

ANDERSON CREEK CLUB CHARTER SCHOOL

CHARTER SCHOOL APPLICATION

Public charter schools opening the fall of 2014

Submitted to:

**North Carolina Department of Public Instruction
NCDPI/Office of Charter Schools
301 N. Wilmington Street
Raleigh NC 27601-2825**

**Mailing Address:
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Submitted by:

**ANDERSON CREEK CLUB CHARTER SCHOOL , INC.
125 Whispering Pines Drive
Spring Lake, North Carolina 28390**

**David N. Levinson
Chairman of the Board**

Dated:

February 28, 2012

ANDERSON CREEK CLUB CHARTER SCHOOL
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APPLICATION CONTACT INFORMATION

Name of proposed charter school:

ANDERSON CREEK CLUB CHARTER SCHOOL

Has the organization applied for 501(c)(3) non-profit status: Yes No

Name of non-profit organization under which charter will be organized or operated:

Anderson Creek Club Charter School, Inc.

Name of contact person: David N. Levinson

Title/Relationship to nonprofit: Chairman of the Board of Directors

Mailing address: 125 Whispering Pines Drive, Spring Lake, NC 28390

Primary telephone: (910)814-2633 Alternative telephone: (866)465-3568

E-Mail address: neesondavid@aol.com

Name of county and local education agency (LEA) in which charter school will reside:

County: Harnett County

LEA: Harnett County Schools (LEA#430)

Is this application a Conversion from a traditional public school or private school?

No:

Grade Levels Served: K-5

Total Student Enrollment: 180

Projected School Opening: Year **2014** Month **August**

Will this school operate on a year round schedule?

No:

Yes:

Proposed Grade Levels Served and Total Student Enrollment (10 Years)

Academic School Year	Grade Levels	Total Projected Student Enrollment
First Year	K-5	180
Second Year	K-5	180
Third Year	K-5	180
Fourth Year	K-5	180
Fifth Year	K-5	180
Sixth Year	K-5	180

Seventh Year	K-5	150
Eighth Year	K-5	150
Ninth Year	K-5	150
Tenth Year	K-5	150

I certify that I have the authority to submit this application and that the founding board members and I were regularly involved in the development of this application. All information contained herein is complete and accurate. I realize that any misrepresentation could result in disqualification from the application process or revocation after award. I understand that incomplete applications may not be considered. The person named as the contact person for the application is so authorized to serve as the primary contact for this application on behalf of the applicant.



Signature

David N. Levinson

Printed Name

Chairman

Title

February 28, 2013

Date

II. MISSION and PURPOSES

Mission:

The mission statement of the proposed charter school is as follows:

“Our mission is to create a 21st Century learning environment that recognizes students’ multiple intelligences and diverse learning styles with a culturally responsive curriculum and instructional program that includes diverse instructional strategies and enriching content to facilitate each student’s growth and building within them a strong foundation for future success in middle school, high school, college, and beyond.”

Educational need and Targeted Student Population of the Proposed Charter School:

1. Anderson Creek Club Charter School (ACCCS) will target a diverse student population of about 180 grade K-5 students residing in Harnett County and its surrounding areas. The school will target a mix of underserved highly motivated and academically gifted students, at-risk students, average students, handicapped students, and English Language Learners seeking to participate in a rigorous and academically challenging experience. The target population is to reflect the demographics of Harnett County Schools which is about 52% white, 25% black, 16% Hispanic, 5% mixed race, and 2% others. ACCCS has selected its proposed location and this demographic because it promotes diversity and is reflective of the diverse community of Harnett County.
2. The projected enrollment for ACCCS is a maximum of 180, grades K-5 students. During the 2012-2013 school years, Harnett County Schools Average Daily Membership (ADM) was 20,263 students. ACCCS’s target of 180 students represents less than 1 percent of the total ADM of Harnett County Schools.
3. Harnett County Schools’ curriculum is based upon the Common Core State Standards and the North Carolina Essential Standards. ACCCS will use the Common Core State Standards and the North Carolina Essential Standards as the foundation of its curriculum. ACCCS Professional Learning Community (PLC) will develop its own pacing guides. The distinction between the LEA and ACCCS is the general approach to instruction by teachers. The LEA’s rigid adherence to an instructional program with limited flexibility for teachers to adjust for individual student needs is problematic. ACCCS on the other hand, provides greater teacher flexibility to meet student needs. Smaller class sizes at ACCCS will also help teachers have a greater ability to address individual student needs. The school will use Response to Intervention (RTI) and Wilson Reading Systems.
4. **Appendix A-** includes a narrative and survey data of educational need.

Purposes of the Proposed Charter School:

The Purposes of ACCCS are:

- (1) Improve student learning:

ACCCS will improve student learning by establishing high expectations for student performance, providing a rigorous curriculum and instructional program, and by establishing a school culture that recognizes individual needs. The school will improve student learning by carrying out a data driven scientific approach to the delivery of instruction within a nurturing school culture.

- (2) Increase learning opportunities for all students, with special emphasis on expanded learning experiences for students who are identified as at risk of academic failure or academically gifted:

ACCCS will provide a rigorous academic program that covers each subject area of the Common Core and Essential Standards and will provide increased learning opportunities for all students. Our review of the local school district's subject offerings indicates that students are not presently offering all grade level objectives in the Essential Standards. ACCCS will offer all the subject areas of the Common Core and Essential Standards. Another way ACCCS will increase learning opportunities is by using instructional technology in the classroom. The school will seek State Board approval of an academically and intellectually gifted (AIG) program plan prior to the start of operation in 2014. ACCCS will use differentiated instruction and cooperative learning strategies to provide expanded learning experiences for students who are identified as at risk of academic failure or who are academically gifted.

- (3) Encourage the use of different and innovative teaching methods:

ACCCS will build its instructional program around a Professional Learning Community (PLC) model. Teachers will be provided professional development and be required to demonstrate proficiency in a toolkit¹ of teaching methods. Teachers will use exploration and discovery, collaborative learning strategies, culturally responsive teaching, technology based learning, active learning strategies, WIKI's, Voki Classrooms, Web Quest, and other 21st Century learning methods. Teachers will be required to document use of innovative teaching methods in their lesson plans. Teachers operating as a PLC will use different teaching methods and evaluate the same for continuous quality improvement and to improve student learning.

Goals for the Proposed Charter School:

1. We will establish a strategic plan that sets forth specific academic targets for students by grade level. We will use the MAP assessment program to complete a pre-assessment, and benchmarks for each marking period for all grade levels. We will also use End of Grade Test scores for grades 3-5. By settings specific, and strategic, goals we can determine whether we

¹ "Toolkit" refers to a menu of instructional strategies that teachers need to know and be able to select from to provide the most effective and efficient learning experience for students. The Toolkit will include Response to Intervention (RTI) and Wilson Reading Systems as well as exploration and discovery, cooperative learning, and so forth.

are fulfilling the school’s mission. The board will review its success matrix at least each quarter.

2. Measurable Objectives and Performance Goals

<u>Subject Area</u>	<u>Goal(s)</u>	<u>Measurable Objective</u>	<u>Evaluation Methods</u>	<u>Time Line</u>
Reading/ELA	Grade Level Mastery	>85% proficiency	Formative and Summative Assessments, EOG (3rd-5th), MAP Assessment	2014-15 2015-16 2016-17 2017-18 2018-19
Math	Grade Level Mastery	>85% proficiency	Formative and Summative Assessments, EOG (3rd-5th), MAP Assessment	2014-15 2015-16 2016-17 2017-18 2018-19
Science	Grade Level Mastery	>85% proficiency	Formative and Summative Assessments, EOG (5th), MAP Assessment	2014-15 2015-16 2016-17 2017-18 2018-19
Social Studies	Grade Level Mastery	>85% proficiency	Formative and Summative Assessments	2014-15 2015-16 2016-17 2017-18 2018-19
Information Technology	Grade Level Mastery	>85% proficiency	Formative and Summative Assessments	2014-15 2015-16 2016-17 2017-18 2018-19
Arts	Grade Level Mastery	>85% proficiency	Formative and Summative Assessments	2014-15 2015-16 2016-17 2017-18 2018-19
Foreign Language	Grade Level Mastery	>85% proficiency	Formative and Summative Assessments	2014-15 2015-16 2016-17 2017-18 2018-19

We will use the Measures of Academic Progress (MAP) Assessment Program by the North West Evaluation Association to measure student progress in grades K-5. A pre-assessment will be at the beginning of the year with benchmark test at end of each marking period.

III. EDUCATION PLAN

Instructional Program:

The overall instructional program of ACCCS is built around the North Carolina Common Core and Essential Standards. The school will serve students from grades kindergarten through fifth grade. Student performance in the local school district is well below the state standard in reading, math, and science. The major instructional methods ACCCS will use are Response to Intervention (RTI) and Wilson Reading Systems. These methods have proven successful with struggling students and assists in the identification of special needs students.

ACCCS RTI program will utilize a three tier approach. Tier I involves core instruction. Tier II involves group interventions. Tier III involves intensive interventions. RTI is data-driven and includes universal screening in progress monitoring. This approach shall be used in math, science, and social studies. The Wilson Reading System consists of four distinct stages including prevention, early intervention, intervention, and intensive. Wilson Reading System (WRS) teacher lesson plans use a 10 part approach designed to assure the students recognize words, can spell them, and emphasizes fluency and comprehension. WRS requires specific time on task.

Staff will receive training in these methods as part of the professional development plan. The school's budget includes resources, instructional materials and supplies, to support these methods. The professional development budget supports professional development of teachers in both RTI and Wilson Reading System. The school will place heavy emphasis on the development of reading skills. The instructional program and model used will meet the needs of the target student population by offering a consistent method of helping students achieve high academic growth.

The school will use Measurers of Academic Progress (MAP assessment) from the North West Evaluation Association as its method of student assessment. The school has budgeted funds to support a program that will include pre-assessments at the start of the school year and four end of marking period benchmark assessments. The final benchmark will serve as an end of year assessment for grades K thru 2. Grade 3-5 will be tested at year end using the State's End-Of-Grade (EOG) testing program. The MAP assessments will provide teachers timely data to facilitate data driven instruction.

K-8 Curriculum and Instructional Design:

The learning environment consists of small class sizes of 15 students (maximum of 18 students if enrollment is below breakeven point). The school will use a combination of classroom-based study and independent study. Teachers will use exploration and discovery to create a sensory enriching learning environment. Teachers will use active learning strategies, cooperative learn strategies, and other methods to facilitate student engagement the work in conjunction with RTI and Wilson Reading Systems.

The planned curriculum includes:

1. The planned curriculum will track the common core and essential standards. The school will develop written curriculum guides that focus on 21st-century themes including, aerospace, satellite communication technologies, space travel, and Earth conservation. The curriculum will include business and economic development themes and focus on business leadership. The curriculum will also focus on global issues such as poverty, global warming, population growth, and international relations. The curriculum will focus on culturally responsive content and use diverse methods of instruction. A sample course scope and sequence is attached in **Appendix B**.
2. The curriculum aligns with the school's mission statement by providing enriching content and using instructional methods that create a 21st-century classroom environment. The curriculum aligns with the student population because it provides relevant material to discuss topics that are part of the modern environment. The curriculum aligns with the North Carolina Accountability Model and the curriculum is built upon the common core and essential standards which serve as the basis for state testing under the state accountability model.
3. The two primary instructional strategies involve response to intervention (RTI) and Wilson Reading System as previously discussed above. These strategies also include exploration and discovery, cooperative learning, and other approaches to content delivery. RTI will enable teachers to identify students working at a slower pace and provide needed interventions on a timely basis. RTI will also help teachers identify students who may be exceptional under the Individual Disabilities Education Act (IDEA). Wilson Reading System will provide teachers a systematic approach to facilitating student progress in reading. Teachers are expected to master these strategies. The local school district student population currently scores significantly below state standards on end of grade tests. These special strategies have demonstrated success with other at-risk populations of students and are research based best practices.
4. The school will provide a minimum 185 instructional days or 1,025 hours of instruction. The schools calendar will coincide with the tenets of the proposed mission and education plan are providing adequate time to perform all instructional tasks. The calendar is inserted below.

INSTRUCTIONAL CALENDAR

July 2014						
S	M	T	W	T	F	S
	1	2	3	4	5	6
						1
7	8	9	10	11	12	3
1						2
4	15	16	17	18	19	0
2						2
1	22	23	24	25	26	7
2						
9	30	31				

August 2014						
S	M	T	W	T	F	S
				1	2	3
						4
					1	1
5	6	7	8	9	0	1
1	1	1	1	1	1	1
2	3	4	5	6	7	8
1	2	2	2	2	2	2
9	0	1	2	3	4	5
2	2	2	2	3	3	
6	7	8	9	0	1	

September 2014						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
	1	1	1	1	1	1
9	0	1	2	3	4	5
1	1	1	1	2	2	2
6	7	8	9	0	1	2
2	2	2	2	2	2	2
3	4	5	6	7	8	9
3						
0						

October 2014						
S	M	T	W	T	F	S
	1	2	3	4	5	6
						1
7	8	9	10	11	12	3
1						2
4	15	16	17	18	19	0
2						2
1	22	23	24	25	26	7
2						
8	29	30	31			

November 2014						
S	M	T	W	T	F	S
		1	2	3	4	5
				1	1	1
6	7	8	9	0	1	2
1	1	1	1	1	1	1
3	4	5	6	7	8	9
2	2	2	2	2	2	2
0	1	2	3	4	5	6
2	2	2	3			
7	8	9	0			

December 2014						
S	M	T	W	T	F	S
		1	2	3	4	5
				1	1	1
6	7	8	9	0	1	2
1	1	1	1	1	1	1
3	4	5	6	7	8	9
2	2	2	2	2	2	2
0	1	2	3	4	5	6
2	2	2	3	3		
7	8	9	0	1		

January 2014						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
1						1
0	11	12	13	14	15	6
1						2
7	18	19	20	21	22	3
2						3
4	25	26	27	28	29	0
3						
1						

February 2014						
S	M	T	W	T	F	S
	1	2	3	4	5	6
			1	1	1	1
7	8	9	0	1	2	3
1	1	1	1	1	1	2
4	5	6	7	8	9	0
2	2	2	2	2	2	2
1	2	3	4	5	6	7
2						
8						

March 2014						
S	M	T	W	T	F	S
	1	2	3	4	5	6
			1	1	1	1
7	8	9	0	1	2	3
1	1	1	1	1	1	2
4	5	6	7	8	9	0
2	2	2	2	2	2	2
1	2	3	4	4	5	6
2	2	2	3	3		
7	8	9	0	1		

April 2014							May 2014							June 2014							
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	
					1	2	1	2	3	4	5	6	7				1	2	3	4	
									1	1	1	1	1							1	1
3	4	5	6	7	8	9	8	9	0	1	2	3	4	5	6	7	8	9	0	1	
1						1	1	1	1	1	1	2	2	1	1	1	1	1	1	1	
0	11	12	13	14	15	6	5	6	7	8	9	0	1	2	3	4	5	6	7	8	
1						2	2	2	2	2	2	2	1	2	2	2	2	2	2		
7	18	19	20	21	22	3	2	3	4	5	6	7	8	9	0	1	2	3	4	5	
2						3	2	3	3				2	2	2	2	3				
4	25	26	27	28	29	0	9	0	1				6	7	8	9	0				

- First Academic Session
- Second Academic Session
- Third Academic Session
- Fourth Academic Session

High School Curriculum and Instructional Design:

N/A. The school will only serve students in grades K-5.

Special Programs and “At-Risk” Students

RTI and Wilson Reading Systems are designed to address the needs of at-risk students although they work well with all students. Both methods are data driven and provide continuous feedback to teachers that enable them to identify students that are not performing at expected levels. This ability to identify at risk students is critical to the ability of a teacher to conduct an effective intervention or differentiate instruction to reach the at-risk students.

The instructional plan and curriculum will meet the needs of the English Language Learner (ELL) students by providing sufficient micro-task to facilitate content mastery. ACCCS shall make a Home Language Survey part of its regular enrollment process. Any student enrolled which identifies a home language other than English shall be administered the WIDA Access Placement Test (W-APT) within 30 days of start-up. Students which qualify under state standards will be provided English Language Services (ELS). The school will hire a teacher that has a certification as a ELL teacher as part of its regular teaching staff. In the alternative, the school shall provide an ELL program as a contracted service. Students will receive appropriate testing accommodations and shall be eligible to receive such services until the students obtains a passing exist score on the Comprehensive Objective Composite (COC).

ACCCS shall develop and submit an academically and intellectually gifted (AIG) program, policy, procedure, and plan for the school for approval by the N.C. State Board of Education. The plan shall adopt nationally accepted best practices in gifted education and the current North Carolina Academically/Intellectually Gifted Standards. The plan

shall include early identification of gifted students and multiple factors that teachers and parents should observe before making a referral. The plan will prescribe testing and official recognition of AIG students. The plan will provide for differentiated instruction in the regular classrooms to assure an appropriately accelerated academic program for AIG students. (Note: RTI and Wilson Reading Systems are able to accommodate AIG students.) The plan will include special activities and projects for AIG students which align to their intellectual and emotional needs. A fully licensed AIG teacher will coordinate the school's AIG program¹. The ACCCS accelerated academic program will target the population of gifted students and embraces the idea that all students are naturally gifted in at least one domain of intelligence which can be used by skilled teachers as a foundation to transfer skills development to other domains to achieve a fully integrated intellect.

Students who are at-risk will be identified through academic records, family income status, and other evidence that identify students at risk. RTI and Wilson Reading Systems are tiered approaches to instruction that involved data collection and are designed to help teachers identify at-risk students. The school's at-risk students will receive targeted remediation and special targeted assistance including an academic mentor. The school's general academic program is designed to accommodate at-risk students. The program will use a multi-sensory approach to teaching and learning that will facilitate growth in at-risk students.

Exceptional Children

ACCCS shall engage in early identification of students with disabilities. Teachers will receive adequate training to identify potential candidates for exceptional children's services. The school shall employ an appropriately licensed Exceptional Children's Teacher/Coordinator. Teachers shall implement required remedial strategies and interventions prior to making a referral for testing. A parent and/or a teacher may request that a student be tested upon presentation of proper justification. Students that are classified as having a disability within the meaning of the Individual Disabilities Education Act (IDEA) shall be afforded all safeguards and protections available under IDEA and shall continue to receive appropriate services until properly exited from the program.

ACCCS shall favor mainstreaming students where appropriate. The school shall convene regular Individual Education Plan (IEP) team meetings, provide for a contracted psychologist, speech therapist, occupational therapist, and other supports as required. ACCCS general curriculum and instructional program is designed to address the needs of a wide range of students. Regular classroom teachers are required to plan lessons that include exceptional children.

¹ Of the 12 regular classroom teachers the school will hire teachers with dual certifications including K-6, ELL, AIG, and other relevant certifications.

ACCCS discussed in a previous section of this application how it will accommodate students that are at-risk, gifted, and students that are ELL. The CEO/Principal will be the lead contact for exceptional children's services.

Identification and Records

As part of the general enrollment process after students are accepted for admission the school administration will run students names through CECAS, the student information management system for exceptional children, 504 students, and student recipients of Speech, Occupational Therapy, or Physical Therapy. The school administration, as part of routine records request shall request EC and 504 records from the prior school.

ACCCS shall participate in the "Child Find" program. The school shall publish the Child Find posters throughout the school and make parents aware of the Child Find program through the school's website, parent meetings, and by sending fliers home with students. Teachers will receive training in early identification of exceptional students at the school shall establish protocols for proper documentation prior to referral.

Exceptional children and 504 student's records will be managed in strict confidence and maintained in locked files with restricted access. All staff will received training on issues of confidentiality, record access, and the school shall establish a compliance program for maintaining the confidentiality and security of records.

Exceptional Children's Education Programming

ACCCS shall employ a fully licensed exceptional children's teacher. The school shall follow the general rule regarding least restrictive environment. All regular education classroom teachers will receive training on accommodating exceptional children in the regular classroom setting. The school will use RTI and Wilson Reading Systems which uses a tiered approach to instruction. These programs are designed to be effective for exceptional children without identifying or labeling them in the regular classroom setting. The school shall be prepared to accommodate the needs of exceptional children and maintain a self-contained class, or extend homebound services, or any of the actions that are necessary to implement the students' individual education plans.

ACCCS shall adopt policies and requirements that students received a Free and Appropriate Public Education (FAPE) and be provide high quality instruction using RTI and Wilson Reading Systems.

The Licensed exceptional children's teacher will serve as the exceptional children's coordinator for carrying out the day-to-day task of the exceptional children's program as assigned by the CEO/Principal. The EC coordinator's duties shall include tracking and monitoring individualized education plans (IEP), maintaining regular contact with parents and relevant staff, and maintaining documentation in the CECAS system. The school will develop detailed policies and procedures regarding management of exceptional children.

The school's budget reflects funding for the exceptional children's contract related services including psychological evaluation, speech therapy, occupational therapy, physical therapy, and other related services.

Student Performance Standards

The school shall maintain high expectations of student performance. The school shall adopt the grading scale with anything below 70% proficiency as failing. The school shall adopt a grading system that works in conjunction with Power School's, Power Teacher program. Parents will have online access to students' grades and progress report in real time.

ACCCS shall use the MAP assessment program designed by the North West Evaluation Association as part of its assessment program. MAP is aligned to the Common Core Standards for Math and Language Arts. The school shall administer a pretest at the beginning of the school year, three benchmark tests (one at the end of each nine week marking period), and a summative assessment at the end of the academic school year. Data collected from the pre-test and benchmarks will be used by teachers to drive instruction.

All students must have an average of at least 70% in order to pass to the next grade. The same shall apply to exceptional students, except that the exceptional students shall be provided accommodations as set forth in their individual education plans.

ACCCS shall serve students in grade K-5. In order for students to graduate from the fifth to sixth grade students must have the average 70% score.

High School Graduation Requirements

N/A . The school will only provide grade K-5 instruction.

Student Conduct:

ACCCS will participate in the positive behavioral support program. The school shall maintain a positive disciplined environment that promotes high achievement of students. Student shall receive a handbook outlines expectations and identifies clear rules and consequences for violation of such rules. The school establishes uniform system so that behavioral expectations are consistent throughout the school. See: **Appendix C**- Draft Student Handbook.

IV. GOVERNANCE, OPERATIONS and CAPACITY

Private Nonprofit Corporation:

Name of Private Nonprofit: ANDERSON CREEK CLUB CHARTER SCHOOL, INC.
 Mailing Address: 125 Whispering Pines Drive
 City/State/Zip: Spring Lake, NC 28390
 Street Address: 125 Whispering Pines Drive
 Phone: (910)814-2633
 Fax: (910)814-2892

Name of registered agent and address: David N. Levinson
 125 Whispering Pines Drive
 Spring Lake, NC 28290

FEDERAL TAX ID: 38-3865333

Tax-Exempt Status 501 (c)(3)

The private nonprofit listed as the responsible organization for the proposed charter school has received 501 (c)(3) status:

No

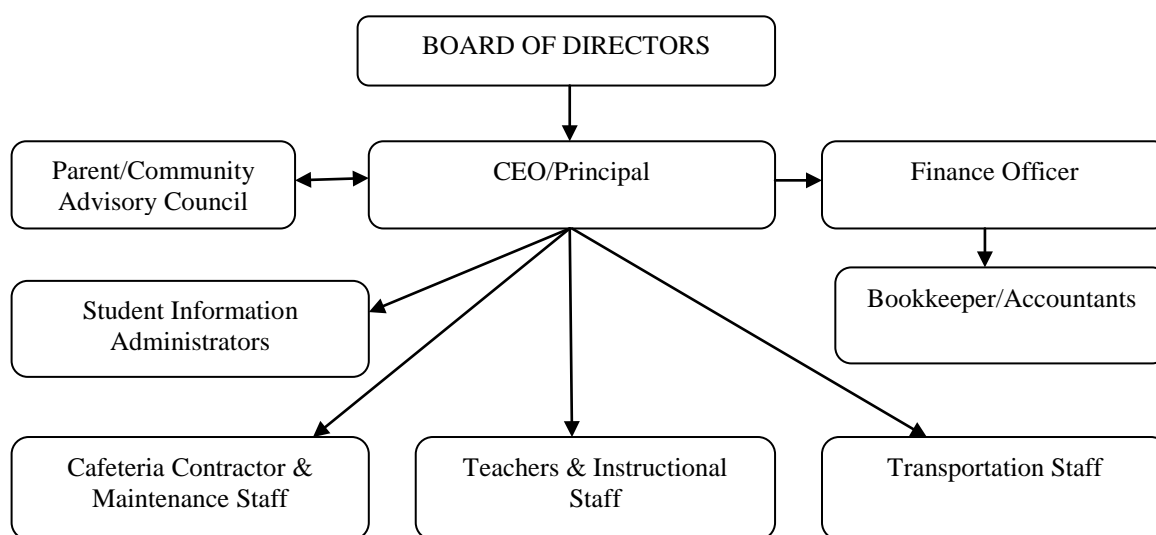
Governance and Organizational Structure of Private Non-Profit Organization:

Board Member Name	Board Title	County/State of Residence	Current Occupation
David N. Levinson	Chairman	Harnett County, NC	Business/Developer
Ozie L. Hall, Jr.	Director	Pitt County, NC	Educator
Tamara Stark	Director	Harnett County, NC	Educator
Jennifer M. Johnson	Director	Harnett County, NC	Retired Military
Betty M. Hunnicutt	Director	Cumberland County, NC	Owner/Admin. of Child Development Center
Steven J. Shotz, CPA	Director	Philadelphia, PA	Accounting
Gary T. Steimle	Director	Harnett County, NC	Retire Military
Murray Mallett-Stein	Director	Harnett County, NC	U.S. Military

1. Organizational Chart:

The school organizational chart shows the relationship of the board of directors to the parents and staff of the school. The board of directors hires and provides oversight to the Chief Executive Officer (CEO)/Principal. The CEO/Principal is responsible for the day-to-day operations of the school. The CEO/Principal provides direct supervision and financial officer. The financial officer serves at the pleasure of the CEO/Principal and assists the CEO/Principal in discharging his or her duties related to the financial

management of the corporation. The finance officer oversees an outside bookkeeping service functions in maintaining the school's books of accounts, and other related financial services. A Parent/Community Advisory Council advises the CEO/Principal and maintains an open line of communication with the same. The Parent/Community Advisory Council point of contact for the board of directors for formal projects is the CEO/Principal. The CEO/Principal exercises direct supervision over teachers and instructional staff, and all other support staff and contractors.



2. The Board of Directors is at the top of the governance structure of ACCCS, Inc. The board's duties include: regular attendance of monthly board meetings; compliance with open meetings laws; establishing policies and procedures for the board and organization; hiring, evaluating, and terminating the Chief Executive Officer (CEO); contracting teachers; developing a strategic plan; monitoring organizational progress; receiving and evaluating regular reports on finance and program progress; monitoring compliance with federal, state, and local laws, rules and regulations; hearing appeals of student and staff grievances and discipline; raising funds to support operation of the school; and providing general oversight for all aspects of operations of the school. The board of directors shall conduct a nationwide search for a Chief Executive Officer (CEO), contract the best qualified candidate, and provide supervision for that individual.
3. The By-Laws provide for up to nine members and no less than five members on the board of directors. A 2/3 majority of the seated board is required to make amendments to the By-Laws. All By-Law changes must also be approved by the N.C. State Board of Education or its designee. The duties of board members are identified in section 2. above. The board currently has eight (8) members. The board currently consists of a Harvard trained lawyer with substantial business experience, a certified public accountant with extensive experience in financial management and banking, three educators, several

individuals with significant backgrounds in managing human resources, and several parents of school-age children. The board is racially and ethnically diverse, and currently has four male and four female members. The board is well positioned to ensure the school will be educationally and operationally successful. The board will establish procedures and criteria to evaluate the success of the school and the school leader. The Board of Directors currently has and will continue to maintain active and effective representation of its key stakeholders, including parents.

4. The founding board members arose out of the discussion of a need for a charter school in Harnett County. Founding board members are the initial board and will serve three and four year terms in accordance with the by-laws. Board members may serve up to five consecutive terms. The board will maintain a nominating committee and maintain a list of viable candidates for board service. The board will fill vacancies with all deliberate speed. In the event the board membership drops below five the remaining board will fill vacant seats to assure the least five board members within 30 days of the vacancy.
5. The board will meet on a monthly basis to transact the business of a corporation subject to the North Carolina open meeting laws.
6. Each new board member will receive orientation and training regarding service of the nonprofit Board of Directors of charter schools in North Carolina. Board members will participate in an annual board member training retreat organized by the Board. The training will include board member ethics, fiduciary duties, financial oversight responsibilities, hearing of grievance policies and procedures for students and staff, fundraising, school administrator evaluation, strategic planning, and so forth. Board members shall also be encouraged to participate in board training provided by the North Carolina Department of Public Instruction. (See: **Appendix H**).
7. The board will adopt a comprehensive conflict of interest policy (**Appendix F**) and procedures that provides specific guidance to the board in addressing actual or perceived conflicts of interest. The policies shall include a requirement for full disclosure to the board, and abstention of participation in any decision by the board in which there is an actual or perceived conflict of interest. The board will require written notice to the board of potential conflicts of interest and shall maintain a record of the same.
8. The Board shall designate individuals who are responsible to conduct research and to develop draft school policies. Board members will be provided copies of said drafts prior to the scheduled board meeting date. The Board shall conduct a complete review and discussion of said policies and propose any changes or amendments. Policies may be adopted at the second presentment of the policy in a public meeting.

9. The CEO/Principal shall organize a Parent/Community Advisory Council. Said Council advises the CEO and assist the CEO on matters related to parent involvement, fundraising, and other matters of interest. The Council does not formally report to the Board.

Governance and Organizational Structure of Private Non-Profit Organization (continued)

[See: **Appendices E, F, G, H, and I.**]

Proposed Management Organization (Educational Management Organization or Charter Management Organization)

Not Applicable

Is the board has reviewed the possibility of contracting a management organization and decided to organize and operate the school itself.

Private School Conversions:

Not Applicable

This is not a private school conversion.

Charter School Replication:

Not Applicable

This application is not a charter school replication.

Projected Staff:

Provide, as Appendix K, a list of positions anticipated for the charter school; (e.g., principal or director; finance officer, administrative support staff; teachers (part-time and full-time); paraprofessionals/teaching assistants, clerical, and maintenance.). Be mindful that your predicted administration and staff match the projected enrollment noted in Section I and align with the proposed budget.

Staffing Plans, Hiring, and Management

1. ACCCS shall recruit teachers through teacher-teacher.com and advertising and other media. The school conducted nationwide search for teachers. The board will develop a report for evaluation of potential teacher candidates and utilize the same with an extended interview process. Once teachers are hired, the school will monitor their progress in

facilitating student growth. The school will retain teachers by providing non-monetary incentives.

2. The school's employees are directly supervised by the CEO/Principal or his designee. School employees may appeal employment decisions regarding teacher contracts, file or appeal grievances to the Board of decisions made by the CEO/Principal. School employees may grieve directly to the Board if the grievance involves a complaint against the CEO/Principal.
3. The Board shall establish procedures for hiring and dismissing school personnel, and requiring criminal background checks on all school personnel. The CEO/Principal shall be empowered to directly hire or dismiss all non-teacher employees. Such non-teacher employees shall have the right to make grievances or appeals to the board. The CEO/Principal shall be hired directly by the board and served at their pleasure. The Board may delegate the hiring function to the CEO/Principal in the case of teachers. The CEO/Principal may also terminate teachers subject to appeal by the teacher to the Board of Directors. All employees must submit fingerprints and other required forms for processing of criminal background checks prior to the date of employment.
4. The Board of Directors shall adopt an annual budget including a schedule of all job positions. The Board shall set salary ranges and determine employee benefits. The Board shall periodically review the state teachers' salary schedule and formulate plans to maintain competitiveness.
5. Employees may file grievances with the CEO/Principal. The CEO/Principal shall, within five business days, schedule a hearing. Decisions regarding the grievance shall be made by the CEO/Principal within five business days of the conclusion of the hearing. The CEO may terminate employees upon written notice. Terminations may be appealed to the Board of Directors upon written notice to the CEO. Within five days of actual receipt of notice of appeal the CEO shall give notice to the terminated employee of a hearing date.
6. Each positions in the budget are separate and independent and do not contain dual responsibilities.
7. As part of a teacher recruiting process the school administration would pay strict attention to teacher qualifications to assure the school has adequate staff qualified as ELL instructor, and a certified Academically Intellectually Gifted teacher. School will also hire a separate licensed exceptional children's teacher through exceptional children's funds.
8. The core staff consists of 12 classroom teachers. The roles and responsibilities of the teachers is to provide classroom instruction to students including, classroom management, student information processing, maintaining parental contacts, participation

and professional learning community, lesson planning, and assuring the individual students learn to read and do math well (among other subjects). At least 75% of the classroom teachers shall be required to hold a North Carolina teaching license. Job description for all staff, including job qualifications, are contained in **Appendix K**.

Staff Evaluation and Professional Development

1. The CEO/Principal is responsible to assure that teachers maintain licensure requirements and participate in professional development as a condition of employment. The Board of Directors shall adopt a beginning teacher licensure policy and procedure. The CEO/Principal shall be responsible for assuring implementation of the beginning teacher licensure policy and procedure.
2. The school will seek out and train teachers to develop a comprehensive toolkit of instructional strategies to reach students will diverse learning styles. As part of this effort, the school will develop a teacher mentoring program and implement staff evaluations that track the North Carolina professional teacher standards. The schools' mentoring program will be designed to create a school culture that supports teacher success and promotes the retention of teachers based upon non-monetary incentives such as being part of a successful team in a prestigious school.
3. The professional development plan core components include a comprehensive startup training in August of each year prior to the first day of school. Professional development in a range of topics is provided to prepare teachers to create the school culture and work as a professional learning community. The start-up training will include individual teacher development of professional development plan. Said plans will include monthly training and mastery of two toolkit approaches to instruction. The training is designed to prepare teachers to implement the school's mission of creating a 21st-century learning environment, recognizing diverse learning styles, and providing enriching content to facilitate student growth in a culturally responsive teaching environment. Professional development will be provided in-house each month. External professional development opportunities will also be made available each month within the limitation of the budget adopted by the Board of Directors.
4. The start-up professional development is outlined in the school's professional development plan. [See: **Appendix R**]. Part of the purpose of the start-up professional development is to prepare the teachers to create the school culture and implement the school's mission.
5. The school's professional development plan consist of a minimum of approximately 130 hours of professional development including an initial 70 hours a start of training. Individual professional development plans made vary the number of hours taken by individual teachers. Professional development is built into the regular calendar and daily schedule.

Enrollment and Marketing:

In order to reach the schools enrollment goals marketing is a necessary tool.

Marketing Plan

ACCCS marketing plan primarily consist of placement of advertisement in local media including newspapers, radio stations, and local television. The school will take advantage of all public service advertising opportunities but is also budgeted financial resources for local advertising. The board will require that advertising take place targeting a diverse student population.

Parent and Community Involvement

1. The school will conduct a series of public meetings to obtain additional input from the community and the final opening of the school. The Parent/Community Advisory Council will be organized to build an ongoing relationship of support for the school from parents and community members.
2. In order to engage parents and the school a comprehensive parent volunteer program will be implemented. All parents will be requested to commit volunteer time to the school each month. Parents will be engaged in a program of carpooling to reduce the schools transportation expense and to help build a network of parent involvement and community support for the school. The school will conduct regular awards programs for students and programs to recognize their volunteers. The school will develop an online parent community that allows parents and staff to communicate by electronic means. The school will also promote communication to use texting, telephone trees, an automated call system (call system is included in technology budget), and through the school's website. The goal of communication is the implementation of the school's mission to create a 21st-century learning environment and promote student growth.

Admissions Policy [See: **Appendix S**]

1. The enrollment application period will open in February of each year and close in June. If the number of applicants exceeds the number of seats available the school will conduct a lottery.
2. The school's proposed Admissions Policies and Procedures at contained in the attached **Appendix S**.
3. The Board of Directors will adopt final policies and procedures for waiting list, withdrawal, re-enrollments, and transfers during the year prior to the start-up and final approval by the State Board of Education. At a minimum, students on waiting list will

Charter Application of: ANDERSON CREEK CLUB CHARTER SCHOOL

have first priority in the event another student withdrawals or transfers out of school creating a vacancy.

4. All pre-admission activities, if any, will be designed as information sessions about the schools program, teacher expectations, and to help parents and students obtain a full understanding of the commitment to an academically rigorous instructional program.
5. Student withdrawals and transfers will be promptly documented. The Board of Directors will adopt final policies and procedures for withdrawals and transfers as indicated above.

PROJECTED ENROLLMENT 2014-15 through 2018-2019

IDENTIFY LEA FROM WHICH
STUDENTS WILL PROBABLY COME

LEA #1: 430
LEA #2: 260
LEA #3: N/A

	2014-2015			2015-2016			2016-2017			2017-2018			2018-2019		
	LEA 1	LEA 2	LEA 3	LEA 1	LEA 2	LEA 3	LEA 1	LEA2	LEA3	LEA 1	LEA2	LEA3	LEA 1	LEA 2	LEA 3
K	<u>25</u>	<u>5</u>	<u>0</u>	<u>25</u>	<u>5</u>	<u>0</u>	<u>25</u>	<u>5</u>	<u>0</u>	<u>25</u>	<u>5</u>	<u>0</u>	<u>25</u>	<u>5</u>	<u>0</u>
1 st	<u>25</u>	<u>5</u>	<u>0</u>	<u>25</u>	<u>5</u>	<u>0</u>	<u>25</u>	<u>5</u>	<u>0</u>	<u>25</u>	<u>5</u>	<u>0</u>	<u>25</u>	<u>5</u>	<u>0</u>
2 nd	<u>25</u>	<u>5</u>	<u>0</u>	<u>25</u>	<u>5</u>	<u>0</u>	<u>25</u>	<u>5</u>	<u>0</u>	<u>25</u>	<u>5</u>	<u>0</u>	<u>25</u>	<u>5</u>	<u>0</u>
3 rd	<u>25</u>	<u>5</u>	<u>0</u>	<u>25</u>	<u>5</u>	<u>0</u>	<u>25</u>	<u>5</u>	<u>0</u>	<u>25</u>	<u>5</u>	<u>0</u>	<u>25</u>	<u>5</u>	<u>0</u>
4 th	<u>25</u>	<u>5</u>	<u>0</u>	<u>25</u>	<u>5</u>	<u>0</u>	<u>25</u>	<u>5</u>	<u>0</u>	<u>25</u>	<u>5</u>	<u>0</u>	<u>25</u>	<u>5</u>	<u>0</u>
5 th	<u>25</u>	<u>5</u>	<u>0</u>	<u>25</u>	<u>5</u>	<u>0</u>	<u>25</u>	<u>5</u>	<u>0</u>	<u>25</u>	<u>5</u>	<u>0</u>	<u>25</u>	<u>5</u>	<u>0</u>

Transportation Plan:

ACCCS transportation plan consists of development and organized car pool of parents to transport students to and from school. A well organized volunteer network will sure that all students have adequate transportation to and from school. The plan also promotes and assures parental involvement by creating a network of communication between parents that is necessary to facilitate the carpool. In the event that some students are not able to participate in the carpool program the school will contract services for transportation. The school has budget for contracted transportation.

School Lunch Plan:

The school will provide space for students to eat breakfast, and lunch. The school will allow vendors to bid for providing food service requiring highly nutritious and healthy meals to our student population. The vendor will be required to provide free and reduced priced meals based upon the guideline established by the federal child nutrition program. The vendor may seek reimbursement and participation in the federal child nutrition program operated by the state. The school shall assure the financial responsibility to the vendor and their ability to operate the program at no cost to the school, with the exception of use of space. The vendor shall be required to assure that all children receive meals that comply with federal child nutrition guidelines.

Civil Liability and Insurance (GS 115C-238.29F(c)):

Area of proposed coverage	Proposed amount of coverage		Cost (Quote)
Comprehensive General Liability	\$1,000,000		\$2,500
Officers and Directors/Errors and Omissions and Workers Comp.	\$1,000,000		\$5,222
Property Insurance	\$1,000,000		\$2,600
Motor Vehicle Liability	\$1,000,000		\$1,500
Bonding Minimum/Maximum Amount	\$250,000		\$750
Umbrella	\$2,000,000		\$1,500
Total Cost			\$14,218

Facility:

Anderson Creek Club is committed to constructing a facility retrofit to accommodate up to 180 students, including furnishings and technology. Anderson Creek Club has committed to financing the construction, furnishings, and technology. The school has budgeted sufficient funds to support a rental or lease agreement for the facility. [See: **Appendix T**- Letter from Anderson Creek Club]. Once the school Charter receives initial approval, Anderson Creek Club will begin the process of constructing the school including obtaining all required clearances and approvals from regulatory bodies. [See: Also: **Appendix N**]

Facility Contingency Plan:

The Board has inventoried alternative vacant facilities in the area that could accommodate the school and has developed a list of properties and opened contact with the owners. The Board has two alternative and viable lease options in the event the planned facility is not available.

Health and Safety Requirements:

All public charter schools are required to follow the regulations regarding health and safety as stated in § 115C-238.29F (a).

We, the Board members at ANDERSON CREEK CLUB CHARTER SCHOOL will develop a written safety plan and policies to be shared with staff, parents and students and be available upon inspection from the Department of Public Instruction and local Health Departments.



(Board Chair Signature)

2-27-13

(Date)

VI. FINANCIAL PLAN

Budget: Revenue Projections from each LEA 2014-15

- All per pupil amounts are from the 2012-2013 year and would be approximations for 2014-2015.
- Federal funding is based upon the number of students enrolled who qualify. The applicant should use caution when relying on federal funding in year one to meet budgetary goals.
- These revenue projection figures do NOT guarantee the charter school would receive this amount of funding in 2014-2015.
- For local funding amounts, applicants will need to contact their local offices or LEA.

LEA #1 (Harnett County Schools 430)

Revenue	2012-2013 Per Pupil Funding	Projected LEA ADM	Approximate funding for 2014-2015
State Funds	\$4,932	150	\$739,800
Local Funds	\$1,012	150	\$151,800
Federal EC Funds	\$3,743	20	\$74,860
Totals	\$9,687	150	\$966,460

LEA #2 (Cumberland County Schools 260)

Revenue	2012-2013 Per Pupil Funding	Projected LEA ADM	Approximate funding for 2014-2015
State Funds	\$4,537	30	\$136,110
Local Funds	\$1,440	30	\$43,200
Federal EC Funds	\$3,571	4	\$14,284
Totals	\$9,548	30	\$193,594

Total Budget: Revenue Projections 2014-15 through 2018-2019

INCOME: REVENUE PROJECTIONS	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
- <i>State ADM Funds</i>	<u>\$875,910</u>	<u>\$902,187</u>	<u>\$947,297</u>	<u>\$994,662</u>	<u>\$1,044,395</u>
- <i>Local Per Pupil Funds</i>	<u>\$195,000</u>	<u>\$204,750</u>	<u>\$214,988</u>	<u>\$225,737</u>	<u>\$237,024</u>
- <i>Exceptional Children Federal Funds</i>	<u>\$89,144</u>	<u>\$93,601</u>	<u>\$98,281</u>	<u>\$103,195</u>	<u>\$108,355</u>
- <i>Other Funds*</i>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
- <i>Working Capital*</i>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
TOTAL INCOME	<u>\$1,160,054</u>	<u>\$1,200,538</u>	<u>\$1,260,566</u>	<u>\$1,323,594</u>	<u>\$1,389,774</u>

Personnel Budget: Expenditure Projections 2014-15 through 2018-2019

BUDGET EXPENDITURE PROJECTIONS Personnel	2014-2015			2015-2016			2016-2017			2017-2018			2018-2019		
	<i># Staff</i>	<i>Salary per</i>	<i>Total salary</i>	<i>#</i>	<i>Salary per</i>	<i>Total salary</i>	<i>#</i>	<i>Salary per</i>	<i>Total salary</i>	<i>#</i>	<i>Salary per</i>	<i>Total salary</i>	<i>#</i>	<i>Salary per</i>	<i>Total salary</i>
Personnel:															
Lead Administrator	1	60,000	60,000	1	61,200	61,200	1	62,424	62,424	1	63,672	63,672	1	64,946	64,946
Assistant Administrator	1	42,000	42,000	1	42,840	42,840	1	43,697	43,697	1	44,571	44,571	1	45,462	45,462
Finance Officer	.5	20,000	20,000	1	20,400	20,400	1	20,808	20,808	1	21,224	21,224	1	21,649	21,649
Receptionist	1	15,000	15,000	1	15,300	15,300	1	15,606	15,606	1	15,918	15,918	1	16,236	16,236
Core Content Teacher(s)	12	30,000	360,000	1	367,200	367,200	1	374,544	374,544	1	382,035	382,035	1	389,676	389,676
Teacher Asst.	3	17,000	51,000	1	52,020	52,020	1	53,060	53,060	1	54,127	54,127	1	55,204	55,204
Exceptional Children Teacher(s)	1	31,000	31,000	1	31,620	31,620	1	32,252	32,252	1	32,897	32,897	1	33,555	33,555
Custodian	1	18,000	18,000	1	18,360	18,360	1	18,727	18,727	1	19,102	19,102	1	19,484	19,484
Total Personnel			597,000			608,940			621,118			633,546			646,212
Benefits:	<i># Staff</i>	<i>Cost Per</i>	<i>Total</i>	<i># Staff</i>	<i>Cost Per</i>	<i>Total</i>	<i># Staff</i>	<i>Cost Per</i>	<i>Total</i>	<i># Staff</i>	<i>Cost Per</i>	<i>Total</i>	<i># Staff</i>	<i>Cost Per</i>	<i>Total</i>
Health Insurance	23	3,600	82,800	23	3,600	82,800	23	3,600	82,800	23	3,600	82,800	23	3,600	82,800
Retirement Plan	23	15%	89,550	23	15%	91,341	23	15%	93,168	23	15%	95,032	23	15%	96,932
Medicare	23	1.45%	8,656	23	1.45%	8,829	23	1.45%	9,006	23	1.45%	9,186	23	1.45%	9,370
Social Security	23	6.2%	37,014	23	6.2%	37,754	23	6.2%	38,509	23	6.2%	39,280	23	6.2%	40,065
Total Benefits	23		218,020	23		220,724	23		223,483	23		226,298	23		229,167
Total Personnel	23	N/A	815,020	23	N/A	829,664	23	N/A	844,601	23	N/A	859,844	23	N/A	875,379

Operations Budget: Expenditure Projections 2014-15 through 2018-2019

BUDGET OPERATIONS EXPENDITURE PROJECTIONS		2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Contractual Services						
	Speech, OT, PT	24,000	24,500	25,000	25,500	26,000
	Bookkeeping & Audit	24,000	24,000	24,000	24,000	24,000
	Transportation	15,000	16,000	16,000	16,000	16,000
Materials & Supplies						
	Instructional	10,000	10,500	11,000	11,500	12,000
	Testing	8,000	8,000	8,000	8,000	8,000
Utilities						
	Electric	36,000	36,000	36,000	36,000	36,000
	Natural Gas	6,000	6,000	6,000	6,000	6,000
	Telephone	2,400	2,400	2,400	2,400	2,400
Insurance						
	Insurance	15,000	15,000	15,000	15,000	15,000
Prof. Development						
	Training	15,000	15,000	15,000	15,000	15,000
Rent						
	Facilities Rent	85,000	85,000	85,000	85,000	85,000
Equipment Leases						
	Copiers	18,000	18,000	18,000	18,000	18,000
Marketing						
	Local Advertising	3,000	3,000	3,000	3,000	3,000
Technology						
	Connectivity	2,400	2,400	2,400	2,400	2,400
	Software	8,000	8,000	8,000	8,000	8,000
	Other	2,000	2,000	2,000	2,000	2,000
Capital						
	Computers	5,000	0	0	0	0
	Buses	6,000	6,000	6,000	6,000	6,000
	TOTAL OPERATIONS	\$284,800	\$281,800	\$282,800	\$283,800	\$284,800

Overall Budget:

BUDGET OPERATIONS EXPENDITURE PROJECTIONS	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
TOTAL EXPENDITURES (PERSONNEL)	815,020	829,664	844,601	859,844	875,379
TOTAL EXPENDITURE (OPERATIONS)	284,800	281,800	282,800	283,800	284,800
TOTAL EXPENDITURES	1,099,820	1,111,464	1,127,401	1,143,644	1,160,179
TOTAL REVENUE	1,160,054	1,200,538	1,260,566	1,323,594	1,389,774
ANNUAL NET PROJECTIONS	\$60,234	\$89,074	\$133,165	\$179,950	\$229,595

Budget Narrative:

ACCCS revenue projections are based upon actual revenues for 2012-2013 school years for Harnett and Cumberland Counties. The basic assumption is that revenues will grow by about 3% each year after the initial year of operations. This projected growth may not occur given the state of North Carolina’s current fiscal condition. The revenues are based upon the school achieving an average daily membership of 180 students, including 150 students from Harnett County and approximately 30 students from Cumberland County. The school will make its best effort to achieve its enrollment goals. Approximately 13% of Harnett County Schools’ children participate in exceptional children’s programs under the Individual Disabilities Education Act. Since our goal is to approximate a student demographic consistent with the demographic of the local school district, we project that about 13% of our students or approximately 24 will qualify as exceptional children. We therefore projected revenue based upon a headcount of 24 exceptional children. Local funds are projected based upon an average daily membership. The budget does not include revenue or expenses for a child nutrition program. Our child nutrition program will operate independently and should not impact the general operating budget.

ACCCS personnel expenditure projections assume a 1% growth in expenditure each year following the first year (2014-2015) of operations. The budget provides for 23 staff positions including 22 full-time positions and one part-time position. The budget includes a part-time financial officer that will work in conjunction with a contracted bookkeeping service. Possible bookkeeping service contractors include Thomas & Gibbs, CPA, PLLC and Acadia Northstar, LLC. No bookkeeper has been selected at this time. The budget provides for 12 classroom teachers which will enable a classroom size of approximately 15 students. The school will provide a health-insurance benefits and retirement program for all employees. Employee benefits cost, including Medicare and Social Security contributions, is approximately 27 percent of the total personnel cost. Personnel expenses are about 74 percent of total project expenditure for the first year of operations.

ACCCS operations expenditures include project expenditures for servicing exceptional children including cost of speech, occupational and physical therapy. The budget does not forecast recovery of cost through Medicaid or private health insurance. The contractual lines

include the cost of bookkeeping services and the cost of contracting a Independent Auditor approved by the N.C. Local Government Commission to perform audits for charter schools. In the school's transportation plan includes parent carpooling. The school has budgeted funds to provide for contract transportation for students that may not become part of the carpool. This will assure that transportation is not a barrier to enrollment and participation for students at ACCCS. Materials and supplies include funds for instructional materials and specifically for testing. The school will contract with the North West Evaluation Association (NWEA) for the MAP assessment program.

The school has budgeted utility cost based on the projected need for electric, natural gas, and telephone service. The schools are projected insurance is based upon a quote from Towe Insurance Services, Inc. of Wilson, North Carolina (**Appendix M**). The school's professional development costs include expenditures for staff training each summer prior to the start of the school year. The rent expense is based on projected costs of leasing an approximate 15,000 sq. ft. retrofit facility that will accommodate up to 180 students. The facility lease includes two smart tables for use of kindergarten, first, and second grades. The facility lease will also include three classroom sets or approximately 45 computers for student use.

The school will lease copiers for instructional and office/administrative use. The school will engage in local advertising under its marketing line item. School purchased local ads as part of its effort to attract a diverse student population reflective of the demographics of the local school district. Under technology the school has budgeted for wireless Internet access and software for administrative and for instructional use. The school will apply for participation in the Federal Communications Commission E-Rate program.

Finally, the school has budgeted funds for the purchase of administrative computers and for the purchase of a used school activity bus. The school anticipates hiring a teacher assistant and or teacher that has a current commercial driver's license (CDL) and is eligible to drive the school activity bus for student field trips. The total operation expenditures represent 26% of the total expenditures in the first year of operations.

Assumptions for Budgetary Calculations:

1. The Local School district's average daily membership for the 2012-2013 school year is 20,263 students for its first month of enrollment. The average class size in its elementary is schools' is significantly higher than the proposed 15 at ACCCS. The Local School district is overcapacity. ACCCS efforts to recruit only 180 students will only provide limited relief from overcrowding. Based upon the community input we've received we anticipate that we will be able to reach our enrollment goals. However, if enrollment does not reach our projected goals our breakeven point is about 170 students. In the event the school falls below 170 students we may have to proportionately eliminate classes (including teacher and related staff) and possibly increase enrollment in individual classes raising the class size up to 18 students which is still significantly lower than the local school district.

2. The school will hire a part-time financial officer. The financial officer’s duties will include oversight of accounting functions including purchasing, payroll, and audits. The school will use an outside bookkeeping firm to maintain its books of accounts, process payroll and checks. The financial officer would be the point of contact for outside bookkeeping firm. We will solicit proposals from qualified bookkeeping firm’s in the school’s Board of Directors will make the final selection with consideration of the recommendation of finance officer. The board will consider factors such as price, quality references, and general qualifications of the individuals that would be assigned to do the actual work. The school will also hire an independent auditor which is approved by the local Government commission to conduct the school’s annual audit. The Board of Directors will adopt fiscal policies, establish internal control systems, establish procurement policies, and maintain proper liability insurances for employee dishonesty.

The school budget provides a small classroom sizes and is consistent with the school’s Mission to create a 21st-century learning environment. The budget enables a technology rich instructional experience for students by providing them with access to smart tables, computers, and other technology resources. Small class sizes will also facilitate teacher’s ability to differentiate instruction to facilitate student growth. The budget for further reflects the schools transportation plan’s and professional development needs. For example, the schools transportation plan calls for parent carpooling. As a backup transportation plan, the school has budgeted funds for contracted transportation service. The school will also explore the provision of bus transportation services by the local school district as an in-kind contribution. The schools projected budget establishes a progressively larger reserve fund.

4. The school will lease facilities at Anderson Creek Club to be constructed and retrofitted for the school. (See: **Appendix T**). If this plan does not work the school with seek leased facilities in the general area.
5. The school contingency plan includes the Board of Directors establishing a policy that requires the financial officer to report to the School Administrator and the Board of Directors any time enrollment revenues are projected to drop below the breakeven point. If the project revenue drops below the breakeven point the board will require an emergency plan to be presented by the school’s administration and financial officer that identifies cuts to assure the school remains fiscally sound. For the first five years the breakeven point is as follows:

Five Year Breakeven Enrollment Points

2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
170	166	160	152	145

6. In the event the school does not achieve its enrollment goals in advance of opening the Board of Directors will scale down its plan in order to stay within functional spending

limits. This project is centered in one of the most successful developing areas in the nation. The Board of Directors has the possibility of tapping credit resources to meet cash flow needs if timing to payments of state funds to the school is in issue.

Financial Audits:

ACCCS Board of Directors shall establish an audit committee. The audit committee shall work in conjunction with the school finance officer. The audit committee in concert with the finance officer shall establish a schedule of activities that culminate in the completion of the school's annual audit. The finance officer shall assure that books are kept in accordance with generally accepted accounting principles (GAAP) and applicable governmental regulations. The finance officer shall oversee the recording of transactions including the proper allocation of expenditures to the correct account codes. By March of each year the finance officer and audit committee shall recommend an auditor that is approved by the North Carolina Local Government Commission (LGC) to the full board for final approval of a contract for the annual audit. Once the contract is executed with the independent auditor for school finance officer shall obtain a listing of all relevant documents needed by the auditor to complete the audit. The school finance officer shall oversee the final closeout of the books for the fiscal year. The school finance officer shall provide all documents requested by the independent auditor and give the auditor for full access to any and all records including electronic files requested by the auditor. The finance officer shall monitor the progress of the audit to assure the audit is completed, reviewed by the audit committee and finance officer, and any final issues are resolved with the auditor. The independent auditor shall submit the final audit report on or before the October 31 deadline to the North Carolina LGC. Once the audit report has been approved by the LGC and accepted by the board of directors of the school, it shall be published on the school's website and made available for public inspection.

ACCCS has identified the below audit firm which has been approved by the LGC to conduct charter school audits. (See: Letter attached as **Appendix V**)

Name: LARRY E. CARPENTER, CPA, PA
Address: 1429 East Firetower Road, Suite 102, Greenville, NC 27858
Phone Number: (252)561-8292
Fax Number: (888)850-0782
Website: www.lecarpentercpa.com

VII. AGREEMENT PAGE

LEA Impact Statement:

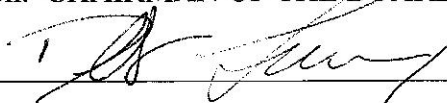
Pursuant to G.S. 115C-238.29B(d), the charter school applicant must submit a copy of the application to the LEA in which the school will be located. The applicant must submit their application to the LEA within **seven (7) days** from the due date so that proof of submission can be included in the complete application packet. The LEA may then submit information or comment directly to the Office of Charter Schools for consideration by the State Board of Education.

Applicant Signature:


The foregoing application is submitted on behalf of ANDERSON CREEK CLUB CHARTER SCHOOL, INC. The undersigned has read the application and hereby declares that the information contained in it is true and accurate to the best of his/her information and belief. The undersigned further represents that the applicant has read the Charter School Law and agrees to be governed by it, other applicable laws, and SBE regulations.

Print/Type Name: DAVID N. LEVINSON

Board Position: CHAIRMAN OF THE BOARD

Signature:  2-25-13 Date:

Sworn to and subscribed before me this 25th day of February, 2013.


Notary Public Official Seal



My commission expires: August 8, 2015.

ANDERSON CREEK CLUB CHARTER SCHOOL, INC.

125 Whispering Pines Drive
Spring Lake, NC 28390
Telephone: (910) 814-2633
Fax: (910) 814-4824

December 20, 2012

Dr. Joel Medley, Director
Office of Charter Schools
N.C. Department of Public Instruction
6303 Mail Service Center
Raleigh, NC 27699-6303

RE: LETTER OF INTENT

Dear Dr. Medley:

Please consider this letter as fulfilling the letter of intent requirements for the upcoming charter school application cycle. Anderson Creek Club Charter School, Inc., is interested in submitting a North Carolina Charter School Application by the March 1, 2013 deadline for schools opening in the fall of 2014.

Proposed Name of Charter School: Anderson Creek Club Charter School
Applicant Name: Anderson Creek Club Charter School, Inc.
Address: 125 Whispering Pines Drive, Spring Lake, NC 28390
Telephone Number: (910) 814-2633
E-mail address: neesondavid@aol.com
County of Proposed School Location: Harnett County

We look forward to submitting our application as indicated above.

Sincerely,



David N. Levinson
President

DNL: