



## **NORTH CAROLINA CHARTER SCHOOL APPLICATION**

# **FOCUS Charter 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  
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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](mailto: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: FOCUS Charter School

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

Name of non-profit organization under which charter will be organized or operated: *FOCUS Charter School*

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: *Kristin St.Martin*

Title/Relationship to nonprofit: *co-founder*

Mailing address: 2901 N Davidson Street, suite 218  
Charlotte NC 28205

Primary telephone: 704-807-5023 Alternative telephone: 704-807-2720

E-Mail address: *kristin.stmartin@gmail.com*

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

County: MECKLENBURG

LEA: 600-Charlotte-Mecklenburg Schools

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

No:

Yes:

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

No:

Yes:

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

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

**Grade Levels Served and Total Student Enrollment:**

Projected School Opening: Year 2015 Month September

Will this school operate on a year round schedule?

No:

Yes:

Proposed Grade Levels Served and Total Student Enrollment (

10

Years)

Academic School Year	Grade Levels	Total Projected Student Enrollment
First Year	09,10,11	600
Second Year	09,10,11,12	800
Third Year	09,10,11,12	800
Fourth Year	09,10,11,12	800
Fifth Year	09,10,11,12	800
Sixth Year	09,10,11,12	800
Seventh Year	09,10,11,12	800
Eight Year	09,10,11,12	800
Ninth Year	09,10,11,12	800
Tenth Year	09,10,11,12	800

*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.*

focuscharter

Kristin St.Martin, Co-Founder

*Signature*

*Title*

focuscharter

12/02/2013

*Printed Name*

*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 FOCUS Charter School is to utilize STEAM curriculum and design based expeditionary learning to meet the challenges of our global society through innovation, collaboration, and creative problem solving.

### **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.*

FOCUS Charter School is planning to market to all residents with a strategic plan of enrolling a diverse student body based on gender, cultural identity, socio economic status, traditional and nontraditional learners and students with behavior or learning disabilities. We also plan to partner with Charlotte Mecklenburg Schools (CMS) and the Juvenile Court System to enroll some of their more challenging ninth graders. FOCUS Curriculum is designed to graduate a student who has been incarcerated and/or failed the entire ninth grade in a traditional academic setting and complete it in three years. The most recent US Census released in June of 2012 showed 751,087 residents living within Charlotte's city limits and 935,304 in Mecklenburg County. according to the census the racial composition of Charlotte was: Non-Hispanic White: 45.1%, Black or African American: 35.0%. Hispanic or Latin American: 13.1%, Asian American: 5.0%, Native American: 0.5%. The median income for a household is \$48,670, and the median income for a family is \$59,452. Per capita income for the city is \$29,825. 10.6% of the population and 7.8% of families are below the poverty line. Focus Charter School will market to all residents in the hope of enrolling a diverse student body that is representative of the residents living within Charlotte's city limits according to the census. FOCUS is planning to locate near uptown Charlotte. We currently have approval to occupy 45,000 SF space in the Historic Savona Mill. This historic textile mill was built in 1908 and is located in the Seville Neighborhood in Charlotte's Historic West End. We selected this space because we are committed to promoting the West End's cultural and economic development while honoring its rich heritage. The Savona Mill site is located within walking distance to 90% of our community partners. FOCUS students are not confined to the four walls of a classroom or a bell schedule. FOCUS curriculum and STEAM programming rely on creating learning opportunities and partnerships in our local and global community, which also serve as our studio and campus. New experiences will broaden the scope and depth of a student's personal ideology and create holistic

learners who understand how small our global society becomes when you embrace everyone. There are many ways to access our community partners from this location and our students to access us if they do not have private transportation. To the east of the site, the urban part of Irwin and Stewart Creek Greenway system connects from Savona Mill through the Wesley Heights neighborhood to Third Ward uptown Charlotte. To the north, the building is accessible by Charlotte Area Transit System (CATS) bus line #8, #1. Each bus line runs to the center of uptown Charlotte. Students will be able to access the school with one transfer from any neighborhood in Charlotte. To the south is Martin Luther King Jr. Park. Plans are being developed to provide a trolley car connecting Savona Mill to the uptown center through the Cedar Yard facility. We plan to partner with the restoration and the operation of the trolley facility. As one example, the trolleys will serve as one of the vehicles to assist students in crossing over between STEM and the arts/humanities, civics and economics and the narrative components of STEAM. This relationship is symbiotic and we plan to forge a relationship with the Historic West End partners and the six neighborhoods that are joining together to plan for future community development as part of the STEAM/Expeditionary curriculum.

- 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 is grades 9-12).*

FOCUS Charter School's (Savona Mill Location) projected ADM should only impact Charlotte Mecklenburg Schools (CMS). Total enrollment at full capacity will be 800 by the second year we are open. This calculation is based on offering 25 seats in each session, 8 sessions per school year and 24 sessions at FOCUS. (600) Our 4th year students will be enrolled at CPCC Career and College Experience program for graduation. (200) The projected enrollment at FOCUS Charter School will reflect 1.8% of the average daily membership for CMS.

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

FOCUS Charter School may be compared to Phillip O'Berry's Academy of Engineering or Project Lift Academy at West Charlotte High School in Charlotte Mecklenburg Schools.

FOCUS will differ in many of the following ways:

FOCUS will reduce class size to no more than 25 students per class/session  
FOCUS students will attend each session for 20 days for the entire instructional day

FOCUS instructors will have the same 25 students for the entire day, for 20 consecutive days

Each cohort of 25 students will attend all 8 sessions together each school year

Each cohort will be designed to be as diverse as possible based on enrollment and our target demographic

Students will not be predetermined to be placed in AP/IB/honors/remedial...etc. FOCUS instructors will have the consecutive contact time and resources to differentiate instruction based on a student's individual assets and strengths



FOCUS will be utilizing STEAM instead of STEM. STEM refers to education in the areas of science, technology, engineering, and mathematics. STEAM education incorporates the "A" for the arts.

FOCUS STEAM instructors recognize the importance of divergent thinking, creative problem solving, and designing skills. These skills are best developed through integrating the arts into the STEM model, where divergent thinking and problem solving are celebrated.

FOCUS students and instructors are not limited to traditional classroom instructional methods or the four walls of a classroom. They will present instruction with an expeditionary delivery approach and will utilize the community as campus.

FOCUS will embrace 21st century technology and social media as a learning tool and not a classroom distraction.

FOCUS has developed a holistic digital portfolio evaluation that will be used to track in real time all aspects of a students' progress including content knowledge, design/build product creation and how well they perform and progress in a dynamic learning cohort.

Through the NC State Career and College Experience program and our partnership with CPCC, our seniors will have up to 24 college credit hours when they graduate from FOCUS.

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.*

1. A five day session break between each 20 day session will provide instructors the opportunity to: review, share, present, and analyze student data as part of the digital portfolio evaluation process. During the session break, FOCUS will also offer professional development specific to our school goals or individual instructor's enrichment, and time to plan with community partners and integrate curriculum.

2. Student achievement will be measured by the digital portfolio evaluation process in real-time and will also be reviewed by the Governance Board and academic subcommittee in regard to our FOCUS smart goals at the end of every 20 day session, we will also be able to track per session graduation credits per student every 20 days.

3. FOCUS will provide parents and students with expanded choices by utilizing STEAM curriculum and design based expeditionary learning to meet the challenges of our global society through innovation, collaboration, and creative problem solving.

4. FOCUS instructors recognize the importance of divergent thinking, creative problem solving, and design skills. These skills are best developed through integrating the arts into the STEM model. STEAM curriculum allows for students to learn through a wide-array of hands-on inquiry and expeditionary activities. STEAM education is actively closing the achievement gap, preparing students for post secondary education and the workforce. FOCUS Charter School encourages, educates and prepares students to pursue careers in STEAM-related fields.

5. The 20/20 session model allows FOCUS to reduce class size to no more than 25 students per class/session. Each cohort of 25 students will attend all eight sessions together each school year. Because students will attend each session for 20 days for the entire day, for 20 consecutive days. Each cohort will be designed to be as diverse as possible based on enrollment and our target demographic. The digital portfolio evaluation process, will allow us to track data in real time. This will provide instructors with the time and resources necessary to differentiate instructions based on ongoing assessments. Instructors will have the consecutive contact time to provide immediate, support, remediation for at risk students and enrichment for gifted students. This program uniquely meets the needs of all students.

6. FOCUS encourages STEAM curriculum and design based expeditionary learning to meet the challenges of our local and global society through innovation, collaboration, and creative problem solving.

### **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.*

#### Specific

GOAL 1- FOCUS will graduate 95% of all freshman students within the four year cohort.

GOAL 2- FOCUS will maintain an out of school suspension (OSS) rate at or below 5% of enrollment

GOAL 3 -FOCUS will maintain student proficiency of 60% composite score or 2 out of 3 years growth

GOAL 4 -FOCUS will graduate 95% of students as "Job Ready" and 75% of students as "College Ready"

#### Measurement / Assessment

GOAL 1 - This goal will be assessed by tracking students in their grade level cohorts and documenting the graduation date of each student

GOAL 2 - All disciplinary actions that require OSS will be documented and reported to NCDPI

GOAL 3 - All students will participate in state mandated testing and all data results will be reported to NCDPI

GOAL 4 - Class cohorts will be documented and tracked by the digital portfolio evaluation per student and updated at the end of each 20 day session. 4th year students will be mentored and monitored by FOCUS as they participate in the NC State Career and College program at CPCC.

#### Attainable / Achieve

GOAL 1 - This goal will be achieved by providing students with a unique, specific, research-based educational experience (20/20, STEAM, Expeditionary)

GOAL 2 - This goal will be achieved by providing students a non traditional education environment. Instructors will also be trained in mentoring techniques and the use of the SW-PBS plan. Tiered interventions for inappropriate behaviors

GOAL 3 - This goal is attainable through the unique nontraditional environment, 20/20, STEAM/Expeditionary curriculum, specific and unique Professional Development for instructors, and the student/instructor-mentoring program.

GOAL 4 - This goal is attainable by the uniqueness of the 20/20 session scheduling, STEAM/Expeditionary curriculum, community as campus involvement and the Career and College Experience Program and partnership with CPCC.

#### Relevant

GOAL 1 - Traditional high schools in this area with similar demographic average about 15-25% below the state graduation rate according to the state average

GOAL 2 - Schools generally average a much larger percentage of students who are out of school suspended, which adversely affects the ability of students to pass classes and stay within graduation cohorts

GOAL 3 - Schools within the traditional high schools in this area perform 20% lower in Math, 15% lower in English, and 30% lower in Biology on State mandated tests according to the state average.

GOAL 4 - Large percentages of students are currently leaving high school unprepared for college, but with the aspiration of attending. Other students have no desire to attend a four year university and are leaving high school without skills that make them readily employable.

#### Timed

GOAL 1- This goal will be achieved by the end of the 4th school year. Currently set at the end of 2018-2019 school year.

GOAL 2- This goal will be evaluated at the end of every school year. Data point tracking every 20 days, through the collaborate component of the digital portfolio evaluation.

GOAL 3 - This goal will be evaluated twice per year with the reporting of the mandated test scores in each of the specific tested areas by NCDPI, (unless given DPI permission to test state mandated tests at the end of every 20 day session based on the DPI requirement to test within 15 days of the end of a course, at which point we would evaluate this goal at the end of every 20 day session and reporting to NCDPI, 8 times per year.

GOAL 4 - This goal will be evaluated yearly as students will graduate from FOCUS with up to 24 college credits and then pursue either a "Job Ready" or

"College Ready" path.

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

The Governance Board meeting, reporting, review schedule coincides with the session schedule in order to provide detailed data of students academic progress every 20 day session, 8 times a year. If the Directors and/or the Governance Board review the academic data and realize we are not meeting our stated SMART goals or the schools mission we have the five day session break scheduled time built in to refocus, redirect, and provide additional support and training where needed.

### 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.

FOCUS instructional program is best represented in the F-O-C-U-S program acronym breakdown (Fellow, Outreach, Create, Unite, and Self)

**MISSION** - The mission of FOCUS Charter School is to utilize STEAM curriculum and design based expeditionary learning to meet the challenges of our global society through innovation, collaboration, and creative problem solving.

**FELLOW** - A fellow is a member of a group of people who work together as peers in the pursuit of mutual knowledge or practice. FOCUS recognizes the individual assets of each member of the cohort and capitalizes on those assets through collaboration and by providing an expeditionary STEAM learning environment.

**OUTREACH** - FOCUS students are not confined to the four walls of a classroom or a bell schedule. FOCUS curriculum and STEAM programming rely on creating learning opportunities and partnerships in our local and global community, which also serve as our studio and our campus.

**CREATE** - In each studio, FOCUS students will engage in problem solving through an integrated design/build STEAM curriculum. Our STEAM curriculum will engage students through tangible things that impact them and the world around them. Emphasis is placed on using technology as tool for both learning and expression. Products created communicate tangible and/or virtual spaces that can inform and transform our local and global communities.

**UNITE** - FOCUS unites students, families, and instructors by cultivating a caring and supportive community. The cohort is charged with nurturing the culture of FOCUS. The relationships created through this cohort build on the spirit of belonging and care for the well being of each person.

**SELF** - FOCUS graduates are thoughtful individuals that could change the world. Through their STEAM expeditions, graduates will open the doors to the unique potential of themselves and of their peers. They will have the courage to be imperfect and will understand how to embrace vulnerability as they let go of the person they should become and become the person they are.

## **9-12 Curriculum and Instructional Design:**

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

FOCUS Charter School will utilize STEAM curriculum and design based expeditionary learning to meet the challenges of our global society through innovation, collaboration, and creative problem solving by providing on and off campus instruction with class/session size maximum of 25.

FOCUS Charter School will be partnering with TEN 80 STEM foundation to share curriculum and Professional Development. This foundation is also in the charter application process as the Art of STEM Academy (elementary and middle school) and plans to be located at Savona Mill. The sample course scope and sequence is designed for Math I course to be taught according to the guidelines of the TEN 80 racing challenge.

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.*

FOCUS Charter School will utilize STEAM curriculum and design based expeditionary learning to meet the challenges of a global society through innovation, collaboration, and creative problem solving by providing on and off campus instruction. FOCUS curriculum aligns with both our mission and the NC READY standards and will provide our target student population with a dynamic, engaging way to earn the required 24 high school credits for graduation and a full year of college credit tuition free.

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.*

FOCUS Charter School instructors will be expected to master and utilize STEAM curriculum and design based expeditionary learning to increase academic achievement for our target student population. To begin, instructors will be strategically trained in FOCUS Charter Schools, school-wide positive behavior support (SWPBS) program. They will understand the outline of the tiers of the program, processes and structures, and supports of the plan. It is the goal of FOCUS Charter School to employ multiple resources to greatly reduce the number of possible offenses that would warrant behavior infractions and instructors will be expected to recognize the individual assets of each member of the cohort and capitalize on those assets through collaboration and by providing an expeditionary STEAM learning environment.

FOCUS instructors are also expected to understand that students are not confined to the four walls of a classroom or a bell schedule. FOCUS curriculum and STEAM programming rely on creating learning opportunities and partnerships in our local and global community, which also serve as our studio and our campus. The Director of Community Partnerships will serve as

a resource to connect each content specific instructor with resources in the community.

In each studio, FOCUS instructors will be expected to engage students in problem solving through an integrated design/build STEAM curriculum. Our STEAM curriculum will engage students through tangible systems, cycles, and processes that impact them and the world around them. Instructors should place emphasis on using technology as a tool for both learning and expression. Products created communicate tangible and/or virtual spaces that can inform and transform our local and global communities.

FOCUS instructors are expected to play a key role in uniting students, families and instructors by cultivating a caring and supportive educational community. FOCUS instructors are provided the appropriate course load (one class section), a manageable total number of students (25), and contact hours (6.5+ per day) to nurture the culture of FOCUS. The relationships created through this cohort should be built on this spirit of belonging and care for the well being of each person.

These strategies will result in increased academic achievement for the targeted student population as each instructor has the time and resources available to provide engaging STEAM/Expeditionary version of their core curriculum. FOCUS instructors are charged with the responsibility of preparing graduates that are thoughtful individuals that could change the world. Instructors are expected to provide access to STEAM expeditions that will open the doors to students recognizing the unique potential of themselves and of their peers. They will encourage students to have the courage to be imperfect and will understand how to embrace vulnerability as they let go of the person they should become and become the person they are.

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).*

In addition to providing the Future-Ready Core requirements and the utilization of STEAM and expeditionary design/build curriculum, FOCUS Charter School will participate in the NC State Career and College Experience Promise Program, which provides high school juniors and seniors the opportunity to start a two-year or four-year degree while still in high school, tuition free. FOCUS has established a partnership with the directors of the CPCC Career and College Promise program and FOCUS students can qualify for this program by passing the CPCC accuplacer test. The Career and College promise program allows students to explore career and technical educational fields of study, while receiving dual credit for high school and college courses and must maintain a min 2.0 GPA or higher to participate in the program. FOCUS will employ a Career and College Promise program coordinator who will monitor the senior class as they progress through the CPCC program and ensure a smooth transition between high school and this college experience.

FOCUS Charter School curriculum was also developed with a college experience course/session that students would complete in their third year at FOCUS. Students participating in this course/session will be able to travel to as many colleges and university campus locations as travel time and budget permit. There are a minimum of four colleges and universities within walking distance from FOCUS. The closest being JC Smith University, and their new college of STEM and robotics program, which is about .5 mile away. Students will also receive hands on instruction about choosing the right college or

university and the resources needed to apply to colleges, take the accuplacer test at CPCC, complete financial aid paperwork, and apply for scholarships. The college experience course/session is designed to demystify the post secondary education acceptance process and empower FOCUS students to embrace the university system with one year of college credits.

FOCUS students will graduate with a potential 24 college credit hours and ready to enroll in a four year university or continue with hands on instruction at CPCC or a workforce career path.

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?*

FOCUS Charter School will use Future-Ready core requirements, as the basis for the 24 credits students will earn at FOCUS. Students will receive 1 credit per course. Grades will be calculated on the traditional 10 point scale (90-100=A, 80-89=B, 70-79=C, 60-69=D, below 60=F) Grade point averages will be factored as A=4pts, B=3pts, C=2pts, D=1pt. There will be no grade inflation or quality points associated with GPA as we do not offer academically grade inflation course levels such as honors, IB, AP etc.

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 FOCUS 20/20 session calendar provides 1,040 hours of instructional time and is structured so a student will take 1 class for 20 days in a row. The daily schedule will provide 30 minutes for breakfast, 4 hour block of instruction, 1 hour for lunch, and then 2.5 hours for instruction. This session model allows for travel time to utilize community as campus by not disturbing other classes and instruction when taking field trips as each student will be in the same class all day. The 4 hour and 2.5 hour blocks allow for enough time for an off campus expedition.

There are 5 day 'session breaks' between each session where students do not attend school. This time is set aside for instructors to finalize and share each student's authentic digital portfolio evaluation with the next instructor as we pass the cohort through the round robin scheduling. (if Cohort 1 starts the school year in Studio A, they will then progress consecutively through the alphabet until they reach Studio H in year 1)(Therefore...cohort 3 would begin in Studio C and work their way consecutively D,E,F,G,H,A,B, also in year 1) Each diverse cohort will attend all 8 studio sessions each year. This schedule eliminates both the need to hire an Assistant Principal of instruction to create a complex master schedule but it also serves our diversity policy by providing the exact same educational opportunities for every student. Our course programming also does not discriminate on the basis of predetermined educational potential. FOCUS Charter School is determined to provide equity in its administration of it educational policies, admission policies, and other school-administered programs. The 'session break' will also provide each instructor/director the time necessary for integrated instructional planning



for the next 20 days of instruction, build community relationships, professional development, and reflection.

This time and schedule also coincides with the governance board meetings, reporting and academic review schedule which will provide us with a detailed portfolio data driven picture of our academic progress and each student's success and/or areas in need of improvement every 20 days session, eight times per year, instead of the traditional two semesters. If the Directors and /or the Governance Board review the academic progress and realize we are not meeting our SMART goals we have the scheduled time built in to refocus, redirect, and provide additional support and training where needed.

### **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.*

This goal will be achieved by providing students a nontraditional 20/20 session scheduling model systematically reducing the opportunity for students to not perform at expected levels including but not limited to;

-a hands on STEAM/Expeditionary engaging educational environment, which is proven to engage students more than a traditional learning environment, <http://elschools.org/our-results/academic-achievement>

-Instructor support system with instructors trained in the mentoring techniques and the use of the SWPBS plan with tiered interventions for inappropriate behaviors that lead to non-performance

- A digital portfolio evaluation that acknowledges and celebrates differentiation and real time data collection and focuses on the individual needs of a non performing student and is designed to identify the ways we can ensure continued progress and academic growth

- Instructor's ability to focus on only 25 students and provide them the support and mentoring they need

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.*

1. Initial placement would be tested through WAPT or by requesting WAPT test scores from the LEA when a student enrolls, we evaluate WAPT testing results and determine the level of service based on the overall composite score, novice level, intermediate level, or advanced level, and the appropriate subsequent services will be provided.

2. The Director of PD and Curriculum will serve as the SIOP trainer for the school. Due to the nature of the 20/20 session schedule, having one instructor who is dedicated to serve the ELL population is not practical nor

does it align with our mission. We will provide SIOP training for each instructor to enable them to differentiate the STEAM/Expeditionary instruction for ELL students we serve within each content session. The Director of PD and Curriculum will also serve as a resource and/or assistant if needed. The application component of SIOP lends itself to the FOCUS curriculum model as it incorporates group/collaborative dynamics and hands on learning opportunities for content knowledge comprehension.

3. The student services/testing coordinator will be responsible for administering the annual ACCESS test, reviewing and sharing the ACCESS test results, and monitoring each ELL student's progress as part of the digital portfolio evaluation for each session. Instructors will share the SIOP strategies and their effectiveness with the next instructor during the five day session break as an additional measure to ensure we are meeting each ELL student's needs and monitoring their progress. The student services/testing coordinator, parent/guardian, student and the Director will work closely to determine the appropriate exiting of students from ELL services based on the Digital Portfolio Evaluation data and the ACCESS testing data.

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.*

1. FOCUS instructors recognize the importance of divergent thinking, creative problem solving, and designing skills, which are best developed through integrating the arts into the STEM model. STEAM curriculum allows for students to learn from discovery through a wide-array of hands on inquiry and expeditionary activities. STEAM education is actively closing the achievement gap while challenging student performance and preparing students for post secondary education and the workforce. FOCUS Charter School encourages, educates and prepares students to pursue careers in STEAM-related fields.

2. FOCUS has developed a holistic digital portfolio evaluation that will be used to track real-time data in all aspects of learning including: content knowledge, design/build product creation and how well they perform and progress in a dynamic learning cohort, this real time data will inform the areas in which we need to provide accelerated instruction and differentiation for the intellectually gifted students enrolled at FOCUS.

### **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)*

1. Students who are selected by a public lottery will then be evaluated by a number of components to be placed in a diverse cohort. One component of this process will be accessing student's previous records and determining if a student has an IEP and is currently receiving services. We would provide an immediate IEP annual review with the parent/guardian/student, General education representative, upon receiving records of each identified student. After meeting and reviewing the IEP, the team can determine if any further testing will be necessary or conduct a re-evaluation if the team deems it appropriate at that time. The testing process includes: vision/hearing/speech language screening, and education exam (WJIII), a psychological exam, and a social history(long or short version depending on the certification)

Students who have or may need a 504 plan will be monitored by our student services/testing accountability facilitator, 504 plans and accommodations will be developed for students based on the medical documentation provided by the parents/guardians.

Exceptional Children can be identified in any of the following areas:

SLD - Specified Learning Disabled

BR - Reading

WE - Written Expression

MC - Math Calculation

MR - Math Reasoning

RC - Reading Comprehension

OHI - Other Health Impaired - usually ADD/ADHD

(requires medical documentation)

VI - Visually Impaired

SI - Speech Impaired

OI - Orthopedically Impaired

HI - Hearing Impaired

ED - Emotionally disabled and receives SBS - Specialized Behavior Support

ID - Intellectual Disabilities - MI/MO - IQ of 80 or below

AU - Autistic

Consultative - students monitored but no accommodations provided at this time

2. With the 20/20 model and the digital portfolio evaluation tool instructors will be able to quickly identify a learning gap and work with our Exceptional Children's Compliance Facilitator to determine the causality and provide researched based measurable interventions for 20 days which will provide the baseline data necessary to make a referral to the FOCUS school intervention team. The intervention team along with the parent or guardian

will determine and document the use of appropriate interventions to be documented for 20 days or more. If they are successful, we will provide the student with a 504 plan based on that data. If the interventions are determined not successful, we will refer the student and parent/guardian to the EC Compliance Facilitation for testing and evaluation for EC services we can provide.

3. 504 accommodations will be monitored by the student service/testing coordinator who will also serve as the 504-compliance facilitator and work closely with the Intervention Team, Director, Instructions, parent/guardian and student to manage and implement the 504 accommodations and their confidentiality.

**Requesting Records:**

As part of the registration and cohort placement process parents will complete the record request form so we can obtain records from the previous school.

**Record Confidentiality:**

All records will be kept in a locked file cabinet in a locked office space as required by NC State Law.

**Record Compliance:**

We will employ an EC Compliance Facilitator who will be cross-categorically certified and will utilize the EZ IEP System to maintain compliance of state EC Standards. The EZ IEP system clearly documents and is an EZ way to monitor testing renewal cycles.

**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.*

1. FOCUS Charter School will provide a full continuum of services for students with disabilities by monitoring IEP goals and accommodations, providing proper setting and number of hours served. Each instructor will also be held personally responsible for the accommodations in the IEP and will show compliance and strategies used during the session as part of the portfolio transfer to the next instructor during the five day session break.

2. No matter the disability we will provide for each student's needs. Once the public lottery has been pulled we can better assess the needs of each identified student and adjust our staffing accordingly to provide for the accommodations of the students.

3. EZ IEP will be used to provide timelines and accommodation documentation for students/parents/guardians. Instructors will be provided a copy of the IEP at a glance to refer to for modifications and will be able to access both the parent/guardian and the EC Compliance Facilitator as resources if needed. The EC Compliance Facilitator in conjunction with the Director and

instructors will be held responsible to meet the needs of each identified students.

4.No matter the service required, we will contract the appropriate specialist as needed. Speech therapist, Occupational therapist, special transportation, adaptive PE, etc. Exact needs will not be known until the public lottery is pulled and records are received or students tested, we have allowed room in the budget for the anticipated need to fund these contracted services.

### **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. The Authentic Digital Portfolio measures proficiency based on rubric grading standards. The standards are divided into three categories based on content, creation, and collaboration. These categories have been developed and rubrics are used to individualize each student's assessment criteria as we differentiate instruction to close any achievement gaps, provide enrichment opportunities for intellectually gifted students, and provide accommodations for our ELL, 504, or EC population. Proficiency grading allows for each student's level of achievement to be measured and the overall degree of learning advancement attained by the entire class/cohort can also be more accurately determined.

2.In addition to meeting the testing requirements of the NC state ABC Accountability, FOCUS is in the process of developing a Digital Portfolio Evaluation(DPE). This authentic and holistic assessment measure has the potential to authentically track each student in every aspect of a learning environment. The assessment is still in draft form.The DPE will be stored on a secured external hard drive with password protection. Only directors and instructors will have access to the secure external drive. The drive will contain a folder for each of the 25 students in that cohort. Each student folder will contain 24 folders labeled alphabetically for each studio A,B,C...etc. Each studio folder will contain the three folders of the portfolio; content/create/collaborate. Student data in each section can be in any variety or combination of formats ranging from content knowledge student assignments/assessments, student profiles, to video blog of an expedition outreach.

CONTENT:The content section of the portfolio will represent the learning target knowledge gained by each student in the cohort. Student assignments will be submitted online through; Edmodo, FB, blog, Twitter, or Instagram. The content will be comprised of a variety of content specific authentic and differentiated assessments. Portfolios may contain any number of formative and sumative assessments, writing samples, presentations, photographs/video

segments, pre-assessments, mini-ongoing assessments in any format. This section of the portfolio is used to show student growth and content knowledge within a content specific course session.

**CREATE:** This section of the portfolio will include photographs or videos of the students participating in project based learning expeditions. Narrative photographs or video segments documenting product creation or expeditions. Social media educational content posted through social media. This section provides observational data in regard to the community outreach and partnership connections and their impact on student learning.

**COLLABORATE:** The collaborative folder will contain the student profile. This folder will be used as an instructor resource to learn as much as possible about a student before they enter their session, and instructors will be able to add information they gained about a student and how they learn. The profile will be developed by collecting as much data as possible about a student including: contact information, emergency contacts, emergency medical information, general demographic, socioeconomic, ELL tiered level, and SIOP strategies, EZ IEP accommodations, 504 plan, academic performance, transcript, MAP testing scores, instructor narrative from each studio, SW-PBS data, interventions, Lexile Measures, Myers Briggs testing results. This section of the portfolio evaluation is confidential, secure information that is shared from instructor to instructor to ensure a student's success and academic progress much as a cumulative folder or student file hard copy would normally do. Digital portfolios will be kept by each instructor on a secure terabyte drive and move with cohort. In a traditional educational setting, student profiling is used to divide students into academically segregated groups such as remedial, regular, honors, academically

gifted. It is our belief at FOCUS that students know they were placed in regular or remedial courses. FOCUS will use the DPE to profile students and strategically place students in the most diverse learning cohort possible. It is our goal to create a cohort of all types of learners.

Student's assignments will be posted on their own digital portfolio through Edmodo.com, or a shared google drive instructors will download the content posted to Edmodo and back up each student's work in the DPE terabyte drive. Instructors can also access social media content posted by each student through FB, blog, Twitter, Instagram, and load onto the DPE drive. Students and parents can track their own portfolio and class content posting contributions through FB, Blog, Twitter, Instagram and Edmodo portfolio.

Student's will participate in a series of assessments including; MAP testing (providing academic data, aligned with the common core and digitally adaptive based on correct or incorrect answers), Myers Briggs personality testing (to determine learning types and personality types), Lexile Measure (will provide an accurate reading level). Our testing coordinator and Director team and instructors will be trained to interpret the data these assessments provide. The Measures of Academic Progress (MAP) test is a nationally normed formative assessment to identify a student's growth and areas of strength/weakness. It is a computerized test, which self-adjusts to get the best accuracy of a student's level. We will test all incoming ninth graders to determine accurate baseline data in mathematics, reading, and language.

Understanding a student's true achievement level and profiling each student's learning styles gives instructors an advantage; instructors know exactly where each student needs additional instruction, and may be grouped for more effective learning in a dynamic diverse learning cohort.

Instructors will pass the DPE on a secure terabyte drive that will travel with the cohort and will be backed up to another secure digital storage by the directors at the end of each week. The digital portfolio will also help the instructors and directors prepare for the coming year by providing them with reliable information to guide instructional planning.

3. Students will be required to complete the coursework and assessments to be promoted. Students must pass six of the eight sessions per year to remain with the cohort. Non promoted students can be re-looped into a different cohort if necessary. Students with special needs will be promoted based on their adjusted coursework and accommodations and services they receive. Promotion criteria will be present in our student/parent handbook and parents/guardians will be able to track their student's academic progress through Edmodo, Power School, and direct contact with the instructor and directors at FOCUS.

4. Standards for promotion are developed based on the ABC accountability standard for the state and students meeting the READY requirements for a high school diploma. Students can technically graduate with a full high school diploma from FOCUS after successfully completing our three year program and meeting the state testing standards. Students who are planning to attend a four year university will successfully complete the CPCC career and college program during their 4th year in order to receive credit for chemistry and a second level foreign language required for a traditional four year university admission.

### **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.*

FOCUS Charter School plans to adopt and implement a school-wide positive behavior support (SWPBS) program, the tiers, processes, structures, and supports of the plan will provide guided behavioral interventions. Although it is understood that procedures and processes are needed in the case of a necessary out of school suspension, it is the goal of the school to employ multiple resources to greatly reduce the number of possible offenses that would warrant such action.

**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:* FOCUS Charter School

*Mailing Address:* 2901 N Davidson Street, Suite 218

*City/State/Zip:* Charlotte NC 28205

*Street Address:* 2901 N Davidson Street, Suite 218

*Phone:* 704-807-5023

*Fax:*

*Name of registered agent and address:* Kristin St.Martin  
2901 N Davidson Street, Suite 218  
Charlotte, NC 28205

**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.

<b>Board Member Name</b>	<b>Board Title</b>	<b>County/State of Residence</b>	<b>Current Occupation</b>
Udit Patel	Vice Chair	DAVIDSON	Wells Fargo,



			Network Engineer, CISCO VIOP
Torrie Savage	member	MECKLENBURG	The Savage Way Social Media Marketing, Owner
Devlin McNeil	Secretary	MECKLENBURG	Community School of the Executive Director
Jonathan Strayhorn	member	MECKLENBURG	Digital Media Arts Collective Owner
Ce Scott	member	MECKLENBURG	CPCC Visual Arts instructor
Andy Brightwell	Treasurer	MECKLENBURG	CPA
Andrew King	Chair	MECKLENBURG	Sales

**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.*

The purpose of the corporation is to apply for, and govern FOCUS Charter School under North Carolina Charter School statutes and to pursue the mission of FOCUS Charter School; To utilize STEAM curriculum and design based expeditionary learning to meet the challenges of our global society through innovation, collaboration, and creative problem solving. The four officers of the board consist of a chair, vice chair, secretary and treasurer. The Chair shall convene regularly scheduled board meetings, shall preside or arrange for other members of the Executive Committee to preside at each meeting in the following order: vice chair, secretary, treasurer. The vice chair shall work closely with the chair and assume duties of the chair when the chair is unable to perform such duties. The secretary shall be responsible for keeping records of board actions including overseeing the taking of minutes at all board meetings, sending out meeting announcements, distributing copies of minutes and the agenda to each board member. The treasurer shall chair the finance committee, assist in the preparation of the budget, help develop fundraising plans, and make financial information available to board members and the public. A three person team, recruited and hired by the board as co-executive directors, has the day-to-day responsibilities for the organization, including carrying out the organization's goals and policies. The executive director team will consist of the Director of the school, a Director of Professional Development (PD) and Curriculum, and a Director of Community Outreach and Programming. The Directors will attend all board meetings, report on the progress of the organization, and carry out the duties described in the job description. They will work closely with the Governance Board members to ensure the viability and sustainability of program components. Founders are encouraged to apply for and serve in these positions. The board can designate other duties as necessary.

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.*

FOCUS Charter School will have a governance board; the board will consist of not less than 5 members and not more than 15. The Board may help in the formation of advisory groups at regional levels to support expansion of program components. The board also plans to grow and recruit west end community partner members to serve on the board now that a school location has been secured.

Three seats of the governance board will be reserved as Directors seats without voting privileges; these seats will be filled by the Director, the Director of PD and Curriculum, and the Director of Community Outreach and Programming. Should one of the Director seats remain empty for more than 60 days, the board may vote a replacement.

The Director's seats are relative to the mission of the school as each director is responsible for maintaining 1/3 of the school's vision and mission.

Director: School Wide Positive Behavior System (SWPBS), parent communication, daily operations

Director of PD and Curriculum: STEAM/Expeditionary design/build curriculum implementation and programming

Director of Community Outreach and Programming: Community as campus outreach and programming

Director: The school director will serve as the figurehead for the school and will maintain the day-to-day functionality and be present throughout the school participating in activities with students and the community. If behavioral issues arise, the Director is responsible for monitoring the school wide positive behavior support interventions. The director is ultimately responsible for maintaining the nurturing component of the cohort and ensuring that each student is regarded for their assets to the cohort and is never viewed as a liability.

Director of PD and Curriculum: The director of professional development and curriculum is responsible for working with individual instructors and pushing the STEAM/Expeditionary classroom experience to its highest potential. This director should be viewed as a resource for activity ideas and implementation and should also be present in classrooms and community activities to observe as authentic project based learning occurs. This director is also responsible for identifying individual instructor strengths and areas of growth and help instructors reach their full potential and grow in the education profession.

Director of Community Outreach and Programming: The director of community outreach and programming is responsible for developing relationships with community partners for each content specialty. Instructors will share their session goals and support needs and the director will make connections in the community that are relevant to the learning happening within each content session.

The board will evaluate the directors through a similar digital evaluation portfolio that instructors will create. Directors will be able to show accomplishment and vision in each assignment relative to the mission of the

school.

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

FOCUS Charter School governance board members were recruited and selected based on key skill sets of each member and the talents they can contribute to the school. All board members shall serve three-year terms, but are eligible for re-election to a second term. The Chairmen maybe invited to remain in an advisory position indefinitely. During the last quarter of the fiscal year of the corporation, the governance board members shall elect members to replace those whose terms will expire at the end of the fiscal year. This election shall take place during a regular meeting of the members, called in accordance with the provisions of these the bylaws. New members shall be elected by a majority of board members present at such a meeting, provided there is a quorum present. Board members so elected shall serve a term beginning on the first day of the next fiscal year. When a vacancy on the board exists mid-term, the secretary must receive nominations for new members from present board members two weeks in advance of a board meeting. These nominations shall be sent out to board members with the regular meeting announcement, to be voted upon at the next board meeting. These vacancies will be filled only to the end of the particular board member's term. Resignation from the board must be in writing and received by the secretary. A board member shall be terminated from the board due to excess absences, more than two unexcused absences from board meetings in a year. A board member may be removed for other reasons by a three-fourths vote of the remaining members at a meeting scheduled with regular board meeting announcement.

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

The board will meet once per month at the end of each 20 day session.

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).*

We have developed a relationship with Lake Norman Charter School's(LNC)Director Shannon Stein as well as their governance board. We observed their November 7th, 2013 meeting and governance board strengthening exercises. To begin, our founding board members have been invited by LNC to observe a governance board meeting. We plan to begin our training process by working with LNC's board as a resource and observing their governance and meeting structure. All board members will be asked to read Dr.Brian Carpenters Board University and we will purchase his Board Wise Plus governance strengthening exercises.We plan to implement a once a month strengthening/training sessions during the planning year and then move to a every other month model that LNC is using and was observed, when we determine the board has moved beyond foundation stage of board development. Andrew King, who will serve as our initial board chairperson, is well versed in nonprofit governance board leadership and has chaired many boards in the Charlotte region and will take the lead in training our governance board for efficiency, accuracy, and to always remain in compliance with North Carolina

Open Meeting Law.

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.*

Each board member will sign a contract of commitment and specify any and all conflicts of interest, time commitments and written acknowledgement of the core values and mission of FOCUS Charter School.

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

The board will reference the school's SMART goals and mission and purpose and work directly with the Director team when developing policies to ensure they align with our education model.

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.*

The board may create committees as needed, such as governance, academic excellence, finance, and development.

**Governance Committee:** The four officers, Chair, Vice Chair, Secretary and Treasurer, serve as the members of the Governance Committee. Except for the power to amend the articles of incorporation and bylaws, this committee shall have all the powers and authority of the governance board in the intervals between meetings of the board, and is subject to the control and direction of the full board.

Committee responsibilities include: recruit, retain and/or evaluate board member's eligibility for re-election.

Develop board member job descriptions. Create a board profile of what skills and expertise the board and the organization need. Identify potential board members, cultivate and recruit new members from beyond the board's traditional circles. With the board chair, help assess and maintain board member's individual commitment, support, and participation in governance duties. Observe and nurture potential leaders within the board. Provide training opportunities and Professional development for members of the board.

**Academic Excellence Committee:** The Academic Excellence committee is commissioned by and responsible to the Governance Board to assume the primary responsibility for working with the three school directors to define academic excellence, ensure that all board members know the charter's goals and promises that were made to the community, and to devise clear and consistent measures to monitor these goals.

**Finance Committee:** The Treasurer is the chair of the Finance Committee, which includes two other board members. The Finance Committee is responsible for developing and reviewing fiscal procedures, fundraising plans, and annual budget with Directors and other board members. The board must approve the budget and all expenditures must be within the budget. Any major change in the budget must be approved by the board. The fiscal year shall begin July 1 and end June 30 of the calendar year. Annual reports are required to be submitted to the board showing income, expenditures, and pending income. The financial records of the organization are public information and shall be made available to board members and the public. Annual and periodic financial reports will be filed with the Secretary of State as required by

law. The books and reports of the corporation will be open to officers and membership for inspection upon written request to the committee chairperson or director. The role of the finance committee is primarily to provide financial oversight for the organization. Typical task areas include budgeting and financial planning, financial reporting, and the creation and monitoring of internal controls and accountability policies. The committee will develop the budget with the directors, approve the budget, and monitor adherence to the budget. The committee will also set long term financial goals along with funding strategies to achieve them.

Development Committee: The role of the development committee is to recruit candidates for the community partners board and seek grants, additional funding, donations, and corporate sponsors, to ensure the financial backing needed for our programming and school growth.

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

FOCUS seeks to settle any grievance issue with open communication. An employee or parent/guardian should first seek to resolve any complaint with the Director through informal discussion. If such discussion does not solve the matter informally and the employee or parent/guardian believes that their complaint represents a violation of Federal law, State law, or State Board of Education policy, or local board policy. Then the employee, parent/guardian may initiate a formal grievance to seek an equitable solution. The formal grievance must be received in writing within 30 calendar days of day of the occurrence. The formal grievance shall specify facts supporting the grievance, the specific law, policy or regulation alleges to have been violated; and the relief requested. The Director will provide a written response to the grievance within five business days of receiving the formal grievance. If the employee, parent/guardian is not satisfied with the Directors response they may appeal to the Governance Board Chair.

**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.*

**X Not Applicable**

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

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

**X Not Applicable**

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

**X Not Applicable**

### **Projected Staff:**

Provide, as Appendix 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:

The board will market to recruit high performing instructors for each content specialty. Each instructor will be asked to participate in a series of interviews including a teaching interview, and provide an interactive project based lesson. The interview process will also include references and background checks.

FOCUS will offer a competitive salary schedule, autonomy within the realm of STEAM design/build expeditionary learning and a place where instructors can grow as individuals.

FOCUS instructors will be supported by the administration to do what they do best...engage and inspire students. FOCUS will support instructors by reducing the amount of non-teaching paperwork, freeing instructors to develop and provide meaningful lessons.

Instructors will stay because they will be given the tools and autonomy to be the most successful instructor they have ever been. They will be able to focus on their instructional delivery, differentiation strategies, and creativity to design and implement effective and inspiring lessons.

With all of this being said, FOCUS recognizes that all instructors may be willing or have the ability to teach in such a demanding, collaborative way. All FOCUS instructors will be issued a one year contract and their contracts may be renewed at the end of the school year based on their digital portfolio teacher evaluation system review. FOCUS reserves the right not to renew any contract without documentation. A corresponding financial incentive is present in the salary schedule for instructors to diligently work toward contract renewal. Y1 - \$70,000, Y2 - \$80,000, Y3 - \$90,000.

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 governance board will review academic and financial data and oversee the operations of the school. The governance board is designed to "speak with one voice" and will apply this concept to every action or interaction of the board. The Director team will be responsible for managing charter school employees and the non-profit board is present to oversee the responsibilities of the directors.

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

The governance board will recruit and hire the Directors and the "director team" will hire and dismiss the school personnel, check references, and conduct complete criminal background checks prior to submitting an offer of employment.

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

Salaries will be the same for all instructors, support staff, and directors in an effort to not delineate economic difference and a false sense of hierarchy between the directors and the instructors and develop the culture of collaboration. This will reinforce that each position may play different roles in the education process, but are all equally vested in each student's education and meeting the goals of the school. The salary structure is also competitive and above the state required pay scale to attract the most qualified instructors. FOCUS also adopted to include the NC State Healthcare and dental coverage as well as pay into the state retirement system to maintain the employee benefits currently offered by the state.

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

The Employee handbook should be used as a guide and source of all information for all employees of FOCUS Charter school. Although policies and procedures of the operation of the school is contained within this document, it should not be assumed that this document covers every potential situation. All employees are required to use professional judgement and act in a way that is most beneficial to the students and is aligned with the mission and vision of the school. If an employee is unclear or has concerns with these policies or any aspect of their employment, the employee is responsible to seek clarification from the school administration. The Director of FOCUS Charter School with the support of the Governance Board will handle all incidents of employee misconduct. In the event that alleged acts of misconduct by an employee are presented, the director will fully and thoroughly investigate the incident providing the employee with due process. The employee will be required to submit a written statement in defense of their position, which shall be used to assist the director in determining an appropriate response to the allegation. The employee grievance policy is outlined in the employee handbook Appendix N, and in the previous page of this application.

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

Not Applicable, there are no positions at FOCUS Charter School that will have 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 Director of PD and Curriculum will serve as the SIOP trainer for the

school. We will provide SIOP training for each instructor so that they will be able to differentiate the STEAM/Expeditionary instruction for the ELL students within each content session. 504 accommodations will be monitored by the student services/testing coordinator who will also serve as the 504-Compliance Facilitator and work closely with the Intervention Team, Director, instructor, parent/guardian, and student to manage and complement the 504 accommodations and their confidentiality. The EC Compliance Facilitator (ECCF) will use the EZ IEP to provide timelines and accommodation documentation. Instructors will be provided with an IEP at a glance to refer to for modifications and will be able to access the ECCF and parent/guardian as a resource if needed. The ECCF and the director are responsible for providing all documentation to the instructors to meet the needs of each identified student.

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).*

FOCUS Charter School will recruit and hire the most qualified instructors or person for the positions available.

As per North Carolina state Charter School Law, 50% of high school instructors will be certified and licensed by the state, specifically in areas that require EOC testing. All FOCUS instructors will hold a college degree and certifications in their field of study. FOCUS will also seek instructors with dual licensure in ELL and/EC.

English I,II,III,IV - Bachelor, Master, or Doctoral Degree in content area, and NC Teaching Certification  
 Math I,II,III,IV - Bachelor, Master, or Doctoral Degree in content area, and NC Teaching Certification  
 CE, US History, World History, Sociology, Bachelor, Master, or Doctoral Degree in content area, and NC Teaching Certification.  
 Physical Science, Biology, Environmental Science - Bachelor, Master, or Doctoral Degree in content area, and NC Teaching Certification  
 DMA II (Computer Science), DMA III(Engineering), Bachelor, Master, or Doctoral Degree in content area, and/or NC Teaching Certificate.  
 PE, Spanish I, Horticulture, Culinary Arts, college experience, Digital Media Arts I, Public Art- Bachelor, Master, or Doctoral Degree in Content area, and/or NC Teaching certification.

**Staff Evaluation and Professional Development**

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

The Director of FOCUS Charter School and the Director of PD and curriculum are responsible for maintaining teacher licensure requirements and professional development.

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

In conjunction with FOCUS Charter School's mission, Instructors will collaborate in developing a professional development plan that meets the needs of the cohort of instructors at their particular grade. Along with the school's Director and the Director of PD and curriculum, instructors will be empowered to build on the strengths and experiences of the cohort -



developing leadership roles such as mentor, content specialist, and pedagogy specialists.

FOCUS Charter School will develop an authentic digital instructor portfolio assessment version of the NC Teacher Evaluation system and the Gates Foundation Tripod Model. The intended focus of this evaluation will be celebrating meaningful and engaging classroom instruction. Instructor evaluations will be based on the effective implementation of the instructional strategies that the school will expect instructors to master that will result in increased academic achievement for all students. The evaluation will be divided into five categories based on the F-O-C-U-S.

FELLOW - implementation of the SWPBS and the instructor's ability to recognize the individual assets of each member of the cohort and capitalize on those assets. There will be a student and parent survey component to the instructor evaluation tool that will provide data in regard to student engagement and satisfaction from the student's and student's families perspective. This survey will be developed by FOCUS or if we can find the funding we will utilize the surveys created by Ron Ferguson and the MET project at Harvard University.

OUTREACH - FOCUS Curriculum and STEAM programming rely on creating learning opportunities and partnerships in our local and global community, which also serve as our community and our campus. Instructors will be evaluated on their ability to recognize, initiate, and utilize a variety of community as campus resources.

CREATE - Instructors will be evaluated by the way they engage students in problem solving through an integrated design/build STEAM Curriculum. Instructors should utilize our STEAM curriculum that will engage students through tangible projects that impact them and the world around them. Instructors should place emphasis on using technology as a tool for both learning and expression. Authentic products should be created in each course that communicates tangible and/or virtual spaces that can inform and transform our local and global communities.

UNITE - FOCUS instructors will be evaluated by their ability to play a key role in uniting students, families, and instructors by cultivating a caring supportive educational environment.

SELF - The evaluation strategies will ultimately result in holistic data collection and the development of an authentic performance assessment providing evidence of increased academic achievement for the target student population. Each instructor has the time and resources available to provide engaging STEAM/Expeditionary versions of the common core curriculum. FOCUS instructors are charged with the responsibility of preparing graduates that are thoughtful individuals that could change the world. Instructors are evaluated by how well they execute all aspects of education processes and how they provide access to STEAM Expeditions; and their ability to recognize the unique potential of themselves, their students, and their colleagues. They will also be encouraged to have the courage to be imperfect and will understand how to embrace vulnerability as they grow in this profession and community of learners.

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.*

FOCUS professional development model relies on two key components; that instructors have the innate ability to be self reflective educational practitioners, and the they invest in their growth in their profession. FOCUS instructors will drive their professional development based on their content area.

It is in this format that instructors become invested in their own growth and leadership abilities. Site based coaching will be available to help instructors create and develop these educational programs and instructional strategies of the school. PD opportunities will be offered by the director to deliver quality training in STEAM and Expeditionary Learning Strategies, SIOP, and differentiation in both instruction and assessment.

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.*

1. FOCUS has developed a partnership with Outward Bound and has planned an Outward Bound team building training that can occur on campus or at a local park for one day, or the traditional 4 day outward bound expedition in Brevard, NC. SWPBS (school-wide positive behavior support), American Red Cross, First responder, this training will provide the cohort with time in a technology free environment to begin to rely on each other and analyze the strengths of each team member. We have also contacted the Venture Team at UNCC and the US National Whitewater Center to access similar trainings and expeditions. The number of trainings and expeditions we can provide will be determined by the budget and private funds or grants we can secure during the planning phase.

2. STEM related curriculum and training will be provided by TEN 80 STEM Foundation, as shown in our scope and sequence in this application. STEAM curriculum, STEAM training will be provided through a variety of free resources including the Buck Institute for education(BIE)project based learning, University of Georgia free STEAM training and STEAM certification. Expeditionary Learning Schools, EL Schools.org. We have visited and observed the Elkin City School district wide STEAM implementation in its first phase of 4-8th grade and have developed a partnership with their Principals and District Superintendent to allow our instructors to come and observe STEAM in action before we open.

3. Expeditionary session planning training

4. Digital portfolio differentiated assessment training

5. Technology training

6. SIOP training / parent communication / community partnership training

7. IEP at a glance, SIOP Training

8. Employee orientation

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.

Professional development time is reserved for the five day "session breaks" between each session where students will not attend school. This time is set aside for instructors to finalize and share each student's authentic digital

portfolio evaluation with the next instructor, professional development, and instructional planning, or the next 20 days of instruction.

### **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)).*

FOCUS marketing plan will be developed by The Savage Way, social media marketing company. Torrie Savage is a member of our governance board and plans to donate her marketing firm's services and talents to FOCUS. The company specializes in helping start up companies advertise through free social media outlets. The campaign will not be limited to online marketing such as our Website, FaceBook, Twitter, Instagram, blogs, Vimeo and YouTube. It will span many forms of media outlets including outdoor, print, radio, press releases, non traditional, and community events. FOCUS marketing plan will showcase FOCUS as an alternative education choice. The marketing plan will be centered around the history and culture of the West End and our marketing slogan of "What if" suggesting to our target population that everyone deserves school choice.

### **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.*

1. Updates will be available on the homepage of our website, <http://focuscharterschool.org>

Survey results show prospective parents prefer to be contacted via email. Prospective parents will also share their contact information at community events or through the online application process. Parents can also friend us on FaceBook or follow #FOCUScharter on Twitter, and Instagram. We will use social media, text and email blasts and website updates to inform parents and students about the schools opening progress.

2. FOCUS Charter School is unique because of how we embrace the community as campus. This means that field trips and travel are an integral part of our curriculum and will be planned daily/weekly and throughout the session for various academic enrichment and extracurricular purposes. Parents are encouraged to participate in school related activities, including those pertaining to curriculum and instruction. Volunteers may also be involved in assisting with school events. In addition, parents are encouraged to contribute their time and talent to organizing community outreach projects.

A log of volunteer hours will be kept in the school office. Volunteers will be recognized at the end of session celebrations held at the end of each session. Parents will receive weekly emailed newsletters from the school Director with announcements of upcoming events and school-wide activities. This will also be posted on the website as well as invitations to the governance board meetings and minutes. Parents, students, and community partners may also friend us on FaceBook and follow us on Twitter and Instagram for daily content posted by FOCUS students, and staff. Parents can track student's performance through the NC Power School/Power Teacher attendance and grading system and will be assigned a parent access code. At the end of each session, parents will receive emailed report cards with cumulative data on their student's performance and progress. In an effort to reduce waste, FOCUS Charter School has adopted a paperless policy, but a hard copy of a progress report and report cards are available upon request in the front office. FOCUS understands that every student in our target population might not have access to technology at home. In an effort to bridge the economic technology gap, FOCUS will purchase an Ipad mini for each student to have and use at home or at school while they are enrolled at FOCUS.

## **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.*

1. FOCUS will provide an ongoing open application period. Students and parents can submit a completed application online anytime through a link on the schools website. The completed application will enter them into the lottery process for that grade level. FOCUS Directors will reach out to families with incomplete applications but who have provided valid contact information to provide application assistance if needed. Also computers or mini Ipad will be available with assistance to aid families applying during public application events. FOCUS is committed to providing equitable application and enrollment policies and making the enrollment and application process accessible to everyone. FOCUS will hold a publicized application events so prospective parents and students can come tour the facility, meet instructors, and learn more about our unique programming. FOCUS Directors and staff will use the contact information provided in the online application to inform applicants of the date and time of the public lottery.

2. FOCUS Charter School is open to all students living in the state of NC, on a space available basis within each grade level. The school does not discriminate on the basis of intellectual or athletic ability, measures of academic achievement or aptitude, disability, proficiency in the English

language, or any other basis prohibited by law. A Public lottery will be held to determine the 200 seats per grade level. 800 total at full enrollment. Any additional students trying to enroll will be placed on a wait list in the order they are pulled from the public lottery. Students of the founding board members and faculty and staff and students of current siblings are grandfathered in and will not need to participate in the lottery.

3. Waitlist - a public lottery will determine the 200 seats per grade level. Any additional students will be placed on a waitlist in the order they are pulled from the lottery. Students will remain on the waitlist until an opening is available and will be given the opportunity to accept or decline the open seat in the order of the list per grade level. The student would then complete the pre-administration assessments and join the cohort with the empty seat.

Re-enrollment - to secure your student's place at FOCUS for the next school year, you must officially re-enroll. In January/February, re-enrollment will be available online along with a spring deadline. Parents who can not access the online system will be provided with a hard copy. Students whose re-enrollment is received after the deadline will be added to the waitlist and admitted on a space available basis.

Withdrawal/transfer - the school asks that parents provide notice if a student must transfer from FOCUS for any reason. Such notice will allow the school time to process the necessary paperwork, including having the student's records transferred. It will also enable the school to fill the vacant seat with another student from the waitlist.

4. Once the public lottery has taken place, students selected in the lottery will participate in a series of placement tests and be strategically placed in a diverse learning community for each cohort group which is integral to the school's mission and goals.

5. The school asks that parents provide notice if a student must withdrawal or transfer from FOCUS for any reason. Such notice will allow the school to process the necessary paperwork, including having the student's records transferred. It will also enable the school to fill the vacant seat with another form the waitlist. Withdrawals and transfer paperwork will be outsourced to Arcadia North Star.

**PROJECTED ENROLLMENT 2015-16 through 2019-2020**

IDENTIFY LEA FROM WHICH STUDENTS WILL PROBABLY COME

LEA #1 Charlotte-Mecklenburg 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 600	LEA 000	LEA 000	LEA 600	LEA 000	LEA 000	LEA 600	LEA 000	LEA 000	LEA 600	LEA 000	LEA 000	LEA 600	LEA 000	LEA 000
Grade 09	200	0	0	200	0	0	200	0	0	200	0	0	200	0	0
Grade 10	200	0	0	200	0	0	200	0	0	200	0	0	200	0	0
Grade 11	200	0	0	200	0	0	200	0	0	200	0	0	200	0	0
Grade 12	0	0	0	200	0	0	200	0	0	200	0	0	200	0	0
	600			800			800			800			800		

**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.*

FOCUS Charter School plans to be located at the Savona Mill site and is accessible to the Charlotte Area Transit System (CATS) bus line #8 in .1mile walk or the #1with a .3 mile walk. We will also administratively help to organize a creative car pool system. As we continue to grow we plan to offer limited bus routes, but realistically to open we may not have the funding to do so. We may also be partnering with Charlotte- Mecklenburg Schools(CMS)to provide additional transportation, but have not received confirmation at the time of this application.

**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.*

FOCUS Charter School is committed to providing healthy school lunches. FOCUS is planning to develop a partnership with a catering service provider at the Savona Mill site to outsource and provide daily breakfast, lunch, and travel bag lunches for FOCUS and for the ART of STEM Academy. We plan to stagger our lunch service with the elementary/middle school from 11:30-12:30 and FOCUS from 12:30-1:30. The Savona Mill renovation plans include a commercial teaching kitchen that FOCUS will share with the catering service for our culinary program. It is our hope that the FOCUS culinary instructor and students will have the opportunity to work with the catering company to learn about and participate in food production, culinary arts, and catering business.

All students must submit a free and reduced priced meals application so that payment status may be established. While these forms are being processed, all students who desire meals will be provided through the school lunch program.

Parents are asked to make breakfast/lunch payments online.

**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	Proposed amount of coverage	Cost (Quote)
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coverage			
Comprehensive General Liability		\$1,000,000	\$5,328.00
Officers and Directors/Errors and Omissions		\$1,000,000	\$ .00
Property Insurance		\$500,000	\$750.00
Motor Vehicle Liability		\$1,000,000	\$181.00
Bonding Minimum/Maximum Amount	\$250,000	\$250,000	\$332.00
Other		\$1,000,000	\$10,382.00
Total Cost			\$16,973.00

\*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.

focuscharter 12/02/2013

(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).*

We have identified a facility at 528 S Turner Avenue, Charlotte, NC 28208. The is the Historic Savona Mill site. We are working with a commercial real estate agent to negotiate a rental contract with our governance board which includes renovation of the space to meet our educational needs. The developer has contracted an educational architect to design a space program for our student allotment and unique program needs that also meets the educational occupancy building code.

**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.

While the developer has our timeline in mind and is willing to begin the



building renovations before application approval so we can meet our opening goal of fall of 2015. Our contingency plan is that the developer will provide educational trailers if the building construction is not complete in time to open.

**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 1<sup>st</sup> 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 #1 600 - Charlotte-Mecklenburg Schools

Revenue	2013-2014 Per Pupil Funding	Projected LEA ADM	Approximate funding for 2015-2016
State Funds	\$4,582.77	600	\$2,749,662.00
Local Funds	\$2,318.40	600	\$1,391,040.00
Federal EC Funds	\$3,743.48	90	\$336,913.20
<b>Totals</b>			\$4,477,615.20

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

<b>INCOME: REVENUE PROJECTIONS</b>	<b>2015-2016</b>	<b>2016-2017</b>	<b>2017-2018</b>	<b>2018-2019</b>	<b>2019-2020</b>
-State ADM Funds	\$2,749,662	\$3,666,216	\$3,666,216	\$3,666,216	\$3,666,216
-Local Per Pupil Funds	\$1,391,040	\$1,854,720	\$1,854,720	\$1,854,720	\$1,854,720
-Exceptional Children Federal Funds	\$336,913	\$449,218	\$449,218	\$449,218	\$449,218
-Other Funds*	\$0	\$0	\$0	\$0	\$0
-Working Capital*	\$0	\$0	\$0	\$0	\$0
<b>Z - TOTAL REVENUE</b>	<b>\$4,477,615</b>	<b>\$5,970,154</b>	<b>\$5,970,154</b>	<b>\$5,970,154</b>	<b>\$5,970,154</b>

**\*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:															
Director	3	\$70,000	\$210,000	3	\$80,000	\$240,000	3	\$90,000	\$270,000	3	\$90,000	\$270,000	3	\$90,000	\$270,000
Student Services/Testing Coordinator	1	\$70,000	\$70,000	1	\$80,000	\$80,000	1	\$90,000	\$90,000	1	\$90,000	\$90,000	1	\$90,000	\$90,000
Ec Compliance Facilitator	1	\$70,000	\$70,000	1	\$80,000	\$80,000	1	\$90,000	\$90,000	1	\$90,000	\$90,000	1	\$90,000	\$90,000
Cpcc Coordinator	0	\$0	\$0	1	\$70,000	\$70,000	1	\$80,000	\$80,000	1	\$90,000	\$90,000	1	\$90,000	\$90,000
A - Total Admin and Support:	5	\$210,000	\$350,000	6	\$310,000	\$470,000	6	\$350,000	\$530,000	6	\$360,000	\$540,000	6	\$360,000	\$540,000
Instructional Personnel:															
Instructor	24	\$70,000	\$1,680,000	24	\$80,000	\$1,920,000	24	\$90,000	\$2,160,000	24	\$90,000	\$2,160,000	24	\$90,000	\$2,160,000
B - Total Instructional Personnel:	24	\$70,000	\$1,680,000	24	\$80,000	\$1,920,000	24	\$90,000	\$2,160,000	24	\$90,000	\$2,160,000	24	\$90,000	\$2,160,000
A+B = C - Total Admin, Support and Instructional Personnel:	29	\$280,000	\$2,030,000	30	\$390,000	\$2,390,000	30	\$440,000	\$2,690,000	30	\$450,000	\$2,700,000	30	\$450,000	\$2,700,000
Administrative & Support Benefits															
Health Insurance	29	\$5,285	\$153,265	30	\$5,285	\$158,550	30	\$5,285	\$158,550	30	\$5,285	\$158,550	30	\$5,285	\$158,550
Retirement Plan--NC State	29	\$9,800	\$284,200	30	\$11,200	\$336,000	30	\$12,600	\$378,000	30	\$12,600	\$378,000	30	\$12,600	\$378,000
Life Insurance	29	\$12	\$348	30	\$12	\$360	30	\$12	\$360	30	\$12	\$360	30	\$12	\$360
Disability	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Medicare	29	\$1,015	\$29,435	30	\$1,160	\$34,800	30	\$1,305	\$39,150	30	\$1,305	\$39,150	30	\$1,305	\$39,150

FOCUS Charter School

Social Security	29	\$4,340	\$125,860	30	\$4,960	\$148,800	30	\$5,580	\$167,400	30	\$5,580	\$167,400	30	\$5,580	\$167,400
Nc State Unemployment Tax	29	\$251	\$7,279	30	\$251	\$7,530	30	\$251	\$7,530	30	\$251	\$7,530	30	\$2,510	\$75,300
D - Total Admin and Support Benefits:	174	\$20,703	\$600,387	180	\$22,868	\$686,040	180	\$25,033	\$750,990	180	\$25,033	\$750,990	180	\$27,292	\$818,760
Instructional Personnel Benefits:															
D+E = F - Total Personnel Benefits	174	\$20,703	\$600,387	180	\$22,868	\$686,040	180	\$25,033	\$750,990	180	\$25,033	\$750,990	180	\$27,292	\$818,760
A+D = G - Total Admin and Support Personnel (Salary & Benefits)	179	\$1,490,176	\$950,387	186	\$2,189,841	\$1,156,040	186	\$2,254,506	\$1,280,990	186	\$2,287,006	\$1,290,990	186	\$2,311,765	\$1,358,760
B+E = H - Total Instructional Personnel (Salary & Benefits)	24	\$517,871	\$1,680,000	24	\$387,400	\$1,920,000	24	\$397,400	\$2,160,000	24	\$397,400	\$2,160,000	24	\$397,400	\$2,160,000
G+H = J - TOTAL PERSONNEL	203	\$2,008,047	\$2,630,387	210	\$2,577,241	\$3,076,040	210	\$2,651,906	\$3,440,990	210	\$2,684,406	\$3,450,990	210	\$2,709,165	\$3,518,760

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

<b>BUDGET OPERATIONS EXPENDITURE PROJECTIONS</b>		<b>2015-2016</b>	<b>2016-2017</b>	<b>2017-2018</b>	<b>2018-2019</b>	<b>2019-2020</b>
	Administrative & Support:					
Office:	Network / Wifi	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000
	Firewire Hard Drive	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000
	Office Supplies	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
	Isis Software	\$3,000	\$0	\$0	\$0	\$0
Professional Contract	Arcadia North Star	\$96,000	\$128,000	\$128,000	\$128,000	\$128,000
	Annual Audit	\$9,000	\$10,000	\$10,000	\$10,000	\$10,000
	Legal Counsel	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000
	Ec Specialized Services	\$50,000	\$50,000	\$50,000	\$50,000	\$50,000
Facilities	Facility Lease/Mortgage	\$742,500	\$765,000	\$787,500	\$810,000	\$832,500
	Utilities	\$90,000	\$90,000	\$90,000	\$90,000	\$90,000
	Maintenance	\$1,000	\$5,000	\$5,000	\$5,000	\$5,000
	Custodial Supplies	\$20,000	\$20,000	\$20,000	\$20,000	\$20,000
	Custodial Contract	\$30,000	\$30,000	\$30,000	\$30,000	\$30,000
	Insurance (pg19)	\$16,973	\$16,973	\$16,973	\$16,973	\$16,973
Other	Marketing	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000
	Child nutrition	\$50,000	\$50,000	\$50,000	\$50,000	\$50,000
	Travel	\$54,000	\$100,000	\$100,000	\$100,000	\$100,000
	Cpcc Tuition	\$0	\$560,000	\$560,000	\$560,000	\$560,000
	Furniture	\$70,000	\$5,000	\$5,000	\$5,000	\$5,000
	Other	\$0	\$0	\$0	\$0	\$0
	K - TOTAL Administrative & Support Operations	\$1,259,473	\$1,856,973	\$1,879,473	\$1,901,973	\$1,924,473
	Instructional:					
Classroom Technology	Mac Pro Laptop	\$40,000	\$40,000	\$40,000	\$40,000	\$40,000
	Ipad Mini	\$188,071	\$59,800	\$59,800	\$59,800	\$59,800
	Lcd Projector	\$5,000	\$1,000	\$1,000	\$1,000	\$1,000
	Dslr Cameras	\$10,000	\$5,000	\$5,000	\$5,000	\$5,000
	Terabyte Drives	\$4,800	\$1,600	\$1,600	\$1,600	\$1,600
	Content Specific Supplies	\$200,000	\$200,000	\$200,000	\$200,000	\$200,000
	L - TOTAL Instructional Operations	\$447,871	\$307,400	\$307,400	\$307,400	\$307,400
	K+L = M - TOTAL OPERATIONS	\$1,707,344	\$2,164,373	\$2,186,873	\$2,209,373	\$2,231,873

**Overall Budget:**

<b>BUDGET OPERATIONS EXPENDITURE PROJECTIONS</b>	<b>2015-2016</b>	<b>2016-2017</b>	<b>2017-2018</b>	<b>2018-2019</b>	<b>2019-2020</b>
J - TOTAL PERSONNEL	\$2,630,387	\$3,076,040	\$3,440,990	\$3,450,990	\$3,518,760
M - TOTAL OPERATIONS	\$1,707,344	\$2,164,373	\$2,186,873	\$2,209,373	\$2,231,873
J+ M =N TOTAL EXPENDITURES	\$4,337,731	\$5,240,413	\$5,627,863	\$5,660,363	\$5,750,633
Z - TOTAL REVENUE	\$4,477,615	\$5,970,154	\$5,970,154	\$5,970,154	\$5,970,154
Z - N = SURPLUS / (DEFICIT)	\$139,884	\$729,741	\$342,291	\$309,791	\$219,521

**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 student enrollment number (Y1-600/Y2-800) was projected based on the following

- 9th grade = 8 cohorts with 25 students in each cohort = 200
- 10th grade = 8 cohorts with 25 students in each cohort = 200
- 11th grade = 8 cohorts with 25 students in each cohort = 200
- 12th grade = 200 students at CPCC College and Career Program

According to Meck Ed data at the time of this application there is no charter school choice for residents with school high school age children on the west side of Charlotte. The CMS Magnet school waitlist also shows the need for STEAM educational choice at the high school level. The Charter school waitlist data also show the need for more charter school choice. FOCUS is providing a unique educational experience by utilizing STEAM/Expeditionary curriculum, community as campus, and interactive technology. FOCUS is confident in the ability to create a high end media campaign and use grassroots community efforts to reach out to residents of the historic west side neighborhoods and downtown Charlotte. FOCUS will provide a dynamic alternative to traditional education and an easy accessible registration process to enroll our target population and meet our projected enrollment numbers.

Our break even enrollment is 524 for the first year.

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

If anticipated revenues are not met FOCUS can adjust the budget provided in the following ways:

- 1. surplus - \$139,884
- 2. iPad mini, one per student - up to \$188,071
- 3. reduce furniture budget - up to \$24,000
- 5. reduce directors to 1 position - up to \$170,170

A possible reduction of \$522,125, which equals approximately 76 students.

*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*

*FOCUS is dedicated to the notion of operating on the Average Daily Membership (ADM). We recognize that our programming and community partnerships have the potential to secure grant funding and donations. FOCUS understands that charter school survival is dependent on enrollment and the ability to provide programming from the ADM only budget provided in this application. Additional funding that FOCUS seeks will allow us to grow our programming and provide additional outreach opportunities and fund more community projects off campus. The budget provided in this document is based on the Federal and Local ADM only, except for the donations of network and wifi equipment and installation and the development of our marketing campaign from our board members cited in their letters of intent provided in the Appendices R.*

*FOCUS Budget revenue projections jump from year one to year two because FOCUS plans to enroll the senior class as full time students at FOCUS and at CPCC Career and College Experience Program. FOCUS has made every attempt to determine how this program is funded and whether FOCUS will receive the full ADM for students enrolled at CPCC. FOCUS was unable to attain any information at the time of this application. In this part of the budget, we have calculated the standard ADM revenue per student, hired one college and career coordinator to manage and oversee the program and factored the expense of a full time student enrollment with 24 credit hours, fees, books supplies, parking pass per student of \$2,800 per year. The jump in revenue stems from the increased student enrollment and 'outsourcing' the additional personnel and facility needs to CPCC.*

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

1-25

- 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.*

FOCUS Charter School has selected Arcadia NorthStar to provide academic and financial accounting services based on their reputation and service of most of the charter schools in the state. FOCUS plans to contract Exceptional Children services in areas that the EC Compliance Coordinator is not certified based on our student enrollment and specific needs. FOCUS Governance Board will vest multiple providers for each contracted service and determine the exact procedures and policies the board will follow for the selection of contractors and large purchases.

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

The mission of FOCUS Charter School is to utilize STEAM curriculum and design based expeditionary learning to meet the challenges of our global society through innovation, collaboration, and creative problem solving.

The FOCUS budget aligns with the school's mission by providing each student with the technology tools necessary to use for both learning and expression by purchasing an Ipad mini for each student. Students will also be able to access the mac book pro laptop carts, and each instructor will have a mac pro laptop, DSLR Camera, and LCD projector. Access to technology will empower nontraditional and socioeconomically challenged students access to



information.

The travel section of the budget allows for 90 Charlotte Area Transit(CATS)round trip bus passes (\$1 each)for each of the 600 students enrolled at FOCUS to travel to community partners not in walking distance. FOCUS students and instructors will be encouraged to walk, weather permitting, as part of our healthy living initiative. Special transportation and consideration will be made for students with disabilities.

Each studio instructor will receive an operations budget of \$1,000 per session,(\$8,000 per year)to purchase supplies for the design/build component of the STEAM curriculum, (ex:model race cars for math I)each instructor's needs will be different and they will have the autonomy to purchase supplies for their content area and specific community design/build project.All purchases will be approved through the policies developed in the employee handbook.

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.*

If FOCUS charter school can maintain full enrollment, the school plans to develop a general fund balance and be able to accumulate at least 1 month expense coverage in fund balance by the end of year 2 of operation. FOCUS plans to accumulate a 3+ month expense coverage fund balance by the end of year 5 of operation.

These projections assume that FOCUS does not receive any additional program funding, Title I, or IDEA grant funding which we have contracted Arcadia NorthStar to manage and believe our target population and neighborhood demographic will ensure.

These projections also assume that FOCUS does not raise any additional capital from fundraising efforts or private sector donations. If FOCUS can secure our goal of \$500,000-\$750,000 in private funds and meets full enrollment at open, FOCUS will open with a 1 month expense coverage fund balance.

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

FOCUS budget represents the purchase price of all operating expenses except plans to lease 104 Apple Mac book pro's on a three year rotating lease cycle.

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*

At the time of this application, FOCUS Charter School has secured the equipment and installation of our wifi network(\$20,000-\$30,000), and the donation of the development and implementation of our marketing campaign(\$28,500). These assets are anticipated and evidence of commitment as provided in Appendix R.

**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 FOCUS Governance Board and the governance financial committee and the directors will develop the annual operating budget. The board will oversee and monitor the budget monthly with a report provided by Arcadia NorthStar. All changes to the budget will require a vote from the governance board.

FOCUS Charter School has contracted Arcadia NorthStar to prepare financial statements and monitor the school's daily/weekly budget expenditures. The student services/testing coordinator will serve and the position that documents financial expenditures daily for the school and will report those expenses through the ISIS state software required by the state.

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

Not applicable, there are none at the time of this application

*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.*

Rebekah Barr, CPA  
5422 Boswellville Road, Wilson, NC 27893  
(252)230-6294

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).*

focuscharter

Date: 12/02/2013

**Applicant Signature:**

The foregoing application is submitted on behalf of FOCUS Charter 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: focuscharter

Board Position: Kristin St.Martin, Co-Founder

Signature: \_\_\_\_\_

Date: 12/02/2013

Sworn to and subscribed before me this  
\_\_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_.

\_\_\_\_\_  
Notary Public

\_\_\_\_\_  
Official Seal

My commission expires: \_\_\_\_\_, 20\_\_\_\_.

