal to any instrument requiring it and to attest the same by his or her signature when authorized by the Board of Directors or after the instrument has been signed by the Chairman, Vice-Chairman or other authorized officer or agent; keeping the minutes of the meetings of the Board of Directors, the Executive and other committees of the Board of Directors, the Executive and other committees of the Corporation to recorded in one or more books provided for that purpose, with the time and place, how they were called or authorized, the notice given, the names of those present, and the proceedings therein; and issuing proper notices in accordance with these Bylaws. The Secretary will have such other powers and duties not inconsistent with these Bylaws as may be assigned by the Board of Directors or the Chairman.

4.05 TREASURER: The Treasurer will be responsible for all funds and securities of the Corporation and will have the general powers and duties usually vested in such office of a Corporation, including receiving and documenting all monies due and payable to the Corporation; depositing all monies received in the name of the Corporation in a depository designed by the Board, disbursing monies of the Corporation under the direction or orders of the Board; entering regularly in the books kept by the Treasurer a complete and accurate account of all monies received and disbursed by the Corporation; rendering a statement of the financial accounts of the Corporation to the Board as requested; exhibiting the books of the financial accounts of the Corporation to the Board as requested; exhibiting the books of account in his custody to any Director upon request; and submitting a full financial report to the Board of Directors at the annual meetings. The Treasurer will have such other powers and duties not inconsistent with the Bylaws as may be assigned by the Board of Directors or the Chairman.

4.06 OTHER OFFICERS: The Board of Directors may create by resolution other offices as it deems necessary to serve the Corporation, who need not be directors, to serve as officers or agents of the Corporation.

ARTICLE FIVE
COMMITTEES

5.01 COMMITTEES: Designated committees may be established by the Chairman of the Board or the Board to perform the duties and functions assigned in furtherance of Board objectives. Any committee may include one or more Directors from the Board. The Chairman of the Board or its designee will appoint the members, officers, or others to committee positions. The rules of procedure of any committee may be set by the Board. Any committee may be abolished, or any committee member removed for any reason and at any time by the Board of Directors.

5.02 NOTICE: Any committee meeting at which a quorum of the Board of Directors attends, or at which a deliberation as defined by the Open Meetings Act takes place, shall give written notice of the meeting and shall keep and deliver a copy of minutes of its proceedings to the Secretary of the Board, in accordance with the Texas Open Meetings Act. Committees that are advisory only without delegated authority or power may not fall under the Open Meetings Act. If, however, a committee has delegated authority or it has power to make final decisions, to adopt rules regarding school business, or if the Board of Directors usually approves its recommendations in full, then it must meet in accordance with the Open Meetings Act.

ARTICLE SIX
DEPOSITS, CHECKS, LOANS AND CONTRACTS

6.01 DEPOSITORIES: All funds of the Corporation not otherwise employed will be deposited in banks or other depositories designated by the Board of Directors and in accordance with state law.

6.02 TRANSACTIONS: All checks, drafts, endorsements, notes and evidences of indebtedness of the Corporation will be signed by such officers or agents and all endorsements for deposits to the credit of the Corporation will be made as authorized by the Board of Directors.

6.03 LOAN OR GRANT AUTHORITY: No loans or advances will be contracted on behalf of the Corporation, and no note or other evidence of indebtedness will be issued in its name, except as authorized by the Board.

ARTICLE SEVEN
CONTRACTS WITH DIRECTORS AND OFFICERS

7.01 INSIDER DEALING: Subject to any law, regulation, or contractual agreement of the Texas Business Organizations Code, no Director, officer or committee member will be interested directly or indirectly in any contract or program involving Corporation assets, relating to the operation conducted by it or in any contract for furnishing services or supplies to it, unless (a) the contract is authorized by a majority of Directors present at a meeting in which there is a quorum and vote without the interested Director's presence, (b) the facts and nature of the Director's interest is fully disclosed to the whole Board of Directors before the meeting in which the contract will be considered and (c) the Corporation could not have obtained a more advantageous arrangement with reasonable effort under the circumstances. Furthermore, in accordance with Texas law and commissioner rule, a transaction with a current or former board member or officer of the charter school, who served within 5 years of the transaction, may require an independent appraisal, audit and prior notice to the TEA for TEA's review and approval prior to entering into such transaction.

7.02 INSIDER LOANS: No loans or grants will be made by the Corporation to its Directors, officers or committee members during their term of office. The Directors who

vote for or assent to, and any officer who participates in, the making of a loan to a Director or officer will jointly and severally be liable to the Corporation for the amount of the loan until it is repaid.

ARTICLE EIGHT
INDEMNIFICATION OF DIRECTORS AND OFFICERS

8.01 LIABILITY: A Director or committee member will not be required to furnish any bond or surety for his services as a Director or committee member and will not be liable for the act or omission of any other Director.

8.02 INDEMNIFICATION: Any person made or threatened to be made a party to any action in court or other proceeding because he is or was a Director or committee member will be indemnified by the Corporation against any and all liability and the reasonable expenses, including attorney's fees, incurred in connection with the defense or settlement of the action, except where it is adjudged that the Director or committee member is liable for gross negligence, bad faith or willful misconduct in performing his duties. The right of indemnification will not exclude any other right of the Director or committee member. INDEMNIFICATION UNDER THIS SECTION IS SUBJECT TO ANY AND ALL PROHIBITIONS, RESTRICTIONS AND LIMITATIONS IMPOSED BY LAW.

8.03 INSURANCE: The Board of Directors will have the power to purchase and maintain at the Corporation's expense insurance on behalf of the Corporation, the Board of Directors, and others.

ARTICLE NINE
AMENDMENT OF BYLAWS

9.01 AMENDMENT: Except as otherwise provided in the Certificate of Formation, and subject to the power of the Board to amend or repeal these Bylaws, these Bylaws may be altered, amended or repealed and new Bylaws may be adopted by a majority vote, provided that written notice setting forth in detail the proposed Bylaws revisions with explanations for the change is given at least three days previously. In the case of an emergency, which must be explained in the notice, two hours notice of a proposed amendment may be given to all Directors, and the Bylaws may be amended upon the unanimous vote of all Directors.

ARTICLE TEN
MISCELLANEOUS

10.01 FISCAL YEAR. The fiscal year of the Corporation will begin on September 1 of each year and will end on August 31 of the next year.

10.02 ANNUAL REPORT: The Treasurer shall obtain and will provide to the Board no later than 90 days after the close of the fiscal year a report containing the following information in appropriate detail.

(a) The assets and liabilities of the Corporation as of the end of the fiscal year.

(b) The principal changes in assets and liabilities during the fiscal year;

(c) The revenues and receipts, both restricted and unrestricted to particular purposes, for the fiscal year.

(d) The expenses or disbursements, for both general and restricted purposes, during the fiscal year;

(e) The substantial activities and projects begun, in progress, and completed during the Fiscal year.

(f) Such other information as may be requested by the Board.

The report will be accompanied by a report of an independent accountant, or in lieu of such report, the certificate of an authorized officer of the Corporation that such statements were prepared without audit from the books and records of the Corporation.

10.03 FEDERAL TAX FILING: The officers of the Corporation will be responsible for ensuring timely annual filing of IRS Form 990 within the timeframes of IRS rules.

10.04 CONSTRUCTION: Whenever the context requires, the masculine will include the feminine and neuter, and the singular will include the plural, and vice versa. If any portion of these Bylaws is declared invalid or inoperative, then so far as is reasonable the remainder of these Bylaws will be considered valid and operative and effect will be given to the intent manifested by the portion held invalid or inoperative.

10.05 STATUTORY AND OTHER AUTHORITY: These Bylaws are subject to and governed by any applicable federal or state laws and regulations, including pertinent local ordinances and the Certificate of Formation.

As approved by Unanimous Written Consent of the Board of Directors pursuant to the BOC.

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Check Form for Common Errors & Reminders

Form **2848**
(Rev. January 2021)
Department of the Treasury
Internal Revenue Service

Power of Attorney and Declaration of Representative

► Go to *www.irs.gov/Form2848* for instructions and the latest information.

OMB No. 1545-0150

For IRS Use Only
Received by:
Name
Telephone
Function
Date / /

Part I Power of Attorney

Caution: A separate Form 2848 must be completed for each taxpayer. Form 2848 will not be honored for any purpose other than representation before the IRS.

1 Taxpayer information. Taxpayer must sign and date this form on page 2, line 7.

Taxpayer name and address	Taxpayer identification number(s)	
Frank Liu Jr. Academy for Music & Arts 1017 Heights Blvd Houston Texas 77008	93-3209044	
	Daytime telephone number	Plan number (if applicable)

hereby appoints the following representative(s) as attorney(s)-in-fact:

2 Representative(s) must sign and date this form on page 2, Part II.

Name and address	CAF No. / PTIN / Telephone No. / Fax No.
Joseph Hoffer 845 Proton Road San Antonio, Texas 78258	Telephone No. 210-538-5385 Fax No. 210-538-5384
Check if to be sent copies of notices and communications ☑	Check if new: Address ☐ Telephone No. ☐ Fax No. ☐
Name and address	CAF No. / PTIN / Telephone No. / Fax No.
Anthony Blanco 626 Rainwood Houston, Texas 77079	
Check if to be sent copies of notices and communications ☑	Check if new: Address ☐ Telephone No. ☐ Fax No. ☐
Name and address	CAF No. / PTIN / Telephone No. / Fax No.
(**Note:** IRS sends notices and communications to only two representatives.)	Check if new: Address ☐ Telephone No. ☐ Fax No. ☐
Name and address	CAF No. / PTIN / Telephone No. / Fax No.
(**Note:** IRS sends notices and communications to only two representatives.)	Check if new: Address ☐ Telephone No. ☐ Fax No. ☐

to represent the taxpayer before the Internal Revenue Service and perform the following acts:

3 Acts authorized (you are required to complete line 3). Except for the acts described in line 5b, I authorize my representative(s) to receive and inspect my confidential tax information and to perform acts I can perform with respect to the tax matters described below. For example, my representative(s) shall have the authority to sign any agreements, consents, or similar documents (see instructions for line 5a for authorizing a representative to sign a return).

Description of Matter (Income, Employment, Payroll, Excise, Estate, Gift, Whistleblower, Practitioner Discipline, PLR, FOIA, Civil Penalty, Sec. 4980H Shared Responsibility Payment, etc.) (see instructions)	Tax Form Number (1040, 941, 720, etc.) (if applicable)	Year(s) or Period(s) (if applicable) (see instructions)
Income	1023	2023

4 Specific use not recorded on the Centralized Authorization File (CAF). If the power of attorney is for a specific use not recorded on CAF, check this box. See *Line 4. Specific Use Not Recorded on CAF* in the instructions . . . . . ► ☐

5a Additional acts authorized. In addition to the acts listed on line 3 above, I authorize my representative(s) to perform the following acts (see instructions for line 5a for more information): ☐ Access my IRS records via an Intermediate Service Provider;
☐ Authorize disclosure to third parties; ☐ Substitute or add representative(s); ☐ Sign a return;

☐ Other acts authorized:

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b **Specific acts not authorized.** My representative(s) is (are) not authorized to endorse or otherwise negotiate any check (including directing or accepting payment by any means, electronic or otherwise, into an account owned or controlled by the representative(s) or any firm or other entity with whom the representative(s) is (are) associated) issued by the government in respect of a federal tax liability.
List any other specific deletions to the acts otherwise authorized in this power of attorney (see instructions for line 5b): _____

6 **Retention/revocation of prior power(s) of attorney.** The filing of this power of attorney automatically revokes all earlier power(s) of attorney on file with the Internal Revenue Service for the same matters and years or periods covered by this form. If you **do not** want to revoke a prior power of attorney, check here . . . . . ▶ ☐
YOU MUST ATTACH A COPY OF ANY POWER OF ATTORNEY YOU WANT TO REMAIN IN EFFECT.

7 **Taxpayer declaration and signature.** If a tax matter concerns a year in which a joint return was filed, each spouse must file a separate power of attorney even if they are appointing the same representative(s). If signed by a corporate officer, partner, guardian, tax matters partner, partnership representative (or designated individual, if applicable), executor, receiver, administrator, trustee, or individual other than the taxpayer, I certify I have the legal authority to execute this form on behalf of the taxpayer.

▶ **IF NOT COMPLETED, SIGNED, AND DATED, THE IRS WILL RETURN THIS POWER OF ATTORNEY TO THE TAXPAYER.**

DocuSigned by: 020804FDEEB841D... Signature	9/7/2023 Date	Director Title (if applicable)
Andrea Hauge Print name	Frank Liu Jr Academy for Music & Arts Print name of taxpayer from line 1 if other than individual	

Part II Declaration of Representative

Under penalties of perjury, by my signature below I declare that:

- I am not currently suspended or disbarred from practice, or ineligible for practice, before the Internal Revenue Service;
- I am subject to regulations in Circular 230 (31 CFR, Subtitle A, Part 10), as amended, governing practice before the Internal Revenue Service;
- I am authorized to represent the taxpayer identified in Part I for the matter(s) specified there; and
- I am one of the following:

a Attorney—a member in good standing of the bar of the highest court of the jurisdiction shown below.
b Certified Public Accountant—a holder of an active license to practice as a certified public accountant in the jurisdiction shown below.
c Enrolled Agent—enrolled as an agent by the IRS per the requirements of Circular 230.
d Officer—a bona fide officer of the taxpayer organization.
e Full-Time Employee—a full-time employee of the taxpayer.
f Family Member—a member of the taxpayer's immediate family (spouse, parent, child, grandparent, grandchild, step-parent, step-child, brother, or sister).
g Enrolled Actuary—enrolled as an actuary by the Joint Board for the Enrollment of Actuaries under 29 U.S.C. 1242 (the authority to practice before the IRS is limited by section 10.3(d) of Circular 230).
h Unenrolled Return Preparer—Authority to practice before the IRS is limited. An unenrolled return preparer may represent, provided the preparer (1) prepared and signed the return or claim for refund (or prepared if there is no signature space on the form); (2) was eligible to sign the return or claim for refund; (3) has a valid PTIN; and (4) possesses the required Annual Filing Season Program Record of Completion(s). ***See* Special Rules and Requirements for Unenrolled Return Preparers *in the instructions for additional information.***
k Qualifying Student or Law Graduate—receives permission to represent taxpayers before the IRS by virtue of his/her status as a law, business, or accounting student, or law graduate working in a LITC or STCP. See instructions for Part II for additional information and requirements.
r Enrolled Retirement Plan Agent—enrolled as a retirement plan agent under the requirements of Circular 230 (the authority to practice before the Internal Revenue Service is limited by section 10.3(e)).

▶ **IF THIS DECLARATION OF REPRESENTATIVE IS NOT COMPLETED, SIGNED, AND DATED, THE IRS WILL RETURN THE POWER OF ATTORNEY. REPRESENTATIVES MUST SIGN IN THE ORDER LISTED IN PART I, LINE 2.**

Note: For designations d–f, enter your title, position, or relationship to the taxpayer in the "Licensing jurisdiction" column.

Designation—Insert above letter **(a–r).**	Licensing jurisdiction (State) or other licensing authority (if applicable)	Bar, license, certification, registration, or enrollment number (if applicable)	Signature	Date
a	TX	24049462	DocuSigned by: Joseph Hoffer CC3EB5DF9B5B41D...	9/7/2023
d			DocuSigned by: Anthony Blanco 13F61B3E02FC42F...	9/8/2023

501(c)(3) Letter of Determination

If the sponsoring entity currently has 501(c)(3) tax exempt status.

- Provide the Letter of Determination issued by the Internal Revenue Service (IRS).

If the sponsoring entity does NOT have 501(c)(3) tax exempt status.

- Provide a single page document that states "**[Sponsoring entity]** submitted all required documentation to the Internal Revenue Service on [date]. The board of **[sponsoring entity]** is aware that a final Letter of Determination must be provided to the Texas Education Agency before the commissioner of education proposes Generation 30 applicants for award. The board further understands that a failure to submit the Letter of Determination may result in removal from the application process."

Department of the Treasury
Internal Revenue Service
Tax Exempt and Government Entities
P.O. Box 2508
Cincinnati, OH 45201

Date:
03/15/2024
Employer ID number:
93-3209044
Person to contact:
Name: Ms. Liyanage
ID number: 32069
Telephone: 877-829-5500
Accounting period ending:
August 31
Public charity status:
170(b)(1)(A)(ii)
Form 990 / 990-EZ / 990-N required:
Yes
Effective date of exemption:
August 10, 2023
Contribution deductibility:
Yes
Addendum applies:
No
DLN:
26053654010323

FRANK LIU JR ACADEMY FOR MUSIC & ARTS
1017 HEIGHTS BLVD
HOUSTON, TX 77008

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.

Information for Charter Schools
You're not subject to the specific publishing requirements of Revenue Procedure 75-50, 1975-2 C.B., page 587, as long as you operate under a contract with the local government. If your method of operation changes to the extent that your charter is not approved, terminated, cancelled or not renewed, you should notify us. You'll also be required to comply with Revenue Procedure 75-50.

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.

We sent a copy of this letter to your representative as indicated in your power of attorney.

Sincerely,

Stephen A. Martin
Director, Exempt Organizations
Rulings and Agreements

Evidence of Community Engagement

Provide the following documents:

- Any evidence of support from intended community stakeholders and/or community partners.
- Optional Public Meeting Summary (see next page)
- Optional Public Meeting Notification

Do not provide documents that contain names of individuals under the age of 18 years old.

Communities In Schools® Houston

1111 North Loop West
Suite 300
Houston, TX 77008

Tel: 713.654.1515
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www.cishouston.org

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December 11, 2024

Commissioner Mike Morath
Texas Education Agency
Re: FLAMA Generation 29 Application
1701 N. Congress Avenue
Austin, TX 78701

Dear Commissioner Mike Morath and State Board of Education Members,

Communities In Schools of Houston ("CIS of Houston") would like to affirm its support for the Frank Liu Jr. Academy for Music & Arts' ("FLAMA") charter application and confirm our intent to partner with FLAMA to serve its students and their families. CIS of Houston will place a full-time Student Support Manager on-site at FLAMA and grow staff at the school in line with student and family need.

The Student Support Manager will deliver direct services, including supportive guidance and counseling and academic support, on the campus. The Student Support Manager will coordinate basic needs support and provide tailored referrals to local service agencies offering food, clothing, as well as dental, medical and mental health services. The Student Support Manager will also offer college and career readiness workshops, provide parent workshops, help coordinate volunteer opportunities for families at the school, and organize enrichment opportunities for students and their families.

Our model has proven successful across Greater Houston. During the 2023-2024 academic year, 99% of case-managed students stayed in school, 97% in K-11 were promoted to the next grade, 96% of seniors graduated, and 91% improved in academics, attendance and/or behavior.

We at CIS of Houston have had extensive conversations with FLAMA Board members about this partnership. From these discussions, we know our values align and that together we can make a meaningful impact on these students' present and future. We are impressed by the level of thought behind the academic and music/arts programs FLAMA has designed, and are equally impressed by the value its Board places in building substantive relationships with students, families, and the wider community.

As you know, "[i]n Texas, over 58% of school-aged students live in poverty. Without community support, they are more at risk for missing school, dropping out and failing to earn a high school diploma. By helping our most vulnerable students stay in school and succeed in life, we are building stronger, healthier, and more economically-stable communities." We are confident that this partnership with FLAMA will support CIS of Houston's efforts to carry out our mission.

Sincerely,

Lisa Descant, LPC-S, LMFT-S
Chief Executive Officer

To The Administrator Addressed

Texas Education Agency

Charter Schools,

After attending a community meeting regarding the proposed Frank Liu Jr. Academy for Music and Arts, I felt compelled to write a letter in support of this endeavor. Although all my children were educated by the public school systems of HISD and Cy-Fair ISD, I would have happily enrolled them in a school like Frank Liu Jr. if it had been available to me.

I came to this meeting with questions. In general, I am a supporter of public schools. However, I learned that the school proposed by the board of the Frank Liu Jr. Academy for Music and Arts or FLAMA, would be able to offer much more than most public schools.

I agree with the science presented by the board. It supports the positive impact that music and art can have on the way young students learn. Still, learning to read and write proficiently, and to have a strong understanding of mathematics, is crucial to an individuals' long term success in life. But as director Andrea Hauge stated, FLAMA is not a music conservatory that also teaches reading and math, it is a school that will excel in in the fundamentals that also offers music and art. I was sold.

There are six pillars that define the vision of FLAMA. "Academic Rigor" is the one that impressed me the most. My son is a high school senior who is applying to university, and many of the admissions counselors speak of the importance of academic rigor when considering students for acceptance into their institutions. Academic Rigor is also something I found lacking in some of the schools my children attended.

Another important pillar is family. This area will be addressed in different ways. The area that stands out to me is the early and late hours that the school will offer. Many parents, including my daughter, work long hours and when drive times going to and coming back from work are added, it makes for a day that does not fit in the traditional school schedule. This is addressed by the proposed hours and optional after school programs available at the campus.

If granted a charter, admission to FLAMA will be offered to children in underserved, low income neighborhoods at no cost. This includes breakfast, lunch and snacks. This exemplifies another pillar, Nourishment. Additionally the other three pillars of Technical Fluency, Creative Expression, and Music and Art Education will serve to give a holistic experience to the students who attend FLAMA.

There is a support system in place. Rice University and the University of Houston are already prepared to collaborate with FLAMA in a meaningful way. Architects are designing spaces in a historic site that will foster creativity and learning.

There is a foundational reality of the board at FLAMA that makes me believe this school will succeed and endure. It is the passion and commitment of the board and the school's benefactor, Mr. Frank Liu Sr. This charter school is a labor of love. The realization of a dream. It will bring to reality, the vision of a man, Frank Liu Jr., who was a beloved son and a friend without equal to many. These board members

and other supporters are giving their time and energy and resources to ensure the success of this noble cause, the education of our children.

I ask that you approve the charter for the Frank Liu Jr. Academy of Music and Arts. My granddaughter will be the first in line to apply.

Sincerely,

Joseph [redacted]

[redacted]

UNIVERSITY of HOUSTON

Kathrine G. McGovern College of the Arts
Office of the Dean

December 11, 2024

Commissioner Mike Morath
Texas Education Agency
Re: Generation 29 Application
1701 N. Congress Avenue
Austin, TX 78701

Dear Commissioner Morath and Members of the SBOE:

The McGovern College of the Arts fully endorses the educational mission of the Frank Liu Jr. Academy for Music and Education ("FLAMA"). We at McGovern are committed to working in partnership with the FLAMA Board as outlined below:

- offer professional development training for FLAMA faculty on the value of music and art education:
  - provide key research findings on the academic, motivational, self discipline, and creative benefits of such instruction to general education and special education students;
  - recommend methods for incorporating music and art instruction across academic disciplines;
- utilize FLAMA as a site for McGovern's Music Education students to complete required practicums. The aim is to develop our students' experience, create a rich educational environment for FLAMA's students, and attract more music educators to roles in public education;
- provide opportunities for research collaborations with FLAMA faculty and staff in order to drive best practices in music education; and
- provide opportunities for exhibit and performance exchanges. McGovern students will perform and exhibit work at FLAMA, and we will invite FLAMA students to perform and exhibit work at UH. We believe that in seeing what they can achieve as musicians and having the opportunities to share their craft with a wide audience. As a result, FLAMA students will gain greater motivation, presentation skills, and see themselves as part of a community of artists in Houston.

3700 Cullen Boulevard, Suite E128 • Houston, TX 77204-4039
713.743.3019 • uh.edu/cota

The McGovern College is fully committed to working with FLAMA's Board and leadership to support their mission to use music and art education to enable students to "develop the knowledge base, focus, perseverance, and teamwork skills necessary for success."

Sincerely,

Andrew Davis
Dean and Professor of Music
Cullen Foundation Endowed Chair

College of Education
UNIVERSITY OF HOUSTON

Commissioner Mike Morath
Texas Education Agency
Re: Generation 29 Application
1701 N. Congress Avenue
Austin, TX 78701

December 16, 2024

Dear Commissioner Morath and members of the SBOE,

The University of Houston College of Education is committed to collaborating with the Frank Liu Jr. Academy for Music and Education ("FLAMA"). In particular, we are excited to work with FLAMA to offer the following:

- Professional development training for FLAMA faculty on how to best serve Special Populations:
  - How to best understand, assess and evaluate the needs of individuals across the lifespan with disabilities to make evidence-based decisions.
  - How to recognize the significance of diversity for evaluation, planning and intervention.
  - How to promote educational, behavioral and social performance.
  - And how to apply knowledge of transition issues across the lifespan.
- Professional development training for FLAMA faculty on the best practices in literacy instruction.
  - Building faculty who demonstrate a strong understanding of literacy development for early childhood through 8th grade students, with a focus on phonics instruction, writing instruction and rich content.
  - Develop faculty who are cognizant of books and strategies that motivate youngsters to become lifetime readers.
  - Develop faculty who can administer and interpret various assessment tools used to evaluate reading difficulties.

Where appropriate, we also look forward to collaborating to conduct and bring the latest research in education to FLAMA. Jointly, with FLAMA's school leadership and faculty, we will work to translate research to practice achieving the best outcomes for students.

Sincerely,

Catherine Horn, Ph.D.
Dean and Elizabeth D. Rockwell Chair
College of Education

University of Houston DOWNTOWN

OFFICE OF THE PROVOST AND SENIOR VICE PRESIDENT FOR ACADEMIC AFFAIRS

One Main Street, Suite S950
Houston, Texas 77002-1001
(713) 221-8003
FAX: (713) 223-7486
www.uhd.edu

October 25, 2023

Commissioner Mike Morath
Texas Education Agency
Re: Generation 29 Application
1701 N. Congress Avenue
Austin, TX 78701

Dear Commissioner Morath and members of the SBOE:

The University of Houston Downtown ("UHD") wholeheartedly supports the educational mission of the Frank Liu Jr. Academy for Music and Education ("FLAMA"). UHD's robust Department of Urban Education possesses expertise directly relevant to the students FLAMA aims to serve. Our institution will partner with FLAMA on the following.

1. Provide comprehensive professional development training for FLAMA faculty. This training will encompass effective strategies to best serve Special Populations and will be part of both onboarding training and professional development sessions throughout the school year.
2. Establish FLAMA as a site where UHD Department of Urban Education students can complete their required practica experiences. This partnership will not only serve both UHD and FLAMA students but will also pave the way for a continuous pipeline of future educators into the field of urban education.
3. UHD and FLAMA will collaborate on UHD faculty member's cutting-edge research in urban education. Alongside FLAMA's school leadership and faculty, we will work to transform the latest findings in urban education into effective practice in order to achieve strong student outcomes at FLAMA.

We at UHD are excited by this partnership and what it means for our students, FLAMA's students and the field of urban education.

Sincerely,

Deborah E. Bordelon

Deborah E. Bordelon, Ph.D.
Provost and Senior Vice President for Academic Affairs

SHEPHERD
SCHOOL OF MUSIC AT RICE

December 11, 2024

Commissioner Mike Morath
Texas Education Agency
Re: Generation 29 Application
1701 N. Congress Avenue
Austin, TX 78701

Dear Commissioner Morath and members of the SBOE,

Rice University's Shepherd School of Music wholeheartedly supports Frank Liu Jr. Academy for Music & Arts ("FLAMA") application for a charter. We are dedicated to collaborating with FLAMA in creating shared spaces for performances, fostering meaningful connections between FLAMA and Rice students and their families, and bringing our educational expertise to help shape successful outcomes for FLAMA. Shepherd School and FLAMA students will have the unique opportunity to showcase their talents in a specialized learning environment, enriching their musical and academic experiences. By collaborating and sharing their passion for music, Shepherd students will develop a deeper understanding of how their art can impact others, and FLAMA students will witness the potential of music when paired with a strong commitment to education.

This Shepherd School/FLAMA partnership will also allow us to welcome FLAMA students and families to engage with the Rice campus, providing them with the opportunity to envision themselves on a college campus and performing on a university stage. Moreover, we aspire to kindle within Shepherd musicians their own developing skills with best practices in musical engagement and educational achievement. On a personal note, as a product of the Houston Independent School District, I believe strongly in offering public, magnet and charter school options to the families of Houston. We are particularly interested in supporting those schools that can effectively link the creative arts with academic achievement. We are committed to this partnership at the Shepherd School – it will inspire newcomers to the world of music and enrich our Houston community.

Sincerely,



Matthew Loden
Lynette S. Autrey Dean of Music
Professor of Executive Music Management

RICE

Shepherd School of Music–MS 532 • Rice University • P.O. Box 1892 • Houston, TX 77251-1892
musi@rice.edu • 713-348-4854 (phone) • 713-348-5317 (fax)

RICE

Wiess School of Natural Sciences
Rice University School Mathematics Project

December 11, 2024

Mr. Mike Morath
Commissioner, Texas Education Agency
Texas Education Agency
1701 N. Congress Avenue
Austin, Texas, 78701

Dear Mr. Morath and the Texas State Board of Education,

The Rice University School Mathematics Project (RUSMP) is pleased to support the charter application for the Frank Liu Jr. Academy for Music & Arts (FLAMA). The planning of the proposed school is grounded in the most current research practices on Science, Technology, Engineering, and Mathematics that are proven to be effective in providing students with a rigorous education infused with the arts (STEAM). RUSMP heartily endorses the school's vision to support a rigorous education for all students, especially the underserved.

RUSMP is dedicated to creating a better understanding of the nature, beauty, and importance of mathematics and to promoting effective teaching of mathematics through the enhancement of the the mathematics and pedagogical knowledge of PreK-12 teachers. Our mission has expanded to include supporting science, technology, engineering, and the arts as they relate to mathematics. Since its inception in 1987, RUSMP has been providing a bridge between the Rice University mathematics research community and the PreK-12 STEAM teaching community across the state and beyond. RUSMP also offers students programs in mathematics and STEAM with art integration activities.

RUSMP will:
1) provide professional development and support for the faculty at the school;
2) include the school's faculty in our annual Fall and Spring Networking Conferences;
3) include the school's students in our student camps and programs;
4) plan the after-school programs with a mathematics-focused curriculum in the arts; and
5) include the school as a test-bed in RUSMP's research agenda and in other educational research centers at Rice University that conduct research connected with practice to improve education.

RUSMP's acknowledged success in leading and supporting PreK-12 mathematics education reform will ensure that this charter school will be of the highest quality. We look forward to working with FLAMA on this very important endeavor.

Sincerely,

Anne Papakonstantinou

Dr. Anne Papakonstantinou
Director, Rice University School Mathematics Project
Clinical Professor, Wiess School of Natural Sciences

Email rusmp@rice.edu • Office 713-348-6076 • Fax 713-348-5428 • Rice University School Mathematics Project–MS 172
P.O. Box 1892, Houston, TX 77251-1892 • rusmp.rice.edu

RICE

Rice University School Mathematics Project

December 16, 2024

Mr. Mike Morath
Commissioner, Texas Education Agency
Texas Education Agency
1701 N. Congress Avenue
Austin, Texas, 78701

Dear Mr. Morath and the Texas State Board of Education,

I wholeheartedly support the charter application for the Frank Liu Jr. Academy for Music & Arts ("FLAMA"). This school's mission and curriculum reflect best practices in STEAM (Science, Technology, Engineering, Art, and Mathematics) and are grounded in the research of providing a rigorous education, through the careful integration of music and the visual arts, to all students; in particular, the underserved.

A growing body of educational research advocates for the integration of the arts in the school curriculum, as an arts education positively impacts students' academic learning and fosters social success. More specifically, an arts-infused curriculum boosts learning and achievement in mathematics by developing students' critical thinking skills, challenging students to use both concrete and abstract reasoning skills to draw conclusions, and strengthening students' reasoning and problem solving abilities. Additionally, the arts engage and motivate students; build collaboration, confidence, and communication skills; foster sustained attention, creativity, and imagination; emphasize the importance of children taking small steps and practicing to get better at something; and encourage risk-taking, persistence, and patience. Further, while the effects and outcomes of arts integration are significant for all students, they may have their strongest impact on low-performing students and those with learning disabilities.

The mission and the innovative design of the Frank Liu Jr. Academy for Music & Arts PreK-8 school embodies this research and will provide underserved students with the opportunity to learn in a safe and nurturing college preparatory environment with a focus on artistic and musical creativity, and with the goal of students achieving academic excellence.

As the Director of Curriculum Integration of the Rice University School Mathematics Project (RUSMP), I will collaborate with FLAMA school leadership to assist in the development of an integrated math-visual arts curriculum, as well as providing professional development trainings. Using the visual arts as a tool to teach preK-12 mathematics has been the focus of my research, writing, teaching, and professional development for nearly two decades; thus my knowledge and expertise will ensure that my guidance and collaborative efforts with FLAMA teachers and administrators will be of the highest quality.

In closing, I enthusiastically and unequivocally support the mission and goals of the Frank Liu Jr. Academy for Music & Arts, as it serves as a gravely needed beacon of light for those students who will most likely not see or experience the magic and creativity of learning mathematics and science through the lens of art and music.

Sincerely,

Robin A. Ward, Ph.D.
Director of Curriculum Integration, Rice University School Mathematics Project
Assistant Professor, Wiess School of Natural Sciences

11 December 2024

Mr. Mike Morath
Commissioner, Texas Education Agency
Texas Education Agency
1701 N. Congress Avenue
Austin, Texas, 78701

Dear Mr. Morath and the Texas State Board of Education,

The Rice University Liu Idea Lab for Innovation and Entrepreneurship (Lilie) would like to express its support for the Frank Liu Jr. Academy for Music & Arts' (FLAMA) charter application. Lilie's mission is to equip Rice students with the entrepreneurial skills and mindset to prepare them to be innovators in every industry. We believe Houston has the talent and resources to be a leader in innovation, and harnessing entrepreneurial talent will be the key driver in the future growth of Houston's ecosystem.

We also believe that an entrepreneurial mindset and skillset can break cyclical poverty and drastically improve standard of living. Research shows that entrepreneurship leads to job creation, higher incomes, and lover poverty rates. Therefore, we are eager to extend this entrepreneurial training to the families of FLAMA in partnership with the FLAMA's Frank's Family Academy.

While FLAMA's academic, music and art curriculum will provide a world class education, we at Lilie want to extend practical training to unleash even more potential within these students and their families. We want to offer the skills that can help families make the most of their resources – skills that can change the course of families for generations to come. And can change the course for Houston.

Workshops on financial literacy, personal financial management, and entrepreneurship are, unfortunately, not readily available to communities that need it the most. We at Lilie, alongside other partners, commit to supporting the students and families at FLAMA. The school's holistic approach to education will be nothing short of transformative for our city.

Specific workshops Lilie will offer include:

1. *Entrepreneurship 101*: Cultivating an entrepreneurial mindset and navigating the early stages of business creation.
2. *Ideation & Problem Spaces*: Exploring your passions and their intersection with our world's greatest needs.
3. *Small Business Finance 101*: Learn the basic accounting concepts to ensure financial literacy when starting a business.
4. *Women in Entrepreneurship*: Connect with other women while hearing from local successful female entrepreneurs.

We are eager to partner with FLAMA in their work to help people build their own futures.

Sincerely,

Yael Hochberg

Yael Hochberg
Ralph S. O'Connor Professor in Entrepreneurship & Professor of Finance
Head, Rice Entrepreneurship Initiative and Liu Idea Lab for Innovation and Entrepreneurship
Rice University

AFA
Music • Education • Collaboration

December 12, 2024

Commissioner Mike Morath
Texas Education Agency
Re: Generation 29 Application
1701 N. Congress Avenue
Austin, TX 78701

Dear Commissioner Morath and members of the SBOE,

American Festival for the Arts (AFA) was founded thirty years ago to break down the barriers that exist in music education through meaningful initiatives and purpose-driven collaborations. We wholeheartedly endorse the mission of the of the Frank Liu Jr. Academy for Music and Education (FLAMA) to provide rigorous education supported by music and visual arts.

Through our work, we have witnessed first-hand the transformative effects of music education on youth and their families and know that FLAMA can help transform more people's lives for the positive, not only in terms of academic achievement, but also in terms of joy and meaning.

We are especially thrilled to see FLAMA's focus on original creative work. At AFA, we offer award-winning composition programs where young musicians are supported in composing, arranging ensembles, songwriting, and improvisation. The work AFA's young musicians have produced is not only impressive creatively, but has taught them valuable skills of discipline, teamwork, and revision, all while allowing them the opportunity to express themselves creatively.

Equally important, we were struck by FLAMA's commitment to the Special Education community. We also work closely with Special Education students to help develop speech and language skills. We have provided programming including vocal and choral training opportunities for the visually impaired, and for students on the autism spectrum, as well as for those with neurological differences. This work is some of the most-rewarding that we have undertaken and is very needed in the community.

AFA is eager to share its experience with FLAMA and develop opportunities to partner in order to have our aligned missions to impact more people's lives.

Sincerely,

Amanda K. Fisher
AFA Executive Director

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AFATEXAS.ORG

East End Communities Collaborative
2002 S Wayside Dr.
Houston, TX 77023
pcabrera@eastendcommunities.org

Commissioner Mike Morath
Texas Education Agency
Re: Generation 29 Application
1701 N. Congress Avenue
Austin, TX 78701

December 19, 2024

Dear Commissioner Morath, TEA officials and members of the SBOE,

Our mission at East End Communities is to facilitate the dialogue necessary for a community of informed and engaged families, youth and residents to advocate for the services and products that they deem necessary to thrive in the neighborhood.

We have built partnerships throughout the East End community to benefit the health and well-being of our community and believe that FLAMA serves this mission too.

The team at FLAMA has reached out to East End Communities to share their vision of stellar academics enhanced by music and art education and to ask for the input of our staff and families. The team at FLAMA understands the importance of music and art to the East End community and wants to ensure that every child can not only tap into the area's history of music and art, but also be an active participant in continuing that legacy.

Building on a rich history and equipping students with the skills to succeed in their chosen professions is key at FLAMA. Moreover, FLAMA will give students opportunities to showcase their talents to their community, making them active members of the community's present and future.

For its commitment, mission and the educational vision it has outlined, we fully endorse the Frank Liu Jr. Academy for Music & Arts' (FLAMA) application for a charter.

Sincerely,

Patricia I. Cabrera
Patricia Cabrera, Director
East End Communities
www.eastendcommunities.org

Buffalo Bayou Partnership

1019 Commerce Street, Suite 200
Houston, Texas 77002

713.752.0314
info@buffalobayou.org

December 12, 2024

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*deceased

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Commissioner Mike Morath
Texas Education Agency
Re: Generation 29 Application
1701 N. Congress Avenue
Austin, TX 78701

Dear Commissioner Morath and members of the SBOE,

The Buffalo Bayou Partnership ("BBP") would like to express our endorsement of the Frank Liu Jr. Academy for Music and Education's ("FLAMA") charter application. We wholeheartedly support FLAMA's mission to provide a rich educational experience that combines strong academics with music and art education, especially to students who may not otherwise have access to such an innovative educational opportunity.

At BBP, we share FLAMA's mission to create public spaces throughout the 5th Ward and East End. From our pedestrian bridge connecting the two neighborhoods, to our public art initiatives, we aim to foster a sense of community by celebrating Houston's history through nature and art. We are also dedicated to building the infrastructure necessary to make it both affordable and attractive for residents to maintain roots in Houston. Quality education, such as that FLAMA will offer, is a vital component of the infrastructure needed to foster community and is essential to the future of the 2nd, 3rd and 5th Wards.

The choice of FLAMA's site in the East End speaks to their vision and unwavering commitment to making this innovative educational approach accessible to the communities they aim to serve.
We at BBP are eager to see the growth of non-profits like FLAMA, as our collective efforts will enable us to better serve Houston.

Sincerely,

Anne Olson
President

BUFFALOBAYOU.ORG

WESLEY HUNT
38TH DISTRICT, TEXAS

1520 LONGWORTH HOUSE OFFICE BUILDING
WASHINGTON, DC 20515
PHONE (202) 225-5646

HOUSE JUDICIARY COMMITTEE

NATURAL RESOURCES COMMITTEE

HOUSE COMMITTEE ON SMALL BUSINESS

Congress of the United States
House of Representatives
Washington, DC 20515

Commissioner Mike Morath
Texas Education Agency
Re: Generation 29 Application
1701 N. Congress Avenue
Austin, TX 78701

12/17/2024

Dear Commissioner Mike Morath,

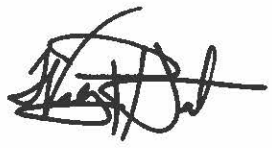
I want to express my support for granting a charter to the Frank Liu. Jr. Academy for Music and Arts. Members of the team behind this school and I share a strong, educational upbringing formative to our development and success. I am confident that given this background, FLAMA will deliver a transformative educational experience to the deserving, but underserved, children of Houston's 2nd, 3rd and 5th Wards.

The value that FLAMA's board places on rigorous, research-based pedagogy and of the teacher as expert affirms my belief in the school. The fact that music and art education are a key part of the program will give FLAMA students the personal discipline needed to succeed, while imparting the joy that learning offers. Music and the arts will also be a tremendous avenue for engaging families and building school community, much as they are in other experiences of community: singing our national anthem, attending concerts, raising our voices together in church, to name a few.

The financial acumen of the Board and the additional financial backing already secured will ensure the school's prudent financial management and viability. The fact that a site in the Second Ward has already been secured means that the school is in and adjacent to neighborhoods where families need this educational option.

I ask that you, the TEA and the members of the SBOE join me in supporting FLAMA and offering the children of Houston's 2nd, 3rd and 5th Wards a formative educational opportunity that will impart to them the tools for success.

Sincerely,



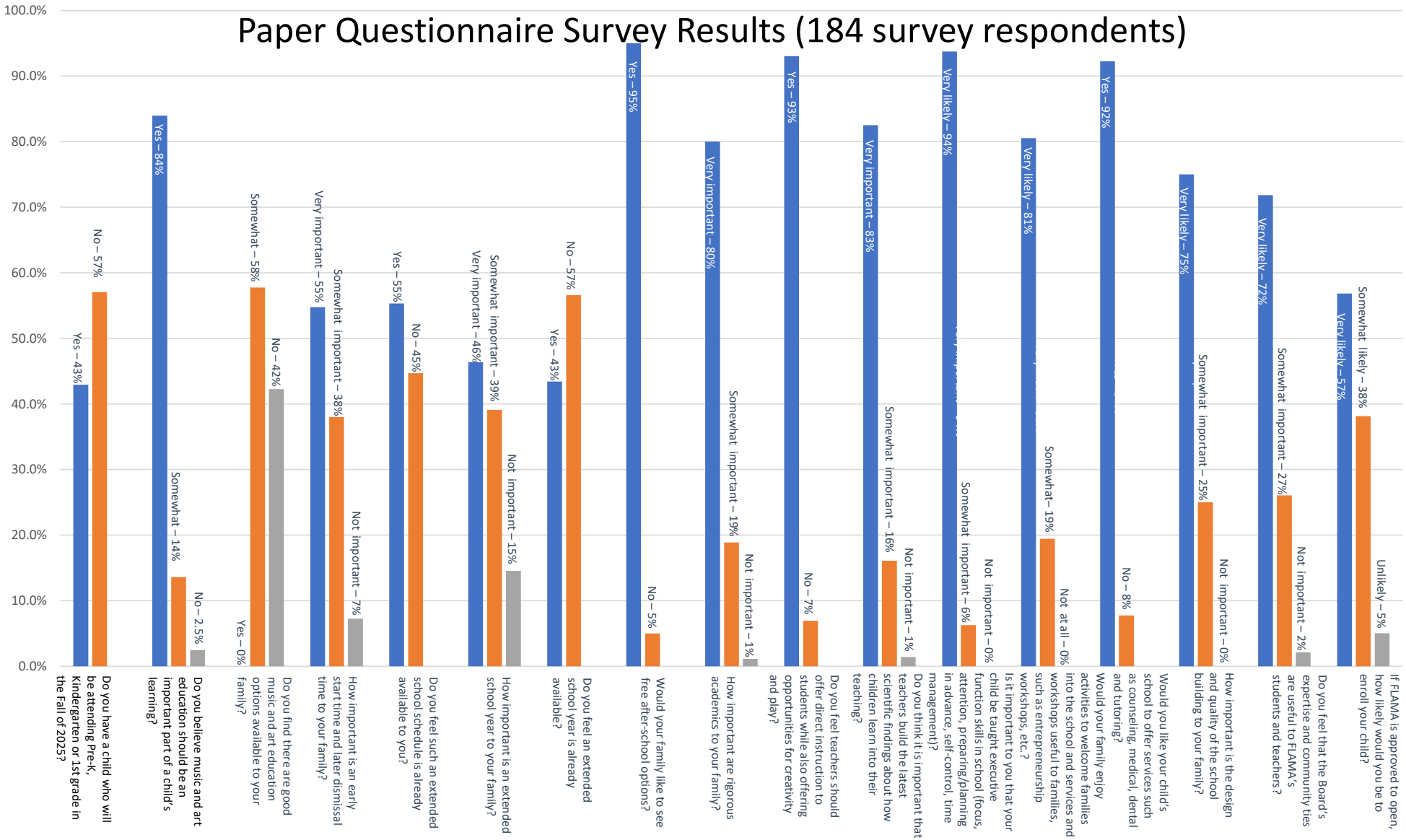
Congressman Wesley Hunt

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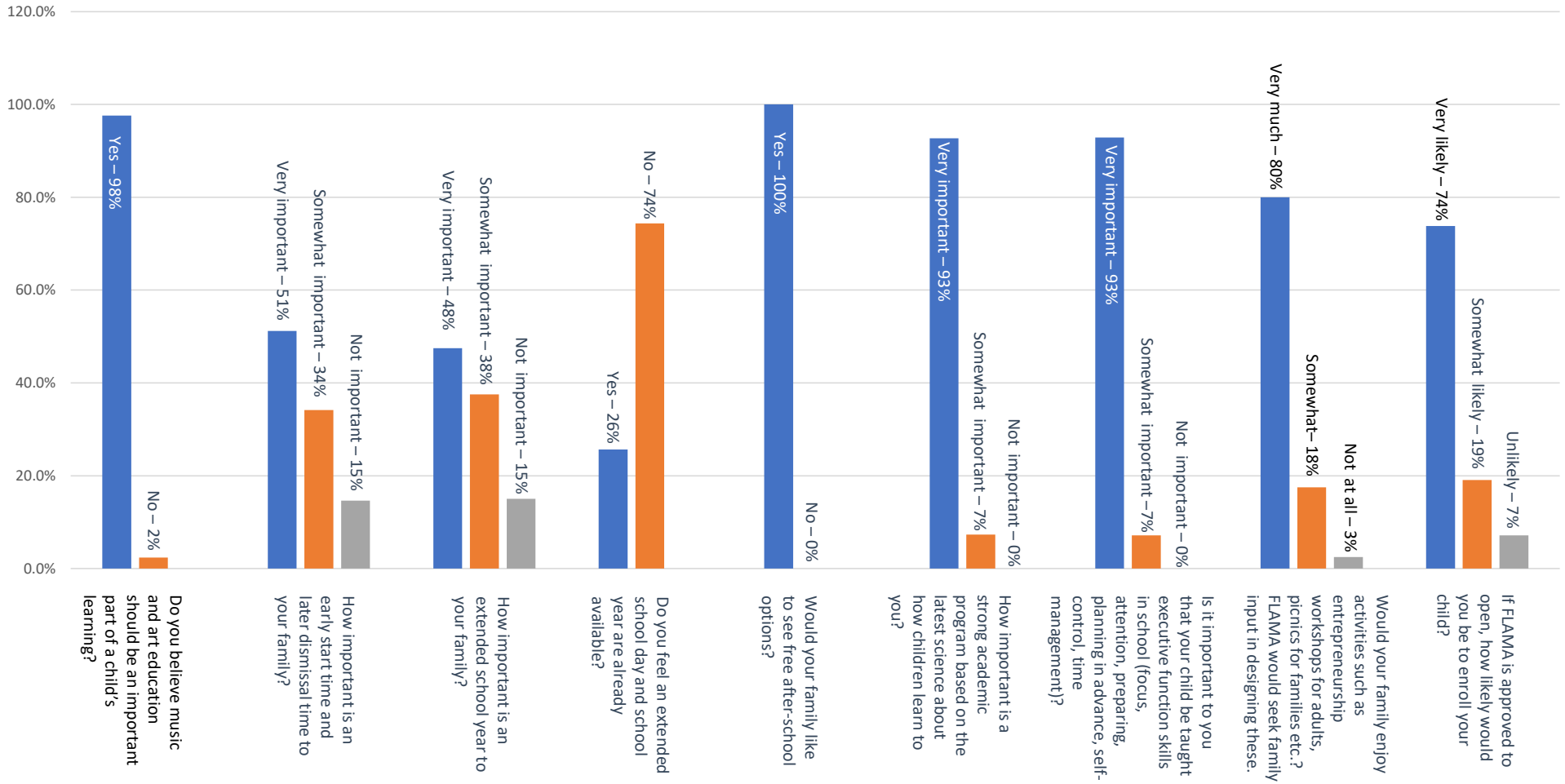
Optional: Public Meeting Summary

Applicants must submit the following table with this attachment.

Meeting Date	Location	Attendance
10/07/23	YET Center at Finnegan Park, 4900 Providence St., Houston, TX 77020	31 actual / sign-in 10
10/08/23	Garza Studios, 241 N. Milby St., Houston, TX 77003 (English)	17 actual / sign-in 7
10/08/23	Garza Studios, 241 N. Milby St., Houston, TX 77003 (Spanish)	2 actual / sign-in 0
11/17/24	Blanca's Cafe, 241 N. Milby St., Houston, TX 77003 (English & Spanish)	24 actual / sign-in 14
	Tabling efforts at community events	121 questionnaires


Paper Questionnaire Survey Results (184 survey respondents)
100.0%
90.0%
80.0%
70.0%
60.0%
50.0%
40.0%
30.0%
20.0%
10.0%
0.0%
Yes – 43%
No – 57%
Do you have a child who will be attending Pre-K, Kindergarten or 1st grade in the Fall of 2025?
Yes – 84%
Somewhat – 14%
No – 2.5%
Do you believe music and art education should be an important part of a child's learning?
Yes – 0%
Somewhat – 58%
No – 42%
Do you find there are good music and art education options available to your family?
Very important – 55%
Somewhat important – 38%
Not important – 7%
How important is an early start time and later dismissal time to your family?
Yes – 55%
No – 45%
Do you feel such an extended school schedule is already available to you?
Very important – 46%
Somewhat important – 39%
Not important – 15%
How important is an extended school year to your family?
Yes – 43%
No – 57%
Do you feel an extended school year is already available?
Yes – 95%
No – 5%
Would your family like to see free after-school options?
Very important – 80%
Somewhat important – 19%
Not important – 1%
How important are rigorous academics to your family?
Yes – 93%
No – 7%
Do you feel teachers should offer direct instruction to students while also offering opportunities for creativity and play?
Very important – 83%
Somewhat important – 16%
Not important – 1%
Do you feel teachers should be using the latest scientific findings about how children learn into their teaching?
Very likely – 94%
Somewhat important – 6%
Not important – 0%
How important is executive function skills (focus, attention, preparing/planning in advance, self-control, time management)?
Very likely – 81%
Somewhat– 19%
Not at all – 0%
Is it important to you that your child be taught executive function skills in school (focus, attention, preparing/planning in advance, self-control, time management)?
Yes – 92%
No – 8%
Would your family enjoy activities to welcome families into the school and services and workshops useful to families, such as entrepreneurship workshops, etc.?
Very likely – 75%
Somewhat important – 25%
Not important – 0%
Would you like your child's school to offer services such as counseling, medical, dental and tutoring?
Very likely – 72%
Somewhat important – 27%
Not important – 2%
How important is the design and quality of the school building to your family?
Very likely – 57%
Somewhat likely – 38%
Unlikely – 5%
Do you feel that the Board's expertise and community ties are useful to FLAMA's students and teachers?
If FLAMA is approved to open, how likely would you be to enroll your child?

Online Questionnaire Survey Results (42 survey respondents)



Encuesta Escolar

Nombre: [redacted]
Email: [redacted]

¿Tiene un hijo que asistirá a Pre-Kinder, Kinder o 1er grado en el oto[redacted]

SÍ / NO

¿Cree que la educación musical y artística debe ser una parte importante del aprendizaje de un niño?

SÍ / QUIZÁS / NO

¿Cree que hay buenas opciones de educación musical y artística disponibles para su familia?

SÍ / NO MUCHO / NO

¿Qué tan importante es para su familia que la hora de inicio del colegio sea mas temprano y la hora de salida sea más tarde?

MUY IMPORTANTE / ALGO IMPORTANTE / NO IMPORTANTE

¿Este horario escolar extendido ya está disponible para useted?

SÍ / NO

¿Qué tan importante es tener un año escolar extendido para su familia?

MUY IMPORTANTE / ALGO IMPORTANTE / NO IMPORTANTE

¿Ya tiene disponible un día escolar extendido?

SÍ / NO

¿A su familia le gustaría tener opciones de servicios y actividades extracurriculares gratuitas?

SÍ / NO

¿Para su familia qué tan importante es que los estudios académicos sean rigurosos?

MUY IMPORTANTE / ALGO IMPORTANTE / NO IMPORTANTE

FLAMA

Frank Liu Jr. Academy of Music and Arts

¿Cree que los maestros deben ofrecer instrucción directa a los estudiantes y al mismo tiempo ofrecer oportunidades para la creatividad y el juego?

SÍ / NO

¿Para ud. es importante que el curriculo este basado en las ciencias del aprendizaje?

MUY IMPORTANTE / ALGO IMPORTANTE / NO IMPORTANTE

¿Es importante para usted que a su hijo se le enseñe habilidades de la función ejecutiva en la escuela (concentración, atención, preparación/planificación anticipada, autocontrol, administración del tiempo)?

MUY IMPORTANTE / ALGO IMPORTANTE / NO IMPORTANTE

¿Le gustaría a su familia participar en actividades para familias y adultos de la escuela, como cursos de inglés, clases sobre negocios y financias personales y otros cursos que a la comunidad les interese?

INTERESADO / ALGO INTERESADO / NO INTERESADO

¿Le gustaría que la escuela de su hijo ofrezca servicios como: asesoramiento, atención médica, dental y tutoría?

SÍ / NO

¿Qué tan importante es el diseño y la calidad del edificio para su familia?

MUY IMPORTANTE / ALGO IMPORTANTE / NO IMPORTANTE

¿Cree que la experiencia y los vínculos comunitarios de los directores del colegio son importantes para los estudiantes y maestros de FLAMA?

MUCHO / NO MUCHO / NO

¿Si se aprueba la apertura de FLAMA, qué probabilidad hay de que inscriba a su hijo?

MUY PROBABLE / ALGO PROBABLE / POCO PROBABLE

¿Hay alguna otra idea que no se ha mencionado que usted piensa es importante? Por favor, comparta sus comentarios y sugerencias con nosotros:

Muchas gracias por su participacion!

Questionnaire / Feedback

Name [redacted]
Email

Do you have a child who will be attending Pre-K, Kindergarten or 1st grade in the Fall of 2025?

YES / NO

Do you believe music and art education should be an important part of a child's learning?

YES / SOMEWHAT / NO

Do you find there are good music and art education options available to your family?

YES / SOMEWHAT / NO

How important is an early start time and later dismissal time to your family?

VERY IMPORTANT / SOMEWHAT IMPORTANT / NOT IMPORTANT

Do you feel such an extended school schedule is already available to you?

YES / NO

How important is an extended school year to your family?

VERY IMPORTANT / SOMEWHAT IMPORTANT / NOT IMPORTANT

Do you feel an extended school year is already available?

YES / NO

Would your family like to see free after-school options?

YES / NO

How important are rigorous academics to your family?

VERY IMPORTANT / SOMEWHAT IMPORTANT / NOT IMPORTANT

FLAMA

Frank Liu Jr. Academy of Music and Arts

Do you feel teachers should offer direct instruction to students while also offering opportunities for creativity and play?

YES / NO

Do you think it is important that teachers build the latest scientific findings about how children learn into their teaching?

VERY IMPORTANT / SOMEWHAT IMPORTANT / NOT IMPORTANT

Is it important to you that your child be taught executive function skills in school (focus, attention, preparing/planning in advance, self-control, time management)?

VERY IMPORTANT / SOMEWHAT IMPORTANT / NOT IMPORTANT

Would your family enjoy activities to welcome families into the school and services and workshops useful to families, such as entrepreneurship workshops, workshops on extending skills children are learning in school into the home)? FLAMA would seek family input in designing these.

VERY MUCH / SOMEWHAT / NOT AT ALL

Would you like your child's school to offer services such as counseling, medical, dental and tutoring?

YES / NO

How important is the design and quality of the school building to your family?

VERY IMPORTANT / SOMEWHAT IMPORTANT / NOT IMPORTANT

Do you feel that the Board's expertise and community ties are useful to FLAMA's students and teachers?

VERY MUCH / SOMEWHAT / NOT AT ALL

If FLAMA is approved to open, how likely would you be to enroll your child?

VERY LIKELY / SOMEWHAT LIKELY / UNLIKELY

What have we not asked about / discussed that we should?

Additional comments:

THANK YOU

Questionnaire / Feedback

Name: [redacted]
Email:

Do you have a child who will be attending Pre-K, Kindergarten or 1st grade in the Fall of 2025?

YES / NO

Do you believe music and art education should be an important part of a child's learning?

YES / SOMEWHAT / NO

Do you find there are good music and art education options available to your family?

YES / SOMEWHAT / NO

How important is an early start time and later dismissal time to your family?

VERY IMPORTANT / SOMEWHAT IMPORTANT / NOT IMPORTANT

Do you feel such an extended school schedule is already available to you?

YES / NO

How important is an extended school year to your family?

VERY IMPORTANT / SOMEWHAT IMPORTANT / NOT IMPORTANT

Do you feel an extended school year is already available?

YES / NO

Would your family like to see free after-school options?

YES / NO

How important are rigorous academics to your family?

VERY IMPORTANT / SOMEWHAT IMPORTANT / NOT IMPORTANT

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Frank Liu Jr. Academy of Music and Arts

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YES / NO

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VERY MUCH / SOMEWHAT / NOT AT ALL

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VERY MUCH / SOMEWHAT / NOT AT ALL

If FLAMA is approved to open, how likely would you be to enroll your child?

VERY LIKELY / SOMEWHAT LIKELY / UNLIKELY

What have we not asked about / discussed that we should?

Organic food + selection process for teachers

Additional comments:

THANK YOU

Questionnaire / Feedback

Name: [redacted]
Email:

Do you have a child who will be attending Pre-K, Kindergarten or 1st grade in the Fall of 2025?

YES / NO

Do you believe music and art education should be an important part of a child's learning?

YES / SOMEWHAT / NO

Do you find there are good music and art education options available to your family?

YES / SOMEWHAT / NO

How important is an early start time and later dismissal time to your family?

VERY IMPORTANT / SOMEWHAT IMPORTANT / NOT IMPORTANT

Do you feel such an extended school schedule is already available to you?

YES / NO

How important is an extended school year to your family?

VERY IMPORTANT / SOMEWHAT IMPORTANT / NOT IMPORTANT

Do you feel an extended school year is already available?

YES / NO

Would your family like to see free after-school options?

YES / NO

How important are rigorous academics to your family?

VERY IMPORTANT / SOMEWHAT IMPORTANT / NOT IMPORTANT

FLAMA

Frank Liu Jr. Academy of Music and Arts

Do you feel teachers should offer direct instruction to students while also offering opportunities for creativity and play?

YES / NO

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VERY IMPORTANT / SOMEWHAT IMPORTANT / NOT IMPORTANT

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VERY MUCH / SOMEWHAT / NOT AT ALL

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YES / NO

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VERY IMPORTANT / SOMEWHAT IMPORTANT / NOT IMPORTANT

Do you feel that the Board's expertise and community ties are useful to FLAMA's students and teachers?

VERY MUCH / SOMEWHAT / NOT AT ALL

If FLAMA is approved to open, how likely would you be to enroll your child?

VERY LIKELY / SOMEWHAT LIKELY / UNLIKELY

What have we not asked about / discussed that we should?

Additional comments:

THANK YOU

Questionnaire / Feedback

Name: [redacted]
Email:

Do you have a child who will be attending Pre-K, Kindergarten or 1st grade in the Fall of 2025?

YES / NO

Do you believe music and art education should be an important part of a child's learning?

YES / SOMEWHAT / NO

Do you find there are good music and art education options available to your family?

YES / SOMEWHAT / NO

How important is an early start time and later dismissal time to your family?

VERY IMPORTANT / SOMEWHAT IMPORTANT / NOT IMPORTANT

Do you feel such an extended school schedule is already available to you?

YES / NO

How important is an extended school year to your family?

VERY IMPORTANT / SOMEWHAT IMPORTANT / NOT IMPORTANT

Do you feel an extended school year is already available?

YES / NO

Would your family like to see free after-school options?

YES / NO

How important are rigorous academics to your family?

VERY IMPORTANT / SOMEWHAT IMPORTANT / NOT IMPORTANT

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YES / NO

Do you think it is important that teachers build the latest scientific findings about how children learn into their teaching?

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Is it important to you that your child be taught executive function skills in school (focus, attention, preparing/planning in advance, self-control, time management)?

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VERY MUCH / SOMEWHAT / NOT AT ALL

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YES / NO

How important is the design and quality of the school building to your family?

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VERY MUCH / SOMEWHAT / NOT AT ALL

If FLAMA is approved to open, how likely would you be to enroll your child?

VERY LIKELY / SOMEWHAT LIKELY / UNLIKELY

What have we not asked about / discussed that we should?

Additional comments:

THANK YOU

Encuesta Escolar

Nombre [redacted]
Email: [redacted]

¿Tiene un hijo que asistirá a Pre-Kinder, Kinder o 1er grado en el otoño de 2025?

SÍ / NO

¿Cree que la educación musical y artística debe ser una parte importante del aprendizaje de un niño?

SÍ / QUIZÁS / NO

¿Cree que hay buenas opciones de educación musical y artística disponibles para su familia?

SÍ / NO MUCHO / NO

¿Qué tan importante es para su familia que la hora de inicio del colegio sea mas temprano y la hora de salida sea más tarde?

MUY IMPORTANTE / ALGO IMPORTANTE / NO IMPORTANTE

¿Este horario escolar extendido ya está disponible para useted?

SÍ / NO

¿Qué tan importante es tener un año escolar extendido para su familia?

MUY IMPORTANTE / ALGO IMPORTANTE / NO IMPORTANTE

¿Ya tiene disponible un día escolar extendido?

SÍ / NO

¿A su familia le gustaría tener opciones de servicios y actividades extracurriculares gratuitas?

SÍ / NO

¿Para su familia qué tan importante es que los estudios académicos sean rigurosos?

MUY IMPORTANTE / ALGO IMPORTANTE / NO IMPORTANTE

FLAMA

Frank Liu Jr. Academy of Music and Arts

¿Cree que los maestros deben ofrecer instrucción directa a los estudiantes y al mismo tiempo ofrecer oportunidades para la creatividad y el juego?

SÍ / NO

¿Para ud. es importante que el curriculo este basado en las ciencias del aprendizaje?

MUY IMPORTANTE / ALGO IMPORTANTE / NO IMPORTANTE

¿Es importante para usted que a su hijo se le enseñe habilidades de la función ejecutiva en la escuela (concentración, atención, preparación/planificación anticipada, autocontrol, administración del tiempo)?

MUY IMPORTANTE / ALGO IMPORTANTE / NO IMPORTANTE

¿Le gustaría a su familia participar en actividades para familias y adultos de la escuela, como cursos de inglés, clases sobre negocios y financias personales y otros cursos que a la comunidad les interese?

INTERESADO / ALGO INTERESADO / NO INTERESADO

¿Le gustaría que la escuela de su hijo ofrezca servicios como: asesoramiento, atención médica, dental y tutoría?

SÍ / NO

¿Qué tan importante es el diseño y la calidad del edificio para su familia?

MUY IMPORTANTE / ALGO IMPORTANTE / NO IMPORTANTE

¿Cree que la experiencia y los vínculos comunitarios de los directores del colegio son importantes para los estudiantes y maestros de FLAMA?

MUCHO / NO MUCHO / NO

¿Si se aprueba la apertura de FLAMA, qué probabilidad hay de que inscriba a su hijo?

MUY PROBABLE / ALGO PROBABLE / POCO PROBABLE

¿Hay alguna otra idea que no se ha mencionado que usted piensa es importante? Por favor, comparta sus comentarios y sugerencias con nosotros:

Muchas gracias por su participacion!

Encuesta Escolar

Nombre: [redacted]
Email: [redacted]

¿Tiene un hijo que asistirá a Pre-Kinder, Kinder o 1er grado en el otoño de 2025?

SÍ / NO

¿Cree que la educación musical y artística debe ser una parte importante del aprendizaje de un niño?

SÍ / QUIZÁS / NO

¿Cree que hay buenas opciones de educación musical y artística disponibles para su familia?

SÍ / NO MUCHO / NO

¿Qué tan importante es para su familia que la hora de inicio del colegio sea mas temprano y la hora de salida sea más tarde?

MUY IMPORTANTE / ALGO IMPORTANTE / NO IMPORTANTE

¿Este horario escolar extendido ya está disponible para useted?

SÍ / NO

¿Qué tan importante es tener un año escolar extendido para su familia?

MUY IMPORTANTE / ALGO IMPORTANTE / NO IMPORTANTE

¿Ya tiene disponible un día escolar extendido?

SÍ / NO

¿A su familia le gustaría tener opciones de servicios y actividades extracurriculares gratuitas?

SÍ / NO

¿Para su familia qué tan importante es que los estudios académicos sean rigurosos?

MUY IMPORTANTE / ALGO IMPORTANTE / NO IMPORTANTE

FLAMA

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¿Cree que los maestros deben ofrecer instrucción directa a los estudiantes y al mismo tiempo ofrecer oportunidades para la creatividad y el juego?

SÍ / NO

¿Para ud. es importante que el curriculo este basado en las ciencias del aprendizaje?

MUY IMPORTANTE / ALGO IMPORTANTE / NO IMPORTANTE

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¿Le gustaría que la escuela de su hijo ofrezca servicios como: asesoramiento, atención médica, dental y tutoría?

SÍ / NO

¿Qué tan importante es el diseño y la calidad del edificio para su familia?

MUY IMPORTANTE / ALGO IMPORTANTE / NO IMPORTANTE

¿Cree que la experiencia y los vínculos comunitarios de los directores del colegio son importantes para los estudiantes y maestros de FLAMA?

MUCHO / NO MUCHO / NO

¿Si se aprueba la apertura de FLAMA, qué probabilidad hay de que inscriba a su hijo?

MUY PROBABLE / ALGO PROBABLE / POCO PROBABLE

¿Hay alguna otra idea que no se ha mencionado que usted piensa es importante? Por favor, comparta sus comentarios y sugerencias con nosotros:

Muchas gracias por su participacion!

Questionnaire / Feedback

Name: [redacted]
Email:

Do you have a child who will be attending Pre-K, Kindergarten or 1st grade in the Fall of 2025?

YES / (NO)

Do you believe music and art education should be an important part of a child's learning?

(YES) / SOMEWHAT / NO

Do you find there are good music and art education options available to your family?

YES / (SOMEWHAT) / NO

How important is an early start time and later dismissal time to your family?

VERY IMPORTANT / SOMEWHAT IMPORTANT / NOT IMPORTANT N/A

Do you feel such an extended school schedule is already available to you?

YES / NO N/A

How important is an extended school year to your family?

VERY IMPORTANT / SOMEWHAT IMPORTANT / NOT IMPORTANT N/A

Do you feel an extended school year is already available?

YES / NO N/A

Would your family like to see free after-school options?

YES / NO N/A

How important are rigorous academics to your family?

VERY IMPORTANT / SOMEWHAT IMPORTANT / NOT IMPORTANT N/A

FLAMA

Frank Liu Jr. Academy of Music and Arts

Do you feel teachers should offer direct instruction to students while also offering opportunities for creativity and play?

YES / NO

Do you think it is important that teachers build the latest scientific findings about how children learn into their teaching?

VERY IMPORTANT / SOMEWHAT IMPORTANT / NOT IMPORTANT

Is it important to you that your child be taught executive function skills in school (focus, attention, preparing/planning in advance, self-control, time management)?

VERY IMPORTANT / SOMEWHAT IMPORTANT / NOT IMPORTANT

Would your family enjoy activities to welcome families into the school and services and workshops useful to families, such as entrepreneurship workshops, workshops on extending skills children are learning in school into the home)? FLAMA would seek family input in designing these.

VERY MUCH / SOMEWHAT / NOT AT ALL

Would you like your child's school to offer services such as counseling, medical, dental and tutoring?

YES / NO N/A

How important is the design and quality of the school building to your family?

VERY IMPORTANT / SOMEWHAT IMPORTANT / NOT IMPORTANT

Do you feel that the Board's expertise and community ties are useful to FLAMA's students and teachers?

VERY MUCH / SOMEWHAT / NOT AT ALL

If FLAMA is approved to open, how likely would you be to enroll your child?

VERY LIKELY / SOMEWHAT LIKELY / UNLIKELY I would encourage others.

What have we not asked about / discussed that we should?

Additional comments:

THANK YOU

Encuesta Escolar

Nombre [redacted]
Email: [redacted]

¿Tiene un hijo que asistirá a Pre-Kinder, Kinder o 1er grado en el otoño de 2025?

SÍ / NO

¿Cree que la educación musical y artística debe ser una parte importante del aprendizaje de un niño?

SÍ / QUIZÁS / NO

¿Cree que hay buenas opciones de educación musical y artística disponibles para su familia?

SÍ / NO MUCHO / NO

¿Qué tan importante es para su familia que la hora de inicio del colegio sea mas temprano y la hora de salida sea más tarde?

MUY IMPORTANTE / ALGO IMPORTANTE / NO IMPORTANTE

¿Este horario escolar extendido ya está disponible para useted?

SÍ / NO

¿Qué tan importante es tener un año escolar extendido para su familia?

MUY IMPORTANTE / ALGO IMPORTANTE / NO IMPORTANTE

¿Ya tiene disponible un día escolar extendido?

SÍ / NO

¿A su familia le gustaría tener opciones de servicios y actividades extracurriculares gratuitas?

SÍ / NO

¿Para su familia qué tan importante es que los estudios académicos sean rigurosos?

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SÍ / NO

¿Para ud. es importante que el curriculo este basado en las ciencias del aprendizaje?

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¿Le gustaría a su familia participar en actividades para familias y adultos de la escuela, como cursos de inglés, clases sobre negocios y financias personales y otros cursos que a la comunidad les interese?

INTERESADO / ALGO INTERESADO / NO INTERESADO

¿Le gustaría que la escuela de su hijo ofrezca servicios como: asesoramiento, atención médica, dental y tutoría?

SÍ / NO

¿Qué tan importante es el diseño y la calidad del edificio para su familia?

MUY IMPORTANTE / ALGO IMPORTANTE / NO IMPORTANTE

¿Cree que la experiencia y los vínculos comunitarios de los directores del colegio son importantes para los estudiantes y maestros de FLAMA?

MUCHO / NO MUCHO / NO

¿Si se aprueba la apertura de FLAMA, qué probabilidad hay de que inscriba a su hijo?

MUY PROBABLE / ALGO PROBABLE / POCO PROBABLE

¿Hay alguna otra idea que no se ha mencionado que usted piensa es importante? Por favor, comparta sus comentarios y sugerencias con nosotros:

Muchas gracias por su participacion!

Encuesta Escolar

Nombre: [redacted]
Email: [redacted]

¿Tiene un hijo que asistirá a Pre-Kinder, Kinder o 1er grado en el otoño de 2025?

SÍ / NO

¿Cree que la educación musical y artística debe ser una parte importante del aprendizaje de un niño?

SÍ / QUIZÁS / NO

¿Cree que hay buenas opciones de educación musical y artística disponibles para su familia?

SÍ / NO MUCHO / NO

¿Qué tan importante es para su familia que la hora de inicio del colegio sea mas temprano y la hora de salida sea más tarde?

MUY IMPORTANTE / ALGO IMPORTANTE / NO IMPORTANTE

¿Este horario escolar extendido ya está disponible para useted?

SÍ / NO

¿Qué tan importante es tener un año escolar extendido para su familia?

MUY IMPORTANTE / ALGO IMPORTANTE / NO IMPORTANTE

¿Ya tiene disponible un día escolar extendido?

SÍ / NO

¿A su familia le gustaría tener opciones de servicios y actividades extracurriculares gratuitas?

SÍ / NO

¿Para su familia qué tan importante es que los estudios académicos sean rigurosos?

MUY IMPORTANTE / ALGO IMPORTANTE / NO IMPORTANTE

FLAMA

Frank Liu Jr. Academy of Music and Arts

¿Cree que los maestros deben ofrecer instrucción directa a los estudiantes y al mismo tiempo ofrecer oportunidades para la creatividad y el juego?

SÍ / NO

¿Para ud. es importante que el curriculo este basado en las ciencias del aprendizaje?

MUY IMPORTANTE / ALGO IMPORTANTE / NO IMPORTANTE

¿Es importante para usted que a su hijo se le enseñe habilidades de la función ejecutiva en la escuela (concentración, atención, preparación/planificación anticipada, autocontrol, administración del tiempo)?

MUY IMPORTANTE / ALGO IMPORTANTE / NO IMPORTANTE

¿Le gustaría a su familia participar en actividades para familias y adultos de la escuela, como cursos de inglés, clases sobre negocios y financias personales y otros cursos que a la comunidad les interese?

INTERESADO / ALGO INTERESADO / NO INTERESADO

¿Le gustaría que la escuela de su hijo ofrezca servicios como: asesoramiento, atención médica, dental y tutoría?

SÍ / NO

¿Qué tan importante es el diseño y la calidad del edificio para su familia?

MUY IMPORTANTE / ALGO IMPORTANTE / NO IMPORTANTE

¿Cree que la experiencia y los vínculos comunitarios de los directores del colegio son importantes para los estudiantes y maestros de FLAMA?

MUCHO / NO MUCHO / NO

¿Si se aprueba la apertura de FLAMA, qué probabilidad hay de que inscriba a su hijo?

MUY PROBABLE / ALGO PROBABLE / POCO PROBABLE

¿Hay alguna otra idea que no se ha mencionado que usted piensa es importante? Por favor, comparta sus comentarios y sugerencias con nosotros:

Muchas gracias por su participacion!

Questionnaire / Feedback

Name:
Email:

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YES / NO

Do you believe music and art education should be an important part of a child's learning?

YES / SOMEWHAT / NO

Do you find there are good music and art education options available to your family?

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How important is an early start time and later dismissal time to your family?

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YES / NO

Do you believe music and art education should be an important part of a child's learning?

YES / SOMEWHAT / NO

Do you find there are good music and art education options available to your family?

YES / SOMEWHAT / NO

How important is an early start time and later dismissal time to your family?

VERY IMPORTANT / SOMEWHAT IMPORTANT / NOT IMPORTANT

Do you feel such an extended school schedule is already available to you?

YES / NO

How important is an extended school year to your family?

VERY IMPORTANT / SOMEWHAT IMPORTANT / NOT IMPORTANT

Do you feel an extended school year is already available?

YES / NO

Would your family like to see free after-school options?

YES / NO

How important are rigorous academics to your family?

VERY IMPORTANT / SOMEWHAT IMPORTANT / NOT IMPORTANT

FLAMA

Frank Liu Jr. Academy of Music and Arts

Do you feel teachers should offer direct instruction to students while also offering opportunities for creativity and play?

YES / NO

Do you think it is important that teachers build the latest scientific findings about how children learn into their teaching?

VERY IMPORTANT / SOMEWHAT IMPORTANT / NOT IMPORTANT

Is it important to you that your child be taught executive function skills in school (focus, attention, preparing/planning in advance, self-control, time management)?

VERY IMPORTANT / SOMEWHAT IMPORTANT / NOT IMPORTANT

Would your family enjoy activities to welcome families into the school and services and workshops useful to families, such as entrepreneurship workshops, workshops on extending skills children are learning in school into the home)? FLAMA would seek family input in designing these.

VERY MUCH / SOMEWHAT / NOT AT ALL

Would you like your child's school to offer services such as counseling, medical, dental and tutoring?

YES / NO

How important is the design and quality of the school building to your family?

VERY IMPORTANT / SOMEWHAT IMPORTANT / NOT IMPORTANT

Do you feel that the Board's expertise and community ties are useful to FLAMA's students and teachers?

VERY MUCH / SOMEWHAT / NOT AT ALL

If FLAMA is approved to open, how likely would you be to enroll your child?

VERY LIKELY / SOMEWHAT LIKELY / UNLIKELY

What have we not asked about / discussed that we should?

Additional comments:

THANK YOU

Questionnaire / Feedback

Name: [redacted]
Email:

Do you have a child who will be attending Pre-K, Kindergarten or 1st grade in the Fall of 2025?

YES / NO

Do you believe music and art education should be an important part of a child's learning?

YES / SOMEWHAT / NO — my kids attend HSPVA!!

Do you find there are good music and art education options available to your family?

YES / SOMEWHAT / NO → I had to search & pay. I'm fortunate enough to pay but we need it accessable to all!

How important is an early start time and later dismissal time to your family?

VERY IMPORTANT / SOMEWHAT IMPORTANT / NOT IMPORTANT

Do you feel such an extended school schedule is already available to you?

YES / NO NA

How important is an extended school year to your family? (For ~~ma~~ families)

VERY IMPORTANT / SOMEWHAT IMPORTANT / NOT IMPORTANT

Do you feel an extended school year is already available? I opened up & led Kipp's second elem. school!

YES / NO NA

Would your family like to see free after-school options?

YES / NO

How important are rigorous academics to your family? HSPVA has a rigorous academic AND art program. Bring this down to

VERY IMPORTANT / SOMEWHAT IMPORTANT / NOT IMPORTANT

FLAMA

Frank Liu Jr. Academy of Music and Arts

Do you feel teachers should offer direct instruction to students while also offering opportunities for creativity and play?

YES / NO Combination of – project based – integrate the arts – small group – hands on/problem solving opportunities

Do you think it is important that teachers build the latest scientific findings about how children learn into their teaching?

VERY IMPORTANT / SOMEWHAT IMPORTANT / NOT IMPORTANT

Is it important to you that your child be taught executive function skills in school (focus, attention, preparing/planning in advance, self-control, time management)?

VERY IMPORTANT / SOMEWHAT IMPORTANT / NOT IMPORTANT

Would your family enjoy activities to welcome families into the school and services and workshops useful to families, such as entrepreneurship workshops, workshops on extending skills children are learning in school into the home)? FLAMA would seek family input in designing these.

VERY MUCH / SOMEWHAT / NOT AT ALL

Would you like your child's school to offer services such as counseling, medical, dental and tutoring?

YES / NO Absolutely

How important is the design and quality of the school building to your family?

VERY IMPORTANT / SOMEWHAT IMPORTANT / NOT IMPORTANT

Do you feel that the Board's expertise and community ties are useful to FLAMA's students and teachers?

VERY MUCH / SOMEWHAT / NOT AT ALL

If FLAMA is approved to open, how likely would you be to enroll your child? – share the info

VERY LIKELY / SOMEWHAT LIKELY / UNLIKELY

What have we not asked about / discussed that we should?

[redacted]

Questionnaire / Feedback

Name: [redacted]
Email:

Do you have a child who will be attending Pre-K, Kindergarten or 1st grade in the Fall of 2025?

YES / NO

Do you believe music and art education should be an important part of a child's learning?

YES / SOMEWHAT / NO

Do you find there are good music and art education options available to your family?

YES / SOMEWHAT / NO

How important is an early start time and later dismissal time to your family?

VERY IMPORTANT / SOMEWHAT IMPORTANT / NOT IMPORTANT

Do you feel such an extended school schedule is already available to you?

YES / NO

How important is an extended school year to your family?

VERY IMPORTANT / SOMEWHAT IMPORTANT / NOT IMPORTANT

Do you feel an extended school year is already available?

YES / NO

Would your family like to see free after-school options?

YES / NO

How important are rigorous academics to your family?

VERY IMPORTANT / SOMEWHAT IMPORTANT / NOT IMPORTANT

FLAMA

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YES / NO

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YES / NO

How important is the design and quality of the school building to your family?

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VERY MUCH / SOMEWHAT / NOT AT ALL

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VERY LIKELY / SOMEWHAT LIKELY / UNLIKELY

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Additional comments:

THANK YOU

Questionnaire / Feedback

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Email:

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YES / SOMEWHAT / NO

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VERY IMPORTANT / SOMEWHAT IMPORTANT / NOT IMPORTANT

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Additional comments: Thank you ☺ ♡

THANK YOU

Questionnaire / Feedback

Name [redacted]
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Questionnaire / Feedback

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VERY LIKELY / SOMEWHAT LIKELY / UNLIKELY

What have we not asked about / discussed that we should?

Additional comments:

THANK YOU

Questionnaire / Feedback

Name [redacted]
Email

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YES / NO

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YES / SOMEWHAT / NO

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YES / SOMEWHAT / NO

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VERY MUCH / SOMEWHAT / NOT AT ALL

If FLAMA is approved to open, how likely would you be to enroll your child?

VERY LIKELY / SOMEWHAT LIKELY / UNLIKELY

What have we not asked about / discussed that we should?

What would the child feel?

Additional comments:

THANK YOU

Questionnaire / Feedback

Name: [redacted]
Email:

Do you have a child who will be attending Pre-K, Kindergarten or 1st grade in the Fall of 2025?

YES / NO

Do you believe music and art education should be an important part of a child's learning?

YES / SOMEWHAT / NO

Do you find there are good music and art education options available to your family?

YES / SOMEWHAT / NO

How important is an early start time and later dismissal time to your family?

VERY IMPORTANT / SOMEWHAT IMPORTANT / NOT IMPORTANT

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YES / NO

How important is an extended school year to your family?

VERY IMPORTANT / SOMEWHAT IMPORTANT / NOT IMPORTANT

Do you feel an extended school year is already available?

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Would your family like to see free after-school options?

YES / NO

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YES / NO

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VERY MUCH / SOMEWHAT / NOT AT ALL

If FLAMA is approved to open, how likely would you be to enroll your child?

VERY LIKELY / SOMEWHAT LIKELY / UNLIKELY

What have we not asked about / discussed that we should?

Additional comments:

THANK YOU

Questionnaire / Feedback

Name: [redacted]
Email:

Do you have a child who will be attending Pre-K, Kindergarten or 1st grade in the Fall of 2025?

YES / NO

Do you believe music and art education should be an important part of a child's learning?

YES / SOMEWHAT / NO

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YES / SOMEWHAT / NO

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VERY IMPORTANT / SOMEWHAT IMPORTANT / NOT IMPORTANT

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YES / NO

How important is an extended school year to your family?

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YES / NO

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FLAMA

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YES / NO

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VERY LIKELY / SOMEWHAT LIKELY / UNLIKELY

What have we not asked about / discussed that we should?

Additional comments:

THANK YOU

Questionnaire / Feedback

Name [redacted]
Email

Do you have a child who will be attending Pre-K, Kindergarten or 1st grade in the Fall of 2025?

YES / NO

Do you believe music and art education should be an important part of a child's learning?

YES / SOMEWHAT / NO

Do you find there are good music and art education options available to your family?

YES / SOMEWHAT / NO

How important is an early start time and later dismissal time to your family?

VERY IMPORTANT / SOMEWHAT IMPORTANT / NOT IMPORTANT

Do you feel such an extended school schedule is already available to you?

YES / NO

How important is an extended school year to your family?

VERY IMPORTANT / SOMEWHAT IMPORTANT / NOT IMPORTANT

Do you feel an extended school year is already available?

YES / NO

Would your family like to see free after-school options?

YES / NO

How important are rigorous academics to your family?

VERY IMPORTANT / SOMEWHAT IMPORTANT / NOT IMPORTANT

FLAMA

Frank Liu Jr. Academy of Music and Arts

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YES / NO

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VERY IMPORTANT / SOMEWHAT IMPORTANT / NOT IMPORTANT

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VERY MUCH / SOMEWHAT / NOT AT ALL

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YES / NO

How important is the design and quality of the school building to your family?

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Do you feel that the Board's expertise and community ties are useful to FLAMA's students and teachers?

VERY MUCH / SOMEWHAT / NOT AT ALL

If FLAMA is approved to open, how likely would you be to enroll your child?

VERY LIKELY / SOMEWHAT LIKELY / UNLIKELY

What have we not asked about / discussed that we should?

Additional comments:

THANK YOU

Questionnaire / Feedback

Nam [redacted]
Ema

Do you have a child who will be attending Pre-K, Kindergarten or 1st grade in the Fall of 2025?

YES / NO

Do you believe music and art education should be an important part of a child's learning?

YES / SOMEWHAT / NO

Do you find there are good music and art education options available to your family?

YES / SOMEWHAT / NO

How important is an early start time and later dismissal time to your family?

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YES / NO

How important is an extended school year to your family?

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Do you feel an extended school year is already available?

YES / NO

Would your family like to see free after-school options?

YES / NO

How important are rigorous academics to your family?

VERY IMPORTANT / SOMEWHAT IMPORTANT / NOT IMPORTANT

FLAMA

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Do you feel teachers should offer direct instruction to students while also offering opportunities for creativity and play?

YES / NO !!!

Do you think it is important that teachers build the latest scientific findings about how children learn into their teaching?

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VERY MUCH / SOMEWHAT / NOT AT ALL

If FLAMA is approved to open, how likely would you be to enroll your child?

VERY LIKELY / SOMEWHAT LIKELY / UNLIKELY NA

What have we not asked about / discussed that we should?

accountability to Public school standardized testing? STAAR

Additional comments:

THANK YOU

Questionnaire / Feedback

Nam[redacted]
Emai

Do you have a child who will be attending Pre-K, Kindergarten or 1st grade in the Fall of 2025?

YES / NO

Do you believe music and art education should be an important part of a child's learning?

YES / SOMEWHAT / NO

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VERY LIKELY / SOMEWHAT LIKELY / UNLIKELY

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Additional comments:

THANK YOU

Questionnaire / Feedback

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Email:

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Questionnaire / Feedback

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Email:

Do you have a child who will be attending Pre-K, Kindergarten or 1st grade in the Fall of 2025?

YES / NO

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YES / SOMEWHAT / NO

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VERY IMPORTANT / SOMEWHAT IMPORTANT / NOT IMPORTANT

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YES / NO

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How important are rigorous academics to your family?

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Frank Liu Jr. Academy of Music and Arts

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YES / NO

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Additional comments:

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Encuesta Escolar

Nom[redacted]
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SÍ / NO

¿Cree que la educación musical y artística debe ser una parte importante del aprendizaje de un niño?

SÍ / QUIZÁS / NO

¿Cree que hay buenas opciones de educación musical y artística disponibles para su familia?

SÍ / NO MUCHO / NO

¿Qué tan importante es para su familia que la hora de inicio del colegio sea mas temprano y la hora de salida sea más tarde?

MUY IMPORTANTE / ALGO IMPORTANTE / NO IMPORTANTE

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SÍ / NO

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MUY IMPORTANTE / ALGO IMPORTANTE / NO IMPORTANTE

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SÍ / NO

¿A su familia le gustaría tener opciones de servicios y actividades extracurriculares gratuitas?

SÍ / NO

¿Para su familia qué tan importante es que los estudios académicos sean rigurosos?

MUY IMPORTANTE / ALGO IMPORTANTE / NO IMPORTANTE

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¿Cree que los maestros deben ofrecer instrucción directa a los estudiantes y al mismo tiempo ofrecer oportunidades para la creatividad y el juego?

SÍ / NO

¿Para ud. es importante que el curriculo este basado en las ciencias del aprendizaje?

MUY IMPORTANTE / ALGO IMPORTANTE / NO IMPORTANTE

¿Es importante para usted que a su hijo se le enseñe habilidades de la función ejecutiva en la escuela (concentración, atención, preparación/planificación anticipada, autocontrol, administración del tiempo)?

MUY IMPORTANTE / ALGO IMPORTANTE / NO IMPORTANTE

¿Le gustaría a su familia participar en actividades para familias y adultos de la escuela, como cursos de inglés, clases sobre negocios y financias personales y otros cursos que a la comunidad les interese?

INTERESADO / ALGO INTERESADO / NO INTERESADO

¿Le gustaría que la escuela de su hijo ofrezca servicios como: asesoramiento, atención médica, dental y tutoría?

SÍ / NO

¿Qué tan importante es el diseño y la calidad del edificio para su familia?

MUY IMPORTANTE / ALGO IMPORTANTE / NO IMPORTANTE

¿Cree que la experiencia y los vínculos comunitarios de los directores del colegio son importantes para los estudiantes y maestros de FLAMA?

MUCHO / NO MUCHO / NO

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Additional comments: What a wonderful legacy to Frank Liu Jr. and an important school for students.

THANK YOU



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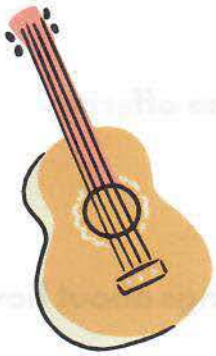
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Additional comments: Congratulations, wish you

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Additional comments:

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Would your family enjoy activities to welcome families into the school and services and workshops useful to families, such as entrepreneurship workshops, workshops on extending skills children are learning in school into the home)? FLAMA would seek family input in designing these.

VERY MUCH / SOMEWHAT / NOT AT ALL

Would you like your child's school to offer services such as counseling, medical, dental and tutoring?

YES / NO

How important is the design and quality of the school building to your family?

VERY IMPORTANT / SOMEWHAT IMPORTANT / NOT IMPORTANT

Do you feel that the Board's expertise and community ties are useful to FLAMA's students and teachers?

VERY MUCH / SOMEWHAT / NOT AT ALL

If FLAMA is approved to open, how likely would you be to enroll your child?

VERY LIKELY / SOMEWHAT LIKELY / UNLIKELY

What have we not asked about / discussed that we should?

If these would be services/inclusiveness for neuro-divergent students (ADHD, autism). Would these students be welcomed and could they be accomodated?

Additional comments:



THANK YOU



FLAMA
Questionnaire / Feedback

Name [redacted]
Email

Do you have a child who will be attending Pre-K, Kindergarten or 1st grade in the Fall of 2025?

2026 - 2027

YES / NO but will in ↑

Do you believe music and art education should be an important part of a child's learning?

YES / SOMEWHAT / NO

Do you find there are good music and art education options available to your family?

YES / SOMEWHAT / NO

How important is an early start time and later dismissal time to your family?

VERY IMPORTANT / SOMEWHAT IMPORTANT / NOT IMPORTANT

Do you feel such an extended school schedule is already available to you?

YES / NO

How important is an extended school year to your family?

VERY IMPORTANT / SOMEWHAT IMPORTANT / NOT IMPORTANT

Do you feel an extended school year is already available?

YES / NO

Would your family like to see free after-school options?

YES / NO

How important are rigorous academics to your family?

VERY IMPORTANT / SOMEWHAT IMPORTANT / NOT IMPORTANT



Name [redacted]
Email

FLAMA
Questionnaire / Feedback

Do you have a child who will be attending Pre-K, Kindergarten or 1st grade in the Fall of 2025?

YES / NO

Do you believe music and art education should be an important part of a child's learning?

YES / SOMEWHAT / NO

Do you find there are good music and art education options available to your family?

YES / SOMEWHAT / NO

How important is an early start time and later dismissal time to your family?

VERY IMPORTANT / SOMEWHAT IMPORTANT / NOT IMPORTANT

Do you feel such an extended school schedule is already available to you?

YES / NO

How important is an extended school year to your family?

VERY IMPORTANT / SOMEWHAT IMPORTANT / NOT IMPORTANT

Do you feel an extended school year is already available?

YES / NO

Would your family like to see free after-school options?

YES / NO

How important are rigorous academics to your family?

VERY IMPORTANT / SOMEWHAT IMPORTANT / NOT IMPORTANT

Do you feel teachers should offer direct instruction to students while also offering opportunities for creativity and play?

YES / NO

Do you think it is important that teachers build the latest scientific findings about how children learn into their teaching?

VERY IMPORTANT / SOMEWHAT IMPORTANT / NOT IMPORTANT

Is it important to you that your child be taught executive function skills in school (focus, attention, preparing/planning in advance, self-control, time management)?

VERY IMPORTANT / SOMEWHAT IMPORTANT / NOT IMPORTANT

Would your family enjoy activities to welcome families into the school and services and workshops useful to families, such as entrepreneurship workshops, workshops on extending skills children are learning in school into the home)? FLAMA would seek family input in designing these.

VERY MUCH / SOMEWHAT / NOT AT ALL

Would you like your child's school to offer services such as counseling, medical, dental and tutoring?

YES / NO

How important is the design and quality of the school building to your family?

VERY IMPORTANT / SOMEWHAT IMPORTANT / NOT IMPORTANT

Do you feel that the Board's expertise and community ties are useful to FLAMA's students and teachers?

VERY MUCH / SOMEWHAT / NOT AT ALL

If FLAMA is approved to open, how likely would you be to enroll your child?

VERY LIKELY / SOMEWHAT LIKELY / UNLIKELY

What have we not asked about / discussed that we should?

location to where we currently live

Additional comments:



THANK YOU



Name: [redacted]
Email: [redacted]

FLAMA
Questionnaire / Feedback

Do you have a child who will be attending Pre-K, Kindergarten or 1st grade in the Fall of 2025?

YES / NO

Do you believe music and art education should be an important part of a child's learning?

YES / SOMEWHAT / NO

Do you find there are good music and art education options available to your family?

YES / SOMEWHAT / NO

How important is an early start time and later dismissal time to your family?

VERY IMPORTANT / SOMEWHAT IMPORTANT / NOT IMPORTANT

Do you feel such an extended school schedule is already available to you?

YES / NO

How important is an extended school year to your family?

VERY IMPORTANT / SOMEWHAT IMPORTANT / NOT IMPORTANT

Do you feel an extended school year is already available?

YES / NO

Would your family like to see free after-school options?

YES / NO

How important are rigorous academics to your family?

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Do you feel teachers should offer direct instruction to students while also offering opportunities for creativity and play?

YES / NO

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VERY MUCH / SOMEWHAT / NOT AT ALL

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YES / NO

How important is the design and quality of the school building to your family?

VERY IMPORTANT / SOMEWHAT IMPORTANT / NOT IMPORTANT

Do you feel that the Board's expertise and community ties are useful to FLAMA's students and teachers?

VERY MUCH / SOMEWHAT / NOT AT ALL

If FLAMA is approved to open, how likely would you be to enroll your child?

VERY LIKELY / SOMEWHAT LIKELY / UNLIKELY

What have we not asked about / discussed that we should?



Additional comments:

THANK YOU



Name [redacted]
Email

FLAMA
Questionnaire / Feedback

Do you have a child who will be attending Pre-K, Kindergarten or 1st grade in the Fall of 2025?

YES / NO

Do you believe music and art education should be an important part of a child's learning?

YES / SOMEWHAT / NO

Do you find there are good music and art education options available to your family?

YES / SOMEWHAT / NO

How important is an early start time and later dismissal time to your family?

VERY IMPORTANT / SOMEWHAT IMPORTANT / NOT IMPORTANT

Do you feel such an extended school schedule is already available to you?

YES / NO

How important is an extended school year to your family?

VERY IMPORTANT / SOMEWHAT IMPORTANT / NOT IMPORTANT

Do you feel an extended school year is already available?

YES / NO

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YES / NO

How important are rigorous academics to your family?

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YES / NO

How important is the design and quality of the school building to your family?

VERY IMPORTANT / SOMEWHAT IMPORTANT / NOT IMPORTANT

Do you feel that the Board's expertise and community ties are useful to FLAMA's students and teachers?

VERY MUCH / SOMEWHAT / NOT AT ALL

If FLAMA is approved to open, how likely would you be to enroll your child?

VERY LIKELY / SOMEWHAT LIKELY / UNLIKELY

What have we not asked about / discussed that we should?



Additional comments:

THANK YOU



Name [redacted]
Email [redacted]

FLAMA
Questionnaire / Feedback

Do you have a child who will be attending Pre-K, Kindergarten or 1st grade in the Fall of 2025?

YES / NO

Do you believe music and art education should be an important part of a child's learning?

YES / SOMEWHAT / NO

Do you find there are good music and art education options available to your family?

YES / SOMEWHAT / NO

How important is an early start time and later dismissal time to your family?

VERY IMPORTANT / SOMEWHAT IMPORTANT / NOT IMPORTANT

Do you feel such an extended school schedule is already available to you?

YES / NO

How important is an extended school year to your family?

VERY IMPORTANT / SOMEWHAT IMPORTANT / NOT IMPORTANT

Do you feel an extended school year is already available?

YES / NO

Would your family like to see free after-school options?

YES / NO

How important are rigorous academics to your family?

VERY IMPORTANT / SOMEWHAT IMPORTANT / NOT IMPORTANT

Do you feel teachers should offer direct instruction to students while also offering opportunities for creativity and play?

YES / **NO**

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VERY IMPORTANT / **SOMEWHAT IMPORTANT** / **NOT IMPORTANT**

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VERY MUCH / **SOMEWHAT** / **NOT AT ALL**

Would you like your child's school to offer services such as counseling, medical, dental and tutoring?

YES / **NO**

How important is the design and quality of the school building to your family?

VERY IMPORTANT / **SOMEWHAT IMPORTANT** / **NOT IMPORTANT**

Do you feel that the Board's expertise and community ties are useful to FLAMA's students and teachers?

VERY MUCH / **SOMEWHAT** / **NOT AT ALL**

If FLAMA is approved to open, how likely would you be to enroll your child?

VERY LIKELY / **SOMEWHAT LIKELY** / **UNLIKELY**

What have we not ~~asked about~~ / discussed that we should?

Privacy - We are adiment about protecting our privacy. Consent for photos being taken, regardless of whether or not they will be posted

Additional comments:

Language! Incorporating learning other languages into the curriculum.



THANK YOU



Name: [redacted]
Email: [redacted]

FLAMA

Questionnaire / Feedback

Do you have a child who will be attending Pre-K, Kindergarten or 1st grade in the Fall of 2025?

YES / NO

Do you believe music and art education should be an important part of a child's learning?

YES / SOMEWHAT / NO

Do you find there are good music and art education options available to your family?

YES / SOMEWHAT / NO

How important is an early start time and later dismissal time to your family?

VERY IMPORTANT / SOMEWHAT IMPORTANT / NOT IMPORTANT

Do you feel such an extended school schedule is already available to you?

YES / NO

How important is an extended school year to your family?

VERY IMPORTANT / SOMEWHAT IMPORTANT / NOT IMPORTANT

Do you feel an extended school year is already available?

YES / NO

Would your family like to see free after-school options?

YES / NO

How important are rigorous academics to your family?

VERY IMPORTANT / SOMEWHAT IMPORTANT / NOT IMPORTANT

Do you feel teachers should offer direct instruction to students while also offering opportunities for creativity and play?

YES / NO

Do you think it is important that teachers build the latest scientific findings about how children learn into their teaching?

VERY IMPORTANT / SOMEWHAT IMPORTANT / NOT IMPORTANT

Is it important to you that your child be taught executive function skills in school (focus, attention, preparing/planning in advance, self-control, time management)?

VERY IMPORTANT / SOMEWHAT IMPORTANT / NOT IMPORTANT

Would your family enjoy activities to welcome families into the school and services and workshops useful to families, such as entrepreneurship workshops, workshops on extending skills children are learning in school into the home)? FLAMA would seek family input in designing these.

VERY MUCH / SOMEWHAT / NOT AT ALL

Would you like your child's school to offer services such as counseling, medical, dental and tutoring?

YES / NO

How important is the design and quality of the school building to your family?

VERY IMPORTANT / SOMEWHAT IMPORTANT / NOT IMPORTANT

Do you feel that the Board's expertise and community ties are useful to FLAMA's students and teachers?

VERY MUCH / SOMEWHAT / NOT AT ALL

If FLAMA is approved to open, how likely would you be to enroll your child?

VERY LIKELY / SOMEWHAT LIKELY / UNLIKELY

What have we not asked about / discussed that we should?



Additional comments:

THANK YOU



Name: [redacted]
Email:

FLAMA
Questionnaire / Feedback

Do you have a child who will be attending Pre-K, Kindergarten or 1st grade in the Fall of 2025?

YES / NO

Do you believe music and art education should be an important part of a child's learning?

YES / SOMEWHAT / NO

Do you find there are good music and art education options available to your family?

YES / SOMEWHAT / NO

How important is an early start time and later dismissal time to your family?

VERY IMPORTANT / SOMEWHAT IMPORTANT / NOT IMPORTANT

Do you feel such an extended school schedule is already available to you?

YES / NO

How important is an extended school year to your family?

VERY IMPORTANT / SOMEWHAT IMPORTANT / NOT IMPORTANT

Do you feel an extended school year is already available?

YES / NO

Would your family like to see free after-school options?

YES / NO

How important are rigorous academics to your family?

VERY IMPORTANT / SOMEWHAT IMPORTANT / NOT IMPORTANT

Do you feel teachers should offer direct instruction to students while also offering opportunities for creativity and play?

YES / NO

Do you think it is important that teachers build the latest scientific findings about how children learn into their teaching?

VERY IMPORTANT / SOMEWHAT IMPORTANT / NOT IMPORTANT

Is it important to you that your child be taught executive function skills in school (focus, attention, preparing/planning in advance, self-control, time management)?

VERY IMPORTANT / SOMEWHAT IMPORTANT / NOT IMPORTANT

Would your family enjoy activities to welcome families into the school and services and workshops useful to families, such as entrepreneurship workshops, workshops on extending skills children are learning in school into the home)? FLAMA would seek family input in designing these.

VERY MUCH / SOMEWHAT / NOT AT ALL

Would you like your child's school to offer services such as counseling, medical, dental and tutoring?

YES / NO

How important is the design and quality of the school building to your family?

VERY IMPORTANT / SOMEWHAT IMPORTANT / NOT IMPORTANT

Do you feel that the Board's expertise and community ties are useful to FLAMA's students and teachers?

VERY MUCH / SOMEWHAT / NOT AT ALL

If FLAMA is approved to open, how likely would you be to enroll your child?

VERY LIKELY / SOMEWHAT LIKELY / UNLIKELY

What have we not asked about / discussed that we should?



Additional comments:

THANK YOU



Name [redacted]
Email [redacted]

FLAMA
Questionnaire / Feedback

Do you have a child who will be attending Pre-K, Kindergarten or 1st grade in the Fall of 2025?

YES / NO

Do you believe music and art education should be an important part of a child's learning?

YES / SOMEWHAT / NO

Do you find there are good music and art education options available to your family?

YES / SOMEWHAT / NO

How important is an early start time and later dismissal time to your family?

VERY IMPORTANT / SOMEWHAT IMPORTANT / NOT IMPORTANT

Do you feel such an extended school schedule is already available to you?

YES / NO

How important is an extended school year to your family?

VERY IMPORTANT / SOMEWHAT IMPORTANT / NOT IMPORTANT

Do you feel an extended school year is already available?

YES / NO

Would your family like to see free after-school options?

YES / NO

How important are rigorous academics to your family?

VERY IMPORTANT / SOMEWHAT IMPORTANT / NOT IMPORTANT

Do you feel teachers should offer direct instruction to students while also offering opportunities for creativity and play?

YES / NO

Do you think it is important that teachers build the latest scientific findings about how children learn into their teaching?

VERY IMPORTANT / SOMEWHAT IMPORTANT / NOT IMPORTANT

Is it important to you that your child be taught executive function skills in school (focus, attention, preparing/planning in advance, self-control, time management)?

VERY IMPORTANT / SOMEWHAT IMPORTANT / NOT IMPORTANT

Would your family enjoy activities to welcome families into the school and services and workshops useful to families, such as entrepreneurship workshops, workshops on extending skills children are learning in school into the home)? FLAMA would seek family input in designing these.

VERY MUCH / SOMEWHAT / NOT AT ALL

Would you like your child's school to offer services such as counseling, medical, dental and tutoring?

YES / NO

How important is the design and quality of the school building to your family?

VERY IMPORTANT / SOMEWHAT IMPORTANT / NOT IMPORTANT

Do you feel that the Board's expertise and community ties are useful to FLAMA's students and teachers?

VERY MUCH / SOMEWHAT / NOT AT ALL

If FLAMA is approved to open, how likely would you be to enroll your child?

VERY LIKELY / SOMEWHAT LIKELY / UNLIKELY

What have we not asked about / discussed that we should?



Additional comments:

THANK YOU



Name: [redacted]
Email: [redacted]

FLAMA
Questionnaire / Feedback

Do you have a child who will be attending Pre-K, Kindergarten or 1st grade in the Fall of 2025?

YES / NO

Do you believe music and art education should be an important part of a child's learning?

YES / SOMEWHAT / NO

Do you find there are good music and art education options available to your family?

YES / SOMEWHAT / NO

How important is an early start time and later dismissal time to your family?

VERY IMPORTANT / SOMEWHAT IMPORTANT / NOT IMPORTANT

Do you feel such an extended school schedule is already available to you?

YES / NO

How important is an extended school year to your family?

VERY IMPORTANT / SOMEWHAT IMPORTANT / NOT IMPORTANT

Do you feel an extended school year is already available?

YES / NO

Would your family like to see free after-school options?

YES / NO

How important are rigorous academics to your family?

VERY IMPORTANT / SOMEWHAT IMPORTANT / NOT IMPORTANT

Do you feel teachers should offer direct instruction to students while also offering opportunities for creativity and play?

YES / NO

Do you think it is important that teachers build the latest scientific findings about how children learn into their teaching?

VERY IMPORTANT / SOMEWHAT IMPORTANT / NOT IMPORTANT

Is it important to you that your child be taught executive function skills in school (focus, attention, preparing/planning in advance, self-control, time management)?

VERY IMPORTANT / SOMEWHAT IMPORTANT / NOT IMPORTANT

Would your family enjoy activities to welcome families into the school and services and workshops useful to families, such as entrepreneurship workshops, workshops on extending skills children are learning in school into the home)? FLAMA would seek family input in designing these.

VERY MUCH / SOMEWHAT / NOT AT ALL

Would you like your child's school to offer services such as counseling, medical, dental and tutoring?

YES / NO

How important is the design and quality of the school building to your family?

VERY IMPORTANT / SOMEWHAT IMPORTANT / NOT IMPORTANT

Do you feel that the Board's expertise and community ties are useful to FLAMA's students and teachers?

VERY MUCH / SOMEWHAT / NOT AT ALL

If FLAMA is approved to open, how likely would you be to enroll your child?

VERY LIKELY / SOMEWHAT LIKELY / UNLIKELY

What have we not asked about / discussed that we should?

How will you make sure you reach kids in the 2nd, 3rd, 4 5th Ward that are pre-dominantly underrepresented?

Additional comments:



THANK YOU



FLAMA
Questionnaire / Feedback

Name [redacted]
Email

Do you have a child who will be attending Pre-K, Kindergarten or 1st grade in the Fall of 2025?

YES / (NO)

Do you believe music and art education should be an important part of a child's learning?

(YES) / SOMEWHAT / NO

Do you find there are good music and art education options available to your family?

YES / SOMEWHAT / (NO)

How important is an early start time and later dismissal time to your family?

Are you asking about extended days?

VERY IMPORTANT / SOMEWHAT IMPORTANT / NOT IMPORTANT

Do you feel such an extended school schedule is already available to you?

YES / (NO) Not sure I would want extended days for a child.

How important is an extended school year to your family?

VERY IMPORTANT / SOMEWHAT IMPORTANT / (NOT IMPORTANT)

Do you feel an extended school year is already available?

YES / (NO)

Would your family like to see free after-school options?

(YES) / NO

How important are rigorous academics to your family?

VERY IMPORTANT / (SOMEWHAT IMPORTANT) / NOT IMPORTANT

Do you feel teachers should offer direct instruction to students while also offering opportunities for creativity and play?

YES / NO

Do you think it is important that teachers build the latest scientific findings about how children learn into their teaching?

VERY IMPORTANT / SOMEWHAT IMPORTANT / NOT IMPORTANT

Is it important to you that your child be taught executive function skills in school (focus, attention, preparing/planning in advance, self-control, time management)?

VERY IMPORTANT / SOMEWHAT IMPORTANT / NOT IMPORTANT

Would your family enjoy activities to welcome families into the school and services and workshops useful to families, such as entrepreneurship workshops, workshops on extending skills children are learning in school into the home)? FLAMA would seek family input in designing these.

VERY MUCH / SOMEWHAT / NOT AT ALL

Would you like your child's school to offer services such as counseling, medical, dental and tutoring?

YES / NO

How important is the design and quality of the school building to your family?

VERY IMPORTANT / SOMEWHAT IMPORTANT / NOT IMPORTANT

Do you feel that the Board's expertise and community ties are useful to FLAMA's students and teachers?

VERY MUCH / SOMEWHAT / NOT AT ALL

If FLAMA is approved to open, how likely would you be to enroll your child?

VERY LIKELY / SOMEWHAT LIKELY / UNLIKELY I think it would be valuable for the community and the Chelsea families.

What have we not asked about / discussed that we should?

More clarity about the programming would be helpful. Need to reach more people from these communities.

Additional comments:



THANK YOU



Name: [redacted]
Email: [redacted]

FLAMA

Questionnaire / Feedback

Do you have a child who will be attending Pre-K, Kindergarten or 1st grade in the Fall of 2025?

YES / NO

Do you believe music and art education should be an important part of a child's learning?

YES / SOMEWHAT / NO

Do you find there are good music and art education options available to your family?

YES / SOMEWHAT / NO

How important is an early start time and later dismissal time to your family?

VERY IMPORTANT / SOMEWHAT IMPORTANT / NOT IMPORTANT

Do you feel such an extended school schedule is already available to you?

YES / NO

How important is an extended school year to your family?

VERY IMPORTANT / SOMEWHAT IMPORTANT / NOT IMPORTANT

Do you feel an extended school year is already available?

YES / NO

Would your family like to see free after-school options?

YES / NO

How important are rigorous academics to your family?

VERY IMPORTANT / SOMEWHAT IMPORTANT / NOT IMPORTANT

Do you feel teachers should offer direct instruction to students while also offering opportunities for creativity and play?

YES / NO

Do you think it is important that teachers build the latest scientific findings about how children learn into their teaching?

VERY IMPORTANT / SOMEWHAT IMPORTANT / NOT IMPORTANT

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VERY IMPORTANT / SOMEWHAT IMPORTANT / NOT IMPORTANT

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VERY MUCH / SOMEWHAT / NOT AT ALL

Would you like your child's school to offer services such as counseling, medical, dental and tutoring?

YES / NO

How important is the design and quality of the school building to your family?

VERY IMPORTANT / SOMEWHAT IMPORTANT / NOT IMPORTANT

Do you feel that the Board's expertise and community ties are useful to FLAMA's students and teachers?

VERY MUCH / SOMEWHAT / NOT AT ALL

If FLAMA is approved to open, how likely would you be to enroll your child?

VERY LIKELY / SOMEWHAT LIKELY / UNLIKELY

What have we not asked about / discussed that we should?



Additional comments:

THANK YOU



Name: [redacted]
Email: [redacted]

FLAMA
Questionnaire / Feedback

Do you have a child who will be attending Pre-K, Kindergarten or 1st grade in the Fall of 2025?

YES / NO

Do you believe music and art education should be an important part of a child's learning?

YES / SOMEWHAT / NO

Do you find there are good music and art education options available to your family?

YES / SOMEWHAT / NO

How important is an early start time and later dismissal time to your family?

VERY IMPORTANT / SOMEWHAT IMPORTANT / NOT IMPORTANT

Do you feel such an extended school schedule is already available to you?

YES / NO

How important is an extended school year to your family?

VERY IMPORTANT / SOMEWHAT IMPORTANT / NOT IMPORTANT

Do you feel an extended school year is already available?

YES / NO

Would your family like to see free after-school options?

YES / NO

How important are rigorous academics to your family?

VERY IMPORTANT / SOMEWHAT IMPORTANT / NOT IMPORTANT

Do you feel teachers should offer direct instruction to students while also offering opportunities for creativity and play?

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VERY MUCH / SOMEWHAT / NOT AT ALL

Would you like your child's school to offer services such as counseling, medical, dental and tutoring?

YES / NO

How important is the design and quality of the school building to your family?

VERY IMPORTANT / SOMEWHAT IMPORTANT / NOT IMPORTANT

Do you feel that the Board's expertise and community ties are useful to FLAMA's students and teachers?

VERY MUCH / SOMEWHAT / NOT AT ALL

If FLAMA is approved to open, how likely would you be to enroll your child?

VERY LIKELY / SOMEWHAT LIKELY / UNLIKELY

What have we not asked about / discussed that we should?



Additional comments:

THANK YOU



Name: [redacted]
Email:

FLAMA
Questionnaire / Feedback

Do you have a child who will be attending Pre-K, Kindergarten or 1st grade in the Fall of 2025?

YES / NO

Do you believe music and art education should be an important part of a child's learning?

YES / SOMEWHAT / NO

Do you find there are good music and art education options available to your family?

YES / SOMEWHAT / NO

How important is an early start time and later dismissal time to your family?

VERY IMPORTANT / SOMEWHAT IMPORTANT / NOT IMPORTANT

Do you feel such an extended school schedule is already available to you?

YES / NO

How important is an extended school year to your family?

VERY IMPORTANT / SOMEWHAT IMPORTANT / NOT IMPORTANT

Do you feel an extended school year is already available?

YES / NO

Would your family like to see free after-school options?

YES / NO

How important are rigorous academics to your family?

VERY IMPORTANT / SOMEWHAT IMPORTANT / NOT IMPORTANT

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YES / NO

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VERY IMPORTANT / SOMEWHAT IMPORTANT / NOT IMPORTANT

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VERY MUCH / SOMEWHAT / NOT AT ALL

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YES / NO

How important is the design and quality of the school building to your family?

VERY IMPORTANT / SOMEWHAT IMPORTANT / NOT IMPORTANT

Do you feel that the Board's expertise and community ties are useful to FLAMA's students and teachers?

VERY MUCH / SOMEWHAT / NOT AT ALL

If FLAMA is approved to open, how likely would you be to enroll your child?

VERY LIKELY / SOMEWHAT LIKELY / UNLIKELY

What have we not asked about / discussed that we should?



Additional comments:

THANK YOU



FLAMA

Questionnaire / Feedback

Name:
Email: [redacted]

Do you have a child who will be attending Pre-K, Kindergarten or 1st grade in the Fall of 2025?

YES / NO

Do you believe music and art education should be an important part of a child's learning?

YES / SOMEWHAT / NO

Do you find there are good music and art education options available to your family?

YES / SOMEWHAT / NO

How important is an early start time and later dismissal time to your family?

VERY IMPORTANT / SOMEWHAT IMPORTANT / NOT IMPORTANT

Do you feel such an extended school schedule is already available to you?

YES / NO

How important is an extended school year to your family? Very

VERY IMPORTANT / SOMEWHAT IMPORTANT / NOT IMPORTANT

Do you feel an extended school year is already available?

YES / NO

Would your family like to see free after-school options?

YES / NO

How important are rigorous academics to your family?

VERY IMPORTANT / SOMEWHAT IMPORTANT / NOT IMPORTANT

Do you feel teachers should offer direct instruction to students while also offering opportunities for creativity and play?

YES / NO

Do you think it is important that teachers build the latest scientific findings about how children learn into their teaching?

VERY IMPORTANT / SOMEWHAT IMPORTANT / NOT IMPORTANT

Is it important to you that your child be taught executive function skills in school (focus, attention, preparing/planning in advance, self-control, time management)?

VERY IMPORTANT / SOMEWHAT IMPORTANT / NOT IMPORTANT

Would your family enjoy activities to welcome families into the school and services and workshops useful to families, such as entrepreneurship workshops, workshops on extending skills children are learning in school into the home)? FLAMA would seek family input in designing these.

VERY MUCH / SOMEWHAT / NOT AT ALL

Would you like your child's school to offer services such as counseling, medical, dental and tutoring?

YES / NO

How important is the design and quality of the school building to your family?

VERY IMPORTANT / SOMEWHAT IMPORTANT / NOT IMPORTANT

Do you feel that the Board's expertise and community ties are useful to FLAMA's students and teachers?

VERY MUCH / SOMEWHAT / NOT AT ALL

If FLAMA is approved to open, how likely would you be to enroll your child?

VERY LIKELY / SOMEWHAT LIKELY / UNLIKELY

What have we not asked about / discussed that we should? You all ask about it all Thank You So much



Additional comments:

THANK YOU



Name: [redacted]
Email:

FLAMA
Questionnaire / Feedback

Do you have a child who will be attending Pre-K, Kindergarten or 1st grade in the Fall of 2025?

YES / NO

Do you believe music and art education should be an important part of a child's learning?

YES / SOMEWHAT / NO

Do you find there are good music and art education options available to your family?

YES / SOMEWHAT / NO

How important is an early start time and later dismissal time to your family?

VERY IMPORTANT / SOMEWHAT IMPORTANT / NOT IMPORTANT

Do you feel this is already available to you?

YES / NO

How important is an extended school year to your family?

VERY IMPORTANT / SOMEWHAT IMPORTANT / NOT IMPORTANT

Do you feel an extended school year is already available?

YES / NO

Would your family like to see free after-school options?

YES / NO

How important are rigorous academics to your family?

VERY IMPORTANT / SOMEWHAT IMPORTANT / NOT IMPORTANT

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VERY MUCH / SOMEWHAT / NOT AT ALL

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YES / NO

How important is the design and quality of the school building to your family?

VERY IMPORTANT / SOMEWHAT IMPORTANT / NOT IMPORTANT

Do you feel that the Board's expertise and community ties are useful to FLAMA's students and teachers?

VERY MUCH / SOMEWHAT / NOT AT ALL

If FLAMA is approved to open, how likely would you be to enroll your child?

VERY LIKELY / SOMEWHAT LIKELY / UNLIKELY

What have we not asked about / discussed that we should?

Additional comments:



THANK YOU



Name [redacted]
Email [redacted]

FLAMA
Questionnaire / Feedback

Do you have a child who will be attending Pre-K, Kindergarten or 1st grade in the Fall of 2025?

YES / NO

Do you believe music and art education should be an important part of a child's learning?

YES / SOMEWHAT / NO

Do you find there are good music and art education options available to your family?

YES / SOMEWHAT / NO

How important is an early start time and later dismissal time to your family?

VERY IMPORTANT / SOMEWHAT IMPORTANT / NOT IMPORTANT

Do you feel this is already available to you?

YES / NO

How important is an extended school year to your family?

VERY IMPORTANT / SOMEWHAT IMPORTANT / NOT IMPORTANT

Do you feel an extended school year is already available?

YES / NO

Would your family like to see free after-school options?

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VERY MUCH / SOMEWHAT / NOT AT ALL

If FLAMA is approved to open, how likely would you be to enroll your child?

VERY LIKELY / SOMEWHAT LIKELY / UNLIKELY (no kids)

What have we not asked about / discussed that we should?

Additional comments:



THANK YOU



Name: [redacted]
Email:

FLAMA
Questionnaire / Feedback

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YES / NO

Do you believe music and art education should be an important part of a child's learning?

YES / SOMEWHAT / NO

Do you find there are good music and art education options available to your family?

YES / SOMEWHAT / NO

How important is an early start time and later dismissal time to your family?

VERY IMPORTANT / SOMEWHAT IMPORTANT / NOT IMPORTANT

Do you feel such an extended school schedule is already available to you?

YES / NO

How important is an extended school year to your family?

VERY IMPORTANT / SOMEWHAT IMPORTANT / NOT IMPORTANT

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Would your family like to see free after-school options?

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VERY MUCH / SOMEWHAT / NOT AT ALL

If FLAMA is approved to open, how likely would you be to enroll your child?

VERY LIKELY / SOMEWHAT LIKELY / UNLIKELY

What have we not asked about / discussed that we should?

N/A

Additional comments:



THANK YOU



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Email:

FLAMA
Questionnaire / Feedback

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VERY IMPORTANT / SOMEWHAT IMPORTANT / NOT IMPORTANT

Do you feel this is already available to you?

YES / NO

How important is an extended school year to your family?

VERY IMPORTANT / SOMEWHAT IMPORTANT / NOT IMPORTANT

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VERY MUCH / SOMEWHAT / NOT AT ALL

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YES / NO

How important is the design and quality of the school building to your family?

VERY IMPORTANT / SOMEWHAT IMPORTANT / NOT IMPORTANT

Do you feel that the Board's expertise and community ties are useful to FLAMA's students and teachers?

VERY MUCH / SOMEWHAT / NOT AT ALL

If FLAMA is approved to open, how likely would you be to enroll your child?

VERY LIKELY / SOMEWHAT LIKELY / UNLIKELY

What have we not asked about / discussed that we should?

N/A

Additional comments:



THANK YOU



Name: [redacted]
Email: [redacted]

FLAMA
Questionnaire / Feedback

Do you have a child who will be attending Pre-K, Kindergarten or 1st grade in the Fall of 2025?

YES / NO

Do you believe music and art education should be an important part of a child's learning?

YES / SOMEWHAT / NO

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YES / SOMEWHAT / NO

How important is an early start time and later dismissal time to your family?

VERY IMPORTANT / SOMEWHAT IMPORTANT / NOT IMPORTANT

Do you feel this is already available to you?

YES / NO

How important is an extended school year to your family?

VERY IMPORTANT / SOMEWHAT IMPORTANT / NOT IMPORTANT

Do you feel an extended school year is already available?

YES / NO

Would your family like to see free after-school options?

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VERY IMPORTANT / SOMEWHAT IMPORTANT / NOT IMPORTANT

Do you feel that the Board's expertise and community ties are useful to FLAMA's students and teachers?

VERY MUCH / SOMEWHAT / NOT AT ALL

If FLAMA is approved to open, how likely would you be to enroll your child?

VERY LIKELY / SOMEWHAT LIKELY / UNLIKELY

What have we not asked about / discussed that we should?

I think you should start the program

Additional comments:



THANK YOU



Name: [redacted]
Email: [redacted]

FLAMA
Questionnaire / Feedback

Do you have a child who will be attending Pre-K, Kindergarten or 1st grade in the Fall of 2025?

YES / NO

Do you believe music and art education should be an important part of a child's learning?

YES / SOMEWHAT / NO

Do you find there are good music and art education options available to your family?

YES / SOMEWHAT / NO

How important is an early start time and later dismissal time to your family?

VERY IMPORTANT / SOMEWHAT IMPORTANT / NOT IMPORTANT

Do you feel this is already available to you?

YES / NO

How important is an extended school year to your family?

VERY IMPORTANT / SOMEWHAT IMPORTANT / NOT IMPORTANT

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YES / NO

Would your family like to see free after-school options?

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VERY IMPORTANT / SOMEWHAT IMPORTANT / NOT IMPORTANT

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VERY MUCH / SOMEWHAT / NOT AT ALL

Would you like your child's school to offer services such as counseling, medical, dental and tutoring?

YES / NO

How important is the design and quality of the school building to your family?

VERY IMPORTANT / SOMEWHAT IMPORTANT / NOT IMPORTANT

Do you feel that the Board's expertise and community ties are useful to FLAMA's students and teachers?

VERY MUCH / SOMEWHAT / NOT AT ALL

If FLAMA is approved to open, how likely would you be to enroll your child?

VERY LIKELY / SOMEWHAT LIKELY / UNLIKELY

What have we not asked about / discussed that we should?

Additional comments: You guys covered everything



THANK YOU



FLAMA

Questionnaire / Feedb

Name:
Email: [redacted]

Do you have a child who will be attending Pre-K, Kindergarten or 1st grade in the Fall of 2025?

YES / NO

Do you believe music and art education should be an important part of a child's learning?

YES / SOMEWHAT / NO

Do you find there are good music and art education options available to your family?

YES / SOMEWHAT / NO

How important is an early start time and later dismissal time to your family?

VERY IMPORTANT / SOMEWHAT IMPORTANT / NOT IMPORTANT

Do you feel this is already available to you?

YES / NO

How important is an extended school year to your family?

VERY IMPORTANT / SOMEWHAT IMPORTANT / NOT IMPORTANT

Do you feel an extended school year is already available?

YES / NO

Would your family like to see free after-school options?

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VERY IMPORTANT / SOMEWHAT IMPORTANT / NOT IMPORTANT

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VERY MUCH / SOMEWHAT / NOT AT ALL

Would you like your child's school to offer services such as counseling, medical, dental and tutoring?

YES / NO

How important is the design and quality of the school building to your family?

VERY IMPORTANT / SOMEWHAT IMPORTANT / NOT IMPORTANT

Do you feel that the Board's expertise and community ties are useful to FLAMA's students and teachers?

VERY MUCH / SOMEWHAT / NOT AT ALL

If FLAMA is approved to open, how likely would you be to enroll your child?

VERY LIKELY / SOMEWHAT LIKELY / UNLIKELY

What have we not asked about / discussed that we should?

Additional comments:



THANK YOU



Name: [redacted]
Email: [redacted]

FLAMA

Questionnaire / Feedback

Do you have a child who will be attending Pre-K, Kindergarten or 1st grade in the Fall of 2025?

YES / NO

Do you believe music and art education should be an important part of a child's learning?

YES / SOMEWHAT / NO

Do you find there are good music and art education options available to your family?

YES / SOMEWHAT / NO

How important is an early start time and later dismissal time to your family?

VERY IMPORTANT / SOMEWHAT IMPORTANT / NOT IMPORTANT

Do you feel this is already available to you?

YES / NO

How important is an extended school year to your family?

VERY IMPORTANT / SOMEWHAT IMPORTANT / NOT IMPORTANT

Do you feel an extended school year is already available?

YES / NO

Would your family like to see free after-school options?

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How important are rigorous academics to your family?

VERY IMPORTANT / SOMEWHAT IMPORTANT / NOT IMPORTANT

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VERY MUCH / SOMEWHAT / NOT AT ALL

Would you like your child's school to offer services such as counseling, medical, dental and tutoring?

YES / NO

How important is the design and quality of the school building to your family?

VERY IMPORTANT / SOMEWHAT IMPORTANT / NOT IMPORTANT

Do you feel that the Board's expertise and community ties are useful to FLAMA's students and teachers?

VERY MUCH / SOMEWHAT / NOT AT ALL

If FLAMA is approved to open, how likely would you be to enroll your child?

VERY LIKELY / SOMEWHAT LIKELY / UNLIKELY

What have we not asked about / discussed that we should?

Additional comments:



THANK YOU



FLAMA

Questionnaire / Feedback

Name:
Email: [redacted]

Do you have a child who will be attending Pre-K, Kindergarten or 1st grade in the Fall of 2025?

YES / NO

Do you believe music and art education should be an important part of a child's learning?

YES / SOMEWHAT / NO

Do you find there are good music and art education options available to your family?

YES / SOMEWHAT / NO

How important is an early start time and later dismissal time to your family?

VERY IMPORTANT / SOMEWHAT IMPORTANT / NOT IMPORTANT

Do you feel this is already available to you?

YES / NO

How important is an extended school year to your family?

VERY IMPORTANT / SOMEWHAT IMPORTANT / NOT IMPORTANT

Do you feel an extended school year is already available?

YES / NO

Would your family like to see free after-school options?

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VERY MUCH / SOMEWHAT / NOT AT ALL

If FLAMA is approved to open, how likely would you be to enroll your child?

VERY LIKELY / SOMEWHAT LIKELY / UNLIKELY

What have we not asked about / discussed that we should?

Additional comments:



THANK YOU



Name: [redacted]
Email: [redacted]

FLAMA
Questionnaire / Feedback

Do you have a child who will be attending Pre-K, Kindergarten or 1st grade in the Fall of 2025?

YES / NO

Do you believe music and art education should be an important part of a child's learning?

YES / SOMEWHAT / NO

Do you find there are good music and art education options available to your family?

YES / SOMEWHAT / NO

How important is an early start time and later dismissal time to your family?

VERY IMPORTANT / SOMEWHAT IMPORTANT / NOT IMPORTANT

Do you feel such an extended school schedule is already available to you?

YES / NO

How important is an extended school year to your family?

VERY IMPORTANT / SOMEWHAT IMPORTANT / NOT IMPORTANT

Do you feel an extended school year is already available?

YES / NO

Would your family like to see free after-school options?

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How important are rigorous academics to your family?

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VERY MUCH / SOMEWHAT / NOT AT ALL

If FLAMA is approved to open, how likely would you be to enroll your child?

VERY LIKELY / SOMEWHAT LIKELY / UNLIKELY

What have we not asked about / discussed that we should?



Additional comments:

THANK YOU



Name:
Email: [redacted]

FLAMA

Questionnaire / Feedback

Do you have a child who will be attending Pre-K, Kindergarten or 1st grade in the Fall of 2025?

YES / NO

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VERY LIKELY / SOMEWHAT LIKELY / UNLIKELY

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Additional comments:

THANK YOU



FLAMA

Questionnaire / Fee

Name [redacted]
Email

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YES / NO

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YES / SOMEWHAT / NO

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How important is an early start time and later dismissal time to your family?

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VERY LIKELY / SOMEWHAT LIKELY / UNLIKELY

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Additional comments:

THANK YOU



FLAMA

Questionnaire / Feedback

Name [redacted]
Email

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YES / NO

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FLAMA

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FLAMA

Encuesta Escolar

Nom[redacted]
Emai[redacted]

¿Tiene un hijo que asistirá a Pre-Kinder, Kinder o 1er grado en el otoño de 2025?

SÍ / NO

¿Cree que la educación musical y artística debe ser una parte importante del aprendizaje de un niño?

SÍ / QUIZÁS / NO

¿Cree que hay buenas opciones de educación musical y artística disponibles para su familia?

SÍ / NO MUCHO / NO

¿Qué tan importante es para su familia que la hora de inicio del colegio sea mas temprano y la hora de salida sea más tarde?

MUY IMPORTANTE / ALGO IMPORTANTE / NO IMPORTANTE

¿Este horario escolar extendido ya está disponible para useted?

SÍ / NO

¿Qué tan importante es tener un año escolar extendido para su familia?

MUY IMPORTANTE / ALGO IMPORTANTE / NO IMPORTANTE

¿Ya tiene disponible un día escolar extendido?

SÍ / NO

¿A su familia le gustaría tener opciones de servicios y actividades extracurriculares gratuitas?

SÍ / NO

¿Para su familia qué tan importante es que los estudios académicos sean rigurosos?

MUY IMPORTANTE / ALGO IMPORTANTE / NO IMPORTANTE

¿Cree que los maestros deben ofrecer instrucción directa a los estudiantes y al mismo tiempo ofrecer oportunidades para la creatividad y el juego?

SÍ / NO

¿Para ud. es importante que el curriculo este basado en las ciencias del aprendizaje?

MUY IMPORTANTE / ALGO IMPORTANTE / NO IMPORTANTE

¿Es importante para usted que a su hijo se le enseñe habilidades de la función ejecutiva en la escuela (concentración, atención, preparación/planificación anticipada, autocontrol, administración del tiempo)?

MUY IMPORTANTE / ALGO IMPORTANTE / NO IMPORTANTE

¿Le gustaría a su familia participar en actividades para familias y adultos de la escuela, como cursos de inglés, clases sobre negocios y financias personales y otros cursos que a la comunidad les interese?

INTERESADO / ALGO INTERESADO / NO INTERESADO

¿Le gustaría que la escuela de su hijo ofrezca servicios como: asesoramiento, atención médica, dental y tutoría?

SÍ / NO

¿Qué tan importante es el diseño y la calidad del edificio para su familia?

MUY IMPORTANTE / ALGO IMPORTANTE / NO IMPORTANTE

¿Cree que la experiencia y los vínculos comunitarios de los directores del colegio son importantes para los estudiantes y maestros de FLAMA?

MUCHO / NO MUCHO / NO

¿Si se aprueba la apertura de FLAMA, qué probabilidad hay de que inscriba a su hijo?

MUY PROBABLE / ALGO PROBABLE / POCO PROBABLE

¿Hay alguna otra idea que no se ha mencionado que usted piensa es importante? Por favor, comparta sus comentarios y sugerencias con nosotros:



Muchas gracias por
Su participacion!



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YES / NO

Would your family like to see free after-school options?

YES / NO

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VERY LIKELY / SOMEWHAT LIKELY / UNLIKELY

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Additional comments:

THANK YOU



FLAMA

Questionnaire / Feedback

Name [redacted]
Email

Do you have a child who will be attending Pre-K, Kindergarten or 1st grade in the Fall of 2025?

YES / NO

Do you believe music and art education should be an important part of a child's learning?

YES / SOMEWHAT / NO

Do you find there are good music and art education options available to your family?

YES / SOMEWHAT / NO

How important is an early start time and later dismissal time to your family?

VERY IMPORTANT / SOMEWHAT IMPORTANT / NOT IMPORTANT

Do you feel such an extended school schedule is already available to you?

YES / NO

How important is an extended school year to your family?

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FLAMA

Questionnaire / Feedback

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VERY LIKELY / SOMEWHAT LIKELY / UNLIKELY

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Additional comments:

THANK YOU



Nar
Em

FLAMA

Questionnaire / Feedback

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YES / NO

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YES / SOMEWHAT / NO

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VERY LIKELY / SOMEWHAT LIKELY / UNLIKELY

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Additional comments:

THANK YOU



FLAMA
Questionnaire / Feedback

Name:
Emai [redacted]

Do you have a child who will be attending Pre-K, Kindergarten or 1st grade in the Fall of 2025?

YES / (NO)

Do you believe music and art education should be an important part of a child's learning?

(YES) / SOMEWHAT / NO

Do you find there are good music and art education options available to your family?

YES / SOMEWHAT / (NO)

How important is an early start time and later dismissal time to your family?

VERY IMPORTANT / (SOMEWHAT IMPORTANT) / NOT IMPORTANT

Do you feel such an extended school schedule is already available to you?

(YES) / (NO)

How important is an extended school year to your family?

(VERY IMPORTANT) / SOMEWHAT IMPORTANT / NOT IMPORTANT

Do you feel an extended school year is already available?

YES / (NO)

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YES / NO maybe

How important are rigorous academics to your family?

(VERY IMPORTANT) / SOMEWHAT IMPORTANT / NOT IMPORTANT

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FLAMA

Questionnaire / Feedback

Nam
Ema

[redacted]

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THANK YOU



Name [redacted]
Email

FLAMA

Questionnaire / Feedback

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Do you feel such an extended school schedule is already available to you?

YES / NO

How important is an extended school year to your family?

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Additional comments: Will the school eventually offer highschool?



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Additional comments:



THANK YOU



Name [redacted]
Email

FLAMA
Questionnaire / Feedback

Do you have a child who will be attending Pre-K, Kindergarten or 1st grade in the Fall of 2025?

YES / (NO)

Do you believe music and art education should be an important part of a child's learning?

(YES) / SOMEWHAT / NO

Do you find there are good music and art education options available to your family?

YES / (SOMEWHAT) / NO

How important is an early start time and later dismissal time to your family?

(VERY IMPORTANT) / SOMEWHAT IMPORTANT / NOT IMPORTANT

Do you feel this is already available to you?

(YES) / NO - But my daughter goes to Day Care after school

How important is an extended school year to your family?

VERY IMPORTANT / SOMEWHAT IMPORTANT / (NOT IMPORTANT)

Do you feel an extended school year is already available?

YES / (NO)

Would your family like to see free after-school options?

(YES) / NO

How important are rigorous academics to your family?

(VERY IMPORTANT) / SOMEWHAT IMPORTANT / NOT IMPORTANT

Do you feel teachers should offer direct instruction to students while also offering opportunities for creativity and play?

YES / **NO**

Do you think it is important that teachers build the latest scientific findings about how children learn into their teaching?

VERY IMPORTANT / **SOMEWHAT IMPORTANT** / **NOT IMPORTANT**

Is it important to you that your child be taught executive function skills in school (focus, attention, preparing/planning in advance, self-control, time management)?

VERY IMPORTANT / **SOMEWHAT IMPORTANT** / **NOT IMPORTANT**

Would your family enjoy activities to welcome families into the school and services and workshops useful to families, auxh as English courses, classes on managing personal finances, workshops on extending skills children are learning in school into the home)? FLAMA would seek family input in designing these.

VERY MUCH / **SOMEWHAT** / **NOT AT ALL**

Would you like your child's school to offer services such as counseling, medical, dental and tutoring?

YES / **NO**

How important is the design and quality of the school building to your family?

VERY IMPORTANT / **SOMEWHAT IMPORTANT** / **NOT IMPORTANT**

Do you feel that the Board's expertise and community ties are useful to FLAMA's students and teachers?

VERY MUCH / **SOMEWHAT** / **NOT AT ALL**

If FLAMA is approved to open, how likely would you be to enroll your child?

VERY LIKELY / **SOMEWHAT LIKELY** / **UNLIKELY**

What have we not asked about / discussed that we should?

Additional comments: My child is in Alief but I would move her if the school opened.



THANK YOU



Nombre [redacted]
Email: [redacted]

FLAMA
Encuesta Escolar

¿Tiene un hijo que asistirá a Pre-Kinder, Kinder o 1er grado en el otoño de 2025?

SÍ / NO

¿Cree que la educación musical y artística debe ser una parte importante del aprendizaje de un niño?

SÍ / QUIZÁS / NO

¿Cree que hay buenas opciones de educación musical y artística disponibles para su familia?

SÍ / NO MUCHO / NO

¿Qué tan importante es para su familia que la hora de inicio del colegio sea mas temprano y la hora de salida sea más tarde?

MUY IMPORTANTE / ALGO IMPORTANTE / NO IMPORTANTE

¿Este horario escolar extendido ya está disponible para useted?

SÍ / NO

¿Qué tan importante es tener un año escolar extendido para su familia?

MUY IMPORTANTE / ALGO IMPORTANTE / NO IMPORTANTE

¿Ya tiene disponible un día escolar extendido?

SÍ / NO

¿A su familia le gustaría tener opciones de servicios y actividades extracurriculares gratuitas?

SÍ / NO

¿Para su familia qué tan importante es que los estudios académicos sean rigurosos?

MUY IMPORTANTE / ALGO IMPORTANTE / NO IMPORTANTE

¿Cree que los maestros deben ofrecer instrucción directa a los estudiantes y al mismo tiempo ofrecer oportunidades para la creatividad y el juego?

SÍ / NO

¿Para ud. es importante que el curriculo este basado en las ciencias del aprendizaje?

MUY IMPORTANTE / ALGO IMPORTANTE / NO IMPORTANTE

¿Es importante para usted que a su hijo se le enseñe habilidades de la función ejecutiva en la escuela (concentración, atención, preparación/planificación anticipada, autocontrol, administración del tiempo)?

MUY IMPORTANTE / ALGO IMPORTANTE / NO IMPORTANTE

¿Le gustaría a su familia participar en actividades para familias y adultos de la escuela, como cursos de inglés, clases sobre negocios y financias personales y otros cursos que a la comunidad les interese?

INTERESADO / ALGO INTERESADO / NO INTERESADO

¿Le gustaría que la escuela de su hijo ofrezca servicios como: asesoramiento, atención médica, dental y tutoría?

SÍ / NO

¿Qué tan importante es el diseño y la calidad del edificio para su familia?

MUY IMPORTANTE / ALGO IMPORTANTE / NO IMPORTANTE

¿Cree que la experiencia y los vínculos comunitarios de los directores del colegio son importantes para los estudiantes y maestros de FLAMA?

MUCHO / NO MUCHO / NO

¿Si se aprueba la apertura de FLAMA, qué probabilidad hay de que inscriba a su hijo?

MUY PROBABLE / ALGO PROBABLE / POCO PROBABLE

¿Hay alguna otra idea que no se ha mencionado que usted piensa es importante? Por favor, comparta sus comentarios y sugerencias con nosotros:



Muchas gracias por su participacion!



Nombr[redacted]
Email:

FLAMA
Encuesta Escolar

¿Tiene un hijo que asistirá a Pre-Kinder, Kinder o 1er grado en el otoño de 2025?

SÍ / NO

¿Cree que la educación musical y artística debe ser una parte importante del aprendizaje de un niño?

SÍ / QUIZÁS / NO

¿Cree que hay buenas opciones de educación musical y artística disponibles para su familia?

SÍ / NO MUCHO / NO

¿Qué tan importante es para su familia que la hora de inicio del colegio sea mas temprano y la hora de salida sea más tarde?

MUY IMPORTANTE / ALGO IMPORTANTE / NO IMPORTANTE

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SÍ / NO

¿Qué tan importante es tener un año escolar extendido para su familia?

MUY IMPORTANTE / ALGO IMPORTANTE / NO IMPORTANTE

¿Ya tiene disponible un día escolar extendido?

SÍ / NO

¿A su familia le gustaría tener opciones de servicios y actividades extracurriculares gratuitas?

SÍ / NO

¿Para su familia qué tan importante es que los estudios académicos sean rigurosos?

MUY IMPORTANTE / ALGO IMPORTANTE / NO IMPORTANTE

¿Cree que los maestros deben ofrecer instrucción directa a los estudiantes y al mismo tiempo ofrecer oportunidades para la creatividad y el juego?

SÍ / NO

¿Para ud. es importante que el curriculo este basado en las ciencias del aprendizaje?

MUY IMPORTANTE / ALGO IMPORTANTE / NO IMPORTANTE

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Muchas gracias por su participacion!



Nomb
Email: [redacted]

FLAMA

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SÍ / NO

¿Cree que la educación musical y artística debe ser una parte importante del aprendizaje de un niño?

SÍ / QUIZÁS / NO

¿Cree que hay buenas opciones de educación musical y artística disponibles para su familia?

SÍ / NO MUCHO / NO

¿Qué tan importante es para su familia que la hora de inicio del colegio sea mas temprano y la hora de salida sea más tarde?

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SÍ / NO

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MUY IMPORTANTE / ALGO IMPORTANTE / NO IMPORTANTE

¿Ya tiene disponible un día escolar extendido?

SÍ / NO

¿A su familia le gustaría tener opciones de servicios y actividades extracurriculares gratuitas?

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SÍ / NO

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MUCHO / NO MUCHO / NO

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Muchas gracias por su participacion!



Nam
Emai

[redacted]

FLAMA

Questionnaire / Feedback

Do you have a child who will be attending Pre-K, Kindergarten or 1st grade in the Fall of 2025?

YES / NO

Do you believe music and art education should be an important part of a child's learning?

YES / SOMEWHAT / NO

Do you find there are good music and art education options available to your family?

YES / SOMEWHAT / NO

How important is an early start time and later dismissal time to your family?

VERY IMPORTANT / SOMEWHAT IMPORTANT / NOT IMPORTANT

Do you feel this is already available to you?

YES / NO

How important is an extended school year to your family?

VERY IMPORTANT / SOMEWHAT IMPORTANT / NOT IMPORTANT

Do you feel an extended school year is already available?

YES / NO

Would your family like to see free after-school options?

YES / NO

How important are rigorous academics to your family?

VERY IMPORTANT / SOMEWHAT IMPORTANT / NOT IMPORTANT

Do you feel teachers should offer direct instruction to students while also offering opportunities for creativity and play?

YES / NO

Do you think it is important that teachers build the latest scientific findings about how children learn into their teaching?

VERY IMPORTANT / SOMEWHAT IMPORTANT / NOT IMPORTANT

Is it important to you that your child be taught executive function skills in school (focus, attention, preparing/planning in advance, self-control, time management)?

VERY IMPORTANT / SOMEWHAT IMPORTANT / NOT IMPORTANT

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VERY MUCH / SOMEWHAT / NOT AT ALL

Would you like your child's school to offer services such as counseling, medical, dental and tutoring?

YES / NO

How important is the design and quality of the school building to your family?

VERY IMPORTANT / SOMEWHAT IMPORTANT / NOT IMPORTANT

Do you feel that the Board's expertise and community ties are useful to FLAMA's students and teachers?

VERY MUCH / SOMEWHAT / NOT AT ALL

If FLAMA is approved to open, how likely would you be to enroll your child?

VERY LIKELY / SOMEWHAT LIKELY / UNLIKELY

What have we not asked about / discussed that we should?

Additional comments:



THANK YOU



Name: [redacted]
Email: [redacted]

FLAMA
Questionnaire / Feedback

Do you have a child who will be attending Pre-K, Kindergarten or 1st grade in the Fall of 2025?

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YES / SOMEWHAT / NO

How important is an early start time and later dismissal time to your family?

VERY IMPORTANT / SOMEWHAT IMPORTANT / NOT IMPORTANT

Do you feel such an extended school schedule is already available to you?

YES / NO

How important is an extended school year to your family?

VERY IMPORTANT / SOMEWHAT IMPORTANT / NOT IMPORTANT

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VERY MUCH / SOMEWHAT / NOT AT ALL

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VERY LIKELY / SOMEWHAT LIKELY / UNLIKELY

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Additional comments:

THANK YOU



Name: [redacted]
Email: [redacted]

FLAMA
Questionnaire / Feedback

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VERY MUCH / SOMEWHAT / NOT AT ALL

If FLAMA is approved to open, how likely would you be to enroll your child?

VERY LIKELY / SOMEWHAT LIKELY / UNLIKELY

What have we not asked about / discussed that we should?



Additional comments:

THANK YOU



Nombre: [redacted]
Email:

FLAMA
Encuesta Escolar

¿Tiene un hijo que asistirá a Pre-Kinder, Kinder o 1er grado en el otoño de 2025?

SÍ / NO

¿Cree que la educación musical y artística debe ser una parte importante del aprendizaje de un niño?

SÍ / QUIZÁS / NO

¿Cree que hay buenas opciones de educación musical y artística disponibles para su familia?

SÍ / NO MUCHO / NO

¿Qué tan importante es para su familia que la hora de inicio del colegio sea mas temprano y la hora de salida sea más tarde?

MUY IMPORTANTE / ALGO IMPORTANTE / NO IMPORTANTE

¿Este horario escolar extendido ya está disponible para useted?

SÍ / NO

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MUY IMPORTANTE / ALGO IMPORTANTE / NO IMPORTANTE

¿Ya tiene disponible un día escolar extendido?

SÍ / NO

¿A su familia le gustaría tener opciones de servicios y actividades extracurriculares gratuitas?

SÍ / NO

¿Para su familia qué tan importante es que los estudios académicos sean rigurosos?

MUY IMPORTANTE / ALGO IMPORTANTE / NO IMPORTANTE

¿Cree que los maestros deben ofrecer instrucción directa a los estudiantes y al mismo tiempo ofrecer oportunidades para la creatividad y el juego?

SÍ / NO

¿Para ud. es importante que el curriculo este basado en las ciencias del aprendizaje?

MUY IMPORTANTE / ALGO IMPORTANTE / NO IMPORTANTE

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INTERESADO / ALGO INTERESADO / NO INTERESADO

¿Le gustaría que la escuela de su hijo ofrezca servicios como: asesoramiento, atención médica, dental y tutoría?

SÍ / NO

¿Qué tan importante es el diseño y la calidad del edificio para su familia?

MUY IMPORTANTE / ALGO IMPORTANTE / NO IMPORTANTE

¿Cree que la experiencia y los vínculos comunitarios de los directores del colegio son importantes para los estudiantes y maestros de FLAMA?

MUCHO / NO MUCHO / NO

¿Si se aprueba la apertura de FLAMA, qué probabilidad hay de que inscriba a su hijo?

MUY PROBABLE / ALGO PROBABLE / POCO PROBABLE

¿Hay alguna otra idea que no se ha mencionado que usted piensa es importante? Por favor, comparta sus comentarios y sugerencias con nosotros:



Muchas gracias por su participacion!



Nam
Ema

FLAMA

Questionnaire / Feedback

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YES / NO

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VERY IMPORTANT / SOMEWHAT IMPORTANT / NOT IMPORTANT

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YES / NO

How important is an extended school year to your family?

VERY IMPORTANT / SOMEWHAT IMPORTANT / NOT IMPORTANT

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such

VERY MUCH / SOMEWHAT / NOT AT ALL

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YES / NO

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VERY MUCH / SOMEWHAT / NOT AT ALL

If FLAMA is approved to open, how likely would you be to enroll your child?

VERY LIKELY / SOMEWHAT LIKELY / UNLIKELY

What have we not asked about / discussed that we should?

Potential Costs to family

Additional comments:



THANK YOU



Nom [redacted]
Ema

FLAMA
Encuesta Escolar

¿Tiene un hijo que asistirá a Pre-Kinder, Kinder o 1er grado en el otoño de 2025?

SÍ / NO

¿Cree que la educación musical y artística debe ser una parte importante del aprendizaje de un niño?

SÍ / QUIZÁS / NO

¿Cree que hay buenas opciones de educación musical y artística disponibles para su familia?

SÍ / NO MUCHO / NO

¿Qué tan importante es para su familia que la hora de inicio del colegio sea mas temprano y la hora de salida sea más tarde?

MUY IMPORTANTE / ALGO IMPORTANTE / NO IMPORTANTE

¿Este horario escolar extendido ya está disponible para useted?

SÍ / NO

¿Qué tan importante es tener un año escolar extendido para su familia?

MUY IMPORTANTE / ALGO IMPORTANTE / NO IMPORTANTE

¿Ya tiene disponible un día escolar extendido?

SÍ / NO

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SÍ / NO

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MUCHO / NO MUCHO / NO

¿Si se aprueba la apertura de FLAMA, qué probabilidad hay de que inscriba a su hijo?

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Muchas gracias por su participacion!



Nomb
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MUY IMPORTANTE / ALGO IMPORTANTE / NO IMPORTANTE

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MUY IMPORTANTE / ALGO IMPORTANTE / NO IMPORTANTE

¿Le gustaría a su familia participar en actividades para familias y adultos de la escuela, como cursos de inglés, clases sobre negocios y financias personales y otros cursos que a la comunidad les interese?

INTERESADO / ALGO INTERESADO / NO INTERESADO

¿Le gustaría que la escuela de su hijo ofrezca servicios como: asesoramiento, atención médica, dental y tutoría?

SÍ / NO

¿Qué tan importante es el diseño y la calidad del edificio para su familia?

MUY IMPORTANTE / ALGO IMPORTANTE / NO IMPORTANTE

¿Cree que la experiencia y los vínculos comunitarios de los directores del colegio son importantes para los estudiantes y maestros de FLAMA?

MUCHO / NO MUCHO / NO

¿Si se aprueba la apertura de FLAMA, qué probabilidad hay de que inscriba a su hijo?

MUY PROBABLE / ALGO PROBABLE / POCO PROBABLE

¿Hay alguna otra idea que no se ha mencionado que usted piensa es importante? Por favor, comparta sus comentarios y sugerencias con nosotros:



Muchas gracias por su participacion!



Name:
Email: [redacted]

FLAMA

Questionnaire / Feedback

Do you have a child who will be attending Pre-K, Kindergarten or 1st grade in the Fall of 2025?

YES / NO

Do you believe music and art education should be an important part of a child's learning?

YES / SOMEWHAT / NO

Do you find there are good music and art education options available to your family?

YES / SOMEWHAT / NO

How important is an early start time and later dismissal time to your family?

VERY IMPORTANT / SOMEWHAT IMPORTANT / NOT IMPORTANT

Do you feel this is already available to you?

YES / NO

How important is an extended school year to your family?

VERY IMPORTANT / SOMEWHAT IMPORTANT / NOT IMPORTANT

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YES / NO

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VERY MUCH / SOMEWHAT / NOT AT ALL

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YES / NO

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VERY MUCH / SOMEWHAT / NOT AT ALL

If FLAMA is approved to open, how likely would you be to enroll your child?

VERY LIKELY / SOMEWHAT LIKELY / UNLIKELY

What have we not asked about / discussed that we should?

Additional comments:



THANK YOU



FLAMA

Questionnaire / Feedback

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Additional comments:



THANK YOU



Nom[redacted]
Emai

FLAMA
Encuesta Escolar

¿Tiene un hijo que asistirá a Pre-Kinder, Kinder o 1er grado en el otoño de 2025?

SÍ / NO

¿Cree que la educación musical y artística debe ser una parte importante del aprendizaje de un niño?

SÍ / QUIZÁS / NO

¿Cree que hay buenas opciones de educación musical y artística disponibles para su familia?

SÍ / NO MUCHO / NO

¿Qué tan importante es para su familia que la hora de inicio del colegio sea mas temprano y la hora de salida sea más tarde?

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SÍ / NO

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SÍ / NO

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MUY IMPORTANTE / ALGO IMPORTANTE / NO IMPORTANTE

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SÍ / NO

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FLAMA

Questionnaire / Feedback

Nam
Ema

[redacted]

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YES / NO

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VERY LIKELY / SOMEWHAT LIKELY / UNLIKELY

What have we not asked about / discussed that we should?



Additional comments:

THANK YOU



FLAMA

Questionnaire / Fe

Na
Em

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THANK YOU



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Ema

FLAMA

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VERY LIKELY / SOMEWHAT LIKELY / UNLIKELY

What have we not asked about / discussed that we should?



Additional comments:

THANK YOU



FLAMA

Questionnaire / Feedback

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Email: [redacted]

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VERY MUCH / SOMEWHAT / NOT AT ALL

If FLAMA is approved to open, how likely would you be to enroll your child?

VERY LIKELY / SOMEWHAT LIKELY / UNLIKELY

What have we not asked about / discussed that we should?

~~Spe~~ Special education or learning ~~disabilities~~ disabilities

Additional comments:

Will there be programs or training for educators for children with Special needs or learning disabilities ie: ~~ADD~~, ~~ADHD~~, Autism, Dyslexia, etc.

THANK YOU



Name [redacted]
Email

FLAMA
Questionnaire / Feedback

Do you have a child who will be attending Pre-K, Kindergarten or 1st grade in the Fall of 2025?

YES / NO

Do you believe music and art education should be an important part of a child's learning?

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YES / NO

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VERY IMPORTANT / SOMEWHAT IMPORTANT / NOT IMPORTANT

Balanced Acad w/ extracurriculars

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YES / NO

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If FLAMA is approved to open, how likely would you be to enroll your child?

VERY LIKELY / SOMEWHAT LIKELY / UNLIKELY

What have we not asked about / discussed that we should?

while arts are excellent also having physical activities as well is important for overall health + functions

Additional comments:



THANK YOU



Nombre [redacted]
Email:

FLAMA
Encuesta Escolar

¿Tiene un hijo que asistirá a Pre-Kinder, Kinder o 1er grado en el otoño de 2025?

SÍ / NO

¿Cree que la educación musical y artística debe ser una parte importante del aprendizaje de un niño?

SÍ / QUIZÁS / NO

¿Cree que hay buenas opciones de educación musical y artística disponibles para su familia?

SÍ / NO MUCHO / NO

¿Qué tan importante es para su familia que la hora de inicio del colegio sea mas temprano y la hora de salida sea más tarde?

MUY IMPORTANTE / ALGO IMPORTANTE / NO IMPORTANTE

¿Este horario escolar extendido ya está disponible para useted?

SÍ / NO

¿Qué tan importante es tener un año escolar extendido para su familia?

MUY IMPORTANTE / ALGO IMPORTANTE / NO IMPORTANTE

¿Ya tiene disponible un día escolar extendido?

SÍ / NO

¿A su familia le gustaría tener opciones de servicios y actividades extracurriculares gratuitas?

SÍ / NO

¿Para su familia qué tan importante es que los estudios académicos sean rigurosos?

MUY IMPORTANTE / ALGO IMPORTANTE / NO IMPORTANTE

¿Cree que los maestros deben ofrecer instrucción directa a los estudiantes y al mismo tiempo ofrecer oportunidades para la creatividad y el juego?

SÍ / NO

¿Para ud. es importante que el curriculo este basado en las ciencias del aprendizaje?

MUY IMPORTANTE / ALGO IMPORTANTE / NO IMPORTANTE

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Nom [redacted]
Em

FLAMA
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Na[redacted]
Em

FLAMA

Questionnaire / Feedback

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YES / SOMEWHAT / NO

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VERY MUCH / SOMEWHAT / NOT AT ALL

Would you like your child's school to offer services such as counseling, medical, dental and tutoring?

YES / NO

How important is the design and quality of the school building to your family?

VERY IMPORTANT / SOMEWHAT IMPORTANT / NOT IMPORTANT

Do you feel that the Board's expertise and community ties are useful to FLAMA's students and teachers?

VERY MUCH / SOMEWHAT / NOT AT ALL

If FLAMA is approved to open, how likely would you be to enroll your child?

VERY LIKELY / SOMEWHAT LIKELY / UNLIKELY

What have we not asked about / discussed that we should?

Location of the school



Additional comments:

THANK YOU



Name: [redacted]
Email: [redacted]

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YES / SOMEWHAT / NO

How important is an early start time and later dismissal time to your family?

VERY IMPORTANT / SOMEWHAT IMPORTANT / NOT IMPORTANT

Do you feel such an extended school schedule is already available to you?

YES / NO

How important is an extended school year to your family?

VERY IMPORTANT / SOMEWHAT IMPORTANT / NOT IMPORTANT

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YES / NO

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Additional comments:

THANK YOU



FLAMA

Questionnaire / Feedback

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YES / NO

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FLAMA

Questionnaire / Feedback

Nam[redacted]
Emai

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How will you address children w/ SLDs or needs such as 504 or IEPs?

Additional comments: Free/Reduced lunch for some families

Transportation needs for families needing it?



THANK YOU



Nam
Emai [redacted]

FLAMA

Questionnaire / Feedback

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Additional comments:

THANK YOU



Nombre:
Email:

FLAMA
Encuesta Escolar

¿Tiene un hijo que asistirá a Pre-Kinder, Kinder o 1er grado en el otoño de 2025?

SÍ / NO

¿Cree que la educación musical y artística debe ser una parte importante del aprendizaje de un niño?

SÍ / QUIZÁS / NO

¿Cree que hay buenas opciones de educación musical y artística disponibles para su familia?

SÍ / NO MUCHO / NO

¿Qué tan importante es para su familia que la hora de inicio del colegio sea mas temprano y la hora de salida sea más tarde?

MUY IMPORTANTE / ALGO IMPORTANTE / NO IMPORTANTE

¿Este horario escolar extendido ya está disponible para useted?

SÍ / NO

¿Qué tan importante es tener un año escolar extendido para su familia?

MUY IMPORTANTE / ALGO IMPORTANTE / NO IMPORTANTE

¿Ya tiene disponible un día escolar extendido?

SÍ / NO

¿A su familia le gustaría tener opciones de servicios y actividades extracurriculares gratuitas?

SÍ / NO

¿Para su familia qué tan importante es que los estudios académicos sean rigurosos?

MUY IMPORTANTE / ALGO IMPORTANTE / NO IMPORTANTE

¿Cree que los maestros deben ofrecer instrucción directa a los estudiantes y al mismo tiempo ofrecer oportunidades para la creatividad y el juego?

SÍ / NO

¿Para ud. es importante que el curriculo este basado en las ciencias del aprendizaje?

MUY IMPORTANTE / ALGO IMPORTANTE / NO IMPORTANTE

¿Es importante para usted que a su hijo se le enseñe habilidades de la función ejecutiva en la escuela (concentración, atención, preparación/planificación anticipada, autocontrol, administración del tiempo)?

MUY IMPORTANTE / ALGO IMPORTANTE / NO IMPORTANTE

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INTERESADO / ALGO INTERESADO / NO INTERESADO

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SÍ / NO

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MUY IMPORTANTE / ALGO IMPORTANTE / NO IMPORTANTE

¿Cree que la experiencia y los vínculos comunitarios de los directores del colegio son importantes para los estudiantes y maestros de FLAMA?

MUCHO / NO MUCHO / NO

¿Si se aprueba la apertura de FLAMA, qué probabilidad hay de que inscriba a su hijo?

MUY PROBABLE / ALGO PROBABLE / POCO PROBABLE

↳ Si ofrecen los servicios que necesitan mis hijos.

¿Hay alguna otra idea que no se ha mencionado que usted piensa es importante? Por favor, comparta sus comentarios y sugerencias con nosotros:

Suena interesante, ojala ofrezcan un programa de educación especial debido a que tengo dos hijos autistas y ellos disfrutan la musica y esto podria ser muy beneficioso para ellos.



Muchas gracias por su participacion!



FLAMA Questionnaire /

[redacted]

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YES / NO

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YES / SOMEWHAT / NO

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YES / SOMEWHAT / NO

How important is an early start time and later dismissal time to your family?

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VERY IMPORTANT / SOMEWHAT IMPORTANT / NOT IMPORTANT

Do you feel that the Board's expertise and community ties are useful to FLAMA's students and teachers?

VERY MUCH / SOMEWHAT / NOT AT ALL

If FLAMA is approved to open, how likely would you be to enroll your child?

VERY LIKELY / SOMEWHAT LIKELY / UNLIKELY depending where I teach

What have we not asked about / discussed that we should?



Additional comments:

THANK YOU



Name: [redacted]
Email:

FLAMA

Questionnaire / Feedback

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everything



Additional comments:

THANK YOU



FLAMA

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FLAMA

Encuesta Escolar

[redacted]

¿Tiene un hijo que asistirá a Pre-Kinder, Kinder o 1er grado en el otoño de 2025?

SÍ / NO

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FLAMA

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VERY LIKELY / SOMEWHAT LIKELY / UNLIKELY

What have we not asked about / discussed that we should?

Everything Good

Additional comments:



THANK YOU



Name:
Email: [redacted]

FLAMA

Questionnaire / Feedback

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YES / NO

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THANK YOU



Nam
Ema

FLAMA

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Additional comments:

THANK YOU



Nom
Emai

FLAMA

Encuesta Escolar

¿Tiene un hijo que asistirá a Pre-Kinder, Kinder o 1er grado en el otoño de 2025?

SÍ / NO

¿Cree que la educación musical y artística debe ser una parte importante del aprendizaje de un niño?

SÍ / QUIZÁS / NO

¿Cree que hay buenas opciones de educación musical y artística disponibles para su familia?

SÍ / NO MUCHO / NO

¿Qué tan importante es para su familia que la hora de inicio del colegio sea mas temprano y la hora de salida sea más tarde?

MUY IMPORTANTE / ALGO IMPORTANTE / NO IMPORTANTE

¿Este horario escolar extendido ya está disponible para useted?

SÍ / NO

¿Qué tan importante es tener un año escolar extendido para su familia?

MUY IMPORTANTE / ALGO IMPORTANTE / NO IMPORTANTE

¿Ya tiene disponible un día escolar extendido?

SÍ / NO

¿A su familia le gustaría tener opciones de servicios y actividades extracurriculares gratuitas?

SÍ / NO

¿Para su familia qué tan importante es que los estudios académicos sean rigurosos?

MUY IMPORTANTE / ALGO IMPORTANTE / NO IMPORTANTE

¿Cree que los maestros deben ofrecer instrucción directa a los estudiantes y al mismo tiempo ofrecer oportunidades para la creatividad y el juego?

SÍ / NO

¿Para ud. es importante que el curriculo este basado en las ciencias del aprendizaje?

MUY IMPORTANTE / ALGO IMPORTANTE / NO IMPORTANTE

¿Es importante para usted que a su hijo se le enseñe habilidades de la función ejecutiva en la escuela (concentración, atención, preparación/planificación anticipada, autocontrol, administración del tiempo)?

MUY IMPORTANTE / ALGO IMPORTANTE / NO IMPORTANTE

¿Le gustaría a su familia participar en actividades para familias y adultos de la escuela, como cursos de inglés, clases sobre negocios y financias personales y otros cursos que a la comunidad les interese?

INTERESADO / ALGO INTERESADO / NO INTERESADO

¿Le gustaría que la escuela de su hijo ofrezca servicios como: asesoramiento, atención médica, dental y tutoría?

SÍ / NO

¿Qué tan importante es el diseño y la calidad del edificio para su familia?

MUY IMPORTANTE / ALGO IMPORTANTE / NO IMPORTANTE

¿Cree que la experiencia y los vínculos comunitarios de los directores del colegio son importantes para los estudiantes y maestros de FLAMA?

MUCHO / NO MUCHO / NO

¿Si se aprueba la apertura de FLAMA, qué probabilidad hay de que inscriba a su hijo?

MUY PROBABLE / ALGO PROBABLE / POCO PROBABLE

¿Hay alguna otra idea que no se ha mencionado que usted piensa es importante? Por favor, comparta sus comentarios y sugerencias con nosotros:



Muchas gracias por su participacion!



Name: [redacted]
Email: [redacted]

FLAMA
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Additional comments:

THANK YOU

OPTIONAL: Public Meeting

It is recommended that applicants hold at a minimum, applicants must hold one public meeting within the charter school's target zip code to discuss the application for the proposed Generation 30 open-enrollment charter school. Anyone may attend and participate in the public meeting.

ALLOWABLE VENUES:

Virtual Meeting Option

- Applicants may hold a public virtual meeting in fulfillment of this attachment requirement. Any virtual meetings must be published in accordance with the notice requirements outlined below. The public notice must also contain the access link; password (if any); and all other directions to participate in the meeting. Applicants may not require prospective attendees to RSVP and/or register.

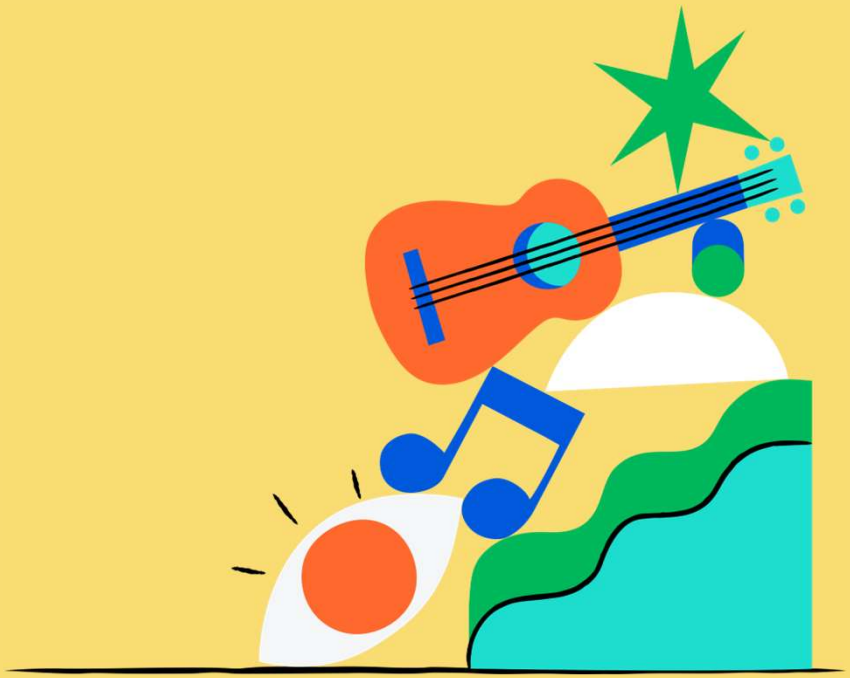
In-Person Meeting Option

- Applicants may hold an in-person meeting in fulfillment of this attachment requirement.



Frank Liu Jr. Academy for Music & Arts

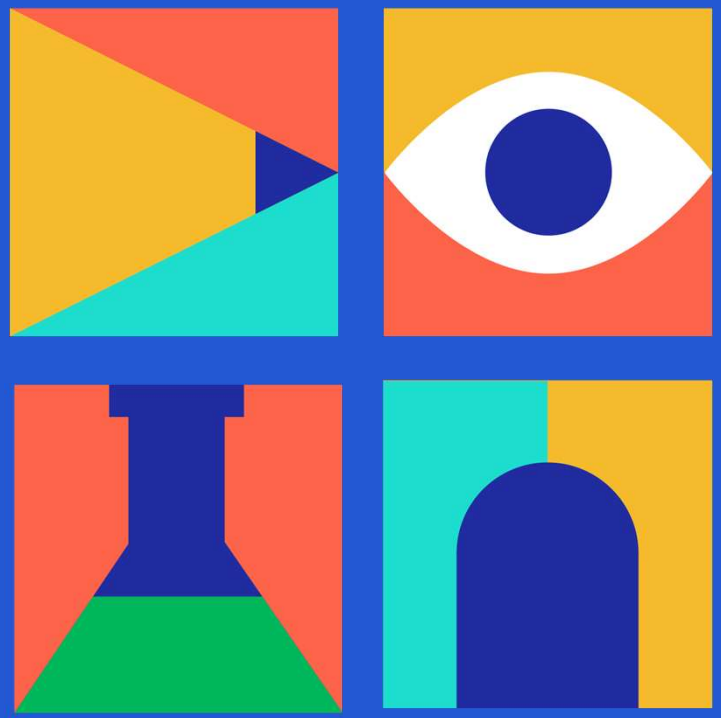
Music to our schools.



FLAMA

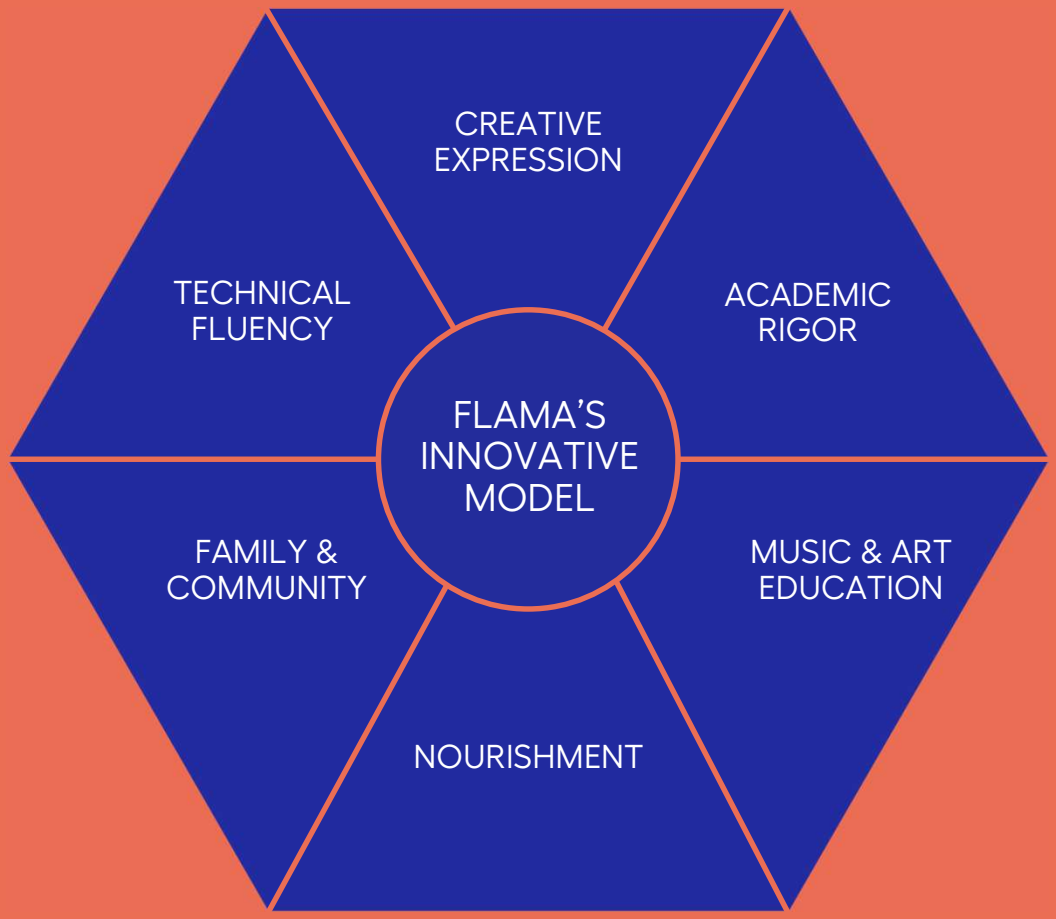
The Frank Liu Jr. Academy for Music & Arts will be a Pre-K through 8th grade charter school in Houston's East End with a singular focus – academic excellence through the arts.

FLAMA's mission is based in Frank Liu Jr.'s visionary dream to create a music and art-focused school for the youth of Houston.



Students with high hours of music and/or art education go on to 4-year colleges at much higher rates, have better rapport with teachers, score higher across measures of creative thinking, display greater civic engagement as adults, and more.

Our Pillars


CREATIVE EXPRESSION
ACADEMIC RIGOR
MUSIC & ART EDUCATION
NOURISHMENT
FAMILY & COMMUNITY
TECHNICAL FLUENCY
FLAMA'S INNOVATIVE MODEL

Typical School Day at FLAMA

7:30-7:50am:	Dropoff and breakfast (free to all students)
7:50-8:45am:	Morning Mtg / Play-based executive function and literacy learning based on weekly themes: Grocery Store, Community Helpers, Resolving problems, etc.
8:45- 9:35am:	Music Education (Rhythm, Movement, Notation, Composition, Music Theory)
9:35-10:25am:	ELA (Reading & Writing)
10:25-10:35am:	Snack
10:35-11:25am:	Recess or PE
11:25-12:15pm:	Science or Social Studies
12:15-12:45pm:	Lunch (free to all students)
12:45-1:35pm:	Math
1:35-2:25pm:	Instrument or Choir
2:25-3:15pm:	Spanish
3:15-4:00pm:	Visual arts







FLAMA'S Innovative Model

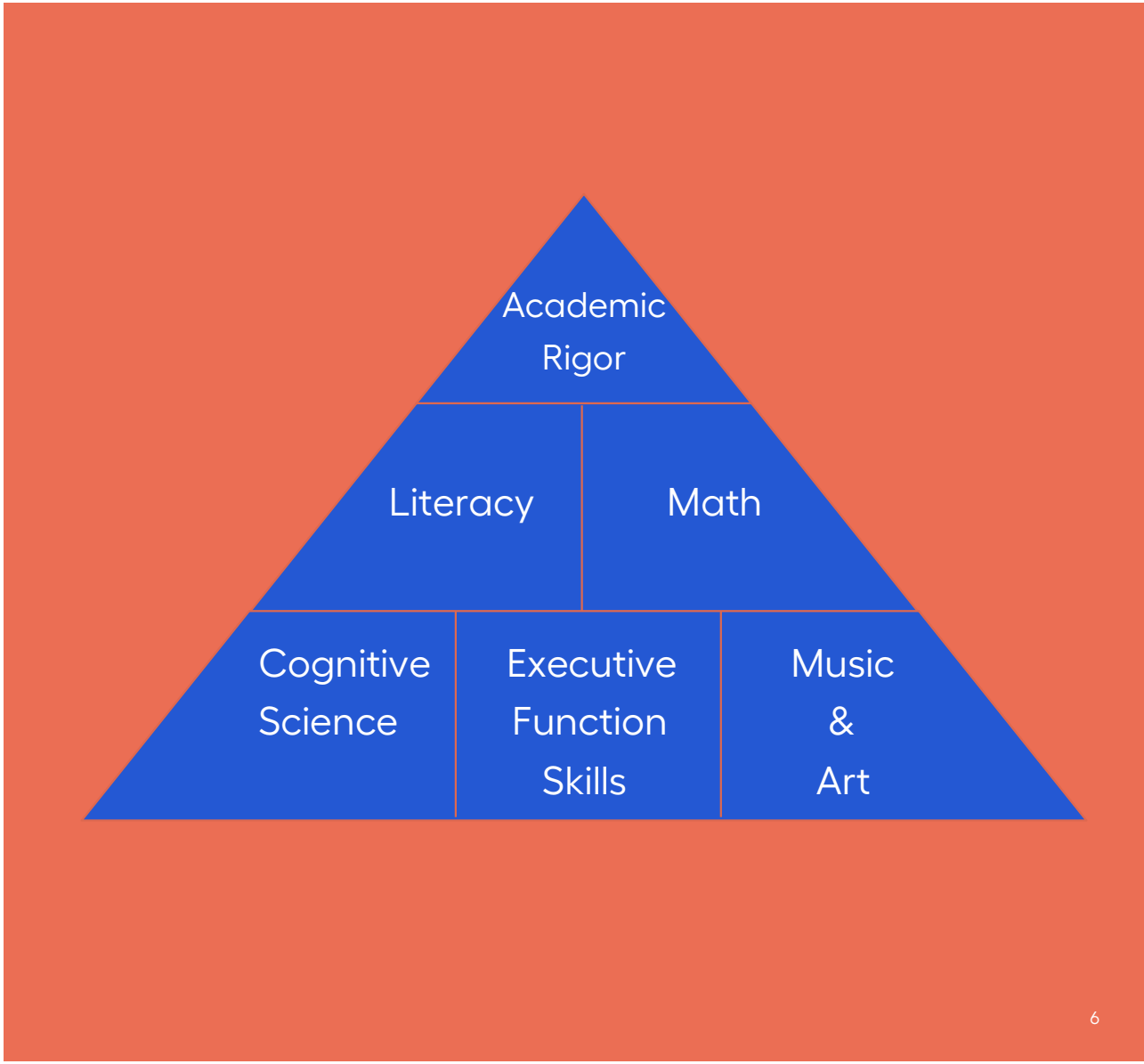
A unique pedagogical approach based in the cognitive sciences.

A program for teaching executive function skills employed in PK-1st provides students a foundation for success in school.

Strong phonics and early literacy program reinforced by *Tools of the Mind* and *The Writing Revolution*.

Mathematics program uses early and continued low-stakes assessments to identify and correct misconceptions immediately.

Daily music and visual arts programs intentionally integrate additional ELA and Math, amplifying the research proven benefits of music and art education to core academic skills.



Board & Partners

BOARD	• Andrew Davis, Dean of McGovern College of Arts at University of Houston • Matthew Loden, Dean of the Shepherd School of Music at Rice University • Eddie Cumbo III, physical education instructor/basketball coach and 5th Ward resident and community leader • Anthony Blanco, finance expert • Andrea Hauge, finance/curriculum professional • Jorge Garza, 2nd Ward resident, HSPVA & Juilliard graduate, opera singer and founder of Segundo Barrio Children's Chorus • James McSwain, former Principal of Lamar High School and West Area Superintendent. Assistant Professor of Education at HCU
UNIVERSITY PARTNERS	<u>Professional Development and Faculty Pipeline:</u> • UH College of Education • UH Downtown Education Program • Houston Christian Univ. College of Education & Behavioral Science • UH McGovern College of Arts <u>Music, Art and other collaborations:</u> • Shepherd School of Music • UH McGovern College of Arts • Rice Univ. School Mathematics Project
COMMUNITIES IN SCHOOLS	• Effective model for providing wraparound services to students and their families • Network of over 300 social service agencies, local businesses, and health care providers • On-site guidance and counseling staff • CIS helps with student needs such as counseling, tutoring, a trip to the dentist, school supplies, and more
FRANK'S FAMILY ACADEMY	• Built in partnership with the community to build and foster community • Financial literacy and entrepreneurship workshops through partnership with Rice's Entrepreneurship Center • Faculty & family workshops around topics such as creating a space for students to do homework, building executive function skills at home, setting up parental controls on devices, etc.

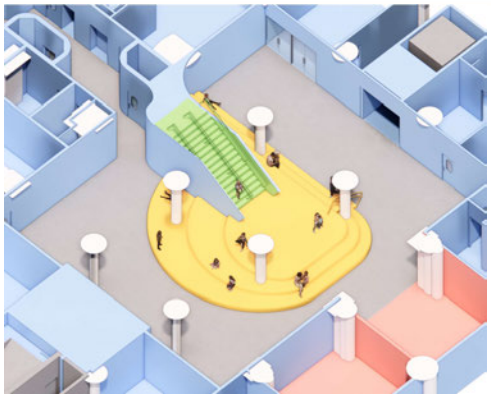
School Facilities



Site Overview Aerial

VIEW FROM THE DROP-OFF



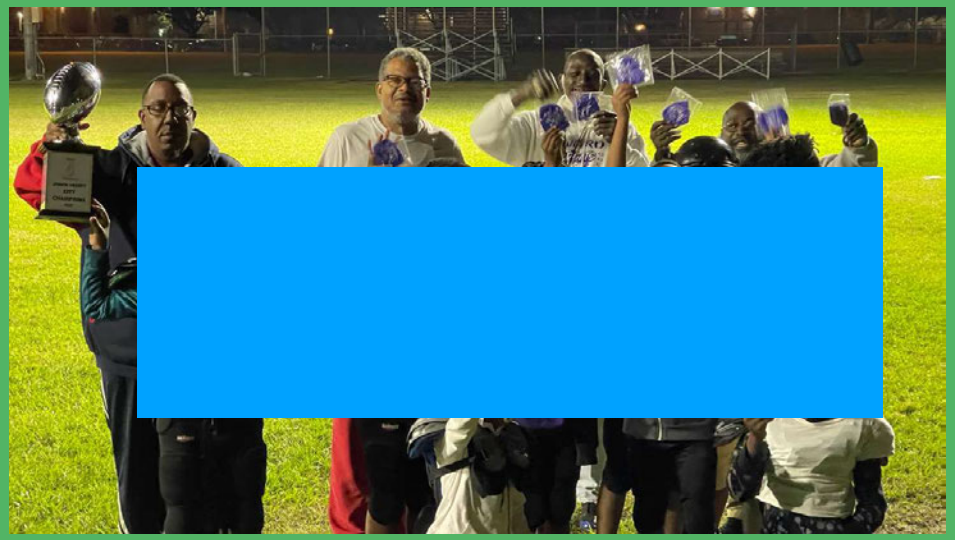




MAIN ENTRANCE



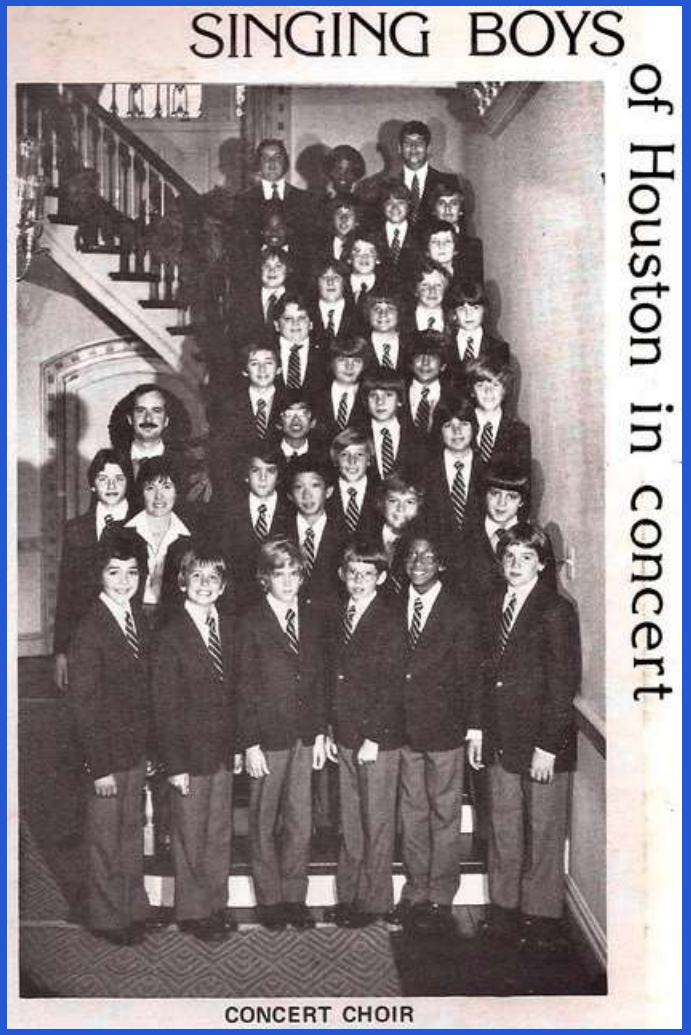
Eddie Cumbo III





Jorge Garza





Matthew Loden



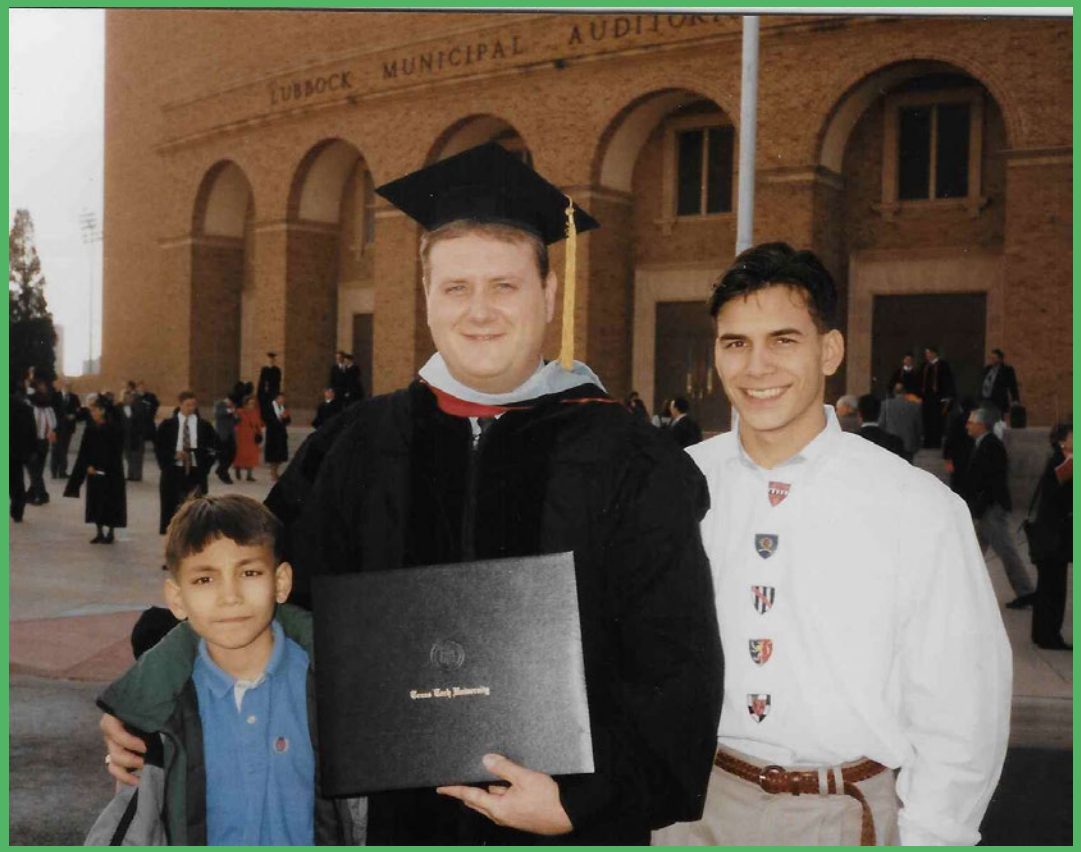


Andrea Hauge





James McSwain



Arts + Academics = Achievement



Contact information

235 North Norwood Street
5700 block of Navigation
Houston, TX 77011

www.flama.org
info@flama.org



Legal History

If the sponsoring entity has been entrusted with the care and supervision of lawful minors and/or wards of a governmental entity.

Provide the following information:

- specific demographics served;
- formal complaints from individuals and/or third-party entities;
- investigations, citations, compliance violations, and/or deficiencies from applicable municipal, state, and/or federal licensing/regulatory entities (including but not limited to the Texas Department of Health and Human Services: Child Care Regulation and Texas Department of Family and Protective Services: Child Care Investigations).

If the sponsoring entity has been a party to current or past litigation, including arbitration proceedings and settlement agreements.

Provide the following information:

- formal legal complaint;
- any response to the complaint;
- settlement agreement; and
- results of the arbitration, litigation, or settlement.

If this attachment is not applicable to the sponsoring entity.

- Provide a single-page document that states, "The sponsoring entity has not been entrusted with the care and supervision of lawful minors and/or wards of a governmental entity or been a party to current or past litigation, including arbitration proceedings and settlement agreements. No response documents are being provided."

Legal History

The sponsoring entity has not been entrusted with the care and supervision of lawful minors and/or wards of a governmental entity or been party to current or past litigation, including arbitration proceedings and settlement agreements. No response documents are being provided.

Detailed Start-Up Plan

Provide a detailed and comprehensive start-up plan for leading the development of the school from post-approval to opening—specifying tasks, timelines, and individuals responsible for each task.

DETAILED START -UP PLAN

The FLAMA Board of Directors has developed the following Start-Up Plan to guide us. The Superintendent will oversee the startup of the school, and one of the most important tasks for the board is to recruit a great school leader who will be responsible for many of the items on this list. The Board intends to provide consistent oversight of this schedule and assist the Superintendent wherever necessary.

The school will operate using funds donated by the Frank Lui Jr. Foundation until the CSP grant funds become available.

Key: HR – Human Resources, TEA – Texas Education Agency, DA – Director of Academics, DMA – Director of Music and Arts, SP – Superintendent, SpPop – Special Populations Coordinator

Action	Responsibility	Consult	Area	Reference
DECEMBER 2024 – MAY 2025				
Engage Dr. Mike Moses to lead FLAMA's superintendent search	Board	Legal	HR	See FLAMA Hiring Plan below
Prepare for and conduct capacity interview with TEA/SBOE	Board	Legal	TEA	
Board interviews Superintendent candidates	Board	Legal	Governance	See FLAMA Hiring Plan below
Work with architect regarding school design and to ensure timely opening and appropriate approvals (zoning, etc.)	Board	Facilities	Operations	See Building Plans below
Identify potential grants and foundation support.	Board		Finance	
Prepare for and conduct SBOE interview	Board	Legal	TEA	
JUNE 2025				
Board names Superintendent lone finalist & Superintendent begins work	Board	Dr. Moses, Legal, & Community	HR	See FLAMA Hiring Plan below
Superintendent onboarding	Board	Board & Community	Operations	
Prepare for and complete any contingency process	Board & SP		TEA	
Continue working with contractor/architect	Board	Facilities	Operations	See Building Plans below
Begin facility renovation work.	Board	Facilities	Operations	See Building Plans below
Launch search for Director of Academics and Director of Music & Arts	Board & SP	Legal	HR	See FLAMA Hiring Plan below
Twice monthly reporting to board on Start-Up goals/progress	SP	Board	Operations	
Email all parents who expressed an interest in FLAMA in the questionnaire	SP	Community	Enrollment	See Enrollment Plan below
JULY 2025				
Develop RFP for depository	Board	Legal	Finance	
Develop other urgent RFPs (e.g. bus service)	Board & SP	Legal	Operations	
Request and assess quotes for student and staff technology	SP		Operations	

Action	Responsibility	Consult	Area	Reference
Update social media and website to announce the school is approved	Board	Community	Marketing	
Twice monthly reporting to board on Start-Up goals/progress	SP	Board	Operations	
Set up official school website, social media pages	Board	Community	Marketing	
Begin interviews for Director of Academics and Director of Music & Arts	SP	Legal	HR	See Hiring Plan below
Begin applying to grants and foundations for support	SP	Board	Finance	
AUGUST 2025				
Set up financial software (Ascender)	SP	ESC 20	Finance	
Set up DecisionEd	SP	Finance	Finance	
Adopt any outstanding board policies	Board	Legal	Governance	
Twice monthly reporting to board on Start-Up goals/progress	SP	Board	Operations	
Superintendent and Board finalize 5-year projected budget	SP & Board	Finance	Operations	
Update board on hiring for DA and DMA	SP	Board	Operations	See Hiring Plan below
Go live with all Year 1 job postings	SP	Legal	Operations	See Hiring Plan below
Set up staff in temporary offices (in-kind space available)	Board & SP	Community	Operations	
SEPTEMBER 2025				
Follow up with parents who indicated interest in enrolling children	SP	Community	Enrollment	See Enrollment Plan below
Set up checking accounts with selected depository bank	SP	Board	Finance	
Establish account with TRS	SP	Board	Finance	
Establish account with TWC	SP	Board	Finance	
Submit form for sales tax exempt status	SP	Board	Finance	
Set up payroll processes	SP	ESC 20	Finance	
Draft schedule of community meetings	SP	Board & Community	Enrollment	See Enrollment Plan below
Identify day cares in area to recruit students	SP	Board & Community	Enrollment	See Enrollment Plan below
Prepare social media campaign	SP	Board & Community	Enrollment	See Enrollment Plan below
Update board on hiring for DA and DMA	SP	Board	HR	See Hiring Plan below
Twice monthly reporting to board on Start-Up goals/progress	SP	Board	Operations	
Outreach to recruitment team	SP	Board & Community	Enrollment	See Enrollment Plan below

Action	Responsibility	Consult	Area	Reference
Outreach to community organizations, churches, and other non-profits	SP	Board	Enrollment	See Enrollment Plan below
OCTOBER 2025				
Recruitment team training begins	SP	Board & Community	Enrollment	See Enrollment Plan below
Materials for tabling, block-walking, and online campaign finalized	SP	Board	Enrollment	See Enrollment Plan below
Continue community engagement and student recruitment efforts including booths at community events	SP & Board	Community	Enrollment	See Enrollment Plan below
Update board on hiring for DA and DMA	SP	Board	HR	See Hiring Plan below
Establish TexNet account with Texas Comptroller	SP	Board	Finance	
Twice monthly reporting to board on Start-Up goals/progress	SP	Board	Operations	
Develop and adopt accounting manual	SP	Board	Finance	
Register for TEAL account	SP		TEA	
Subscribe to TEA's To the Administrator Addressed	SP		TEA	
NOVEMBER 2025				
Begin social media campaign to recruit students	SP	Community	Enrollment	See Enrollment Plan below
Student application window opens	SP		Enrollment	See Enrollment Plan below
Twice monthly reporting to board on Start-Up goals/progress	SP	Board	Operations	
Provide Board with enrollment updates and develop contingency plans if targets are not being hit.	SP	Board	Enrollment	See Enrollment Plan below
Update board on hiring for DA and DMA	SP	Board	HR	See Hiring Plan below
Start interviewing for Special Populations Coordinator	SP	Board	HR	See Hiring Plan below
Begin hosting info nights, tabling at community events and block walking campaign for student recruitment	SP & Board	Board and Community volunteers	Enrollment	See Enrollment Plan below
Develop Personnel Handbook	SP	Legal	HR	
Apply to TDA for meal programs	SP		Operations	
Secure liability insurance	SP	Board	Operations	
Submit a campus number request form	SP	Board	TEA	
Receive CSP Notice of Grant Award (NOGA)	Board	SP	TEA/Finance	
DECEMBER 2025				
Continue community engagement and student recruitment efforts & launch application assistance workshops	SP & Board	Community	Enrollment	See Enrollment Plan below
Twice monthly reporting to board on Start-Up goals/progress	SP	Board	Operations	

Action	Responsibility	Consult	Area	Reference
Provide Board with enrollment updates and develop contingency plans if targets are not being hit.	SP	Board	Enrollment	See Enrollment Plan below
Schedule onboarding with all PD providers	SP	Board	HR	
Update board on hiring for DA and DMA	SP	Board	Operations	See Hiring Plan below
Continue Special Populations Coordinator interviews	SP	Legal	HR	
Begin teacher interviews	SP	Legal	HR	See Hiring Plan below
Complete initial board training	Board	Legal	Governance	
Finalize selection of classroom furniture. Order approved materials.	SP	Facilities & Board	Operations	
JANUARY 2026				
Continue community engagement and student recruitment efforts	SP & Board	Community	Enrollment	See Enrollment Plan below
Hire Director of Academics and Director of Music & Arts	SP	Legal	HR	See Hiring Plan below
Continue Special Populations Coordinator & teacher interviews + hiring	SP	Legal	HR	See Hiring Plan below
Twice monthly reporting to board on Start-Up goals/progress	SP	Board	Operations	
Provide Board with enrollment updates and develop contingency plans if targets are not being hit.	SP	Board	Enrollment	See Enrollment Plan below
Update board on faculty hiring	SP	Board	HR	See Hiring Plan below
Finalize decision on SIS	SP		Academics	
Formally adopt HQIM selections outlined in our charter application	SP		Academics	
Begin working of 2026-27 budget	SP	Board	Finance	
Adopt Financial Policies	Board	SP	Governance	
FEBRUARY 2026				
Director of Academics and Director of Music & Art begin work	SP	Legal	Operations	See Hiring Plan below
Continue community engagement and student recruitment efforts	SP, DA, DMA, & Board	Community	Enrollment	See Enrollment Plan below
Twice monthly reporting to board on Start-Up goals/progress	SP	Board	Operations	
Provide Board with enrollment updates and develop contingency plans if targets are not being hit.	SP	Board	Enrollment	See Enrollment Plan below
Update board on faculty hiring	SP	Board	HR	See Hiring Plan below
Begin interviews for PEIMS coordinator	SP	Board	HR	See Hiring Plan below
Continue teacher interviews + hiring	SP	Legal	HR	See Hiring Plan below
Adopt 2026-27 School Calendar	Board	SP	Academics	

Action	Responsibility	Consult	Area	Reference
Adopt Teacher Salary Scale	Board	SP	Finance	
Hire Special Populations Coordinator	SP	Legal	HR	See Hiring Plan below
Secure lease on copiers and other required technologies	SP	Board	Operations	
MARCH 2026				
Continue community engagement and student recruitment efforts	SP, DA, DMA, & Board	Community	Enrollment	See Enrollment Plan below
Issue RFP for SPED services	SP	DA and DMA/Legal	Academics	
Twice monthly reporting to board on Start-Up goals/progress	SP	Board	Operations	
Provide Board with enrollment updates and develop contingency plans if targets are not being hit.	SP	Board	Enrollment	See Enrollment Plan below
Continue teacher interviews + hiring	SP	Legal	HR	See Hiring Plan below
Update board on faculty hiring	SP	Board	HR	See Hiring Plan below
Designate Instructional Materials Coordinator and order instructional materials through EMAT	SP	DA	Academics	
Enrollment Lottery & Notification of acceptance to families	SP	DA and DMA/Legal	Enrollment	See Enrollment Plan below
Identify students previously assigned an IEP	SpPop	DA, DMA, SP	Academics	
Issue RFP for food service	SP	Legal	Operations	
Submit orders for all testing materials	SP	DA	Operations	
Start work with RUSMP on Visual Arts math class curriculum	DA & DMA	SP & RUSMP	Academics	
Acquire Certificate of Occupancy	SP	City Officials	Operations	
APRIL 2026				
Develop grading policy	DA	SP	Academics	
Start work to develop music education curriculum	DA & DMA	SP	Academics	
Twice monthly reporting to board on Start-Up goals/progress	SP	Board	Operations	
Provide Board with enrollment updates and develop contingency plans if targets are not being hit.	SP	Board	Enrollment	See Enrollment Plan below
Continue teacher interviews + hiring	SP	Legal	HR	See Hiring Plan below
Update board on faculty hiring	SP	Board	HR	See Hiring Plan below
Parents complete enrollment packets	DA	SP	Enrollment	See Enrollment Plan below
Develop and adopt attendance procedures guide in compliance with SAAH	DA	SP	TEA	

Action	Responsibility	Consult	Area	Reference
Finalize hiring of PEIMS Clerk/Office Manager	SP	Legal	Operations	See Hiring Plan below
Develop an onboarding process for new teachers that aligns with the mission and vision of the school	SP, DA and DMA	SP	HR	See Hiring Plan and PD Plan below
Purchase all tech, ensure receipt and prepare devices	SP		Operations /Academics	
Purchase all instruments	DMA	SP	Academics	
Prepare as necessary to administer cognitive assessments at start of school year	SpPop	DA, DMA, SP	Academics	
Board adopts Early Childhood Literacy and Math goals and CCMR goals	Board	SP	Governance	
MAY 2026				
Approve staff salary scales	Board	SP	HR	
Special Populations Coordinator begins work	SP	Legal	HE	See Hiring Plan below
Twice monthly reporting to board on Start-Up goals/progress	SP	Board	Operations	
Provide Board with enrollment updates and develop contingency plans if targets are not being hit.	SP	Board	Enrollment	See Enrollment Plan below
Second wave of enrollment activities in event any seats remain open	SP, DA, DMA, SpPop	Board	Enrollment	See Enrollment Plan below
Continue teacher interviews + hiring	SP	Legal	HR	See Hiring Plan below
Update board on faculty hiring	SP	Board	HR	See Hiring Plan below
Formally adopt teacher appraisal tool outlined in charter application including plans to train personnel in administering and understanding the instrument	SP, DA and DMA	SP	HR	
Adopt Visual Arts and Music Ed curricula	SP	DA, DMA, SpPop	Academics	
Establish drop-off and pick-up procedures, including traffic patterns and bus routes	SP	DA, DMA, bus service provider	Operations	
Begin regular communication from school with enrolled students	DA	SP	Enrollment	See Enrollment Plan below
Establish a visitor policy, including a system to run ID checks on all visitors	DA and DMA	SP	Operations	
JUNE 2026				
Finalize Student Handbook	SP	DA and DMA	Academics	
Complete establishment LPAC and training of members	SpPop	SP, DA, DMA	Academics	
PEIMS Clerk/Office Manager begins work	SP	Legal	Operations	See Hiring Plan below

Action	Responsibility	Consult	Area	Reference
Finalize hiring of teachers	SP	Legal	HR	See Hiring Plan below
Ensure receipt of all testing materials	SP	DA, DAM, Board	Academics	
Twice monthly reporting to board on Start-Up goals/progress	SP	Board	Operations	
Update board on faculty hiring	SP	Board	HR	See Hiring Plan below
Develop and approve MEOP	SP	Board	Operations	
Approve 2026 – 2027 Budget	Board	SP	Finance	
JULY 2026				
Finalize student class schedules	DA and DMA	SP	Academics	
Twice monthly reporting to board on Start-Up goals/progress	SP	Board	Operations	
Building renovation complete and furniture installation starts and completes in July	SP	Developer	Operations	See Building Plan below
Prepare for Family Visit Day	DA and DMA	SP	Academics	
Develop and approve MEOP	SP	Board	Operations	
AUGUST 2026				
Summer Staff Professional Development and safety/first aid training	SP	DA and DMA	Academics	See PD Plan below
Twice monthly reporting to board on Start-Up goals/progress	SP	Board	Operations	
Host Family Visit Day	DA and DMA	SP	Academics	
School starts	SP	Board	Academics	

HIRING PLAN

Below is an overview of the plans for hiring a superintendent, for positions starting in Year Zero, and for Year 0 hiring for Year 1, as well as hiring once the school is operational. Please note that all follow slightly different timelines. For staff salaries, please refer to the Financial Plan Workbook.

Hiring Timeline

Superintendent

- Engage Dr. Moses in December/January 2025 to lead the superintendent search.
- For details on the superintendent position profile, recruitment and outreach, candidate screening and selection, and timeline please see the Superintendent Position Profile as outlined in the Superintendent Resume attachment.

Year 0 Staff Members

- Applications and job postings for Year Zero positions go live within two weeks of charter approval.
- Application review and interview process begins in July.
- Director of Academic and Director of Music and Art hired and on board by the beginning of February to work a full six months in service of school launch.
- All other Year Zero positions hired and ready to start at least 3 weeks before their scheduled start.
- The superintendent is responsible for hiring all Year Zero staff members.

Year 1 Staff Members hired during Year 0

- Job postings for all Year One positions go live in August 2025.
- As our Directors come aboard in Year Zero, they are trained by the superintendent on the FLAMA hiring process and our “look-fors” for specific positions.
- 10% of staff for 2026 to be hired by the end of February, 30% hired by the end of March, 50% hired by the end of April, 75% hired by the end of May, and 100% hired by the end of June.
- If we find we are ahead of schedule on hiring, we will adjust our benchmarks accordingly to ensure alignment with enrollment.
- If we find we are behind schedule or are lacking quality candidates for certain positions, the superintendent will identify the area of need and will use the resources necessary to close the gap (i.e., posting more frequently on job sites, boosting posts regularly, engaging an educational staffing service, etc.)
- The superintendent is responsible for hiring all Year One positions. The Directors and any other identified hiring managers will support the process by making phone screening calls, and participating in in-person interviews, and evaluating performance tasks alongside the superintendent as they learn the FLAMA hiring process.

Hiring Process

• **Application.** All candidates will be required to fill out an official FLAMA employment application and submit a current resume, regardless of how they are sourced. These documents will be uploaded to our ATS and reviewed against the hiring criteria for the open position.

• **Phone Screening.** Promising applicants who make it through the application and resume review will be scheduled for a 45-minute phone screening. At this stage, we will assess mission-fit, subject-area expertise, and pedagogical alignment.

• **In-person interview & demo lesson or performance task.** From our pool of ten highly qualified candidates for every position, we will secure at least three strong candidates for in-person interviews and performance tasks. We know that a one-on-one or panel interview alone does not always provide the best indication of a candidate's ability to work with students; we believe it is essential to assess a candidate's practical acumen before making a hire. Each candidate who makes it through the phone screening will be assigned a performance task related directly to the work they would be doing at FLAMA. For teachers, this will be a demo lesson. In our first year, we plan to partner with local schools to do demo days during their Saturday school sessions or other non-core instructional times. For non-teachers, the performance task will be designed to closely mimic the work they will do at FLAMA (i.e., Academic Directors may be assigned to analyze student data and lead both a whole-team mock data debrief and a coaching session with a teacher).

• **Final in-depth interview (optional).** Following the in-person interview and performance task, we will invite any candidates with whom we have lingering questions or concerns to a final, more in-depth interview where we will dig into the areas that we have flagged. We expect that we will be able to extend employment offers following the in-person interview and performance task, but we want to make sure we budget time for those cases where we need more information to make a final decision.

• **Reference checks.** We know that past performance is the best indicator of future success, so we will prioritize checking references for every finalist to whom we intend to extend an offer. We will create an email form and a phone call template so that referees can provide their feedback in a convenient format.

• **Offer.** Once a candidate has successfully made it through all phases of our interview process and their references have been checked, we will extend them an offer. After the offer has been accepted, the candidate will begin our on-boarding process, including completing pre-employment HR tasks like fingerprinting and background checks.

FLAMA'S Board's Ability to Hire a Strong Superintendent

In addition to the hiring plan detailed above, we would like to point out that the board is highly equipped to hire a quality, certified superintendent. Over the past two decades, Matthew Loden, Dean of the Shepherd School of Music at Rice Univ. has hired over 3,000 full and part-time employees and independent contractors ranging from entry-level administrative roles to highly skilled and technical C-suite positions. He regularly assesses employee skills, led professional development initiatives, works daily in mentoring scenarios for staff advancement and has led search committees seeking international talent in the performing arts and management. Moreover, Matthew has mentored and coached hundreds of students and professionals formally and informally; led staff and employee reorganization through Chapter 11 legal process for the Philadelphia Orchestra Association and led reorganization of the Toronto Symphony Orchestra. At both Rice and the Aspen Music Festival & School, most of his hires directly served students, so testing candidates'

abilities in emotional intelligence, HR best practices, and health and safety protocols was critical. Matthew is experienced in reporting all operational and strategic initiatives to boards and executive committees; has built committees within boards (nominating and governance; development; marketing and communications; investment; education, etc.) and assesses this skill in candidates via scenario-testing and candidate responsiveness to ambiguity. Clearly Matthew understands and knows how to assess the skills FLAMA requires of its superintendent, both as a start-up and into the future.

The same goes for Andrew Davis, Dean of the Univ. of Houston's McGovern College of Arts. There, Andrew oversees three professional visual and performing arts schools and has hired 69 faculty and staff. All hiring involved an assessment of a candidate's leadership and managerial skills, training/coaching skills (especially their ability to work within teams, in a large and complex operational environment), and their ability to serve students.

James McSwain is particularly capable of helping make FLAMA's superintendent hire. With over 35 years as a school administrator, he has hired or approved hiring of more than 1,000 individuals. He has served in a capacity directly supervising and assessing campus administrative staff for 35 years. And has served in a capacity supervising and assessing campus senior leaders and central administrative leaders for 24 years. For three years, James was a TEA Master/Mentor Principal for low-performing campuses. He also held the designation in Houston ISD of Principal Mentor for 21 years. As Superintendent of HISD West Area, he evaluated principals from 85 campuses based upon student performance. He also evaluated Central Administrative leaders tasked with direct campus supervision, also based upon student performance. Moreover, in his 35 years as a school administrator in school systems ranging from small rural districts to the state's largest district, he has always reported to elected board members and has clear experience with the skills and abilities needed by a successful superintendent to coordinate state legislative and administrative requirements and local policy. James is presently Director of Certifications (Principal and Superintendent) at HCU. He is the latest board member to join FLAMA; we recognize his expertise as essential to evaluate our candidates for the superintendency.

Andrea Hauge is well-versed in all non-music and art aspects of FLAMA's pedagogical model and can assess candidates' depth of knowledge and understanding of the model. A parent and former homeschooling mother, Andrea brings the perspective of an elementary school parent.

Jorge Garza, Matthew Loden and Andrew Davis are all well-equipped to assess candidates' understanding of music and art education. Jorge, himself is a music educator to K-12 students.

Eddie Cumbo works in a K-12 school and is well-equipped to assess candidates from a faculty standpoint. He is also a respected member of the 5th Ward and will ensure his community's voice is at the forefront in candidate interviews. The same goes for Jorge Garza.

Anthony Blanco is well-equipped to assess candidates' financial knowledge and brings the important perspective of a parent of elementary-age children in Houston public schools.

RECRUITMENT & ENROLLMENT PLAN

Comprehensive Recruitment Strategy

FLAMA will implement a layered, proactive strategy that reaches families through multiple channels, ensuring widespread awareness and fostering a personal connection with prospective students and their caregivers.

Community-Centered Recruitment
FLAMA's recruitment efforts will focus on reaching families where they live, work, and gather. Activities will include:

- **Neighborhood Canvassing**: Trained teams of volunteers will block-walk twice weekly in priority zip codes, engaging families in meaningful conversations about FLAMA. Teams will distribute bilingual flyers, answer questions, and provide families with QR codes linking directly to the online application portal.
- **Tabling at High-Traffic Locations**: Recruitment tables will be set up at grocery stores, community events, local parks, and cultural festivals to share FLAMA's story, distribute promotional materials, and capture family contact information for follow-up.
- **Collaborations with Local Institutions**: Partnerships with daycare centers, churches, libraries, pediatric clinics, and after-school programs will ensure FLAMA materials are available to families actively seeking educational opportunities.

Digital Marketing and Online Engagement
To complement its grassroots efforts, FLAMA will maintain an active online presence, reaching families through:

- **Targeted Social Media Campaigns**: Using platforms like Facebook and Instagram, FLAMA will launch bilingual ads and posts highlighting the school's mission, programs, and enrollment process. Ads will be geo-targeted to families in priority zip codes and optimized weekly to maximize engagement.
- **Search Engine Advertising**: FLAMA will run Google Ads targeting search terms like "best schools in Houston," "music and fine arts lessons," and "free after-school options near me" to ensure it appears prominently in search results.
- **Engaging Content**: Short videos featuring testimonials from families and supporters, messages from school leaders, and glimpses of FLAMA's facilities and music and arts curriculum will be shared widely.

Family Engagement and Personal Touchpoints
Building trust and excitement among prospective families will be central to FLAMA's recruitment strategy. Efforts will include:

- **Information Nights**: Monthly open houses held in accessible community venues (and eventually in our building, once renovations are completed), where families can meet school leadership, learn about FLAMA's programs, and begin the application process.
- **Application Assistance Events**: Workshops to help families complete the online application, offered in both English and Spanish, will be held at local libraries and community centers.
- **Follow-Up Campaigns**: Recruitment team members will conduct personalized follow-up calls with families who express interest, answering questions and guiding them through the enrollment process.

Recruitment Team Development and Training

The success of FLAMA's recruitment strategy hinges on a well-prepared and engaged student recruitment team. This team will include board members, school leadership and vested volunteers, all trained to communicate FLAMA's unique mission, values, and program effectively.

Recruitment team members will undergo a structured and phased training program designed to ensure they are confident and capable of carrying out their roles. Training will begin in October 2025 and extend through the early stages of recruitment in November and December, incorporating real-time feedback to refine techniques. We have explored partnering with a consultant like Mariposa Consulting Group, whose founder and lead consultant has decades of experience driving demand for charter schools across Texas.

The training will start with a comprehensive orientation led by school leadership, where team members will learn about FLAMA's curriculum, our high expectations for classroom instruction and innovative teaching methods, our unique fully integrated fine arts and music program, and the specific benefits the school brings to the community. Participants will receive a detailed overview of the recruitment process, including outreach timelines, targeted benchmarks, and community demographics.

In the second phase, team members will engage in skill-building workshops tailored to their roles. For example, those involved in block-walking will practice door-to-door engagement techniques, focusing on building rapport with families and addressing common concerns. Digital outreach team members will be trained in managing social media campaigns, crafting persuasive posts, and analyzing ad performance metrics.

During the final phase of training, team members will participate in mock scenarios, such as tabling at community events or assisting families in completing the application process. These simulations will help team members refine their skills and prepare for real interactions. Once recruitment begins, the team will meet weekly to debrief, report progress to goals, share insights, and adjust strategies as necessary.

Benchmarks and Timeline

FLAMA's recruitment timeline is designed to maintain steady progress toward enrollment goals, with specific benchmarks and activities scheduled throughout the year:

- **June 2025:** Email all parents who expressed an interest in FLAMA for their child.
- **September 2025:** Draft schedule of community meetings, identify daycare centers and relevant community organizations. Prepare social media campaign. Superintendent holds community meeting: General Overview of FLAMA.
- **October 2025**: Recruitment team training begins. Materials for tabling, block-walking, and online campaigns are finalized. Community partnerships are solidified. Superintendent holds community meeting: General Overview of FLAMA.
- **November 3, 2025**: Application portal opens. The first wave of social media ads launches, and the initial block-walking campaign begins. Goal: Achieve 10% of the total application target (90 applications) by November 15.
- **November 2025**: Superintendent holds community meeting: General Overview of FLAMA.

- **November 30, 2025**: Reach 20% of the total application target (180 applications). Begin hosting information nights and tabling at weekend community events.
- **December 15, 2025**: Application assistance workshops are held at local libraries. Goal: Reach 35% of the application target (315 applications).
- **December 2025**: Superintendent holds community meeting on Special Education.
- **December 31, 2025**: Achieve 50% of the total application target (450 applications).
- **January 15, 2026**: Begin second round of outreach to underrepresented demographics, based on enrollment trends from the database. Goal: 65% of the application target 585 applications).
- **January 2025**: Superintendent holds community meeting on EB.
- **January 31, 2026**: Reach 80% of the application target 720 applications).
- **February 15, 2026**: Final push for applications, focusing on targeted digital ads and additional block-walking campaigns. Goal: 95% of the application target (855 applications).
- **February 2025**: Superintendent holds community meetings on FLAMA General Overview, FLAMA SPED, FLAMA EB.
- **February 28, 2026**: Achieve 100% of the application target (900 applications). Prepare for the lottery.
- **March 6, 2026**: Lottery is held. Families are notified of acceptance by March 16.
- **April 15, 2026**: Enrollment packet submission deadline.
- **Post-April 15, 2026:** Initiate second wave of recruitment and enrollment activities to backfill any seats that remain open after the lottery. This will include more targeted work to produce grade-level specific applications. We understand that it might be the case that we are able to generate enough applications to have waitlists in some grades, while other grades lag behind. This post-lottery recruitment effort will be aimed at closing gaps in the grade levels that we have not yet filled.

Lottery and Enrollment Process

On **March 6, 2026**, FLAMA will hold its lottery, ensuring compliance with state regulations and the school's admissions policy. Families will receive notification of their status by March 16, 2026, with enrollment packets distributed the same week.

Enrollment packets will be due by **April 15, 2026**. During this period, the recruitment team will contact families who have not submitted packets, offering assistance to ensure timely completion. After the deadline, families on the waitlist will be contacted to fill any remaining seats.

Post-Enrollment Family Engagement

FLAMA is committed to ensuring that families feel welcomed, informed, and supported from the moment they accept a seat. The post-enrollment family engagement plan will build trust, foster relationships, and ensure a smooth transition for students and caregivers alike.

1. Personalized Communication

Within a week of the lottery, FLAMA will send personalized welcome emails to all enrolled families, including a message from the school leader and links to essential resources such as the school calendar and FAQs. As we

onboard faculty, homeroom teachers will reach out individually to introduce themselves, answer questions, and begin establishing relationships with their students' caregivers.

2. Ongoing Updates and Support
FLAMA will maintain regular communication with enrolled families through bi-weekly newsletters sent via email and text. These updates will provide reminders about key dates, share information about the uniform policy and other key policies, and highlight upcoming events like orientation and School Visit Day. FLAMA will also establish a dedicated helpline for families who need assistance with forms, resources, or logistics.

3. Orientation and Transition
To ease the transition into the school community, FLAMA will host several events throughout the summer:

- **June Family Orientation Sessions**: Families will attend small-group sessions to meet school staff, learn about academic expectations, and review the student handbook.
- **August School Visit Day**: Students and families will tour the campus, meet teachers, and participate in interactive activities designed to build excitement and familiarity with the school environment.

4. Building Community Among Families
FLAMA will encourage families to form connections with one another by organizing informal gatherings, such as picnics or playdates at local parks and at our facility, in June and July. A Family Advisory Committee will also be established, inviting caregivers to play an active role in shaping the school community.

5. Individualized Outreach to Address Needs
Recognizing that some families may face barriers to a smooth transition, FLAMA will proactively reach out to identify and address these challenges. For example, families needing uniforms or school supplies will receive assistance through FLAMA's support fund, and transportation logistics will be coordinated for those with access issues.

By fostering early and sustained engagement, FLAMA will create a supportive environment where families feel invested in the school community, setting the stage for student success from day one.

FLAMA's Board and leadership team will review enrollment progress in two consistent ways: weekly review of the board data dashboard and monthly progress reports from the superintendent. If benchmarks are not met, additional resources, such as expanded digital marketing campaigns, enhanced community outreach, or additional recruitment staff, will be allocated to ensure we remain on track.

By combining traditional outreach with modern marketing and personalized engagement, FLAMA will not only meet our enrollment goals but also create a strong foundation for a thriving school community.

DETAILED OVERVIEW OF FLAMA'S PD

CPD Academy by InnerDrive: Cognitive Science Informed Teaching Practices Workshops

InnerDrive is a UK company that is a leader in the field of translating the Science of Learning into practical classroom applications for teachers. InnerDrive's CPD Academy is an online professional learning platform that provides evidence-informed and research-based resources to educators. The platform contains workshops on 17 topic areas. Each includes an 'interactive course' which on average takes a user around 60-minutes to complete. Workshop subjects include: Rosenshine's Principles of Instruction, Cognitive Load Theory and its classroom implications for how teachers present new information and how they can help students maximize long-term memory, Retrieval Practice and its classroom implications (creating an environment that accelerates learning and avoid the illusion of learning, getting responses from all students/effective use of cold-calling and wait times, and developing effective multiple choice questionnaires to support teachers in scaffolding students), the Science of Learning (spacing, interleaving, production effect, understanding the impact of students on each other's learning, the link between feedback and resilience, delayed gratification, and managing distractions), Stress management (helping students manage negative emotions/poor decision making, tools for impacting attention/focus); Teamwork/problem-solving (mechanics of problem solving, adapting plans, teaching quality control) and other workshops, such as Oracy for Learning and Clear Explanations. InnerDrive routinely delivers new topics, providing the latest insights from research.

InnerDrive hosts an event each year with Eton College and the presentation recordings (around 20 mins each) are also available to educators. Those wanting to dive deeper into the research also have access to the Teaching & Learning Spotlight magazine and accompanying webinar (9 issues and each webinar is approx. 60 mins) where pertinent research papers and their implications for the classroom are discussed.

FLAMA faculty will also have access to the Cognitive Science Network in which a Cognitive Science expert delivers a 90-minute masterclass. These monthly, online masterclasses also provide an opportunity for staff across institutions to talk to each other and share practice.

The Writing Revolution (quotations from https://www.thewritingrevolution.org/courses/)

Grounded in research findings, in particular well-established research on working memory, TWR "explicitly teach[e]s strategies for planning, revising and editing writing," "embed[s] writing instruction in content . . . having students write about what they are learning in English language arts, social studies, science, and math [thus] boost[ing] reading comprehension and learning across grade levels," and TWR strategies such as "summarization and sentence-combining . . . have had strong positive effects on learning and on writing skill."

FLAMA faculty across all disciplines will gain mastery in this writing instruction approach so they can effectively integrate it into their courses.

Teachers for Grade K-2 will take TWR's Advanced Thinking Through Writing (ATTW) course (4 sessions, 2 hours each) geared for these grades. In the course "educators will learn specific TWR strategies that build the vocabulary and language skills necessary for future success in writing. TWR faculty will present age-appropriate examples and techniques for scaffolding and differentiation. There will be opportunities to practice and create activities as well as receive feedback from TWR faculty." This course will be followed by Classroom Planning & Implementation Workshop - Elementary (Grades 1-5) (3 sessions, 2 hours each), in which educators will "learn research-based practices for effectively incorporating the TWR strategies learned in the ATTW course in their classroom instruction, including best practices for planning and implementing TWR into classroom instruction,

how to use assessment to inform instructional decisions, and ways to create an engaging and motivating writing environment."

Teachers for Grades 3-8 will take TWR's ATTW course for those grades (4 sessions, 2 hours each), in which they will learn strategies "to improve the structure, coherence, and clarity of students' writing, beginning at the sentence level. The focus moves to outlines, paragraphs, and compositions. Participants will also learn how to teach note taking, summarization, and revision. There are opportunities to practice and create activities as well as receive feedback from TWR faculty. This course is open to all educators in grades 3-12 but is especially suited to teachers (including Special Education) of English and social studies."

Our STEM teachers for grades 3-8 will take Advancing Thinking Through Writing STEM (4 sessions, 2 hours each), in which they will learn "strategies that can be integrated into any STEM content. There will be opportunities to both practice and create activities, as well as receive feedback from TWR faculty."

All faculty teaching grade 6-8 will take Classroom Planning & Implementation Workshop – Secondary (3 sessions, 2 hours each). This course includes "best practices for planning and implementing TWR into classroom instruction, how to use assessment to inform instructional decisions, and ways to create an engaging and motivating writing environment. This workshop is especially suited to teachers (including Special Education and ENL) of English and social studies."

Embedding Executive Function Training in the Classroom - Tools of the Mind

Faculty teaching PK and K will undergo training for the Tools of the Mind ("Tools") program being implemented in those years. The Tools PD program offers teachers continual PD throughout the year, with specific instruction on new methods/activities to support students as they grow to different stages in the year. The program includes 30 hours of virtual or in-person PD in year 1 across 4 workshops, 12 hours of PD in year 2 across 2 workshops, and a 6-hours 1-day workshop in year 3.. The program leaves faculty at a Mastery level by the end of year 3. Tools assigns a dedicated PD staff person to FLAMA for these workshops and for 8 Tools-facilitated PLC meetings in year 1 and 6 such meetings in year 2. Beyond the planning kit and digital resources offered, teachers are paired with a dedicated Tools partner who will offer personalized coaching on a digital platform to ensure that teacher is equipped to best meet his or her students' needs. In addition to enabling teachers to effectively deliver the program methods, Tools' PD program also empowers teachers to support included EB students and families who do not speak English, students with disabilities (including those on the autism spectrum), students who start school without verbal skills, students experiencing adversity and stress, and students with challenging behaviors. The program is equipped for PD around integrated special needs classrooms and substantially separate ones, as well as EB classrooms.

Best Practices in Mathematics Instruction & Teaching Math in Visual Arts Class: Rice University School Mathematics Project (RUSMP)

The RUSMP approach is grounded in research that supports the belief that sustained instructional changes can best be cultivated through the development of professionalism among teachers and the creation of a network of teachers who have extensive knowledge of both content and pedagogy. RUSMP has developed an extensive array of programs, courses, and interventions available to teachers, teacher leaders, and administrators, including PD for schools which may include workshops along with classroom support, model teaching, and seminars for teachers and leaders. RUSMP projects are supported by in-depth evaluation and research, which provide valuable information for continuous improvement of our programs.

RUSMP is prepared to provide guidance, PD, and support for FLAMA to ensure that its students are provided with a rigorous research-based education in science, technology, engineering, and mathematics infused with the arts (STEAM). This support will include both onboarding and on-going professional development of its school community under the direction of RUSMP Director of Curriculum Integration, Robin Ward, Ph.D., who is an advocate and recognized leader in using the visual arts in the teaching of STEAM.

More specifically, Dr. Ward will provide PD that models how to use specific works of art as a catalyst for learning mathematics and science concepts in more exciting and engaging ways. Teachers will view and discuss works of art, create artifacts in the spirit of the great artists, and then use their artwork as a springboard to explore a variety of curricular concepts in math and science. During the art-based explorations, which will include connections to children's literature, teachers will gain confidence and expertise in transforming their classrooms into math and science art galleries. Teachers will also discover how integrated visual arts instruction encourages students to use their intuition, perception, imagination, inventiveness, and creativity while they discern, interpret, reason, and draw inferences.

Best Practices in Literacy - University of Houston, College of Education

This program includes both onboarding and year-round PD. It focuses on building faculty who demonstrate a strong understanding of literacy development for early childhood through 8th grade students, with a focus on phonics instruction, writing instruction and rich content. It also develops faculty who are cognizant of books and strategies that motivate youngsters to become lifetime readers and develops faculty who can administer and interpret various assessment tools used to evaluate reading difficulties.

How to Best Serve Special Populations - University of Houston, College of Education

This program includes both onboarding and year-round PD. It focuses on how to best understand, assess and evaluate the needs of individuals across the lifespan with disabilities to make evidence-based decisions. Faculty will gain skills on how to recognize the significance of diversity for evaluation, planning and intervention; how to promote educational, behavioral and social performance; and how to apply knowledge of transition issues across the lifespan.

Serving Students with Disabilities in the Music Classroom

PD offering for music faculty. Onboarding sessions will introduce foundational knowledge about common disabilities encountered in the school setting and effective accommodations, while ongoing PD will delve deeper into case studies, hands-on practice with adaptive tools, and collaborative problem-solving. A key feature is developing the intention/desire to be inclusive and fostering that mindset amongst both faculty and students. Insights into fostering students' emotional well-being and addressing sensory or social challenges that may arise in music education will be explored. These sessions aim to empower faculty to create opportunities for all students to thrive.

Data-Driven Instruction

FLAMA's superintendent will work with a provider/consultant most familiar with our data tools to deliver PD on data-driven instruction to ensure faculty and staff understand the use and functionality of the data-disaggregation tools and how to use them to drive lesson planning and instruction with direction/support from school leadership. The provider will offer PD to new hires as they are on-boarded at any point, to ensure year-over-year integration of all staff to assure consistency of data-driven instruction across all subjects and grade levels.

FACILITIES PLAN

Please see subsequent pages.

LOBBY ENTRANCE VIEW



L1 LOBBY




OMA x SHORE-STUDIO x RRRES

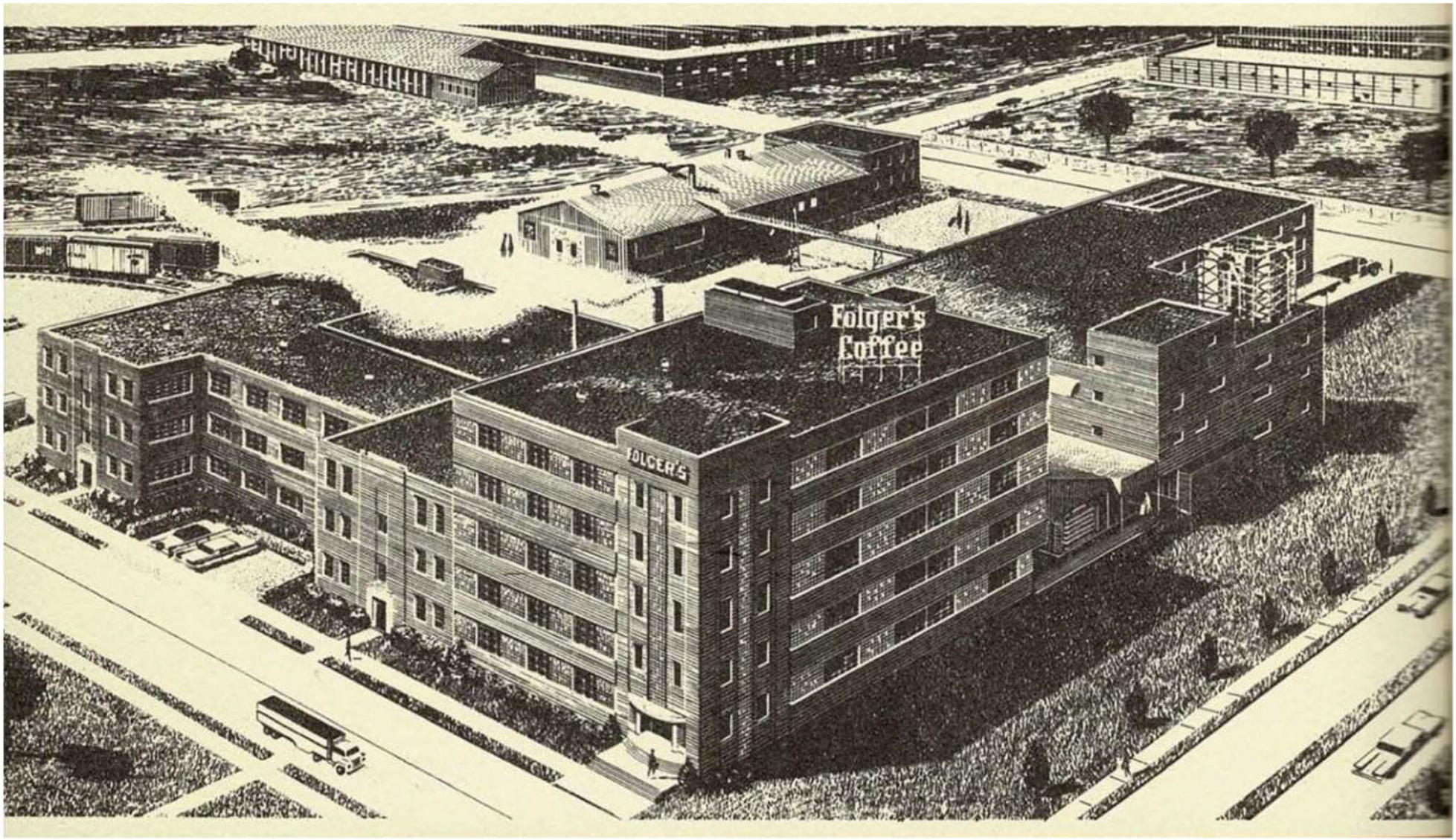
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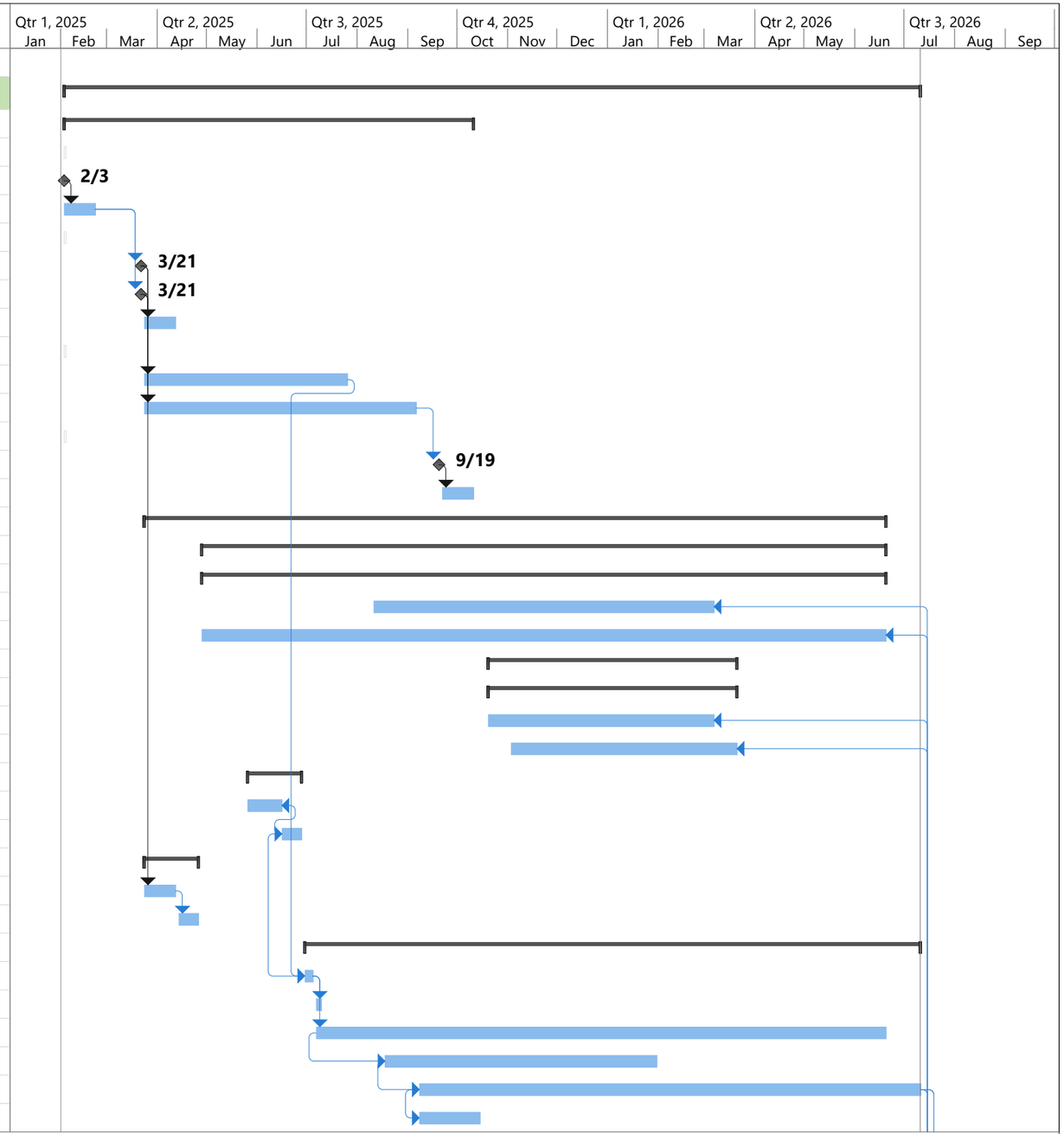
CORNER VIEW






Folger's
Coffee
FOLGER'S

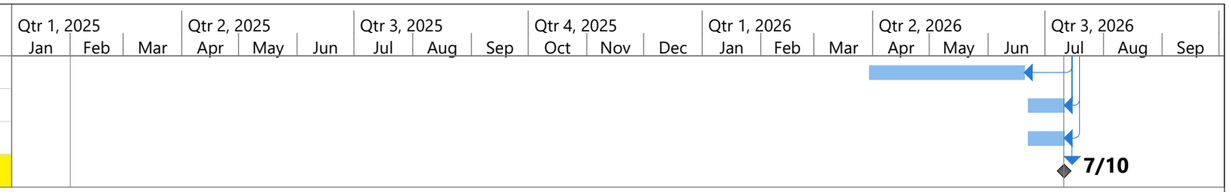
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2	***Folgers Adaptive Reuse***	**375 days**	**Mon 2/3/25**	**Fri 7/10/26**
3	**Preconstruction**	**180 days**	**Mon 2/3/25**	**Fri 10/10/25**
4				
5	DD Drawing Issue	0 days	Mon 2/3/25	Mon 2/3/25
6	DD Drawing Budget Update	15 days	Mon 2/3/25	Fri 2/21/25
7				
8	IFP Drawing Issue - Core and Shell	0 days	Fri 3/21/25	Fri 3/21/25
9	IFP Drawing Issue - FLAMA	0 days	Fri 3/21/25	Fri 3/21/25
10	IFP Budget Update	15 days	Mon 3/24/25	Fri 4/11/25
11				
12	Building Permit - Core and Shell	90 days	Mon 3/24/25	Fri 7/25/25
13	Building Permit - FLAMA	120 days	Mon 3/24/25	Fri 9/5/25
14				
15	IFC Drawing Issue	0 days	Fri 9/19/25	Fri 9/19/25
16	IFC Budget Update / GMP Finalization	15 days	Mon 9/22/25	Fri 10/10/25
17	**Procurement**	**325 days**	**Mon 3/24/25**	**Fri 6/19/26**
18	**Electrical Equipment**	**300 days**	**Mon 4/28/25**	**Fri 6/19/26**
19	**Release By Date: arriving onsite 4 mos prior to completion**	**300 days**	**Mon 4/28/25**	**Fri 6/19/26**
20	Electrical Switchgear	30 wks	Mon 8/11/25	Fri 3/6/26
21	Generator/ATS	60 wks	Mon 4/28/25	Fri 6/19/26
22	**HVAC Equipment**	**110 days**	**Mon 10/20/25**	**Fri 3/20/26**
23	**Release By Date: arriving onsite 4 mos prior to completion**	**110 days**	**Mon 10/20/25**	**Fri 3/20/26**
24	Cooling Towers	20 wks	Mon 10/20/25	Fri 3/6/26
25	AHUs	20 wks	Mon 11/3/25	Fri 3/20/26
26	**A-Sub Buy Package**	**25 days**	**Mon 5/26/25**	**Fri 6/27/25**
27	Review Buy Package w Lovett	15 days	Mon 5/26/25	Mon 6/16/25
28	Issue Subcontracts	10 days	Mon 6/16/25	Fri 6/27/25
29	**B-Sub Buy Package**	**25 days**	**Mon 3/24/25**	**Fri 4/25/25**
30	Review Buy Package w Lovett	15 days	Mon 3/24/25	Fri 4/11/25
31	Issue Subcontracts	10 days	Mon 4/14/25	Fri 4/25/25
32	**Construction**	**270 days**	**Mon 6/30/25**	**Fri 7/10/26**
33	Mobilization	5 days	Mon 6/30/25	Fri 7/4/25
34	SWPPP	3 days	Mon 7/7/25	Wed 7/9/25
35	Core and Shell Interior	250 days	Mon 7/7/25	Fri 6/19/26
36	Core and Shell Site Work	120 days	Mon 8/18/25	Fri 1/30/26
37	Tenant Build Out - Music and Arts Charter School	220 days	Mon 9/8/25	Fri 7/10/26
38	Float Between Starting FLAMA and Receipt of Permit	27 days	Mon 9/8/25	Tue 10/14/25



Project: Core & Shell_FLAMA Sc
Date: Thu 12/12/24

Task	Project Summary	Manual Task	Start-only	Deadline
Split	Inactive Task	Duration-only	Finish-only	Progress
Milestone	Inactive Milestone	Manual Summary Rollup	External Tasks	Manual Progress
Summary	Inactive Summary	Manual Summary	External Milestone	

ID	Task Name	Duration	Start	Finish
39	Site Lighting and Landscaping	60 days	Mon 3/30/26	Fri 6/19/26
40	Final Inspections	15 days	Mon 6/22/26	Fri 7/10/26
41	Punch List Completion	15 days	Mon 6/22/26	Fri 7/10/26
42	**Charter School Grand Opening	0 days	Fri 7/10/26	Fri 7/10/26



Project: Core & Shell_FLAMA Sc
Date: Thu 12/12/24

Task	Project Summary	Manual Task	Start-only	Deadline
Split	Inactive Task	Duration-only	Finish-only	Progress
Milestone	Inactive Milestone	Manual Summary Rollup	External Tasks	Manual Progress
Summary	Inactive Summary	Manual Summary	External Milestone	

FLAMA

100% DD SET
July 18, 2024



OMA

FLAMA

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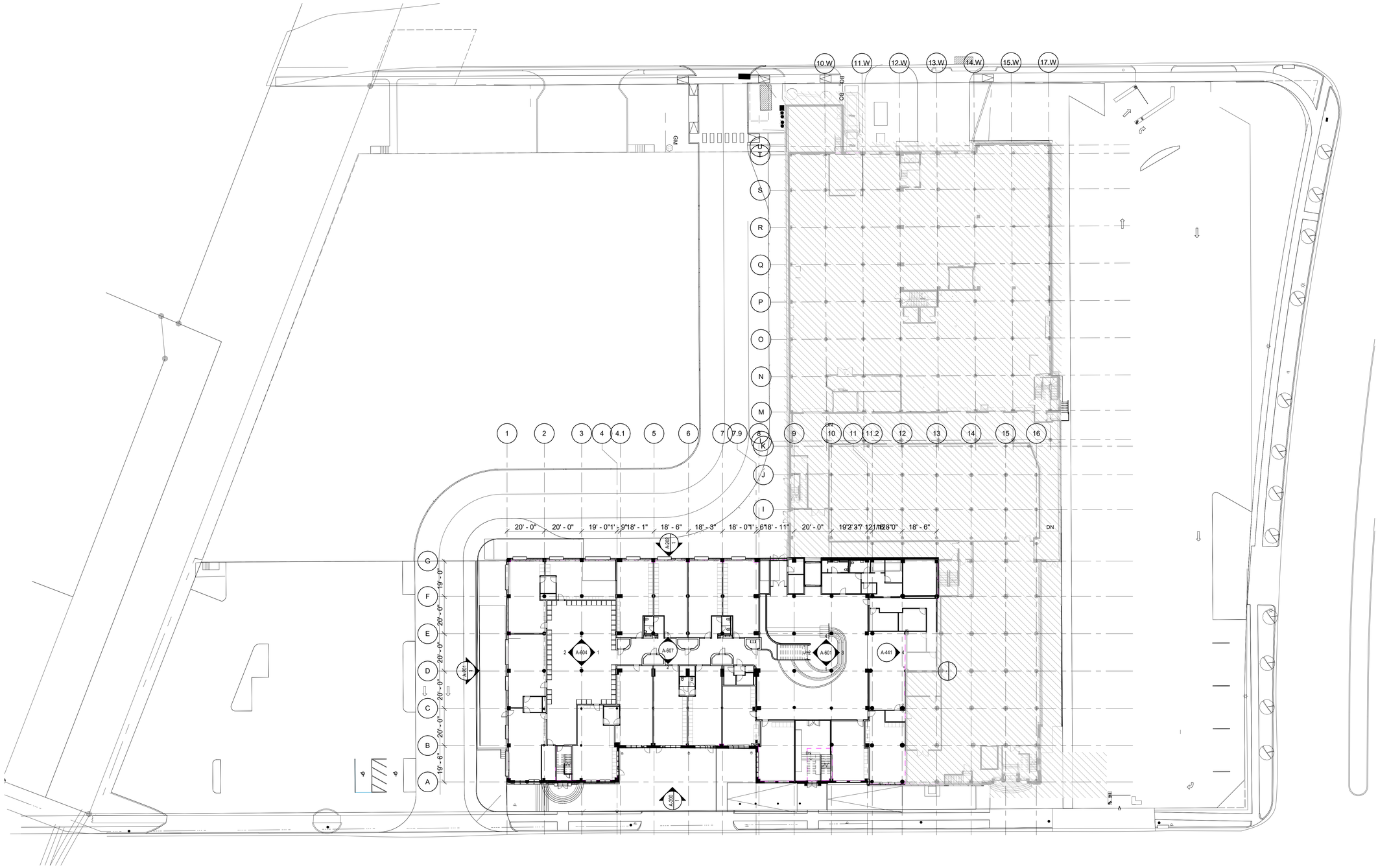
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G-000

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OVERVIEW FLOOR PLANS
SITE PLAN

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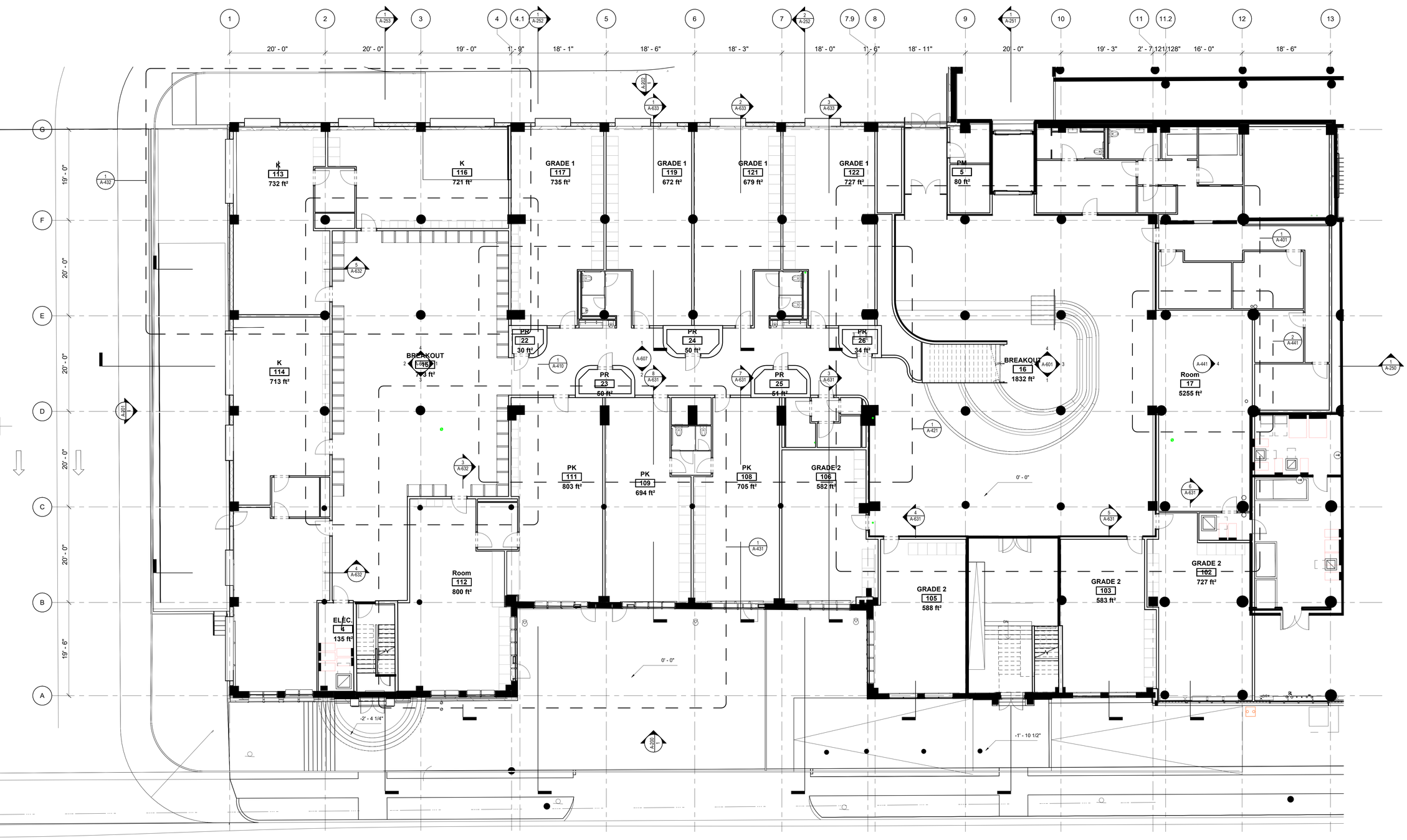
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FLAMA

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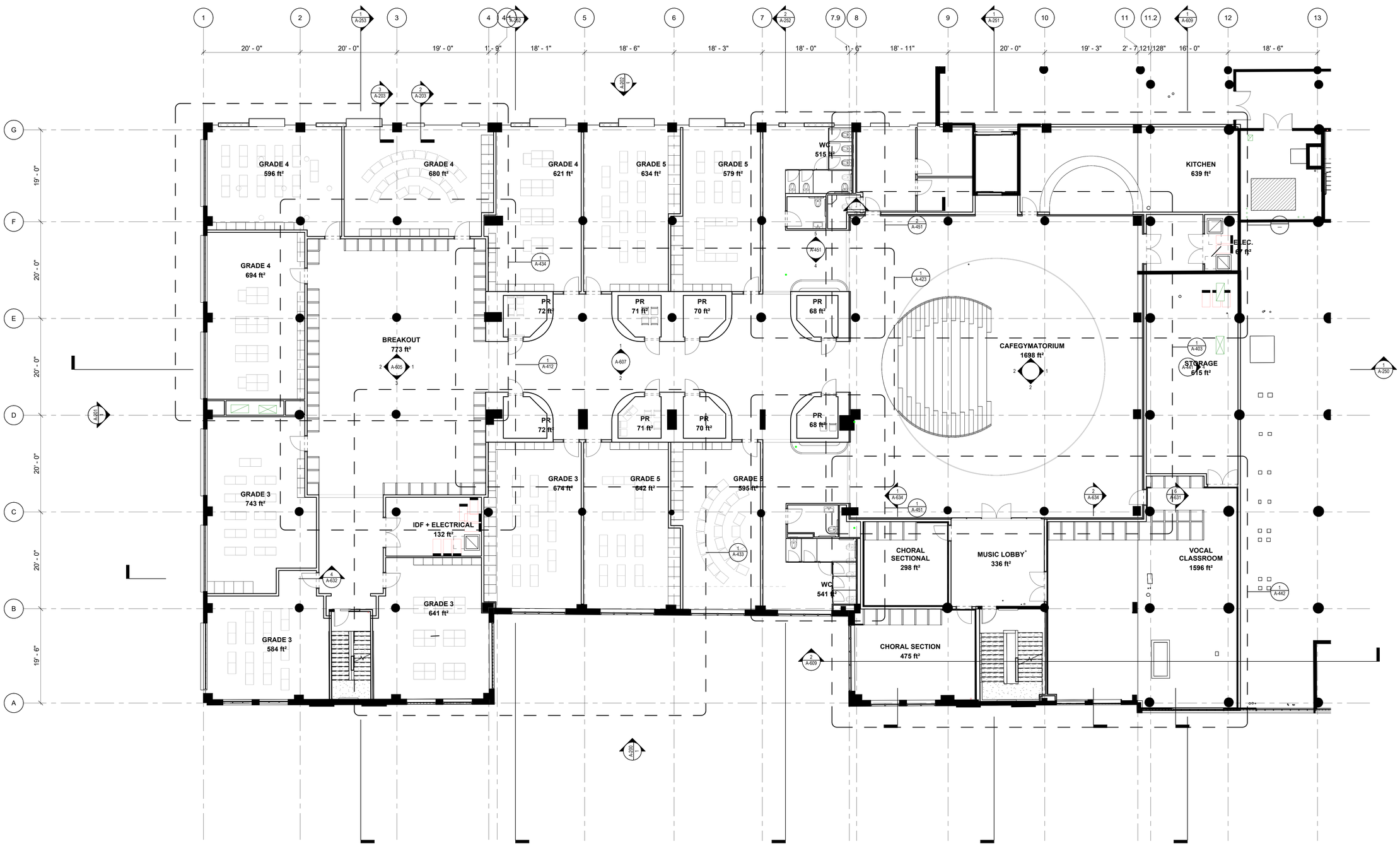
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FLAMA

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LEVEL 02

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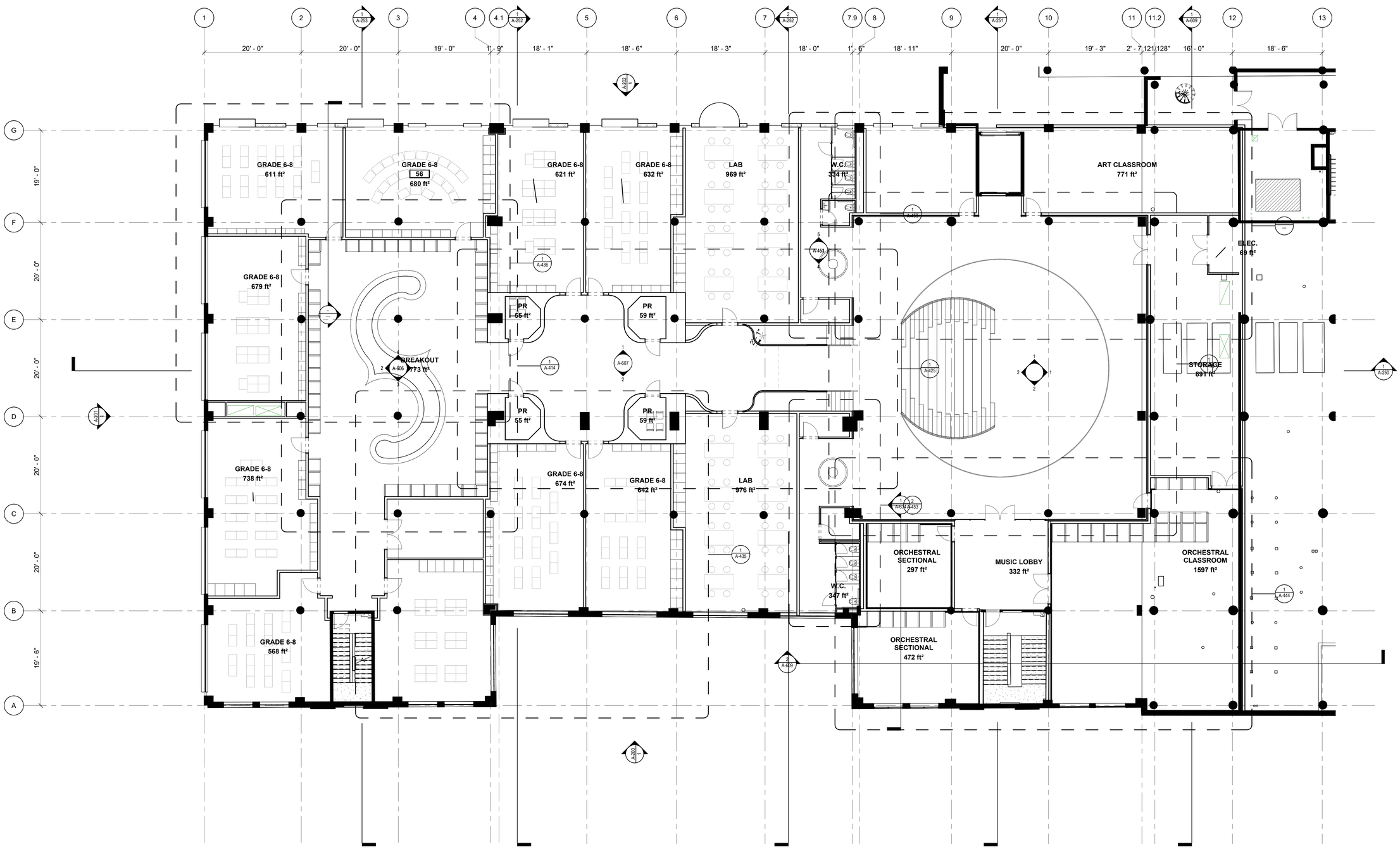
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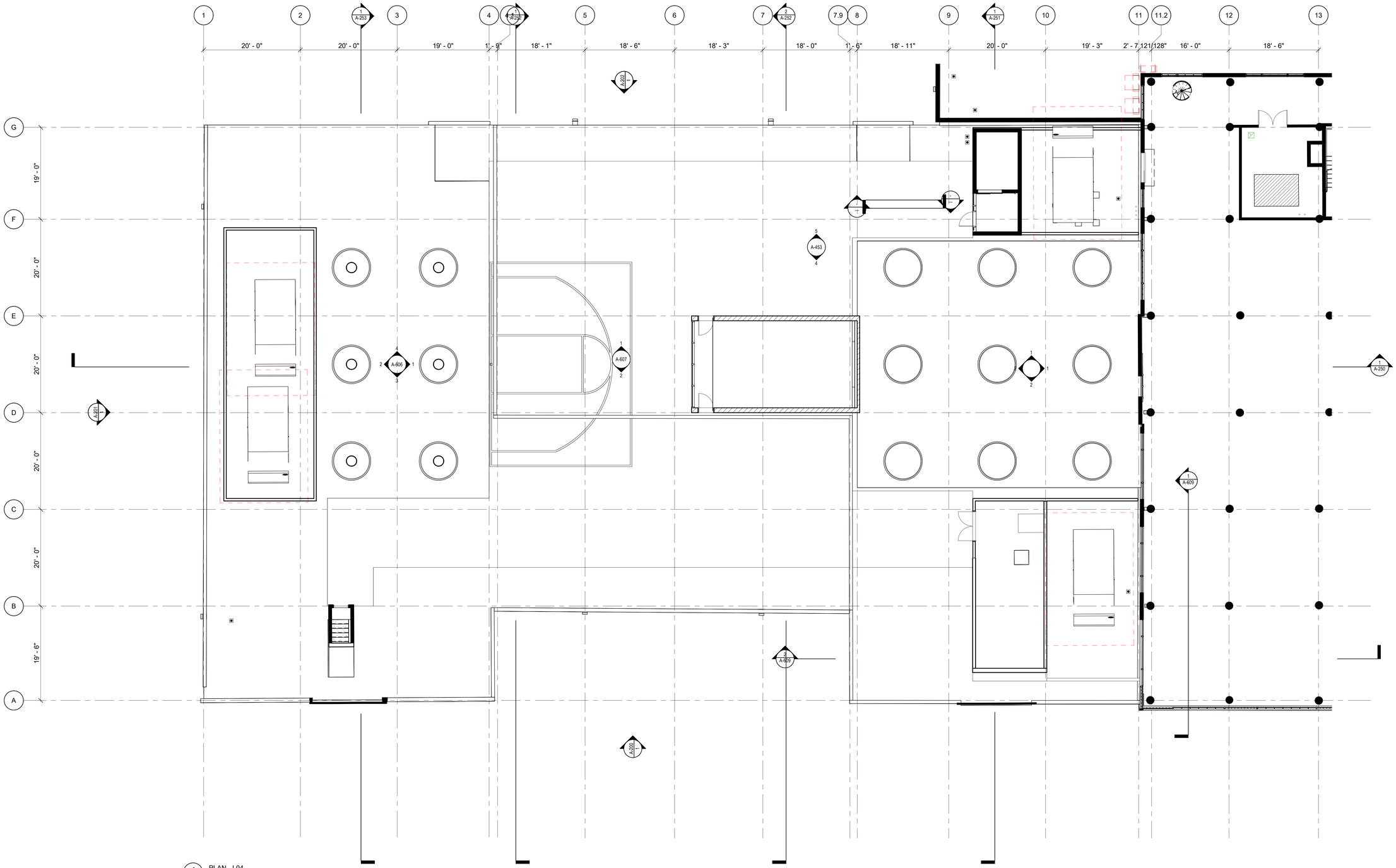
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OVERVIEW FLOOR PLANS
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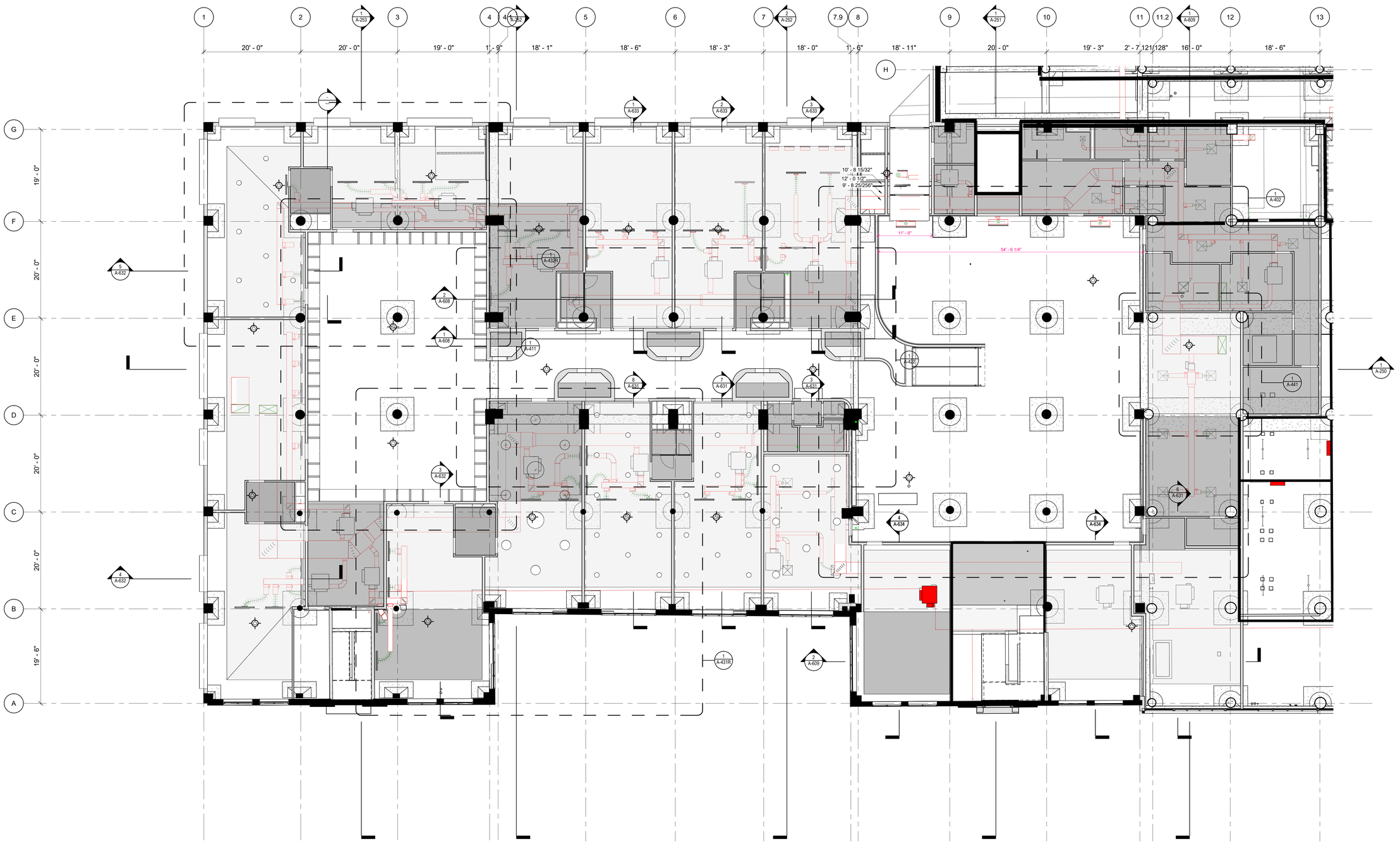
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REFLECTED CEILING PLANS
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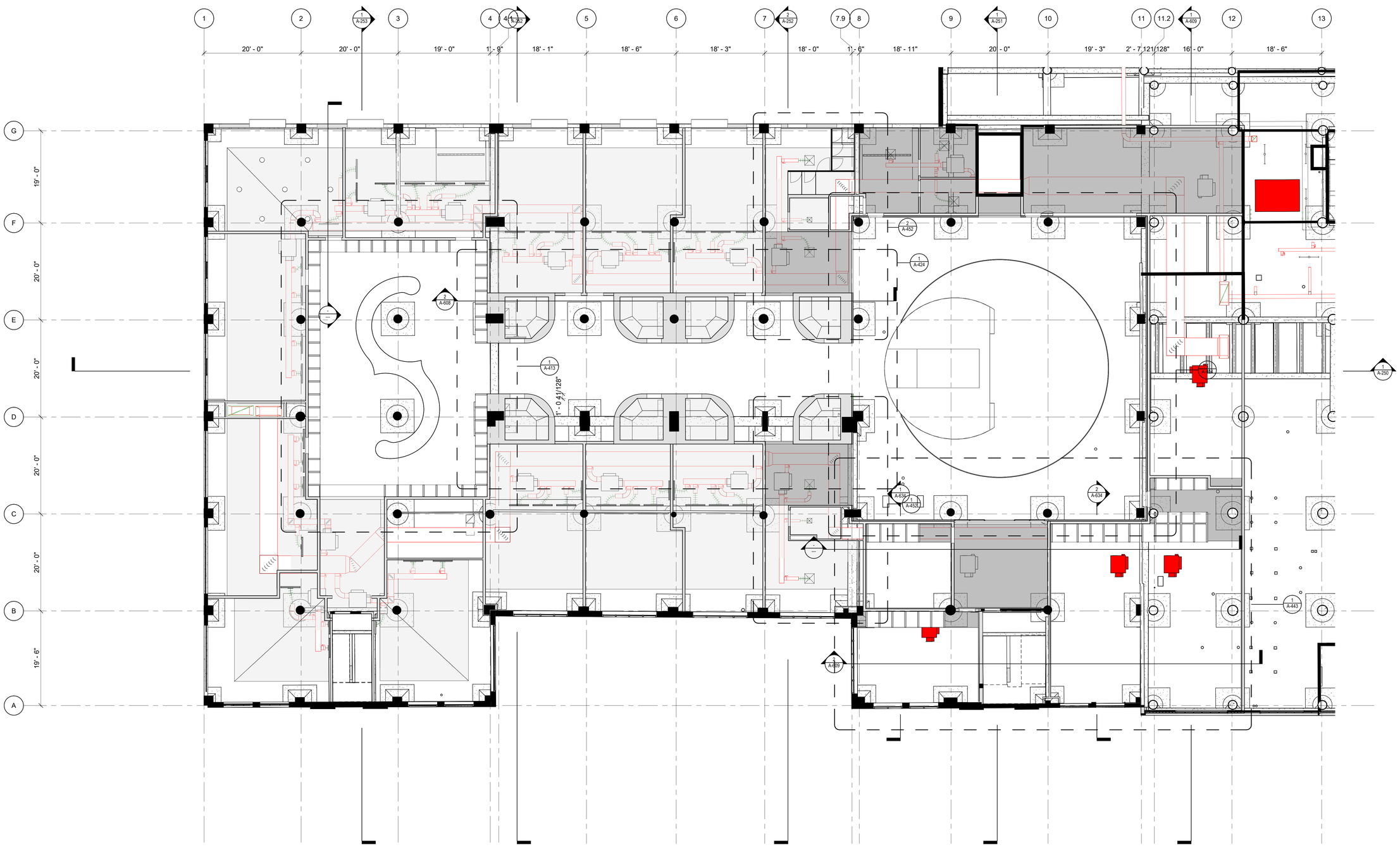
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DRAWING NUMBER

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REFLECTED CEILING PLANS
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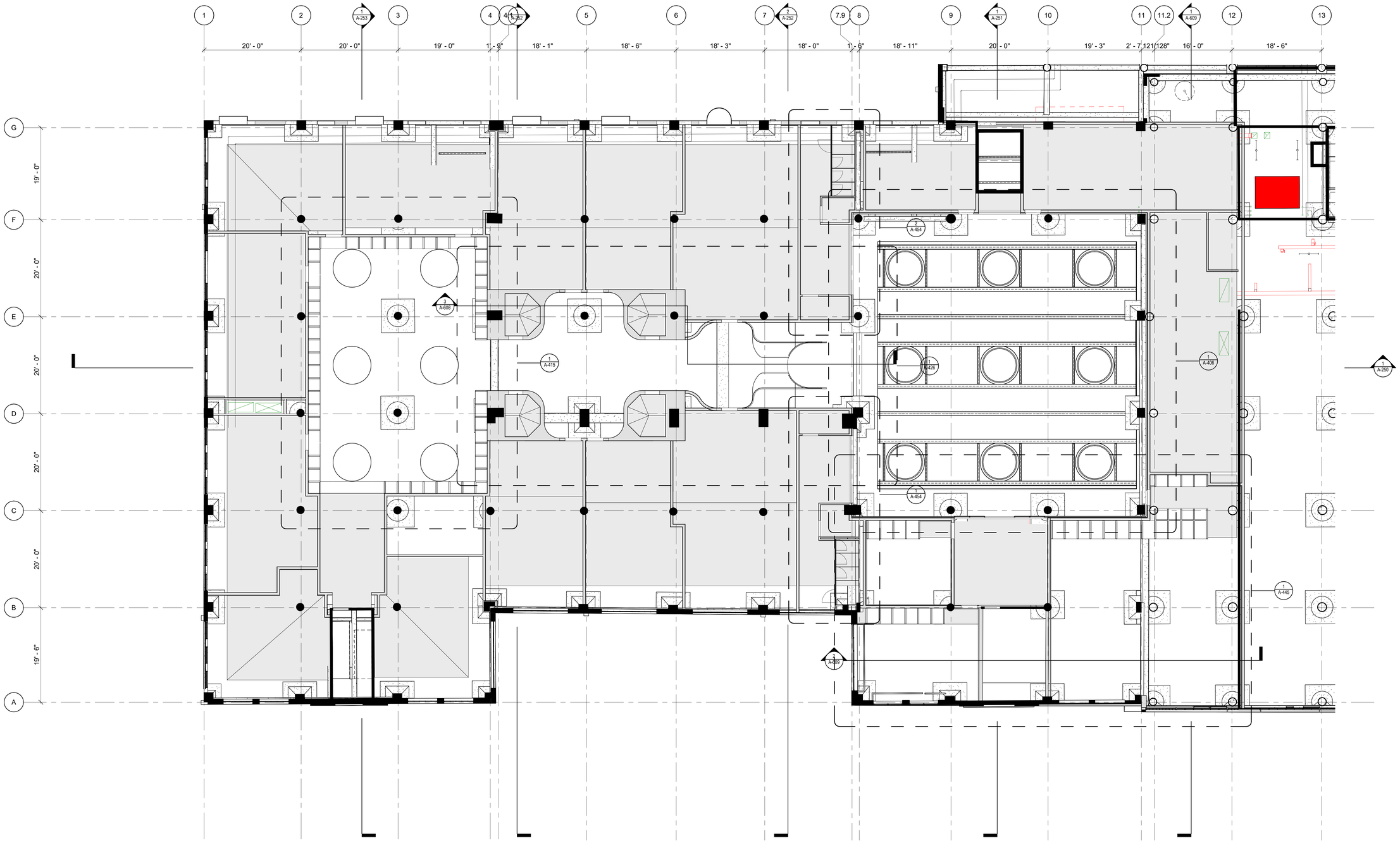
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SCALE: 1/8" = 1'-0"

FLAMA

LOVETT COMMERCIAL 2410 POLK ST. #200 HOUSTON, TX 77003 T: 713 876 0277	CLIENT
OMA 180 VARICK ST. SUITE 1328 NEW YORK, NY 10014 T: +1 212 337 0770	DESIGN ARCHITECT
CORGAN 9 GREENWAY PLAZA #300 HOUSTON, TX 77046 T: 836 652 3640	ASSOCIATE ARCHITECT
RDLR 800 SAMPSON ST. #104 HOUSTON, TX 77003 T: 713 868 3121	ASSOCIATE ARCHITECT
DBR, INC. 9990 RICHMOND AVE. #300 HOUSTON, TX 77042 T: 713 914 0888	MEP
IMEG 3700 W. SAM HOUSTON S. HOUSTON, TX 77042 T: 832 856 8064	STRUCTURAL
WORRELL DESIGN GROUP 10705 BRAIR FOREST DR. HOUSTON, TX 77042 T: 713 784 0290	FOOD SERVICE CONSULTANT

REV	DATE	DESCRIPTION
01	05/08/24	100% SCHEMATIC DESIGN
02	07/18/24	100% DESIGN DEVELOPMENT

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DRN Author | CHK Checker | APP Approver

REFLECTED CEILING PLANS
RCP - LEVEL 03

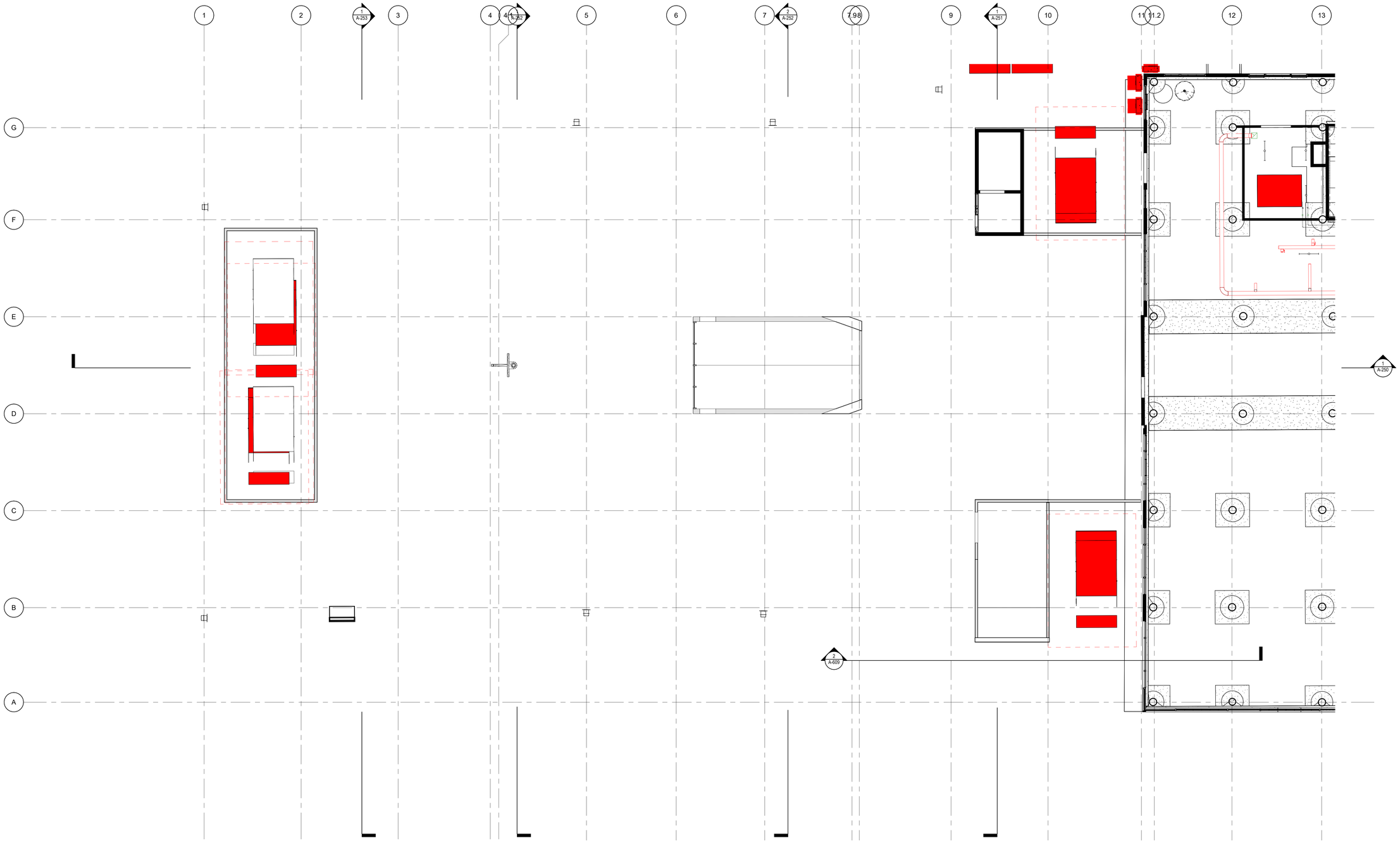
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STATUS REVISION

20010260-01 | SCALE | ARCH E1 | DATE
PROJECT NUMBER | FORMAT

A-113
DRAWING NUMBER

8/2/2024 3:58:50 PM



1 REFLECTED CEILING PLAN - L04
SCALE: 1/8" = 1'-0"

FLAMA

LOVETT COMMERCIAL 2410 POLK ST. #200 HOUSTON, TX 77003 T: 713 876 0277	CLIENT
OMA 180 VARICK ST. SUITE 1328 NEW YORK, NY 10014 T: +1 212 337 0770	DESIGN ARCHITECT
CORGAN 9 GREENWAY PLAZA #300 HOUSTON, TX 77046 T: 836 652 3640	ASSOCIATE ARCHITECT
RDLR 800 SAMPSON ST. #104 HOUSTON, TX 77003 T: 713 868 3121	ASSOCIATE ARCHITECT
DBR, INC. 9990 RICHMOND AVE. #300 HOUSTON, TX 77042 T: 713 914 0888	MEP
IMEG 3700 W. SAM HOUSTON S. HOUSTON, TX 77042 T: 832 856 8064	STRUCTURAL
WORRELL DESIGN GROUP 10705 BRAIR FOREST DR. HOUSTON, TX 77042 T: 713 784 0290	FOOD SERVICE CONSULTANT

REV	DATE	DESCRIPTION
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REFLECTED CEILING PLANS
RCP - LEVEL 04

TITLE

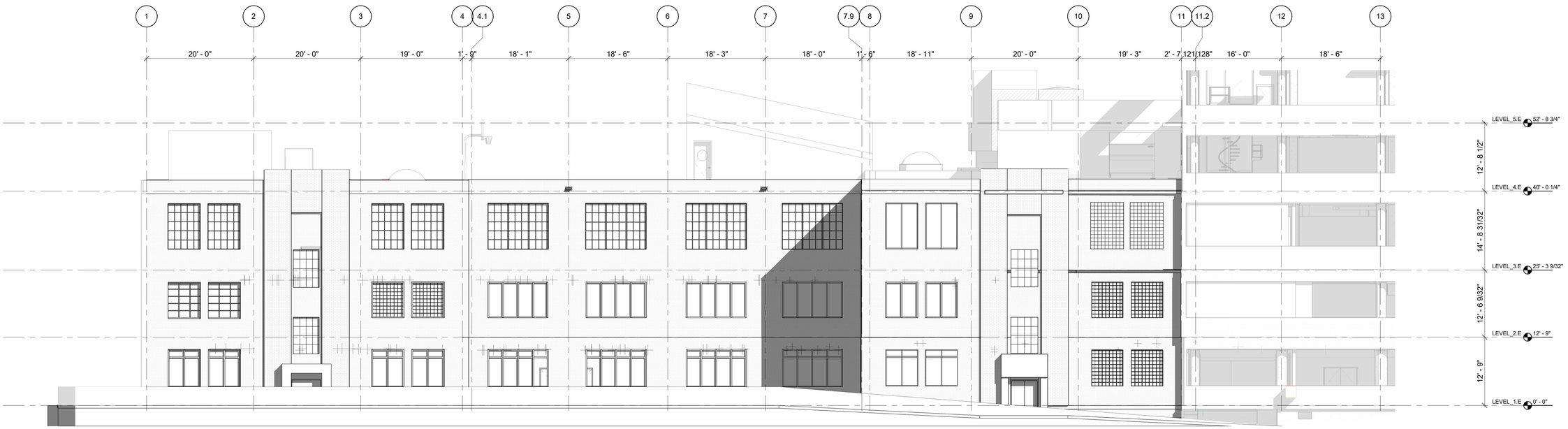
STATUS REVISION

20010260-01 | SCALE | ARCH E1 | DATE
PROJECT NUMBER | FORMAT

A-114

DRAWING NUMBER

8/9/2024 3:55:53 PM



1 ELEVATION - EAST
SCALE: 1/8" = 1'-0"

FLAMA

FLAMA

LOVETT COMMERCIAL 2410 POLK ST. #200 HOUSTON, TX 77003 T: 713 876 0277	CLIENT
OMA 180 VARICK ST. SUITE 1328 NEW YORK, NY 10014 T: +1 212 337 0770	DESIGN ARCHITECT
CORGAN 9 GREENWAY PLAZA #300 HOUSTON, TX 77046 T: 836 652 3640	ASSOCIATE ARCHITECT
RDLR 800 SAMPSON ST. #104 HOUSTON, TX 77003 T: 713 868 3121	ASSOCIATE ARCHITECT
DBR, INC. 9990 RICHMOND AVE. #300 HOUSTON, TX 77042 T: 713 914 0888	MEP
IMEG 3700 W. SAM HOUSTON S. HOUSTON, TX 77042 T: 832 856 8064	STRUCTURAL
WORRELL DESIGN GROUP 10705 BRAIR FOREST DR. HOUSTON, TX 77042 T: 713 784 0290	FOOD SERVICE CONSULTANT

REV	DATE	DESCRIPTION
01	05/08/24	100% SCHEMATIC DESIGN
02	07/18/24	100% DESIGN DEVELOPMENT

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ELEVATIONS EAST

TITLE

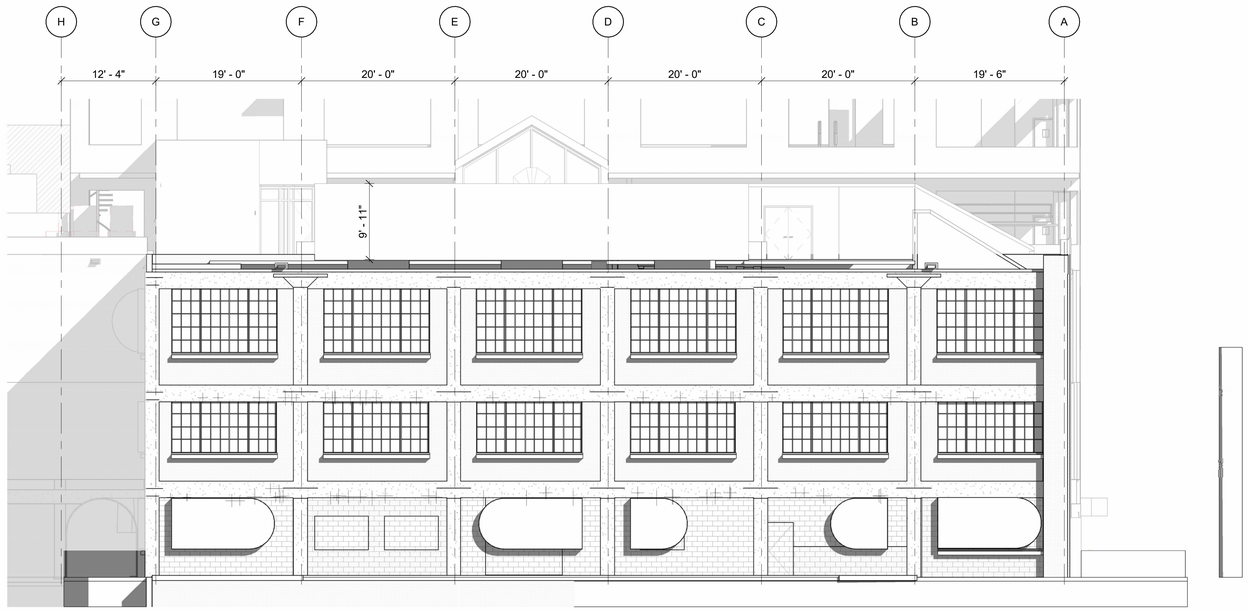
STATUS REVISION

20010260-01 PROJECT NUMBER | SCALE | ARCH E1 FORMAT | DATE

A-200

DRAWING NUMBER

8/9/2024 3:35:16 PM



1 ELEVATION - SOUTH
SCALE: 1/8" = 1'-0"

FLAMA

FLAMA

LOVETT COMMERCIAL 2410 POLK ST. #200 HOUSTON, TX 77003 T: 713 876 0277	CLIENT
OMA 180 VARICK ST. SUITE 1328 NEW YORK, NY 10014 T: +1 212 337 0770	DESIGN ARCHITECT
CORGAN 9 GREENWAY PLAZA #300 HOUSTON, TX 77046 T: 836 652 3640	ASSOCIATE ARCHITECT
RDLR 800 SAMPSON ST. #104 HOUSTON, TX 77003 T: 713 868 3121	ASSOCIATE ARCHITECT
DBR, INC. 9990 RICHMOND AVE. #300 HOUSTON, TX 77042 T: 713 914 0888	MEP
IMEG 3700 W. SAM HOUSTON S. HOUSTON, TX 77042 T: 832 856 8064	STRUCTURAL
WORRELL DESIGN GROUP 10705 BRAIR FOREST DR. HOUSTON, TX 77042 T: 713 784 0290	FOOD SERVICE CONSULTANT

REV	DATE	DESCRIPTION
01	05/08/24	100% SCHEMATIC DESIGN
02	07/18/24	100% DESIGN DEVELOPMENT

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ELEVATIONS SOUTH

TITLE

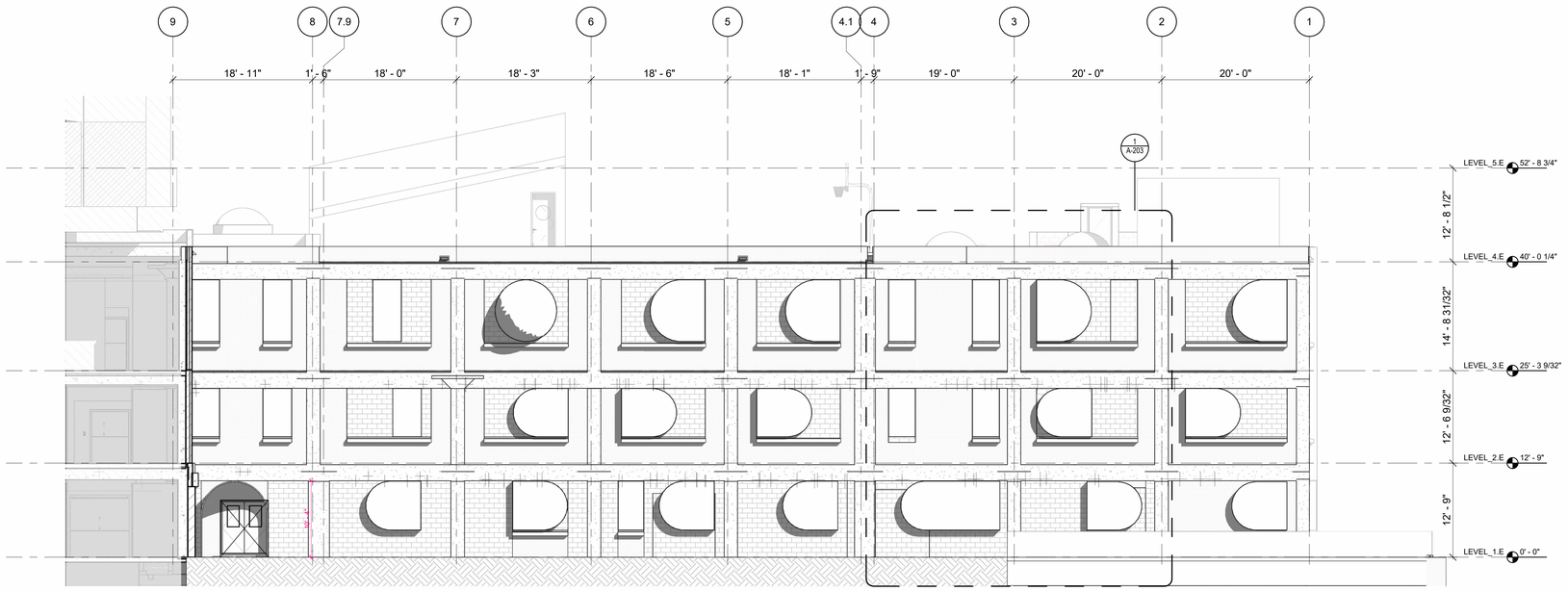
STATUS REVISION

20010260-01 | ARCH E1
PROJECT NUMBER | SCALE | FORMAT | DATE

A-201

DRAWING NUMBER

8/9/2024 3:59:39 PM



1 ELEVATION - WEST
SCALE: 1/8" = 1'-0"

FLAMA

LOVETT COMMERCIAL 2410 POLK ST. #200 HOUSTON, TX 77003 T: 713 876 0277	CLIENT
OMA 180 VARICK ST. SUITE 1328 NEW YORK, NY 10014 T: +1 212 337 0770	DESIGN ARCHITECT
CORGAN 9 GREENWAY PLAZA #300 HOUSTON, TX 77046 T: 836 652 3640	ASSOCIATE ARCHITECT
RDLR 800 SAMPSON ST. #104 HOUSTON, TX 77003 T: 713 868 3121	ASSOCIATE ARCHITECT
DBR, INC. 9990 RICHMOND AVE. #300 HOUSTON, TX 77042 T: 713 914 0888	MEP
IMEG 3700 W. SAM HOUSTON S. HOUSTON, TX 77042 T: 832 856 8064	STRUCTURAL
WORRELL DESIGN GROUP 10705 BRAIR FOREST DR. HOUSTON, TX 77042 T: 713 784 0290	FOOD SERVICE CONSULTANT

REV	DATE	DESCRIPTION
01	05/08/24	100% SCHEMATIC DESIGN
02	07/18/24	100% DESIGN DEVELOPMENT

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ELEVATIONS WEST

TITLE

STATUS REVISION

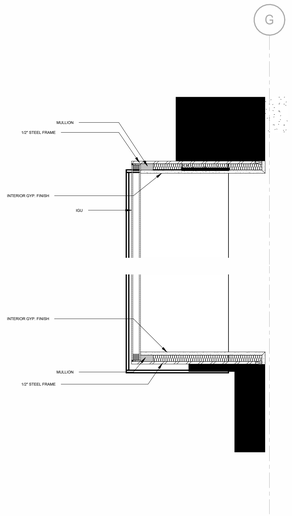
20010260-01 | SCALE | ARCH E1 | DATE

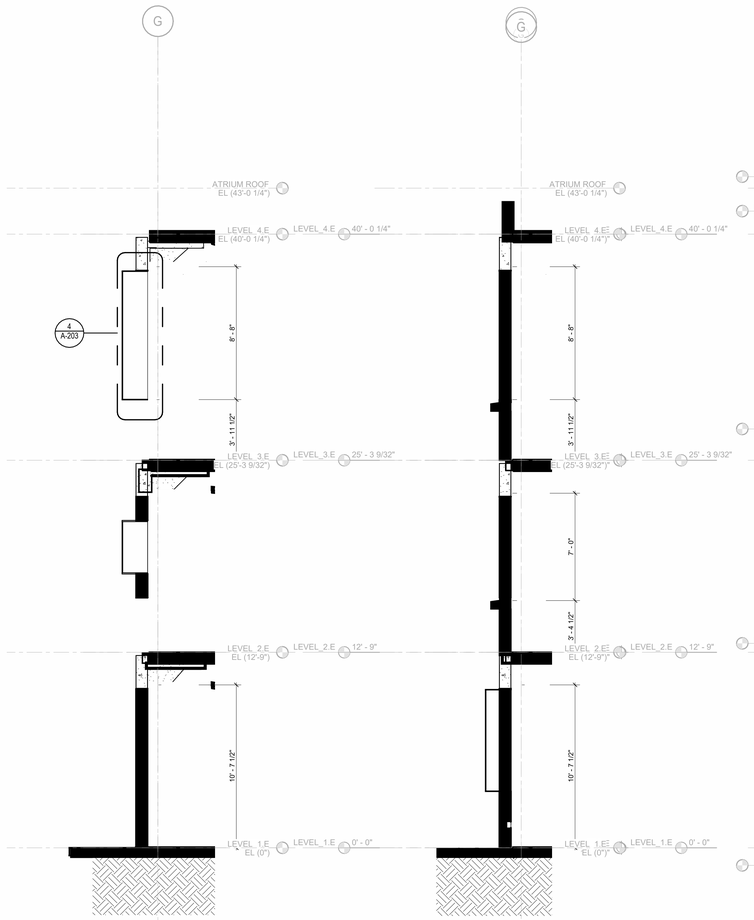
PROJECT NUMBER | FORMAT

A-202

DRAWING NUMBER

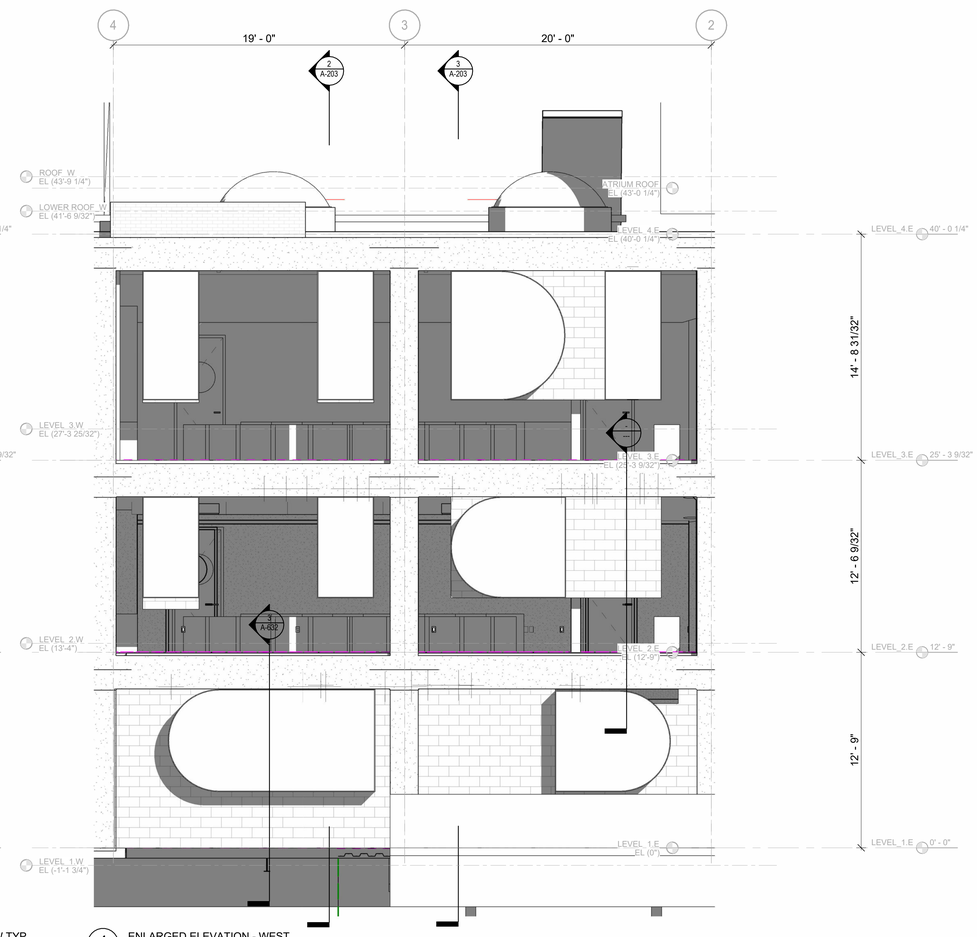
8/9/2024 3:59:55 PM





3 ENLARGED SECTION - WEST FACADE @ INFILL

2 ENLARGED SECTION - WEST FACADE @ WINDOW TYP.



1 ENLARGED ELEVATION - WEST
SCALE: 1/4" = 1'-0"

FLAMA

LOVETT COMMERCIAL 2410 POLK ST. #200 HOUSTON, TX 77003 T: 713 876 0277	CLIENT
OMA 180 VARICK ST. SUITE 1328 NEW YORK, NY 10014 T: +1 212 337 0770	DESIGN ARCHITECT
CORGAN 9 GREENWAY PLAZA #300 HOUSTON, TX 77046 T: 836 652 3640	ASSOCIATE ARCHITECT
RDLR 800 SAMPSON ST. #104 HOUSTON, TX 77003 T: 713 868 3121	ASSOCIATE ARCHITECT
DBR, INC. 9990 RICHMOND AVE. #300 HOUSTON, TX 77042 T: 713 914 0888	MEP
IMEG 3700 W. SAM HOUSTON S. HOUSTON, TX 77042 T: 832 856 8064	STRUCTURAL
WORRELL DESIGN GROUP 10705 BRAIR FOREST DR. HOUSTON, TX 77042 T: 713 784 0290	FOOD SERVICE CONSULTANT

REV	DATE	DESCRIPTION
01	05/08/24	100% SCHEMATIC DESIGN
02	07/18/24	100% DESIGN DEVELOPMENT

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ELEVATIONS
WEST - ENLARGED

TITLE

STATUS REVISION

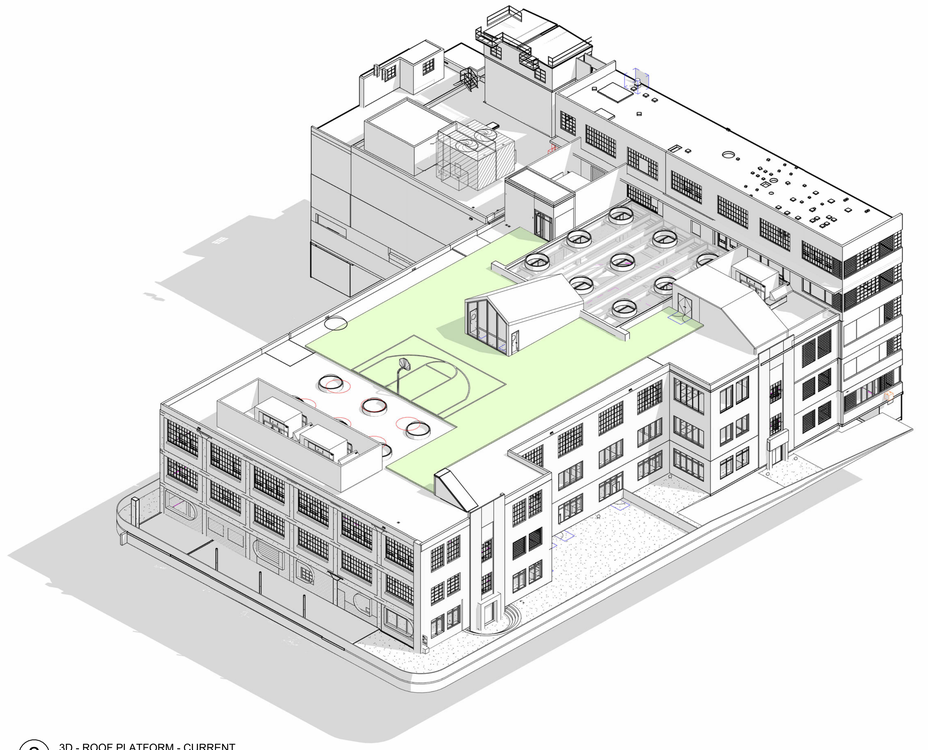
20010260-01 | SCALE | ARCH E1 | DATE

PROJECT NUMBER | FORMAT

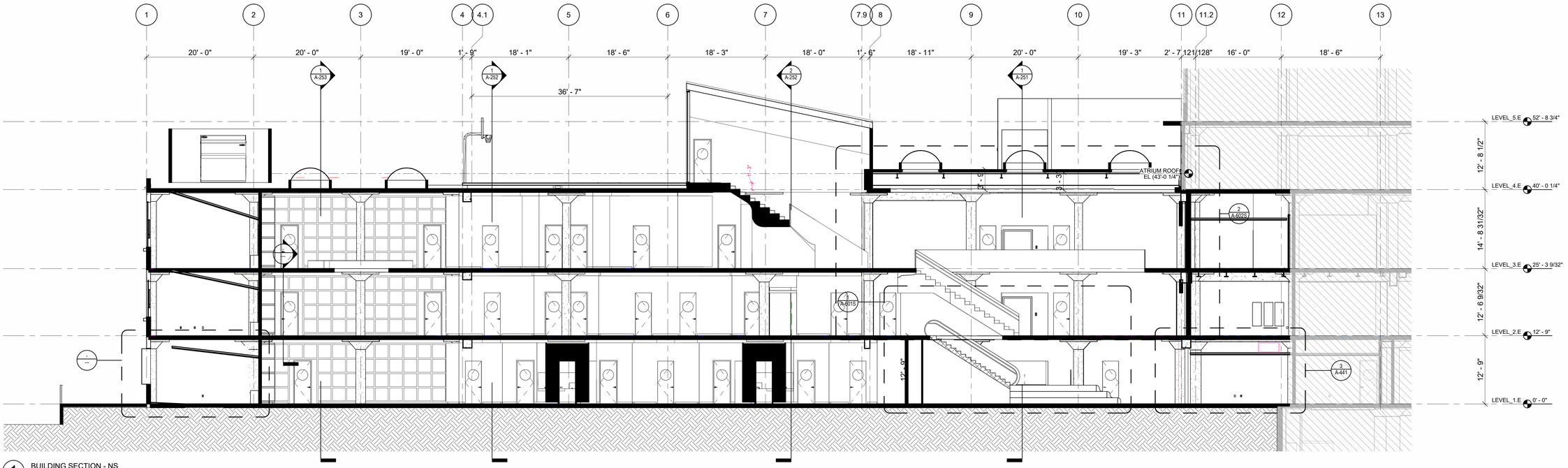
A-203

DRAWING NUMBER

8/9/2024 4:00:11 PM



2 3D - ROOF PLATFORM - CURRENT
SCALE:



1 BUILDING SECTION - NS
SCALE: 1/8" = 1'-0"

FLAMA

FLAMA

LOVETT COMMERCIAL 2410 POLK ST. #200 HOUSTON, TX 77003 T: 713 876 0277	CLIENT
OMA 180 VARICK ST. SUITE 1328 NEW YORK, NY 10014 T: +1 212 337 0770	DESIGN ARCHITECT
CORGAN 9 GREENWAY PLAZA #300 HOUSTON, TX 77046 T: 836 652 3640	ASSOCIATE ARCHITECT
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IMEG 3700 W. SAM HOUSTON S. HOUSTON, TX 77042 T: 832 856 8064	STRUCTURAL
WORRELL DESIGN GROUP 10705 BRAIR FOREST DR. HOUSTON, TX 77042 T: 713 784 0290	FOOD SERVICE CONSULTANT

REV	DATE	DESCRIPTION
01	05/08/24	100% SCHEMATIC DESIGN
02	07/18/24	100% DESIGN DEVELOPMENT

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DRN	Author	CHK	Checker	APP	Approver

OVERVIEW SECTIONS
SECTION - BUILDING - NS

TITLE

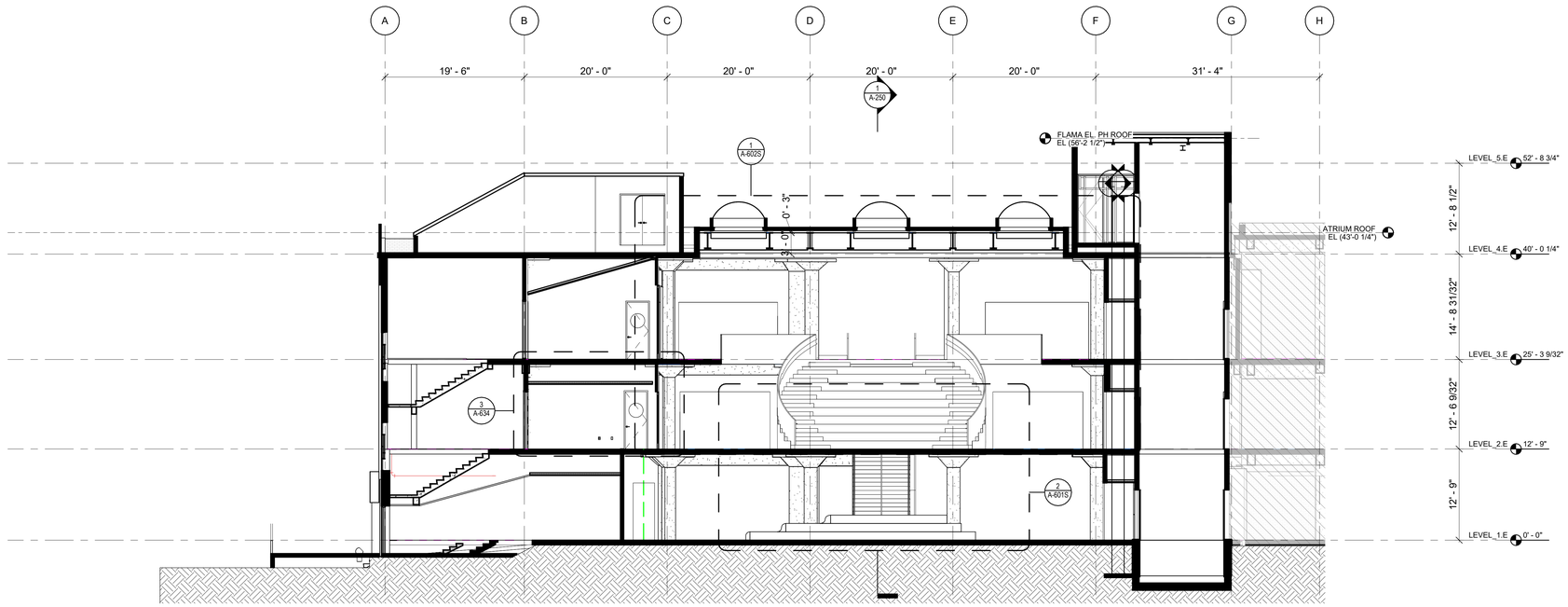
STATUS REVISION

20010260-01		ARCH E1	
PROJECT NUMBER	SCALE	FORMAT	DATE

A-250

DRAWING NUMBER

8/9/2024 4:01:28 PM



1 BUILDING SECTION - CAFEGYMATORIUM - EW

SCALE: 1/8" = 1'-0"

FLAMA

FLAMA

LOVETT COMMERCIAL 2410 POLK ST. #200 HOUSTON, TX 77003 T: 713 876 0277	CLIENT
OMA 180 VARICK ST. SUITE 1328 NEW YORK, NY 10014 T: +1 212 337 0770	DESIGN ARCHITECT
CORGAN 9 GREENWAY PLAZA #300 HOUSTON, TX 77046 T: 836 652 3640	ASSOCIATE ARCHITECT
RDLR 800 SAMPSON ST. #104 HOUSTON, TX 77003 T: 713 868 3121	ASSOCIATE ARCHITECT
DBR, INC. 9990 RICHMOND AVE. #300 HOUSTON, TX 77042 T: 713 914 0888	MEP
IMEG 3700 W. SAM HOUSTON S. HOUSTON, TX 77042 T: 832 856 8064	STRUCTURAL
WORRELL DESIGN GROUP 10705 BRAIR FOREST DR. HOUSTON, TX 77042 T: 713 784 0290	FOOD SERVICE CONSULTANT

REV	DATE	DESCRIPTION
01	05/08/24	100% SCHEMATIC DESIGN
02	07/18/24	100% DESIGN DEVELOPMENT

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OVERVIEW SECTIONS
SECTION - BUILDING - CAFEGYMATORIUM - EW

TITLE

STATUS REVISION

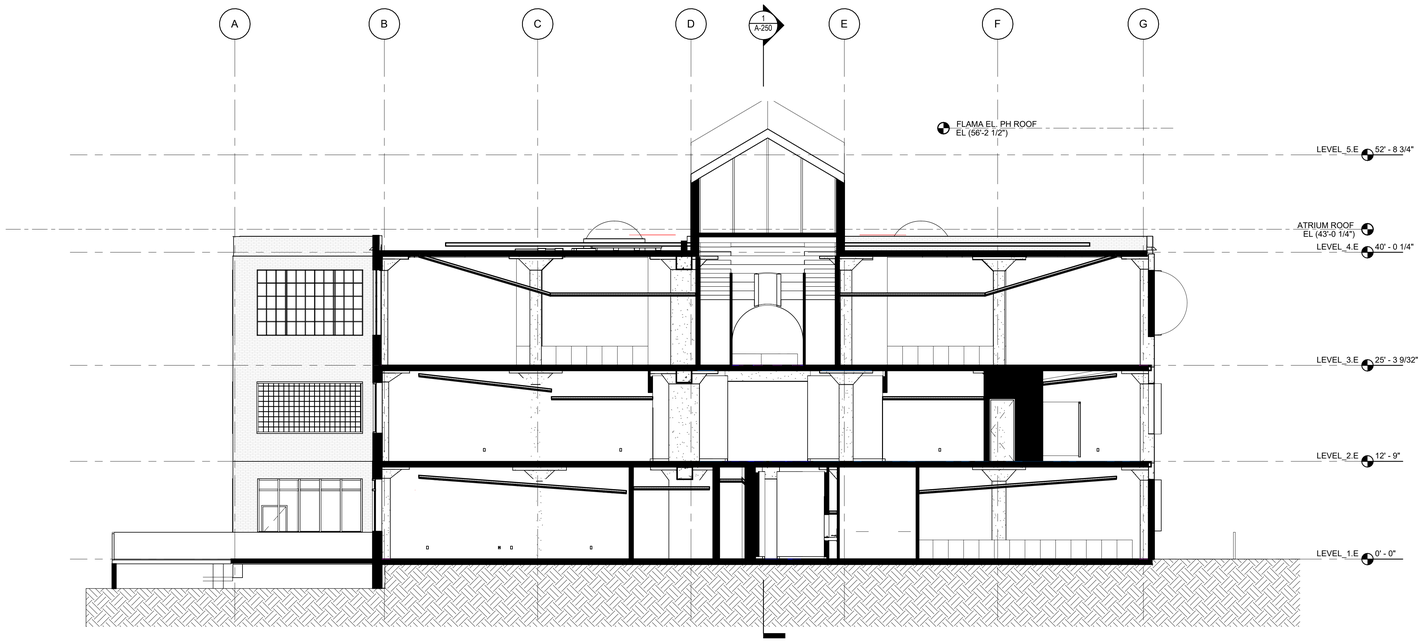
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PROJECT NUMBER | SCALE | FORMAT | DATE

A-251

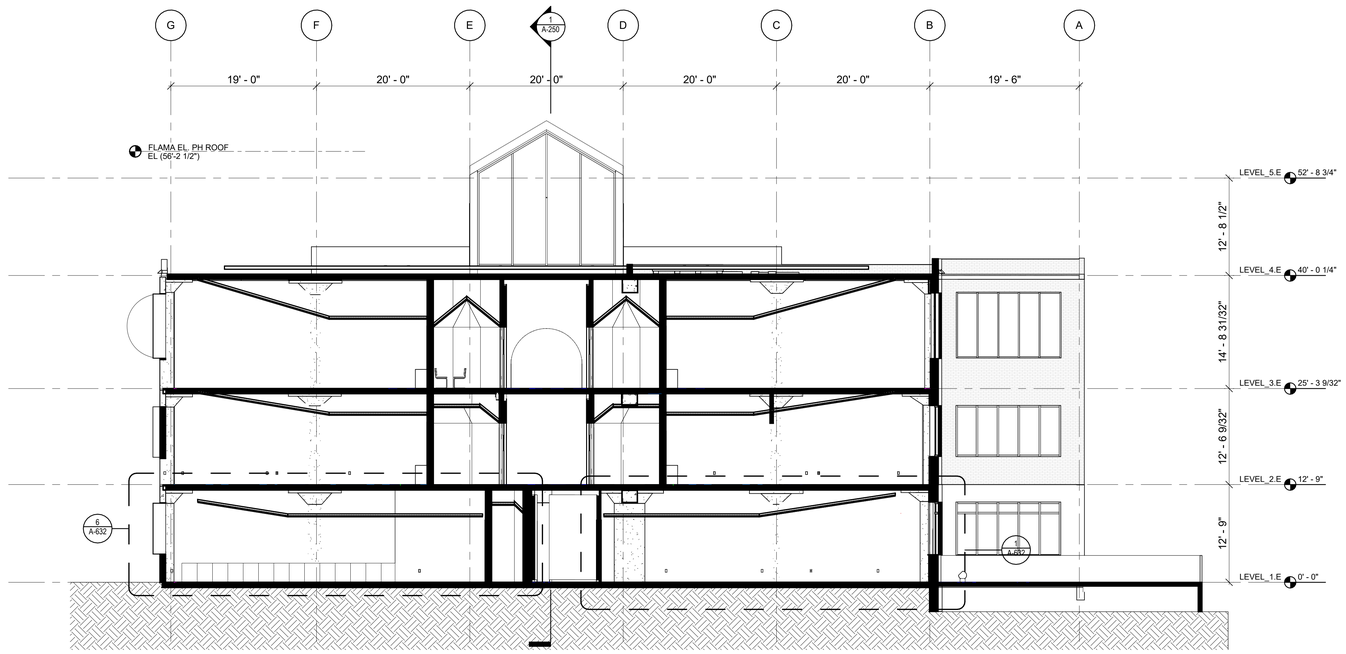
DRAWING NUMBER

8/9/2024 4:01:33 PM



2 SECTION AA

SCALE: 1/8" = 1'-0"



1 BUILDING SECTION - HALLWAY - EW

SCALE: 1/8" = 1'-0"

FLAMA

LOVETT COMMERCIAL — CLIENT
2410 POLK ST. #200
HOUSTON, TX 77003
T: 713 876 0277

OMA — DESIGN ARCHITECT
180 VARICK ST. SUITE 1328
NEW YORK, NY 10014
T: +1 212 337 0770

CORGAN — ASSOCIATE ARCHITECT
9 GREENWAY PLAZA #300
HOUSTON, TX 77046
T: 836 652 3640

RDLR — ASSOCIATE ARCHITECT
800 SAMPSON ST. #104
HOUSTON, TX 77003
T: 713 868 3121

DBR, INC. — MEP
9990 RICHMOND AVE. #300
HOUSTON, TX 77042
T: 713 914 0888

IMEG — STRUCTURAL
3700 W. SAM HOUSTON S.
HOUSTON, TX 77042
T: 832 856 8064

WORRELL DESIGN GROUP — FOOD SERVICE CONSULTANT
10705 BRAIR FOREST DR.
HOUSTON, TX 77042
T: 713 784 0290

REV	DATE	DESCRIPTION
01	05/08/24	100% SCHEMATIC DESIGN
02	07/18/24	100% DESIGN DEVELOPMENT

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OVERVIEW SECTIONS
SECTION - BUILDING - HALLWAY - EW

TITLE

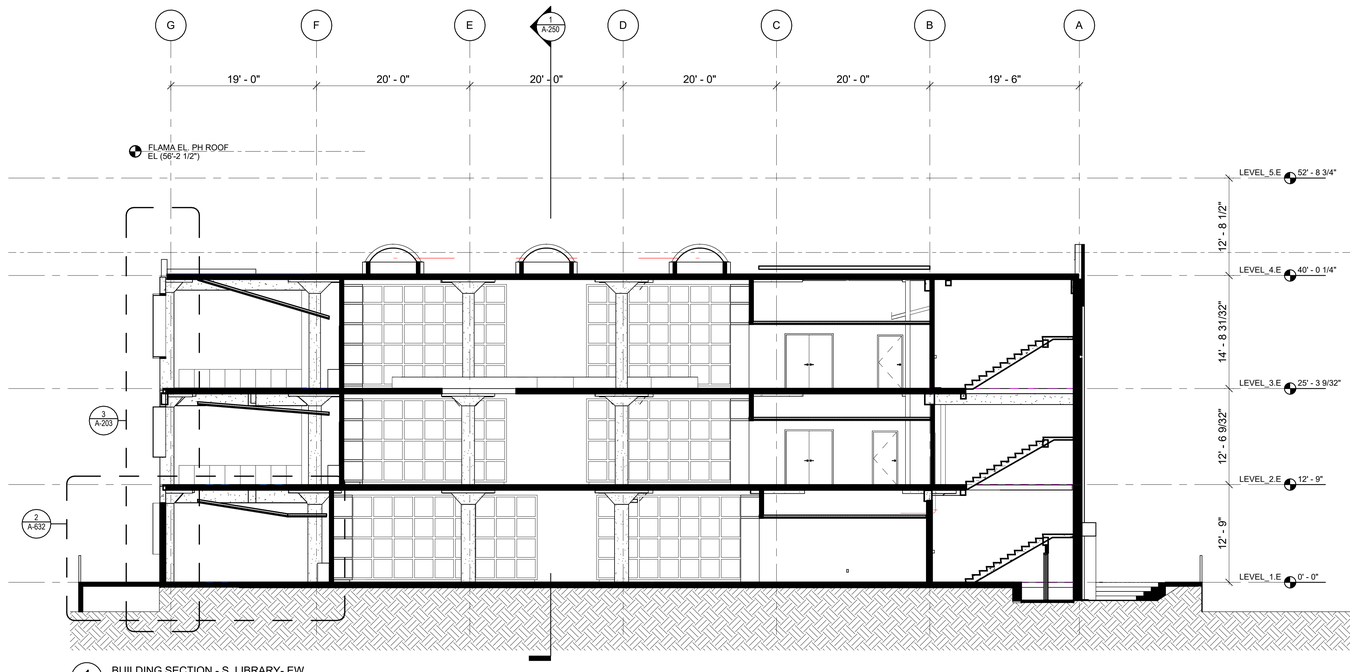
STATUS — REVISION

20010260-01 — PROJECT NUMBER
SCALE
ARCH E1 — FORMAT
DATE

A-252

DRAWING NUMBER

8/9/2024 4:01:40 PM



1 BUILDING SECTION - S. LIBRARY- EW
SCALE: 1/8" = 1'-0"

FLAMA

LOVETT COMMERCIAL — CLIENT
2410 POLK ST. #200
HOUSTON, TX 77003
T: 713 876 0277

OMA — DESIGN ARCHITECT
180 VARICK ST. SUITE 1328
NEW YORK, NY 10014
T: +1 212 337 0770

CORGAN — ASSOCIATE ARCHITECT
9 GREENWAY PLAZA #300
HOUSTON, TX 77046
T: 836 652 3640

RDLR — ASSOCIATE ARCHITECT
800 SAMPSON ST. #104
HOUSTON, TX 77003
T: 713 868 3121

DBR, INC. — MEP
9990 RICHMOND AVE. #300
HOUSTON, TX 77042
T: 713 914 0888

IMEG — STRUCTURAL
3700 W. SAM HOUSTON S.
HOUSTON, TX 77042
T: 832 856 8064

WORRELL DESIGN GROUP — FOOD SERVICE CONSULTANT
10705 BRAIR FOREST DR.
HOUSTON, TX 77042
T: 713 784 0290

REV	DATE	DESCRIPTION
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02	07/18/24	100% DESIGN DEVELOPMENT

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OVERVIEW SECTIONS
SECTION - BUILDING - LIBRARY - EW

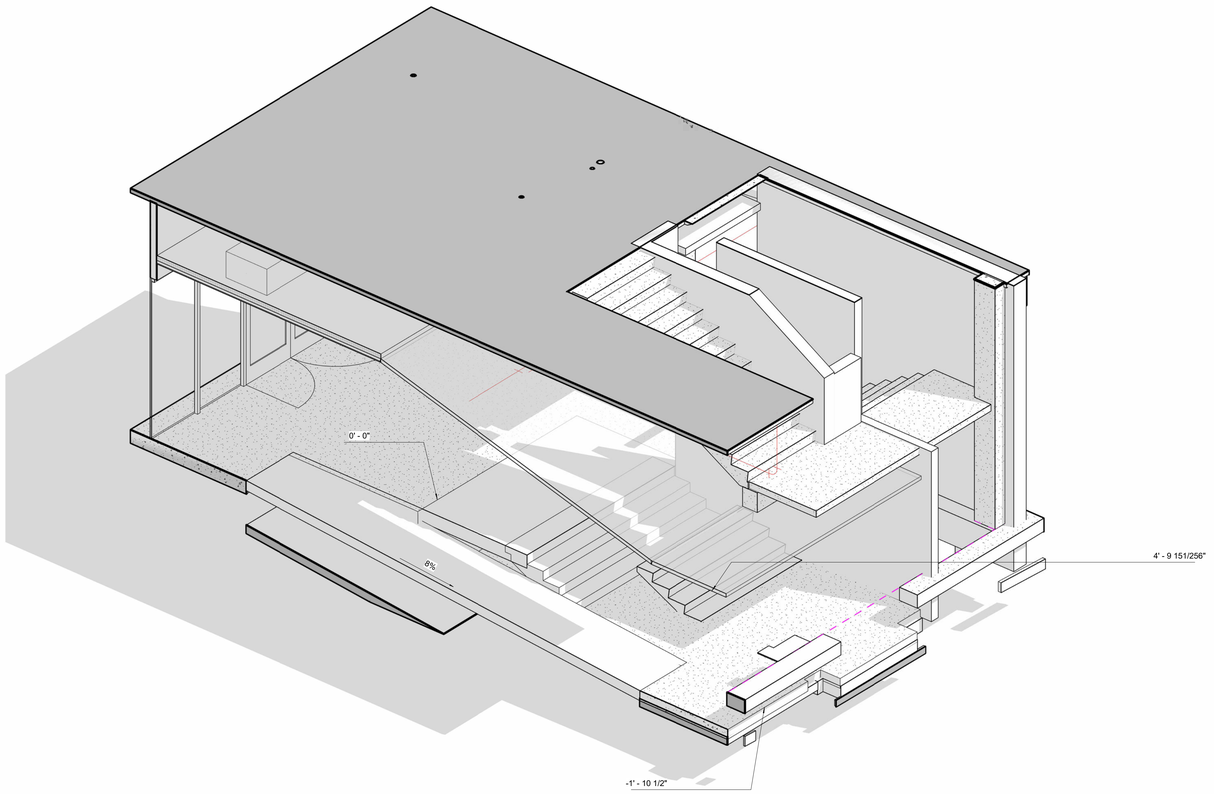
TITLE

STATUS — REVISION

20010260-01 — PROJECT NUMBER
SCALE
ARCH E1 — FORMAT
DATE

A-253
DRAWING NUMBER

8/9/2024 4:01:43 PM



3 3D - NORTH ENTRY
SCALE:

FLAMA

FLAMA

LOVETT COMMERCIAL 2410 POLK ST. #200 HOUSTON, TX 77003 T: 713 876 0277	CLIENT
OMA 180 VARICK ST. SUITE 1328 NEW YORK, NY 10014 T: +1 212 337 0770	DESIGN ARCHITECT
CORGAN 9 GREENWAY PLAZA #300 HOUSTON, TX 77046 T: 836 652 3640	ASSOCIATE ARCHITECT
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IMEG 3700 W. SAM HOUSTON S. HOUSTON, TX 77042 T: 832 856 8064	STRUCTURAL
WORRELL DESIGN GROUP 10705 BRAIR FOREST DR. HOUSTON, TX 77042 T: 713 784 0290	FOOD SERVICE CONSULTANT

REV	DATE	DESCRIPTION
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02	07/18/24	100% DESIGN DEVELOPMENT

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ENLARGED SECTION
SECTION - N. ENTRY - EW

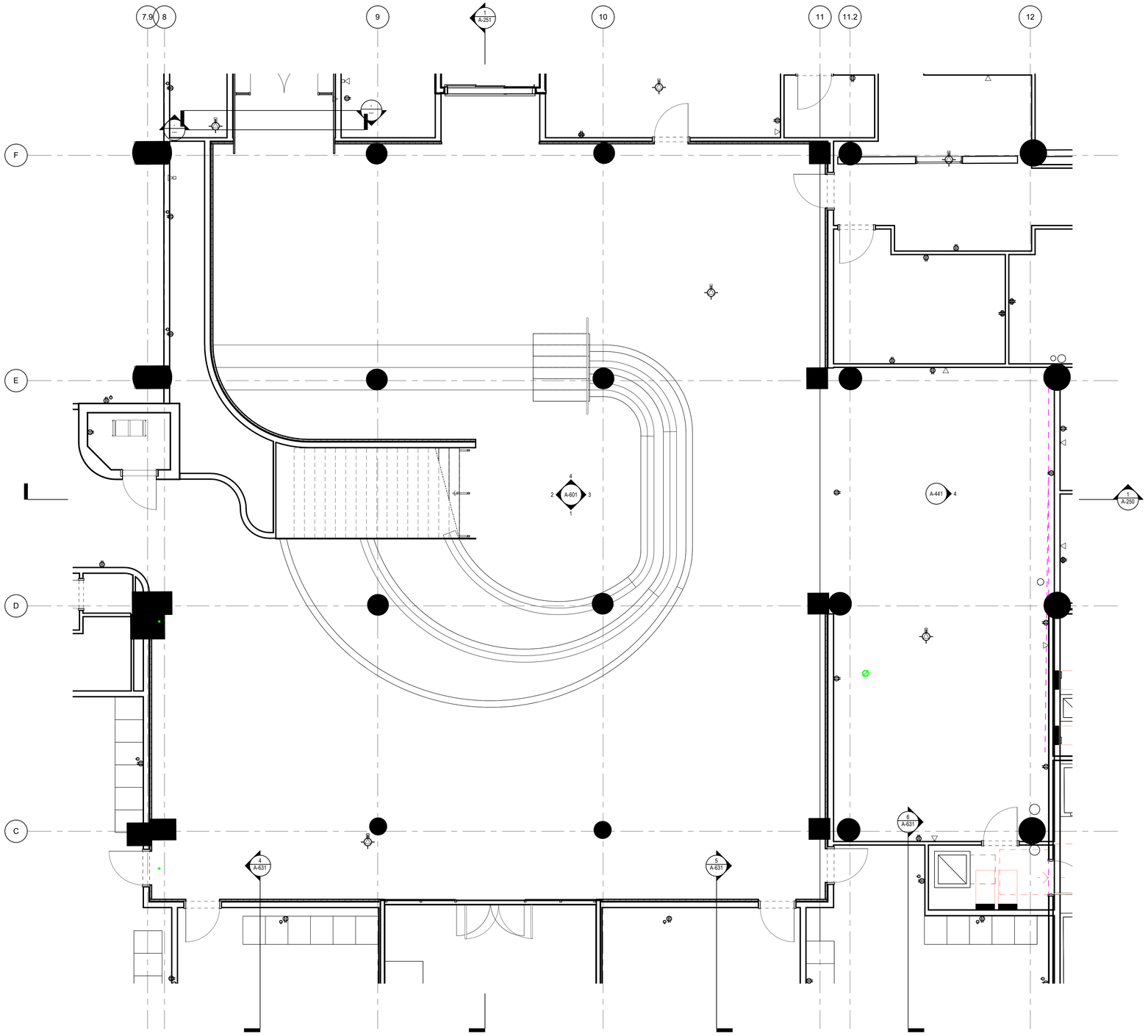
TITLE

STATUS REVISION

20010260-01 PROJECT NUMBER | SCALE | ARCH E1 FORMAT | DATE

A-254
DRAWING NUMBER

8/9/2024 4:01:54 PM



1 40_NORTH BREAKOUT_L01
SCALE: 1/4" = 1'-0"

FLAMA

FLAMA

LOVETT COMMERCIAL 2410 POLK ST. #200 HOUSTON, TX 77003 T: 713 876 0277	CLIENT
OMA 180 VARICK ST. SUITE 1328 NEW YORK, NY 10014 T: +1 212 337 0770	DESIGN ARCHITECT
CORGAN 9 GREENWAY PLAZA #300 HOUSTON, TX 77046 T: 836 652 3640	ASSOCIATE ARCHITECT
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ENLARGED PLAN - NORTH BREAKOUT - L1

TITLE

STATUS REVISION

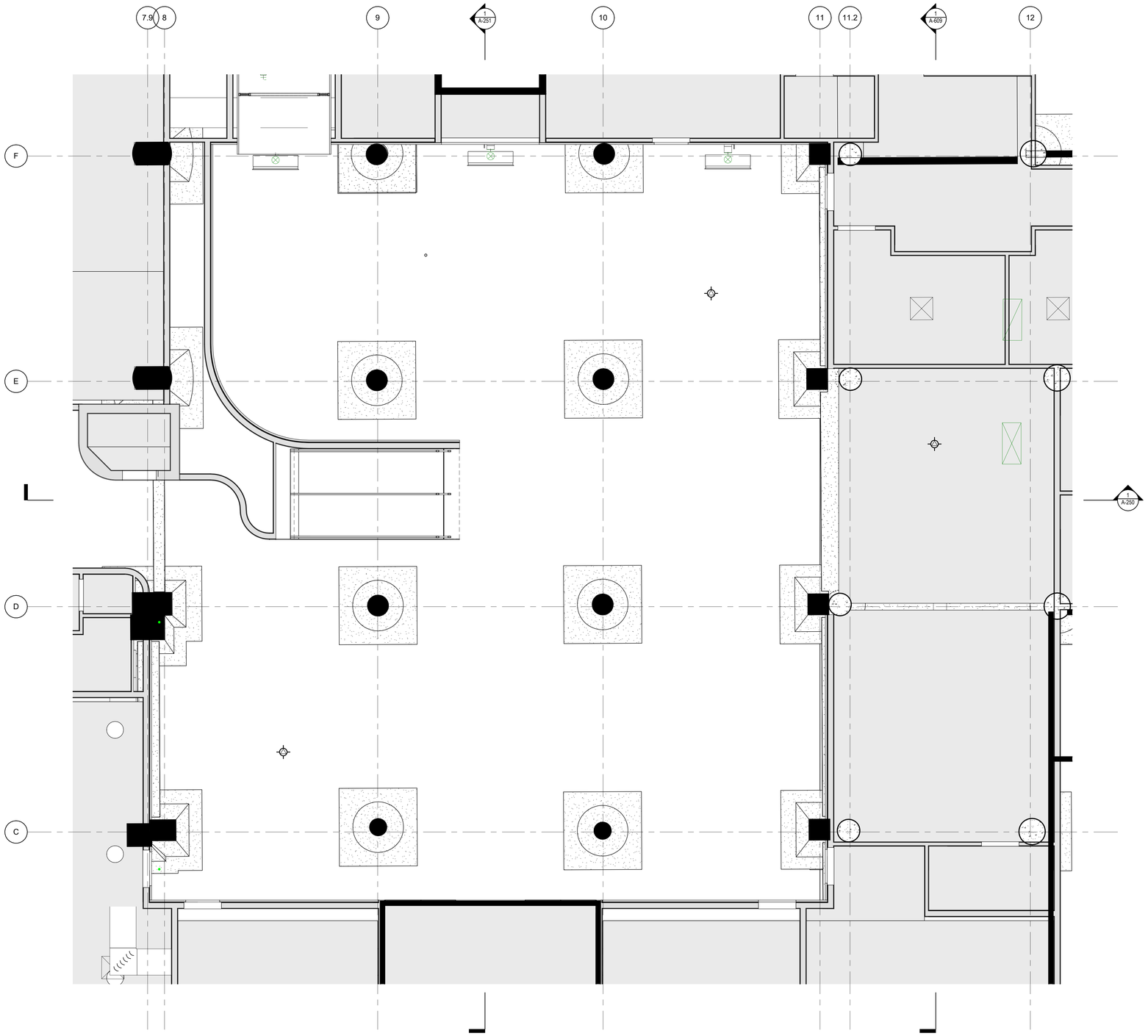
20010260-01 | SCALE | ARCH E1 | DATE

PROJECT NUMBER | FORMAT

A-401

DRAWING NUMBER

8/9/2024 4:01:56 PM



1 41_NORTH BREAKOUT_L01
SCALE: 1/4" = 1'-0"

FLAMA

FLAMA

LOVETT COMMERCIAL 2410 POLK ST. #200 HOUSTON, TX 77003 T: 713 876 0277	CLIENT
OMA 180 VARICK ST. SUITE 1328 NEW YORK, NY 10014 T: +1 212 337 0770	DESIGN ARCHITECT
CORGAN 9 GREENWAY PLAZA #300 HOUSTON, TX 77046 T: 836 652 3640	ASSOCIATE ARCHITECT
RDLR 800 SAMPSON ST. #104 HOUSTON, TX 77003 T: 713 868 3121	ASSOCIATE ARCHITECT
DBR, INC. 9990 RICHMOND AVE. #300 HOUSTON, TX 77042 T: 713 914 0888	MEP
IMEG 3700 W. SAM HOUSTON S. HOUSTON, TX 77042 T: 832 856 8064	STRUCTURAL
WORRELL DESIGN GROUP 10705 BRAIR FOREST DR. HOUSTON, TX 77042 T: 713 784 0290	FOOD SERVICE CONSULTANT

REV	DATE	DESCRIPTION
01	05/08/24	100% SCHEMATIC DESIGN
02	07/18/24	100% DESIGN DEVELOPMENT

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DRN Author | CHK Checker | APP Approver

ENLARGED RCP - NORTH BREAKOUT - L1

TITLE

STATUS REVISION

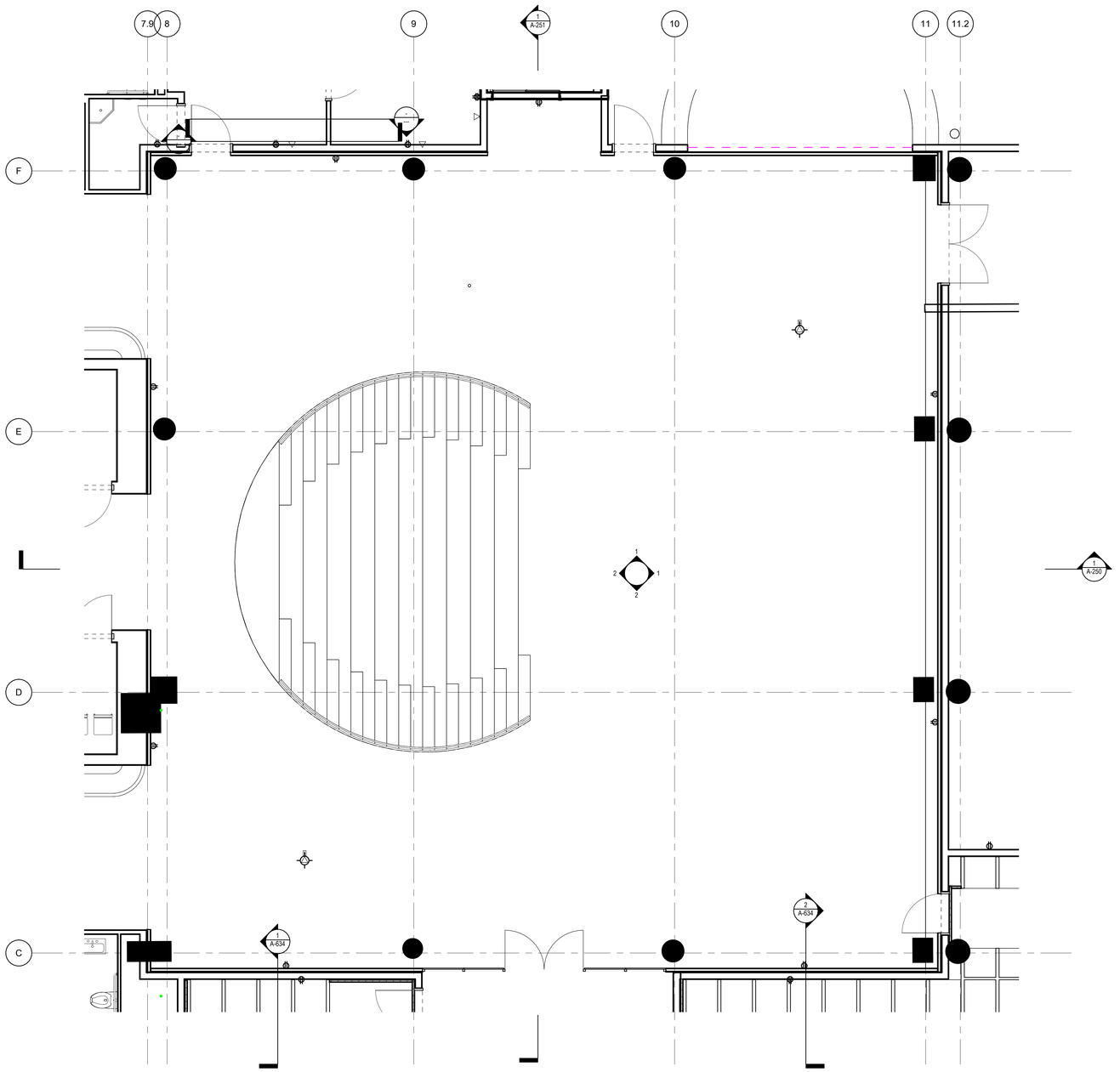
20010260-01 | SCALE | ARCH E1 | DATE

PROJECT NUMBER | FORMAT

A-402

DRAWING NUMBER

8/9/2024 4:01:59 PM



1 40_NORTH BREAKOUT_L02
SCALE: 1/4" = 1'-0"

FLAMA

LOVETT COMMERCIAL 2410 POLK ST. #200 HOUSTON, TX 77003 T: 713 876 0277	CLIENT
OMA 180 VARICK ST. SUITE 1328 NEW YORK, NY 10014 T: +1 212 337 0770	DESIGN ARCHITECT
CORGAN 9 GREENWAY PLAZA #300 HOUSTON, TX 77046 T: 836 652 3640	ASSOCIATE ARCHITECT
RDLR 800 SAMPSON ST. #104 HOUSTON, TX 77003 T: 713 868 3121	ASSOCIATE ARCHITECT
DBR, INC. 9990 RICHMOND AVE. #300 HOUSTON, TX 77042 T: 713 914 0888	MEP
IMEG 3700 W. SAM HOUSTON S. HOUSTON, TX 77042 T: 832 856 8064	STRUCTURAL
WORRELL DESIGN GROUP 10705 BRAIR FOREST DR. HOUSTON, TX 77042 T: 713 784 0290	FOOD SERVICE CONSULTANT

REV	DATE	DESCRIPTION
01	05/08/24	100% SCHEMATIC DESIGN
02	07/18/24	100% DESIGN DEVELOPMENT

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DRN Author | CHK Checker | APP Approver

ENLARGED PLAN - NORTH BREAKOUT - L2

TITLE

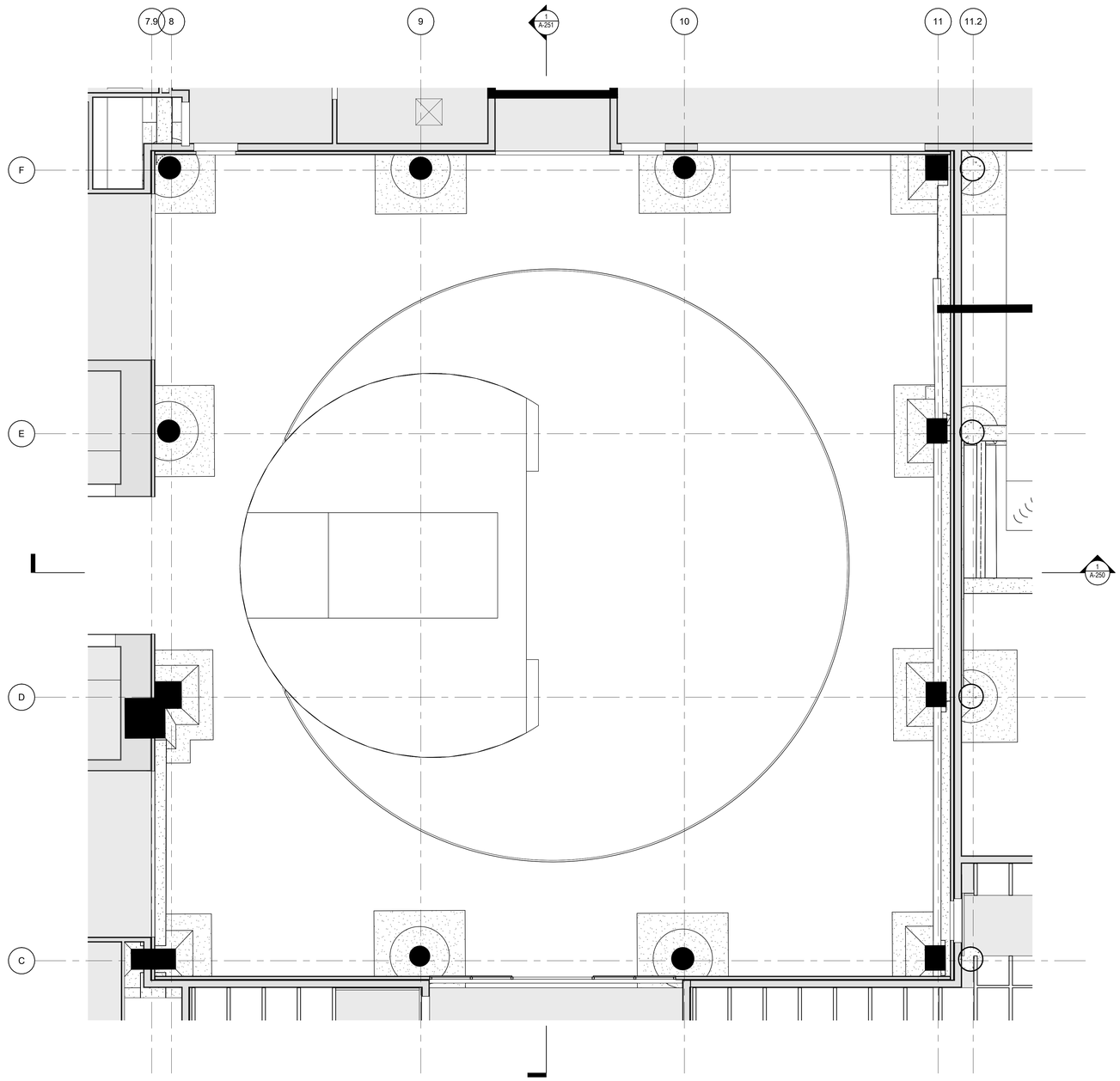
STATUS REVISION

20010260-01 | SCALE | ARCH E1 | DATE
PROJECT NUMBER | FORMAT

A-403

DRAWING NUMBER

8/9/2024 4:02:01 PM



1 41_NORTH BREAKOUT_L02
SCALE: 1/4" = 1'-0"

FLAMA

LOVETT COMMERCIAL 2410 POLK ST. #200 HOUSTON, TX 77003 T: 713 876 0277	CLIENT
OMA 180 VARICK ST. SUITE 1328 NEW YORK, NY 10014 T: +1 212 337 0770	DESIGN ARCHITECT
CORGAN 9 GREENWAY PLAZA #300 HOUSTON, TX 77046 T: 836 652 3640	ASSOCIATE ARCHITECT
RDLR 800 SAMPSON ST. #104 HOUSTON, TX 77003 T: 713 868 3121	ASSOCIATE ARCHITECT
DBR, INC. 9990 RICHMOND AVE. #300 HOUSTON, TX 77042 T: 713 914 0888	MEP
IMEG 3700 W. SAM HOUSTON S. HOUSTON, TX 77042 T: 832 856 8064	STRUCTURAL
WORRELL DESIGN GROUP 10705 BRAIR FOREST DR. HOUSTON, TX 77042 T: 713 784 0290	FOOD SERVICE CONSULTANT

REV	DATE	DESCRIPTION
01	05/08/24	100% SCHEMATIC DESIGN
02	07/18/24	100% DESIGN DEVELOPMENT

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ENLARGED RCP - NORTH BREAKOUT - L2

TITLE

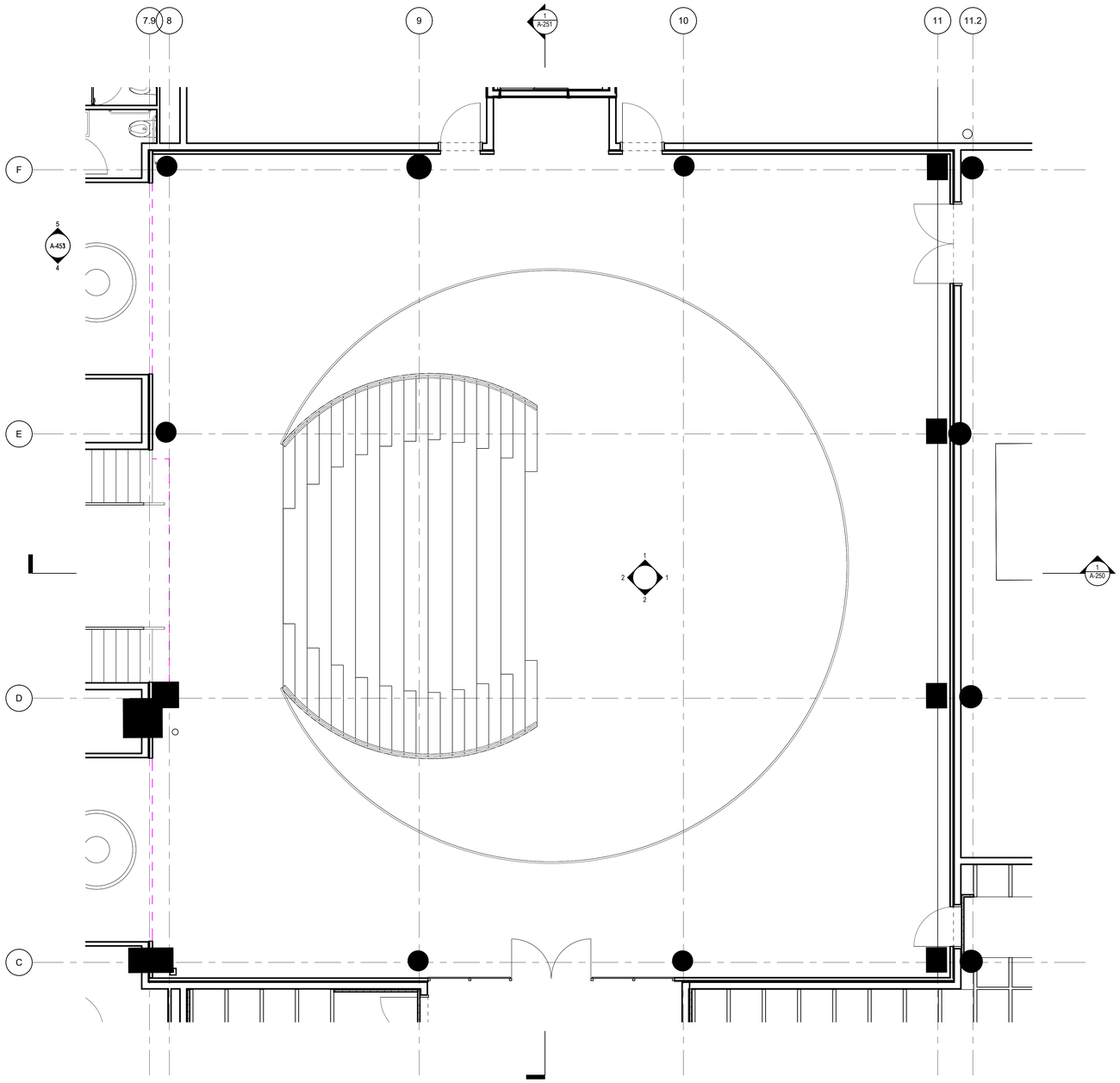
STATUS REVISION

20010260-01 | ARCH E1
PROJECT NUMBER | SCALE | FORMAT | DATE

A-404

DRAWING NUMBER

8/9/2024 4:02:02 PM



1 40_NORTH BREAKOUT_L03
SCALE: 1/4" = 1'-0"

FLAMA

FLAMA

LOVETT COMMERCIAL — CLIENT
2410 POLK ST. #200
HOUSTON, TX 77003
T: 713 876 0277

OMA — DESIGN ARCHITECT
180 VARICK ST. SUITE 1328
NEW YORK, NY 10014
T: +1 212 337 0770

CORGAN — ASSOCIATE ARCHITECT
9 GREENWAY PLAZA #300
HOUSTON, TX 77046
T: 836 652 3640

RDLR — ASSOCIATE ARCHITECT
800 SAMPSON ST. #104
HOUSTON, TX 77003
T: 713 868 3121

DBR, INC. — MEP
9990 RICHMOND AVE. #300
HOUSTON, TX 77042
T: 713 914 0888

IMEG — STRUCTURAL
3700 W. SAM HOUSTON S.
HOUSTON, TX 77042
T: 832 856 8064

WORRELL DESIGN GROUP — FOOD SERVICE CONSULTANT
10705 BRAIR FOREST DR.
HOUSTON, TX 77042
T: 713 784 0290

REV	DATE	DESCRIPTION
01	05/08/24	100% SCHEMATIC DESIGN
02	07/18/24	100% DESIGN DEVELOPMENT

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ENLARGED PLAN - NORTH BREAKOUT - L3

TITLE

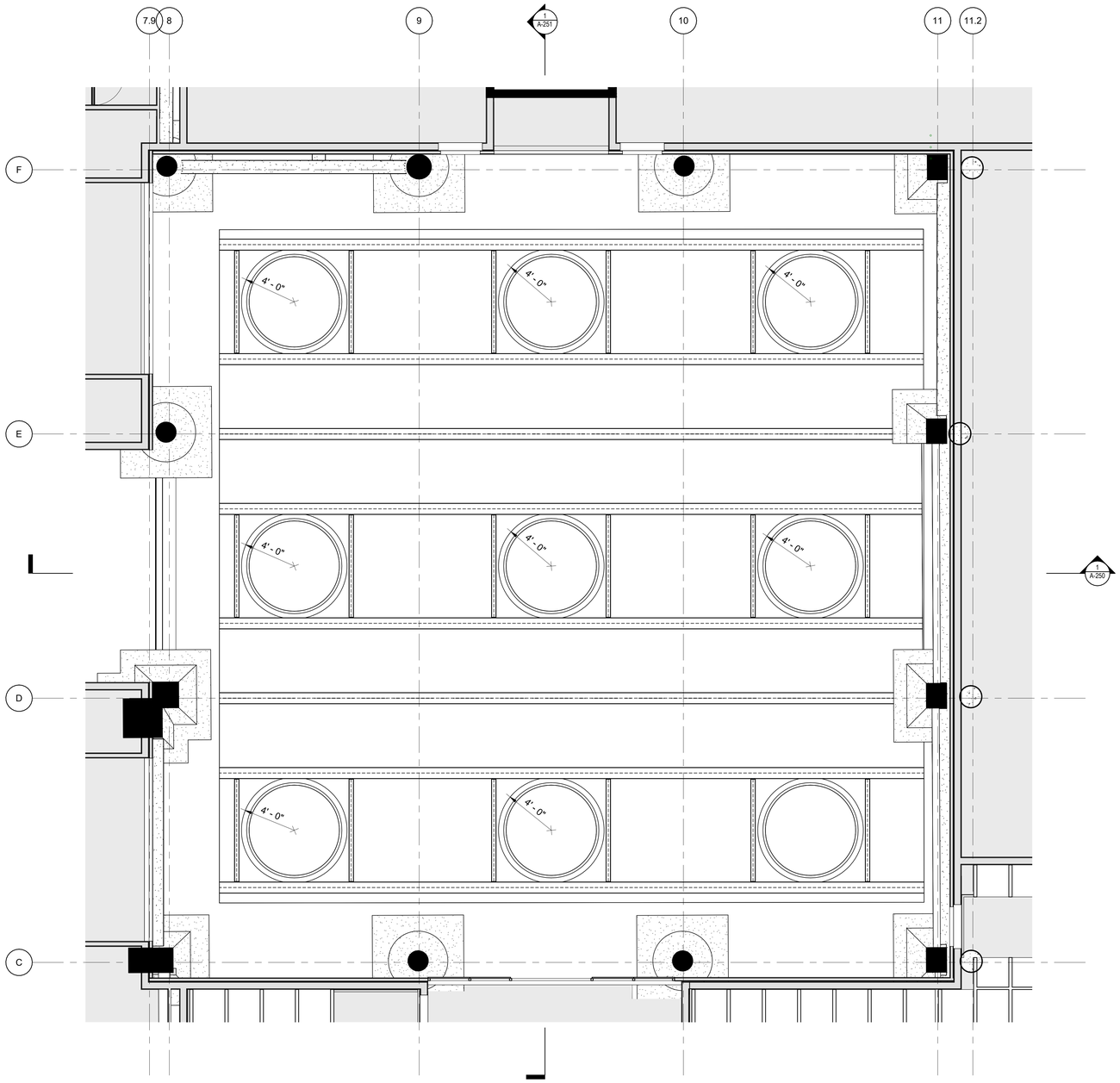
STATUS REVISION

20010260-01 — PROJECT NUMBER
SCALE
ARCH E1 — FORMAT
DATE

A-405

DRAWING NUMBER

8/9/2024 4:02:04 PM



1 41_NORTH BREAKOUT_L03
SCALE: 1/4" = 1'-0"

FLAMA

LOVETT COMMERCIAL 2410 POLK ST. #200 HOUSTON, TX 77003 T: 713 876 0277	CLIENT
OMA 180 VARICK ST. SUITE 1328 NEW YORK, NY 10014 T: +1 212 337 0770	DESIGN ARCHITECT
CORGAN 9 GREENWAY PLAZA #300 HOUSTON, TX 77046 T: 836 652 3640	ASSOCIATE ARCHITECT
RDLR 800 SAMPSON ST. #104 HOUSTON, TX 77003 T: 713 868 3121	ASSOCIATE ARCHITECT
DBR, INC. 9990 RICHMOND AVE. #300 HOUSTON, TX 77042 T: 713 914 0888	MEP
IMEG 3700 W. SAM HOUSTON S. HOUSTON, TX 77042 T: 832 856 8064	STRUCTURAL
WORRELL DESIGN GROUP 10705 BRAIR FOREST DR. HOUSTON, TX 77042 T: 713 784 0290	FOOD SERVICE CONSULTANT

REV	DATE	DESCRIPTION
01	05/08/24	100% SCHEMATIC DESIGN
02	07/18/24	100% DESIGN DEVELOPMENT

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ENLARGED RCP - NORTH BREAKOUT - L3

TITLE

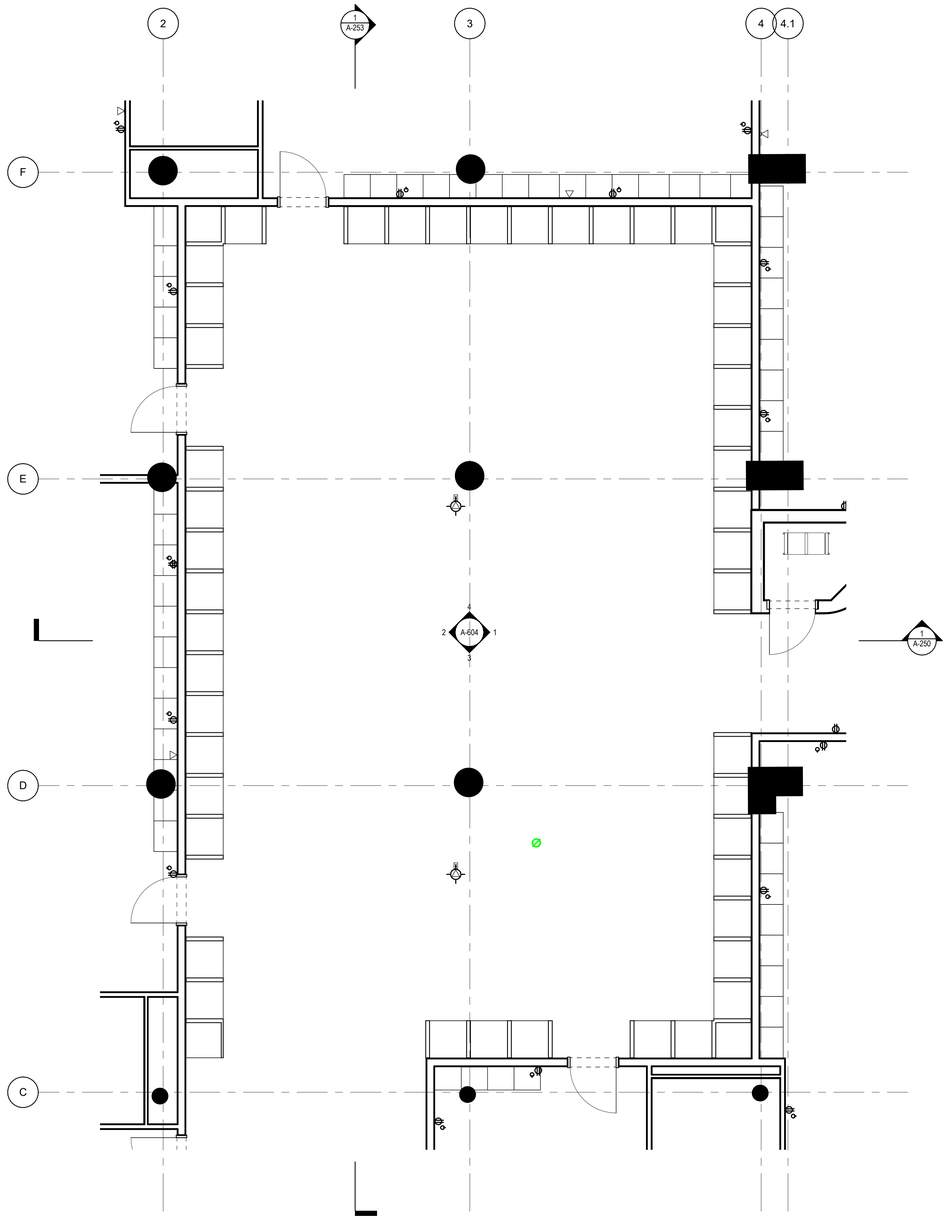
STATUS REVISION

20010260-01 | SCALE | ARCH E1 | FORMAT | DATE

A-406

DRAWING NUMBER

8/9/2024 4:02:06 PM



1 40_SOUTH BREAKOUT_L01
SCALE: 1/4" = 1'-0"

FLAMA

LOVETT COMMERCIAL 2410 POLK ST. #200 HOUSTON, TX 77003 T: 713 876 0277	CLIENT
OMA 180 VARICK ST. SUITE 1328 NEW YORK, NY 10014 T: +1 212 337 0770	DESIGN ARCHITECT
CORGAN 9 GREENWAY PLAZA #300 HOUSTON, TX 77046 T: 836 652 3640	ASSOCIATE ARCHITECT
RDLR 800 SAMPSON ST. #104 HOUSTON, TX 77003 T: 713 868 3121	ASSOCIATE ARCHITECT
DBR, INC. 9990 RICHMOND AVE. #300 HOUSTON, TX 77042 T: 713 914 0888	MEP
IMEG 3700 W. SAM HOUSTON S. HOUSTON, TX 77042 T: 832 856 8064	STRUCTURAL
WORRELL DESIGN GROUP 10705 BRAIR FOREST DR. HOUSTON, TX 77042 T: 713 784 0290	FOOD SERVICE CONSULTANT

REV	DATE	DESCRIPTION
01	05/08/24	100% SCHEMATIC DESIGN
02	07/18/24	100% DESIGN DEVELOPMENT

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DRN	Author	CHK	Checker	APP	Approver

ENLARGED PLAN - SOUTH BREAKOUT - L1

TITLE

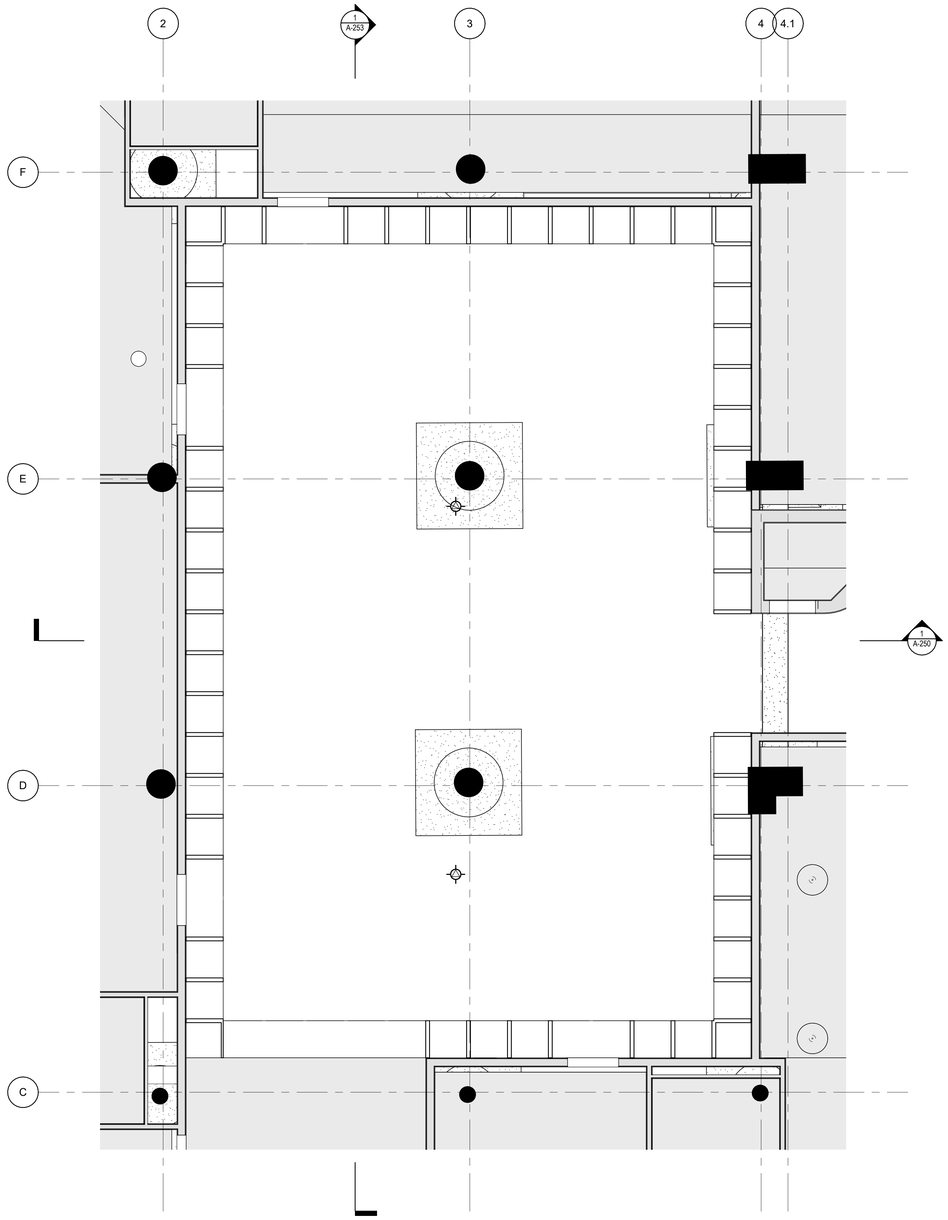
STATUS REVISION

PROJECT NUMBER	SCALE	FORMAT	DATE
20010260-01		ARCH E1	

A-410

DRAWING NUMBER

8/2/2024 4:02:07 PM



1 41_SOUTH BREAKOUT_L01
SCALE: 1/4" = 1'-0"

FLAMA

LOVETT COMMERCIAL 2410 POLK ST. #200 HOUSTON, TX 77003 T: 713 876 0277	CLIENT
OMA 180 VARICK ST. SUITE 1328 NEW YORK, NY 10014 T: +1 212 337 0770	DESIGN ARCHITECT
CORGAN 9 GREENWAY PLAZA #300 HOUSTON, TX 77046 T: 836 652 3640	ASSOCIATE ARCHITECT
RDLR 800 SAMPSON ST. #104 HOUSTON, TX 77003 T: 713 868 3121	ASSOCIATE ARCHITECT
DBR, INC. 9990 RICHMOND AVE. #300 HOUSTON, TX 77042 T: 713 914 0888	MEP
IMEG 3700 W. SAM HOUSTON S. HOUSTON, TX 77042 T: 832 856 8064	STRUCTURAL
WORRELL DESIGN GROUP 10705 BRAIR FOREST DR. HOUSTON, TX 77042 T: 713 784 0290	FOOD SERVICE CONSULTANT

REV	DATE	DESCRIPTION
01	05/08/24	100% SCHEMATIC DESIGN
02	07/18/24	100% DESIGN DEVELOPMENT

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ENLARGED RCP - SOUTH BREAKOUT - L1

TITLE

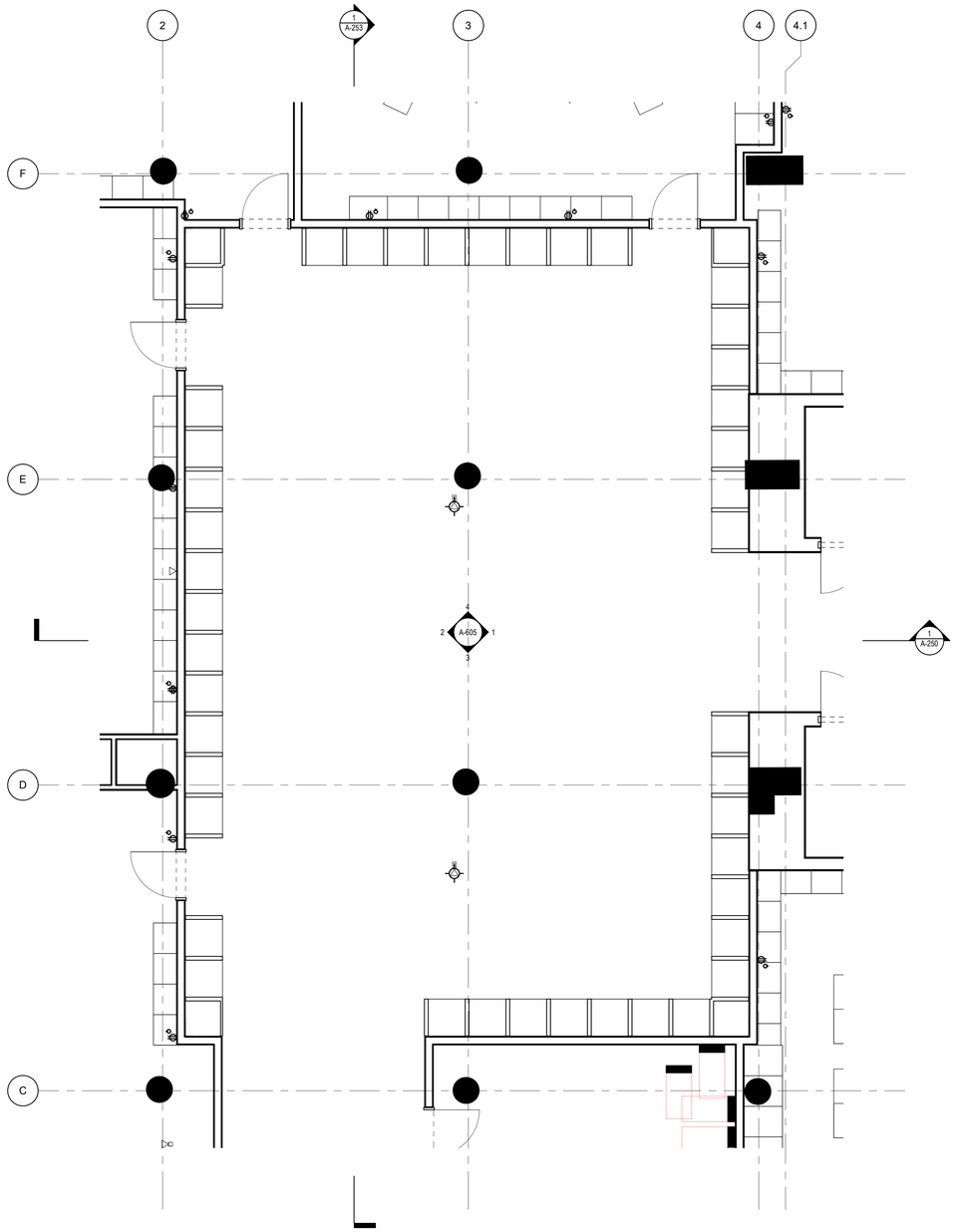
STATUS REVISION

20010260-01 PROJECT NUMBER | SCALE | ARCH E1 FORMAT | DATE

A-411

DRAWING NUMBER

8/9/2024 4:02:09 PM



1 40_SOUTH BREAKOUT_L02
SCALE: 1/4" = 1'-0"

FLAMA

LOVETT COMMERCIAL 2410 POLK ST. #200 HOUSTON, TX 77003 T: 713 876 0277	CLIENT
OMA 180 VARICK ST. SUITE 1328 NEW YORK, NY 10014 T: +1 212 337 0770	DESIGN ARCHITECT
CORGAN 9 GREENWAY PLAZA #300 HOUSTON, TX 77046 T: 836 652 3640	ASSOCIATE ARCHITECT
RDLR 800 SAMPSON ST. #104 HOUSTON, TX 77003 T: 713 868 3121	ASSOCIATE ARCHITECT
DBR, INC. 9990 RICHMOND AVE. #300 HOUSTON, TX 77042 T: 713 914 0888	MEP
IMEG 3700 W. SAM HOUSTON S. HOUSTON, TX 77042 T: 832 856 8064	STRUCTURAL
WORRELL DESIGN GROUP 10705 BRAIR FOREST DR. HOUSTON, TX 77042 T: 713 784 0290	FOOD SERVICE CONSULTANT

REV	DATE	DESCRIPTION
01	05/08/24	100% SCHEMATIC DESIGN
02	07/18/24	100% DESIGN DEVELOPMENT

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DRN Author CHK Checker APP Approver

ENLARGED PLAN - SOUTH BREAKOUT - L2

TITLE

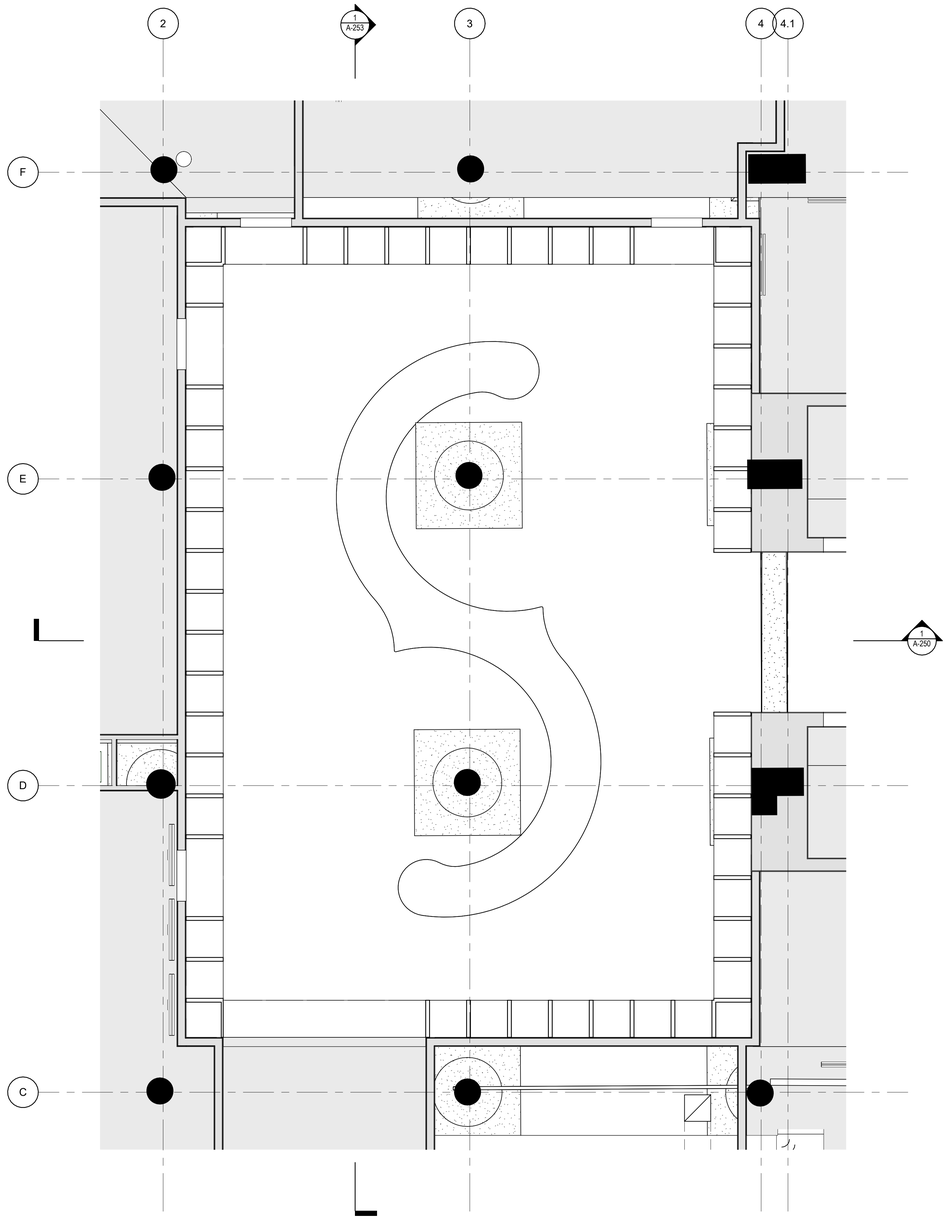
STATUS REVISION

20010260-01 PROJECT NUMBER | SCALE | ARCH E1 FORMAT | DATE

A-412

DRAWING NUMBER

8/9/2024 4:02:10 PM



1 41_SOUTH BREAKOUT_L02
SCALE: 1/4" = 1'-0"

FLAMA

LOVETT COMMERCIAL 2410 POLK ST. #200 HOUSTON, TX 77003 T: 713 876 0277	CLIENT
OMA 180 VARICK ST. SUITE 1328 NEW YORK, NY 10014 T: +1 212 337 0770	DESIGN ARCHITECT
CORGAN 9 GREENWAY PLAZA #300 HOUSTON, TX 77046 T: 836 652 3640	ASSOCIATE ARCHITECT
RDLR 800 SAMPSON ST. #104 HOUSTON, TX 77003 T: 713 868 3121	ASSOCIATE ARCHITECT
DBR, INC. 9990 RICHMOND AVE. #300 HOUSTON, TX 77042 T: 713 914 0888	MEP
IMEG 3700 W. SAM HOUSTON S. HOUSTON, TX 77042 T: 832 856 8064	STRUCTURAL
WORRELL DESIGN GROUP 10705 BRAIR FOREST DR. HOUSTON, TX 77042 T: 713 784 0290	FOOD SERVICE CONSULTANT

REV	DATE	DESCRIPTION
01	05/08/24	100% SCHEMATIC DESIGN
02	07/18/24	100% DESIGN DEVELOPMENT

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DRN	CHK	APP
Author	Checker	Approver

ENLARGED RCP - SOUTH BREAKOUT - L2

TITLE

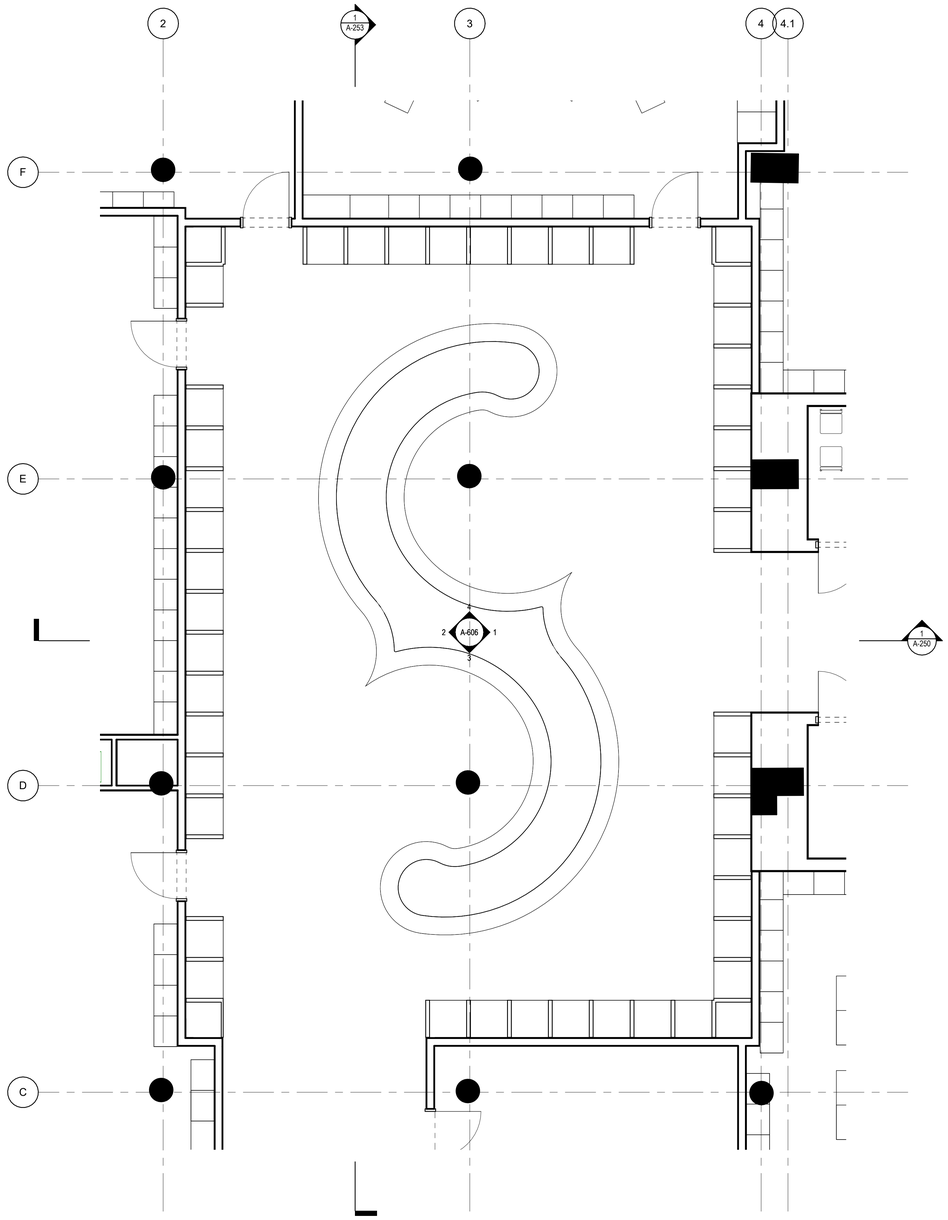
STATUS REVISION

PROJECT NUMBER	SCALE	FORMAT	DATE
20010260-01		ARCH E1	

A-413

DRAWING NUMBER

8/9/2024 4:02:12 PM



1 40_SOUTH BREAKOUT_L03
SCALE: 1/4" = 1'-0"

FLAMA

FLAMA

LOVETT COMMERCIAL — CLIENT
2410 POLK ST. #200
HOUSTON, TX 77003
T: 713 876 0277

OMA — DESIGN ARCHITECT
180 VARICK ST. SUITE 1328
NEW YORK, NY 10014
T: +1 212 337 0770

CORGAN — ASSOCIATE ARCHITECT
9 GREENWAY PLAZA #300
HOUSTON, TX 77046
T: 836 652 3640

RDLR — ASSOCIATE ARCHITECT
800 SAMPSON ST. #104
HOUSTON, TX 77003
T: 713 868 3121

DBR, INC. — MEP
9990 RICHMOND AVE. #300
HOUSTON, TX 77042
T: 713 914 0888

IMEG — STRUCTURAL
3700 W. SAM HOUSTON S.
HOUSTON, TX 77042
T: 832 856 8064

WORRELL DESIGN GROUP — FOOD SERVICE CONSULTANT
10705 BRAIR FOREST DR.
HOUSTON, TX 77042
T: 713 784 0290

REV	DATE	DESCRIPTION
01	05/08/24	100% SCHEMATIC DESIGN
02	07/18/24	100% DESIGN DEVELOPMENT

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ENLARGED PLAN - SOUTH BREAKOUT - L3

TITLE

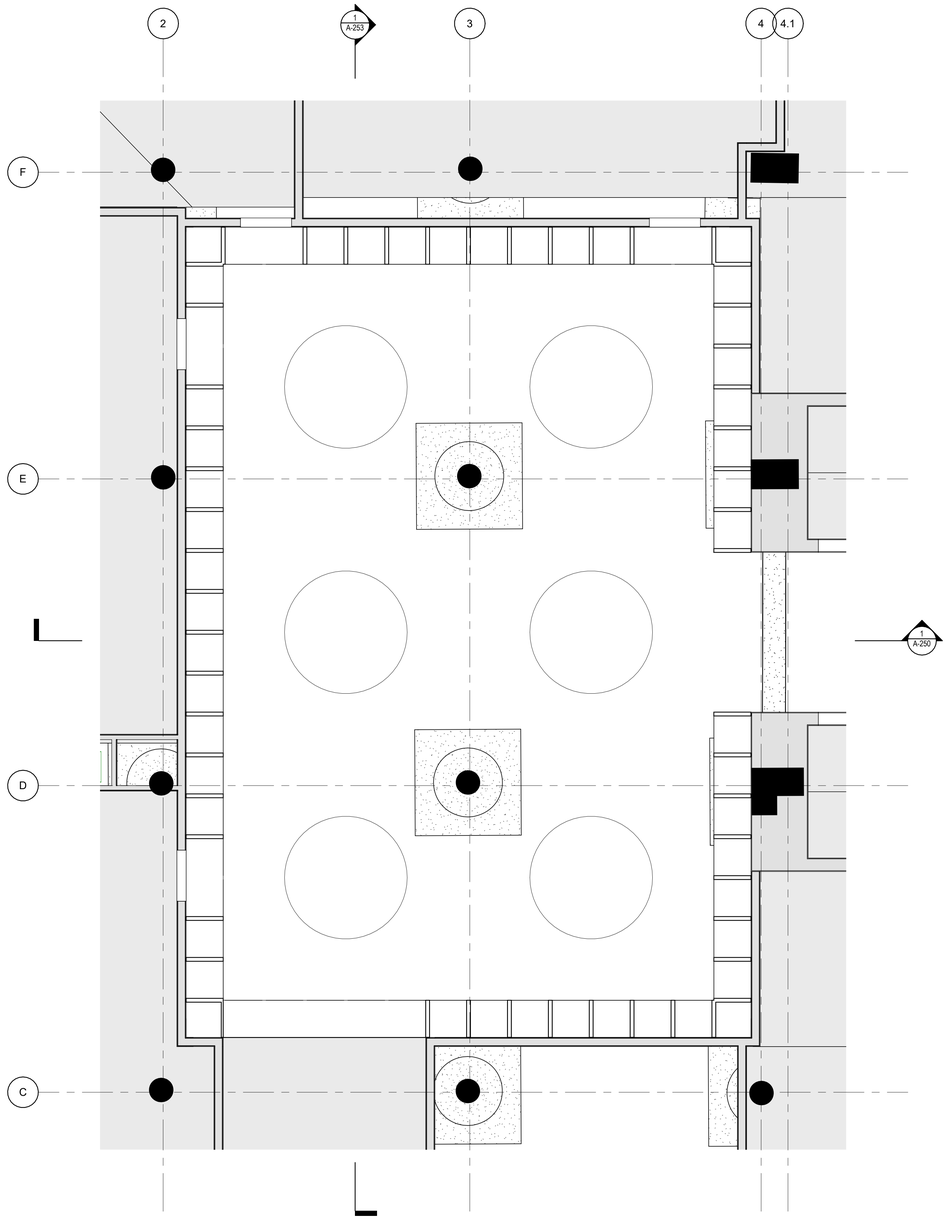
STATUS — REVISION

20010260-01 — PROJECT NUMBER
SCALE
ARCH E1 — FORMAT
DATE

A-414

DRAWING NUMBER

8/9/2024 4:02:13 PM



1 41_SOUTH BREAKOUT_L03
SCALE: 1/4" = 1'-0"

FLAMA

FLAMA

LOVETT COMMERCIAL — CLIENT
2410 POLK ST. #200
HOUSTON, TX 77003
T: 713 876 0277

OMA — DESIGN ARCHITECT
180 VARICK ST. SUITE 1328
NEW YORK, NY 10014
T: +1 212 337 0770

CORGAN — ASSOCIATE ARCHITECT
9 GREENWAY PLAZA #300
HOUSTON, TX 77046
T: 836 652 3640

RDLR — ASSOCIATE ARCHITECT
800 SAMPSON ST. #104
HOUSTON, TX 77003
T: 713 868 3121

DBR, INC. — MEP
9990 RICHMOND AVE. #300
HOUSTON, TX 77042
T: 713 914 0888

IMEG — STRUCTURAL
3700 W. SAM HOUSTON S.
HOUSTON, TX 77042
T: 832 856 8064

WORRELL DESIGN GROUP — FOOD SERVICE CONSULTANT
10705 BRAIR FOREST DR.
HOUSTON, TX 77042
T: 713 784 0290

REV	DATE	DESCRIPTION
01	05/08/24	100% SCHEMATIC DESIGN
02	07/18/24	100% DESIGN DEVELOPMENT

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DRN Author | CHK Checker | APP Approver

ENLARGED RCP - SOUTH BREAKOUT - L3

TITLE

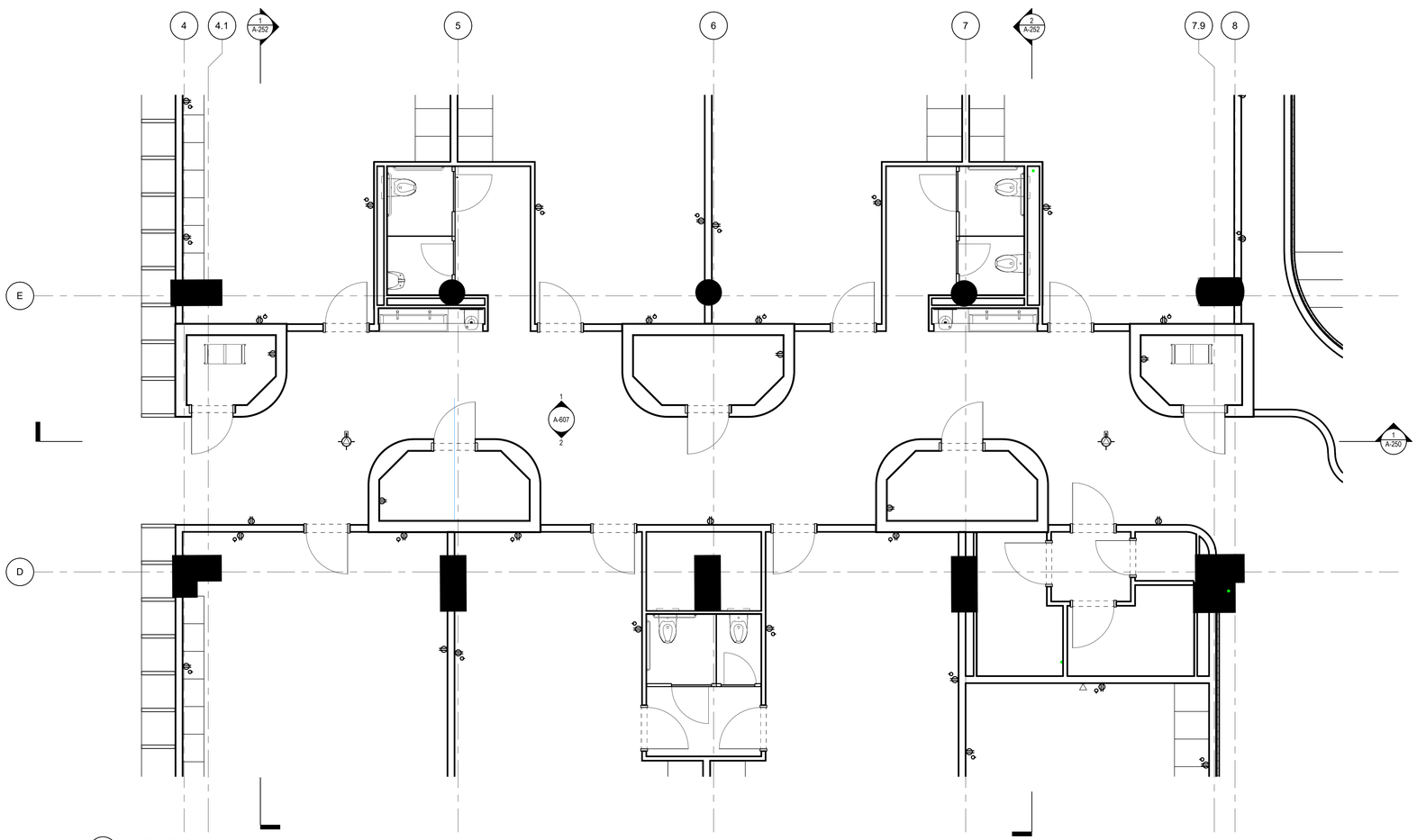
STATUS REVISION

20010260-01 PROJECT NUMBER | SCALE | ARCH E1 FORMAT | DATE

A-415

DRAWING NUMBER

8/2/2024 4:02:14 PM



1 40_PRACTICE ROOMS_L01
SCALE: 1/4" = 1'-0"

FLAMA

LOVETT COMMERCIAL 2410 POLK ST. #200 HOUSTON, TX 77003 T: 713 876 0277	CLIENT
OMA 180 VARICK ST. SUITE 1328 NEW YORK, NY 10014 T: +1 212 337 0770	DESIGN ARCHITECT
CORGAN 9 GREENWAY PLAZA #300 HOUSTON, TX 77046 T: 836 652 3640	ASSOCIATE ARCHITECT
RDLR 800 SAMPSON ST. #104 HOUSTON, TX 77003 T: 713 868 3121	ASSOCIATE ARCHITECT
DBR, INC. 9990 RICHMOND AVE. #300 HOUSTON, TX 77042 T: 713 914 0888	MEP
IMEG 3700 W. SAM HOUSTON S. HOUSTON, TX 77042 T: 832 856 8064	STRUCTURAL
WORRELL DESIGN GROUP 10705 BRAIR FOREST DR. HOUSTON, TX 77042 T: 713 784 0290	FOOD SERVICE CONSULTANT

REV	DATE	DESCRIPTION
01	05/08/24	100% SCHEMATIC DESIGN
02	07/18/24	100% DESIGN DEVELOPMENT

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DRN Author | CHK Checker | APP Approver

ENLARGED PLAN - PRACTICE ROOMS - L1

TITLE

STATUS REVISION

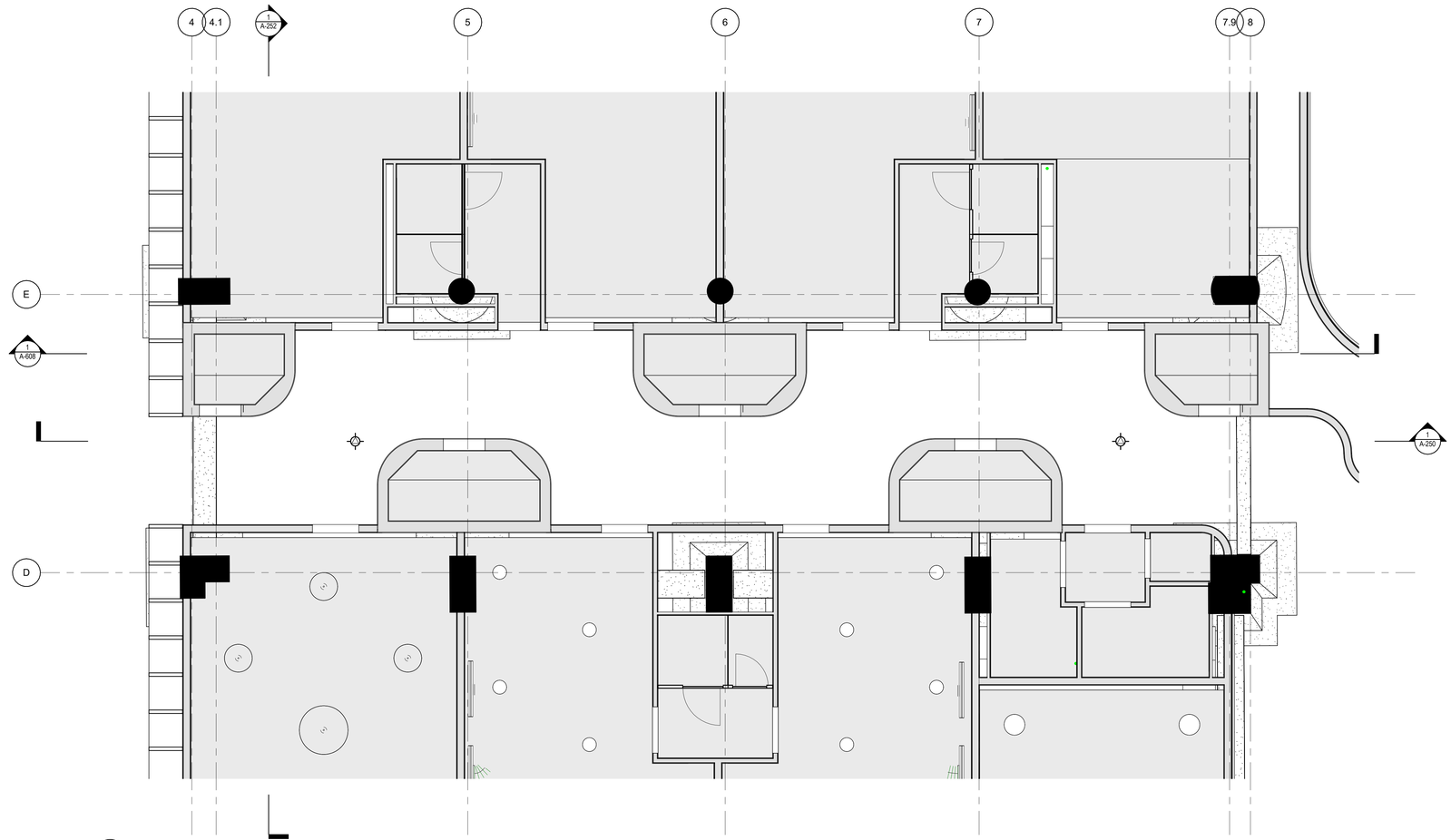
20010260-01 | ARCH E1

PROJECT NUMBER | SCALE | FORMAT | DATE

A-421

DRAWING NUMBER

8/9/2024 4:02:16 PM



1 41_PRACTICE ROOMS_L01
SCALE: 1/4" = 1'-0"

FLAMA

LOVETT COMMERCIAL 2410 POLK ST. #200 HOUSTON, TX 77003 T: 713 876 0277	CLIENT
OMA 180 VARICK ST. SUITE 1328 NEW YORK, NY 10014 T: +1 212 337 0770	DESIGN ARCHITECT
CORGAN 9 GREENWAY PLAZA #300 HOUSTON, TX 77046 T: 836 652 3640	ASSOCIATE ARCHITECT
RDLR 800 SAMPSON ST. #104 HOUSTON, TX 77003 T: 713 868 3121	ASSOCIATE ARCHITECT
DBR, INC. 9990 RICHMOND AVE. #300 HOUSTON, TX 77042 T: 713 914 0888	MEP
IMEG 3700 W. SAM HOUSTON S. HOUSTON, TX 77042 T: 832 856 8064	STRUCTURAL
WORRELL DESIGN GROUP 10705 BRAIR FOREST DR. HOUSTON, TX 77042 T: 713 784 0290	FOOD SERVICE CONSULTANT

REV	DATE	DESCRIPTION
01	05/08/24	100% SCHEMATIC DESIGN
02	07/18/24	100% DESIGN DEVELOPMENT

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DRN	CHK	APP
Author	Checker	Approver

ENLARGED RCP - PRACTICE ROOMS - L1

TITLE

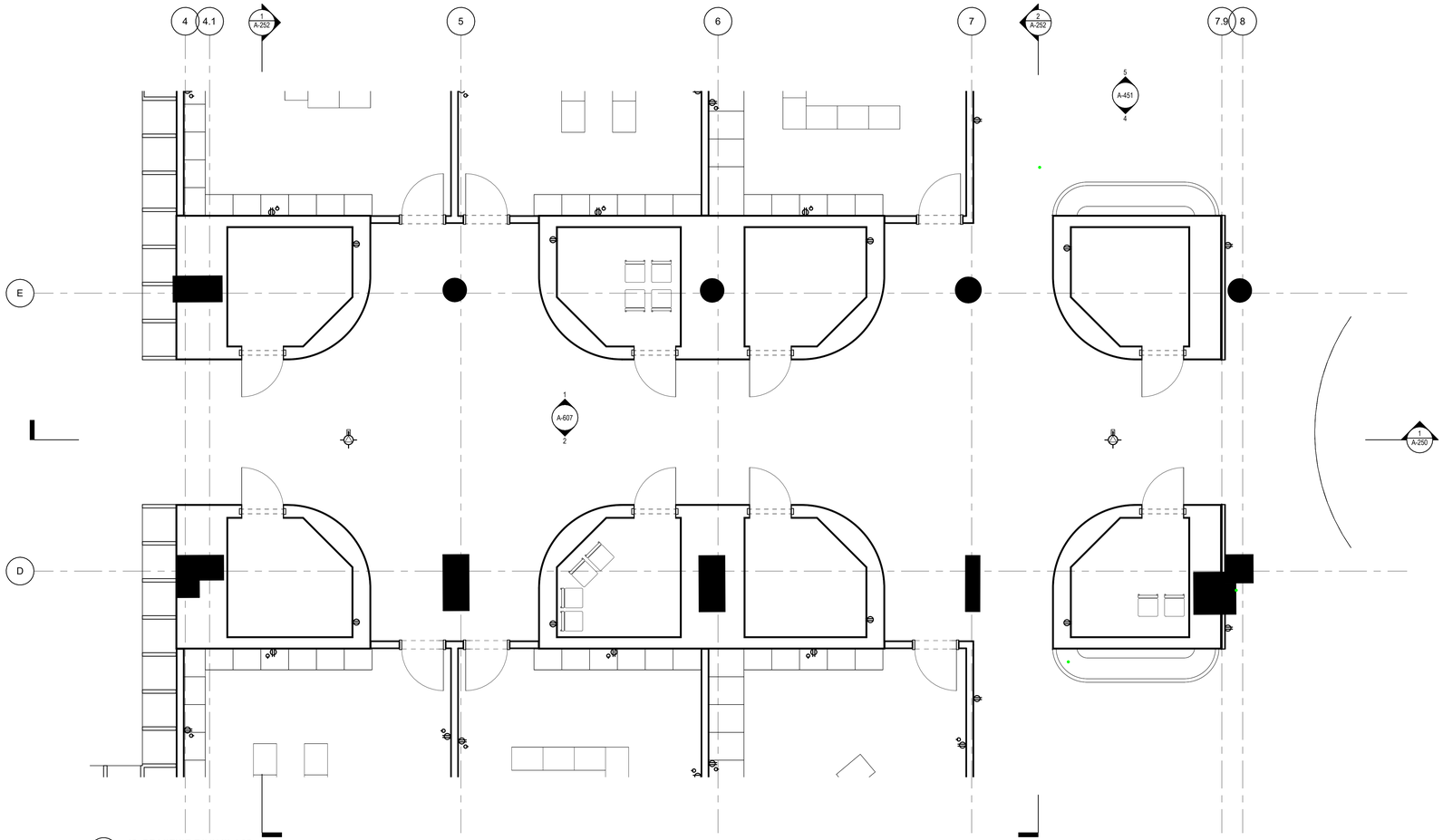
STATUS REVISION

PROJECT NUMBER	SCALE	FORMAT	DATE
20010260-01		ARCH E1	

A-422

DRAWING NUMBER

8/2/2024 4:02:18 PM



1 40_PRACTICE ROOMS_L02
SCALE: 1/4" = 1'-0"

FLAMA

FLAMA

LOVETT COMMERCIAL 2410 POLK ST. #200 HOUSTON, TX 77003 T: 713 876 0277	CLIENT
OMA 180 VARICK ST. SUITE 1328 NEW YORK, NY 10014 T: +1 212 337 0770	DESIGN ARCHITECT
CORGAN 9 GREENWAY PLAZA #300 HOUSTON, TX 77046 T: 836 652 3640	ASSOCIATE ARCHITECT
RDLR 800 SAMPSON ST. #104 HOUSTON, TX 77003 T: 713 868 3121	ASSOCIATE ARCHITECT
DBR, INC. 9990 RICHMOND AVE. #300 HOUSTON, TX 77042 T: 713 914 0888	MEP
IMEG 3700 W. SAM HOUSTON S. HOUSTON, TX 77042 T: 832 856 8064	STRUCTURAL
WORRELL DESIGN GROUP 10705 BRAIR FOREST DR. HOUSTON, TX 77042 T: 713 784 0290	FOOD SERVICE CONSULTANT

REV	DATE	DESCRIPTION
01	05/08/24	100% SCHEMATIC DESIGN
02	07/18/24	100% DESIGN DEVELOPMENT

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DRN	Author	CHK	Checker	APP	Approver

ENLARGED PLAN - PRACTICE ROOMS - L2

TITLE

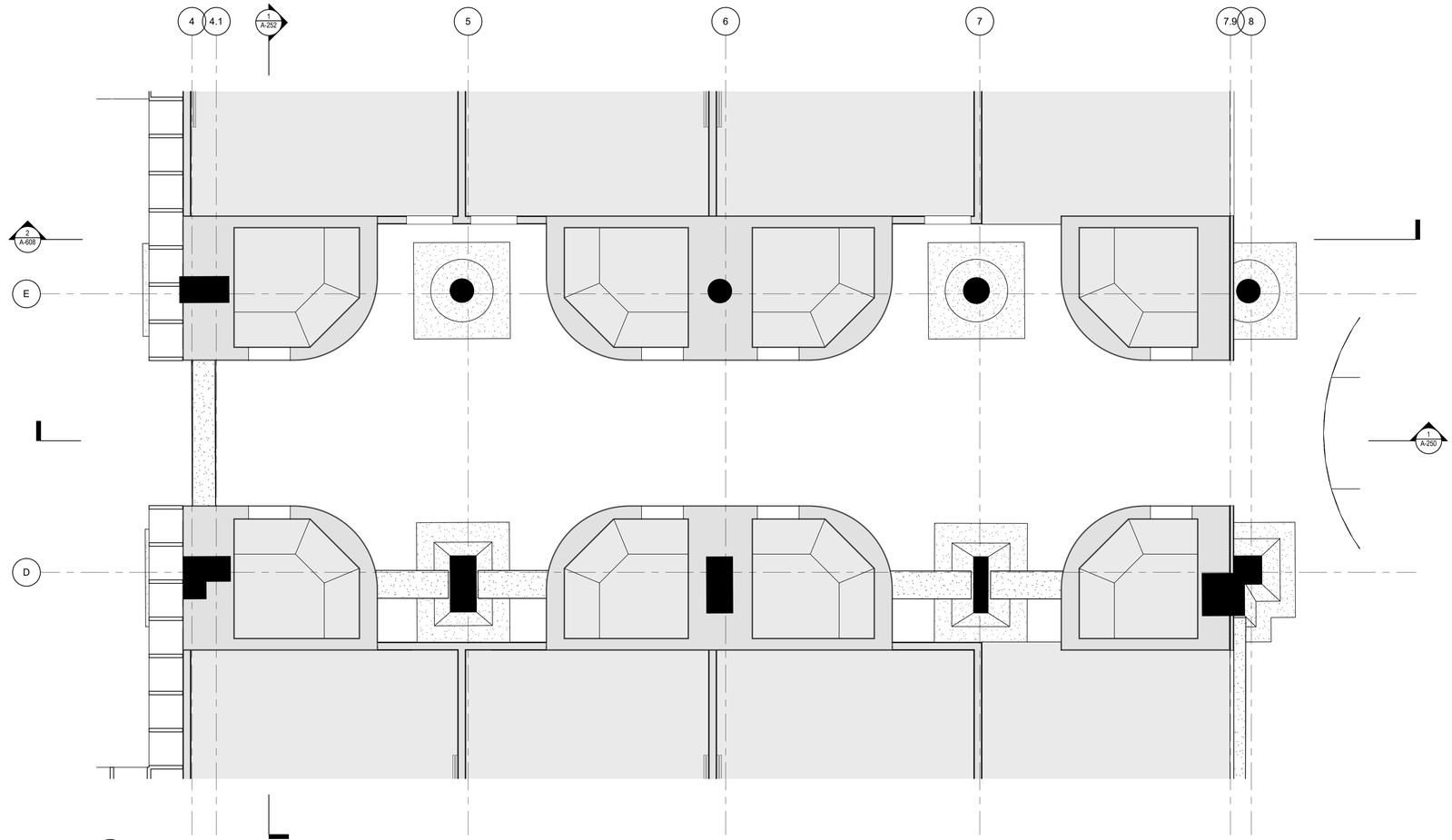
STATUS REVISION

20010260-01		ARCH E1	
PROJECT NUMBER	SCALE	FORMAT	DATE

A-423

DRAWING NUMBER

8/9/2024 4:02:20 PM



1 41_PRACTICE ROOMS_L02

SCALE: 1/4" = 1'-0"

FLAMA

LOVETT COMMERCIAL 2410 POLK ST. #200 HOUSTON, TX 77003 T: 713 876 0277	CLIENT
OMA 180 VARICK ST. SUITE 1328 NEW YORK, NY 10014 T: +1 212 337 0770	DESIGN ARCHITECT
CORGAN 9 GREENWAY PLAZA #300 HOUSTON, TX 77046 T: 836 652 3640	ASSOCIATE ARCHITECT
RDLR 800 SAMPSON ST. #104 HOUSTON, TX 77003 T: 713 868 3121	ASSOCIATE ARCHITECT
DBR, INC. 9990 RICHMOND AVE. #300 HOUSTON, TX 77042 T: 713 914 0888	MEP
IMEG 3700 W. SAM HOUSTON S. HOUSTON, TX 77042 T: 832 856 8064	STRUCTURAL
WORRELL DESIGN GROUP 10705 BRAIR FOREST DR. HOUSTON, TX 77042 T: 713 784 0290	FOOD SERVICE CONSULTANT

REV	DATE	DESCRIPTION
01	05/08/24	100% SCHEMATIC DESIGN
02	07/18/24	100% DESIGN DEVELOPMENT

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ENLARGED RCP - PRACTICE ROOMS - L2

TITLE

STATUS REVISION

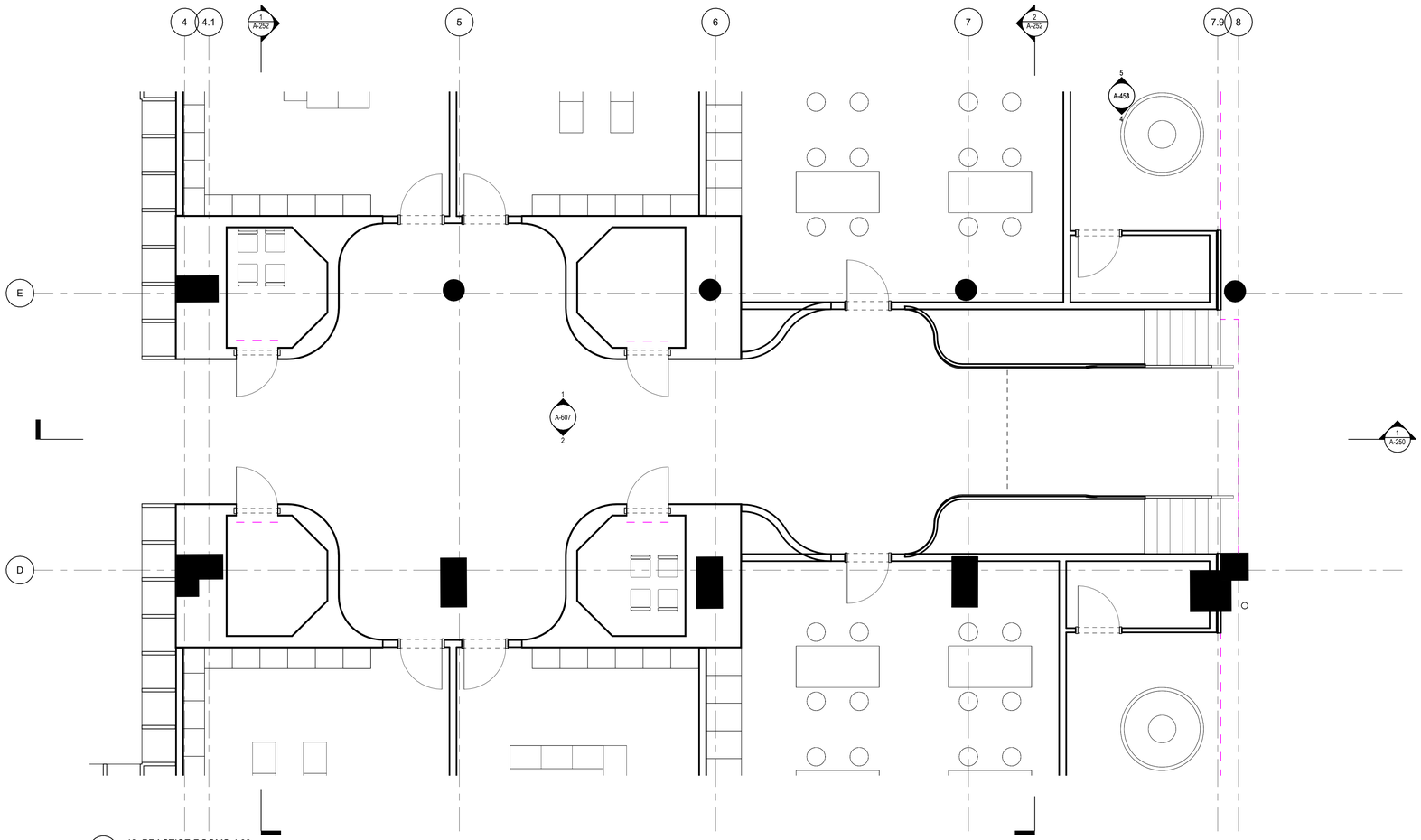
20010260-01 | SCALE | ARCH E1 | DATE

PROJECT NUMBER | FORMAT

A-424

DRAWING NUMBER

8/2/2024 4:02:21 PM



1 40_PRACTICE ROOMS_L03
SCALE: 1/4" = 1'-0"

FLAMA

FLAMA

LOVETT COMMERCIAL 2410 POLK ST. #200 HOUSTON, TX 77003 T: 713 876 0277	CLIENT
OMA 180 VARICK ST. SUITE 1328 NEW YORK, NY 10014 T: +1 212 337 0770	DESIGN ARCHITECT
CORGAN 9 GREENWAY PLAZA #300 HOUSTON, TX 77046 T: 836 652 3640	ASSOCIATE ARCHITECT
RDLR 800 SAMPSON ST. #104 HOUSTON, TX 77003 T: 713 868 3121	ASSOCIATE ARCHITECT
DBR, INC. 9990 RICHMOND AVE. #300 HOUSTON, TX 77042 T: 713 914 0888	MEP
IMEG 3700 W. SAM HOUSTON S. HOUSTON, TX 77042 T: 832 856 8064	STRUCTURAL
WORRELL DESIGN GROUP 10705 BRAIR FOREST DR. HOUSTON, TX 77042 T: 713 784 0290	FOOD SERVICE CONSULTANT

REV	DATE	DESCRIPTION
01	05/08/24	100% SCHEMATIC DESIGN
02	07/18/24	100% DESIGN DEVELOPMENT

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DRN	CHK	APP
Author	Checker	Approver

ENLARGED PLAN - PRACTICE ROOMS - L3

TITLE

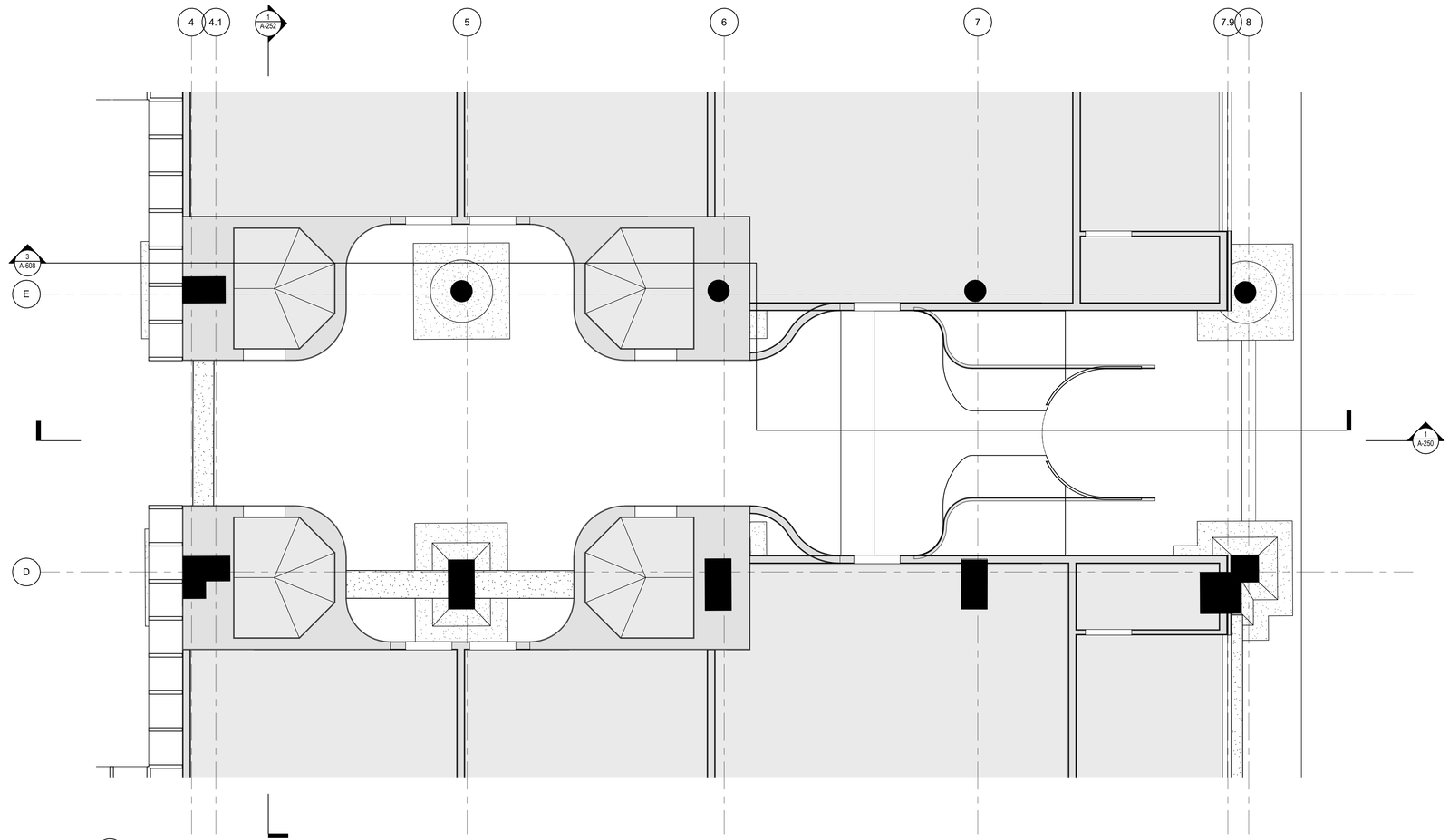
STATUS REVISION

PROJECT NUMBER	SCALE	FORMAT	DATE
20010260-01		ARCH E1	

A-425

DRAWING NUMBER

8/2/2024 4:02:23 PM



1 41_PRACTICE ROOMS_L03

SCALE: 1/4" = 1'-0"

FLAMA

LOVETT COMMERCIAL 2410 POLK ST. #200 HOUSTON, TX 77003 T: 713 876 0277	CLIENT
OMA 180 VARICK ST. SUITE 1328 NEW YORK, NY 10014 T: +1 212 337 0770	DESIGN ARCHITECT
CORGAN 9 GREENWAY PLAZA #300 HOUSTON, TX 77046 T: 836 652 3640	ASSOCIATE ARCHITECT
RDLR 800 SAMPSON ST. #104 HOUSTON, TX 77003 T: 713 868 3121	ASSOCIATE ARCHITECT
DBR, INC. 9990 RICHMOND AVE. #300 HOUSTON, TX 77042 T: 713 914 0888	MEP
IMEG 3700 W. SAM HOUSTON S. HOUSTON, TX 77042 T: 832 856 8064	STRUCTURAL
WORRELL DESIGN GROUP 10705 BRAIR FOREST DR. HOUSTON, TX 77042 T: 713 784 0290	FOOD SERVICE CONSULTANT

REV	DATE	DESCRIPTION
01	05/08/24	100% SCHEMATIC DESIGN
02	07/18/24	100% DESIGN DEVELOPMENT

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ENLARGED RCP - PRACTICE ROOMS - L3

TITLE

STATUS REVISION

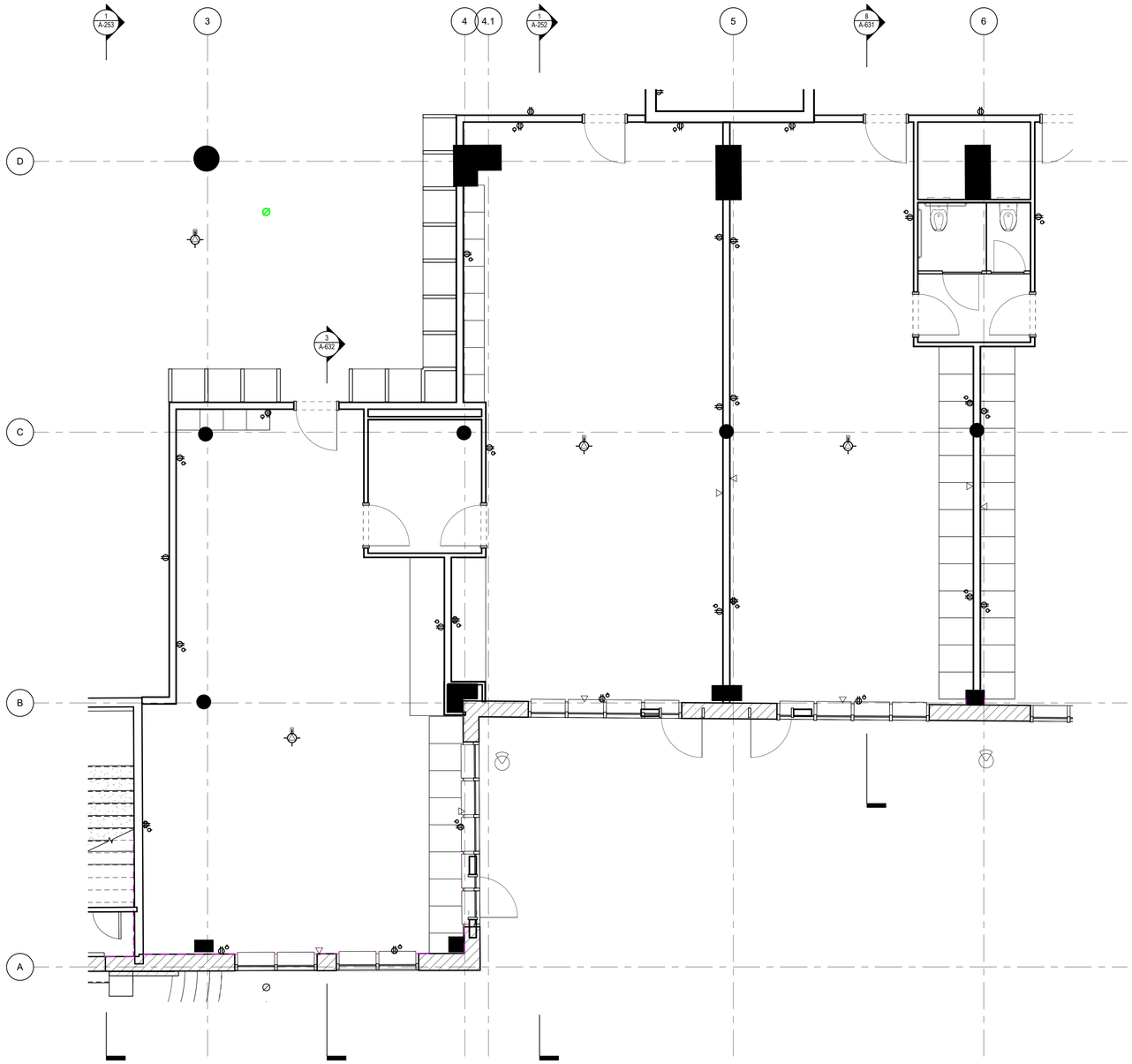
20010260-01 | SCALE | ARCH E1 | DATE

PROJECT NUMBER | FORMAT

A-426

DRAWING NUMBER

8/2/2024 4:02:24 PM



1 40_CLASSROOMS_L01_SE
SCALE: 1/4" = 1'-0"

FLAMA

LOVETT COMMERCIAL 2410 POLK ST. #200 HOUSTON, TX 77003 T: 713 876 0277	CLIENT
OMA 180 VARICK ST. SUITE 1328 NEW YORK, NY 10014 T: +1 212 337 0770	DESIGN ARCHITECT
CORGAN 9 GREENWAY PLAZA #300 HOUSTON, TX 77046 T: 836 652 3640	ASSOCIATE ARCHITECT
RDLR 800 SAMPSON ST. #104 HOUSTON, TX 77003 T: 713 868 3121	ASSOCIATE ARCHITECT
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IMEG 3700 W. SAM HOUSTON S. HOUSTON, TX 77042 T: 832 856 8064	STRUCTURAL
WORRELL DESIGN GROUP 10705 BRAIR FOREST DR. HOUSTON, TX 77042 T: 713 784 0290	FOOD SERVICE CONSULTANT

REV	DATE	DESCRIPTION
01	05/08/24	100% SCHEMATIC DESIGN
02	07/18/24	100% DESIGN DEVELOPMENT

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ENLARGED PLAN
ENLARGED PLAN - CLASSROOM - L1 - SE

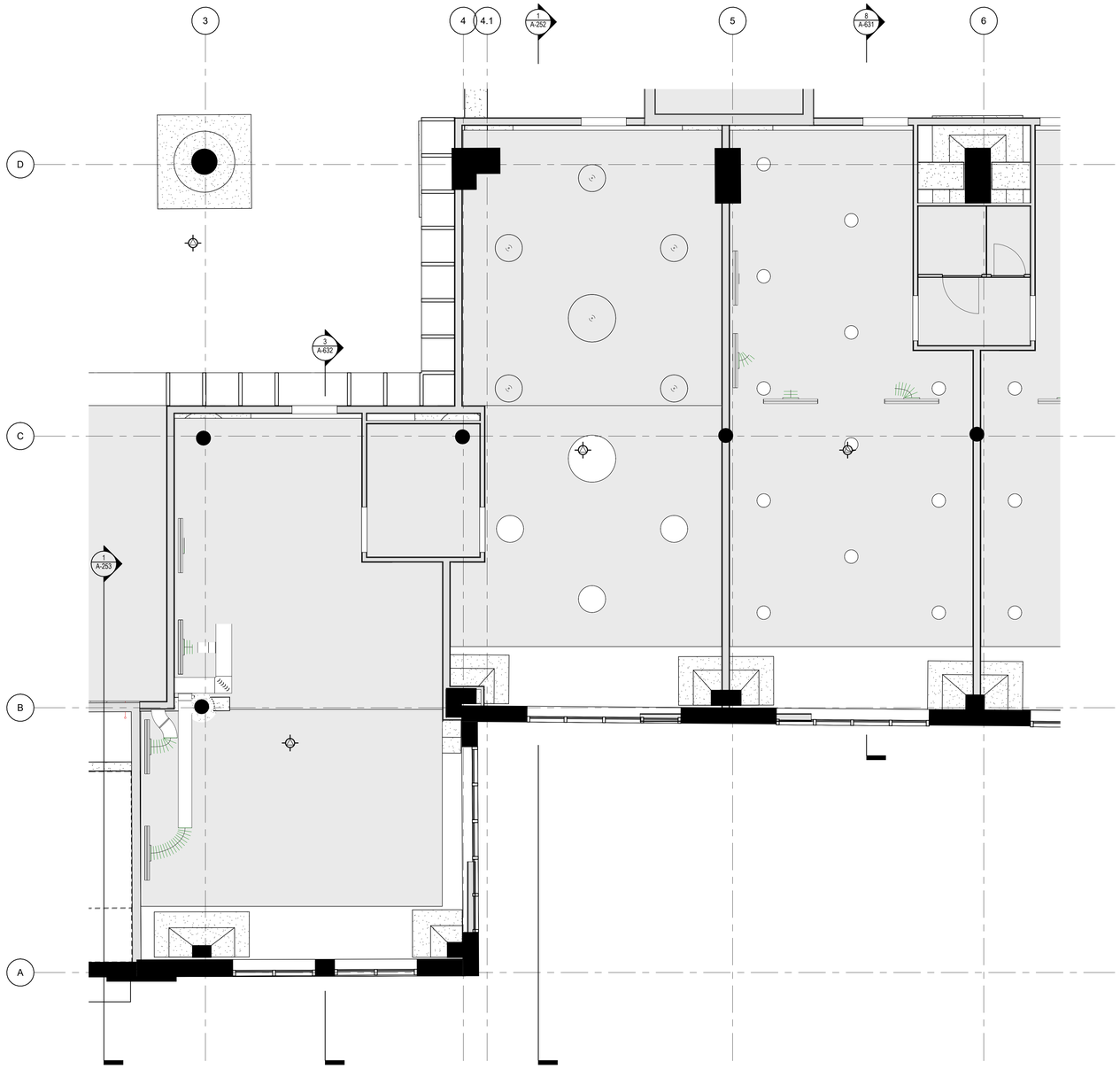
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STATUS REVISION

20010260-01 | SCALE | ARCH E1 | DATE
PROJECT NUMBER | FORMAT

A-431
DRAWING NUMBER

8/9/2024 4:02:26 PM



1 41_CLASSROOMS_L01_SE
SCALE: 1/4" = 1'-0"

FLAMA

LOVETT COMMERCIAL 2410 POLK ST. #200 HOUSTON, TX 77003 T: 713 876 0277	CLIENT
OMA 180 VARICK ST. SUITE 1328 NEW YORK, NY 10014 T: +1 212 337 0770	DESIGN ARCHITECT
CORGAN 9 GREENWAY PLAZA #300 HOUSTON, TX 77046 T: 836 652 3640	ASSOCIATE ARCHITECT
RDLR 800 SAMPSON ST. #104 HOUSTON, TX 77003 T: 713 868 3121	ASSOCIATE ARCHITECT
DBR, INC. 9990 RICHMOND AVE. #300 HOUSTON, TX 77042 T: 713 914 0888	MEP
IMEG 3700 W. SAM HOUSTON S. HOUSTON, TX 77042 T: 832 856 8064	STRUCTURAL
WORRELL DESIGN GROUP 10705 BRAIR FOREST DR. HOUSTON, TX 77042 T: 713 784 0290	FOOD SERVICE CONSULTANT

REV	DATE	DESCRIPTION
01	05/08/24	100% SCHEMATIC DESIGN
02	07/18/24	100% DESIGN DEVELOPMENT

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ENLARGED RCP - CLASSROOM - L1 -SE

TITLE

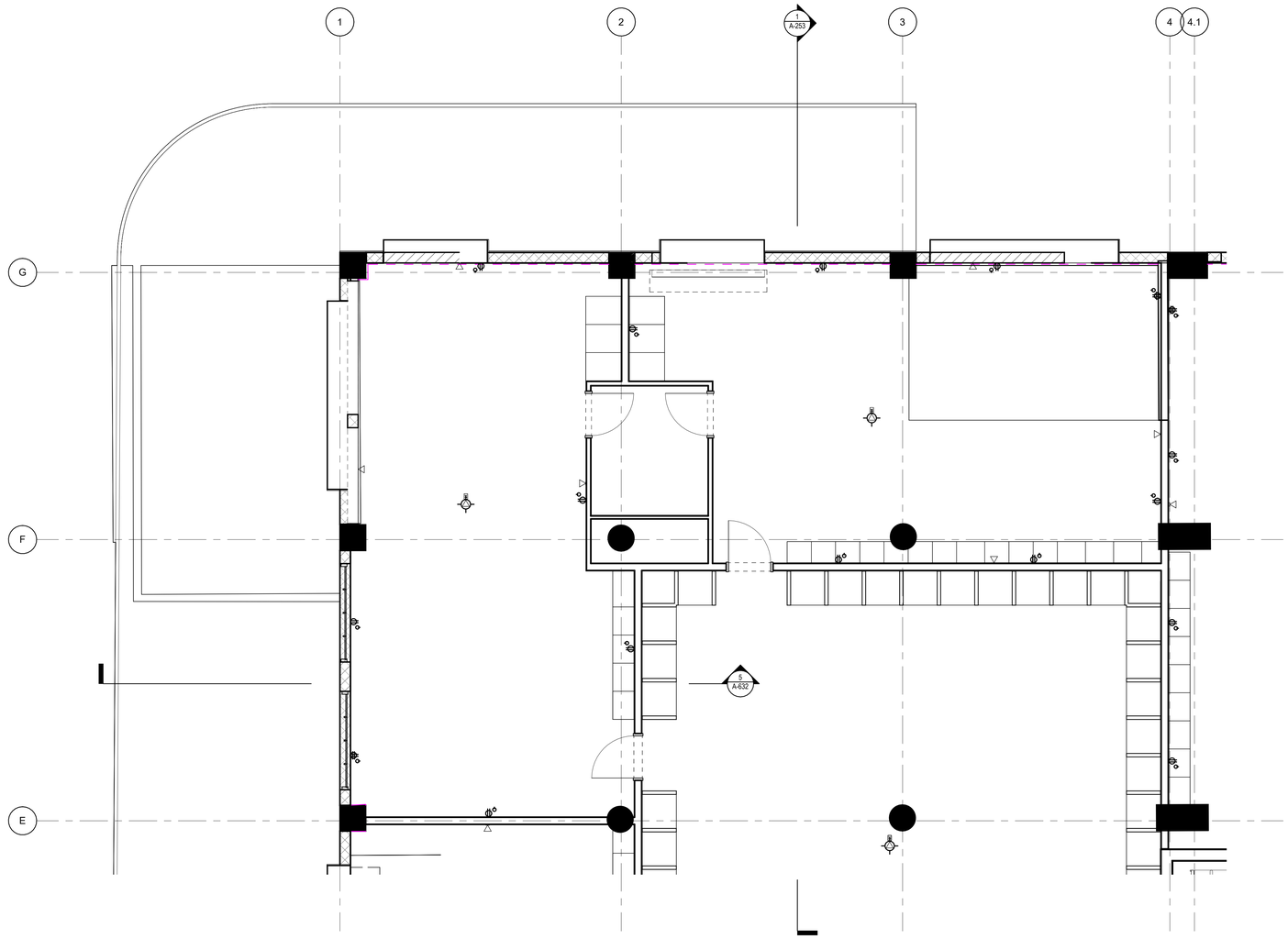
STATUS REVISION

20010260-01		ARCH E1	
PROJECT NUMBER	SCALE	FORMAT	DATE

A-431R

DRAWING NUMBER

8/9/2024 4:02:27 PM



1 40_CLASSROOMS_L01_SW
SCALE: 1/4" = 1'-0"

FLAMA

LOVETT COMMERCIAL 2410 POLK ST. #200 HOUSTON, TX 77003 T: 713 876 0277	CLIENT
OMA 180 VARICK ST. SUITE 1328 NEW YORK, NY 10014 T: +1 212 337 0770	DESIGN ARCHITECT
CORGAN 9 GREENWAY PLAZA #300 HOUSTON, TX 77046 T: 836 652 3640	ASSOCIATE ARCHITECT
RDLR 800 SAMPSON ST. #104 HOUSTON, TX 77003 T: 713 868 3121	ASSOCIATE ARCHITECT
DBR, INC. 9990 RICHMOND AVE. #300 HOUSTON, TX 77042 T: 713 914 0888	MEP
IMEG 3700 W. SAM HOUSTON S. HOUSTON, TX 77042 T: 832 856 8064	STRUCTURAL
WORRELL DESIGN GROUP 10705 BRAIR FOREST DR. HOUSTON, TX 77042 T: 713 784 0290	FOOD SERVICE CONSULTANT

REV	DATE	DESCRIPTION
01	05/08/24	100% SCHEMATIC DESIGN
02	07/18/24	100% DESIGN DEVELOPMENT

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ENLARGED PLAN - CLASSROOM - L1 -SW

TITLE

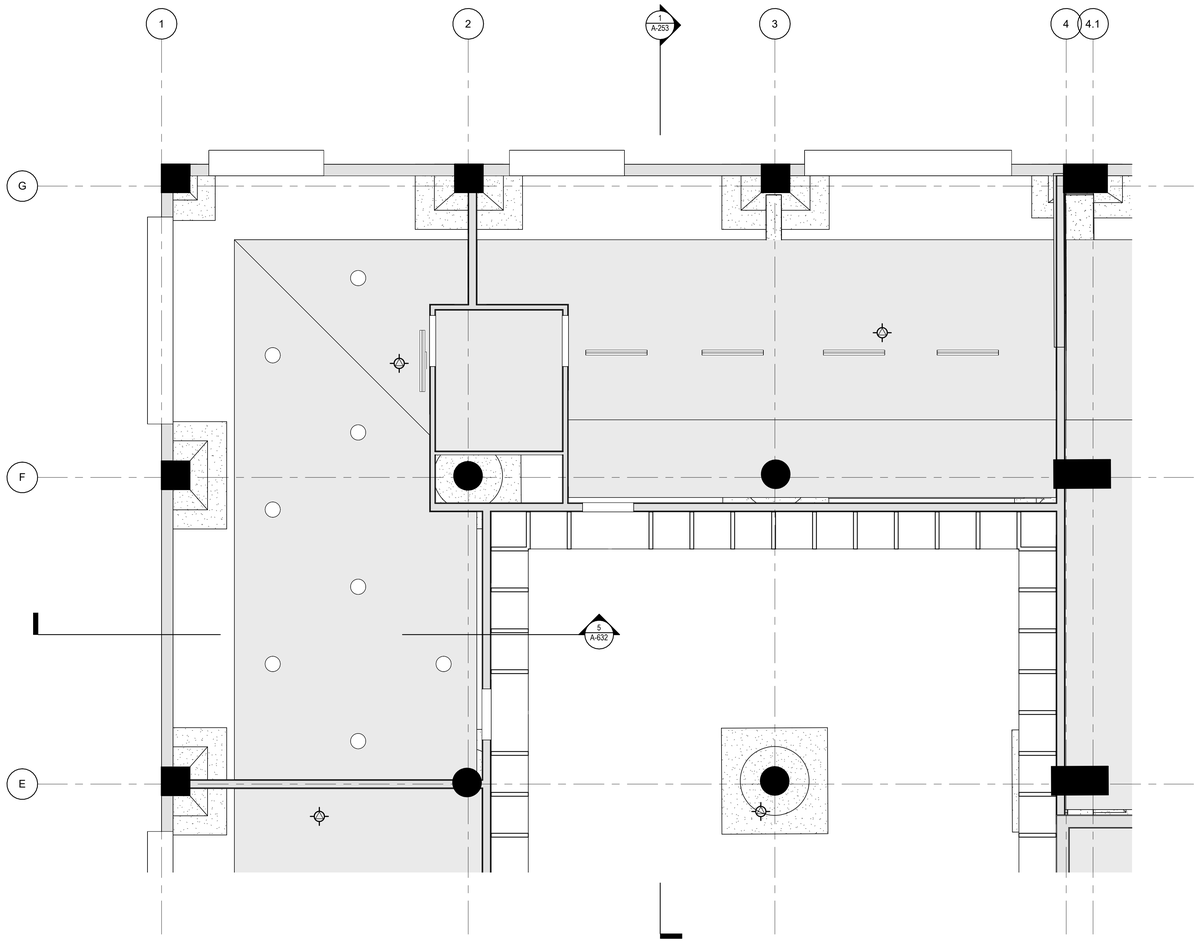
STATUS REVISION

20010260-01 PROJECT NUMBER | SCALE | ARCH E1 FORMAT | DATE

A-432

DRAWING NUMBER

8/9/2024 4:02:29 PM



1 41_CLASSROOMS_L01_SE1
SCALE: 1/4" = 1'-0"

FLAMA

FLAMA

LOVETT COMMERCIAL — CLIENT
2410 POLK ST. #200
HOUSTON, TX 77003
T: 713 876 0277

OMA — DESIGN ARCHITECT
180 VARICK ST. SUITE 1328
NEW YORK, NY 10014
T: +1 212 337 0770

CORGAN — ASSOCIATE ARCHITECT
9 GREENWAY PLAZA #300
HOUSTON, TX 77046
T: 836 652 3640

RDLR — ASSOCIATE ARCHITECT
800 SAMPSON ST. #104
HOUSTON, TX 77003
T: 713 868 3121

DBR, INC. — MEP
9990 RICHMOND AVE. #300
HOUSTON, TX 77042
T: 713 914 0888

IMEG — STRUCTURAL
3700 W. SAM HOUSTON S.
HOUSTON, TX 77042
T: 832 856 8064

WORRELL DESIGN GROUP — FOOD SERVICE CONSULTANT
10705 BRAIR FOREST DR.
HOUSTON, TX 77042
T: 713 784 0290

REV	DATE	DESCRIPTION
01	05/08/24	100% SCHEMATIC DESIGN
02	07/18/24	100% DESIGN DEVELOPMENT

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ENLARGED RCP - CLASSROOM - L1 -SW

TITLE

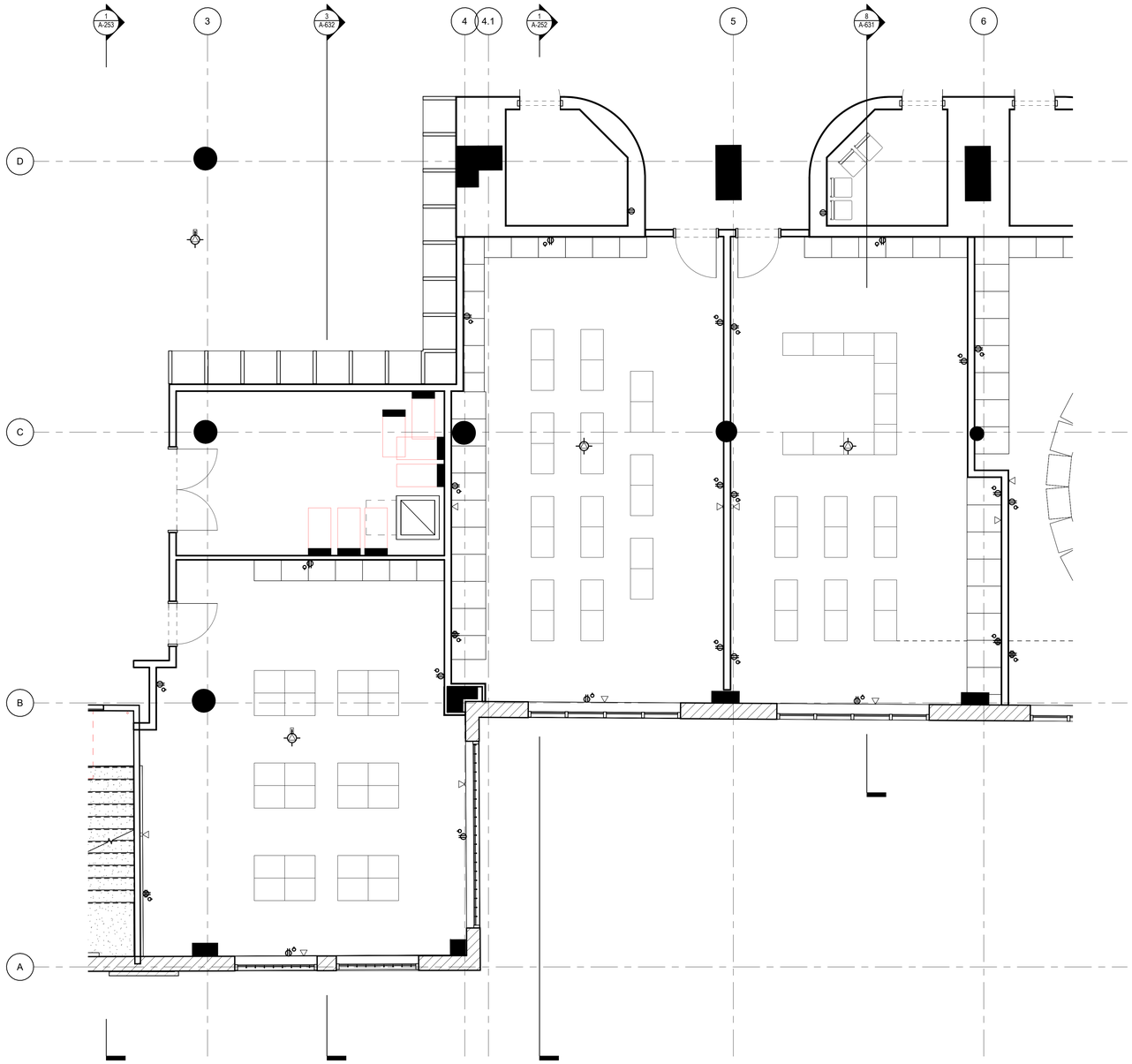
STATUS REVISION

20010260-01 | ARCH E1
PROJECT NUMBER | SCALE | FORMAT | DATE

A-432R

DRAWING NUMBER

8/9/2024 4:02:31 PM



1 40_CLASSROOMS_L02_SE
SCALE: 1/4" = 1'-0"

FLAMA

LOVETT COMMERCIAL 2410 POLK ST. #200 HOUSTON, TX 77003 T: 713 876 0277	CLIENT
OMA 180 VARICK ST. SUITE 1328 NEW YORK, NY 10014 T: +1 212 337 0770	DESIGN ARCHITECT
CORGAN 9 GREENWAY PLAZA #300 HOUSTON, TX 77046 T: 836 652 3640	ASSOCIATE ARCHITECT
RDLR 800 SAMPSON ST. #104 HOUSTON, TX 77003 T: 713 868 3121	ASSOCIATE ARCHITECT
DBR, INC. 9990 RICHMOND AVE. #300 HOUSTON, TX 77042 T: 713 914 0888	MEP
IMEG 3700 W. SAM HOUSTON S. HOUSTON, TX 77042 T: 832 856 8064	STRUCTURAL
WORRELL DESIGN GROUP 10705 BRAIR FOREST DR. HOUSTON, TX 77042 T: 713 784 0290	FOOD SERVICE CONSULTANT

REV	DATE	DESCRIPTION
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02	07/18/24	100% DESIGN DEVELOPMENT

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DRN	Author	CHK	Checker	APP	Approver

ENLARGED PLAN - CLASSROOM - L2 - SE

TITLE

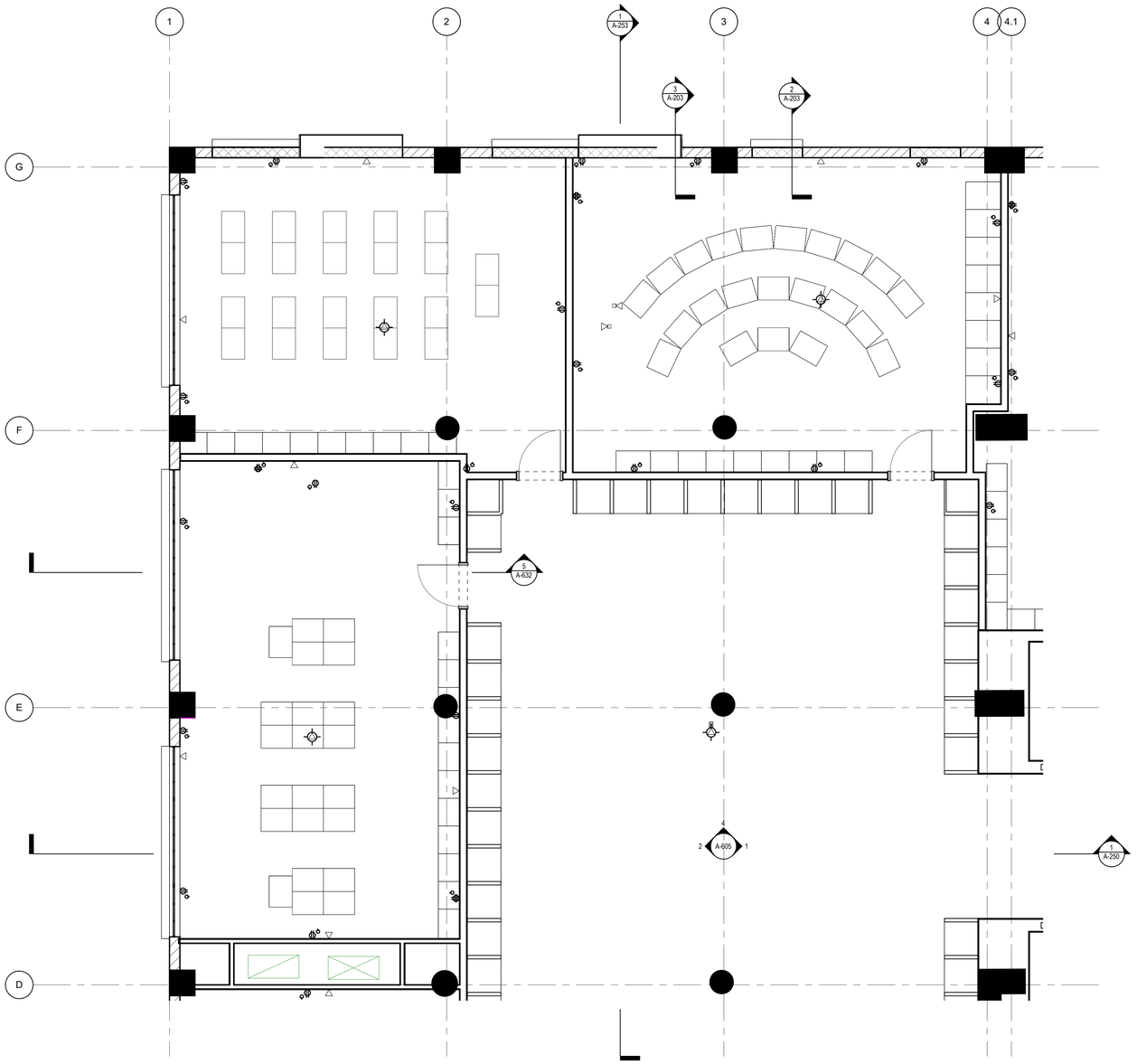
STATUS REVISION

20010260-01		ARCH E1	
PROJECT NUMBER	SCALE	FORMAT	DATE

A-433

DRAWING NUMBER

8/9/2024 4:02:22 PM



1 40_CLASSROOMS_L02_SW
SCALE: 1/4" = 1'-0"

FLAMA

LOVETT COMMERCIAL 2410 POLK ST. #200 HOUSTON, TX 77003 T: 713 876 0277	CLIENT
OMA 180 VARICK ST. SUITE 1328 NEW YORK, NY 10014 T: +1 212 337 0770	DESIGN ARCHITECT
CORGAN 9 GREENWAY PLAZA #300 HOUSTON, TX 77046 T: 836 652 3640	ASSOCIATE ARCHITECT
RDLR 800 SAMPSON ST. #104 HOUSTON, TX 77003 T: 713 868 3121	ASSOCIATE ARCHITECT
DBR, INC. 9990 RICHMOND AVE. #300 HOUSTON, TX 77042 T: 713 914 0888	MEP
IMEG 3700 W. SAM HOUSTON S. HOUSTON, TX 77042 T: 832 856 8064	STRUCTURAL
WORRELL DESIGN GROUP 10705 BRAIR FOREST DR. HOUSTON, TX 77042 T: 713 784 0290	FOOD SERVICE CONSULTANT

REV	DATE	DESCRIPTION
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DRN Author | CHK Checker | APP Approver

ENLARGED PLAN - CLASSROOM - L2 - SW

TITLE

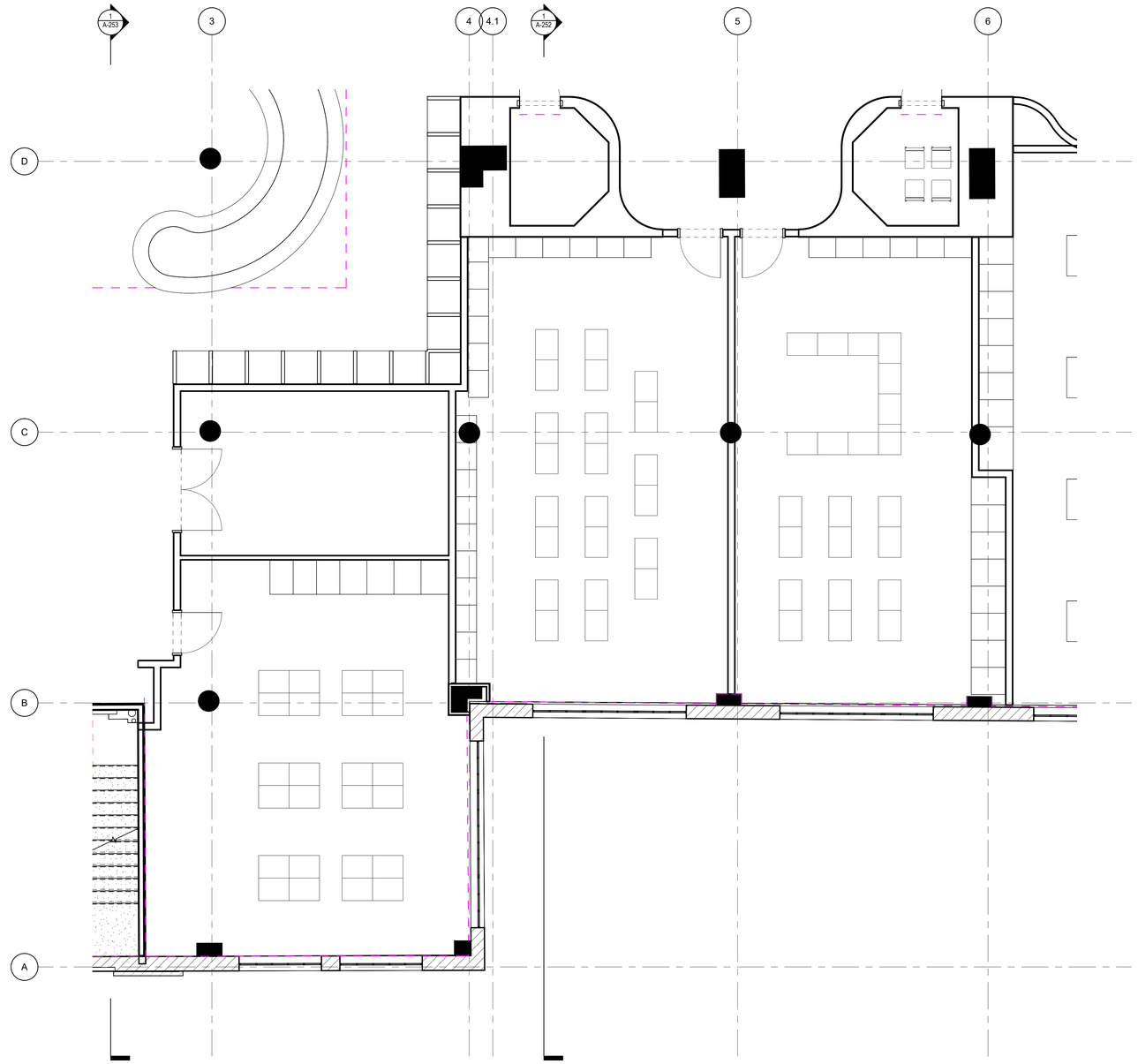
STATUS REVISION

20010260-01 PROJECT NUMBER | SCALE | ARCH E1 FORMAT | DATE

A-434

DRAWING NUMBER

8/9/2024 4:02:34 PM



1 40_CLASSROOMS_L03_SE
SCALE: 1/4" = 1'-0"

FLAMA

LOVETT COMMERCIAL 2410 POLK ST. #200 HOUSTON, TX 77003 T: 713 876 0277	CLIENT
OMA 180 VARICK ST. SUITE 1328 NEW YORK, NY 10014 T: +1 212 337 0770	DESIGN ARCHITECT
CORGAN 9 GREENWAY PLAZA #300 HOUSTON, TX 77046 T: 836 652 3640	ASSOCIATE ARCHITECT
RDLR 800 SAMPSON ST. #104 HOUSTON, TX 77003 T: 713 868 3121	ASSOCIATE ARCHITECT
DBR, INC. 9990 RICHMOND AVE. #300 HOUSTON, TX 77042 T: 713 914 0888	MEP
IMEG 3700 W. SAM HOUSTON S. HOUSTON, TX 77042 T: 832 856 8064	STRUCTURAL
WORRELL DESIGN GROUP 10705 BRAIR FOREST DR. HOUSTON, TX 77042 T: 713 784 0290	FOOD SERVICE CONSULTANT

REV	DATE	DESCRIPTION
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DRN Author | CHK Checker | APP Approver

ENLARGED PLAN - CLASSROOM - L3 - SE

TITLE

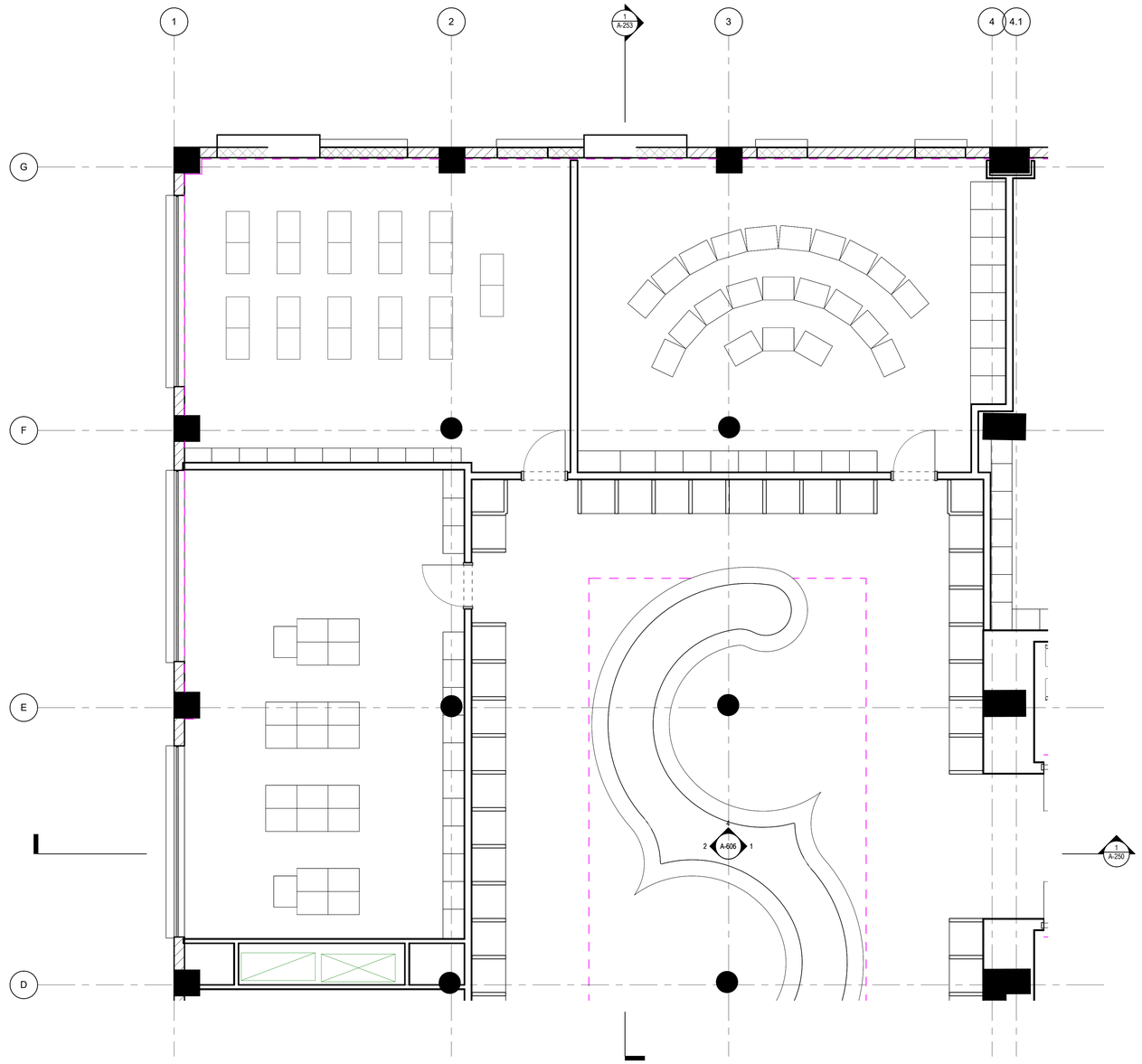
STATUS REVISION

20010260-01 | SCALE | ARCH E1 | DATE
PROJECT NUMBER | FORMAT

A-435

DRAWING NUMBER

8/9/2024 4:02:36 PM



1 40_CLASSROOMS_L03_SW
SCALE: 1/4" = 1'-0"

FLAMA

LOVETT COMMERCIAL 2410 POLK ST. #200 HOUSTON, TX 77003 T: 713 876 0277	CLIENT
OMA 180 VARICK ST. SUITE 1328 NEW YORK, NY 10014 T: +1 212 337 0770	DESIGN ARCHITECT
CORGAN 9 GREENWAY PLAZA #300 HOUSTON, TX 77046 T: 836 652 3640	ASSOCIATE ARCHITECT
RDLR 800 SAMPSON ST. #104 HOUSTON, TX 77003 T: 713 868 3121	ASSOCIATE ARCHITECT
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IMEG 3700 W. SAM HOUSTON S. HOUSTON, TX 77042 T: 832 856 8064	STRUCTURAL
WORRELL DESIGN GROUP 10705 BRAIR FOREST DR. HOUSTON, TX 77042 T: 713 784 0290	FOOD SERVICE CONSULTANT

REV	DATE	DESCRIPTION
01	05/08/24	100% SCHEMATIC DESIGN
02	07/18/24	100% DESIGN DEVELOPMENT

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ENLARGED PLAN - CLASSROOM - L3 - SW

TITLE

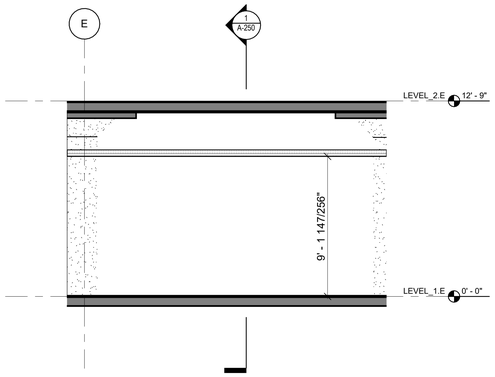
STATUS REVISION

20010260-01 PROJECT NUMBER | ARCH E1 SCALE / FORMAT | DATE

A-436

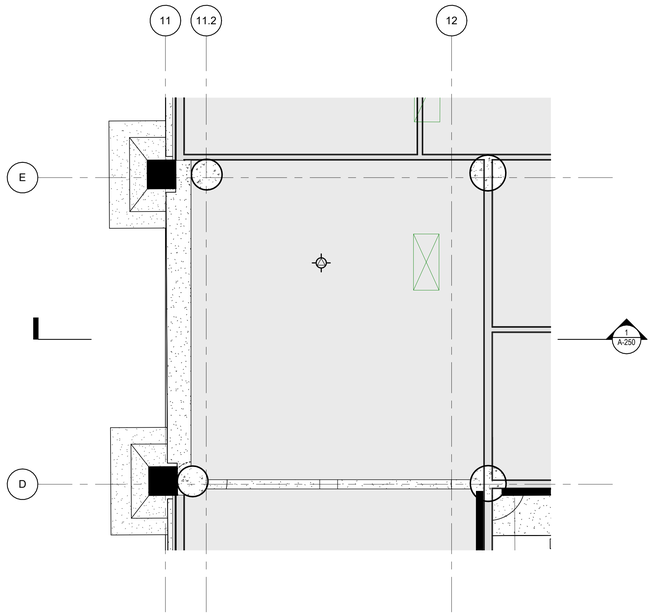
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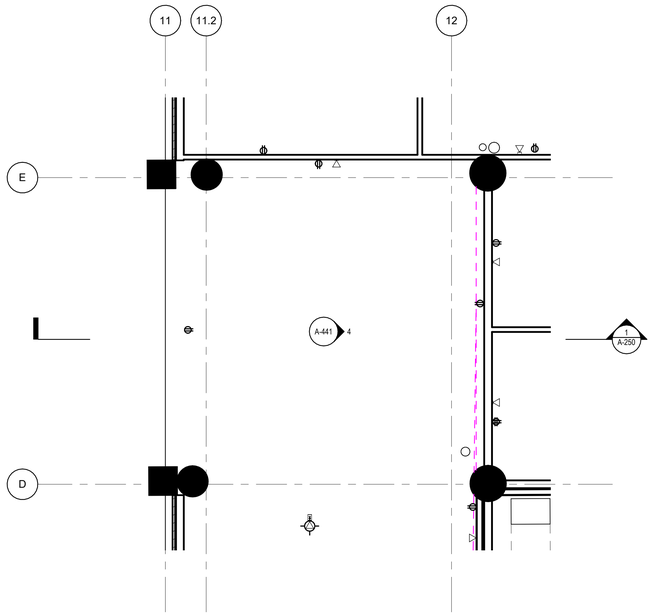


4 60_FLEX SPACE_L1_N
SCALE: 1/4" = 1'-0"

3 60_FLEX SPACE-NS
SCALE: 1/4" = 1'-0"



1 41_FLEX SPACE_L01
SCALE: 1/4" = 1'-0"



2 40_FLEX SPACE_L01
SCALE: 1/4" = 1'-0"

FLAMA

LOVETT COMMERCIAL 2410 POLK ST. #200 HOUSTON, TX 77003 T: 713 876 0277	CLIENT
OMA 180 VARICK ST. SUITE 1328 NEW YORK, NY 10014 T: +1 212 337 0770	DESIGN ARCHITECT
CORGAN 9 GREENWAY PLAZA #300 HOUSTON, TX 77046 T: 836 652 3640	ASSOCIATE ARCHITECT
RDLR 800 SAMPSON ST. #104 HOUSTON, TX 77003 T: 713 868 3121	ASSOCIATE ARCHITECT
DBR, INC. 9990 RICHMOND AVE. #300 HOUSTON, TX 77042 T: 713 914 0888	MEP
IMEG 3700 W. SAM HOUSTON S. HOUSTON, TX 77042 T: 832 856 8064	STRUCTURAL
WORRELL DESIGN GROUP 10705 BRAIR FOREST DR. HOUSTON, TX 77042 T: 713 784 0290	FOOD SERVICE CONSULTANT

REV	DATE	DESCRIPTION
01	05/08/24	100% SCHEMATIC DESIGN
02	07/18/24	100% DESIGN DEVELOPMENT

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DRN Author CHK Checker APP Approver

ENLARGED PLAN - FLEX SPACE - L1

TITLE

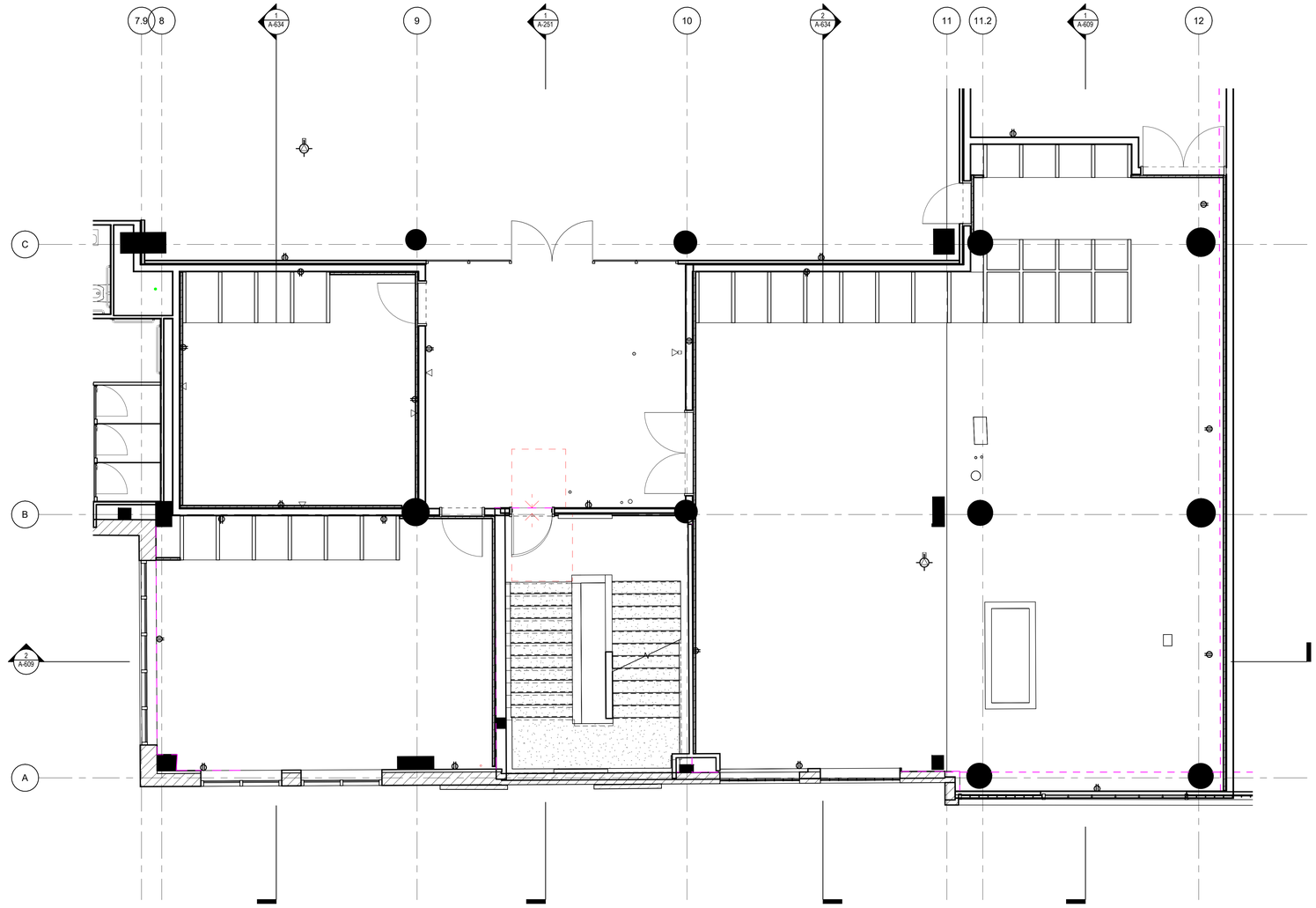
STATUS REVISION

20010260-01 PROJECT NUMBER | SCALE | ARCH E1 FORMAT | DATE

A-441

DRAWING NUMBER

8/9/2024 4:02:41 PM



1 40_MUSIC WING_L02
SCALE: 1/4" = 1'-0"

FLAMA

LOVETT COMMERCIAL 2410 POLK ST. #200 HOUSTON, TX 77003 T: 713 876 0277	CLIENT
OMA 180 VARICK ST. SUITE 1328 NEW YORK, NY 10014 T: +1 212 337 0770	DESIGN ARCHITECT
CORGAN 9 GREENWAY PLAZA #300 HOUSTON, TX 77046 T: 836 652 3640	ASSOCIATE ARCHITECT
RDLR 800 SAMPSON ST. #104 HOUSTON, TX 77003 T: 713 868 3121	ASSOCIATE ARCHITECT
DBR, INC. 9990 RICHMOND AVE. #300 HOUSTON, TX 77042 T: 713 914 0888	MEP
IMEG 3700 W. SAM HOUSTON S. HOUSTON, TX 77042 T: 832 856 8064	STRUCTURAL
WORRELL DESIGN GROUP 10705 BRAIR FOREST DR. HOUSTON, TX 77042 T: 713 784 0290	FOOD SERVICE CONSULTANT

REV	DATE	DESCRIPTION
01	05/08/24	100% SCHEMATIC DESIGN
02	07/18/24	100% DESIGN DEVELOPMENT

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ENLARGED PLAN - MUSIC WING - L2

TITLE

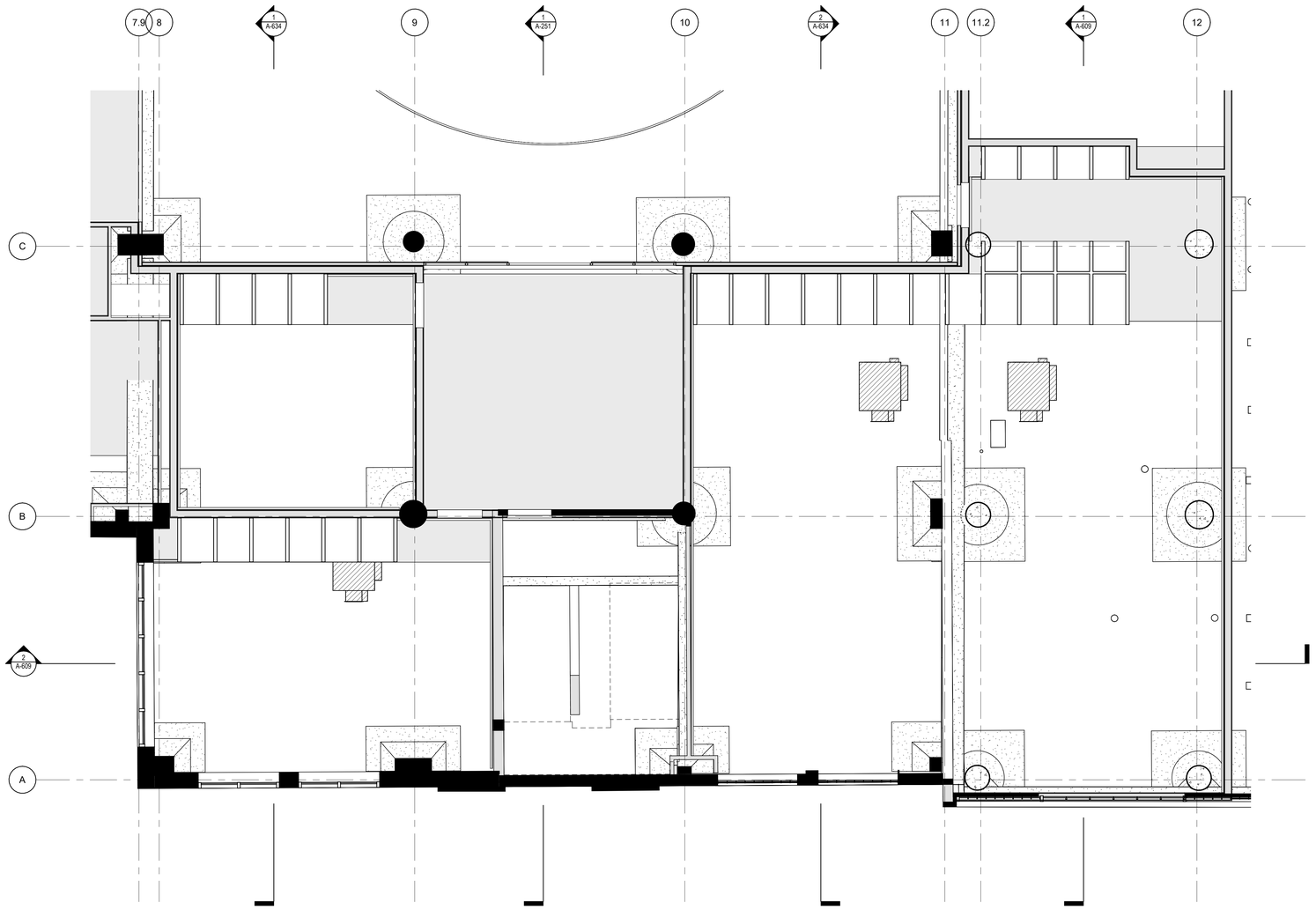
STATUS REVISION

20010260-01 | ARCH E1
PROJECT NUMBER | SCALE | FORMAT | DATE

A-442

DRAWING NUMBER

8/9/2024 4:02:43 PM



1 41_MUSIC WING_L02
SCALE: 1/4" = 1'-0"

FLAMA

FLAMA

LOVETT COMMERCIAL 2410 POLK ST. #200 HOUSTON, TX 77003 T: 713 876 0277	CLIENT
OMA 180 VARICK ST. SUITE 1328 NEW YORK, NY 10014 T: +1 212 337 0770	DESIGN ARCHITECT
CORGAN 9 GREENWAY PLAZA #300 HOUSTON, TX 77046 T: 836 652 3640	ASSOCIATE ARCHITECT
RDLR 800 SAMPSON ST. #104 HOUSTON, TX 77003 T: 713 868 3121	ASSOCIATE ARCHITECT
DBR, INC. 9990 RICHMOND AVE. #300 HOUSTON, TX 77042 T: 713 914 0888	MEP
IMEG 3700 W. SAM HOUSTON S. HOUSTON, TX 77042 T: 832 856 8064	STRUCTURAL
WORRELL DESIGN GROUP 10705 BRAIR FOREST DR. HOUSTON, TX 77042 T: 713 784 0290	FOOD SERVICE CONSULTANT

REV	DATE	DESCRIPTION
01	05/08/24	100% SCHEMATIC DESIGN
02	07/18/24	100% DESIGN DEVELOPMENT

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ENLARGED RCP - MUSIC WING - L2

TITLE

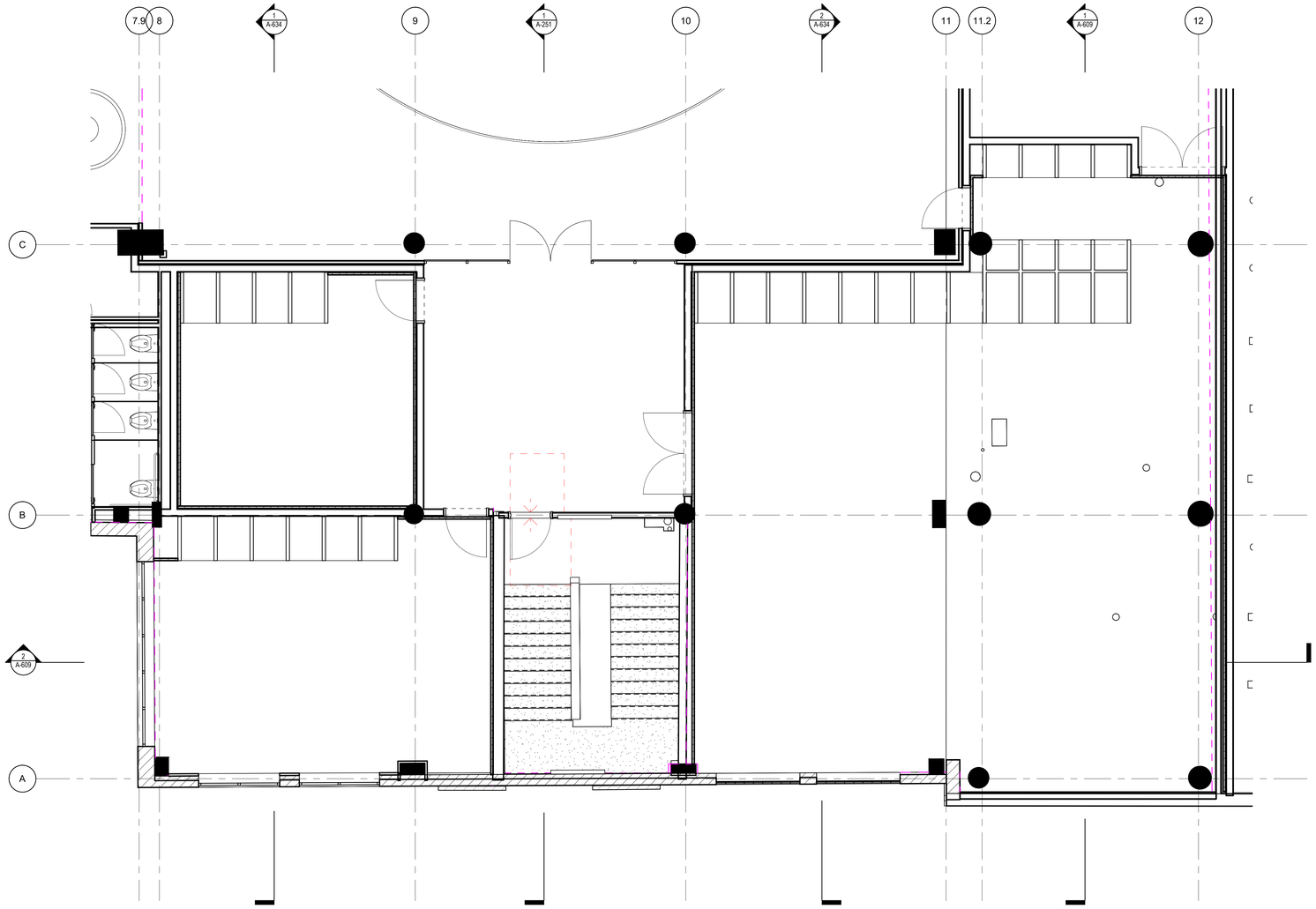
STATUS REVISION

20010260-01		ARCH E1	
PROJECT NUMBER	SCALE	FORMAT	DATE

A-443

DRAWING NUMBER

8/9/2024 4:02:45 PM



1 40_MUSIC WING_L03
SCALE: 1/4" = 1'-0"

FLAMA

LOVETT COMMERCIAL 2410 POLK ST. #200 HOUSTON, TX 77003 T: 713 876 0277	CLIENT
OMA 180 VARICK ST. SUITE 1328 NEW YORK, NY 10014 T: +1 212 337 0770	DESIGN ARCHITECT
CORGAN 9 GREENWAY PLAZA #300 HOUSTON, TX 77046 T: 836 652 3640	ASSOCIATE ARCHITECT
RDLR 800 SAMPSON ST. #104 HOUSTON, TX 77003 T: 713 868 3121	ASSOCIATE ARCHITECT
DBR, INC. 9990 RICHMOND AVE. #300 HOUSTON, TX 77042 T: 713 914 0888	MEP
IMEG 3700 W. SAM HOUSTON S. HOUSTON, TX 77042 T: 832 856 8064	STRUCTURAL
WORRELL DESIGN GROUP 10705 BRAIR FOREST DR. HOUSTON, TX 77042 T: 713 784 0290	FOOD SERVICE CONSULTANT

REV	DATE	DESCRIPTION
01	05/08/24	100% SCHEMATIC DESIGN
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DRN	CHK	APP
Author	Checker	Approver

ENLARGED PLAN - MUSIC WING - L3

TITLE

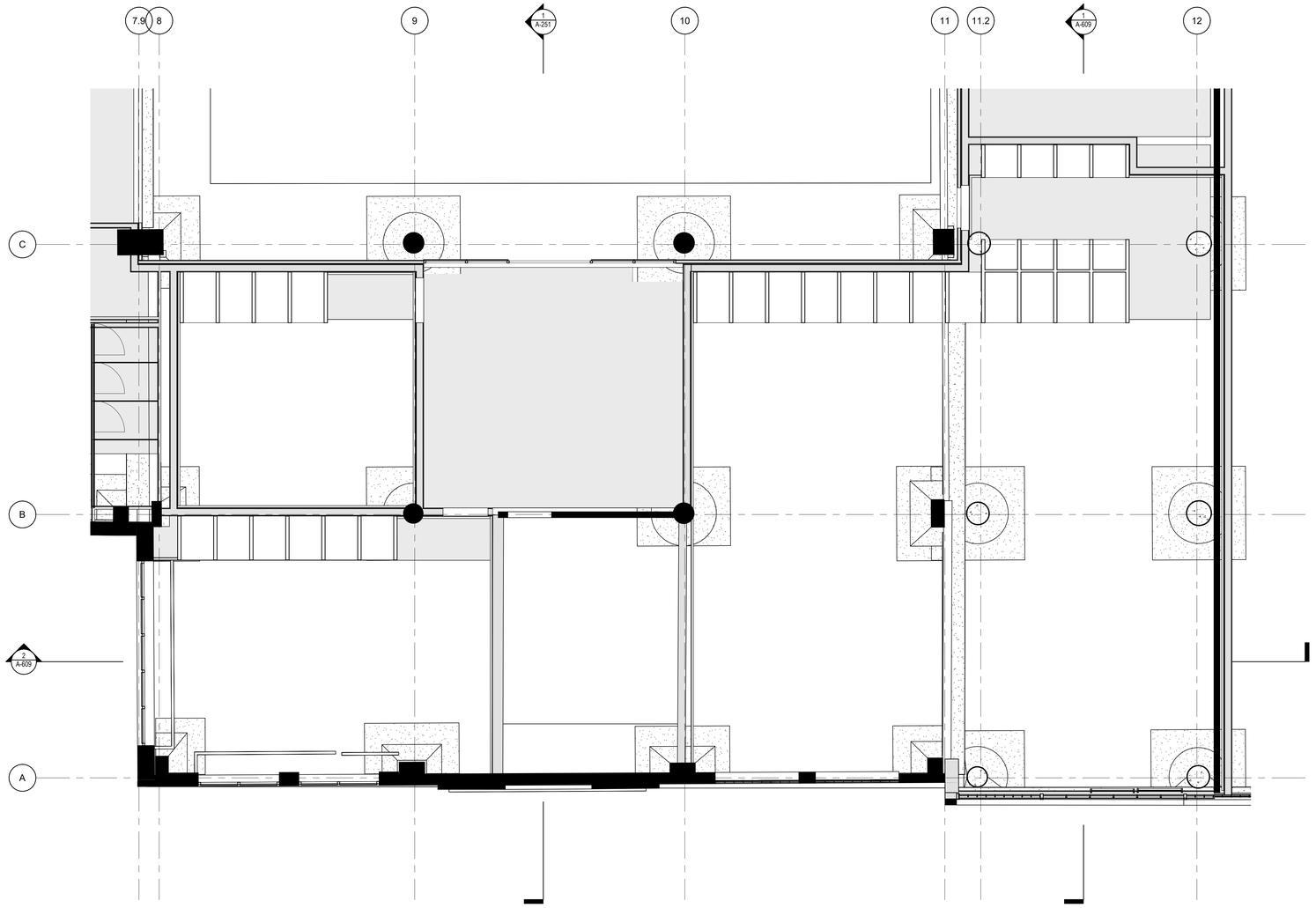
STATUS REVISION

PROJECT NUMBER	SCALE	FORMAT	DATE
20010260-01		ARCH E1	

A-444

DRAWING NUMBER

8/9/2024 4:02:47 PM



1 41_MUSIC WING_L03
SCALE: 1/4" = 1'-0"

FLAMA

LOVETT COMMERCIAL 2410 POLK ST. #200 HOUSTON, TX 77003 T: 713 876 0277	CLIENT
OMA 180 VARICK ST. SUITE 1328 NEW YORK, NY 10014 T: +1 212 337 0770	DESIGN ARCHITECT
CORGAN 9 GREENWAY PLAZA #300 HOUSTON, TX 77046 T: 836 652 3640	ASSOCIATE ARCHITECT
RDLR 800 SAMPSON ST. #104 HOUSTON, TX 77003 T: 713 868 3121	ASSOCIATE ARCHITECT
DBR, INC. 9990 RICHMOND AVE. #300 HOUSTON, TX 77042 T: 713 914 0888	MEP
IMEG 3700 W. SAM HOUSTON S. HOUSTON, TX 77042 T: 832 856 8064	STRUCTURAL
WORRELL DESIGN GROUP 10705 BRAIR FOREST DR. HOUSTON, TX 77042 T: 713 784 0290	FOOD SERVICE CONSULTANT

REV	DATE	DESCRIPTION
01	05/08/24	100% SCHEMATIC DESIGN
02	07/18/24	100% DESIGN DEVELOPMENT

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ENLARGED RCP - MUSIC WING - L3

TITLE

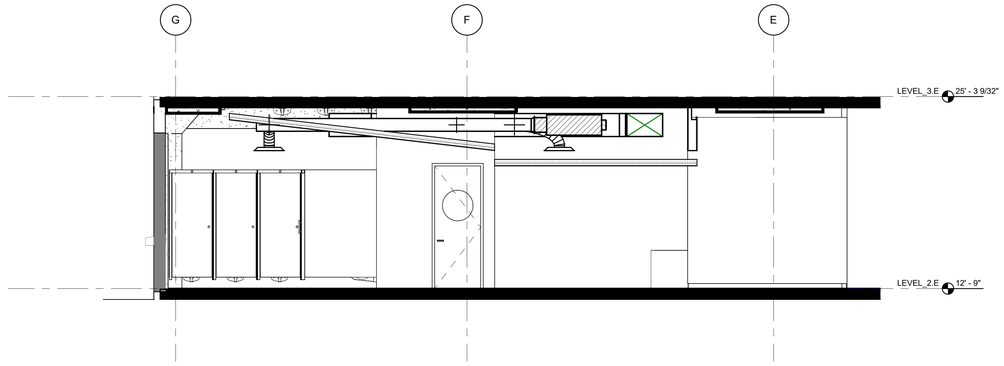
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PROJECT NUMBER | FORMAT

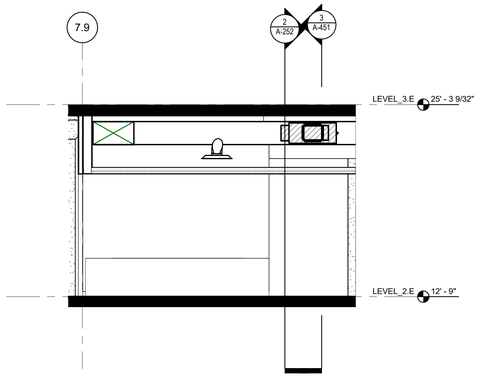
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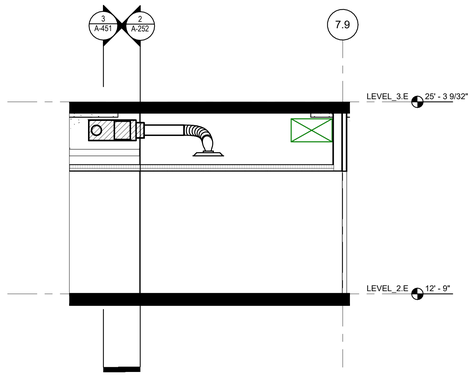
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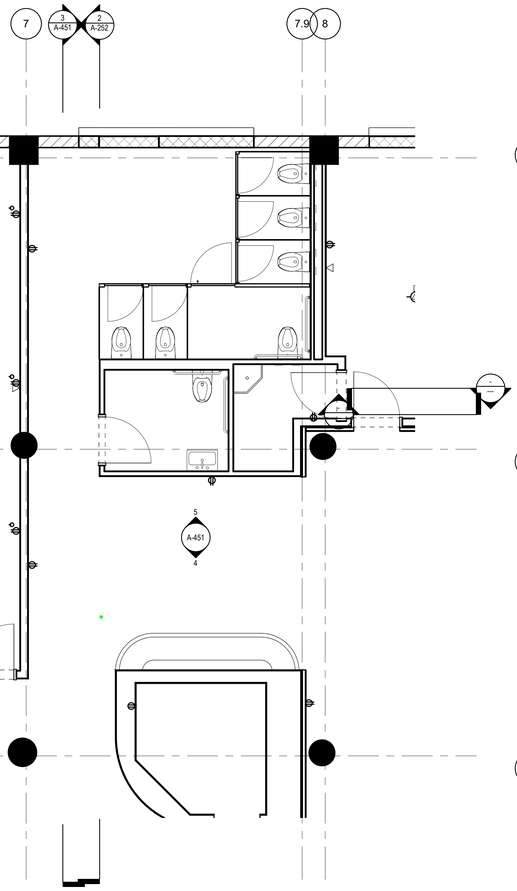
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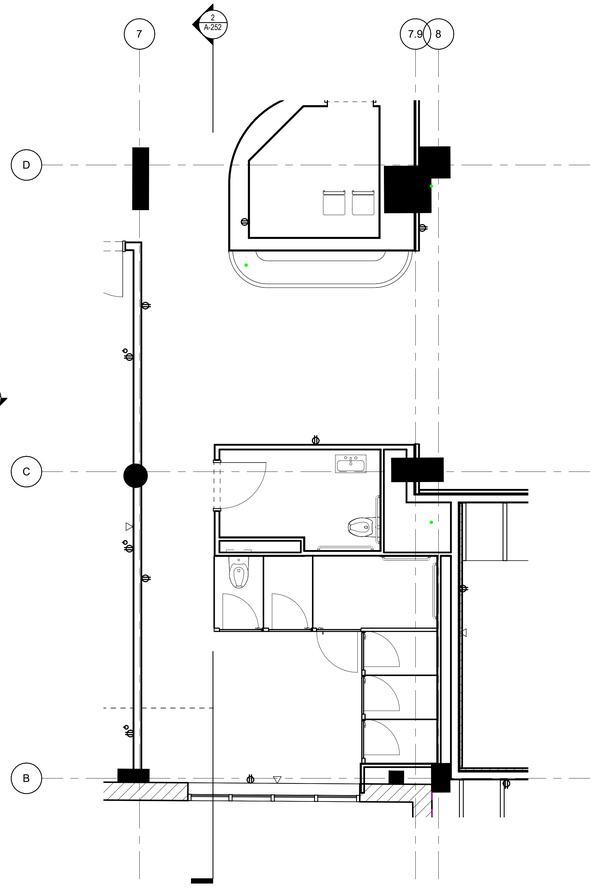
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5 60_BATHROOM_L2_W
SCALE: 1/4" = 1'-0"



2 40_BATHROOM_L02_W
SCALE: 1/4" = 1'-0"



1 40_BATHROOM_L02_E
SCALE: 1/4" = 1'-0"

FLAMA

LOVETT COMMERCIAL 2410 FOLK ST. #200 HOUSTON, TX 77003 T: 713 876 0277	CLIENT
OMA 180 VARICK ST. SUITE 1328 NEW YORK, NY 10014 T: +1 212 337 0770	DESIGN ARCHITECT
CORGAN 9 GREENWAY PLAZA #300 HOUSTON, TX 77046 T: 836 652 3640	ASSOCIATE ARCHITECT
RDLR 800 SAMPSON ST. #104 HOUSTON, TX 77003 T: 713 868 3121	ASSOCIATE ARCHITECT
DBR, INC. 9990 RICHMOND AVE. #300 HOUSTON, TX 77042 T: 713 914 0888	MEP
IMEG 3700 W. SAM HOUSTON S. HOUSTON, TX 77042 T: 832 856 8064	STRUCTURAL
WORRELL DESIGN GROUP 10705 BRAIR FOREST DR. HOUSTON, TX 77042 T: 713 784 0290	FOOD SERVICE CONSULTANT

REV	DATE	DESCRIPTION
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02	07/18/24	100% DESIGN DEVELOPMENT

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ENLARGED PLAN - BATHROOM - L2

TITLE

STATUS REVISION

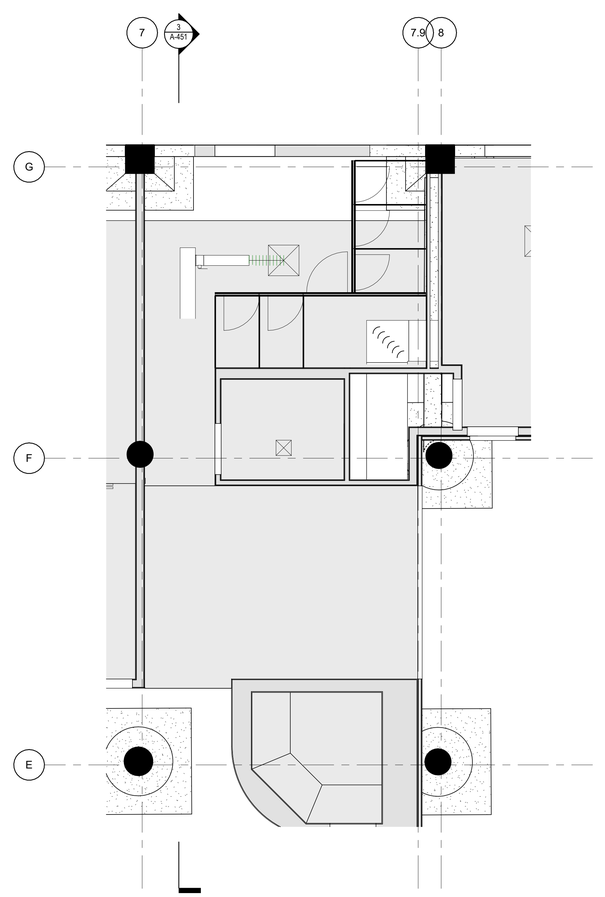
20010260-01 | ARCH E1

PROJECT NUMBER | SCALE | FORMAT | DATE

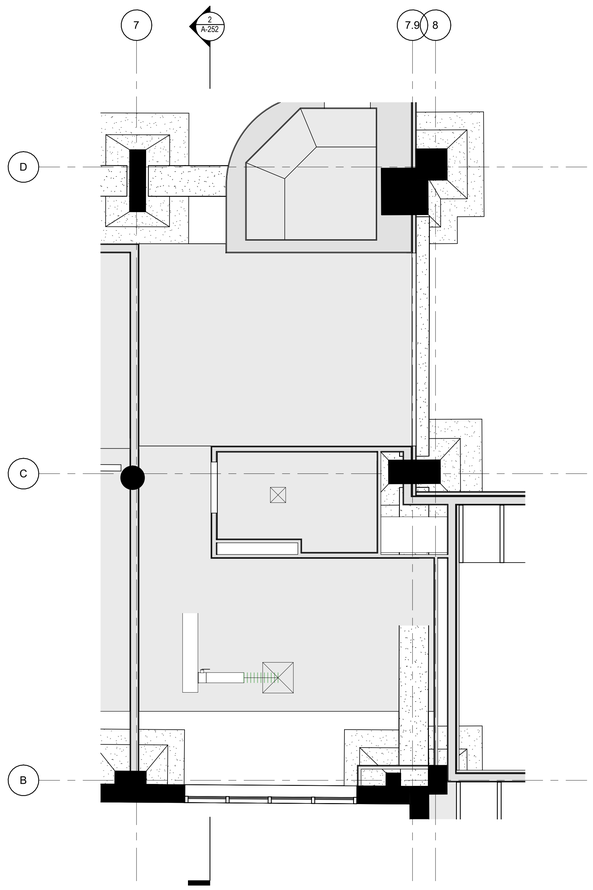
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DRAWING NUMBER

8/9/2024 4:03:54 PM



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SCALE: 1/4" = 1'-0"



1 41_BATHROOM_L02_E
SCALE: 1/4" = 1'-0"

FLAMA

FLAMA

LOVETT COMMERCIAL 2410 POLK ST. #200 HOUSTON, TX 77003 T: 713 876 0277	CLIENT
OMA 180 VARICK ST. SUITE 1328 NEW YORK, NY 10014 T: +1 212 337 0770	DESIGN ARCHITECT
CORGAN 9 GREENWAY PLAZA #300 HOUSTON, TX 77046 T: 836 652 3640	ASSOCIATE ARCHITECT
RDLR 800 SAMPSON ST. #104 HOUSTON, TX 77003 T: 713 868 3121	ASSOCIATE ARCHITECT
DBR, INC. 9990 RICHMOND AVE. #300 HOUSTON, TX 77042 T: 713 914 0888	MEP
IMEG 3700 W. SAM HOUSTON S. HOUSTON, TX 77042 T: 832 856 8064	STRUCTURAL
WORRELL DESIGN GROUP 10705 BRAIR FOREST DR. HOUSTON, TX 77042 T: 713 784 0290	FOOD SERVICE CONSULTANT

REV	DATE	DESCRIPTION
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02	07/18/24	100% DESIGN DEVELOPMENT

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ENLARGED RCP - BATHROOM - L2

TITLE

STATUS REVISION

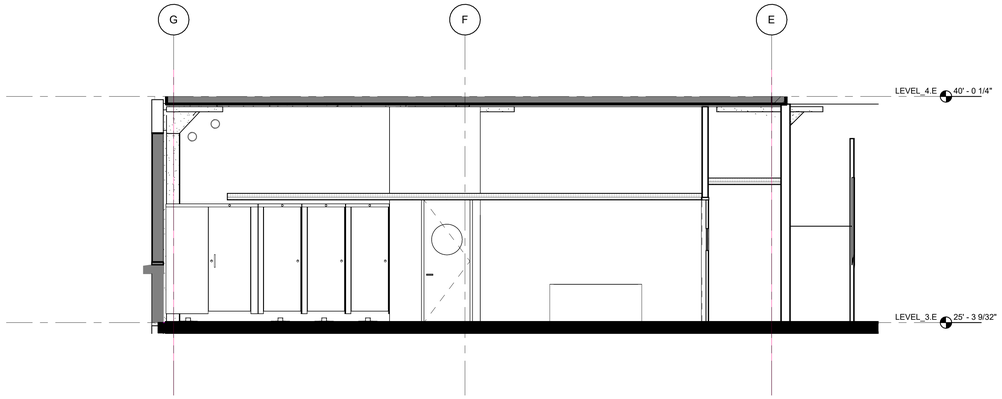
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PROJECT NUMBER | SCALE | FORMAT | DATE

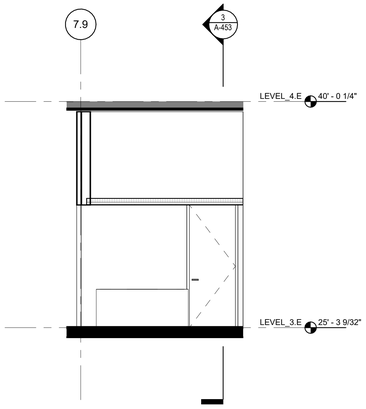
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DRAWING NUMBER

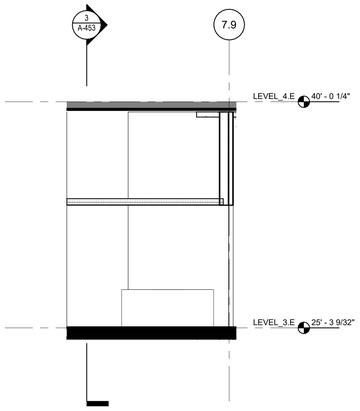
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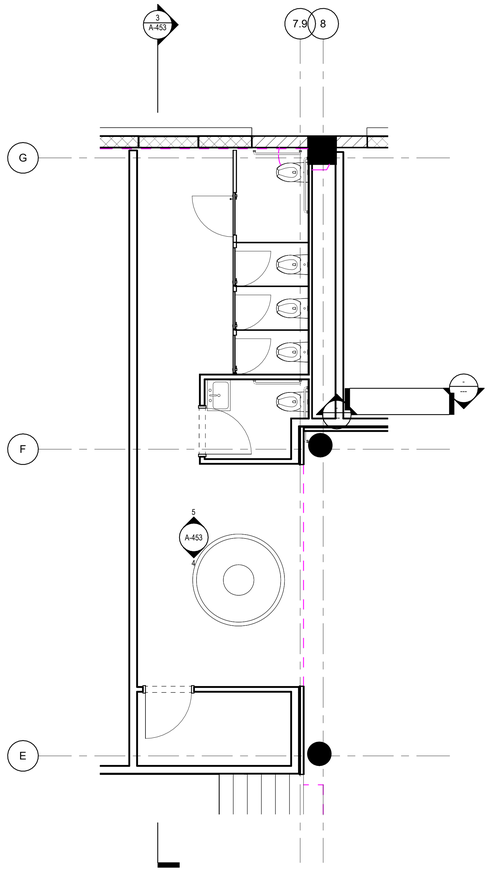
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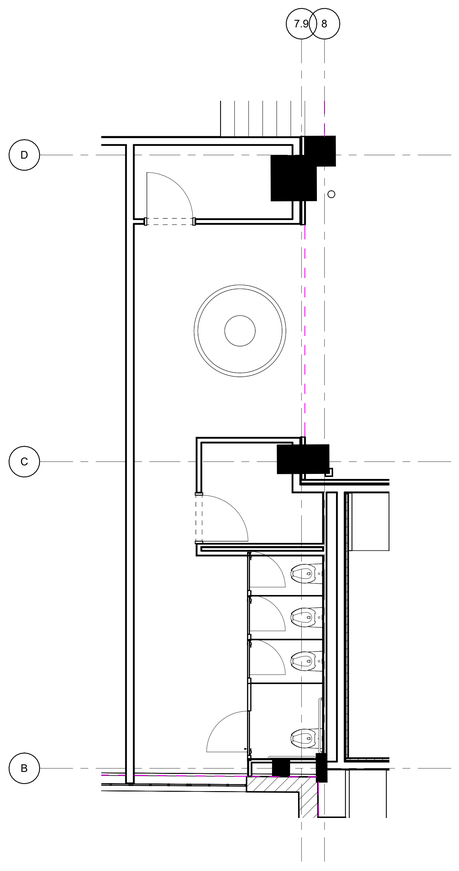
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SCALE: 1/4" = 1'-0"



5 60_BATHROOM_L3_W
SCALE: 1/4" = 1'-0"



1 40_BATHROOM_L03_W
SCALE: 1/4" = 1'-0"



2 40_BATHROOM_L03_E
SCALE: 1/4" = 1'-0"

FLAMA

LOVETT COMMERCIAL 2410 POLK ST. #200 HOUSTON, TX 77003 T: 713 876 0277	CLIENT
OMA 180 VARICK ST. SUITE 1328 NEW YORK, NY 10014 T: +1 212 337 0770	DESIGN ARCHITECT
CORGAN 9 GREENWAY PLAZA #300 HOUSTON, TX 77046 T: 836 652 3640	ASSOCIATE ARCHITECT
RDLR 800 SAMPSON ST. #104 HOUSTON, TX 77003 T: 713 868 3121	ASSOCIATE ARCHITECT
DBR, INC. 9990 RICHMOND AVE. #300 HOUSTON, TX 77042 T: 713 914 0888	MEP
IMEG 3700 W. SAM HOUSTON S. HOUSTON, TX 77042 T: 832 856 8064	STRUCTURAL
WORRELL DESIGN GROUP 10705 BRAIR FOREST DR. HOUSTON, TX 77042 T: 713 784 0290	FOOD SERVICE CONSULTANT

REV	DATE	DESCRIPTION
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02	07/18/24	100% DESIGN DEVELOPMENT

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DRN Author | CHK Checker | APP Approver

ENLARGED PLAN - BATHROOM - L3

TITLE

STATUS REVISION

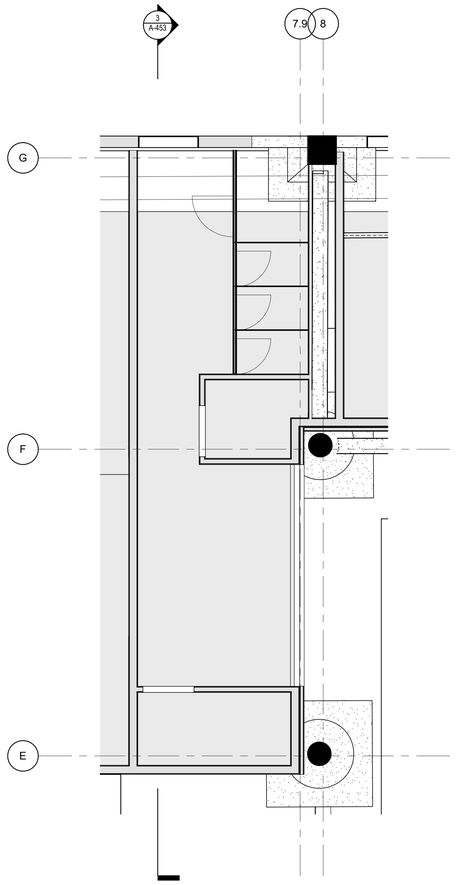
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PROJECT NUMBER | SCALE | FORMAT | DATE

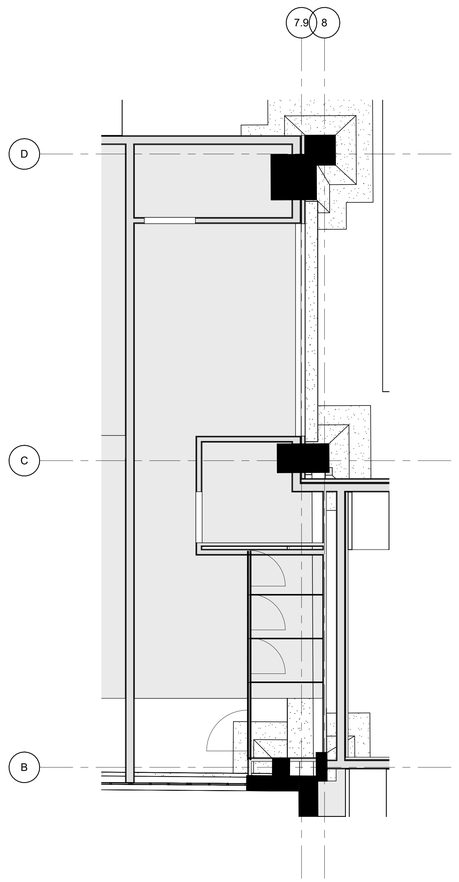
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DRAWING NUMBER

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2 41_BATHROOM_L03_W
SCALE: 1/4" = 1'-0"



1 41_BATHROOM_L03_E
SCALE: 1/4" = 1'-0"

FLAMA

FLAMA

LOVETT COMMERCIAL 2410 POLK ST. #200 HOUSTON, TX 77003 T: 713 876 0277	CLIENT
OMA 180 VARICK ST. SUITE 1328 NEW YORK, NY 10014 T: +1 212 337 0770	DESIGN ARCHITECT
CORGAN 9 GREENWAY PLAZA #300 HOUSTON, TX 77046 T: 836 652 3640	ASSOCIATE ARCHITECT
RDLR 800 SAMPSON ST. #104 HOUSTON, TX 77003 T: 713 868 3121	ASSOCIATE ARCHITECT
DBR, INC. 9990 RICHMOND AVE. #300 HOUSTON, TX 77042 T: 713 914 0888	MEP
IMEG 3700 W. SAM HOUSTON S. HOUSTON, TX 77042 T: 832 856 8064	STRUCTURAL
WORRELL DESIGN GROUP 10705 BRAIR FOREST DR. HOUSTON, TX 77042 T: 713 784 0290	FOOD SERVICE CONSULTANT

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ENLARGED RCP - BATHROOM - L3

TITLE

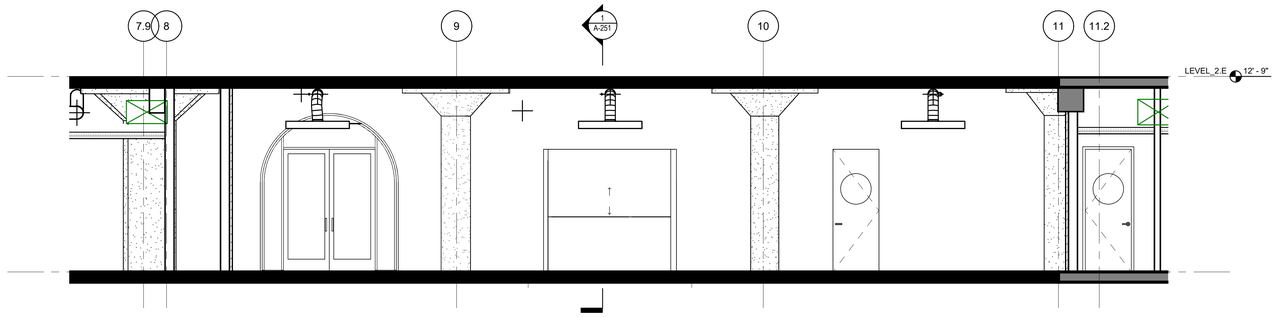
STATUS REVISION

PROJECT NUMBER	SCALE	FORMAT	DATE
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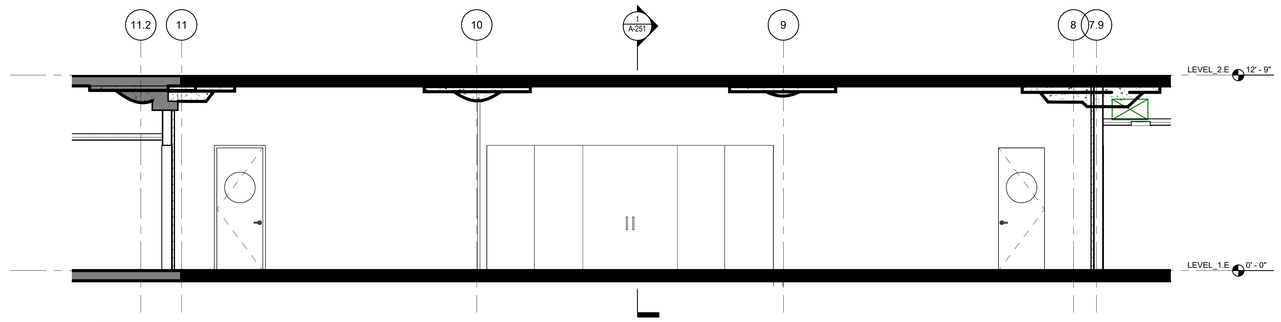
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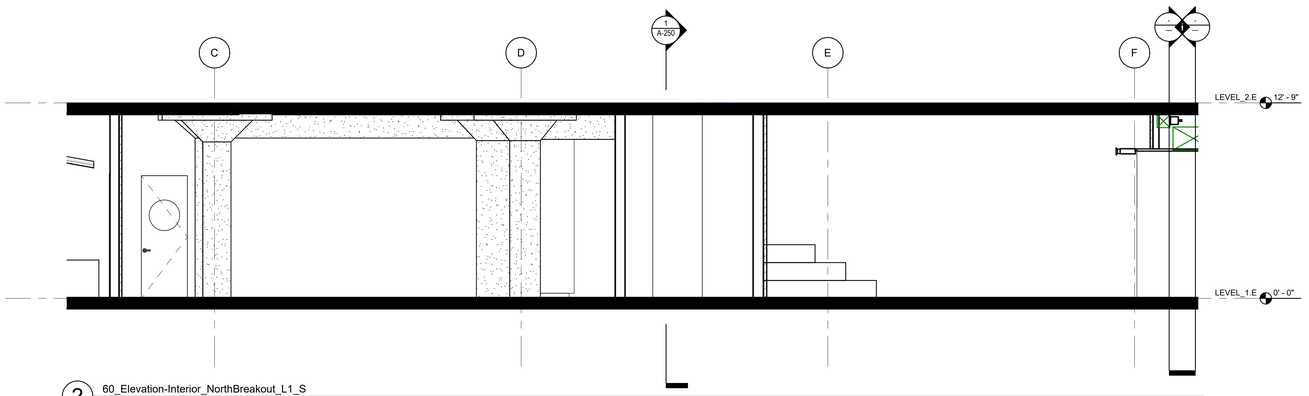
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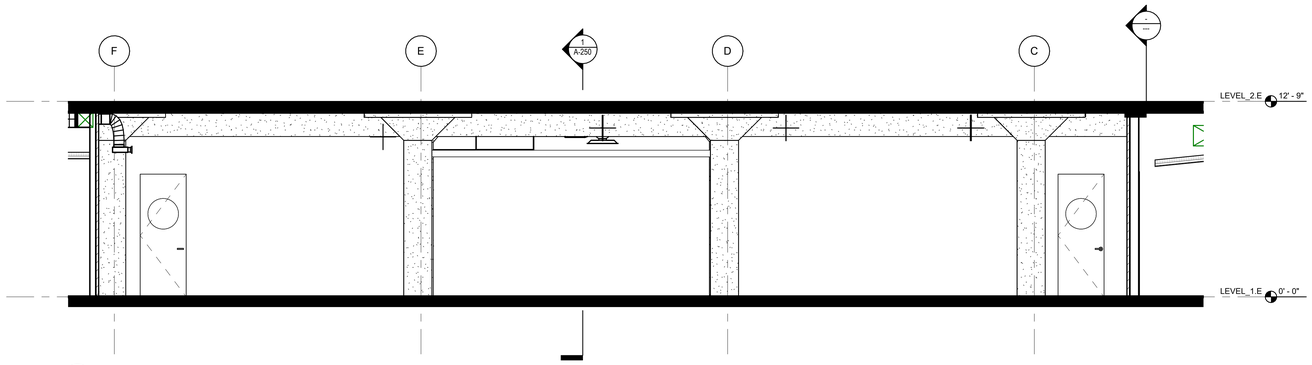
4 60_Elevation-Interior_NorthBreakout_L1_W
SCALE: 1/4" = 1'-0"



1 60_Elevation-Interior_NorthBreakout_L1_E
SCALE: 1/4" = 1'-0"



2 60_Elevation-Interior_NorthBreakout_L1_S
SCALE: 1/4" = 1'-0"



3 60_Elevation-Interior_NorthBreakout_L1_N
SCALE: 1/4" = 1'-0"

FLAMA

FLAMA

LOVETT COMMERCIAL 2410 POLK ST. #200 HOUSTON, TX 77003 T: 713 876 0277	CLIENT
OMA 180 VARICK ST. SUITE 1328 NEW YORK, NY 10014 T: +1 212 337 0770	DESIGN ARCHITECT
CORGAN 9 GREENWAY PLAZA #300 HOUSTON, TX 77046 T: 836 652 3640	ASSOCIATE ARCHITECT
RDLR 800 SAMPSON ST. #104 HOUSTON, TX 77003 T: 713 868 3121	ASSOCIATE ARCHITECT
DBR, INC. 9990 RICHMOND AVE. #300 HOUSTON, TX 77042 T: 713 914 0888	MEP
IMEG 3700 W. SAM HOUSTON S. HOUSTON, TX 77042 T: 832 856 8064	STRUCTURAL
WORRELL DESIGN GROUP 10705 BRAIR FOREST DR. HOUSTON, TX 77042 T: 713 784 0290	FOOD SERVICE CONSULTANT

REV	DATE	DESCRIPTION
01	05/08/24	100% SCHEMATIC DESIGN
02	07/18/24	100% DESIGN DEVELOPMENT

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DRN	CHK	APP
Author	Checker	Approver

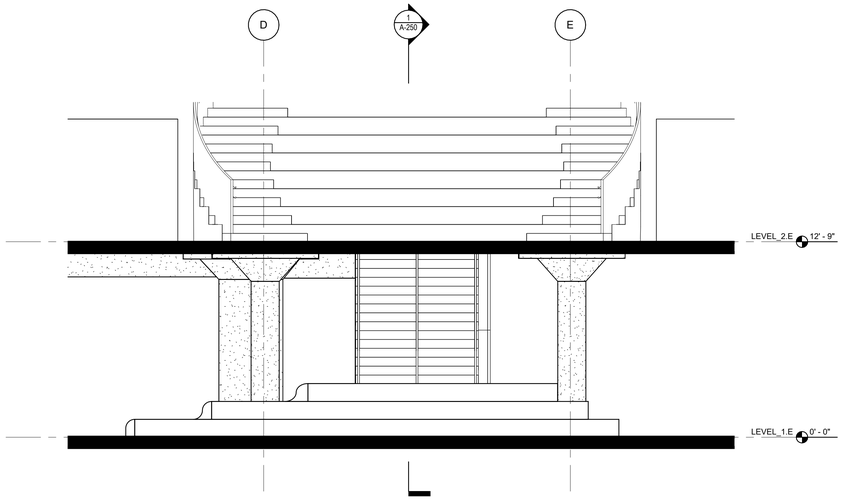
INTERIOR ELEVATION - NORTH BREAKOUT - L1
TITLE

STATUS REVISION

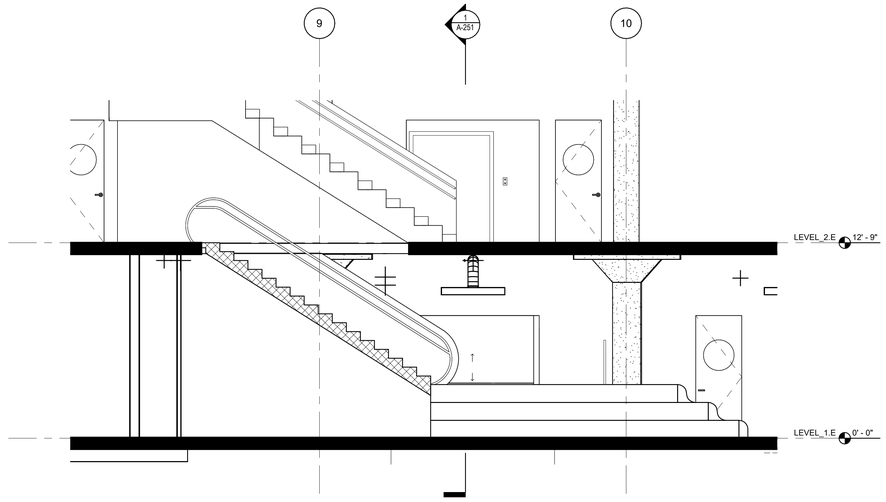
PROJECT NUMBER	SCALE	FORMAT	DATE
20010260-01		ARCH E1	

A-601
DRAWING NUMBER

8/2/2024 4:03:09 PM



2 60_LOBBY STAIR-EW
SCALE: 1/4" = 1'-0"



1 60_LOBBY STAIR-NS
SCALE: 1/4" = 1'-0"

FLAMA

FLAMA

LOVETT COMMERCIAL 2410 POLK ST. #200 HOUSTON, TX 77003 T: 713 876 0277	CLIENT
OMA 180 VARICK ST. SUITE 1328 NEW YORK, NY 10014 T: +1 212 337 0770	DESIGN ARCHITECT
CORGAN 9 GREENWAY PLAZA #300 HOUSTON, TX 77046 T: 836 652 3640	ASSOCIATE ARCHITECT
RDLR 800 SAMPSON ST. #104 HOUSTON, TX 77003 T: 713 868 3121	ASSOCIATE ARCHITECT
DBR, INC. 9990 RICHMOND AVE. #300 HOUSTON, TX 77042 T: 713 914 0888	MEP
IMEG 3700 W. SAM HOUSTON S. HOUSTON, TX 77042 T: 832 856 8064	STRUCTURAL
WORRELL DESIGN GROUP 10705 BRAIR FOREST DR. HOUSTON, TX 77042 T: 713 784 0290	FOOD SERVICE CONSULTANT

REV	DATE	DESCRIPTION
01	05/08/24	100% SCHEMATIC DESIGN
02	07/18/24	100% DESIGN DEVELOPMENT

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DRN Author | CHK Checker | APP Approver

ENLARGED SECTION - LOBBY STAIR - L1

TITLE

STATUS REVISION

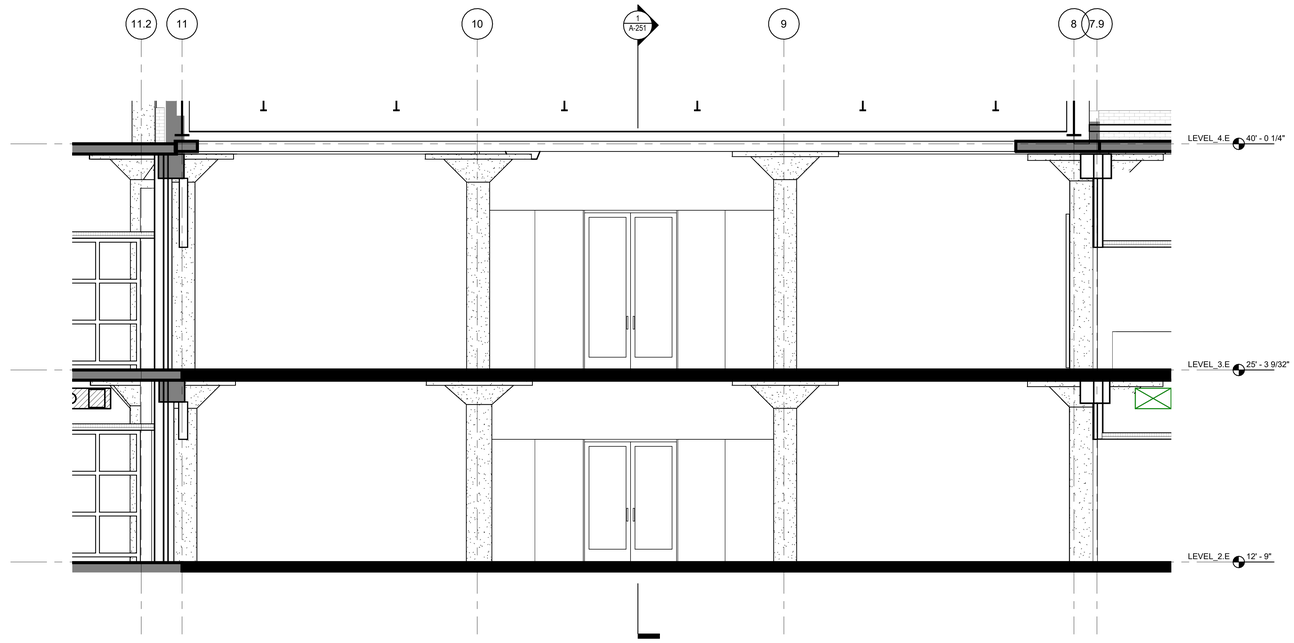
20010260-01 | ARCH E1

PROJECT NUMBER | SCALE | FORMAT | DATE

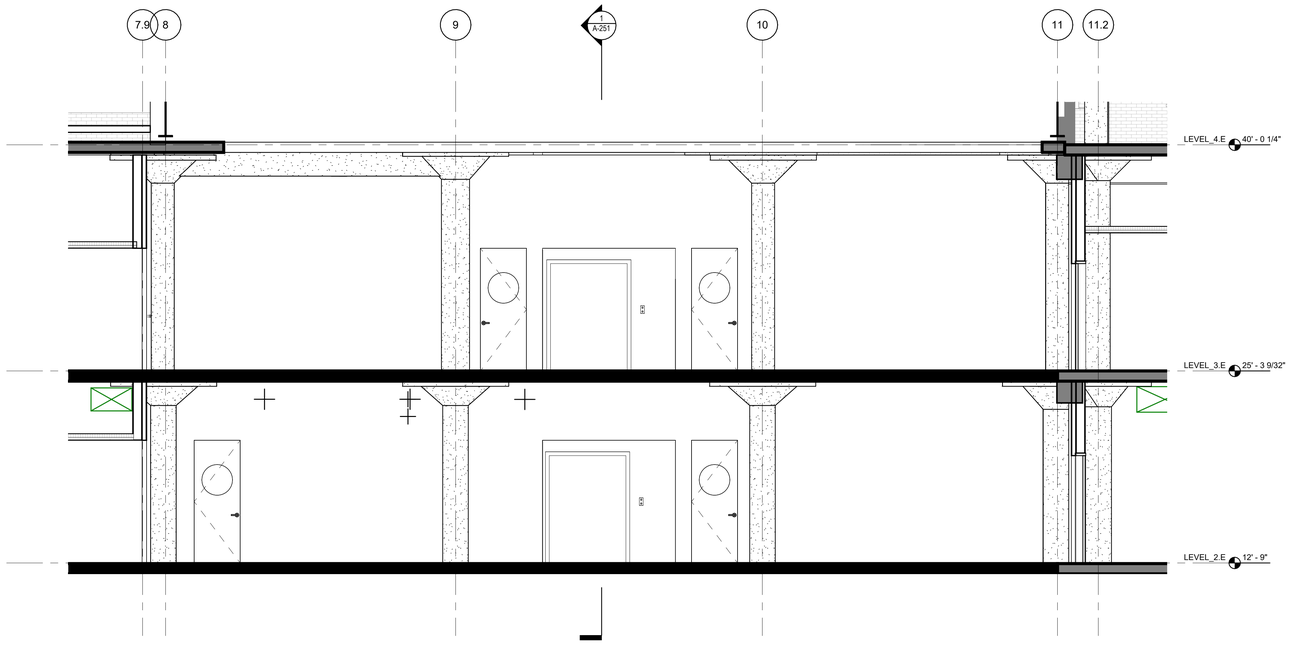
A-601S

DRAWING NUMBER

8/9/2024 4:03:12 PM



2 60_Elevation-Interior_NorthBreakout_L2_E
SCALE: 1/4" = 1'-0"



1 60_Elevation-Interior_NorthBreakout_L2-3_E
SCALE: 1/4" = 1'-0"

FLAMA

FLAMA

LOVETT COMMERCIAL 2410 POLK ST. #200 HOUSTON, TX 77003 T: 713 876 0277	CLIENT
OMA 180 VARICK ST. SUITE 1328 NEW YORK, NY 10014 T: +1 212 337 0770	DESIGN ARCHITECT
CORGAN 9 GREENWAY PLAZA #300 HOUSTON, TX 77046 T: 836 652 3640	ASSOCIATE ARCHITECT
RDLR 800 SAMPSON ST. #104 HOUSTON, TX 77003 T: 713 868 3121	ASSOCIATE ARCHITECT
DBR, INC. 9990 RICHMOND AVE. #300 HOUSTON, TX 77042 T: 713 914 0888	MEP
IMEG 3700 W. SAM HOUSTON S. HOUSTON, TX 77042 T: 832 856 8064	STRUCTURAL
WORRELL DESIGN GROUP 10705 BRAIR FOREST DR. HOUSTON, TX 77042 T: 713 784 0290	FOOD SERVICE CONSULTANT

REV	DATE	DESCRIPTION
01	05/08/24	100% SCHEMATIC DESIGN
02	07/18/24	100% DESIGN DEVELOPMENT

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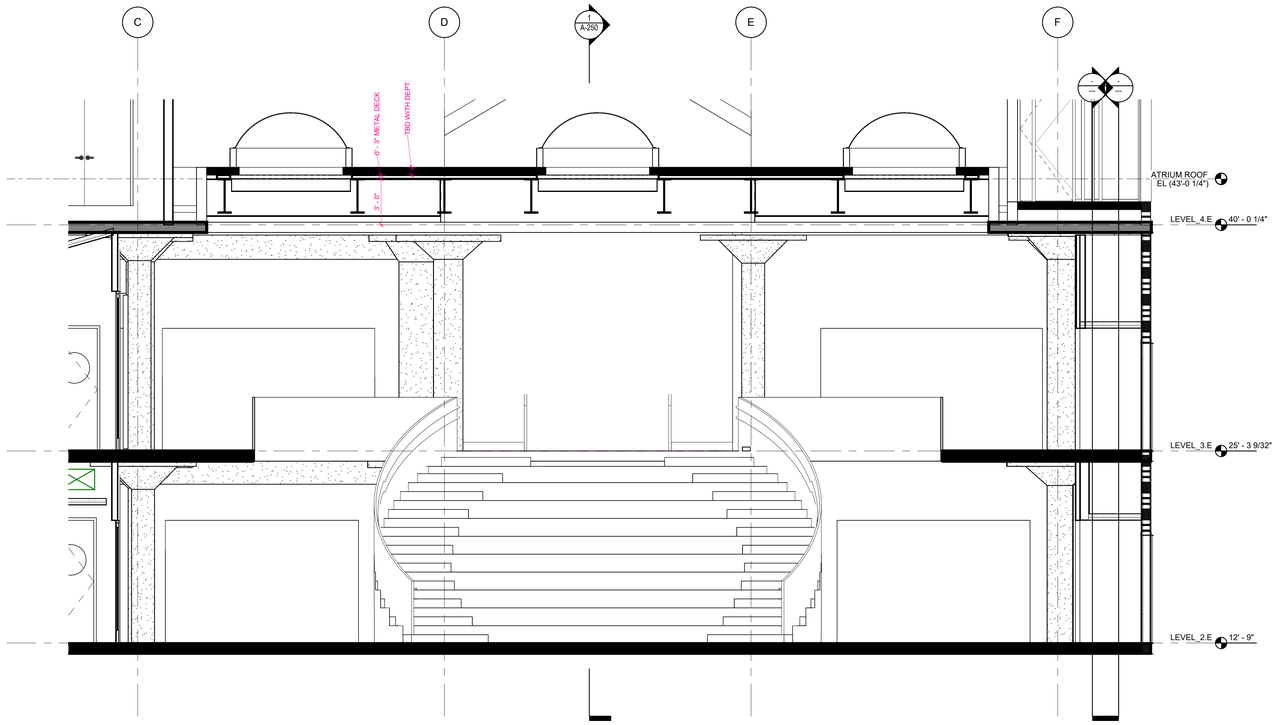
INTERIOR ELEVATION - NORTH BREAKOUT - L2-3 - EW
TITLE

STATUS REVISION

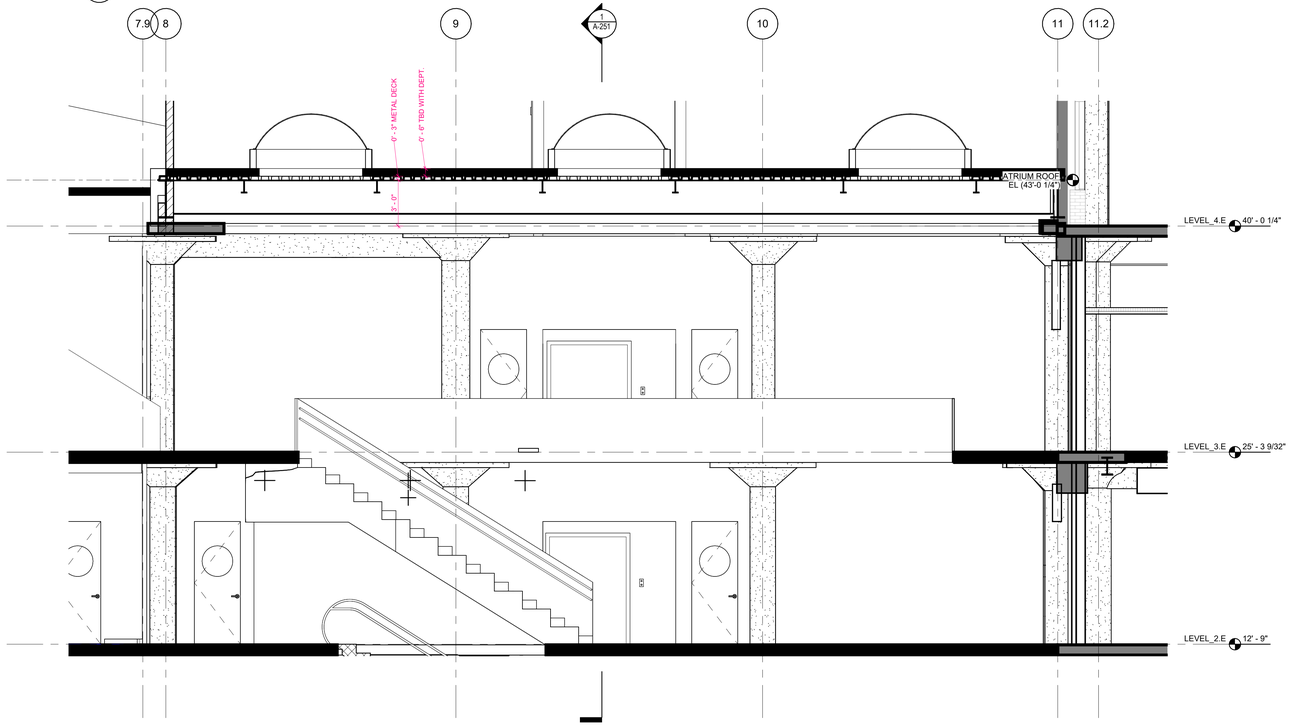
PROJECT NUMBER	SCALE	FORMAT	DATE
20010260-01		ARCH E1	

A-602
DRAWING NUMBER

8/9/2024 4:03:15 PM



1 60_CAFEGYMATORIUM STAIR-EW
SCALE: 1/4" = 1'-0"



2 60_CAFEGYMATORIUM STAIR-NS
SCALE: 1/4" = 1'-0"

FLAMA

LOVETT COMMERCIAL 2410 FOLK ST. #200 HOUSTON, TX 77003 T: 713 876 0277	CLIENT
OMA 180 VARICK ST. SUITE 1328 NEW YORK, NY 10014 T: +1 212 337 0770	DESIGN ARCHITECT
CORGAN 9 GREENWAY PLAZA #300 HOUSTON, TX 77046 T: 836 652 3640	ASSOCIATE ARCHITECT
RDLR 800 SAMPSON ST. #104 HOUSTON, TX 77003 T: 713 868 3121	ASSOCIATE ARCHITECT
DBR, INC. 9990 RICHMOND AVE. #300 HOUSTON, TX 77042 T: 713 914 0888	MEP
IMEG 3700 W. SAM HOUSTON S. HOUSTON, TX 77042 T: 832 856 8064	STRUCTURAL
WORRELL DESIGN GROUP 10705 BRAIR FOREST DR. HOUSTON, TX 77042 T: 713 784 0290	FOOD SERVICE CONSULTANT

REV	DATE	DESCRIPTION
01	05/08/24	100% SCHEMATIC DESIGN
02	07/18/24	100% DESIGN DEVELOPMENT

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DRN Author | CHK Checker | APP Approver

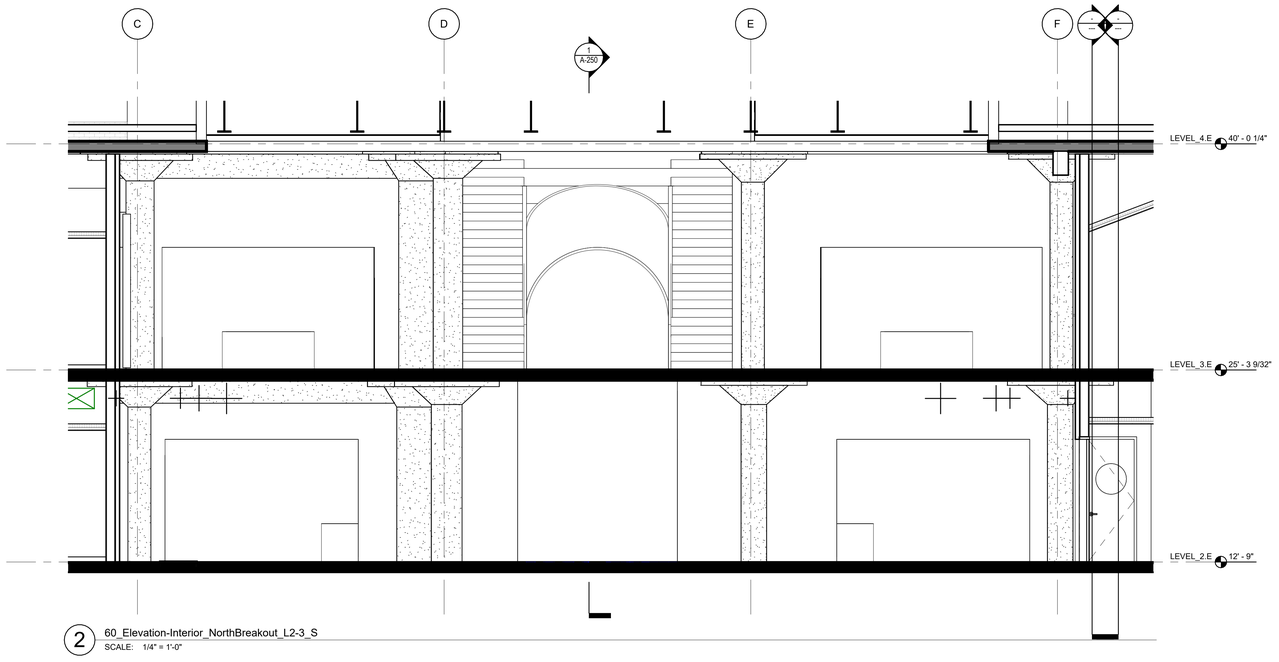
ENLARGED SECTIION - NORTH BREAKOUT - L2-3
TITLE

STATUS REVISION

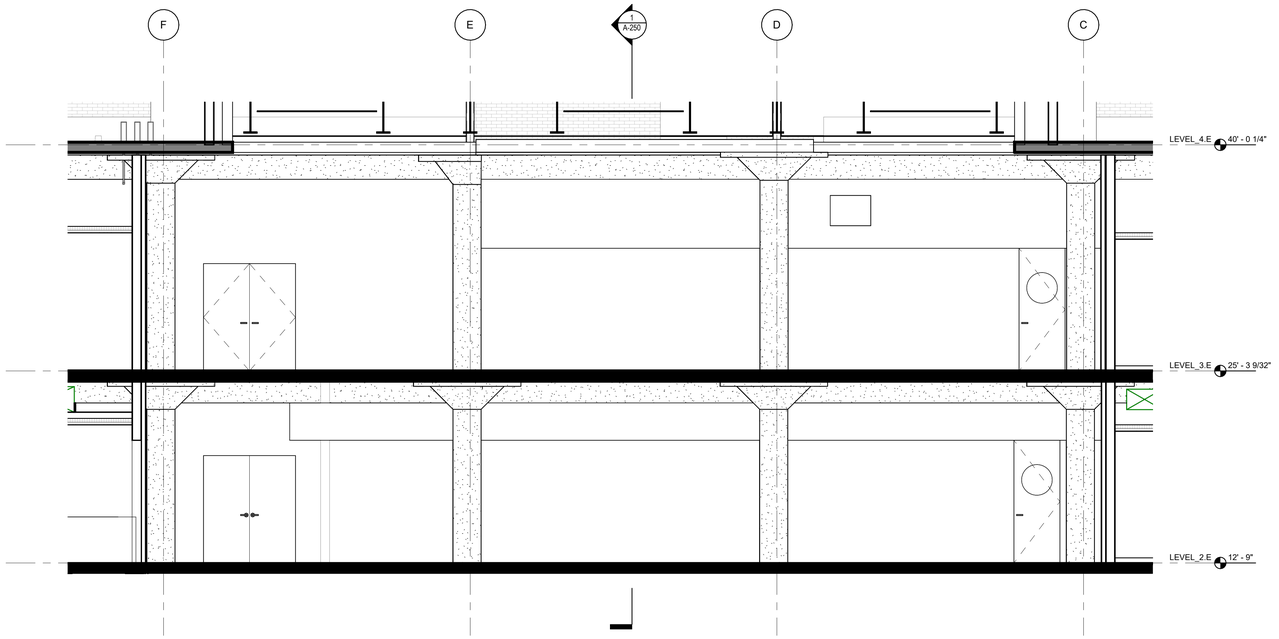
20010260-01 | SCALE | ARCH E1 | DATE
PROJECT NUMBER | FORMAT

A-602S
DRAWING NUMBER

8/9/2024 4:03:20 PM



2 60_Elevation-Interior_NorthBreakout_L2-3_S
SCALE: 1/4" = 1'-0"



1 60_Elevation-Interior_NorthBreakout_L2-3_N
SCALE: 1/4" = 1'-0"

FLAMA

LOVETT COMMERCIAL 2410 POLK ST. #200 HOUSTON, TX 77003 T: 713 876 0277	CLIENT
OMA 180 VARICK ST. SUITE 1328 NEW YORK, NY 10014 T: +1 212 337 0770	DESIGN ARCHITECT
CORGAN 9 GREENWAY PLAZA #300 HOUSTON, TX 77046 T: 836 652 3640	ASSOCIATE ARCHITECT
RDLR 800 SAMPSON ST. #104 HOUSTON, TX 77003 T: 713 868 3121	ASSOCIATE ARCHITECT
DBR, INC. 9990 RICHMOND AVE. #300 HOUSTON, TX 77042 T: 713 914 0888	MEP
IMEG 3700 W. SAM HOUSTON S. HOUSTON, TX 77042 T: 832 856 8064	STRUCTURAL
WORRELL DESIGN GROUP 10705 BRAIR FOREST DR. HOUSTON, TX 77042 T: 713 784 0290	FOOD SERVICE CONSULTANT

REV	DATE	DESCRIPTION
01	05/08/24	100% SCHEMATIC DESIGN
02	07/18/24	100% DESIGN DEVELOPMENT

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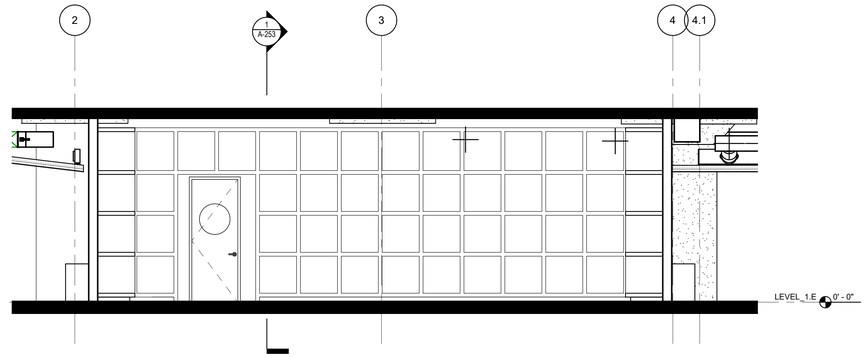
INTERIOR ELEVATION - NORTH BREAKOUT - L2-3 - NS
TITLE

STATUS REVISION

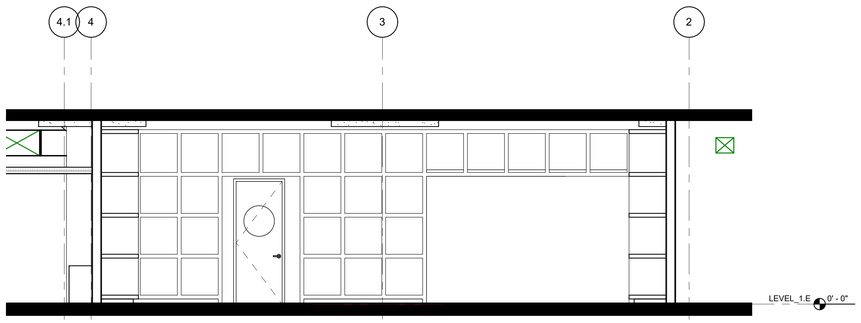
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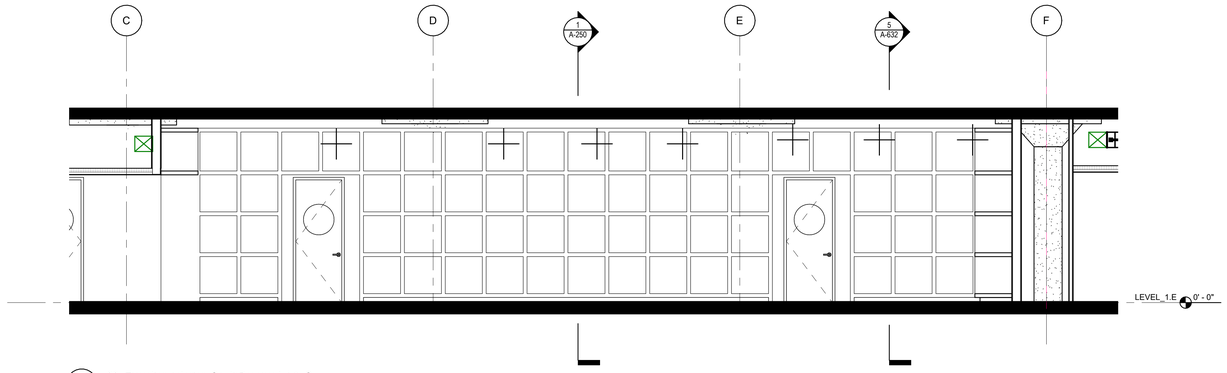
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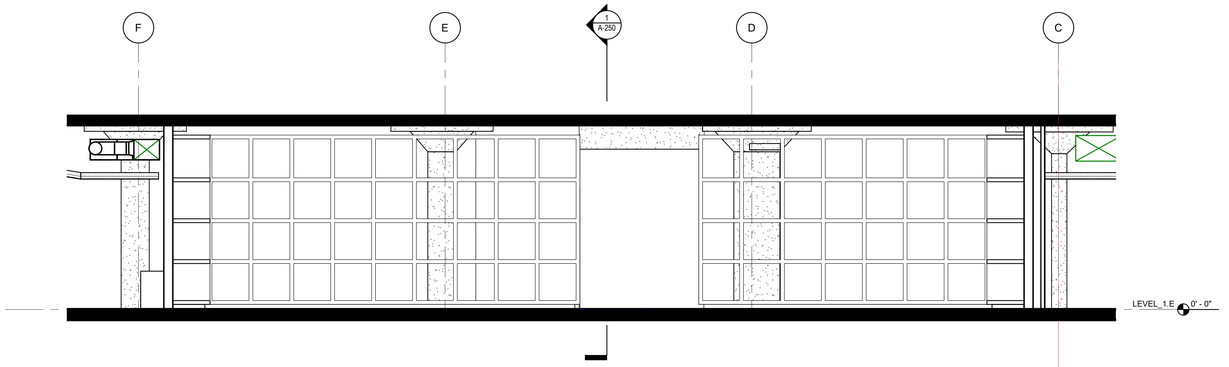
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SCALE: 1/4" = 1'-0"



3 60_Elevation-Interior_SouthBreakout_L1_E
SCALE: 1/4" = 1'-0"



2 60_Elevation-Interior_SouthBreakout_L1_S
SCALE: 1/4" = 1'-0"



1 60_Elevation-Interior_SouthBreakout_L1_N
SCALE: 1/4" = 1'-0"

FLAMA

FLAMA

LOVETT COMMERCIAL — CLIENT
2410 POLK ST. #200
HOUSTON, TX 77003
T: 713 876 0277

OMA — DESIGN ARCHITECT
180 VARICK ST. SUITE 1328
NEW YORK, NY 10014
T: +1 212 337 0770

CORGAN — ASSOCIATE ARCHITECT
9 GREENWAY PLAZA #300
HOUSTON, TX 77046
T: 836 652 3640

RDLR — ASSOCIATE ARCHITECT
800 SAMPSON ST. #104
HOUSTON, TX 77003
T: 713 868 3121

DBR, INC. — MEP
9990 RICHMOND AVE. #300
HOUSTON, TX 77042
T: 713 914 0888

IMEG — STRUCTURAL
3700 W. SAM HOUSTON S.
HOUSTON, TX 77042
T: 832 856 8064

WORRELL DESIGN GROUP — FOOD SERVICE CONSULTANT
10705 BRAIR FOREST DR.
HOUSTON, TX 77042
T: 713 784 0290

REV	DATE	DESCRIPTION
01	05/08/24	100% SCHEMATIC DESIGN
02	07/18/24	100% DESIGN DEVELOPMENT

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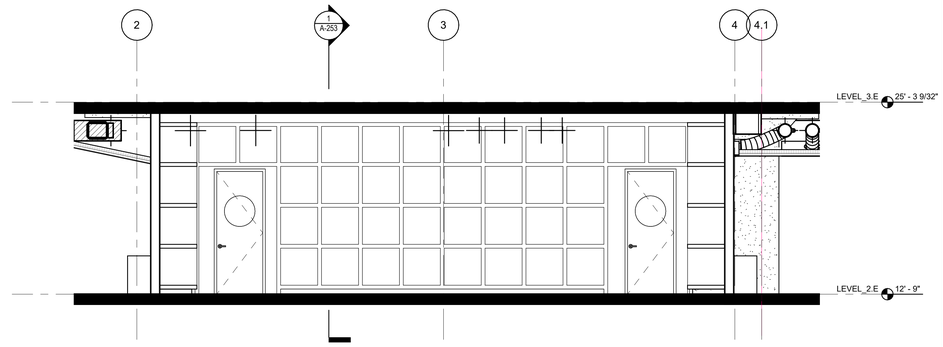
INTERIOR ELEVATION - SOUTH BREAKOUT - L1
TITLE

STATUS — REVISION

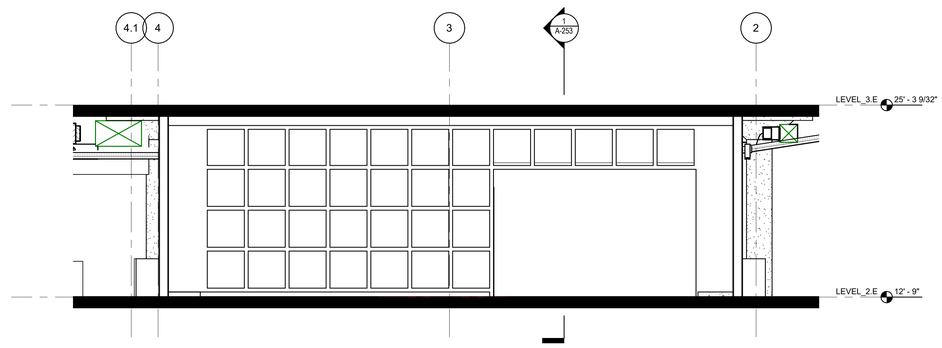
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SCALE
ARCH E1 — FORMAT
DATE

A-604
DRAWING NUMBER

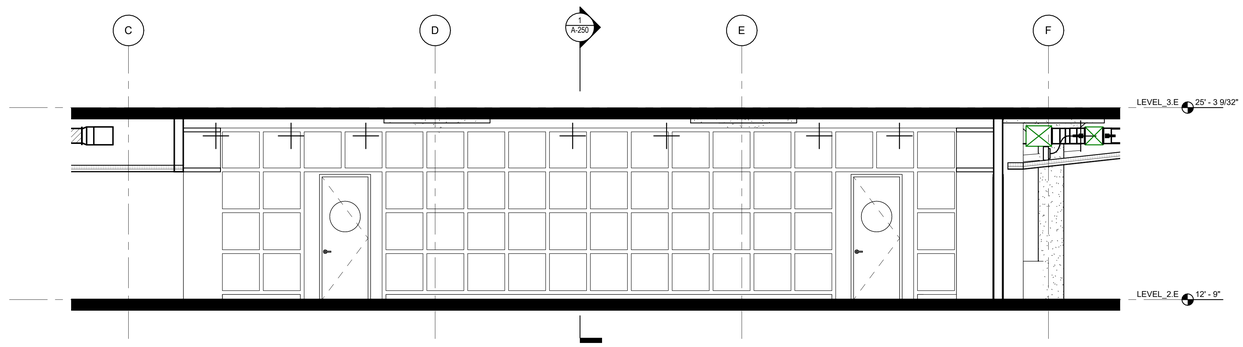
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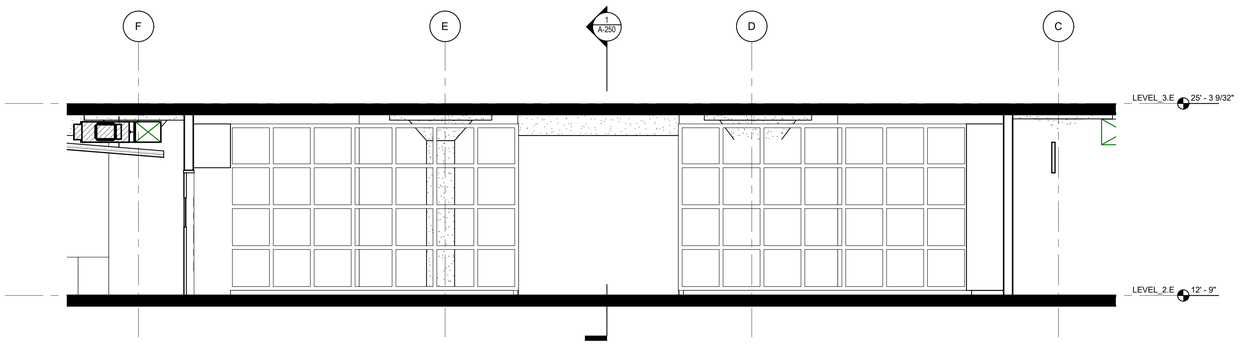
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SCALE: 1/4" = 1'-0"



3 60_Elevation-Interior_SouthBreakout_L2_E
SCALE: 1/4" = 1'-0"



2 60_Elevation-Interior_SouthBreakout_L2_S
SCALE: 1/4" = 1'-0"



1 60_Elevation-Interior_SouthBreakout_L2_N
SCALE: 1/4" = 1'-0"

FLAMA

FLAMA

LOVETT COMMERCIAL 2410 POLK ST. #200 HOUSTON, TX 77003 T: 713 876 0277	CLIENT
OMA 180 VARICK ST. SUITE 1328 NEW YORK, NY 10014 T: +1 212 337 0770	DESIGN ARCHITECT
CORGAN 9 GREENWAY PLAZA #300 HOUSTON, TX 77046 T: 836 652 3640	ASSOCIATE ARCHITECT
RDLR 800 SAMPSON ST. #104 HOUSTON, TX 77003 T: 713 868 3121	ASSOCIATE ARCHITECT
DBR, INC. 9990 RICHMOND AVE. #300 HOUSTON, TX 77042 T: 713 914 0888	MEP
IMEG 3700 W. SAM HOUSTON S. HOUSTON, TX 77042 T: 832 856 8064	STRUCTURAL
WORRELL DESIGN GROUP 10705 BRAIR FOREST DR. HOUSTON, TX 77042 T: 713 784 0290	FOOD SERVICE CONSULTANT

REV	DATE	DESCRIPTION
01	05/08/24	100% SCHEMATIC DESIGN
02	07/18/24	100% DESIGN DEVELOPMENT

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DRN	Author	CHK	Checker	APP	Approver

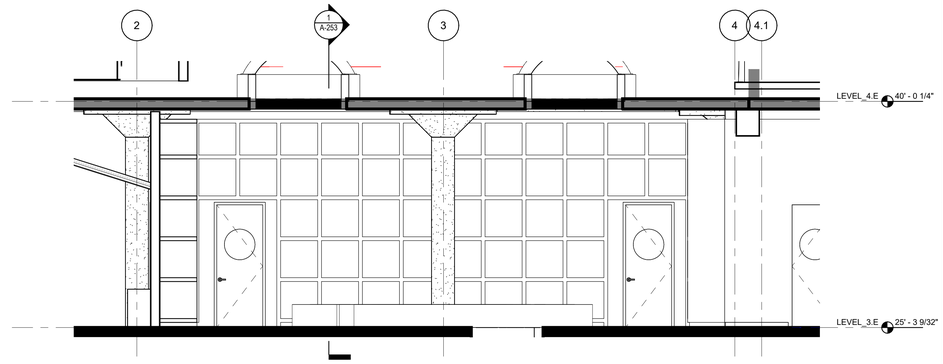
INTERIOR ELEVATION - SOUTH BREAKOUT - L2
TITLE

STATUS REVISION

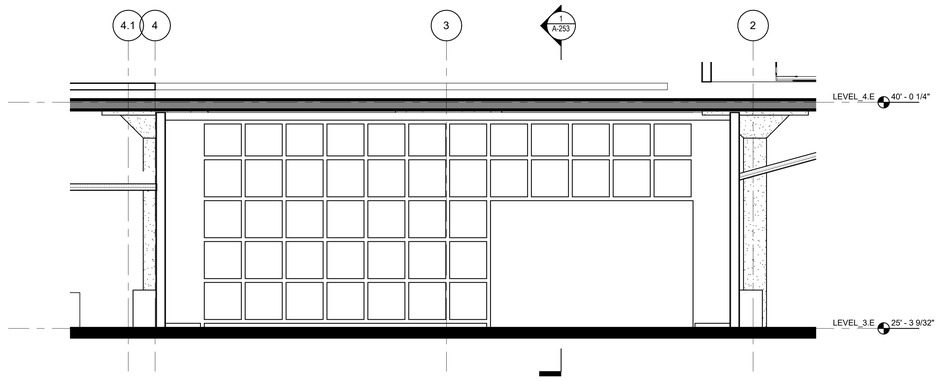
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PROJECT NUMBER	SCALE	FORMAT	DATE

A-605
DRAWING NUMBER

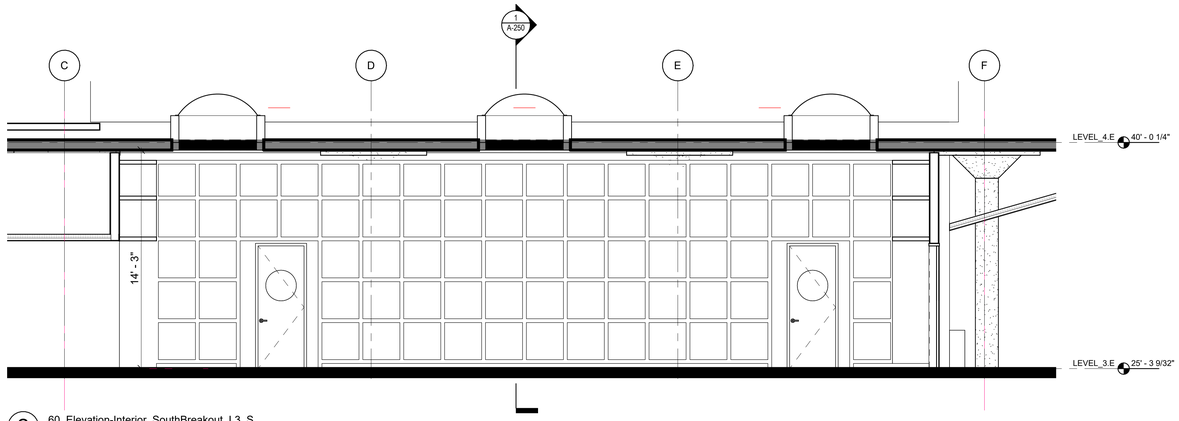
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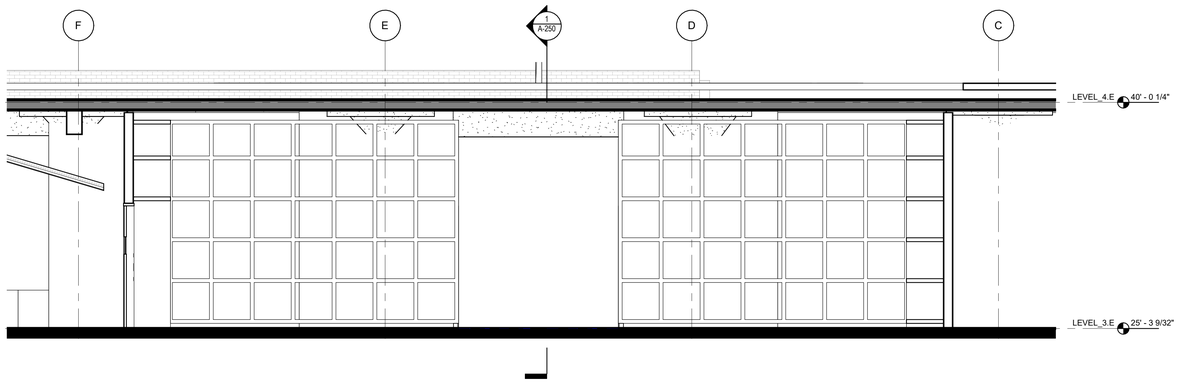
4 60_SOUTH BREAKOUT_L3_W
SCALE: 1/4" = 1'-0"



3 60_Elevation-Interior_SouthBreakout_L3_E
SCALE: 1/4" = 1'-0"



2 60_Elevation-Interior_SouthBreakout_L3_S
SCALE: 1/4" = 1'-0"



1 60_Elevation-Interior_SouthBreakout_L3_N
SCALE: 1/4" = 1'-0"

FLAMA

FLAMA

LOVETT COMMERCIAL 2410 POLK ST. #200 HOUSTON, TX 77003 T: 713 876 0277	CLIENT
OMA 180 VARICK ST. SUITE 1328 NEW YORK, NY 10014 T: +1 212 337 0770	DESIGN ARCHITECT
CORGAN 9 GREENWAY PLAZA #300 HOUSTON, TX 77046 T: 836 652 3640	ASSOCIATE ARCHITECT
RDLR 800 SAMPSON ST. #104 HOUSTON, TX 77003 T: 713 868 3121	ASSOCIATE ARCHITECT
DBR, INC. 9990 RICHMOND AVE. #300 HOUSTON, TX 77042 T: 713 914 0888	MEP
IMEG 3700 W. SAM HOUSTON S. HOUSTON, TX 77042 T: 832 856 8064	STRUCTURAL
WORRELL DESIGN GROUP 10705 BRAIR FOREST DR. HOUSTON, TX 77042 T: 713 784 0290	FOOD SERVICE CONSULTANT

REV	DATE	DESCRIPTION
01	05/08/24	100% SCHEMATIC DESIGN
02	07/18/24	100% DESIGN DEVELOPMENT

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DRN Author | CHK Checker | APP Approver

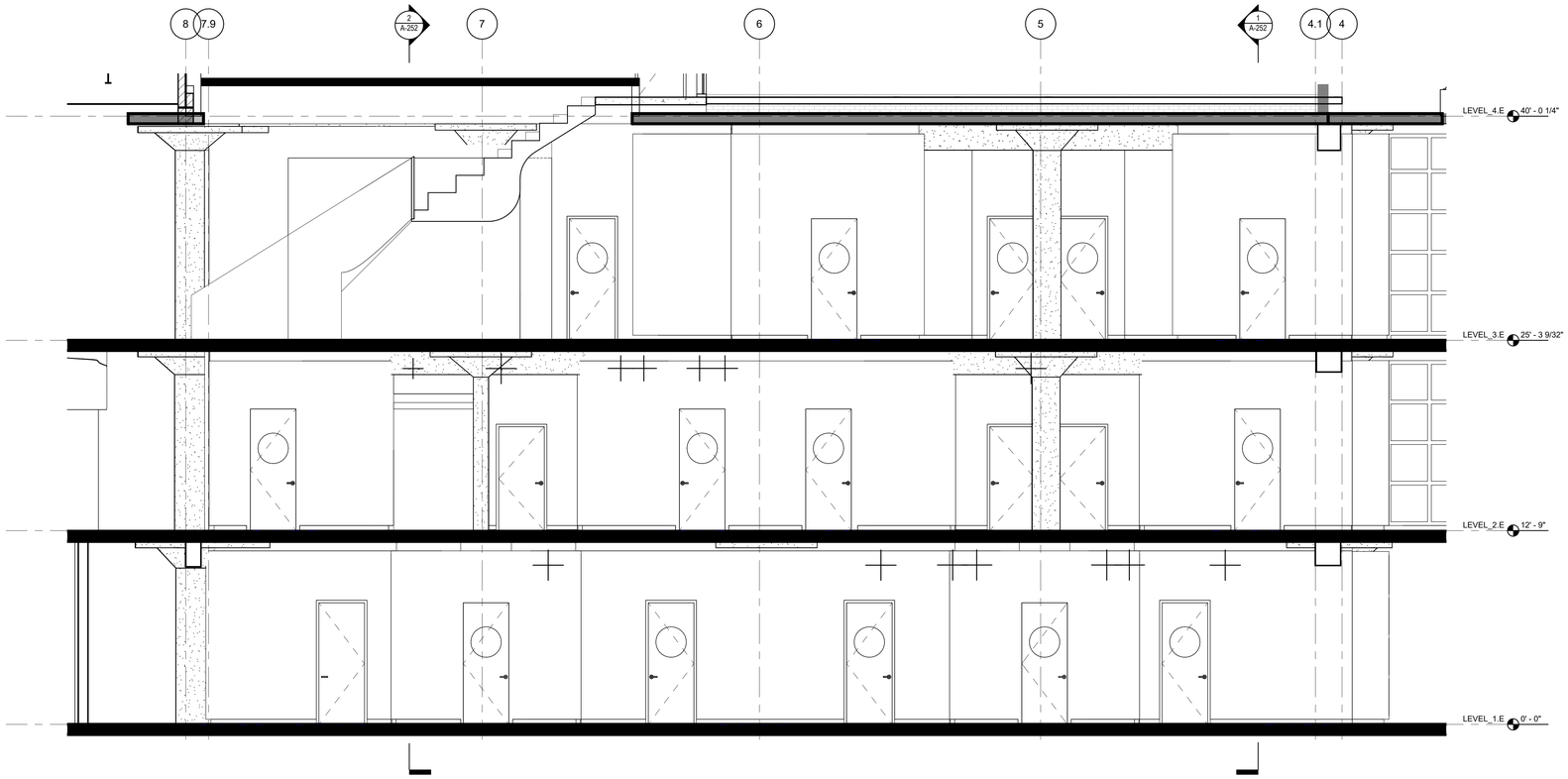
INTERIOR ELEVATION - SOUTH BREAKOUT - L3
TITLE

STATUS REVISION

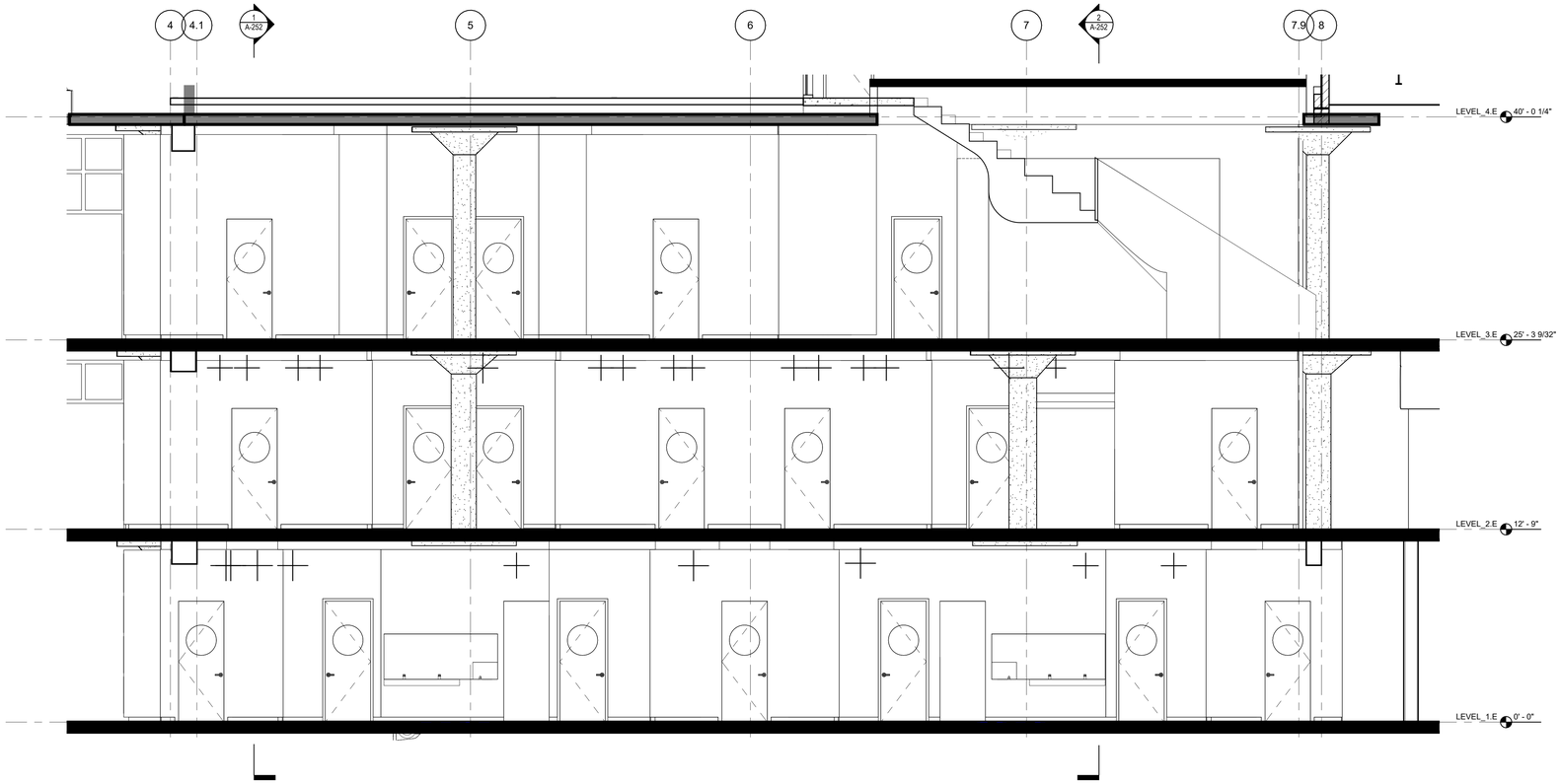
20010260-01 | SCALE | ARCH E1 | FORMAT | DATE
PROJECT NUMBER

A-606
DRAWING NUMBER

8/9/2024 4:03:38 PM



2 60_Elevation-Interior_Hallway_E
SCALE: 1/4" = 1'-0"



1 60_Elevation-Interior_Hallway_W
SCALE: 1/4" = 1'-0"

FLAMA

FLAMA

LOVETT COMMERCIAL 2410 POLK ST. #200 HOUSTON, TX 77003 T: 713 876 0277	CLIENT
OMA 180 VARICK ST. SUITE 1328 NEW YORK, NY 10014 T: +1 212 337 0770	DESIGN ARCHITECT
CORGAN 9 GREENWAY PLAZA #300 HOUSTON, TX 77046 T: 836 652 3640	ASSOCIATE ARCHITECT
RDLR 800 SAMPSON ST. #104 HOUSTON, TX 77003 T: 713 868 3121	ASSOCIATE ARCHITECT
DBR, INC. 9990 RICHMOND AVE. #300 HOUSTON, TX 77042 T: 713 914 0888	MEP
IMEG 3700 W. SAM HOUSTON S. HOUSTON, TX 77042 T: 832 856 8064	STRUCTURAL
WORRELL DESIGN GROUP 10705 BRAIR FOREST DR. HOUSTON, TX 77042 T: 713 784 0290	FOOD SERVICE CONSULTANT

REV	DATE	DESCRIPTION
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02	07/18/24	100% DESIGN DEVELOPMENT

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DRN	CHK	APP
Author	Checker	Approver

INTERIOR ELEVATION - HALLWAY

TITLE

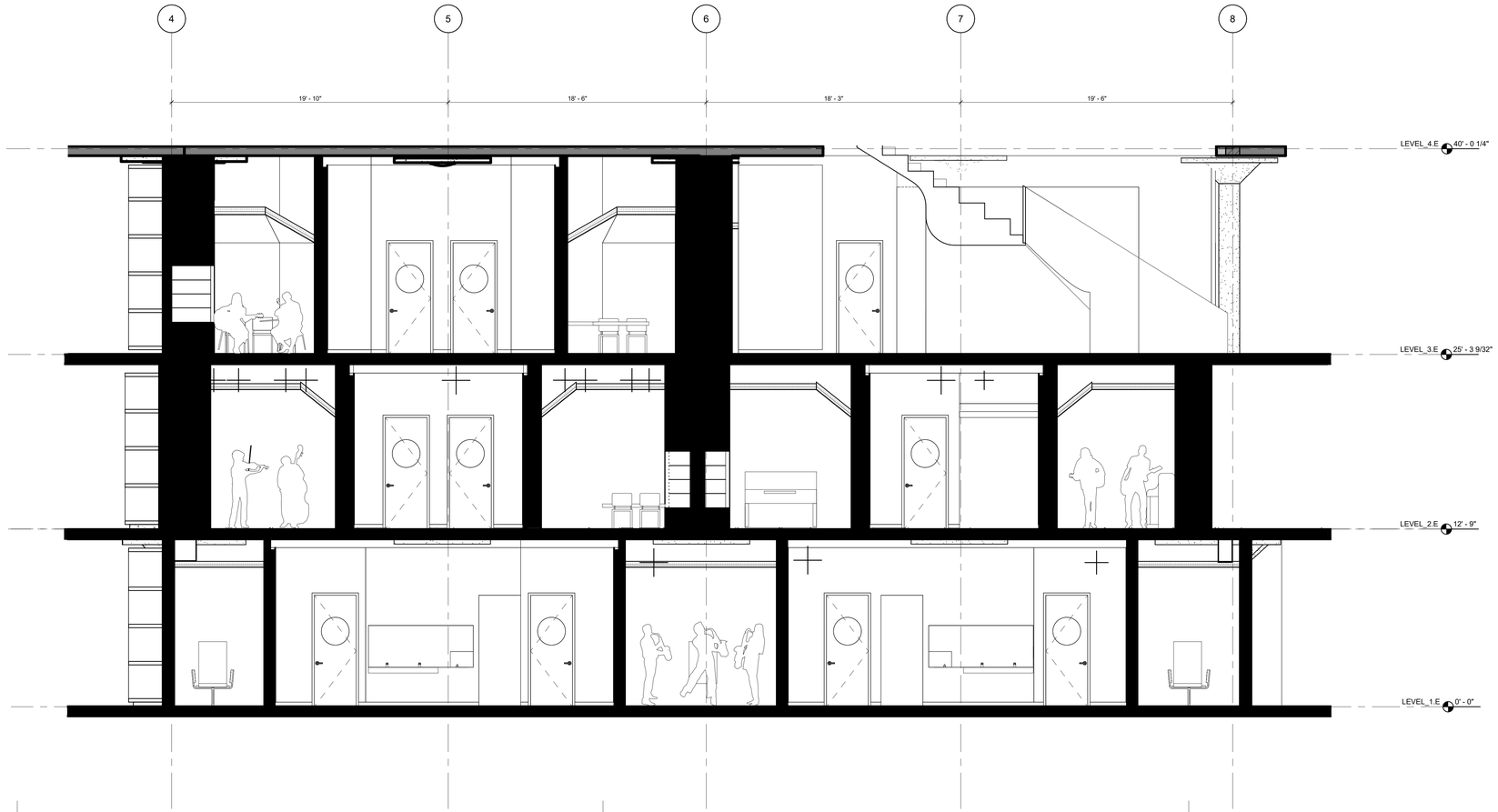
STATUS REVISION

PROJECT NUMBER	SCALE	FORMAT	DATE
20010260-01		ARCH E1	

A-607

DRAWING NUMBER

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2410 POLK ST. #200
HOUSTON, TX 77003
T: 713 876 0277

OMA — DESIGN ARCHITECT
180 VARICK ST. SUITE 1328
NEW YORK, NY 10014
T: +1 212 337 0770

CORGAN — ASSOCIATE ARCHITECT
9 GREENWAY PLAZA #300
HOUSTON, TX 77046
T: 836 652 3640

RDLR — ASSOCIATE ARCHITECT
800 SAMPSON ST. #104
HOUSTON, TX 77003
T: 713 868 3121

DBR, INC. — MEP
9990 RICHMOND AVE. #300
HOUSTON, TX 77042
T: 713 914 0888

IMEG — STRUCTURAL
3700 W. SAM HOUSTON S.
HOUSTON, TX 77042
T: 832 856 8064

WORRELL DESIGN GROUP — FOOD SERVICE CONSULTANT
10705 BRAIR FOREST DR.
HOUSTON, TX 77042
T: 713 784 0290

REV	DATE	DESCRIPTION
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DRN Author | CHK Checker | APP Approver

ENLARGED SECTION - PRACTICE ROOMS

TITLE

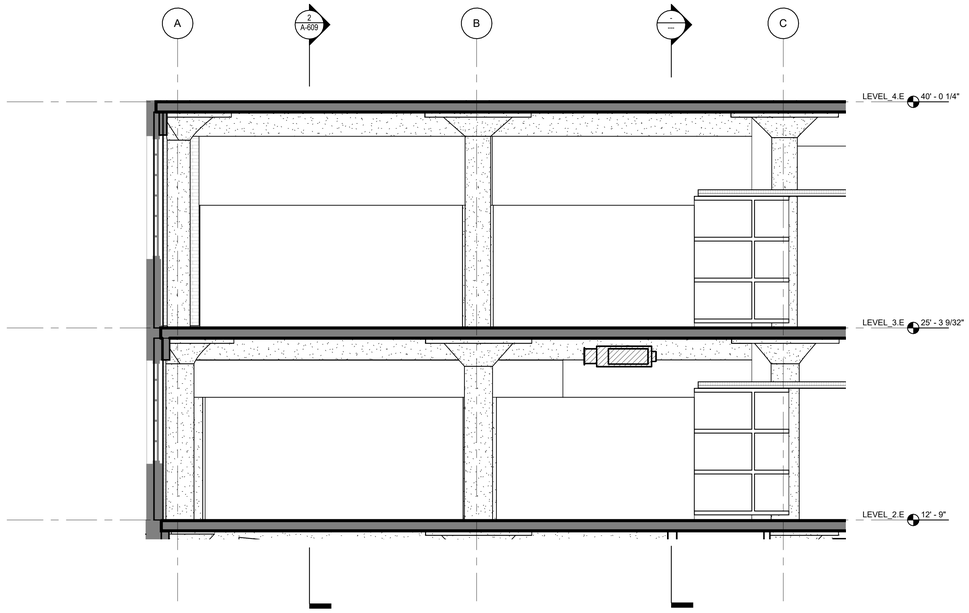
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20010260-01 — PROJECT NUMBER
SCALE
ARCH E1 — FORMAT
DATE

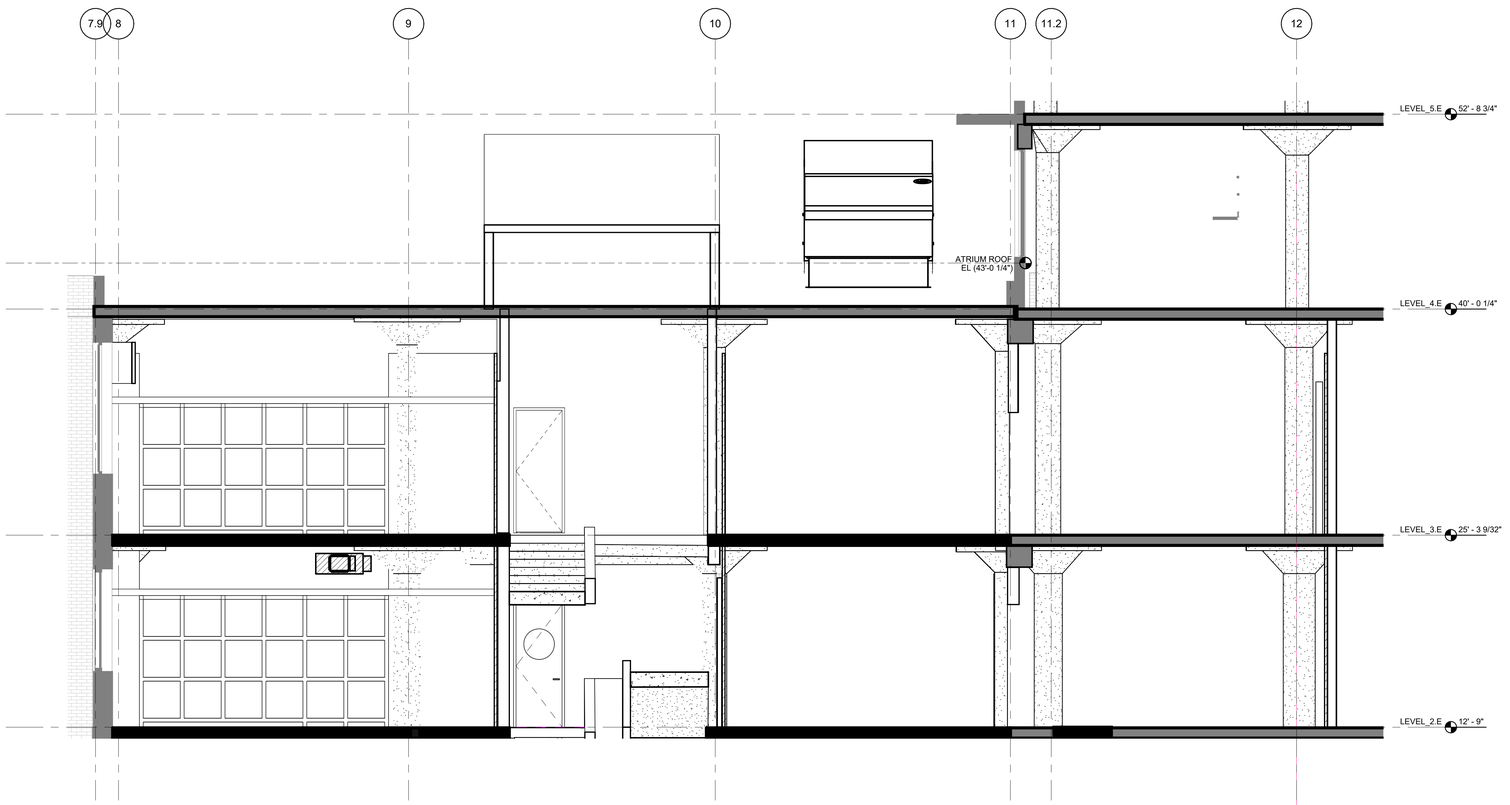
A-608

DRAWING NUMBER

8/9/2024 4:03:45 PM



1 BUILDING SECTION - CAFEGYMATORIUM - EW
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2 60_MUSIC WING_L2-3_NS
SCALE: 1/4" = 1'-0"

FLAMA

LOVETT COMMERCIAL 2410 POLK ST. #200 HOUSTON, TX 77003 T: 713 876 0277	CLIENT
OMA 180 VARICK ST. SUITE 1328 NEW YORK, NY 10014 T: +1 212 337 0770	DESIGN ARCHITECT
CORGAN 9 GREENWAY PLAZA #300 HOUSTON, TX 77046 T: 836 652 3640	ASSOCIATE ARCHITECT
RDLR 800 SAMPSON ST. #104 HOUSTON, TX 77003 T: 713 868 3121	ASSOCIATE ARCHITECT
DBR, INC. 9990 RICHMOND AVE. #300 HOUSTON, TX 77042 T: 713 914 0888	MEP
IMEG 3700 W. SAM HOUSTON S. HOUSTON, TX 77042 T: 832 856 8064	STRUCTURAL
WORRELL DESIGN GROUP 10705 BRAIR FOREST DR. HOUSTON, TX 77042 T: 713 784 0290	FOOD SERVICE CONSULTANT

REV	DATE	DESCRIPTION
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ENLARGED SECTION - MUSIC WING

TITLE

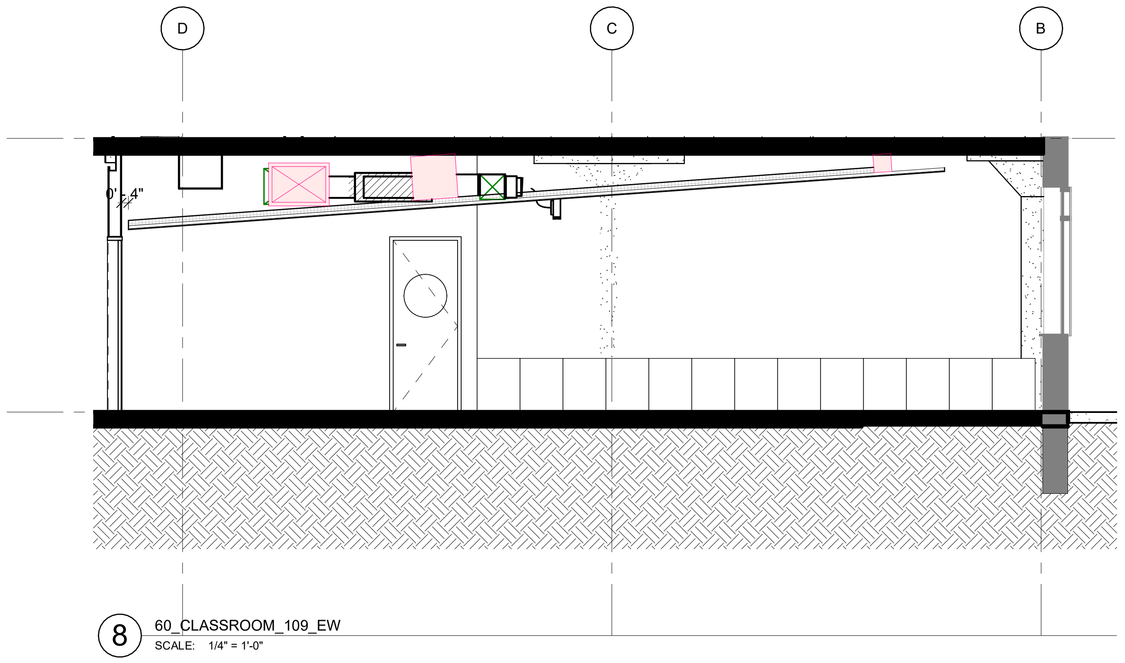
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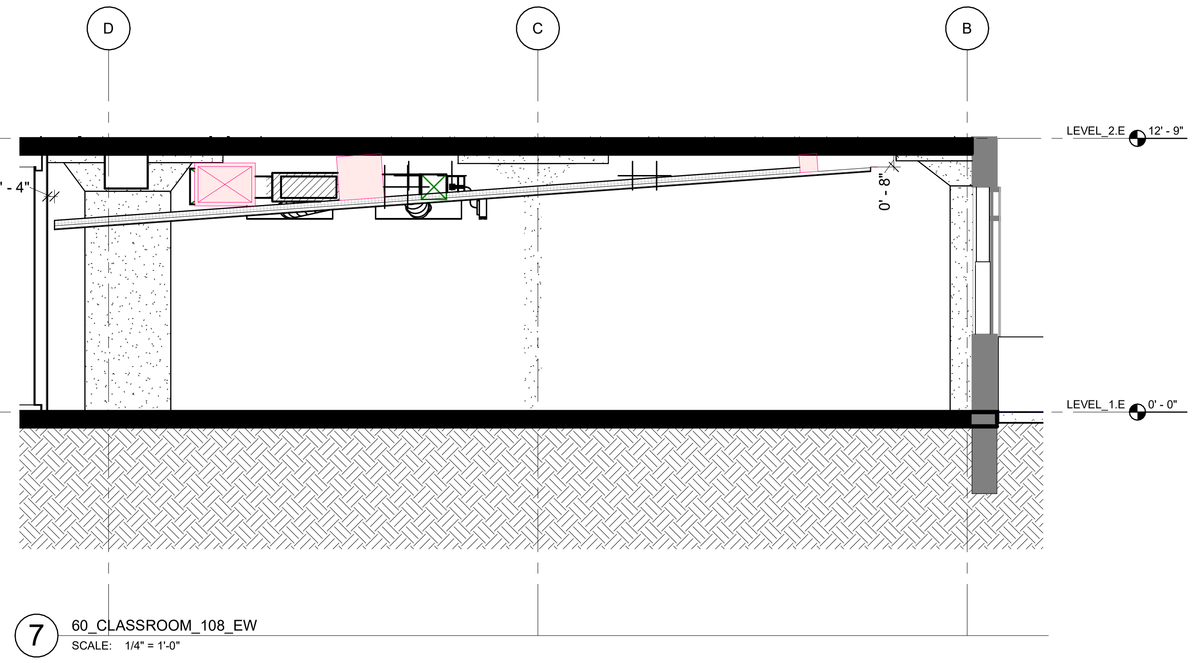
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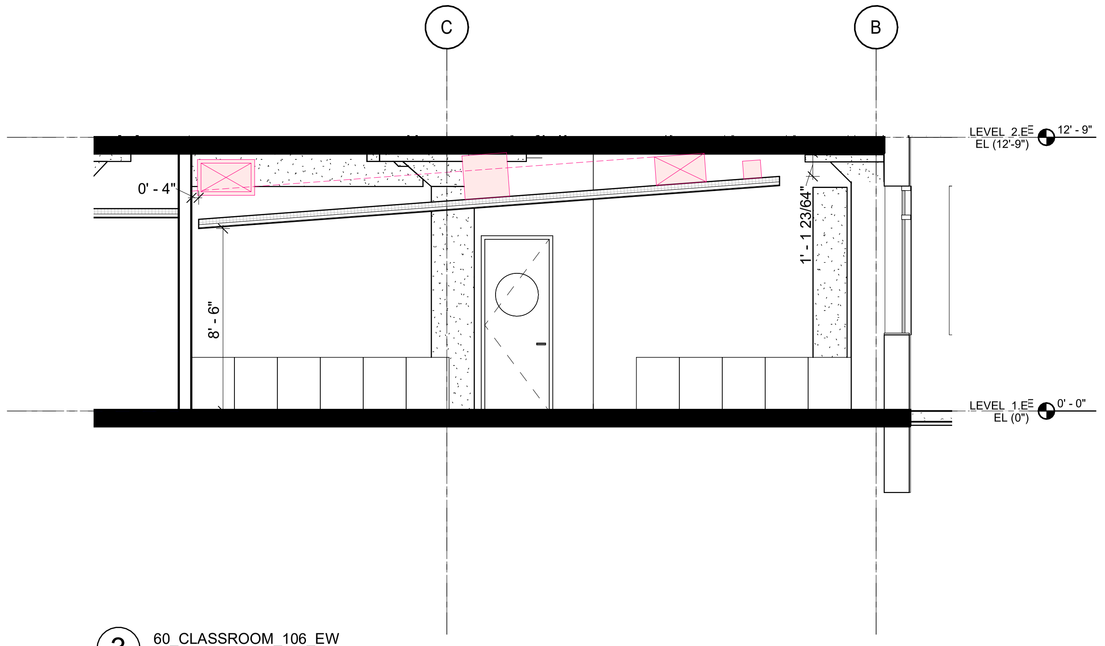
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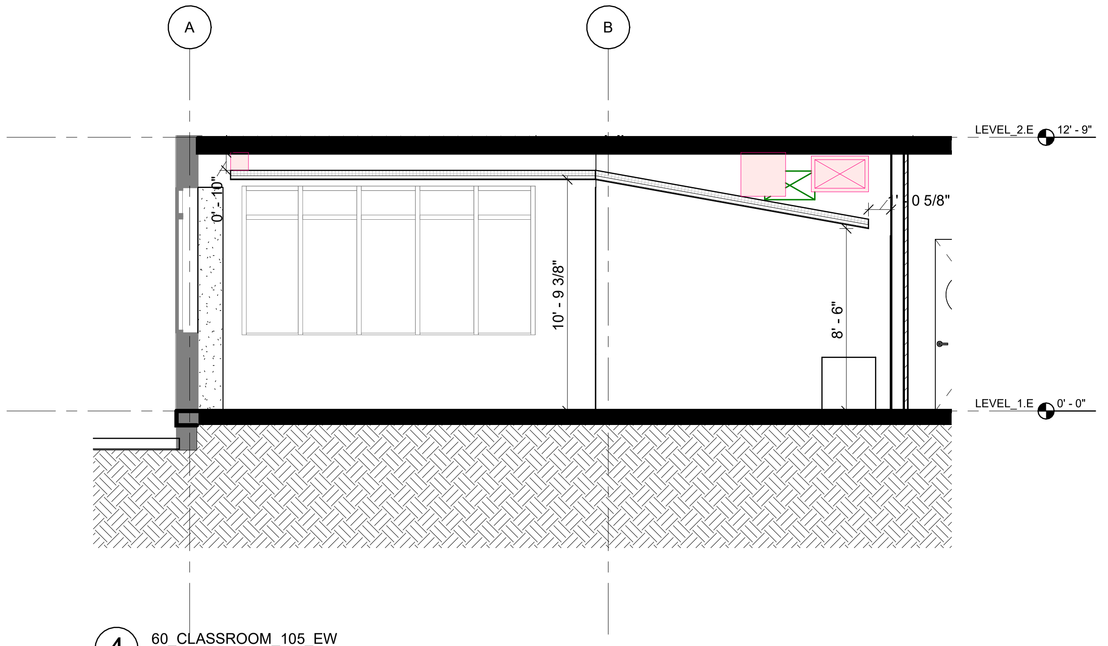
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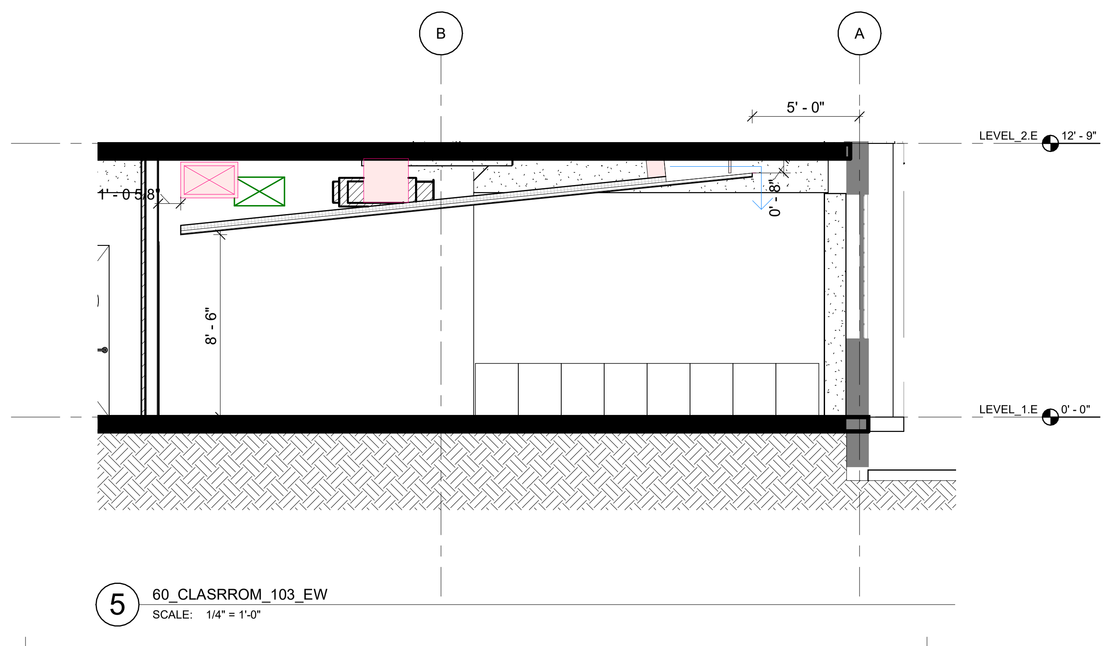
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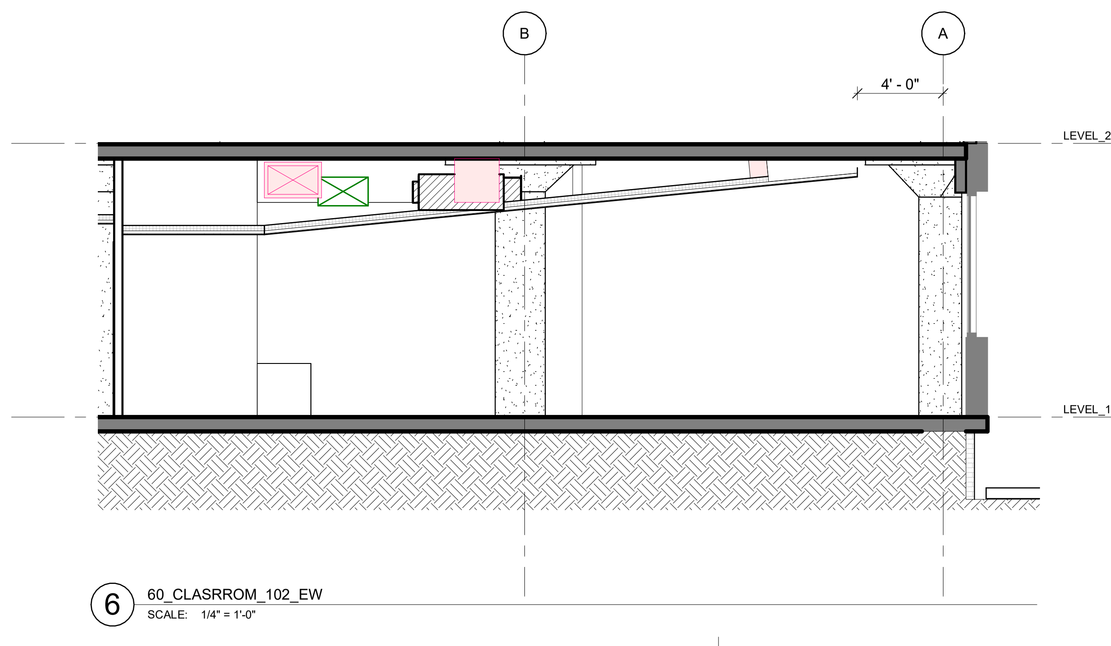
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4 60_CLASSROOM_105_EW
SCALE: 1/4" = 1'-0"



5 60_CLASRROM_103_EW
SCALE: 1/4" = 1'-0"



6 60_CLASRROM_102_EW
SCALE: 1/4" = 1'-0"

FLAMA

FLAMA

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RDLR 800 SAMPSON ST. #104 HOUSTON, TX 77003 T: 713 868 3121	ASSOCIATE ARCHITECT
DBR, INC. 9990 RICHMOND AVE. #300 HOUSTON, TX 77042 T: 713 914 0888	MEP
IMEG 3700 W. SAM HOUSTON S. HOUSTON, TX 77042 T: 832 856 8064	STRUCTURAL
WORRELL DESIGN GROUP 10705 BRAIR FOREST DR. HOUSTON, TX 77042 T: 713 784 0290	FOOD SERVICE CONSULTANT

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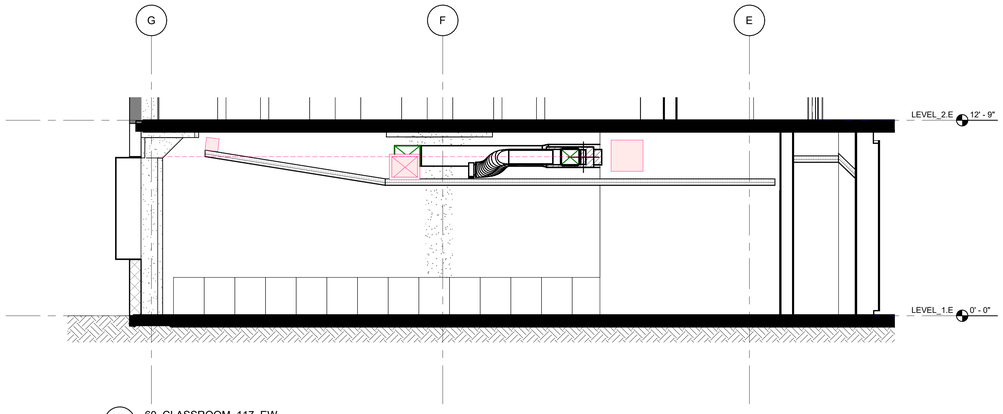
INTERIOR ELEVATION - CLASSROOM -102-109
TITLE

STATUS REVISION

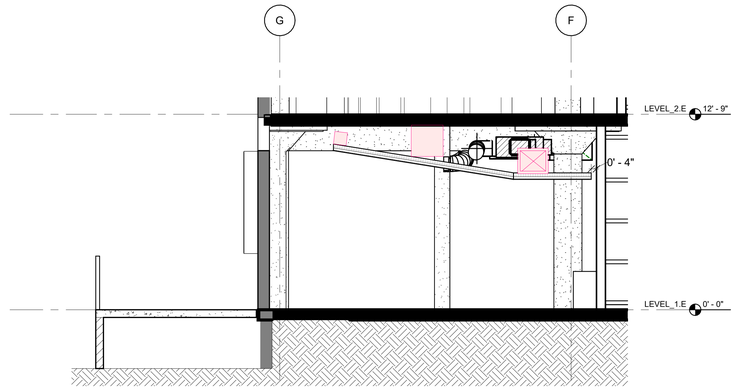
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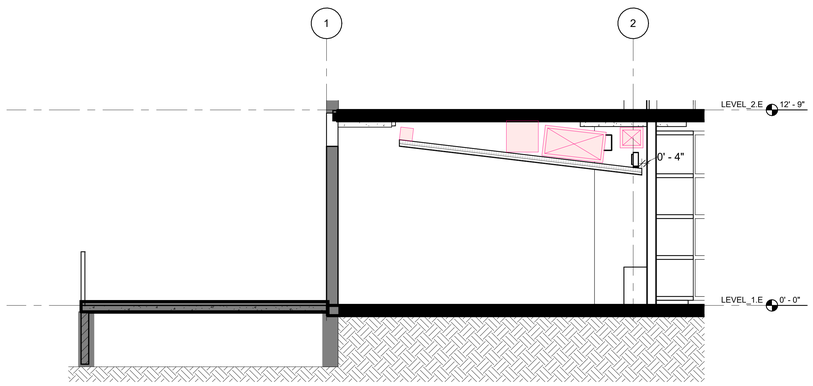
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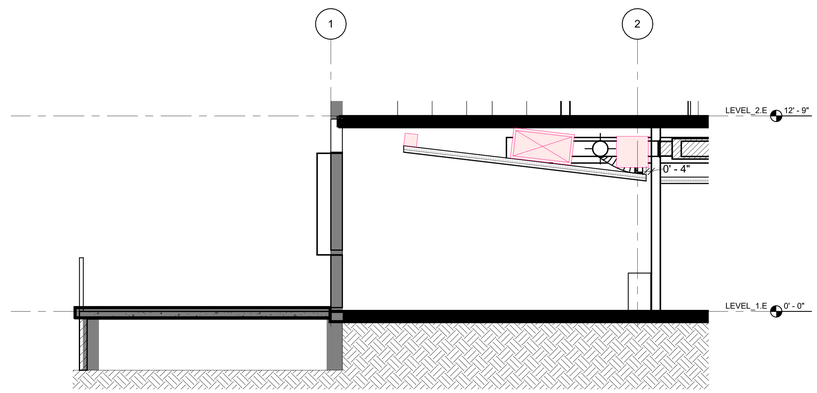
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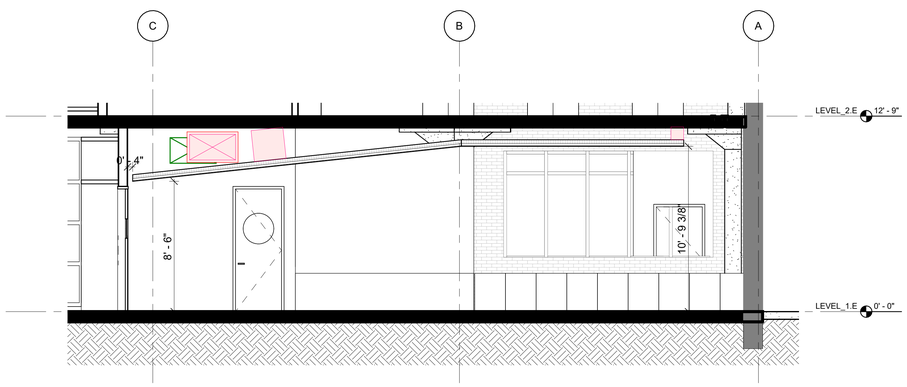
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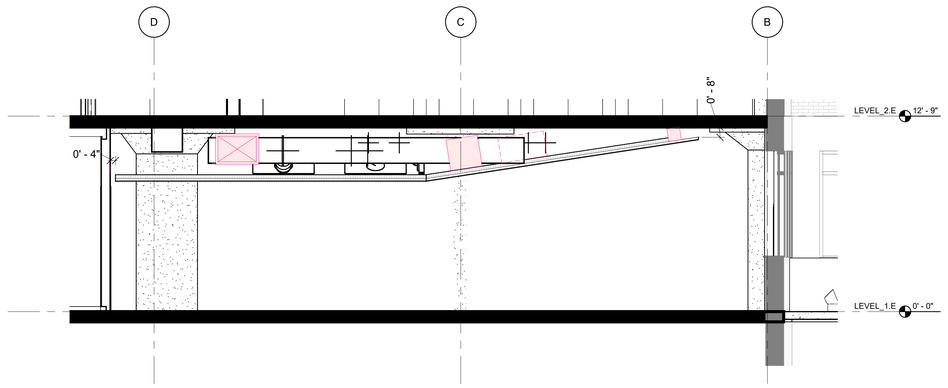
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4 60_CLASSROOM_113_NS
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3 60_CLASSROOM_112_EW
SCALE: 1/4" = 1'-0"



1 60_CLASSROOM_111_EW
SCALE: 1/4" = 1'-0"

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LOVETT COMMERCIAL 2410 FOLK ST. #200 HOUSTON, TX 77003 T: 713 876 0277	CLIENT
OMA 180 VARICK ST. SUITE 1328 NEW YORK, NY 10014 T: +1 212 337 0770	DESIGN ARCHITECT
CORGAN 9 GREENWAY PLAZA #300 HOUSTON, TX 77046 T: 836 652 3640	ASSOCIATE ARCHITECT
RDLR 800 SAMPSON ST. #104 HOUSTON, TX 77003 T: 713 868 3121	ASSOCIATE ARCHITECT
DBR, INC. 9990 RICHMOND AVE. #300 HOUSTON, TX 77042 T: 713 914 0888	MEP
IMEG 3700 W. SAM HOUSTON S. HOUSTON, TX 77042 T: 832 856 8064	STRUCTURAL
WORRELL DESIGN GROUP 10705 BRAIR FOREST DR. HOUSTON, TX 77042 T: 713 784 0290	FOOD SERVICE CONSULTANT

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DRN	Author	CHK	Checker	APP	Approver

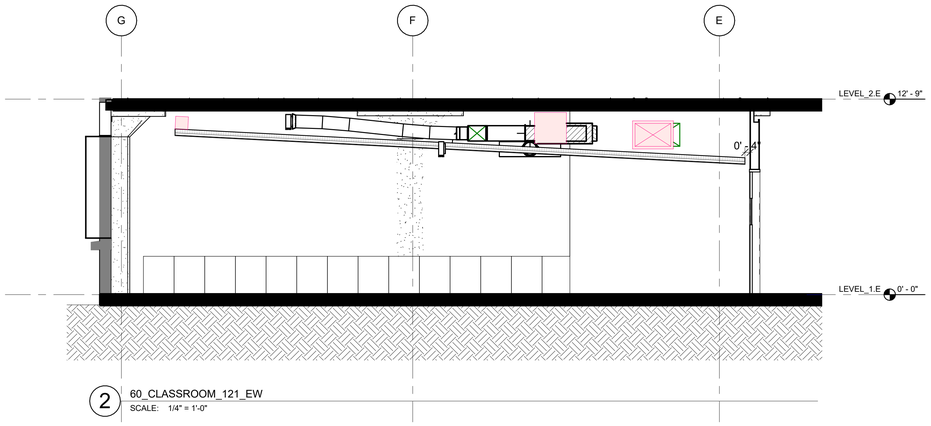
INTERIOR ELEVATION - CLASSROOM - 107-117
TITLE

STATUS REVISION

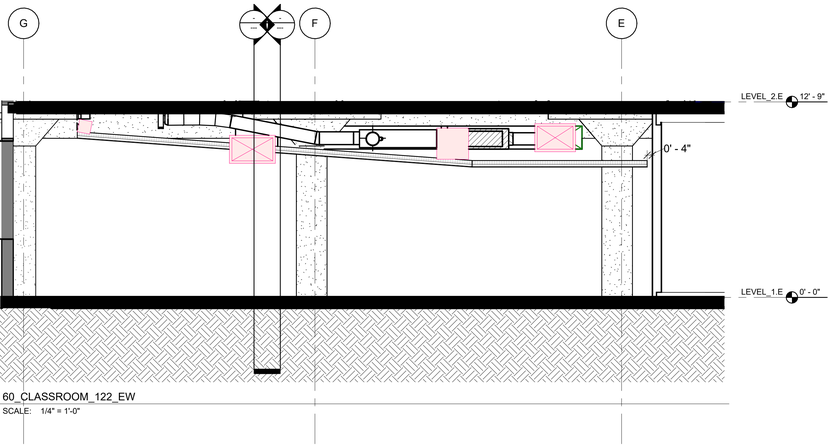
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20010260-01		ARCH E1	

A-632
DRAWING NUMBER

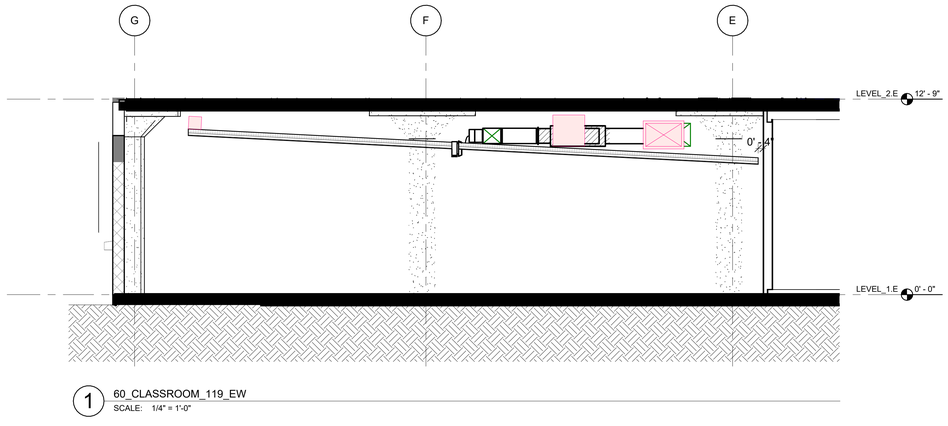
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2 60_CLASSROOM_121_EW
SCALE: 1/4" = 1'-0"



3 60_CLASSROOM_122_EW
SCALE: 1/4" = 1'-0"



1 60_CLASSROOM_119_EW
SCALE: 1/4" = 1'-0"

FLAMA

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LOVETT COMMERCIAL 2410 POLK ST. #200 HOUSTON, TX 77003 T: 713 876 0277	CLIENT
OMA 180 VARICK ST. SUITE 1328 NEW YORK, NY 10014 T: +1 212 337 0770	DESIGN ARCHITECT
CORGAN 9 GREENWAY PLAZA #300 HOUSTON, TX 77046 T: 836 652 3640	ASSOCIATE ARCHITECT
RDLR 800 SAMPSON ST. #104 HOUSTON, TX 77003 T: 713 868 3121	ASSOCIATE ARCHITECT
DBR, INC. 9990 RICHMOND AVE. #300 HOUSTON, TX 77042 T: 713 914 0888	MEP
IMEG 3700 W. SAM HOUSTON S. HOUSTON, TX 77042 T: 832 856 8064	STRUCTURAL
WORRELL DESIGN GROUP 10705 BRAIR FOREST DR. HOUSTON, TX 77042 T: 713 784 0290	FOOD SERVICE CONSULTANT

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02	07/18/24	100% DESIGN DEVELOPMENT

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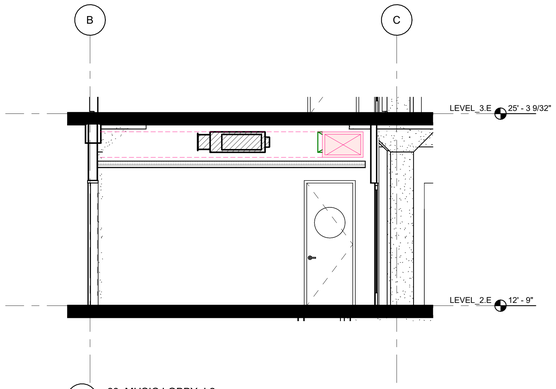
INTERIOR ELEVATION - CLASSROOM - 119-122
TITLE

STATUS REVISION

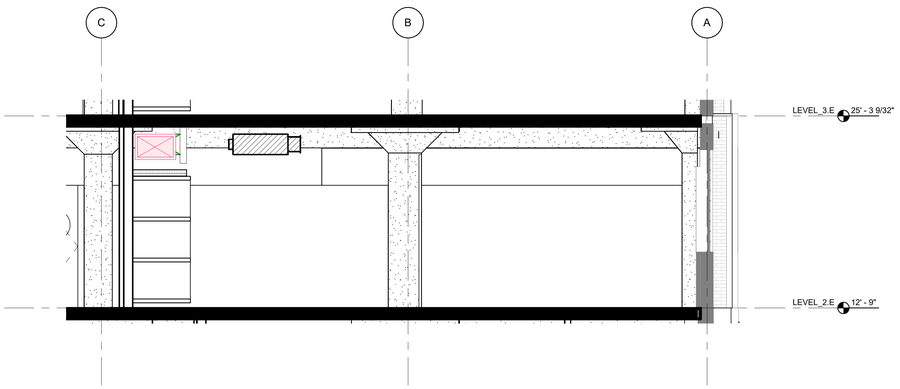
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PROJECT NUMBER | FORMAT

A-633
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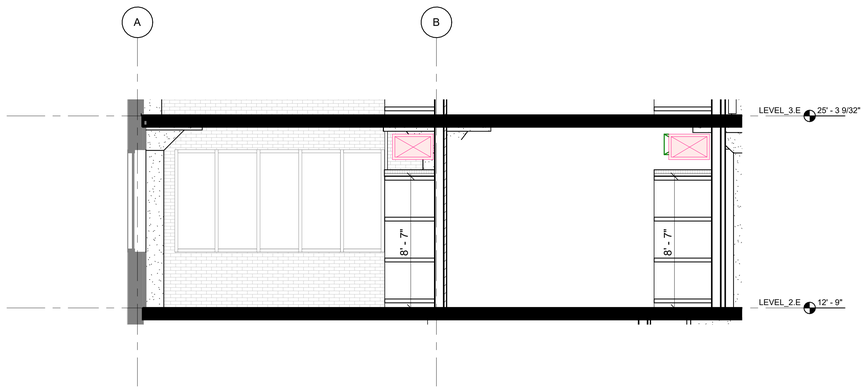
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3 60_MUSIC LOBBY_L2
SCALE: 1/4" = 1'-0"



2 60_VOCAL CLASSROOM_EW
SCALE: 1/4" = 1'-0"



1 60_CHORAL SECTIONAL_EW
SCALE: 1/4" = 1'-0"

FLAMA

FLAMA

LOVETT COMMERCIAL 2410 POLK ST. #200 HOUSTON, TX 77003 T: 713 876 0277	CLIENT
OMA 180 VARICK ST. SUITE 1328 NEW YORK, NY 10014 T: +1 212 337 0770	DESIGN ARCHITECT
CORGAN 9 GREENWAY PLAZA #300 HOUSTON, TX 77046 T: 836 652 3640	ASSOCIATE ARCHITECT
RDLR 800 SAMPSON ST. #104 HOUSTON, TX 77003 T: 713 868 3121	ASSOCIATE ARCHITECT
DBR, INC. 9990 RICHMOND AVE. #300 HOUSTON, TX 77042 T: 713 914 0888	MEP
IMEG 3700 W. SAM HOUSTON S. HOUSTON, TX 77042 T: 832 856 8064	STRUCTURAL
WORRELL DESIGN GROUP 10705 BRAIR FOREST DR. HOUSTON, TX 77042 T: 713 784 0290	FOOD SERVICE CONSULTANT

REV	DATE	DESCRIPTION
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INTERIOR ELEVATION - CLASSROOM - 201-204
TITLE

STATUS REVISION

20010260-01 | ARCH E1
PROJECT NUMBER | SCALE | FORMAT | DATE

A-634
DRAWING NUMBER

8/9/2024 4:04:11 PM

Organizational Bylaws

Provide the proposed (or existing) bylaws for the sponsoring entity.

DocuSign Envelope ID: EB4F74FE-475A-48AA-B55A-0FD04DE25079

BYLAWS
OF
FRANK LIU JR. ACADEMY FOR MUSIC & ARTS

WHEREAS, the initial Board of Directors of Frank Liu Jr. Academy for Music & Arts (the "Corporation") caused to be filed with the Texas Secretary of State a Certificate of Formation for the organization of the Corporation NOW, THEREFORE:

BE IT RESOLVED by the Board of Directors of the Corporation, that these Bylaws will govern its affairs in pursuit of its declared purposes.

PREAMBLE
CORPORATE PURPOSE, OBJECTIVES AND DEDICATION OF ASSETS

The Corporation shall enrich, strengthen, enhance, and support the advancement of education and school choice in Texas by engaging in fundraising as it deems appropriate in furtherance of the purposes as provided in the Certificate of Formation. The Corporation shall also seek to own and operate an Open-Enrollment Charter School (the "School") as provided under the Texas Education Code for the benefit of students in Texas, providing educational opportunities, programs and such other functions as it deems appropriate in furtherance of the purposes as provided in the Certificate of Formation. This Corporation is formed for charitable and educational purposes, and it will be nonprofit and nonpartisan. No substantial part of the activities of the Corporation will consist of the publication or dissemination of materials or statements with the purpose of attempting to influence legislation, and the Corporation will not participate or intervene in any political campaign on behalf of or in opposition to any candidate of public office. The Corporation will not engage in any activities or exercise any powers that are not in furtherance of the charitable purposes described in the Certificate of Formation.

The properties and assets of the Corporation are irrevocably dedicated to charitable and educational purposes. No part of the net earnings, properties or assets of this corporation, on dissolution or otherwise shall inure to the benefit of any private person, or any director or officer of this Corporation. On liquidation or dissolution, all properties, assets and obligations will be distributed or paid over to an organization dedicated to charitable and educational purposes that is tax-exempt pursuant to Internal Revenue Code Section 501(c)(3) as amended or as otherwise required by state and federal law.

The Corporation, in all its activities and programs, shall not discriminate on the basis of sex, national origin, ethnicity, religion, disability or any other prohibited manner.

ARTICLE ONE
NAME, OFFICE AND SEAL

1.01 NAME: The name of the Corporation is "Frank Liu Jr. Academy for Music & Arts".

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1.02 OFFICE: The initial principal office of the Corporation will be located at 1017 Heights Blvd., Houston, Texas 77008.

1.03 SEAL: The corporate seal of the Corporation, if any, will be inscribed with the Corporation name and year and place of its incorporation.

ARTICLE TWO
MEETINGS & RECORDS

2.01 REGULAR MEETINGS, FREQUENCY AND PLACE: Regular meetings of the Board of Directors shall be held on at least a quarterly basis at such places and at such times as the Board may determine.

2.02 ANNUAL MEETING: The Annual Meeting of the Board of Directors shall be held on the occasion of its First (1st) Quarterly meeting each and every fiscal year, or as otherwise determined by the Board.

2.03 SPECIAL MEETINGS: Special meetings of the Board of Directors may be called by the Chairman, Secretary, or by any one or more Board members with the consent of the Chairman or Secretary, which consent will not be unreasonably withheld, for any purpose not otherwise proscribed by law, grant or loan condition, or the Certificate of Formation, to transact any business described in the call for the special meetings.

MEETINGS RELATING TO CHARTER SCHOOLS

2.04 CHARTER SCHOOL MEETINGS: When conducting business relating in any way to the operations or affairs of any of the Corporation's open-enrollment charter schools, meetings of the Board or any Board Committee shall be conducted in accordance with provisions of the Texas Education Code and Chapter 551 of the Texas Government Code, and the Board of Directors shall be subject to the requirements of the Texas Open Meetings Act, including the following provisions: At no time shall a quorum of the full Board meet to deliberate any issue or business of the Corporation without posting notice of a meeting as set forth below. Directors shall normally attend all meetings in person but may attend by alternate means only if circumstances warrant and expressly in accordance with the Texas Open Meetings Act.

(a) Closed Meetings: The Board may meet in a meeting closed to the public to deliberate on those matters specified in the Texas Open Meetings Act as proper for closed meetings, including but not limited to consultation with attorney, real estate, prospective gifts or donations, personnel matters, security personnel or devices, discipline of a student and complaints against an employee unless the student or employee respectively requests an open meeting.

(b) Emergency Meetings: In the event of an emergency as defined in the Texas Open Meetings Act, a meeting may be conducted by telephone conference call. If a meeting

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involves telephonic participation, the telephonic participation must be by conference call in which all persons participating can be heard by all other participants and the public.

(c) Video Conferencing: Meetings may also be conducted by videoconference call if a quorum, or the presiding officer, is present at one location open to the public and the notice of the meeting states the intent to have the quorum present. Audio and video must be simultaneously available to the public and the meeting shall be audio recorded. Each participant shall be clearly visible and audible to other participants and to members of the public in attendance. The meeting must meet all other prerequisites and requirements of the Texas Open Meetings Act.

2.05 NOTICE FOR CHARTER SCHOOL MEETINGS: When conducting business related to the operations or affairs of the Corporation's open-enrollment charter schools, the following shall apply: Notice of all meetings of the Board of Directors, except as otherwise provided by state law, regulation, will be delivered by mail postmarked, electronic facsimile or e-mail transmission to each Director at least 72 hours before the time of the meeting.

(a) Posting of Notice: In addition, notice to the public of any meeting shall be posted at the administrative offices of the Corporation in a location convenient to the public at least 72 hours before the time of such meeting.

(b) Emergency Notice: Emergency meetings as allowed under the Texas Open Meetings Act may be posted up to one hour before such meeting. At such an emergency meeting, the Board may only address the matter requiring the emergency action. The notice must identify the nature of the emergency and the urgent public necessity requiring emergency action.

(c) Internet Posting: Notice and the agenda of all meetings of the Board of Directors shall also be posted on the Corporation's Internet website for the charter schools, if any, concurrently with the notice posted at the administrative offices, or as otherwise required and authorized by the Texas Open Meetings Act.

(d) Closed Meetings: The agenda shall clearly state whether the Board intends to convene in a closed meeting and shall identify separately each matter to be deliberated by the Board in the closed meeting and whether the Board may take action on any such matter upon returning to the open meeting. The Secretary shall note the times in the open meeting that the Board convenes to and adjourns from the closed meeting.

2.06 CHARTER SCHOOL MEETING ORDER OF BUSINESS: When conducting business related to the operations or affairs of the Corporation's open-enrollment charter schools, the following shall apply: At regular meetings of the Board, the order of business shall be established in an Agenda approved by the Chairman and as presented in the notice of the meetings. However, the Chairman may modify the order of business. The agenda shall identify all matters to be presented to and considered by the Board. Matters not

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disclosed in the agenda and meeting notice available to the public shall not be deliberated or be considered by the Board, except as permitted by the Texas Open Meetings Act.

CORPORATE BOARD MEETINGS NOT RELATING TO CHARTER SCHOOLS

2.07 NON-CHARTER MEETINGS: When conducting any other Corporate business not related, in any way, to the operations or affairs of the Corporation's open-enrollment charter schools, Board meetings shall be conducted in accordance with provisions of Chapter 22 of the Texas Business Organizations Code, the Certificate of Formation and these bylaws. The Secretary shall cause to be mailed at least forty-eight hours in advance or sent by electronic means at least twenty-four (24) hours in advance to every director at his/her address (email address) of record with the Corporation, a notice stating the time and place of every meeting. Notice of such meetings shall state the reasons that such meeting has been called and the business to be transacted at such meeting.

2.08 BOARD ACTION BY WRITTEN CONSENT: When conducting any Corporate business not related, in any way, to the operations or affairs of the Corporation's open-enrollment charter schools the Board may take any action required or permitted to be taken at a meeting of the Board of Directors or committee of the Corporation, without an actual meeting if a consent, in writing, setting forth the action to be taken, is signed by a majority of directors or committee members entitled to vote (written consent) subject to all requirements of applicable law. The written consent for any such action by the Board or committee must state the date of each Director's or committee member's signature and memorialize the action to be taken. The written consent of each of the Directors or committee members must be delivered to the Corporation no later than the tenth (10^{th}) day after the earliest date of consent and must be delivered to the Chairman or Secretary of the Board. Delivery must be by hand delivery or by certified or registered mail, return receipt requested. Where required by law, including fundamental transactions as applicable, such action shall be by unanimous written consent.

MEETINGS & RECORDS GENERALLY

2.09 CORPORATE RECORDS: The Corporation will maintain at its principal office all financial books and records of account, all minutes of the Board meetings and committee meetings, the list of Directors, and copies of all other material corporate records, books, documents and contracts as required by Texas law. All such records will be made available for inspection at any reasonable time during usual business hours for any lawful purpose to any officer, Director, or person authorized by law or the Board to inspect such records, and the Corporation's records will also be available to the extent required by the Texas Public Information Act where applicable for public inspection and copying as promptly as possible as required by such act. Upon leaving office, each Director, officer or agent of the Corporation will turn over to the Chairman in good order any Corporation monies, books, records, minutes, lists, documents, contracts or other property of the Corporation in his or her custody or control.

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2.10 QUORUM: The presence of a majority of the members shall constitute a quorum and shall be necessary to conduct the business of the Corporation except as otherwise provided in Article 2.14 herein. Any Board vacancies shall not be counted in determining a majority called for by these Bylaws.

2.11 ORDER OF BUSINESS: Board meetings shall generally proceed with the following order of business:

- Roll Call and Establishment of a Quorum
- Public Comments
- Reading and Approval of Minutes of Preceding Meeting(s)
- Reports of Committees
- Reports of Officers
- Old and Unfinished Business
- New Business
- Adjournments

The Board of Directors may, by majority vote, adopt a different agenda order.

2.12 RECORD OF BOARD ACTION: All motions and resolutions of the Board will be written or recorded in the minutes of the Board and certified copies will be placed in a journal of proceedings of the Board. Such records shall be maintained in accordance with state law and Article 2.09 herein.

2.13 VOTING: All matters at any meeting of the Board of Directors or any of its designated committees, except as otherwise provided in these Bylaws, the Certificate of Formation, or as permitted by law, will be decided by a vote of a majority of the Directors present at or lawfully participating in the meeting as permitted by the Texas Open Meetings Act. If a quorum of the Board is present or lawfully participating in the meeting, the affirmative vote of a majority of the Board of Directors will be the act of the body corporate, unless the vote of a greater number is required by statute, regulation, the Certificate of Formation, or these Bylaws. Any Director may request a roll call vote on any motion or resolution. Directors may not vote by proxy or secret ballot.

2.14 FUNDAMENTAL ACTIONS: In accordance with Section 22.164 of the Texas Business Organization Code, the following actions of the Board of Directors are fundamental actions that shall require the affirmative vote of the majority of directors then serving on the Board:

(a) Amendment of a certificate of formation [or articles of incorporation];
(b) Voluntary winding up under Chapter 11;
(c) A revocation of a voluntary decision to wind up under Chapter 11;
(d) A cancellation of an event requiring winding up under Chapter 11;
(e) A reinstatement under Section 11.202;
(f) A distribution plan under Section 22.305;
(g) A plan of merger under Subchapter F;

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(h) A sale of all or substantially all of the assets of the Corporation;
(i) A plan of conversion under Subchapter F; or
(j) A plan of exchange under Subchapter F

2.15 PARLIAMENTARY PROCEDURE: For all matters of parliamentary procedures, the Board and any Committees established by the Board, shall be guided by *Robert's Rules of Order Newly Revised*, 12th ed. (Cambridge, Mass.: Perseus Publishing, 2020).

ARTICLE THREE
DIRECTORS

3.01 MANAGEMENT: The activities, affairs, property and powers of the Corporation will be managed, directed, controlled or exercised by and vested in the Board of Directors.

3.02 NUMBER AND QUALIFICATIONS: The Board of Directors will consist of no fewer than three (3) persons.

3.03 REMOVAL: Any Director who fails to attend three (3) consecutive meetings may be asked to resign from office by resolution of the Board of Directors. The Secretary will notify Directors when they have missed three (3) regular consecutive meetings. Absences may be formally excused by vote of the Board. The Secretary will certify a Director's excessive absence to the Chairman. Any Director may also be removed with or without cause upon a two-thirds (2/3) majority vote of all the remaining directors for removal. However, the Chairman of the Board may only be removed upon a two-thirds (2/3) majority vote of all the remaining directors for good cause.

3.04 TERM: The Directors shall serve for three-year terms, which may be renewed indefinitely by each respective Director, subject to Articles 3.03 and 3.06 herein.

3.05 VACANCY: The Chairman of the Board will appoint Directors to fill vacancies. Each Director appointed or designated to fill a vacancy on the Board of Directors will hold office for the remainder of the term of the Board of Directors. A vacancy occurring on any committee may be filled by the Board of Directors for the remainder of the term of the position.

3.06 RESIGNATION: Any director or officer may resign from the Corporation by delivering a written letter of resignation to the Chairman of the Board.

3.07 COMPENSATION: Except as provided in this section, no Director will receive directly or indirectly any salary, compensation or gift from the Corporation, except as authorized by state law. The Directors of the Corporation will serve as such without salary. No Director will be entitled to any dividend or any part of the income or principal of the Corporation or to share in the distribution of the assets upon dissolution of the Corporation. The Board of Directors may authorize the payment by the Corporation of the

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reasonable, documented and allowable expenses incurred by a Director in performance of his or her duties in accordance with state and federal law.

3.08 CONFLICT OF INTEREST AND INTERESTED DIRECTORS AND OFFICERS: The Board shall adopt (and periodically review) an Ethics and Conflicts of Interest Policy satisfying the requirements of federal and state law governing conflicts of interest and interested transactions among charter school and charter holder board members and officers, as described in Texas Education Code chapter 12 and 19 T.A.C. §§ 100.1131, 100.1132, 100.1133, 100.1134, and as required by Local Government Code chapter 171 and 176 and Government Code chapter 573.

3.09 POWERS: All corporate powers, except, such as are otherwise provided for in these Bylaws, the contract for charter and in the laws of the State of Texas, are hereby vested in and shall be exercised by the Board of Directors. Without limiting the Board's authority, the following powers and duties must generally be exercised by the Board, acting as a body corporate in meetings posted in compliance with Texas Government Code, Chapter 551:

(a) Final authority to hear or decide employee grievances, citizen complaints, or parental concerns;
(b) Final authority to adopt or amend the budget of the charter holder or the charter school;
(c) Final authority to authorize the expenditure or obligation of state funds or the use of public property;
(d) Final authority to direct the disposition or safekeeping of public records;
(e) Final authority to adopt policies governing charter school operations;
(f) Final authority to approve audit reports; and
(g) Initial or final authority to select, employ, direct, evaluate, renew, nonrenew, terminate, or set compensation for the Chief Executive Officer.

ARTICLE FOUR
OFFICERS

4.01 OFFICERS: The officers of the Corporation will consist of the Chairman of the Board, a Vice-Chairman of the Board, and a Secretary/Treasurer and any other officers that the Board may establish and designate by resolution adopted by a majority of vote of the whole Board.

4.02 APPOINTMENT: The officers of the Corporation will be appointed each year by the Chairman of the Board at its annual meeting.

4.03 CHAIRMAN: The Chairman of the Board will preside at all meetings of the Board of Directors. The Chairman will have other powers and duties not inconsistent with these Bylaws as may be assigned by the Board. The Vice-Chairman will have the powers and duties of the Chairman in his absence.

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4.04 SECRETARY: A Secretary will act under the direction of the Chairman and in the absence of the Chairman and Vice-Chairman, have the duties and powers of the Chairman. A Secretary will have other duties and powers as the Chairman of the Board of Directors may assign. The Secretary will have the general powers and duties usually vested in such office of a Corporation, including keeping all records, documents and the corporate seal at the principal office of the Corporation; affixing the corporate seal to any instrument requiring it and to attest the same by his or her signature when authorized by the Board of Directors or after the instrument has been signed by the Chairman, Vice-Chairman or other authorized officer or agent; keeping the minutes of the meetings of the Board of Directors, the Executive and other committees of the Board of Directors, the Executive and other committees of the Corporation to recorded in one or more books provided for that purpose, with the time and place, how they were called or authorized, the notice given, the names of those present, and the proceedings therein; and issuing proper notices in accordance with these Bylaws. The Secretary will have such other powers and duties not inconsistent with these Bylaws as may be assigned by the Board of Directors or the Chairman.

4.05 TREASURER: The Treasurer will be responsible for all funds and securities of the Corporation and will have the general powers and duties usually vested in such office of a Corporation, including receiving and documenting all monies due and payable to the Corporation; depositing all monies received in the name of the Corporation in a depository designed by the Board, disbursing monies of the Corporation under the direction or orders of the Board; entering regularly in the books kept by the Treasurer a complete and accurate account of all monies received and disbursed by the Corporation; rendering a statement of the financial accounts of the Corporation to the Board as requested; exhibiting the books of the financial accounts of the Corporation to the Board as requested; exhibiting the books of account in his custody to any Director upon request; and submitting a full financial report to the Board of Directors at the annual meetings. The Treasurer will have such other powers and duties not inconsistent with the Bylaws as may be assigned by the Board of Directors or the Chairman.

4.06 OTHER OFFICERS: The Board of Directors may create by resolution other offices as it deems necessary to serve the Corporation, who need not be directors, to serve as officers or agents of the Corporation.

ARTICLE FIVE
COMMITTEES

5.01 COMMITTEES: Designated committees may be established by the Chairman of the Board or the Board to perform the duties and functions assigned in furtherance of Board objectives. Any committee may include one or more Directors from the Board. The Chairman of the Board or its designee will appoint the members, officers, or others to committee positions. The rules of procedure of any committee may be set by the Board. Any committee may be abolished, or any committee member removed for any reason and at any time by the Board of Directors.

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5.02 NOTICE: Any committee meeting at which a quorum of the Board of Directors attends, or at which a deliberation as defined by the Open Meetings Act takes place, shall give written notice of the meeting and shall keep and deliver a copy of minutes of its proceedings to the Secretary of the Board, in accordance with the Texas Open Meetings Act. Committees that are advisory only without delegated authority or power may not fall under the Open Meetings Act. If, however, a committee has delegated authority or it has power to make final decisions, to adopt rules regarding school business, or if the Board of Directors usually approves its recommendations in full, then it must meet in accordance with the Open Meetings Act.

ARTICLE SIX
DEPOSITS, CHECKS, LOANS AND CONTRACTS

6.01 DEPOSITORIES: All funds of the Corporation not otherwise employed will be deposited in banks or other depositories designated by the Board of Directors and in accordance with state law.

6.02 TRANSACTIONS: All checks, drafts, endorsements, notes and evidences of indebtedness of the Corporation will be signed by such officers or agents and all endorsements for deposits to the credit of the Corporation will be made as authorized by the Board of Directors.

6.03 LOAN OR GRANT AUTHORITY: No loans or advances will be contracted on behalf of the Corporation, and no note or other evidence of indebtedness will be issued in its name, except as authorized by the Board.

ARTICLE SEVEN
CONTRACTS WITH DIRECTORS AND OFFICERS

7.01 INSIDER DEALING: Subject to any law, regulation, or contractual agreement of the Texas Business Organizations Code, no Director, officer or committee member will be interested directly or indirectly in any contract or program involving Corporation assets, relating to the operation conducted by it or in any contract for furnishing services or supplies to it, unless (a) the contract is authorized by a majority of Directors present at a meeting in which there is a quorum and vote without the interested Director's presence, (b) the facts and nature of the Director's interest is fully disclosed to the whole Board of Directors before the meeting in which the contract will be considered and (c) the Corporation could not have obtained a more advantageous arrangement with reasonable effort under the circumstances. Furthermore, in accordance with Texas law and commissioner rule, a transaction with a current or former board member or officer of the charter school, who served within 5 years of the transaction, may require an independent appraisal, audit and prior notice to the TEA for TEA's review and approval prior to entering into such transaction.

7.02 INSIDER LOANS: No loans or grants will be made by the Corporation to its Directors, officers or committee members during their term of office. The Directors who

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vote for or assent to, and any officer who participates in, the making of a loan to a Director or officer will jointly and severally be liable to the Corporation for the amount of the loan until it is repaid.

ARTICLE EIGHT
INDEMNIFICATION OF DIRECTORS AND OFFICERS

8.01 LIABILITY: A Director or committee member will not be required to furnish any bond or surety for his services as a Director or committee member and will not be liable for the act or omission of any other Director.

8.02 INDEMNIFICATION: Any person made or threatened to be made a party to any action in court or other proceeding because he is or was a Director or committee member will be indemnified by the Corporation against any and all liability and the reasonable expenses, including attorney's fees, incurred in connection with the defense or settlement of the action, except where it is adjudged that the Director or committee member is liable for gross negligence, bad faith or willful misconduct in performing his duties. The right of indemnification will not exclude any other right of the Director or committee member. INDEMNIFICATION UNDER THIS SECTION IS SUBJECT TO ANY AND ALL PROHIBITIONS, RESTRICTIONS AND LIMITATIONS IMPOSED BY LAW.

8.03 INSURANCE: The Board of Directors will have the power to purchase and maintain at the Corporation's expense insurance on behalf of the Corporation, the Board of Directors, and others.

ARTICLE NINE
AMENDMENT OF BYLAWS

9.01 AMENDMENT: Except as otherwise provided in the Certificate of Formation, and subject to the power of the Board to amend or repeal these Bylaws, these Bylaws may be altered, amended or repealed and new Bylaws may be adopted by a majority vote, provided that written notice setting forth in detail the proposed Bylaws revisions with explanations for the change is given at least three days previously. In the case of an emergency, which must be explained in the notice, two hours notice of a proposed amendment may be given to all Directors, and the Bylaws may be amended upon the unanimous vote of all Directors.

ARTICLE TEN
MISCELLANEOUS

10.01 FISCAL YEAR. The fiscal year of the Corporation will begin on September 1 of each year and will end on August 31 of the next year.

10.02 ANNUAL REPORT: The Treasurer shall obtain and will provide to the Board no later than 90 days after the close of the fiscal year a report containing the following information in appropriate detail.

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(a) The assets and liabilities of the Corporation as of the end of the fiscal year.

(b) The principal changes in assets and liabilities during the fiscal year;

(c) The revenues and receipts, both restricted and unrestricted to particular purposes, for the fiscal year.

(d) The expenses or disbursements, for both general and restricted purposes, during the fiscal year;

(e) The substantial activities and projects begun, in progress, and completed during the Fiscal year.

(f) Such other information as may be requested by the Board.

The report will be accompanied by a report of an independent accountant, or in lieu of such report, the certificate of an authorized officer of the Corporation that such statements were prepared without audit from the books and records of the Corporation.

10.03 FEDERAL TAX FILING: The officers of the Corporation will be responsible for ensuring timely annual filing of IRS Form 990 within the timeframes of IRS rules.

10.04 CONSTRUCTION: Whenever the context requires, the masculine will include the feminine and neuter, and the singular will include the plural, and vice versa. If any portion of these Bylaws is declared invalid or inoperative, then so far as is reasonable the remainder of these Bylaws will be considered valid and operative and effect will be given to the intent manifested by the portion held invalid or inoperative.

10.05 STATUTORY AND OTHER AUTHORITY: These Bylaws are subject to and governed by any applicable federal or state laws and regulations, including pertinent local ordinances and the Certificate of Formation.

As approved by Unanimous Written Consent of the Board of Directors pursuant to the BOC.

Code of Ethics and Conflict of Interest Policy

Provide the following documents:

- Code of Ethics Policy
- Conflict of Interest Policy

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PART I: PREAMBLE

The Board of Directors (collectively, the "Board" or the "Directors," and individually a "Director") of is committed to maintaining the highest legal and ethical standards in the conduct of the business of Frank Liu Jr. Academy for Music & Arts, and to protecting the integrity and reputation of Frank Liu Jr. Academy for Music & Arts, Frank Liu Jr. Academy for Music & Arts, the Board, and all Frank Liu Jr. Academy for Music & Arts employees, volunteers, and programs.

The Directors and Officers (as defined below) shall exercise their duties honestly, in good faith, and with a high standard of diligence and care. Accordingly, the Directors and Officers shall ensure that they (1) do not compromise their independence of judgment, (2) preserve confidence and trust in the organization and the Board, and (3) protect and fulfill the mission of Frank Liu Jr. Academy for Music & Arts. As such, this Policy will assist Directors and Officers as they identify actual or potential conflicts of interest, and with a procedure to address conflicts which may arise.

PART II: DEFINITIONS

The following terms shall have the following meaning in this policy:

(1) **Director or Officer.** A member of the governing body of a charter holder, a member of the governing body of a charter school, or an officer of a charter school. An officer or director means a person charged with the duties of, or acting as, a Chief Executive Officer, a Central Administration Officer, a Campus Administration Officer, or a Business Manager, regardless of whether the person is an employee or contractor of a charter holder, charter school, management company, or any other person; or a volunteer working under the direction of a charter holder, charter school, or management company. A charter holder employee or independent contractor engaged solely in non-charter activities for the charter holder is not an "officer of a charter school." *19 TAC §100.1001(20)*.

(2) **Business entity**. A sole proprietorship, partnership, firm, corporation, holding company, joint-stock company, receivership, trust, agency, political subdivision, or any other entity recognized by law.

(3) **Substantial interest in business entity**. A person has a substantial interest in a business entity if: (1) the person owns 10% or more of the voting stock or shares of the business entity or owns either 10% or more or $15,000 or more of the fair market value of the business entity; or (2) funds received by the person from the business entity exceed 10% of the person's gross income for the previous year.

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(4) **Substantial interest in real estate**. A person has a substantial interest in real estate, if the interest is an equitable or legal ownership with a fair market value of $2,500 or more.

(5) **Substantial interest through a relative or family member**. A Director or Officer is considered to have a substantial interest if a person related to the Director or Officer within the third degree by consanguinity or the third degree by affinity (as defined below) has a substantial interest through a relative. *19 TAC § 100.1145(d)*.

(6) **Family.** Family means a disqualified person's spouse, siblings, spouses of siblings, ancestors, children, grandchildren, great grandchildren, and spouses of children, grandchildren, and great grandchildren.

(7) **Disqualified person.** A disqualified person is any person who was in a position to exercise substantial influence over the affairs of Frank Liu Jr. Academy for Music & Arts at any time during the lookback period as further defined in IRS regulations. It is not necessary that the person actually exercise substantial influence, only that the person be in a position to do so.

PART III: ETHICAL PRINCIPLES

Sec. 1. PERSONAL AND PROFESSIONAL INTEGRITY

Directors and Officers shall conduct themselves in an honest and ethical manner, including the ethical handling of actual or apparent conflicts of interest, as set forth below.

Sec. 2. FINANCIAL STEWARDSHIP

As a tax-exempt public charity, Frank Liu Jr. Academy for Music & Arts shall expend funds and record those expenditures in a manner that advances the charitable and educational mission and objectives of Frank Liu Jr. Academy for Music & Arts, and not the private interests of Directors or Officers.

Sec. 3. PUBLIC ACCOUNTABILITY

Frank Liu Jr. Academy for Music & Arts shall provide comprehensive and timely information in accordance with applicable state and federal law, and shall be responsive to reasonable requests for information about its activities. Additionally, informational data about Frank Liu Jr. Academy for Music & Arts, such as IRS Form 990, audited financial statements and Annual Financial and Compliance Report, shall be made available to the public in accordance with applicable state and federal law.

Sec. 4. ACCURACY AND RETENTION OF RECORDS

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Frank Liu Jr. Academy for Music & Arts will create and maintain records that satisfy operational and legal requirements, including federal, state and local laws.

Sec. 5. POLITICAL ACTIVITIES

As a 501(c)(3) tax-exempt public charity, Frank Liu Jr. Academy for Music & Arts shall not engage in political activities. Directors and Officers shall not use their relationship with Frank Liu Jr. Academy for Music & Arts to promote or oppose political candidates or parties, or to create the appearance that Frank Liu Jr. Academy for Music & Arts endorses or opposes a political candidate or party for elected office.

Sec. 6. ENDORSEMENTS AND USE OF THE FRANK LIU JR. ACADEMY FOR MUSIC & ARTS NAME AND AFFILIATION

The Frank Liu Jr. Academy for Music & Arts and Frank Liu Jr. Academy for Music & Arts name, logo, letterhead, or other intellectual property may not be used by any person to endorse or gain support for a cause without prior authorization in writing from the Directors.

Sec. 7. QUESTIONS, CONCERNS OR REPORTS OF VIOLATIONS

Should a Director or Officer believe a colleague is violating the obligations or expectations of this Policy, or is otherwise acting in an illegal or unethical manner, it is his or her duty to report the matter to the President of the Board, or the Chief Executive Officer/Superintendent, as appropriate.

PART IV: CONFLICTS OF INTEREST

Sec. 1. COMPLIANCE WITH STATE LAW

Frank Liu Jr. Academy for Music & Arts and its Officers and Directors shall comply with state law governing conflicts of interest among charter school and charter holder board members and officers, as described in Chapter 12 of the Texas Education Code and 19 TAC §§ 100.1143-100.1151, including, but not limited to the following:

a) ***Employees Serving on the Board***

(1) Directors and Officers of Frank Liu Jr. Academy for Music & Arts shall comply with Local Government Code, Chapter 171 in the manner provided by the conflict of interest provisions described in 19 TAC §§ 100.1143-100.1151.

(2) Officers of Frank Liu Jr. Academy for Music & Arts are defined by the Commissioner of Education to be persons charged with the duties of, or acting as a Chief Executive Officer, a Central Administration Officer, a Campus Administration Officer, or a Business Manager, regardless of whether the person is an employee or contractor of the charter holder, the school, a management company, or any other person; or a volunteer working

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under the direction of the charter holder, the school, or a management company. A charter holder employee or independent contractor engaged solely in non-charter activities for the charter holder is not an "officer" of Frank Liu Jr. Academy for Music & Arts.

(3) The Frank Liu Jr. Academy for Music & Arts Chief Executive Officer is a person (or persons) directly responsible to the governing body of the charter holder for supervising one or more Central Administration Officers, Campus Administration Officers, and/or Business Managers.

(4) A Central Administration Officer for Frank Liu Jr. Academy for Music & Arts is a person charged with the duties of, or acting as, a Chief Operating Officer, director, or assistant director of the charter holder for Frank Liu Jr. Academy for Music & Arts, including one or more of the following functions:

(A) assuming administrative responsibility and leadership for the planning, operation, supervision, or evaluation of the education programs, services, or facilities of the Board, for appraising the performance of the Board's or Frank Liu Jr. Academy for Music & Arts's staff;

(B) assuming administrative authority or responsibility for the assignment or evaluation of any of the personnel of the Board, including those employed by a management company;

(C) making recommendations to the Board or Frank Liu Jr. Academy for Music & Arts regarding the selection of personnel of the Board, including those employed by a management company;

(D) recommending the termination, non-renewal, or suspension of an employee or officer of the Board, including those employed by a management company; or recommending the termination, non-renewal, suspension, or other action affecting a management contract;

(E) managing the day-to-day operations of the Board, as its administrative manager;

(F) preparing or submitting a proposed budget to the charter holder Board or Frank Liu Jr. Academy for Music & Arts (except for developing budgets for a Frank Liu Jr. Academy for Music & Arts campus, if this is a function performed by a Campus Administration Officer under the terms of the open-enrollment charter);

(G) preparing recommendations for policies to be adopted by the Board, or overseeing the implementation of adopted policies, except for legal services provided by an attorney licensed to practice law in this state, or public accountancy services provided by a certified public accountant licensed to practice public accountancy in this state;

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(H) developing, or causing to be developed, appropriate administrative regulations to implement policies established by the Board, except for legal services provided by an attorney licensed to practice law in this state, or public accountancy services provided by a certified public accountant licensed to practice public accountancy in this state;

(I) providing leadership for the attainment of student performance in Frank Liu Jr. Academy for Music & Arts, based on the indicators adopted under TEC §§ 39.053–39.054, or other indicators in the Frank Liu Jr. Academy for Music & Arts charter; or

(J) organizing the central administration of the Board.

(5) A Campus Administration Officer for Frank Liu Jr. Academy for Music & Arts is a person charged with the duties of, or acting as, a principal or assistant principal of a Frank Liu Jr. Academy for Music & Arts campus, including one or more of the following functions:

(A) approving teacher or staff appointments for a Frank Liu Jr. Academy for Music & Arts campus, unless this function is performed by a Central Administration Officer under the terms of the open-enrollment charter;

(B) setting specific education objectives for a Frank Liu Jr. Academy for Music & Arts campus, unless this function is performed by a Central Administration Officer under the terms of the open-enrollment charter;

(C) developing budgets for a Frank Liu Jr. Academy for Music & Arts campus, unless this function is performed by a Central Administration Officer under the terms of the open-enrollment charter;

(D) assuming the administrative responsibility or instructional leadership, under the supervision of a Central Administration Officer, for discipline at a Frank Liu Jr. Academy for Music & Arts campus;

(E) assigning, evaluating, or promoting personnel assigned to a Frank Liu Jr. Academy for Music & Arts campus, unless this function is performed by a Central Administration Officer under the terms of the open-enrollment charter; or

(F) recommending to a Central Administration Officer the termination or suspension of an employee assigned to a Frank Liu Jr. Academy for Music & Arts campus, or recommending the non-renewal of the term contract of such an employee.

(6) A Business Manager is a person charged with managing the finances of Frank Liu Jr. Academy for Music & Arts or Frank Liu Jr. Academy for Music & Arts.

(7) **Also Excluded from the Board.** Except as otherwise provided by law, a person who receives "compensation or remuneration" (as defined by law and herein) from the nonprofit

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corporation holding Frank Liu Jr. Academy for Music & Arts's open-enrollment charter may not serve on the Board, with the following exceptions:

(A) If each charter school operated by the Board as charter holder has received a satisfactory accountability rating, as defined by applicable law, for at least two of the preceding three school years, Frank Liu Jr. Academy for Music & Arts employees may serve on the Board, as described below, and as provided by law.

(B) If the charter holder has operated at least one charter school which reported attendance that occurred prior to September 2, 2001, but no charter school operated by the charter holder has received a sufficient number of substantive ratings to determine whether it has received a satisfactory rating for at least two of the preceding three school years, then Frank Liu Jr. Academy for Music & Arts employees may serve on the governing body of the charter holder, as provided by law.

(C) An employee of Frank Liu Jr. Academy for Music & Arts may serve as a Director if: (i) only employees of Frank Liu Jr. Academy for Music & Arts, and not employees of the Board, serve on the Board; (ii) the compensation or remuneration received by that Director is limited to salary, bonuses, benefits, or other compensation received pursuant to the employment relationship with Frank Liu Jr. Academy for Music & Arts; (iii) Frank Liu Jr. Academy for Music & Arts employees do not constitute a quorum of the Board or any committee of the Board; and (iv) all Frank Liu Jr. Academy for Music & Arts employees serving on the Board comply with all applicable conflict of interest provisions required by law.

b) ***Conflicts Requiring an Affidavit and Abstention from Voting***

The following circumstances shall be deemed a Conflict of Interest (as defined below), and the Director or Officer shall, in addition to the procedures set forth in Part III, Section 3 (Conflict of Interest Procedures), take the following action:

(1) If a Director or Officer has a substantial interest in a business entity or in real property, the Director or Officer shall file, before a vote, decision, or other action on any matter involving the business entity or the real property, an affidavit stating the nature and extent of the interest, and shall abstain from further participation in the matter if:

(A) In the case of a substantial interest in a business entity, the vote, decision, or other action on the matter will have a special economic effect on the business entity that is distinguishable from the effect on the public; or

(B) In the case of a substantial interest in real property, it is reasonably foreseeable that a vote, decision, or other action on the matter will have a special economic effect on the value of the property, distinguishable from its effect on the public.

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(2) The affidavit described above is filed with the Secretary of the Board.

(3) The Director or Officer filing the affidavit shall abstain from further participation in the matter requiring the affidavit. A Director or Officer filing the affidavit shall abstain from further participation in the matter requiring the affidavit unless a majority of the Board is composed of persons who are likewise required to file, and who do file affidavits of similar interests on the same official action.

c) ***Separate Vote on Budget Item***

The Directors shall take a separate vote on any budget item specifically dedicated to a contract with a business entity in which a Director has a substantial interest. Abstention is required, except as provided above and in 19 TAC § 100.1147(c), otherwise the affected Director may not participate in that separate vote. The affected Director may vote on a final budget if: (1) the affected Director has complied with the above-stated requirements; and (2) the matter in which the affected Director is concerned has been resolved.

Sec. 2. STATEMENT ON FEDERAL LAW

Frank Liu Jr. Academy for Music & Arts and its Officers and Directors shall comply with the federal regulations regarding private benefit and excess benefit transactions as described in Section 4958 of the Internal Revenue Code and 26 CFR § 53.4958 (the "federal tax rules") when it is contemplating entering into a transaction or arrangement that may benefit the private interest of a Director or Officer or other individual deemed to be a disqualified person under the federal tax rules. A "disqualified person" includes Directors and Officers, and any person who is in a position to exercise substantial influence over the affairs of the corporation. A "disqualified person" includes Family (as defined in Section II of this policy) of the disqualified person.

a) ***Interested Person***

Any Director or Officer, employee, or member of a committee with powers delegated by the Board who has a direct or indirect interest, as defined below, is an "Interested Person."

(1) A person has an "Interest" if the person has, directly or indirectly, through business, investment, or Family:

(A) an ownership or investment interest, directly or indirectly, in any entity with which Frank Liu Jr. Academy for Music & Arts has a transaction or arrangement;

(B) a compensation arrangement with Frank Liu Jr. Academy for Music & Arts, or with any entity or individual with which Frank Liu Jr. Academy for Music & Arts has a transaction or arrangement; or

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(C) a potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which Frank Liu Jr. Academy for Music & Arts is negotiating a transaction or arrangement.

(2) "Compensation" is defined to include direct and indirect remuneration, as well as gifts or favors that are not insubstantial.

(3) A person has an "Interest" if the person has a substantial interest in a business entity or a substantial interest in real property as described in Part III, Section 2-a-1 above.

b) ***Interested Person with Conflict of Interest***

An Interested Person shall have a Conflict of Interest (as defined in this policy) only if the Board or the appropriate committee determines that a Conflict of Interest exists in accordance with the procedures set forth below.

Sec. 3. CONFLICT OF INTEREST PROCEDURES

a) ***Duty of Prior Disclosure***

In connection with any actual or potential conflict of interest, an Interested Person shall disclose the existence of the Interest in writing to the Board as soon as he or she has knowledge of it, and the Board shall give such Interested Person the opportunity to disclose all material facts related thereto to the Board or designated committee considering the proposed transaction or arrangement. Such written disclosure shall be made part of and set forth in the Board minutes. In any event, the disclosure of any actual or potential conflict of interest by an Interested Person should occur prior to any consideration of the proposed transaction by the Board.

(1) **Transaction Not Subject to Board Action.** An Interested Person with any actual or potential conflict of interest with respect to a transaction or arrangement that is not the subject of Board action shall disclose to the President of the Board or Superintendent, any such Interest. Such disclosure shall be made as soon as the Interest is known to the Interested Person.

(2) **Untimely Disclosure.** If an Interested Person fails to disclose the Interest before the Board acts on a transaction as to which a Director has an Interest, then the Interested Person shall promptly submit a written statement to the Board setting forth all material facts regarding the Interest, along with an explanation concerning the untimely nature of the notice.

(3) **Failure to Disclose.** If the Board has reasonable cause to believe that an Interested Person failed to disclose an Interest, the Board shall inform the Interested Person of the basis for such belief and afford the Interested Person an opportunity to explain the alleged failure to disclose. After hearing the Interested Person's explanation, and conducting such investigation as may be warranted under the circumstances, the Board may determine that

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the Interested Person failed to disclose an actual Conflict of Interest. In such event, the Board shall vote on the appropriate corrective action.

b) ***Determining Whether a Conflict of Interest Exists***

After disclosure of the Interest and all material facts related thereto, the Interested Person *shall leave the meeting of the Board or designated committee while a determination is made by disinterested Directors as to whether a conflict of interest ("Conflict of Interest") exists.* No Director shall vote on any matter in which he or she has a Conflict of Interest.

c) ***Vote by Disinterested Directors***

(1) **Nonparticipation of Directors with Conflict.** A Director who has a Conflict of Interest shall neither vote nor participate in, nor be permitted to hear the Board's discussion of the matter, except to disclose material facts and to respond to questions. Such Director shall not attempt to exert his or her influence with respect to the matter, either before, during, or outside of the Board meeting.

(2) **Action by Disinterested Directors.** If the Board concludes that a Conflict of Interest exists, the Board shall determine by voting whether the transaction should be authorized, approved or ratified. The vote shall be conducted as follows:

(A) Except as otherwise permitted by law, Directors with a Conflict of Interest shall leave the room in which the meeting is conducted.

(B) Except as otherwise allowed by law, and as set forth in Part III, Section 1-b-3 (Conflicts Requiring an Affidavit and Abstention from Voting), a majority of the disinterested Directors, without regard to any quorum requirement, must vote affirmatively for the transaction to be authorized, approved or ratified. However, a transaction cannot be authorized, approved or ratified by a single Director.

(3) **Vote Not Disallowed by Presence of Directors with a Conflict.** The presence of, or a vote cast by, a Director with a Conflict of Interest in a transaction does not affect the validity of a vote regarding the transaction if the transaction is otherwise authorized, approved or ratified, as prescribed herein.

(4) **Circumstances in Which Comparability Data is Necessary**. If the transaction involves compensation for services of a Director, an Officer, or other individual deemed to be a disqualified person (as defined above at page 6(B)) under the federal tax rules, or if the transaction involves the transfer of property or other benefit to a Director, Officer, or other individual deemed to be a disqualified person under the federal tax rules, the disinterested Directors or committee must determine that the value of the economic benefit provided by Frank Liu Jr. Academy for Music & Arts to the Interested Person or Persons does not

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exceed the value of the consideration received in exchange by obtaining and reviewing appropriate comparable data ("Comparability Data").

(A) When considering the comparability of compensation for example, the relevant data which the Board or committee may consider includes, but is not limited to, the following: (i) compensation levels paid by similarly-situated schools; (ii) the availability of similar services within the same geographic area; (iii) current compensation surveys compiled by independent firms; and (iv) written offers from similar institutions competing for the same person's services. When the transaction involves the transfer of real property as compensation, the relevant factors include, but are not limited to: (i) current independent appraisals of the property, and (ii) offers received in a competitive bidding process.

(B) Based on the Comparability Data, the Board or committee shall determine, by a majority vote of the disinterested Directors or committee members, whether the transaction or arrangement is fair and reasonable to Frank Liu Jr. Academy for Music & Arts. In conformity with the above determination, the Board or committee shall make its decision as to whether to enter into the transaction or arrangement.

(C) If such transaction or arrangement is approved by the Board or committee, the Comparability Data and the approval shall be made part of the Board minutes in accordance with Part III, Section 3-d (Documentation) below.

d) ***Documentation***

The Board Secretary shall keep accurate minutes reporting:

(1) **Interest Disclosed; Determination of Conflict of Interest.** That the Interested Person(s) disclosed the Interest and the Board determined whether a Conflict of Interest exists. The minutes should include:

(A) The name(s) of the person(s) who disclosed or otherwise were found to have an Interest in connection with an actual or possible Conflict of Interest, the nature of the Interest, any action taken to determine whether a Conflict of Interest was present, and the Board's or committee's decision as to whether a Conflict of Interest in fact existed.

(B) The names of the persons who were present for discussions and votes relating to the Conflict of Interest, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

(C) A completed Affidavit of Abstention complying with Local Government Code Chapter 171 and 19 TAC §§ 100.1143-1149 (*see* Affidavit Exhibit A).

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(2) **Nonparticipation of Directors with Conflict.** That the Director or Directors with an Interest or a Conflict of Interest left the room and did not participate in the determination of whether a Conflict of Interest exists or the vote regarding the transaction or arrangement;

(3) **Comparability Data.** The Comparability Data considered and relied upon by the Board in its consideration of the transaction or arrangement; and

(4) **Vote of Disinterested Directors.** That the remaining disinterested Directors reviewed the Transaction and voted upon it, and the result of their vote.

Sec. 4. COMPENSATION

(1) A Director who receives compensation, directly or indirectly, from Frank Liu Jr. Academy for Music & Arts for services is precluded from voting on matters pertaining to that Director's compensation.

(2) A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from Frank Liu Jr. Academy for Music & Arts for services is precluded from voting on matters pertaining to that member's compensation.

(3) No voting member of the Board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from Frank Liu Jr. Academy for Music & Arts, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

(4) Except with respect to Board decisions regarding a *bona fide* class or category of employees pursuant to Government Code § 573.062(b), a voting member of the Board or any committee whose jurisdiction includes compensation matters is precluded from voting on personnel matters (including matters related to compensation) concerning a person related within the third degree by consanguinity or within the second degree by affinity (as defined below and as specified by Government Code § 573.002).

Sec. 5. ADDITIONAL PROHIBITION

No administrator, officer, or employee of **Frank Liu Jr. Academy for Music & Arts** and no member of the governing body of the charter school or its charter holder may derive any personal financial benefit from a real estate transaction with **Frank Liu Jr. Academy for Music & Arts**.

Sec. 6. DISCLOSING VENDOR RELATIONSHIPS

Frank Liu Jr. Academy for Music & Arts and its Officers and Directors shall comply with the state law disclosure requirements regarding relationships between vendors who conduct business with <<Charter School>> as described in Chapter 176 of the Local Government Code.

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a) ***Conflict Disclosure Statements by School Directors, the Superintendent, and Purchasing Agents***

(1) The Frank Liu Jr. Academy for Music & Arts Directors, Superintendent, or any other agent of Frank Liu Jr. Academy for Music & Arts who exercises discretion in the planning, recommending, selecting, or contracting of a vendor for the Charter School (hereinafter "Covered Individuals") must file a Conflicts Disclosure Statement with respect to a vendor if:

a. The vendor enters into a contract with Frank Liu Jr. Academy for Music & Arts or Frank Liu Jr. Academy for Music & Arts is considering entering a contract with the vendor, and the vendor has an employment or other business relationship with a Covered Individual or with a family member of a Covered Individual that will result in the Covered Individual or the family member of the Covered Individual receiving taxable income that exceeds $2,500 during the 12-month period preceding the date that the Covered Individual became aware that a contract between Frank Liu Jr. Academy for Music & Arts and the vendor has been executed or Frank Liu Jr. Academy for Music & Arts is considering entering into a contract with the vendor.

b. The vendor has given to a Covered Individual or a family member of a Covered Individual one or more gifts that have an aggregate value of more than $100 in the 12-month period preceding the date the Covered Individual becomes aware that a contract between Frank Liu Jr. Academy for Music & Arts and the vendor has been executed or Frank Liu Jr. Academy for Music & Arts is considering entering into a contract with the vendor.

c. The vendor has a family relationship with a Covered Individual.

(2) A Covered Individual is not required to file a Conflicts Disclosure Statement in relation to a gift accepted by the Covered Individual or a family member of the Covered Individual if the gift is a political campaign contribution, officeholder contribution, or food accepted as a guest. A Covered Individual is not required to file a Conflicts Disclosure Statement if the vendor is an administrative agency.

(3) A Covered Individual must file the Conflicts Disclosure Statement with the person responsible for maintaining Frank Liu Jr. Academy for Music & Arts records or the designated Frank Liu Jr. Academy for Music & Arts representative who maintains the statements and questionnaires filed under this policy by 5:00 p.m. on the seventh business day after the date on which the Covered Individual becomes aware of the facts that require the filing of the Conflicts Disclosure Statement.

(4) The Texas Ethics Commission provides the required Conflicts Disclosure Statement Form online at: (FORM CIS).

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b) ***Vendor Submission of Conflict of Interest Questionnaires***

(1) A vendor must complete and file a Conflict of Interest Questionnaire if the vendor has a business relationship with Frank Liu Jr. Academy for Music & Arts and:

a. Has an employment or other business relationship with a Covered Individual or with a family member of a Covered Individual; or

b. Has given a Covered Individual or a family member of a Covered Individual one or more gifts with the aggregate value of more than $100; or

c. Has a family relationship with a Covered Individual.

(2) A vendor must file the completed Conflict of Interest Questionnaire with the appropriate person responsible for maintaining Frank Liu Jr. Academy for Music & Arts records or the designated representative who maintains the statements and questionnaires filed under this policy by the seventh business day after the later of the date of:

a. The date that the vendor begins discussions or negotiations to enter into a contract with Frank Liu Jr. Academy for Music & Arts or submits to Frank Liu Jr. Academy for Music & Arts an application, response to a request for proposals or bids, correspondence or another writing related to a potential contract with Frank Liu Jr. Academy for Music & Arts; or

b. The date that the vendor becomes aware of an employment or other business relationship with a Frank Liu Jr. Academy for Music & Arts Officer or Director or a family member of a Frank Liu Jr. Academy for Music & Arts Officer or Director; that the vendor has given one or more gifts as described above; or of a family relationship with a Frank Liu Jr. Academy for Music & Arts Officer or Director.

(3) A vendor must file an updated completed Conflict of Interest Questionnaire with the appropriate person responsible for maintaining Frank Liu Jr. Academy for Music & Arts records or the designated representative who maintains the statements and questionnaires filed under this policy by the seventh business day after the date on which the vendor becomes aware of an event that would make a statement in the questionnaire incomplete or inaccurate.

(4) A Covered Individual who also serves as a Frank Liu Jr. Academy for Music & Arts vendor is required to file the questionnaire if the Covered Individual enters or seeks to enter into a contract with Frank Liu Jr. Academy for Music & Arts or is an agent of a person who enters or seeks to enter into a contract with Frank Liu Jr. Academy for Music & Arts.

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(5) The Texas Ethics Commission provides the required Conflict of Interest Questionnaire form online at: (FORM CIQ).

c) ***Additional Requirements***

(1) **Maintaining Records**. The person responsible for maintaining Frank Liu Jr. Academy for Music & Arts records or the designated representative who maintains the statements and questionnaires filed under this policy must maintain a list of Covered Individuals and make the list available to the public and any vendor who may be required to file a Conflict of Interest Questionnaire. This person must also maintain the statements and questionnaires that are required to be filed under these policies in accordance with Frank Liu Jr. Academy for Music & Arts's records retention schedule.

(2) **Electronic Filing**. The filing requirements of Chapter 176 of the Local Government Code, including signature requirements, may be satisfied by electronic filing in a form approved by the Texas Ethics Commission.

(3) **Internet Posting**. If Frank Liu Jr. Academy for Music & Arts maintains an Internet website, the school must provide access to the statements and to questionnaires required to be filed under these policies on that website.

(4) **Requirements Cumulative**. The disclosure requirements under Chapter 176 of the Local Government Code are in addition to any other disclosure required by law.

d) ***Enforcement***

(1) A Covered Individual commits an offense under Chapter 176 of the Local Government Code if the Officer or Director is required to file a Conflicts Disclosure Statement and knowingly fails to timely file the statement.

(2) A vendor commits an offense under Chapter 176 of the Local Government Code if the vendor is required to file a Conflict of Interest Questionnaire and knowingly fails to timely file the questionnaire or knowingly fails to file an updated questionnaire after becoming aware of an event that would make the previously filed questionnaire incomplete or inaccurate.

(3) Offenses under Chapter 176 of the Local Government Code are classified as Class A-C misdemeanors depending on the contract price.

(4) Frank Liu Jr. Academy for Music & Arts may reprimand, suspend, or terminate the employment of an employee who knowingly fails to comply with a requirement under these policies.

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(5) The Board may, at its discretion, declare a contract void if the governing body determines that a vendor failed to file a Conflict of Interest Questionnaire.

PART V: NEPOTISM

Sec. 1. NEPOTISM GENERALLY PROHIBITED

A Director or Officer may not hire, select, appoint, confirm the appointment of, or vote for the hiring, selection, appointment, or confirmation of an individual who is to be directly or indirectly compensated from public funds or fees of office, if:

(1) The person is related to the Director or Officer by consanguinity (blood) within the third degree or by affinity (marriage) within the second degree (as defined below); or

(2) The Director or Officer holds the appointment or confirmation authority as a member of a local board and the person is related to another member of the Board by blood or marriage within a prohibited degree. *Government Code §§ 573.002, 573.041*.

(3) Refer to attached diagram, Exhibit B.

Sec. 2. INDEPENDENT CONTRACTORS

The nepotism law governs the hiring of an individual, whether the individual is hired as an employee or as an independent contractor.

Sec. 3. PAYMENT TO PROHIBITED PERSON

A Director or Officer may not approve an account or draw or authorize the drawing of a warrant or order to pay the compensation of an ineligible person if the Director or Officer knows the person is ineligible. *Government Code § 573.083; 19 TAC § 100.1141*.

Sec. 4. RELATION BY CONSANGUINITY

Two persons are related to each other by consanguinity (blood) if one is a descendant of the other or if they share a common ancestor. An adopted child is considered to be a child of the adoptive parents for this purpose. *Government Code § 573.022*.

a) ***Third Degree of Consanguinity***

An individual's relatives within the third degree by consanguinity are the individual's:

(1) Parent or child (first degree);

(2) Brother, sister, grandparent, or grandchild (second degree); and

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(3) Great-grandparent, great-grandchild, aunt or uncle (who is a sibling of a parent of the person), nephew or niece (who is a child of a brother or sister of the person) (third degree). Government Code 573.023.

Note: There is no distinction under the nepotism statute between half-blood and full-blood relations. Thus, half-blood relationships fall within the same degree as those of the full blood. *See* Exhibit B.

Sec. 5. RELATION BY AFFINITY

Two persons are related to each other by affinity (marriage) if they are married to each other, or if the spouse of one of the persons is related by consanguinity to the other person. The ending of a marriage by divorce, or the death of a spouse ends relationships by affinity created by that marriage unless a child of the marriage is living, in which case the marriage is considered to continue as long as a child of that marriage lives. This provision applies to a Board member or Officer only until the youngest child of the marriage reaches the age of 21 years. *Government Code § 573.024*.

a) *First Degree of Affinity*

A husband and wife are related to each other in the first degree by affinity. For other relationships, the degree of affinity is the same as the degree of the underlying relationship by consanguinity. For example, if two persons are related to each other in the second degree by consanguinity, the spouse of one of the persons is related to the other person in the second degree by affinity.

b) *Second Degree of Affinity*

If two individuals are related to each other in the second degree by consanguinity, the spouse of one of the individuals is related to the other individual in the second degree by affinity.

c) *Third Degree of Affinity*

An individual's relatives within the third degree of affinity are:

(1) Anyone related by consanguinity to the person's spouse within the first or second degree; and

(2) The spouse of anyone related to the person by consanguinity within the first or second degree. *Government Code § 573.025*.

Sec. 6. EXCEPTIONS FOR EXISTING EMPLOYEES/CONTINUOUS EMPLOYMENT

The nepotism prohibitions do not apply to the appointment of a person to a position if the person is employed in the position immediately before the election or appointment of the Director or

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Officer to whom the person is related in a prohibited degree, and that prior employment is continuous for at least:

(1) Thirty days, if the Director or Officer is appointed;

(2) Six months, if the Director or Officer is elected. Government Code § 573.062(a); or

(3) A person who was not restricted or prohibited under Education Code 12.1055 as it existed before September 1, 2013, from being employed by Frank Liu Jr. Academy for Music & Arts and who was employed by Frank Liu Jr. Academy for Music & Arts before September 1, 2013, is considered to have been in continuous employment as provided by Government Code § 573.062(a), and is not prohibited from continuing employment with Frank Liu Jr. Academy for Music & Arts. *Education Code § 12.1055(d)*.

a) *Continuous Employment Exception*

For purposes of calculating the appropriate date for the applicability of the continuous-employment exception, a superintendent with final authority to select personnel is an appointed Director or Officer. *Atty. Gen. Op. GA-177 (2004).* If an employee continues in a position under this exception, the Director or Officer to whom the employee is related in a prohibited degree may not participate in any deliberation or voting on the appointment, reappointment, employment, reemployment, change in status, compensation, or dismissal of the employee, if the action applies only to the employee and is not taken regarding a *bona fide* class or category of employees. Government Code § 573.062(b). A "change in status" includes a reassignment within an organization, whether or not a change in salary level accompanies the reassignment. *Atty. Gen. Op. JC-193 (2000).* For an action to be "taken with respect to a *bona fide* category of employees," the officeholder's action must be based on objective criteria, which do not allow for the preference or discretion of the officeholder. *Atty. Gen. Op. DM-46 (1991).* The nepotism prohibitions do not apply to appointment or employment of a substitute teacher. *Government Code § 573.061*.

b) *Retired Teachers*

A teacher who has retired from a full-time, certified teacher position has broken his or her employment with Frank Liu Jr. Academy for Music & Arts, and does not qualify for the continuous employment exception to the nepotism laws. *Atty. Gen. Op. JC-442 (2001).*

Sec. 7. <u>OTHER NEPOTISM EXCEPTIONS</u>

The nepotism exceptions described in 19 TAC § 100.1139 also apply.

Notwithstanding an exception, a Director or Officer related in a prohibited degree may not participate in any deliberation or voting on the appointment, reappointment, or confirmation of same, employment, reemployment, change in status, compensation, or dismissal of an individual, unless the action is taken regarding a *bona fide* class or category of employees.

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Sec. 8. TRADING PROHIBITED

A Director or Officer may not hire, select, appoint, confirm the appointment of, or vote for the hiring, selection, appointment, or confirmation of an individual to a charter position in which the individual's services are under the Director or Officer's direction or control if:

(1) The person is related to another Director or Officer within the prohibited degree; and

(2) The appointment would be carried out, in whole or in partial consideration for the other Director or Officer's hiring, selecting, appointing, confirming, or voting for an individual who is related to the first Director or Officer within a prohibited degree. *Government Code § 573.044*.

Sec. 9. SOURCE OF FUNDING IRRELEVANT

The rules against nepotism apply to employees paid with public funds, regardless of the source of those funds. Thus, the rules apply in the case of a teacher paid with funds from a federal grant. *Atty. Gen. L.A. No. 80 (1974).*

Sec. 10. ENFORCEMENT OF NEPOTISM PROHIBITIONS

In accordance with state law, a Director or Officer who violates the nepotism regulations shall be removed from office by the Board. A failure to thus remove is a material charter violation.

(1) Removal must be in accordance with the Articles and Bylaws of Frank Liu Jr. Academy for Music & Arts and in accordance with the terms of the charter and other state and federal law.

(2) A Director or Officer violating the nepotism laws may also be removed by the Attorney General and may be subject to criminal and other penalties.

Sec. 11. DELEGATION OF HIRING AUTHORITY

The Board may delegate final authority to select Frank Liu Jr. Academy for Music & Arts personnel to the Chief Executive Officer/Superintendent, Human Resources Director, or other designated Officer.

If such authority is designated to the Chief Executive Officer/Superintendent, the Chief Executive Officer/Superintendent is a "public official" for purposes of Chapter 573, Government Code, with respect to a decision made under that delegation of authority. Education Code § 11.1513(f). As such, if the Chief Executive Officer/Superintendent has been delegated final authority to select Frank Liu Jr. Academy for Music & Arts personnel, the Chief Executive Officer/Superintendent may not hire, select, appoint, confirm the appointment of, or vote for the hiring, selection,

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appointment, or confirmation of an individual who is to be directly or indirectly compensated from public funds or fees of office, if:

(1) The person is related to the Chief Executive Officer/Superintendent by consanguinity (blood) within the third degree or by affinity (marriage) within the second degree; or

(2) The person is related to a Board member by blood or marriage within a prohibited degree. Government Code §§ 573.002, 573.041.

An individual who is related to the Chief Executive Officer/Superintendent within the relevant level or consanguinity (blood) or by affinity (marriage) and was employed by Frank Liu Jr. Academy for Music & Arts before September 1, 2013 is considered to have been in continuous employment as provided by Government Code § 573.062(a), and is not prohibited from continuing employment with Frank Liu Jr. Academy for Music & Arts.

Notwithstanding the above, each Director remains subject to Chapter 573, Government Code with respect to all Frank Liu Jr. Academy for Music & Arts employees. *Education Code §§ 11.1513(f), 12.1055*.

PART VI: RELATED PARTY TRANSACTIONS

Sec. 1. COMPLIANCE WITH COMMISSIONER RULE

Frank Liu Jr. Academy for Music & Arts shall comply with all rules issued by the Commissioner of Education concerning related party transactions under Education Code §§ 12.1166–.1167. This includes any rule concerning notification to the Commissioner if Frank Liu Jr. Academy for Music & Arts intends to enter into a transaction with a related party and provide an appraisal from a certified appraiser to the Texas Education Agency.

Sec. 2. DEFINITIONS

For purposes of this policy, the term "related party" includes:

(1) a person who is:
   a. a current or former (within the last five years) board member for Frank Liu Jr. Academy for Music & Arts or the charter school;
   b. a current or former (within the last five years) administrator for Frank Liu Jr. Academy for Music & Arts or the charter school;
   c. a current or former officer of a charter school;
   d. a person who is related to a person described in clauses (a)-(c) of this subparagraph within the third degree of consanguinity or second degree of affinity, as determined under Texas Government Code, Chapter 573;

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e. a person who within the last five years ending on the date of the transaction was in a position to exercise substantial influence over Frank Liu Jr. Academy for Music & Arts including any "disqualified person" as defined under Internal Revenue Code ("IRC"), § 4958, or Treasury Regulation 26 CFR § 53.4958-3;
f. a family member of a person described in clause (e) of this subparagraph, which includes: (i) the person's spouse or ancestor; or (ii) the person's children, grandchildren, great grandchildren, siblings, half-siblings, and their spouses;
g. any person described in clause (e) or (f) of this subparagraph with respect to an organization described in IRC, § 509(a)(3), that was organized and operated exclusively for the benefit of, to perform the functions of, or to carry out the purposes of Frank Liu Jr. Academy for Music & Arts; or
h. any person who is a donor or donor advisor;

(2) an entity that:
a. is related to Frank Liu Jr. Academy for Music & Arts;
b. is participating in a joint venture with Frank Liu Jr. Academy for Music & Arts;
c. is jointly governed with Frank Liu Jr. Academy for Music & Arts;
d. has a current or former (within last five years) board member, administrator, or officer who is either: (i) a current board member, administrator, or officer of Frank Liu Jr. Academy for Music & Arts or Frank Liu Jr. Academy for Music & Arts; or (ii) related to within the third degree of consanguinity or second degree of affinity of a person described in clause (i) of this subparagraph as determined under Texas Government Code, Chapter 573;
e. is more than 35% controlled by individuals described in part 1(e) and (f) of this section, including: (i) a corporation in which such persons own more than 35% of the total combined voting power; (ii) a partnership in which such persons own more than 35% of the profits interest; (iii) a trust or estate in which such persons own more than 35% of the beneficial interest; or (iv) an entity for which the constructive ownership rules of IRC § 4946(a)(3) and (a)(4) apply; or
f. Any private foundation as described in IRC § 509(a)(3) that: (i) is organized and operated exclusively for the benefit of, to perform the functions of, or to carry out the purposes of Frank Liu Jr. Academy for Music & Arts; and (ii) meets the control test in section 2(e);

(3) a donor-advised fund if a donor (or any person appointed or designated by such donor) has, or reasonably expects to have, advisory privileges with respect to the distribution or investment of amounts held in such fund or account by reason of the donor's status as a donor;
(4) any person or entity associated with the section regarding sponsoring entity;
(5) a lender providing secured or unsecured debt to Frank Liu Jr. Academy for Music & Arts or Frank Liu Jr. Academy for Music & Arts other than bonds or tax-exempt facility financing, for any transaction other than the loan or note agreement; or
(6) a major donor to Frank Liu Jr. Academy for Music & Arts or Frank Liu Jr. Academy for Music & Arts under a written grant agreement or other contract, for any transaction with the donor other than the written grant agreement.

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19 TAC 100.1001(25).

Sec. 3. AUDIT BY COMMISSIONER

If the aggregate amount of all transactions between Frank Liu Jr. Academy for Music & Arts and a related party exceeds $5,000.00, the Commissioner may conduct an audit of such transaction. If the Commissioner determines a transaction with a related party using funds received under Education Code § 12.106 was structured in a manner that did not benefit Frank Liu Jr. Academy for Music & Arts or that the transaction was in excess of fair market value, the Commissioner may order that the transaction be reclassified or that other action be taken as necessary to protect Frank Liu Jr. Academy for Music & Arts's interests. Failure to comply with the Commissioner's order is a material charter violation,.

Sec. 4. ANNUAL AUDIT DISCLOSURE

Frank Liu Jr. Academy for Music & Arts must include in its annual audit a list of all transactions with a related party. Additionally, the annual audit must separately disclose:

1. All financial transactions between Frank Liu Jr. Academy for Music & Arts and any related party, separately stating the principal, interest, and lease payments; and
2. The total compensation and benefits provided by Frank Liu Jr. Academy for Music & Arts and any related party for each member of the Board and each officer and administrator of Frank Liu Jr. Academy for Music & Arts and the related party.

Education Code § 12.1168; *19 TAC 100.1069(c)*.

PART VII: CONFIDENTIALITY

A Director and Officer shall exercise care not to disclose Confidential Information. Confidential Information is information deemed confidential by law, and any information not generally known or publicly available, or that Frank Liu Jr. Academy for Music & Arts maintains as confidential, proprietary, restricted, or otherwise as not to be disclosed generally, and any information that the Board or Frank Liu Jr. Academy for Music & Arts otherwise determines or deems as Confidential Information.

A Director shall not use Frank Liu Jr. Academy for Music & Arts property, Confidential Information, or the status of his or her position to solicit business for others, or in any other manner obtain a private financial, social or political benefit.

PART VIII: DISCLOSURE AND ANNUAL REVIEW

Sec. 1. NEW DIRECTORS AND OFFICERS

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Each new Director and Officer shall review a copy of this Policy and shall complete the Annual Statement of Disclosure and Compliance attached hereto as Exhibit C. The Board shall treat completed Annual Statements of Disclosure and Compliance as Confidential Information.

Sec. 2. PERIODIC REVIEW

To ensure that Frank Liu Jr. Academy for Music & Arts operates in a manner consistent with charitable purposes, and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects: (i) whether compensation arrangements and benefits are reasonable based on competent survey information, and are the result of arm's length bargaining; (ii) whether partnerships, joint ventures, and arrangements with management organizations conform to Frank Liu Jr. Academy for Music & Arts's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes, and do not result in inurement, impermissible private benefit or in an excess benefit transaction.

Sec. 3. ANNUAL REVIEW

Each current Director and Officer shall complete the Annual Statement of Disclosure and Compliance attached hereto as Exhibit C. The Board shall treat completed Annual Statements of Disclosure and Compliance as Confidential Information.

Sec. 4. APPLICABLE LAW

This Policy is supplemental to and does not replace federal, state or local laws governing conflicts of interest applicable to charter schools and charitable organizations. When in conflict, the applicable law shall control.

Adopted the _____ day of _____, 20__

_____ _____
President Member

_____ _____
Secretary Member

_____
Treasurer

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EXHIBIT A
AFFIDAVIT OF ABSTENTION

STATE OF TEXAS §
§
COUNTY OF _____ §

I, _____, a local public official, make this affidavit and hereby under oath state the following:

I have a substantial interest in a business entity or real property that may receive a special economic effect that is distinguishable from the effect on the public by an action contemplated by Frank Liu Jr. Academy for Music & Arts.

The business entity or real property in which I have a substantial interest is: [*name and address of business and/or description of property*]:

_____

_____

_____

I or a person that is related to me within the first degree of consanguinity (blood) or affinity (marriage) as defined by state law has a substantial interest in this business entity or real property for the following reasons [*check all that apply*]:

☐ an ownership interest of 10 percent or more of the voting stock or shares of the business entity;

☐ an ownership interest of 10 percent or more or $15,000 or more of the fair market value of the business entity;

☐ funds received from the business entity exceed 10 percent of _____ (my, his, her) gross income for the previous year;

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☐ real property is involved and _____ (I, he, she) have/has an equitable or legal ownership with a fair market value of at least $2,500;

Upon filing of this affidavit with the official record keeper of Frank Liu Jr. Academy for Music & Arts, I affirm that I shall abstain from voting or further participating in any matter involving the business entity or real property, unless allowed by law.

SIGNED this the _____ day of _____, 20___.

_____
Signature of Affiant

_____
Title

Before me, the undersigned authority, this day personally appeared _____ _____ (Affiant Name) and by oath swore that the facts herein above stated are true and correct to the best of his/her knowledge or belief.

SWORN TO and SUBSCRIBED before me on the _____ day of _____, 20__.

_____
Notary Public, State of Texas

(seal) My commission expires: _____

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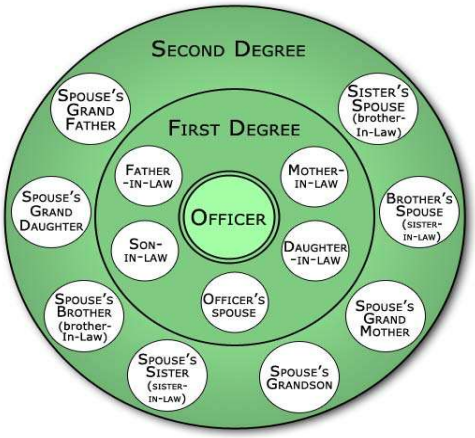
EXHIBIT B

NEPOTISM CHART

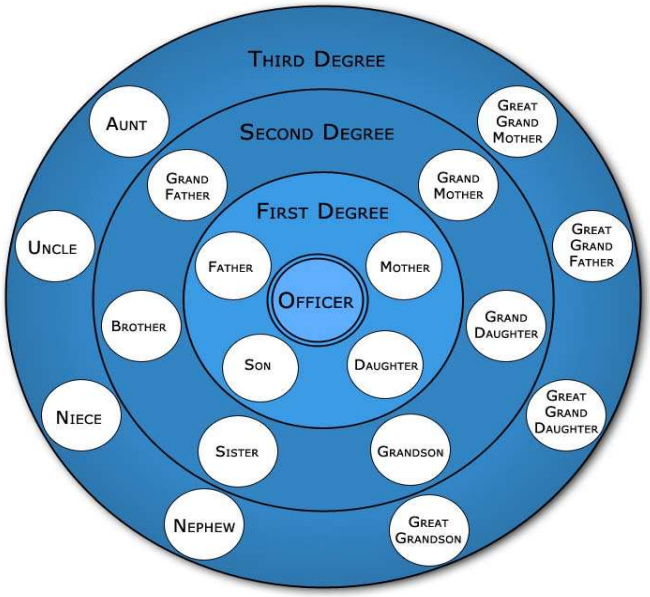
NEPOTISM CHART

The chart below shows

- **Affinity Kinship** (relationship by marriage)
- **Consanguinity Kinship** (relationship by blood) for purposes of interpreting nepotism as defined in VTCA Government Code, Chapter 573, §§573.021 - .025



AFFINITY KINSHIP
Relationship by Marriage



CONSANGUINITY KINSHIP
Relationship by Blood

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EXHIBIT C

ANNUAL STATEMENT OF DISCLOSURE AND COMPLIANCE

Name: _____

Position: _____

□ Please describe below any relationships, positions, or circumstances in which you are involved that you believe could be considered an Interest or that might be perceived as an actual or possible Conflict of Interest, as defined in the Frank Liu Jr. Academy for Music & Arts Ethics, Conflict of Interest and Nepotism Policy. Please also describe any familial relationships that would qualify as relationships within the prohibited degree as defined in the Frank Liu Jr. Academy for Music & Arts Ethics, Conflict of Interest and Nepotism Policy.

_____

_____

_____

_____

_____

□ I am involved in no activity, relationship, position or circumstance that could be considered an Interest or might be perceived as an actual or possible Conflict of Interest, as defined in the Frank Liu Jr. Academy for Music & Arts Ethics, Conflict of Interest and Nepotism Policy. I do not have any familial relationships that would qualify as relationships within the prohibited degree as defined in the Frank Liu Jr. Academy for Music & Arts Ethics, Conflict of Interest and Nepotism Policy.

I hereby certify that the information as set forth above is true and complete to the best of my knowledge. I have reviewed and agree to abide by the Frank Liu Jr. Academy for Music & Arts Ethics, Conflict of Interest and Nepotism Policy that is currently in effect.

Signature: _____

Date: _____

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Board Member Résumés and Disclosure Affidavits

For each member of the proposed school's governing board, provide a résumé and a notarized Board Member Disclosure Affidavit. See next page.

All prompts and response boxes must be completed on the affidavit.

Applicants must ensure that each board member individually provides her/his own personal response as substantial repetition among and between affidavit responses will be subject to this application's Plagiarism Policy and may cause an application to be removed from consideration.

GENERATION 30
BOARD MEMBER
BIOGRAPHICAL AFFIDAVIT

Name of Proposed Charter School: **Frank Liu Jr. Academy for Music & Arts**

Name of Sponsoring Entity: **Frank Liu Jr. Academy for Music & Arts**

Contact Information

Full Legal Name: **Anthony Blanco**

Home Mailing Address: [redacted]

Phone Number: [redacted]

Email Address: [redacted]

Knowledge and Experience

Describe the specific knowledge and experience that you would bring to the board of the proposed charter school.

Professional: I am a honors graduate from Texas A&M University with a double major in Business Management and Business Finance. I have 15+ years of Corporate Finance experience in the energy sector, CRE sector, and media/telecom sector. As a Banker, I have been an advisor to large corporations, middle market companies, and CRE developers. My experience and knowledge I will bring to the board will be in the areas of financial planning, budgeting, financial analysis, capital raising, forecasting, and compliance with all regulatory requirements. Additionally, I have been an active recruiter and guess lecturer at Texas A&M university for the business school.

Companies I worked for include: Bank of America, Regions Financial Corporation, Cadence Bank, MidFirst Bank and Flagstar Bank.

Personal: I am the proud son of two Colombian immigrants and I was born and raised in Brooklyn, NY. My father was an undercover DEA agent which allowed me to live in many different areas while experiencing many different cultures. I have lived in NYC, Texas, Puerto Rico, and Bolivia. My entire life I have been exposed to different cultures which is a huge benefit for our board. I am a proud husband and the proud father of three wonderful children and I hope to bring my daily experience as a father to ensure the best learning environment for the students.

Do you currently serve or have previously served on a board of a school district, another charter school, a non-public school, or any not-for-profit corporation? If yes, identify all entities and dates.

No

Disclosures

Do you plan to contract or seek future employment with the sponsoring entity, the charter school, or any management company of the school? If yes, describe the nature of employment and all the compensation you expect to receive.

No

Are you (or your spouse) affiliated with any individual(s), organization(s), educational service provider(s), or management organization(s) that may conduct business with the proposed charter school? If yes, describe the precise nature of the relationship(s).

No

Are you (or your spouse) partners or majority shareholders in a business/organization that may conduct business with the proposed charter school? If yes, identify all applicable business/organizations.

No

Are you affiliated with any business/organizations entrusted with the care and supervision of lawful minors and/or wards of a governmental entity? If yes, provide a name of the business/organization and description of the specific demographics served. Identify all formal complaints, investigations, and/or litigation that have involved the business/organization referenced. Describe the nature of the claim, status, findings, and/or ruling.

No

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 within 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 the sponsoring entity or of the governing body of the charter school? If yes, describe the precise nature of the relationship.

No

Will any relative(s) within the third degree of consanguinity or affinity be employed by or receive any compensation or remuneration from the sponsoring entity, charter school, or the management company of the charter school? If yes, describe the precise nature of the relationship.

No

Have you ever been convicted of a misdemeanor involving moral turpitude; a felony; an offense listed in TEC § 37.007(a); or an offense listed in Article 62.01(5) Code of Criminal Procedure? If yes, identify the offense and date of conviction.

No

Certification

I, Anthony Blanco, 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 (blue ink) _____

Date 12/16/24

FOR NOTARY PUBLIC USE ONLY

State of Texas

County of Harris

On this day, December 16, 2024 - Anthony Blanco

(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 16th day of December, 2024.

(Notary Public) _____

My commission expires 7/17/2025

NOTARY PUBLIC STATE OF TEXAS
ALLISON KRISTEL SLACK
Notary ID #129491735
My Commission Expires
July 17, 2025

Anthony Blanco

[redacted] [redacted]

[redacted] [redacted]

EXPERIENCE

Flagstar Bank August 2023 – Present

Senior Relationship Manager | Commercial Real Estate Houston, Texas

- Brought on by Flagstar Bank to help the bank start and build a CRE lending platform in Texas. Responsibilities are similar to the ones mentioned in roles below.

MidFirst Bank April 2022 – August 2023

Senior Vice President | Commercial Real Estate Houston, Texas

- Successfully started and built a $125MM CRE portfolio for the bank as they entered the Texas market. Similar responsibilities to roles mentioned below.

Cadence Bank January 2021 – April 2022

Senior Vice President | Commercial Real Estate Houston, Texas

- Senior Relationship Manager for a CRE portfolio consisting of $350MM+ in total commitments, primarily consisting of Construction Loans, Corporate Revolvers, and Term Loans (used to acquire stabilized assets).
- Run cross-sell calls/meetings with clients' C-suite and bank product partners including Treasury Management, Private Banking, Wealth Management and Commercial Banking.
- Active participant in Senior Loan Committee in which certain credit structures, relationship strategy and ancillary business opportunities were presented to voting members for approval.
- Participate in the structuring, underwriting and documentation of credit facilities ranging from $25MM - $500MM designed to meet client and investor needs while maintaining appropriate risk/return levels specific to the bank's credit portfolio.
- Follow all real-time information including news releases, earnings calls, research, and key SEC filing data on clients in order to update senior management and team appropriately with any material information affecting the industry and credits.

Senior Vice President | Exploration & Production October 2014 – December 2020

- Senior Relationship Manager for an E&P portfolio consisting of 20 clients and $250MM+ in total commitments.
- Assist the Special Assets Group with the restructuring of certain distressed energy credits through the assessment of 13-week cash flows, cost cutting initiatives, asset optimization and monetization of certain assets.
- Supported the E&P Group Head's $800MM loan portfolio of 35+ credit customers, with annual revenues ranging from $10MM to over $1Bn primarily, comprised of upstream companies.
- Instrumental in revamping the E&P Group's underwriting process and credit memos to more efficiently capture credit risk and client specific relationship profitability.
- Wrote extensive financial analysis including internal risk rating, key risk factors/mitigants, identifying sources of liquidity and repayment, management/borrower analysis, collateral analysis, historical financial analysis and industry analysis.
- Helped oversee a team of three underwriters, two financial analysts and one engineering tech. Also, assigned to mentor the Cadence Bank Energy Group's new-hire financial analysts.

Regions Financial Corporation December 2011 – October 2014

Assistant Vice President | Energy and Natural Resources Houston, Texas

- Managed and researched a portfolio of 25 Exploration & Production clients through the use of written reports and financial presentations requiring qualitative and quantitative industry and company analysis.
- Prepared credit-underwriting memorandums to assess the operating performance, liquidity profile, and risk profile of non-investment and investment grade clients for financing/borrowing base requests.
- Monitored all elements of the bank's credit exposure to its clients across its network, including periodically reassessing internally assigned risk ratings and company performance.

Bank of America Merrill Lynch June 2009 – December 2011

Financial Analyst | Energy and Natural Resources & Media and Telecomm Houston, Texas

- Senior Analyst on a portfolio of 22 large corporate Energy clients. Performed day to day analyst responsibilities including financial analysis, cash flow modeling, pitch book presentations and credit approval memo preparation.
- Collaborated with teams across GCIB including Corporate Banking, Treasury Management, Commodity Trading, and Investment Banking to drive revenue growth while maintaining appropriate risk levels and capital allocation levels specific to the bank's credit portfolio.
- Managed/researched a portfolio of 20 media/telecom clients and prepared weekly credit reports for industry managers detailing the portfolio exposure and overall operating performance of clients in the media/telecom sector.
- Completed Bank of America's six-week financial analyst training program which covered general underwriting process including credit analysis, industry analysis and financial modeling.

EDUCATION

Texas A&M University | College Station, Texas May 2009

Bachelor of Business Administration in both Finance and Management

Overall GPA 3.6, Finance GPA 3.7, Management GPA 4.0; *Dean's List Award, graduated cum laude*

GENERATION 30
BOARD MEMBER
BIOGRAPHICAL AFFIDAVIT

Name of Proposed Charter School: **Frank Liu Jr. Academy for Music and Arts**

Name of Sponsoring Entity: **Frank Liu Jr. Academy for Music and Arts**

Contact Information

Full Legal Name: **Eddie Cumbo III**

Home Mailing Address: [redacted]

Phone Number: [redacted]

Email Address: [redacted]

Knowledge and Experience

Describe the specific knowledge and experience that you would bring to the board of the proposed charter school.

As a native of the 5th Ward, I am well-know in the community through my work to bring sports to the area's youth. I graduated from Phillis Wheatley in 1986 and went on to attend San Jacinto Jr. College and then the University of Houston, where I played basketball.

In my community work, I advocate for football and basketball education and have helped over 40 athletes win college scholarships. I also help conduct back-to school drives, and Thanksgiving and Christmas community activities.

From my over 25 years of coaching experience, I bring crucial leadership and decision-making skills to the board. I am also instrumental in involving the community in the school and ensuring their voice on the board and will serve as an active member of the board's Development Committee. I am also committed to bringing physical education and health instruction to FLAMA's students and working to highlight and further incorporate mathematics into the physical education curriculum.

Importantly, I was a coach, friend and mentor to Frank Jr. and will work to ensure that Frank's intentions, are heard by the board.

Do you currently serve or have previously served on a board of a school district, another charter school, a non-public school, or any not-for-profit corporation? If yes, identify all entities and dates.

Eddie & Pamela Cumbo Foundation (2020-2022)

Disclosures

Do you plan to contract or seek future employment with the sponsoring entity, the charter school, or any management company of the school? If yes, describe the nature of employment and all the compensation you expect to receive.

No

Are you (or your spouse) affiliated with any individual(s), organization(s), educational service provider(s), or management organization(s) that may conduct business with the proposed charter school? If yes, describe the precise nature of the relationship(s).

No

Are you (or your spouse) partners or majority shareholders in a business/organization that may conduct business with the proposed charter school? If yes, identify all applicable business/organizations.

No

Are you affiliated with any business/organizations entrusted with the care and supervision of lawful minors and/or wards of a governmental entity? If yes, provide a name of the business/organization and description of the specific demographics served. Identify all formal complaints, investigations, and/or litigation that have involved the business/organization referenced. Describe the nature of the claim, status, findings, and/or ruling.

I work as an athletics coach at St. John's School in Houston, TX, a Pre-K to 12th grade independent school. No formal complaints, investigations or litigation to my knowledge.

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 within 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 the sponsoring entity or of the governing body of the charter school? If yes, describe the precise nature of the relationship.

No

Will any relative(s) within the third degree of consanguinity or affinity be employed by or receive any compensation or remuneration from the sponsoring entity, charter school, or the management company of the charter school? If yes, describe the precise nature of the relationship.

No

Have you ever been convicted of a misdemeanor involving moral turpitude; a felony; an offense listed in TEC § 37.007(a); or an offense listed in Article 62.01(5) Code of Criminal Procedure? If yes, identify the offense and date of conviction.

No

Certification

I, Eddie Cumbo 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 (blue ink) Eddie Cumbo

Date 12/20/2024

FOR NOTARY PUBLIC USE ONLY

State of Florida

County of Broward

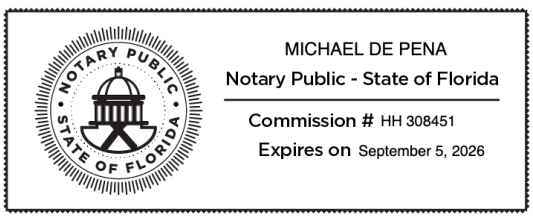
On this day, Eddie Cumbo

(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 20th day of December, 2024.

(Notary Public) _____

My commission expires 09/05/2026



Notarized remotely online using communication technology via Proof.

Eddie J. Cumbo III

Skills

Knowledge and ability to teach football and basketball sport techniques and strategies. Demonstrate skill in program development and evaluation. Possess the ability to effectively motivate and inspire young athletes. Model exceptional sportsmanship. Collaborate and work well with students, parents, and constituents. Possess excellent interpersonal, organizational and leadership skills

Experience

PT Seasonal Athletic Coach Football & Basketball ***Sept 2001 – Present***
St. John School, Houston, TX

- Organize and conduct practices, conditioning programs, and competitive events
- Instruct with sound principles and expert skills in specified football and basketball
- Foster an environment of continuous improvement at the team and individual level
- Manage, monitor, and comply with all athletic department policies and procedures.
- Promote the total athletic program and contribute to the wider life of the school including attending parent meetings, student presentations and admissions events.
- Complete all related duties as assigned by the Athletic Director

Education

Associate's Degree
San Jacinto Junior College, Pasadena, TX

References available on request.

GENERATION 30
BOARD MEMBER
BIOGRAPHICAL AFFIDAVIT

Name of Proposed Charter School: **Frank Liu Jr. Academy for Music and Arts**

Name of Sponsoring Entity: **Frank Liu Jr. Academy for Music and Arts**

Contact Information

Full Legal Name: **Andrew Davis**

Home Mailing Address: [redacted]

Phone Number: [redacted]

Email Address: [redacted]

Knowledge and Experience

Describe the specific knowledge and experience that you would bring to the board of the proposed charter school.

I have eight years experience as Dean of a large college of visual and performing arts (1600 students, 275 faculty and staff, budget of $20M annually) at the University of Houston. I am familiar with the landscape in arts higher education and secondary education. I bring management and organizational experience relevant especially for board service in establishing a new charter school.

Do you currently serve or have previously served on a board of a school district, another charter school, a non-public school, or any not-for-profit corporation? If yes, identify all entities and dates.

No

Disclosures

Do you plan to contract or seek future employment with the sponsoring entity, the charter school, or any management company of the school? If yes, describe the nature of employment and all the compensation you expect to receive.

No

Are you (or your spouse) affiliated with any individual(s), organization(s), educational service provider(s), or management organization(s) that may conduct business with the proposed charter school? If yes, describe the precise nature of the relationship(s).

No

Are you (or your spouse) partners or majority shareholders in a business/organization that may conduct business with the proposed charter school? If yes, identify all applicable business/organizations.

I am Dean of the McGovern College of the Arts and the University of Houston. We will have a professional-partner and informal consulting relationship with FLAMA; we will place student teachers at the school and will recruit faculty experts to consult on issues related to music and arts curricula. This service will be unpaid.

Are you affiliated with any business/organizations entrusted with the care and supervision of lawful minors and/or wards of a governmental entity? If yes, provide a name of the business/organization and description of the specific demographics served. Identify all formal complaints, investigations, and/or litigation that have involved the business/organization referenced. Describe the nature of the claim, status, findings, and/or ruling.

No

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 within 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 the sponsoring entity or of the governing body of the charter school? If yes, describe the precise nature of the relationship.

No

Will any relative(s) within the third degree of consanguinity or affinity be employed by or receive any compensation or remuneration from the sponsoring entity, charter school, or the management company of the charter school? If yes, describe the precise nature of the relationship.

No

Have you ever been convicted of a misdemeanor involving moral turpitude; a felony; an offense listed in TEC § 37.007(a); or an offense listed in Article 62.01(5) Code of Criminal Procedure? If yes, identify the offense and date of conviction.

No

Certification

I, Andrew Davis, 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 (blue ink) _____

Date October 11, 2024

FOR NOTARY PUBLIC USE ONLY

State of TEXAS

County of HARRIS

On this day, DECEMBER 11, 2024

(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 11th day of DECEMBER, 2024.

(Notary Public) _____

My commission expires 10/09/2026

NOTARY PUBLIC STATE OF TEXAS
LANNA MONIQUE MORRIS
Notary ID #131755046
My Commission Expires
October 9, 2026

ANDREW DAVIS

Kathrine G. McGovern College of the Arts | University of Houston
3700 Cullen Blvd. suite E128, Houston, TX 77204–4039
phone: 281-380-9464 | email: adavis@uh.edu

CURRICULUM VITAE

POSITIONS

University of Houston, Houston Texas	
Dean (Founding), McGovern College of the Arts	2017–present
Dean (interim), College of the Arts	2016–2017
Planning Dean, College of the Arts	2015–2016
Director, Moores School of Music	2014–2016
Associate Dean, The Honors College	2013–2014
Director of Graduate Studies, Moores School of Music	2006–2014
Professor of Music Theory	2016–present
Associate Professor of Music Theory	2009–2016
Assistant Professor of Music Theory	2003–2009
University of Massachusetts, Amherst, Massachusetts	
Visiting Assistant Professor of Music Theory	2001–2003

EDUCATION

Doctor of Philosophy in Music Theory, Indiana University	2003
Master of Music in Music Theory, University of Massachusetts, Amherst	1998
Bachelor of Arts in Music, The Pennsylvania State University; *summa cum laude,* Phi Beta Kappa	1995

SUMMARY OF POSITIONS AND RESPONSIBILITIES

Dean, Kathrine G. McGovern College of the Arts, University of Houston:

Responsibilities: Oversight of all aspects of three professional visual and performing arts schools (Schools of Art, Music, and Theatre and Dance), the University of Houston campus art museum (the Blaffer Art Museum), and an interdisciplinary arts center (the Cynthia Woods Mitchell Center for the Arts); 1,600 students; 200 faculty; 65 administrative staff; 47 degree programs; annual budget of $20M; $93M endowment ($3.7M total annual income on endowment).

Administrative responsibilities, 2015–2024:

1. 2015: Directed, as charged by the Chancellor and Provost, all aspects of the separation of the major reorganization of the University of Houston to create a college of visual and performing. Reorganization separated the School of Art, Moores School of Music, School of Theatre and Dance, Arts Leadership Program, Blaffer Art

Museum, and Cynthia Woods Mitchell Center from the Arts from the College of Liberal Arts and Social Sciences and created the McGovern College of the Arts—the first dedicated college of visual and performing arts at the University of Houston.

2. 2015: Managed comprehensive reorganization of staff in all divisions of the new college: finance, fundraising, academic affairs and student success, information technology, special events, communications, and facilities. Reorganization eliminated a years-old structural deficit, created eight new staff or faculty lines aligned with the college's priorities, and reinvested $40,000 in faculty interdisciplinary research initiatives.
3. 2016: Developed, in collaboration with faculty, staff, and university leadership, the strategic plan that led to $20M naming gift (announced in January 2017) for the College of the Arts.
4. 2017: Recruited MacArthur Fellow Rick Lowe to the McGovern College faculty as Professor of Interdisciplinary Practice.
5. 2019: Oversaw reaccreditation from the National Association of Schools of Music.
6. 2020: Organized "Beethoven 250 Houston 2020," conference and festival marking the 250th anniversary of the birth of Beethoven. International guests scholars and artists including James Hepokoski (Yale University), Scott Burnham (Princeton University), William Kinderman (UCLA), Robert Hatten (University of Texas at Austin), Michael Spitzer (University of Liverpool), Kristóf Bárati (Budapest, violin).
7. 2022: Created new position for Associate Dean for Operations (Chief Operating Officer) in the McGovern College.
8. 2023: Reorganized venue and production staff in the McGovern College's performing-arts divisions into a Division of Venue Management and Production Services. Centralized this staff division with the Office of the Dean. Created new positions for Senior Director of Venue Management and Production Services (reporting to the Associate Dean for Operations), and (all reporting to the Senior Director) Assistant Director for Venue Management, two Technical Directors, Assistant Technical Director, Director of Audio-Visual Services, and Director of Lighting and Sound.
9. 2023: Reorganized Moores School of Music administrative staff to create positions for Managing Director for Programs and Strategy, Assistant Director for Operations, and Ensemble Support and Events Manager (all reporting to the Office of the Director of the Moores School of Music).
10. 2023: Achieved first-time accreditation from the National Association of Schools of Art and Design.
11. 2023: Initiated first-time accreditation from the National Association of Schools of Theatre; process underway, with site visit scheduled for fall 2025.
12. 2023: Oversaw national searches for and appointments of the following leadership positions in the McGovern College of the Arts: Director of the Moores School of Music (2023), Director of the School of Art (2024), Director of the School of Theatre and Dance (2024), and Director of the Blaffer Art Museum (2024).
13. 2023: signed an MOU with the Houston Symphony to merge the McGovern

College's Cynthia Woods Mitchell Young Artist Competition at the Texas Music Festival with the Houston Symphony's Ima Hogg Competition.

14. 2024: Developed, in collaboration with faculty, staff, and university leadership, a $10M naming gift proposal for the School of Theatre and Dance. Proposal is pending.
15. 2024: Hired 38 faculty and 31 staff in the seven-year period fall 2017–fall 2024.
16. 2024: over period of five years, increased endowment income in the McGovern College of the Arts by 54% ($2.4M to $3.7M), from FY19–FY24; increased number of individual endowments from 126 to 167.
17. Full list of academic programs established as Dean available upon request.

Director, Moores School of Music:

1. 2014: raised a $1.2M endowed fund in the ten-month period July 2014–April 2015 to supplement a $5.5M single-donor lead pledge to replace and maintain fleet of Steinway pianos in the Moores School of Music
2. 2014: increased Moores School of Music student scholarship spending by 30% ($715K to $930K) in the two-year period 2014–15, through combination of increased private philanthropy and repurposing of existing funds
3. 2014: launched international student- and faculty-exchange program between the Moores School of Music and the Felix Mendelssohn Conservatory, Leipzig.
4. 2015: launched the three-year Madison Artist Series in the Moores School of Music: concert series inaugurated in March 2015 to bring eminent guest artists to the Moores School of Music for performances and masterclasses; included Audra McDonald (2015), Bryn Terfel (2016), and Lang Lang (2017)
5. 2015: established the Adeeb and Adeeba Hourani Endowed Chair in Music
6. 2015: raised Moores School enrollment by 15% (470 to 540)
7. 2016: in the two-year period from 2014–16, established strategic partnerships with: Houston Independent School District, Houston Symphony, and (the former Houston-based charitable organization) Music Doing Good

Associate Dean, The Honors College:

1. 2012: co-chaired the University-wide Organizing Committee responsible for the successful application to establish the Mu of Texas chapter of Phi Beta Kappa at the University of Houston (three-year application process concluded and chapter awarded in 2015; chapter installed March 4, 2016)
2. 2013: Oversaw the establishment of the Honors College Gardens (satellite Honors College offices on the University of Houston campus), including suite of three classrooms and four faculty offices

PUBLICATIONS

2017. *Sonata Fragments: Romantic Narratives in Chopin, Schumann, and Brahms.* Bloomington: Indiana University Press. (amazon.com/Sonata-Fragments-Romantic-Narratives-Interpretation)

2010. *Il Trittico, Turandot, and Puccini's Late Style.* Bloomington: Indiana University Press. (amazon.com/Trittico-Turandot-Puccinis)

Complete list available upon request.

BOARD AND COMMITTEE MEMBERSHIPS

1. Houston Symphony, Houston TX. Member, Board of Trustees (2014–present); member, Artistic and Orchestra Affairs Committee (2014–2019); member, Education Committee (2019–2020); co-chair, Education Committee (2020 – present).
2. Workshop Houston, Houston TX. Chairman of the Board of Directors (2019–present); member, Board of Directors (2017–2019)
3. Houston Arts Alliance, Houston TX. Member, Advisory Board (2024–present); member, Board of Directors (2017–2023); member, Finance Committee, (2018–2023).
4. Council of Texas Arts Deans. Founder and Moderator (2016–present).
5. Museum of Fine Arts, Houston, Houston TX. Member, Learning and Interpretation Committee (2021–present).
6. Phi Beta Kappa Alumni Association of Greater Houston, Houston TX. Member, Board of Directors, 2012–present; Vice President for Fundraising (2014–present).
7. Texas Society for Music Theory. Treasurer, 2011–present.
8. Society for Music Theory, Bloomington IN. Member, Fundraising Committee (2023–present); liaison to the National Association of Schools of Music (2015–present).
9. Theatre District Houston, Houston TX. Member, Board of Directors, 2019–2021 (organization dissolved, 2021).
10. Immanuel and Helen B. Olshan Foundation, Houston TX. Member, Board of Directors (2014–2016; foundation liquidated, December 2016).
11. Music Doing Good, Houston, TX. Member, Board of Directors (2014 – 2019); member, President's Leadership Council (2015–2019); organization dissolved, 2019.

Complete list of professional, institutional, and community service activities available upon request.

AWARDS

1. Distinguished Alumni Award, College of Arts and Architecture, The Pennsylvania State University, 2023.
2. Top 20 Impact Maker Award, CKW Luxe Publishing, Houston TX, 2024.

Complete list available upon request.

GENERATION 30
BOARD MEMBER
BIOGRAPHICAL AFFIDAVIT

Name of Proposed Charter School: **Frank Liu Jr. Academy for Music and Art**

Name of Sponsoring Entity: **Frank Liu Jr. Academy for Music and Art**

Contact Information

Full Legal Name: **Jorge J. Garza**

Home Mailing Address: [redacted]

Phone Number: [redacted]

Email Address: [redacted]

Knowledge and Experience

Describe the specific knowledge and experience that you would bring to the board of the proposed charter school.

Jorge Garza is an internationally renowned, operatic tenor and Owner/President of GARZA STUDIOS and Founder of Segundo Barrio Children's Chorus. Jorge's family settled in Houston's historic Second Ward. He received his first musical training as a member of the Singing Boys of Houston, and then attended Houston's High School for the Performing and Visual Arts. His family's humble beginnings in a small row house on Milby Street, would never have foretold a future in the arts, much less a path leading to New York City, where he was accepted on scholarship to the world's most prestigious music conservatory, The Juilliard School. He emerged from Juilliard as a leading young artist performing with world-class opera companies throughout the United States, including San Francisco Opera, Los Angeles Opera, Santa Fe Opera, Glimmerglass Opera, Opera Philadelphia, among others. His international debuts soon followed with Opera de Monte Carlo, Burgtheater in Vienna, National Theater in Prague, Potsdamer Oper in Berlin, as well as concert appearances with iconic conductors Zubin Mehta, Julius Rudel, Patrick Summers of the Houston Grand Opera, and Leonard Slatkin of the Detroit Symphony at Carnegie Hall.

During the pandemic, Jorge shifted his focus back to family and community and created GARZA STUDIOS on Milby Street in Houston's East End. The studios were born of the idea that artistic excellence is possible for all through hard work and dedication. GARZA STUDIOS is a 5,000 square foot facility consisting of 10 professionally equipped spaces for use by musicians, dancers, actors, and other creative individuals. These spaces create opportunities for arts education and artistic expression in a neighborhood that has traditionally been underrepresented in Houston's artistic and cultural landscape.

In 2022, Jorge founded the Segundo Barrio Children's Chorus (SBCC), Houston's first bi-lingual children's chorus, whose mission is to enrich the lives of children and families residing in Houston's historic Second Ward and East End District through music. SBCC collaborates with Houston Grand Opera, the Alley Theater, and the Houston Symphony. His work with SBCC has given Jorge deep experience in music education for K-12 students.

Do you currently serve or have previously served on a board of a school district, another charter school, a non-public school, or any not-for-profit corporation? If yes, identify all entities and dates.

No

Disclosures

Do you plan to contract or seek future employment with the sponsoring entity, the charter school, or any management company of the school? If yes, describe the nature of employment and all the compensation you expect to receive.

No

Are you (or your spouse) affiliated with any individual(s), organization(s), educational service provider(s), or management organization(s) that may conduct business with the proposed charter school? If yes, describe the precise nature of the relationship(s).

No

Are you (or your spouse) partners or majority shareholders in a business/organization that may conduct business with the proposed charter school? If yes, identify all applicable business/organizations.

No

Are you affiliated with any business/organizations entrusted with the care and supervision of lawful minors and/or wards of a governmental entity? If yes, provide a name of the business/organization and description of the specific demographics served. Identify all formal complaints, investigations, and/or litigation that have involved the business/organization referenced. Describe the nature of the claim, status, findings, and/or ruling.

No

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 within 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 the sponsoring entity or of the governing body of the charter school? If yes, describe the precise nature of the relationship.

No

Will any relative(s) within the third degree of consanguinity or affinity be employed by or receive any compensation or remuneration from the sponsoring entity, charter school, or the management company of the charter school? If yes, describe the precise nature of the relationship.

No

Have you ever been convicted of a misdemeanor involving moral turpitude; a felony; an offense listed in TEC § 37.007(a); or an offense listed in Article 62.01(5) Code of Criminal Procedure? If yes, identify the offense and date of conviction.

No

Certification

I, Jorge J. Garza, 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 (blue ink) JORGE JAVIER GARZA

Date 12/18/2024

FOR NOTARY PUBLIC USE ONLY

State of Texas

County of El Paso

On this day, 12/18/2024

(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 18th day of December, 2024.

(Notary Public) Joseph M. Confessore

My commission expires 11/11/2026

NOTARY PUBLIC STATE OF TEXAS

Joseph Michael Confessore

ID NUMBER
134060816
COMMISSION EXPIRES
November 11, 2026

Electronically signed and notarized online using the Proof platform.

JORGE GARZA

PROFESSIONAL SUMMARY

Mexican-American Tenor, Jorge Garza, graduate of the Juilliard School and the Academy of Vocal Arts, has sung with opera companies both domestically and internationally including Los Angeles Opera, Santa Fe Opera, Philadelphia Opera, Opera Monte Carlo, Potsdamer Musikfestspiele (Berlin), Prague National Opera, Volkstheater (Vienna), and with San Francisco Opera's national tour of Rossini's il Barbiere di Siviglia. Orchestral Engagements, include Cairo Symphony(Egypt), Detroit Symphony Orchestra (Carnegie Hall), Strauss Symphony Orchestra (Disney Hall, Los Angeles), and Distinguished Concerts International (Lincoln Center). His Arts-Advocacy work is based in his hometown of Houston, Texas where he owns/manages GARZA STUDIOS, and is the Founder and Artistic Director of the Segundo Barrio Children's Chorus, Houston's first bilingual children's choir.

CAREER HIGHLIGHTS

JANUARY 2023
Concert Soloist - Salute to Vienna - Disney Concert Hall | Los Angeles, CA

OCTOBER 2019
RECORDING - El Amor Brujo/Retablo de Maese Pedro - de Falla | NAXOS - Perspectives Ensemble | New York, NY
Nomination: Best Classical Recording - 2020 International Classical Music Awards

NOVEMBER 2015
Concert Soloist - Serenade for Tenor & Horn - Britten | Cairo Symphony Orchestra | Egypt

APRIL 2012
Concert Soloist - Seven Deadly Sins - Weill - Carnegie Hall | New York, NY
Detroit Symphony Orchestra , Leonard Slatkin - Conductor

MARCH 2012
Opera Performance - The Rakes Progress - Stravinsky | Prague National Opera Theater Prague, Czechia Role: Tom Rakewell

NOVEMBER 2010
Concert Soloist - Messiah - Handel - Lincoln Center | New York, NY | Distinguished Concerts

JULY 2003
Opera Performance - La Finta Semplice - Mozart | Potsdamer Muzikfestspiele | Berlin Role: Don Polidoro

OCTOBER 1998
Opera Performance - Anna Bolena - Bellini | Opera de Monte Carlo | Monte Carlo
Role: Sir Hervey

JUNE 1997
Concert Soloist - Missa Solemnis - Cherubini | Orchestra National de Lyon | Lyon, France

April 1996
Opera Performance - Il Barbiere di Siviglia - Rossini | San Francisco Opera | National Tour
Role: Conte Almaviva

December 1982
Children's Chorus- Hansel and Gretel - Jones Hall | Houston Grand Opera

COMMUNITY ARTS INITIATIVES

GARZA STUDIOS
- Young Audiences Houston Community Partner
- Arts Connect Houston Arts and Culture Partner
- Houston Symphony Community Embedded Musicians Sponsor
- KinderHSPVA Chamber Music Initiative Sponsor
- HSPVA Black Alumni Network "Homecoming Event" Sponsor
- FRESH ARTS Fiscally Sponsored Project
- TEATRX "La Vida es Cortos" Sponsor
- Teatro Comunitario de Houston Sponsor
- PartnerSchools Houston Sponsor

SEGUNDO BARRIO CHILDREN'S CHORUS
- Harris County Department of Education CASE for Kids Partner
- Houston ISD Community Partner
- Houston Grand Opera Community Engagement Partner
- The Alley Theater Community Outreach Partner
- Magnolia Park Dia-de-Los-Muertos Partner
- UofH CMALS Latino Cartographies Contributor
- Mayor's Office of Cultural Affairs - Special Events Partner

ARTS COMMITTEES & MEMBERSHIPS

East End District Cultural Task Force
Arts Connect Houston RISE Schools Task Force
Buffalo Bayou East Stakeholders
American Guild of Musical Artists
National Association of Latino Arts and Cultures
FRESH ARTS Summit Panelist: Creating Community Art Spaces

EDUCATION

SEPTEMBER 1975 – MAY 1979
Rusk Elementary, Houston

SEPTEMBER 1979 – MAY 1983
Burbank Middle School, Houston
Math/Science Vanguard Program

SEPTEMBER 1983 – MAY 1987
High School for the Performing & Visual Arts, Houston
Co-Valedictorian, National Hispanic Merit Scholar

SEPTEMBER 1987 – MAY 1991
Bachelor of Music: Vocal Performance
The Juilliard School, New York

SEPTEMBER 1991 – MAY 1993
Master of Music: Vocal Performance
Manhattan School of Music, New York

SEPTEMBER 1993 – MAY 1995
Artist Diploma: Opera Performance
Academy of Vocal Arts, Philadelphia

GENERATION 30
BOARD MEMBER
BIOGRAPHICAL AFFIDAVIT

Name of Proposed Charter School: **Frank Liu Jr. Academy for Music and Arts**

Name of Sponsoring Entity: **Frank Liu Jr. Academy for Music and Arts**

Contact Information

Full Legal Name: **Andrea Hauge**

Home Mailing Address: [redacted]

Phone Number: [redacted]

Email Address: [redacted]

Knowledge and Experience

Describe the specific knowledge and experience that you would bring to the board of the proposed charter school.

I bring years of investment banking experience in the energy sector. My strong finance and project management skills supported my work across mergers & acquisitions, debt offerings and equity offerings. My credit analysis experience allowed me a career managing risk across the firm's FX, Commodities and Portfolio Management divisions. My finance, project management, and skills raising funds in the public markets all translate to useful skills for FLAMA's effective management.

Grateful for this skills set, in 2017, I was able pursue my true passion, work in the field of education. Returning to my alma mater, Columbia University, I led the programming development for the Centennial anniversary of the College's Core Curriculum - an esteemed, required curriculum the covers Western philosophy, literature, art and music. My work included developing programming with faculty and working with the school's fundraising team.

Shortly thereafter, I embarked upon the most rewarding experience, homeschooling my child at a critical moment for learning to read, write and develop the grounding necessary for mathematical understanding. I continues this work as a volunteer literacy tutor to students in Jamaica, Queens and privately as a tutor in English language, literacy and writing/composition.

Eager to serve students of my native Houston, I will work tirelessly to ensure the effective management of FLAMA and the academic readiness and success of its students. I am especially committed to best practices in literacy and best practices in math. Committed to informing teaching with insights from the cognitive sciences, I will work to ensure that FLAMA's PD equips teachers with the best resources for employing these insights in their teaching.

I will also work hand in hand with a grant writer to secure additional funds for FLAMA.

Do you currently serve or have previously served on a board of a school district, another charter school, a non-public school, or any not-for-profit corporation? If yes, identify all entities and dates.

No

Disclosures

Do you plan to contract or seek future employment with the sponsoring entity, the charter school, or any management company of the school? If yes, describe the nature of employment and all the compensation you expect to receive.

No

Are you (or your spouse) affiliated with any individual(s), organization(s), educational service provider(s), or management organization(s) that may conduct business with the proposed charter school? If yes, describe the precise nature of the relationship(s).

No

Are you (or your spouse) partners or majority shareholders in a business/organization that may conduct business with the proposed charter school? If yes, identify all applicable business/organizations.

No

Are you affiliated with any business/organizations entrusted with the care and supervision of lawful minors and/or wards of a governmental entity? If yes, provide a name of the business/organization and description of the specific demographics served. Identify all formal complaints, investigations, and/or litigation that have involved the business/organization referenced. Describe the nature of the claim, status, findings, and/or ruling.

Yes. I serve as a volunteer with Reading Partners New York. I have no knowledge of any complaints, investigations, and/or litigation involving Reading Partners.

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 within 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 the sponsoring entity or of the governing body of the charter school? If yes, describe the precise nature of the relationship.

No

Will any relative(s) within the third degree of consanguinity or affinity be employed by or receive any compensation or remuneration from the sponsoring entity, charter school, or the management company of the charter school? If yes, describe the precise nature of the relationship.

No

Have you ever been convicted of a misdemeanor involving moral turpitude; a felony; an offense listed in TEC § 37.007(a); or an offense listed in Article 62.01(5) Code of Criminal Procedure? If yes, identify the offense and date of conviction.

No

Certification

I, Andrea Hauge, 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 (blue ink) Andrea Hauge

Date 12/15/24

FOR NOTARY PUBLIC USE ONLY

State of Texas

County of Tarrant

On this day, Andrea Hauge

(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 15th day of December, 2024.

(Notary Public) Sumner Rawn Wilson II

My commission expires 07/21/2027

NOTARY PUBLIC STATE OF TEXAS

Sumner Rawn Wilson II

ID NUMBER
13446766-4
COMMISSION EXPIRES
July 21, 2027

Electronically signed and notarized online using the Proof platform.

Andrea K. Hauge

[redacted]

Education

Columbia University, Graduate School of Business
MBA, Finance, May 2008

London School of Economics, Faculty of Economics
MSc, Development Management, September 2004

Columbia University, Columbia College
BA, Sociology, May 2002

Experience

Private & Volunteer Tutor **2021 - 2024**

- Volunteer literacy tutor at P.S. 40 in Queens through Reading Partners; experience working with EB students
- Private English language, literacy and composition tutor

Homeschool Teacher **2020 – 2021**

- Homeschooled son (age 6-7.) Designed a program that included phonics, writing, math, Spanish, and health & fitness, while fostering curiosity and creating varied opportunities for exploration

Associate Director, Columbia University **2017 - 2019**

- Worked closely with faculty, administrators and alumni development office to develop and implement new online and in-person learning experiences for alumni in honor of the Core Curriculum's centennial anniversary. Programs created included an online book club joined by over 1,000 alumni, an in-person week-long intensive on *Tragedy*, and other lectures
- Excelled at translating programing ideas into action plans for all facets of implementation. Successfully managed budgeting, scheduling, staffing, catering, facilities, marketing, communications, enrollment, etc.
- Worked closely with a graphic design firm to develop the Centennial website and related marketing materials
- Coordinated with Alumni Giving to ensure that related fundraising was appropriately addressed in all marketing

Credit Suisse, Investment Banking & Fixed Income Divisions **2008 – 2016**

Internal Strategy, Vice President

- Extensive experience working across product/industry teams to ensure implementation of strategy and identify gaps and opportunities in the market
- Market share analytics and benchmarking for weekly updates to IBD CEO, CFO and COO
- Investor communications - prepared talking points and presentation materials for Investor Day, quarterly earnings calls and Annual Report

Portfolio Management, Vice President

- Oversaw and hedged the firm's lending portfolio for Energy, Sponsors and Biotech/Pharma
- Conducted deep industry research and developed industry outlooks
- Significant experience presenting company credit analyses and industry outlooks to Credit Risk Management

Global FX & Commodities, Vice President

- Extensive expertise analyzing counterparty credit worthiness to determine risk-appropriate credit lines, including capital structure analysis and financial projections for both English and Spanish-speaking counterparties
- Demonstrated success working with senior management and Sales teams across global offices to establish credit lines for new clients and increase lines for existing clients
- High-level of accountability updating senior management on client negotiations and execution of strategy

Global Power & Renewables, Associate

- Domestic and international power and renewables transaction experience across product types
- Extensive experience preparing marketing materials, financial modeling, valuation, due diligence and research
  - Selected transaction experience includes: $1.7 billion Dynegy debt restructuring, Pepco Holdings Inc.'s sale of Conectiv Energy to Calpine Corp. for $1.7 billion , $123 million initial public offering of STR Holdings

GENERATION 30
BOARD MEMBER
BIOGRAPHICAL AFFIDAVIT

Name of Proposed Charter School: **Frank Liu. Jr. Academy for Music & Arts**

Name of Sponsoring Entity: **Frank Liu. Jr. Academy for Music & Arts**

Contact Information

Full Legal Name: **Matthew Loden**

Home Mailing Address: [redacted]

Phone Number: [redacted]

Email Address: **mloden@rice.edu**

Knowledge and Experience

Describe the specific knowledge and experience that you would bring to the board of the proposed charter school.

My entire career came to be when in 2nd grade I enrolled in the first Suzuki violin program to be started in Texas at my Houston ISD elementary school. By the 4th grade I had toured America, performing at Carnegie Hall and for President Carter at the Kennedy Center.

While I have had a successful career as a professional violinist, CEO of the Philadelphia Orchestra and Toronto Symphony Orchestra and, now, as Dean of the Shepherd Music School at Rice, the chance to enrich the life of a child with the same musical opportunities I was afforded when first handed that violin, means volumes to me.

In my career I've learned a lot about listening to the community, and I will use my extensive international connections and local contacts in Houston's performing arts institutions and my fundraising skills for the benefit of Frank Liu. Jr. Academy for Music & Arts students, faculty and families. Between my fellow board member, Andrew Davis, and myself, we have very strong ties to the Houston Symphony, the Houston Grand Opera, Young Audiences of Houston, HSPVA, Houston Ballet, the Menil Collection, the Museum of Fine Arts, the Houston Arts Alliance, and numerous musical agencies and talent managers.

Do you currently serve or have previously served on a board of a school district, another charter school, a non-public school, or any not-for-profit corporation? If yes, identify all entities and dates.

Dean of Music, Rice University (2021 - present)
Chamber Music Houston (2021-present)
Board Member
Destination TO, Toronto (2019-2021)
Arts Advisory Council

Disclosures

Do you plan to contract or seek future employment with the sponsoring entity, the charter school, or any management company of the school? If yes, describe the nature of employment and all the compensation you expect to receive.

No

Are you (or your spouse) affiliated with any individual(s), organization(s), educational service provider(s), or management organization(s) that may conduct business with the proposed charter school? If yes, describe the precise nature of the relationship(s).

Yes

As Dean of Music at Rice University our faculty, staff and students will engage with many aspects of planning and musical education at Frank Liu. Jr. Academy for Music & Arts, from my board role and with Rice students acting as occasional student instructors.

There is no cost or personal gain for my role.

Are you (or your spouse) partners or majority shareholders in a business/organization that may conduct business with the proposed charter school? If yes, identify all applicable business/organizations.

No

Are you affiliated with any business/organizations entrusted with the care and supervision of lawful minors and/or wards of a governmental entity? If yes, provide a name of the business/organization and description of the specific demographics served. Identify all formal complaints, investigations, and/or litigation that have involved the business/organization referenced. Describe the nature of the claim, status, findings, and/or ruling.

Yes

As Dean of Music at Rice University I am entrusted with the care and supervision of lawful minors in matriculating freshman under 18 yrs and via our Rice Preparatory program. We adhere to the Rice requirements via our Youth Protection Manager

https://riskmanagement.rice.edu/minors-university-approved-activities

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 within 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 the sponsoring entity or of the governing body of the charter school? If yes, describe the precise nature of the relationship.

No

Will any relative(s) within the third degree of consanguinity or affinity be employed by or receive any compensation or remuneration from the sponsoring entity, charter school, or the management company of the charter school? If yes, describe the precise nature of the relationship.

No

Have you ever been convicted of a misdemeanor involving moral turpitude; a felony; an offense listed in TEC § 37.007(a); or an offense listed in Article 62.01(5) Code of Criminal Procedure? If yes, identify the offense and date of conviction.

No

Certification

I, Matthew Loden, 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 (blue ink) _____

Date 12/13/24

FOR NOTARY PUBLIC USE ONLY

State of

County of

On this day, December 13th, 2024, Matthew Loden

(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 13th day of December, 2024.

(Notary Public) _____

My commission expires 04/06/2026

JOSE ANTONIO MACEDO
Notary Public, State of Texas
Comm. Expires 09-06-2026
Notary ID 133946024

MATTHEW LODEN

[redacted] | mloden@rice.edu

LEADERSHIP EXPERIENCE

The Shepherd School of Music, Rice University ***September 2021 - present***
Lynette S. Autrey Dean of Music
Professor of Executive Music Management

As the chief executive and academic officer of the Shepherd School, the Dean is responsible for overseeing academic affairs, personnel, financial management of a $20 million budget, student recruitment and career placement, alumni engagement, and fundraising. The Dean provides leadership to foster the musical, intellectual, and creative development of young artists, faculty, and staff, further develops teaching and research, and oversees a diverse, cohesive, and high-performing musical community.

Key accomplishments:

- Activated the new $100M Brockman Hall for Opera with a Community Open House and Gala; developed and hosted numerous third-party rentals, partnerships, and high-profile Rice University functions
- Attracted "star" teaching faculty to Rice, including Joshua Winograde (LA Opera) and Marianne Gedigian (Boston Symphony Orchestra, Butler School of Music)
- Funded and implemented new concert ticketing system; launched new patron loyalty program; created first-ever season brochure of key concert activities; initiated targeted marketing campaign for audience development
- Funded and installed unique *Hauptwerk* pipe/sample organ
- Redesigned *Spirit of the Season* holiday concert for greater access, expanding student repertoire and doubling audience size
- Cultivated significant creative partnerships with Houston Symphony, Houston Grand Opera, and Houston Ballet
- Selected and secured roster of internationally renowned conductors and guest artists to lead orchestra and opera ensembles
- Designed co-production with DaCamera for world premiere staged song cycle by Matthew Aucoin/Peter Sellars, *Music for New Bodies,* performed by SSM students
- Executive Producer for world premiere of Gabriela Ortiz/James Drake multi-media event, *Can We Know the Sound of Forgiveness,* with The Crossing Choir and SSM students
- Partnered with Consul General of France on Texas premiere visit of Ensemble Intercontemporain; hosted masterclasses for composition students with Matthias Pintscher
- Introduced The Concert Truck mobile stage to Houston area communites, training SSM students in engagement practices and bringing free performances to parks, museums and schools
- Captured new major gift scholarship support from numerous donors; secured expanded funding for diversity, equity, and inclusion efforts, enhancing the work of the Musicians United for Social Equality (MUSE) task force

The Toronto Symphony Orchestra, Toronto, ON ***July 2018 – September 2021***
Chief Executive Officer

Chief executive responsibility for all business operations, directing a $30 million budget to maintain effective strategic and financial processes for delivering continued artistic and programming excellence; ensure healthy operating margins, control fixed expenses, and increase philanthropic support; develop and implement the Orchestra's next Strategic Plan; acts as key leader for the arts in Toronto, serves as advocate, ambassador and spokesperson proactively representing the TSO nationally and internationally.

Key accomplishments:

- Selected and announced new Music Director, Gustavo Gimeno; designed and led international launch for stakeholders and media
- Created new multi-year strategic plan from stakeholder-based input; designed pillars of plan around Create, Connect, Change
- Led strategy and solicitations to secure over $20MM in new gifts, including the largest individual gift to any Canadian orchestra of $10MM
- Implemented new institutional priorities to focus on strengthening communication, accessibility, marketing, diversity, equity and inclusion and philanthropy
- Created targeted pipeline of Board prospects and brought key members to Board of Directors
- Launched series of new programming; *Explore the Score* free concert program for emerging Canadian composers, *Relaxed Concerts* in partnership with multiple service and health organizations for neurodiverse audiences
- Redeveloped subscription packages and marketing campaign; subscriber seats in 19/20 season increased 65%
- Designed multi-phase series of community initiatives to expand music education and increase activities in the health and wellness sector
- Launched *Noteworthy,* a new digital content hub
- Transformed artistic planning process to ensure that the operating margin for future seasons contribute to the organization's financial sustainability
- Negotiated collective bargaining agreements with local and national union representatives
- Led advocacy efforts to secure additional governmental support for arts and culture during COVID19; was critical in creating new operational regulations for orchestras in Toronto during pandemic; delivered two presentations to the Ontario Standing Committee on Finance

The Philadelphia Orchestra, Philadelphia, PA
Interim Co-President ***January 2018 – June 2018***
Executive Vice President of Institutional Advancement ***May 2012 – December 2017***

Executive responsibility for all Board, philanthropic, communications, media, and external relations efforts; leading partner with music director, musicians, and key administrators for advancement of cross-constituent institutional initiatives; chief fundraiser for network of high-capacity donors; primary

stewardship and operational liaison with Kimmel Center; chief executive for Academy of Music; key strategist for institutional direction and overall business alignment.

Key accomplishments:

- Supervise major giving programs for individual, foundation, corporate, and Board donors in support of operations, endowment, community outreach activities, and special projects; through careful planning and nuanced execution, have raised over $100M since 2012
- Led organizational efforts to expand influence and revenue over multiple seasons through strategic partnerships with the Pew Charitable Trusts, Annenberg Foundation, KIPP Charter Schools, Wells Fargo, the Wharton School, City of Philadelphia, and the Governor's Office of the Commonwealth
- Oversaw 25% increase in individual giving to annual fund, Board giving growth of 53%, and increase of foundation support by 33% from 2014 to 2017; secured six-figure grants from local and national foundations to enable expansion of artistic programming, development staffing, and community engagement programs
- Recruited volunteers to revitalize Board of Directors; designed policies for Board evaluation; increased minimum giving thresholds; created topical meeting agendas for all Board, Executive, Nominating, and Development Committee meetings
- Developed all media and crisis communication plans for emergence from Chapter 11 reorganization, collective bargaining negotiations, and breaking news and major announcements; refocused brand positioning on innovative art and service to community
- Orchestrated launch of Yannick Nézet-Séguin as the Orchestra's eighth Music Director, including all related publicity, marketing, advertising, and public relations activities, garnering significant international press; directed simultaneous announcement of Yannick Nézet-Séguin's ten-year Orchestra renewal and new Music Directorship of the Metropolitan Opera
- Secured funding for and launched Orchestra-designed concert technology, *LiveNote,* a leading mobile app that gives audiences an enhanced visual and musicological experience
- Oversee the Academy of Music Restoration Fund and Academy Concert and Ball, which grossed a record-breaking $2 million in 2017; supervise fundraising and execution of capital projects with architects, Philadelphia Historic Commission, Kimmel Center, and general contractors
- Represent all Orchestra lease and operations interests with the Kimmel Center, including venue rental agreements, operational protocols and hall scheduling, advertising, and union contract negotiations (stagehands, ushers, box office); responsible for all Orchestra patron services and Resident Company interests

Aspen Music Festival and School, Aspen, CO
Vice President and General Manager ***January 2008 - April 2012***
Director of Operations ***March 2007 - January 2008***

Advanced the administration of the Aspen Music Festival and School (AMFS) and strategic planning efforts for an 8-week festival encompassing 350 events. Areas of oversight included operations, capital expenditures, governance policies, education and outreach programs, ticket services and house management, festival housing, and residencies for more than 150 faculty members and guest artists. Produced collaborations with the Aspen Institute, Jazz Aspen Snowmass, Aspen Santa Fe Ballet, and Aspen Art Museum. Worked closely with the President and Music Director on artistic planning matters, with direct responsibility for negotiating faculty and guest artist contracts and broadcast/recording media rights agreements, and approving broadcast media distributions.

Key accomplishments:

- Helped design five-year strategic plan with AMFS constituents addressing investment in digital technologies, Board education and development, staff training, and endowment in support of faculty salaries, student scholarships, and other areas
- Led organization as co-CEO through leadership change; implemented crisis management plans
- Served as Music Director search committee member; Robert Spano appointed
- Co-directed programmatic development and phasing schedule of construction master plan for Bucksbaum Campus improvements (ten-building, $75M campus expansion)
- Obtained underwriting for technological improvements in audio recording, archiving, video programming, and systems integration
- Reorganized management protocols for 300+ volunteers to achieve greater efficiencies and staff interaction
- Developed after-school music education programs for underserved populations in Roaring Fork Valley; created partnership with Bel Canto Choir to launch children's chorus

Shepherd School of Music, Rice University, Houston, TX
Director of Music Admissions ***July 2002 - March 2007***

Managed all undergraduate and graduate admissions, overseeing and evaluating auditions, developing national and international recruiting strategies; advised enrolled students on academic and career planning; assigned financial aid and merit award scholarships; developed targeted advertising to provide greater national exposure for the school; determined financial aid packages; and dispersed all merit awards.

Key accomplishments:

- Initiated, developed, and implemented launch of Shepherd School alumni group
- Served as panelist for College Board national conferences
- Organized and moderated seminars exploring the symphonic profession
- Created graduate application process and redesigned all application materials
- Directed recruitment video for out-of-state applicants, resulting in 35% increase in applications
- Captured highest music admissions yield among competing schools of music

Young Audiences, Houston, TX
Artistic Director ***June 2000 - July 2002***

Directed all aspects of artistic programming for 100 artists and ensembles; designed and implemented performances, workshops, and residency programs; developed long-range artistic goals and objectives, income projections, and budgets; explored opportunities for partnerships with area arts organizations; designed, managed, and implemented symposia for teachers.

String Orchestra of New York City (SONYC), New York, NY
Founder and President ***September 1998 - March 2000***

Created, managed, and performed with chamber ensemble through two concert seasons; drafted bylaws, filed articles of incorporation, formed Board of Directors, obtained non-profit status, set concert programming, secured performance sites and rehearsal venues; collaborated with filmmaker to create award-winning documentary *Breathing Together;* developed outreach programs and lectures for schools in New York, NY, and Park City, UT.

Professional Violinist (1992-2007) *Please see performance resume*

AFFILIATIONS

Chamber Music Houston (2021-present)
Board Member
Destination TO, Toronto (2019-2021)
Arts Advisory Council
Frank Liu Jr. Academy for Music & Arts (2023-present)
Board Member
Group of Eight, Toronto (2018-2021)
Arts leadership cohort for eight largest Toronto-based arts and cultural organizations
High School for the Performing and Visual Arts, Houston (2001-2006)
Advisory Board Member
Houston Symphony Orchestra (2021-present)
Board Member
Houston Seminar, speaker (2022)
League of American Orchestras, New York (2008-2018)
Executive Leadership Program Mentor; Conference Panelist
National Suzuki Teacher Conference, Minneapolis (2016)
Keynote Speaker
New England Conservatory of Music, Boston (2014-2018)
Entrepreneurial Musicianship Class Advisor
Ontario Economic Recovery Panel, Toronto (2019-2021)
Ontario Ministry of Heritage, Sport, Tourism & Culture, Toronto (2019-2021)
Major Arts Organizations Task Force
Philadelphia High School for Creative and Performing Arts, Philadelphia (2015-2018)
Foundation Board Member
ROCO (River Oaks Chamber Orchestra), Houston (2005-present)
Founding Board member; International Artistic Advisory Council; Wildcatter in the Arts Award
Texas Music Festival (2023-present)
Board of Advisors
University of Toronto
Massey College Quadrangle Society, Toronto (2018-present)

EDUCATION

M.M., violin performance, Eastman School of Music, Rochester, NY (1992)

B.M., violin performance, Oberlin College, Oberlin, OH (1990)

Diploma, High School for the Performing and Visual Arts, Houston, TX (1986)

MATTHEW LODEN

[redacted] **mloden@rice.edu**

PERFORMANCE EXPERIENCE

Orchestral
National Symphony Orchestra - *Substitute*
Kennedy Center Opera House Orchestra - *Substitute*
Washington Bach Consort - *Concertmaster*
Washington Chamber Symphony - *Principal*
American Symphony Orchestra - *Principal*
String Orchestra of New York City (SONYC) - *Founder and President*
Brooklyn Philharmonic Orchestra
American Composers Orchestra
Westchester Philharmonic
American Radio Chamber Orchestra - *Concertmaster*
Colorado Springs Symphony Orchestra
Opera Theatre of Northern Virginia - *Concertmaster*
Houston Ballet Orchestra
Houston Grand Opera Orchestra

Chamber Music
String quartet tour of United Kingdom
String quartet tour of Norway
Chamber ensemble tour of Turkey

Musical Theatre
Cabaret, Kit Kat Club (New York, NY)
The Lion King, New Amsterdam Theater (New York, NY)
High Society, St. James Theatre (New York, NY)
Once Upon a Mattress, Broadhurst Theatre (New York, NY)
Candide, Arena Stage (Washington, D.C.)
Dracula, Alley Theatre (Houston, TX)
The Producers, Concertmaster, Hobby Center (Houston, TX)
Brigadoon, Concertmaster, Hobby Center (Houston, TX)

Teaching
American Festival for the Arts (Houston, TX)
Third Street Music Settlement Faculty (New York, NY)
Musik im Kontext Chamber Festival (Istanbul, Turkey)
Chamber Music of Arlington (Washington, DC)
Suzuki Workshop Clinician (Houston, TX)
Concerts for Young Students (Geneseo, NY)

AWARDS
Graduate Fellowship, Eastman School of Music
Merit Scholarship, Eastman School of Music
Oberlin Honors Recital, Oberlin College
Sterns Scholarship, Oberlin College
Hiller Scholarship (Houston, TX)
Fletcher Memorial Award for String Quartet (Houston, TX)

GENERATION 30
BOARD MEMBER
BIOGRAPHICAL AFFIDAVIT

Name of Proposed Charter School: **Frank Liu Jr. Academy for Music & Arts**

Name of Sponsoring Entity: **Frank Liu Jr. Academy for Music & Arts**

Contact Information

Full Legal Name: **James McSwain**

Home Mailing Address: [redacted]

Phone Number: [redacted]

Email Address: **jmcswain@hc.edu**

Knowledge and Experience

Describe the specific knowledge and experience that you would bring to the board of the proposed charter school.

I have over 35 years as a school administrator, most recently as a superintendent and previous to that as principal. I have served in a capacity supervising and assessing campus senior leaders and central administrative leaders for 24 years. For three years, I was a TEA Master / Mentor Principal for low-performing campuses. I also held the designation in Houston ISD of Principal Mentor for 21 years. As Superintendent of HISD West Area, I evaluated principals from 85 campuses based upon student performance. I also evaluated Central Administrative leaders tasked with direct campus supervision, also based upon student performance.

I presently serve as a University Supervisor for both Principal and Superintendent Interns and make recommendations for the issuance of both.

Do you currently serve or have previously served on a board of a school district, another charter school, a non-public school, or any not-for-profit corporation? If yes, identify all entities and dates.

Yes - I served from 1986 - 1987 as a member of the Three-Way Independent School District Board of Trustees.

Disclosures

Do you plan to contract or seek future employment with the sponsoring entity, the charter school, or any management company of the school? If yes, describe the nature of employment and all the compensation you expect to receive.

In the event that the permanent superintendent cannot immediately start at the beginning of the start-up year, I would step off the board and serve as interim superintendent in a non-compensated capacity until the permanent superintendent is able to start, after which I would return to the board.

Are you (or your spouse) affiliated with any individual(s), organization(s), educational service provider(s), or management organization(s) that may conduct business with the proposed charter school? If yes, describe the precise nature of the relationship(s).

No

Are you (or your spouse) partners or majority shareholders in a business/organization that may conduct business with the proposed charter school? If yes, identify all applicable business/organizations.

No

Are you affiliated with any business/organizations entrusted with the care and supervision of lawful minors and/or wards of a governmental entity? If yes, provide a name of the business/organization and description of the specific demographics served. Identify all formal complaints, investigations, and/or litigation that have involved the business/organization referenced. Describe the nature of the claim, status, findings, and/or ruling.

No

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 within 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 the sponsoring entity or of the governing body of the charter school? If yes, describe the precise nature of the relationship.

No

Will any relative(s) within the third degree of consanguinity or affinity be employed by or receive any compensation or remuneration from the sponsoring entity, charter school, or the management company of the charter school? If yes, describe the precise nature of the relationship.

No

Have you ever been convicted of a misdemeanor involving moral turpitude; a felony; an offense listed in TEC § 37.007(a); or an offense listed in Article 62.01(5) Code of Criminal Procedure? If yes, identify the offense and date of conviction.

No

Certification

I, _____James A. McSwain_ _____, 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 (blue ink) James Alvah McSwain _____

Date 12/16/2024

FOR NOTARY PUBLIC USE ONLY

State of Texas

County of Galveston

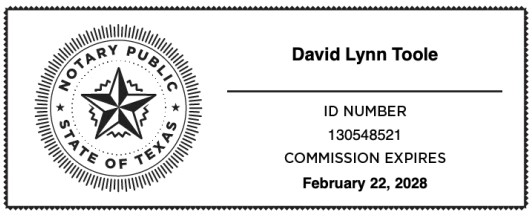
On this day, 12/16/2024 , by James Alvah McSwain

(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 16th day of December, 2024.

(Notary Public) David Lynn Toole

My commission expires 02/22/2028



Electronically signed and notarized online using the Proof platform.

For James McSwain’s resume, please see the Superintendent Resume attachment.

Superintendent Résumé

If the sponsoring entity has identified a candidate for the role of Superintendent.

- Provide a professional résumé for the identified candidate(s).

If the sponsoring entity has not identified a candidate for the role of Superintendent.

- Provide a sample job description/posting for the Superintendent position.

Superintendent Job Description - FLAMA

Salary: $140,000-$160,000

Degree Requirement: Master's degree

Certification Requirement: Superintendent Certification

About FLAMA:

At the Frank Liu Jr. Academy of Music and Art ("FLAMA"), a PK-8th grade open-enrollment charter school located in Houston's 2nd Ward, our primary goal is to inspire a joy for learning in each of our students. Our innovative model is built on the foundation of the science of learning and direct instruction paired with deep exploration of music & visual arts.

Our work at FLAMA is not to simply offer music and arts enrichment, FLAMA's design has three innovative facets:

(1) All pedagogy aligns with insights from the cognitive sciences as to how people learn. Translating these insights to practice is a foundational element of our professional development.

(2) Executive function skills are interwoven throughout all courses for Pre-K – 1st graders allowing them to develop the cognitive, social and study skills necessary to become successful learners, again supported by substantial professional development training.

(3) Our daily music and visual arts programs intentionally integrate additional ELA, Math and Executive Function instruction, thus furthering the impact research demonstrates music and art education have in improving academic outcomes.

Superintendent Role:

FLAMA is seeking to fill the role of Superintendent. The Superintendent will also largely serve as a Principal with support from the Director of Academics and Director of Music & Arts. We seek a Superintendent committed to FLAMA's mission and who possesses the following qualifications and experience aligned with the school's key pillars:

Qualifications and Experience:

1. Educational Leadership
    a. 10-15 years of experience in education.
    b. Proven track record of leading an elementary school, ideally a Title 1 School, with a strong record of results and academic success. Additional middle school leadership experience is highly valued.
    c. Commitment to and experience implementing direct-instruction model.
    d. Experience serving Special Education (SPED), Emergent Bilingual (EB), and at-risk students with positive results.
    e. Experience implementing an executive function curriculum valued.
    f. Must be committed to the idea that all students can succeed in high school, college, and beyond.
2. Curriculum Design and Selection

    a. Experience overseeing curricula selection.
    b. Background / deep interest in and experience implementing a cognitive science-informed approach to curricula development and teaching.
3. Music and Art Education
    a. Values music and art education for all students.
    b. Experience developing/overseeing music and arts education programming, preferably in a leadership capacity.
    c. Committed to the vision of integrating reading and math content into music and art classes.
4. Wrap-Around Services
    a. Must be willing to serve as a strong partner with Communities in Schools to offer students and families wrap-around services.
    b. Must recognize the importance of health, especially for students who experience food insecurity, and must be committed to building strong programs for nourishment and exercise through the academic and extracurricular programming at FLAMA.
    c. Experience offering wrap-around services is highly valued.
5. Extracurricular Programming
    a. Committed to helping develop free after-school programs for students.
6. Disciplinary Concerns
    a. Demonstrated experience successfully working with students, faculty, and families to manage and remedy disciplinary concerns.
7. Family Outreach and Community Engagement
    a. Demonstrated experience and interest in family outreach and service. Commitment to engaging with the wider community.
8. Professional Development
    a. Heavy focus on / strong experience providing growth-oriented professional development programs for faculty.
    b. Interest in collaborating with researchers at UH and UHD to incorporate cutting-edge research into classroom via the PD program.
9. Human Resources
    a. Experienced managing hiring decisions, feedback and evaluations, and HR concerns.
10. Financial and Data Management
    a. Experience overseeing finances, PEIMS, and other data management.
11. Board Relations
    a. Experience effectively working with school board.
    b. Committed to partnering with Board and institutions the Board can engage to help serve students, faculty and families.
    c. Committed to transparency.
12. Professionalism and Leadership
    a. Overall high level of professionalism, a lifelong learner, and a teacher at heart.
    b. Holds a high standard for student and faculty achievement, setting the bar highest for themselves.

Areas of Oversight & Responsibilities

Curriculum design & selection:

Oversees the selection and design of curricula to ensure the effectiveness of teacher support strategies implemented by the Director of Academics and the Director of Music & Arts. Integrates findings from data management into the decision-making process around curriculum design and selection. Stays abreast of research from the cognitive sciences and coordinates with researchers at UH, UHD and HCU with regard to latest insights and translates those to the classroom through effective PD.

Professional Development:

Works alongside the Director of Academics and the Director of Music & Arts, as well as the Board and outside partners to develop the on-boarding and ongoing professional development program. Oversees the ongoing work of the Director of Academics and Director of Music & Arts with regard to professional development. To ensure that the Superintendent has continual teaching practice, so as to inform his or her professional development work, the Superintendent will teach 5 periods weekly. When the Superintendent is teaching these 5 periods (one period daily), the Director of Academics will respond to any urgent matters under the Superintendent's purview.

Oversight of Data Management:

Ensures that effective responses/interventions are made with regard to student outcomes shown in data collected. Supports Director of Academics and Special Populations Coordinator in synthesizing data collected. Promotes effective strategies school-wide and correct ineffective strategies with the involvement of relevant parties and the Board.

Management of Discipline & Behavior:

Informed by FLAMA's culture building efforts, executive function skills curriculum, code of conduct and discipline policies, works with leadership and faculty to create a system that develops positive student behavior. Superintendent will work with student, relevant faculty and support teams, and caretakers to support student and turn around problematic behavior. If the superintendent is unavailable to fill the immediate duty, it falls to the Director of Academics and then the Director of Music & Arts, who are to coordinate any follow-up and/or caretaker outreach with the Superintendent.

Fiscal & Administrative management:

Works with Board and staff to develop annual budget, enrollment projections and associated personnel needs. Ensures fiscal rules are well communicated and adhered to.

Facilities and Safety management:

Coordinates with landlord to ensure facility maintenance and appropriate expansion of school space. Works with security and school leadership to develop safety plans and ensure an orderly and safe campus.

Leadership & Culture:

Serves as a model of school culture, especially with regard to creating a welcoming climate for students, staff, families and the wider community. Serves as a model of engaged learning, professionalism, respectfulness, and ethics. Actively participates in community outreach and recruiting efforts.

Personnel Management:

Works with the Board to recruit, interview and hire school leadership and non-teaching staff. Responsible for evaluations and individual growth plans of school leadership and non-teaching staff.

Liaise with Board:

Responsible for presenting updates at each board meeting and at committee meetings when requested. Responsible for following up with Board on assigned agenda items. Duty to make the board aware of any concerns that should be raised to the board level promptly.

Selection Process:

To apply, please submit a resume and cover letter.

After reviewing applications, a short list of candidates will be identified and invited for interviews. Finalists will be selected by Spring 2025, if not earlier, with the selection of a sole finalist by June 2025, if not earlier.

FLAMA will use a sole finalist model in hiring for this role.

James A. McSwain, Ed.D.

Houston, TX
[redacted]
www.linkedin.com/in/james-mcswain

Curriculum Vitae

Dedicated, accomplished Administrator, Adjunct University Faculty Member, Assistant Professor, and Consultant with extensive experience in educational leadership, administrative oversight, and program development. Proven success improving academic and fiscal performance, transitioning underperforming schools and building top-performing leadership teams committed to the academic success of each student. Expertise in the development, implementation, evaluation, and continuous improvement of challenging and inspiring criteria. Served as Area Superintendent within seventh largest school district in the nation and serves as Assistant Professor, Consultant, Advisor and Workshop Leader for International Baccalaureate.

EDUCATION

Ed.D. in Educational Leadership, 1995
Texas Tech University, Lubbock, TX

M.Ed. In Education Administration, 1988
Tarleton State University, Stephenville, TX

Bachelor of Arts in History, 1980
University of Texas at Arlington, Arlington, TX

ADMINISTRATIVE EXPERIENCE

Houston Christian University, Houston, TX 2022-Present
Assistant Professor– Director of Professional Certifications | 2022-Present
Responsible for coordination of state administrative certification process for Graduate Students in Educational Leadership. Collaborate with other leaders in the College of Education and Behavioral Sciences on program development, recruitment, and implementation. Full teaching assignment of courses within the doctoral program.

Houston Independent School District, Houston, TX - Retired 1997-2021
Area Superintendent- West Schools Office | 2018-2021 - Retired
Directed operations and long-term planning for West Area of Houston Independent School District comprising of 77 campuses ranging from early childhood centres to specialty and comprehensive high schools, educating over 70,000 students and employing 7,000 staff members. Served as chief officer of the region reporting to the HISD General Superintendent and School Board. Made sound policy recommendations to the Board to facilitate educational goals and student achievement. Collaborated with Board to prepare and manage district budget; supervise and mentor Assistant Superintendents, Faculty, and Administrative Staff. Oversaw 17 fully-authorized International Baccalaureate (IB) Programmes across West Area District.

Principal- Lamar High School | 1997-2018
Managed daily operations for International Baccalaureate World School and Business Management Magnet School comprising of 3,300 students from highly diverse urban backgrounds. Developed strategic plans to improve academic programs and outcomes. Oversaw implementation of approved curriculum, managed budget, and directed accreditation and maintenance process.

- Recognized as one of the largest whole-school IB Middle Years Programmes in the world.
- Through effective leadership and implementation of a positive academic culture, increased student achievement on all indicators with the gap between subgroups on state graduation exams narrowed by 70%.
- Named one the most rigorous and successful schools in the country by *The Washington Post*.
- Recipient of numerous TEA Distinctions.

Master/ Mentor Principal/ Lead Principal | 1997-2018
Mentored administrative interns and newly appointed principals. Modeled and instructed on the principalship, making final recommendations regarding intern readiness. Counseled and monitored progress of numerous secondary principals. Served in direct leadership role for Lamar High School while assuming supervisory positions for additional schools.

Texarkana Independent School District, Texarkana, TX 1993-1997
Principal- Texas High School
Charged with changing direction of low-performing high school with 1,400 students and high-minority disadvantaged ratios. Implemented programs and corrective measures to combat student violence and disrespect, low staff morale, fragmentation, and stagnate academic indicators.

- Spearheaded 72% drop in violent offenses.
- Named first in the nation for customer service by MCI/Inc. Magazine (1995).
- Received eight commendations from Texas Education Agency monitoring team (1994).
- Served as mentor school and regional model; hosted visiting school leadership and deployed teacher teams to assist colleagues in restructuring process.

Colorado Independent School District, Colorado City, TX 1991-1993
Principal- Colorado High School
Directed all aspects of school operations while leading transition from stagnant academic performance to improved culture championing academic excellence and high expectations. Spearheaded initiatives to introduce enhanced academic offerings, gaining comprehensive teacher and student buy-in.

- Served as model for school improvement and reform, hosting numerous districts during 1992-1993 school year.

Coleman Independent School District 1989-1991
Principal- CAP High School
Led cooperative alternative high school operated by seven school districts with Coleman ISD serving as fiscal agent. Appointed as Principal mid-term during first year of operation to rectify severe disorder in student discipline, faculty, support personnel, curriculum and instruction, and finance.

- Developed extremely successful model program later adopted by two additional cooperatives.
- Hosted other school systems considering opening cooperatives; offered campus visits and reviewed CAP operation, polices, and procedures.

FACULTY POSITIONS

Houston Baptist University Aug.–Dec.2021
Adjunct Faculty
Courses: Accountability Measurement & Superintendent Internship

University of St. Thomas, Houston, TX 2012-Present
Adjunct Faculty
Courses: Public School Law & The Principalship

Tarleton State University, Stephenville, TX
Adjunct Faculty 2016-2017
Course: Leadership Intern Supervisor

University of Houston- Main Campus, Houston, TX 2006-2008
Adjunct Faculty
Course: Public School Finance

Texas A&M- Texarkana, Texarkana, TX 1996-1997
Adjunct Faculty
Course: Public School Organization & Administration

Stephenville Independent School District 1989-1991
Teacher- Stephenville High School
Served as Administrator and teacher for the federal JTPA Program, UIL Sponsor & Debate Coach

Grapevine-Colleyville Independent School District 1980-1983
Teacher- Grapevine High School
Served as Class Sponsor and FCA Sponsor

CONSULTING EXPERIENCE

Texas IB Schools 2005-Present

Executive Services Consultant | 2018 – Present
Provide executive leadership training, consultation, and search services for Texas International Baccalaureate Schools.

International Baccalaureate Organization 2005-Present

International Baccalaureate Consultant | 2005-Present
Provide guidance to school leadership as they complete the International Baccalaureate authorization process. Assist schools with Program preparation and facilitate cross-functional staff on IB requirements, policies, and procedures.

International Baccalaureate Site Visitor and Team Leader | 2005-Present
Lead team of assessors to visit and evaluate readiness of schools that have completed the IB application process. Interview administration, teachers and board members and conduct observations to gather tangible evidence IB standards have been met. Draft and submit readiness report.

International Baccalaureate Workshop Leader | 2015-Present
Serve as Workshop Leader in newly established Leadership Development category. Develop and implement training plans that ensure success of school leadership and administration, managing projects from inception through coaching and continued review.

International Baccalaureate Bridging the Equity Gap Consultant | 2014-2017
Work with designated high schools to consult and coach administration on IB model implementation and develop plans to increase the success of underserved IB Program Students.

TexPep 2007-2010
TexPep Consultant
Mentored cohort of principals across Texas that were leading schools designated by TEA as Academically Unacceptable. Identified areas for improvement and created and executed customized plans aimed at developing individual and team leadership skills.

PROFESSIONAL DEVELOPMENT

Mid-Management Certification

Superintendent's Certification

Secondary Provisional Teaching Certifications: History, English, Driver Education

Model for Effective Teaching (METS)

Texas LEAD Training

Chemical Awareness Training Institute- Facilitator Training

Cooperative Learning Trainer

Dupont Leadership Trainer of Trainers

Leadership Early Assessment Program (LEAP)- Certified Assessor

DAC Certified Assessor

International Baccalaureate Site Visitor and Workshop Leader

Advanced Educational Leadership Trainer of Trainers

Texas Teacher Evaluation and Support System Trainer of Trainers

PUBLICATIONS

McSwain, J. (1995). Cooperative alternative program: A study of program effect on the dropout rate, TAAS exit mastery rate, and attendance rate among identified Hispanic at-risk high school students. Doctoral Dissertation. Texas Tech University, Lubbock, Texas.

Casey, Arthur C. Jr., McSwain, James A. (1990, March). "Cooperative Alternative Program: A Plan for Dropout Prevention," NRSSC/ACRES National Convention, Tucson, Arizona.

Casey, A., McSwain, J., & Beach, D. (1993, November). The cooperative alternative program high school: A dropout prevention plan. NASSP Bulletin. 77, 556. pp. 105-108.

Casey, S., Wiese, L., & McSwain, J. (1995, Spring). A successful alternative . . . Coleman ISD - A plan for dropout prevention. Texas Study of Secondary Education. 4, 2. p. 12.

Beach, D.., & McSwain, J. (2015). "An Introduction and Interview with Dr. James McSwain and Mentally Healthy Schools" Journal of the Effective Schools Project. 22, p. 8.

RSEARCH PRESENTATIONS

McSwain, James A (2021, November). "Mental Illness: How Teachers Can Make a Difference", Houston Christian University Faculty Symposium.

McSwain, James A., Beach, Don M. (2021, November). "Intentional Leadership", Dawn K. Wilson Teaching and Learning Symposium, Houston Christian University.

McSwain, James A., Kent, Leigh, & Franklin, Delesa (2024, January). "Developing Personal Resilience and Addressing Turnover in Educational Leaders". Together We Rise – Mental Health Symposium, Houston Christian University.

McSwain James A., Kent, Leigh, & Franklin, Delesa (2024, April). "Developing Personal Resilience and Addressing Turnover in Educational Leaders". Institute of Business Intelligence Innovation, Regional Conference

AWARDS

Outstanding Contributions to Teaching as Discipleship, Houston Christian University | 2023

Tarleton State University, Department of Education, Crystal Apple Society - Admission for Distinguished Service in the Field of Education | 2016

Nick Finnegan Foundation Angels Among Us Award in Community Service | 2014

Texas Music Educators Association – Distinguished Administrator Award | 2011

Region IV High School Principal of the Year – 2009 • Rotary International Service Award | 2010

Texas State Principal of the Year – Texas Association of Journalism Educators | 2004

Outstanding Alumni - Tarleton State University | 1998

Texas State Principal of the Year - Texas Association of Secondary School Principals | 1996

Outstanding Principal - Region VIII Texas Association of Secondary School Principals | 1996
Wilbur Award Nominee, Leadership Texarkana | 1996
Outstanding Alumni - Education Department Nominee, Tarleton State University | 1991
Fellowship of Christian Athletes, Tarrant County Chapter, Sponsor of the Year | 1981, 1982

PROFESSIONAL AFFILIATIONS

Texas Association of School Administrators | 2018-Present
Texas Council of Professors of Educational Leadership | 2021-Present
American Association of School Administrators | 2018-2021
Houston Association of School Administrators | 1997-2021
Member, National Association of Secondary School Principals | 1989-2018
Rotary Club of River Oaks - Houston | 1998-2018
Member, Texas Association of Secondary School Principals | 1989-Present
State President | 1998-1999
Board of Directors – Region 4 | 2010-2018
Harris County Mental Health Task Force | 2010-2011
Southern Association of Colleges and Schools Board of Directors | 2007-2009
Texas Business Education Coalition - Board of Directors | 1998-1999
Texas Principals' Leadership Initiative - Board of Directors | 1996-1999
Member, Three-Way ISD Board of Trustees | 1986-1987

Superintendent Evaluation Tool

Provide the tool that will be used to evaluate the superintendent. Applicants may use a locally developed tool or adopt a pre-existing tool such as, but not limited to, the Texas Association of School Boards' (TASB) Superintendent Evaluation system.

If the applicant proposes to use a pre-existing tool, provide a single-page document that identifies both the (1) name of the tool; and (2) website. Applicants should not submit the entire evaluation tool.

Superintendent Evaluation Tool

(1) Texas Association of School Boards' (TASB) Superintendent Evaluation system
(2) https://esc13.net/resources/superintendent-appraisal-worksheet & https://www.tasb.org/resources/superintendent-evaluations

Leadership Team Résumés

If the applicant has identified individuals that will serve on Instructional, Operational, or Financial leadership teams.

- Provide a professional résumé for all identified leadership team candidates. Clearly indicate the position that is associated with each résumé (Instructional, Operational, or Financial Leadership).

If the applicant has not identified individuals that will serve on Instructional, Operational, or Financial leadership teams.

- Provide a single-page document that states, "The applicant has not identified candidates for any leadership team positions. No responsive documents are being provided."

Leadership Team Resumes

The applicant has not identified candidates for any leadership team positions. No responsive documents are being provided.

Proposed Discipline Policy

Provide the school's proposed discipline policy.

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Sec. 1. GENERAL GUIDELINES

Frank Liu Jr. Academy for Music & Arts personnel shall adhere to the following general guidelines when imposing discipline:

1. A student shall be disciplined when necessary to improve the student's behavior, to maintain essential order, or to protect other students, school employees, or property.
2. Students shall be treated fairly and equitably. Discipline shall be based on a careful assessment of the circumstances of each case.

Disciplinary consequences shall not have the effect of discriminating on the basis of gender, race, color, disability, religion, ethnicity, age, or national origin.

Sec. 2. STUDENT CODE OF CONDUCT

The Board shall adopt a Student Code of Conduct, which shall establish standards for behavior and identify general types of prohibited behavior and their possible consequences. The Student Code of Conduct shall also outline Frank Liu Jr. Academy for Music & Arts's due process procedures with respect to expulsion. *Education Code 12.131(a)*.

At the beginning of the school year and throughout the school year as necessary, the Student Code of Conduct shall be:

1. Made available for review in the Principal's office; and
2. Made available on the Frank Liu Jr. Academy for Music & Arts website and/or as hard copy to students, parents, teachers, administrators, and to others on request.

Revisions to the Student Code of Conduct approved by the Board during the year shall be made available promptly to students and parents, teachers, administrators, and others.

Sec. 3. OUT-OF-SCHOOL SUSPENSION AND STUDENTS WHO ARE HOMELESS

Frank Liu Jr. Academy for Music & Arts may not place a student who is homeless in out-of-school suspension unless the student engages in the following conduct while on school property or while attending a school-sponsored or school-related activity on or off of school property:

1. Conduct that contains the elements of an offense related to weapons under Penal Code 46.02 or 46.05;

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2. Conduct that contains the elements of a violent offense under Penal Code 22.01, 22.011, 22.02, or 22.021; or
3. Selling, giving, or delivering to another person or possessing, using, or being under the influence of any amount of:
   a. Marijuana or a controlled substance, as defined by Health and Safety Code Chapter 481 or by 21 USC 801;
   b. A dangerous drug, as defined by Health and Safety Code Chapter 483; or
   c. An alcoholic beverage, as defined by Alcoholic Beverage Code 1.04.

Education Code 37.005(d).

Sec. 4. CORPORAL PUNISHMENT

The Board prohibits the use of corporal punishment in Frank Liu Jr. Academy for Music & Arts. Students shall not be spanked, paddled, or otherwise physically disciplined for violations of the Student Code of Conduct.

Sec. 5. EXTRACURRICULAR STANDARDS OF BEHAVIOR

Sponsors and coaches of extracurricular activities may develop and submit for approval standards of behavior that are higher than the Frank Liu Jr. Academy for Music & Arts-developed Student Code of Conduct and may condition membership or participation in the activity on adherence to those standards. Extracurricular standards of behavior may take into consideration conduct that occurs at any time, on or off Frank Liu Jr. Academy for Music & Arts property. Extracurricular behavioral standards shall not have the effect of discriminating on the basis of gender, race, color, disability, religion, ethnicity, age, or national origin.

Students shall be informed of any extracurricular behavior standards at the beginning of each school year or when the students first begin participation in the activity. Students and their parents shall sign and return to the sponsor or coach a statement that they have read the extracurricular behavior standards and consent to them as a condition of participation in the activity.

Standards of behavior for an extracurricular activity are independent of the Student Code of Conduct. Violations of these standards of behavior that are also violations of the Student Code of Conduct may result in independent disciplinary actions.

A student may be removed from participation in extracurricular activities or may be excluded from school honors for violation of extracurricular standards of behavior for an activity or for violation of the Student Code of Conduct.

Sec. 6. EXPULSION

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The Superintendent or designee shall determine conduct for which students may be expelled from school. Expellable offenses shall be described in the Student Code of Conduct, which shall be distributed to students and parents on an annual basis, as well as made available at each Frank Liu Jr. Academy for Music & Arts campus and posted on the Frank Liu Jr. Academy for Music & Arts website. *Education Code 12.131*.

a) *Federal Firearm Provision*

In accordance with the Gun-Free Schools Act, Frank Liu Jr. Academy for Music & Arts shall expel from the student's regular program, for a period of one year, any student who is determined to have brought a firearm, as defined by federal law, to any Frank Liu Jr. Academy for Music & Arts campus. The Superintendent may modify the term of expulsion for a student or assess another comparable penalty that results in the student's exclusion from the regular school program on a case-by-case basis. *18 U.S.C. 922*.

For the purposes of this provision, "firearm" means:

1. Any weapon (including a starter gun), which will or is designed to or which may readily be converted to expel a projectile by the action of an explosive;
2. The frame or receiver of any such weapon;
3. Any firearm muffler or firearm silencer; or
4. Any destructive device. "Destructive device" means any explosive, incendiary, or poison gas bomb, grenade, rocket having a propellant charge of more than four ounces, missile having an explosive or incendiary charge of more than one-quarter ounce, mine, or device similar to any of the preceding described devices. It also means any type of weapon (other than a shotgun shell or a shotgun that is generally recognized as particularly suitable for sporting purposes) by whatever name known which will, or which may be readily converted to, expel a projectile by the action of an explosive or other propellant, and which has any barrel with a bore of more than one-half inch in diameter; and any combination of parts either designed or intended for use in converting any device into a destructive device as described in this item, and from which a destructive device may be readily assembled.

18 U.S.C. 921(a).

b) *Expulsion Proceedings*

i. *Due Process*

Before a student may be expelled, the Board or its designee shall provide the student a hearing at which the student is afforded appropriate due process as required by the federal constitution. The minimum procedural requirements necessary to satisfy due process depend upon the circumstances and the interests of the parties involved. Federal due process requires notice and some opportunity for hearing.

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ii. *Notice*

The notice should contain a statement of the specific charges and grounds that, if proven, would justify expulsion. In some cases, the student should be given the names of the witnesses against him or her and an oral or written report on the facts to which each witness testifies.

iii. *Hearing*

The rights of the student may properly be determined upon the hearsay evidence of school administrators who investigate disciplinary infractions.

iv. *Representative*

At the hearing, the student is entitled to be represented by the student's parent, guardian, or another adult who can provide guidance to the student and who is not an employee of Frank Liu Jr. Academy for Music & Arts. If Frank Liu Jr. Academy for Music & Arts makes a good-faith effort to inform the student and the student's parent or guardian of the time and place of the hearing, Frank Liu Jr. Academy for Music & Arts may hold the hearing regardless of whether the student, the student's parent or guardian, or another adult representing the student attends.

v. *Term of Expulsion*

If the period of expulsion is inconsistent with the guidelines on length of expulsion in the Student Code of Conduct, the order must give notice of the inconsistency.

vi. *Appeals*

The Superintendent or designee shall develop an appeal process for expulsion decisions; this process shall recognize the Board's final authority to hear or decide a parent or student appeal of an expulsion. The Superintendent or designee shall ensure that the appeal process is made available to students and parents through the Student Handbook. The Board's decision is final and may not be appealed.

Disciplinary consequences shall not be deferred pending an appeal.

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PART I: DISCIPLINE OF STUDENTS WITH DISABILITIES UNDER SECTION 504

Sec. 1. STUDENTS WITH DISABILITIES UNDER SECTION 504

Frank Liu Jr. Academy for Music & Arts shall conduct an evaluation in accordance with 34 C.F.R. 104.35(b) before taking any action with respect to any significant change in placement of a student with a disability who needs or is believed to need special education and related services.

34 CFR 104.35(a).

Frank Liu Jr. Academy for Music & Arts may take disciplinary action pertaining to the use or possession of illegal drugs or alcohol against any student with a disability who is currently engaging in the illegal use of drugs or alcohol to the same extent that Frank Liu Jr. Academy for Music & Arts would take disciplinary action against nondisabled students. The due process procedures afforded under Section 504 do not apply to such disciplinary action.

29 U.S.C. 705(20)(C)(iv).

PART II: DISCIPLINE OF STUDENTS RECEIVING SPECIAL EDUCATION SERVICES

Sec. 2. SPECIAL EDUCATION STUDENTS

Except as set forth below, the placement of a student with a disability who receives special education services may be made only by a duly constituted admission, review, and dismissal ("ARD") committee. Any disciplinary action shall be determined in accordance with federal law and regulations, including those requiring the provision of:

1. functional behavioral assessments ("FBAs");
2. positive behavioral interventions, strategies, and supports;
3. behavioral intervention plans/behavior improvement plans ("BIPs"); and
4. the manifestation determination review ("MDR").

Education Code 37.004(b).

Sec. 3. REMOVAL FOR TEN DAYS OR LESS

A student with a disability who violates the Frank Liu Jr. Academy for Music & Arts Student Code of Conduct may be moved from his or her current placement to an appropriate interim alternative educational setting, another setting, or suspension, for not more than ten consecutive school days, to the extent those alternatives are applied to children without disabilities.

20 U.S.C. 1415(k)(1)(B); 34 C.F.R. 300.530(b)(1).

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Services During Removal for Ten Days or Less. Frank Liu Jr. Academy for Music & Arts is required to provide services during the period of removal if Frank Liu Jr. Academy for Music & Arts provides services to a child without disabilities who is similarly removed.

34 C.F.R. 300.530(d).

Sec. 4. SUBSEQUENT REMOVALS OF TEN DAYS OR LESS

Frank Liu Jr. Academy for Music & Arts personnel may remove the student for additional removals of not more than ten consecutive school days in that same school year for separate incidents of misconduct, as long as those removals do not constitute a change in placement under 34 CFR 300.536.

34 C.F.R. 300.530(b)(1).

Services During Subsequent Removals of Ten Days or Less. After a student has been removed from his or her current placement for ten school days in the same school year, during any subsequent removal of ten consecutive school days or less, school personnel, in consultation with at least one of the student's teachers, shall determine the extent to which services are needed so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the student's individualized education program ("IEP").

20 U.S.C. 1415(k)(1)(D); 34 C.F.R. 300.530(d)(4).

Sec. 5. NOTICE OF PROCEDURAL SAFEGUARDS

Not later than the date on which the decision to take the disciplinary action is made, Frank Liu Jr. Academy for Music & Arts shall notify the student's parents of the decision and of all procedural safeguards.

20 U.S.C. 1415(k)(1)(H).

Sec. 6. CHANGES IN PLACEMENT

Any disciplinary action that would constitute a change in placement may be taken only after the student's ARD committee conducts an MDR.

For purposes of disciplinary removal of a student with a disability, a change in placement occurs if a student is:

1. Removed from the student's current educational placement for more than ten consecutive school days; or
2. Subjected to a series of removals that constitute a pattern because:
   a. The series of removals total more than ten school days in a school year;
   b. The student's behavior is substantially similar to the student's behavior in the previous incidents that resulted in the series of removals; and

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c. Additional factors exist, such as the length of each removal, the total amount of time the student is removed, and the proximity of the removals to one another.

Frank Liu Jr. Academy for Music & Arts determines, on a case-by-case basis, whether a pattern of removals constitutes a change in placement. Frank Liu Jr. Academy for Music & Arts's determination is subject to review through due process and judicial proceedings.

34 C.F.R. 300.536.
Frank Liu Jr. Academy for Music & Arts personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a student who violates the Student Code of Conduct.

20 U.S.C. 1415(k)(1)(A).

Sec. 7. MANIFESTATION DETERMINATION

Within ten school days of any decision to change the placement of a student because of a violation of the Student Code of Conduct, Frank Liu Jr. Academy for Music & Arts, parents, and relevant members of the ARD committee (as determined by the parent and Frank Liu Jr. Academy for Music & Arts) shall review all relevant information in the student's file, including the student's IEP, any teacher observations, and any relevant information provided by the parents to determine whether the conduct in question was:

1. Caused by, or had a direct and substantial relationship to, the student's disability; or
2. The direct result of Frank Liu Jr. Academy for Music & Arts's failure to implement the IEP.

If Frank Liu Jr. Academy for Music & Arts, the parent, and relevant members of the ARD committee determine that either of the above is applicable, the conduct shall be determined to be a manifestation of the student's disability.

20 U.S.C. 1415(k)(1)(E); 34 C.F.R. 300.530(e).

a) ***Not a Manifestation***

If the determination is that the student's behavior was not a manifestation of the student's disability, school personnel may apply the relevant disciplinary procedures to the student in the same manner and for the same duration as for students without disabilities. The ARD committee shall determine the interim alternative educational setting.

20 U.S.C. 1415(k)(1)(C), (k)(2); 34 C.F.R. 300.530(c).

i. *Services During Removal*

The student must:

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1. Continue to receive educational services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals in the student's IEP; and
2. Receive, as appropriate, a functional behavioral assessment, and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur.

These services may be provided in an interim alternative educational setting.

34 C.F.R. 300.530(d)(1)–(2).

b) *Manifestation*

If Frank Liu Jr. Academy for Music & Arts, the parents, and relevant members of the ARD committee determine that the conduct was a manifestation of the student's disability, the ARD committee shall:

1. Conduct an FBA, unless Frank Liu Jr. Academy for Music & Arts had conducted an FBA before the behavior that resulted in the change in placement occurred, and implement an BIP for the student; or
2. If a BIP has already been developed, review the BIP and modify it, as necessary, to address the behavior.

Except as provided at SPECIAL CIRCUMSTANCES below, the ARD committee shall return the student to the placement from which the student was removed, unless the parent, and Frank Liu Jr. Academy for Music & Arts agree to a change in placement as part of the modification of the BIP.

20 U.S.C. 1415(k)(1)(F); 34 C.F.R. 300.530(f).

i. *Special Circumstances*

Frank Liu Jr. Academy for Music & Arts personnel may remove a student to an interim alternative educational setting for not more than 45 school days without regard to whether the behavior is determined to be a manifestation of the student's disability, if the student:

1. Carries or possesses a weapon to or at school, on school premises, or to or at a school function under the jurisdiction of Texas Education Agency (the "TEA") or Frank Liu Jr. Academy for Music & Arts; or
2. Knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school, on school premises, or at a school function under the jurisdiction of the TEA or Frank Liu Jr. Academy for Music & Arts;
3. Has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of the TEA or Frank Liu Jr. Academy for Music & Arts.

20 U.S.C. 1415(k)(1)(G); 34 C.F.R. 300.530(g).

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The ARD committee shall determine the interim alternative education setting.

20 U.S.C. 1415(k)(2).

c) *Services During Removal*

The student must:

1. Continue to receive educational services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals in the student's IEP.
2. Receive, as appropriate, a functional behavioral assessment, and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur.

These services may be provided in an interim alternative educational setting.

34 C.F.R. 300.530(d)(1).

Sec. 8. APPEALS

A parent who disagrees with a placement decision or the manifestation determination may request a hearing. Additionally, Frank Liu Jr. Academy for Music & Arts may request a hearing if it believes that maintaining a current placement of a student is substantially likely to result in injury to the student or others.

20 U.S.C. 1415(k)(3)(A); 34 C.F.R. 300.532(a); 19 TAC 89.1151.

a) *Placement During Appeals*

When an appeal has been requested by a parent or Frank Liu Jr. Academy for Music & Arts, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the student's assignment to the alternative setting, whichever occurs first, unless the parent and Frank Liu Jr. Academy for Music & Arts agree otherwise.

20 U.S.C. 1415(k)(4); 34 C.F.R. 300.533.

Sec. 9. REPORTING CRIMES

Federal law does not prohibit Frank Liu Jr. Academy for Music & Arts from reporting a crime committed by a student with a disability to appropriate authorities. If Frank Liu Jr. Academy for Music & Arts reports a crime, Frank Liu Jr. Academy for Music & Arts shall ensure that copies of the special education and disciplinary records of the student are transmitted for consideration by the appropriate authorities to whom Frank Liu Jr. Academy for Music & Arts reported the crime.

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Frank Liu Jr. Academy for Music & Arts may transmit records only to the extent permitted by the Family Educational Rights and Privacy Act ("FERPA").

20 U.S.C. 1415(k)(6); 34 C.F.R. 300.535.

Sec. 10. STUDENTS NOT YET IDENTIFIED

A student who has not been determined to be eligible for special education and related services and who has engaged in behavior that violated the Student Code of Conduct may assert any of the protections provided for in the Individuals with Disabilities Education Act if Frank Liu Jr. Academy for Music & Arts had knowledge that the student had a disability before the behavior that precipitated that disciplinary action occurred.

20 U.S.C. 1415(k)(5)(A); 34 C.F.R. 300.534(a).

a) *School Knowledge*

Frank Liu Jr. Academy for Music & Arts shall be deemed to have knowledge that a student has a disability if, before the behavior that precipitated the disciplinary action occurred:

1. The parent of the student expressed concern in writing to Frank Liu Jr. Academy for Music & Arts supervisory or administrative personnel, or to the teacher of the student, that the student was in need of special education and related services;
2. The parent requested an evaluation of the student for special education and related services; or
3. The student's teacher, or other Frank Liu Jr. Academy for Music & Arts personnel, expressed specific concerns about a pattern of behavior demonstrated by the student directly to the special education director or to other Frank Liu Jr. Academy for Music & Arts supervisory personnel.

20 U.S.C. 1415(k)(5)(B); 34 C.F.R. 300.534(b).

b) *Exceptions*

Frank Liu Jr. Academy for Music & Arts shall not be deemed to have knowledge that the student had a disability if:

1. The parent has not allowed an evaluation of the student;
2. The parent has refused services; or
3. The student has been evaluated and it was determined that the student did not have a disability.

20 U.S.C. 1415(k)(5)(C); 34 C.F.R. 300.534(c).

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If Frank Liu Jr. Academy for Music & Arts does not have knowledge, before taking disciplinary measures, that a student has a disability, the student may be subjected to the same disciplinary measures applied to students without disabilities who engaged in comparable behaviors.

However, if a request is made for an evaluation during the time period in which the student is subjected to disciplinary measures, the evaluation shall be conducted in an expedited manner. Until the evaluation is completed, the student shall remain in the educational placement determined by school authorities, which can include suspension or expulsion without educational services.

20 U.S.C. 1415(k)(5)(D); 34 C.F.R. 300.534(d).

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Organizational Charts

Provide three organizational charts that show the school's governance, management, and staffing structures:

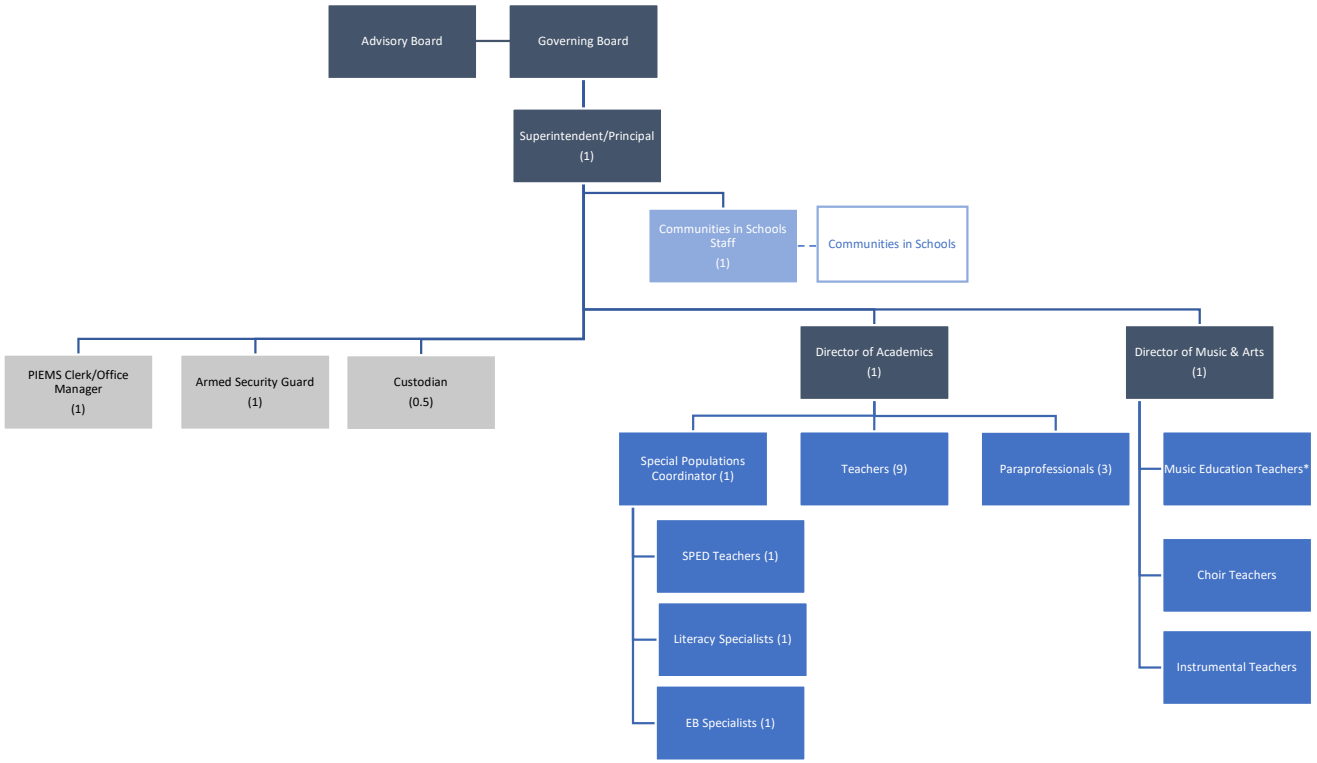
1. the first organizational chart will represent the school's structure during Year 1;
2. the second chart will represent the school's structure during Year 3; and
3. the third chart will represent the school's structure during Year 5

If the organizational structure is not projected to change during the 5-year initial contract period, include a statement to indicate that the same organizational chart will apply in Year 1, Year 3, and at Year 5.

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 clearly document the lines of authority and reporting within the charter school.

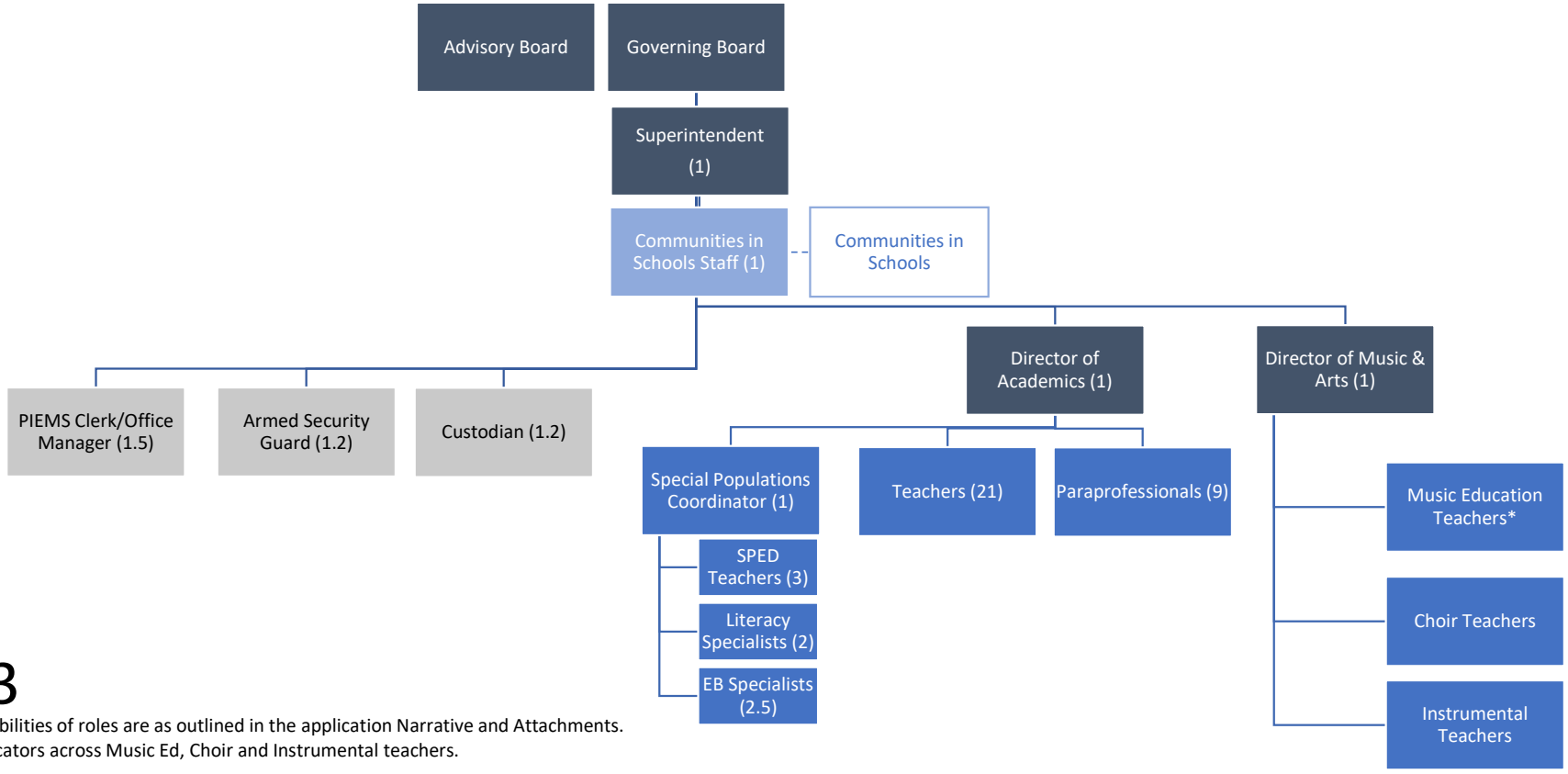
FLAMA Organizational Chart



Year 1

Note: Responsibilities of roles are as outlined in the application Narrative and Attachments.
*4.5 music educators across Music Ed, Choir and Instrumental teachers.

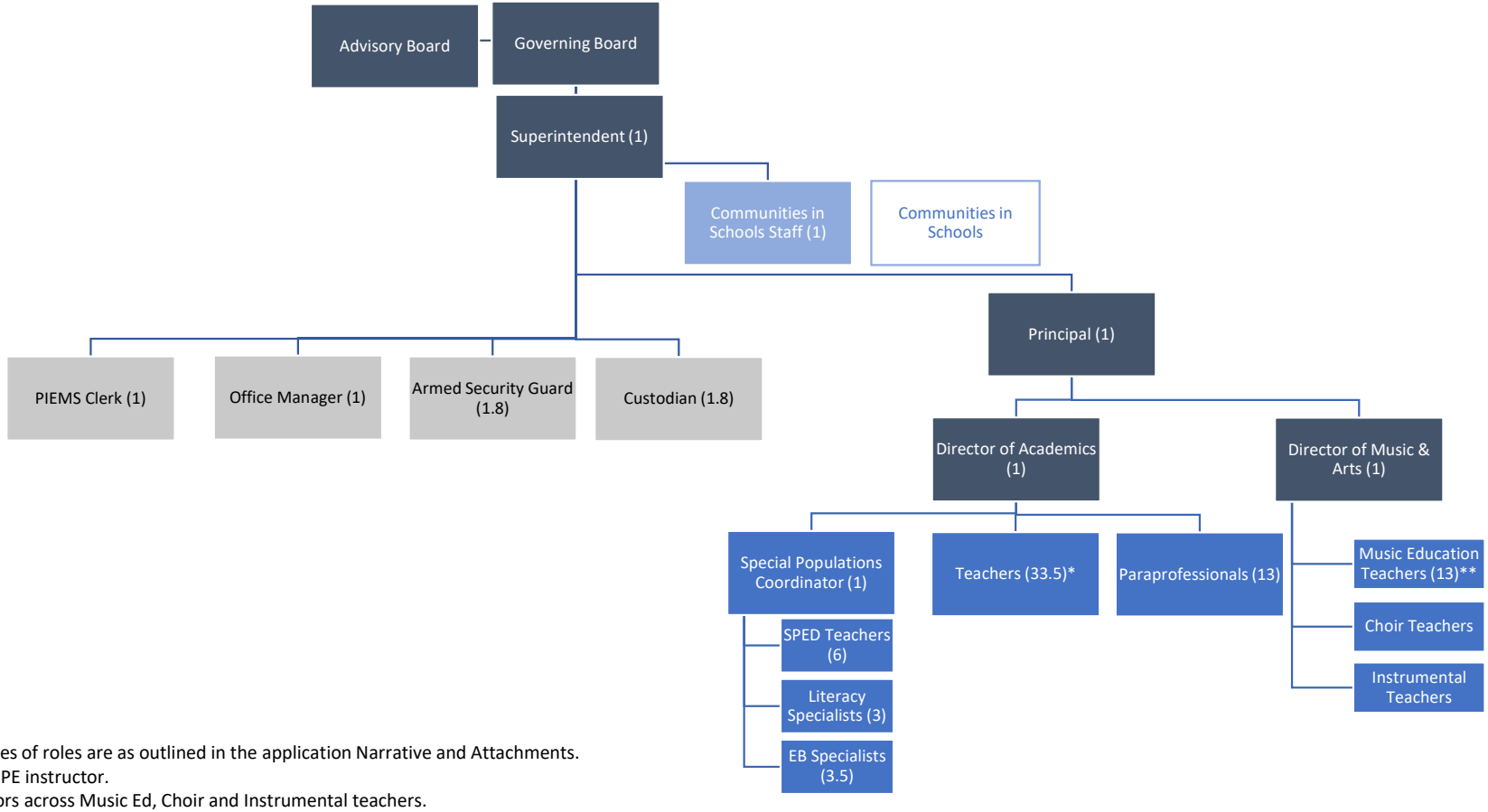
FLAMA Organizational Chart



Year 3

Note: Responsibilities of roles are as outlined in the application Narrative and Attachments.
*8.5 music educators across Music Ed, Choir and Instrumental teachers.

FLAMA Organizational Chart



Year 5

Note: Responsibilities of roles are as outlined in the application Narrative and Attachments.
*Includes part-time PE instructor.
** 13 music educators across Music Ed, Choir and Instrumental teachers.

Teacher Evaluation Tool

Provide the tool that will be used to evaluate teacher positions. Applicants may use a locally developed tool or adopt a pre-existing tool such as, but not limited to, the Texas Teacher Evaluation and Support System (T-TESS).

If the applicant proposes to use a pre-existing tool, provide a one-page document that identifies both the (1) name of the tool and (2) website. Applicants should not submit the entire evaluation tool.

Teacher Evaluation Tool

(1) T-TESS
(2) https://teachfortexas.org/resource_files/guides/t-tess_rubric.pdf

Annual Calendar and School Schedule

Provide the proposed annual calendar for the first year of operation. At minimum, the annual calendar should identify the following:

- first day of school;
- any planned breaks;
- last day of school; and
- total number of minutes of instruction for the academic school year

Also, provide a proposed school schedule for a sample day and a sample week. Include any planned scheduling for accelerated student learning.

FLAMA School Calendar ’26-‘27

Key dates:

August 10th to 21st – Professional Development and teacher prep
August 22nd - Families invited to visit the school
August 24th – First day of classes
September 7th – Labor Day
September 8th – Professional Development & review BOY assessments
October 9th - Professional Development focus results from September assessments
October 12th – Fall Holiday
November 23rd to 27th – Thanksgiving break
November 23rd & 24th – Professional Development & review of interim assessments
December 18th – Student showcase
December 21st to January 3rd – Winter Break
January 18th – Martin Luther King Jr. Day
February 12th & 15th – Professional Development & review MOY assessment results
March 15th to 19th – Spring Break
March 15th – Professional Development & review of TELPAS results
March 31st – Chaves Huerta Day
April 23rd – Professional Development
May 31st – Memorial Day
June 1st – Professional Development & review of EOY assessments
June 18th – Juneteenth
June 30th – Student Showcase & Last day
July 1st & 2nd – Professional Development

No School
Professional Development Day
Special School Event
Total instruction time: 86,400 min.

AUGUST

S	M	T	W	T	F	S
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JULY

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Sample Daily & Weekly Class Schedule – Kindergarten Student & Homeroom Teacher

Period	Monday	Tuesday	Wednesday	Thursday	Friday
7:30-7:45	**Free Choice / Breakfast (free for all students)** • Mystery Game for students to complete				
7:45-8:00	**Opening Group**				
8:00-9:30	**ELA: Literacy Block**				
9:30-10:00	**Science**	**Social Studies**	**Science**	**Social Studies**	**Science**
10:00-10:10	**Snack** (includes Read Aloud)				
10:15-10:45*	**Music Education:** Rhythm/Movement/Notation/Composition/Music Theory				
10:50-11:20*	**Recess**	**PE & Health**	**Recess**	**PE & Health**	**Recess**
11:20-11:50	**ELA: Small Group Literacy****				
11:55-12:20	**Lunch (free for all students)**				
12:25-1:15	**Math Block**				
1:20-1:50*	**Instrument**	**Choir** Song choice built around the current theme vocabulary	**Instrument**	**Choir** Song choice built around the current theme vocabulary	**Instrument**
1:55-2:25*	**Spanish Language****				
2:30-3:00	**Visual Art tied to Math** (taught by homeroom faculty)				
3:00-3:15	**Closing Group, Clean Up and Dismissal Preparations**				

Period	Monday	Tuesday	Wednesday	Thursday	Friday
AFTER-SCHOOL (OPTIONAL)					
3:15-5:15	Tutoring, Enrichment & Sports programs / HW / Instrument practice "Practice Buddy"				
5:15-5:30	Pick-up				
	Faculty only				
3:20-5:20			Weekly Faculty Professional Development Session		

***Free preparation time available to homeroom teacher in addition to the 45 minutes after classes end from 3:15-4:00pm. This totals 11.25 hours weekly, as we do not count one of the available 30-minute periods, as a teacher will most likely be teaching a specialty class, such as Spanish, here for another class of students.**
****Built-in opportunities for Specialist pull-outs and accelerated student learning.**

Admission and Enrollment Policy

Provide a draft of the proposed 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 and Texas Education Code §12.1173.
- 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, when 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.

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 as provided in Texas Education Code §12.111(a)(5)(B). 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.

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Sec. 1. NON-DISCRIMINATION IN ADMISSIONS

It is the policy of Frank Liu Jr. Academy for Music & Arts to comply with all state and federal regulations regarding admission and not to discriminate during the admission and the lottery process on the basis of sex; national origin; ethnicity; religion; disability; academic, artistic, or athletic ability; or the district the child would otherwise attend. *Education Code 12.111(a)(5)*; *19 TAC 100.1207(d)(1).*

Sec. 2. GENERAL ELIGIBILITY FOR ADMISSION

Frank Liu Jr. Academy for Music & Arts requires applicants to submit a complete TEA Charter Student Admission Application form in order to be considered for admission. The Superintendent or designee shall set a beginning and closing date for the application window for each school year. *19 TAC 100.1207(a)(1).* Applicants are not required to provide transcripts or other academic records until after they are offered admission.

Frank Liu Jr. Academy for Music & Arts shall generally admit all persons who reside within the geographic area served by Frank Liu Jr. Academy for Music & Arts and for whom Frank Liu Jr. Academy for Music & Arts operates a grade level sought and who, as of September 1 of any school year, are at least five years of age and under 21 years of age, or are at least 21 years of age and under 26 years of age and admitted by Frank Liu Jr. Academy for Music & Arts to complete the requirements for a high school diploma, if the person meets any of the following conditions:

1. The applicant and either parent reside in the geographic area served by Frank Liu Jr. Academy for Music & Arts.
2. The applicant does not reside the geographic area served by Frank Liu Jr. Academy for Music & Arts boundaries, but one of the parents resides within the geographic areas served by Frank Liu Jr. Academy for Music & Arts and that parent is a joint managing conservator or the sole managing conservator or possessory conservator of the applicant.
3. The applicant and his or her guardian or other person having lawful control under a court order reside within the geographic area served by Frank Liu Jr. Academy for Music & Arts.
4. The applicant is under the age of 18 and has established a separate residence within the geographic area served by Frank Liu Jr. Academy for Music & Arts separate and apart from his or her parent, guardian, or other person having lawful control under an order of a court and has established that the applicant's presence in Frank Liu Jr. Academy for Music & Arts is not for the primary purpose of participation in extracurricular activities. However, Frank Liu Jr. Academy for Music & Arts is not required to admit an applicant under this provision if the applicant:

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   a. Has engaged in conduct or misbehavior within the preceding year that has resulted in removal to a disciplinary alternative education program or expulsion;
   b. Has engaged in delinquent conduct or conduct in need of supervision and is on probation or other conditional release for that conduct; or
   c. Has been convicted of a criminal offense and is on probation or other conditional release.
5. The applicant is homeless, regardless of the residence of the applicant, of either parent of the applicant, or of the applicant's guardian or other person having lawful control of the applicant.
6. The applicant is a foreign exchange student placed with a host family that resides within the geographic area served by Frank Liu Jr. Academy for Music & Arts by a nationally recognized foreign exchange program, unless Frank Liu Jr. Academy for Music & Arts has applied for and been granted a waiver by the Commissioner because:
   a. Admission would impose a financial or staffing hardship on Frank Liu Jr. Academy for Music & Arts;
   b. Admission would diminish Frank Liu Jr. Academy for Music & Arts's ability to provide high-quality education services for Frank Liu Jr. Academy for Music & Arts's domestic students; or
   c. Admission would require domestic students to compete with foreign exchange students for educational resources.
7. The applicant resides at a residential facility, as defined in Education Code 5.001, located within the geographic area served by Frank Liu Jr. Academy for Music & Arts.
8. The applicant resides within the geographic area served by Frank Liu Jr. Academy for Music & Arts and is 18 or older or the applicant's disabilities of minority have been removed.
9. The applicant does not reside within the geographic area served by Frank Liu Jr. Academy for Music & Arts, but a grandparent resides within the geographic area served by Frank Liu Jr. Academy for Music & Arts and provides a substantial amount of after-school care for the applicant as determined by the Board.
10. The applicant and either parent of the applicant reside in a residence homestead that is located on a parcel of property any part of which is located within the geographic area served by Frank Liu Jr. Academy for Music & Arts.

Education Code 25.001.

Students who reside outside the primary geographic boundary stated in the Frank Liu Jr. Academy for Music & Arts charter shall not be admitted to the charter school until all eligible applicants that reside within the primary boundary and have submitted a timely application have been enrolled. Then, if the charter provides for a secondary boundary, Frank Liu Jr. Academy for Music & Arts may admit students who reside within the secondary boundary in accordance with the terms of the charter. *19 TAC 100.1207(g).*

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Frank Liu Jr. Academy for Music & Arts may also admit a child of a Frank Liu Jr. Academy for Music & Arts employee regardless of whether the child resides in the geographic area served by Frank Liu Jr. Academy for Music & Arts. Such a child must satisfy all other eligibility requirements imposed by law and/or Frank Liu Jr. Academy for Music & Arts in order to be granted admission and enrollment in Frank Liu Jr. Academy for Music & Arts.*Education Code 12.117(d).*

Sec. 3. LOTTERY PROVISIONS

A "lottery" for purposes of this policy is a non-weighted, random selection process that determines the order of enrollment of student applicants. A lottery is to be conducted if the number of applicants exceeds the maximum enrollment. The lottery shall take place within 14 days after the closing date of the application period. The lottery will be conducted via lottery selection software. The principal or designee of each campus will conduct the computerized lottery, with supervision by at least one member of the sponsoring entity or his or her designee and a representative from the Frank Liu Jr. Academy for Music & Arts Central Office. This ensures that the admissions list and the waiting list are selected randomly. Results of the lottery shall be certified by a notary public.

a) *Development of Waiting List*

The lottery will be paused momentarily after all available seats are filled. The names of eligible students with completed applications who apply and are not admitted shall be added to the end of the waitlist in the order in which the applications are received. As spaces become available during the school year, Frank Liu Jr. Academy for Music & Arts must consult the applicable waitlist and select a new student for enrollment in the order that students appear on the list. Frank Liu Jr. Academy for Music & Arts shall review each waitlist no less than every 60 days and eliminate duplicate entries and the names of students who have been admitted to Frank Liu Jr. Academy for Music & Arts. *19 TAC 100.1207(e)*.

b) *Admission Process of Returning Students*

Students who currently attend Frank Liu Jr. Academy for Music & Arts and intend to return the next school year (referred to as "returning students") are exempted from the lottery if they notify Frank Liu Jr. Academy for Music & Arts of their intent to return for the next school year by the deadline designated by the Superintendent or designee for the then-current school year.

c) *Siblings Policy and Children of the School's Founders and Employees*

Siblings of returning students are exempt from the lottery and, space permitting, are automatically enrolled. For this policy "sibling" shall mean a biological or legally adopted brother or sister residing in the same household as the applicant. Cousins, nieces, nephews and unrelated children

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sharing an address with the applicant are not siblings. Sibling enrollment is dependent on available space and does not guarantee enrollment of each listed sibling.

Children of Frank Liu Jr. Academy for Music & Arts's founders, teachers, and staff (so long as the total number of students allowed constitutes only a small percentage of the total enrollment) are exempt from lottery requirements, as permitted by federal guidance on the Charter Schools Program.

19 TAC 100.1207(b).

d) ***Applications Submitted Outside the Designated Application Period***

If a student applies to Frank Liu Jr. Academy for Music & Arts outside of the designated application period, the student will be placed on a waiting list in the order of the date in which the application is received.

e) ***Waitlist Reporting Requirements***

Each school year, the following information must be maintained at the campus level for reporting to the Texas Education Agency no later than the last Friday in October of each school year:

1. The total number of students on the waitlist;
2. The number of students on the waitlist disaggregated by grade level;
3. The number of students enrolled;
4. The enrollment capacity; and
5. Information necessary to identify each student, as specified in Texas Education Code § 12.1174.

Sec. 4. STUDENTS WITH DOCUMENTED HISTORIES OF A CRIMINAL OFFENSE AND/OR MISCONDUCT

As authorized by its open-enrollment charter, Frank Liu Jr. Academy for Music & Arts shall exclude from enrollment those students who have a documented history of a criminal offense, a juvenile court adjudication, or discipline problems under Subchapter A, Chapter 37 of the Education Code. *Education Code 12.111(a)(5)(A)*.

Sec. 5. VERIFICATION OF RESIDENCY AND IMMUNIZATION RECORDS FOR ENROLLMENT

Verification of residency and current immunization records are required for all students enrolling. Every student enrolling for the first time must present a signed statement from a physician or documentation of immunizations as required by the Texas Department of Health, no later than 30 days after enrolling. Students who submit an affidavit from a physician stating immunizations should not be administered for medical reasons, and students who submit an affidavit signed by

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the student's parent or guardian declining immunizations for reasons of conscience, will be excepted from this requirement. The parent or guardian must furnish records that verify the identity of the student.

A person's "residence," for the purpose of this policy is the true, fixed and permanent place where the qualifying occupant ordinarily lives and sleeps, not less than four nights during the school week and to which, when temporarily absent from the residence, the occupant intends to return. The qualifying occupant specified by Education Code 25.001(b) must generally reside in the geographic area served by Frank Liu Jr. Academy for Music & Arts. A person who is homeless, as defined by 42 U.S.C. 11302, need not reside within the geographic area served by Frank Liu Jr. Academy for Music & Arts.

In order to verify residency for enrollment, acceptable evidence of residency includes:

- Current property tax bill with parent/guardian's name and property address;
- Current rental or lease agreement with parent/guardian's name, student name, and address, as well as manager or owner's name and telephone number;
- Documents related to the purchase of the residence with the parent/guardian's name and property address;
- Mail dated within 60 days before the application date from the following sources:
  - Social Security Administration;
  - A Texas State government agency;
  - Utility companies;
  - Credit card bill;
  - Financial institutions; including checking or savings;
  - Insurance companies;
  - State and Federal Revenue documents;
  - Paycheck information; and
  - Other sources or documents demonstrating residency.

If, at any time, a student's or qualifying occupant's residence is in question, Frank Liu Jr. Academy for Music & Arts may ask for additional documents for verification. If the parent or legal guardian cannot provide evidence of residency because the parent or legal guardian is living with a relative or friend, a notarized statement by the relative or friend may be accepted by Frank Liu Jr. Academy for Music & Arts with the following stipulation:

- The notarized statement must state that the parent or legal guardian and child are living with the relative/friend;
- The notarized statement must state the name of the relative or friend who is on the relative or friend's proof of residence;
- The notarized statement must state the same address of the relative or friend who is on the relative or friend's proof of residence;

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- A copy of the relative or friend's proof of residence must be attached to the notarized statement (meeting the documentation criteria described above); and
- The notarized statement must be signed by the same name of relative or friend who is on the relative or friend's proof of residence.

A person whose parent or guardian is an active-duty member of the armed forces of the United States, including the state military forces or a reserve component of the armed forces, may establish residency by providing to Frank Liu Jr. Academy for Music & Arts a copy of a military order requiring the parent's or guardian's transfer to a military installation in or adjacent to Frank Liu Jr. Academy for Music & Arts's attendance zone. Such proof of residence shall be provided to Frank Liu Jr. Academy for Music & Arts not later than the 90th day after the arrival date specified in the military order requiring the parent's or guardian's transfer. For purposes of this provision, the term "residence" includes residence in a military temporary lodging facility. *Education Code 25.001(c-1)-(c-2)*.

Frank Liu Jr. Academy for Music & Arts may conduct home-visits, at any time, to confirm residency of applicants and enrolled students. Falsification of residence on an enrollment form is a criminal offense.

Sec. 6. ADULT STUDENT ATTENDANCE REQUIREMENT FOR CONTINUED ADMISSION

A person who voluntarily attends school after his or her 19th birthday shall attend school each school day for the entire period the program of instruction is offered. Frank Liu Jr. Academy for Music & Arts may revoke, for the remainder of the school year, the enrollment of a person who has more than five absences in a semester that are not excused under Education Code 25.087, except that Frank Liu Jr. Academy for Music & Arts may not revoke the enrollment on a day on which the person is physically present at school. A person whose enrollment is revoked under this subsection may be considered an unauthorized person on school grounds and a criminal trespass warning may be issued. Prior to revoking the person's enrollment, Frank Liu Jr. Academy for Music & Arts shall issue a warning letter to the person, after the third unexcused absence, stating that the person's enrollment may be revoked for the remainder of the school year if the person has more than five unexcused absences in a semester. As an alternative to revoking enrollment, Frank Liu Jr. Academy for Music & Arts may impose a behavior improvement plan. *Education Code 25.085(e), (g), (h)*.

Sec. 7. STUDENT RESIDENCY SEPARATE FROM PARENT/GUARDIAN

In order to protect the best interests of students enrolled, for purposes of students under the age of 18 who have established a residence apart from the person's parent, guardian, or other person having lawful control, such persons must establish their separate residency and verify it with documentation acceptable to Frank Liu Jr. Academy for Music & Arts in the same manner as other students.

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Sec. 8. ADMISSION OF HOMELESS STUDENTS

a) *Definitions*

"Enroll" and "enrollment" include attending classes and participating fully in school activities.

"Homeless child" or "homeless children" means children or youths who lack a fixed, regular, and adequate nighttime residence and includes:

1. Children who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals;
2. Children who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings;
3. Children who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
4. Migratory children living in circumstances described above. "Migratory child" means a child who made a qualifying move in the preceding 36 months (a) as a migratory agricultural worker or a migratory fisher; or (b) with, or to join, a parent or spouse who is a migratory agricultural worker or a migratory fisher.

"School of origin" means the school that the child attended when permanently housed or the school in which the child was last enrolled, including a preschool. When a child completes the final grade level served by the school of origin, the term "school of origin" shall include the designated receiving school at the next grade level for all feeder schools, as applicable.

"Unaccompanied youth" includes a homeless child or youth not in the physical custody of a parent or guardian.

b) *General Requirements*

As a condition of receiving federal funds under the McKinney-Vento Homeless Assistance Act, Frank Liu Jr. Academy for Music & Arts shall, according to a homeless child's best interest:

1. Continue the child's education in the school of origin for the duration of homelessness;
   a. If the child's family becomes homeless between academic years or during an academic year; and
   b. For the remainder of the academic year, if the child becomes permanently housed during an academic year; or
2. Enroll the child in any Frank Liu Jr. Academy for Music & Arts school that non-homeless students who live in Frank Liu Jr. Academy for Music & Arts's geographic boundaries are eligible to attend.

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42 U.S.C. 11432(g)(3)(A).

In determining the best interest of a homeless child, Frank Liu Jr. Academy for Music & Arts shall:

1. Presume that keeping the child in the school of origin is in the child's best interest, except when doing so is contrary to the request of the child's parent or guardian, or in the case of an unaccompanied youth the youth;
2. Consider student-centered factors related to the child's best interest, including factors related to the impact of mobility on achievement, education, health, and safety of homeless children, giving priority to the request of the child's parent or guardian or the unaccompanied youth;
3. If, after conducting the best interest determination based on consideration of the presumption in item 1 above and the student-centered factors in item 2 above, Frank Liu Jr. Academy for Music & Arts determines that it is not in the child's best interest to attend the school of origin or the school requested by the parent or guardian or the unaccompanied youth, provide the parent, guardian, or unaccompanied youth with a written explanation of the reasons for its determination, in a manner and form understandable to such parent, guardian, or unaccompanied youth, including information regarding the right to appeal as set forth in Sec. 8-f below; and
4. In the case of an unaccompanied youth, ensure that the homeless liaison assists in placement and enrollment decisions under these provisions, gives priority to the views of such unaccompanied youth, and provides the notice to such youth of the right to appeal as set forth in Sec. 8-f below.

42 U.S.C. 11432(g)(3)(B).

Frank Liu Jr. Academy for Music & Arts shall not stigmatize or segregate a student who is homeless.

c) *Information from Parents*

Frank Liu Jr. Academy for Music & Arts may require the parent or guardian of a homeless child to submit contact information. *42 U.S.C. 11432(g)(3)(H)*.

d) *Enrollment*

Frank Liu Jr. Academy for Music & Arts shall immediately enroll a homeless child, depending on available seats, even if the child:

1. Is unable to produce records normally required for enrollment, such as previous academic record, records of immunization and other required health records, proof of residency, or other document; or

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2. Has missed application or enrollment deadlines during any period of homelessness.

42 U.S.C. 11432(g)(3)(C).

e) *Enrollment in School of Origin*

In determining the best interest of the student for the purpose of continuing the student's education in the school of origin, Frank Liu Jr. Academy for Music & Arts shall presume that keeping the student in his or her school of origin is in the student's best interest, except when doing so is contrary to the request of the parent, guardian, or unaccompanied youth. Frank Liu Jr. Academy for Music & Arts shall also consider the best interests of the student with regard to the impact of moving schools on the student's achievement, education, health, and safety, including such relevant factors as:

1. Continuity of instruction;
2. Age and grade placement of the student;
3. Distance of the commute and its impact on the student's education or special needs;
4. Personal safety of the student;
5. The student's eligibility and need for any specialized services and supports, such as Section 504, special education and related services, or bilingual or English as a second language services;
6. Length of anticipated stay in a temporary shelter or other temporary location, if applicable;
7. Likely area of the family's or youth's future housing;
8. Time remaining in the school year; and
9. School placement of siblings.

Services, including transportation, that Frank Liu Jr. Academy for Music & Arts is required to provide shall not be considered in determining the student's school of attendance.

f) *Disputes Concerning Enrollment*

If a dispute arises over eligibility, or school selection or enrollment in a school:

1. The child shall be immediately enrolled in the school in which enrollment is sought, pending final resolution of the dispute, including all available appeals;
2. The parent or guardian of the child or an unaccompanied youth shall be provided with a written explanation of any decisions related to school selection or enrollment made by Frank Liu Jr. Academy for Music & Arts, including the rights of the parent, guardian, or unaccompanied youth to appeal such decisions.
3. The parent, guardian, or unaccompanied youth shall be referred to the homeless liaison, who shall carry out the dispute resolution process as expeditiously as possible after receiving notice of the dispute; and

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4. In the case of an unaccompanied youth, the liaison shall ensure that the youth is immediately enrolled in the school in which the youth seeks enrollment pending resolution of such dispute.

42 U.S.C. 11432(g)(3)(E).

g) *Comparable Services*

Frank Liu Jr. Academy for Music & Arts shall provide a homeless child with services comparable to those offered to other student in the school in which the child is enrolled. *42 U.S.C. 11432(g)(4)*.

Sec. 9. ADMISSION OF MILITARY DEPENDENTS

a) *Applicability*

The provisions of Sec. 10 of this policy shall apply to the children of:

1. Active duty members of the uniformed services, including members of the National Guard and Reserve on active duty orders pursuant to 10 U.S.C. Sections 1209 and 1211;
2. Members or veterans of the uniformed services who are severely injured and medically discharged or retired for a period of one year after medical discharge or retirement; and
3. Members of the uniformed services who die on active duty or as a result of injuries sustained on active duty for a period of one year after death.

Sec. 10 of this policy shall not apply to the children of:

1. Inactive members of the national guard and military reserves;
2. Members of the uniformed services now retired, except as provided above;
3. Veterans of the uniformed services, except as provided in this policy; and
4. Other U.S. Department of Defense personnel and other federal agency civilian and contract employees not defined as active duty members of the uniformed services.

Education Code 162.002 Article III.

b) *Definitions*

"Active duty" means full-time duty status in the active uniformed service of the United States, including members of the National Guard and Reserve on active duty orders pursuant to 10 U.S.C. Sections 1209 and 1211.

"Children of military families" means a school-aged child, enrolled in kindergarten through twelfth grade, in the household of an active duty member.

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"Deployment" means the period one month prior to the service members' departure from their home station on military orders through six months after return to their home station.

"Transition" means:

1. The formal and physical process of transferring from school to school; or
2. The period of time in which a student moves from one school in the sending state to another school in the receiving state.

"Uniformed services" means the Army, Navy, Air Force, Marine Corps, Coast Guard, as well as the Commissioned Corps of the National Oceanic and Atmospheric Administration, and Public Health Services.

"Veteran" means a person who served in the uniformed services and who was discharged or released therefrom under conditions other than dishonorable.

Education Code 162.002 Article II.

c) *Eligibility for Enrollment*

Special power of attorney, relative to the guardianship of a child of a military family and executed under applicable law, shall be sufficient for the purposes of enrollment and all other actions requiring parental participation and consent.

i. *Continued Acceptance*

A transitioning military child, placed in the care of a non-custodial parent or other person standing *in loco parentis* who lives in a jurisdiction other than that of the custodial parent, may continue to attend the school in which the child was enrolled while residing with the custodial parent.

Education Code 162.002 art. VI, § A.

d) *Education Records*

i. *Unofficial Records*

In the event that official education records cannot be released to the parents for the purpose of transfer, the custodian of the records in the sending state shall prepare and furnish to the parents a complete set of unofficial education records containing uniform information as determined by the Interstate Commission. Upon receipt of the unofficial education records, Frank Liu Jr. Academy for Music & Arts shall enroll and appropriately place the student based on the information provided in the unofficial records pending validation by the official records, as quickly as possible.

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ii. *Official Records*

Simultaneous with the enrollment and conditional placement of the student, Frank Liu Jr. Academy for Music & Arts shall request the student's official education record from the sending district.

Education Code 162.002 art. IV, §§ A–B.

e) *Tuition*

Frank Liu Jr. Academy for Music & Arts is prohibited from charging tuition to:

1. A transitioning military child placed in the care of a non-custodial parent or other person standing *in loco parentis* who lives in a jurisdiction other than that of the custodial parent; or
2. A student who is domiciled in another state and resides in military housing that is located within Frank Liu Jr. Academy for Music & Arts's boundaries.

Education Code 25.004, 162.002 art. VI, § A.

f) *Grade-Level Placement*

Students shall be allowed to continue their enrollment at grade level in Frank Liu Jr. Academy for Music & Arts commensurate with their grade level, including kindergarten, from the sending district at the time of transition, regardless of age. A student that has satisfactorily completed the prerequisite grade level shall be eligible for enrollment in the next highest grade level in Frank Liu Jr. Academy for Music & Arts, regardless of age. A student transferring after the start of the school year shall enter Frank Liu Jr. Academy for Music & Arts on his or her validated level from an accredited school in the sending state. *Education Code 162.002 art. IV, § D*.

g) *Course Placement*

When the student transfers before or during the school year, Frank Liu Jr. Academy for Music & Arts shall initially honor placement of the student in educational courses based on the student's enrollment in the sending district and/or educational assessments conducted at the sending district if the courses are offered. Course placement includes but is not limited to honors, international baccalaureate, advanced placement, vocational, technical, and career pathways courses. Continuing the student's academic program from the previous school and promoting placement in academically and career challenging courses should be paramount when considering placement. This does not preclude Frank Liu Jr. Academy for Music & Arts from performing subsequent evaluations to ensure appropriate placement and continued enrollment of the student in the course(s). *Education Code 162.002 art. V, § A*.

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h) ***Educational Program Placement***

Frank Liu Jr. Academy for Music & Arts shall initially honor placement of the student in educational programs based on current educational assessments conducted at the sending district or participation/placement in like programs in the sending state. Such programs include, but are not limited to:

1. Gifted and talented programs; and
2. English as a second language (ESL).

This does not preclude Frank Liu Jr. Academy for Music & Arts from performing subsequent evaluations to ensure appropriate placement of the student. *Education Code 162.002 art. V, § B*.

i) ***Waivers***

Frank Liu Jr. Academy for Music & Arts administrative officials shall have flexibility in waiving course/program prerequisites, or other preconditions for placement in courses/programs offered by Frank Liu Jr. Academy for Music & Arts. *Education Code 162.002 art. IV, §§ A–B, D*.

Sec. 10. DISCREPANCIES IN STUDENT NAME

The Superintendent or designee shall notify the Missing Children and Missing Persons Information Clearinghouse if a child is enrolled under a name other than the name that appears on the identifying documents. If a student's records have not been received within 30 days of a request, the Superintendent or designee shall notify local law enforcement for a determination of whether the child has been reported as missing. *Education Code 25.002(b).*

Sec. 11. FOOD ALLERGY INFORMATION

The parent of each student enrolled with Frank Liu Jr. Academy for Music & Arts must complete a form provided by Frank Liu Jr. Academy for Music & Arts that discloses (1) whether the child has a food allergy or a severe food allergy that should be disclosed to Frank Liu Jr. Academy for Music & Arts to enable Frank Liu Jr. Academy for Music & Arts to take any necessary precautions regarding the child's safety and (2) specifies the food(s) to which the child is allergic and the nature of the allergic reaction.

For purposes of this requirement, the term "severe food allergy" means a dangerous or life-threatening reaction of the human body to a food-borne allergen introduced by inhalation, ingestion, or skin contact that requires immediate medical attention.

Frank Liu Jr. Academy for Music & Arts may also require information from a child's physician if the child has food allergies.

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Food allergy information forms will be maintained in the child's student records, and shall remain confidential. Information provided on food allergy information forms may be disclosed to teachers, school counselors, school nurses, and other appropriate school personnel only to the extent consistent with Board policy and as permissible under the Family Educational Rights and Privacy Act of 1974 ("FERPA").

Education Code 25.0022(a)-(c).

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Budget Narrative

Provide a detailed budget narrative to support the assumptions and projections presented in the Financial Plan Workbook— including revenue, staffing levels, and costs. Include a contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated.

The responsive document for this attachment is limited to 1,500 words.

Note: Applicants should review the federal definition of a charter school in the Letter of Special Assurances to ensure eligibility for the Charter School Program (CSP) Start-Up Grant prior to including those grant funds in the budget.

FLAMA: Budget Narrative

The proposed budget had input from experienced education leaders and quotes from key suppliers.

Revenue:

Year 0: FLAMA expects to receive a $900K CSP grant. FLAMA will also draw on the $18M committed from the Frank Liu Jr. Foundation to cover additional expenses largely comprised of building out the school facility.

Year 1: Revenue in the first year of operations is largely comprised of State and Federal revenues and $1.2M of Foundation funds.

Year 2: Revenue increases substantially as we draw on funds from the Foundation for start of the 2nd phase of the buildout, namely ~$3.4M in funding and additional funding for operational costs such as full-day Pre-K and construction loan financing of $472K added to the rent line.

Year 3: Revenue is again elevated as FLAMA draws on an additional $3.8M of philanthropy for the Phase 2 buildout and additional funding for operational costs.

Year 4 and 5: Revenue largely from State and Federal revenues with $1.63M and then $1.35M in philanthropic funding.

Already committed philanthropy is in excess of anticipated costs above State and Federal revenue.

FLAMA projects a conservative 90% attendance rate, given the age demographic and the attendance rates at neighboring elementary and middle schools.

In line with the district, we expect approximately 9.1% of our students to receive SPED services. We project that each year ~2.5% of students have dyslexia, that ~40% are enrolled in a bilingual/EB program each year, and that ~14% are enrolled as G&T. These estimates are conservative relative to the zip code in which FLAMA is located. Utilizing rates in line with our 77011 zip code would **add $2.6M in State revenue** to our budget over the projected period. Based on neighboring schools, we expect at least 85% of students to qualify for FRPL. Please see the FPW notes for a breakdown of Title I, II, III, NSLP, and IDEA-B funding.

Therefore, FLAMA estimates $2.1M in State Revenue in Year 1 and ~$261K in Federal revenue, grown thereafter consistent with enrollment and flat ADA.

The Board has committed to raise $2.5M annually, not reflected in the proposed budget. With the already committed Foundation funds, this totals $33M of philanthropy of which we model using $16.49M to in years 0-5 and maintain between 30 and 52 DCOH when carrying forward net income from each year.

Expenses:

FLAMA's budgetary expenses reflect the school's design. Please refer back to the FPW and corresponding notes for further details on our budget and plans to leverage CSP funds.

Personnel

Excluding the facility expansion, FLAMA's highest budgetary expense is personnel, of which instructional personnel costs in year 1 are 2.2x of administrative and non-instructional personnel costs (excluding payroll, taxes and benefits). This ratio rises to 5.4x in year 5 and does not account for the fact that school leaders each teach one period daily. The ratio of instructional personnel (excluding their associated payroll, taxes and benefits) to total expenses is 33% in Year 1 and 44% in Year 5, this percentage is understated as it does not account for associated benefits expense. All personnel salaries increase 1.5% annually. We have modeled Payroll, Taxes and Benefits per government, other charter, NASI, and TRS data.

Contracted Services:

Contracted services allow FLAMA to deliver key services to students, such as nurse, food, special education services, and bus service. We believe offering free transport will help FLAMA attain its enrollment and ADA.

Estimates are based on local charter school spending, research regarding contracted services, conversations with providers and a charter superintendent.

Operational Expenses

FLAMA's school operations expense reflects our model and our mission, which requires significant PD for faculty to realize our model with fidelity. We aim to not only utilize the free top-of-the-line PD from UH, UHD, HCU and Rice, but also bring in leaders in to train faculty on how to utilize the latest findings in the cognitive sciences in their classrooms, how to best integrate executive function instruction into class, etc. Select items are highlighted below.

- PD is an important part of FLAMA's successful implementation of its pedagogy and curricula. The Tools of the Mind program, a 3-year PD program, accounts for $45K of PD in Year 0. CPD Academy and The Writing Revolution, as well as providers such as Moving Through Math account for year 0 PD expense of ~$43K, and the remaining $19K is dedicated to faculty certifications. Year 1 PD is largely accounted for in Year 0. PD expense is ~$107K in Year 2 and ~$100K in Year 3 as the Tools of the Mind program goes down in cost each of the three years to mastery. Year 4 PD is expected to be ~$98K and Year 5 ~$97K. This robust PD will be in addition to free PD offered by experts at our partner higher-ed institutions.
- Staff Travel – As FLAMA PD will be on-site, we have assumed travel expenses related to the leadership team only.
- Field trip costs are bus costs grown at enrollment. We expect the majority of field trips to be art-related and given the Board's extensive contacts we do not expect to incur admissions, ticket, or costs other than transport.
- Transport - while bus costs for students with disabilities can be accounted for in the transportation already noted under contracted services, we have budgeted an additional

$500/month per student receiving SPED services needing such bus services to fully ensure their transportation needs are met. We estimate that 8% of students with disabilities will require such services.

- Fundraising costs are budgeted at $40K annually as the Board will hire a grant writer for a proposed 4 grants annually. The Board intends for any fundraising events to be fully underwritten.
- Frank's Family Academy programming will be based on community feedback. The Board and Leadership team will develop partners to offer workshops, etc. for free. Based on feedback, FLAMA has already engaged the Rice Entrepreneurship Initiative to offer a range of workshops.
- Instruments will be owned by the school. Younger students will use them in class only while older students will be able to check the instruments out. FLAMA intends to solicit instrument donations to further build the collection.

Expenses per pupil trend down after year 3, as the renovation of the building is complete.

Facility Operations & Maintenance

FLAMA enjoys very favorable lease terms from Lovett Commercial which allows us to maintain a very low lease, insurance and maintenance expense to total revenue of between 3.5% and 8.4% in the projected period.

FLAMA will be a state-of-the-art school facility designed to fit our innovative curriculum. The renovation will be done in two phases, one in Year 0 and one over Years 2 & 3, of 25,000 and then an additional 35,000 square feet. These tenancy improvement costs are budgeted at $200/sq. ft., a favorable rate, given that the space is being fully converted from a vacant coffee plant into a first-class school facility. This totals $5M in phase 1 and $9M in phase 2. Phase 1 will be funded solely by philanthropy as it is in the start-up year. For Phase 2, in order to be fiscally prudent, we propose financing a conservative half of the construction costs at a rate of 7.0% and a 25-year amort. Assuming FLAMA qualifies, we will refinance this at a lower rate (~4%) and 30-year amort, using the Texas Permanent School Facilities Fund. We have spoken with Equitable Facilities Fund and will look into possible better financing rates with them and similar lenders for Phase 2. Not accounted for in the budget is the possibility of facilities funding under the NIFA program.

Contingencies

We recognize that attaining our projections is not 100% under our control. The first key assumption that has some associated risk is the CSP grant in Year 0 and the second is meeting enrollment targets. As a contingency for the CSP, we can draw on funding committed to FLAMA from the Frank Liu. Jr. Foundation in Year 0. The committed philanthropy can also be drawn on in the event enrollment targets are not met. Additionally, if enrollment targets are not met, which we in no way expect to be the case, we can rent less space, defer the phase 2 expansion and/or reduce the contemplated sq. ft. (see attached Evidence of Financial Support) to be in line with enrollment needs and can also adjust hiring in line with enrollment, adjust non-SPED transport and after-school options.

If financing rates are not favorable, we can use philanthropy in lieu of a loan. We can also pay off a loan using philanthropic funds in the event that refinancing options are not available and we do not want to retain the current rate.

FLAMA will also apply for a New Market Tax Credit related to each expansion phase. Consultants believe that FLAMA is likely to receive the NMTC and estimate it at a net amount of ~$2.0M for the phase 1 and ~$1.0-1.5M for phase 2. These are not reflected in the proposed budget.

Finar

Complete the Financial Plan Workbook using this template. Once complete, applicants are instru

Electronic Submission
Submit the **entire** Financial Plan Workbook as an Excel file.

A reasonable planning estimate of **$7,233** per student in grades K–12 and **$3,617** per student in attendance rate of 85%, and should be used when planning and developing the budget.

Note: When using a school district as a baseline for the staff profile forms, make sure the ISD us 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 implementation. However, start-up funds are available for no more than three years. Actual fun award of a successful competitive charter application, and the continuation of funds from the U **applicant eligibility and availability of federal funds, the application provides for up to $9** include and budget with these funds when completing the Financial Plan Workbook. In the notes use of CSP funds in the appropriate row.

If awarded, funds will not be available to the sponsoring entity until the contract for the charter has been assigned, and a grant has been negotiated.

After these steps are complete, federal funds may only be accessed after a request for reimburs may not be received until after the charter holder has demonstrated that it has incurred an exp

ATTACHMENT F3

ncial Plan Workbook

ucted to submit this attachment as follows:

prekindergarten. These estimates account for a daily

sed has the same or close to anticipated average daily

t-award planning and up to two years of
ding depends on the number of eligible charters, the
nited States Department of Education. **Pending**
00,000 in federal CSP funding. The applicant must
s section of each tab, please designate the allowable

school has been executed, a county-district number

sement has been submitted. Generally, federal funds
enditure that represents an allowable cost pursuant to

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 WHITE 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 WHITE 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 WHITE 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 WHITE 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 WHITE 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.
- Column M - Enter any notes related to each position. **Notes must include the portion of the salary amount that will be paid from the CSP grant funds.**
- 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 WHITE 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 WHITE 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. ****Notes must include the amounts that will be paid from CSP grant funds.**

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.

12/20/2024 6:39

Frank Liu Jr. Academy for Music & Arts

NEW CHARTER SCHOOL APPLICATION FINANCIAL PLAN WORKBOOK

Lead Applicant Name:	Frank Liu Jr. Academy for Music & Arts	
Contact Email:	andrea.k.hauge@gmail.com	
Contact Phone:	202-459-3125	
Start-Up (Year 0) Fiscal Year End:	2026	*Enter the 4-digit year (XXXX)*
Year One Fiscal Year End:	2027	*Enter the 4-digit year (XXXX)*
Fiscal Year End Date:	August 31	*Select date*
Total School Year Minutes:	86,400	*Enter the number of minutes (e.g., 75,600)*

ENTER PROPOSED SCHOOL NAME



12/20/2024 6:39

Frank Liu Jr. Academy for Music & Arts

ESTIMATE OF STATE AID ENTITLEMENT INPUT

General Instructions and Notes

ENROLLMENT

	Year 1 2027	Year 2 2028	Year 3 2029	Year 4 2030	Year 5 2031
Pre-Kindergarten (Enter 1/2 of estimated enrollment per student. Pre-kindergarten is funded half day.)	-	22.0	22.0	22.0	22.0
Kindergarten	110	110	110	132	132
1st Grade	88	110	110	110	132
2nd Grade		88	110	110	110
3rd Grade			88	110	110
4th Grade				88	110
5th Grade					88
6th Grade					
7th Grade					
8th Grade					
9th Grade					
10th Grade					
11th Grade					
12th Grade					
Total Number of All Students Enrolled (Average Membership)	**198.0**	**330.0**	**440.0**	**572.0**	**704.0**
Average Daily Attendance (ADA) %	**90%**	**90%**	**90%**	**90%**	**90%**
Average Daily Attendance (ADA)	**178.200**	**297.000**	**396.000**	**514.800**	**633.600**
Percent change YOY		**66.67%**	**33.33%**	**30.00%**	**23.08%**

STUDENT POPULATION

Data for the following fiscal years must be based on reasonable estimates and projections.

Special Education Data: (TEC 48.102)	2027	EYS2027	2028	EYS 2028	2029	EYS 2029	2030	EYS 2030	2031	EYS 2031
Number Enrolled in Homebound										
Number Enrolled in Hospital Class										
Number Enrolled in Speech Therapy	7.0		11.0		15.0		19.0		23.0	
Number Enrolled in Resource Room	4.0		7.0		9.0		12.0		16.0	
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	7.0		12.0		16.0		21.0		25.0	
Special Education Student Count (SPED)	**18.00**	-	**30.00**	-	**40.00**	-	**52.00**	-	**64.00**	-
Special Education Student Count %	**9.09%**		**9.09%**		**9.09%**		**9.09%**		**9.09%**	
Percent change YOY			**66.67%**	**0.00%**	**33.33%**	**0.00%**	**30.00%**	**0.00%**	**23.08%**	**0.00%**

Career and Technology Education (CTE) Data: (TEC 48.106) (Grades 7 through 12 only)	2027	Advanced C&T, P-TECH, New Tech Network 2027	2028	Advanced C&T, P-TECH, New Tech Network 2028	2029	Advanced C&T, P-TECH, New Tech Network 2029	2030	Advanced C&T, P-TECH, New Tech Network 2030	2031	Advanced C&T, P-TECH, New Tech Network 2031
Not Approved Program of Study CTE - Tier 1 Funding at 1.1										
Number Enrolled in One Contact Hour (V1)										
Number Enrolled in Two Contact Hour (V2)										
Number Enrolled in Three Contact Hour (V3)										
CTE Tier 1 Total Enrolled	-		-		-		-		-	
Approved Program of Study CTE - Tier 2 Funding at 1.28										
Number Enrolled in One Contact Hour (V1)										
Number Enrolled in Two Contact Hour (V2)										
Number Enrolled in Three Contact Hour (V3)										
CTE Tier 2 Total Enrolled	-		-		-		-		-	
Approved Program of Study CTE - Tier 3 Funding at 1.47										
Number Enrolled in One Contact Hour (V1)										

	Number Enrolled in Two Contact Hour (V2)											
	Number Enrolled in Three Contact Hour (V3)											
	CTE Tier 3 Total Enrolled	-		-		-		-		-		
	Career & Technology Students Enrollment All Tiers	-		-		-		-		-		
	% of Career & Technology Students											
	Percent change YOY			**0.00%**		**0.00%**		**0.00%**		**0.00%**		
	Advanced Career and Technology Education											
	Number enrolled in a campus designated as a P-TECH school											
	Number enrolled in a that is a member of the New Tech Network											
	Total Advanced CTE Enrollment		**0**		**0**		**0**		**0**		**0**	

Dyslexia, Pregnancy Related, & Bilingual/ESL Data: (TEC 48.103, 48.104(a), 48.105)	Data for the following fiscal years must be based on reasonable estimates and projections.				
	2027	**2028**	**2029**	**2030**	**2031**
Number of Dyslexia & Related Disorder Students					
Number Dyslexia Students Enrollment Special Education	2.0	3.0	4.0	5.0	6.0
Number Dyslexia Students Enrollment Non-Special Education	3.0	5.0	7.0	9.0	12.0
Total Dyslexia Student Enrollment	**5.0**	**8.0**	**11.0**	**14.0**	**18.0**
% of Dyslexia Students Enrolled	**2.53%**	**2.42%**	**2.50%**	**2.45%**	**2.56%**
Percent change YOY		**60.00%**	**37.50%**	**27.27%**	**28.57%**
Number of Pregnancy Related Students					
% of Pregnancy Related Students Enrolled					
Percent change YOY		**0.00%**	**0.00%**	**0.00%**	**0.00%**
Number of Students Enrolled in Bilingual/ESL	79.0	132.0	176.0	229.0	282.0
Number of Students Enrolled in Bilingual Dual Language One-way/Two-way					
Number of Students Enrolled in Bilingual Non EB Dual Language Two-way					
Total Number of Students Enrolled in Bilingual	**79.0**	**132.0**	**176.0**	**229.0**	**282.0**
% of Students Enrolled in Bilingual	**39.90%**	**40.00%**	**40.00%**	**40.03%**	**40.06%**
Percent change YOY		**67.09%**	**33.33%**	**30.11%**	**23.14%**

Special Education Error Check					
Career and Technology Error Check					

Compensatory Education (TEC 48.104)	**2027**	**2028**	**2029**	**2030**	**2031**
Number of educationally disadvantaged students residing in an economically disadvantaged census block group	168	281	374	486	598
% of Compensatory Education Students Enrolled	**84.85%**	**85.15%**	**85.00%**	**84.97%**	**84.94%**
Percent change YOY		**67.26%**	**33.10%**	**29.95%**	**23.05%**

Early Education (TEC 48.108)	**2027**	**2028**	**2029**	**2030**	**2031**
Number of Students, Kindergarten through 3rd grade, educationally disadvantaged or special language	168	262	355	393	411
% of Early Education K-3 Students	**84.85%**	**79.39%**	**80.68%**	**68.71%**	**58.38%**
Percent change YOY		**55.95%**	**35.50%**	**10.70%**	**4.58%**

Gifted and Talented (TEC 48.109)	**2027**	**2028**	**2029**	**2030**	**2031**
Number Gifted and Talented Students Enrolled	28	46	62	80	99
Enrollment Cap for Funding	10	17	22	29	35
% of Gifted and Talented Students Enrolled	**14.14%**	**13.94%**	**14.09%**	**13.99%**	**14.06%**
Percent change YOY		**64.29%**	**34.78%**	**29.03%**	**23.75%**

TRANSPORTATION (TEC 48.151)	**2027**	**2028**	**2029**	**2030**	**2031**
Regular Program Transportation Allotment	$38,016	$67,584	$88,704	$114,048	$139,392
Private Transportation Allotment					
Special Education Program Transportation Allotment					
Career and Technology Program Transportation Allotment					
Transportation Total	**$38,016**	**$67,584**	**$88,704**	**$114,048**	**$139,392**

	A	B	C	D	E	F	G	H	I	J	K	L	M
117		Percent change YOY		**77.78%**	**31.25%**	**28.57%**	**22.22%**						
118													
119													

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Frank Liu Jr. Academy for Music & Arts

PERSONNEL

Position Description	Position Category (Categories align with the categories on the Five Year Budget)	Year Count	Number of FTEs						Notes	Total of Salaries					
			Start-Up Year 0	Year 1	Year 2	Year 3	Year 4	Year 5		Start-Up Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
		FYE	2026	2027	2028	2029	2030	2031		2026	2027	2028	2029	2030	2031
		Starting Salary	# of FTEs	# of FTEs	# of FTEs	# of FTEs	# of FTEs	# of FTEs							
										0.0000%	0.0000%	1.5000%	1.5000%	1.5000%	1.5000%
Superintendent	Executive Management	$ 150,000	1.0	1.0	1.0	1.0	1.0	1.0	Superintendent teaches 5	$ 150,000	$ 150,000	$ 152,250	$ 154,534	$ 156,852	$ 159,205
Principal	Instructional Management	$ 95,000	0.0	0.0	0.0	0.0	0.0	1.0	Principal teaches 5 periods	$ -	$ -	$ -	$ -	$ -	$ 100,830
Director of Academics	Instructional Management	$ 85,000	0.5	1.0	1.0	1.0	1.0	1.0	Dir. of Academics teaches 5	$ 42,500	$ 85,000	$ 86,275	$ 87,569	$ 88,883	$ 90,216
Director of Music & Arts	Instructional Management	$ 85,000	0.5	1.0	1.0	1.0	1.0	1.0	Dir. of M&A teaches 5 periods	$ 42,500	$ 85,000	$ 86,275	$ 87,569	$ 88,883	$ 90,216
Special Populations Coordinator	Deans, Directors & Coordinators	$ 75,000	0.3	1.0	1.0	1.0	1.0	1.0		$ 22,500	$ 75,000	$ 76,125	$ 77,267	$ 78,426	$ 79,602
PEIMS Manager	Administrative Staff	$ 55,000	0.1	1.0	1.0	1.0	1.0	1.0		$ 5,500	$ 55,000	$ 55,825	$ 56,662	$ 57,512	$ 58,375
Office Manager	Administrative Staff	$ 40,000	0.0	0.0	0.0	0.5	1.0	1.0		$ -	$ -	$ -	$ 20,605	$ 41,827	$ 42,455
Literacy Specialists	Other - Instructional	$ 65,000	0.0	1.0	1.5	2.0	2.5	3.0		$ -	$ 65,000	$ 98,963	$ 133,929	$ 169,923	$ 206,966
EB Specialists	Other - Instructional	$ 65,000	0.0	1.0	2.0	2.5	3.0	3.5		$ -	$ 65,000	$ 131,950	$ 167,412	$ 203,907	$ 241,460
Teachers	Teachers - Regular	$ 60,000	0.0	9.0	16.0	21.0	27.0	33.0	Homeroom teachers teach one	$ -	$ 540,000	$ 974,400	$ 1,298,084	$ 1,693,999	$ 2,101,500
Music Teachers	Specialty Teachers	$ 55,000	0.0	4.5	6.5	8.5	11.0	13.0		$ -	$ 247,500	$ 362,863	$ 481,630	$ 632,635	$ 758,875
SPED Teachers	Teachers - SPED	$ 65,000	0.0	1.0	2.0	3.0	5.0	6.0	ratio of 9/10 students per SPED	$ -	$ 65,000	$ 131,950	$ 200,894	$ 339,845	$ 413,932
Spanish Teachers	Specialty Teachers	$ 60,000	0.0	0.0	0.0	0.0	0.0	0.0		$ -	$ -	$ -	$ -	$ -	$ -
PE teachers	Specialty Teachers	$ 50,000	0.0	0.0	0.0	0.0	0.0	0.5		$ -	$ -	$ -	$ -	$ -	$ 26,534
Communities In Schools Staff	Therapists & Counselors	$ 66,000	0.0	1.0	1.0	1.0	1.0	1.0		$ -	$ 66,000	$ 66,990	$ 67,995	$ 69,015	$ 70,050
Paraprofessionals	Teaching Assistants	$ 30,000	0.0	3.0	7.0	9.0	11.0	13.0	Large jump due to the	$ -	$ 90,000	$ 213,150	$ 278,161	$ 345,074	$ 413,932
Substitutes	Substitute Teachers	$ 36,540	0.0	0.2	0.2	0.3	0.4	0.4		$ -	$ 5,481	$ 7,418	$ 9,411	$ 13,373	$ 15,513
Custodian	Custodian	$ 35,000	0.1	0.5	0.9	1.2	1.5	1.8		$ 3,500	$ 17,500	$ 31,973	$ 43,269	$ 54,898	$ 66,866
Security	Security	$ 55,000	0.1	1.0	1.0	1.2	1.5	1.8		$ 5,500	$ 55,000	$ 55,825	$ 67,995	$ 86,268	$ 105,075
		$ -								$ -	$ -	$ -	$ -	$ -	$ -

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Frank Liu Jr. Academy for Music & Arts

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 *include in the notes the amounts from the CSP grant	Notes and Descriptions of Assumptions for Year1 through Year 5 *include in the notes the amounts from the CSP grant
	2026	2027	2026	2027	2028	2029	2030	2031		
			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		2,110,855			66.67%	33.33%	30.00%	23.08%		Based upon Percent Change YOY Enrollment tab,
FEDERAL REVENUES										
Charter School Program (CSP) Start-Up Grant	900,000				0.00%	0.00%	0.00%	0.00%	Assumes $900K CSP grant	
Other Federal Revenues		251,154			66.85%	33.27%	29.99%	23.07%		Title I - $400*168 ($67,200), Title II - $25*168 ($4,200), Title III - $150*79 ($11,850), IDEA-B - $826*18 ($14,686) and SBP/NSLP Revenue: (0.9 x 0.9 x 0.85 x 198 x 180) x (0.798 x ($2.37 + $4.43) + 0.076 x ($2.07 + $4.03)) + (0.9x 0.85 x 0.041 x 198 x 180) x ($0.39 + $ 0.42). 90% Participation in SBP/NSLP, 90% ADA, 85% economically disadvantaged, 198 Student enrollment Year 1, 180 Total instructional days, 79.8/7.6% eligible for free/reduced-price meals, 4.1% eligible for paid meals, $2.37/$2.07 SBP reimbursement rate for free/reduced-price meals $4.43/$4.03 NSLP reimbursement rate for free/reduced-price meals, and $0.39/$0.42 SBP/NSLP reimbursement rate for paid meals.
TOTAL FEDERAL REVENUES	900,000	251,154								
TOTAL LOCAL & OTHER REVENUES	4,990,000	1,200,000			183.33%	13.24%	-57.14%	-15.15%	Draws on $4.99M from Frank Liu Jr. Foundation	Draws on $1.2M from Frank Liu Jr. Foundation in Year 1, draws on $3.4M from the Foundation in year 2 and $3.85M in year 3 largely to pay for the phase 2 build out, draws on $1.65M in year 4 and $1.4M in year 5 from the Foundation. Total draws at $16.49M in years 0-5 against an already pledged $18M and further supported by the Board's commitment and ability to raise $2.5M annually as well as likely New Market Tax Credits totaling an estimated $3-3.5M.
TOTAL REVENUE	**$ 5,890,000**	**$ 3,562,009**								
EXPENSES										
ADMINISTRATIVE STAFF PERSONNEL COSTS										
Executive Management	150,000	150,000							Includes $150K in the CSP grant	Salaries projected based on local charter school comparables
Instructional Management	85,000	170,000							Includes $85K in the CSP grant	Salaries projected based on local charter school comparables
Deans, Directors & Coordinators	22,500	75,000							Include $22.5K in the CSP grant	Salaries projected based on local charter school comparables
CFO / Director of Finance	-	-								
Operation / Business Manager	-	-								
Administrative Staff	5,500	55,000								Salaries projected based on local charter school comparables
Other - Administrative	-	-								
TOTAL ADMINISTRATIVE STAFF PERSONNEL COSTS	**$ 263,000**	**$ 450,000**								
INSTRUCTIONAL PERSONNEL COSTS										
Teachers - Regular	-	540,000								Includes $20,769 the CSP grant. Salaries projected based on local charter school comparables
Teachers - SPED	-	65,000								Includes $5,000 the CSP grant. Salaries projected based on local charter school comparables
Substitute Teachers	-	5,481								
Teaching Assistants	-	90,000								Includes $3,462 the CSP grant. Salaries projected based on local charter school comparables
Specialty Teachers	-	247,500								Includes $9,519 the CSP grant. Salaries projected based on local charter school comparables
Aides	-	-								
Therapists & Counselors	-	66,000								
Other - Instructional	-	130,000								
TOTAL INSTRUCTIONAL PERSONNEL COSTS	**$ -**	**$ 1,143,981**								
NON-INSTRUCTIONAL PERSONNEL COSTS										

Frank Liu Jr. Academy for Music & Arts

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 *include in the notes the amounts from the CSP grant	Notes and Descriptions of Assumptions for Year1 through Year 5 *include in the notes the amounts from the CSP grant
	2026	2027	2026	2027	2028	2029	2030	2031		
Nurse	-	-								
Librarian	-	-								
Custodian	3,500	17,500								Salaries projected based on local charter school comparables
Security	5,500	55,000								Salaries projected based on local charter school comparables
Other - Non-Instructional	-	-								
TOTAL NON-INSTRUCTIONAL PERSONNEL COSTS	**$ 9,000**	**$ 72,500**								
TOTAL PERSONNEL EXPENSES	**$ 272,000**	**$ 1,666,481**								
PAYROLL TAXES AND BENEFITS			**For each line item in the Payroll Taxes and Benefits section, enter the % of Total Personnel Expenses that line item should represent.**							
Social Security	-	-	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	Pursuant to the State of Texas Section 218 Agreement, FLAMA will opt-out of participation in Social Security	Pursuant to the State of Texas Section 218 Agreement, FLAMA will opt-out of participation in Social Security
Medicare	3,944	24,164	1.45%	1.45%	1.45%	1.45%	1.45%	1.45%	https://www.ssa.gov/OACT/ProgData/taxRates.html	https://www.ssa.gov/OACT/ProgData/taxRates.html
State Unemployment	136	833	0.05%	0.05%	0.05%	0.05%	0.05%	0.05%		
Worker's Compensation Insurance	1,251	7,666	0.46%	0.46%	0.46%	0.46%	0.46%	0.46%	https://www.nasi.org/wp-content/uploads/2022/11/2022-Workers-Compensation-Report-2020-Data.pdf	https://www.nasi.org/wp-content/uploads/2022/11/2022-Workers-Compensation-Report-2020-Data.pdf
TRS contribution	5,440	33,330	2.00%	2.00%	2.00%	2.00%	2.00%	2.00%	https://www.trs.texas.gov/Pages/re_contribution_rates.aspx	https://www.trs.texas.gov/Pages/re_contribution_rates.aspx
Reporting Entity TRS-Care Contribution	2,040	12,499	0.75%	0.75%	0.75%	0.75%	0.75%	0.75%	https://www.trs.texas.gov/Pages/re_contribution_rates.aspx	https://www.trs.texas.gov/Pages/re_contribution_rates.aspx
Health Insurance	24,480	149,983	9.00%	9.00%	9.00%	9.00%	9.00%	9.00%	Estimate based on local charter school spending	Estimate based on local charter school spending
Dental Insurance	4,080	24,997	1.50%	1.50%	1.50%	1.50%	1.50%	1.50%	Estimate based on local charter school spending	Estimate based on local charter school spending
Vision Insurance	1,360	8,332	0.50%	0.50%	0.50%	0.50%	0.50%	0.50%	Estimate based on local charter school spending	Estimate based on local charter school spending
Life Insurance	3,400	20,831	1.25%	1.25%	1.25%	1.25%	1.25%	1.25%	Estimate based on local charter school spending	Estimate based on local charter school spending
Retirement Contribution	-	-	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	Included in TRS	Included in TRS
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	**$ 46,131**	**$ 282,635**								
TOTAL PERSONNEL, TAX & BENEFIT EXPENSES	**$ 318,131**	**$ 1,949,116**								

Frank Liu Jr. Academy for Music & Arts

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 *include in the notes the amounts from the CSP grant	Notes and Descriptions of Assumptions for Year1 through Year 5 *include in the notes the amounts from the CSP grant
	2026	2027	2026	2027	2028	2029	2030	2031		
			Enter the % change below for which the amount entered in column F should change each year.							
CONTRACTED SERVICES										
Accounting / Audit	4,000	45,000			3.00%	3.00%	3.00%	3.00%	Estimate for start-up year accounting and audit	Estimate for full accounting and audit support
Legal	8,000	20,000			10.00%	10.00%	10.00%	10.00%	Estimate based on local charter school spending	Estimate based on local charter school spending
Management Company Fee	-	-			0.00%	0.00%	0.00%	0.00%	NA	NA
Nurse Services		48,000			0.00%	0.00%	0.00%	0.00%	NA	$250/day
Food Service / School Lunch		247,104			77.78%	31.25%	28.57%	22.22%	NA	$6.50/day per student for all students and grown based on actual enrollment
Payroll Services		9,900			77.78%	31.25%	28.57%	22.22%		Back office, SIS services $50/student annually from ESC20/Ascender
Special Ed Services		18,000			77.78%	31.25%	28.57%	22.22%	SPED consulting	$1,000 SPED-related services per student annually
Titlement Services (i.e. Title I)					0.00%	0.00%	0.00%	0.00%	NA	Not contracted out
Bus Charter	-	101,829			77.78%	31.25%	28.57%	22.22%	NA	56 students per bus, 3 bus routes, 2 hrs per bus daily, cost of $150/hr, 50% ridership so calc is ((enrollment*50%)/56)*2*150*192 days
	-	-			0.00%	0.00%	0.00%	0.00%		
	-	-			0.00%	0.00%	0.00%	0.00%		
TOTAL	$ 12,000	$ 489,833								
SCHOOL OPERATIONS										
Board Expenses	500	1,500			0.00%	0.00%	0.00%	0.00%	Board members will cover majority of board expenses	Board members will cover majority of board expenses
Classroom / Teaching Supplies & Materials	7,088	788			1411.11%	27.94%	27.59%	20.72%	Making some of these Year 1 needs in Year 0. $7,088 included in CSP grant.	$350/teacher.
Special Ed Supplies & Materials	6,480	720			1677.78%	31.25%	28.57%	22.22%	Making some of these Year 1 needs in Year 0. $6,480 included in CSP grant.	$400/SPED student.
Textbooks / Workbooks	17,820	1,980			1677.78%	31.25%	28.57%	22.22%	Making some of these Year 1 needs in Year 0. $17,820 included in CSP grant.	$100/student as will leverage online curricula.
Supplies & Materials other	2,500	7,500			85.19%	15.63%	14.29%	11.11%	$2.5K of Year 1 supplies purchased in Year 0. $2.5K included in CSP grant.	$10,000 annually grown at 50% of student enrollment
Equipment / Furniture	226,538	7,920			316.67%	20.00%	0.00%	0.00%	$400/student with 90% spent in year 0 plus and additional $155.3K at launch. $226,538included in the CSP grant.	$400/student in yr 1 (w/ 90% spent in year 0), $300/student thereafter with growth reflecting shift to Year 0 spend; assumes E&F purchases largely complete in Yr 3 with 1/3 of Yr 3 costs carried fwrd as repair/replacement.
Telephone	1,000	5,000			0.00%	0.00%	0.00%	0.00%	$1K included in CSP grant	Assumes e-rate
Technology	100,665	10,785			725.22%	11.40%	25.01%	13.80%	$475/student ($350 Chromebook + additional tech) & $600/staff member excluding substitutes, custodial and security. $100,665 included in the CSP grant.	$475/student ($350 Chromebook + additional tech) & $600/staff member excluding substitutes, custodial and security
Student Testing & Assessment	-	19,800			77.78%	31.25%	28.57%	22.22%	NA	$100/student (NWEA MAP + others)
Field Trips	-	530			77.78%	31.25%	28.57%	22.22%	NA	Bus for field trips grown at student enrollment rate
Transportation (student)	-	7,200			66.67%	33.33%	30.00%	23.08%	NA	$500/month per SPED student assuming 8% need special bus service. This is additional funding to that which is already included in bus charter (see bus charter in line 89 for additional transport funding)
Student Services - other	4,500	4,500			255.56%	31.25%	28.57%	22.22%	Uniforms purchased in advance of school year	Uniform support and other as needed, grown at enrollment rate
Office Expense	2,000	14,850			77.78%	31.25%	28.57%	22.22%		$75/student
Staff Development	106,993	107			99433.15%	-5.80%	-2.43%	-1.02%	Year 1 PD largely paid in advance in Year 0. Also includes PEIMS training. $102,435 included in the CSP grant.	Year 1 PD largely paid in advance in Year 0, declines as 3 year PD programs decline in cost annually
Staff Recruitment	95,250	8,050			-21.74%	-11.11%	0.00%	6.25%	Superintendent: $500 plus 25% of first-year compensation. Directors: $500 plus 20% of first-year compensation. Plus $350/hire including applicant tracking system. $95,250 included in CSP grant.	$350/hire including applicant tracking system
Student Recruitment / Marketing	11,138	3,713			-11.11%	0.00%	0.00%	0.00%	$75/enrolled student + substantial volunteer team. Costs to recruit Year 1 students largely accounted for in Year 0. $8,138 included in CSP grant.	$75/enrolled student + substantial volunteer team
School Meals / Lunch	-	-			0.00%	0.00%	0.00%	0.00%	NA	Accounted for in line 85
Travel (Staff)	1,500	3,000			0.00%	0.00%	0.00%	0.00%	Minimal travel expenses assumed. $1,500 included in CSP grant.	PD will be on site, minimal costs for leadership team assumed
Fundraising	-	40,000			0.00%	0.00%	0.00%	0.00%	NA	Board will hire a grantwriter to work on 4 grants a year at $10K each

Frank Liu Jr. Academy for Music & Arts
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 *include in the notes the amounts from the CSP grant	Notes and Descriptions of Assumptions for Year1 through Year 5 *include in the notes the amounts from the CSP grant
	2026	2027	2026	2027	2028	2029	2030	2031		
After School Program	-	59,400			77.78%	31.25%	28.57%	22.22%	NA	$500/student assumes 60% participation and flat-rate contracts + volunteer organizations. COLA applied thereafter. Tutoring, extracurriculars, instrument practice, etc.
Student Information Management System	19,800	19,800			255.56%	31.25%	28.57%	22.22%	Included in ESC20/Ascender in line 86 + DecisionEd @ $200/student half of year 1 accounted for in year 0	Included in ESC20/Ascender in line 86 + DecisionEd @ $200/student half of year 1 accounted for in year 0
Musical instruments	4,999	1			499900.00%	0.00%	0.00%	0.00%	Year 1 instruments largely puchased in Year 0. $4,999 included in the CSP grant.	Instrument maintenance and additional instruments. $1 included in CSP grant.
TOTAL SCHOOL OPERATIONS	**$ 608,770**	**$ 217,143**								
FACILITY OPERATION & MAINTENANCE										
Insurance	-	-			0.00%	0.00%	0.00%	0.00%		Included in NNN under the lease (line 127)
Janitorial Services	-	-			0.00%	0.00%	0.00%	0.00%		Custodian on staff, supplies included in line 101
Building and Land Rent / Lease	22,917	252,083			196.31%	66.27%	0.00%	-12.39%	$22,916 included in CSP grant	$7 rent + $4 NNN/sqft. Sq ft increase from 25K to 70K; 50% of Phase 2 rennovation financed; asociated cost reflected in rent. Assumes 7% rate w/ 25-yr amort for yrs 2&3, with refinancing at more favorable terms under TPSF at 4% with 30-yr amort.
Repairs & Maintenance	-	-			0.00%	0.00%	0.00%	0.00%		Included in NNN under the least (line 127)
Security Services	-	-			0.00%	0.00%	0.00%	0.00%		Balistic film and panic buttons done by contractor
Utilities	-	75,000			0.00%	180.00%	0.00%	0.00%		$3/sq ft annually. Estimate based on actual charter school spend per a superintendent asked directly
Internet	-	5,000			0.00%	0.00%	0.00%	0.00%		Assumes e-rate funding, cost for start-up year attributed to year 1
	-	5,000			0.00%	0.00%	0.00%	0.00%		
Tenant Improvement	4,500,000	500,000			300.00%	0.00%	-100.00%		$200/sq ft for phase one 25,000 sq ft	$200/sq ft for phase two additional 35,000 sq ft in Year 3
TOTAL FACILITY OPERATION & MAINTENANCE	**$ 4,522,917**	**$ 837,083**								
RESERVES / CONTIGENCIES	-	-			0.00%	0.00%	0.00%	0.00%		
TOTAL EXPENSES	**$ 5,461,818**	**$ 3,493,175**								
NET OPERATING INCOME (before Depreciation)	**$ 428,182**	**$ 68,834**								
DEPRECIATION & AMORTIZATION					0.00%	0.00%	0.00%	0.00%		
NET OPERATING INCOME (including Depreciation)	**$ 428,182**	**$ 68,834**								

Frank Liu Jr. Academy for Music & Arts
PROJECTED BUDGET / OPERATING PLAN

	Start-Up Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
	2026	2027	2028	2029	2030	2031
SUMMARY						
Total Revenue	**5,890,000**	**3,562,009**	**7,337,223**	**9,099,228**	**8,473,939**	**9,798,838**
Total Expenses	**5,461,818**	**3,493,175**	**7,212,960**	**8,989,407**	**8,430,588**	**9,749,181**
Net Operating Income (before Depreciation)	**428,182**	**68,834**	**124,263**	**109,821**	**43,351**	**49,657**
Revenue Per Pupil		17,989.94	22,234.01	20,680.06	14,814.58	13,918.80
Expenses Per Pupil		17,642.30	21,857.45	20,430.47	14,738.79	13,848.27
REVENUE						
TOTAL STATE REVENUES		2,110,855	3,518,162	4,690,765	6,097,995	7,505,412
FEDERAL REVENUES						
Charter School Program (CSP) Start-Up Grant	900,000	-	-	-	-	-
Other Federal Revenues	-	251,154	419,061	558,462	725,944	893,426
TOTAL FEDERAL REVENUES	900,000	251,154	419,061	558,462	725,944	893,426
TOTAL LOCAL & OTHER REVENUES	$ 4,990,000	1,200,000	3,400,000	3,850,000	1,650,000	1,400,000
TOTAL REVENUE	**$ 5,890,000**	**$ 3,562,009**	**$ 7,337,223**	**$ 9,099,228**	**$ 8,473,939**	**$ 9,798,838**
EXPENSES						
ADMINISTRATIVE STAFF PERSONNEL COSTS						
Executive Management	150,000	150,000	152,250	154,534	156,852	159,205
Instructional Management	85,000	170,000	172,550	175,138	177,765	281,261
Deans, Directors & Coordinators	22,500	75,000	76,125	77,267	78,426	79,602
CFO / Director of Finance	-	-	-	-	-	-
Operation / Business Manager	-	-	-	-	-	-
Administrative Staff	5,500	55,000	55,825	77,267	99,339	100,830
Other - Administrative	-	-	-	-	-	-
TOTAL ADMINISTRATIVE STAFF PERSONNEL COSTS	**$ 263,000**	**$ 450,000**	**$ 456,750**	**$ 484,206**	**$ 512,382**	**$ 620,898**
INSTRUCTIONAL PERSONNEL COSTS						
Teachers - Regular	-	540,000	974,400	1,298,084	1,693,999	2,101,500
Teachers - SPED	-	65,000	131,950	200,894	339,845	413,932
Substitute Teachers	-	5,481	7,418	9,411	13,373	15,513
Teaching Assistants	-	90,000	213,150	278,161	345,074	413,932
Specialty Teachers	-	247,500	362,863	481,630	632,635	785,409
Aides	-	-	-	-	-	-
Therapists & Counselors	-	66,000	66,990	67,995	69,015	70,050
Other - Instructional	-	130,000	230,913	301,341	373,830	448,426
TOTAL INSTRUCTIONAL PERSONNEL COSTS	**$ -**	**$ 1,143,981**	**$ 1,987,683**	**$ 2,637,515**	**$ 3,467,772**	**$ 4,248,761**
NON-INSTRUCTIONAL PERSONNEL COSTS						
Nurse	-	-	-	-	-	-
Librarian	-	-	-	-	-	-
Custodian	3,500	17,500	31,973	43,269	54,898	66,866
Security	5,500	55,000	55,825	67,995	86,268	105,075
Other - Non-Instructional	-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL PERSONNEL COSTS	**$ 9,000**	**$ 72,500**	**$ 87,798**	**$ 111,264**	**$ 141,167**	**$ 171,941**
TOTAL PERSONNEL EXPENSES	**$ 272,000**	**$ 1,666,481**	**$ 2,532,230**	**$ 3,232,985**	**$ 4,121,321**	**$ 5,041,600**

	Start-Up Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
	2026	2027	2028	2029	2030	2031

	Start-Up Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
	2026	2027	2028	2029	2030	2031
PAYROLL TAXES AND BENEFITS						
Social Security	-	-	-	-	-	-
Medicare	3,944	24,164	36,717	46,878	59,759	73,103
State Unemployment	136	833	1,266	1,616	2,061	2,521
Worker's Compensation Insurance	1,251	7,666	11,648	14,872	18,958	23,191
TRS contribution	5,440	33,330	50,645	64,660	82,426	100,832
Reporting Entity TRS-Care Contribution	2,040	12,499	18,992	24,247	30,910	37,812
Health Insurance	24,480	149,983	227,901	290,969	370,919	453,744
Dental Insurance	4,080	24,997	37,983	48,495	61,820	75,624
Vision Insurance	1,360	8,332	12,661	16,165	20,607	25,208
Life Insurance	3,400	20,831	31,653	40,412	51,517	63,020
Retirement Contribution	-	-	-	-	-	-
Custom Fringe #1	-	-	-	-	-	-
Custom Fringe #2	-	-	-	-	-	-
TOTAL PAYROLL TAXES AND BENEFITS	**$ 46,131**	**$ 282,635**	**$ 429,466**	**$ 548,314**	**$ 698,976**	**$ 855,055**
TOTAL PERSONNEL, TAX & BENEFIT EXPENSES	**$ 318,131**	**$ 1,949,116**	**$ 2,961,696**	**$ 3,781,299**	**$ 4,820,297**	**$ 5,896,655**
CONTRACTED SERVICES						
Accounting / Audit	4,000	45,000	46,350	47,741	49,173	50,648
Legal	8,000	20,000	22,000	24,200	26,620	29,282
Management Company Fee	-	-	-	-	-	-
Nurse Services	-	48,000	48,000	48,000	48,000	48,000
Food Service / School Lunch	-	247,104	439,296	576,576	741,312	906,048
Payroll Services	-	9,900	17,600	23,100	29,700	36,300
Special Ed Services	-	18,000	32,000	42,000	54,000	66,000
Titlement Services (i.e. Title I)	-	-	-	-	-	-
Bus Charter	-	101,829	181,029	237,600	305,486	373,371
-	-	-	-	-	-	-
-	-	-	-	-	-	-
TOTAL	**$ 12,000**	**$ 489,833**	**$ 786,275**	**$ 999,217**	**$ 1,254,290**	**$ 1,509,649**

	Start-Up Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
	2026	2027	2028	2029	2030	2031
SCHOOL OPERATIONS						
Board Expenses	500	1,500	1,500	1,500	1,500	1,500
Classroom / Teaching Supplies & Materials	7,088	788	11,900	15,225	19,425	23,450
Special Ed Supplies & Materials	6,480	720	12,800	16,800	21,600	26,400
Textbooks / Workbooks	17,820	1,980	35,200	46,200	59,400	72,600
Supplies & Materials other	2,500	7,500	13,889	16,059	18,353	20,392
Equipment / Furniture	226,538	7,920	33,000	39,600	39,600	39,600
Telephone	1,000	5,000	5,000	5,000	5,000	5,000
Technology	100,665	10,785	89,000	99,150	123,950	141,050
Student Testing & Assessment	-	19,800	35,200	46,200	59,400	72,600
Field Trips	-	530	942	1,237	1,590	1,943
Transportation (student)	-	7,200	12,000	16,000	20,800	25,600
Student Services - other	4,500	4,500	16,000	21,000	27,000	33,000
Office Expense	2,000	14,850	26,400	34,650	44,550	54,450
Staff Development	106,993	107	106,600	100,413	97,975	96,975
Staff Recruitment	95,250	8,050	6,300	5,600	5,600	5,950
Student Recruitment / Marketing	11,138	3,713	3,300	3,300	3,300	3,300
School Meals / Lunch	-	-	-	-	-	-
Travel (Staff)	1,500	3,000	3,000	3,000	3,000	3,000
Fundraising	-	40,000	40,000	40,000	40,000	40,000
After School Program	-	59,400	105,600	138,600	178,200	217,800
Student Information Management System	19,800	19,800	70,400	92,400	118,800	145,200
Musical instruments	4,999	1	5,000	5,000	5,000	5,000
TOTAL SCHOOL OPERATIONS	**$ 608,770**	**$ 217,143**	**$ 633,031**	**$ 746,933**	**$ 894,043**	**$ 1,034,811**
FACILITY OPERATION & MAINTENANCE						
Insurance	-	-	-	-	-	-
Janitorial Services	-	-	-	-	-	-
Building and Land Rent / Lease	22,917	252,083	746,958	1,241,958	1,241,958	1,088,066
Repairs & Maintenance	-	-	-	-	-	-
Security Services	-	-	-	-	-	-
Utilities	-	75,000	75,000	210,000	210,000	210,000
Internet	-	5,000	5,000	5,000	5,000	5,000
	-	5,000	5,000	5,000	5,000	5,000
Tenant Improvement	4,500,000	500,000	2,000,000	2,000,000	-	-
TOTAL FACILITY OPERATION & MAINTENANCE	**$ 4,522,917**	**$ 837,083**	**$ 2,831,958**	**$ 3,461,958**	**$ 1,461,958**	**$ 1,308,066**
RESERVES / CONTIGENCIES	-	-	-	-	-	-
TOTAL EXPENSES	**$ 5,461,818**	**$ 3,493,175**	**$ 7,212,960**	**$ 8,989,407**	**$ 8,430,588**	**$ 9,749,181**
NET OPERATING INCOME (before Depreciation)	**$ 428,182**	**$ 68,834**	**$ 124,263**	**$ 109,821**	**$ 43,351**	**$ 49,657**
DEPRECIATION & AMORTIZATION	-	-	-	-	-	-
NET OPERATING INCOME (including Depreciation)	**$ 428,182**	**$ 68,834**	**$ 124,263**	**$ 109,821**	**$ 43,351**	**$ 49,657**

Frank Liu Jr. Academy for Music & Arts
ESTIMATE OF STATE AID ENTITLEMENT

Summary of Finance Description	Weight or Rate	
Refined Average Daily Attendance (ADA)		178.200
SPECIAL EDUCATION FTE		
Homebound (Code 01)	5.0	0.000
Hospital Class (Code 02)	3.0	0.000
Speech Therapy (Code 00)	5.0	0.263
Resource Room (Code 41& 42)	3.0	1.715
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		1.978
Total Special Education Weighted FTE		6.459
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	1.15	6.300
Career & Technology FTEs Tier 1	1.10	0.000
Career & Technology FTEs Tier 2	1.28	0.000
Career & Technology FTEs Tier 3	1.47	0.000
Total Career & Technology FTEs (Tier 1 - 3)		0.000
Advanced Career & Technology Education Count for P-Tech & New Tech Network ADA	$ 50	0.000
Regular Program ADA		176.222
Gifted and Talented Enrollment	0.07	10
Dyslexia & Related Disorders SPED & Non-SPED Enrollment	0.10	5
Early Education ADA	0.10	151.200
State Compensatory Education Enrollment	0.25	168
Pregnancy Related FTEs	2.41	0.000
Bilingual LEP ADA	0.10	71.100
Bilingual LEP Dual Language One-Way, Two-Way ADA	0.15	0.000
Bilingual Non LEP Dual Language One-Way, Two-Way ADA	0.05	0.000
Total Weighted Average Daily Attendance (WADA)		287.135
State Average Funding Components		
Per Capita Rate		$ 622.196
District Basic Allotment (DBA)		$ 6,160
Small and Mid-size Allotment TEC 48.101		$ 1,101
School Safety Allotment TEC 48.115		$ 10.00
District Tax Rate Level 1 (DTR1)		$ 0.0702
Level 1 Entitlement		$ 129.52
District Tax Rate Level 2 (DTR2)		$ 0.0304
Level 2 Entitlement		$ 49.280
Interest & Sinking Rate		$ 0.0401

EDA Guaranteed Yield		$ 40.00
Program Intent Codes -TIER I Allotments		
11-Regular Program Allotment TEC 48.051		$ 1,085,528
Small and Mid-size Allotment TEC 48.101		$ 194,021
25-Bilingual Education Allotment TEC 48.105 (spend 55% of amount)		$ 43,798
99-New Instructional Facility Allotment		$ -
36-Early Education Allotment TEC 48.108 (spend 100% of amount)		$ 93,139
37-Dyslexia Allotment TEC 48.103 (spend 100% of amount)		$ 3,080
21-Gifted and Talented Allotment TEC 48.109 (spend 100% of amount)		$ 4,269
School Safety Allotment TEC 48.115		$ 1,782
Special Education Detail:		
Regular Special Education		$ 39,786
Mainstream		$ 44,629
Residential Care and Treatment		$ -
State Schools		$ -
Non Public Contracts		$ -
Extended Year Special Education		$ -
23-Special Education Adjusted Allotment TEC 48.102 (spend 55% of amount)		$ 84,415
Career & Technology Detail:		
Regular Career & Technology (CTE) Allotment (Tier 1 - 3)		$ -
Advanced CTE Allotment P-Tech & New Tech Network		$ -
22-Career and Technology Allotment TEC 48.106 (spend 55% of amount)		$ -
State Compensatory Education Detail:		
State Compensatory Allotment		$ 258,720
Pregnancy Related		$ -
24-Compensatory Education Allotment TEC 48.104 (spend 55% of amount)		$ 258,720
Transportation Detail:		
Regular		$ 38,016
Private		$ -
Special Education		$ -
Career & Technology Education		$ -
99-Transportation Allotment TEC 48.151		$ 38,016
TOTAL COST OF TIER I / STATE SHARE OF TIER I		$ 1,806,767
TIER II		
Tier II Level 1		$ 261,072
Tier II Level 2		$ 43,016
TOTAL TIER II		$ 304,088
OTHER PROGRAMS		
Charter has at least an acceptable academic performance rating?		No
Charter Schools Facility Funding TEC 12.106(d).		$ -
TOTAL OTHER PROGRAMS		$ -
TOTAL STATE AID		$ 2,110,855
Available School Fund (ASF)		$ -
Foundation School Fund (FSF)		$ 2,110,855

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Frank Liu Jr. Academy for Music & Arts

PAYMENT FORMULA EXAMPLE

Total State Aid	$	2,110,855
Adjustments to Allotments	$	-
Less Total Paid to Date	$	-
FSP Remaining Balance	$	2,110,855

Payment Month	# of Remaining Payments	% of Unpaid Balance	Estimated Payments Schedule
September	12	8.3%	$ 175,201
October	11	9.1%	$ 176,145
November	10	10.1%	$ 177,710
December	9	11.1%	$ 175,580
January	8	12.4%	$ 174,371
February	7	14.4%	$ 177,386
March	6	16.6%	$ 175,041
April	5	19.9%	$ 175,005
May	4	25.1%	$ 176,809
June	3	33.2%	$ 175,166
July	2	49.7%	$ 175,164
August	1	100.0%	$ 177,278
		Total Payments	**$ 2,110,855**

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Frank Liu Jr. Academy for Music & Arts

FINANCIAL PLAN WORKBOOK SUMMARY

	Start-Up Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
	2026	2027	2028	2029	2030	2031
REVENUE						
Total State Revenues		$ 2,110,855	$ 3,518,162	$ 4,690,765	$ 6,097,995	$ 7,505,412
Federal Revenues						
Charter School Program (CSP) Start-Up Grant	$ 900,000	$ -	$ -	$ -	$ -	$ -
Other Federal Revenues	$ -	$ 251,154	$ 419,061	$ 558,462	$ 725,944	$ 893,426
Total Federal Revenues	$ 900,000	$ 251,154	$ 419,061	$ 558,462	$ 725,944	$ 893,426
Total Local and Other Revenue	$ 4,990,000	$ 1,200,000	$ 3,400,000	$ 3,850,000	$ 1,650,000	$ 1,400,000
TOTAL REVENUE	**$ 5,890,000**	**$ 3,562,009**	**$ 7,337,223**	**$ 9,099,228**	**$ 8,473,939**	**$ 9,798,838**
EXPENSES						
PERSONNEL, PAYROLL TAXES, AND BENEFITS EXPENSES						
Total Administrative Staff Personnel Costs	$ 263,000	$ 450,000	$ 456,750	$ 484,206	$ 512,382	$ 620,898
Total Instructional Personnel Costs	$ -	$ 1,143,981	$ 1,987,683	$ 2,637,515	$ 3,467,772	$ 4,248,761
Total Non-Instructional Personnel Costs	$ 9,000	$ 72,500	$ 87,798	$ 111,264	$ 141,167	$ 171,941
Total Payroll Taxes and Benefits	$ 46,131	$ 282,635	$ 429,466	$ 548,314	$ 698,976	$ 855,055
TOTAL PERSONNEL, PAYROLL TAXES, AND BENEFITS EXPENSES	**$ 318,131**	**$ 1,949,116**	**$ 2,961,696**	**$ 3,781,299**	**$ 4,820,297**	**$ 5,896,655**
NON-PAYROLL RELATED EXPENSES						
Total Contracted Services	$ 12,000	$ 489,833	$ 786,275	$ 999,217	$ 1,254,290	$ 1,509,649
Total School Operations	$ 608,770	$ 217,143	$ 633,031	$ 746,933	$ 894,043	$ 1,034,811
Total Facilities Operations and Maintenance	$ 4,522,917	$ 837,083	$ 2,831,958	$ 3,461,958	$ 1,461,958	$ 1,308,066
Reserves / Contingencies	$ -	$ -	$ -	$ -	$ -	$ -
TOTAL NON-PAYROLL RELATED EXPENSES	**$ 5,143,687**	**$ 1,544,059**	**$ 4,251,264**	**$ 5,208,108**	**$ 3,610,291**	**$ 3,852,526**
TOTAL EXPENSES	**$ 5,461,818**	**$ 3,493,175**	**$ 7,212,960**	**$ 8,989,407**	**$ 8,430,588**	**$ 9,749,181**
NET OPERATING INCOME (before depreciation)	**$ 428,182**	**$ 68,834**	**$ 124,263**	**$ 109,821**	**$ 43,351**	**$ 49,657**
STUDENT ENROLLMENT						
Projected Student Enrollment		198	330	440	572	704
Revenue Per Pupil		$ 17,990	$ 22,234	$ 20,680	$ 14,815	$ 13,919
Expenses Per Pupil		$ 17,642	$ 21,857	$ 20,430	$ 14,739	$ 13,848

Evidence of Financial Support

If the applicant expects to receive financial support from outside entities.

- Identify specific funding amounts, property, and/or other sources expected to be available through any of the following:
  - Banking/ Lending Institutions
  - Foundations
  - Grants
  - Corporations
  - Other

- Provide any evidence of financial support from intended community partners such as:
  - Letters of intent/commitment
  - Memoranda of understanding
  - Contracts

If the applicant does not expect to receive financial support from outside entities.

- Provide a single-page document that states, "The applicant does not expect to receive financial support from outside entities. No responsive documents are being provided."

Frank Liu, Jr. Foundation

Commissioner Mike Morath
Texas Education Agency
Re: Generation 29 Application
1701 N. Congress Avenue
Austin, TX 78701

12.13.2024

Dear Commissioner Morath and members of the SBOE,

The Frank Liu Jr. Foundation ("the Foundation") is committed to the success of the Frank Liu Jr. Academy for Music & Arts (FLAMA). Upon granting of a charter, the Foundation commits to donating $18 million over the next 5 years, to the buildout of FLAMA's facility and the operations of the school over the subsequent 7 years.

Attached herein, please find a copy of the of the Foundation's financial statements for the most recent quarter and year-to-date.

Sincerely,



Frank M.K. Liu

President, Frank Liu Jr. Foundation



Frank Liu Jr. Foundation (ORGPRO-3177)

Reporting Period - 9/30/2024

STATEMENT OF FUND ACTIVITY

	Current Quarter	Year-To-Date
	7/1/2024 - 9/30/2024	1/1/2024 - 9/30/2024
BEGINNING FUND BALANCE	30,358,204.05	30,117,812.11
Additions		
Contributions	0.00	0.00
Other Income	0.00	719.30
Net Investment Income	217,189.57	545,828.23
	217,189.57	**546,547.53**
Disbursements		
Grants Approved	(277,000.00)	(355,350.00)
Other Expenses	(3,232.00)	(3,434.00)
Administrative Fee	(5,207.01)	(15,621.03)
	(285,439.01)	**(374,405.03)**
ENDING FUND BALANCE	**30,289,954.61**	**30,289,954.61**
Illiquid Component		
Illiquid	25,978,568.00	25,978,568.00
	25,978,568.00	**25,978,568.00**
ENDING AVAILABLE FUND BALANCE	**4,311,386.61**	**4,311,386.61**

Date Fund Established: December 31, 2012

For further explanation, see "Understanding Your Statement" at www.ghcf.org

If you have any questions or see any discrepancies in your statement, please contact the Donor Services Department at 713-333-2210



Frank Liu Jr. Foundation (ORGPRO-3177)

Reporting Period - 9/30/2024

Grants

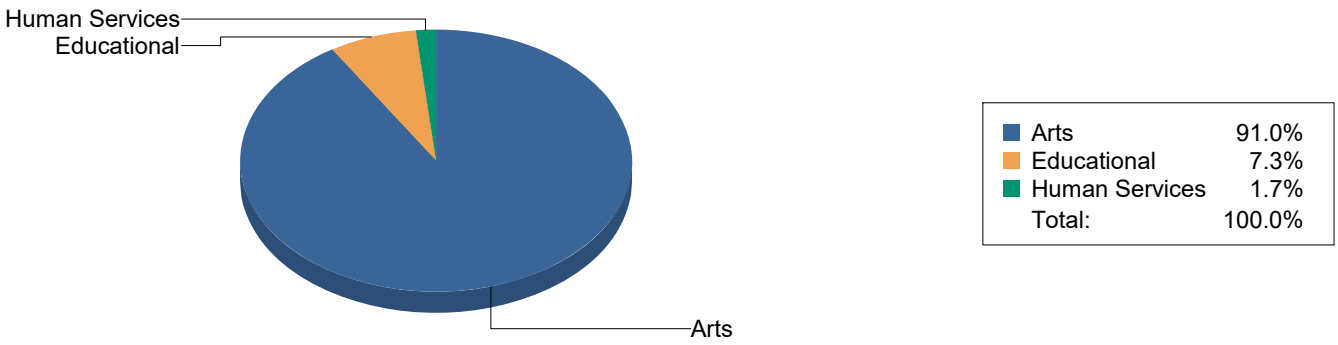
1/25/2024	TM23 Foundation	Human Services	1,000.00
2/27/2024	Contemporary Arts Museum Houston	Arts	38,350.00
2/29/2024	Houston Grand Opera Association, Inc.	Arts	25,000.00
6/18/2024	The University of Connecticut Foundation, Inc.	Educational	14,000.00
7/25/2024	William Marsh Rice University	Educational	11,000.00
7/30/2024	Avenue Community Development Corporation	Human Services	5,000.00
8/8/2024	Houston Grand Opera Association, Inc.	Arts	5,000.00
9/12/2024	Frank Liu Jr. Academy for Music and Arts	Arts	250,000.00
9/24/2024	Asia Society Texas Center	Arts	5,000.00
9/24/2024	The Harris Center Foundation for Mental Health and IDD	Educational	1,000.00
	Total Grants Approved		**355,350.00**

GREATER HOUSTON COMMUNITY FOUNDATION
Expanding Philanthropic Impact

Frank Liu Jr. Foundation (ORGPRO-3177)

Reporting Period - 9/30/2024

Grants By Category *



* Categories are the primary categories developed by the National Center for Charitable Statistics.
For more information go to http:\nccsdataweb.urban.org

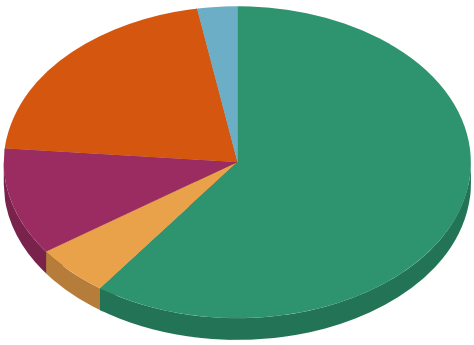
GREATER HOUSTON COMMUNITY FOUNDATION
Expanding Philanthropic Impact

Frank Liu Jr. Foundation (ORGPRO-3177)

Reporting Period - 9/30/2024

INVESTMENT PORTFOLIO SUMMARY

Liu Custom Allocation



Global Equity	59.88%
Alternative/Multi-Strategy	5.41%
Opportunistic Credit	11.02%
Global Fixed Income	20.80%
Cash / Short-Term	2.89%
Total:	100.00%

MARKET VALUE AS OF 9/30/2024

INVESTMENTS

Global Equity	2,581,847.99	59.88%
Alternative/Multi-Strategy	233,030.45	5.41%
Opportunistic Credit	475,037.20	11.02%
Global Fixed Income	896,828.78	20.80%
Cash / Short-Term	124,642.19	2.89%
TOTAL INVESTMENTS	**4,311,386.61**	100.00%

Commissioner Mike Morath
Texas Education Agency
Re: The Frank Liu Jr. Academy for Music & Arts' Generation 29 Application
1701 N. Congress Avenue
Austin, TX 78701

December 13, 2024

Dear Commissioner Morath, TEA, and SBOE members,

We, the FLAMA Governing Board, pledge our unwavering commitment to not only fulfill our fiduciary duties, but also to secure grants and donations upwards of $2.5 million annually over the next 6 years. We will continue these fundraising efforts thereafter as well.

Additionally, we are committed to laying the groundwork for and launching an instrumental practice buddy program aimed at serving students in grades 1-8.

In our pursuit to build a strong school culture and community, we will actively build partnerships that meet families' educational and enrichment objectives through Frank's Family Academy.

Our dedication to FLAMA's mission, its students, and the broader community is unwavering, and we will work diligently to guarantee each student's preparedness and success.

Sincerely,

The FLAMA Board of Directors

Commissioner Mike Morath
Texas Education Agency
Re: Generation 29 Application
1701 N. Congress Avenue
Austin, TX 78701

December 1, 2024

Dear Commissioner Morath and members of the SBOE,

As a member of the FLAMA Board of Directors, I am wholly committed to realizing the mission of the school. If granted a charter, I herein commit to donating $60,000 to the school's first two years of operation with part of those funds specifically marked for the purchase of books for every classroom.

Literacy is the cornerstone in every person's education and we at FLAMA seek to create an environment rich with stories, vocabulary and the journeys those help us image and realize.

Sincerely,



Andrea Hauge

Commissioner Mike Morath
Texas Education Agency
Re: Generation 29 Application
1701 N. Congress Avenue
Austin, TX 78701

December 10, 2024

Dear Commissioner Morath and members of the SBOE,

We were fortunate to know Frank Liu Jr., whose kindness, intellect, and heart touched our lives. The Frank Liu Jr. Academy for Music & Arts (FLAMA) is true to his spirit and legacy.

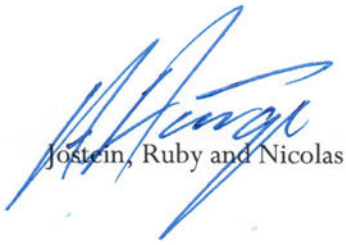
Always generous of heart and concerned for the well-being of others, Frank wanted this school for the young people of the city he loved – Houston.

The Board has stayed true to Frank's vision and sought the input of the communities of the 2nd, 3rd and 5th Wards and Houston's education leaders, not only in music and art, but, importantly in traditional academic disciplines as well. This is what Frank would have wanted. This is what the communities FLAMA seeks to serve want too.

In honor of Frank and FLAMA's future students, we would like to commit $60,000 towards the establishment of the Frank Liu. Jr. Academy for Music & Arts.

We believe in FLAMA's mission and fully endorse its application for a charter.

Sincerely,



Jostein, Ruby and Nicolas Hauge

NAVIGATION NORWOOD, LTD.
2410 Polk St., Ste 200
Houston TX 77003
frankl@lovettcommercial.com
713-964-8111

December 13, 2024

Andrea Hauge
FRANK LIU JR. ACADEMY FOR MUSIC & ARTS
1017 Heights Blvd.
Houston TX 77008

Re: Frank Liu Jr. Academy for Music & Arts Charter School @ 235 N. Norwood St., Houston TX 77011 (5700 block of Navigation)

Dear Andrea:

Kindly consider this letter as our acknowledgement of the specified lease terms:

Lessee/ Tenant:	**FRANK LIU JR. ACADEMY FOR MUSIC & ARTS**
Lessor/ Landlord:	**NAVIGATION NORWOOD LTD.**
Base Rent PSF:	**$7.00 psf/year + NNN**
Annual Base Rent Calculation:	***25,000 total SF = $175,000.00/yr***
NNN:	**$4.00 psf* = $100,000.00/yr**

- **Approximately for year 1 subject to expenses & taxes, insurance & maintenance changes**

We understand that the space needs depend on enrollment. Therefore, the square footage leased can be modified as needed down from 25,000 sq ft in phase one and down from the contemplated total of 70,000 sq ft in phase two. Additionally, the phase two expansion can be delayed if necessary. We are vested in FLAMA's success and are therefore flexible with square footage needs in the event enrollment does not meet the projections.

Feel free to reach out if you have any questions.

Sincerely,

Navigation Norwood, Ltd.
By: Sage Interests, Inc.
General Partner

By: Frank M. K. Liu, President

Please note, if there is any additional information/documentation the TEA would like, the FLAMA Board is happy to provide it.

Audit Report

Provide a copy of the sponsoring entity's most recent audit report. Use the format provided in the most recent version of the Financial Accountability System Resource Guide, Special Supplement—Charter Schools (Module 2).

Audit reports are not required for organizations that are less than one year old or for established organizations with no financial activity to date. If an audit report is not available, provide an unaudited financial report that includes, from inception to date, the following:

- Statement of financial position
- Statement of activity; and
- Cash flow statement.

If applicable, applicants must submit the statements above even if the statements indicate a zero balance.

Frank Liu Jr. Academy for Music and Arts
Unaudited Record of Financial Position - Income Statement

	For the period September 1, 2024 to December 19, 2024			For the period August 10, 2023 to August 31, 2024		
	Unrestricted Net Assset	Temporarily Restricted Net Asse	Total Net Assets	Unrestricted Net Asssets	Temporarily Restricted Net Assets	Total Net Assets
REVENUES						
Public Support						
Contributions	250,000.00	-	250,000.00	-	-	-
Total Public Support	250,000.00	-	250,000.00	-	-	-
TOTAL REVENUES	250,000.00	-	250,000.00	-	-	-
EXPENSES						
Legal, Consulting and Wire fees	5,070.00	-	5,070.00	128,444.00	-	128,444.00
Total Expenses	5,070.00	-	5,070.00	128,444.00	-	128,444.00
Change in Net Assets	244,930.00	-	244,930.00	(128,444.00)	-	(128,444.00)
Net Assets, Beginning	(128,444.00)	-	(128,444.00)	-	-	-
Net Assets, Ending	116,486.00	-	116,486.00	(128,444.00)	-	(128,444.00)

Frank Liu Jr. Academy for Music and Arts
Unaudited Record of Financial Position - Balance Sheet as of December 19,

	2024	2023
ASSETS		
Current Assets		
Cash and Cash Equivalents	106,320.32	51,556.00
Contributions Receiveable	-	-
Total Current Assets	106,320.32	51,556.00
Other Assets	-	-
TOTAL ASSETS	106,320.32	51,556.00
LIABILITIES AND NET ASSETS		
Current Liabilities		
Accounts Payable	-	-
Deferred Revenue	-	-
Total Current Liabilities	-	-
Notes Payable	(10,165.68)	180,000.00
Total Liabilities	(10,165.68)	180,000.00
Net Assets		
Net Beginning	(128,444.00)	-
Net change in Assets	244,930.00	(128,444.00)
Total Net Assets	116,486.00	(128,444.00)
TOTAL LIABILITIES AND NET ASSETS	106,320.32	51,556.00

Frank Liu Jr. Academy for Music and Arts
Unaudited Record of Financial Position - Cashflow Statement

	9/1/24-12/19/24	8/10/23-8/31/24
CASHFLOWS FROM OPERATING ACTIVITIES		
Change in Net Assets	244,930.00	(128,444.00)
Contributions & Fundraising	250,000.00	-
Contributions Receivable	-	-
Accrued Liabilities	-	-
NET CASH PROVIDED BY OPERATING ACTIVITIES	494,930.00	(128,444.00)
CASHFLOWS FROM FINANCING ACTIVITIES		
Proceeds from loan payable		180,000.00
Net increase in cash and cash equivalents	494,930.00	51,556.00
Cash, Beginning	51,556.00	-
Cash, End	106,320.32	51,556.00

Credit Report

If the sponsoring entity was incorporated prior to January 1, 2023.

- Provide a copy of the sponsoring entity's credit report dated within the last six months.

If the entity was incorporated prior to January 1, 2023, but has no credit history.

- Provide a response from one of the credit rating bureaus (Equifax, Experian, TransUnion) must be attached indicating the entity has no credit history.

If the entity was incorporated after January 1, 2023.

- Provide a single-page document that states, "The sponsoring entity was incorporated after January 1, 2023. No documents are being provided."

Family Educational Rights and Privacy Act Protected Material

16 pages have been withheld

PLEASE NOTE: Pages have been removed from the responsive material. These pages contain material that is protected by the Family Educational Rights and Privacy Act (FERPA). Information redacted could include items such as the student's name, names of family members, addresses, personal identifiers such as social security numbers, and personal characteristics or other information that make the student's identity easily traceable. If you have any questions or concerns regarding the redaction of this material, please contact the Open Records Office at PIR@tea.state.tx.us.

IRS Form 990, 990-N, 990-EZ

If the sponsoring entity has held tax-exempt status for more than one year.

- Provide the sponsoring entity's most recently filed (IRS) Form 990, Form 990-N, or Form 990-EZ. If a Form 990, 990-N, or 990-EZ is unavailable, provide a statement that explains why.

If the sponsoring entity does not have tax-exempt status or has held tax-exempt status for less than one year.

- Provide a single-page document that states, "The sponsoring entity does not have tax-exempt status or has held tax-exempt status for less than one year. No responsive documents are being provided."

990 FORM

UNDER SECTION 6103(a) OF THE U.S. CODE TITLE 26

26 PAGES HAVE BEEN WITHHELD

ATTACHMENT F3

Financial Plan Workbook

Complete the Financial Plan Workbook using this template. Once complete, applicants are instructed to submit this attachment as follows:

Electronic Submission
Submit the **entire** Financial Plan Workbook as an Excel file.

A reasonable planning estimate of **$7,233** per student in grades K–12 and **$3,617** per student in prekindergarten. These estimates account for a daily attendance rate of 85%, and should be used when planning and developing the budget.

Note: When using a school district as a baseline for the staff profile 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 award of a successful competitive charter application, and the continuation of funds from the United States Department of Education. **Pending applicant eligibility and availability of federal funds, the application provides for up to $900,000 in federal CSP funding.** The applicant must include and budget with these funds when completing the Financial Plan Workbook. In the notes section of each tab, please designate the allowable use of CSP funds in the appropriate row.

If awarded, funds 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 has been 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.

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 WHITE 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

Enrollment Tab

- **Enter information into the WHITE 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 WHITE 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 WHITE cells only. The numbers entered will automatically generate the percentage of students anticipated for that designation based on the total

TRANSPORATION Section

- Enter the anticipated transporation allotments for the specified programs.

Personnel Tab

- **Enter information into the WHITE 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.
- Column M - Enter any notes related to each position. **Notes must include the portion of the salary amount that will be paid from the CSP grant funds.**
- 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 WHITE 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 WHITE 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. ****Notes must include the amounts that will be paid from CSP grant funds.**

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.

1/16/2025 18:50

Frank Liu Jr. Academy for Music & Arts

NEW CHARTER SCHOOL APPLICATION FINANCIAL PLAN WORKBOOK

ENTER PROPOSED SCHOOL NAME

Lead Applicant Name:	Frank Liu Jr. Academy for Music & Arts	
Contact Email:	andrea.k.hauge@gmail.com	
Contact Phone:	202-459-3125	
Start-Up (Year 0) Fiscal Year End:	2026	*Enter the 4-digit year (XXXX)*
Year One Fiscal Year End:	2027	*Enter the 4-digit year (XXXX)*
Fiscal Year End Date:	August 31	*Select date*
Total School Year Minutes:	86,400	*Enter the number of minutes (e.g., 75,600)*

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Frank Liu Jr. Academy for Music & Arts

ESTIMATE OF STATE AID ENTITLEMENT INPUT

General Instructions and Notes

ENROLLMENT

	Year 1 2027	Year 2 2028	Year 3 2029	Year 4 2030	Year 5 2031
Pre-Kindergarten (Enter 1/2 of estimated enrollment per student. Pre-kindergarten is funded half day.)	-	22.0	22.0	22.0	22.0
Kindergarten	110	110	110	132	132
1st Grade	88	110	110	110	132
2nd Grade		88	110	110	110
3rd Grade			88	110	110
4th Grade				88	110
5th Grade					88
6th Grade					
7th Grade					
8th Grade					
9th Grade					
10th Grade					
11th Grade					
12th Grade					
Total Number of All Students Enrolled (Average Membership)	**198.0**	**330.0**	**440.0**	**572.0**	**704.0**
Average Daily Attendance (ADA) %	**90%**	**90%**	**90%**	**90%**	**90%**
Average Daily Attendance (ADA)	**178.200**	**297.000**	**396.000**	**514.800**	**633.600**
Percent change YOY		**66.67%**	**33.33%**	**30.00%**	**23.08%**

STUDENT POPULATION

Data for the following fiscal years must be based on reasonable estimates and projections.

Special Education Data: (TEC 48.102)	2027	EYS2027	2028	EYS 2028	2029	EYS 2029	2030	EYS 2030	2031	EYS 2031
Number Enrolled in Homebound										
Number Enrolled in Hospital Class										
Number Enrolled in Speech Therapy	7.0		11.0		15.0		19.0		23.0	
Number Enrolled in Resource Room	4.0		7.0		9.0		12.0		16.0	
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	7.0		12.0		16.0		21.0		25.0	
Special Education Student Count (SPED)	**18.00**	-	**30.00**	-	**40.00**	-	**52.00**	-	**64.00**	-
Special Education Student Count %	**9.09%**		**9.09%**		**9.09%**		**9.09%**		**9.09%**	
Percent change YOY			**66.67%**	**0.00%**	**33.33%**	**0.00%**	**30.00%**	**0.00%**	**23.08%**	**0.00%**

Career and Technology Education (CTE) Data: (TEC 48.106) (Grades 7 through 12 only)	2027	Advanced C&T, P-TECH, New Tech Network 2027	2028	Advanced C&T, P-TECH, New Tech Network 2028	2029	Advanced C&T, P-TECH, New Tech Network 2029	2030	Advanced C&T, P-TECH, New Tech Network 2030	2031	Advanced C&T, P-TECH, New Tech Network 2031
Not Approved Program of Study CTE - Tier 1 Funding at 1.1										
Number Enrolled in One Contact Hour (V1)										
Number Enrolled in Two Contact Hour (V2)										
Number Enrolled in Three Contact Hour (V3)										
CTE Tier 1 Total Enrolled	-		-		-		-		-	
Approved Program of Study CTE - Tier 2 Funding at 1.28										
Number Enrolled in One Contact Hour (V1)										
Number Enrolled in Two Contact Hour (V2)										
Number Enrolled in Three Contact Hour (V3)										
CTE Tier 2 Total Enrolled	-		-		-		-		-	
Approved Program of Study CTE - Tier 3 Funding at 1.47										
Number Enrolled in One Contact Hour (V1)										

		C	D	E	F	G	H	I	J	K	L
Number Enrolled in Two Contact Hour (V2)											
Number Enrolled in Three Contact Hour (V3)											
CTE Tier 3 Total Enrolled	-		-		-		-		-		
Career & Technology Students Enrollment All Tiers	-		-		-		-		-		
% of Career & Technology Students											
Percent change YOY			0.00%		0.00%		0.00%		0.00%		
Advanced Career and Technology Education											
Number enrolled in a campus designated as a P-TECH school											
Number enrolled in a that is a member of the New Tech Network											
Total Advanced CTE Enrollment		**0**		**0**		**0**		**0**		**0**

Dyslexia, Pregnancy Related, & Bilingual/ESL Data: (TEC 48.103, 48.104(a), 48.105)	Data for the following fiscal years must be based on reasonable estimates and projections.				
	2027	**2028**	**2029**	**2030**	**2031**
Number of Dyslexia & Related Disorder Students					
Number Dyslexia Students Enrollment Special Education	2.0	3.0	4.0	5.0	6.0
Number Dyslexia Students Enrollment Non-Special Education	3.0	5.0	7.0	9.0	12.0
Total Dyslexia Student Enrollment	**5.0**	**8.0**	**11.0**	**14.0**	**18.0**
% of Dyslexia Students Enrolled	**2.53%**	**2.42%**	**2.50%**	**2.45%**	**2.56%**
Percent change YOY		**60.00%**	**37.50%**	**27.27%**	**28.57%**
Number of Pregnancy Related Students					
% of Pregnancy Related Students Enrolled					
Percent change YOY		**0.00%**	**0.00%**	**0.00%**	**0.00%**
Number of Students Enrolled in Bilingual/ESL	79.0	132.0	176.0	229.0	282.0
Number of Students Enrolled in Bilingual Dual Language One-way/Two-way					
Number of Students Enrolled in Bilingual Non EB Dual Language Two-way					
Total Number of Students Enrolled in Bilingual	**79.0**	**132.0**	**176.0**	**229.0**	**282.0**
% of Students Enrolled in Bilingual	**39.90%**	**40.00%**	**40.00%**	**40.03%**	**40.06%**
Percent change YOY		**67.09%**	**33.33%**	**30.11%**	**23.14%**

Special Education Error Check					
Career and Technology Error Check					

Compensatory Education (TEC 48.104)	**2027**	**2028**	**2029**	**2030**	**2031**
Number of educationally disadvantaged students residing in an economically disadvantaged census block group	168	281	374	486	598
% of Compensatory Education Students Enrolled	**84.85%**	**85.15%**	**85.00%**	**84.97%**	**84.94%**
Percent change YOY		**67.26%**	**33.10%**	**29.95%**	**23.05%**

Early Education (TEC 48.108)	**2027**	**2028**	**2029**	**2030**	**2031**
Number of Students, Kindergarten through 3rd grade, educationally disadvantaged or special language	168	262	355	393	411
% of Early Education K-3 Students	**84.85%**	**79.39%**	**80.68%**	**68.71%**	**58.38%**
Percent change YOY		**55.95%**	**35.50%**	**10.70%**	**4.58%**

Gifted and Talented (TEC 48.109)	**2027**	**2028**	**2029**	**2030**	**2031**
Number Gifted and Talented Students Enrolled	28	46	62	80	99
Enrollment Cap for Funding	10	17	22	29	35
% of Gifted and Talented Students Enrolled	**14.14%**	**13.94%**	**14.09%**	**13.99%**	**14.06%**
Percent change YOY		**64.29%**	**34.78%**	**29.03%**	**23.75%**

TRANSPORTATION (TEC 48.151)	**2027**	**2028**	**2029**	**2030**	**2031**
Regular Program Transportation Allotment	$38,016	$67,584	$88,704	$114,048	$139,392
Private Transportation Allotment					
Special Education Program Transportation Allotment					
Career and Technology Program Transportation Allotment					
Transportation Total	**$38,016**	**$67,584**	**$88,704**	**$114,048**	**$139,392**

	A	B	C	D	E	F	G	H	I	J	K	L	M
117		Percent change YOY		**77.78%**	**31.25%**	**28.57%**	**22.22%**						
118													
119													

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Frank Liu Jr. Academy for Music & Arts

PERSONNEL

Position Description	Position Category (Categories align with the categories on the Five Year Budget)	Year Count	Number of FTEs						Notes	Total of Salaries					
			Start-Up Year 0	Year 1	Year 2	Year 3	Year 4	Year 5		Start-Up Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
		FYE	2026	2027	2028	2029	2030	2031		2026	2027	2028	2029	2030	2031
		Starting Salary	# of FTEs	# of FTEs	# of FTEs	# of FTEs	# of FTEs	# of FTEs		0.0000%	0.0000%	1.5000%	1.5000%	1.5000%	1.5000%
										Yearly Raise %					
Superintendent	Executive Management	$ 150,000	1.0	1.0	1.0	1.0	1.0	1.0	Superintendent teaches 5	$ 150,000	$ 150,000	$ 152,250	$ 154,534	$ 156,852	$ 159,205
Principal	Instructional Management	$ 95,000	0.0	0.0	0.0	0.0	0.0	1.0	Principal teaches 5 periods	$ -	$ -	$ -	$ -	$ -	$ 100,830
Director of Academics	Instructional Management	$ 85,000	0.5	1.0	1.0	1.0	1.0	1.0	Dir. of Academics teaches 5	$ 42,500	$ 85,000	$ 86,275	$ 87,569	$ 88,883	$ 90,216
Director of Music & Arts	Instructional Management	$ 85,000	0.5	1.0	1.0	1.0	1.0	1.0	Dir. of M&A teaches 5 periods	$ 42,500	$ 85,000	$ 86,275	$ 87,569	$ 88,883	$ 90,216
Special Populations Coordinator	Deans, Directors & Coordinators	$ 75,000	0.3	1.0	1.0	1.0	1.0	1.0		$ 22,500	$ 75,000	$ 76,125	$ 77,267	$ 78,426	$ 79,602
PEIMS Manager	Administrative Staff	$ 55,000	0.1	1.0	1.0	1.0	1.0	1.0		$ 5,500	$ 55,000	$ 55,825	$ 56,662	$ 57,512	$ 58,375
Office Manager	Administrative Staff	$ 40,000	0.0	0.0	0.0	0.5	1.0	1.0		$ -	$ -	$ -	$ 20,605	$ 41,827	$ 42,455
Literacy Specialists	Other - Instructional	$ 65,000	0.0	1.0	1.5	2.0	2.5	3.0		$ -	$ 65,000	$ 98,963	$ 133,929	$ 169,923	$ 206,966
EB Specialists	Other - Instructional	$ 65,000	0.0	1.0	2.0	2.5	3.0	3.5		$ -	$ 65,000	$ 131,950	$ 167,412	$ 203,907	$ 241,460
Teachers	Teachers - Regular	$ 60,000	0.0	9.0	16.0	21.0	27.0	33.0	Homeroom teachers teach one	$ -	$ 540,000	$ 974,400	$ 1,298,084	$ 1,693,999	$ 2,101,500
Music Teachers	Specialty Teachers	$ 55,000	0.0	4.5	6.5	8.5	11.0	13.0		$ -	$ 247,500	$ 362,863	$ 481,630	$ 632,635	$ 758,875
SPED Teachers	Teachers - SPED	$ 65,000	0.0	1.0	2.0	3.0	5.0	6.0	ratio of 9/10 students per SPED	$ -	$ 65,000	$ 131,950	$ 200,894	$ 339,845	$ 413,932
Spanish Teachers	Specialty Teachers	$ 60,000	0.0	0.0	0.0	0.0	0.0	0.0		$ -	$ -	$ -	$ -	$ -	$ -
PE teachers	Specialty Teachers	$ 50,000	0.0	0.0	0.0	0.0	0.0	0.5		$ -	$ -	$ -	$ -	$ -	$ 26,534
Communities In Schools Staff	Therapists & Counselors	$ 66,000	0.0	1.0	1.0	1.0	1.0	1.0		$ -	$ 66,000	$ 66,990	$ 67,995	$ 69,015	$ 70,050
Paraprofessionals	Teaching Assistants	$ 30,000	0.0	3.0	7.0	9.0	11.0	13.0	Large jump due to the	$ -	$ 90,000	$ 213,150	$ 278,161	$ 345,074	$ 413,932
Substitutes	Substitute Teachers	$ 36,540	0.0	0.2	0.2	0.3	0.4	0.4		$ -	$ 5,481	$ 7,418	$ 9,411	$ 13,373	$ 15,513
Custodian	Custodian	$ 35,000	0.1	0.5	0.9	1.2	1.5	1.8		$ 3,500	$ 17,500	$ 31,973	$ 43,269	$ 54,898	$ 66,866
Security	Security	$ 55,000	0.1	1.0	1.0	1.2	1.5	1.8		$ 5,500	$ 55,000	$ 55,825	$ 67,995	$ 86,268	$ 105,075
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Total		**$ 1,227,540**	**2.6**	**27.2**	**43.1**	**55.2**	**69.9**	**84.0**		**$ 272,000**	**$ 1,666,481**	**$ 2,532,230**	**$ 3,232,985**	**$ 4,121,321**	**$ 5,041,600**

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Frank Liu Jr. Academy for Music & Arts

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 *include in the notes the amounts from the CSP grant	Notes and Descriptions of Assumptions for Year1 through Year 5 *include in the notes the amounts from the CSP grant
	2026	2027	2026	2027	2028	2029	2030	2031		
			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		2,110,855			66.67%	33.33%	30.00%	23.08%		Based upon Percent Change YOY Enrollment tab,
FEDERAL REVENUES										
Charter School Program (CSP) Start-Up Grant	900,000				0.00%	0.00%	0.00%	0.00%	Assumes $900K CSP grant	
Other Federal Revenues		251,154			66.85%	33.27%	29.99%	23.07%		Title I - $400*168 ($67,200), Title II - $25*168 ($4,200), Title III - $150*79 ($11,850), IDEA-B - $826*18 ($14,686) and SBP/NSLP Revenue: (0.9 x 0.9 x 0.85 x 198 x 180) x (0.798 x ($2.37 + $4.43) + 0.076 x ($2.07 + $4.03)) + (0.9x 0.85 x 0.041 x 198 x 180) x ($0.39 + $ 0.42). 90% Participation in SBP/NSLP, 90% ADA, 85% economically disadvantaged, 198 Student enrollment Year 1, 180 Total instructional days, 79.8/7.6% eligible for free/reduced-price meals, 4.1% eligible for paid meals, $2.37/$2.07 SBP reimbursement rate for free/reduced-price meals $4.43/$4.03 NSLP reimbursement rate for free/reduced-price meals, and $0.39/$0.42 SBP/NSLP reimbursement rate for paid meals
TOTAL FEDERAL REVENUES	900,000	251,154								
TOTAL LOCAL & OTHER REVENUES	4,990,000	1,200,000			183.33%	13.24%	-57.14%	-15.15%	Draws on $4.99M from Frank Liu Jr. Foundation	Draws on $1.2M from Frank Liu Jr. Foundation in Year 1, draws on $3.4M from the Foundation in year 2 and $3.85M in year 3 largely to pay for the phase 2 build out, draws on $1.65M in year 4 and $1.4M in year 5 from the Foundation. Total draws at $16.49M in years 0-5 against an already pledged $18M and further supported by the Board's commitment and ability to raise $2.5M annually as well as likely New Market Tax Credits totaling an estimated $3-3.5M.
TOTAL REVENUE	**$ 5,890,000**	**$ 3,562,009**								
EXPENSES										
ADMINISTRATIVE STAFF PERSONNEL COSTS										
Executive Management	150,000	150,000							Includes $150K in the CSP grant	Salaries projected based on local charter school comparables
Instructional Management	85,000	170,000							Includes $85K in the CSP grant	Salaries projected based on local charter school comparables
Deans, Directors & Coordinators	22,500	75,000							Include $22.5K in the CSP grant	Salaries projected based on local charter school comparables
CFO / Director of Finance	-	-								
Operation / Business Manager	-	-								
Administrative Staff	5,500	55,000								Salaries projected based on local charter school comparables
Other - Administrative	-	-								
TOTAL ADMINISTRATIVE STAFF PERSONNEL COSTS	**$ 263,000**	**$ 450,000**								
INSTRUCTIONAL PERSONNEL COSTS										
Teachers - Regular	-	540,000								Includes $20,769 the CSP grant. Salaries projected based on local charter school comparables
Teachers - SPED	-	65,000								Includes $5,000 the CSP grant. Salaries projected based on local charter school comparables

Frank Liu Jr. Academy for Music & Arts

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 *include in the notes the amounts from the CSP grant	Notes and Descriptions of Assumptions for Year1 through Year 5 *include in the notes the amounts from the CSP grant
	2026	2027	2026	2027	2028	2029	2030	2031		
Substitute Teachers	-	5,481								
Teaching Assistants	-	90,000								Includes $3,462 the CSP grant. Salaries projected based on local charter school comparables
Specialty Teachers	-	247,500								Includes $9,519 the CSP grant. Salaries projected based on local charter school comparables
Aides	-	-								
Therapists & Counselors	-	66,000								
Other - Instructional	-	130,000								
TOTAL INSTRUCTIONAL PERSONNEL COSTS	**$ -**	**$ 1,143,981**								
NON-INSTRUCTIONAL PERSONNEL COSTS										
Nurse	-	-								
Librarian	-	-								
Custodian	3,500	17,500								Salaries projected based on local charter school comparables
Security	5,500	55,000								Salaries projected based on local charter school comparables
Other - Non-Instructional	-	-								
TOTAL NON-INSTRUCTIONAL PERSONNEL COSTS	**$ 9,000**	**$ 72,500**								
TOTAL PERSONNEL EXPENSES	**$ 272,000**	**$ 1,666,481**								
			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	-	-	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	Pursuant to the State of Texas Section 218 Agreement, FLAMA will opt-out of participation in Social Security	Pursuant to the State of Texas Section 218 Agreement, FLAMA will opt-out of participation in Social Security
Medicare	3,944	24,164	1.45%	1.45%	1.45%	1.45%	1.45%	1.45%	https://www.ssa.gov/OACT/ProgData/taxRates.html	https://www.ssa.gov/OACT/ProgData/taxRates.html
State Unemployment	136	833	0.05%	0.05%	0.05%	0.05%	0.05%	0.05%		
Worker's Compensation Insurance	1,251	7,666	0.46%	0.46%	0.46%	0.46%	0.46%	0.46%	https://www.nasi.org/wp-content/uploads/2022/11/2022-Workers-Compensation-Report-2020-Data.pdf	https://www.nasi.org/wp-content/uploads/2022/11/2022-Workers-Compensation-Report-2020-Data.pdf
TRS contribution	5,440	33,330	2.00%	2.00%	2.00%	2.00%	2.00%	2.00%	https://www.trs.texas.gov/Pages/re_contribution_rates.aspx	https://www.trs.texas.gov/Pages/re_contribution_rates.aspx
Reporting Entity TRS-Care Contribution	2,040	12,499	0.75%	0.75%	0.75%	0.75%	0.75%	0.75%	https://www.trs.texas.gov/Pages/re_contribution_rates.aspx	https://www.trs.texas.gov/Pages/re_contribution_rates.aspx
Health Insurance	24,480	149,983	9.00%	9.00%	9.00%	9.00%	9.00%	9.00%	Estimate based on local charter school spending	Estimate based on local charter school spending
Dental Insurance	4,080	24,997	1.50%	1.50%	1.50%	1.50%	1.50%	1.50%	Estimate based on local charter school spending	Estimate based on local charter school spending
Vision Insurance	1,360	8,332	0.50%	0.50%	0.50%	0.50%	0.50%	0.50%	Estimate based on local charter school spending	Estimate based on local charter school spending
Life Insurance	3,400	20,831	1.25%	1.25%	1.25%	1.25%	1.25%	1.25%	Estimate based on local charter school spending	Estimate based on local charter school spending
Retirement Contribution	-	-	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	Included in TRS	Included in TRS
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	**$ 46,131**	**$ 282,635**								
TOTAL PERSONNEL, TAX & BENEFIT EXPENSES	**$ 318,131**	**$ 1,949,116**								
			Enter the % change below for which the amount entered in column F should change each year.							
CONTRACTED SERVICES										
Accounting / Audit	4,000	45,000			3.00%	3.00%	3.00%	3.00%	Estimate for start-up year accounting and audit	Estimate for full accounting and audit support
Legal	8,000	20,000			10.00%	10.00%	10.00%	10.00%	Estimate based on local charter school spending	Estimate based on local charter school spending
Management Company Fee	-	-			0.00%	0.00%	0.00%	0.00%	NA	NA
Nurse Services		48,000			0.00%	0.00%	0.00%	0.00%	NA	$250/day
Food Service / School Lunch		247,104			77.78%	31.25%	28.57%	22.22%	NA	$6.50/day per student for all students and grown based on actual enrollment
Payroll Services		9,900			77.78%	31.25%	28.57%	22.22%		Back office, SIS services $50/student annually from ESC20/Ascender

Frank Liu Jr. Academy for Music & Arts

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 *include in the notes the amounts from the CSP grant	Notes and Descriptions of Assumptions for Year1 through Year 5 *include in the notes the amounts from the CSP grant
	2026	2027	2026	2027	2028	2029	2030	2031		
Special Ed Services		18,000			77.78%	31.25%	28.57%	22.22%	SPED consulting	$1,000 SPED-related services per student annually
Titlement Services (i.e. Title I)					0.00%	0.00%	0.00%	0.00%	NA	Not contracted out
Bus Charter	-	101,829			77.78%	31.25%	28.57%	22.22%	NA	56 students per bus, 3 bus routes, 2 hrs per bus daily, cost of $150/hr, 50% ridership so calc is ((enrollment*50%)/56)*2*150*192 days
	-	-			0.00%	0.00%	0.00%	0.00%		
	-	-			0.00%	0.00%	0.00%	0.00%		
TOTAL	**$ 12,000**	**$ 489,833**								
SCHOOL OPERATIONS										
Board Expenses	500	1,500			0.00%	0.00%	0.00%	0.00%	Board members will cover majority of board expenses	Board members will cover majority of board expenses
Classroom / Teaching Supplies & Materials	7,088	788			1411.11%	27.94%	27.59%	20.72%	Making some of these Year 1 needs in Year 0. $7,088 included in CSP grant.	$350/teacher.
Special Ed Supplies & Materials	6,480	720			1677.78%	31.25%	28.57%	22.22%	Making some of these Year 1 needs in Year 0. $6,480 included in CSP grant.	$400/SPED student.
Textbooks / Workbooks	17,820	1,980			1677.78%	31.25%	28.57%	22.22%	Making some of these Year 1 needs in Year 0. $17,820 included in CSP grant.	$100/student as will leverage online curricula.
Supplies & Materials other	2,500	7,500			85.19%	15.63%	14.29%	11.11%	$2.5K of Year 1 supplies purchased in Year 0. $2.5K included in CSP grant,	$10,000 annually grown at 50% of student enrollment
Equipment / Furniture	226,538	7,920			316.67%	20.00%	0.00%	0.00%	$400/student with 90% spent in year 0 plus and additional $155.3K at launch. $226,538included in the CSP grant.	$400/student in yr 1 (w/ 90% spent in year 0), $300/student thereafter with growth reflecting shift to Year 0 spend; assumes E&F purchases largely complete in Yr 3 with 1/3 of Yr 3 costs carried fwrd as repair/replacement.
Telephone	1,000	5,000			0.00%	0.00%	0.00%	0.00%	$1K included in CSP grant	Assumes e-rate
Technology	100,665	10,785			725.22%	11.40%	25.01%	13.80%	$475/student ($350 Chromebook + additional tech) & $600/staff member excluding substitutes, custodial and security. $100,665 included in the CSP grant.	$475/student ($350 Chromebook + additional tech) & $600/staff member excluding substitutes, custodial and security
Student Testing & Assessment	-	19,800			77.78%	31.25%	28.57%	22.22%	NA	$100/student (NWEA MAP + others)
Field Trips	-	530			77.78%	31.25%	28.57%	22.22%	NA	Bus for field trips grown at student enrollment rate
Transportation (student)	-	7,200			66.67%	33.33%	30.00%	23.08%	NA	$500/month per SPED student assuming 8% need special bus service. This is additional funding to that which is already included in bus charter (see bus charter in line 89 for additional transport funding)
Student Services - other	4,500	4,500			255.56%	31.25%	28.57%	22.22%	Uniforms purchased in advance of school year	Uniform support and other as needed, grown at enrollment rate
Office Expense	2,000	14,850			77.78%	31.25%	28.57%	22.22%		$75/student
Staff Development	106,993	107			99433.15%	-5.80%	-2.43%	-1.02%	Year 1 PD largely paid in advance in Year 0. Also includes PEIMS training. $102,435 included in the CSP grant.	Year 1 PD largely paid in advance in Year 0, declines as 3 year PD programs decline in cost annually
Staff Recruitment	95,250	8,050			-21.74%	-11.11%	0.00%	6.25%	Superintendent: $500 plus 25% of first-year compensation. Directors: $500 plus 20% of first-year compensation. Plus $350/hire including applicant tracking system. $95,250 included in CSP grant.	$350/hire including applicant tracking system
Student Recruitment / Marketing	11,138	3,713			-11.11%	0.00%	0.00%	0.00%	$75/enrolled student + substantial volunteer team. Costs to recruit Year 1 students largely accounted for in Year 0. $8,138 included in CSP grant.	$75/enrolled student + substantial volunteer team
School Meals / Lunch	-	-			0.00%	0.00%	0.00%	0.00%	NA	Accounted for in line 85
Travel (Staff)	1,500	3,000			0.00%	0.00%	0.00%	0.00%	Minimal travel expenses assumed. $1,500 included in CSP grant.	PD will be on site, minimal costs for leadership team assumed
Fundraising	-	40,000			0.00%	0.00%	0.00%	0.00%	NA	Board will hire a grantwriter to work on 4 grants a year at $10K each

Frank Liu Jr. Academy for Music & Arts

REVENUE AND EXPENSE ASSUMPTIONS

	BUDGET		ASSUMPTIONS						Notes and Descriptions of Assumptions for Start-Up Year	Notes and Descriptions of Assumptions for Year1 through Year 5
	Start-Up Year 0	Year 1	Start-Up Year 0	Year 1	Year 2	Year 3	Year 4	Year 5	*include in the notes the amounts from the CSP grant	*include in the notes the amounts from the CSP grant
	2026	2027	2026	2027	2028	2029	2030	2031		
After School Program	-	59,400			77.78%	31.25%	28.57%	22.22%	NA	$500/student assumes 60% participation and flat-rate contracts + volunteer organizations. COLA applied thereafter. Tutoring, extracurriculars, instrument practice, etc.
Student Information Management System	19,800	19,800			255.56%	31.25%	28.57%	22.22%	Included in ESC20/Ascender in line 86 + DecisionEd @ $200/student half of year 1 accounted for in year 0	Included in ESC20/Ascender in line 86 + DecisionEd @ $200/student half of year 1 accounted for in year 0
Musical instruments	4,999	1			499900.00%	0.00%	0.00%	0.00%	Year 1 instruments largely puchased in Year 0. $4,999 included in the CSP grant.	Instrument maintenance and additional instruments. $1 included in CSP grant.
TOTAL SCHOOL OPERATIONS	**$ 608,770**	**$ 217,143**								
FACILITY OPERATION & MAINTENANCE										
Insurance	-	-			0.00%	0.00%	0.00%	0.00%		Included in NNN under the lease (line 127)
Janitorial Services	-	-			0.00%	0.00%	0.00%	0.00%		Custodian on staff, supplies included in line 101
Building and Land Rent / Lease	22,917	252,083			196.31%	66.27%	0.00%	-12.39%	$22,916 included in CSP grant	$7 rent + $4 NNN/sqft. Sq ft increase from 25K to 70K; 50% of Phase 2 rennovation financed; asociated cost reflected in rent. Assumes 7% rate w/ 25-yr amort for yrs 2&3, with refinancing at more favorable terms under TPSF at 4% with 30-yr amort.
Repairs & Maintenance	-	-			0.00%	0.00%	0.00%	0.00%		Included in NNN under the least (line 127)
Security Services	-	-			0.00%	0.00%	0.00%	0.00%		Balistic film and panic buttons done by contractor
Utilities	-	75,000			0.00%	180.00%	0.00%	0.00%		$3/sq ft annually. Estimate based on actual charter school spend per a superintendent asked directly
Internet	-	5,000			0.00%	0.00%	0.00%	0.00%		Assumes e-rate funding, cost for start-up year attributed to year 1
	-	5,000			0.00%	0.00%	0.00%	0.00%		
Tenant Improvement	4,500,000	500,000			300.00%	0.00%	-100.00%		$200/sq ft for phase one 25,000 sq ft	$200/sq ft for phase two additional 35,000 sq ft in Year 3
TOTAL FACILITY OPERATION & MAINTENANCE	**$ 4,522,917**	**$ 837,083**								
RESERVES / CONTIGENCIES	-	-			0.00%	0.00%	0.00%	0.00%		
TOTAL EXPENSES	**$ 5,461,818**	**$ 3,493,175**								
NET OPERATING INCOME (before Depreciation)	**$ 428,182**	**$ 68,834**								
DEPRECIATION & AMORTIZATION					0.00%	0.00%	0.00%	0.00%		
NET OPERATING INCOME (including Depreciation)	**$ 428,182**	**$ 68,834**								

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Frank Liu Jr. Academy for Music & Arts

PROJECTED BUDGET / OPERATING PLAN

	Start-Up Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
	2026	2027	2028	2029	2030	2031
SUMMARY						
Total Revenue	**5,890,000**	**3,562,009**	**7,337,223**	**9,099,228**	**8,473,939**	**9,798,838**
Total Expenses	**5,461,818**	**3,493,175**	**7,212,960**	**8,989,407**	**8,430,588**	**9,749,181**
Net Operating Income (before Depreciation)	**428,182**	**68,834**	**124,263**	**109,821**	**43,351**	**49,657**
Revenue Per Pupil		17,989.94	22,234.01	20,680.06	14,814.58	13,918.80
Expenses Per Pupil		17,642.30	21,857.45	20,430.47	14,738.79	13,848.27
REVENUE						
TOTAL STATE REVENUES		2,110,855	3,518,162	4,690,765	6,097,995	7,505,412
FEDERAL REVENUES						
Charter School Program (CSP) Start-Up Grant	900,000	-	-	-	-	-
Other Federal Revenues	-	251,154	419,061	558,462	725,944	893,426
TOTAL FEDERAL REVENUES	900,000	251,154	419,061	558,462	725,944	893,426
TOTAL LOCAL & OTHER REVENUES	$ 4,990,000	1,200,000	3,400,000	3,850,000	1,650,000	1,400,000
TOTAL REVENUE	**$ 5,890,000**	**$ 3,562,009**	**$ 7,337,223**	**$ 9,099,228**	**$ 8,473,939**	**$ 9,798,838**
EXPENSES						
ADMINISTRATIVE STAFF PERSONNEL COSTS						
Executive Management	150,000	150,000	152,250	154,534	156,852	159,205
Instructional Management	85,000	170,000	172,550	175,138	177,765	281,261
Deans, Directors & Coordinators	22,500	75,000	76,125	77,267	78,426	79,602
CFO / Director of Finance	-	-	-	-	-	-
Operation / Business Manager	-	-	-	-	-	-
Administrative Staff	5,500	55,000	55,825	77,267	99,339	100,830
Other - Administrative	-	-	-	-	-	-
TOTAL ADMINISTRATIVE STAFF PERSONNEL COSTS	**$ 263,000**	**$ 450,000**	**$ 456,750**	**$ 484,206**	**$ 512,382**	**$ 620,898**
INSTRUCTIONAL PERSONNEL COSTS						
Teachers - Regular	-	540,000	974,400	1,298,084	1,693,999	2,101,500

	Start-Up Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
	2026	2027	2028	2029	2030	2031
Teachers - SPED	-	65,000	131,950	200,894	339,845	413,932
Substitute Teachers	-	5,481	7,418	9,411	13,373	15,513
Teaching Assistants	-	90,000	213,150	278,161	345,074	413,932
Specialty Teachers	-	247,500	362,863	481,630	632,635	785,409
Aides	-	-	-	-	-	-
Therapists & Counselors	-	66,000	66,990	67,995	69,015	70,050
Other - Instructional	-	130,000	230,913	301,341	373,830	448,426
TOTAL INSTRUCTIONAL PERSONNEL COSTS	**$ -**	**$ 1,143,981**	**$ 1,987,683**	**$ 2,637,515**	**$ 3,467,772**	**$ 4,248,761**
NON-INSTRUCTIONAL PERSONNEL COSTS						
Nurse	-	-	-	-	-	-
Librarian	-	-	-	-	-	-
Custodian	3,500	17,500	31,973	43,269	54,898	66,866
Security	5,500	55,000	55,825	67,995	86,268	105,075
Other - Non-Instructional	-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL PERSONNEL COSTS	**$ 9,000**	**$ 72,500**	**$ 87,798**	**$ 111,264**	**$ 141,167**	**$ 171,941**
TOTAL PERSONNEL EXPENSES	**$ 272,000**	**$ 1,666,481**	**$ 2,532,230**	**$ 3,232,985**	**$ 4,121,321**	**$ 5,041,600**
PAYROLL TAXES AND BENEFITS						
Social Security	-	-	-	-	-	-
Medicare	3,944	24,164	36,717	46,878	59,759	73,103
State Unemployment	136	833	1,266	1,616	2,061	2,521
Worker's Compensation Insurance	1,251	7,666	11,648	14,872	18,958	23,191
TRS contribution	5,440	33,330	50,645	64,660	82,426	100,832
Reporting Entity TRS-Care Contribution	2,040	12,499	18,992	24,247	30,910	37,812
Health Insurance	24,480	149,983	227,901	290,969	370,919	453,744
Dental Insurance	4,080	24,997	37,983	48,495	61,820	75,624
Vision Insurance	1,360	8,332	12,661	16,165	20,607	25,208
Life Insurance	3,400	20,831	31,653	40,412	51,517	63,020
Retirement Contribution	-	-	-	-	-	-
Custom Fringe #1	-	-	-	-	-	-
Custom Fringe #2	-	-	-	-	-	-
TOTAL PAYROLL TAXES AND BENEFITS	**$ 46,131**	**$ 282,635**	**$ 429,466**	**$ 548,314**	**$ 698,976**	**$ 855,055**
TOTAL PERSONNEL, TAX & BENEFIT EXPENSES	**$ 318,131**	**$ 1,949,116**	**$ 2,961,696**	**$ 3,781,299**	**$ 4,820,297**	**$ 5,896,655**
CONTRACTED SERVICES						
Accounting / Audit	4,000	45,000	46,350	47,741	49,173	50,648

	Start-Up Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
	2026	2027	2028	2029	2030	2031
Legal	8,000	20,000	22,000	24,200	26,620	29,282
Management Company Fee	-	-	-	-	-	-
Nurse Services	-	48,000	48,000	48,000	48,000	48,000
Food Service / School Lunch	-	247,104	439,296	576,576	741,312	906,048
Payroll Services	-	9,900	17,600	23,100	29,700	36,300
Special Ed Services	-	18,000	32,000	42,000	54,000	66,000
Titlement Services (i.e. Title I)	-	-	-	-	-	-
Bus Charter	-	101,829	181,029	237,600	305,486	373,371
-	-	-	-	-	-	-
-	-	-	-	-	-	-
TOTAL	**$ 12,000**	**$ 489,833**	**$ 786,275**	**$ 999,217**	**$ 1,254,290**	**$ 1,509,649**

SCHOOL OPERATIONS

Board Expenses	500	1,500	1,500	1,500	1,500	1,500
Classroom / Teaching Supplies & Materials	7,088	788	11,900	15,225	19,425	23,450
Special Ed Supplies & Materials	6,480	720	12,800	16,800	21,600	26,400
Textbooks / Workbooks	17,820	1,980	35,200	46,200	59,400	72,600
Supplies & Materials other	2,500	7,500	13,889	16,059	18,353	20,392
Equipment / Furniture	226,538	7,920	33,000	39,600	39,600	39,600
Telephone	1,000	5,000	5,000	5,000	5,000	5,000
Technology	100,665	10,785	89,000	99,150	123,950	141,050
Student Testing & Assessment	-	19,800	35,200	46,200	59,400	72,600
Field Trips	-	530	942	1,237	1,590	1,943
Transportation (student)	-	7,200	12,000	16,000	20,800	25,600
Student Services - other	4,500	4,500	16,000	21,000	27,000	33,000
Office Expense	2,000	14,850	26,400	34,650	44,550	54,450
Staff Development	106,993	107	106,600	100,413	97,975	96,975
Staff Recruitment	95,250	8,050	6,300	5,600	5,600	5,950
Student Recruitment / Marketing	11,138	3,713	3,300	3,300	3,300	3,300
School Meals / Lunch	-	-	-	-	-	-
Travel (Staff)	1,500	3,000	3,000	3,000	3,000	3,000
Fundraising	-	40,000	40,000	40,000	40,000	40,000
After School Program	-	59,400	105,600	138,600	178,200	217,800
Student Information Management System	19,800	19,800	70,400	92,400	118,800	145,200
Musical instruments	4,999	1	5,000	5,000	5,000	5,000

	Start-Up Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
	2026	2027	2028	2029	2030	2031
TOTAL SCHOOL OPERATIONS	**$ 608,770**	**$ 217,143**	**$ 633,031**	**$ 746,933**	**$ 894,043**	**$ 1,034,811**
FACILITY OPERATION & MAINTENANCE						
Insurance	-	-	-	-	-	-
Janitorial Services	-	-	-	-	-	-
Building and Land Rent / Lease	22,917	252,083	746,958	1,241,958	1,241,958	1,088,066
Repairs & Maintenance	-	-	-	-	-	-
Security Services	-	-	-	-	-	-
Utilities	-	75,000	75,000	210,000	210,000	210,000
Internet	-	5,000	5,000	5,000	5,000	5,000
	-	5,000	5,000	5,000	5,000	5,000
Tenant Improvement	4,500,000	500,000	2,000,000	2,000,000	-	-
TOTAL FACILITY OPERATION & MAINTENANCE	**$ 4,522,917**	**$ 837,083**	**$ 2,831,958**	**$ 3,461,958**	**$ 1,461,958**	**$ 1,308,066**
RESERVES / CONTIGENCIES	-	-	-	-	-	-
TOTAL EXPENSES	**$ 5,461,818**	**$ 3,493,175**	**$ 7,212,960**	**$ 8,989,407**	**$ 8,430,588**	**$ 9,749,181**
NET OPERATING INCOME (before Depreciation)	**$ 428,182**	**$ 68,834**	**$ 124,263**	**$ 109,821**	**$ 43,351**	**$ 49,657**
DEPRECIATION & AMORTIZATION	-	-	-	-	-	-
NET OPERATING INCOME (including Depreciation)	**$ 428,182**	**$ 68,834**	**$ 124,263**	**$ 109,821**	**$ 43,351**	**$ 49,657**

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Frank Liu Jr. Academy for Music & Arts

ESTIMATE OF STATE AID ENTITLEMENT

Summary of Finance Description	Weight or Rate	
Refined Average Daily Attendance (ADA)		178.200
SPECIAL EDUCATION FTE		
Homebound (Code 01)	5.0	0.000
Hospital Class (Code 02)	3.0	0.000
Speech Therapy (Code 00)	5.0	0.263
Resource Room (Code 41& 42)	3.0	1.715
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		1.978
Total Special Education Weighted FTE		6.459
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	1.15	6.300
Career & Technology FTEs Tier 1	1.10	0.000
Career & Technology FTEs Tier 2	1.28	0.000
Career & Technology FTEs Tier 3	1.47	0.000
Total Career & Technology FTEs (Tier 1 - 3)		0.000
Advanced Career & Technology Education Count for P-Tech & New Tech Network ADA	$ 50	0.000
Regular Program ADA		176.222
Gifted and Talented Enrollment	0.07	10
Dyslexia & Related Disorders SPED & Non-SPED Enrollment	0.10	5
Early Education ADA	0.10	151.200
State Compensatory Education Enrollment	0.25	168
Pregnancy Related FTEs	2.41	0.000
Bilingual LEP ADA	0.10	71.100
Bilingual LEP Dual Language One-Way, Two-Way ADA	0.15	0.000
Bilingual Non LEP Dual Language One-Way, Two-Way ADA	0.05	0.000
Total Weighted Average Daily Attendance (WADA)		287.135
State Average Funding Components		
Per Capita Rate		$ 622.196
District Basic Allotment (DBA)		$ 6,160
Small and Mid-size Allotment TEC 48.101		$ 1,101
School Safety Allotment TEC 48.115		$ 10.00
District Tax Rate Level 1 (DTR1)		$ 0.0702
Level 1 Entitlement		$ 129.52
District Tax Rate Level 2 (DTR2)		$ 0.0304
Level 2 Entitlement		$ 49.280
Interest & Sinking Rate		$ 0.0401

EDA Guaranteed Yield		$ 40.00
Program Intent Codes -TIER I Allotments		
11-Regular Program Allotment TEC 48.051		$ 1,085,528
Small and Mid-size Allotment TEC 48.101		$ 194,021
25-Bilingual Education Allotment TEC 48.105 (spend 55% of amount)		$ 43,798
99-New Instructional Facility Allotment		$ -
36-Early Education Allotment TEC 48.108 (spend 100% of amount)		$ 93,139
37-Dyslexia Allotment TEC 48.103 (spend 100% of amount)		$ 3,080
21-Gifted and Talented Allotment TEC 48.109 (spend 100% of amount)		$ 4,269
School Safety Allotment TEC 48.115		$ 1,782
Special Education Detail:		
Regular Special Education		$ 39,786
Mainstream		$ 44,629
Residential Care and Treatment		$ -
State Schools		$ -
Non Public Contracts		$ -
Extended Year Special Education		$ -
23-Special Education Adjusted Allotment TEC 48.102 (spend 55% of amount)		$ 84,415
Career & Technology Detail:		
Regular Career & Technology (CTE) Allotment (Tier 1 - 3)		$ -
Advanced CTE Allotment P-Tech & New Tech Network		$ -
22-Career and Technology Allotment TEC 48.106 (spend 55% of amount)		$ -
State Compensatory Education Detail:		
State Compensatory Allotment		$ 258,720
Pregnancy Related		$ -
24-Compensatory Education Allotment TEC 48.104 (spend 55% of amount)		$ 258,720
Transportation Detail:		
Regular		$ 38,016
Private		$ -
Special Education		$ -
Career & Technology Education		$ -
99-Transportation Allotment TEC 48.151		$ 38,016
TOTAL COST OF TIER I / STATE SHARE OF TIER I		$ 1,806,767
TIER II		
Tier II Level 1		$ 261,072
Tier II Level 2		$ 43,016
TOTAL TIER II		$ 304,088
OTHER PROGRAMS		
Charter has at least an acceptable academic performance rating?		No
Charter Schools Facility Funding TEC 12.106(d).		$ -
TOTAL OTHER PROGRAMS		$ -
TOTAL STATE AID		$ 2,110,855
Available School Fund (ASF)		$ -
Foundation School Fund (FSF)		$ 2,110,855

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Frank Liu Jr. Academy for Music & Arts

PAYMENT FORMULA EXAMPLE

Total State Aid	$	2,110,855
Adjustments to Allotments	$	-
Less Total Paid to Date	$	-
FSP Remaining Balance	$	2,110,855

Payment Month	# of Remaining Payments	% of Unpaid Balance	Estimated Payments Schedule
September	12	8.3%	$ 175,201
October	11	9.1%	$ 176,145
November	10	10.1%	$ 177,710
December	9	11.1%	$ 175,580
January	8	12.4%	$ 174,371
February	7	14.4%	$ 177,386
March	6	16.6%	$ 175,041
April	5	19.9%	$ 175,005
May	4	25.1%	$ 176,809
June	3	33.2%	$ 175,166
July	2	49.7%	$ 175,164
August	1	100.0%	$ 177,278
		Total Payments	**$ 2,110,855**

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Frank Liu Jr. Academy for Music & Arts

FINANCIAL PLAN WORKBOOK SUMMARY

	Start-Up Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
	2026	2027	2028	2029	2030	2031
REVENUE						
Total State Revenues		$ 2,110,855	$ 3,518,162	$ 4,690,765	$ 6,097,995	$ 7,505,412
Federal Revenues						
Charter School Program (CSP) Start-Up Grant	$ 900,000	$ -	$ -	$ -	$ -	$ -
Other Federal Revenues	$ -	$ 251,154	$ 419,061	$ 558,462	$ 725,944	$ 893,426
Total Federal Revenues	$ 900,000	$ 251,154	$ 419,061	$ 558,462	$ 725,944	$ 893,426
Total Local and Other Revenue	$ 4,990,000	$ 1,200,000	$ 3,400,000	$ 3,850,000	$ 1,650,000	$ 1,400,000
TOTAL REVENUE	**$ 5,890,000**	**$ 3,562,009**	**$ 7,337,223**	**$ 9,099,228**	**$ 8,473,939**	**$ 9,798,838**
EXPENSES						
PERSONNEL, PAYROLL TAXES, AND BENEFITS EXPENSES						
Total Administrative Staff Personnel Costs	$ 263,000	$ 450,000	$ 456,750	$ 484,206	$ 512,382	$ 620,898
Total Instructional Personnel Costs	$ -	$ 1,143,981	$ 1,987,683	$ 2,637,515	$ 3,467,772	$ 4,248,761
Total Non-Instructional Personnel Costs	$ 9,000	$ 72,500	$ 87,798	$ 111,264	$ 141,167	$ 171,941
Total Payroll Taxes and Benefits	$ 46,131	$ 282,635	$ 429,466	$ 548,314	$ 698,976	$ 855,055
TOTAL PERSONNEL, PAYROLL TAXES, AND BENEFITS EXPENSES	**$ 318,131**	**$ 1,949,116**	**$ 2,961,696**	**$ 3,781,299**	**$ 4,820,297**	**$ 5,896,655**
NON-PAYROLL RELATED EXPENSES						
Total Contracted Services	$ 12,000	$ 489,833	$ 786,275	$ 999,217	$ 1,254,290	$ 1,509,649
Total School Operations	$ 608,770	$ 217,143	$ 633,031	$ 746,933	$ 894,043	$ 1,034,811
Total Facilities Operations and Maintenance	$ 4,522,917	$ 837,083	$ 2,831,958	$ 3,461,958	$ 1,461,958	$ 1,308,066
Reserves / Contingencies	$ -	$ -	$ -	$ -	$ -	$ -
TOTAL NON-PAYROLL RELATED EXPENSES	**$ 5,143,687**	**$ 1,544,059**	**$ 4,251,264**	**$ 5,208,108**	**$ 3,610,291**	**$ 3,852,526**
TOTAL EXPENSES	**$ 5,461,818**	**$ 3,493,175**	**$ 7,212,960**	**$ 8,989,407**	**$ 8,430,588**	**$ 9,749,181**
NET OPERATING INCOME (before depreciation)	**$ 428,182**	**$ 68,834**	**$ 124,263**	**$ 109,821**	**$ 43,351**	**$ 49,657**
STUDENT ENROLLMENT						
Projected Student Enrollment		198	330	440	572	704
Revenue Per Pupil		$ 17,990	$ 22,234	$ 20,680	$ 14,815	$ 13,919
Expenses Per Pupil		$ 17,642	$ 21,857	$ 20,430	$ 14,739	$ 13,848