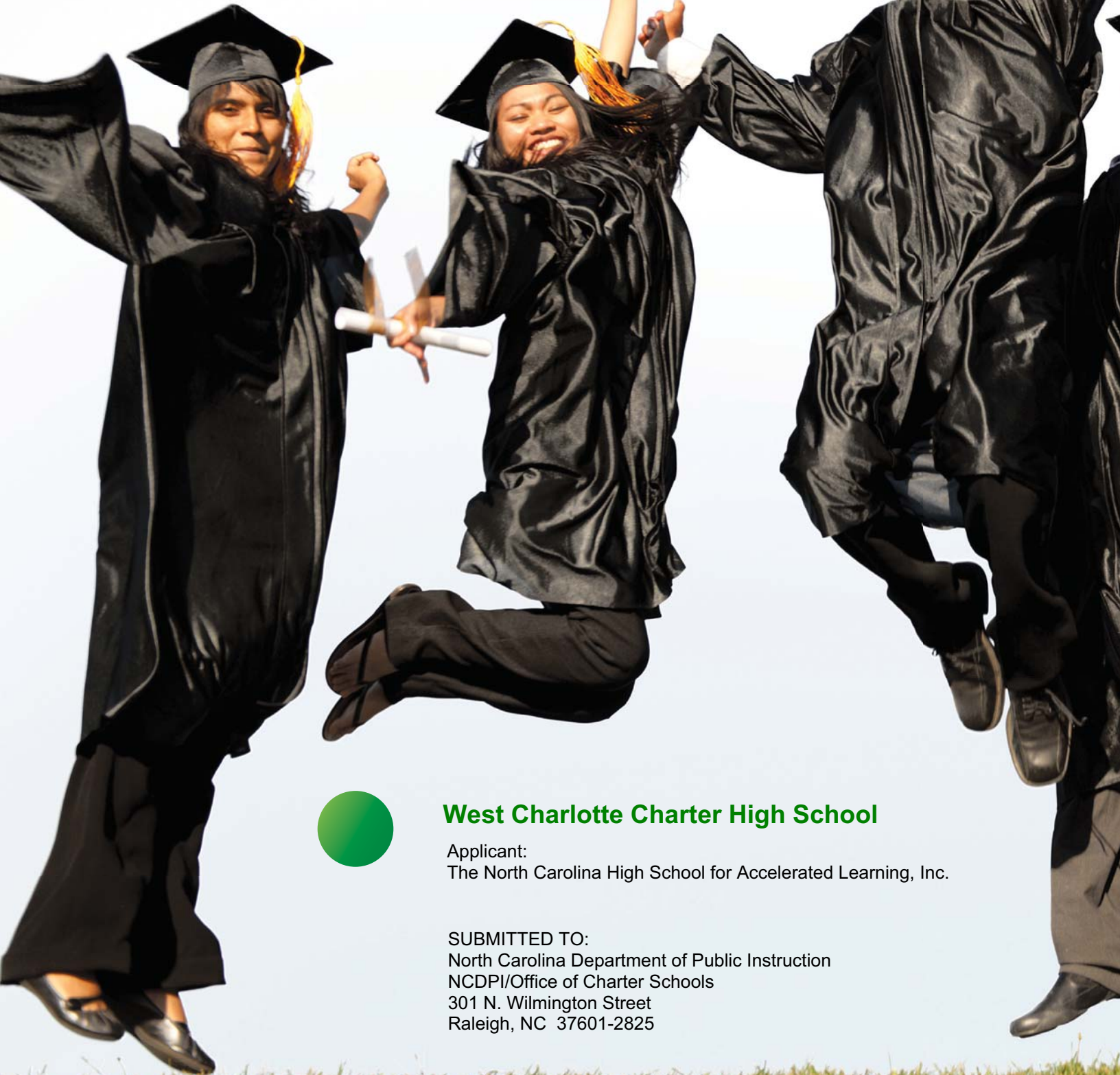


Charter School Application

Submitted on: March 1, 2013



West Charlotte Charter High School

Applicant:
The North Carolina High School for Accelerated Learning, Inc.

SUBMITTED TO:
North Carolina Department of Public Instruction
NCDPI/Office of Charter Schools
301 N. Wilmington Street
Raleigh, NC 37601-2825

WEST CHARLOTTE CHARTER HIGH SCHOOL
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I. APPLICATION CONTACT INFORMATION

Name of proposed charter school: West Charlotte Charter High School

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

Name of non-profit organization under which charter will be organized or operated: The North Carolina High School for Accelerated Learning, Inc. EIN Assigned: 46-2140704
(Please note that this board has also submitted another substantially similar application to serve students in east Charlotte, under the same model proposed in this application.)

Name of primary contact person: Thomas Wingfield, Jr. **Title/Relationship to nonprofit:** Member of the Board/Registered Agent

Mailing address: 521 East Morehead Street, Suite 405, Charlotte, North Carolina 28202
Primary telephone: 704-839-1162 **Alternative telephone:**
E-Mail address: twingfield@capitalguardianllc.com

Name of county and local education agency (LEA) in which charter school will reside:
County: Mecklenburg County **LEA:** Charlotte-Mecklenburg Schools

Is this application a Conversion from a traditional public school or private school?
No: Yes: If so, Public or Private:

If yes, please provide the current school or organization web site address: Not applicable
If a private school, give the name of the private school being converted: Not applicable
If a traditional public school, give the name and six-digit identifier of the traditional public school being converted: - - Not applicable

Is this application being submitted as a replication of a current charter school model?
Yes: No:

This application is being submitted as a replication of a successful charter school model currently operating in Florida. As noted previously, the Board has submitted two substantially similar applications in the present cycle, each intended to serve students in separate geographical areas of greater Mecklenburg County. The Board intends to enter into a management agreement with Accelerated Learning Solutions (ALS) and implement the ALS model for serving students who have dropped out or will soon dropout of high school so that each can earn a State of North Carolina high school diploma.

If replication, please provide the name of the charter school and the state that charter school has been authorized to operate in.

The proposed school is a replication of a school model being used in eighteen (18) dropout prevention and recovery charter schools serving 7,000 students in Florida. Each of these Florida schools is a tax-exempt non-profit corporation governed by separate Boards of Directors accountable for the academic, financial, and operational performance of the school. This model is typified by Chancery High School, which is located in Orlando, Florida. All of the schools,

including Chancery High School, have management agreements with Accelerated Learning Solutions, Inc., the EMO selected by our Board.

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

The legal name of the non-profit, tax-exempt corporation operating Chancery High School is *Sunshine High School - Orlando Campus, Inc.*

Grade Levels Served and Total Student Enrollment:

Projected School Opening: Year 2014 Month August

Will this school operate on a year round schedule?

No: Yes:

The School will operate a “modified traditional” schedule that includes a longer calendar day year and shorter school day sessions in order to accommodate student needs for this type of program.

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

Academic School Year	Grade Levels	Total Projected Student Enrollment
First Year	9-12	224
Second Year	9-12	568
Third Year	9-12	600
Fourth Year	9-12	600
Fifth Year	9-12	600
Sixth Year	9-12	600
Seventh Year	9-12	600
Eighth Year	9-12	600
Ninth Year	9-12	600
Tenth Year	9-12	600

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.

Thomas Wingfield Jr.

 Signature

Thomas Wingfield, Jr.

 Printed Name

Board President

 Title

2/28/2013

 Date

II. MISSION and PURPOSES

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

The mission of the West Charlotte Charter High School (“the School”) is to provide students who have dropped out of school or are likely to drop out with a non-traditional learning environment in which they are able to earn a high school diploma and be prepared for postsecondary success.

B. 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.

a. Demographics: Any child qualified under the laws of the State of North Carolina for admission to a public school will be qualified for admission to the School. Notwithstanding, the Board of Directors of the School (“the Board”) is specifically committed to establishing a dropout prevention and recovery program. . Our focus is to address the unique needs of these at-risk students, mainly between the ages of 16 through 21 years, including students with special needs, students with disabilities, and English Language Learner (ELL) students. Students who will enroll in the program will likely have the following characteristics: average age of 17 years old with approximately 7-10 high school credits earned; 20-30% previously dropped out; 80-90% over-age and not on-track to graduate with peers; 70-80% reading below grade level; 10-20% eligible for special education accommodations; and 10-20% English language learners.

b. Reflecting the Local Population: Although the exact location of the School has not been determined, the School will likely be located in the west/northwest area of Charlotte (see map in Appendix A), an area with low median annual household income (less than \$45,000 per year) and a recent history of high dropout rates. We anticipate that over 85% of students will live within a 5-8 mile radius of the proposed School and a current Charlotte Mecklenburg Schools’ (CMS) high school. As a result, the School’s population will reflect the local ethnic and racial mix of the community being served.

c. Rationale: The high school dropout crisis has been well documented in our nation’s largest cities by numerous researchers. Diplomas Count 2012¹ projects that 1.1 million students from this year’s high school class will not graduate with a diploma. North Carolina faces similar challenges. *Approximately 45,000 students did not graduate* with their 9th grade peers (dropped out or did not achieve a 4 year graduation rate) in the Classes of ‘11 and ‘12². *Twenty percent (92 of 469) of high schools had 4 year graduation rates of less than 75%*³ in school year 2011-12. *12,841 9th grade students repeated a grade in school year 2010-11*, a key indicator of whether students will graduate with their peers³.

The Board of Directors has selected the Charlotte area for this proposed school primarily because the graduation rate, while improving, still falls behind the State of North Carolina as a whole. “Last year 76 percent of CMS students and 80 percent of N.C. students graduated in four years”.⁴ In addition,

4,711 CMS students did not graduate with their 9th grade peers (dropped out or did not achieve graduation within 4 years) from the Classes of ’11 and ’12. This represents 1 of every 10 non-

¹ http://www.edweek.org/media/diplomascount2012_presspacket_final.pdf

² 2011-12 NC Statewide School Report Card

³ Alliance for Excellent Education, March 2012

⁴ <http://www.charlotteobserver.com/2013/01/11/3780113/fewer-dropouts-in-charlotte-mecklenburg.html>

graduates statewide. Thirty-eight percent (38% or 12 of 32) of CMS high schools had Class of 2012 graduation rates less than 75%. This is 18 percentage points worse than the percent of North Carolina high schools with low graduation rates. 4,172 (11%) of CMS high school students repeated a grade in 2011-12. High school grade repetition is a key indicator that students will not graduate on time.

A research-based summary of the need for this school in the Charlotte area is presented in Appendix A. We plan to locate the school in West Charlotte and to serve students primarily from the following CMS high schools: West Mecklenburg, West Charlotte, and the Community of Olympic Academies. These three schools account for 1 of 5 non-graduates in the district and have non-graduation rates that are 25% higher than the district average.

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?

The School's projected enrollment at full capacity will be 600 students. The projected enrollment is .43% of the Average Daily Membership (ADM) at CMS (600 divided by 139,737 = .43%).

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

Many unique elements set our proposed school apart from the local educational options. The foundation of our unique educational program will be a teacher-directed, individualized, mastery-based, and technology-enhanced teaching and learning environment designed specifically to address each student's unique and diverse learning needs, and provide schedule options that accommodate his/her life circumstances. The School will operate three sessions per day of 4 hours each. Students will be able to choose to attend one or more of these sessions. The curriculum, delivered through a blended learning model, will be based on the Common Core State and North Carolina Essential Standards, but informed by each student's foundational skills in reading and math as determined through a standardized assessment completed during the student's orientation to the program. Each student will be provided with individual attention, foundational skills development, and the social, emotional, and behavioral support needed to address specific individual challenges to advance to their age-appropriate grade level. A unique academic plan will be designed to accelerate each student's progress toward the accumulation of course credits leading to a high school diploma. The plan will identify all of the required coursework, necessary interventions, and supplemental instruction needed to ensure that North Carolina course requirements and graduation standards are met. The School will also offer an online career and technology education course component for those students who want to earn a skills based certificate leading to employment immediately after high school graduation.

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.

Evidence of educational need for this charter school in the Charlotte area is provided in Appendix A.

C. Purposes of the Proposed Charter School:

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.

Our proposed charter school will achieve aspects of all six legislative purposes for charter schools in North Carolina. However, the School's emphases will be on the use of *innovative teaching methods* and increased learning opportunities for at-risk students. A blended learning approach of direct instruction and technology enhancement will allow students to progress through coursework at their own pace while also receiving support for foundational gaps in any of the core areas. The School's blended learning model combines direct, small group, individual, and online technology-based instruction to join the best aspects of both direct and online instruction to form an integrated instructional approach. Technology will be used to individualize educational plans, address foundational gaps, and provide acceleration opportunities for students. Successful instruction will include focused reading and writing activities, foundational skills development, test-taking skills, self-esteem building, social skills development, and parenting skills.

The proposed School will also specifically meet the legislated purpose of *increasing learning opportunities for all students, with a special emphasis on at-risk students*. The foundation of our educational program is a teacher-directed, individualized, mastery-based, and technology-enhanced teaching and learning environment designed specifically to address each student's unique and diverse learning needs, provide schedule options that accommodate his/her life circumstances, and lead to a standard high school diploma.

The Board understands that unless social, emotional, and behavioral needs are effectively addressed for this population of students, learning can be difficult and academic growth can often be an unrealistic objective. A key differentiator of our School will be the provision of social and crisis intervention services to students as they work through an academically rigorous curriculum.

D. 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?

In order to reflect the needs of our student population, goals have been identified that take into account the projected entry levels of our students. The Board expects all vendors contracted by the Board to report on the School's progress to attain and sustain the School's mission. The metrics below will be reviewed annually to assure attainment of the School's mission.

Graduation Rate: The School's graduation rate (as defined by the Federal Uniform Rate) will be equal to or greater than the percentage of students who enrolled at the School "in cohort", based on accumulated credits, for that graduating class. (For example, if fifty percent (50%) of the class of 2013 enroll in the School "on cohort," the School's graduation target will be fifty percent (50%) or higher.)

College Readiness: The percentage of 11th grade students who meet a college readiness standard on the ACT exam will be equal to or higher than the average percentage of students in alternative schools in the state who meet a college readiness standard.

Career Readiness: The percentage of CTE concentrator students who achieve a Silver certificate or better on the WorkKeys assessment will be equal to or higher than the average percentage of Silver certificates of the alternative schools in the state.

Postsecondary Transition: Based on School-based senior exit surveys and graduation plans, at least eighty percent (80%) of the School's graduating seniors will (a) enter a four (4) or two (2) year college; (b) enter a trade or technical school; (c) enter the military; (d) enter the workforce; or (e) work with the Career Coach post-graduation.

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.

The student achievement goals below supplement the requirements of N.C. Gen. Stat. 115C-238.29G(a1). The following are the School's achievement performance goals:

Credits Earned: Seventy percent (70%) of the students who enter the school one (1) or more years behind their cohort and attend for a semester or more will earn an average of two (2) credits per semester. The average of credits earned by the students who are one (1) or more years behind their cohort and attend for a semester will increase 2 % annually until the goal is attained.

EOC Passing Rate: The percentage of students taking and passing each EOC will be equal to or higher than the average percentage of passing EOC scores of the alternative schools in the state. Using the first year as a baseline, the percentage of students taking and passing the EOCs will increase 2% annually until the goal is obtained.

Reading and Math Growth: Seventy-five percent (75%) of students attending 120 or more days will have a math or reading growth of at least one year as measured on the General Assessment of Instructional Needs (GAIN) or similar assessment. Using the first year as a baseline, the percentage of students who have attended 120 days and achieved a one year math or reading growth as measured on GAIN will increase 2% annually until the goal is obtained.

To clarify, the Board is not proposing that this School be graded as an alternative school. We are proposing that our student progress and achievement be compared to that of students attending alternative schools, a population of students similar to our target population.

III. EDUCATION PLAN

A. 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.

1. Overall Instructional Program

Our accelerated learning model and curriculum provide an innovative option for high school students, mainly ages 16-21 who are low-performing, under-credited, or have dropped out (or are dangerously close to dropping out) of their traditional public schools. The School's design incorporates a **blended model** of face-to-face and on-line instruction in a teacher-directed, individualized, mastery-based, and technology-enhanced teaching and learning environment designed specifically to address each student's unique and diverse learning needs, and provide schedule options that accommodate his/her life circumstances.

All students will be provided with a challenging, engaging, and aligned high school/college **curriculum** that adequately prepares students for post-secondary success and acquisition of 21st century skills. The current curriculum is aligned to the North Carolina Essential Standards (NCES) and will be aligned with the Common Core State Standards (CCSS). Student placement in the curriculum is informed by student entry capacity in each content area as determined through a standardized assessment.

A **unique academic plan** will be specifically designed to take each student where he/she is and provide all of the coursework and necessary interventions and supplemental instruction needed to ensure that course requirements and graduation standards are met. During Orientation, students will complete an Individual Success Plan (ISP) that will include the following essential components:

- Individual Graduation Plan (IGP) - Includes all courses required for graduation.
- Personal Goals Statement - Individual goals developed by each student.
- Foundational Skills Assessment and Growth - Foundational reading and math skills levels and prescription for requisite growth.
- Social/Personal Needs Identification - Social/personal barriers to success and referral to and coordination with appropriate service providers (who are not School employees).
- Career Interest Inventory - Student's career interests, occupational goals, and development of an electronic career portfolio.
- Employment and Workforce Assistance – Part-time employment and/or internship with support from the School's Career Coach.
- Individual Transition Plan - Plan for transition into post-secondary pathway.

A key differentiator of this School will be the provision of **social and crisis intervention services** to students. As such, students will be provided with comprehensive social services, crisis intervention, and behavioral health services as they work through an academically rigorous curriculum that prepares them for graduation and a successful post-secondary transition.

Students will be surrounded by a **climate of respect** in which school leadership, faculty, and staff understand that the complex, often disruptive lives of these students frequently impede attendance and learning. The tone of the School campus will be generated through respect and care from all administrators and staff members for all students, regardless of their circumstances.

The instructional program has ten essential components:

Flexible Day that includes three instructional sessions from which students can choose.

Instructional Delivery Using Blended Learning to allow students to utilize technology to progress through coursework at their own pace while also receiving direct support for foundational gaps in any of the core areas from certified teachers in every classroom.

Mastery-Based Learning that allows students to earn course credit based on performance.

Competency Exam Preparation for students with academic gaps.

College Planning and Career Development emphasized through instruction in employability skills, career planning, personal/social needs development, and identification of postsecondary education options based on each student's ISP. The Career Coach will work closely with students to teach job skills, assist with finding employment, and prepare students for a successful postsecondary transition to college or career.

Career and Technology Education (CTE) Courses provided through Ed2Go, the nation's leading provider of online education courses designed to provide the workforce skills and certification necessary to compete for a local, high need job. Certificate courses in allied health professions, information technology, and business and construction industries are available and will be offered to students based on an assessment of their readiness for this coursework, as well as student needs/interest and the local job market in the Charlotte area. Students will have an opportunity to complete these courses during an additional academic session, and will work on these CTE courses and their required coursework to achieve both a high school diploma and an industry certification.

Support Services provided through on-site service providers available for regularly scheduled on-site individual, family, and group counseling to students, along with immediate crisis intervention services. A Family Support Specialist will work closely with other faculty and staff to identify students in need of support services, and will link with community resource providers to identify programs that will provide wraparound services to meet students' personal needs. The service providers will be highly-qualified individuals with the expertise to provide grief support, anger management counseling, addictions and substance abuse counseling, referrals to specialized support services, and consultation and support for the parents/guardians of students who have outside barriers to their education and/or are considering terminating school enrollment. These service providers are independent agencies or organizations with revenue sources including Medicaid reimbursement.

Assessment strategies (described below) to assist the student and teacher in identifying areas of success and areas where the student is experiencing difficulty and needs additional instruction.

Performance Communication managed through a data management system that collects and displays pertinent student data for real time use by each Principal and other authorized users. The MY SUCCESS[®] Student and Parent Dashboard (See Appendix R-1) will link with the School's student information system to provide up-to-date information on student attendance, grades, End of Course (EOC) Assessment results, skills development, and academic performance. The Dashboard will allow parents/guardians, students, and school staff to monitor students' college and career interests, post-secondary path action plan, and short and long term goals.

Parent and Community Involvement opportunities including, but not limited to: workshops, career and college fairs, volunteer opportunities, and service on a school advisory committee.

2. Major Instructional Methods: The School's major instructional method is a **blended model** of face-to-face and on-line instruction. This model combines the best aspects of direct, large and small group, individual, and online technology-based instruction. Targeted, face-to-face direct instruction will be conducted in small groups or individually to assist struggling students with

further understanding and mastery of course content using supplemental reading, math, and foundational skills resources. This individualized instruction will address identified gaps in student learning and provide appropriate interventions and remediation. Instruction will be differentiated according to students' individual needs including test-taking skills preparation and foundational skills improvement.

A blended learning environment, offers more possibilities for engagement, personalization, and increased learning.⁵ Pape⁶ observed that “blended teaching helps teachers find an approach that is more engaging for this generation of students....It extends teaching and learning beyond the classroom walls, developing critical thinking, problem solving, communication, collaboration and global awareness.”

3. Assessment Strategies: Being able to determine where a student is academically at any point in the learning process is essential to determining appropriate interventions and ensuring student success. Learner feedback (formative and summative) will be ongoing to measure both incremental and annual (school year) growth. Student performance will be measured in each of the following ways:

Assessment of foundational reading and math skills levels upon students' initial enrollment to inform the development of each student's ISP and the placement of students in appropriate content levels or courses. This information will be derived from standardized test scores, curriculum-based assessments, and/or teacher-developed and authentic assessments.

Formative evaluations will be completed to monitor progress in foundation skills and identify students in need of support. Ongoing assessment and evaluation will be conducted through classroom observations, quizzes, tests, rubrics, and checklists. Benchmarking will be used to modify instruction and tutorials for state assessment success. Content mastery will be measured through the achievement of benchmarks and successful completion of each course.

Summative evaluations of content mastery through End of Course assessments that will validate and verify credits earned for promotion to the next grade level.

The School will use a “value-added” approach by combining several diagnostic instruments and measurement tools [e.g., General Assessment of Instructional Needs (GAIN), social/personal needs assessment, ISP, EOCs] that track and monitor student progress. These progress tools will allow for program customization to meet individual student needs ensuring mastery and success. Critical assessment data will be housed in an electronic Learner Profile. The Learner Profile will collect, store, and analyze student test data as well as document tiered academic interventions and other services provided to the student. Test data will populate into the student's graduation plan to show which state assessments the student is required to pass to graduate as per state regulations for the student's cohort year. The Learner Profile will identify the student's postsecondary pathway and desired profession, along with links to the Student Services page showing interventions provided to the student by faculty and outside service providers.

Administrators and faculty will be able to review multiple sources of data by individual students as well as by classroom and School. These data will be analyzed to inform interventions, school improvement decisions, test preparation, and professional development. The Learner Profile will enable faculty and administrators to use the data to ensure that all

⁵ Watson, J., Murin, A., et al. (2010). *Keeping pace with K-12 online learning: An annual review of policy and practice*. Retrieved from http://www.kpk12.com/wp-content/uploads/KeepingPaceK12_2010.pdf

⁶ Pape, L. (2010). Blended teaching and learning. *Education Digest: Essential Readings Condensed for Quick Review*, 76(2), p22-27.

students have customized learning plans and interventions resulting in students graduating prepared for postsecondary success.

Course settings and other progress monitoring tools will be used to track mastery to prevent a student from proceeding to the next lesson until he/she reaches the mastery level on the current lesson. Continuous monitoring will assist the student and teacher in identifying areas of success as well as areas where the student is experiencing difficulty and needs additional instruction.

4. Meeting Target Population Needs: The School's model will improve student learning and academic achievement for the target population by meeting students' academic, social, and behavioral needs. Our target population will include students who are currently enrolled in a public high school but may be at risk of dropping out, as well as those who have already dropped out. Many students will be over-age and under-credited, and in need of a more flexible high school option to accommodate their life circumstances.

The School's program is designed to address each student's unique and diverse learning needs and provide schedule options that accommodate individual life circumstances. Specifically, academic outcomes will be enhanced by providing:

- o teacher-directed instruction – highly qualified, licensed teachers will be leading instruction in every classroom;
- o mastery-based curriculum and targeted intervention to meet Common Core State and North Carolina Essential Standards, End of Course assessment requirements, and graduation requirements;
- o a flexible daily schedule to accommodate students who are working, have family responsibilities, or need the scheduling flexibility this program provides;
- o individual-pacing by the student;
- o technology-enhanced classrooms using the best available instructional software and computer technology that are a proven solution for at-risk students; and
- o support by social services, crisis intervention, and behavioral health professionals located in the School to help students to remove barriers that prevent them from attending school.

The Board understands that unless social, emotional, and behavioral needs of our students are effectively addressed, learning will be difficult and academic growth will be an unrealistic objective. The Board intends to partner with social service agencies, faith-based organizations, mental health providers, substance abuse counselors, and other behavioral health providers, both public and private, to support students by addressing social and emotional needs as well as academic objectives.

Research demonstrates that high-need, high-risk students often need a variety of instructional approaches to meet their needs, motivate them, support their learning, and ensure both short- and long-term success⁷.

⁷ Alliance for Excellent Education (2006). *Is your high school making the grade: Ten elements of a successful high school*. Alliance for Excellent Education ; Ascher, C. & Maguire, C. (2007). *Beating the odds: How thirteen NYC schools bring low-performing ninth graders to timely graduation and college enrollment*. Annenberg Institute for School Reform at Brown University; Ascher, C. & Maguire, C. (2007). *Beating the odds: How thirteen NYC schools bring low-performing ninth graders to timely graduation and college enrollment*. Annenberg Institute for School Reform at Brown University; Balfanz, R., Fox, J.H., Bridgeland, J.M., & McNaught, M. (2009). *Grad nation: A guidebook to help communities tackle the dropout crisis*. America's Promise Alliance.; Bridgeland, J.M., Balfanz, R., Moore, L.A., & Friant, R.S. (2010). *Raising their voices: Engaging students, teachers, and parents to help end the high school dropout epidemic*. Civic Enterprises in association with Peter D. Hart Research Associates for the AT&T Foundation and the America's Promise Alliance; Darling-Hammond, L. & Friedlander, D. (2008). *Creating excellent and equitable schools*. *Educational Leadership*, 65(8), 14-21; Dynarski, M., Clarke, L., Cobb, B., Finn, J., Rumberger, R., and Smink, J. (2008). *Dropout prevention: A practice guide* (NCEE 2008-4025). Washington, DC: National Center for Education Evaluation and Regional; Meeder, H. (2006, January). *Reinventing the American high school for the 21st century: Strengthening a new vision for the American high school through the experiences and resources of career and technical education*. (A

Our charter school model will enhance the academic outcomes for students in the following ways: 1) build foundational skills in reading and math; 2) accelerate the successful completion of courses and earning of credits; 3) pass required standardized assessments; and 4) provide a foundation for students to become successful members of their communities.

B. K-8 Curriculum and Instructional Design: Not applicable because the School is not serving these grade levels.

C. High School Curriculum and Instructional Design:

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

The Board is committed to operating state-of-the-art facilities designed to attract students, and creating an environment that is conducive to effective teaching and learning. The specially-designed facility will be approximately 12,500 square feet and will include space to accommodate students, instructional staff, and providers of social service, crisis intervention, and behavioral health services (See School Layout in Appendix R-2). The facility will be rich in technology, and retrofitted and equipped with new equipment and infrastructure for this purpose and to meet curricular standards.

The School's student/teacher ratio will not exceed 25:1. The enrollment forecasts, tables, and budgets included with this application are all consistent with class size projections.

Provide a synopsis of the planned curriculum, including:

1. One sample course scope and sequence for one core subject (specific to the school's purpose) (Appendix B1).

A synopsis of the planned curriculum, including one sample course scope and sequence for one core subject is provided in Appendix B1.

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

A visual that includes the core content and electives courses that will be offered in year one through year five of the charter high school is included in Appendix B2.

3. Identify how this curriculum aligns with the proposed charter school's mission, targeted student population, and North Carolina Accountability Model.

a. Mission Alignment: The School's educational program will offer an individualized program that will allow each student to progress at an appropriate pace based on his/her learning needs. Accordingly, the major focus of the School's curriculum and instructional methods align directly with its mission to provide students who have dropped out of school or are likely to drop out with a non-traditional learning environment in which they are able to earn a high school diploma and be prepared for postsecondary success.

The School's primary curriculum content partner, Apex Learning (accredited by the Commission on Schools of the Northwest Association of Accredited Schools), provides

Position Paper). Alexandria, VA: The Association for Career and Technical Education; Princiotta, D. & Reyna, R. (2009). Achieving graduation for all: A governor's guide to dropout prevention and recovery. National Governors Association Center for Best Practices.

comprehensive online instructional content and assessments that help teachers individualize instruction, ensuring each student has the opportunity to achieve to his or her potential. Through utilization of the Apex curriculum, the School will be able to offer courses that can be aligned to individual student needs. These include Foundations Courses, Literacy Advantage, Core Courses, Honors Courses, and Advanced Placement Courses.

The School will use a variety of resources to support and enhance student learning and success. Apex Learning may be supplemented with curriculum lessons from effective resources such as Reading Plus, MindPlay's Virtual Reading Coach (MVRC), Ascend Math, TestGEAR, School Connect, FDIC Money Smart, and Bridges. Reading Plus, MVRC, and Ascend Math will help students achieve proficiency in reading and math through online and off-line lessons. TestGEAR provides online tutorials and practice tests for state assessments, EOCs, ACT, and SAT. School Connect is designed to help students develop social/personal skills. FDIC Money Smart is a comprehensive financial education curriculum designed to enhance financial skills. Bridges will be used for career planning and preparation.

b. Student Alignment: Apex Learning will be effective for the target population through active learning experiences that keep students alert and engaged, which are critical to the success of our target population. Interactive, original subject material is presented in a step-by-step fashion designed specifically to appeal to students. Multimedia tutorials provide opportunities to explore and discover new material. Manipulative tools encourage hands-on interaction to master concepts. Interactive exercises and self-checks give frequent opportunities to confirm understanding and apply new concepts. Multiple representations help teachers reach each student.

Online diagnostic assessments embedded within the Apex courses pinpoint student strengths and weaknesses. Detailed reports provide teachers with performance information for an entire class and individual students. Study plans help teachers guide students to relevant instructional content that engages them in active learning experiences to master skills and develop conceptual understanding. Apex Learning gives teachers the flexibility to determine how to most effectively use these online curriculum resources to enhance classroom instruction.

c. North Carolina Accountability Model Alignment: The READY Accountability Model will ensure a more accurate picture of how well students are learning, and where improvements must be made. The North Carolina READY accountability model will, in turn, prepare students to graduate and succeed in college and their careers. The mission and goals of the School and the measurement of student achievement closely align with the READY Accountability Model.

Apex Learning courses "...in math and English language arts fully align to and incorporate the instructional intent of the Common Core State Standards (CCSS) including rigorous instruction, active learning experiences, and meaningful assessment."⁸ In order to ensure that students are on track for success on state assessments, assessment opportunities – including formative, summative, and diagnostic assessments – are integrated throughout Apex Learning's digital curriculum.

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.

⁸ http://www.apexlearning.com/info/Common_Core.pdf

The School's major instructional **method** is a **blended model** of face-to-face and on-line instruction that takes into account the instructional and social emotional needs of at risk students. We know that the most important factor impacting student achievement is the teacher. When students are working on the computer, the teacher will be circulating and assisting or monitoring all students in the classroom.

While all teachers will be expected to be proficient in the use of myriad evidence- and research-based instructional strategies, including all the research based strategies found on the Marzano learning maps, to effectively deliver the School's educational model and meet students' individual needs, the primary **strategies** used to implement blended learning will be technology-based instruction, small group and individual instruction, differentiated instruction, and embedded assessment and continuous progress monitoring.

- **Technology-enhanced Teaching and Learning** – Evidence-based instructional software designed to deliver content requiring ongoing interaction between the learner and the software.
- **Targeted Small Group Instruction** - Targeted intensive instruction in reading and math by teachers and/or other staff or outside community agency tutors via pull out groups of students.
- **Differentiated Instruction** – Individualized instruction deliberately designed to maximize each student's growth and individual success by meeting each student where he or she is, and matching his/her individual learning needs and processes.
- **Continuous Progress Monitoring** – Ongoing monitoring of student progress using a variety of assessments to make data driven decisions regarding the selection of instructional strategies.

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).

The primary purpose of the proposed school is to *increase learning opportunities for all students, with a special emphasis on at-risk students*. The educational program, instructional plan, and graduation requirements are specifically designed to successfully transition each student to a postsecondary opportunity. As stated earlier, one of the School's goals is successful graduation and transition to postsecondary college or career.

The comprehensive curriculum plan will not only prepare students academically through the use of a rigorous and relevant primary curriculum, but will also ensure that students have appropriate personal/social skills, financial literacy skills, and knowledge and skills to engage in meaningful career planning. The Career Coach will work closely with students to teach job skills, assist with finding employment, and prepare students for a successful postsecondary transition to college or career.

All students will have access to Career and Technology Education (CTE) Courses provided through a partnership with Ed2Go, the nation's leading provider of online education courses designed to provide the workforce skills and certification necessary to compete for a local, high need job.

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.

The School will provide the flexibility for students to attend one of three daily sessions, each 4 hours in length. The School will operate 205 student days each year and will mirror the Charlotte-Mecklenburg Schools' (CMS) school calendar relating to holidays. The extended summer sessions will be for students to catch up on courses failed and for students who wish to accelerate their progress towards high school graduation or completion of a career certificate.

D. 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.

The School will use the Responsiveness to Instruction model (RtI) to streamline all initiatives, match quality interventions to student needs and ensure that all students are college and/or career ready.

NC Responsiveness to Instruction (NCRtI) is a **multi-tiered framework** which promotes **school improvement** through engaging, high quality instruction by using a **team approach** to guide educational practices, using a **problem solving model** based on **data** to address student needs and maximize growth for **all**.⁹

Three tiers of intervention define the interventions for the RtI process.¹⁰ These tiers include increasing levels of intervention intensity. **Tier 1 Intervention:** Instruction for all students, prevention, and differentiation. Student needs are addressed through informal parent and teacher conferences. **Tier 2 Interventions:** Targeted interventions for students at-risk. **Tier 3 Interventions:** Planned/Intense interventions by a Problem-Solving team for students with intensive needs.

The School's RtI team members will include, but are not limited to the following: advisory teacher, administrator, reading specialist, special education teacher, Career Coach, and Family Support Specialist. The team will be responsible for ensuring that interventions and instructional resources are matched to students' needs.

Significant to effective interventions are the use of data and related data services. The team will use the following process: 1) Define the problem; 2) Analyze the problem using available data; 3) Develop and implement a plan that includes one or more performance goals for the student; 4) Measure the student's response to the intervention by using data from progress monitoring; and 5) Continue or adjust the intervention based on the student's response and progress.

The main goal of RtI academic intervention will be to identify students who are struggling academically and to help them learn the skills needed to succeed.

Family and community partnerships are critical components to the RtI framework. Family members will be included in RtI meetings, and community providers will be recruited to provide behavior or social emotional needs/academic services to students and families.

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.

⁹ Public Schools of North Carolina, Responsiveness to Instruction Overview, <http://www.ncpublicschools.org/docs/curriculum/responsiveness/rtimaterials/overview.pdf>

¹⁰ *A Problem-Solving Model Guide for Parents and Teachers*, <http://khe.darecountyschoolsonline.com/bm~doc/2011-11-rti-information-for-parents.pdf>

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.**

a. **Identification:** A home language survey will be administered to every student at the time of enrollment and maintained in the student's permanent record. If the dominant home language is a language other than English, the student will be scheduled for administration of the state-identified English language proficiency screener/test, the W-APT. If the student is identified as LEP based on performance on the W-APT, then ESL staff will document the identification, appropriate language instructional program goals, and appropriate instructional and testing accommodations in the LEP plan/documentation.

b. **Instructional Programs, Practices, and Strategies:** English Language Learners (ELL) will be welcomed at the School. The purposes of the School's ELL/English for Speakers of Other Languages (ESOL) program will be to help ensure that English Language Learners (including immigrant youth) attain English proficiency, develop high levels of academic attainment in English, and meet the same challenging state academic content and student academic achievement standards that all students are expected to meet. Faculty of the School and the parents of the student will plan the means for instruction in the English language and/or specific modifications or accommodations most appropriate for English instruction. ELL students enrolled in the School are entitled to programming that is appropriate to their respective level of English proficiency, their level of academic achievement, and any special needs they may have. ELL students shall have equal access to appropriate English language instruction as well as instruction in basic subject areas, which is: (1) understandable to the students given their level of English proficiency, and (2) equal and comparable in amount, scope, sequence and quality to that provided to English proficient (non-ELL) students.

Any teacher with an ELL student will have the ESOL endorsement or certification, and document the use of ESOL strategies in his/her lesson plans. Teachers of ELL students will supplement their instruction with a wide variety of materials designed to help students acquire language proficiency and academic content. Classroom accommodations may include using differentiated instruction, frequent visuals and graphic organizers, providing cooperative learning activities, simplifying the language of instruction without changing the content, and providing for alternate assessment as necessary.

The instructional software to be used by the School offers courses with extensive scaffolding for students who are not proficient in English. Controlled vocabulary and syntax, chunked text, and short page lengths with limited scrolling facilitate reading comprehension. To further develop English language acquisition, students will be able to listen to instructional text read aloud in English (and in Spanish for math courses), review rollover vocabulary supporting academic language proficiency, use media to observe and study multiple representations of concepts, and participate in interactive self-assessments with immediate feedback.

c. **Monitoring, Evaluation, and Exit**

(1) **Monitoring and Evaluation:** In order to determine when students no longer need ESOL assistance, the School will determine the content knowledge and language skills necessary for successful functioning in the regular classroom. Then, multiple instruments as well as teacher

judgment may be used to evaluate English listening and speaking skills, English literacy skills, and content area knowledge. The students will not be maintained in alternative language programs longer than necessary based on program exit criteria but will be monitored after exiting such programs for a minimum of six months and additional academic and English language support shall be provided if the students begin to have difficulty. If it is determined that a student is not making satisfactory progress, an ELL Committee meeting with parental participation will take place. The ELL Committee will review all pertinent information and recommend an appropriate educational plan.

(2) Exit: State and federal law require ELL students to be annually assessed on the state-identified English language proficiency test until the student meets the exit criteria. The test currently used by North Carolina for annual assessment is the *Assessing Comprehension and Communication in English State-to-State for English Language Learners* or the *ACCESS for ELLs*®. The School will comply with State requirements for exiting students from ELL services. The criteria for exiting LEP status based on the ACCESS for ELLs test in North Carolina is known as the Comprehensive Objective Composite (COC). The COC requires: 1) A minimum score of 4.8 Composite AND 2) A minimum score of 4.0 Reading AND 3) A minimum score of 4.0 Writing.

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.**

a. Instructional Programs, Practices, Strategies, and Opportunities: Article 9B § 115C-150.5 states that “Academically or intellectually gifted students require differentiated educational services beyond those ordinarily provided by the regular educational program.” All students at our School will have access to differentiated instruction to meet their individual needs. Our program model and curriculum resources will support gifted and high ability learners through access to Honors and Advanced Placement courses and technology-based individualized learning that allow students to complete coursework at their own pace. Curricular modifications for gifted learners will be designed to address the need for more complex tasks, exposure to a broadened scope of information, an emphasis on multiple perspectives, more rapid pace of instruction, a greater focus on higher order thinking skills, and more sophisticated products/performances.

b. Monitoring and Evaluating: The School will monitor and evaluate the progress and success of intellectually gifted students based on each student’s course progress and completions, credit accumulation rate, successful grade promotion, graduation, and successful post-secondary transition.

E. Exceptional Children

1. Identification and Records

1-1. 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.

The School will comply with all federal and state authority concerning the education of students with disabilities, including the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act. Students previously identified as eligible for special education services or protected under Section 504 of the Rehabilitation Act will be identified either through self-report by the student or parent or upon receipt of the student's prior school records.

1-2. 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.

The School will comply with the federal Child Find mandate to identify and evaluate all students who either have, or are suspected of having, disabilities and need special education services as a result of those disabilities. The School may attempt pre-referral interventions before referring a student for an evaluation. If the School or the parent/legal guardian suspects that a student may be a student with a disability, the School will have a referral process through which this individual may pursue the referral.

a. Evaluations: Consistent with the consent requirements in the North Carolina *Policies Governing Services for Children with Disabilities* NC 1503-1, either a parent/legal guardian of a student, a student who has reached the age of majority, or the School may initiate a request for an initial evaluation to determine if the student has a disability and requires a specialized education. The School will obtain informed consent before conducting an evaluation for IDEA eligibility.

The School will provide notice to the parents/legal guardians of a student with a disability that describes any area in which the School proposes to conduct an evaluation. In conducting the evaluation, the School will:

- (1) Use a variety of assessment tools and strategies to gather relevant functional, developmental, and academic information about the student, including information provided by the parent,
- (2) Not use any single measure or assessment as the sole criterion for determining whether a student is a student with a disability and for determining an appropriate educational program for the student; and
- (3) Use technically sound instruments that may assess the relative contribution of cognitive and behavioral factors, in addition to physical or developmental factors.

A full and individualized evaluation of a student will be conducted before any action is taken with respect to determining eligibility for special education. The School will contract with qualified evaluators to administer required screenings and evaluations to determine eligibility in each area of disability.

b. Determination of eligibility: Upon completion of the evaluation, a group of qualified professionals and the parent/legal guardian will determine whether the student is a student with a disability. The determination of eligibility will be based on carefully considered, documented information from a variety of sources, including aptitude and achievement tests, parent input, and teacher recommendations, as well as information about the student's physical condition, social or cultural background, and adaptive behavior. A copy of the evaluation report and the documentation of determination of eligibility will be provided at no cost to the parent/legal guardian.

If a determination is made that a student has a disability and needs special education and related services, and parental consent has been obtained, an individual education program (IEP) will be developed for the child in accordance with federal and state law.

The initial evaluation, eligibility determination, and, for an eligible child, IEP development and placement will be completed within ninety (90) days of receipt of a written referral.

1-3. 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)**

a. Requesting Records: Upon enrollment, the School will take reasonable steps to promptly obtain the student's prior records, including the IEP and supporting documents and/or 504 Accommodation plans, from the previous school. The records will be requested from all schools within 30 days of enrollment. The full name of the student as it appears in the student's file, along with the date of birth and district ID number, will be included on the request.

b. Record Confidentiality (on site): All student education records will be kept confidential in accordance with the Family Educational Rights and Privacy Act (FERPA) and IDEA. The School will keep a record of parties obtaining access to education records collected, maintained, or used for special education purposes including the name of the party, the date access was given, and the purpose for which the party is authorized to use the records, in accordance with NC 1505-2.5.

c. Record Compliance (on site): Student and financial records will be stored electronically via software maintained on a network and backed up per School policy. Records will be maintained for the appropriate retention period required by federal and/or state regulations, currently as follows: Cumulative record file, including health record – permanently stored on microfilm after 2 years; Student grade records – 5 years, if stored in cumulative file; Student entry/ withdraw information – 3 years; Student attendance – 5 years; Records for students with disabilities – 5 years; Discipline records – 5 years; Transportation records – 3 years; and Free and reduced meal applications – 3 years.

Required student records will be prepared, retained, and disposed of in a manner consistent with federal and state statutes. Paper versions of student and financial records will be stored in fireproof cabinets or be reduced to electronic documents for storage. Upon receipt of school records, the records will be organized in a systematic way and be stored in a fire proof cabinet or fire proof room behind double locks. Records that have met their retention requirements, and are not subject to other legal or audit holds, will be destroyed by burning or shredding the documents in accordance with Chapters 121 and 132 of the North Carolina General Statutes (archives and public records).

2. Exceptional Children's Education Programming

2-1. Describe the educational programs, strategies, and additional supports the school will provide to ensure a full continuum of services for students with disabilities.

Students will receive instruction and support through specially designed instruction and related services as determined by the IEP process. The School is obligated to provide the student with the special education and related services as listed in the IEP, including program modifications that the IEP Team identified as necessary for the student to make progress on the IEP goals and in the general curriculum. A range of service delivery options will be available to

meet the students' needs, e.g., consultation, itinerant instruction, and resource room for one-on-one or small group instruction or other services.

The School's curriculum, based on research findings that equitable access to learning materials ensures that students with disabilities have equal opportunities to achieve to their highest potential, delivers content in a variety of formats that are compatible with assistive technology and accommodate different abilities and learning styles. Teachers have found that the self-paced structure, small learning steps with immediate feedback, and extensive practice to be particularly useful for students with learning disabilities.

Students who do not make educational progress may work directly with the Special Education teacher and/or content area teachers in individual and small group settings. Alternative programs, resources, and textbooks may be utilized so that each student has the opportunity to successfully access the general curriculum and work towards his/her IEP goals. In addition, accommodations to the curriculum and/or pace of delivery may be provided within the general learning environment. In cases where the foregoing solutions are not working and a greater disability is suspected, the IEP will be reviewed and revised by the IEP Team, making necessary accommodations and modifications to permit students with disabilities to access a free appropriate public education to the same extent as students without disabilities.

The School will employ one (1) Special Education teacher, with more Special Education teachers, or other support personnel added as student enrollment requires and IEPs dictate.

2-2. Describe the methods and support systems that will be in place to ensure students with disabilities receive a Free and Appropriate Public Education (FAPE).

Free appropriate public education (FAPE) means¹¹ specially designed instruction and related services, provided at no cost to the parents, that are intended to meet the unique needs of a student with a disability.

Each student with a disability is entitled to receive a free appropriate public education (FAPE) in the least restrictive environment that will enable the student to progress in the general curriculum to the maximum extent possible. The School shall provide a special education, to meet the unique needs of the student as a result of the student's disability and to prepare the student for further education, employment, and independent living. Specially designed instruction may employ universal design for learning, assistive technology, accommodations, and/or modifications.

To the maximum extent appropriate, students with disabilities will be educated with non-disabled peers. Special classes or other removal of students with disabilities from the regular educational environment will occur only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. In such cases, the School will consider the continuum of placements available to meet the needs of students with disabilities for special education and related services.

In determining the educational placement of a student with a disability, the School will ensure that:

- o The placement decision is made by a group of persons, including the parents, and other persons knowledgeable about the student, the meaning of the evaluation data, and the placement options.

¹¹ Public Schools of North Carolina, Department of Public Instruction (2010) *Policies Governing Services for Children With Disabilities*.

- o The placement decision is made in accordance with least restrictive environment (LRE) provisions.
- o The student's placement is determined at least annually and is based on the student's IEP.
- o In selecting the LRE, consideration will be given to any potential harmful effect on the student or on the quality of services that he or she needs.
- o A student with a disability will not be removed from education in age-appropriate regular classrooms solely because of needed modifications in the general education curriculum.

2-3. Describe how implementation of the Individualized Education Plan (IEP) will be monitored and reported to the student, parents and relevant staff.

The Special Education teacher will be responsible for monitoring the progress of students with disabilities in achieving the goals on the IEP. The IEP will describe how the student's progress toward meeting the annual goals will be measured. In addition, the parents will receive periodic reports on the progress the student is making toward the annual goals concurrently with report cards. IEP meetings will be held at least annually for each eligible student to determine whether the annual goals for the student have been achieved and to review and revise the IEP as appropriate. Each student with a disability will be re-evaluated every three (3) years to determine if the student still qualifies as a student with a disability. If the student is no longer a student with a disability, the student will be dismissed from services.

2-4. Describe the proposed plan for providing related services.

Plans are in place to provide related services to students with disabilities in compliance with each student's IEP.

a. Transportation services will be provided by the School to any student whose IEP stipulates that this must occur. Should a student with a disability require special transportation accommodations, the School will contract with the school district or an approved private transportation provider.

b. Counseling, including social work services, will be available on-site at School or accessed through a referral by the Family Support Specialist. On-site service providers will be available for regularly scheduled on-site individual, family, and group counseling to students, along with immediate crisis intervention services. The Family Support Specialist will work closely with other faculty and staff to identify students in need of support services, and will link with community resource providers to identify programs that will provide wraparound services to meet students' personal needs. The service providers will be highly-qualified individuals with the expertise to provide individual and group counseling, referrals to specialized support services, and consultation and support for parents/guardians.

c. Other related services (such as speech-language pathology, audiology services, interpreting services, psychological services, and physical and occupational therapy) will be provided as needed through contracts with qualified providers.

F. Student Performance Standards

1. Student Performance Standards for the School as a Whole have been detailed above in Section II.D.

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.

a. Evaluations in Addition to State Assessments: The School's academic program is highly personalized so that all students' needs may be met and all provided the opportunity to realize their full potential. This individual approach begins at enrollment when a baseline academic assessment will be administered to all students using the General Assessment of Instructional Needs (GAIN), a criterion-referenced measure of English and math skills, or other similar diagnostic assessment. GAIN is a ninety (90) minute diagnostic assessment of basic literacy and numeracy to more advanced skills taught in secondary schools.

Learner feedback (formative and summative) will be ongoing to measure both incremental and annual (school year) growth for students attending the School. Student performance will be measured with both formative and summative assessments. Formative evaluations will be completed to monitor progress in foundation skills and identify students in need of support. Ongoing assessment and evaluation will be conducted through classroom observations, quizzes, tests, and checklists. Summative evaluations of content mastery are embedded in each technology-based course.

b. Use of Assessment Results: GAIN will help place students in courses that match their skill levels and provide information that can be used to create individual study plans to remediate deficiencies. This initial assessment will allow the RtI Team to immediately begin to identify each individual student's academic strengths and needs. Progress testing and post testing will demonstrate educational gains students have made. Students will be monitored at 120 days of attendance and those not making sufficient progress will be referred to the RtI team to identify appropriate interventions.

For online studies, students will be able to check the quality of their work, see if they are on schedule for completing courses, review all assignment and test deadlines, and access an Activity Score Report. This Activity Score Report will contain an on-schedule indicator, information on learning activities scores and due dates, any overdue or not yet scored activities, feedback on quality of work, grades-to-date, and exam results.

Teachers will have access to online progress monitoring tools, including the Activity Score Report, for each student enrolled in the School. The teachers also will have the ability to run a diagnostic summary to track overall student and class performance for all technology-enhanced courses. Assessment results for each student will be entered into the Learner Profile and used to determine appropriate levels of coursework, determine and track interventions, monitor college and career readiness and goals, and track graduation progress. The Principal will have access to the School Dashboard (See Appendix R-3), an electronic "snapshot" of pertinent School data at any point in time such as enrollment, attendance, retention, courses passed, credits earned, number of eligible graduates, and number of students who have chosen a post-secondary pathway.

All of the assessment, evaluation, monitoring, and feedback tools and strategies will be used in a student-centric way to inform targeted instruction to: identify students' strengths and needs, determine starting points for instruction, remove barriers to student learning and continuous improvement, determine appropriate pacing for on-schedule completion of courses, differentiate instruction, re-teach non-mastered content and key concepts, identify immediate intensive interventions, determine mastery and grade promotion, modify instructional program at the

classroom, school, and program levels; and develop targeted professional development so that teachers have requisite competencies to ensure that all students are successful.

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.

As the instructional leader of a school, the principal will have the authority to assign each student to a grade level. Thus, the principal will be responsible for making the decision to promote a student to the next grade level, retain a student at the same grade level, or accelerate a student beyond the next grade level. This decision will be based on the classroom teachers' and the principal's judgment of what best serves the educational welfare of the student. It is the expectation that the principal or his/her designee will confer with parents/guardians during the decision-making process regarding retention or acceleration and follow Promotion Standards for all students, including those with special needs, are below.

Grade Level	Requirements
9th to 10th Grade	6 credits during the 9th grade
10th to 11th Grade	12 credits (must include English I, English II, and Algebra I)
11th to 12th Grade	18 credits
Credits to Graduate	24 credits completed if 9th grade entry date is 2009 or after

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.

In order to receive a high school diploma from the School, a student must successfully complete **all** graduation requirements of the School and the State of North Carolina. Students will be required to: (a) earn the required number of credits in an approved course of study based on 9th grade entry year; (b) satisfy the state high school exit standards for EOC tests; and (c) complete required exit activities, e.g., graduation project, student satisfaction survey, post-secondary transition plan, and/or essay.

G. 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.

a. Future Ready Core Requirements: The School will meet the Future-Ready Core requirements by focusing on strengthening foundational skills and planning with the end in mind for every student in support of college and career readiness. An Individual Success Plan (ISP) (as previously described) will be developed for each student to track and monitor individual student progress and outcomes, including meeting Future-Ready Core requirements.

The Graduation Committee comprised of but not limited to the Principal, Assistant Principal, Career Coach, and Data Specialist on behalf of the Board of Directors, will review each student's ISP and confirm that all requirements have been met by completing the Graduation Checklist (in Appendix R-4) in order to deem the student ready for graduation.

b. Earning Credit Hours: To receive credit for a high school class, students must earn a passing average (70% or above) in the course. The Assistant Principal will verify all credits by

reviewing the credit verification form, supporting documentation, and final assessment. Course completion information will be entered in the student information system (SIS) and management information system (MIS).

c. Calculating Grade Point Averages: Grade Point averages (GPA) will be calculated on a weighted 4.0 point scale with a .5 additional point awarded for an honors course and 1.0 additional point added for an Advanced Placement course. Class rank will be based on the weighted GPA.

d. Transcript Information: All course credit information will be recorded in the SIS and MIS. The School will produce and certify its own transcripts.

2. Explain the plan for graduating students with special education needs.

The entire educational program and focus at our School is designed to prepare all students to meet Future-Ready Core Course of Study state graduation requirements, including students with disabilities and those requiring ESOL services. Because our blended learning approach and instructional software courses incorporate flexible instruction with multiple methods of content presentation, multiple modes of student expression, and multiple ways to engage students, students at all levels are provided with various modes to learn the content. Our program also gives students with disabilities and ELL students the ability to self pace, use audio assistance, receive formative feedback, and work through lessons that break out complex tasks into smaller steps with explanation and guidance. Students with disabilities enrolled in courses for which a statewide EOC assessment is required are expected to participate in the EOC Assessments.

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.

Each student's academic plan will have as its base the means to accelerate each student's progress toward the accumulation of course credits, which will result in improved student performance, grade promotion, and a high school diploma. The Family Support Specialist will work closely with other faculty and staff to identify students in need of support services, including those who are considering terminating school enrollment. Every student will be provided with individual attention, foundational skills development, and social, emotional, and behavioral support needed to address specific individual challenges and deficiencies.

For 12th graders who have not earned a passing score on the required EOC assessments and are at-risk of not graduating, the School will conduct appropriate remediation activities.

- Identify 12th grade students who have not passed required EOC assessment.
- Retrieve and review individual student assessment results.
- Review benchmarks and identify remediation areas.
- Ensure that student has a Progress Monitoring Plan and that the focus is consistent with the remediation needs.
- Problem-solve to determine if any of the following require intervention: student attendance, schedule modification, content/focus of remediation, or instructional strategies used.
- Schedule an appointment with the student and parents to discuss the student's assessment results and continuing educational opportunities, such as summer school, 13th year, and adult education.

- Ensure that student and family are aware of the full range of high school completion options and intervention opportunities available.
- Provide intensive intervention via pull out, small group, or one-on-one sessions.

H. 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).

Students will be surrounded at the School by a climate of respect in which school leadership, faculty, and staff understand that the complex, often disruptive lives of these students frequently impede attendance and learning. The tone of the School campus will be generated through respect and care from all administrators and staff members for all students regardless of their circumstances. Underpinnings of this climate of respect will include significant adult connections, positive adult interactions, greeting of students by name and with a handshake at the door, celebrations of successes, and a spirit of hard work.

The School recognizes that a positive learning environment cannot exist without maintaining order and discipline conducive to learning. The Code of Conduct outlined in the Student/Parent Handbook (in Appendix C) is intended to standardize procedures to ensure that the rights of every student at the School are upheld. All students at the School campus will be required to know and follow the Code of Conduct.

The School's Code of Conduct is aligned with the Mission and Education Plan. It is the philosophy of the School to create a positive discipline plan and learning environment in order to encourage appropriate student behavior. A strong, well-defined, universally communicated, and consistently enforced discipline code will ensure that students understand what is expected of them, the consequences for noncompliance, and how and by whom their performance will be judged.

Our philosophy and Code align with both the School mission and educational plan in the emphasis on providing respectful individualized support to students and families. The School is committed to helping students build positive relationships within the School community in order to feel connected and supported. Throughout the School, adults and students alike will engage in language and behavior that are conducive to positive interactions that focus the work of the student on learning. Staff will model appropriate behavior and students will be expected to exhibit appropriate behavior with peers in their classroom and intervention locations. We believe that these actions will prepare students for postsecondary environments in college and the workplace.

IV. GOVERNANCE, OPERATIONS and CAPACITY

A. Private Nonprofit Corporation:

Name of Private Nonprofit: The North Carolina High School for Accelerated Learning, Inc.*

Mailing Address: 521 East Morehead Street, Suite 405, Charlotte, North Carolina 28202

Street Address: Same as above **Phone:** 704-839-1162 **Fax:** 704-697-1004

Name of registered agent and address: Thomas Wingfield, Jr.

Authorized by NC Secretary of State: January 16, 2013

*Please note that this Nonprofit Corporation would also govern another charter school proposed for the Charlotte-Mecklenburg school district.

FEDERAL TAX ID: Not yet obtained

B. Tax-Exempt Status 501 (c)(3)

The private nonprofit listed as the responsible organization for the proposed charter school has received 501 (c)(3) status: No

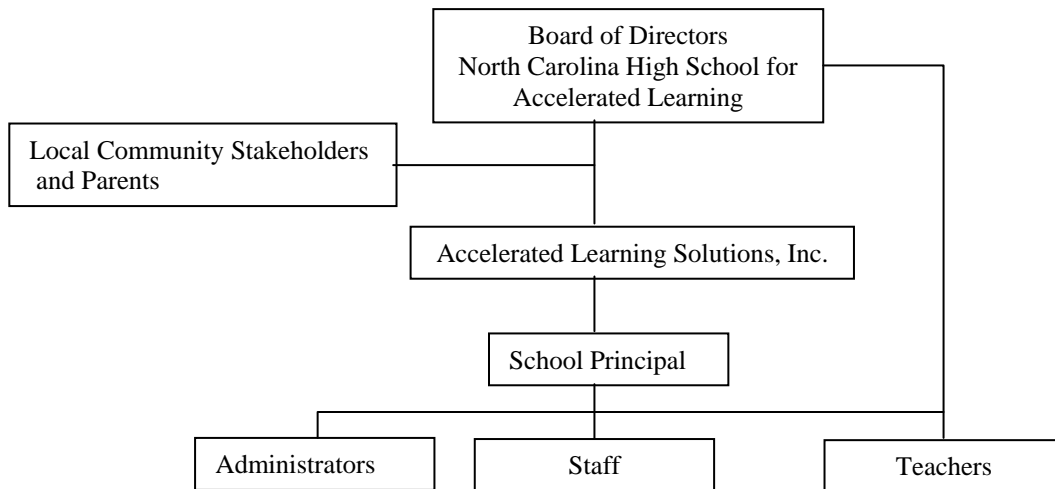
C. Governance and Organizational Structure of Private Non-Profit Organization:

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

Board Member Name	Board Title	County/ State of Residence	Current Occupation
Kevin Abplanalp	Member	Mecklenburg, NC	Education Consultant
Wendell Bullard	Member	Durham, NC	Real Estate Advisor and Mentoring Leader
T. Anthony Lindsey	Member	Mecklenburg, NC	Real Estate Broker and Legislative Director
Chris Emanuel	Member	Mecklenburg, NC	Retired Airline Pilot
Tom Wingfield	Member	Mecklenburg, NC	Financial Advisor

Please provide the following in this location of the APPLICATION

- A well-defined organizational chart showing the relationship of the Board of Directors to the parents and staff of the proposed charter school.**



The organizational chart shows the relationship of the Board of Directors to the parents and staff of the proposed charter school, including lines of authority between the educational management company with which we hope to partner in operating our charter school. In addition, the Board understands it has reporting responsibilities to the State Board of Education as the authorizer of this charter school. The Board also understands that it must be responsive to the communities, the parents, students, and other stakeholders it will serve.

2. 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.

a. Board Functions, Duties, Roles, and Responsibilities: The Board of Directors will be legally accountable for the academic, financial, and operational performance of the School. The Board of Directors will provide oversight of all operations of the School, delegating day-to-day management to the leadership team and education management company, Accelerated Learning Solutions (ALS), under an approved management agreement and as appropriate and allowed by law. The Board will approve budgets, set policy, establish and approve procedures, approve the selection of a Principal as lead administrator, and ensure that the financial and administrative management of the School meets regulatory requirements, maintains sound fiscal standards, and remains financially viable.

The Principal will report to the educational management company's regional director and work directly with faculty and staff to ensure that they receive proper direction and support to deliver an effective instructional program. The Principal will supervise all staff and provide leadership that will support the School's teaching and learning environment. On a day-to-day basis, the Principal will be responsible and accountable for the educational and operational outcomes at the School as well as for ensuring that the School is meeting its stated goals and objectives. To the extent possible, all day-to-day operating decisions will be made on site by the Principal.

Members of the Board of Directors will not have authority except as a whole and will not, as individuals, exert undue influence over staff except as defined in the Board's policies. Details on these policies can be found in the ByLaws included in Appendix F.

b. Lead Administrator: The Board believes that the selection of the Principal, the lead administrator, is the most important decision the Board will make prior to the opening of the School. The Principal will have the most influence on the success of the School. Although the Principal will be an employee of the EMO, the Board will oversee and have substantial involvement in the ultimate selection of the Principal. The ideal candidate for this position will be an experienced education leader who has an exceptional ability to lead and inspire administrative and instructional staff. The Principal will be a qualified education leader with experience in managing schools for students who require accelerated mastery of foundational skills and earned course credits. He/she will also be skilled at building and managing internal teams as well as collaborating with other stakeholders in the community to build partnerships that are beneficial to the School's students. The Principal will be a collaborative leader who will provide frequent and routine communications with stakeholders, including Board members.

The steps in the recruitment and hiring process will include the following: A nationwide search, including referrals from board members, job postings in *Education Week*, Monster.com, CareerBuilder.com, the local newspaper, and other pertinent publications. The Board or designee will review all resumes. Screening interviews will be conducted. First round interviews will be conducted with members of the Board or designee. A background and extensive reference checks will be conducted. Upon the return of a successful background check, the Board will interview final candidates. An offer of employment from the EMO will be extended to the candidate, offering a compensation and benefits package competitive with the local job market.

The Board will supervise the EMO and the EMO will supervise the Principal. The EMO's Regional Director will provide direct supervision of the School's Principal, e.g., conduct formative assessments via meetings, walkthroughs, and observations; daily review School performance data; and annually complete the final appraisal by July 1. The Board will review the final rating and add comments if applicable prior to the appraisal being provided to the Principal for signature and comments.

3. 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.

a. Composition: The non-profit applicant Board is governed by leaders of the Charlotte community who are engaged in community or public service and committed to the success of public education. A diverse Board of not less than five or more than nine individuals able to recognize, articulate, and address the needs of students through educational policies and social outreach efforts will provide governing leadership. Board members include individuals with a range of professional skills and specific expertise in education, real estate, governance, and finance. This Board is fully capable of the organizational, pedagogical, legal, and other tasks required to open and operate a functional public school.

b. Powers and Duties: The Board of Directors is legally responsible for all transactions of the charter school and will be accountable for the academic, financial, and operational performance of the School. The responsibilities of the Board as described above shall include: approval of operating policies and procedures; hiring the management company and managing agreements with all direct School vendors; compliance with state laws and terms of the Charter; approval of the annual budget; approval of Principal selection; review of Principal's job performance and professional development goals; review and decide appeals of student disciplinary decisions as set out in the Student Handbook; audit review and compliance; compliance with Public Records and Open Meetings Laws by giving proper public notices of all meetings; and documenting minutes, Board of Directors' actions, and approval of policies. The Board of Directors will not be involved in the day-to-day leadership or administration of the School, and will empower the Principal with these duties.

c. Ensuring School Success: The organizational structure of the School will facilitate the delivery of instructional and support services to students in an effective and efficient manner. Clearly defined responsibilities and reporting lines will ensure that everyone understands the

expected roles and responsibilities in the success of the School. The Board will expect its legal advisor, accountant, auditor, and EMO to report on its activities using a pre-defined schedule for board meeting agendas. The Board will enter into formal agreements with these individuals and entities when the charter application has been approved.

d. Evaluation of the School and School Leader: Subject to the oversight of the Board of Directors, evaluations of the School Principal will be completed every year by the school management company. The Principal will take the lead in conducting the evaluation process through the use of self assessment, reflection, and by gathering input from the various stakeholders with an interest in the leadership in the School. The input and evidence will provide a basis for self-assessment, goal-setting, professional development, and demonstration of performance on specific standards.

The EMO will develop the Principal Evaluation System to align with the Marzano Evaluation System, which embeds the seven critical standards used as the framework for the North Carolina School Executive Standards. The Leadership Practice score will be determined by the average of ratings on Domain 1 – 5 Marzano protocol tools (including artifacts and evidence); Leadership Growth Plan; and Principal and Assistant Principal appraisal. At least fifty percent (50%) of the Principal’s summative evaluation will be based on learning growth achieved annually and measured by statewide assessments and learning targets (i.e., credits earned, student retention, and growth in reading as measured by reading software).

e. Stakeholder Representation: The Board will seek the advice and welcome input from community stakeholders including teachers, staff, students, parents, and community members. The Board will hold regular meetings with parents to discuss the successes of the School, including reporting on the performance of the School with data regarding enrollment, attendance, academic performance, parent/student satisfaction, withdrawals, suspensions, and dismissals. Parents and key community members will receive notices of these routine public meetings, in accordance with all applicable open meetings laws, and the agendas well in advance of each occurrence.

Additionally, an annual Parent/Student Satisfaction Survey will be administered to assess performance as judged by parents and students. The results of this survey will be considered by the Board as important input regarding the success of the School. A corrective action plan will be developed, if necessary, after review and discussion with the Board.

4. 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?

a. Recruitment and Selection: The founding Board members were identified, recruited, and selected by individuals who are committed to the approval and implementation of a non-traditional high school graduation option for at-risk students or former students in the Charlotte area. Founding Board members were briefed by the board incorporator and professional educators with experience in serving at-risk youth. The chapter chair of 100 Black Men in Charlotte and advisors to Governor McCrory’s transition team provided input regarding individuals who may be interested in serving on the Board. Board briefing luncheons were hosted by the incorporator to fully apprise potential board members of the need for this school as well as their responsibilities.

b. Board Vacancies: Board members shall be divided into three classes to serve in the first instance for terms of one, two, and three years, and until their successors shall be elected and shall qualify. The successors in each class of directors shall be elected to serve for terms of three years and until their successors shall be elected and shall qualify. A director will be eligible to serve an additional two year term after he/she has not served on the Board of Directors for one year. Each Director shall hold office for the term for which he/she is elected and until his/her successor shall have been elected and qualified or until his/her earlier resignation, removal from office, or death. Any officer and/or employee may be removed by a majority vote of the Board whenever, in the judgment of the Board, the best interests of the Corporation will be served thereby. Any Director may be removed at any time by a majority of the Directors then in office.

Details on the Board of Directors' selection process and terms of office can be found in the By-Laws and Articles of Incorporation included in Appendices F and G. The Board By-Laws were approved at the Board's organizational meeting on February 21, 2013.

5. How often will the board meet?

The Board will meet monthly at a time and place designated in the notice of the meeting or as was agreed upon at or before the meeting by a majority of the Directors in office.

6. 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).

In order to assure that board members have the range of professional skills required to open and operate a successful public charter school, after preliminary approval of the charter application and prior to final approval, members of the Board will attend the North Carolina Department of Public Instruction mandatory Board trainings hosted by the Office of Charter Schools.

In addition, our selected Board legal counsel, Donna Rascoe, will provide professional training on governing, reporting, and fiduciary responsibilities. The Board's accountant and financial auditor will orient the Board to financial statements and key indicators of financial performance and viability. The EMO will be expected to orient the Board to accepted pedagogy for at-risk and over-age for grade students and key indicators of student achievement as well as North Carolina accountability standards.

After the charter application is submitted, the Board will enter into a training, orientation, and school development phase consistent with the following schedule:

- a. Additional Board appointments and initial orientation to role and responsibilities for new and existing Directors. – May 2013
- b. In-depth training and orientation to legal and fiduciary responsibilities by charter board legal counsel – May 2013
- c. DPI Board training during preliminary approval phase – September through November 2013
- d. Benchmarking and "best practices" visits to successful dropout prevention and recovery charter schools – February 2014

All Directors must complete all phases of the Board training and orientation. As many Directors as can reasonably travel to other sites will visit successful dropout prevention and recovery programs which will serve as models for development of school culture and student achievement.

Board Policies are not yet available.

7. 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.

The School’s governing board is guided by a set of By-laws that defines how the board will govern, including conflicts of interest and the proposed meeting schedule. The By-Laws are included in Appendix F. A member of the board may not be an employee of the Corporation (in any capacity, including, but not limited to, as a teacher or principal) and may not be an employee of the nonprofit corporation’s management company.

In connection with any actual or possible conflicts of interest, an interested person must disclose the existence of his or her financial interest and must be given the opportunity to disclose all material facts to the directors and/or the members of committees with board delegated powers considering the proposed transaction or arrangement. After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining board or committee members shall decide if a conflict of interest exists.

If the board or committee has reasonable cause to believe that a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose. If, after hearing the response of the member and making such further investigation as may be warranted in the circumstances, the board or committee determines that the member has in fact failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

To avoid any actual conflicts and to mitigate perceived conflicts, ethics and conflicts of interests will be specifically addressed during the Board’s orientation and training. Additionally, each Board member will sign the Conflict of Interest Policy prior to becoming a Board member and annually thereafter.

There are no existing relationships that could pose actual or perceived conflicts if the application is approved.

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

The Board is a governing and policy-setting body with expertise in education, finance, and law to effectively develop School policies. When the application is approved, the draft Board policy manual will be further reviewed, edited and finalized with the advice of counsel, Donna Rascoe, charter board attorney with Cranfill, Sumner and Hartzog.

The decision-making process will always involve advice of content area experts who have experience in the field. In particular, the Board will look to our proposed educational management company, ALS, for recommendations on policies relating to the instructional model and student achievement.

9. 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.

Not applicable

Governance and Organizational Structure materials included in the Appendices

10. Charter School Board Member Forms and resumes are in Appendix E. Original signatures are available upon request. Copies are attached as per direction from Tom Miller via email communication 2/12/2013.

11. Proposed Bylaws are included in Appendix F.

12. Articles of Incorporation are included in Appendix G.

13. Board policies will be adopted after approval of this application. No attachment is provided in Appendix H.

14. Meeting minutes are included in Appendix I.

D. Proposed Educational Management Organization

If the Charter School plans to contract for services with an educational management organization (EMO) or charter management organization (CMO), please specify the contact information below.

Name of the Company: Accelerated Learning Solutions, Inc.
Address: 2636 Elm Hill Pike #500, Nashville, TN 37214
Website: www.als-education.com
Phone Number: 615-850-3651 **Fax:** 615-850-3854
Contact Person: Robert Essink **Email:** Robert.essink@als-education.com

1. Explain how the contract with the specified EMO or CMO will be in the best educational and financial interest of the charter school. Please include a copy of the proposed management agreement as Appendix J of the specified EMO or CMO.

The Board of Directors is choosing to contract with Accelerated Learning Solutions, Inc. (ALS) for three primary reasons. First, ALS has been selected because it has successfully operated 18 charter high schools in Florida serving at-risk students. Second, ALS has an educational approach that assumes all students can improve their academic performance if given the time, opportunity, tools, structure, and encouragement from caring, competent adults. Third, ALS was selected because of the exceptional track record of positive achievement and academic success evident in numerous Florida school district partnerships.

The ALS leadership team has decades of experience in Education, Finance, Business Management, Public Relations, and related fields and has a proven record of commitment to helping low-performing students to accelerate their learning and earn a high school diploma. The Board has reviewed the organization's capabilities and track record, and believes that the successful organization and management of the School is assured.

A copy of the proposed management agreement is included in Appendix J.

2. What other EMO/CMOs were pursued and why did the applicant select this particular one? Please include information regarding other management organization's fees and financial/academic records that led to the selection of the proposed EMO/CMO as the best fit for this proposed school.

The Board understands that there are no EMO/CMO organizations operating in North Carolina that provide this program and instructional model for at-risk students. A review of five EMOs in Florida serving similar students indicates that Accelerated Learning Solutions (ALS) is achieving a far greater number of contractual performance measures and provides a much more extensive set of student support services in partnership with community-based organizations. The other EMOs reviewed were Mavericks in Education, NewPoint Schools, Pivot Schools, and Richard Milburn Academies. Charter boards pay a management fee to these organizations ranging from 10% to 97% of revenues, depending upon the proportion of expenses that are the direct responsibility of the management company. A brief overview of the results of the Board's research is provided below.

ALS

- Met 93% of their contractual performance requirements.
- Three schools managed by ALS in Orlando, Florida have recently been recommended for a 15-year contract renewal.
- School floor plans provide for 20% of administrative space to be used by social service providers. 82.5% of students (8,062) enrolled in the 14 ALS managed schools during the 2011-12 school year received on-site services from community based providers.
- Office of School Operations supports all academic and non-academic functions of the charter schools with one Regional Director per six schools and eight director-level subject matter experts. In 2011-12, 1,805 days of on-site support and 1,470 days of technical and off-site support were provided to the 14 charter schools.
- None of the schools has terminated its agreement with the EMO. One of the schools experienced an enrollment decline of 5+% in October 2012.
- Charter boards pay a management fee ranging from 11% to 97% of revenues, depending upon the proportion of expenses that are the direct responsibility of the management company.

Mavericks

- Have not met most of their contractual performance requirements.
- Serves students at high risk of dropping out, although no evidence of providing intensive, on-site student support services was found.
- Cannot be determined what infrastructure is in place to support the schools managed by the company.
- Two of eight schools terminated agreements with the EMO. Four of eight schools experienced enrollment declines of 5+% in October 2012. Four instances of negative net assets reported in annual financials.
- Charter boards all pay \$350,000 in above market leases to a company related to Mavericks. In addition, the charters pay a management fee to Mavericks ranging from 10-19% of revenues. All or nearly all expenses are the responsibility of the charter board.

NewPoint

- Did not meet 72% (13 of 18) of the contractual requirements that could be verified using district and FLDOE sources.

- Not intended to serve students at high risk of dropping out and no evidence of providing intensive, on-site student support services was found.
- Cannot be determined what infrastructure is in place to support the schools managed by the company.
- In 2012-13, 5 of the company's 6 schools experienced enrollment declines of 5% or more. Four of 6 schools assigned below average FLDOE grades.
- Charter boards pay a management fee ranging from 18% to 97% of gross qualified revenues, depending upon the proportion of expenses that are the direct responsibility of the management company.

Pivot

- Did not meet 9 of the 9 2011-12 contractual requirements that could be verified using district and FLDOE sources.
- Not intended to serve students at high risk of dropping out and no evidence of providing intensive, on-site student support services was found.
- Cannot be determined what infrastructure is in place to support the schools managed by the company.
- Company incorporated in late 2009 and its only track record thus far is for two schools.
- Fee arrangement with Advanced Academics/DeVry not publicly available as of February 2013.

Richard Milburn

- Did not meet any of their contractual performance requirements for 2011-12.
- Serves students at high risk of dropping out, although no evidence of providing intensive, on-site student support services was found.
- Cannot be determined what infrastructure is in place to support the schools managed by the company.
- Eight of the nine Florida charter schools opened by the organization have since closed.
- The last remaining Florida charter affiliated with Milburn pays 15% of revenues as a management fee. All or nearly all other expenses are the direct responsibility of the charter board.

There are no other school management organizations serving at-risk students with the scale and impact that has been developed by ALS. A more detailed ALS Track Record and results are included in Appendix R-5.

3. Provide and discuss student performance, governance performance and financial data from other schools managed by the management company to demonstrate how this organization is a good fit for the targeted student population. Nationally, what is the highest and lowest performing school of the EMO/CMO? Why are these two schools so different in overall achievement?

During a sixteen year track record of serving students in urban communities, ALS has demonstrated a broad range of school management capabilities built from a single set of core competencies and values. Highlights over this period include: (1) Improvement in students' foundational reading and math skills; (2) Improved credit recovery and grade promotion rates for high school students; and (3) Increased graduation rates and successful post-secondary transition for high school students. Charter school boards remain pleased with the performance of ALS; no contract between a charter board and ALS has ever been terminated. In addition, all charter

schools managed by ALS have had clean annual financial audits. Specific accomplishments can be found in Appendix R-5.

In February 2012, ALS was awarded initial AdvancED Corporation Systems Accreditation with a status of Accredited. With this award, every school managed by ALS also is considered SACS accredited.

An analysis of critical criteria revealed the highest and lowest performing schools managed by ALS:

Metric: 2011-12	Sheeler High School	Murray Hill High School
Credits Earned per Semester	2.82	1.2
Improvement in Credit Earning from students' prior earning rate	240%	8%

The difference between the schools is attributed to the length of school operation, the principal's experience with the school model, and transition time for students to acclimate to the non-traditional school environment. Sheeler has been in operation since 2008, while the Murray Hill results above represent the school's first year of operation in 2011-12.

4. Describe how the governance structure will be affected; if at all, by the EMO/CMO and particularly discuss how the board of directors of the charter school will govern the school independently of the EMO/CMO.

The Board of Directors of the School will be the policy-maker and have ultimate responsibility, authority and control over the School and its relationship with the EMO, as further outlined in the proposed Management Agreement. The Board will expect ALS to report on student achievement results at each Board meeting. The Principal, with support from ALS will be the policy-executor and undertake the day-to-day responsibility of carrying out the Board of Director's directives.

The Board of Directors has independent legal counsel, board accounting services, and financial auditors. Legal counsel will assist the Board in developing, negotiating, and monitoring a formal management agreement with ALS. If ALS breaches its agreement with the Board of Directors, does not live up to performance measures in the Charter School Contract, and cannot cure those breaches within the required timelines, then the Board of Directors reserves the right to discharge ALS from its duties and take over all day-to-day operations to ensure that the School can continue to educate students as desired by the Board.

The IRS has awarded tax-exempt status to all other non-profit charter schools managed by ALS. The IRS uses a strong test of governing independence when awarding tax-exemption and has judged these agreements to be fully consistent with "arms-length" relationships that reflect the Board's independence and oversight.

5. Provide a description of the relationship that will exist between the charter school employees and the Management Organization.

Pursuant to the proposed management agreement, teachers will be jointly employed by the Board and ALS, and administrators and staff will be solely employed by ALS. This arrangement is necessary for the administration of employee benefits, does not reduce the Board's authority to hire and fire teachers, and complies with N.C. Gen. Stat. § 115C-238.29F(e)(1). This arrangement was reviewed and approved by legal counsel for the Department of Public Instruction and the State Board of Education prior to the submission of this application.

- 6. Explain how the contract includes measurable objectives whereby the charter school board can evaluate annually the performance of the EMO/CMO; and if necessary, terminate the contract without significant obstacles.**

The proposed Management Agreement specifies performance expectations of ALS with regard to business and academic expectations. The duties and responsibilities of both parties will be outlined in the charter contract and reinforced in the Management Agreement. If these are not fulfilled, the Board will be able to terminate the relationship with ALS as provided under the management agreement.

- 7. Is the facility provided by the EMO/CMO? If so what is the rental cost per square foot?**

The facility will not be provided by ALS. The EMO will facilitate and advise the Board on site location, lease cost, cost of retrofit, and proximity to public transportation. The projected lease cost per square foot is approximately \$18.00 for a 15,000 square foot facility.

- 8. List the fund balance and surpluses for each school managed by the EMO/CMO over the last three years in North Carolina.**

The EMO has not yet managed any schools in North Carolina over the last three years.

E. Private School Conversions: Not Applicable

F. Charter School Replication:

- 1. Will this proposed charter school be governed by an existing charter school board, or will there be a new governing board overseeing this charter?**

A new governing board has been established in North Carolina.

- 2. Describe the rationale for replicating the application based upon the success of another charter school. Include documentation and evidence that the existing charter school model is successful in student achievement, charter school governance, and fiscal responsibility. Base this explanation upon academic data available through state and national summative assessments, financial audits, and state compliance reports.**

The rationale for replicating this model is based on the success of the eighteen ALS dropout prevention and recovery charter schools in Florida. A brief summary of this program's track record of successful student achievement is included in Appendix R-5. The model being used is typified by Chancery High School in Orlando, Florida. As noted above, all charter schools managed by ALS have had clean annual financial audits, which are available upon request.

Compliance visits by senior school district authorizer staff were conducted at Chancery High School on January 25, 2013. A summary of that visit is available upon request. The compliance team noted that the relationship between students and their teachers was clear and impressive, the quality of counseling services on campus is "not just an intervention, but prevention," and "the whole visit was very impressive." The team also noted that "fiscal planning is appropriate and surveyors commend the school's commitment to investing in new curriculum when they see a need."

- 3. Depict and analyze the current enrollment trends and student demographics of the replicated charter school model over the past three academic years.**

Similar to other dropout prevention schools operated by ALS, enrollment reaches capacity within the first two years of the school's operation and continues at nearly this level. Relating to Chancery High School, enrollment was 412 (82% capacity), 445 (89%) and 415 (83%) students in school years 2009-10, 2010-11 and 2011-12, respectively. Regarding the demographics and student characteristics, the Board believes the student population will resemble those enrolled in Chancery High School. Specifically these demographics are: average age of 17 with 10 high school credits earned; 20% previously dropped out of high school; 76% were referred by their home schools because they had been identified as being at-risk of dropping out with 4% attending from out of district; 83% are behind their 9th grade cohort; 80+% performing at FCAT Level 1 or 2 upon entry to the program while 80+% are reading below grade level; and 12% require special education accommodations, 10% are English language learners and 10% are parenting, pregnant or caring for other children.

4. Explain why the governing board of the proposed charter school is a good fit for the proposed student population as noted in Section II Mission and Purposes.

The Board members of the proposed charter school are a good fit for the proposed student population because they have immediate and recent experience with the needs of the students who will be served in the School. Our Board members have experience in mentoring these students, providing academic services, financial planning, and government affairs.

5. IRS Form 990 for the last three years are included in Appendix Q.

G. Projected Staff: A list of positions anticipated for the School is included in Appendix K.

H. Staffing Plans, Hiring, and Management

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

Recruitment will generally include a variety of strategies, but may be modified slightly for particular positions. A nationwide search will be conducted, including referrals from board members, job postings in *Education Week*, Monster.com, CareerBuilder.com, the local newspaper, and other pertinent publications.

The School will assure that a competitive, comprehensive salary and benefit package (as described below) is used for attracting and retaining high-performing teachers, administrators, and other staff members.

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 intends to contract with ALS for the provision of certain management services. The proposed management agreement between the Board and ALS is contained in Appendix J. Pursuant to that agreement, teachers will be jointly employed by the Board and ALS, and administrators and other staff will be solely employed by ALS. This arrangement is necessary for the administration of employment benefits, does not reduce the Board's authority to hire and fire teachers, and complies with N.C. Gen. State. § 115C-238.29F(e)(1). Additionally, this arrangement was reviewed and approved by legal counsel for the Department of Public Instruction prior to the submission of this application.

Members of the Board of Directors will not have authority except as a whole and will not, as individuals, exert undue influence over staff except as defined in the employment policies, which will be approved by the Board. A draft of the employment policies is included in Appendix L.

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

The steps in the hiring process will generally include the following steps, but may be modified slightly for particular positions: The Principal will review all resumes for teachers and staff. All faculty and staff will have the certification, endorsement, or other credentials required for their positions. Screening interviews will be conducted by phone. First round interviews will be conducted with the Principal or Assistant Principal. Background and extensive reference checks will be conducted. Upon the return of a successful background check, an offer of employment will be extended to the candidate.

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

The salary ranges will be as follows:

Position	Minimum	Maximum
Principal	\$85,000	\$95,000
Assistant Principal	\$55,000	\$60,000
Certified teachers	\$40,000	\$50,000
Other staff	\$30,000	\$35,000

The School intends to offer the following components in its compensation plan applicable to all school administrators, teachers and staff, with an understanding that benefits and compensation levels may need to be adjusted based on the school’s overall financial condition: competitive salary scales, medical insurance, prescription drug plan, Life Insurance, Supplemental Life Insurance, 401(k) retirement program, Long-Term and Short-term disability insurance, Health Care Reimbursement Account, Dependent Care Reimbursement Account, Professional Development and Promotional Opportunities, and Paid Leave – sick/bereavement and jury duty. These benefits will be provided by the management company, ALS.

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

Employee grievances will be handled in a professional manner, with dignity and respect, by the Principal or Assistant Principal. Depending on the nature of the grievance, the administrator will escort the employee to a private area to determine the nature of the complaint and begin collecting all of the relevant information and data (who, what, when, why, and where). The administrator will inform the employee that a full investigation of the complaint will be undertaken and a resolution provided in a reasonable, agreed-upon timeframe. Depending on the nature and severity of the dispute, the administrator will inform the Board Chair of the complaint and the plan to address the complaint.

The follow-up communication with the employee will be accomplished in an appropriate manner and may include a meeting to discuss the results of the investigation and next steps. If the employee is not satisfied with the results, then the Principal will offer to refer the dispute to the Board. The Board shall have final authority to hear and decide on actions as a result of employee concerns.

No termination will occur unless the procedures below are followed.

- a. Principal / Regional Director completes and submits a Termination Checklist to People Services that includes, in writing, the reasons for the termination; and supporting documentation.
- b. People Services reviews information submitted and completes review of the personnel file.
- c. People Services contacts Principal / Regional Director to discuss findings. If determination is made to proceed with termination, People Services completes a Human Resources Review, Legal Review, and Stakeholder Review.
- d. Once all portions of the termination checklist are complete, People Services will forward the completed termination checklist to all appropriate parties for signature.
- e. If all items are not in place, documentation is not clear and concise, or if all employees in similar situations are not receiving the same action (if appropriate), the Principal / Regional Director will be advised regarding appropriate actions needed to continue the improvement process with employee.

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

The School is not planning any positions with dual responsibilities.

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.

The initial Special Education staffing for the school will be one Special Education teacher, with more Special Education teachers, or other support personnel added as student enrollment requires and IEPs dictate. The School teaching staff will include at least one certified teacher with ESOL certification or endorsement.

Teachers of students with special needs will have a Bachelor's degree in Education, Educational Leadership, Curriculum and Instruction, or related field from an accredited college or university; teacher's certification with knowledge of the principles of secondary education, curriculum and instructional theory, use of data to drive program improvement; appropriate credential for the area of need being served; and the ability to communicate effectively both orally and in writing.

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).

All (100%) of the classroom teachers at the School will hold a valid North Carolina teaching license; and the School will develop, maintain, and, as necessary, have approved by the Department of Public Instruction a teacher licensure program, allowing teachers to progress from a Standard Professional 1 License to a Standard Professional 2 License, and renew Standard Professional 2 Licenses from time to time. All faculty and staff will hold the licenses and fulfill the roles and responsibilities identified in their job descriptions; provide the services for which they are licensed, consistent with the mission of the School and the needs of its unique target population; and be subject to the hiring and firing authority of the board.

Principal will provide educational leadership, contractual accountability, and day-to-day leadership of educational and operational activities of the School. Qualifications include: Possession of a valid state teaching certificate; the required state administrative certification, or

ability to obtain within 18 months of hire date; and a master's degree in Education, Educational Leadership, Curriculum and Instruction, or a related educational field from an accredited college or university.

Assistant Principal is responsible for managing the academic progress of students; maintaining a climate conducive to teaching and learning; ensuring effective delivery and improvement of instruction; supervising, mentoring, and developing instructional staff; and ensuring that the school meets its defined goals. Qualifications include: Possession of a valid state teaching certificate; the required state administrative certification, or ability to obtain within 18 months of hire date; and a master's degree in Education, Educational Leadership, Curriculum and Instruction, or a related educational field from an accredited college or university.

Teachers are responsible for coaching, motivating and instructing high school students within the School's model with attention given to each student's Individual Graduation Plan (IGP). Qualifications include a Bachelor's degree in Education or related field from an accredited college or university is required and appropriate certification or licensure.

The **Reading Specialist** will work with students as identified through the RtI process on developing fluency, vocabulary, comprehension, and any other reading gap. Reading curricula will be delivered in classrooms, in specialist's office, and via the use of Reading Plus, MVRC, or other approved software. Qualifications include a Bachelor's degree in Education, Educational Leadership, Curriculum and Instruction, or related field from an accredited college or university; A Master's degree in secondary Education, Reading, or reading-related field; and three years of experience teaching, tutoring, and/or coaching high school students.

The **Math Specialist** will work with students identified through the RtI process on mathematics skills and standards. Math curricula will also be delivered in classrooms, in specialist's office, and via the use of math software, URLs, consumables, and other approved resources. Qualifications include a Bachelor's degree from accredited university with concentration in mathematics education; a Master's degree in secondary education or related math field; and three years of experience as a mathematics teacher, coach, tutoring, or specialist.

The **Career Coach** is responsible for working with students in career exploration, research and planning; employment skills; interpretation of career and college assessments; and job placement; assisting students through the process of postsecondary exploration, application, and selection; and working closely with other staff, employers, and others to accomplish the goal of all students successfully transitioning to a postsecondary pathway. A Bachelor's degree is required along with two years of paid, professional experience coaching high school students in career and postsecondary options.

The **Family Support Specialist** is responsible for working in collaboration with professional social/educational services and agencies to obtain health, financial, vocational, and social services for students and families. Qualifications include: Bachelor's and Master's Degrees from an accredited college or university with major course work in social work, psychology, counseling, sociology, secondary education, or related field; and experience in education, social services, and community services.

The **Data Specialist** is responsible for managing student records processes and data, obtaining records, organizing cumulative records, and recording all required information in the Student Information System (SIS). High school diploma/ GED is required.

The **Enrollment Specialist** is responsible for assisting with student recruitment, conducting student/parent orientation sessions, processing required paperwork, and working with the

Principal to ensure the School is meeting or exceeding contractual enrollment goals. High school diploma/ GED is required.

The **Executive Assistant** is responsible for providing administrative assistance and general office support to the Principal. Qualifications include: High school diploma or GED; high degree of knowledge of general office and telephone equipment; computer literate with a high degree of knowledge and experience with Microsoft operating systems, i.e., Windows XP, Excel, and Power Point; and excellent verbal and written communication skills, demonstrated computer literacy skills, and word processing abilities.

The **Security Specialist** is responsible for assisting with the daily arrival, dismissal, and break of students, including managing and securing confiscated items; assisting the Principal with safety procedures and drills according to School policy and procedures; and monitoring School facilities (e.g. grounds, adjacent areas, parking lot) to provide visibility, ensure safety, and deter crime. Qualifications include a High School diploma, and two years of paid, exemplary experience in a similar role.

I. Staff Evaluation and Professional Development

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

The Executive Assistant, with support from the EMO will track and ensure that requirements for teacher licensure and professional development are maintained and current.

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.

The plan for retaining high performing staff is discussed above in H.1.

The School will develop a teacher evaluation system that is properly validated and includes standards and criteria similar to those in the North Carolina Professional Teaching Standards and North Carolina Teacher Evaluation Process. The teacher will actively participate through the use of self-assessment, reflection, presentation of artifacts, and classroom demonstration(s).

The Principal will conduct summative performance evaluations for all teachers. Evaluation results will be based on data from (and not limited to) formal and informal Principal and Assistant Principal observations, reviews of evidence/artifacts of student learning, and level of performance on evaluation criteria listed in the job description for each job responsibility.

The Marzano model has been selected for the School's Teacher Evaluation System as it aligns to the School's accelerated learning model, North Carolina Code of Ethics for Educators and North Carolina Professional Teaching Standards.

Non-instructional staff will be evaluated based on the average or ratings for each job responsibility listed in their appraisal. Final evaluations should be completed annually by July 1.

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 core purpose of the School's professional development is improving student achievement. The School will use a Learning Management System (LMS) to deliver, track, and monitor professional development. Training evaluation will be conducted on a regular basis and a formal needs assessment survey will be conducted on an annual basis to inform the Board about the effectiveness of current professional development practices and guide the content, form, and structure of future endeavors. Over 300 online courses will be available to all staff and administrators via the School's LMS from any Internet-connected computer workstation. iObservation contains a resource library that may be used for individual or group professional development.

All instructional staff will participate in training necessary to maintain their teaching certificates. Professional learning modules and activities will focus on effective classroom management; evidence-based instructional strategies; differentiating instruction; assessment and evaluation to inform instruction; and effective utilization of technology.

All school staff working directly with special needs students [including students with disabilities and English Language Learner (ELL) students] will participate in state and local professional development focused on success with special needs students. Topics shall include: Federal state and local policies; developing IEP's; ELL Committee role and responsibilities; accommodations and modifications in instruction and assessment; positive behavior supports; curriculum for students with significant cognitive disabilities; least restrictive environments; family engagement and involvement; assistive and adaptive technologies; transitions and transition planning; and Problem-Solving and Responsiveness to Instruction (RtI).

All support staff, including the Career Coach, Family Support Specialist, Enrollment Specialist, etc. will participate in requisite training necessary to satisfactorily perform all job functions and maintain job-specific certifications, if applicable.

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.

The Principal and Assistant Principal will participate in ongoing leadership development training, two week summer staff training, and all required state training. In addition, the Principal will participate in a four to six week Principal Induction that will include residency at two or three high-performing charter schools working alongside a mentor principal, as well as learning and performing the job functions of each position on the School's organizational chart.

The Assistant Principal (AP) will participate in an intensive, minimum two-week residency training, at one or two high-performing charter schools, focused on job specific responsibilities, educational program, building a culture of climate and success, and school accountabilities. Trainers and subject matter experts will be scheduled to provide job-embedded professional development during and beyond the APs' residency period.

All leadership, instructional, and support staff will participate in two weeks of summer professional development prior to the beginning of school during the first year of operation and during the week before school opening thereafter. Topics will include, but are not limited to, curriculum software, Code of Ethics and The Standards of Professional Conduct for NC Educators, classroom management, using data to inform instruction, working in a technology enhanced environment, attendance and retention strategies, identifying and referring students for services, etc.

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.

Ongoing professional development, dedicated to personal and professional growth, will occur on a weekly basis as well as during scheduled professional development days as part of the school calendar. At a minimum, once each month, staff meetings will be dedicated to professional development as well as during scheduled professional development days as part of the school calendar.

The timeline for professional development for the first year of School’s operation is as follows:

- May - June: Job specific training for Principal and Assistant Principal
- June – July: Job specific training for the Executive Assistant and Data/Enrollment Specialist
- July: Leadership Conference for Principal and Assistant Principal (two to five days)
- August: All Staff Training (two weeks prior to student start date)
- September: Professional Growth Plan completed by September 28 (beginning year 2)
- Sept. – May: Weekly training and Professional Learning Community meetings

J. Enrollment and Marketing:

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 reflects 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)).

The School will use a variety of methods to attract students including those in harder to reach families. Some of these methods may include, but are not limited to the following: 1) Informational meetings with local community, civic and religious organizations, community leaders, and other people who may be able to inform and/or influence families and students to enroll at the School; 2) In-depth briefings with organizations such as Junior Achievement, Boys and Girls Club, Communities in Schools, and 100 Black Men of America to explain the program and establish referral network; 3) Advertisements throughout the community; 4) Facilitation of student, peer to peer discussion through the use of DVDs and materials distributed at events attended by students who fit the criteria; and 5) Toll-free enrollment information number posted on the website and included on enrollment and recruitment literature.

The Board recognizes the importance of community awareness and recruitment of parents and students. In order to promote a neighborhood school environment, the marketing strategy will start in the immediate area and then broaden to the mass market. Marketing to residents in the surrounding communities will be the primary focus. In order to ensure strong demand, marketing will occur to all appropriate populations (e.g., geographic, ethnic, age, etc.).

We anticipate that the majority of students will live within a 5-mile radius of the school and, thus, reflect the local community being served. Targeted marketing will be used to focus on this geographic area. Additionally, select marketing materials will be created and produced in multiple languages based on the demographics of the local area.

K. 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.

The School is committed to reaching out to engage parents and community members in meaningful ways. Strategies will include but not be limited to: customized list for direct mailers to identify homes with age appropriate students; meetings with various community stakeholders (e.g., clergy, commissioners, volunteer groups, social service agencies, school district employees) to gain their support and determine services they may be able to provide; community meetings in various locations; meetings with principals and counselors at local high schools; and individualized family/student meetings at the local high schools.

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.

Research results indicate that parent and community involvement are key elements in the success of students at risk of dropping out of school¹². Therefore, the School will ensure substantial parent and community involvement through a variety of strategies.

a. Parent/Legal Guardian Involvement: Parents will have a number of opportunities for involvement in their student's education. Parents will be invited to attend an enrollment/orientation session with the student during which time opportunities, expectations, and requirements of the program will be clearly explained. The orientation will set the stage for expected student progress and achievement. This will be supplemented by mailings to homes, newsletters and phone calls from teaching staff, and conferences with the student and parent(s). Throughout the year, parents will be encouraged to visit their child's school and to participate in school functions and events, including school sponsored workshops, open houses, parent nights, conferences, and student award ceremonies.

Additionally, an annual Parent/Student Satisfaction Survey will be administered to assess performance as judged by parents and students. The results of this survey will be considered by the Board as important input regarding the success of the School. A corrective action plan will be developed, if necessary, after review and discussion with the Board.

Section 1118 of the Elementary and Secondary Education Act (ESEA), requires each Local Education Agency (LEA) and school that receives funds under Title I, Part A, to develop and distribute to parents of participating children a written parent involvement policy (PIP). If the

¹² Alliance for Excellent Education (2006). *Is your high school making the grade: Ten elements of a successful high school*. Alliance for Excellent Education; Balfanz, R., Fox, J.H., Bridgeland, J.M., & McNaught, M. (2009). *Grad nation: A guidebook to help communities tackle the dropout crisis*. America's Promise Alliance. On line at: <http://www.americaspromise.org/GradNation>; Bridgeland, J.M., DiIulio, Jr., & J.J., Morison, K.B. (2006, March). *The silent epidemic: Perspectives of high school dropouts*. A report by Civic Enterprises in association with Peter D. Hart Research Associates for the Bill & Melinda Gates Foundation; Dynarski, M., Clarke, L., Cobb, B., Finn, J., Rumberger, R., and Smink, J. (2008). *Dropout prevention: A practice guide* (NCEE 2008-4025). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc>; Gunn, T.M., Chorney, D.W., & Poulsen, J.C. (2009). High school completion: A comprehensive review of projects directed toward keeping students in school. *The Journal of At-Risk Issues*, 15(1), 17-24; Hammond, C., Linton, D., Smink, J., & Drew, S. (2007). *Dropout risk factors and exemplary programs*. Clemson, SC: National Dropout Prevention Center, Communities In Schools, Inc; Princiotta, D. & Reyna, R. (2009). *Achieving graduation for all: A governor's guide to dropout prevention and recovery*. National Governors Association Center for Best Practices; Quint, J. (2008). *Lessons from leading models*. *Educational Leadership*, 65(8), 64-68; Seltz, J. (2008). *A focus on high school reform*. *Educational Leadership*, 65(8), 96

School is designated as Title I school, the School will comply with all federal and state regulations for parent involvement.

b. Community Involvement: A key differentiator of the School operating under this charter will be the provision of social, behavioral, and crisis intervention services to students. The Board understands that unless social, behavioral, and emotional needs are effectively addressed, learning will be difficult and academic growth will be an unrealistic objective.

The Board, with the assistance of the proposed management company, will identify and develop partnerships with community-based private and public providers of social services, community leaders, faith based groups, and civic leaders who will support the success of our students. These providers and other similar organizations will be integrated into the life of the School and become important team members and critical supporters of student success. These supportive partnerships will result in the direct provision of social and behavioral health services as well as mentoring, advocacy, and community-wide influence to create employment and post-secondary opportunities. School leaders and the Board will ensure that parental involvement, community partnerships, and collaborations will be enduring and include commitments to ongoing evaluation and improvement, access to available human and financial resources, adequate representation of stakeholders, adequacy of staffing and resources to perform key functions, and adequate performance/accountability mechanisms.

L. 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.

The School will open an Enrollment Office in June 2014 to begin attracting and enrolling students for enrollment at the beginning of the 2014 – 2015 school year. As the School will be a public school, enrollment will not be denied to any eligible applicants on the basis of ethnicity, gender, national origin or disability. The School shall enroll any eligible student who submits a timely application unless the number of applications exceeds capacity. In such cases, all applicants shall have an equal chance of being admitted through the lottery process.

Our admission and enrollment processes will be student-centered and friendly. When contacted by interested students and/or their parents online, over the phone, or in person, the School will guide the interested student through the following process: The Student/parent will meet with the Enrollment Specialist to discuss the student's needs and expectations as well as the School's mission and expectations. All students desiring enrollment in the School will complete an application (in Appendix R-6). If there is space available, the student/parent will complete the enrollment packet and receive an orientation of the program and a tour. If there is not space available, the student's application will be entered into the lottery. Upon enrollment, the School will request transcripts and documents related to academic history and other relevant information from all schools that the student previously attended. Student will complete individualized assessments to determine academic skill levels and vocational interests. Student and parent will meet with teachers, administrators, and/or other appropriate school staff to review assessment information and establish the student's Individual Success Plan (ISP).

Following the enrollment process, each student who is offered admission and accepts enrollment will participate in a three-day student orientation program that provides information concerning programs, assessments, procedures, and expectations.

2. Clear policies and procedures detailing the open enrollment lottery plan including policies regarding statutory permitted student enrollment preferences.

In the event that the number of all eligible applicants for enrollment exceeds the School's capacity, the School shall undertake a random selection process to determine which students are enrolled and which students are placed on a waiting list in the order determined by the lottery.

The following categories of students may receive enrollment priority:

- a. Siblings of existing students;
- b. Children of the school's principal, teachers, and teacher assistants; and
- c. Only for its first year of operation, children of the initial members of the School's board of directors, so long as (i) these children are limited to no more than ten percent (10%) of the School's total enrollment or to 20 students, whichever is fewer, and (ii) the charter school is not a former public or private school.

The Principal or his/ her designee will manage the lottery process as follows and maintain appropriate documentation thereof.

- a. If the number of applicants exceeds the stated capacity of the School, each applicant will be placed in a random lottery.
- b. Each application will be given a number, and all numbers will be placed in a container. Numbers will be drawn on a random basis and all slots will be filled based on the order of the drawing. All numbers will be picked and the remainder will be used to create the waiting list.
- c. If multiple birth siblings apply for admission and a lottery is needed, the School will enter one surname into the lottery to represent all of the multiple birth siblings. If that surname is selected, all of the multiple birth siblings will be admitted.
- d. There will be at least two staff members present during the lottery drawing, and the lottery will be open to the public.
- e. Students will be contacted in the order in which names were randomly drawn and established on the waiting list. The parent, or eligible student, will have forty-eight hours to accept/refuse the opening and complete all required documentation for admission into the program. If the parent, or eligible student, is not able to do so, the space will go to the next student on the waiting list. Applicants who do not respond within forty-eight (48) hours or who do not accept the available space will be removed from the list and requested to reapply in the future if they would like to be considered in the lottery process at a later date.
- f. As openings arise throughout the year, the next student on the waiting list will be offered the "space."

3. Policies and procedures for student waiting lists, withdrawals, re-enrollment, and transfers.

The waiting list procedure is described above. Should an eligible student decide to withdraw from the program, required documentation will be gathered as to the reason for withdrawal, including an exit interview. Academic advisement on programs/schools that may better suit the student's needs will be provided, if applicable. A student will be allowed to re-enroll into the program if a seat is available. If not, the student's application will be processed through the

lottery drawing procedure. Students transferring out of the School will be provided with academic options both within and out of district.

4. Explanation of the purpose of any pre-admission activities (if any) for students or parents.

All students interested in enrolling in the School will complete a one page application (Appendix R-6). The student and parent/guardian will be offered a tour with a thorough overview of the program's benefits to the student. If a seat is available, the interested student and parent/guardian may proceed to enrollment.

5. Clear policies and procedures for student withdraws and transfers.

Withdrawal and transfer are addressed above in Question L.3.

Projected Enrollment 2014-2015 through 2018-2019

Identify LEA from which students will probably come:

LEA #1: CMS LEA #2: N/A LEA #3: N/A

	2014-2015			2015-2016			2016-2017			2017-2018			2018-2019		
	LEA 1	LEA 2	LEA 3	LEA 1	LEA 2	LEA 3	LEA 1	LEA2	LEA3	LEA 1	LEA2	LEA3	LEA 1	LEA 2	LEA 3
K	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
1 st	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
2 nd	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
3 rd	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
4 th	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
5 th	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
6 th	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
7 th	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
8 th	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
9 th	<u>44</u>	<u>0</u>	<u>0</u>	<u>109</u>	<u>0</u>	<u>0</u>	<u>114</u>	<u>0</u>	<u>0</u>	<u>114</u>	<u>0</u>	<u>0</u>	<u>114</u>	<u>0</u>	<u>0</u>
10 th	<u>60</u>	<u>0</u>	<u>0</u>	<u>153</u>	<u>0</u>	<u>0</u>	<u>162</u>	<u>0</u>	<u>0</u>	<u>162</u>	<u>0</u>	<u>0</u>	<u>162</u>	<u>0</u>	<u>0</u>
11 th	<u>60</u>	<u>0</u>	<u>0</u>	<u>153</u>	<u>0</u>	<u>0</u>	<u>162</u>	<u>0</u>	<u>0</u>	<u>162</u>	<u>0</u>	<u>0</u>	<u>162</u>	<u>0</u>	<u>0</u>
12 th	<u>60</u>	<u>0</u>	<u>0</u>	<u>153</u>	<u>0</u>	<u>0</u>	<u>162</u>	<u>0</u>	<u>0</u>	<u>162</u>	<u>0</u>	<u>0</u>	<u>162</u>	<u>0</u>	<u>0</u>
<u>224</u>			<u>568</u>			<u>600</u>			<u>600</u>			<u>600</u>			

M. 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.

The School will develop a transportation plan so that transportation is not a barrier to any student. No student will be prevented from attending the School because of a lack of transportation. The Board will pursue options for transportation for students. For example, the School may contract with the local school district to provide transportation to students who reside in the local school administrative unit and who reside at least one and one-half miles of the School. Also, the School may issue transportation passes, at the School’s expense, to meet students’ transportation needs. The School will be located along major lines of the public transportation system. Students who live beyond a reasonable walking distance from the School or who reside in a hazardous travel zone may receive a public bus pass.

A reasonable walking distance for any student who is not physically disabled is any distance not more than one and a half miles between the home and the school or the assigned bus stop. Such distance shall be measured from the closest pedestrian entry point of the assigned school building or to the bus stop. The School shall determine the shortest pedestrian route whether or not it is accessible to motor vehicle traffic.

In addition, transportation service will be provided by the School to any student whose IEP stipulates that this must occur. Should a student with a disability require special transportation accommodations, the School will contract with the school district or an approved private transportation provider.

N. 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.

Due to the expected age group of the students attending the School and the flexible schedule of the school day, the School will not provide meals. The School will have vending machines on-site for students who wish to purchase food. Designated eating/commons areas will be available for students who bring food or purchase food.

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

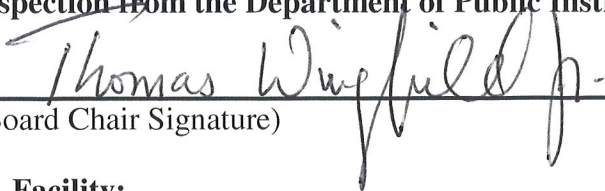
The applicant must provide a quote from an insurance provider as part of this application (as Appendix M) to demonstrate the levels of insurance coverage and projected cost.

Area of proposed coverage	Proposed amount of coverage		Cost (Quote)
Comprehensive General Liability	\$1,000,000/2,000,000		\$6500
Officers and Directors/Errors and Omissions	\$1,000,000		\$5300
Property Insurance	\$1,610,000		\$64,400
Motor Vehicle Liability	\$1,000,000		\$200
Bonding Minimum/Maximum Amount	\$1,000,000	\$1,000,000	\$400
Other: Work Comp	Payroll - \$950,000		\$228
Total Cost			\$77,028

P. Health and Safety Requirements:

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

We, the Board members at West Charlotte Charter High School will develop a written safety plan and policies to be shared with staff, parents and students and be available upon inspection from the Department of Public Instruction and local Health Departments.


 (Board Chair Signature) 2/28/2013
(Date)

Q. Facility:

1. 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).

A facility search is currently in progress, but a school location in the desired service area has not yet been determined. ALS has extensive experience in locating and renovating properties with a design suitable for at-risk students. The Board has confidence that ALS will be able to facilitate negotiations to execute a lease, to oversee renovation of the site for School use, and to make sure the desired facility is approved for occupancy for an August 2014 school opening. This includes experience in facility design and budgeting, managing construction projects, compliance with local codes and ordinances, facilities repair and maintenance, and general operations of school buildings.

All facilities being considered for the final school location will be analyzed through multiple criteria, including but not limited to: total square footage, cost of retrofit and remodel, accessibility, zoning, safety, exterior lighting, parking, proximity to public transportation, signage possibilities, and neighborhood demographics. The entire scope of the project will be managed by experienced ALS leaders to ensure that the School will be able to open on-time and on-budget.

Once the facility has been leased, ALS will begin the permitting and renovation process. ALS has typically used local architects and contractors to complete all of the renovation work and intends to follow the same process for this School. Funding for renovation and remodeling will be provided by the Landlord or another lending source.

The Board of Directors and ALS will ensure that all local building code approvals, compliance with the Fire Prevention Code and the Educational Certificate of Occupancy are secured before the School is occupied. At no time will students or staff work or attend school in a building that is unsafe or does not have proper certificates of occupancy. In addition, all school facilities will comply with applicable health codes, inspection/safety requirements, and will be properly maintained according to the North Carolina Building Code.

The timetable below describes the major steps in the facility acquisition, permitting, and renovation process.

Activity	Responsible Party	Date
Begin Site Search	Accelerated Learning Solutions (ALS)	February 2013
Create School Budgets	Board / ALS	February 2013
Submit Charter Application	Board	March 1, 2013

Activity	Responsible Party	Date
Application Reviewed and Approved	State Board of Education	March – September 2013
Begin Lease Negotiations	ALS	October 2013
Sign Facility Lease or Purchase Agreement	ALS	January 2014
Finalize school facility design	ALS / Board	January 2014
Negotiate/Obtain Charter School Contract	Board	February 2014
Begin Plans and Permits	ALS	February 2014
Begin Construction	ALS	March 2014
Enrollment office opens	ALS	June 2014
Facility Renovation Completed	ALS	August 2014
Set up Administrative and Classroom Space	Principal / ALS	August 2014
Verify all appropriate inspections and clearances including Educational Certificate of Occupancy	Principal / ALS	August 2014
Opening of West Charlotte Charter High School	Principal	August 2014

2. 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.

If the School opening is delayed to the point where we will not be able to open on-schedule, we will do the following: Define the specifics of the delay and determine a realistic opening schedule. Coordinate and communicate this information with North Carolina Department of Public Instruction staff. Determine whether the School can open on a delayed schedule later in the school year.

Depending on the outcome of the above items, the School will proceed as follows:

Option 1: If the School can open on a delayed schedule, School staff will relay all relevant information to the parents, students, local stakeholders, and the NCDPI.

Option 2: If the School cannot open on a delayed schedule, the School will temporarily lease and utilize appropriate space from a school or other educational institution such as a Community College, Private Technical College, Charter School, etc. Contingency plans for temporary space and short-term leases will be in-place by February 2014.

Option 3: If the construction schedule is such that the School opening is delayed seven or more months, the School will (as a last resort) request a one-year deferral for opening.

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 through 2018-2019

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

See <http://www.ncpublicschools.org/fbs/stats/index.html>
(OR Click on: Agency Website: Division of Financial Services, Reports and Statistics, Statistical Data)

The formula for figuring these allotments can be found in the Resource Guide.

LEA #1: Charlotte-Mecklenburg Schools, Code 600.

Revenue	2012-2013 Per Pupil Funding	Projected LEA ADM	Approximate funding for 2014-2015
State Funds	4438.40	224	\$994,112
Local Funds	2410.00	224	\$539,840
Federal EC Funds	3743.48	24	\$83,843
Totals	\$7,222	224	\$1,617,795

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

INCOME: REVENUE PROJECTIONS	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
- <i>State ADM Funds</i>	<u>\$994,112</u>	<u>\$2,520,784</u>	<u>\$2,662,800</u>	<u>\$2,662,800</u>	<u>\$2,662,800</u>
- <i>Local Per Pupil Funds</i>	<u>\$539,840</u>	<u>\$1,368,880</u>	<u>\$1,446,000</u>	<u>\$1,446,000</u>	<u>\$1,446,000</u>
- <i>Exceptional Children Federal Funds</i>	<u>\$83,843</u>	<u>\$212,602</u>	<u>\$224,580</u>	<u>\$224,580</u>	<u>\$224,580</u>
- <i>Other Funds*</i>	<u>\$1,513,000</u>	<u>\$135,000</u>	\$ _____	\$ _____	\$ _____
- <i>Working Capital*</i>		\$ _____	\$ _____	\$ _____	\$ _____
TOTAL INCOME	\$ _____	\$ _____	\$ _____	\$ _____	\$ _____
	<u>\$3,130,795</u>	<u>\$4,237,266</u>	<u>\$4,333,380</u>	<u>\$4,333,380</u>	<u>\$4,333,380</u>

***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

BUDGET EXPENDITURE PROJECTIONS Personnel	2014-2015			2015-2016			2016-2017			2017-2018			2018-2019		
	# Staff	Salary per	Total salary	#	Salary per	Total salary	#	Salary per	Total salary	#	Salary per	Total salary	#	Salary per	Total salary
Personnel:															
Principal	1	88,000	88,000	1	88,880	88,880	1	89,769	89,769	1	90,666	90,666	1	91,573	91,573
Assistant Principal	1	56,000	56,000	1	56,560	56,560	1	57,126	57,126	1	57,697	57,697	1	58,274	58,274
Core Content Teacher(s)	8	44,000	352,000	10	44,440	444,400	10	44,884	448,844	10	45,333	453,332	10	45,787	457,866
Math Specialist	1	44,000	44,000	1	44,440	44,440	1	44,884	44,884	1	45,333	45,333	1	45,787	45,787
Reading Specialist	1	44,000	44,000	1	44,440	44,440	1	44,884	44,884	1	45,333	45,333	1	45,787	45,787
Exceptional Children Teacher(s)	1	44,000	44,000	1	44,440	44,440	1	44,884	44,884	1	45,333	45,333	1	45,787	45,787
Related Service Teacher(s)	2	41,500	83,000	2	41,915	83,830	2	42,334	84,668	2	42,757	85,515	2	43,185	86,370
Staff Supplements	4	32,500	130,000	4	32,825	131,300	4	33,153	132,613	4	33,485	133,939	4	33,820	135,278
Total Personnel	19	44,263	841,000	21	44,680	938,290	21	45,127	947,673	21	45,579	957,150	21	46,034	966,721
Benefits:	# Staff	Cost Per	Total	# Staff	Cost Per	Total	# Staff	Cost Per	Total	# Staff	Cost Per	Total	# Staff	Cost Per	Total
Health Benefits	19	6,707	127,439	21	6,825	143,315	21	6,897	144,838	21	6,970	146,376	21	7,044	147,930
Medicare	19	642	12,195	21	648	13,605	21	654	13,741	21	661	13,879	21	667	14,017
Social Security	19	2,744	52,142	21	2,770	58,174	21	2,798	58,756	21	2,826	59,343	21	2,854	59,937
Other Taxes	19	426	8,100	21	429	9,000	21	429	9,000	21	429	9,000	21	429	9,000
Total Benefits	19	10,520	199,875	21	10,671	224,094	21	10,778	226,335	21	10,886	228,598	21	10,994	230,884
Total Personnel Budget	19	54,783	1,040,875	21	55,352	1,162,384	21	55,905	1,174,008	21	56,464	1,185,748	21	57,029	1,197,605

***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	Curriculum /Intervention	140,000	140,000	140,000	140,000	140,000
	Texts	1,800	1,800	1,800	2,400	2,400
	Copy Paper	4,000	4,000	6,000	6,000	6,000
	School Supplies	1,200	3,000	4,800	4,800	4,800
Technology	Technology Hardware	163,550	163,200	163,800	163,800	163,800
	Instructional Software	80,400	80,400	80,400	80,400	80,400
	Contract Labor – IT	192,000	192,000	192,000	192,000	192,000
Human Resources Costs	Staff Development	140,000	140,000	140,000	140,000	140,000
	Human Resources	160,000	160,000	160,000	160,000	160,000
	Recruiting	5,100	5,100	5,100	5,100	5,100
Rents and Debt Services	Facility Lease/	240,000	240,000	240,000	240,000	240,000
	Rent of Equipment	21,000	21,000	21,000	21,000	21,000
	Maintenance	3,000	3,000	3,000	3,000	3,000
	Contract Labor	19,200	19,200	19,200	19,200	19,200
	Tenant Improvements	285,000	285,000	285,000	285,000	285,000
Utilities	Phone	48,000	48,000	48,000	48,000	48,000
	Utilities	37,500	37,500	37,500	37,500	37,500
Other	Insurances (page 19)	77,028	77,028	77,028	77,028	77,028
	Marketing Plan	7,200	7,200	7,200	7,200	7,200
	Transportation Plan	53,760	136,320	144,000	144,000	144,000
	Healthy Snacks	300	300	300	300	300
	Travel Expenses	29,600	29,600	29,600	29,600	29,600
	Board/Audit Expenses	36,000	36,000	36,000	36,000	36,000
	Contracted Services		780,000	823,000	823,000	823,000
	Office Expense	10,800	10,800	10,800	10,800	10,800
	Staff Meetings	1,200	1,200	1,200	1,200	1,200
	Employee Recognition	1,300	1,300	1,300	1,300	1,300
	Special Ed Expenses	6,000	6,000	9,000	12,000	12,000

BUDGET OPERATIONS EXPENDITURE PROJECTIONS		2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
	Professional Development	9,600	9,600	9,600	9,600	9,600
	Community Meetings	600	600	600	600	600
	Office Equipment	20,000	20,000	20,000	20,000	20,000
	Administrative Services	17,848	64,267	82,793	66,703	54,845
	Accounting Services	200,000	200,000	200,000	200,000	200,000
	Incentives – Staff	20,000	20,000	20,000	20,000	20,000
	Student Incentives	21,000	21,000	21,250	21,500	21,500
	Graduation	2,400	2,400	3,100	3,600	3,600
	Relationship Management	21,000	21,000	21,000	21,000	21,000
TOTAL OPERATIONS		2,077,386	2,987,815	3,065,371	3,053,631	3,041,773

Overall

BUDGET OPERATIONS EXPENDITURE PROJECTIONS	2014-2015	2014-2015	2015-2016	2016-2017	2017-2018
TOTAL EXPENDITURES (PERSONNEL)	1,040,875	1,162,384	1,174,008	1,185,748	1,197,605
TOTAL EXPENDITURE (OPERATIONS)	2,077,386	2,987,815	3,065,371	3,053,631	3,041,773
TOTAL EXPENDITURES	3,118,261	4,150,199	4,239,379	4,239,379	4,239,379
TOTAL REVENUE	3,130,795	4,237,266	4,333,380	4,333,380	4,333,380
ANNUAL NET PROJECTIONS	12,534	87,068	94,001	94,001	94,001

Budget:

A. Budget Narrative:

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?**

The enrollment projections are based on an analysis of the number of young adults in the Charlotte-Mecklenburg area who are at-risk of dropping out or have already dropped out of high school. This analysis is summarized in Appendix A and was performed by ALS for the Board based on its experience serving students in eighteen similar schools in Florida. Because of the successful enrollment history and financial performance of ALS as well as this analysis, we are confident our enrollment numbers will be achieved and that a financially viable school will result.

If enrollment projections are lower than expected, actual operating expenses will be reduced to a level that will reflect the lower revenue that the School will receive. This will result in a smaller, however financial viable school in the short-term. If this lower than expected enrollment and revenue occurs, the Board will work with ALS to strengthen the relationships with CMS counselors and principals as well as community leaders and other stakeholders who refer these students or former students to the School.

The School will receive 3% of the revenues and, in accordance with the management agreement and our budget projections, the School will net approximately \$381,000 over the five year term. In this agreement, ALS is responsible for all school operating expenditures with the exception of board and audit expenses. Accordingly, no break-even point for enrollment is provided.

- 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.**

The Board intends to contract with ALS to deliver specific school management services, including Financial Management and Funding Consulting Services, as outlined in the draft management agreement included in Appendix J. ALS's role in financial management will include: budget oversight and financial reporting; Accounts Payable and Accounts Receivable functions; purchasing and procurement services and manage all other financial aspects of the School including payroll, human resources, benefits administration, information technology, insurance and risk management. The Board understands its fiduciary responsibilities for the public funds we receive and will engage an independent certified public accountant to complement the financial services provided by ALS. The Board recognizes that we have the ultimate responsibility of ensuring that the financial information is accurate and that the internal control environment is designed so that it appropriately safeguards the Schools' assets.

- 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 School's spending priorities are based on the need to provide the services outlined in this application for a projected student enrollment of 600 students. The School anticipates that the following items will constitute the most significant expenditures:

- a. **Start-Up Expenses**-Certain expenditures will be required before the School begins operations. These "Start-Up Expenses" include approximately \$720,000 of instructional equipment and furnishings, \$100,000 of office equipment and furnishings and approximately \$1.425 million of tenant improvements to the facility after it is leased. In addition, the School will incur approximately \$500,000 of operating expenses in its first three months of school for staff training and supplies, and student recruitment. The initial funding of these expenditures will be the responsibility of ALS in accordance with the draft Management Agreement and the Letter of Commitment included in Appendices J and P, respectively. The contribution by ALS as well as its anticipated reimbursement is shown in the "Other Funds" section of the revenue projections section and in the technology hardware, office equipment, and administrative services section of the operations projections section.
 - b. **Personnel and Human Resources**-At full enrollment of 600 students, we anticipate 70% attendance. Based on this attendance rate, staffing will include 10 full-time core content teachers, a math specialist, a reading specialist, an exceptional student teacher, a family support specialist, and a career coach. ALS will provide a human resource department dedicated to attracting and retaining highly-qualified staff.
 - c. **Curriculum and technology**-ALS will provide the instructional program, curriculum, and related technology services to support personnel as they work with students to accelerate their learning in a technology-enhanced, mastery-based instructional program. Technology costs include computer hardware and software acquisition and maintenance in addition to the amortization of technology purchased in the above mentioned start up expense section.
 - d. **Facility related costs**-Facility related costs provided are based on a 15,000 square foot facility plus tenant improvement costs discussed in the above mentioned start-up expense section.
 - e. **Transportation Plan**-School facilities will be strategically located near public transportation stops. The School will offer free public transportation passes to all students commuting to the School. This budget assumes that approximately 50% of the students will use these public transportation passes.
 - f. **Contracted Services** – This amount represents the net fees paid to ALS after operating expenses under terms of the management contract. ALS expects **no** fees to be received after expenses in the 2014-2015 school year and expects a net fee after expenses to be approximately 19% of state, Federal and local fee revenue in years 2-5 of the contract.
 - g. **Other Administrative Expenses**-These expenses include insurance, board expense, accounting, and other miscellaneous administrative expenses. This also includes the amortization of certain above mentioned start-up expenses in the office equipment and administrative expense categories.
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.**

Please refer to letter of commitment from ALS in Appendix P. As the School grows and establishes its reputation for effectively serving students in the Charlotte area, the Board will work with ALS and other local stakeholders to request that local foundations and grantors support the cost of programs that benefit our students.

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?

If enrollment projections are lower than expected, actual operating expenses will be reduced to a level that will reflect the lower revenue that the School will receive. This will result in a smaller, however financial viable school in the short-term. If this lower than expected enrollment and revenue occurs, the Board will work with ALS to strengthen the relationships with CMS counselors and principals as well as community leaders who will refer these students to the School.

In the management agreement, ALS is responsible for all School operating expenditures with the exception of board and audit expenses. Accordingly, no break-even point for enrollment is provided.

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

Please refer to the letter of commitment from ALS in Appendix P. If enrollment projections are lower than expected, any cash flow short-falls will be the responsibility of ALS.

B. Financial Audits:

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

The Board will annually contract with an independent accounting firm licensed by the state of North Carolina to perform the financial statement audit for the School. The audit will be performed in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in Government Auditing Standards issued by the Comptroller General of the United States. The audit will include a review of the adequacy of the system of internal controls ensuring the financial statements are accurately presented in accordance with generally accepted accounting principles. A report will be issued on the auditor’s considerations of the internal control system over financial reporting and will include a test of compliance with certain provisions of laws, regulations, contracts and grant agreements and other matters. If the School expends \$500,000 or more in Federal funds during a fiscal year, the independent auditor will perform the federally required A-133 Federal Single Audit. The audit fieldwork will be conducted during July and August subsequent to year end to ensure that the report will be completed by the October 31 deadline. The audit expense will be included in the School’s budget approved by the Board. The audit will be reviewed and approved by the Board at a regularly scheduled Board meeting.

When selecting a firm to perform the audit, in addition to the requirement that the firm be approved by the NC Local Government Commission (LGC), the Board will review qualifications and experience with auditing other charter schools, firm reputation, and the cost of the audit. The Board and the appointed auditor will enter into a contract approved by the LGC and will submit it to the LGC for approval. The annual audit will be completed and filed with the LGC

and the North Carolina Department of Public Instruction by October 31 after each year of operations. The audit will be conducted in accordance with Governmental Auditing Standards and will meet the specific compliance requirements set forth by the state of North Carolina.

2. 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.

After the Board has an approved charter contract, the Board will consider the appointment of Rives & Associates, LLP, which is approved by the North Carolina Local government Commission. Their contact information is as follows:

Rives & Associates, LLP
1023 West Morehead Street
Charlotte, NC 28208-5304
Phone : 704-372-0963
Fax: 336-248-2335

VII. AGREEMENT PAGE

LEA Impact Statement:

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

Applicant Signature:

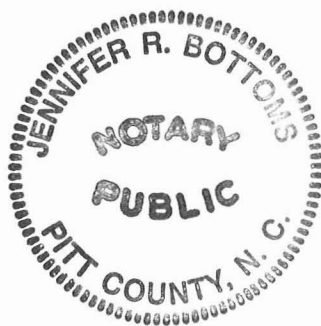
The foregoing application is submitted on behalf of North Carolina High School for Accelerated Learning. The undersigned has read the application and hereby declares that the information contained in it is true and accurate to the best of his/her information and belief. The undersigned further represents 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: Thomas Wingfield, Jr.

Board Position: Registered Agent and Board President

Signature: Thomas Wingfield Jr.

Date: 2/28/2013



Sworn to and subscribed before me this 28th day of February, 2013.

Jennifer R. Bottoms
Notary Public Official Seal

My commission expires: 06/22, 2013.

VII. APPENDICES

- A.** Evidence of Educational Need (No more than a total of five pages)
- B.** Proposed Curriculum Outline(s) (First Five Years)
- C.** Student Conduct Handbook (Draft)
- E.** Charter School Board Member Information Form and Resume
- F.** Proposed Bylaws of the Non-Profit Organization
- G.** Articles of Incorporation
- I.** Copies of Meeting Minutes
- J.** CMO/EMO Contract
- K.** Projected Staff
- L.** Employment Policies (Draft)
- M.** Insurance Quotes
- P.** Revenue Assurances and/or Working Capital Report
- Q.** IRS Form 990
- R.** Additional Appendices Provided by Applicant (10 page Limit)
 - 1. MY SUCCESS® Dashboard
 - 2. Facility Layout
 - 3. School Dashboard
 - 4. Graduation Checklist
 - 5. ALS Track Record
 - 6. Application for Enrollment