



NORTH CAROLINA CHARTER SCHOOL APPLICATION

Capital City Charter High School

Public charter schools opening the fall of 2015

Due by 5:00 pm, December 6, 2013

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

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

CHARTER SCHOOL 2013 Application Process

To open a charter school in the 2015-2016 school year

APPLICATION DUE DATE/TIME

- September 6, 2013** A letter of intent to apply for the 2015-2016 school year **must** be received electronically to Deanna Townsend-Smith in the Office of Charter Schools **no later than 12:00 noon at deanna.townsend-smith@dpi.nc.gov**. If the Letter of Intent is not submitted, an application from this group will not be accepted. You can find the Letter of Intent requirements on the NC Office of Charter School web site.
- December 6, 2013** A complete online application package, in the Office of Charter Schools **by 5:00 pm.**
- December 13, 2013** A copy of the application due to the Local Education Agency in which the proposed charter school will reside in. Applicant must provide an attached PDF version as evidence to the Office of Charter Schools (i.e. signed letter).

APPLICATION SPECIFICATIONS

Applicants can submit applications prior to the deadline December 6, 2013 at 5:00 pm. **All applicants must be submitted using the online portal** and applicants are to use the following specifications:

1. All required Appendices should be clearly titled, include page numbers (i.e. Appendix A and page numbers as- A1, A2, B1...), and submitted as a FULL PDF document.
2. Review all elements of your application for completeness before submitting. **An incomplete application will result in the elimination of the application.**
3. Late submissions **will not** be accepted. No exceptions.
4. Provide confirmation electronically to the Office of Charter Schools to deanna.townsend-smith@dpi.nc.gov that within seven (7) days the applicant has provided one full copy of the application to the LEA in which the proposed charter school will be located.

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I. APPLICATION CONTACT INFORMATION

Name of proposed charter school: Capital City Charter High School

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

Name of non-profit organization under which charter will be organized or operated: *The NC HS for Accelerated Learning-Wake*

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

Name of contact person: *Wendell Bullard*

Title/Relationship to nonprofit: *President, Board of Directors*

Mailing address: 1532 Pomona Drive
Durham NC 27707-4489

Primary telephone: 919-621-6953 Alternative telephone: 000-000-0000

E-Mail address: *WBwakechairman@gmail.com*

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

County: *WAKE*

LEA: *920-Wake County Schools*

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

No: X

Yes:

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

No:

Yes: X

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

What is the name of the nonprofit organization that governs this charter school? *The NC HS for Accelerated Learning-Wake*

Is this application for Virtual charter school: Yes: No: X

Grade Levels Served and Total Student Enrollment:

Projected School Opening: Year 2015 Month August

Will this school operate on a year round schedule?

No: X

Yes:

Proposed Grade Levels Served and Total Student Enrollment (

10

Years)

Academic School Year	Grade Levels	Total Projected Student Enrollment
First Year	09,10,11,12	400
Second Year	09,10,11,12	600
Third Year	09,10,11,12	600
Fourth Year	09,10,11,12	600
Fifth Year	09,10,11,12	600
Sixth Year	09,10,11,12	600
Seventh Year	09,10,11,12	600
Eight Year	09,10,11,12	600
Ninth Year	09,10,11,12	600
Tenth Year	09,10,11,12	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 initial 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 will result in disqualification from the application process or revocation after award. I understand that incomplete applications will 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 non-profit organization.

wakecharterschool2
Signature

President
Title

wakecharterschool2
Printed Name

12/04/2013
Date

II. MISSION and PURPOSES

(No more than three total pages in this section)

Mission:

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

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

The mission of the Capital City Charter High School ("the School") is to help at-risk students earn a standard high school diploma and prepare for post-secondary success.

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 central-eastern Wake County (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 Wake County Public School System (WCPSS) 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 nations largest cities by numerous researchers. Diplomas Count 2013 projected that one million students from the 2013 high school class would not graduate with a diploma. North Carolina faces similar challenges. Approximately 40,000 students did not graduate with their 9th grade peers (dropped out or did not achieve a 4 year graduation rate) in the Classes of 12 and 13. Twenty-five percent (110 of 442) of high schools had 4 year

graduation rates of less than 80% in school year 2012-13. 26,418 high school students repeated a grade in school year 2012-13, a key indicator of whether students will graduate with their peers.

The Board of Directors has selected the Raleigh area for this proposed school primarily because 48% of WCPSS high schools (11 of 23) had graduation rates below 80% compared to 25% of high schools statewide.

In addition, 4,175 WCPSS students did not graduate with their 9th grade peers (dropped out or did not achieve graduation within 4 years) from the Classes of 12 and 13. This represents 1 of every 10 non-graduates statewide. Forty-eight percent (48% or 11 of 23) of WCPSS high schools had Class of 2013 graduation rates less than 80%. This is 23 percentage points lower than the percent of North Carolina high schools with low graduation rates. 3,751 (9%) of WCPSS high school students repeated a grade in 2012-13. High school grade repetition is a key indicator that students will not graduate on time.

A research-based summary of the need for our proposed school in the Raleigh area is presented in Appendix A. We plan to locate the school in the central-eastern Wake County area and to serve students primarily from the following WCPSS high schools: Broughton, Enloe, Knightdale, Millbrook and Sanderson. These five schools account for 1 of every 4 non-graduates in the district.

- 2. What will be the total projected enrollment at the charter school and what percentage of the Average Daily Membership (ADM) does that reflect when compared to the Local Education Agency (LEA) of the same offered grade levels? (i.e. If the proposed school will be grades 9-12, only compare the total enrollment to the total enrollment of the LEA in grades 9-12).*

The School's projected enrollment at full capacity will be 600 students. The projected enrollment is .40% of the Average Daily Membership (ADM) at Wake County Public School System (600 divided by 151,040 = .40%). 151,040 is the NCDPI reported enrollment on the following webpage accessed on October 25, 2013:

http://apps.schools.nc.gov/pls/apex/f?p=1:102:0::NO::P102_SELECTLEA:920

- 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 up to 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 students orientation to the program. 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.

Many students who drop out or are at risk of dropping out of school face barriers to educational success unrelated to their school experience. Students report that family obligations, pregnancy, child care, mental health issues, addiction, homelessness, or the need to work can distract them from their educational success. Our Board understands that unless social, emotional and behavioral needs are effectively addressed, learning will be difficult and academic growth will be an unrealistic objective. A key differentiator of this School will be the provision of social and crisis intervention services to students. Students will be provided with comprehensive social services, crisis intervention and behavioral health services.

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. 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.

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.

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

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

The Six Legislative Purposes of a Charter School are:

1. *Create new professional opportunities for teachers, including the opportunities to be responsible for the learning program at the school site.*
2. *Hold schools accountable for meeting measurable student achievement results.*
3. *Provide parents and students with expanded choices in the types of educational opportunities that are available within the public school system.*
4. *Improving student learning.*

5. *Increasing learning opportunities for all students, with a special emphasis on at-risk or gifted students.*
6. *Encourage the use of different and innovative teaching methods.*

Our proposed charter school will achieve aspects of all six legislative purposes for charter schools in North Carolina.

Teacher and staff quality, experience, and preparation are critical to students and the Schools initial and ongoing success. Professional development will be extensive, ongoing, focused, and innovative; incorporating evidenced-based strategies and resources proven to be successful with the Schools target population.

The School's model will improve student learning and academic achievement by meeting students academic, social, and behavioral needs. Our proposed school will open with an infrastructure that has the capacity to provide 1:1 learning in a blended learning model that supports the academic achievement of at-risk students and successful transition to postsecondary opportunities. A unique academic plan will be specifically designed to take each student where he/she is and outline all of the coursework and necessary interventions and supplemental instruction needed to ensure that course requirements and graduation standards are met. The academic plan will have as its base the means to accelerate each students progress toward the accumulation of course credits, which will result in improved student performance, grade promotion, and a high school diploma.

The School will serve as a dropout recovery (retrieval) program along with serving students who are at risk of dropping out. The School will offer flexible scheduling of school hours, which will provide a great advantage for those young adults who have unique life challenges and circumstances that prevent them from attending school during a required timeframe or traditional school day. The School is designed to meet the needs of students who need a non-traditional option, thus expanding the capacity of the School District to serve this student population who may not otherwise be served.

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 Schools 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. The Family Support Specialist (FSS) and Career Coach will work with each student during enrollment and/or orientation to identify, address, and/or mitigate the personal, social, and behavioral barriers that prevent students from being successful.

In addition, the FSS will work closely with other faculty and staff and/or an outside provider throughout the school year to identify students in need of ongoing support services, and will link with community resource providers to identify programs that will provide wraparound services to meet students personal needs. The Career Coach will provide additional instructional time to students in the areas of employability skills, career and college readiness, and postsecondary options based on each students Individual Success Plan (ISP).

Goals for the Proposed Charter School:

- 1. 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. Address how often and when the information will be communicated to the governing board and other stakeholders. These goals should include specific and measurable performance objectives over the first five years of the schools existence.*

The School will address a variety of indicators including those measured by the federal and state accountability and accreditation systems. These measures will take into account our student population as most of our students will enter with foundational and content area gaps due to prior excessive absences, time away from school, and/or prior academic difficulties. Many of our students will come to us with high mobility rates and may enter our program at any time of the school year. The student achievement goals below supplement the requirements of N.C. Gen. Stat. 115C-238.29G(a1). The following are the Schools 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.

2. How will the governing board know that the proposed public charter school is working toward attaining their mission statement?

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 Schools progress to attain and sustain the Schools mission. The metrics below will be reviewed annually to assure attainment of the Schools 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.

III. EDUCATION PLAN

(No more than ten total pages in this section)

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

Instructional Program:

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

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. 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.

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.

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 students ISP and the placement of students in appropriate content levels or courses.

Formative evaluations to monitor progress in foundation skills and identify students in need of support 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.

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.

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.

9-12 Curriculum and Instructional Design:

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

The School's basic learning environment will be 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 (Watson, Murin, Vashaw, Gemin, & Rapp, 2010). Pape (2010) 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."

The instructional design has the following additional essential components:

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

-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 by a Career Coach in employability skills, career planning, personal/social needs development, and identification of postsecondary education options.

-Career and Technology Education (CTE) Courses provided through Ed2Go, the nations leading provider of online education courses designed to provide the workforce skills and certification necessary to compete for a local, high need job. Students will have an opportunity to complete these courses during an additional academic session 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.

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 T-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 B2).

2. *As Appendix B3, provide a visual disseminating what courses (core content and electives) will be offered in year one through year five of the charter high school. Please ensure the projected staff and budget aligns with the course offerings.*
3. *Identify how this curriculum aligns with the proposed charter school's mission, targeted student population, and North Carolina Accountability Model.*

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 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.

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, MindPlays 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" (online at http://www.apexlearning.com/info/Common_Core.pdf). 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.*

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. While all teachers will be expected to be proficient in the use of myriad evidence- and research-based instructional strategies, 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.

Carefully selected and certified, highly-qualified teachers will provide direct instruction, coaching, and guidance in order to ensure students are engaged, reengaged, and making progress on their individual academic plan developed during the orientation program. Instructional strategies used during large and small group and individual instruction will incorporate effective strategies identified by Marzano, Pickering, and Pollock (2001) including, but not limited to: identifying similarities and differences, summarizing and note taking, reinforcing effort and providing recognition, nonlinguistic representations, setting objectives and providing feedback, generating and testing hypotheses, and using cues, questions, and advance organizers.

Responsibilities of the teachers will include: providing instruction that addresses each student's ISP; providing instruction aligned to the state standards; assisting students with setting daily goals; monitoring students' goals and academic progress; assisting students in course work; providing academic intervention when necessary; helping students daily to develop appropriate personal/social skills; assisting in planning for transition after high school; facilitating the use of student assessment results for future career decision making; helping students become independent learners;

teaching skills necessary for success in postsecondary education and the workplace; and communicating with each student and his/her family about the student's progress.

The entire instructional team will track student progress on a continuous basis using a specially designed student data management system that includes a Learner Profile for each student. 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. The 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 students cohort year. The Learner Profile will identify the student's postsecondary pathway and profession, along with links to the Student Services page showing interventions provided to the student by faculty and outside service providers.

High-need students require a variety of instructional approaches, targeted resources, support services, and intervention strategies to motivate them, support their learning, and ensure both short-term and long-term success. The School's instructional program, support services, and facility design were developed based on the needs identified in the latest research on success with high need students. The National Dropout Prevention Center has identified that dropouts are not a homogeneous group and that dropping out of school is:

- related to a variety of factors across multiple domains;
- often the result of a long process of disengagement; and
- often described as a process, not an event.

Understanding who our student population is, why they are high-need, and what their needs are enables the School to deliver accelerated learning in an individualized and customized learning environment to help our students succeed personally, socially, and academically.

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. 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. As stated earlier, one of the School's goals is successful graduation and transition to postsecondary college or career.

An ISP will be created for each student based upon the results of a baseline entry assessment(s), past academic performance, and previous school records, a career interest inventory and career plan, social/personal needs inventory, disciplinary records, and parent and student input. The ISP will

be a comprehensive plan that serves as a "roadmap" to student success and will include the following essential components: (1) Individual Graduation Plan, (2) Personal Goals Statement, (3) Foundational Skills Assessment and Growth, (4) Social/Personal Needs Intervention Plan, (5) Career Interests Inventory, (6) Employment and Workforce Assistance, and (7) Individual Transition Plan. The ISP will outline all academic, social, and career needs and goals for each student, including graduation requirements.

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. The Career Coach will provide instructional time to students in the areas of employability skills, career and college readiness, and postsecondary options based on each student's ISP.

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

6. 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 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 students ISP and confirm that all requirements have been met by completing the Graduation Checklist (in Appendix T-3) 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.

7. Provide a school academic calendar in Appendix C (minimum of 185 instructional days or 1,025 hours)

8. *Describe in a brief narrative below on how the calendar coincides with the tenets of the proposed mission and education plan.*

The School will operate 205 student days each year and will mirror the local district 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.

The School will provide the flexibility for students to attend one of three daily sessions, each 4 hours in length for curriculum instruction, college and career preparation, and personal/social needs counseling. Students will choose to attend one of the sessions (or more as space permits). Our School will work on a tight "bell-to-bell" learning schedule. Without students changing classes, and without a lunch period and the time taken to enter and exit classrooms, the four-hour day is similar in actual instructional time to that of a traditional high school.

School leaders will be creative in program delivery and programs that allow students to progress by demonstrating mastery in essential learning standards. The School will implement the schedule that best fits and accommodates its program and mission.

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.*

Students of all abilities, as well as those who are members of special populations, will be welcomed at the School and will be provided with a rigorous and relevant education that incorporates the accommodations specified on their individual plans. The School recognizes and respects the fact that not all students are alike and we understand that our students will bring with them a variety of learning styles. Therefore, the School will be flexible in the approaches to teaching. Instead of expecting students who are having difficulty to modify themselves to the curriculum, the School will modify the curriculum, as well as the presentation of information, until an approach is found that meets students needs and leads to success.

The School's educational model will offer an individualized program for each student to progress at an appropriate pace based on his/her individual learning needs. Using a combination of direct instruction, instructional software aligned to the state standards, and supplemental materials, the curriculum will have the breadth and depth to meet the needs of the student population and provide students with the required courses to succeed on the Common Core Assessments, EOCs, and/or other state assessments and comply with state graduation requirements to earn a high school diploma.

For students who are not performing at expected levels, 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. North Carolina's 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.

Three tiers of intervention define the interventions for the RtI process. These tiers include increasing levels of intervention intensity. Tier 1 Intervention: Instruction for all students, prevention, and differentiation. High quality instruction and universal screening will be provided to all students in the general education classroom. Student needs are addressed through informal parent and teacher conferences. Tier 2 Interventions: Targeted interventions for students at-risk. Struggling learners will be provided with interventions at increasing levels of intensity to accelerate their rate of learning during small group instruction. Tier 3 Interventions: Planned/Intense interventions by a Problem-Solving team for students with intensive needs. Students will be provided with individual intervention, intensive, one-on-one tutoring and ongoing analysis of progress.

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.*
 - b) *Specific instructional programs, practices, and strategies the school will employ to ensure academic success and equitable access to the core academic program for ELL 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. 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. Instruction: The purpose of the English for Speakers of Other Languages (ESOL) program will be to help ensure that English Language Learners (ELL) (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 and the students parents will plan the means for instruction in the English language and/or specific modifications or accommodations. ELL students shall have equal access to appropriate English language instruction and 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 students.

Any teacher with an ELL student will have the ESOL endorsement or certification, and document the use of ESOL strategies in lesson plans. Classroom accommodations may include differentiated instruction, visuals and graphic organizers, cooperative learning activities, simplified language of instruction without changing the content, and alternate assessment as necessary.

The instructional software to be used by the School offers courses with extensive scaffolding. Controlled vocabulary and syntax, chunked text, and short page lengths with limited scrolling facilitate reading comprehension. 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: 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. 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, and will be monitored after exiting such programs for a minimum of six months. Additional academic and English languagesupport 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.

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 is known as the Comprehensive Objective Composite (COC), which 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. Alternative programs, resources, and textbooks may be utilized so that each student has the opportunity to successfully progress through the curriculum at an appropriate depth, complexity, abstractness, and pace.

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.

Exceptional Children

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

Identification and Records

1. *Explain how you will identify students who are enrolled within the charter school that have previously been found to be eligible for special education services or are protected under Section 504 of the Rehabilitation Act.*
2. *Provide the process for identifying students who may be eligible for special education*

services as identified in the federal 'Child Find' mandate. Be sure to include how student evaluations and assessments will be completed.

3. *Provide a plan detailing how the records of students with disabilities and 504 Accommodation plans will be properly managed.*
 - a) *Requesting Records from previous schools*
 - b) *Record Confidentiality (on site)*
 - c) *Record Compliance (on site)*

Enrolled Students with Disabilities: 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 will be identified either through self-report or upon receipt of the student's prior school records.

Child Find: 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. The School may attempt pre-referral interventions. If the School or the parent suspects that a student may be a student with a disability, the School will have a referral process.

a. **Evaluations:** The School will use evaluation procedures in accordance with NC 1503-2 through NC 1503-3 to determine whether a student has a disability and the nature and extent of the special education and related services that the student needs. A full and individualized evaluation will be conducted before any action is taken with respect to the initial placement of a student in a special education program. Evaluation procedures may include observations, interviews, progress monitoring data, behavior checklists, structured interactions, criterion-referenced and norm referenced instruments, clinical judgment, and other techniques and procedures as deemed appropriate by the professional(s) conducting the evaluations.

Notice will be provided to the parents that describes any area in which the School proposes to conduct an evaluation. Informed consent will be obtained before conducting an evaluation.

The School will contract with qualified evaluators to administer required screenings and evaluations.

b. **Determination of eligibility:** Qualified professionals and the parent will determine whether the student is a student with a disability based on documented information from a variety of sources. A copy of the evaluation report and the documentation of determination of eligibility will be provided at no cost to the parent.

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 in accordance with federal and state law.

The initial evaluation, eligibility determination, and, for an eligible

student, IEP development will be completed within ninety (90) days of receipt of a written referral.

Records:

a. Requests: Upon enrollment, the School will take reasonable steps to promptly obtain the student's prior records 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. Confidentiality: 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 in accordance with NC 1505-2.5.

c. Compliance: Student and financial records will be stored electronically via software maintained on a network and backed up per School policy. 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. Records will be organized in a systematic way and stored in a fireproof cabinet or fireproof room behind double locks. Records that have met their retention requirements, and are not subject to other legal or audit holds, will be destroyed in accordance with Chapters 121 and 132 of the North Carolina General Statutes.

Exceptional Children's Education Programming

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

Continuum of Services: A range of service delivery options will be available to meet the students' needs, e.g., consultation, itinerant instruction, and resource room. 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 resources may be utilized so that each student has the opportunity to successfully access the general curriculum and work towards his/her IEP goals. Accommodations to the curriculum and/or pace of delivery may be provided. In cases where a greater disability is suspected, the IEP will be reviewed and revised by the IEP Team.

FAPE: Each student with a disability is entitled to receive a free appropriate public education (FAPE) in the least restrictive environment (LRE) that will enable the student to progress in the general curriculum to the maximum extent possible. 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. 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.

The School will ensure that placement decisions are:

- 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.
- Made in accordance with LRE provisions.
- Determined at least annually and based on the student's IEP.

In selecting the LRE, consideration will be given to any potential harmful effect on the student or on the quality of services needed. 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.

IEP: Students will receive instruction and support through specially designed instruction and related services as determined by the IEP process. The Special Education teacher will be responsible for monitoring the progress of students in achieving IEP goals. 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.

Related Services will be provided in compliance with each student's IEP.

Transportation services documented on a student's IEP will be provided by the School through a contract with the school district or an approved private transportation provider.

Counseling, including social work services, will be available on-site or accessed through a referral by the Family Support Specialist (FSS). Highly qualified, service providers will be available for regularly scheduled individual, family, and group counseling, along with immediate crisis intervention services. The FSS will work with faculty and staff to identify students in need of support services, and will link with community resource providers to identify programs that provide wraparound services to meet students' personal needs.

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.

Student Performance Standards

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

1. Student Performance Standards:

Graduation Rate: The Schools 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 Schools 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- or two-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. Evaluations in Addition to State Assessments: 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.

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 students 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.

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

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 T-4), 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. Promotion: 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, include:

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: 22 credits completed if 9th grade entry date is 2009 or after

4. Exit Standards: 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.

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. Students with disabilities enrolled in courses for which a statewide EOC assessment is required are expected to participate in the EOC Assessments.

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).

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.

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

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.

- 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 students 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.

The Graduation Committee comprised of, but not limited to, the Principal, Assistant Principal, Career Coach, and Data Specialist on behalf of the Board, will review each students ISP and confirm that all requirements have been met by completing the Graduation Checklist (in Appendix T-3) to deem the student ready for graduation.

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 specific to the proposed charter school within the appendices (Appendix D).

Be sure to include:

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

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. 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 D) 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 Principal may impose short-term suspensions for, or recommend to the Board of Directors, the long-term suspension or expulsion of, any student who willfully engages in conduct that violates a provision of the Code of Student Conduct. The following is a sample list of behaviors and definitions considered offenses at the School that will result in corrective action up to and including a suspension or expulsion, for serious violations of the Code of Conduct that threaten the safety of student, staff, or school visitors, or threaten to substantially disrupt the educational environment, at the discretion of the Principal. A more complete list is included in the draft Student Handbook in Appendix D.

-Bullying / Intimidation / Threats any pattern of gestures or written, electronic, or verbal communications, or any physical act or any threatening communication, that takes place on school property, at any school-sponsored function, or on a school bus, and that places a student or school employee in actual and reasonable fear of harm to his or her person or damage to his or her property; or creates or is certain to create a hostile environment by substantially interfering with or impairing a student's educational performance, opportunities, or benefits.

-Theft taking the property of another without right or permission.

- Fighting or violence engaging in physical contact with one or more students.
- Vandalism willful destruction of School or student property.
- False Fire/Bomb Alarm willful intent to cause panic by submitting false information.
- Drugs and Alcohol the use, possession, concealment, sale, or transmission of any drug, alcoholic beverage, or other illegal or controlled substance.
- Dangerous or Illegal Instruments the use, possession, concealment, sale, or transmission of any dangerous or illegal instruments, including but not limited to weapons, fireworks, etc.

Discipline for students with disabilities will be in accordance with federal and state requirements and the School's code of conduct. This will ensure that students with disabilities are not removed from their current placement for more than ten (10) days and a manifestation determination will be held as required. Parents will be notified in writing of any long term removal and will be provided with their Procedural Safeguards. Beginning on the eleventh cumulative school day of removal in a school year, the School will provide a free appropriate public education (FAPE) to a student with a disability, consistent with federal and state requirements.

All students will have access to their due process rights, including grievance procedures, in the Student Handbook, which will be provided at enrollment. The Principal will also provide any student with their due process rights, including grievance procedures, at the time of a short-term suspension or recommendation for a long-term suspension or expulsion.

IV. GOVERNANCE, OPERATIONS and CAPACITY

(No more than ten total pages in this section)

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

Governance:

Private Nonprofit Corporation:

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

Name of Private Nonprofit: The NC HS for Accelerated Learning-Wake

Mailing Address: 1532 Pomona Drive

City/State/Zip: Durham NC 27707

Street Address: 1532 Pomona Drive

Phone: 919-621-6953

Fax: 919-596-7589

Name of registered agent and address: Wendell Bullard
1532 Pomona Drive
Durham, NC 27707

*Please note that this Nonprofit Corporation would also govern another charter school proposed for the Wake County/Raleigh area.

FEDERAL TAX ID:

Tax-Exempt Status 501 (c)(3)

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

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

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

Governance and Organizational Structure of Private Non-Profit Organization:

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

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

Board Member Name	Board Title	County/State of	Current Occupation
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If you have questions regarding the application process, please contact the Office of Charter Schools via email at deanna.townsend-smith@dpi.nc.gov.

		Residence	
Marie Gowdy	Secretary	DURHAM	Teacher and Business Executive
Wendell Bullard	President	DURHAM	Real Estate Advisor and Mentoring Leader
T. Anthony Lindsey	Member	MECKLENBURG	Business and Community Leader
Asa Fleming	Treasurer	WAKE	Business and Student Mentoring Leader
Chris Sinclair	Vice President	WAKE	Public Relations Consultant and Business Executive

Please provide the following in this location of the APPLICATION:

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

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 will provide oversight of all operations of the School, delegating day-to-day management to the leadership team and educational management organization (EMO), 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 EMO's Regional Director of Schools 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 Schools 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 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 H.

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 have 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.

Recruitment and hiring will include 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 of Schools 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.

2. *Describe the size, current and desired composition, powers, and duties of the governing board. Identify key skills, areas of expertise, and constituencies that will be represented on the governing board. Explain how this governance structure and composition will help ensure that a) the school will be an educational and operational success; b) the board will evaluate the success of the school and school leader; and c) there will be active and effective representation of key stakeholders, including parents.*

a. **Composition:** The non-profit applicant Board is governed by leaders of the community who are 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 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 public school.

b. **Powers and Duties:** The Board is legally responsible for all transactions of the School and will be accountable for academic, financial, and operational performance. The responsibilities of the Board 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; and documenting minutes, Board actions, and approval of policies. The Board 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 their 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 providers upon charter application approval.

d. Evaluation of the School and School Leader: At the direction of the Board, evaluations of the School Principal will be completed every year by the school management company. The Principal will complete a self-assessment and reflection, and gather input from various stakeholders, which will provide a basis for 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; Leadership Growth Plan; and Principal appraisal. At least 50% of the Principals 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).

An annual Satisfaction Survey will be administered to parents and students to assess School performance, and the results considered by the Board as important input regarding the success of the School. A corrective action plan will be developed, if necessary, after Board review and discussion.

e. Stakeholder Representation: The Board will welcome input from community stakeholders including teachers, staff, students, parents, and community members. The Board will hold regular meetings 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. Notices/agendas of these meetings will be posted well in advance in accordance with all applicable open meetings laws.

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

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 Raleigh area. Founding Board members were briefed by the board incorporator and professional educators with experience in serving at-risk youth.

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 H and I. The Board By-Laws were approved at the Board's organizational meeting on November 21, 2013.

4. Outline below the strategic board calendar detailing how often the board will meet according to the bylaws established.

The Board will meet monthly at a time/place designated in the meeting notice.

5. What kinds of orientation or training will new board members receive, and what kinds of ongoing professional development will existing board members receive? The plan for training and development should include a timetable, specific topics to be addressed, and requirements for participation (Board Policies Draft: Appendix J).

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 participate in the North Carolina Department of Public Instruction, Office of Charter Schools year-long planning program prior to the charter schools opening for students. The planning year will include regular meetings with consultants from the Office of Charter Schools to provide information on the following topics: school opening plans, staff development, finance, governance, board training, marketing, policies and procedures, securing a school site, and hiring a school administrator.

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 series of training, orientation, and school development steps consistent with the expectations of NCDPI and the State Board of Education. The steps will include:

- a. In-depth training and orientation to legal and fiduciary responsibilities by charter board legal counsel.
- b. NCDPI Board training during preliminary approval phase.

Directors must complete as many phases of the Board training and orientation as possible. 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.

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

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 H. 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 corporations 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 Boards 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.

7. 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

8. Describe any advisory bodies, councils, or associations listed in the organization chart or to be formed, including the roles and duties of that body, and the reporting structure as it relates to the school's governing body and leadership.

Not applicable, since the School does not intend to form any of these entities.

9. Discuss the school's grievance process for parents and staff members.

All grievances will be handled fairly and promptly. Disputes with parents/guardians will be handled in a professional manner, with dignity and respect.

Grievances about the School should be registered with the Principal or Assistant Principal who will determine the nature of the grievance and begin collecting all the relevant information and data. The administrator will take steps to resolve the situation in a reasonable, agreed-on timeframe.

Depending on the nature and severity of the grievance, or if the parent or guardian is not satisfied with the resolution, the administrator may inform the Governing Board Chair of the grievance and the plan to address the grievance. The parent/guardian may also contact the Governing Board Chair, whose contact information may be obtained at the School's front desk.

The Board shall have final authority to hear and decide on actions as a result of parental concerns.

Parents will always be welcome to attend quarterly Board meetings. Public notices for these meetings will be placed on the front door of the School and posted online. Parents will be welcome to voice comments, concerns, or recommendations during the Public Comment period of any meeting of the Board.

Any employee with a grievance will present the issue or concern in writing to the Principal within 48 hours of any offending event. The Principal will respond within 24 hours by holding a face-to-face meeting with the employee. The Principal will inform the employee that a full investigation of the complaint will be undertaken and a resolution provided in a reasonable, agreed-upon timeframe. The Principal will collect all of the relevant

information and data (who, what, when, why, and where). Depending on the nature and severity of the dispute, the Principal 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. A Termination Checklist will be completed that includes, in writing, the reasons for the termination, and supporting documentation.
- b. Information submitted will be reviewed along with a review of the personnel file.
- c. If a determination is made to proceed with termination, a Human Resources Review, Legal Review, and Stakeholder Review will be completed.
- d. Once all portions of the termination checklist are complete, the completed termination checklist will be forwarded 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.

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

Include in the Appendices:

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

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

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

Not Applicable

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, Suite 500
Nashville TN 37214
Website: www.als-education.com
Phone Number: 615-850-3652
Contact Person: Robert Essink
Fax: 615-850-3854
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 L of the specified EMO or CMO.*

(Please note that this Board of Directors has requested that Accelerated Learning Solutions prepare this charter application, which is substantially similar to charter applications pending final State Board of Education approval to serve students in the Charlotte area. This application is also substantially similar to a second application submitted by this Board of Directors in Wake County. In addition, this application is substantially similar to an application being submitted during this application cycle by another Board of Directors to serve students in Gaston County.)

The Board of Directors is choosing to contract with Accelerated Learning Solutions, Inc. (ALS) for two primary reasons. First, ALS has been selected because it is successfully operating 21 charter high schools in Florida and has accumulated an exceptional track record of academic success for 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.

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 L.

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 other 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, Pivot Schools, and Richard Milburn Academies.

Among these education management companies, only ALS met more than 90% of the contractual performance requirements. Only ALS provides on-site social services. Only ALS has clearly defined and structured school support services. ALS is the only company with no contract terminations or school closures, except for Pivot, which only operates two schools. 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.

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 T-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?*

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 of Directors is choosing to contract with ALS because of the company's track record of positive achievement and academic success that the company and its affiliate have established in numerous school district partnerships

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. The contracts with Florida school district sponsors for three schools in Broward County, one school in Hillsborough County, two schools in Lee County, and three schools in Orange County were due to expire at the end of the 2012-13 school year. As the charter authorizer and renewal authority, each respective school district board unanimously voted to renew the contracts for all of the schools for terms from 5 to 15 years.

In addition, all charter schools managed by ALS have had clean annual financial audits. Specific accomplishments can be found in Appendix T-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 is considered SACS accredited.

An analysis of critical criteria revealed that the highest and lowest

performing schools managed by ALS were Chancery and West University High Schools. At Chancery, students earned an average of 3.6 credits per semester as compared with 2.3 credits earned per semester at West University. Students at Chancery showed a 64% improvement in their credit earning rate from their prior school, while students at West University showed a 21% improvement.

The difference between the schools is attributed to the length of school operation, the principals' experience with the school model, and transition time for students to acclimate to the non-traditional school environment. Chancery has been in operation since 2008, while the West University results above represent the school's first year of operation in 2012-13.

The Board is convinced that ALS is dedicated to the mission of providing a quality education for all students in the schools they serve. These passionate individuals use their education, experience, and expertise for the sole purpose of serving the Board of Directors and students.

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 Management Agreement will specify 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. Not only will this Agreement assure a proper and legally appropriate relationship with the Board, it will also simplify and streamline the operation of the School with little need for complex, multiple agreements between the Board and vendor/suppliers. 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 Boards directives.

The Board 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, does not live up to performance measures in the Charter School Contract, and cannot cure those breaches within the required timelines, then the Board 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 the vast majority of all other non-profit charter schools managed by ALS. Applications for other ALS schools are being prepared or are pending IRS approval. 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? Y*
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 managed any schools in North Carolina over the last three years.

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

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

X Not Applicable

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

Not Applicable

1. The proposed charter school will be governed by
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 twenty-one 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 T-5. The model being used is typified by Sunshine High School Orlando Campus, Inc. d/b/a 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.

As evidenced by the fifteen (15) year contract renewal by Orange County Public Schools, Chancery High School and other schools operated by ALS in Orlando, Florida are achieving the results expected by the authorizer and the State of Florida.

3. Depict and analyze the current enrollment trends and student demographics of the replicated charter

school model over the past three academic years.

The enrollment trend at Chancery High School indicates that there is both need and consistent demand for this innovative program. Enrollment data for over the past several years show that the school is consistently over 90% of capacity. For example, enrollment in 2009-10 was 467 students (93% capacity), 2010-11 was 471 (94%), 2011-12 was 459 (92%), and 2012-13 is currently 474 (95%).

The Board believes the student population of the proposed school will closely resemble that of Chancery High School. Specifically the student 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 Florida Comprehensive Assessment Test (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.

There are three reasons why the Board members of the proposed charter school are a good fit for the proposed student population.

a. Board members have immediate and recent experience with the needs of the students who will be served in the School. Our Board members understand the range of circumstances in students lives that can be effectively addressed with this type of program.

b. Board members have relationships with other stakeholders in the community who have an interest in serving these students. Schools will require the support of school district and community leaders, and our board members can help to immediately begin these discussions.

c. Board members understand the role of board governance versus the role of school operations and management by having served in leadership roles in their business and civic duties. The School's leadership and operating team provided by ALS will have the authority to deliver the proposed instructional and support services components to students.

5. Provide a copy of the organization's IRS Form 990 for the last three years as Appendix S

Projected Staff:

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

enrollment noted in Section I, course offerings and align with the proposed budget.

Staffing Plans, Hiring, and Management

Include the following information for the proposed charter school:

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. The Board will continuously monitor the employee benefits levels, salaries, and other factors to ensure that all high-quality employees remain on the job.

- 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 N. 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 Boards authority to hire and fire teachers, and complies with N.C. Gen. State. Section 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.

- 4. 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.

In the event an employee is not meeting the expectations of his/her job description, the School will implement progressive discipline procedures.

The steps involve counseling employees, providing professional development and support, and evaluating the employees performance. If, despite all attempts to assist the employee, he/she is not meeting the expectations of his/her job description, then the School will follow due process, as outlined below in question 5, to dismiss the employee.

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

The salary ranges will be as follows:

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 schools 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.

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

Employee grievances will be handled fairly and promptly. Any employee with a grievance will present the issue or concern in writing to the Principal within 48 hours of any offending event. The Principal will respond within 24 hours by holding a face-to-face meeting with the employee. The Principal will inform the employee that a full investigation of the complaint will be undertaken and a resolution provided in a reasonable, agreed-upon timeframe. The Principal will collect all of the relevant information and data (who, what, when, why, and where). Depending on the nature and severity of the dispute, the Principal 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. A Termination Checklist will be completed that includes, in writing, the reasons for the termination, and supporting documentation.
- b. Information submitted will be reviewed along with a review of the personnel file.
- c. If a determination is made to proceed with termination, a Human Resources Review, Legal Review, and Stakeholder Review will be completed.
- d. Once all portions of the termination checklist are complete, the

completed termination checklist will be forwarded 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.

7. *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.

8. *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; teachers 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.

9. *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 Schools model with attention given to each students Individual Graduation Plan (IGP). Qualifications include a Bachelors 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 specialists 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 math skills and standards. Math curricula will also be delivered in classrooms, in specialists 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 math education; a Master's degree in secondary education or related math field; and three years of experience as a math 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.

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 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.

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 Schools 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. Describe the core components of professional development plan and how these components will support effective implementation of the educational program. Describe 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 via the 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 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 IEPs; 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.

All support staff, including the Career Coach, Family Support Specialist and Enrollment Specialist, will participate in 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 AP's 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

The School will use a blended model of professional development to deliver and support relevant learning opportunities for teachers, as well as all staff. The professional development modules will be:

- Evidence-based and targeted for success with at-risk students;
- Job-embedded for direct application and improved performance;
- Aligned to the innovative instructional programs of the schools; and
- Synchronous and asynchronous for efficient use of time.

Professional development will be delivered face-to-face by subject matter experts. Staff and administrators may also participate in any local, state, and/or national conferences.

Online professional development will consist of participating in WebEx trainings or any of the over 300 online courses in the School's Learning Management System (LMS). iObservation, which is a tool for managing teacher and leadership evaluation, also contains a resource library of videos and print resources. Both the LMS and iObservation will be available 24/7 from any workstation with Internet access. The discussion feature of iObservation allows for collaboration and sharing of ideas/resources resulting in Professional Learning Communities within or among schools. The School's Intranet also will contain professional development resources and training modules which can be delivered via face to face or reviewed independently. All training will be tracked on the LMS.

Enrollment and Marketing:

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

Marketing Plan

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

The School will use a variety of methods to attract students to the benefits and opportunities that will be provided at the School. These methods are: 1) Outreach to local high school principals and guidance counselors to encourage referrals for students who are unable to be successful in a traditional high school setting; 2) 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; 3) In-depth briefings with organizations such as La Raza and affiliates, Junior Achievement, Boys and Girls Clubs, and 100 Black Men of America to explain the program and establish a referral network; 4) Advertisements (including print, social media, billboards, and transit) placed in the neighborhoods surrounding the School; 5) Facilitation of student, peer to peer discussion through the use of materials distributed at events attended by students who fit the demographics; and 6) Toll-free enrollment information number posted on the website and included on enrollment and outreach literature.

Other strategies that may be used include advertising in local community newspapers (particularly those published for minority groups) or contacting community social service organizations that target the at-risk and/or dropout population (youth organizations, courts, churches, etc.). "Outreach" and advertising may also include an emphasis on the services the School can provide for English for Speakers of Other Languages (ESOL) students.

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.

Parent and Community Involvement

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

The School is committed to reaching out to engage parents and community members in meaningful ways. Strategies will include but not be limited to: 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.

Research results indicate that parent and community involvement are key elements in the success of students at risk of dropping out of school (Balfanz, Fox, Bridgeland, & McNaught, 2009; Gunn, Chorney, & Poulsen, 2009; Hammond, Linton, Smink, & Drew, 2007; Princiotta & Reyna, 2009). 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 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.

Admissions Policy

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

1. *Tentative dates for the open enrollment application period; enrollment deadlines and procedures. *Please be advised schools cannot accept applications until after final approval from the SBE.*
2. *Clear policies and procedures detailing the open enrollment lottery plan including policies regarding statutory permitted student enrollment preferences.*
3. *Clear policies and procedures for student waiting lists, withdrawals, re-enrollment, and transfers.*
4. *Explanation of the purpose of any pre-admission activities (if any) for students or parents.*
5. *Clear policies and procedures for student withdraws and transfers.*

The School will have open admission procedures and policies, and will open an Enrollment Office in April 2015. The application period shall be no less than 30 consecutive days. Enrollment will not be denied to any eligible applicants on the basis of ethnicity, gender, national origin, or disability.

The School will guide interested students through the following process: Interested students will complete an application (Appendix T-6) and meet with the Enrollment Specialist. If there is space available, the student/parent will complete the enrollment packet and receive information about the School. If there is not space available, the student's application will be entered into the lottery.

Enrollment priorities will comply with Section 1. G.S. 115C-238.29F(g). The following categories of students may receive enrollment priority:

- a. Siblings of a potential graduate will be admitted beginning in year 2;
- b. Legacy siblings who have completed the highest grade level offered by the School and who were enrolled in at least 4 grade levels or the maximum number of grades offered by the School;
- c. Multiple birth siblings;
- d. Students who were enrolled within the last 2 previous school years but left the School;
- e. Children of the School's full-time employees; and
- f. 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 10% of the School's total enrollment or 20 students, whichever is fewer, and (ii) the charter school is not a former public or private school.

If the number of applicants exceeds School capacity, the School will implement a random lottery. All applicants shall have a fair and equal chance of being admitted. The lottery will be advertised at least 30 days prior to the drawing through various forms of media.

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

- a. Each application will be time and date stamped, assigned a number, and all numbers will be placed in a container. Numbers will be drawn on a random basis by a neutral party. All slots will be filled based on the order of the drawing. The remaining numbers will be drawn and used to create the wait list.
- b. There will be at least 2 staff members present during the lottery drawing. The lottery will be publically noticed and open to the public.
- c. Students will be contacted in the order in which names were randomly drawn and established on the waiting list.
- d. As openings arise throughout the year, the next student on the wait list will be offered the "space." The parent or eligible student has 7 days to accept/refuse the opening and complete required documentation for admission. If the parent or eligible student does not respond, the space will go to the next student on the waiting list.

Upon enrollment, the School will request transcripts and other relevant information from all schoolsthe student previously attended. The student will complete individualized assessments to determine academic skill levels and vocational interests. The student and parent will meet with appropriate school staff to review assessment information and establish the students ISP.

Following the enrollment process, each student will participate in a three-day student orientation program that includes information concerning

programs, assessments, procedures, and expectations.

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 students needs will be provided. 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.

PROJECTED ENROLLMENT 2015-16 through 2019-2020

IDENTIFY LEA FROM WHICH STUDENTS WILL PROBABLY COME

LEA #1 Wake County Schools
 LEA #2
 LEA #3

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

	2015-2016			2016-2017			2017-2018			2018-2019			2019-2020		
	LEA 920	LEA 000	LEA 000	LEA 920	LEA 000	LEA 000	LEA 920	LEA 000	LEA 000	LEA 920	LEA 000	LEA 000	LEA 920	LEA 000	LEA 000
Grade 09	82	0	0	114	0	0	114	0	0	114	0	0	114	0	0
Grade 10	106	0	0	162	0	0	162	0	0	162	0	0	162	0	0
Grade 11	106	0	0	162	0	0	162	0	0	162	0	0	162	0	0
Grade 12	106	0	0	162	0	0	162	0	0	162	0	0	162	0	0
	400			600			600			600			600		

Transportation Plan:

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

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.

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.

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

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

1. Errors and omissions: one million dollars (\$1,000,000) per claim;
2. General liability: one million dollars (\$1,000,000) per occurrence;
3. Boiler and machinery: the replacement cost of the building;

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

Area of proposed coverage	Proposed amount of coverage		Cost (Quote)
Comprehensive General Liability	\$2,000,000		\$4,300.00
Officers and Directors/Errors and Omissions	\$1,000,000		\$5,500.00
Property Insurance	\$2,000,000		\$10,910.00
Motor Vehicle Liability	\$1,000,000		\$200.00
Bonding Minimum/Maximum Amount	\$1,000,000	\$1,000,000	\$400.00
Other	\$841,000		\$11,000.00
Total Cost			\$32,310.00

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

Health and Safety Requirements:

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

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

wakecharterschool2

12/05/2013

(Board Chair Signature)

(Date)

Facility:

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

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

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 2015 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. This is an estimate and may change based on property availability and local requirements.

- December 6, 2013: Submit Charter Application
- January-March 2014: Application Reviewed and Approved
- March 2014-June 2015: Governing Board Planning Period
- April 2014: Begin Site Search
- October 2014: Begin Lease Negotiations
- January 2015: Sign Facility Lease or Purchase Agreement
- January 2015: Finalize school facility design
- February 2015: Begin Plans and Secure Permits
- March 2015: Begin Construction
- April 2015: Enrollment office opens
- May 2015: Sign Charter School Contract with NCDPI
- June 2015: Facility Renovation Completed
- July 2015: Set up Administrative and Classroom Space
- July 2015: Verify all appropriate inspections and clearances including Educational Certificate of Occupancy

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 2015.

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 2015-16

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

*Refer to the
Resource Manual
Finance Section
for guidance on
estimated funding
amounts*

State Funds: Charter schools receive an equivalent amount per student as the local education agency (LEA) receives per student receives from the State. Funding is based on the 1st month average daily membership.

- In year 1 – Base state allotments are determined by the LEA in which the student resides
- In year 2 and beyond- Base State allotments are determined by the LEA in which the school is located.

Local Funds: Charter schools receive a per pupil share of the local current expense of the LEA in which the student resides.

Federal Funds: Charter schools must qualify and apply for the individual federal grants based on their population of students.

REFER TO RESOURCE GUIDE FOR ADDITIONAL INFORMATION AND SOURCE DOCUMENTS

LEA #1920 - Wake County Schools

Revenue	2013-2014 Per Pupil Funding	Projected LEA ADM	Approximate funding for 2015-2016
State Funds	\$4,539.11	400	\$1,815,644.00
Local Funds	\$2,048.00	400	\$819,200.00
Federal EC Funds	\$3,743.48	40	\$149,739.20
Totals			\$2,784,583.20

Total Budget: Revenue Projections 2015-16 through 2019-2020

INCOME: REVENUE PROJECTIONS	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
-State ADM Funds	\$1,815,644	\$2,723,466	\$2,723,466	\$2,723,466	\$2,723,466
-Local Per Pupil Funds	\$819,200	\$1,228,800	\$1,228,800	\$1,228,800	\$1,228,800
-Exceptional Children Federal Funds	\$149,739	\$224,580	\$224,580	\$224,580	\$224,580
-Other Funds*	\$0	\$0	\$0	\$0	\$0
-Working Capital*	\$489,882	\$0	\$0	\$0	\$0
Z - TOTAL REVENUE	\$3,274,465	\$4,176,846	\$4,176,846	\$4,176,846	\$4,176,846

***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 documents, etc., on the commitment of these funds. If these figures are loans, the repayment needs to be explained in the narrative and found within the budget projections.**

Assurances are needed to confirm the commitment of these additional sources of revenue. Please include these as Appendix R.

Personnel Budget: Expenditure Projections 2015-16 through 2019-2020

The personnel list below may be amended to meet the staffing of individual charter schools: This list should align with the projected staff located in the Operations Plan (Appendix M).

BUDGET EXPENDITURE PROJECTIONS Personnel	2015-2016			2016-2017			2017-2018			2018-2019			2019-2020		
	Num Staff	Avg Salary	Total salary	FTE	Avg Salary	Total salary	FTE	Avg Salary	Total salary	FTE	Avg Salary	Total salary	FTE	Avg Salary	Total salary
Administrative & Support 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
Executive Assistant	1	\$32,500	\$32,500	1	\$32,825	\$32,825	1	\$33,153	\$33,153	1	\$33,485	\$33,485	1	\$33,820	\$33,820
Security Specialist	1	\$32,500	\$32,500	1	\$32,825	\$32,825	1	\$33,153	\$33,153	1	\$33,485	\$33,485	1	\$33,820	\$33,820
Data Specialist	1	\$32,500	\$32,500	1	\$32,825	\$32,825	1	\$33,153	\$33,153	1	\$33,485	\$33,485	1	\$33,820	\$33,820
Enrollment Specialist	1	\$32,500	\$32,500	1	\$32,825	\$32,825	1	\$33,153	\$33,153	1	\$33,485	\$33,485	1	\$33,820	\$33,820
A - Total Admin and Support:	6	\$274,000	\$274,000	6	\$276,740	\$276,740	6	\$279,507	\$279,507	6	\$282,303	\$282,303	6	\$285,127	\$285,127
Instructional Personnel:															
Core Content Teacher(s)	8	\$44,000	\$352,000	10	\$44,440	\$444,400	10	\$44,884	\$448,840	10	\$45,333	\$453,330	10	\$45,787	\$457,870
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	2	\$41,500	\$83,000	2	\$41,915	\$83,830	2	\$42,334	\$84,668	2	\$42,757	\$85,514	2	\$43,185	\$86,370
B - Total Instructional Personnel:	13	\$217,500	\$567,000	15	\$219,675	\$661,550	15	\$221,870	\$668,160	15	\$224,089	\$674,843	15	\$226,333	\$681,601
A+B = C - Total Admin, Support and Instructional Personnel:	19	\$491,500	\$841,000	21	\$496,415	\$938,290	21	\$501,377	\$947,667	21	\$506,392	\$957,146	21	\$511,460	\$966,728
Administrative & Support															

If you have questions regarding the application process, please contact the Office of Charter Schools via email at deanna.townsend-smith@dpi.nc.gov.

Capital City Charter High School

Benefits															
Health Insurance	6	\$7,253	\$43,518	6	\$7,323	\$43,938	6	\$7,401	\$44,406	6	\$7,479	\$44,874	6	\$7,558	\$45,348
Medicare	6	\$642	\$3,852	6	\$648	\$3,888	6	\$654	\$3,924	6	\$661	\$3,966	6	\$667	\$4,002
Social Security	6	\$2,744	\$16,464	6	\$2,770	\$16,620	6	\$2,798	\$16,788	6	\$2,826	\$16,956	6	\$2,854	\$17,124
Other Taxes	6	\$426	\$2,556	6	\$429	\$2,574	6	\$429	\$2,574	6	\$429	\$2,574	6	\$429	\$2,574
D - Total Admin and Support Benefits:	24	\$11,065	\$66,390	24	\$11,170	\$67,020	24	\$11,282	\$67,692	24	\$11,395	\$68,370	24	\$11,508	\$69,048
Instructional Personnel Benefits:															
Health Insurance	13	\$7,253	\$94,289	15	\$7,323	\$109,845	15	\$7,401	\$111,015	15	\$7,479	\$112,185	15	\$7,558	\$113,370
Medicare	13	\$642	\$8,346	15	\$648	\$9,720	15	\$654	\$9,810	15	\$661	\$9,915	15	\$667	\$10,005
Social Security	13	\$2,744	\$35,672	15	\$2,770	\$41,550	15	\$2,798	\$41,970	15	\$2,826	\$42,390	15	\$2,854	\$42,810
Other Taxes	13	\$426	\$5,538	15	\$429	\$6,435	15	\$429	\$6,435	15	\$429	\$6,435	15	\$429	\$6,435
E - Total Instructional Personnel Benefits:	52	\$11,065	\$143,845	60	\$11,170	\$167,550	60	\$11,282	\$169,230	60	\$11,395	\$170,925	60	\$11,508	\$172,620
D+E = F - Total Personnel Benefits	76	\$22,130	\$210,235	84	\$22,340	\$234,570	84	\$22,564	\$236,922	84	\$22,790	\$239,295	84	\$23,016	\$241,668
A+D = G - Total Admin and Support Personnel (Salary & Benefits)	30	\$1,566,493	\$340,390	30	\$2,308,688	\$343,760	30	\$2,299,238	\$347,199	30	\$2,290,302	\$350,673	30	\$2,281,274	\$354,175
B+E = H - Total Instructional Personnel (Salary & Benefits)	65	\$1,122,815	\$710,845	75	\$1,124,745	\$829,100	75	\$1,127,652	\$837,390	75	\$1,129,984	\$845,768	75	\$1,132,341	\$854,221
G+H = J - TOTAL PERSONNEL	95	\$2,689,308	\$1,051,235	105	\$3,433,433	\$1,172,860	105	\$3,426,890	\$1,184,589	105	\$3,420,286	\$1,196,441	105	\$3,413,615	\$1,208,396

Operations Budget: Expenditure Projections 2015-16 through 2019-2020

BUDGET OPERATIONS EXPENDITURE PROJECTIONS		2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
	Administrative & Support:					
Facilities	Facility Lease/Mortgage	\$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
	Improvements	\$285,000	\$285,000	\$285,000	\$285,000	\$285,000
Management Company	Contract Fees	\$0	\$691,350	\$679,021	\$667,176	\$655,211
Office:	Equipment	\$20,000	\$20,000	\$20,000	\$20,000	\$20,000
	Office Expense	\$10,800	\$10,800	\$10,800	\$10,800	\$10,800
Professional Contract	Accounting	\$200,000	\$200,000	\$200,000	\$200,000	\$200,000
Utilities	Phone	\$48,000	\$48,000	\$48,000	\$48,000	\$48,000
	Utilities	\$37,500	\$37,500	\$37,500	\$37,500	\$37,500
Other	Insurance	\$77,028	\$77,028	\$77,028	\$77,028	\$77,028
	Marketing Plan	\$7,200	\$7,200	\$7,200	\$7,200	\$7,200
	Transportation Plan	\$96,000	\$144,000	\$144,000	\$144,000	\$144,000
	Snacks	\$300	\$300	\$300	\$300	\$300
	Travel	\$29,600	\$29,600	\$29,600	\$29,600	\$29,600
	Board Expense	\$36,000	\$36,000	\$36,000	\$36,000	\$36,000
	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	\$12,000	\$12,000	\$12,000	\$12,000	\$12,000
	Professional Development	\$9,600	\$9,600	\$9,600	\$9,600	\$9,600
	Meetings	\$600	\$600	\$600	\$600	\$600
	Administrative	\$60,000	\$60,000	\$60,000	\$60,000	\$60,000
	Incentives - Staff	\$40,000	\$40,000	\$40,000	\$40,000	\$40,000
	Student Incentives	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500
	Graduation	\$3,600	\$3,600	\$3,600	\$3,600	\$3,600
	Relationship Management	\$21,000	\$21,000	\$21,000	\$21,000	\$21,000
	K - TOTAL Administrative & Support Operations	\$1,281,428	\$2,020,778	\$2,008,449	\$1,996,604	\$1,984,639
	Instructional:					
Books And Supplies	Curriculum / Intervention	\$140,000	\$140,000	\$140,000	\$140,000	\$140,000
	Texts	\$2,400	\$2,400	\$2,400	\$2,400	\$2,400
Books and Supplies	Copy Paper	\$6,000	\$6,000	\$6,000	\$6,000	\$6,000

Capital City Charter High School

Books And Supplies	School Supplies	\$4,800	\$4,800	\$4,800	\$4,800	\$4,800
Classroom Technology	Tech 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
Instructional Contract	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
	L - TOTAL Instructional Operations	\$894,250	\$893,900	\$894,500	\$894,500	\$894,500
	K+L = M - TOTAL OPERATIONS	\$2,175,678	\$2,914,678	\$2,902,949	\$2,891,104	\$2,879,139

Overall Budget:

BUDGET OPERATIONS EXPENDITURE PROJECTIONS	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
J - TOTAL PERSONNEL	\$1,051,235	\$1,172,860	\$1,184,589	\$1,196,441	\$1,208,396
M - TOTAL OPERATIONS	\$2,175,678	\$2,914,678	\$2,902,949	\$2,891,104	\$2,879,139
J+ M =N TOTAL EXPENDITURES	\$3,226,913	\$4,087,538	\$4,087,538	\$4,087,545	\$4,087,535
Z - TOTAL REVENUE	\$3,274,465	\$4,176,846	\$4,176,846	\$4,176,846	\$4,176,846
Z - N = SURPLUS / (DEFICIT)	\$47,552	\$89,308	\$89,308	\$89,301	\$89,311

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

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

1. *How was the student enrollment number projected?*

Provide an explanation as to why you believe there is a demand for the school that will meet this enrollment projection.

Provide the break-even point of student enrollment.

The enrollment projections are based on an analysis of the number of young adults in the Raleigh 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 twenty-one 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 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 \$400,000 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.

Discuss the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated.

In the management agreement, ALS is responsible for all School operating expenditures with the exception of board and audit expenses.

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, but financially 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 high school counselors and principals as well as community leaders who will refer these students to the School.

Does the budget rely on sources of funds other than state, county, and federal (e.g. loans, donations etc.? If so, please provide the source and amount. Be sure that the appropriate assurances documentation is provided in the appendices

As stated above, in accordance with the management agreement included in Appendix L, ALS is responsible for all School operating expenditures with the exception of board and audit expenses. ALS will provide all start-up funding and contribute approximately \$490,000 to the school in its first year of operations.

Provide the student to teacher ratio that the budget is built on.

1 teacher for every 25 students served

2. *Does the school intend to contract for services such as student accounting and financial services, exceptional children instructional support, custodial etc. Describe the criteria and procedures for the selection of contractors and large purchases.*

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 as Appendix L. 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 School's assets.

3. *Explain how the budget aligns with the school's mission, curricular offerings, transportation plans, and facility needs.*

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. 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.

b. 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.

- c. 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.
- d. 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.
- e. 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 2015-2016 school year and expects a net fee after expenses to be approximately 16% of state, Federal and local fee revenue in years 2-5 of the contract.
- f. 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. *What percentage of expenditures will be the school's goal for a general fund balance?*

Describe how the school will develop the fund balance.

In accordance with the management agreement included in Appendix L, the School will receive 3% of the revenues and, in accordance with the budget, the School will net approximately \$400,000 over the five year term. In this agreement, the management company is responsible for 100% of all school operating expenditures with the exception of board and audit expenses.

5. *Provide a description of proposed financing structure. Include financing of facilities, other asset financing and leases.*

The School has received a letter of commitment from Community Education Partners, Inc. (CEP), of which ALS is a wholly-owned subsidiary. As the School grows and establishes its reputation for effectively serving students in the 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.

The management company will provide the leased facility, all technology and furnishings including the student desks and technology equipment in accordance with the management agreement (Appendix L).

7. *Will the school have assets from other sources (e.g. building, furniture, chairs, computers, etc.)? If yes, please provide a list. Note which are secured and which are anticipated, and include evidence of commitment for any assets on which the school's core operation depends*

Certain assets will be acquired before the School begins operations including approximately \$400,000 of instructional equipment (computers, interactive white boards, etc.) and furnishings (desks, tables, and chairs), and \$100,000 of office equipment and furnishings (staff computers, printers, desks, chairs, file and storage cabinets, etc.). The funding of these expenditures will be the responsibility of ALS in accordance with the draft Management Agreement (Appendix L) and the Letter of Commitment (Appendix R). The contribution by the management company as well as the anticipated reimbursement is shown in the "Other Funds" section of the revenue projections and in the technology hardware, office equipment, and administrative services section of the operations projections section.

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

How will the school ensure adequate internal controls, including segregation of duties, safeguarding of assets, accurate and adequate recording keeping?

The Board is accountable for the financial performance of the School. It approves budgets, sets policy, establishes and approves procedures, ensures that financial reports are made and controls are in place, and makes certain that the financial management of the School meets regulatory requirements, maintains sound fiscal standards, and remains financially viable.

The Board delegates to the management company, ALS, the responsibility for financial aspects of the School including purchasing, accounts payable, accounts receivable, payroll, human resources, benefits administration, information technology, and insurance and risk management.

The Board will retain a certified public accountant (CPA) to compile monthly reports of the results of the School operations. In addition, the Board will retain an independent auditor to provide audited financial statements at the Schools fiscal year end.

Various internal controls including segregation of duties are utilized in the cash receipts and disbursements cycle of the Schools financial system. Some of these controls include, but are not limited to:

- Cash receipts by the School will be primarily from the state and local school district (LEA). Upon receipt of the funds, the School Executive Assistant retains a photocopy and sends the original checks to ALS for deposit. The individual at ALS receiving the checks creates a check log. A second individual deposits the receipts into an account where ALS does not have authority to disburse funds (the Board Bank Account).

- Cash disbursements for expenditures are generally within three categories:

- a) Board Expenses are disbursed from the Board Bank Account. Normal Board expenses are anticipated to include payments to: the Boards CPA, legal counsel, and audit fees. Invoices for Board expenditures are submitted to the Chair for review and approval, pending any inquiries from a 2nd designated board member. Once approved, the invoices are submitted to the bank for payment and copies of payment drafts are sent to the Chair for final review and payment.

- b) Operating Expenses disbursements are made from a bank account in the Schools name whereas ALS will have signature authority (the ALS Bank Account). Expenditures exceeding \$750 require the approval of at least two persons at the level of principal or higher. Invoices from the School are presented to ALS for payment. Three senior executives at ALS are authorized to sign checks and/or approve wires. The disbursement is created from the ALS Bank Account with supporting documentation attached. The disbursements are mailed in the form of a check or wired to the appropriate party.

- c) Management fees are withdrawn from the Board Bank Account for payment to ALS. ALS will present its monthly management fee, including disbursement

details for all operating expenses, to the Board Chair for review and approval. The Board Chair reviews and approves the invoices in the same manner as other Board expenses.

- Other

ALS reconciles the bank statement and provides it to the Board's CPA. The CPA reviews the bank statement monthly, including all disbursement detail and compiles the Schools monthly financial statements. These reports, submitted monthly to the Board, will include actual results as compared to the budget, enrollment data, and projected cash flow for the remainder of the school year.

ALS provides a "Service Organization Control (SOC 1) Report" signed by an independent auditor. This report provides an assertion about the fairness of the presentation of the description and suitability of the design and operating effectiveness of the controls to achieve the related control objective around the disbursements processing system for the Board, the Board's CPA, and the Schools independent auditor.

An additional annual audit report will be performed by the independent auditor in accordance with Governmental Auditing Standards at the end of each fiscal year and furnished to the Board.

Provide any known or possible related party transactions (relationship, description of transaction and estimated dollars involved)

Related party transactions will primarily be the result of the relationship between the School and Community Education Partners, Inc. (CEP) and its subsidiaries including ALS. CEP has provided a letter of commitment to the School for any cash shortages that are anticipated during the start-up phase of the School (in Appendix R). Currently, it is anticipated that ALS will contribute approximately \$1 million in the first year of operations to sustain operations in accordance with the management agreement.

In addition, the School will have outstanding payables to ALS for monthly management fees equal to one month of fees.

Provide the name and contact information of the independent audit firm who will conduct the annual financial statement 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

VI. AGREEMENT PAGE

Application Fee:

Pursuant to § 115C-238.29B(e) the charter school applicant must submit a \$500 application fee to the Office of Charter Schools. The applicant must submit their application fee by the December 6, 2013 5:00 pm EST deadline. Payments will be accepted in the form of a check only. Cash or credit cards are not accepted.

**Application Note: The applicant must mail the check along with a copy of the proposed charter LOI to be received before or on the due date of December 6, 2013 5:00 pm EST. Failure to submit payment by the stipulated timeline to the Office of Charter Schools will deem the application incomplete.*

Payments should be made payable to North Carolina Department of Public Instruction

*North Carolina Department of Public Instruction
Office Of Charter Schools
6303 Mail Service Center
Raleigh, NC 27699-6303*

I understand the requirements pursuant to G.S. 115C-238.29B(e).

wakecharterschool2

Date: 12/04/2013

Applicant Signature:

The foregoing application is submitted on behalf of Capital City Charter High School (*name of non-profit corporation or individuals submitting application*). The undersigned has read the application and hereby declares that the information contained in it is true and accurate to the best of his/her information and belief. The undersigned further represents that the applicant has read the Charter School Law and agrees to be governed by it, other applicable laws, and SBE regulations.

Print/Type Name: wakecharterschool2

Board Position: President

Signature: _____

Date: 12/06/2013

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

Notary Public

Official Seal

My commission expires: _____, 20____.

