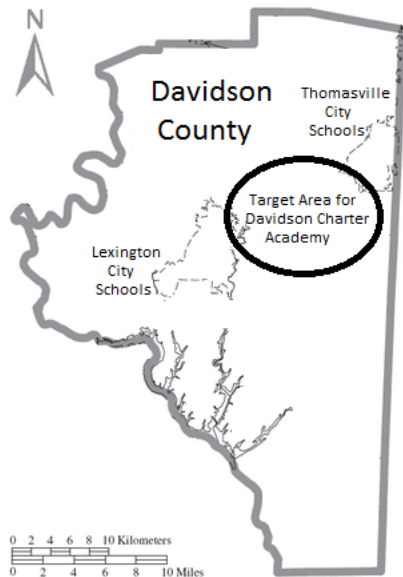


Appendix A

Appendix A1

We conducted a survey seeking evidence to support the need for and interest in a charter school to serve grades K – 8 in the Davidson County area. As of 2016-2017, no public charter schools operate in Davidson County. A copy of our survey, which was disseminated using an online system, is included as part of Appendix A1. Based on the survey results shown below, the demand for alternatives to the traditional public school education systems available in Davidson County is clear. Parents who responded are seeking greater choice, are likely to enroll their students and are concerned about class size, testing, individualization and the quality of the education received. DCA intends to focus on all four of these areas in order to provide a superior educational choice for the children of the three LEAs that we plan to serve.

Proposed Location of Davidson Charter Academy



In the spring of 2013, an initial community meeting was held. Approximately 45 people attended this meeting. We spent over two hours explaining our mission and answering questions. It was apparent that those in attendance were very interested in an alternative choice. From that meeting, letters of intent were signed for approximately 43 children. Further, there are approximately 40 community members who registered to receive information through our website. While these numbers are not staggering, they do show that those who are informed about charter schools and our mission and purpose are eager to choose this alternative.

As further evidence of need, two of the three LEAs in Davidson County score below the state average in state wide testing in 2015-2016.

Appendix A

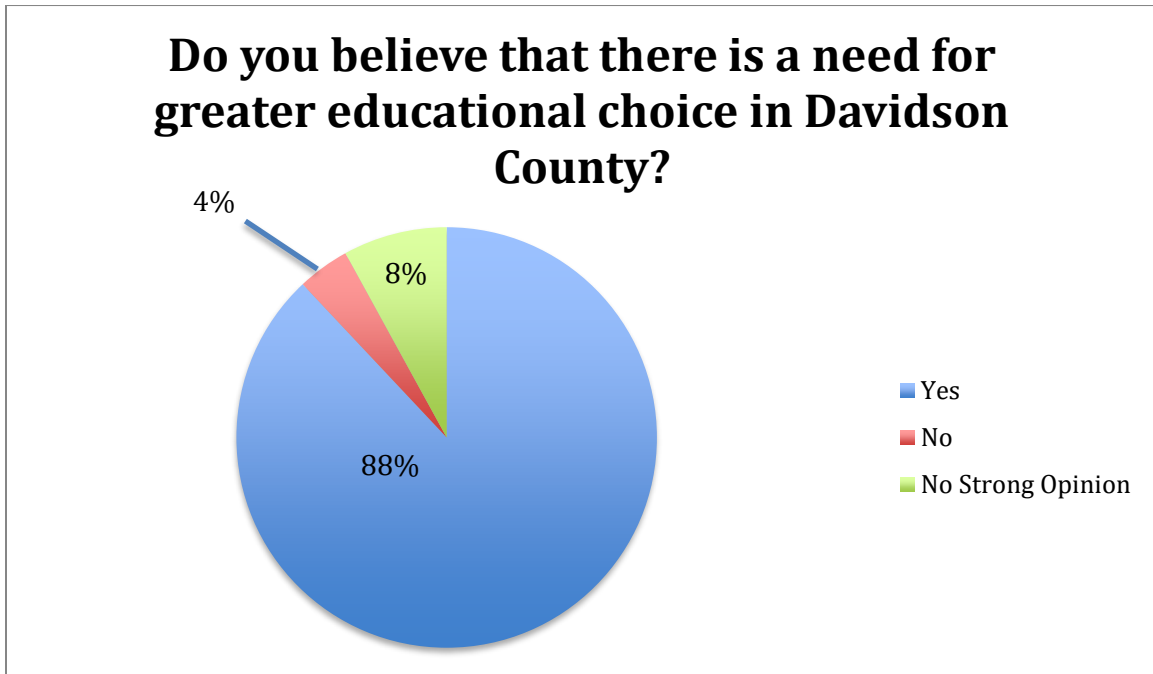
District Name	Subject	Standard (CCR - Level 4 & 5, GLP - Level 3 & Above)	All Students
State of North Carolina	All EOG Subjects	Grade Level Proficient	58.2
Davidson County Schools	All EOG Subjects	Grade Level Proficient	62.4
Lexington City Schools	All EOG Subjects	Grade Level Proficient	47.4
Thomasville City Schools	All EOG Subjects	Grade Level Proficient	42.9

Thomasville City Schools scored 15.3% below the state average for grades 3 – 8 in all EOG subjects, and Lexington City Schools scoring 10.8% below the state average in all EOG subjects. These scores indicate that some students in our targeted geographic area are being left behind. Research has proven that at-risk students can benefit from smaller class sizes, individualized instruction and higher standards that we seek to offer them at DCA. In multiple studies, students who were “below grade level” performed well above expected when they were held to a higher standard. The Core Knowledge Sequence and DCA intend to do just that.

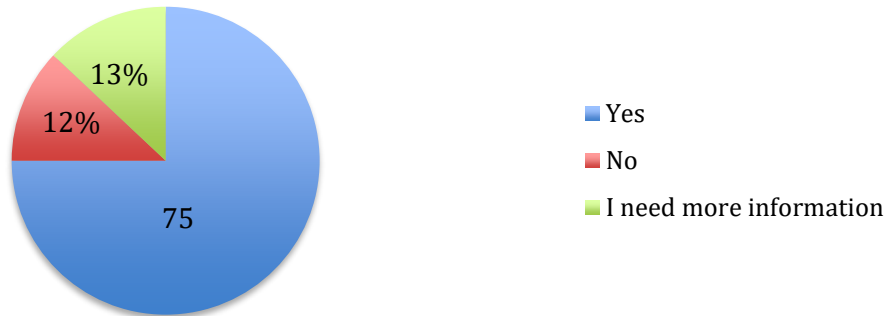
In “2020 Renaissance – A Strategic Plan for a Greater Lexington,” a strategic planning project completed by a special committee appointed by Mayor Walser in 2011, the 2013 Lexington City Council and mayor accepted a report that stated, “In almost all discussions related to economic recovery, having an educated populace is considered paramount to attracting the kinds of industry and work force desired. Having high performing schools also attracts to live here and work.” While the Davidson County Schools perform slightly above the state average, including the performance of the other two LEAs results in the perception is that there is a lack of educational opportunity in Davidson County.

In regards to a charter school opening in Davidson County, the outgoing Davidson County Schools superintendent, Dr. Fred Mock, was recently quoted as saying, “I am old enough to remember when there were two separate school systems that were divided and divided our children on the basis of class, race and income; that was not a positive thing for Davidson County. I hope we don't see that again.” Indeed, the test scores and achievement show that there are THREE separate systems, and that children in two of three LEAs lag behind. DCA would bring together students from all LEAs and provide all students with the opportunities that a rigorous, character based education calling for higher standards and focused on student achievement will create.

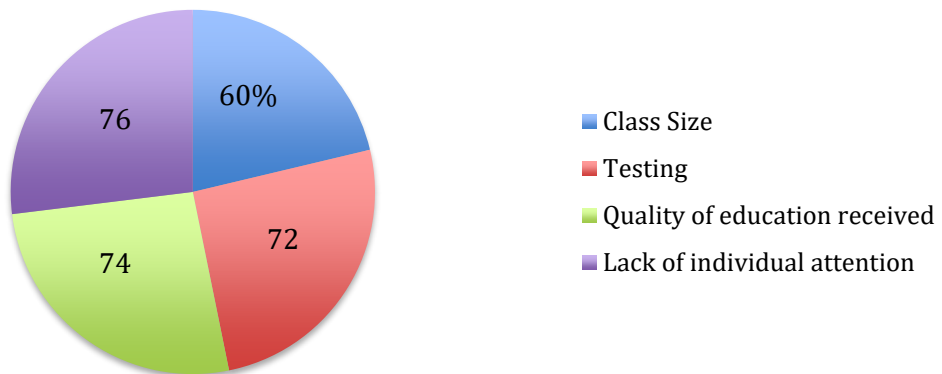
Results From Initial Parent Interest Survey



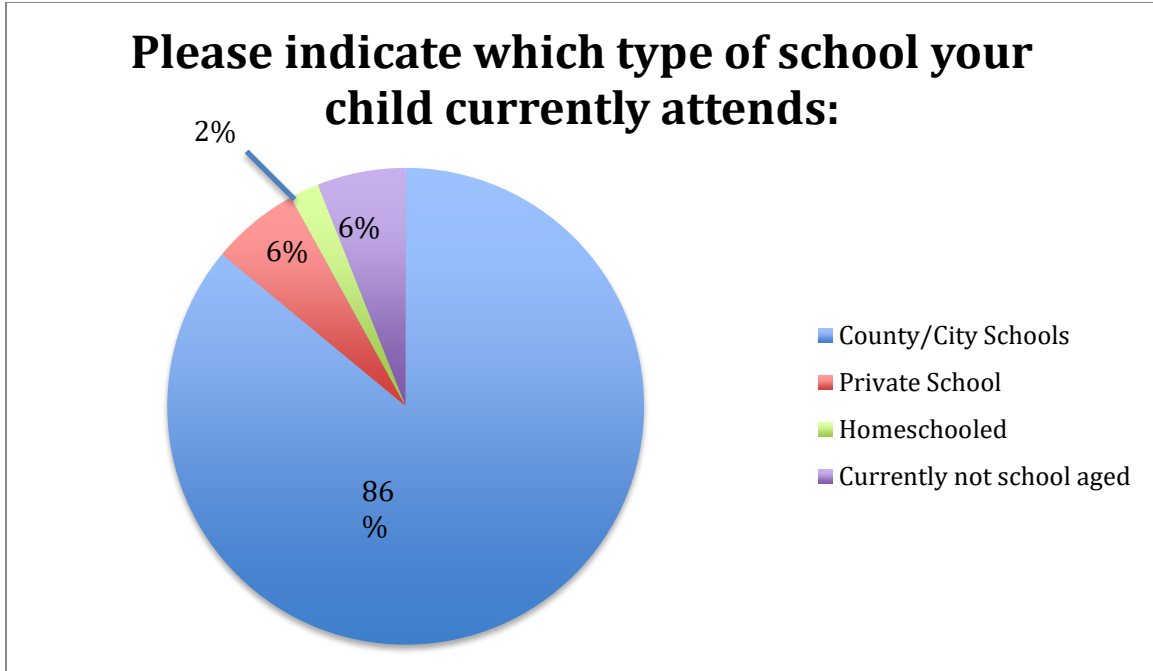
A charter school is a publicly funded, FREE school open to anyone in North Carolina. If a charter school were to open in Davidson County, would you consider enrolling your child(ren)?



**Which of the following are you concerned about in regards to the education system currently available?
Check all that apply.**



Appendix A



Additional Testimonial Information from September 14th, 2016 Community Meeting

"The students of Davidson County deserve this school."

"You absolutely have our support. School choice is needed in Davidson County."

"This school will raise the standards for our children and be a huge benefit to Davidson County."

"This is exactly what our county needs to make it more appealing for businesses to move here."

Language Arts: Grade 3

The *Common Core State Standards for English Language Arts* emphasize the critical importance of building nonfiction background knowledge in a coherent and sequenced way within and across grades. This can be accomplished most effectively, at each grade level, by integrating the topics from history, geography, science, and the arts in the *Core Knowledge Sequence* into the language arts block. Note that in the *Sequence*, there are many cross-curricular connections to history and science topics within Language Arts (e.g., poems, stories, and sayings), as well as to visual arts and music, which can and should be integrated into the applicable domain of study.

For Grade 3, domains include: The Ancient Roman Civilization; The Vikings; The Earliest Americans; Early Exploration of North America; The Thirteen Colonies: Life and Times Before the Revolution; Introduction to Classification of Animals; The Human Body; Light and Optics; Sound; Ecology; Astronomy.

NOTE: The objectives listed in **I. Reading and Writing** are currently under revision, as part of the *Core Knowledge Language Arts* program development for Grades 3–5. The revised Grade 3 goals and objectives will be conceptually consistent with the K–2 language arts sections of the 2010 edition of the *Sequence* and will be posted at www.coreknowledge.org as part of the online *Sequence* as soon as they are available.

I. Reading and Writing

Teachers: Many of the following sub-goals are designed to help children achieve the overall goal for reading in third grade: to be able to read (both aloud and silently), with fluency, accuracy, and comprehension any story or other text appropriately written for third grade. Such texts include Beverly Cleary's *Ramona* books, Laura Ingalls Wilder's *Little House in the Big Woods*, and third-grade-level volumes in such nonfiction series as *Let's Read and Find Out* and *New True Books*.

In third grade, children should be competent decoders of most one- and two-syllable words, and they should become increasingly able to use their knowledge of phonemes, syllable boundaries, and prefixes and suffixes to decode multisyllable words. Systematic attention to decoding skills should be provided as needed for children who have not achieved the goals specified for grades 1 and 2.

A. READING COMPREHENSION AND RESPONSE

- Independently read and comprehend longer works of fiction (“chapter books”) and nonfiction appropriately written for third grade or beyond.
- Point to specific words or passages that are causing difficulties in comprehension.
- Orally summarize main points from fiction and nonfiction readings.
- Ask and pose plausible answers to how, why, and what-if questions in interpreting texts, both fiction and nonfiction.
- Use a dictionary to answer questions regarding meaning and usage of words with which he or she is unfamiliar.
- Know how to use a table of contents and index to locate information.

B. WRITING

Teachers: Children should be given many opportunities for writing, both imaginative and expository, with teacher guidance that strikes a balance between encouraging creativity and requiring correct use of conventions. The following guidelines build on the second grade guidelines: please refer to them and provide review and reinforcement as necessary to ensure mastery.

Note: Children should read outside of school at least 20 minutes daily.

- Produce a variety of types of writing—such as stories, reports, poems, letters, descriptions—and make reasonable judgments about what to include in his or her own written works based on the purpose and type of composition.
- Know how to gather information from basic print sources (such as a children’s encyclopedia), and write a short report presenting the information in his or her own words.
- Know how to use established conventions when writing a friendly letter: heading, salutation (greeting), closing, signature.
- Produce written work with a beginning, middle, and end.
- Organize material in paragraphs and understand
 - how to use a topic sentence
 - how to develop a paragraph with examples and details
 - that each new paragraph is indented
- In some writings, proceed with guidance through a process of gathering information, organizing thoughts, composing a draft, revising to clarify and refine his or her meaning, and proofreading with attention to spelling, mechanics, and presentation of a final draft.

Note: Review from grade 2: capital letters for the first word of a sentence; proper nouns; the pronoun “I”; holidays and months and days of the week; names of countries, cities, states; main words in titles; initials.

Note: Review and reinforce from grade 2: singular and plural nouns; making words plural with /s/ or /es/; irregular plurals; correct usage of irregular verbs (*be*, *have*, *do*, *go*, *come*, etc.); regular past tense with *-ed* and past tense of irregular verbs.

Note: Children should know that a *possessive* noun shows ownership.

Note: Teach only words that can be clearly analyzed into prefix and base word; for example, do not teach “discover” or “display” as prefixed words.

C. SPELLING, GRAMMAR, AND USAGE

- Spell most words correctly or with a highly probable spelling, and use a dictionary to check and correct spellings about which he or she is uncertain.
- Use capital letters correctly.
- Understand what a complete sentence is, and
 - identify subject and predicate in single-clause sentences
 - distinguish complete sentences from fragments
- Identify and use different sentence types:
 - declarative (makes a statement)
 - interrogative (asks a question)
 - imperative (gives a command)
 - exclamatory (for example, “What a hit!”)
- Know the following parts of speech and how they are used:
 - nouns (for concrete nouns)
 - pronouns (singular and plural)
 - verbs: action verbs and auxiliary (helping) verbs
 - adjectives (including articles: *a* before a consonant, *an* before a vowel, and *the*)
 - adverbs
- Know how to use the following punctuation:
 - end punctuation: period, question mark, or exclamation point
 - comma: between day and year when writing a date; between city and state in an address; in a series; after *yes* and *no*
 - apostrophe: in contractions; in singular and plural possessive nouns
- Recognize and avoid the double negative.

D. VOCABULARY

- Know what prefixes and suffixes are and how the following affect word meaning:
 - Prefixes:
 - re* meaning “again” (as in reuse, refill)
 - un* meaning “not” (as in unfriendly, unpleasant)
 - dis* meaning “not” (as in dishonest, disobey)
 - un* meaning “opposite of” or “reversing an action” (as in untie, unlock)
 - dis* meaning “opposite of” or “reversing an action” (as in disappear, dismount)
 - Suffixes:
 - er* and *or* (as in singer, painter, actor)
 - less* (as in careless, hopeless)
 - ly* (as in quickly, calmly)

Note: Review synonyms and antonyms.

- Know what homophones are (for example, by, buy; hole, whole) and correct usage of homophones that commonly cause problems:
 their, there, they're
 your, you're
 its, it's
 here, hear
 to, too, two
- Recognize common abbreviations (for example, St., Rd., Mr., Mrs., Ms., Dr., U.S.A., ft., in., lb.).

II. Poetry

Teachers: The poems listed here constitute a selected core of poetry for this grade. You are encouraged to expose children to more poetry, old and new, and to have children write their own poems. To bring children into the spirit of poetry, read it aloud and encourage them to read it aloud so they can experience the music in the words. At this grade, poetry should be a source of delight; technical analysis should be delayed until later grades.

Adventures of Isabel (Ogden Nash)
 The Bee (Isaac Watts; see also below, "The Crocodile")
 By Myself (Eloise Greenfield)
 Catch a Little Rhyme (Eve Merriam)
 The Crocodile (Lewis Carroll)
 Dream Variations (Langston Hughes)
 Eletelephony (Laura Richards)
 Father William (Lewis Carroll)
 First Thanksgiving of All (Nancy Byrd Turner)
 For want of a nail, the shoe was lost . . . (traditional)
 Jimmy Jet and His TV Set (Shel Silverstein)
 Knoxville, Tennessee (Nikki Giovanni)
 Trees (Sergeant Joyce Kilmer)

III. Fiction

Teachers: The titles here constitute a selected core of stories for this grade. Expose children to many more stories, and encourage children to write their own stories. Children should also be exposed to nonfiction prose: biographies, books about science and history, books on art and music, etc. Also, engage children in dramatic activities, possibly with one of the stories below in the form of a play. Some of the following works, such as *Alice in Wonderland* and *The Wind in the Willows*, lend themselves to reading aloud to children.

A. STORIES

Alice in Wonderland (Lewis Carroll)
 from *The Arabian Nights*:
 Aladdin and the Wonderful Lamp
 Ali Baba and the Forty Thieves
 The Hunting of the Great Bear (an Iroquois legend about the origin of the Big Dipper)
 The Husband Who Was to Mind the House (a Norse/English folktale, also known as "Gone is Gone")
 The Little Match Girl (Hans Christian Andersen)
 The People Could Fly (an African American folktale)
 Three Words of Wisdom (a folktale from Mexico)
 William Tell
 selections from *The Wind in the Willows*: "The River Bank" and
 "The Open Road" (Kenneth Grahame)

See also American History 3:
 Slavery in the Colonies, re
 "The People Who Could Fly."

See also World History 3:
Vikings.

See also World History 3,
Ancient Rome.

B. MYTHS AND MYTHICAL CHARACTERS

- Norse Mythology
 - Asgard (home of the gods)
 - Valhalla
 - Hel (underworld)
 - Odin
 - Thor
 - trolls
 - Norse gods and English names for days of the week: Tyr, Odin [Wodin], Thor, Frigg [Freya]
- More Myths and Legends of Ancient Greece and Rome
 - Jason and the Golden Fleece
 - Perseus and Medusa
 - Cupid and Psyche
 - The Sword of Damocles
 - Damon and Pythias
 - Androcles and the Lion
 - Horatius at the Bridge

C. LITERARY TERMS

biography and autobiography
fiction and nonfiction

IV. Sayings and Phrases

Teachers: Every culture has phrases and proverbs that make no sense when carried over literally into another culture. For many children, this section may not be needed; they will have picked up these sayings by hearing them at home and among friends. But the sayings have been one of the categories most appreciated by teachers who work with children from home cultures that differ from the standard culture of literate American English.

Actions speak louder than words.
His bark is worse than his bite.
Beat around the bush
Beggars can't be choosers.
Clean bill of health
Cold shoulder
A feather in your cap
Last straw
Let bygones be bygones.
One rotten apple spoils the whole barrel.
On its last legs
Rule the roost
The show must go on.
Touch and go
When in Rome do as the Romans do.
Rome wasn't built in a day.

I. Writing, Grammar, and Usage

Teachers: Students should be given opportunities to write fiction, poetry, or drama, but instruction should emphasize repeated expository writing. Students should examine their work with attention to unity, coherence, and emphasis. Expository essays should have a main point and stick to it, and have a coherent structure, typically following the pattern of introduction, body, and conclusion. Paragraphs should have a unified focus, be developed with evidence and examples, and have transitions between them. Essays should have appropriate tone and diction, as well as correct spelling and grammar in their final form. Standards for writing apply across the disciplines.

A. WRITING AND RESEARCH

- Expository writing: Write nonfiction essays that describe, narrate, persuade, and compare and contrast.
- Write research essays, with attention to
 - asking open-ended questions
 - gathering relevant data through library and field research
 - summarizing, paraphrasing, and quoting accurately when taking notes
 - defining a thesis (that is, a central proposition, a main idea)
 - organizing with an outline
 - integrating quotations from sources
 - acknowledging sources and avoiding plagiarism
 - preparing a bibliography

B. SPEAKING AND LISTENING

- Participate civilly and productively in group discussions.
- Give a short speech to the class that is well-organized and well-supported.
- Demonstrate an ability to use standard pronunciation when speaking to large groups and in formal circumstances, such as a job interview.

C. GRAMMAR

Teachers: Students should have a working understanding of the following terms and be able to use them to discuss and analyze writing.

Parts of the Sentence

- Prepositional phrases
 - Identify as adjectival or adverbial
 - Identify word(s) modified by the prepositional phrase
 - Object of preposition (note that pronouns are in objective case)
 - Punctuation of prepositional phrases
- Subject and verb
 - Find complete subject and complete predicate
 - Identify simple subject and simple verb (after eliminating prepositional phrases):
 - in statements
 - in questions
 - in commands (you understood)
 - with there and here
 - Auxiliary verbs
 - Noun of direct address
 - Subject-verb agreement:
 - with compound subjects
 - with compound subjects joined by *or*
 - with indefinite pronouns (for example, everyone, anyone, some, all)



See also English 6 for more guidelines on writing persuasive essays.



- Complements
 - Find direct and indirect objects
 - Review linking vs. action verbs
 - Predicate nominative
 - Predicate adjective
- Appositives
 - Identify and tell which noun is renamed
 - Use of commas with appositive phrases
- Participles
 - Identify past, present participles
 - Identify participial phrases
 - Find the noun modified
 - Commas with participial phrases
- Gerunds and gerund phrases
 - Identify and tell its use in the sentence (subject, direct object, indirect object, appositive, predicate nominative, object of preposition)
- Infinitives and infinitive phrases
 - Adjective and adverb: find the word it modifies
 - Noun: tell its use in the sentence

Clauses

- Review: sentences classified by structure
 - Simple; compound (coordinating conjunctions v. conjunctive adverbs); complex; compound-complex
- Review independent (main) v. dependent (subordinate) clauses
- Kinds of dependent clauses
 - Adjective clauses
 - Identify and tell noun modified
 - Introductory words: relative pronouns, relative adverbs (where, when)
 - Implied “that”
 - Commas with nonrestrictive (nonessential) adjective clause
 - Adverb clauses
 - Identify and tell the word(s) modified
 - Subordinating conjunctions (for example, because, although, when, since, before, after, as soon as, where)
 - Comma after introductory adverbial clause
 - Noun clauses
 - Identify and tell use in the sentence (subject, predicate nominative, direct object, indirect object, object of preposition, appositive, objective complement, noun of direct address)

D. SPELLING

- Continue work with spelling, with special attention to commonly misspelled words, including:

achievement	despise	muscular	scholar
address	doesn't	occasionally	shepherd
analysis	environment	offense	sincerely
anonymous	excellent	particularly	sponsor
argument	existence	persuade	succeed
beginning	grammar	politician	surprise
business	hypocrisy	prejudice	tendency
college	immediately	probably	thorough
conscience	interpret	recognize	truly
control	knowledge	remembrance	women
criticism	lieutenant	responsibility	written
definite	medieval	rhyme	
description	muscle	sacrifice	

Note: More commonly misspelled words are listed in grades 6 and 8.

E. VOCABULARY

Teachers: Students should know the meaning of these Latin and Greek words that form common word roots and be able to give examples of English words that are based on them.

Note: More Latin and Greek words and roots are listed in grades 6 and 8. In the listings here, L = Latin, G = Greek. No single form of the Latin or Greek words is consistently used here, but rather the form that is most similar to related English words.

<u>Latin/Greek Word</u>	<u>Meaning</u>	<u>Examples</u>
ab [L]	away from	abnormal, absent
ad [L]	to, forward	advocate, advance
amo [L]	love	amiable, amorous
audio [L]	hear	audience, inaudible
auto [G]	self	automobile, autocrat
bene [L]	good/well	beneficial, benefit
circum [L]	around	circulate, circumference
celer [L]	swift	accelerate
chronos [G]	time	chronological
cresco [L]	grow	increase, decrease
cum [L]	with	compose, accommodate
curro [L]	run	current, cursive, course
demos [G]	people	democracy, epidemic
erro [L]	wander, stray	error, erratic
ex [L]	from, out of	exclaim, exhaust
extra [L]	outside	extravagant, extraordinary
facio [L]	make	effect, affect
fero [L]	bring, bear	confer, defer
fragilis [L]	breakable	fragile, fragment
finis [L]	end	confine, finality
homos [G]	same	homogenous
hyper [G]	over, beyond	hypertension, hyperactive
hypo [G]	under, beneath	hypodermic, hypothesis
jacio [L]	throw	eject, interject
judex [L]	a judge	judge, prejudice
juro [L]	swear	jury, perjury
makros [G]	long	macrocosm
malus [L]	bad	malady, malice
manus [L]	hand	manufacture, manuscript
morphe [G]	form	metamorphosis, amorphous
neos [G]	new	neophyte
pan [G]	all	panorama, panacea
pedis [L]	foot	pedal, biped
polis [G]	city	metropolis
pro [L]	before, for	proceed, propose, prodigy
pseudos [G]	a lie	pseudonym
re [L]	back, again	react, reply, revise
scribo [L]	write	scribble, inscribe
sentio [L]	feel (with senses)	sensation, sensual, sentry
sequor [L]	follow	subsequent, sequel
solvo [L]	loosen	solution, dissolve, solvent
specto [L]	look at	inspect, speculate, perspective
strictus [L]	drawn tight	strict, constricted
sub [L]	under	subdue, subject, subtract
super [L]	above	superficial, superlative, supreme
syn [G]	together	synchronize, synthesis
tendo [L]	stretch	tension, intense, detention
teneo [L]	hold, keep	contain, content, maintain
trans [L]	across	transfer, transcontinental
valeo [L]	be strong	prevail, valiant
venio [L]	come	event, advent
voco [L]	call	vocal, voice, vociferous
volvo [L]	revolve	evolve, revolution
zoon, zoe [G]	animal, life	zoology, protozoa

See also History 7: World War I, re Wilfred Owen; and, America in the Twenties, Harlem Renaissance, re Langston Hughes and Countee Cullen.

II. Poetry

Teachers: The poems listed here constitute a selected core of poetry for this grade. You are encouraged to expose students to more poetry, old and new, and to have students write their own poems. Students should examine some poems in detail, discussing what the poems mean as well as asking questions about the poet's use of language.

A. POEMS

Annabel Lee (Edgar Allan Poe)
 Because I could not stop for Death (Emily Dickinson)
 The Charge of the Light Brigade (Alfred Lord Tennyson)
 The Chimney Sweeper (both versions from *The Songs of Innocence* and *The Songs of Experience*; William Blake)
 The Cremation of Sam McGee (Robert Service)
 Dulce et Decorum Est (Wilfred Owen)
 Fire and Ice; Nothing Gold Can Stay (Robert Frost)
 Heritage (Countee Cullen)
 Macavity: The Mystery Cat (T.S. Eliot)
 The Negro Speaks of Rivers; Harlem; Life is Fine (Langston Hughes)
 This Is Just to Say; The Red Wheelbarrow (William Carlos Williams)

B. ELEMENTS OF POETRY

- Review: meter, iamb, rhyme scheme, free verse, couplet, onomatopoeia, alliteration
- Stanzas and refrains
- Forms
 - ballad
 - sonnet
 - lyric
 - narrative
 - limerick
 - haiku
- Types of rhyme: end, internal, slant, eye

III. Fiction, Nonfiction, and Drama

A. SHORT STORIES

"The Gift of the Magi" (O. Henry)
 "The Necklace" (Guy de Maupassant)
 "The Secret Life of Walter Mitty" (James Thurber)
 "The Tell-Tale Heart"; "The Purloined Letter" (Edgar Allan Poe)

B. NOVELS / NOVELLAS

The Call of the Wild (Jack London)
Dr. Jekyll and Mr. Hyde (Robert Louis Stevenson)

C. ELEMENTS OF FICTION

- Review aspects of plot and setting
- Theme
- Point of view in narration
 - omniscient narrator
 - unreliable narrator
 - third person limited
 - first person
- Conflict: external and internal
- Suspense and climax

See also History 7: World War II, re Roosevelt's "Declaration of War" and Anne Frank's *Diary of a Young Girl*.

D. ESSAYS AND SPEECHES

- "Shooting an Elephant" (George Orwell)
- "The Night the Bed Fell" (James Thurber)
- "Declaration of War on Japan" (Franklin D. Roosevelt)

E. AUTOBIOGRAPHY

Diary of a Young Girl (Anne Frank)

F. DRAMA

- *Cyrano de Bergerac* (Edmond Rostand)
- Elements of drama
 - Tragedy and comedy (review)
 - Aspects of conflict, suspense, and characterization
 - Soliloquies and asides

G. LITERARY TERMS

- Irony: verbal, situational, dramatic
- Flashbacks and foreshadowing
- Hyperbole; oxymoron; parody

IV. Foreign Phrases Commonly Used in English

Teachers: Students should learn the meaning of the following Latin phrases that are commonly used in English speech and writing.

Note: In eighth grade, students will learn French phrases commonly used in English speech and writing.

ad hoc - concerned with a particular purpose; improvised [literally, "to the thing"]
 bona fides - good faith; sincere, involving no deceit or fraud
 carpe diem - seize the day, enjoy the present
 caveat emptor - let the buyer beware, buy at your own risk
 de facto - in reality, actually existing
 in extremis - in extreme circumstances, especially at the point of death
 in medias res - in the midst of things
 in toto - altogether, entirely
 modus operandi - a method of procedure
 modus vivendi - a way of living, getting along
 persona non grata - an unacceptable or unwelcome person
 prima facie - at first view, apparently; self-evident
 pro bono publico - for the public good
 pro forma - for the sake of form, carried out as a matter of formality
 quid pro quo - something given or received in exchange for something else
 requiescat in pace, R I P - may he or she rest in peace [seen on tombstones]
 sic transit gloria mundi - thus passes away the glory of the world
 sine qua non - something absolutely indispensable [literally, "without which not"]
 sub rosa - secretly

Davidson Charter Academy
Proposed 2018-2019 Calendar

August – 13th – 17th – Teacher Work Days – set aside for professional development and work in classrooms

August 20th and 21st – Teacher work days – set aside for work in classrooms and planning

August 22nd – First Day of School – noon dismissal

September 3rd – Labor Day – No school

October 1st – Teacher workday set aside for cross curricular planning and/or professional development

October 30th – End of First Quarter

November 2nd – Teacher Work Day – set aside for completing and submitting grades

November 5th – Noon Dismissal – Parent/Teacher Conferences – 1 p.m. – 6 p.m.

November 12th – Veteran’s Day – No School

November 21st – 23rdth – Thanksgiving Holidays – No School

December 24th – January 1st – Winter Break – No School

January 21st – Martin Luther King Day – no school

January 24th – Second Quarter Ends

January 25th – Teacher Work Day – set aside for completing and submitting grades

February 15th – Teacher Work Day – set aside for professional development, conferences and/or collaborative planning

February 18th – President’s Day – no school

March 21st – Third Quarter Ends

March 22nd – Teacher Work Day – set aside for completing and submitting grades

April 15th – Noon Dismissal – Parent/Teacher Conferences 1 p.m. – 6 p.m.

April 19th to 26th – Spring Holiday

May 6th – Teacher Work Day – set aside for professional development and/or collaborative planning

May 27th – Memorial Day – No school

June 7th – Last Day of School Noon Dismissal

June 10th and 11th – Teacher Work Days

Days per month

August – 8 days of school (1 half day)

September – 19 days of school

October – 22 days of school

November – 17 days of school (1 half day)

December – 15 days of school

January – 20 days of school

February – 18 days of school

March – 20 days of school

April – 16 days of school (1 half day)

May – 21 days of school

June – 5 days of school (1 half day)

180 Total Days (4 are half days)

Full Day

School starts 8 a.m. with a 3 p.m. dismissal

6 instructional hours per full day, with 1 hour set aside for lunch and recess

176 days x 6 hours = 1056 hours

Half Day

School starts at 8 a.m. with 12p.m dismissal

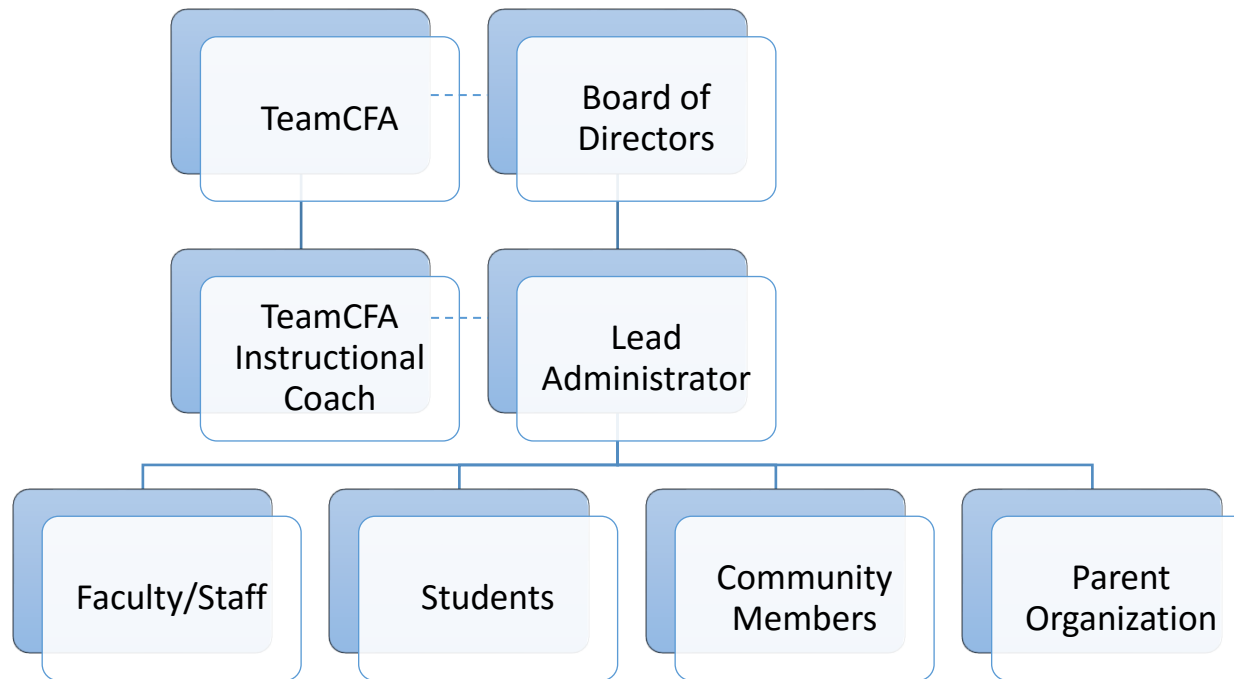
4 instructional hours

4 days x 4 hours = 16 hours

Total hours

1056 + 16 = 1072 hours

Appendix E: Davidson Charter Academy: TeamCFA Organizational Chart



The Board of Directors supervises and communicates with the Lead Administrator, who is the operational leader of the faculty/staff, students, community members, and parent organization.

TeamCFA provides resources to the board as well as one board member, and one 20 hr/week instructional coach who works in the school alongside the Lead Administrator.

**BYLAWS
OF
DAVIDSON CHARTER ACADEMY, INC.**

ARTICLE 1 — NAME

The name of the corporation shall be **Davidson Charter Academy, Inc.** (the “**Corporation**”).

ARTICLE 2 — PURPOSES

The purposes for which the Corporation is organized are:

A. To operate one or more public charter schools in the State of North Carolina pursuant to N.C. Gen. Stat. § 115C-238.29A *et seq.*;

B. To operate exclusively for charitable, educational, religious, and scientific purposes within the meaning of Sections 501(c)(3) and 170(c)(2) of the Internal Revenue Code of 1986 or the corresponding provisions of any future U.S. Internal Revenue laws (the “**Code**”); and

C. To engage in any lawful activity for which corporations may be organized under Chapter 55A of the General Statutes of North Carolina, provided the Corporation does not engage in any activity not in furtherance of one or more tax exempt purposes as contemplated in Section 501(c)(3) of the Code.

ARTICLE 3 — OFFICES

A. Principal Office. The principal office of the Corporation shall be located at 394 Harbor Drive W., Lexington, Davidson County, North Carolina, 27292.

B. Registered Office. The registered office of the Corporation may be the same as the principal office of the Corporation, shall be located in the State of North Carolina, and shall be the business office of the registered agent.

C. Other Offices. The Corporation may have offices at such other places within the State of North Carolina as the Corporation’s Board of Directors (the “**Board**”) may determine from time to time.

ARTICLE 4 — BOARD OF DIRECTORS

A. General Powers. The business, property, and affairs of the Corporation shall be managed by the Board in accordance with the provisions of the Corporation’s Articles of Incorporation (the “**Articles**”), these Bylaws (the “**Bylaws**”), and applicable law.

B. Number and Election. The number of Directors on the Board (the “**Directors**”) shall not be less than five (5) or more than eleven (11). At any annual meeting, the Directors may fix the number of Directors to be elected at the meeting by resolution. In the absence of such a resolution, the number of Directors elected at the meeting, plus the number of Directors continuing in office, shall constitute the number of Directors of the Corporation until the next annual meeting, unless the number is changed by action of the Board. Directors shall be elected at any annual or special meeting of the Board by a vote of a majority of the Directors then in office. The election of Directors shall be a part of the order of business of each annual meeting of the Board.

C. Terms. The initial Directors shall be divided into two (2) classes, as nearly equal in number as possible, to serve in the first instance for terms of two (2) and three (3) years, respectively, and until their successors shall be elected and shall qualify. Thereafter, the successors in each class of Directors shall be elected to serve for terms of three (3) years and until their successors shall be elected and shall qualify. In the event of any increase or decrease in the number of Directors, the additional or eliminated directorships shall be classified such that all classes of Directors remain or become equal in number, or as nearly equal in number as possible. In the event of the death, resignation, retirement, removal, or disqualification of a Director during the elected term of office, the Director’s successor shall be elected to serve only until the expiration of the term of the predecessor. Directors may be reelected in non-consecutive terms with no limit on the number of terms each may serve; however, Directors may only succeed themselves, or be elected to consecutive terms, one time.

D. Qualifications. A Director shall be willing and able to make decisions as a member of the Board in the best interests of the Corporation and shall submit on an annual basis a conflict of interest disclosure as prescribed by the Board and as required by the laws and regulations of the State of North Carolina. A Director shall also be at least twenty-one (21) years of age, be a resident of the State of North Carolina, and hold at least a high school diploma or its equivalent.

E. Excluded Persons. The following persons shall not be eligible to serve on the Board: (i) employees of the charter school operated by the Corporation; or (ii) any director, officer, or employee of a service provider or management company who contracts with the Corporation.

F. Removal. A Director may be removed by the Board with or without cause by a resolution duly adopted by a majority of the Directors then in office.

G. Resignation. A Director may resign at any time by providing written notice to the Chairman of the Corporation, or if the Chairman is resigning or the Presidency is vacant, then to any officer of the Corporation (an “**Officer**”). The resignation shall be effective when communicated, unless the notice specifies a later effective date or subsequent event upon which it will become effective.

H. Vacancies. A vacancy on the Board shall be filled as provided in Section B of this Article.

I. Compensation. All Directors shall serve as volunteers without compensation. By resolution of the Board, Directors may be reimbursed for their reasonable expenses incident to their duties in accordance with applicable law.

ARTICLE 5 — MEETINGS OF DIRECTORS

A. Annual Meeting. The annual meeting of the Board shall be held in the month of June of each year for the purpose of electing Directors and Officers and transacting such other business as may be properly brought before the Board. If the annual meeting is not held as designated by these Bylaws, a substitute annual meeting may be called by or at the request of any two Directors and such meeting shall be designated and treated for all purposes as the annual meeting.

B. Regular Meeting. The Board shall set a schedule of the time and place for the holding of regular meetings, which shall occur at least once each month.

C. Special Meeting. Special meetings of the Board may be called by or at the request of any two Directors.

D. Open Meetings. All meetings of the Board shall comply with Article 33C of Chapter 143 of the North Carolina General Statutes, or the corresponding provisions of any future North Carolina Open Meetings law. Consistent with that Article, the Board shall, among other things: (i) cause a current copy of the schedule of its regular meetings to be kept on file with the Secretary of the Corporation; (ii) give public notice of regular, special, and emergency meetings pursuant to N.C. Gen. Stat. § 143-318.12; and (iii) only take action by written ballot in accordance with N.G. Gen. Stat. § 143-318.13.

E. Place of Meetings. Meetings of the Board may be held at the principal office of the Corporation or at such other place as shall be designated in the notice of the meeting or agreed upon at or before the meeting by a majority of the Directors then in office. However, unless conducted electronically, all meetings of the Board shall take place within the State of North Carolina and within close proximity to the charter school or schools operated by the Board, such that parents, students, and interested parties may attend.

F. Separate Meetings. If the Corporation is granted more than one charter by the State Board of Education pursuant to N.C. Gen. Stat. § 115C-238.29D, then the Corporation shall conduct separate meetings for each public charter school for which it holds a charter, unless this provision is waived by applicable law, the State Board of Education, or the Department of Public Instruction, including the Office of Charter Schools.

G. Manner of Acting. The act of the majority of the Directors then in office at a properly noticed and conducted meeting shall be the act of the Board, except as otherwise provided by law.

H. Meeting by Conference Telephone. Any one or more Directors may participate in a meeting of the Board by conference telephone or other electronic means which allows all Directors to simultaneously hear one another during the meeting, and such participation shall be deemed presence in person at such meeting. If the Board holds a meeting by conference telephone or other electronic means, it shall provide a location and means whereby members of the public may listen to the meeting, and notice of the meeting shall be provided as required by N.C. Gen. Stat. § 143-318.13.

ARTICLE 6 — COMMITTEES

A. Committee Authority. The Board may designate one or more committees by resolution. In order to obtain clear, measurable outcomes, the Board may designate certain Standing Committees such as, but not limited to, a Finance Committee, a Governance Committee, and an Academic Excellence Committee. Each committee shall consist of three (3) or more Directors elected by the Board and shall have such powers as may be delegated by the Board, except that no committee may: (i) authorize distributions to or for the benefit of Directors or Officers; (ii) approve dissolution, merger or the sale, pledge or transfer of all or substantially all of the Corporation's assets; (iii) elect, appoint or remove Directors, or fill vacancies on the Board or on any of its committees; (iv) elect Officers; (v) adopt, amend, or repeal the Articles or Bylaws; or (vi) take any action the Board cannot lawfully delegate under the Articles, Bylaws, or applicable law.

B. Committee Conduct. Each committee shall fix its own rules governing the conduct of its activities and shall make such reports to the Board of its activities as the Board may request. The provisions in Article 5 applicable to meetings of the Board shall apply to meetings of committees.

ARTICLE 7 — OFFICERS OF THE CORPORATION

A. Number and Titles. The Officers of the Corporation shall be a Chairman, Vice Chairman, Secretary, and Treasurer. Except as otherwise provided in these Bylaws, the Officers shall have the authority and perform the duties as from time to time may be prescribed by the Board. Any two or more offices may be held by the same individual, but no Officer may act in more than one capacity where action of two or more Officers is required.

B. Election and Term of Office. The Officers shall be elected by the Board at the annual meeting. If the election of Officers is not held at the annual meeting, the election shall be held as soon thereafter as may be convenient. Each Officer shall hold office until the next annual meeting and until a successor is elected and qualifies. No Officer shall serve more than two consecutive one-year terms in any one office.

C. Removal. Any Officer elected or appointed by the Board may be removed at any time by the Board with or without cause.

D. Resignation. An Officer may resign at any time by providing written notice to the Chairman of the Corporation, or if the Chairman is resigning or the Presidency is vacant, then to the Officer holding the next highest office. The resignation shall be effective when communicated, unless the notice specifies a later effective date or subsequent event upon which it will become effective.

E. Vacancies. A vacancy in any office shall be filled by the Board for the unexpired portion of the term.

F. Chairman. The Chairman shall be a member of the Board and shall preside at all meetings of the Board. The Chairman shall sign, with any other proper Officer, instruments which may be lawfully executed on behalf of the Corporation, except where required or permitted by law to be otherwise signed and executed, and except where the signing and execution shall be delegated by the Board to some other Officer. The Chairman shall, in general, perform all duties incident to the office of Chairman as may be prescribed by the Board from time to time.

G. Vice Chairman. The Vice Chairman shall be a member of the Board and shall exercise the powers of the Chairman during that Officer's absence or inability to act. Any action taken by a Vice Chairman in the performance of the duties of the Chairman shall be presumptive evidence of the absence or inability to act of the Chairman at the time the action was taken. The Vice Chairman shall have such powers and perform such other duties as from time to time may be assigned to the Vice Chairman by the Chairman or by the Board.

H. Secretary. The Secretary shall be a member of the Board and shall be responsible for keeping the minutes of the Board meetings and seeing that all notices are duly given in accordance with the provisions of these Bylaws or as required by law. The Secretary shall have general charge of the corporate books and records. The Secretary shall sign such instruments as may require the signature of the Secretary and in general shall perform all duties incident to the office of Secretary and other duties as from time to time may be assigned to the Secretary by the Chairman or the Board.

I. Treasurer. The Treasurer shall be a member of the Board and shall: (i) have charge and custody of and be responsible for all funds and securities of the Corporation; (ii) keep accurate books and records of receipts and disbursements; (iii) deposit all moneys and securities received by the Corporation in such banks, trust companies, or other depositories as shall be selected by the Board; and (iv) see that all required corporate filings are made. The Treasurer shall, in general, perform all duties incident to the office of Treasurer and such other duties as from time to time may be assigned to the Treasurer by the Chairman or by the Board.

J. Compensation. All Officers shall serve as volunteers without compensation. By resolution of the Board, Officers may be reimbursed for their reasonable expenses incident to their duties in accordance with applicable law.

ARTICLE 8 — CONTRACTS, LOANS, CHECKS AND DEPOSITS; SPECIAL CORPORATE ACTS; GENERAL PROVISIONS

A. Contracts. The Board may authorize any one or more Officers to enter into any contract or other instrument on behalf of the Corporation. Such authority may be general or confined to specific instances. When the Board authorizes the execution of a contract or of any other instrument in the name of and on behalf of the Corporation, without specifying the executing Officers, the Chairman or Vice Chairman and one other Officer of the Corporations may execute the same.

B. Loans. No loans shall be contracted on behalf of the Corporation and no evidences of indebtedness shall be issued in its name unless authorized by a resolution of the Board.

C. Checks, Drafts, and Orders for Payment. All checks, drafts, or other orders for the payment of money, notes, or other evidences of indebtedness issued in the name of the Corporation shall be signed by such Officer or Officers as shall from time to time be determined by resolution of the Board.

D. Deposits. All funds of the Corporation shall be deposited from time to time to the credit of the Corporation in such banks, trust companies, or other depositories as the Board may select.

E. Contracts between the Corporation and Related Persons. The Corporation may not enter into a contract with a related person to the extent such contract and any transfers in connection therewith might cause or imply private benefit under the relevant sections of the Code or applicable provisions of state ethical requirements for local government officials. The definition of “related person” shall be that definition applied by the Internal Revenue Service in respect to the dealings of Section 501(c)(3) organizations.

ARTICLE 9 — CONFLICT OF INTEREST POLICY

A Director shall inform the Board of any direct or indirect conflict of interest which the Director has with regard to any transaction contemplated by the Board (a “**Conflict of Interest**”). A Conflict of Interest shall exist in Board actions including, but not limited to, actions concerning a transaction in which the Director: (i) has a material financial interest; or (ii) is presently serving as a director, trustee, officer, or general partner of another party. Pursuant to N.C. Gen. Stat. § 55A-8-31, the Director with a Conflict of Interest may participate in the discussion, but may not vote on the transaction. The transaction is authorized, approved, or

ratified by the vote of a majority of the Directors then in office who have no Conflict of Interest, which must be more than one Director.

ARTICLE 10 — INDEMNIFICATION

It shall be the policy of the Corporation to indemnify to the maximum extent permitted by Chapter 55A of the North Carolina General Statutes each person who is or was a Director, Officer, or member of a committee of the Board and each person who serves or has served at the request of the Board as a trustee, Director, Officer, partner, or employee of another corporation, partnership, joint venture, trust, or other enterprise. The Corporation may purchase and maintain insurance on behalf of any such person against any liability asserted against and incurred by such person in any such capacity or arising out of his or her status as such, whether or not the Corporation would have power to indemnify such person against such liability under the preceding sentence. The Corporation may, to the extent authorized from time to time by the Board, grant rights to indemnification to any employee of the Corporation. Notwithstanding any provision of this Article to the contrary, the Corporation shall not indemnify any person described in this Article if such indemnification would jeopardize the Corporation's tax-exempt status under Section 501(c)(3) of the Code. The Corporation may advance expenses in connection with any proceeding to such person in accordance with applicable law. The use of funds of the Corporation for indemnification or for purchase and maintenance of insurance for the benefit of the persons designated in this Article shall be deemed a proper expense of the Corporation.

ARTICLE 11 — FISCAL YEAR

The fiscal year of the Corporation shall begin on July 1st in each year and end on the following June 30th; provided that the first fiscal year shall begin on the date of incorporation.

ARTICLE 12 — DISPOSITION OF ASSETS

If the Corporation is granted a charter to operate a public charter school by the State Board of Education and the Corporation is subsequently dissolved or the charter is terminated or not renewed, then all net assets of the Corporation purchased for the school shall be deemed the property of and distributed to the local school administrative unit in which the school is located in accordance with N.C. Gen. Stat. § 115C-238.29F(i) or the corresponding provision of any future North Carolina charter school law. To the extent the Corporation possesses assets other than those subject to distribution pursuant to N.C. Gen. Stat. § 115C-238.29F(i), upon termination, dissolution, or winding up of the affairs of the Corporation, the Directors shall, after paying or making provision for payment of all liabilities of the Corporation, distribute all such remaining assets among one or more organizations, which are organized and operated for exempt purposes and qualified as exempt organizations under Section 501(c)(3) of the Code and to which contributions are deductible under Section 170(c)(2) of the Code, or to federal, state, and local governments to be used exclusively for public purposes.

ARTICLE 13 — NON-DISCRIMINATION

In compliance with federal law, any public charter school operated by the Corporation shall administer all education programs, employment activities and admissions without discrimination against any person on the basis of gender, race, color, religion, national origin, age or disability.

ARTICLE 14 — AMENDMENTS

These Bylaws may be amended or repealed and new Bylaws may be adopted by the affirmative vote of a majority of the Directors then in office at any regular or special meeting of the Board, provided that notice of the meeting shall have been given which states that the purpose or one of the purposes of the meeting is to consider a proposed amendment to the Bylaws and includes a copy or summary of the proposed amendment or states the general nature of the amendment. Amendments shall be approved, as necessary, by North Carolina Department of Public Instruction staff.

SECRETARY'S CERTIFICATE

This document is to certify that the foregoing Bylaws of **Davidson Charter Academy, Inc.** were duly adopted by resolution of the Board, effective as of the ____ day of _____, 20____.

IN WITNESS WHEREOF, the undersigned, being the duly elected and acting Secretary of the Corporation, has signed this Secretary's Certificate this the ____ day of _____, 20____.

Secretary, Davidson Charter Academy, Inc.

Signature

ARTICLES OF INCORPORATION

OF

DAVIDSON CHARTER ACADEMY, INC.

The undersigned, being of the age of eighteen years or older, does make and acknowledge these Articles of Incorporation for the purpose of forming a corporation under and by virtue of the North Carolina Nonprofit Corporation Act, as provided in Chapter 55A of the General Statutes of North Carolina.


1. The name of the corporation is **Davidson Charter Academy, Inc.** (the "Corporation").
2. The Corporation is a "charitable or religious corporation" as defined in N.C. Gen. Stat. § 55A-1-40(4).
3. The street address and county of the Corporation's registered office is **394 Harbor Drive W., Lexington, Davidson County, North Carolina, 27292.** The name of the Corporation's registered agent at that address is **Erin Steenwyk.**
4. The street address and county of the Corporation's principal office is **394 Harbor Drive W., Lexington, Davidson County, North Carolina, 27292.**
5. The name of the incorporator is **Erin Steenwyk** and her address is **394 Harbor Drive W., Lexington, Davidson County, North Carolina, 27292.**
6. The Corporation shall have no members.
7. The purposes for which the Corporation is organized are:
 - i) To operate one or more public charter schools in the State of North Carolina pursuant to N.C. Gen. Stat. § 115C-238.29A *et seq.*;
 - ii) To operate exclusively for charitable, educational, religious, and scientific purposes within the meaning of Sections 501(c)(3) and 170(c)(2) of the Internal Revenue Code of 1986 or the corresponding provisions of any future U.S. Internal Revenue laws (the "Code"); and
 - iii) To engage in any lawful activity for which corporations may be organized under Chapter 55A of the General Statutes of North Carolina, provided the Corporation does not engage in any activity not in furtherance of one or more tax exempt purposes as contemplated in Section 501(c)(3) of the Code.
8. The Board of Directors of the Corporation shall consist of those persons as may be elected to the Board of Directors from time to time in accordance with the provisions of

the bylaws of the Corporation. Subject to those provisions, the Board of Directors alone shall have the authority to adopt and amend the bylaws, approve budgets, and govern and conduct the affairs of the Corporation.

9. If the Corporation is granted a charter to operate a public charter school by the State Board of Education and the Corporation is subsequently dissolved or the charter is terminated or not renewed, then all net assets of the Corporation purchased for the school shall be deemed the property of and distributed to the local school administrative unit in which the school is located in accordance with N.C. Gen. Stat. § 115C-238.29F(i) or the corresponding provision of any future North Carolina charter school law. To the extent the Corporation possesses assets other than those subject to distribution pursuant to N.C. Gen. Stat. § 115C-238.29F(i), upon termination, dissolution, or winding up of the affairs of the Corporation, the Directors shall, after paying or making provision for payment of all liabilities of the Corporation, distribute all such remaining assets among one or more organizations, which are organized and operated for exempt purposes and qualified as exempt organizations under Section 501(c)(3) of the Code and to which contributions are deductible under Section 170(c)(2) of the Code, or to federal, state, and local governments to be used exclusively for public purposes.
10. No part of the net earnings of the Corporation shall be distributable to or inure to the benefit of its officers or Director or any private person, except that the Corporation shall be authorized to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of its exempt purposes. No substantial part of the activities of the Corporation shall be the carrying on of propaganda or otherwise attempting to influence legislation (except to the extent permitted by Section 501(h) of the Code), and the Corporation shall not participate in or intervene in (including the publication or distribution of statements) any political campaign on behalf of any candidate for public office. Notwithstanding any other provision hereof, the Corporation shall not carry on any other activities not permitted to be carried on by: (i) a corporation exempt from federal income tax under Section 501(c)(3) of the Code; or (ii) a corporation to which contributions are deductible under Section 170(c)(2) of the Code.
11. To the maximum extent permitted by applicable law, no person who is serving or who has served as a Director of the Corporation shall be personally liable for any action for monetary damages for breach of his or her duty as a Director, whether such action is brought by or in the right of the Corporation or otherwise. Neither the amendment or repeal of this paragraph, nor the adoption of any provision of these Restated Articles of Incorporation inconsistent with this paragraph, shall eliminate or reduce the protection afforded by this paragraph to a Director of the Corporation with respect to any matter which occurred, or any cause of action, suit, or claim which, but for this paragraph would have accrued or risen, prior to such amendment, repeal, or adoption.

[Signature page follows]

These Articles of Incorporation are hereby signed by the incorporator on the 3rd day of October, 2013.



ERIN STEENWYK, Incorporator

INSURANCE PEOPLE

Below are the estimated annual premiums for Davidson Charter Academy

Property Premium Estimate **\$450**

Contents	\$250,000
Deductible	\$1,000
Form	Special
Equipment Breakdown Included	

General Liability Premium Estimate **\$4,881**

Rating Basis:	Students	300
	Faculty	29

Limits:

Per Occurrence Limit	\$1,000,000
Annual Aggregate	\$3,000,000
Sexual Abuse & Molestation	\$1,000,000 per occurrence \$3,000,000 aggregate
Employee Benefits	\$1,000,000 per occurrence \$3,000,000 aggregate
School District & Educators Legal Liability	\$1,000,000 per occurrence \$2,000,000 aggregate
Additional Defense	\$100,000/\$50,000/\$100,000

Named insured includes the insured Organization (School Entity), it's school board, School Committee, Board of Trustees, Board of Governors or similar governing body, elected or appointed members of the Board of Education, Board of Trustees, School Directors, School Committee, Board of Governors or similar governing board, Employees, Student Teachers, School Volunteers, and students while serving in a supervised internship program sponsored by the "educational institution".

Wrongful Act to include any actual or alleged act, error, omission, misstatement, misleading statement, neglect, or breach of duty by or on behalf of the Insured Organization, including educational malpractice or failure to educate, negligent instruction, failure to supervise, inadequate or negligent academic guidance of counseling, improper or inappropriate academic placement or discipline.

INSURANCE PEOPLE

Fidelity Bond Estimate		\$332
Limit	\$250,000	
Auto Premium Estimate		\$181
Hired & Non Owned Autos Only		
Limit of Liability	\$1,000,000	
Head of Class Endorsement		\$82
Workers Compensation Premium Estimate		\$6,298
Statutory State - NC		
Employers Liability	\$500/ \$500/ \$500	
Payroll Estimate	\$1,144,000	
Umbrella Premium Estimate		\$2,387
Limit of Liability	\$1,000,000	
TOTAL ESTIMATED PREMIUM		\$14,611
Student Accident Coverage		\$7.00 per student

These premiums are subject to change based on Underwriter review and approval of completed applications.

Disclaimer: The abbreviated outlines of coverages used throughout this proposal are not intended to express legal opinion as to the nature of coverage. They are only visuals to a basic understanding of coverages. The policy terms, conditions, and exclusions will prevail. Please read the policy forms for specific details of coverage

8/15/2016

Lusk + Gorslick
Center for Philanthropy

220 North Tryon Street
Charlotte, NC 28202

Phone: 704 973 4500
Toll Free: 800 973 7244
Fax: 704 973 4500

www.ftc.org

September 12, 2016

To: Davidson Charter Academy, Inc.
394 Harbor Drive W.
Lexington, NC 27292
ATTN: Erin Steenwyk

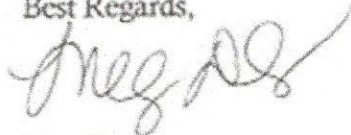
Dear Ms. Steenwyk:

Foundation For The Carolinas (the "Foundation") holds and manages the *Winnie Green Fund* (The "Fund"), established in 2012 to provide grants to independent, charter or alternative schools in Davidson County. Currently, the fund holds a balance of approximately \$200,000 earmarked for Davidson Charter Academy, Inc.

This letter is to inform you that the Foundation will provide support for the proposed Davidson Charter Academy (the "school"), to be located in Davidson County, from the above mentioned fund. The Foundation will provide the School with up to \$200,000 in cash grants to help support startup and other costs associated with the School. Support will be contingent upon preliminary charter approval of the School by the North Carolina State Board of Education, with funds available to the School immediately upon such approval.

We look forward to working with you over the next several months. If you have any questions, please feel free to contact me at 704-224-8840 or mdees@ftc.org.

Best Regards,



Meg Dees
VP - Philanthropic Advancement
Foundation For The Carolinas

September 13, 2016

Subject: Letter of Intent between Davidson Charter Academy and TeamCFA

Davidson Charter Academy is submitting a charter application to open a charter school in Davidson County, North Carolina in 2018-19. Upon approval by the North Carolina State Board of Education to enter the ready to open process, TeamCFA and Davidson Charter Academy will execute an affiliation agreement based upon the terms below.

Davidson Charter Academy agrees to the following:

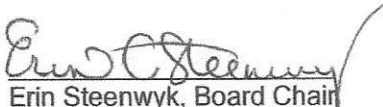
1. Use Core Knowledge as the curriculum, including Core Knowledge Language Arts
2. Use Singapore Math as the curriculum
3. Administer NWEA MAP formative assessments each year during the fall, winter and spring
4. Use Compass Learning digital content
5. Accept one TeamCFA board representative as a member of the Davidson Charter Academy board
6. Use Davidson Charter Academy: A Challenge Foundation Academy as the name of the school
7. Require students to wear uniforms

TeamCFA agrees to the following:

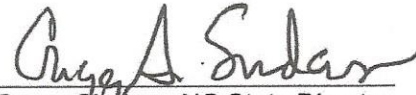
1. Pay salary (up to \$75,000) and benefits for the Head of School during the planning year from July 1, 2017 to June 30, 2018
2. Enroll Head of School in the TeamCFA Leadership Gold Program
3. Pay for board members to attend 2017 national conference
4. Provide \$50,000 forgivable loan for planning year expenses
5. Provide ½-time instructional coach for 20 hours per week
6. Provide funds to be used for marketing (\$5,000 for 2017-18; \$2,500/year in subsequent years)
7. Provide technology grant in August 2018 to provide teachers and students with technology devices and classroom projection systems. Every student and teacher is eligible to receive a device except in kindergarten where a device will be provided for every two students.

The terms of this letter of intent will be incorporated into the affiliation agreement, which will be the contractual document between the two parties.

Davidson Charter Academy


Erin Steenwyk, Board Chair

TeamCFA


Gregg Sinders, NC State Director

Davidson Charter Academy

Draft Outcomes Based Calendar

	Academics	Governance	Finance	Development	Reports From:	Possible Action:
July		*New Member Orientation	*New Budget Review		Academics Finance	
August	*New programming preview *Student Enrollment		*Budget Snapshot	*Fundraising and involvement goals *Year plan for facility upgrade/update	Academics Finance Development	*New School Year Budget
September		*Performance Framework Results and Plans	*Full Budget Report	*Technology Update	Governance Finance Development	*Budget Changes
October	*Academic Progress Report (1 st Quarter Benchmarks) *BOG 3 report		*Budget Snapshot *Audit Results	*Facility Update	Academics Finances Development	*Academic Changes
November			*Budget Snapshot	*Fundraising and Parent Involvement Report	Finance Development	
December	*EC Headcount		*Full Budget Report	*Facility Update *Technology Update	Academics Finance Development	*Budget Changes
January	*Academic Progress Report (Mid-Year Benchmarks)	*Mid-Year School Leader Evaluation Completed	*Budget Snapshot		Academics Governance Finance	*Academic Changes
February		*Internal Controls and Policy Check	*Budget Snapshot	*Facility Update *Fundraising and Parent	Governance Finance Development	

				Involvement Report		
March		*Employee Survey	*Full Budget Report	*Technology Update	Governance Finance Development	*Budget Amendments
April	*Academic Progress Report (3 rd Quarter Benchmarks) EC Headcount		*Budget Snapshot	*Facility Update	Academics Finance Development	*Academic Program Needs *Performance Framework Submission
May		*Policy Update and bylaw review *Employee Handbook updates	*Budget Snapshot	*Fundraising and Parent Involvement Report	Governance Finance Development	*New Policies *Amended Handbook *Annual Third Party Contracts
June	*Full Academic End of the Year Report including K-2 evals and EOG for 3 rd +	*New Hires and Evaluations (Executive and Governance)	*Full Budget Report *Fiscal Audit Preparations	*Next year's Technology Plan	Academics Finance Governance Development	*Upcoming fiscal budget *Employee Renewal Contracts *New Hires *Executive Evaluation *Policy/Bylaw Amendments *Handbook Amendments

Committee will need to schedule two to three months in advance to ensure reports are timely and accurate. Board will need to decide which items can be **"action on first read."**

The monthly Principal report shall at minimum include:

- Enrollment (Current, withdraws, waitlist)
- Teacher Report (professional development, celebrations and areas for growth)
- Student Discipline (suspensions and school culture)
- Open Enrollment (marketing and lottery updates)
- Organization Goals (tangible evidences towards achievement)
- Compliance Report (DPI visits, Federal Reporting Requirements)

Appendix P:

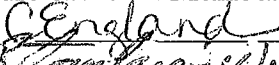
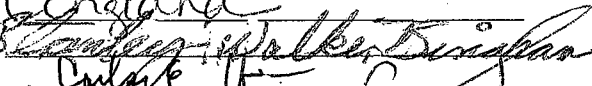
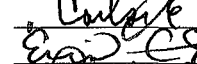
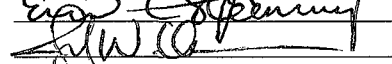
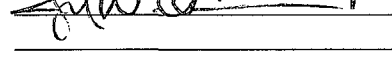
Charter School Required Signature Certification

Note: Outlined below is a list of areas that must be certified by the proposed Board of Directors. Any forms Not Applicable to the proposed charter school indicate below with N/A and provide a brief explanation for providing such response.

Serving on a public charter school board is a position of public trust and board members of a North Carolina public charter school; you are responsible for ensuring the quality of the school's entire program, competent stewardship of public funds, the school's fulfillment of its public obligations, all terms of its charter, and understanding/overseeing all third party contracts with individuals or companies.

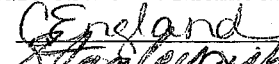
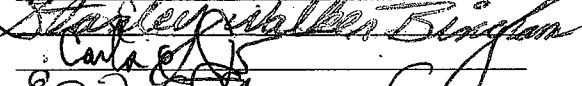
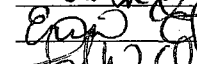
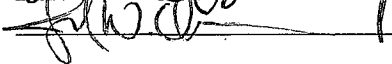
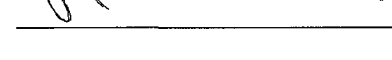
- ❖ The selected Board Attorney that he/she has reviewed with the full Board of Directors, listed within the application, all the governance documents and liabilities associated with being on the Board of a Non Profit Corporation.

- Name of the Selected Board Attorney: Jeff Ward
- Date of Review: 9/12/2016
- Signature of Board Members Present (Add Signature Lines as Needed):

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- _____
- _____

- ❖ The selected Board Auditor that he/she has reviewed with the full Board of Directors, listed within the application, all the items required for the annual audit and 990 preparations.

- Name of the Selected Board Auditor: Leon Rives, Rives & Associates, LLP
- Date of Review: 9/12/2016
- Signature of Board Members Present (Add Signature Lines as Needed):

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- _____

❖ If contracting with a CMO/EMO, that the selected management company has reviewed with the full Board of Directors, listed within the application, all the items required and the associated management contract and operations.

- Name of the Contact for Selected EMO/CMO: Gregg Sindors, TeamCFA
- Date of Review: 9/14/2016
- Signature of Board Members Present (Add Signature Lines as Needed):

Team CFA is not an EMO/EMO.

- *C. England*
- *Elizabeth Walker Bingham*
- *Erin C. Steenwyk*
- *J.W. Co.*
- _____
- _____
- _____

❖ If contracting with a financial management service provider that the selected financial service provider has reviewed with the full Board of Directors, listed within the application, all the financial processes and services provided.

- Name of the Contact: NA
- Name of the Selected Financial Service Provider: NA
- Date of Review: _____
- Signature of Board Members Present (Add Signature Lines as Needed):

- _____
- _____
- _____
- _____
- _____
- _____

❖ If the proposed Board of Directors, listed within the application, is contracting with a service provider to operate PowerSchool that the service provider has reviewed all of the financial processes and services provided.

- Name of the Contact: NA
- Name of the Selected PowerSchool Service Provider: NA
- Date of Review: _____
- Signature of Board Members Present (Add Signature Lines as Needed):

- _____
- _____
- _____
- _____
- _____
- _____

Certification

I, Erin Steenwyk, as Board Chair, certify that each Board Member has reviewed and participated in the selection of the individuals and vendors attached to this document as evidenced by the full Board of Director signatures outlined above. The information I am providing to the North Carolina State Board of Education as Davidson Charter Academy is true and correct in every respect.

Erin C Steenwyk

Signature

9-14-16

Date