



NORTH CAROLINA CHARTER SCHOOL APPLICATION

CARE Leadership Academy

Public charter schools opening the fall of 2014

**See Resource Manual for Assistance
(Available late November 2012)**

Due by 12:00 noon, March 1, 2013

North Carolina Department of Public Instruction
NCDPI/Office of Charter Schools
301 N. Wilmington Street
Raleigh NC 27601-2825
919-807-3491

Mailing Address:
6303 Mail Service Center
Raleigh, NC 27699-6303

CHARTER SCHOOL

2013 Application Process

To open a charter school in the 2014-2015 school year

APPLICATION DUE DATE/TIME

January 4, 2013

A letter of intent to apply for the 2014-2015 school year **must** be received in the Office of Charter Schools **no later than 12:00 noon**. If the Letter of Intent is not submitted, an application from this group will not be accepted. You can find the Letter of Intent requirements on the NC Office of Charter School web site.

March 1, 2013

A complete application package, one (1) single-sided, signed, and notarized original hard copy, one (1) PDF electronic version of the narrative, and one (1) PDF electronic version of the appendices (i.e. labeled flash drive) must be received in the Office of Charter Schools **by 12:00 noon**.

March 8, 2013

A copy of the application due to the Local Education Agency in which the proposed charter school will reside in. Applicant must provide evidence to the Office of Charter Schools (i.e. signed letter).

APPLICATION SPECIFICATIONS

Applicants **MUST** submit applications prior to the deadline March 1, 2013 at 12:00 noon; applicants are to use the following specifications:

1. All elements of the proposal must be typed with 1-inch page margins and 12-point font, single-spaced, in Times New Roman font.
2. Each major section (Mission, Purposes and Goals, Education Plan, Governance, Operations and Capacity, and Financial Plan) must begin on a separate page, as indicated in the template document. Do not exceed 50 pages for the proposal narrative. (Title Page, Table of Contents, and Appendices are not included in the narrative page limit.)
3. If a particular question does not apply to your team or proposal, **keep the section heading**, respond "Not Applicable," AND state the reason this question is not applicable to your team or proposal. The questions may be deleted.
4. All narrative content pages should be numbered and the name of school should appear at the top of ALL pages
5. All required Appendices should be clearly titled and include page numbers (i.e. Appendix A and page numbers as- A1, A2, B1...).
6. Review all elements of your application for completeness before submitting. An incomplete application may result in the elimination of the application.
7. Late submissions will not be accepted. No exceptions.
8. Provide confirmation to the Office of Charter Schools that within seven (7) days the applicant has provided one full copy of the application to the LEA in which the proposed charter school will be located.

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I. APPLICATION CONTACT INFORMATION

Name of proposed charter school: CARE Leadership Academy

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

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

Provide the name of the person who will serve as the primary contact for this Application. The primary contact should serve as the contact for follow-up, interviews, and notices regarding this Application.

Name of contact person: A. Necole Jones

Title/Relationship to nonprofit: CEO

Mailing address: 952 Golf House Rd W Suite 1-228
Whitsett NC 27377

Primary telephone: 302-430-6661 Alternative telephone: 336-541-6655

E-Mail address: carecentermd@gmail.com

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

County: GUILFORD

LEA: 410-Guilford County Schools

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

No: X

Yes:

Is this application being submitted as a replication of a current charter school model?

No: X

Yes:

What is the name of the nonprofit organization that governs this charter school? CARE Leadership Academy

Grade Levels Served and Total Student Enrollment:

Projected School Opening: Year 2014 Month August

Will this school operate on a year round schedule?

No: X

Yes:

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

Academic School Year	Grade Levels	Total Projected Student Enrollment
First Year	06,07,08	300
Second Year	06,07,08,09	400
Third Year	06,07,09,10	500

Fourth Year	06,07,09,10,11	600
Fifth Year	06,07,09,10,11,12	700
Sixth Year	06,07,09,10,11,12	700
Seventh Year	06,07,09,10,11,12	700
Eight Year	06,07,09,10,11,12	700
Ninth Year	06,07,09,10,11,12	700
Tenth Year	06,07,09,10,11,12	700

The State Board of Education provides funds to charter schools, approves the original members of the boards of directors of the charter schools, has the authority to grant, supervise, and revoke charters, and demands full accountability from charter schools for school finances and student performance.

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.

carecenter
Signature

Andrea N Jones, Chair
Title

carecenter
Printed Name

03/01/2013
Date

II. MISSION and PURPOSES

(No more than three total pages in this section)

Mission:

*State the Mission of the proposed charter school in **one hundred words or less**. The mission statement defines the organization's purpose and primary objectives, describing why it exists. The mission statement provides the foundation for the entire proposal.*

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

The mission of the CARE Leadership Academy (CLA) is to provide a comprehensive and restorative program which addresses the academic, social emotional, behavioral and vocational needs of students. CLA is an environment that will: 1) meet student needs in a healing and nurturing environment 2) maximize a student's potential for success by refocusing extrinsic motivation to intrinsic determination 3) foster emotional and intellectual development of its students by utilizing a strength-based paradigm which will guide towards functional, successful, and leadership existence in pre-adolescent and adolescent living and 4) cultivate caring, committed, positive and lasting relationships between adults and students which creates lasting learning.

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

1. *Provide a description of Targeted Population in terms of demographics. In your description, include how this population will reflect the racial and ethnic composition of the school system in which it is located. Describe the rationale for selecting the location and student body.*

CARE Leadership Academy (CLA) is a program geared toward grades 6-12 that will be located in Southeast Greensboro where there is evidence of a growing number of families that desire the kind of school choice that CLA will offer. With many successful schools of choice, many with significant waiting lists, Southeast Greensboro parents continue to demonstrate their need to have other options in their child's education. In addition, according to a News and Record article from September 25, 2011 Guilford County Schools expect to add 6,300 students over the next 10 years, placing additional strain on staffing and facilities. Private schools in Guilford County continue to flourish as parents look for alternatives to the regular public schools. Two of the highly sought after programs in the city have excessive price tags, admission criteria, and waiting lists. While these are excellent opportunities for some, most of the population for which this is not a realistic option. Families in search for better and safer places for their children, home schools in Guilford County have been growing over the last decade as they search for alternative educational opportunities.

In addition to school choice dropout rates are at epidemic levels. In Building A GRAD Nation 2012 Report it states: Redesigning the middle grades to foster high student engagement and preparation for rigorous high school courses. The past year has seen growing recognition of the critical role the middle grades play in enabling all students to graduate from high school prepared for college, career and civic life. The U.S. Secretary of Education

Arne Duncan elevated these grades at the national level in two major speeches on middle grade reform over the past year. "The middle grade years have been called the Bermuda Triangle of K-12 education. Its the time when students sink or swim." In high-poverty schools in the African American and Latino entrenched populations, in particular, the middle grades can either put students on a path to college and careers or it can steer them to dropping out and the unemployment line. Research has shown that the transition years, when students move from the elementary to middle grades, and then from the middle grades to high school, can be particularly perilous. Without sufficient support, students can become disengaged from school and start on the path toward dropping out. Best practices also suggest that caring, knowledgeable and committed adults who set high standards and assist students in meeting these standards, coupled with supportive school conditions and climates, are critical to helping students make successful transitions. Research indicates that socio-economic status is one factor in the dropout rate. Students who dropout often identify their relationships with teachers as a factor in their low attendance and ultimately leaving school therefore at CLA, every student will be assigned a staff member as a liaison to establish a relationship with the student and family. Research of risk and resiliency factors; indicate students who believe there is at least one adult who cares do better than those who don't believe anyone cares for them. With this in mind CLA will provide a comprehensive and restorative program that will address the academic, social emotional, behavioral and vocational needs of its students while creating an environment of lasting learning.

2. *What will be the projected enrollment at the charter school and what percentage of the Average Daily Membership (ADM) does that reflect for the local LEA(s) that may be impacted?*

300 students is .41% of the ADM - to start@ 5 years it will be .69% (if Guilford county enrollment stays the same (72,056 students)@ 10 years it will be 1.24% (if Guilford county enrollment stays the same (72,056 students)

3. *Explain how the charter school's education plan will compare to or differ from that of the local LEA(s).*

CLA will provide a comprehensive and therapeutic program. which addresses the individual academic, .social emotional. and vocational needs of students. The School is an environment that will: 1) meet student needs in the most nurturing environment possible 2) maximize a student's potential for success within and outside of the school environment and 3) foster emotional and intellectual development of its students by utilizing a strength-based paradigm which will lead towards functional and successful existence in adult living.

4. *In the appendices (Appendix A), you must provide evidence through a narrative or visual of this educational need through survey data, or times and locations of public meetings discussing this proposed charter school. (Please do not provide more than one sample survey form).*

Purposes of the Proposed Charter School: *In one page or less, describe how the proposed charter school will achieve one or more of the six legislated purposes, as specifically addressed in the NC charter school statute GS 115C-238.29A, and the proposed school's operations.*

The Six Legislative Purposes of a Charter School are:

- 1. Create new professional opportunities for teachers, including the opportunities to be responsible for the learning program at the school site.*
- 2. Hold schools accountable for meeting measurable student achievement results.*
- 3. Provide parents and students with expanded choices in the types of educational opportunities that are available within the public school system.*
- 4. Improving student learning.*
- 5. Increasing learning opportunities for all students, with a special emphasis on at-risk or gifted students.*
- 6. Encourage the use of different and innovative teaching methods.*

CARE Leadership Academy (CLA) will be located in Southeast Greensboro where there is evidence of a growing number of families that desire the kind of school choice that CLA will offer. With many successful schools of choice, many with significant waiting lists, Greensboro parents continue to demonstrate their need to have other options in their child's education. In addition, according to a News and Record article from September 25, 2011 Guilford County Schools expect to add 6,300 students over the next 10 years, placing additional strain on staffing and facilities. Private schools in Guilford County continue to flourish as parents look for alternatives to the regular public schools. Two well known programs in Greensboro have excessive price tags, admission criteria, and waiting lists. While these are excellent opportunities for some, this is not a realistic option for many parents. Families in search for safer school choices for their children, home schools in Guilford County have been growing over the last decade as they search for alternative educational opportunities.

In addition to school choice dropout rates are at epidemic levels. In Building A GRAD Nation 2012 Report it states: Redesigning the middle grades to foster high student engagement and preparation for rigorous high school courses. The past year has seen growing recognition of the critical role the middle grades play in enabling all students to graduate from high school prepared for college, career and civic life. The U.S. Secretary of Education Arne Duncan elevated these grades at the national level in two major speeches on middle grade reform over the past year. "The middle grade years have been called the Bermuda Triangle of K-12 education. It's the time when students sink or swim." In high-poverty schools in the African American and Latino entrenched populations, in particular, the middle grades can either put students on a path to college and careers or it can steer them to dropping out and the unemployment line. Research has shown that the transition years, when students move from the elementary to middle grades, and then from the middle grades to high school, can be particularly perilous. Without sufficient support, students can become disengaged from school and start on the path toward dropping out. Best practices also suggest that caring, knowledgeable and committed adults who set high standards and assist students in meeting these standards, coupled with supportive school conditions and climates, are critical to helping students make successful transitions. Research indicates that socio-economic status is one factor in the dropout rate. Students who dropout often identify their

relationships with teachers as a factor in their low attendance and ultimately leaving school therefore at CLA, every student will be assigned a staff member as a liaison to establish a relationship with the student and family. Research of risk and resiliency factors; indicate students who believe there is at least one adult who cares do better than those who don't believe anyone cares for them. With this in mind CLA will provide a comprehensive and restorative program that will address the academic, social emotional, behavioral and vocational needs of its students while creating an environment of lasting learning. CLA was formed to maximize student learning. Several features of CLA will be especially conducive to improved student learning, including small class size, a focus on collaborative learning and a rigorous curriculum with high expectations for students. Research supports that smaller learning environment that is properly applied will improve student outcomes as well as having positive effects on school safety. There is similar support in the literature for small class sizes, active skill-based learning, and high student expectations for all of which will be among our schools driving forces.

Goals for the Proposed Charter School:

- 1. How will the governing board know that the proposed public charter school has attained their mission statement? What metrics will be used to gauge that success, and how often will the metrics be reviewed in your analysis?*

The goals of the CLA School are based upon the education and success of students. These goals include the facilitation of 1) student graduation, promotion or transition; 1) development of coping and adjustment skills that contribute to accomplishment of personal goals and functioning living within the community-at-large and 3) the acquisition of vocational skills that lead to meaningful employment.

Mastery of these primary goals will serve as a measure for student performance and progress within the School will provide the standards against which the School will determine its rate of success.

The School's success will also be nudged by the rate of mastery of student PIP goals and objectives. It is expected that proficiency will be achieved based on individual goals and objectives through services offered within and through community linkages, outside of the School.

The provision of an appropriate and academically challenging curriculum that meets the requirements of the Guilford County Public Schools and addresses the learning needs of all students enrolled in the School.

The provision of the pre-career and vocational component which will maximize opportunities for student employability upon graduation/program completion;

The provision of social emotional learning and behavioral services that foster the development of personal insight, positive behavioral decision-making skills, and healthy mental/emotional functioning for our students: and

The cultivation of positive and collaborative relationships with parents, families, community resources and agencies in order to offer comprehensive services for students within and outside of the school environment.

2. *Provide specific and measurable student achievement performance goals for the school's educational program and the method of demonstrating that students have attained the skills and knowledge specified for those goals. These goals should include specific and measurable performance objectives over the first five years of the schools existence.*

Student performance will be assessed in the academic, social emotional learning/emotional/behavioral and vocational areas upon admission into the School. These assessments, utilizing both formal and informal assessment tools, will dictate performance standards for students and will be incorporated into the development of student PIP's, instructional plans, and student success plans. In addition to assessments completed by educational, vocational and social emotional learning staff persons, triennial evaluations will be administered by the School or requested from the referring agencies in order to assess long-term progress of students.

Students will also be assessed according to behavioral standards as measured by the Behavior Modification Plan (BPP) developed and utilized by the School. Daily, weekly and monthly data as collected by behavioral counselors will be utilized to measure student success as measured by PIP's and behavioral standards dictated by the BMP. This data will also contribute to the development of behavioral goals and objectives and behavioral success/intervention plans. Functional behavior assessments will also be completed on students to examine current behavioral performance and behavioral success needs.

Goal 1: CLA will implement a rigorous academic program that aligns with the NC Common

Core Standards and will prepare students for higher education.

Objective 1: The school will use a rigorous curriculum in grades 6 to 12.

Goal 2: Students will achieve appropriate growth over time.

Objective 1: Each student will make more than one year of academic growth in each academic year.

Objective 2: Students performing below grade level will perform on grade level after being in our program for three years.

Objective 3: Teachers will use a variety of strategies including classroom differentiation and acceleration to challenge all students to achieve optimal academic growth.

Goal 3: Students will participate in social emotional learning based on the common character traits.

Objective 1: All grade levels will use a character focus curriculum as part of their educational program. There will be a school wide value for each month. Each grade level will plan activities and discussions centered around that value.

Objective 2: The school will hold frequent school-wide assemblies where individuals and groups will be recognized for achievement or growth in activities related to the monthly value.

Objective 3: Students will have multiple opportunities to participate in school wide service projects that highlight one or more virtues. Students will also be encouraged to participate in other service to the school

III. EDUCATION PLAN

(No more than ten total pages in this section)

NOTE: *All sections of the Education Plan should align with all other sections of this application. The State Board of Education shall give priority consideration to the applicants who demonstrate potential for significant, meaningful innovation in education. Provide precise and clear explanations. Lack of response to any question or proper documentation could deem the application incomplete.*

Instructional Program:

Provide a detailed description of the overall instructional program of the proposed charter school, including major instructional methods, assessment strategies, and explain how this instructional program and model meet the needs of the targeted student population.

The CARE Leadership Academy is designed to meet the educational, social emotional learning, behavioral, and vocational needs of pre-adolescents and adolescents in grades 6-12. The program will utilize a psycho-educational approach to meet the needs of each individual student based upon higher level of functioning upon enrollment. CLA will provide its students with a comprehensive experience in each of the aforementioned areas by ensuring that its staff is fully trained and equipped with the necessary skills to effectively address each area of need. Therefore, the SST, which consists of assigned professionals from the educational, behavioral, and social emotional learning and vocational departments becomes crucial in planning for student programming and success.

Instruction within the School will be highly structured and individualized as dictated by student varied modalities will be utilized to address the multiple learning styles of students enrolled in the School. Instruction will be primarily delivered by the classroom teacher and teacher assistant. Structured instruction may also be offered by clinicians within small group therapy in the form of group/individual projects to enhance mastery of social/emotional goals as dictated by student PIP's.

Instructional materials will include developmentally appropriate and hands-on learning activities that reinforce traditional instruction within classrooms. Opportunities for individual, small group and whole group instruction will be provided to students within the academic and vocational areas. Innovative and flexible instructional strategies such as cooperative learning, whole language instruction, and strength-based instruction will be utilized. Specifically, within the vocational area, teachers, and the employment counselor will employ instructional methods that will include a variety of learning experiences including mentoring, job-shadowing, school-sponsored work enterprises. and actual employment opportunities.

Generally, students will be grouped according to grade levels i.e.. 6th, 7th, 8th, 9th, 11th, and 12th grade groupings. Students may be grouped in multiple grade levels in self-contained classes, which will deliver academic services to students with specific deficiencies in academic performance and intellectual functioning.

K-12 Curriculum and Instructional Design:

Describe the basic learning environment (e.g., classroom-based, independent study), including class size and

structure.

At the core of its mission, CLA seeks to equip its students with the necessary skills in order to realize their fullest potential academically, behaviorally, and vocationally so that they might become contributing and productive citizens. The core components of the program are educational, social emotional learning, behavioral and vocational and will be implemented as follows:

The Educational Component

The educational department will be supported by an Academic Coordinator and Teachers. This staff will be responsible for instruction in the following subjects: Language Arts, Mathematics, Social Studies, Science, Life Skills, Foreign Language, and Fine Arts. Students will receive individualized as dictated by the Prescribed Individualized Plan (PIP). Those who are functioning either above or below grade level will receive specialized and individualized instruction in order to address their unique learning needs. Each classroom will have a maximum of 25 students and will be equipped with access to an integrated and networked system that will allow access to educational software utilized throughout the academic program. This system will allow for individual and/or small group instruction within each academic subject and will provide opportunities for students to experience continuity within the various educational areas. Students will receive credits, which will satisfy the middle and high school graduation requirements of the Guilford County Schools culminating in the earning of the middle school promotion and high school diploma. Each student is assigned an administrator that will be a member of that students success team (SST).

Social Emotional Learning Component

The social emotional learning component of the program will be supported by a Social Emotional Learning Coordinator, Social Workers/Therapists, Case Managers and a consulting Psychologist. The social workers/therapists will be licensed clinicians and will provide services to students and families. Each student will receive individual and small group sessions as prescribed. Clinicians will also provide family therapy as requested and/or needed by a student's family. Each student is assigned a therapist/case manager depending on need will be a member of that students success team (SST). Student case management will also be an integral component of the social emotional learning department. Social workers will provide such services by linking students and families with private and public agencies as needed, coordinating the involvement of outside agencies and community resources with students and families and assisting students and families with accessing any resources that may exist outside of CLA to ensure maximum student and family stability. The consulting psychologist will provide services to the CLA, its students and families to include evaluations, consultation and referrals to ancillary agencies/facilities.

The Behavioral Component

The behavioral component of CLA will be supported by a Behavioral Coordinator and Behavioral Advocates. Each student is assigned a behavioral counselor that will be a member of that students success team (SST). Counselors will be present with students and will observe student

Provide a synopsis of the planned curriculum, including:

1. One sample course scope and sequence (preferably in graph form) in the Appendices (Appendix B1) for one core subject (specific to the school's purpose) for each division (elementary, middle, high) the school would ultimately serve.

2. As Appendix B2, provide a visual disseminating what courses (core content and electives) will be offered in year one through year five of the charter high school. Please ensure the projected staff and budget aligns with the course offerings.
3. Identify how this curriculum aligns with the proposed charter school's mission, targeted student population, and North Carolina Accountability Model.

CLA will provide a high quality secondary education in a supportive, small-school environment. We will provide the same core curriculum for all students, teaching by grade level in middle school (grades 6-8) and by discipline with a high curriculum standards in the High School (grades 9-12). The social emotional, behavioral and vocational departments will be integrated into the curriculum at each grade level using Howard Gardners Multiple Intelligences. Without neglecting the importance of core curriculum; Math, Science, English and Social Studies our educational focus is adding studies to enhance academic potential, improve personal growth and provide a rigorous ready learning environment for our local middle and high school students in order for them to obtain higher learning and successful adult careers.

At the High School, we intend to follow the North Carolina Standard Course of Study for mathematics, science, English and social studies and develop our own courses in the areas of Business, Technology, Leadership Development and Physical Education. We will develop courses that meet all North Carolina graduation requirements but will emphasize learning with multiple intelligence theory, cross curricular ties and the integration of leadership skills in every day class activities. We will use materials that are consistent with the highest standards of their respective disciplines and the best technologies affordable. We also intend to offer Advanced Placement courses in each field of study although, again, the specific courses to be offered will be determined during the planning year. We will also implement the North Carolina high school exit standards, which will require our students to complete a senior project and pass End-Of -Course assessments in Algebra I, Biology, English I, Civics and Economics, and U.S. History.

4. Describe the primary instructional strategies that the school will expect teachers to master and explain why these strategies will result in increased academic achievement for the targeted student population.

Generally, the School will utilize the academic curriculum in the core subjects (Language Arts, Mathematics, Science, Social Studies, Foreign Language, Fine Arts, Physical Education) as developed by the Guilford County Public Schools in order to ensure consistency and correlation with NC high school graduation requirements. Additional and supplementary curricula will be utilized by School staff to support core curriculum in the academic areas. Comprehensive and experiential curricula will also be utilized in the vocational, social emotional learning and behavioral areas that support goals and objectives. Computerized and networked curriculum will also be utilized within each component of the program. Educational software in each curricula area will be accessible from all classrooms, workshops, and labs.

5. Explain how the proposed instructional plan and graduation requirements will ensure student readiness for college or other postsecondary opportunities (trade school, military service, or entering the workforce).

High school graduation requirements for CARE Leadership Academy are as follows:

Content Area

Course of Study Credits

English

English Language Arts I, II, III, IV (Specific courses to be developed during planning year) 4

Mathematics

Algebra I, Algebra II, Geometry, and one higher level math course with Algebra II as prerequisite 4

Science

Physics, Chemistry, Biology, Earth/Environmental Science (or AP Environmental Science) 4

Social Studies

Government, Civics and Economics, US History, World History and one additional civics or service learning course (specific courses to be developed during planning year) 3

Modern Foreign Languages

Two courses in the same modern foreign language 2

Fine Arts

Fine Arts TBD 1

Vocation Education

Career Technology and Employment Readiness TBD 2

Health and Physical Education

One daily class period will be devoted to a combination of physical education using martial arts and the healthful living component of the NC Standard Course of Study 1

TOTAL CREDITS

25

6. Provide a school academic calendar (minimum of 185 instructional days or 1,025 hours) and a brief narrative on how the calendar coincides with the tenets of the proposed mission and education plan.
Proposed SY Calendar 2014-2015

August 04, 2014 2 week Staff Orientation

August 18, 2014 Students begin (county starts last week in aug)

September 01, 2014 Labor Day

October 14, 2014 Columbus Day

October 20, 2014 End of 1st Grading Period

November 11, 2014 Veterans Day

November 27 28, 2014 Thanksgiving Break

December 22, 2014 January 5, 2015 Winter Break

January 05, 2015 End of 2nd Grading Period

January 19, 2015 Dr. Martin Luther King, Jr. Day

February 16, 2015 Presidents Day (county doesnt take pres day)

March 16, 2015 End of 3rd Grading Period

April 6 10, 2015 Spring Break

May 25, 2015 Memorial Day

June 05, 2015 End of 4th Grading Period

June 05, 2015 Last day for students

September 17th Half day for students/ Staff PD

October 25th Half day for students/ Staff PD

February 13th Half day for students/ Staff PD

March 20th - Half day for students/ Staff PD

Special Programs and "At-Risk" Students

1. Describe the methods and clear systems of prevention and intervention teachers will utilize to provide assistance to students that are not performing at expected levels: ensuring continued progress and academic student growth.

CARE Leadership Academy (CLA) is designed to meet the educational, clinical, behavioral, and vocational needs of at-risk pre-adolescents and adolescents. Our student body covers grades 6-12. Students in these crucial stages of development often become categorized as at-risk because of their environment, familial structure, chronic absenteeism, truancy, contentment with subsistence, and the relationship between low academic achievement and disruptive behaviors. These students are also at greater risk for expulsion, dropout, incarceration, substance abuse, recidivism, and failure to acquire the basic skills necessary for middle, high, and post-high school functioning. The program will utilize a psycho-educational approach to meet the individual student needs in all areas.

The psycho-educational approach utilized at CLA is designed to enhance the traditional definition of achievement and to provide opportunities for students to experience self-worth and success in their day-to-day existence. Furthermore, this approach requires that students be considered as

individuals when evaluating and treating their emotional, behavioral, and learning needs. All disciplines will be fully immersed in student success in order for full emotional, intellectual development, and potential to be realized. Therefore, the Student Success Team (SST), which consists of assigned professionals from the educational, behavioral, clinical, and vocational departments, becomes crucial in student program planning.

CLA will provide its students with comprehensive experiences in each of the aforementioned areas by ensuring that its staff is fully trained and equipped with the necessary skills to effectively address each component. We will also solicit the involvement of families, community resources, referring agencies, and any others who may be involved with the students in order to enhance the implementation of the program. At the core of our mission, we seek to equip our students with the necessary skills in order to realize their fullest potential academically, behaviorally, and vocationally so that they might become contributing and productive leaders in the community.

CLA provides a unique and comprehensive program for its students, addressing not only the behavioral and learning needs, but assisting our youth in becoming competent, insightful, and self-sufficient leaders as well. In order to facilitate the implementation of such a program, CLA will also offer "wrap around" services that will address the needs of the students and families within the school environment as well as offer agency/professional linkages within the community-at-large. These services will be provided and supervised by program mentors whose duties include offering academic and career guidance, leadership role modeling, and assistance with developing interpersonal and problem-solving skills. These mentors will also assess the needs of the student both within and outside of the school environment, interact with students families, staff and other service providers to foster normative development, and create individualized programming and treatment plans for all students upon completion of CARE Leadership Academy in order to ensure our students post-secondary success.

2. Explain how the instructional plan and curriculum will meet the needs of English Language Learner (ELL) students, including the following:
 - a) Methods for identifying ELL students.
 - b) Specific instructional programs, practices, and strategies the school will employ to ensure academic success and equitable access to the core academic program for these students.
 - c) Plans for monitoring and evaluating the progress and success of ELL students, including exiting students from ELL services.

Students with English Language Learner proficiency (ELL) will be assessed upon entering the school. The school will provide services to those qualifying students and will comply with the EC certification table in the NC Course Code Directory and Instructional Personnel Assignments be put in place to accommodate the LEP students in a timely manner:

Home Language Survey: Date of registration or within the first week of school

Classification of LEP Levels: Twenty days after registration or return of survey

Student Placement in LEP: One month after student enters CLA

Parent/Guardian Notification: Upon date of classification

Teacher Certification/Personnel: Establish schedule upon opening of school

Update LEP Plan: One month after student enters school

Check Cumulative Folder: Upon receipt

Post Program Review: One month after student enters CLA

Reclassification or Exiting of LEP Students: Any point in year after 4 months of assessment or May, for end of year assessment

Home-School Communication: Ongoing throughout the year

The EC and LEP faculty members will be responsible for assisting the classroom teacher in designing a classroom that will meet the needs of these students as well as the other students in the class. Therefore, it is the intent of the school to use an inclusion model to its fullest possible extent. It is understood that this may not always meet the needs of the students in each class. Entrance and exit requirements as well as graduation requirements (if the school is to be high school).

3. Explain how the school will identify and meet the needs of intellectually gifted students, including the following:
 - a) Specific instructional programs, practices, strategies, and opportunities the school will employ or provide to enhance their abilities.
 - b) Plans for monitoring and evaluating the progress and success of intellectually gifted students.

The charter school must accept special needs children under the federal legislation Individuals with Disabilities Education Act (IDEA) (20 U.S.C. 1400 Et seq.) and the state legislation (G.S. 115C-106 Et seq.). Provide a clear and thorough explanation of the procedures the proposed charter will follow to insure compliance of the above laws. CARE Leadership Academy is committed to meeting the needs of all enrolled students. It is the policy of CCA that every child have a fair and full opportunity to reach his full potential and that no child shall be excluded from service or education for any reason. To ensure that we meet the needs of exceptional children we will have an Exceptional Children (EC) department responsible for the identification and screening of all children with special needs. The EC department will further be responsible for developing educational plans and strategies for special needs students. The EC department will evaluate the needs of children and the adequacy of special education programs before placing a child in the program. The department will conduct periodic evaluation of the benefits of the programs and compare the benefits to the nature of the child's needs. The EC department of CCA will take every reasonable measure to prevent denials of equal educational opportunity on the basis of physical, emotional or mental handicap; and will assure that the rights of students with special needs and their parents or guardians are protected. All teachers in the EC department will be licensed and meet the highly qualified designation. Teachers will be trained in the identification, screening, implementation and maintenance of Individual Education Program (IEP) and Section 504 plan.

The staff of CCA will be aware of students with an Individual Education Program (IEP) or a Section 504 plan and make sure that all requirements are being met as prescribed. The IEP will be updated per the law and adjustments will be made to accommodate each student. A licensed, certified EC teacher, classroom teacher, parent and administrator will be given proper notification and invited to attend all meetings. There will be ongoing assessments in classrooms to identify students with special needs. Students with a Section 504 plan or identified as being eligible for a Section 504 will be offered accommodations and or services for the identified

disability. Accommodations and services for both IEP and 504 will include but not be limited to:

modification of tests and assignments, extra set of textbooks for home, adjusted seating, use of study guides/organizational tools, preferential seating, modified recess and PE, and use of necessary health care procedures. CARE Leadership Academy's EC staff will have ongoing, intensive training to ensure awareness and compliance with state and federal exceptional children's laws. The EC staff will work closely with classroom and special teachers

to provide students with the necessary and appropriate accommodations and interventions.

Student needs will be supported throughout the interventions determined by a Student Success Team (SST). The SST process will identify whether the concern about the student is academic and/or behavioral in nature. Interventions will be established by the team and agreed upon by parents and teachers. The interventions will be in place for a minimum of three weeks then evaluated by the SST. If the strategies prove to be successful the plan will be continued, if not, adjustments will be made to implement a different set of interventions. At the point of not being able to show improvement through the interventions the staffing team will refer the student to a school psychologist for a psychological evaluation to determine whether the student's needs warrant an individual education plan (IEP) and special education or related services. Other areas, such as speech and language, will also be assessed. The SST committee, school director and parents will review results and

Exceptional Children

The public charter school cannot deny admission to any child eligible for special education services as identified under the federal legislation *Individuals with Disabilities Education Improvement Act (IDEA) Amendments of 2004* (20 U.S.C. 1400 et seq.), IDEA regulations, and Article 9 115C of the North Carolina General Statutes, North Carolina Policies *Governing Services for Children with Disabilities*. All public schools are responsible for hiring licensed and 'highly qualified' special educators pursuant to law. Public schools are required to provide a full continuum of services to meet the unique needs of ALL students with disabilities.

Identification and Records

1. Explain how you will identify students who are enrolled within the charter school that have previously been found to be eligible for special education services or are protected under Section 504 of the Rehabilitation Act.
2. Provide the process for identifying students who may be eligible for special education services as identified in the federal 'Child Find' mandate. Be sure to include how student evaluations and assessments will be completed.
3. Provide a plan detailing how the records of students with disabilities and 504 Accommodation plans will be properly managed.
 - a) Requesting Records from previous schools
 - b) Record Confidentiality (on site)
 - c) Record Compliance (on site)

The population of students who choose to attend CLA will mandate many of the decisions surrounding staffing the school. The Director will hire a licensed, certified staff member to provide services for students with exceptionalities including Exceptional Children (EC) and Limited English Proficient (LEP) students. CLA realizes that it is the school's responsibility to meet the needs of these students and will commit to hiring or contracting with appropriate professionals to meet the needs of the

students. Consideration will be given to the Special Education consultants to meet the needs and requirements of our exceptional children population. The staff of CLA will be aware of students with Individual Education Program (IEP) and section 504 plans and ensure that all requirements are being met as prescribed by law. The IEP will be updated per the law and adjustments will be made to accommodate each student. A licensed, certified EC teacher, classroom teacher, parent and administrator will be notified and invited to attend all meetings. There will be an ongoing assessment in classrooms to determine if a child has special needs. CLA will treat each child on an individual professional basis. The NC State Code will be followed. It includes but is not limited to:

A non-discriminatory Policy Regarding Identification, Location, Evaluation and Selection,

IDEA eligible students,

Individual education plans (IEP) developed in IEP meetings with parents and the IEP committee,

Least restrictive environment, Parent/Student participation in decisions,

Procedural due process. The CLA teachers who teach core content to EC

students will hold appropriate "in field assignment" in accordance Student

needs will be supported throughout the interventions determined by a School

Support Team (SST). Students will be identified and evaluated in accordance

with state and federal regulations. The SST process will identify whether

the concern about the student is academic and/or behavioral in nature.

Research-based interventions will be established by the team and agreed upon

by parents and teachers. The interventions will be in place for a minimum of

three weeks then evaluated by the SST. If the strategies prove to be

successful the plan will be continued, if not, adjustments will be made to

implement a different set of interventions. At the point of not being able

to show improvement through the interventions, the SST will determine

whether the students needs warrant an individual education plan (IEP) and

special education or related services. Other areas, such as speech and

language, will also be assessed. The SST committee, school director and

parents will review results and agree upon a plan. The following is a list

of services that will be provided to serve the needs of the exceptional

student population:

Academic Pullout

Consultation and Collaboration

Speech Therapy, Physical Therapy & Occupational Therapy

Enriched Curriculum

Students with limited-English proficiency (LEP) will be assessed upon

entering the school. The school will provide services to those qualifying

students and will comply with the EC certification table in the NC Course

Code Directory and Instructional Personnel Assignments be put in place to

accommodate the LEP students in a timely manner:

Home Language Survey: Date of registration or within the first week of school

Classification of LEP Levels: Twenty days after registration or return of survey

Student Placement in LEP: One month after student enters CCA

Parent/Guardian Notification: Upon date of classification

Teacher Certification/Personnel: Establish schedule upon opening of school

Update LEP Plan: One month after student enters school

Check Cumulative Folder: Upon receipt

Post Program Review: One month after student enters CCA

Reclassification or Exiting of LEP Students: Any point in year after 4 months of assessment or May, for end of year assessment

Home-School Communication: Ongoing throughout the year

Exceptional Children's Education Programming

1. Describe the educational programs, strategies, and additional supports the school will provide to ensure a full continuum of services for students with disabilities.
2. Describe the methods and support systems that will be in place to ensure students with disabilities receive a Free and Appropriate Public Education (FAPE).
3. Describe how implementation of the Individualized Education Plan (IEP) will be monitored and reported to the student, parents and relevant staff.
4. Describe the proposed plan for providing related services.

The SST process will identify whether the concern about the student is academic and/or behavioral in nature. Research-based interventions will be established by the team and agreed upon by parents and teachers. The interventions will be in place for a minimum of three weeks then evaluated by the SST. If the strategies prove to be successful the plan will be continued, if not, adjustments will be made to implement a different set of interventions. At the point of not being able to show improvement through the interventions, the SST will determine whether the students needs warrant an individual education plan (IEP) and special education or related services. Other areas, such as speech and language, will also be assessed. The SST committee, school director and parents will review results and agree upon a plan. The following is a list of services that will be provided to serve the needs of the exceptional student population:

Academic Pullout

Consultation and Collaboration

Speech Therapy, Physical Therapy & Occupational Therapy

Enriched Curriculum

Student Performance Standards

1. Describe the student performance standards for the school as a whole.
2. Explain the use of any evaluation tool or assessment that the proposed charter school will use in addition to any state or federally mandated tests. Describe how this data will be used to drive instruction and improve the curriculum over time for the benefit of students.
3. Explain the policies and standards for promoting students, including students with special needs, from one grade level to the next. Discuss how and when promotion criteria will be communicated to parents and students.
4. Provide the public charter school's exit standards for graduating students. These standards should set forth what students in the last grade served will know and be able to do.

Student performance will be assessed in the academic, social emotional learning/emotional/behavioral and vocational areas upon admission into the School. These assessments, utilizing both formal and informal assessment tools, will dictate performance standards for students and will be incorporated into the development of student PIP's, instructional plans, and student success plans. In addition to assessments completed by educational, vocational and social emotional learning staff persons, triennial evaluations will be administered by the School or requested from the referring agencies in order to assess long-term progress of students.

Students will also be assessed according to behavioral standards as measured by the Behavior Modification Plan (BPP) developed and utilized by the School. Daily, weekly and monthly data as collected by behavioral counselors will be utilized to measure student success as measured by PIP's and behavioral standards dictated by the BMP. This data will also contribute to the development of behavioral goals and objectives and behavioral success/intervention plans. Functional behavior assessments will also be completed on students to examine current behavioral performance and behavioral success needs.

High School Graduation Requirements

1. If implemented, describe how the proposed charter school will meet the Future-Ready Core requirements. Provide details on how the students will earn credit hours, how grade-point averages will be calculated, what information will be on transcripts.
2. Explain the plan for graduating students with special education needs.
3. Explain what systems and structures the school will implement for students at risk of dropping out and/or not meeting the proposed graduation requirements.

Our curriculum will teach by discipline and utilize proven methodologies and teaching principles for high school instruction to encourage varied collaborative instruction and quality teaching for more challenging material. Although we will establish learning communities at both the Middle School and the High School, they will not be stand alone. CARE Leadership Academy will be one environment devoted to lifelong learning. We will incorporate the Middle School and High School to include tutoring and mentoring of Middle School students by High School students, plays and performances, and other opportunities. Foreign Language and Fine Arts Foreign Language and Fine Arts are critical parts of a general education, and the School will provide a first-rate education in these areas.

Student Conduct:

Provide a brief narrative that disseminates how student conduct will be governed at the proposed charter school and how this plan **aligns** with the overall mission and proposed Education Plan of the charter school.

Provide a draft copy of the student handbook within the appendices (Appendix C).

Be sure to include:

1. Practices the school will use to promote effective discipline.
2. A preliminary list and definitions of the offenses which may result in suspension or expulsion of students.
3. An explanation of how the school will take into account the rights of students with disabilities in regards to these actions that may or must lead to suspension and expulsion.
4. Policies and procedures disseminating due process rights, including grievance procedures, for when a student is suspended or expelled.

The CLA School recognizes that safety and order are paramount to the success of any therapeutic program particularly one of this type. Students and staff must experience both psychological and physical safety if full efforts are to be made to create an environment where maximal learning and growth can take place. Therefore, establishment of clear expectations and policies regarding student discipline become critical in the creation of a positive and nurturing atmosphere. An extensive Behavior Management Plan (BMP) will be

utilized to maximize opportunities for and reward student success. This program will provide clarity and specificity regarding rules, regulations and policies for students as related to behaviors and consequences. The management of student behavior, both in and outside of the classroom, will be closely monitored by individual and general behavioral plans and will allow for consistency, organization and management as related to student behavior. The BMP also provides the organizational structure for data collection regarding student behavioral functioning. This data will become an integral component of PIP development, success and planning. Student discipline will be addressed from a preventive and pro-active paradigm as opposed to a reactionary model. It will be the School's aim to minimize disorderly behavior by maintaining clear school and classroom expectations, providing for consistent enforcement of rules and organization, and management of classrooms in ways that will minimize acting-out behaviors. Given that one of the School's goals is to provide "wrap-around" services so that all student needs will be met and that all behavior is driven by needs, it is expected that students will have fewer reasons to display disruptive behaviors. In such instances where the behavioral code of the school environment is violated, the student, family, and staff will be aware of established and routine consequences and will collaborate with one another in the development of behavioral plans to minimize reoccurrence of the unacceptable behavior(s). In order to ensure that safety, order and positive student discipline are present throughout all facets of the program, the following will be established and maintained throughout the School: cooperation and collaboration between staff, students and families; emphasis upon positive standard performance including regular reward for appropriate behaviors; student, staff, and family input into discipline procedures; and an atmosphere of mutual respect and honest communication between all involved in the program.

It is the philosophy of the Academy to address the majority of behavioral incidents within the school setting so that the student's educational and social/emotional program is not disrupted and learning continues to take place. In behavioral situations during which a student displays harmful and/or dangerous behavior to self, students, staff, the learning environment, inflicts serious damage to building property, or breaks Federal/Local laws, a student may be suspended from school. Students who engage in excessive Category One or Two behaviors may also be suspended from school. In these situations, a student will be informed of the decision to suspend by the Behavioral Advocate or Behavioral Coordinator. If the student would like to dispute the behavior, he/she will have the opportunity to present his/her view of the situation.

Parents shall be notified by telephone and in writing, through the disciplinary action form will be sent in the mail, in all cases of suspension. Students who are suspended from school may not participate in any school-sponsored activities and are not permitted on school grounds during the period of suspension. Students who have been suspended will be re-admitted to the school program and the Behavioral Coordinator may request a conference with parents in order for re-entry to occur.

IV. GOVERNANCE, OPERATIONS and CAPACITY

(No more than ten total pages in this section)

NOTE: Please answer all sections completely. Do not use "same as LEA" or "whatever the law states". Lack of proper documentation could deem the application incomplete.

Governance:

Private Nonprofit Corporation:

*The nonprofit corporation must be officially authorized by the NC Secretary of State by the final approval interview date.

Name of Private Nonprofit: CARE Leadership Academy

Mailing Address: CARE Leadership Academy

City/State/Zip: Whitsett NC 27377

Street Address: 952 Golf House Rd W Suite 1-228

Phone: 302-430-6661

Fax:

Name of registered agent and address: Andrea N. Jones
952 Golf House Rd W Suite 1-228
Whitsett, NC 27377

FEDERAL TAX ID: 32-0403247

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:

Yes (copy of letter from federal government attached: Appendix D)
 No

NOTE: If the non-profit organization has yet to obtain the 501(c)(3) status, the tax-exempt status must be obtained from the Internal Revenue Service within twenty-four (24) months of the date the Charter Application is given final approval.

Governance and Organizational Structure of Private Non-Profit Organization:

The private nonprofit corporation is the legal entity that has responsibility for all aspects of the proposed charter school. Its members should reflect the ability to operate a charter school from both business and education perspectives.

Please complete the table provided depicting the founding members of the nonprofit organization.

Board Member Name	Board Title	County/State of Residence	Current Occupation
Terrence Jones	Board Member	GUILFORD	Insurance Broker
Lisa Taylor	Board Member	GUILFORD	Therapist

Dr. Marrisa Dick	Board Member	GUILFORD	College Professor
Andrea Jones	Chairman	GUILFORD	CEO
Dr. Nicholas Cooper Lewter	Board Member		Clinician

Please provide the following in this location of the APPLICATION: (Do not include as an appendices.)

1. *A description of the governance structure of the proposed charter school, including the governing board's functions, primary duties, roles and responsibilities as it relates to overseeing the charter school. Include how the board will recruit, hire, and supervise the lead administrator.*

CLA School will be incorporated as a Guilford County nonprofit public benefit corporation.

The corporation has no members. The rights which would otherwise rest in the members rest in the directors (Directors) of the corporation.

The Board of Directors will govern CLA School and will be responsible for all general policy and fiscal decisions. The Board will be advised by a Community Advisory Council. The primary responsibilities of the Board will be:

- * Establish and govern general policies of the School, but not the day-to day operations.
 - * Approve and monitor the School's annual budget
 - * Receive funds for the operation of the school in accordance with the Charter School Laws.
 - * Solicit and receive grants and donations consistent with the mission of the School.
 - * Approve the Schools personnel policies and monitor their implementation.
 - * Contract with outside sources for operations, oversight and audit.
 - * Select the Director (Principal) of the School
2. *Describe the size, current and desired composition, powers, and duties of the governing board. Identify key skills, areas of expertise, and constituencies that will be represented on the governing board. Explain how this governance structure and composition will help ensure that a) the school will be an educational and operational success; b) the board will evaluate the success of the school and school leader; and c) there will be active and effective representation of key stakeholders, including parents.*

CLA School will be incorporated as a Guilford County nonprofit public benefit corporation.

The corporation has no members. The rights which would otherwise rest in the members rest in the directors (Directors) of the corporation.

The Board of Directors will govern CLA School and will be responsible for all general policy and fiscal decisions. The Board will be advised by a Community Advisory Council. The primary responsibilities of the Board will be:

- * Establish and govern general policies of the School, but not the day-to-day operations.
- * Approve and monitor the School's annual budget
- * Receive funds for the operation of the school in accordance with the Charter School Laws.
- * Solicit and receive grants and donations consistent with the mission of the School.
- * Approve the School's personnel policies and monitor their implementation.
- * Contract with outside sources for operations, oversight and audit.
- * Select the Director (Principal) of the School

3. *Explain the procedure by which the founding board members have been recruited and selected. If a position is vacant, how and on what timeline will new members be recruited and added to the board?*

The architects of the CLA School have been fortunate in the wealth of assistance engendered and the talents and experience brought to bear by such assistance to the effort at hand. Strong program expertise, finance expertise, accounting and legal expertise, community expertise, consumer expertise and business expertise are foundations upon which this proposal is built and its successful implementation is assured. Accordingly, individuals have been identified to serve as Members of the Board of Directors with broad based skills and experiences.

4. *How often will the board meet?*

CLA Board will meet once a month to set policies and procedures for the school.

5. *What kinds of orientation or training will new board members receive, and what kinds of ongoing*

professional development will existing board members receive? The plan for training and development should include a timetable, specific topics to be addressed, and requirements for participation (Board Policies Draft: Appendix H).

The CLA School will provide all staff with on-going training and professional development for the purposes of offering quality and research-based services to our youth. Staff who wish to not only facilitate behavioral change but also enable students to develop insight into themselves and their patterns of behavior must be equipped with knowledge and expertise in the field of emotional disturbance. Regular staff development will take place in a variety of ways for staff of the CLA School. Pre-service, orientation and in-service training will be conducted for specific staff in several areas.

For teachers and teacher aides, training modules may include: effective teaching strategies. educational best practices, teaching the learning disabled student etc. Administrators training modules may include: effective supervision and evaluation; employee relations, and mediation skills. All staff working with students and families will receive professional development training in the following areas: communication with students. team-building, human behavior and dynamics, and Special Education Law: Federal and Local among others. Professional development will be provided by School staff, consultants, and educational professionals within the community and in partnership with the School.

6. Describe the board's ethical standards and procedures for identifying and addressing conflicts of interest. Identify any existing relationships that could pose actual or perceived conflicts if the application is approved; discuss specific steps that the board will take to avoid any actual conflicts and to mitigate perceived conflicts.

All Board members will be required to sign a conflict of interest statement. Further, there are policies in place reflected in the bylaws.

7. Explain the decision-making processes the board will use to develop school policies.

The Board will have many resources that will be utilized in the decision-making process. The Board will employ council to help maintain compliance with North Carolina law and directives from DPI. The School Improvement Team, consisting of teacher representatives, parents, staff members, and administrators will help make decisions within the parameters set by the school mission and vision set forth by the Board.

Additionally, the Leadership Team, consisting of Parent/ Teacher Organization (PTO) committee chairmen, teacher representatives, PTO officers, and administrators can make policy recommendations for the Boards consideration. For example, if some parents wanted to make a change to the dress code, they could discuss it in with the Leadership Team. If the Leadership Team agreed with the change, they could present the recommended change to the Board for consideration. The Board will also have access to annual parent satisfaction surveys, teacher satisfaction surveys, NWEA results and the EOG and EOC results that will all help set the course and direction for the school.

8. Describe any advisory bodies, councils, or associations listed in the organization chart or to be

formed, including the roles and duties of that body, and the reporting structure as it relates to the school's governing body and leadership.

CLA Leadership Team will, in cooperation with the principal, help direct extracurricular, after school, and supplemental activities. The Leadership Team will consist of PTO officers, committee chairmen, teacher representatives, and administrators.

School Success Team will help direct the educational goals, objectives and programs at the school. The School Success Team will consist of administrators, teachers, staff representatives, and parent and community representatives.

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

Include in the Appendices:

9. *A well-defined organizational chart showing the relationship of the Board of Directors to the parents and staff of the proposed charter school. This chart should also include lines of authority to and from any outside entity that will play a role in managing or supporting the charter school (such as educational service providers, advisory bodies or parent/teacher councils).*
10. *A one-page resume from each founding board member and responses to the questions found on the Charter School Board Member Form (Appendix E).*
11. *The proposed by-laws, which must include a Conflict of Interest Policy for board members and a stated commitment to the NC Open Meetings Law (Appendix F).*
12. *A copy of the articles of incorporation, if available. If not available, this document must be available prior to interview by SBE, the applicant must demonstrate that it has been applied for prior to submission of the proposed application. (Appendix G)*
13. *Copy of any board policies if adopted already (Appendix H).*
14. *Copies of meeting minutes (if available), relevant to the development of the charter school plan, during the application process (Appendix I).*

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

If the proposed school does not intend to contract with an education service provider, mark "Not Applicable" and follow the direction #3 in the Application Specifications.

X Not Applicable

Private School Conversions: complete ONLY if the proposed charter is a private school conversion.

Otherwise, mark "Not Applicable" and follow the direction #3 in the Application Specifications.

X Not Applicable

Applicable" and follow the direction #3 in the Application Specifications. Understand that the replication means that a new charter school will be governed separately from the charter school the application is modeled after.

X Not Applicable

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

Include the following information for the proposed charter school:

1. *Explain the board's strategy for recruiting and retaining high-performing teachers.*

Process to advertise for and employ staff of the school Handbooks governing standards of conduct, grounds for termination, policies and procedures, etc. As soon as final approval is given, the school will advertise for all positions in several different ways. New media such as craigslist, facebook, and teacher-teacher.com will be used as well as more traditional outlets such as the News and Record classifieds. We will also advertise open positions through the placement offices of local schools of education including NC A&T, UNCG, Greensboro College, Elon, and High Point University. Until a Director is in place, Andrea Jones will head up a hiring committee that will consist of Board members, community members, and teachers who have already been hired. After a Director is in place, the Director will lead the hiring committee. When a teacher is under consideration for a position on a grade level team for which there is already staff in place, the current grade level staff will be expected to make a recommendation concerning the prospective hire. The successful candidate for school administrator will have demonstrated management experience which should include supervision of diverse staff, fiscal management, community collaboration and an understanding of the social, economic, psychological factors affecting students and their families. When selecting a Principal for the School, the Board of Directors will seek a person with exceptional qualifications who can fill the dual role of instructional leader and administrator. With respect to teachers, the federal No Child Left Behind law requires all teachers of Core academic subjects (English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography) to be highly qualified as specified by PL 107-110, the No Child Left Behind CARE Learning Academy Charter School Application.

2. *Provide a description of the relationship that will exist between the charter school employees and the nonprofit board. Provide as Appendix L, a draft of the employment policies to be implemented by the proposed charter school.*

The Board makes all decision pertaining to employee polices and procedures and hiring and firing of staff

3. *Outline the board's procedures for hiring and dismissing school personnel, including conducting criminal background checks.*

A number of our job positions require the applicant or employee to hold specific educational degrees, certifications, and/or licenses. With regard to those jobs that require such credentials, Leadership Learning Academy will conduct appropriate checks to verify that the applicants or employees credentials are legitimate, valid, and up-to-date. Particularly with regard to those jobs that require an undergraduate college bachelors or other degree of higher education, Leadership Learning Academy requires that such degree have been earned from an educational institution accredited by a U.S. Department of Education approved accrediting agency. CARE Leadership Academy also conducts a background check on all applicants prior to employment and on current employees during employment, as it deems necessary, and in accordance with applicable law. CLA expects that applicants and employees will complete job applications and otherwise answer all questions regarding their backgrounds, including those regarding prior criminal convictions, in a complete and truthful manner. CARE Leadership Academy may terminate and/or refuse to hire anyone who

violates this policy, presents false or invalid credentials, provides incomplete or untruthful answers on an employment application, or who has a negative background check result.

4. *Outline the school's proposed salary range and employment benefits for all levels of employment.*

The schools salary range is from \$20,000 to \$70,000.

5. *Provide the procedures for employee grievance and/or termination.*

Employee grievances are led by open communications, CLA maintains an open door policy.

We encourage you to seek answers to questions or problems from your immediate supervisor. Being most familiar with your work and daily activities, he or she can readily provide answers to most of your questions. Of course, if you feel uncomfortable approaching that person or the issue has not been resolved to your satisfaction then you may contact the CEO.

6. *Identify any positions that will have dual responsibilities (within or without the organization) and the funding source for each position.*

CEO/Business Manager, Behavior Coordinator/Behavior Advocate, Vocational Coordinator/Voc Teacher, Social emotional Manager/Therapist

7. *Describe the plans to have qualified staffing adequate for the anticipated special needs population, means for providing qualified staffing for ELL and gifted students.*

CLA will follow the federal guidelines of NCLB to obtain and retain credentialed teachers for the EEL and gifted students.

8. *Provide a narrative detailing the roles and responsibilities, qualifications and appropriate licenses that each position must have to be hired by the non-profit organization and effectively perform the job function(s).*

Teachers will be required to be licensed to teach in North Carolina, or working toward licensure. At all times, at least 75% of CLAs teachers will be licensed. In addition, all teachers in core subject areas will meet Highly Qualified standards. The school will use any and all measures approved by NC SBE to assist teaching candidates to become NC licensed and highly qualified. These measures will include, but not be limited to, reciprocity agreements, lateral entry, and alternative national licensure programs.

Classroom assistants will be required to meet standards of NCLB legislation as it relates to their interaction with Title I students. Any reports to parents required by NCLB as per qualification of the persons teaching the students will be forwarded in a timely manner. Criminal background checks of all personnel are required by law and will be conducted on all applicants for faculty, administrative, and staff positions

Staff Evaluation and Professional Development

1. *Identify the positions responsible for maintaining teacher licensure requirements and professional development.*

The CEO and Director will be responsible for credentialing and professional development.

2. *Provide a detailed plan noting how the school will mentor, retain, and evaluate staff in a format that matches the school's mission, educational program, and meet the teacher certification and licensure requirements for teachers as prescribed by state law and No Child Left Behind. Be sure this overview matches with the projected staff and funding of the proposed budget section.*

CLA will provide each teacher with an administrator to coach and mentor them.

3. *Discuss the core components of professional development plan and how these components will support effective implementation of the educational program. Discuss the extent to which*

professional development will be conducted internally or externally and will be individualized or uniform.

The CLA School will provide all staff with on-going training and professional development for the purposes of offering quality and research-based services to our youth. Staff who wish to not only facilitate behavioral change but also enable students to develop insight into themselves and their patterns of behavior must be equipped with knowledge and expertise in the field of emotional disturbance. Regular staff development will take place in a variety of ways for staff of the CLA School. Pre-service, orientation and in-service training will be conducted for specific staff in several areas.

For teachers and teacher aides, training modules may include: effective teaching strategies, educational best practices, teaching the learning disabled student etc. Administrators training modules may include: effective supervision and evaluation; employee relations, and mediation skills. All staff working with students and families will receive professional development training in the following areas: communication with students, team-building, human behavior and dynamics, and Special Education Law: Federal and Local among others. Professional development will be provided by School staff, consultants, and educational professionals within the community and in partnership with the School.

- 4. Provide a schedule and explanation of professional development that will take place prior to school opening. Explain what will be covered during this induction period and how teachers will be prepared to deliver any unique or particularly challenging aspects of the curriculum and instructional methods.*

CLA will conduct two weeks of orientation and professional development before students begin. This will give staff and teachers a command and relationship with the school's policies, curriculum, teaching methodologies, and school climate mandates.

- 5. Describe the expected number of days/hours for professional development throughout the school year, and explain how the school's calendar, daily schedule, and staffing structure accommodate this plan.*

CLA will conduct 2 weeks of professional development for teachers and staff before students begin the school year as well as 4 additional days throughout the year.

Enrollment and Marketing:

- Reaching the full capacity for enrollment will be critical to obtain the necessary financial resources to keep your school viable and operating efficiently. In addition, it is required by law that charter schools provide equal access to all students. Read the charter school state statute regarding admissions GS 115C.238.29F(g) (1-7) carefully.

Marketing Plan

Marketing to potential students and parents is vital to the survival of a charter school. Provide a plan indicating how the school will market to potential students and parents in order to reasonably reflect the racial/ethnic and demographic composition of the district in which the charter school will be located or of the special population the school seeks to serve: (G.S.115C-238.29F(g)(5)).

Getting student applications will be one of the first priorities. We will have ads and press releases ready to go to local media as soon as we get final approval. A board member will

direct the initial marketing. We will advertise in the News and Record, The Rhinoceros Times, The Carolina Peacemaker, and The Northwest Observer. We will additionally target students at local agencies. We will collect names from interested parties that visit our website and will mail them applications. We will also send a mailing to our current mailing list of interested families.

Parent and Community Involvement

1. *Describe how you will communicate with and engage parents and community members from the time that the school is approved through opening.*
2. *Describe how you will engage parents in the life of the public charter school. Explain the plan for building engaging partnerships between the family and school that strengthen support for student learning.*

The CLA School holds as one of its core values the belief that parents and families represent the greatest resource for working with our students. It will be the School's aim to cultivate partnerships with parents that will enable us to enhance student successes and minimize possibilities of student failure. Parent involvement will be both required and continuously solicited within all facets of the program. Parents/Guardians will be required to attend any and all interviews scheduled for student admission purposes. Upon student admission to the program, an orientation meeting will be held during which parents will conference with professionals working within the program. The purpose of this conference will be for parents to become familiarized with staff, the mission and goals of the program, program components and procedures and policies within the program and specific classrooms. Parents will also be required to attend quarterly conferences with staff regarding student performance including academic, behavioral and vocational functioning. School staff will also contact parents regularly, by phone and in writing, in order to share information regarding student performance within all components of the program. Parents will also be invited to attend PIP meetings during which the student's current level of performance will be examined as based upon current goals and objectives. During these meetings, PIP's for the upcoming school year will be written with parental input and approval. Throughout the course of the year, parent involvement in the program will be solicited in a variety of ways. The School will provide various enrichment activities/occasions with the aim of encouraging parental involvement. Examples include: school activity committees, Back-To-School Night, Family Nights, volunteering, mentoring, and the School Speaker Series. Parents/families will also have the availability of counseling or therapy through the services offered by the School's social emotional learning department. Family therapy/counseling may be requested at any time by parents/guardians or may be requested by the student's clinician. If such success is deemed necessary by the social worker, parents will be expected to participate. Parents/guardians will also become members of the SST as requested/needed. Parental involvement within this component of the program will be particularly critical to programming and success when making decisions regarding the appropriateness of continued student enrollment within the School.

One of the goals of the CLA School is to become a member of the community at-large by providing a needed service to the Guilford County and its residents in a quality fashion. In order for students and families of the CLA School to receive such services, the school must form meaningful partnerships with other entities within that same community. These entities

include local businesses, educational institutions, advocacy groups, government agencies, cultural programs, health and social service agencies, law enforcement agencies/officials, civic organizations, faith organizations, and juvenile justice agencies. These partnerships are particularly key to the success of the School's pre-Career and vocational department. The School will cultivate these relationships with the goal of introducing and integrating our students into the community, specifically the workforce. As a result of such relationships, students will have the opportunity to become contributing members of their communities in a variety of ways including volunteerism and community service, professional apprenticeships, and employment. The School will establish such relationships between these entities and its students prior to graduation and/or promotion with the goal of facilitating successful transition from the status of student to contributing community member. As a community, the Guilford County is replete with colleges and universities that can serve.

Admissions Policy

Provide the school's proposed policies and the procedures for admitting students to the proposed charter school, including:

1. *Tentative dates for application period; enrollment deadlines and procedures.*
2. *Clear policies and procedures detailing the open enrollment lottery plan including policies regarding statutory permitted student enrollment preferences.*
3. *Policies and procedures for student waiting lists, withdrawals, re-enrollment, and transfers.*
4. *Explanation of the purpose of any pre-admission activities (if any) for students or parents.*
5. *Clear policies and procedures for student withdraws and transfers.*

Selection and admission of students will be coordinated in the administrative offices of CARE under the direction of the Admissions Team. Listed below are the policies and procedures for selection, admission, withdrawal, suspension and expulsion of students.

SELECTION/ADMISSION:

CARE will consider students for admission who meet the following criteria:

- resident of Guilford County;
- grades 6-12
- student's willingness to enter into the program;
- all student referrals will be individually evaluated with consideration based upon student need and CARE's ability to provide the needed service.

Admissions is largely predicated on the availability. Therefore, the following information must be available and included in any referral package in order for a student to be considered for admission into CARE:

- referral
- Social history
- Psychological evaluation
- Psychiatric evaluation
- Medical evaluation and history
- Educational and academic evaluations
- Current IEP
- Previous school records
- High school transcripts, if applicable

Immunization records
Other assessment data

In the case of any deficiencies in available assessment data on referred students, CARE will recommend the appropriate professionals to administer any further assessments necessary for admission consideration.

PROJECTED ENROLLMENT 2014-15 through 2018-2019

IDENTIFY LEA FROM WHICH STUDENTS WILL PROBABLY COME

LEA #1 Guilford County Schools
 LEA #2
 LEA #3

In the following tables, please list for each year and grade level, the numbers of students that the school reasonably expects to enroll. In addition, please indicate any plans to increase the grade levels offered by the school over time and be sure these figures match those on the initial cover page.

	2014-2015			2015-2016			2016-2017			2017-2018			2018-2019		
	LEA 410	LEA 000	LEA 000	LEA 410	LEA 000	LEA 000	LEA 410	LEA 000	LEA 000	LEA 410	LEA 000	LEA 000	LEA 410	LEA 000	LEA 000
Grade 06	100	0		100	0		100	0		100	0		100	0	
Grade 07	100	0		100	0		100	0		100	0		100	0	
Grade 08	100	0		100	0		0	0		0	0		0	0	
Grade 09	0	0		100	0		100	0		100	0		100	0	
Grade 10	0	0		0	0		100	0		100	0		100	0	
Grade 11	0	0		0	0		0	0		100	0		100	0	
Grade 12	0	0		0	0		0	0		0	0		100	0	
	300			400			400			500			600		

Transportation Plan:

Describe in detail the transportation plan that will ensure that no child is denied access to the school due to lack of transportation. The details of this plan should align with the Mission, identified need for the charter school, targeted student population, and the budget proposal.

In order to make sure that transportation is not a barrier to students attending CARE Leadership Academy, CLA will actively assist parents find transportation solutions. Funds permitting, these solutions may include school provided transportation. CLA will facilitate the arranging of carpooling to and from school. CLA will also work with local facilities to help coordinate transportation from the school to the care facility.

School Lunch Plan:

Describe in detail the school lunch plan that will ensure that no child is lacking a daily meal. The details of this plan should align with the targeted student population and school budget proposal.

Students will eat lunch in the cafeteria with staff or parent volunteer supervising. Lunches for students who qualify for free and reduced lunches will be provided by the school. Other students may bring their own lunches or purchase lunch from the school.

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

The Charter School shall obtain and maintain insurance at a minimum in the following amounts:

1. Errors and omissions: one million dollars (\$1,000,000) per claim;
2. General liability: one million dollars (\$1,000,000) per occurrence;
3. Boiler and machinery: the replacement cost of the building;
4. Real and personal property: the appraised value of the building and contents;
5. Fidelity bonds: no less than two hundred fifty thousand dollars (\$250,000) to cover employee dishonesty;
6. Automobile liability: one million dollars (\$1,000,000) per occurrence; and
7. Workers' compensation: as specified by Chapter 97 of the General Statutes.

Area of proposed coverage	Proposed amount of coverage		Cost (Quote)
Comprehensive General Liability	\$1,000,000		\$5,000.00
Officers and Directors/Errors and Omissions	\$1,000,000		\$5,000.00
Property Insurance	\$1,000,000		\$10,000.00
Motor Vehicle Liability	\$1,000,000		\$1,500.00
Bonding Minimum/Maximum Amount	\$250,000	\$250,000	\$15,000.00
Other	\$0		\$.00
Total Cost			\$36,500.00

*The applicant must provide a quote from an insurance provider as part of this application (as Appendix M) to demonstrate the levels of insurance coverage and projected cost.

Health and Safety Requirements:

All public charter schools are required to follow the regulations regarding health and safety as stated in § 115C238.29F (a).

We, the Board members at (Charter School Name) 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.

carecenter 03/01/2013

(Board Chair Signature)

(Date)

Facility:

Note that the SBE may approve a charter school prior to the school's obtaining a facility; however, students may not attend school and no funds will be allocated until the school has obtained a valid Certificate of Occupancy for Educational use to the Office of Charter Schools.

What is your plan to obtain a building? Identify the steps that the board will take to acquire a facility and obtain the Educational Certificate of Occupancy. If a facility has been identified please fill out the Facility Form (Appendix N).

CLA's Board is actively looking for a space in the Southeast Greensboro area.

Facility Contingency Plan: *Describe the method of finding a facility if the one the board has identified will not be ready by the time the public charter school will be opening. Include information regarding the immediate spatial needs of the school and identify any programs that will not be immediately offered because a permanent facility has yet to open.*

The Board is in negotiations with real estate and construction companies to determine what's best suitable for CLA.

V. FINANCIAL PLAN

In the following sections present a detailed description of assumptions and revenue estimates, including but not limited to the basis for revenue projections, staffing levels, and costs. The narrative should specifically address the degree to which the school budget will rely on variable income.

Budget: Revenue Projections from each LEA 2014-15

SHOW CALCULATIONS FOR FIGURING STATE AND LOCAL DOLLARS FOR THE PROPOSED CHARTER SCHOOL

The formula for figuring these allotments can be found in the Resource Manual Finance Section.

See **Charter School Dollars per ADM** on the following link for per pupil allotments by county.
<http://dpi.state.nc.us/fbs/allotments/support/>

- 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 #1410 - Guilford County Schools

Revenue	2012-2013 Per Pupil Funding	Projected LEA ADM	Approximate funding for 2014-2015
State Funds	\$4,552.23	300	\$1,365,669.00
Local Funds	\$2,430.96	300	\$729,288.00
Federal EC Funds	\$3,570.84	60	\$214,250.40
Totals			\$2,309,207.40

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

INCOME: REVENUE PROJECTIONS	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
-Exceptional Children Federal Funds	\$214,250	\$285,666	\$357,083	\$428,500	\$499,916
-Local Per Pupil Funds	\$729,288	\$972,384	\$1,215,480	\$1,458,576	\$1,701,483
-Other Funds*	\$0	\$0	\$0	\$0	\$0
-State ADM Funds	\$1,365,669	\$1,820,892	\$2,276,115	\$2,731,338	\$3,186,561
-Working Capital*	\$0	\$0	\$0	\$0	\$0
TOTAL INCOME	\$2,309,207	\$3,078,942	\$3,848,678	\$4,618,414	\$5,387,960

***If the applicant is depending on other funding sources or working capital to balance the operating budget, please provide documentation such as signed statements from donors, foundations, bank statements, etc., on the availability of these funds.**

Assurances are needed to guarantee these additional sources of revenue are available. Please include these as Appendix P.

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

This Personnel list may be amended to meet the needs of the charter school: This list should align with the projected staff located in the Operations Plan (Appendix K).

BUDGET EXPENDITURE PROJECTIONS Personnel	2014-2015			2015-2016			2016-2017			2017-2018			2018-2019		
	# Staff	Salary per	Total salary	# Staff	Salary per	Total salary	# Staff	Salary per	Total salary	# Staff	Salary per	Total salary	# Staff	Salary per	Total salary
Personnel:															
Lead Administrator	1	\$75,000	\$75,000	1	\$80,000	\$80,000	1	\$82,000	\$82,000	1	\$85,000	\$85,000	1	\$90,000	\$90,000
Assistant Administrator	1	\$60,000	\$60,000	1	\$65,000	\$65,000	1	\$67,000	\$67,000	1	\$70,000	\$70,000	1	\$75,000	\$75,000
Finance Officer	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Core Content Teacher(s)	16	\$40,000	\$640,000	20	\$45,000	\$900,000	20	\$48,000	\$960,000	20	\$51,000	\$1,020,000	20	\$56,000	\$1,120,000
Para Educator(s)	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Electives/Specialty Teacher(s)	3	\$40,000	\$120,000	3	\$45,000	\$135,000	4	\$48,000	\$192,000	4	\$51,000	\$204,000	4	\$56,000	\$224,000
Exceptional Children Teacher(s)	2	\$40,000	\$80,000	2	\$45,000	\$90,000	2	\$48,000	\$96,000	0	\$51,000	\$0	2	\$56,000	\$112,000
Related Service Teacher(s)	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Contracted Personnel	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Food Service Staff	2	\$20,000	\$40,000	2	\$23,000	\$46,000	2	\$25,000	\$50,000	2	\$28,000	\$56,000	2	\$31,000	\$62,000
Transportation Staff	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Staff Supplements	4	\$35,000	\$140,000	4	\$38,000	\$152,000	4	\$41,000	\$164,000	4	\$43,000	\$172,000	4	\$46,000	\$184,000
Professional Development	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Total Personnel	29	\$310,000	\$1,155,000	33	\$341,000	\$1,468,000	34	\$359,000	\$1,611,000	32	\$379,000	\$1,607,000	34	\$410,000	\$1,867,000
Benefits:															
Disability	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Health Insurance	29	\$6,000	\$174,000	31	\$6,100	\$189,100	31	\$6,200	\$192,200	31	\$6,300	\$195,300	31	\$6,400	\$198,400
Life Insurance	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0

CARE Leadership Academy

Medicare	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Retirement Plan	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Social Security	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Total Benefits	29	\$6,000	\$174,000	31	\$6,100	\$189,100	31	\$6,200	\$192,200	31	\$6,300	\$195,300	31	\$6,400	\$198,400
Total Personnel Budget	58	\$316,000	\$1,329,000	64	\$347,100	\$1,657,100	65	\$365,200	\$1,803,200	63	\$385,300	\$1,802,300	65	\$416,400	\$2,065,400

***Applicants may amend this table and the position titles to fit their Education and Operations Plans.**

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

BUDGET OPERATIONS EXPENDITURE PROJECTIONS		2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Books and Supplies	Copy Paper	\$0	\$0	\$0	\$0	\$0
	Curriculum/Texts	\$25,000	\$35,000	\$45,000	\$55,000	\$65,000
	Instructional Materials	\$60,000	\$70,000	\$80,000	\$90,000	\$100,000
	Other	\$0	\$0	\$0	\$0	\$0
	School Supplies	\$20,000	\$25,000	\$30,000	\$35,000	\$40,000
	Testing Supplies	\$32,000	\$0	\$0	\$0	\$0
Human Resources Costs	Legal Counsel	\$10,000	\$0	\$0	\$0	\$0
	NC Wise	\$0	\$0	\$0	\$0	\$0
	Personnel Software	\$0	\$0	\$0	\$0	\$0
Other	Food Plan	\$0	\$0	\$0	\$0	\$0
	Insurances	\$85,000	\$85,000	\$85,000	\$85,000	\$85,000
	Marketing Plan	\$0	\$0	\$0	\$0	\$0
	Transportation Plan	\$0	\$0	\$0	\$0	\$0
	Travel Expenses	\$0	\$0	\$0	\$0	\$0
Rents and Debt Services	Custodial Supplies	\$0	\$0	\$0	\$0	\$0
	Extermination	\$0	\$0	\$0	\$0	\$0
	Facility Lease/Mortgage	\$150,000	\$160,000	\$170,000	\$180,000	\$190,000
	Maintenance	\$0	\$0	\$0	\$0	\$0
	Rent of Equipment	\$30,000	\$0	\$0	\$0	\$0
	Security/Alarm	\$0	\$0	\$0	\$0	\$0
Technology Hardware	Instructional Software	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000
	Network/Internet	\$7,500	\$0	\$0	\$0	\$0
	Office Software	\$5,000	\$0	\$0	\$0	\$0
	Other	\$0	\$0	\$0	\$0	\$0
Utilities	Electric	\$0	\$0	\$0	\$0	\$0
	Energy	\$60,000	\$60,000	\$60,000	\$60,000	\$60,000
	Phone	\$0	\$0	\$0	\$0	\$0
	Water/Sewer/Trash	\$0	\$0	\$0	\$0	\$0
Total Operations		\$494,500	\$445,000	\$480,000	\$515,000	\$550,000

***Applicants may amend this table and the position titles to fit their Education and Operations Plans.**

Overall Budget:

BUDGET OPERATIONS EXPENDITURE PROJECTIONS	2014-2015	2014-2015	2015-2016	2016-2017	2017-2018
TOTAL EXPENDITURES (PERSONNEL)	\$1,329,000	\$1,657,100	\$1,803,200	\$1,802,300	\$2,065,400
TOTAL EXPENDITURE (OPERATIONS)	\$494,500	\$445,000	\$480,000	\$515,000	\$550,000
TOTAL EXPENDITURES	\$1,823,500	\$2,102,100	\$2,283,200	\$2,317,300	\$2,615,400
TOTAL REVENUE	\$2,309,207	\$3,078,942	\$3,848,678	\$4,618,414	\$5,387,960
ANNUAL NET PROJECTIONS	\$485,707	\$976,842	\$1,565,478	\$2,301,114	\$2,772,560

Budget Narrative: (No more than one and a half pages)

Please include additional information that showcases all assumptions for your budgetary calculations.

1. Describe the budgetary projections and explain the analysis utilized to project these specific enrollment figures. If your budget projections are lower than anticipated, how will the school adjust this budget and what is the determined break-even point for student enrollment?

If the school's enrollment is lower than anticipated the Board will host fundraisers, apply for additional grant funding and search out philanthropic offerings.

2. Describe the systems and processes by which the school will manage accounting, purchasing, payroll, and audits. Specify any administrative services expected to be contracted for the school, and describe the criteria and procedures for the selection of contractors

CLA will contract with a payroll and audit contractor to handle the financials.

3. Explain how the spending priorities align with the school's mission, curricular offerings, transportation plans, and professional development needs. Be able to depict in chart format and discuss in a narrative how the school will maintain a small, contingency reserve and operate using sound fiscal practices. As you construct the budget, include any and all documentation about cash on hand, bonds, real estate, or grants as part of this application package.

The spending priorities for CLA will be student learning and staff recruitment and retention.

4. Indicate the amount and sources of funds, property or other resources expected to be available through banks, lending institutions, corporations, foundations, grants, etc. Note which are secured and which are anticipated, and include evidence of commitment for any funds on which the school's core operation depends.

CLA will apply for grants, lines of credit, loans, and will actively commit to fundraisers.

5. Discuss the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated. What is the school's break-even student enrollment figure for each of the first five years?

CLA will apply for grants, lines of credit, loans, and will actively commit to fundraisers.

6. Year one cash flow contingency, in the event that revenue projections are not met in advance of opening.

CLA will apply for grants, lines of credit, loans, and will actively commit to fundraisers.

Financial Audits: (No more than a half of a page)

Describe the procedure and method for conducting an independent financial audit for the proposed charter school.

The Board of Directors shall elect an Audit Committee to establish a financial management program for the school. The Audit Committee shall recommend and the Board shall contract with a competent and nationally recognized accounting and management consulting firm for the design, installation, and start training for a state of the art financial management system and financial manual. The Board will hire and appoint a Business Manager to direct the operation of the financial management system.

The Business Manager will be directly responsible for the financial management of the school. An accrual method of accounting will be used. This method prescribes that revenue is recognized when earned, not when received, and expenses are recognized when incurred not when paid. He/she will implement and ensure that proper internal controls and Generally Accepted Accounting Principles are followed; and will develop a Financial Management System Manual.

The manual will include information on accounting responsibilities, processes and procedures and the documentation required for all financial transactions. There will be random inventory counts to safeguard the assets of the school each month. Financial records and materials shall be secured at all times; and only authorized persons shall have access to records and computers containing financial information. Timely submission of periodic reports and payments to external agencies will be maintained; and monthly/quarterly reports on withholdings, State and unemployment 941 s, W2s, 1099s, etc. Monthly quarterly and annual financial reports shall be prepared and made available for inspection.

Cash flow assessments will be made on a regular basis. Since a portion of the per pupil allocations will not be received until mid-October and the remainder throughout the year, the school will depend on a line of credit (see Appendix D), fund-raisers, and deferred expenses as necessary to fund day to day operations.

Provision for Financial/Budget Reviews and Audits

" ---

The Financial/Budget Review Committee of the Board of Directors will interview and recommend to the Board of Directors a Certified Public Accountant that is licensed in the Guilford County to conduct an annual independent audit of the financial condition of the school. The Board of Directors will act upon the recommendations

of the Financial/Budget Review Committee and enter into a contract with a CPA firm recommended by the Audit Committee.

.....

The CPA firm shall present its review findings to the Board of Directors, accompanied by a management letter that identifies and analyzes defects and weaknesses in the financial management system and the manner in which the system is managed. The CPA firm shall recommend changes and corrective actions to remove the defects and weaknesses. The CPA firms' s management letter shall clearly state the financial condition of the school based on its audit of the financial documentation and records presented.

The financial/budget review findings shall be made available for public inspection as necessary.

Provide the name and contact information of the firm approved by the NC Local Government Commission (LGC) that will conduct the audit. If a firm has yet to be identified please list the firms the board has investigated.

Darrell Keller, CPA, will be contracted to conduct the annual required audit for the LLCA-CFA. He is listed as a state-approved charter school auditor.

Darrell Keller, CPA
P.O. Box 1028
Kings Mountain, NC 28086
(704) 739-077

VI. 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 CARE Leadership Academy (*name of non-profit corporation or individuals submitting application*). 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: carecenter

Board Position: Andrea N Jones, Chair

Signature: _____

Date: 03/01/2013

Sworn to and subscribed before me this
_____ day of _____, 20____.

Notary Public

Official Seal

My commission expires: _____, 20____.