

Davidson Charter Academy: A CF Academy - Davidson Charter Academy, in partnership with parents and community members, will foster student learning and achievement, and inspire students to become independent thinkers, effective communicators, and contributing citizens of a global society.



### Application Preliminary Evaluation Packet

For each section, please rate the response then explain your rating by specifying strengths and weaknesses in the space provided. Where applicable, you should elaborate on concerns by specifying additional information you would request or follow-up questions that you have.

- § Pass: The response demonstrates an understanding of key issues and the ability to start a charter school successfully although minimal clarification may be needed in places. It addresses the topic with clear, specific and accurate information that reflects thorough preparation. The application meets minimum components as evidenced by the check boxes of the rubric.
- § Fail: The response either fails to entirely address the selection criteria or addresses some of the criteria. The responses lack adequate detail and/or raise substantial concerns about the applicant's preparation for and ability to start or operate a charter school successfully. The application fails to address all of the minimum components as evidenced by the check boxes of the rubric.

#### Subcommittee Members:

Kebbler Williams  
Glenn Allen  
Jessica Kelly  
Jennifer Gnann  
Deanna Townsend-Smith  
Steven Walker  
Walter Finnigan  
Robert McOuat  
Shannon Sellers  
Sherry Reeves  
Tammi Sutton  
Anthony Helton  
Phyllis Gibbs

#### Date of Review:

09/30/2016

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## **NORTH CAROLINA CHARTER SCHOOL APPLICATION**

# **Davidson Charter Academy: A CF Academy**

**Public charter schools opening the fall of 2018**

**Due by 5:00 pm, September 19, 2016**

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

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

**CHARTER SCHOOL**  
**2016 Application Process**  
**To open a charter school in the 2018-2019 school year**

**APPLICATION DUE DATE/TIME**

**September 19, 2016** A complete *online* application package, in the Office of Charter Schools **by 5:00 pm EST.**

**\*Non-Refundable \$1000 Application fee due to the Office of Charter Schools\***

*Application Fee Payment Details can be found on the Office of Charter Schools Website*

**APPLICATION SPECIFICATIONS**

Applicants can submit applications prior to the deadline September 19, 2016 at 5:00 pm EST. **All applications 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 in the appropriate places within the application.
2. **Any** answer given within the application which is not original to the applicant, the applicant must provide a citation to the source of the answer.
3. Review all elements of your application for completeness before submitting.
4. **Any** document attached to the application or within the online system **must be** in PDF format.
5. Late submissions **will not** be accepted. No exceptions.

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## I. APPLICATION CONTACT INFORMATION

Name of proposed charter school: Davidson Charter Academy: A CF Academy

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: *Davidson Charter Academy, Inc.*

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: *Christine England*

Title/Relationship to nonprofit: *Board Member*

Mailing address: 277 Copperfield Lane  
Lexington NC 27292

Primary telephone: 336-239-3581 Alternative telephone: 336-733-2459

E-Mail address: Jandcengland@lexcominc.net

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

County: DAVIDSON

LEA: 290-Davidson County Schools

Was this application prepared with the assistance of a third party person or group?

No:

Yes:

If so, provide the name of the third party person or group. Leaders Building Leaders, LLC and TeamCFA

List the fee provided to the third party person or group. 0

Provide a **full** detailed response of the assistance provided by the third party person or group while preparing this application and when the assistance will end.

This application was supported in partnership by multiple organizations. The first two support organizations, Leaders Building Leaders and the NC Public Charter School Accelerator Program provided application feedback, a writing coach, research, resources and experts in the areas of educational and

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instructional design, fiscal budgeting, facility selections, and legal requirements. The third, TeamCFA, provided support in the academic and governance sections to ensure the application aligned with the TeamCFA models.

*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:

*Acceleration*

Yes:

No:

*To be considered for acceleration applicants must meet four specific criteria. Provide supporting evidences of the following:*

*\*Demonstrate a clear and compelling need for the accelerated planning year*

*Partner with a two of four year institution of higher education in North Carolina*

*Attach Appendix A from the four year institution of higher education in NC to demonstrate a partnership  
Verify the absence of a charter school in the proposed county of location*

Yes:

No:

*Agree to participate in the planning year while the charter application is being reviewed without any guarantee of charter award.*

Yes:

No:

*What is the name of the nonprofit organization that governs this charter school?* Davidson Charter Academy, Inc.

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

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

*Projected School Opening: Year* 2018

*Month* August

*Will this school operate on a year round schedule?*

No:

Yes:

*Proposed Grade Levels Served and Total Student Enrollment (*

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Years)

<b>Academic School Year</b>	<b>Grade Levels</b>	<b>Total Projected Student Enrollment</b>
First Year	K,01,02,03,04	360
Second Year	K,01,02,03,04,05	440
Third Year	K,01,02,03,04,05,06	520
Fourth Year	K,01,02,03,04,05,06,07	600
Fifth Year	K,01,02,03,04,05,06,07,08	680

*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, that the initial board members and I were regularly involved in the development of this application, and that no part of this application is plagiarized. 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.*

DavidsonCharter  
*Signature*

Christine England  
*Title*

DavidsonCharter  
*Printed Name*

09/19/2016  
*Date*

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<b>Section I: Application Contact Information Concerns and Additional Questions</b>	<b><u>Reviewer</u></b>	<b><u>Page Reference</u></b>
<u>Will the school be able to enroll 360 students in year 1? What evidence suggests they will be able to enroll this many students? There is only evidence that there is interest from 43 interested students? Why did the board choose Davidson County which is not a struggling district (besides the fact there is no other charter)?</u>	<u>Tammi Sutton</u>	<u>Grade Levels</u>

<b><u>Reviewer</u></b>	<b><u>Score</u></b>
<u>Kebbler Williams</u>	<u>Pass</u>
<u>Glenn Allen</u>	
<u>Jessica Kelly</u>	<u>Pass</u>
<u>Jennifer Gnann</u>	<u>Pass</u>
<u>Deanna Townsend-Smith</u>	
<u>Steven Walker</u>	<u>Pass</u>
<u>Walter Finnigan</u>	<u>Pass</u>
<u>Robert McQuat</u>	
<u>Shannon Sellers</u>	<u>Pass</u>
<u>Sherry Reeves</u>	<u>Pass</u>
<u>Tammi Sutton</u>	<u>Pass</u>
<u>Anthony Helton</u>	
<u>Phyllis Gibbs</u>	



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## **II. MISSION and PURPOSES**

(No more than three total pages in this section)

### **Mission:**

*State the Mission of the proposed charter school in **thirty-five 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:*

Davidson Charter Academy, in partnership with parents and community members, will foster student learning and achievement, and inspire students to become independent thinkers, effective communicators, and contributing citizens of a global society.

*Clearly describe the mission of the proposed charter school:*

By emphasizing high academic expectations, strong character development, and individual responsibility, Davidson Charter Academy: A TeamCFA School will improve student learning and achievement results for all students and inspire students to become lifelong problem solvers, effective communicators, and contributing members of a global society.

### **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.*

Currently, there are no public charter schools in Davidson County. However, Davidson County is unique in that there are three distinct school systems, Davidson County Schools, Lexington City Schools and Thomasville City Schools, within our footprint. The Davidson County School system is comprised of students who are 83.7% Caucasian, 3.4% African American, 8.9% Hispanic, 1.2% Asian and 2.5% of other races in grades K - 8. The Lexington City School system is comprised of students who are 26.2% Caucasian, 33.7% Hispanic, 28.2% African American, 4.5% Asian and 6.8% of other races in grades K - 8. The Thomasville City School system is comprised of students who are 24.9% Caucasian, 34.6% African American, 32.4% Hispanic, 0.5% Asian and 7.1% of other races in grades K - 8. This presents unique and exciting possibilities for Davidson Charter Academy. With a student body melded of students from varied demographics, cultures and backgrounds, we will be able to create a richer learning environment, based on mutual respect and open communication. Our targeted population, then, is students from all three of these LEAs who are seeking an opportunity to have their educational needs met through individualized, rigorous instruction, resulting in improved student learning and achievement results.

It is our intention to attract students from all three of these LEAs. That said, we have chosen the location of the Davidson County school system

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because we feel that we will be able to have a central site that is easily accessible to all students. Our rationale in targeting all three school systems within our county is to create a population that is more racially, ethnically and socioeconomically diverse than that of any one of the three individual systems. Additionally, our school intends to attract those students who may have left the school system in order to have their academic and personal learning needs met, whether those students attend private schools or are home schooled. In 2015, there were 2,449 students in Davidson County who were home schooled. There were 925 students who attended private schools and 195 students who attended charter schools in another county. Davidson Charter Academy expects to attract interest from parents throughout these three systems who believe that their children would be more likely to achieve their maximum educational potential in an academic environment that stresses consistently high standards and strong character within a student body that strives to reflect the greater Davidson County area.

- 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).*

Davidson Charter Academy expects to enroll 360 students in the 2018 - 2019 school year in grades K - 4. This represents 4.6% of the average daily membership of Davidson County Schools for grades K - 4, or 3.9% of the combined average daily membership of Davidson County Schools, Lexington City Schools and Thomasville City Schools (based on the final 2015-16 ADM reported to DPI) for grades K - 4. At its capacity, the school will grow to K-8 with potentially 80 students per grade level. If the school grew to 680 students, this would represent 5.1% of the Davidson County's total student population in 2016 and 3.9% of all students from Davidson County, Thomasville City, and Lexington City Schools. Please remember, we anticipate our children coming from Davidson County, two city districts within the county and also some from surrounding counties, so these figures are an estimate.

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

Davidson Charter Academy's comprehensive education plan is different than the education plan offered by any of the LEA's in Davidson County. Davidson County Academy will deliver a classical curriculum by utilizing the Core Knowledge Sequence and will utilize Singapore Math for the Math Curriculum. We will utilize NWEA MAP Assessments and utilize the data to develop personalized learning plans. The NWEA MAP Assessment data is also used to generate personalized digital content for each student using Compass Learning. The Core Knowledge Sequence goes well beyond the NC Essential Standards, enumerating not just what is needed to be proficient, but what is needed to be a well-rounded, highly educated, successful member of a global society. Davidson Charter Academy will use grade level looping and a strong character education program to raise the level of student performance in all academic areas.

In addition, DCA's academic plan further differs from that offered by surrounding LEAs in that a strong character development program component is integrated, using The Habits of Mind, which focuses on skills such as

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communicating with clarity and precision, remaining open to continuous learning, persistence and thinking flexibly. This program ties directly back to our mission of creating problem solvers who are lifelong learners. We will utilize the Medal of Honor character development program for grades 6 - 8. This interdisciplinary approach uses real life stories of actual Medal of Honor recipients to instill the values of courage, commitment, sacrifice, patriotism, integrity and citizenship. It is our hope that our students take these examples to heart and integrate them into their own lives as they move forward in life to become contributing members of society.

To further aid in creating a rigorous environment that offers a more individualized education, DCA will utilize the position of assistant teacher as a critical resource in the classroom. While they will provide classroom support, these assistants will have a bachelor's degree or equivalent education and experience. Many will be certified or working toward certification and will be candidates for open teaching positions at the school. They will be Core Knowledge trained and will work closely with students one-on-one or in small group settings.

Furthermore, Davidson Charter Academy will utilize a looping method. With looping, teachers and students will remain together for two years. Looping, in conjunction with small class sizes, will allow teachers to get to know their students on an in-depth level. This extra time together will give teachers the ability to ascertain how their students learn best, what motivates them and how they retain information. Teachers will be able to accomplish much more, especially in the second year of the loop, as they will have a greater understanding of each student's individual learning style. Looping allows teachers, students and parents to build a powerful classroom community, to which everyone becomes connected and in which everyone feels invested.

4. *In the appendices (Appendix A1), 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.*

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6. *Encourage the use of different and innovative teaching methods.*

Expanded Choices: There are no charter schools within the boundaries of Davidson County or within a reasonable driving distance of most parts of the county. Despite this school choice absence, almost 200 of Davidson County families choose to enroll their child(ren) in public charter schools elsewhere. We will bring our innovative looping model, rigorous Core Knowledge Sequence, and integrated character development focused public school choice option to our families.

Professional Opportunities: Teachers at Davidson Charter Academy will be responsible for guiding students to levels of meaningful achievement by establishing higher standards through collaboration with not only their peers at Davidson, but peer partners across the Team CFA network. The academic plan of Davidson Charter Academy challenges teachers to develop their skills as facilitators of learning and devote their efforts to creatively plan how to individualize instruction and best teach the rigorous content to their students. These teacher leader opportunities will strengthen the school's overall leadership capacity and accountability towards meeting the schools overall academic vision.

Improved Student Learning: Davidson Charter Academy will improve student learning by using higher standards than the minimums called for in the North Carolina Standard Course of Study. The Core Knowledge Sequence reaches these higher, more meaningful standards through a rich base of building background knowledge that promotes increased comprehension and advanced problem solving and critical thinking skills. Student learning will also be improved through cross-curricular and collaborative teaching and learning. Classroom looping will further result in improved school learning. These combined methods will provide an atmosphere in which teachers can gain a thorough knowledge of each student's strengths and weaknesses. This will allow teachers to tailor their teaching methods and challenge students on a daily basis.

\*Different and Innovative Teaching Methods: Within the framework of small class sizes, an innovative teacher assistant program and looping, there are an infinite variety of methods that can be employed, depending on the lesson being taught. Teachers will be given wide latitude in the planning of their lessons to take maximum advantage of innovative ideas they may develop on their own or acquire from colleagues. Students will benefit from these teaching methods because by their nature, they encourage the use of different learning and teaching styles.

**Goals for the Proposed Charter School:**

1. *Provide specific and measurable **goals** for the proposed school for the first 5 years of operation outlining expectations for the proposed school's operations, academics, finance, and governance. Address how often, who, and when the information will be communicated to the governing board and other stakeholders.*

At Davidson Charter Academy we believe what gets measured gets done. Our goals have been adopted with a five year vision to be the highest performing public school of choice in Davidson County.

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**Academics:**

By 2021, the percentage of students in grades 3 - 8 who are College and Career Ready according to the NC Ready Model, will be at least 20 percentage points over the district average.

According to the NC Ready Model, Davidson Charter Academy will exceed academic growth annually.

Earn no NC Report Card grade lower than a B in each year of existence.

Our subgroups (ELL, EC, FRL, African American and Hispanic) academic achievement gap will decrease by 5% each year per subgroup (Overall school proficiency in an area vs. subgroup proficiency).

**Specific Academic Objectives:**

Establish a clear prevention and intervention within the first 30 days of school that identifies students performing below grade level.

Establish a successful tiered education program that provides specific strategies and content to students performing below grade level (month 6).

Have an annual curriculum and instruction audit performed by the Core Knowledge experts to enhance teacher delivery and development.

By year five, over half of the Academy's middle school students will be enrolled in advanced courses of study.

**Enrollment:** Knowing that on average new charter schools enroll 76% of projected students.

Based on the first five year ADM projection, the school will meet annual enrollment goals.

Our annual student attrition rate will decrease annually with a goal of being less than 10% in year one and two.

**Parent Satisfaction:**

According to survey data, our parent and family satisfaction score will remain above 95%.

**Finances:**

Davidson Charter Academy will build a cash surplus of \$500,000 by December 2023.

Davidson Charter Academy will become fiscally viable to decrease adult to student ratio to 18:1 by 2023.

**Development:**

Open a state of the art facility on time and on budget.

**Governance:**

The Davidson Charter Academy board will participate in eight hours of professional development annually and participate in the NCDPI Ready-to-Open training sessions.

**COMMUNICATION:**

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The organization's goals will be communicated to the board of directors each month by the Lead Administrator and/or appointed standing committees. The board will adopt a strategic outcomes based calendar that will allow the board to provide substantial oversight to the school. All organization goals adopted by the board will have specific deliverables (adopted into policy) that will inform the board of the school's progress towards attaining its mission, vision and goals. These monthly reports will be available electronically to the general public. In addition to monthly board reports, an annual report will be provided to families, stakeholders, and community partners disseminating the state of the Davidson Charter Academy. Parents will be informed in conformance with our progress monitoring, student progression and reporting processes that includes progress reports (minimum quarterly) that are instructional skills specific and parent friendly.

Test results will be published with parents, board members and stakeholders as they become available. MAP assessments will be shared with the board three times a year, at the close of each testing period. The data concerning EOGs and EOCs will be communicated to the governing board, parents and other stakeholders on a yearly basis. Further, a "State of the School" will be published each fall, in which the lead administrator and the governing board will share with parents and other community stakeholders where the school is in terms of achievement and strategic planning. This document will provide those concerned with knowledge of where the school has been and a vision for where the school is headed.

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

The governing board of Davidson Charter Academy will be integrally involved in assessing how the program being delivered is meeting the school's mission. As part of the planning year process, the board will work in with the lead administrator, and in collaboration with the school's partnerships (i.e. TeamCFA) to ensure the school's alignment towards achieving the adopted goals. This process will entail the development an outcomes based board calendar and strategic plan for approval by the Board that provides specific action to the achievement of each performance goal.

The board will receive ongoing resources, follow recommendations, support and training from the Office of Charter Schools, TeamCFA and other governance expertise made available to the organization.

To provide effective oversight, the board will appoint committees that measure and analyze the desired outcomes of the school around Academics, Finances, Operations, Development and Governance. Committee members may consist of board members, parents, community members, field experts and teachers. Each committee will have specific roles and responsibilities which includes the analysis of the deliverable data from the operational oversight and program evaluations. The school's goals (previous section) will be assigned to specific committees for oversight, data analysis and solutions to identified issues. Evaluation data will be analyzed by committees to identify trends, flag unacceptable results, make adjustments to the education plan, curriculum, instructional methods, and school operations as necessary.

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The committees will provide specific scheduled reports (seven days in advance) to the board according to the outcomes based board calendar. These reports, as well as strategic questions, will drive the discussion and board action to navigate the organization towards its mission. The lead administrator will be responsible for developing plans of action and solutions. Some actions may require board approval (i.e. curriculum, staffing, academic calendars).

Mission success will also be gauged by demand within the community for spaces in the Academy and the school's overall organizational health. The Academy's lead administrator will keep the board apprised on a continuous basis of the number of spaces currently filled and the number of prospective students on the waiting list. Students, parents and community members will be encouraged to share observations with the lead administrator, both formally during a yearly survey process, and informally, as concerns and suggestions arise. The lead administrator will report the results of this survey at the first regularly scheduled board meeting after the close of the survey. Other suggestions and concerns will be communicated as the need arises. As a board, we will analyze data annually to determine the organizational health through Teacher Working Conditions Survey, Teacher Turnover, and critical friend partnership feedback.

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<b>Section II: Mission and Purposes Concerns and Additional Questions</b>	<b>Reviewer</b>	<b>Page Reference</b>
***How would the board describe the mission of the school without using words from the mission statement?	Kebbler Williams	Mission Stat
Why isn't the focus on classical education part of the mission statement? What is the compelling need of a charter school in Davidson County? Why not locate in Lexington County or Thomasville?	Tammi Sutton	Mission Stat
Attached for review purposes is a map outlining the current charter schools. Additionally, the map provides an overview of the general placement of proposed charter schools for the 2018 school year: <a href="http://www.dpi.state.nc.us/charterschools/schools/map">http://www.dpi.state.nc.us/charterschools/schools/map</a> .	Deanna Townsend-Smith	Educational
What evidence do you have that you can fill the K-4 in the first year when you only have interest back from 43 children?	Jennifer Gnann	Educational
How do you know there is a need for this school? How did you develop your projected enrollment of 306 based on a survey of 43 parents?	Shannon Sellers	Educational
***The applicant needs to clarify how it has determined that there is a need for this school in Davidson County besides the fact that there are no other charter schools in Davidson County. The applicant provides favorable survey data, but without knowing how many people responded to the survey, the data is not useful. According to the appendix, it appears that the applicant garnered support of parents of 43 children. That does not provide substantial evidence of educational need. ***Where did the applicant get its data regarding the number of students attending private schools and charter schools in other counties?	Kebbler Williams	Educational
Results From Initial Parent Interest Survey, How many individuals participated in the online survey? 88% are interested in the charter school, but it is not clear how many participated.	Walter Finnigan	Educational
With only 43 interested students, what is the evidence that the school can meet 634 students? If Davidson Schools are not the most struggling in the area, why choose that location? Why not use a weighted lottery to ensure that the school is more diverse?	Tammi Sutton	Educational
Would be only charter school in Davidson County	Steven Walker	Educational
Have other surveys been conducted since the initial one? The evidence given to support educational need is incredibly small compared to projected enrollment numbers. Is the board certain about projected enrollment?	Sherry Reeves	Educational
How many participated in the survey?	Jessica Kelly	Educational
Besides the lack of charter schools in the area, what is the need of this school in Davidson County?	Tammi Sutton	Purposes of
What evidence is there that the current schools are not meeting students' needs?  Please give more specifics on the looping you will doing. What research has been conducted to prove looping is efficient? How often will you be looping students/teacher?	Jessica Kelly	Purposes of
The goals are solid.	Tammi Sutton	Goals for th
How will you measure whether or not you are meeting the part of your mission regarding "contributing citizens of a global society."	Shannon Sellers	Goals for th
***How will the board monitor the achievement of the second part of the mission: "...inspire students to become independent thinkers, effective communicators, and contributing citizens of a global society?"	Kebbler Williams	Goals for th
Strong but attainable goals. Will require lots of hard work!	Steven Walker	Goals for th



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<b>Reviewer</b>	<b>Score</b>
Kebbler Williams	Pass
Glenn Allen	
Jessica Kelly	Pass
Jennifer Gnann	Pass
Deanna Townsend-Smith	
Steven Walker	Pass
Phyllis Gibbs	
Walter Finnigan	Pass
Anthony Helton	
Tammi Sutton	
Sherry Reeves	Pass
Shannon Sellers	Pass
Robert McOuat	

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### **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.

Davidson Charter Academy is founded on the belief that the Core Knowledge Sequence, which we will utilize in full, will create a rigorous, exciting learning atmosphere that will produce effective communicators, lifelong problem solvers and outstanding American citizens. This curriculum is both deep and wide in its approach to learning, calls for cross-curricular teaching and builds on prior knowledge, encouraging teachers to disseminate the content in a variety of age- appropriate ways.

The Core Knowledge Sequence was originally introduced in 1990 as an effort to be sure that all students, regardless of socioeconomic status or location of their schools, received a complete education based on a strong foundation of knowledge and cultural literacy needed to be successful in later schooling. It has been determined that gaps or deficiencies in the first six years of schooling are never overcome. The Core Knowledge Sequence ensures that the gaps are closed and that everyone receives a rigorous, well-rounded, culturally-inclusive education that will produce students who possess a cultural literacy that will give them an advantage as they move forward in their education and in a global society.

The Sequence is content-rich and very specific in what should be covered, in what order and in what grades. This will avoid students having to learn about Christopher Columbus every October, but never learning about Marco Polo. It will help to eliminate repetition and gives teachers a clear road map of what students should be learning. It calls for teachers to be creative and open to individualization and serving all students. It then gives teachers time to focus on the "how" of teaching, rather than on the "what AND the how" of teaching.

The curriculum also spirals, so that what students first learn about in first grade, they visit again in later grades. The most exciting part about this is that not only will teachers be able to collaborate within each grade, they will also be able to do so between the grades.

Students will be assessed utilizing a variety of formal and informal assessments. They will be assessed using rubrics, traditional tests, class participation, portfolios and homework effort. Teachers in the lower grades will also use running records and anecdotal evidence to provide students and parents with a complete picture of their progress. We will also fully participate in the state's accountability models, including all EOG and EOC testing.

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Currently our students have only one option for their learning needs. Of the three LEAs encompassed in the county, based on the state's accountability model, Davidson County schools tend to score slightly above the state average, Lexington City Schools tend to score below the state average, and Thomasville City Schools tend to score well below the state average. Many parents find these statistics to be unacceptable and would choose an alternative, if one were available. We will offer a more rigorous, differentiated approach that gives the students real-world experience, while building on a core foundation of knowledge that they will use in their future education. We believe that this will create a culture of civic participation, academic achievement and leadership within our school community. The end result will be students who are not average or below average. They will be well-educated, culturally literate members of society who will score well above average on the state's accountability tests.

Schools implementing the Core Knowledge Sequence with fidelity are outperforming the majority of public schools in North Carolina (i.e. Thomas Jefferson Classical Academy in Rutherford County).

### **Curriculum and Instructional Design:**

*Describe the basic learning environment (e.g., classroom-based, independent study), including class size and structure for each grade span (i.e. elementary, middle, high) the school would ultimately serve.*

With our assistant teachers, our goal is to create a learning environment with a maximum student to adult ratio average of 20:1 and in some classrooms 14:1 based on the unique needs of our children.

We believe that this will give teachers an opportunity to spend more time learning the strengths and weaknesses of each student and give those teachers an opportunity to be effective when designing class-based instruction, as well as independent study projects. Our goal is to recruit the best connectors and content educators for each teaching position.

In keeping with the philosophy of the school, all classrooms will be equipped with manipulatives and materials appropriate to the lesson being taught. Teachers within grade levels will collaborate on lesson preparation and classroom set-up. Classrooms will be arranged so that students feel a sense of order and purpose; displays will be presented in a such a way as to complement, not compete with, instruction being given; materials will be ready at hand for student exploration and manipulation as called for by the lessons planned for the day.

Teacher professional development will focus on techniques for delivering the Core Knowledge Sequence in a way that elicits both excitement and a sense of ownership on the part of the students. This development plan calls for a three-year, in-depth professional development series that will take teachers from an understanding of the tenets of the Core Knowledge Sequence to being true collaborators and creators of content-rich units. Teachers will also learn to act as facilitators of learning, guiding students to discover truths through kinesthetic, audio and visual learning. In assembling the initial teaching staff, and in making subsequent hiring decisions, Davidson Charter Academy will seek out teachers who are comfortable in the role of facilitator, who collaborate well with peers, and who have the intellectual,

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social and emotional capacity to engage students as individuals.

Provide a synopsis of the planned curriculum, including:

1. *One sample curriculum outline (in graph form) in the Appendices (Appendix B) for one core subject (specific to the school's purpose) for each grade span (i.e. elementary, middle, high) the school would ultimately serve.*
2. *If you are proposing a high school, as Appendix B2, provide a visual disseminating what courses (core content and electives) will be offered at the charter high school to ensure students meet the proposed charter school's graduation requirements. 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.*

The Core Knowledge Sequence is a "coherent, cumulative, and content-specific core curriculum" developed by the Core Knowledge Foundation, a nonprofit organization founded by E. D. Hirsch, Ph.D. professor emeritus of education and humanities at the University of Virginia. Dr. Hirsch is the author of *Cultural Literacy* (Vintage, 1988), *The Schools We Need and Why We Don't Have Them* (Anchor, 1999), *The Knowledge Deficit* (Houghton Mifflin Harcourt, 2006), *The Making of Americans: Democracy and Our Schools* (Yale University Press, 2009), and, most recently, *Why Knowledge Matters: Rescuing Our Children from Failed Educational Theories* (Harvard Education Press, 2016).

In alignment with our mission, the innovative, rigorous academic nature of the Core Knowledge Sequence will result in improved student learning and achievement results. In studies (and in North Carolina charter schools), the Sequence has consistently produced students who score better on tests, are better prepared to address a broad range of topics and who are excited about learning more. It has also been shown to create an environment of collaboration and collegiality among teachers. This excitement is infectious and helps to produce students who become lifelong learners and voracious problem solvers.

In keeping with the standards set forth by the Core Knowledge Foundation, we have specifically chosen to use Singapore Math for our mathematics instruction. The program offered with this rigorous curriculum is based on the model of teaching mathematics in Singapore, where students consistently outscore and outperform their United States counterparts. Further, there is a great deal of emphasis on problem solving and the solving of multi-step problems in this math program. A student who has been trained using this method will be better prepared to look at and solve problems from many different angles.

These curricula align directly with the Common Core State Standards, as the Core Knowledge Sequence is the driving force behind the CCSS. In order to succeed at Davidson Charter Academy, students will have to be leaders in the classroom and strive for academic achievement through hard work and collaboration with peers. The targeted student population deserves a fair, equal and all-encompassing curriculum. The Core Knowledge Sequence has been shown to be effective for all students and to level the playing field for students of all backgrounds, including low-wealth, at-risk students. It has been shown that at-risk and lower academic achieving students generally have lower standards and expectations set for them. The Core Knowledge Sequence

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does not change its standards based on socioeconomic or academic backgrounds. It holds every student to the highest standards and expectations. This curriculum, in conjunction with its higher standards, will create students who are able to achieve more and who are better prepared to compete and succeed in a global society.

Further, we will weave the character development programs throughout the curriculum, using the Habits of Mind. Habits of Mind, developed by Art Costa, focuses on the sixteen habits that create resilient, life long learners who can communicate effectively and work collaboratively. It focuses on such areas as persistence, finding humor, developing empathy, thinking flexibly, and communicating with clarity and precision. The lessons teaching these and the other habits, will be integrated into the curriculum and will result in a student body with a shared vocabulary, common goals, and the tools to succeed in all aspects of life.

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 for each grade span (i.e. elementary, middle, high) the school would ultimately serve.*

First and foremost, the first strategy teachers will be expected to master is the ability to utilize the clear outline of content to be learned year by year. Although the Sequence is not specifically a strategy itself, without this mastery of the Sequence it will be challenging for the knowledge, language, and skills to build cumulatively from year to year. The strategy of sequential building of knowledge not only helps ensure that children enter each new grade ready to learn, it also helps prevent the repetitions and gaps that so often characterize current education.

Integrating technology into the classroom will empower students to stay connected in this technological era. Teachers will develop technology-rich lessons to keep students motivated and engaged longer. Some examples of utilizing technology in the classroom (primary strategy) would be to create web-based lessons, flipped classrooms, virtual field trips, research, animation, or develop some type of graphic. A supplemental strategy would be utilizing specific programs such Compass Learning to reinforce and assess learning. Any of these technology integration strategies will have a positive impact on student learning.

Through direct instruction and lecture, teachers are expected to teach in a manner that incites wonderment and inspires their students to learn more. To that end, we expect cross-curricular teaching with hands-on, real-life applications. This will create life-long learners who are able to apply what they learn to everyday situations. Teachers will team with assistants to increase opportunities for differentiation.

We will utilize looping in the lower grades with a K-1 loop, a 2-3 loop and 4-5 loop. This will result in a much more efficient use of the teachers' and students' time. Particularly in the second year of the loop, teachers will be able to individualize and differentiate instruction from the first day of class, as they will already be familiar with their students' needs.

This model of looping will give teachers and students a comfort level beyond those ordinarily formed between a teacher and his or her students. Further, students who are in classes that loop become more comfortable with and

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trusting of one another. This lends to an amazing learning atmosphere in which teachers and students are truly working together and helping each other. Looping will also give them an opportunity to form real relationships that will go beyond the school walls. In trying to inspire life-long learners, the importance of looping in the younger grades cannot be overstated. Students will form lasting relationships and carry the excitement of learning from one year to the next. Teachers will be seen as true allies and be able to inspire students to achieve more.

*5. Explain how the proposed instructional plan and graduation requirements will ensure student readiness to transition from grade to grade and to the next grade span upon program completion.*

Annually, as adopted in DCA policy, the school's requirements for promotion will be evaluated by each grade level and head of school to create a culture of rigor high achievement opportunities for all. These requirements will be communicated to parents and students throughout the academic year.

As previously explained, because of the Sequence's intentional development towards student mastery, the sequential building of knowledge will provide a clear path for all teachers to assess and analyze any potential gaps that so often characterize current education.

DCA will utilize formative and summative assessment data to engage in conversations with children and families regarding what are the student's strengths, opportunities and specific concepts needed to master for promotion. Our instructional program is designed to ensure children of all different learning capacities are accommodated.

The primary purpose of the proposed school is to increase learning opportunities for all students. The educational program, instructional plan, and promotion requirements are specifically designed to successfully transition each student to the next grade. The comprehensive curriculum plan will not only prepare students academically through the use of a rigorous and relevant curriculum, but will also ensure that students have appropriate personal/social skills.

*6. If you are proposing a high school, describe how the proposed charter school will meet the Future-Ready Core requirements. Provide details on how the students will earn credit hours and how grade-point averages will be calculated?*

*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 calendar that we have assembled consists of 180 school days, with 1,080 instructional hours. Our seven hour school day will allow for at least six instructional hours per day. We believe that these extra instructional hours will lend to the more rigorous environment that we plan to create. There are a number of work days set aside for various purposes, including professional development and grade preparation and reporting. TeamCFA will provide professional development and instructional coaching around Core Knowledge, Singapore Math, NWEA MAP Assessment and digital content like Compass Learning. As part of our partnership with TeamCFA, they will

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provide a half time instructional coach, at no cost to the school, to work with the Head of School and teachers. The Core Knowledge Foundation will conduct the first set of professional development days. They will help the faculty and staff create a plan for the year that will give them an overview of what they will be teaching, as well as help them gain an understanding of how to begin teaching in a collaborative and cross-curricular manner. As the year progresses, the teachers are allotted an adequate amount of time to plan together, grow together, and thoughtfully provide feedback to parents on their children's progress.

More often than not, teachers start the year with high expectations and a treasure trove of new ideas. As is wont to human nature, once the year progresses, their treasure trove gets buried beneath mid-term progress reports, disciplinary referrals, essays about the importance of Abraham Lincoln to the development of our country and any number of other great ideas that they want to incorporate. By allowing teachers the time to digest these new ideas and share them with one another, they will be more effective in the classroom and feel empowered to make decisions that will produce excellent academic results in their students.

Students will benefit, as well, from small, planned breaks in their yearly schedule. We have examined the calendar and identified those times when learning seems to be at a low point for students, whether this is due to general fatigue or holiday excitement. Upon determining that, we have tried to allow for work days or holidays at those times when students are most distracted. This allows the time that they are in school to be truly devoted to learning and growing, both academically and socially.

Teachers will end the year at the TeamCFA conference!

### **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.*

Every teacher, staff and administrative member is dedicated to the success of every Davidson Charter Academy student. We believe that all students are "at-risk" of falling behind academically and socially. DCA leadership will use all available resources and tools to ensure that each child receives a strong foundation for their future. We believe every child shall have the opportunity to be successful, every class, every day.

DCA will implement a progress monitoring intervention system for all students utilizing research based programs focused on indicating academic deficiencies. Along with the expertise of teachers, counselors and other personnel for early identification of students who are "at-risk," the primary prevention level includes high quality instructional practices and implementation of the Sequence with fidelity.

The secondary level includes evidence-based intervention(s) of moderate intensity using asset based instructional tools. To ensure sustained support, students will receive a Personalized Education Plan (PEP) based upon locally determined assessments and teacher observation. Through collaborative efforts, multiple tiers of increasingly intense instruction/intervention services will be implemented to support student

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academic proficiency. Students needing remediation or intensive instructional support will be matched to strategic and intensive instruction/interventions based on screening, progress monitoring, and diagnostic assessments.

To ensure students do not miss core subject instruction, these interventions shall occur during specific times of the academic day, possible extended school and if needed a Saturday Academy. Progress will be monitored through a consistent evaluation process (i.e. timed probes) at minimum each month. If there is no progress after four weeks of intervention, intervention implementation will be evaluated for fidelity and intervention time will intensify.

All children will participate in multiple formal assessments to establish a baseline and personalized education plan. We will utilize NWEA MAP Assessments and Compass Learning to progress monitor as well as common formative assessments developed by our teachers. Through our TeamCFA partnerships, teachers will master the processes of effectively collecting, analyzing and collaborating to make effective decisions for children.

The school will develop a student support team comprised of our best classroom teachers, instructional coaches and administrators to collectively analyze, brainstorm interventions and solutions to promote student success. We will continue to analyze our school schedule, curriculum and instructional strategies to foster and stronger learning environment and ensure our teachers have a full toolbox of strategies to address any issues.

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.*

If parents acknowledge that English is an additional language in the home, or if they check yes to any of the determining questions on the Home Language Survey, then the student is referred to the ELL liaison for testing.

If student has not been previously identified as ELL, the WIDA Access Placement Test (W-APT) will be administered. If student's academic records show previous ELL identification, the faculty will proceed with preparing adequate instructional plan based on proficiency level.

2. *Instructional program:*

Our faculty will determine the appropriate means of instruction and modifications or accommodations for ELLs based on previous academic records, ELL placement test, parent input, student input, student observations, and other relevant data. We will ensure that ELL students meet the same challenging English proficiency objectives and standards required of all other students. Teachers will individualize their lesson plans for the ELL students. Teachers will also align their strategies with the available Core



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Knowledge ELL lesson plans. The school will employ the necessary faculty and staff to ensure appropriate curricular materials and supplemental resources needed to help ELL learners become proficient in English are present in the classroom. ELL learners benefit greatly from Total Physical Response, in which students, as much as possible, physically engage in their learning. For instance, if they are reading a story about the wind blowing, the teacher and students will pretend to be the wind as they read. Also, our curriculum will be supplemented with Web-based programs with a multitude of multimedia activities including monolingual/bilingual dictionary, grammar tools, audio support, and supplementary print coursework.

To ensure compliance with state and federal guidelines for ELL students our staff will work closely with classroom teachers, and counselors to facilitate communication and dissemination of information to parents. Communications will be sent, to the extent possible, in a language understood by the parents.

### 3. Exit Criteria

Students who are determined to be fully English proficient based on ACCESS tests results will continue to be monitored for a period of two years, as required by state regulations. Parents will be notified and continued to be informed of monitoring progress.

#### 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.*

In terms of identifying gifted students, DCA will adhere to the state standards for defining and identifying our gifted and talented students. Students will be identified using a standardized test. In the Davidson County school system, the CoGat is used to identify students. Further, DCA will consider teacher recommendations, student portfolio work and parental input.

Fortunately, the Core Knowledge Sequence is structured in such a way that students at all levels have access to the content and are constantly challenged to learn new things. However, we acknowledge that additional experiences are sometimes necessary to ensure all students are met at their instructional level and attain growth. High-performing students will be able to experience content at their instructional level through the use of individualization and differentiation. Lessons will be differentiated based on students' need and implemented accordingly.

The appropriate faculty will be employed to ensure that those students who are academically gifted are properly served. In some cases, the gifted and talented teacher may work in conjunction with other classroom teachers to

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ensure that students are being instructed in a manner that best suits them. As the population of the school grows, along with the gifted population, our gifted and talented teacher may work full time with those students who warrant it.

In short, we will meet the needs of our gifted and talented students in the same manner that we meet every other student's needs. We will take an individual approach, hire the necessary faculty and see that each student is able to reach his or her maximum potential. Progress of these students will be measured through data that comes as a result of testing, as well as through portfolio work and anecdotal evidence.

### **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)*

To identify students who have previously been found to be eligible for special education services or are protected under Section 504 of the Rehabilitation Act, upon enrollment at the charter school, all students' records will be reviewed by a school counselor for previously diagnosed disabilities, eligibility under Section 504 and/or Individual Education Plans. The IEP team will contact the previous school in writing and by telephone to request the current IEP and pertinent student information. We will speak and/or meet with the previous special education staff regarding special accommodations and follow through with previously written plans until we are able to conduct our own evaluation, adopt the most current IEP or develop a new IEP, in accordance with the transfer provisions of NC 1504-4.4(e) and (f).

Teachers, parents and staff will be provided with resources for identifying children with special needs in our school through brochures, posters and letters found on the Public Schools of North Carolina Department of Public Instruction Project Child Find website. Under the leadership of an Exceptional Children's Teacher, the education team, consisting of an LEA representative, the parent of a child with a disability, regular education teacher of the child, and an individual who can interpret the instructional

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implications of evaluation, will use a problem-solving approach and progress monitoring when addressing academic, behavioral, and/or developmental concerns regarding students. Team members will document the data collected, monitor the results of scientifically research-based interventions and make data-based decisions. The school will utilize the North Carolina Department of Public Instruction forms to document the evaluation and IEP. Additionally, parents can refer their child for testing at any time by providing a written request to the school.

In compliance with confidentiality requirements, all confidential records shall be kept in a locked file cabinet in a room accessible only to pertinent school personnel. Written documentation will be required to remove any records from the records room. Only those staff members of the students will have access to the aforementioned files.

Our school will provide special education and related services according to the federal mandates of the Individuals with Disabilities Education Act and the regulations of the North Carolina Public School Law, Article 9. To ensure record compliance, our school will develop and implement a record compliance monitoring system. The IEP team will complete a compliance checklist for all records of students with disabilities. Each record will be reviewed and if any noncompliance is found, a correction action of noncompliance will take place immediately. Verification of correction will be the final action to ensure the noncompliance was corrected. The 504 Coordinator at our school will monitor the 504 Accommodation plans compliance as required by Section 504 of the Rehabilitation Act of 1973.

#### 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.*

Davidson Charter Academy will provide educational opportunities to students with disabilities in the least restrictive environment with the full continuum of alternative placements, as appropriate. We anticipate that 12% of our school population will require EC services and will plan accordingly. There will be at least one Exceptional Children's teacher on staff, depending on school enrollment. He or she will be responsible for implementing IEPs and monitoring students' progress.

Classrooms will be equipped with the necessary materials to ensure access to the curriculum. Quarterly, the EC teacher will meet with students' classroom teacher(s) to discuss progress and determine if a parental meeting is necessary. Yearly, parents, the EC teacher, one regular education teacher, a school administrator and an individual who can interpret any evaluation data will meet to review the student's IEP and to make any necessary changes or recommendations. Parents may request an IEP meeting at any time.

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We will ensure that all students with disabilities have access to a free and appropriate public education. We will focus on their special education and related services needed in order to ensure that they acquire the best possible education and are being prepared for further education, employment and independent living. We will follow all federal and state laws and regulations relating to the education of students with disabilities. All staff will be educated as to the contents and implications of these laws.

The Exceptional Children's teacher will be responsible for monitoring the implementation of all IEPs. Students will receive quarterly progress reports and an annual review meeting. Further meetings will be scheduled as a student's needs change. As a student is identified, a transition meeting will take place to ensure that all accommodations are communicated to the relevant teachers.

We will contract with the appropriate related service providers, including occupational therapists, physical therapists and speech therapists.

### **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.*

As noted in the goals section, DCA will strive to never achieve less than a B school according to the NC Report Card. With this goal in mind, maintaining a proficiency level of 70% and exceeding academic growth annually shall be the bottom line for whole school achievement.

Through the Sequence, DCA will be the public school of choice and outperform all surrounding public schools by a minimum 20 proficiency points.

Additional Academic Objectives:

Ninety percent of graduating eighth grade students will be prepared to enter high school at the College and Career Ready Level in math and reading.

More than half of DCA's graduating 8th graders will have received high school credits.

Assessments: Davidson Charter Academy utilize the NWEA MAP tool to monitor the progress of all children. These data will provide each teacher the specific information they need to create lessons, develop small groups and address gaps in the student's education. Personal education plans will be developed based on results. Progress according to MAP and PEP goals will drive the bi-annual teacher/parent conferences.

As mentioned in previous sections, student promotion requirements will be

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set and analyzed each year. Every parent will be provided these specifics annually. Decisions to promote or retain will occur through a student support process developed by the head of school. Factors in promotion shall be growth according to the MAP Score, attainment of PEP goals, recommendations by staff, and student attendance. In third grade the team will follow Read to Achieve laws and utilize portfolio assessments to gather additional data. The head of school will make this final decision.

Students who are at-risk or disabled will too have individualized goals and plans that shall be met to be promoted to the next grade. There shall be no social promotion. The only exception may be if a child is previously home schooled and the student lottery "applying" grade level is not appropriate, the head of school will request assessments to take place to ensure the child is placed in the most appropriate grade level entering DCA.

Promotion criteria will be communicated to parents at the start of the school year. If a student is in danger of being retained, that will be communicated to his/her parents or guardians at the spring conference as the fourth quarter begins. If significant evidence exists before the final school day in January the parent will be notified their child may be retained and what the plan is over the next four months to close the gap. Further, parents or guardians will be notified as soon as possible if a student is not reading at grade level.

Students who graduate from the eighth grade will be knowledgeable in all areas of the Core Knowledge sequence. Based on our education planning, we maintain that they will be well versed in all core subjects, as well as in the arts and music. Students are also expected to be strong leaders and participate in community service activities. Finally, students will be able to solve complex problems and communicate effectively.

### **Student Conduct:**

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

*Provide a draft copy of the student handbook specific to the proposed charter school within the appendices (Appendix D).*

*Be sure to include:*

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

Students at Davidson Charter Academy are expected to follow all behavioral guidelines set forth in the Student Handbook. Teachers and administrators will model the behavior they expect and reinforce those behaviors as they see them taking place in the school. Further, our character development programs will play a role in helping students control their own behavior and

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solve problems without teacher intervention. As the Core Knowledge Sequence builds on prior knowledge, we believe this educational model allows for students to recognize appropriate behaviors that have been previously taught and modeled. So, just as students will build on prior knowledge academically, they will be expected to do so socially and emotionally as well.

In addition to the expectations outlined in the handbook, the staff will create an annual contract regarding student expectations that aligns to the school's discipline policies and core values. These contracts will be discussed during open house and signed by the parent and student. The first week of school there will be a heavy emphasis on teaching procedures and expectations. Throughout the year the values and expectations will be connected to the taught character education curriculum.

Potential strategies for behavior tracking and communication might be a positive behavior chart in the elementary grades to give students a visual reinforcement of behavior expectations. Specific students may utilize a behavior chart (on a clipboard) as they travel from classroom to classroom. All students will have an agenda that teachers and parents can use on a daily basis to communicate behavior concerns or outstanding behavior. The details of the Code of Conduct, including offenses that can result in suspension and the suspension policies and procedures, will be specifically laid out in the Student Handbook.

The Code of Conduct contract will be provided to parents and students prior to the start of the school year to ensure all families are aware of the possible consequences faced if a student chooses to misbehave in school. It outlines and defines the infractions that may lead to in-school consequences, and/or to suspension and expulsion. Depending on the severity and situation of each case, the following offenses may lead to a consequence ranging from in-school disciplinary action to long-term suspension:

- \* Infractions of class/Academy rules
- \* Contraband items (i.e. lighters, matches)
- \* Integrity (i.e. cheating, forgery)
- \* Trespassing
- \* Inappropriate interpersonal/sexual behavior (including harassment)
- \* Disrespect and noncompliance
- \* Use of electronic devices
- \* Gambling
- \* Harassment, abusive, offensive language
- \* Bullying
- \* Hazing
- \* Physical, written, or verbal aggression, or threat of
- \* Unjustified activation of a fire alarm or other system
- \* Theft or destruction
- \* Possession of weapon, tobacco, narcotics, alcohol, or controlled substance

Students will be granted due process rights, including the opportunity for a hearing before the Board, in accordance with the state law for suspensions and expulsions. While it may be necessary for students with disabilities to be suspended or expelled from the Academy, before those students can be suspended for more than 10 school days in a given school year, a manifestation determination meeting will be held by the IEP team to decide if the student's disability caused the misbehavior. The outcome may impact

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any further disciplinary action taken related to the student, as to ensure the student will not be denied FAPE per federal law.

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<b>Section III: Education Plan Concerns and Additional Questions</b>		
Why choose Davidson County for the school if their scores are already about state average? Would the school be better suited for Thomasville due to the well below average scores?	Jessica Kelly	Instructiona
***What is the documented evidence that the proposed approach will lead to improved student performance for the school's target population?	Kebbler Williams	Instructiona
Instructional hours do not match in narrative and on calendar.	Walter Finnigan	Curriculum a
Your narrative and Appendix C do not match with the number of instructional hours.	Jennifer Gnann	Curriculum a
Narrative and hours on calendar (Appendix C) do not match.	Jessica Kelly	Curriculum a
***The applicant did not supply the requested curriculum outline (in graph form) in Appendix B for one core subject (specific to the school's purpose) for each grade span (i.e. elementary and middle) the school would ultimately serve. Instead the applicant submitted a language arts summary for grades 3 and 7 only.	Kebbler Williams	Curriculum a
Is number of instructional hours 1072 or 1080?	Sherry Reeves	Curriculum a
"If there is no progress after four weeks of intervention, intervention implementation will be evaluated for fidelity and intervention time will intensify" - Does the length of time potentially cause a delay in 90-day timeline under IDEA?	Robert McQuat	Special Prog
Will your school follow the RTI/MTSS intervention process?	Jessica Kelly	Special Prog
***The applicant needs to clarify the use of an extended school day and Saturday Academy. ***If an ELL student requires intensive services beyond what a classroom teacher can provide, how will the applicant meet the student's needs? ***Does the applicant intend to have an official AIG Program?	Kebbler Williams	Special Prog
Plan for invention states the expertise of counselors, but the budget does not reflect any counselor until year two. With this being the primary intervention process why is the applicant waiting until year two to hire a school counselor?	Walter Finnigan	Special Prog
Is the intervention system for serving at-risk students the MTSS process? RTI? Explain how AIG teacher may serve some students full-time.	Sherry Reeves	Special Prog
Will a home language survey be sent home?  This section could include more details about how they will close the achievement gap by 5% each year.	Tammi Sutton	Special Prog
More clarification on "Child Find" and how it will work is needed.	Shannon Sellers	Exceptional
***To what degree has the applicant planned for the need of a self-contained classroom? ***The applicant needs to clarify the educational programs and strategies the school will provide to ensure a full continuum of services for students with disabilities. ***How does the educational plan for serving exceptional children align with the proposed curriculum, instructional methods, and the school's mission?	Kebbler Williams	Exceptional
Do the quarterly reports align with report cards? IEP Progress reports are to be sent at least each grading period.	Shannon Sellers	Exceptional
What is the interval of report cards and how does this impact the IEP progress reports? "Students will receive quarterly progress reports and an annual review meeting." IEP progress needs to be provided at least as often as report cards.	Robert McQuat	Exceptional
Policies regrading promotion and retention are vague and should be expanded upon. What will it require for a student to be promoted to the next grade?	Shannon Sellers	Student Perf
***The applicant needs to clarify its comment regarding 70% proficiency level. What is the highest schoolwide proficiency level the school is expecting to achieve? ***What are the school's promotion standards from one grade to the next? ***What specifically must an 8th grader know and be able to do by the time he or she is exiting the school? Are the exit standards for at-risk students the same or different as for non-at-risk students?	Kebbler Williams	Student Perf
How do promotion and retention standards apply to students with disabilities? How is childs IEP considered?	Robert McQuat	Student Perf
***Describe the character development program and how it will play a role in helping students control their behavior. ***The applicant lists offenses that may lead to long-term suspension, but did not	Kebbler Williams	Student Cond



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indicate which offenses could lead to expulsion. ***The applicant did not provide a definition of the offenses that may lead to suspension or expulsion. ***The applicant did not provide policies and procedures regarding due process rights when a student is suspended or expelled.		
Elaborate on the due rights process; how many offenses will it take for a student to reach that level?	Jessica Kelly	Student Cond
What behaviors would result in an expulsion?	Tammi Sutton	Student Cond

<b>Reviewer</b>	<b>Score</b>
Steven Walker	Pass
Deanna Townsend-Smith	
Jennifer Gnann	Pass
Jessica Kelly	Pass
Glenn Allen	
Kebbler Williams	Fail
Walter Finnigan	Pass
Tammi Sutton	Pass
Sherry Reeves	Pass
Shannon Sellers	Pass
Robert McOuat	
Phyllis Gibbs	
Anthony Helton	

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**IV. GOVERNANCE 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 upon application submission.

*Name of Private Nonprofit:* Davidson Charter Academy, Inc.

*Mailing Address:* Christine England

*City/State/Zip:* Lexington NC 27292

*Street Address:* 277 Copperfield Ln

*Phone:* 336-239-3581

*Fax:*

*Name of registered agent and address:* Erin Steenwyk  
294 Harbor Drive W  
Lexington, NC 27292

**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 D)  
X 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>	<b>Past or Present Professional Licenses(s) Held</b>	<b>Has any disciplinary action been taken against any of these professional licenses?</b>

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Carlos Jane	Member at Large	DAVIDSON	Attorney		
Christine England	Treasurer	DAVIDSON	Finance Officer		
Erin Steenwyk	Chairman	DAVIDSON	Home School Teacher		
Jed Orman	Member at Large	DAVIDSON	Marketing Executive		
Stanley Bingham	Member at Large	DAVIDSON	Business Owner		

**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 board will be comprised of no fewer than five and no more than eleven members. We will have a chairman, a vice chairman, a secretary and a treasurer. The remaining members will be at-large voting positions. During the Ready to Open process the board will add additional members including one member from the TeamCFA organization based on our partnering agreement.

We understand that we, the Board of Directors, do not carry out management responsibilities. Our main responsibilities are (1) to ensure the school's academic program is successful, measured by both internal and external assessments; (2) the school's operational programs are faithful to the terms of its charter, including compliance with statutory and regulatory requirements; and, (3) the school is a viable organization, which includes, among other things, that it is financially solvent and has a competent professional staff.

During the ready to open year, the board's primary responsibilities will be to hire an effective school leader, recruit families and secure a safe, accessible facility. We will also begin recruiting potential staff, establish committees and partnerships that will embrace and enhance the mission of the school and provide strict financial oversight, as called for by a fiduciary responsibility to the school. Once the school opens we will shift from a founding board to a governing board.

Our overall roles are to set the overall student outcomes, establish policy that is fair to all constituents and creates the operational boundaries, evaluate our head of school, approve substantial third party agreements and staff contracts, set the organization's vision and goals, evaluate the effectiveness of the school's plan, develop a sustainable governance model that recruits effective leaders, oversee the school's finances and grow as a team.

Our duties as a board member revolve around three words, care, loyalty and obedience. As stewards of the organization we must exercise reasonable care

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when making decisions, understand the finances, and participate in its governance; attend all board meetings, committee meetings, and participate in decision-making and policy setting while actively participating in risk assessment and strategic planning.

Our duty of Loyalty means we will never use information obtained as a member for personal gain, and will always act in the best interest of the organization by being aware of our conflict of interest policy; avoiding transactions in which may result in financial gain.

Finally, our duty of Obedience ensures we will not act in a way that is inconsistent with the central goals of the organization. This means we ensure the organization complies with all applicable laws and regulations and with its own internal documents and policies.

Through our TeamCFA network and relationships in the community, we will recruit a leader who is leads with great character. We anticipate utilizing recruits from the TeamCFA Leadership Apprenticeship program as they will have experience in leading and developing highly effective Core Knowledge schools. Before making our final decision we expect to spend lots of time with the candidates in school setting, community events and interviews to ensure this leader knows and understands the challenges he/she will face a new charter school principal.

Supervision of the school leader will occur through a strong relationship between he/she and the governing board. The school leader and board will agree on specific measurables, channels of communication and what items he/she will need to report to the board formally and informally. This will take intentional action and trust between both parties but is critical to the organization's long term success.

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.*

We start with a small group of five dedicated Founding Board members and our TeamCFA representative. We will continue to recruit, cultivate and enhance the organization. The maximum size of the permanent Board could contain as many as eleven members.

Board Skills, Expertise and Constituencies: The board currently has two men and three women. We have business people with legal, management, marketing, and accounting education and expertise. We have former educators, as well as two members who work in the wellness and health care field. Our board members live in various parts of Davidson County from the northern tip to the southern end, with one in the Lexington city limits. Two of our three LEAs are represented on the board.

#### SUCCESS:

Evaluate the Success of the School: In alignment to the organizational goals, the board will adopt specific deliverables that demonstrate the progress toward each organizational goal. The school leader and each

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standing committee will collect and analyze specific data and report to the board based on the schedule according to the Outcomes Based Calendar. The lead administrator will create a plan based upon the data analysis. In addition, the board will host an annual retreat to gather to analyze year-long data and program evaluations to determine if adequate progress is being made.

SCHOOL LEADER: Our board believes the purpose of evaluation is to promote personal and professional growth. The Davidson Charter Academy head of school will be evaluated based on the progress towards the organizational goals, management of the school's budget, development and navigation of the organization, progress towards a successful charter renewal and good standing with the authorizer and community as noted in the prior section. Ultimately, the school's success shall correlate to the success of the school leaders ability to effectively lead the school. This evaluation will occur formally every six months. The Governance Committee will be assigned to perform this responsibility.

#### ACTIVE REPRESENTATION BY KEY STAKEHOLDERS:

The board's composition will ensure active and effective representation of key stakeholders by including parents along with business and community members. We will continue to strike a similar balance on future boards. We will also engage parents and other key stakeholders when engaging in such activities as fundraising and strategic long and short term planning.

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

The founding board members were recruited and selected for their varied backgrounds and common concern for providing educational choices and a quality education to the students of Davidson County. Several meetings were held that were open to all interested members of the community. From those meetings, leaders who wanted to take further action emerged and were selected to be on the board. Additional members were recruited based on the need for their specific area of expertise. An initial organizational meeting was held on November 20, 2013. The board has been working diligently to secure strong standing and credibility in the community to establish this public school of choice.

Board recruitment will be ongoing. We anticipate having non-board members on our standing committees. We will work closely with these partnering stakeholders and hope to recruit many of them to join our board full time. If a position becomes vacant, new members will be elected within three months of the vacancy, at a regular or called meeting. Members will be recruited based on the needs of the board at the time and chosen based on recommendations from the Nominating Committee.

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

The board will hold regular meetings monthly and develop a strategic outcomes based calendar for maximum oversight of the organization. Standing committees will meet between meetings for a deeper dive and analysis of the organization's progress. See Outcomes Based Calendar example in the

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Appendices.

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.*

New board members will be assigned a mentor when they are elected to the board. That mentor will review the resource binder created by the founding board. The binder includes a copy of the charter application, the charter agreement with the state, the board's bylaws and policy manual, a copy of the Open Meetings Laws, a copy of all charter and public school laws, the expectations of a board member, and a calendar of monthly scheduled meetings. Most importantly, they will get an overview of the boards goals, successes and current challenges. Hopefully this new member will have spent time on a committee and have a strong understanding of the organization. New board members will also be required to read *Boards That Make a Difference*, by J. Carver.

Every board member will be required to attend at minimum four hours of governance training annually. TeamCFA provides funding for board members to attend the TeamCFA national conference. Board members will have the opportunity to collaborate with board members from other TeamCFA partner schools., share best practices, and receive information on Core Knowledge, Singapore Math, NWEA MAP assessments and Compass Learning. Additional training scheduled could be feedback from experts (i.e. audits), state provided sessions, education on legal matters, strategic planning, nonprofit best practices, and personal time spent reading about how effective boards operate and then sharing insights gained as a result of that reading.

The Core Knowledge Foundation will also provide professional development to the faculty and staff. A member of the board's Academic Committee will attend this training as well. This will ensure continuity of our mission and will create open lines of communication between the board and the school community. We plan to retain legal counsel familiar with public school law to assist with training on open meetings/public records, compliance with our bylaws and other pertinent legal matters dealing with education.

Further, each founding board will read *Boards that Make a Difference*, by J. Carver, and also choose one other book about board management to report on during each year of their tenure. These books will be donated to Davidson Charter Academy, so that the board can build a robust library of resources for future boards.

Specific Topics:

A. Financial

After completion of training, participants will be able to demonstrate knowledge of creating, presenting, monitoring and implementing a sound financial plan and an approved budget. Participants will identify overall financial strength - viability; return on investment - financial planning; revenue growth - enrollment projection

B. Roles and Responsibilities: This annual training will ensure our members understand that their role is to govern "How Well" the plans of the operations team ("How Will") are meeting the needs of the students, staff

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and stakeholders.

C. Legal Compliance: This session will review our organization's most critical documents, federal, statutory and regulatory requirements (including open meetings laws).

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.*

Pursuant to the Non-Profit Corporation Law NCGS 55A-8-31, the board shall comply with voting and disclosure provisions of the Director Conflict of Interest. The board has formally adopted bylaws to detail its procedure for identifying and addressing conflicts. Those bylaws are submitted as part of this application.

Steps the Board Will Take:

Persons Concerned:

This policy is directed not only to Directors and officers, but to all employees who can influence the actions of the school or its Board, or make commitments on their behalf. This will include all who make purchasing decisions, all persons who might be described as "administrative personnel" and all who have proprietary information concerning the school.

Disclosure:

Full disclosure of identity of any relationships of the governing board, charter school employees or potential contracts will be communicated and vetted openly. In compliance with the law, the following procedures will be implemented and will apply to board members and all school personnel operated by Davidson Charter Academy.

Disclosure will be made as soon as a potential conflict is discovered. When a possible conflict has been disclosed, the Board will determine whether a conflict actually exists and whether it is material. Where a material conflict exists, the Board will determine whether the recommended transaction or other conflicting involvement may be authorized as just, fair and reasonable as to the school. The decisions of the Board will be guided by independent counsel as appropriate, and their guiding principle will be the integrity and best interests of the school and the advancement of its purposes.

The following describes the procedure that the Board will employ when dealing with a potential conflict of interest:

Any Board member having a possible conflict of interest on any matter will not vote or use his or her personal influence on the matter, and will be recused from final discussion and voting after answering all Board questions and fully informing the Board of all pertinent detail.

The Chair of the Board will appoint a neutral person or committee to investigate alternatives to the proposed transaction. After exercising due diligence, the Board will determine whether the school shall proceed with the desired action.

The Minutes of the Board will reflect all conflicts of interest disclosures and abstentions from voting and the existence of a quorum.

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

The primary decision-making process the Board will use is deliberation as an authorized group (full-Board or committees) based on research, analysis, counsel feedback and experiences in monthly regular or special meetings to address the issues regarding the schools operation and compliance.

This will be the only way for the board to be truly effective when making important decisions. The meetings will be organized in a way that invite debate and discussion, but also manage conflict and problems that arise as a result of healthy debate. The board will work with key stakeholders (parents, community members, lead administrator) to gain a well-rounded perspective with regard to school policies. Additionally, the board will reach out to other successful charter school boards to utilize their perspective and wisdom with regards to school policies. As with all the decisions made by the board, paramount is the fact that these policies support the mission and goals of Davidson Charter Academy.

Our policies will be value-oriented and product drive; legal and do NOT deny constitutional rights, communicated to ALL stakeholders and written within the scope of the FULL boards authority. The policies will be adopted with the full authority of the board.

In developing school policies, initially recommendations will come from committees, head of school and potentially parents based on whether our policies are meeting our desired purpose or the law.

The process will be as follows:

A need will be identified

Data will be collected

Recommendations will be made

Policy will be drafted

Policy will be introduced for stakeholder input

Policy will be presented to the board for discussion and later action

Policy is embedded into the school's manual, disseminated, and communicated

Policy is reviewed annually

*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.*

Davidson Charter Academy is a partner school with TeamCFA. They are shown on the organization chart in the following ways:

1. The instructional coach reporting to the Head of School
2. The NC State Director reporting to the board and principal
3. A TeamCFA board representative as a full member of the board.

TeamCFA is a minority partner and the Davidson County Academy and Head of School retain full decision making authority.

The board will form advisory groups to advise the board in four basic areas:



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governance, academics, finances and development. Only the board has the authority to make decisions and take action in these four areas, although the board will seriously consider input from the following advisory bodies:

a. Parent Teacher Association-the role of the PTA is to support the teachers and staff in their mission. They will be their own entity and report to the lead administrator.

b. The Nominating Committee-the Nominating Committee will consist of members of the board and a teacher representative and will recruit and nominate new members to the board.

c. The Academic Committee-the Academic Committee will consist of board members and the Core Knowledge experts from both the elementary and middle school. The Academic Committee will ensure that the mission of the school is being realized in the classroom by analyzing test data, completing site observations and gathering input from the school community. They will report their findings and make recommendations to the board.

d. The Finance Committee-the Finance Committee will consist of board members and at least one parent representative. The members of this committee should possess a strong financial background. They will review and make recommendations on the budget, as well as on other major financial decisions impacting the school. They will report directly to the board.

f. The Personnel Committee-the Personnel Committee will consist of board members. The members of this committee will work with the lead administrator to identify strong hiring candidates, who will then make recommendations to the board about the hiring of new teachers and the termination of current teachers. The final hiring and firing decisions rest with the board. They will also work in conjunction with the Finance Committee regarding employee compensation and benefits.

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

Davidson Charter Academy is committed to a positive learning environment and it encourages open discussions among employees, administrators, board members, parents and students. Occasionally, concerns or questions may arise among members of our school community.

If a parent has a problem with regard to a teacher or other employee following steps should be taken as needed:

1. Discuss this problem with the teacher immediately.
2. If there is no resolution to the issue, communicate to the head of school. This may result in an additional meeting with the teacher and Head of School.
3. If there is no resolution to the issue the parent may file a grievance by following the board's policy and grievance process.
4. The board or appointed committee will receive the grievance and determine the next steps.

If an employee has a concern or complaint, then the employee should follow the steps outlined below:

1. Complaints should first be taken to the administrator.
2. If the matter concerns an administrator, or if the matter cannot be adequately resolved with the assistant administrator, then the employee should contact the lead administrator. A meeting should be scheduled with the lead administrator to discuss the problem, concern, or question.
3. If the matter concerns the lead administrator, or if the matter remains unresolved, then the employee may contact the Chairman of the Personnel Committee or the Board Chairman to seek help in resolving the issue.

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## 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 E)
2. A one-page resume from each founding board member and responses to the questions found on the Charter School Board Member Form (Appendix F).
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 G).
4. A copy of the articles of incorporation from the NC Department of the Secretary of State. (Appendix H)

## 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:

Outline below, 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.

Proposed Positions based on Annual Funding. Each year, instructional support positions, such as Associate Teachers, will be based on school's growth model and annual funding 2018-2023.

Projected Staff:

Head of School

Assistant Principals

Administrative Associates

Director of Operations

Guidance Counselor

Core Content Teachers

Exceptional Children's Teacher

Exceptional Children's Director

ELL teacher

Core Knowledge Coordinator (Provided by TeamCFA)

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Elective/Specialty Teachers (Foreign Language, PE, music and art classes)

Exceptional Children's Teachers

Associate Teachers

Information Technology (Contracted)

Transportation (Contracted)

Food Service (Contracted)

### **Staffing Plans, Hiring, and Management**

Include the following information for the proposed charter school:

Recruitment:

Throughout partnership with TeamCFA, Davidson Charter Academy will have an opportunity to recruit through a national network as well as locally. We will attend and potentially host job fairs in and around Davidson County. We will also work with regional colleges and universities to help identify qualified, interested candidates for our available positions. We additionally anticipate the state's HR system to be a strong resource for recruitment.

Retention:

Davidson Charter Academy will focus on people first and provide an atmosphere of respect for all faculty and staff members. Our decision-making processes will intentionally include staff to help guide the school's leadership in accomplishing the mission. Teachers will be supported professionally through learning communities, high level professional development, instructional coaches (TeamCFA) and internal mentoring system.

Teachers will also be offered a competitive benefits package and will be paid commensurate with their experience. The school will offer a 401(k) plan to all full-time employees. This type of plan, a defined contribution plan, versus the state's defined benefit plan, is more flexible for most teachers and is portable. The plan will provide for an employer match of up to 3% employee annual contribution. Full-time employees will also receive health insurance with employee coverage paid in substantial part by the school as well as life insurance and disability benefits. The school is currently planning to forgo the state retirement plan and health plan but can make that decision final upon the charter approval. Of course mandatory unemployment and workers compensation insurance will be incurred by the school.

Our Assistant Teachers will serve as a built-in recruiting source for new teachers because they will have a bachelor's degree or equivalent education and experience. Many will be certified or working toward certification and will be candidates for open teaching position.

#### *2. Provide a description of the relationship that will exist between the charter school employees and the nonprofit board.*

The Davidson Charter Academy board will hire a strong lead administrator who will be responsible for leading staff and effectively managing finances and operational systems. We anticipate our principal, as part of the TeamCFA Network, will complete one full year in their School Leader Apprenticeship program.

The relationship between the board and lead administrator will be one of

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trust, unity and accountability. Our lead administrator will lead through example and provide the board with critical information to help the board make critical decisions at every meeting. We anticipate that our board chair or designee will be in communication with the lead administrator to support their decisions and to keep the board in the know about any anticipated barriers or news.

The employees will be led by the lead administrator and all communications shall be directed his/her way. The board will communicate to the employees through the lead administrator and occasionally host functions, celebrations or meetings to gather additional information of the organization's health. The board will also rely on third party information and surveys to determine whether they and the policies are creating a strong employee atmosphere.

There are no direct lines of communication from staff to board unless previously authorized by the full board.

If issues arise between employees the board will ensure proper procedures are carried through and each employee has an opportunity to be heard in hopes of a professional resolution. An employee grievance policy will be in place and followed if required in the mediation process.

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

##### Hiring School Personnel

DCA aims to foster innovation and collaboration within a school community focused on the mission and a vision for educational excellence. Therefore, our hiring process will need to include practices to understand how each employee is exemplary in communication, relationship building, and collaboration. In addition, we will want our teachers to be coachable, hungry to learn, as the Core Knowledge curriculum is deep and broad, and socially smart because we will be focused on customer service.

DCA will recruit faculty that embrace our mission to foster student learning and achievement, and inspire students to become independent thinkers, effective communicators, and contributing citizens of a global society.

Our required applications will contain:

- \*a sealed college/university transcript indicating a cumulative GPA of 3.0 or higher;
- \*a clean National Criminal Background Investigation Check;
- \*three letters of reference documenting leadership, community service, and/or exemplary service within a community (educational or other);
- \*submission of sample teaching video;
- \*demonstration of superior writing skills through submission of writing samples;
- \*teaching portfolio with sample units.

Our hiring process will include:

- Initial screening interview;
- Teaching observation; (to observe your ability to engage, educate, and communicate)
- Formal interview; (to debunk any theories)
- Participation in school event; (to determine how you interact with others)

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Dismissal:

We understand that the board may need to dismiss staff members based on their actions. All teachers will work towards personal and professional growth. Our lead administrator will be responsible for creating the evaluation tool, providing effective feedback, and utilizing experts to help educators to grow. An employee may be placed on an action plan prior to recommendation for dismissal, however, no one is more important than the overall culture of the school. The board may verify.

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

Salary Range

- \* Lead Administrator - \$70,000 - \$80,000
- \* Assistant Administrator - \$40,000 - \$50,000
- \* Full Time Core Teachers - \$31,000 - \$45,000
- \* Elective/Specialty Teachers - \$31,000 - \$45,000
- \* Media Specialist - \$34,000 - \$45,000
- \* Guidance Counselor - \$38,000 - \$45,000
- \* Administrative Assistant - \$28,000 - \$32,000
- \* Teacher Assistant - \$31,000 - \$33,000
- \* Core Knowledge Coordinator (beginning in year 3) - \$36,000 - \$40,000
- \* Custodian/Maintenance - \$27,000 - \$29,000
- \* ELL Teacher - \$34,000 - \$45,000
- \* Gifted/Talented Teacher - \$34,000 - \$45,000
- \* Exceptional Children's Teacher - \$34,000

As stated above, we will not participate in the state retirement plan, but will offer a 401(k) program with matching contributions up to 3%, health care and life insurance to all full time employees. We will not offer retirement, health insurance or life insurance to part time employees.

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

Davidson Charter Academy retains the discretion at all times to immediately terminate employment or to decide what level or type of discipline is warranted, if any. All employees of DCA are at-will employees whose employment can be terminated at any time, without first implementing any other type of disciplinary action. The Academy is not required to use any of the following steps of discipline, or to apply them in any particular order, but retains the discretion at all times to determine the nature and severity of discipline and/or termination.

In the event it becomes necessary to discipline an employee, DCA will determine in its discretion given the circumstances of the situation the appropriate action amongst such options as:

- \*Verbal Warning
- \*Written Warning
- \*Suspension, with or without pay
- \*Final Warning and/or Probation
- \*Termination

Davidson Charter academy retains the discretion to determine if the circumstances of a particular case warrant termination for the first offense, or whether one of the other four forms of discipline listed above is warranted. Further, if an employee's conduct, performance, work habits,

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attitude or demeanor becomes unsatisfactory or unacceptable in the judgement of the Academy, including based on violations of any school policies, rules, guidelines, regulations or rules of conduct, whether contained herein or in other documents, they will be subject to disciplinary action up to and including termination.

Grievances shall follow this process:

The employee meets with the head of school to discuss the grievance first. If a satisfactory resolution is not reached between the employee and the head of school, then the employee will submit a formal grievance in writing to the chair of board of directors or their designee. The chair or their designee will convene an ad hoc subcommittee of the board to investigate the grievance. The board subcommittee will recommend a resolution within 30 days of receipt of the written grievance.

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

In our initial three years most of our employees will have dual positions and we anticipate our funding for 90% of our positions to be either:

State Funding  
Local Funding  
EC Funding

Positions will be:

EC Teacher (could be EC Director)  
Content Teacher (Core Knowledge Coach/Specialist)  
Administrative Assistant (PowerSchool Manager)  
PE Teacher (Athletic Director)  
Guidance Counselor (Testing Coordinator/504 Coordinator)  
Content Teacher (Interventionalist)

*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.*

Utilizing our best recruitment tools and partnerships, Davidson Charter Academy will ensure that the hired special needs teacher is experienced and holds at minimum a Master's Degree in Special Education. We anticipate having at least 10% of our initial population needing specially designed instruction. This will mean in year one we may have two EC teachers.

Davidson Charter Academy will provide an experienced part time ELL teacher to assist with any child who is an English Language Learner. Davidson Charter Academy will also employ a part time gifted teacher who is experienced in providing gifted students with the resources required of their special talents. DCA will also provide all full and part time teachers with the proper training and staff development to prepare for both ELL and gifted students.

We anticipate leaning on our TEAMCFA network of schools for support and guidance as meeting the needs of ALL of our children is critical to meeting our mission.

*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).*

Davidson Charter Academy's staff will be held to high quality standards by carrying out the Academy's mission every day. All staff members are expected to communicate clear expectations and goals, uphold all legal,

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professional and ethical requirements of the profession, and create an environment conducive to learning. Further expectations are outlined below:

Core, ELL, EC, Gifted and Talented, and specialty music, physical education and technology:

- Hold a bachelor's degree, EC teacher must hold a Master's degree.
- Teach the Core Knowledge Sequence in alignment with the Common Core State Standards and NC Essential Standards.
- Create a classroom climate conducive to learning.
- Create open lines of communication with parents.
- Offer tutoring and enrichment activities to students as needs arise.
- Communicate clear expectations, goals, and grading requirements to both parents and students.
- Differentiate lesson plans to fit the needs of individual students.
- In accordance with NCLB, teachers in core subject areas will meet Highly Qualified standards.
- Maintain and keep current records on all students, including portfolio work and grades.

Media Specialist

- Hold or be working towards a Master's in Library Science.
- Coordinate and maintain the Academy's physical and digital book collection.
- Teach library skills to all students in all grades.

Lead Administrator

- Hold a Master's Degree in Administration and must have five years of administrative experience.
- Ensure that the Core Knowledge Sequence in alignment with the Common Core and Essential Standards are being implemented in the classroom on a daily basis.
- Supervise and manage the Academy's staff and report on the school's overall operation to the Academy's board of directors every month.
- Responsible for handling student and staff conduct in accordance with Davidson Charter Academy's student and staff handbooks.
- Will be active in coordinating the Academy's professional development plan.
- Oversee the creation and implementation of the school's marketing plan.
- Ensure that the school operates within the budget and be responsible for all fiduciary requirements.

Administrative Assistant

- Hold an Associate's degree.
- Have at least two years experience as an administrative assistant.
- Coordinate and run the Academy's front office and adhere to all duties encompassed therein.
- Coordinate school volunteers.
- Assist the assistant administrator and the lead administrator as the need arises.

Assistant Administrator

- Have a bachelor's degree or higher.
- Coordinate and maintain the teacher licensure program.
- Have two years or more of administrative experience.
- Assist in coordinating the Academy's professional development plan.

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- The lead person to whom all contract positions report; this includes being the point of contact for the ISIS administrator.
- Report to the lead administrator regarding - Assist in marketing.

#### Custodian:

- Have five years of custodial experience.
- See to the daily maintenance and upkeep of Davidson Charter Academy's facilities.

#### Assistant Teacher:

- Hold a Bachelor's degree.
- Hold teacher licensure or be working towards it.
- Work with "At-Risk" students both in small groups and one-on-one.
- Support classroom teachers through tutoring, small group instruction and any other needs that may arise.
- Be trained in Core Knowledge.

#### School Counselor

- Must hold a Master's degree in school counseling.
- Develop and maintain a plan for delivery of the school counseling program.
- Maintain current and appropriate resources for educators and parents.
- Provide direct services through the guidance program, student planning, and preventive and responsive services.

#### Core Knowledge Coordinator (beginning in year 3)

- Must hold a Master's Degree
- Coordinate the school's Core Knowledge program
- Train new teachers in Core Knowledge
- Assist teachers in Core Knowledge as needs

### **Staff Evaluation and Professional Development**

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

The head of school will be responsible for ensuring there are systems and procedures for the potential teacher licensure renewal opportunities. The HOS will appoint a teacher leader to drive this process.

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.*

Initially, the goal for DCA: A Challenge Foundation Academy will be to organize a healthy organization that will foster a culture necessary to recruit, hire and retain teachers that live and breathe the organization's mission. All beginning staff and teachers will be assigned a mentor who will work closely to develop initiatives, plan lessons, and grow their classroom management strategies. The mentor teachers will also observe and provide feedback to their developing teachers at least four times a year. We anticipate a strong mentoring program will ensure that teachers will feel supported and will promote teacher retention. A partnership with TeamCFA shall ensure a strong implement of the Core Knowledge curriculum and encouraging teachers to create vibrant, cross-curricular, collaborative units will give our faculty a sense of ownership and will also result in teacher retention.



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Davidson Charter Academy leaders, in combination with DCA staff, will develop a teacher evaluation instrument that will evaluate a teacher's ability to implement the Core Knowledge Sequence with fidelity. Allowing teachers input into this process will also give them a greater that they are being evaluated in a manner that they helped develop will create more effective leaders who model in the classroom the type of teaching that is expected.

Davidson Charter Academy will work closely with TeamCFA, partnerships and NCDPI to ensure that our teachers meet the teacher licensure renewal criteria. Upon being hired, with the teacher's consent, Davidson Charter Academy will procure the teacher's license from DPI. Davidson Charter Academy will assist teachers in keeping their licensure and certifications in line with the requirements from NCDPI and the SBE policies.

For new teachers who are probationary under NC licensure requirements, Davidson Charter Academy may choose to follow the NCEES teacher evaluation system based on its growth by 2018, which includes a teacher self-assessment, professional development plan, a pre-observation conference, three formal observations with post-conferences, a peer observation with post-conference, summative evaluation conference, and summary rating form.

For administrative and support staff, the head of school will evaluate them twice a year using a rubric developed by the staff in conjunction with their job description.

- 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.*

We believe classroom success rises and falls with leadership. Through the school's partnership with the TeamCFA organization, we will strengthen the overall development of each teacher's ability to implement the Core Knowledge Sequence from a divisional school leader experience.

The Core Knowledge Foundation website, "Participants will engage in processes that model active instruction that they can use in the classroom. Tools, resources, scavenger hunts and individual and teamwork will be employed. Participants will take a pre- and post-test to assess their understanding. Products created will be used for practical purposes at the school." The nature of this professional development cannot be understated. For teachers to participate in professional development that is meaningful and to emerge with a plan for the year will create a sense of purpose and attachment to the mission of both the Core Knowledge Foundation and Davidson Charter Academy.

Once school starts, there are 8 teacher work days dedicated to professional development. Two of these days will be facilitated by the experts at the Core Knowledge Foundation. some portion of these workdays will be dedicated to cross-curricular planning and collaboration. These professional development days will take place both within and outside give the faculty the opportunity to teach.

- 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*

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*instructional methods.*

As referenced previously, there are three teacher workdays specifically dedicated to Core Knowledge Sequence professional development. Teachers will create broad outlines of their plans for the year. The methods utilized in the Core Knowledge Sequence may be somewhat new to teachers, so it will be particularly important for them to work together during this time to create a map of the year.

The instructional coaching team from TeamCFA and Core Knowledge will be integral in developing the desired outcomes content of academic sessions. In addition, all members of the staff will receive training in NWEA and Compass Learning.

On the first workdays, teachers will attend a retreat that will promote team-building, collaboration, and culture at Davidson Charter Academy: A Challenge Foundation Academy. All faculty and staff will be required to attend.

The next four workdays will consist of two days dedicated to further development of Core Knowledge Sequence, school policies, procedures and school wide expectations. Through the intense training from the Core Knowledge Foundation and the ensuing workdays in the school house, teachers will be prepared to begin delivering the content of the curriculum as outlined in the Scope and Sequence.

Other Non-academic Training:

BloodBorne Pathogens and other Health Requirements  
Orientation and Benefits  
Technology Systems Training  
Procedures and policies  
Communication with parents  
PowerSchool  
Emergency Plans

Teacher Development:

Mentoring and Evaluations  
Teacher Feedback Protocols

*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.*

We anticipate having multiple members of our staff attend the TeamCFA annual conference. This will kick off our professional development sessions for the upcoming academic year. This multiple day even will provide up to 40 hours of strategy, development and collaboration with other TeamCFA schools and national experts.

Beginning in August, there will be high quality specifically designed professional development, for a total of 56 assigned hours. The first three

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of those professional development days will be entirely devoted to the Core Knowledge Sequence, Singapore Math and utilization of NWEA MAP tools. During the school year there are workdays dedicated on the calendar for further PD on Core Knowledge, classroom management, school culture and days dedicated to completing and submitting grades and parent/teachers conferences.

The daily schedule is not affected by these days. There are multiple scheduled 1/2 days and teacher workdays strategically set up for professional development, data analysis and parent conferences.

The staffing structure with beginning and seasoned teachers, will create a collegiate atmosphere and respect among all members of the faculty as different staff members will have opportunities to present based on their skill sets and classroom practices throughout the year.

### **Enrollment and Marketing:**

Reaching the full capacity for enrollment will be critical to obtain the necessary financial resources to keep your school viable and operating efficiently. In addition, it is required by law that charter schools provide equal access to all students. Read the charter school state statute regarding admissions GS 115C.218.45(a-i) 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 reflects the racial/ethnic and demographic composition of the district in which the charter school will be located or of the special population the school seeks to serve: (G.S. 115C-218.45(e)).*

Davidson Charter Academy understands that to be successful as a charter school, we must maintain full enrollment of students in our first year. Through a partnership with TeamCFA we will receive funding annually to provide marketing materials to grow our enrollment and wait list. TeamCFA will also provide a web site to communicate with potential students and parents. We also we utilize social media such as Facebook to advertise to and educate the general public. To reach and maintain full enrollment we plan to implement an ongoing marketing plan that includes, but is not limited to, the following:

Charter Application Phase: June 2016 -June 2017

Goal: Gather addition information regarding the educational need or interest for a public charter school from 200 families, recruit additional board members and add five potential partnerships.

Action: Conduct a series of public relations endeavors to publicize the school to the community at large so that all interested parties will be aware of the schools upcoming application submission and revised board. Strengthen the social media outlet. Send a press release to four publications. Email blasts, social media binge and local representatives regarding application submission.

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Ready to Open Period (July 2017 - January 2018)

Goal: Obtain >60% Letters of Intent (LOI) (Balance the % across all grade levels) \*Educate parents that Letters of Intent cannot be utilized as applications for enrollment.

Action: Collect contact information utilizing LOI format, recruit prospective volunteers, board members. We will utilize our best marketing tool, our enrolled families, and utilize them to host community gatherings, public charter school town hall meetings and potential employment fairs.

Members of the board of directors will visit local preschools, day cares, churches, other child related and organizations and community organizations such as the YMCA to distribute information. Once the lead administrator is in place, he or she will perform this duty in conjunction with board members. We will also speak at local civic meetings such as Rotary Club, Kiwanis Club, Civitan Club, etc.

We will conduct community meetings open to the public in Denton, which is in the southern part of our county, Thomasville, Lexington, Welcome, which is in the northern part of our county, and Tyro, which is in the western part of our county, at branches of the local public library or at local churches, to be sure that we are reaching all demographics. At these meetings, we will use a powerpoint presentation to provide information about the school and the application process. One of our board members and one of our consultants are bilingual and will assist in interpreting during the meeting and translating brochures and fliers.

A representative of Davidson Charter Academy will attend community events to promote the school, such as the annual Barbecue Festival, held each October and Everybody's Day in Thomasville.

All marketing information in both English and Spanish, so as to attract those members of the community

Open Enrollment and final RTO Period (January 2018-July 2018)

Goal: 150% Capacity enrollment and waitlist (Balance the % across all grade levels)

Action: Send direct mailing to households in specific zip codes. After the lottery, we will utilize our best marketing tool, our enrolled families, and utilize them to host community gatherings, public charter school town hall meetings and potential employment fairs.

First 20 Days of School (Approximately August 2018)

Goal: Build and sustain waitlist >25% above capacity per grade (Balance the % across all grade levels).

Action: After testing marketing strategies that worked best over the past 18 months, focus our attention on the top two strategies and continue to promote in the community.

## **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.*

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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.*

Davidson Charter Academy has and will continue to engage parents and the residents through community meetings, the use of the news media, online social media, religious organizations, preschools, promotional videos, and building strong relationships with the local business community. There has already been an organized effort by parents and community leaders to notify the public about Davidson Charter Academy. Locally we have been featured in several newspaper articles, distributed surveys to the community and held a community meeting in the spring.

Board meetings will be transparent maintain a section of time built for public comments. We will also schedule town hall meetings to allow the community to stress their larger concerns.

Davidson Charter Academy will engage parents early and frequently in the school year, and highly encourage them to volunteer and play an active role in their child's education. Through the school's intense focus on character development, there will be an increased focus on bridging the gap between home life and school. Bridging this gap will include several interactive lessons that will build on parental involvement. These lessons will be presented at evening events, opened to the public, displaying student work, varying from the arts to core subjects, including science and technology.

Davidson Charter Academy will also develop a strong Parent Teacher Association with parents and teachers working closely together to carry out the mission of the school.

The board will encourage open and transparent communication with parents and encourage all parents to become a part of the fabric of Davidson Charter Academy. Leadership will write monthly newsletters to provide the state of the charter and new happenings. At the end of the year the leadership team will collaborate with PTA to write the "State of the Charter" address. This document will be utilized to write grants and request outside funding to further support the school's needs.

One intentional parental engagement tool will be our volunteer box. This index card box will be housed with volunteer opportunities for stakeholders that range from stuffing envelopes to raking the leaves outside. Teacher will weekly write out specific step by step instructions for potential volunteer hours on an index card. We anticipate having a heavy carpool line in the afternoon. This box will provide parents an opportunity to utilize their time more effectively by coming into the school, grabbing a card and helping complete needed tasks.

## **Admissions Policy**

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

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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. Immediately following preliminary approval of our charter, DCA will conduct a highly publicized campaign, utilizing a variety of methods to inform the public of the dates for open enrollment. These methods may include, but are not limited to, publication in all local newspapers, using multiple sources of social media, distributing flyers at churches, day cares and other community oriented locations and the holding of public meetings in various parts of the county, such as Denton, Thomasville, Lexington and Welcome. The tentative enrollment period will begin February 1, 2018, following final approval of the charter, and will tentatively run through March 31, 2018 at 5:00 P.M. The application will be available to fill out both online and in print format. It will be available in both English and Spanish. Immediately following the closing of the enrollment period, Davidson Charter Academy will determine if a lottery is needed, in accordance with NCGS 115C-238.29F(g)(6). If a lottery is not needed, all applicants will be accepted and parents and guardians will be contacted via telephone and via mail (both electronic and postal). Parents and guardians need to respond about their student's attendance at Davidson Charter Academy within five business days by 5:00 P.M.

If a lottery is needed, a date will be set for the lottery, which will take place no more than two weeks from the close of the enrollment period and will only include the names from the enrollment period noted above. Parents and guardians of applicants will be notified of the date and time of the lottery. The lottery will be open to the public and names will be decided by a computerized randomization system in accordance with the policies adopted in the North Carolina Charter Schools Act and by the State Board of Education. Once the names are chosen, the parent or guardian will have five business days until 5:00 P.M. to respond about their student's attendance.

2. As set in NCGS 115C-238.29F(g)(5a), Davidson Charter Academy will abide by the following:

\*For every year of operation, children of the active board members and full-time staff members will receive priority admission, up to 15% of the total enrollment.

\*Multiple birth siblings will be entered into the lottery as one surname, and should that surname be chosen in the lottery, all will receive admission.

\*After the first year of operation, siblings of current students will receive priority admission. Legacy preference will also be granted to students whose siblings have graduated from DCA within the previous four years.

3. We anticipate developing a waiting list of students. If a student withdraws, the next name on the waiting list will be offered a seat and that

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student's parent or guardian will be given one business day to respond. The HOS will develop a process to maintain effective student records and transfer documentation in a timely manner.

4. As stated above, we will utilize community meetings and open forums prior to the beginning of the admission's process. The purpose of these is to inform the public of the enrollment period, as well as to share our vision and mission with interested parents and community members.

5. In the event that a student from the school transfer, the parent or legal guardian should immediately notify the school. Davidson Charter Academy will verify the withdrawal of the student by letter. Once the letter is submitted, that seat will be open and if needed, the waiting list will be utilized.

### **Weighted Lottery**

*Does your school plan to use a weighted lottery?*

Yes:

No: x

*The State Board of Education may approve an applicant's request to utilize a special weighted, or otherwise limited lottery in certain circumstances. If the charter applicant wishes to deviate in any way from the open lottery normally utilized by charter schools, the following requirements must be met:*

- 1. In no event may a lottery process illegally discriminate against a student on the basis of race, religion, ethnicity, gender, or disability.*
- 2. A lottery process may not be based upon geographic boundaries, such as zip code or current public school attendance zones.*
- 3. A lottery process that deviates from the standard lottery must be based upon the school's unique mission and must be based upon educationally, psychometrically and legally sound practices, protocol and research.*

*If the applicant is requesting to use a weighted, or otherwise limited, lottery, please provide the following:*

- 1. A thorough explanation of how the specific mission of the school, as set forth in the application, requires the utilization of the weighted or limited lottery.*
- 2. A thorough description of the processes and procedures the applicant intends to use to effectuate the lottery.*
- 3. The underlying research, pedagogical, educational, psychometric and legal, that supports the request and the procedures the applicant is requesting.*

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**PROJECTED ENROLLMENT**

**2018-19 through 2022-2023**

IDENTIFY LEA FROM WHICH STUDENTS WILL PROBABLY COME

- LEA #1 Davidson County Schools
- LEA #2 Lexington City Schools
- LEA #3 Thomasville City Schools

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.

	2018-2019			2019-2020			2020-2021			2021-2022			2022-2023		
	LEA 290	LEA 291	LEA 292	LEA 290	LEA 291	LEA 292	LEA 290	LEA 291	LEA 292	LEA 290	LEA 291	LEA 292	LEA 290	LEA 291	LEA 292
Kindergarten	60	15	5	60	15	5	60	15	5	60	15	5	60	15	5
Grade 01	60	15	5	60	15	5	60	15	5	60	15	5	60	15	5
Grade 02	60	15	5	60	15	5	60	15	5	60	15	5	60	15	5
Grade 03	45	10	5	60	15	5	60	15	5	60	15	5	60	15	5
Grade 04	45	10	5	45	10	5	60	15	5	60	15	5	60	15	5
Grade 05	0	0	0	45	10	5	45	10	5	60	15	5	60	15	5
Grade 06	0	0	0	0	0	0	45	10	5	45	10	5	60	15	5
Grade 07	0	0	0	0	0	0	0	0	0	45	10	5	45	10	5
Grade 08	0	0	0	0	0	0	0	0	0	0	0	0	45	10	5
	270	65	25	330	80	30	390	95	35	450	110	40	510	125	45
	360			440			520			600			680		



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<b>Section IV: Governance and Capacity Concerns and Additional Questions</b>	<b>Reviewer</b>	<b>Page Reference</b>
No federal tax ID listed.	Jessica Kelly	Private Non-
***The applicant did not include the Federal Tax ID Number.	Kebbler Williams	Private Non-
Applicant has 24 months to obtain 501 (C)(3) statues.	Jessica Kelly	Tax-Exempt S
***The applicant has 24 months after approval to obtain tax-exempt status.	Kebbler Williams	Tax-Exempt S
Applicant will need to apply for tax-exempt status within 24 months.	Shannon Sellers	Tax-Exempt S
What is the relationship between the Head of School and the Instructional Coach? It appears that one is employed by the board and the other by Team CFA. How will conflict be avoided?	Jennifer Gnann	Governance a
why are the roles of the board members not clearly defined	Walter Finnigan	Governance a
If there will be a vice chair and secretary, why aren't those officers listed now?	Tammi Sutton	Governance a
Will the evaluation for the administration contain a rubric to follow? Your by-laws say, "unless meetings are conducted electronically;" how will electronic meetings be open to the public? Clarify what is meant by electronic?	Shannon Sellers	Governance a
***The board intends to have a vice chairman and a secretary, yet no one is serving in these roles now. Why? ***At what point each year will the required 4-hours of board training occur? ***Does the current board have any actual or perceived conflicts of interest? ***The grievance process is not well-developed and does not provide a clear means of progressing through a grievance. ***The bylaws reference incorrect codification of charter school law, and therefore, need to be revised. ***By what means will the board evaluate itself? ***By what means will the board evaluate Team CFA?	Kebbler Williams	Governance a
Did you advertise for board members at the surrounding areas you are planning on recruiting students from?	Jessica Kelly	Governance a
Is Team CFA considered an ESP then?	Jennifer Gnann	Proposed Man
***This section is not applicable.	Kebbler Williams	Proposed Man
***Is the board intending to have applicants pay for their own criminal background checks? ***What are the professional licensure requirements for employees?	Kebbler Williams	Staffing Pla
Do you think it will difficult to find a teacher willing to work for the same salary as a Teacher Assistant? How will you observe a teacher prior to hiring? Will they be expected to video one of their current classes? What about a first year teacher? You mentioned an EC Director but this position is not included in the projected salary ranges. If this teacher is going to serve a dual role is the salary sufficient to ask that of one person?	Shannon Sellers	Staffing Pla
Given the demands of our state testing- Combining testing and Counseling may not give the applicant the best overall results. EC teacher/director salary is low especially if that individual will be maintaining the program and overseen grants, paperwork, and audits.	Walter Finnigan	Staffing Pla
Given your extensive hiring process do you think it will be difficult to obtain staff? How will you meet all of these requirements prior to the school opening or in the summer?  There was mention of an instructional coach earlier in the application. Where is this position included? Is this the Core Knowledge Coordinator?	Jessica Kelly	Staffing Pla
If first year teachers are not evaluated on the NC Teacher Evaluation System, they may not be eligible for a continuing license. Applicant should look into this. Will 2 or 3 days of PD in Core knowledge be sufficient for training with this being a prime method of instruction? There is some confusion in the application regarding the PD in one spot it states 2 days and in another it states 3.	Shannon Sellers	Staff Evalua
***To what extent will professional development be individualized or uniform?	Kebbler Williams	Staff Evalua
***The applicant uses incorrect codification of the general statute. ***The applicant has also misinterpreted general statute related to legacy preference. G.S. 115C-218.45(f)(2) states, "Siblings of students who have completed the highest	Kebbler Williams	Admissions P

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grade level offered by that school and who were enrolled in at least four grade levels offered by the charter school..." ***Why does the applicant believe that one business day is enough time for parents to respond when their child is offered a spot from the waiting list? ***The applicant did not provide clear policies and procedures for re-enrollment.		
What is the rationale for the breakdown of students from each LEA?	Sherry Reeves	Projected St
No weighted lottery.	Sherry Reeves	Weighted Lot
No weighted lottery.	Jessica Kelly	Weighted Lot
Why did the board choose not to use a weighted lottery given the different demographics in the different school districts?	Tammi Sutton	Weighted Lot
***This section is not applicable.	Kebbler Williams	Weighted Lot

<b>Reviewer</b>	<b>Score</b>
Steven Walker	Pass
Deanna Townsend-Smith	
Jennifer Gnann	Pass
Jessica Kelly	Pass
Glenn Allen	
Kebbler Williams	Pass
Phyllis Gibbs	
Robert McOuat	
Shannon Sellers	Pass
Sherry Reeves	Pass
Tammi Sutton	Pass
Anthony Helton	
Walter Finnigan	Pass

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## **V. OPERATIONS**

### **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.*

Our plan will consist of a triangulation of services. Based on the fact that over 200 families currently drive their children to charters outside of Davidson County, we expect the majority (2/3 or 200) of children will arrive by car.

We aim to purchase two to three used school buses and build a strategic cluster stop system to transport children (roughly 100). Over the next year we will determine the method in which students will qualify for transportation. Factors may include living distance from the school, economic status, and special circumstances as we want to ensure we are meeting the needs of all of our children. As the school grows our goal is to purchase more school buses and potentially replace these original buses with a higher quality model to reduce maintenance.

We will also budget funding to provide bonus gas cards to our families that are able to carpool multiple families to school. In addition, this line item will include local cab company or transportation service to provide transportation for extreme circumstances.

Our budget includes:

- \$50,000 to purchase used buses
- \$25,000 for gas for cluster stops up to 25 miles
- \$15,000 Oil, Tires and Maintenance
- \$5,000 for emergency transportation

As Davidson Charter Academy grows, the goal is to provide bus services to half of the school's population. We will investigate the possibility of contracting with the local bus systems or other appropriate bus or transportation services if the cost becomes substantial.

### **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.*

Davidson Charter Academy is fully committed to ensuring that no child lacks a daily meal, whether this is due to financial need or simply because they forgot their lunch. It is our intention to offer students the option of bringing their lunch or purchasing their lunch from a local catering service. The lunch schedule will be published monthly and students will have the option of buying from the catering service or providing their own lunches.

For those students who are financially unable to provide themselves with a

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school lunch, we will contract with a local catering service to provide one for them at our school. There is a line item in the operations budget of \$50,000 for the first year to provide for this expense. We will anticipate this line item growing annually.

In addition, we have budgeted for part time staff to support the program.

As students do have a tendency to forget their lunches, we will also maintain a small food pantry for those students. This pantry is not intended as the regular source of lunch for those students who are financially unable to provide their own school lunch. As noted above, we will contract with a local catering company to regularly provide lunch for those students. This food pantry, however, will serve those students who simply have forgotten their lunch on any given day.

**Civil Liability and Insurance (GS 115C-218.20):**

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

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

Area of proposed coverage	Proposed amount of coverage		Cost (Quote)
Comprehensive General Liability	\$1,000,000		\$1,549.00
Officers and Directors/Errors and Omissions	\$1,000,000		\$3,332.00
Property Insurance	\$250,000		\$450.00
Motor Vehicle Liability	\$1,000,000		\$181.00
Bonding Minimum/Maximum Amount	\$250,000	\$250,000	\$332.00
Other	\$1,000,000		\$8,767.00
<b>Total Cost</b>			<b>\$14,611.00</b>

\*The applicant must provide a quote from an insurance provider as part of this application (as Appendix L) 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 § 115C218.75.

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.

davidsoncharter 09/19/2016

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(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.*

Because we want a location that is convenient to families in the Lexington City, Thomasville City, and Davidson County schools, we are focusing our search for a facility that is convenient to all three districts. We are targeting the area just south of the Thomasville City limits. We have toured several buildings in the area that we are considering as possible locations. Our priorities in locating a facility are safety for our students and staff while on camps, accessibility of transportation systems at pick-up and drop-off, and adaptability of the space for classroom and educational use. We anticipate that the purchase and upfit will be in the \$100-125 per square foot range. We desire to keep the lease costs less than 15% of the total budget.

At this time our search is focused on existing buildings that we can up-fit for school use.

Our initial facility will need to be 40,000-50,000 square feet, so that we can accommodate over 400 students in year one, and have the necessary space for our growth over the next two or three years of up to 650+ students.

Our ideal permanent facility will include 60,000-70,000 square feet to accommodate our total enrollment cap of 900 students.

We are in the process of exploring the necessary steps to obtain the Educational Certificate of Occupancy for each location that we have toured. We understand the importance to work in cooperation with the Central Permitting Office of the Davidson County Inspection Department in order to expedite the process.

*What is the breakdown of cost per square foot for the proposed facility? Outline how this cost is comparable to the commercial and educational spaces for the proposed school location.*

Ideally, we seek a facility that will be around \$75-100 a square foot. However, we understand this might be closer to \$125.

**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.*

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We have two local realtors looking for open land that might be donated or leased to the school. In that case, we will grade the land that is needed and place modulars on the property while we work toward raising the funds required for building a permanent facility.

We have also been in contact with two companies that provide modular units. Our anticipated square footage needs are approximately 40,000 square feet our first year. Modulars offer the flexibility of adding more space as we increase our student population. If we had to go with this contingency plan, it would be our goal to move into a brick and mortar permanent facility in the first five years.

<b>Section V: Operations Concerns and Additional Questions</b>	<b>Reviewer</b>	<b>Page Reference</b>
***How will cluster stop locations be determined? ***What adjustments will be made to the plan if students are unable to get to the cluster stop locations?	Kebbler Williams	Transportati
Does the applicant have a maintenance agreement for someone to service the buses fueling, routine maintenance and repairs.	Walter Finnigan	Transportati
How will the board determine the location of the cluster stops? What if students cannot get to those areas?	Tammi Sutton	Transportati
How will you provide transportation for students' whose IEP requires transportation? What will you do for students whose parents cannot bring them to school and do not live far from the school or have an economic need?	Shannon Sellers	Transportati
How will you ensure that students with transportation written into their IEP are guaranteed transportation?	Jennifer Gnann	Transportati
***How will students who are financially unable to provide their own lunch be identified?	Kebbler Williams	School Lunch
How was the school address students who are not bringing lunch to school? How will the school discover the number of families that are eligible for free and reduced lunches?	Walter Finnigan	School Lunch
How will you determine which students qualify for free or reduced lunch? Can any student use the catered food?	Tammi Sutton	School Lunch
Is the catering lunch service only for those students financially unable to provide food or can all families purchase meals if they choose?	Jessica Kelly	School Lunch
What is the anticipated cost for catered lunch for students who are financially unable to provide a lunch for themselves? Does the budget sufficiently cover these anticipated costs? How will school determine who is financially unable to provide their lunches?	Sherry Reeves	School Lunch
This section was not signed by Board Chair.	Tammi Sutton	Healthy and
Board chair did not sign safety plan.	Sherry Reeves	Healthy and
Not signed by a person.	Jennifer Gnann	Healthy and
Not signed by board chair.	Jessica Kelly	Healthy and
***How is the cost per square foot comparable to the commercial and educational spaces for the proposed school location? ***The contingency plan appears to be contingent upon local realtors finding land to be donated or leased. The applicant needs to strengthen the plan.	Kebbler Williams	Facility and

<b>Reviewer</b>	<b>Score</b>
Steven Walker	Pass
Deanna Townsend-Smith	
Walter Finnigan	Pass
Anthony Helton	
Tammi Sutton	Pass
Sherry Reeves	Pass

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Shannon Sellers	Pass
Robert McOuat	
Phyllis Gibbs	
Kebbler Williams	Pass
Glenn Allen	
Jessica Kelly	Pass
Jennifer Gnann	Pass

## VI. 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 2018-19

<p><b>SHOW CALCULATIONS FOR FIGURING STATE AND LOCAL DOLLARS FOR THE PROPOSED CHARTER SCHOOL</b></p> <p><i>Refer to the Resource Manual Finance Section for guidance on estimated funding amounts</i></p>	<p><b>State Funds:</b> 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.</p> <ul style="list-style-type: none"> <li>In year 1 – Base state allotments are determined by the LEA in which <u>the student</u> resides</li> <li>In year 2 and beyond- Base State allotments are determined by the LEA in which <u>the school</u> is located.</li> </ul> <p><b>Local Funds:</b> Charter schools receive a per pupil share of the local current expense of the LEA in which the student resides.</p> <p><b>Federal Funds:</b> Charter schools must qualify and apply for the individual federal grants based on their population of students.</p> <p><b>REFER TO RESOURCE GUIDE FOR ADDITIONAL INFORMATION AND SOURCE DOCUMENTS</b></p>			
	<p>LEA #1 290 - Davidson County Schools</p>			
	<b>Revenue</b>	<b>2016-2017 Per Pupil Funding</b>	<b>Projected LEA ADM</b>	<b>Approximate funding for 2018-2019</b>
	State Funds	\$5,018.08	270	\$1,354,881.60
	Local Funds	\$1,154.28	270	\$311,655.60
	Federal EC Funds	\$3,579.70	27	\$96,651.90
	<b>Totals</b>			\$1,763,189.10
	<p>LEA #2 291 - Lexington City Schools</p>			
	<b>Revenue</b>	<b>2016-2017 Per Pupil Funding</b>	<b>Projected LEA ADM</b>	<b>Approximate funding for 2018-2019</b>
	State Funds	\$5,482.78	65	\$356,380.70
Local Funds	\$1,142.20	65	\$74,243.00	
Federal EC Funds	\$3,579.70	7	\$25,057.90	
<b>Totals</b>			\$455,681.60	
<p>LEA #3 292 - Thomasville City Schools</p>				
<b>Revenue</b>	<b>2016-2017 Per Pupil Funding</b>	<b>Projected LEA ADM</b>	<b>Approximate funding for 2018-2019</b>	
State Funds	\$5,516.87	25	\$137,921.75	
Local Funds	\$1,167.50	25	\$29,187.50	
Federal EC Funds	\$3,579.70	3	\$10,739.10	
<b>Totals</b>			\$177,848.35	



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**Total Budget: Revenue Projections 2018-19 through 2022-2023**

<b>INCOME: REVENUE PROJECTIONS</b>	<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>	<b>2021-2022</b>	<b>2022-2023</b>
<b>-State ADM Funds</b>	\$1,849,184	\$2,260,113	\$2,670,720	\$3,081,600	\$3,492,480
<b>-Local Per Pupil Funds</b>	\$415,086	\$507,320	\$599,560	\$691,800	\$784,040
<b>-Exceptional Children Federal Funds</b>	\$132,449	\$177,640	\$222,050	\$266,460	\$310,870
<b>-Other Funds*</b>	\$200,000	\$0	\$0	\$0	\$0
<b>-Working Capital*</b>	\$0	\$0	\$0	\$0	\$0
<b>Z - TOTAL REVENUE</b>	\$2,596,719	\$2,945,073	\$3,492,330	\$4,039,860	\$4,587,390

**\*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 J.**

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**Personnel Budget: Expenditure Projections 2018-19 through 2022-2023**

*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.*

BUDGET EXPENDITURE PROJECTIONS Personnel	2018-2019			2019-2020			2020-2021			2021-2022			2022-2023		
	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:															
Lead Administrator	1	\$75,000	\$75,000	1	\$76,000	\$76,000	1	\$77,000	\$77,000	1	\$78,000	\$78,000	1	\$80,000	\$80,000
Assistant Administrator	1	\$46,000	\$46,000	1	\$46,500	\$46,500	2	\$47,000	\$94,000	2	\$48,500	\$97,000	2	\$48,500	\$97,000
Finance Officer	1	\$36,000	\$36,000	1	\$36,500	\$36,500	1	\$38,000	\$38,000	1	\$40,000	\$40,000	1	\$40,000	\$40,000
Clerical	1.5	\$26,000	\$39,000	2	\$26,500	\$53,000	2	\$27,000	\$54,000	2	\$27,500	\$55,000	2	\$28,000	\$56,000
Food Service Staff	2	\$12,500	\$25,000	2	\$13,500	\$27,000	3	\$14,000	\$42,000	3	\$14,500	\$43,500	3	\$15,000	\$45,000
Transportation Staff	2	\$13,875	\$27,750	3	\$15,000	\$45,000	4	\$16,000	\$64,000	5	\$16,500	\$82,500	5	\$17,000	\$85,000
Media Specialist	0	\$0	\$0	.5	\$36,000	\$18,000	1	\$36,000	\$36,000	1	\$36,500	\$36,500	1	\$37,500	\$37,500
Guidance Counselor	0	\$0	\$0	.5	\$36,000	\$18,000	1	\$37,000	\$37,000	1	\$38,000	\$38,000	1	\$36,000	\$36,000
Curriculum Coordinator	0	\$0	\$0	0	\$0	\$0	0	\$40,000	\$0	1	\$40,000	\$40,000	1	\$40,000	\$40,000
A - Total Admin and Support:	8.5		\$248,750	11		\$320,000	15		\$442,000	17		\$510,500	17		\$516,500
Instructional Personnel:															
Core Content Teacher(s)	18	\$44,000	\$792,000	22	\$45,000	\$990,000	26	\$46,000	\$1,196,000	30	\$46,500	\$1,395,000	34	\$46,500	\$1,581,000
Electives/Specialty Teacher(s)	3	\$44,000	\$132,000	3	\$45,000	\$135,000	4	\$46,000	\$184,000	5	\$46,500	\$232,500	6	\$46,500	\$279,000
Exceptional Children Teacher(s)	2	\$45,000	\$90,000	3	\$45,000	\$135,000	3	\$45,000	\$135,000	3	\$46,000	\$138,000	3	\$46,500	\$139,500
Teacher Assistants	3	\$25,000	\$75,000	3	\$25,000	\$75,000	3	\$25,000	\$75,000	3	\$25,000	\$75,000	3	\$25,000	\$75,000

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Teacher Gifted	.5	\$40,000	\$20,000	.5	\$40,000	\$20,000	.5	\$41,000	\$20,500	1	\$41,500	\$41,500	1	\$42,000	\$42,000
Teacher Ell	.5	\$40,000	\$20,000	.5	\$40,000	\$20,000	.5	\$41,000	\$20,500	1	\$41,500	\$41,500	1	\$42,000	\$42,000
B - Total Instructional Personnel:	27		\$1,129,000	32		\$1,375,000	37		\$1,631,000	43		\$1,923,500	48		\$2,158,500
A+B = C - Total Admin, Support and Instructional Personnel:	35.5		\$1,377,750	43		\$1,695,000	52		\$2,073,000	60		\$2,434,000	65		\$2,675,000
Administrative & Support Benefits															
Health Insurance	4	\$4,000	\$16,000	5	\$4,000	\$20,000	8	\$4,000	\$32,000	9	\$4,000	\$36,000	9	\$4,000	\$36,000
Retirement Plan--Other	4	\$1,800	\$7,200	5	\$1,800	\$9,000	8	\$1,800	\$14,400	9	\$1,800	\$16,200	9	\$1,800	\$16,200
Life Insurance	4	\$250	\$1,000	5	\$250	\$1,250	8	\$250	\$2,000	9	\$250	\$2,250	9	\$250	\$2,250
Disability	8.5	\$400	\$3,400	11	\$400	\$4,400	15	\$400	\$6,000	17	\$400	\$6,800	17	\$400	\$6,800
Medicare	8.5	\$612	\$5,202	11	\$612	\$6,732	15	\$612	\$9,180	17	\$612	\$10,404	17	\$612	\$10,404
Social Security	8.5	\$2,728	\$23,188	11	\$2,728	\$30,008	15	\$2,728	\$40,920	17	\$2,728	\$46,376	17	\$2,728	\$46,376
D - Total Admin and Support Benefits:	37.5		\$55,990	48		\$71,390	69		\$104,500	78		\$118,030	78		\$118,030
Instructional Personnel Benefits:															
Health Insurance	26	\$4,000	\$104,000	31	\$4,000	\$124,000	36	\$4,000	\$144,000	43	\$4,000	\$172,000	48	\$4,000	\$192,000
Retirement Plan--Other	26	\$1,800	\$46,800	31	\$1,800	\$55,800	36	\$1,800	\$64,800	43	\$1,800	\$77,400	48	\$1,800	\$86,400
Life Insurance	26	\$250	\$6,500	31	\$250	\$7,750	36	\$250	\$9,000	43	\$250	\$10,750	48	\$250	\$12,000
Social Security	27	\$2,728	\$73,656	32	\$2,728	\$87,296	37	\$2,728	\$100,936	43	\$2,728	\$117,304	48	\$3,600	\$172,800
Disability	27	\$400	\$10,800	32	\$400	\$12,800	37	\$400	\$14,800	43	\$400	\$17,200	48	\$400	\$19,200
Medicare	27	\$612	\$16,524	32	\$612	\$19,584	37	\$612	\$22,644	43	\$612	\$26,316	48	\$612	\$29,376
E - Total Instructional Personnel Benefits:	159		\$258,280	189		\$307,230	219		\$356,180	258		\$420,970	288		\$511,776
D+E = F - Total Personnel Benefits	196.5		\$314,270	237		\$378,620	288		\$460,680	336		\$539,000	366		\$629,806
A+D = G - Total Admin and Support Personnel	46		\$304,740	59		\$391,390	84		\$546,500	95		\$628,530	95		\$634,530

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(Salary & Benefits)														
B+E = H - Total Instructional Personnel (Salary & Benefits)	186		\$1,387,280	221		\$1,682,230	256		\$1,987,180	301		\$2,344,470	336	\$2,670,276
G+H = J - TOTAL PERSONNEL	232		\$1,692,020	280		\$2,073,620	340		\$2,533,680	396		\$2,973,000	431	\$3,304,806

Davidson Charter Academy - Davidson Charter Academy - A CF Academy - Davidson Charter Academy, in partnership with parents and community members, will foster student learning and achievement, and inspire students to become independent thinkers, effective communicators, and contributing citizens of a global society.

**Operations Budget: Expenditure Projections**  
**2018-19 through 2022-2023**

<b>BUDGET OPERATIONS EXPENDITURE PROJECTIONS</b>		<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>	<b>2021-2022</b>	<b>2022-2023</b>
	Administrative & Support:					
Office:	Office Supplies	\$12,000	\$10,000	\$10,000	\$10,000	\$10,000
	Paper	\$12,000	\$14,000	\$16,000	\$16,000	\$16,000
	Computers & Software	\$5,000	\$3,000	\$3,000	\$3,000	\$3,000
	Communications & Telephone	\$10,000	\$10,500	\$11,000	\$11,500	\$12,000
	Copier leases	\$10,000	\$12,000	\$13,000	\$13,500	\$14,000
Professional Contract	Legal Counsel	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
	Student Accounting	\$15,300	\$16,200	\$18,900	\$23,400	\$25,200
	Financial	\$36,000	\$43,200	\$50,400	\$62,400	\$67,200
	Other Professional	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000
Facilities	Facility Lease/Mortgage	\$275,000	\$300,000	\$350,000	\$400,000	\$500,000
	Maintenance	\$30,000	\$30,000	\$35,000	\$35,000	\$40,000
	Custodial Supplies	\$13,000	\$13,000	\$13,000	\$13,000	\$13,000
	Custodial Contract	\$45,000	\$45,000	\$55,000	\$55,000	\$60,000
	Insurance (pg19)	\$14,611	\$15,000	\$15,000	\$16,000	\$16,000
	Other	\$0	\$0	\$0	\$0	\$0
Utilities	Electric	\$36,000	\$36,000	\$40,000	\$40,000	\$40,000
	Gas	\$6,000	\$6,000	\$6,000	\$6,000	\$6,000
	Water/Sewer	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000
	Trash	\$6,000	\$6,000	\$6,000	\$6,000	\$6,000
Transportation	Buses	\$50,000	\$25,000	\$45,000	\$25,000	\$50,000
	Gas	\$25,000	\$30,000	\$35,000	\$40,000	\$45,000
	Oil/Tires & Maintenance	\$15,000	\$15,000	\$15,000	\$15,000	\$15,000
	Emergency Transportation	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
Other	Marketing	\$10,000	\$5,000	\$2,500	\$2,500	\$2,500
	Child nutrition	\$50,000	\$52,500	\$55,000	\$55,000	\$55,000
	Travel	\$4,000	\$4,000	\$4,000	\$4,000	\$4,000
	Other	\$0	\$0	\$0	\$0	\$0
	K - TOTAL Administrative & Support Operations	\$709,911	\$721,400	\$828,800	\$882,300	\$1,029,900
	Instructional:					
Classroom Technology	Computers	\$0	\$20,000	\$20,000	\$33,000	\$44,000
	Software	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000

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	Instructional Technology	\$0	\$0	\$0	\$0	\$0
	Other	\$0	\$5,000	\$10,000	\$20,000	\$20,000
Instructional Contract	Staff Development	\$12,000	\$15,000	\$20,000	\$20,000	\$20,000
Books and Supplies	Instructional Materials	\$15,000	\$18,000	\$18,000	\$20,000	\$20,000
	Other	\$0	\$0	\$0	\$0	\$0
	Curriculum/Texts	\$30,000	\$15,000	\$10,000	\$10,000	\$10,000
	L - TOTAL Instructional Operations	\$67,000	\$83,000	\$88,000	\$113,000	\$124,000
	K+L = M - TOTAL OPERATIONS	\$776,911	\$804,400	\$916,800	\$995,300	\$1,153,900

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**Overall Budget:**

BUDGET OPERATIONS EXPENDITURE PROJECTIONS	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
J - TOTAL PERSONNEL	\$1,692,020	\$2,073,620	\$2,533,680	\$2,973,000	\$3,304,806
M - TOTAL OPERATIONS	\$776,911	\$804,400	\$916,800	\$995,300	\$1,153,900
J+ M =N TOTAL EXPENDITURES	\$2,468,931	\$2,878,020	\$3,450,480	\$3,968,300	\$4,458,706
Z - TOTAL REVENUE	\$2,596,719	\$2,945,073	\$3,492,330	\$4,039,860	\$4,587,390
Z - N = SURPLUS / (DEFICIT)	\$127,788	\$67,053	\$41,850	\$71,560	\$128,684

**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.*

Year 1

Kindergarten- second grade: 4 units 80 students:(may reduce class size to 18 if budget projected 2018 can support)

Grade 3-4: 3 units 60 student

NO FIFTH GRADE:

Total Students: 360

Year 2

Kindergarten - third grade: 4 units 80 students (or 4 units of 18 if budgeting can support)

Grade 4 to Grade 5: 3 units 60 students (Could grow to 4 of 20 based on facility size and enrollment demand)

Total Students: 440

Reasons for Demand:

SCHOOL CHOICE: There is no other public school choice in Davidson County.

POPULATION: With over 13,000 K-5 students in the three LEAs in Davidson County, there would be 45 Davidson County students available for our school for each seat we offer in our first year.

OPTIONS ARE LIMITED: Currently over 200 students travel out of county to attend public charter schools.

GOVERNING BOARD: We will have an experienced Governing Board, leadership team and third party partnerships that will give us positional advantages to recruit and retain superior leadership to operate and sustain a successful charter school.

EXCELLENT MARKET LEADERSHIP: One of the most important characteristics in becoming and maintaining a quality school will be our market leadership. Our leadership will come in many forms, but the reputation that comes along with our branding is priceless.

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**PARTNERSHIPS:** Our branding as a TeamCFA school will set high standards at DCA and in the community. This standard will include leading the community in providing quality, innovation, customer service and student learning.

**BREAK-EVEN POINT:**

2018-2019

Projected # of Students: 360

Projected Total Income: \$2,596,719

Total Expenses: \$2,454,887

Enrollment Required for Break-Even: 340

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

Davidson Charter Academy will establish a contingency plan to meet unexpected shortfall to include:

- \* learn from our sister schools in the TeamCFA network on the initial do's and don'ts to prevent initial shortfalls
- \* Operate from a cash flow projection;
- \* understanding year one charters do not typically meet enrollment (so budget respectively)
- \* if short enrollment reduces personnel and slash organizational wants
- \* negotiate a lease agreement to include 30-60 day lease contingency;
- \* partner with credible sponsors and foundations understanding of initial charter cash flow;

The school will not rely simply on fundraising activities. Our goal for start-up costs with the exception of permanent facility needs, instructional materials, supplies and school furniture will be requested via grants for rural public charter schools. We will utilize surplus for furniture to reduce initial costs and focus on the bottom line to ensure the bulk of our funds flow directly to 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*

According to the TeamCFA letter of intent, as a TeamCFA partner we have the opportunity to apply for granted funding to support our Core Knowledge curriculum implementation, technology devices and marketing funds. The specific amounts of these funds are not currently in the budget. Through this partnership, we anticipate saving approximately \$75,000 in startup costs for these items in addition to human resources and professional development. This LOI can be found as Appendix M.

The school will begin with a reserve of \$200,000 represented by funds donated by Foundation for The Carolina's, a benefactor specifically for a charter school in Davidson County. This cash is substantiated by documentation in Appendix M.

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



20:1

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.*

We will utilize the next 18 months to make those decisions. The majority, if not all of our TeamCFA schools, partner with a third party financial support group (bookkeeping and accounting). We will rely on their experiences to help us vet the best partnerships for us.

We have budgeted \$120 per child for financial support and \$45 per child for potential PowerSchool assistance. However, we may bring these services in house.

The process will consist of:

Committee or head of school seeking vendors

That committee or head of school appointed team will vet the pros and cons

The committee or team will make a recommendation to the board for a vote

Third party contracts will be evaluated annually to ensure a strong return on investment

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

The budget aligns to our mission as almost 75% of our funding is going directly to benefit the school's academic programming, personnel, academic resources and teacher development.

We understand that being in a rural community we will need to budget towards our anticipated population to meet their need for transportation and lunch plans. Based on the county population and location of the school we anticipate close to 1/3 of our population needing transportation to ensure their daily attendance. We are budgeting over \$100,000 to cover the costs of used buses, staffing, maintenance and gas to cover this cost in year one. This number was based off reading multiple public charter school budgets with transportation.

Facility: Based on our research, we anticipate paying approximately \$800-\$1,000 per student for facility costs. This would equate to 15-20% of our annual budget costs.

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.*

With our goal to utilize our partnerships and apply for grants through TeamCFA, the NC Accelerator and other rural charter school focused opportunities, we set a goal to have a \$500,000 reserve fund by year five.

With this in mind, we will need to save \$100,000 per year. This would be approximately 3% of the annual budget.

If we do not meet this goal, we will adjust the next year's budget to cover the funding gap. This will be the responsibility of the head of school and the finance committee to analyze spending (quarterly deep dives) to be sure we are on track to build our projected reserves.

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

The budget, constructed conservatively, reflects the outright purchase of most of the capital type items needed by the school. In "Office Equipment & Lease," we include leasing a printer/copier/scanner/fax machine. In "Communications, Website, Software" along with the earlier cost above of \$12,000 and "Classroom Technology, Software" \$60,000 we total \$103,000, which approximates 5% of revenue and was suggested by an IT consultant. Much of this \$103,000 will be provided by TeamCFA through our partnership, the remaining needs could be leased. Also, we have not shown any E-rate reimbursement as a reduction in these costs.

We plan to purchase a blend of new and used furniture and fixtures and will attempt to avoid leasing or financing.

Facility leasing is based upon 360 students at 70 square feet/student or 25,000 square feet at \$12 a foot for a used building. We expect to lease for at least five years.

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*

There are no substantial number or amount of tangible resources at this time. We will solicit donations of goods and services upon receipt of acceptance of our application.

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

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

The board (finance committee) and school leadership will maintain a number of internal financial controls and bookkeeping practices that provides fiscal control and accounting procedures that are in accordance with Generally Accepted Accounting Principles. The board may contract book keeping duties and will ensure they monitor the effectiveness and the auditor.

The board will receive a monthly financial report that will consist of:

Income statement (revenue and expenses) with budget comparison.

Balance Sheet showing financial position at the previous month end.

Asset status report listing asset acquisitions, disposals and needed repairs/maintenance.

Enrollment report.

Fundraising status report.

General ledger summary report with detail available.

Internal controls will be reviewed and evaluated annually by an independent auditor in accordance with generally accepted audit standards. We will develop an internal control checklist that includes:

Are accounting records kept up-to-date and balanced monthly?

Is a standard chart of accounts with descriptive titles in use?

Are adequate and timely reports prepared to insure control of operations?

Monthly financial statements (Balance Sheet, Income Statement)

Comparison of actual results with budget

Are personal expenses kept separate from business expenses?

Are monthly bank reconciliations reviewed by Admin?

Is there any separation of duties?

Are governmental reporting requirements being complied with in a timely manner?

Is insurance maintained and is this coverage reviewed periodically by a qualified individual?

In addition, our financial experts on the board, in collaboration with TeamCFA and other charter schools will develop systems for payroll, accounts receivable, donations and fundraisers, petty cash and credit card usage.

Our vendors and all third party contracts will be evaluated annually to ensure they we are receiving the best return on investment in addition to us being effective partners.

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

As noted in the prior section, we are eligible for a startup grant through the Foundation.

Secondly, our partnership with TeamCFA does not provide direct funding through grants. They provide a credit to purchase the devices, system to utilize their marketing tools and web site. There is no direct funding exchanged.

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*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.*

We have engaged the following auditor:

Rives and Associates  
4515 Falls of Neuse Rd #450,  
Raleigh, NC 27609

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<b>Section VI: Financial Plan Concerns and Additional Questions</b>	<b>Reviewer</b>	<b>Page Reference</b>
The applicant has ADM's from three LEA's are those random numbers or does the applicant have data from families in each of those LEA's stating they will be attending the charter school if it opens?	Walter Finnigan	Budget Reven
How are the projected number of students from each LEA determined?	Tammi Sutton	Budget Reven
There is no working capitol for the first 5 years.	Shannon Sellers	Total Budget
There will be no working capital for the first five years.	Tammi Sutton	Total Budget
Who will fulfill role of guidance counselor year 1 especially if they are the 504 coordinator and testing coordinator? Even at year 2 with that person being just a .50 employee will that meet your needs?	Jessica Kelly	Personnel Bu
Where does Core Knowledge Coordinator fall? It shows 0 for curriculum coordinator.		
No counselor or media specialist in year 1 and only part-time position in year 2. Is curriculum coordinator not budgeted b/c Team CFA will provide?	Sherry Reeves	Personnel Bu
How will you not have a counselor for the first year? Is there going to be a person in charge of curriuclum? This has not been budgeted.	Shannon Sellers	Personnel Bu
Where are the computer costs for year 1?	Tammi Sutton	Operations B
***The applicant needs to clarify the "Other" line item under Classroom Technology. ***The applicant needs to clarify its budget for related service personnel. ***The applicant needs to clarify its budget for the contracted information technology personnel.	Kebbler Williams	Operations B
\$5000 seems low for computer and software for the office. Will your teachers have any technology in their classrooms? This is not budgeted although \$10000 is allotted for software?	Shannon Sellers	Operations B
No computer costs budgeted in year 1. Is this due to the technology grant from Team CFA?	Sherry Reeves	Operations B
Why is surplus in year 1 double that of year 2 and triple that of year 3? Have some expenses been underestimated for year 1?	Sherry Reeves	Total Expend
***The overall budget does not align with the applicant's statement regarding the annual fund balance.	Kebbler Williams	Budget Narra
Break even number is very close to projected enrollment year 1.	Sherry Reeves	Budget Narra
Please elaborate more on reason for school. No other public school choice is not enough of a reason.	Jessica Kelly	Budget Narra
Will it be difficult to reach your break even point of 340 in year one? Were survey's conducted to see if the demand is there?		
***How will the school ensure segregation of duties? ***How will assets be safeguarded?	Kebbler Williams	Financial Au

<b>Reviewer</b>	<b>Score</b>
Steven Walker	Pass
Anthony Helton	
Tammi Sutton	Pass
Sherry Reeves	Pass
Shannon Sellers	Pass
Robert McOuat	
Walter Finnigan	Pass
Kebbler Williams	Pass
Glenn Allen	
Jessica Kelly	Pass
Jennifer Gnann	Pass

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Deanna Townsend-Smith	
Phyllis Gibbs	

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**VII AGREEMENT PAGE**

**Application Fee:**

*Pursuant to § 115C-218.1(c) the charter school applicant must submit a \$1000 application fee to the Office of Charter Schools. The applicant must submit their application fee by the September 19, 2016 5:00 pm EST deadline. Payments will be accepted in the form of a check or credit card. The Credit card Form is found on the Office of Charter Schools website. Cash is not accepted.*

*\*Application Note: The applicant must mail the check or credit card form along with a letter indicating the name of the proposed charter school, contact information, and the enclosed payment amount to be received before or on the due date of September 19, 2016 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-218.1(c).*

davidsoncharter

Date: 09/19/2016

**Applicant Signature:**

The foregoing application is submitted on behalf of Davidson Charter Academy: A CF Academy (name of non-profit corporation or individuals submitting application). The undersigned has read the application and hereby declares that the information contained in it is true and accurate to the best of his/her information and belief. The undersigned further represents that the applicant has read the Charter School Law and agrees to be governed by it, other applicable laws, and SBE regulations. Additionally, we understand the final approval of the charter is contingent upon successful completion of a mandatory planning year. Per SBE policy TCS-U-013 All new nonprofit boards receiving a charter must participate in a year-long planning program prior to the charter school's opening for students. The planning year provides an applicant time to prepare for the implementation of the school's curricular, financial, marketing, and facility plans. During this planning year, regular meetings are held with the Board of Directors and consultants from the Office of Charter Schools to provide information on the following topics: school opening plans, staff development, finance, governance, board training, marketing, policies and procedures, securing a school site, and hiring a school administrator. Final approval of the charter will be contingent upon successfully completing all of the planning program requirements.

Print/Type Name: davidsoncharter

Board Position: Christine England

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

Date: 09/19/2016

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

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

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

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



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## OVERALL ASSESSMENT

Would you, as an external evaluator, recommend an interview for this application? Remember that an external evaluator has no authority to bind the Advisory Board to a particular recommendation. This rubric, and the following recommendation, is simply a starting point for subcommittee and Advisory Board deliberations regarding which applicants to invite back for an interview.

<b><u>Total External Evaluator Votes</u></b>	
<b>No</b>	<b>Yes</b>

Would you, as a subcommittee, recommend an interview for this application? Remember that a subcommittee is not a quorum of the whole Advisory Board and has no authority to bind the Advisory Board to a particular recommendation. This rubric, and the following recommendation, is simply a starting point for Advisory Board deliberations regarding which applicants to invite back for an interview.

<b><u>Total Subcommittee Votes</u></b>	
<b>No</b>	<b>Yes</b>

Would you, as an Advisory Board, recommend this nonprofit group to the SBE to start the Planning year? The State Board of Education gives the final approval to start the Planning Year.

<b><u>CSAB Votes</u></b>	
<b>No</b>	<b>Yes</b>
0	7

***Summary comments are to be provided in the appropriate section detailing the findings and/or concerns of the Public Charter School Advisory Council subcommittee.***

### **Initial Screening**

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<b>Mission, Purposes, and Goals</b>	- tammisutton1974
<b>Education Plan</b>	- tammisutton1974
<b>Governance and Capacity</b>	Applicant has 24 months after approval to obtain tax exempt status - tammisutton1974
<b>Operations</b>	- tammisutton1974
<b>Financial Plan</b>	- tammisutton1974
<b>OVERALL</b>	- tammisutton1974 - tammisutton1974 - dtsmith840

### **External Evaluator**

<b>Mission, Purposes, and Goals</b>	<p><u>Mission Statement</u> ***How would the board describe the mission of the school without using words from the mission statement? - kwilliams75</p> <p><u>Mission Statement</u> Why isn't the focus on classical education part of the mission statement? What is the compelling need of a charter school in Davidson County? Why not locate in Lexington County or Thomasville? - tammisutton1974</p> <p><u>Educational Need and Targeted Student Population</u> What evidence do you have that you can fill the K-4 in the first year when you only have interest back from 43 children? - jengnann</p> <p><u>Educational Need and Targeted Student Population</u> How many participated in the survey?  - jessica_kelly</p> <p><u>Educational Need and Targeted Student Population</u> How do you know there is a need for this school? How did you develop your projected enrollment of 306 based on a survey of 43 parents? - shannon1974</p> <p><u>Educational Need and Targeted Student Population</u> Results From Initial Parent Interest Survey, How many individuals participated in the online survey? 88% are interested in the charter school, but it is not clear how many participated. - walter_finnigan</p> <p><u>Educational Need and Targeted Student Population</u> ***The applicant needs to clarify how it has determined that there is a need for this school in Davidson County besides the fact that there are no other charter schools in Davidson</p>
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	<p>County. The applicant provides favorable survey data, but without knowing how many people responded to the survey, the data is not useful. According to the appendix, it appears that the applicant garnered support of parents of 43 children. That does not provide substantial evidence of educational need.          ***Where did the applicant get its data regarding the number of students attending private schools and charter schools in other counties? - kwilliams75</p> <p><u>Educational Need and Targeted Student Population</u>          Attached for review purposes is a map outlining the current charter schools. Additionally, the map provides an overview of the general placement of proposed charter schools for the 2018 school year: <a href="http://www.dpi.state.nc.us/charterschools/schools/map">http://www.dpi.state.nc.us/charterschools/schools/map</a>. - dtsmith840</p> <p><u>Educational Need and Targeted Student Population</u>          Have other surveys been conducted since the initial one? The evidence given to support educational need is incredibly small compared to projected enrollment numbers. Is the board certain about projected enrollment? - sherryreeves</p> <p><u>Educational Need and Targeted Student Population</u>          Would be only charter school in Davidson County - dswalker</p> <p><u>Educational Need and Targeted Student Population</u>          With only 43 interested students, what is the evidence that the school can meet 634 students? If Davidson Schools are not the most struggling in the area, why choose that location? Why not use a weighted lottery to ensure that the school is more diverse? - tammisutton1974</p> <p><u>Purposes of Proposed Charter School</u>          What evidence is there that the current schools are not meeting students' needs?           Please give more specifics on the looping you will doing. What research has been conducted to prove looping is efficient? How often will you be looping students/teacher? - jessica_kelly</p> <p><u>Purposes of Proposed Charter School</u>          Besides the lack of charter schools in the area, what is the need of this school in Davidson County? - tammisutton1974</p> <p><u>Goals for the Proposed Charter School</u>          How will you measure whether or not you are meeting the part of your mission regarding "cotnributing citizens of a global society." - shannon1974</p> <p><u>Goals for the Proposed Charter School</u>          ***How will the board monitor the achievement of the second part of the mission: "...inspire students to become independent thinkers, effective communicators, and contributing citizens of a global society?" - kwilliams75</p> <p><u>Goals for the Proposed Charter School</u>          Strong but attainable goals. Will require lots of hard work! - dswalker</p> <p><u>Goals for the Proposed Charter School</u>          The goals are solid. - tammisutton1974</p>
<p><b>Education Plan</b></p>	<p><u>Instructional Program</u>          Why choose Davidson County for the school if their scores are already about state average? Would the school be better suited for Thomasville due to the well below average</p>

	<p>scores? - jessica_kelly</p> <p><u>Instructional Program</u> ***What is the documented evidence that the proposed approach will lead to improved student performance for the school's target population? - kwilliams75</p> <p><u>Curriculum and Instructional Design</u> Your narrative and Appendix C do not match with the number of instructional hours. - jengnann</p> <p><u>Curriculum and Instructional Design</u> Narrative and hours on calendar (Appendix C) do not match. - jessica_kelly</p> <p><u>Curriculum and Instructional Design</u> Instructional hours do not match in narrative and on calendar. - walter_finnigan</p> <p><u>Curriculum and Instructional Design</u> ***The applicant did not supply the requested curriculum outline (in graph form) in Appendix B for one core subject (specific to the school's purpose) for each grade span (i.e. elementary and middle) the school would ultimately serve. Instead the applicant submitted a language arts summary for grades 3 and 7 only. - kwilliams75</p> <p><u>Curriculum and Instructional Design</u> Is number of instructional hours 1072 or 1080? - sherryreeves</p> <p><u>Special Programs and "At-Risk" Students</u> "If there is no progress after four weeks of intervention, intervention implementation will be evaluated for fidelity and intervention time will intensify" - Does the length of time potentially cause a delay in 90-day timeline under IDEA? - robert_mcouat1</p> <p><u>Special Programs and "At-Risk" Students</u> Will your school follow the RTI/MTSS intervention process? - jessica_kelly</p> <p><u>Special Programs and "At-Risk" Students</u> Plan for invention states the expertise of counselors, but the budget does not reflect any counselor until year two. With this being the primary intervention process why is the applicant waiting until year two to hire a school counselor? - walter_finnigan</p> <p><u>Special Programs and "At-Risk" Students</u> ***The applicant needs to clarify the use of an extended school day and Saturday Academy. ***If an ELL student requires intensive services beyond what a classroom teacher can provide, how will the applicant meet the student's needs? ***Does the applicant intend to have an official AIG Program? - kwilliams75</p> <p><u>Special Programs and "At-Risk" Students</u> Is the intervention system for serving at-risk students the MTSS process? RTI? Explain how AIG teacher may serve some students full-time. - sherryreeves</p> <p><u>Special Programs and "At-Risk" Students</u> Will a home language survey be sent home?  This section could include more details about how they will close the achievement gap by 5% each year. - tammisutton1974</p> <p><u>Exceptional Children – Identification and Records</u></p>
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	<p>More clarification on "Child Find" and how it will work is needed. - shannon1974</p> <p><u>Exceptional Children – Education Programming</u>          What is the interval of report cards and how does this impact the IEP progress reports?          "Students will receive quarterly progress reports and an annual review meeting." IEP progress needs to be provided at least as often as report cards. - robert_mcouat1</p> <p><u>Exceptional Children – Education Programming</u>          Do the quarterly reports align with report cards? IEP Progress reports are to be sent at least each grading period.          - shannon1974</p> <p><u>Exceptional Children – Education Programming</u>          ***To what degree has the applicant planned for the need of a self-contained classroom?          ***The applicant needs to clarify the educational programs and strategies the school will provide to ensure a full continuum of services for students with disabilities.          ***How does the educational plan for serving exceptional children align with the proposed curriculum, instructional methods, and the school's mission? - kwilliams75</p> <p><u>Student Performance Standards</u>          How do promotion and retention standards apply to students with disabilities? How is child's IEP considered? - robert_mcouat1</p> <p><u>Student Performance Standards</u>          Policies regarding promotion and retention are vague and should be expanded upon. What will it require for a student to be promoted to the next grade? - shannon1974</p> <p><u>Student Performance Standards</u>          ***The applicant needs to clarify its comment regarding 70% proficiency level. What is the highest schoolwide proficiency level the school is expecting to achieve?          ***What are the school's promotion standards from one grade to the next?          ***What specifically must an 8th grader know and be able to do by the time he or she is exiting the school? Are the exit standards for at-risk students the same or different as for non-at-risk students? - kwilliams75</p> <p><u>Student Conduct and Discipline</u>          Elaborate on the due rights process; how many offenses will it take for a student to reach that level? - jessica_kelly</p> <p><u>Student Conduct and Discipline</u>          ***Describe the character development program and how it will play a role in helping students control their behavior.          ***The applicant lists offenses that may lead to long-term suspension, but did not indicate which offenses could lead to expulsion.          ***The applicant did not provide a definition of the offenses that may lead to suspension or expulsion.          ***The applicant did not provide policies and procedures regarding due process rights when a student is suspended or expelled. - kwilliams75</p> <p><u>Student Conduct and Discipline</u>          What behaviors would result in an expulsion? - tammisutton1974</p>
<p><b>Governance and</b></p>	<p><u>Private Non-Profit Corporation</u>          No federal tax ID listed. - jessica_kelly</p>

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<p><b>Capacity</b></p>	<p><u>Private Non-Profit Corporation</u>            ***The applicant did not include the Federal Tax ID Number. - kwilliams75</p> <p><u>Tax-Exempt Status 501 (c)(3)</u>            Applicant has 24 months to obtain 501 (C)(3) statues. - jessica_kelly</p> <p><u>Tax-Exempt Status 501 (c)(3)</u>            Applicant will need to apply for tax-exempt status within 24 months. - shannon1974</p> <p><u>Tax-Exempt Status 501 (c)(3)</u>            ***The applicant has 24 months after approval to obtain tax-exempt status. - kwilliams75</p> <p><u>Governance and Organizational Structure of Private Nonprofit Organization</u>            What is the relationship between the Head of School and the Instructional Coach? It appears that one is employed by the board and the other by Team CFA. How will conflict be avoided? - jengnann</p> <p><u>Governance and Organizational Structure of Private Nonprofit Organization</u>            Did you advertise for board members at the surrounding areas you are planning on recruiting students from? - jessica_kelly</p> <p><u>Governance and Organizational Structure of Private Nonprofit Organization</u>            Will the evaluation for the administration contain a rubric to follow?            Your by-laws say, "unless meetings are conducted electronically;" how will electronic meetings be open to the public? Clarify what is meant by electronic?            - shannon1974</p> <p><u>Governance and Organizational Structure of Private Nonprofit Organization</u>            why are the roles of the board members not clearly defined - walter_finnigan</p> <p><u>Governance and Organizational Structure of Private Nonprofit Organization</u>            ***The board intends to have a vice chairman and a secretary, yet no one is serving in these roles now. Why?            ***At what point each year will the required 4-hours of board training occur?            ***Does the current board have any actual or perceived conflicts of interest?            ***The grievance process is not well-developed and does not provide a clear means of progressing through a grievance.            ***The bylaws reference incorrect codification of charter school law, and therefore, need to be revised.            ***By what means will the board evaluate itself?            ***By what means will the board evaluate Team CFA? - kwilliams75</p> <p><u>Governance and Organizational Structure of Private Nonprofit Organization</u>            If there will be a vice chair and secretary, why aren't those officers listed now? - tammisutton1974</p> <p><u>Proposed Management Organization (EMO/CMO)</u>            Is Team CFA considered an ESP then? - jengnann</p> <p><u>Proposed Management Organization (EMO/CMO)</u>            ***This section is not applicable. - kwilliams75</p> <p><u>Staffing Plans, Hiring, and Management</u>            Given your extensive hiring process do you think it will be difficult to obtain staff? How will you meet all of these requirements prior to the school opening or in the summer?</p>
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	<p>There was mention of an instructional coach earlier in the application. Where is this position included? Is this the Core Knowledge Coordinator? - jessica_kelly</p> <p><u>Staffing Plans, Hiring, and Management</u> Do you think it will difficult to find a teacher willing to work for the same salary as a Teacher Assistant? How will you observe a teacher prior to hiring? Will they be expected to video one of their current classes? What about a first year teacher? You mentioned an EC Director but this position is not included in the projected salary ranges. If this teacher is going to serve a dual role is the salary sufficient to ask that of one person? - shannon1974</p> <p><u>Staffing Plans, Hiring, and Management</u> Given the demands of our state testing- Combining testing and Counseling may not give the applicant the best overall results. EC teacher/director salary is low especially if that individual will be maintaining the program and overseen grants, paperwork, and audits. - walter_finnigan</p> <p><u>Staffing Plans, Hiring, and Management</u> ***Is the board intending to have applicants pay for their own criminal background checks? ***What are the professional licensure requirements for employees? - kwilliams75</p> <p><u>Staff Evaluation and Professional Development</u> If first year teachers are not evaluated on the NC Teacher Evaluation System, they may not be eligible for a continuing license. Applicant should look into this. Will 2 or 3 days of PD in Core knowledge be sufficient for training with this being a prime method of instruction? There is some confusion in the application regarding the PD in one spot it states 2 days and in another it states 3. - shannon1974</p> <p><u>Staff Evaluation and Professional Development</u> ***To what extent will professional development be individualized or uniform? - kwilliams75</p> <p><u>Admissions Policy</u> ***The applicant uses incorrect codification of the general statute. ***The applicant has also misinterpreted general statute related to legacy preference. G.S. 115C-218.45(f)(2) states, "Siblings of students who have completed the highest grade level offered by that school and who were enrolled in at least four grade levels offered by the charter school..." ***Why does the applicant believe that one business day is enough time for parents to respond when their child is offered a spot from the waiting list? ***The applicant did not provide clear policies and procedures for re-enrollment. - kwilliams75</p> <p><u>Projected Student Enrollment (Table)</u> What is the rationale for the breakdown of students from each LEA? - sherryreeves</p> <p><u>Weighted Lottery</u> No weighted lottery. - jessica_kelly</p> <p><u>Weighted Lottery</u> ***This section is not applicable. - kwilliams75</p>
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	<p><u>Weighted Lottery</u> No weighted lottery. - sherryreeves</p> <p><u>Weighted Lottery</u> Why did the board choose not to use a weighted lottery given the different demographics in the different school districts? - tammisutton1974</p>
<p><b>Operations</b></p>	<p><u>Transportation Plan</u> How will you ensure that students with transportation written into their IEP are guaranteed transportation? - jengnann</p> <p><u>Transportation Plan</u> How will you provide transportation for students' whose IEP requires transportation? What will you do for students whose parents cannot bring them to school and do not live far from the school or have an economic need? - shannon1974</p> <p><u>Transportation Plan</u> Does the applicant have a maintenance agreement for someone to service the buses fueling, routine maintenance and repairs. - walter_finnigan</p> <p><u>Transportation Plan</u> ***How will cluster stop locations be determined? ***What adjustments will be made to the plan if students are unable to get to the cluster stop locations? - kwilliams75</p> <p><u>Transportation Plan</u> How will the board determine the location of the cluster stops? What if students cannot get to those areas? - tammisutton1974</p> <p><u>School Lunch Plan</u> Is the catering lunch service only for those students financially unable to provide food or can all families purchase meals if they choose? - jessica_kelly</p> <p><u>School Lunch Plan</u> How was the school address students who are not bringing lunch to school? How will the school discover the number of families that are eligible for free and reduced lunches? - walter_finnigan</p> <p><u>School Lunch Plan</u> ***How will students who are financially unable to provide their own lunch be identified? - kwilliams75</p> <p><u>School Lunch Plan</u> What is the anticipated cost for catered lunch for students who are financially unable to provide a lunch for themselves? Does the budget sufficiently cover these anticipated costs? How will school determine who is financially unable to provide their lunches? - sherryreeves</p> <p><u>School Lunch Plan</u> How will you determine which students qualify for free or reduced lunch? Can any student use the catered food? - tammisutton1974</p> <p><u>Healthy and Safety Requirements</u></p>



	<p>Not signed by a person. - jengnann</p> <p><u>Healthy and Safety Requirements</u> Not signed by board chair. - jessica_kelly</p> <p><u>Healthy and Safety Requirements</u> Board chair did not sign safety plan. - sherryreeves</p> <p><u>Healthy and Safety Requirements</u> This section was not signed by Board Chair. - tammisutton1974</p> <p><u>Facility and Facility Contingency Plan</u> ***How is the cost per square foot comparable to the commercial and educational spaces for the proposed school location? ***The contingency plan appears to be contingent upon local realtors finding land to be donated or leased. The applicant needs to strengthen the plan. - kwilliams75</p>
<p><b>Financial Plan</b></p>	<p><u>Budget Revenue Projections from Each LEA (Table)</u> The applicant has ADM's from three LEA's are those random numbers or does the applicant have data from families in each of those LEA's stating they will be attending the charter school if it opens? - walter_finnigan</p> <p><u>Budget Revenue Projections from Each LEA (Table)</u> How are the projected number of students from each LEA determined? - tammisutton1974</p> <p><u>Total Budget Revenue Projections 2018-2023 (Table)</u> There is no working capitol for the first 5 years. - shannon1974</p> <p><u>Total Budget Revenue Projections 2018-2023 (Table)</u> There will be no working capital for the first five years. - tammisutton1974</p> <p><u>Personnel Budget: Expenditures 2018-2023 (Table)</u> Who will fulfill role of guidance counselor year 1 especially if they are the 504 coordinator and testing coordinator? Even at year 2 with that person being just a .50 employee will that meet your needs?</p> <p>Where does Core Knowledge Coordinator fall? It shows 0 for curriculum coordinator. - jessica_kelly</p> <p><u>Personnel Budget: Expenditures 2018-2023 (Table)</u> How will you not have a counselor for the first year? Is there going to be a person in charge of curriuclum? This has not been budgeted. - shannon1974</p> <p><u>Personnel Budget: Expenditures 2018-2023 (Table)</u> No counselor or media specialist in year 1 and only part-time position in year 2. Is curriculum coordinator not budgeted b/c Team CFA will provide? - sherryreeves</p> <p><u>Operations Budget: Expenditures 2018-2023 (Table)</u> \$5000 seems low for computer and software for the office. Will your teachers have any technology in their classrooms? This is not budgeted although \$10000 is allotted for software? - shannon1974</p> <p><u>Operations Budget: Expenditures 2018-2023 (Table)</u> ***The applicant needs to clarify the "Other" line item under Classroom Technology.</p>

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	<p>***The applicant needs to clarify its budget for related service personnel.          ***The applicant needs to clarify its budget for the contracted information technology personnel. - kwilliams75</p> <p><u>Operations Budget: Expenditures 2018-2023 (Table)</u>          No computer costs budgeted in year 1. Is this due to the technology grant from Team CFA? - sherryreeves</p> <p><u>Operations Budget: Expenditures 2018-2023 (Table)</u>          Where are the computer costs for year 1? - tammisutton1974</p> <p><u>Total Expenditure Projections (Table)</u>          Why is surplus in year 1 double that of year 2 and triple that of year 3? Have some expenses been underestimated for year 1? - sherryreeves</p> <p><u>Budget Narrative</u>          Please elaborate more on reason for school. No other public school choice is not enough of a reason.</p> <p>Will it be difficult to reach your break even point of 340 in year one? Were survey's conducted to see if the demand is there? - jessica_kelly</p> <p><u>Budget Narrative</u>          ***The overall budget does not align with the applicant's statement regarding the annual fund balance. - kwilliams75</p> <p><u>Budget Narrative</u>          Break even number is very close to projected enrollment year 1. - sherryreeves</p> <p><u>Financial Audits</u>          ***How will the school ensure segregation of duties?          ***How will assets be safeguarded? - kwilliams75</p>
<b>OVERALL</b>	<p><u>Grade Levels Served and Total Student Enrollment:</u>          Will the school be able to enroll 360 students in year 1? What evidence suggests they will be able to enroll this many students? There is only evidence that there is interest from 43 interested students? Why did the board choose Davidson County which is not a struggling district (besides the fact there is no other charter)? - tammisutton1974</p>

<b>Charter School Advisory Board Subcommittee</b>	
<b>Mission, Purposes, and Goals</b>	<p>Mr. Walker led the discussion and asked board members about each section of the application. Ms. Reeves asked questions in the Mission, Purposes, and Goals Section about student diversity plan and the three areas in Davidson the school proposed to pull its students. Also, Ms. Reeves wanted to know about the minimum number of board members as all other areas appeared to be solid. Mr. Walker outlined this is a situation where you know when you got it and this application was well written.</p> <p>A proposed board member outlined that Davidson County was unique in that it has 3 systems in the county. Additionally, the board make up (diversity) will help with ensuring the student diversity proposed in the application. Also, Davidson is rural and has a lot of</p>

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	poverty. Davidson is not diverse in ethnicity, but is diverse in poverty. The proposed board member outlined the exact location the school was proposing to attract the students outlined in the application.
<b>Education Plan</b>	
<b>Governance and Capacity</b>	Another proposed board member outlined the board plans to have between 5-11 members and would hopefully have a parent position on the board. Ms. Reeves sought clarification on the role Team CFA representative that would be on the board. Mr. Hawkes sought clarity on Mr. Bighams continued role on the board which Mr. Walker responded that was unlikely based on current medical condition. Another board member affirmed Mr. Walkers response and reported that others were seeking to join the board as they got closer to obtaining approval.
<b>Operations</b>	A proposed board member outlined the conversations the board had with a proposed catering company for its lunch/catering needs. Also, monies from the lunch provided to students who would pay full price will offset the cost for students who qualify for free and reduced lunch.
<b>Financial Plan</b>	
<b>OVERALL</b>	Ms. Gibbs made a motion to move the school forward. Ms. Parler seconded the motion. Mr. Maimone and Mr. Helton recused. The motion passed unanimously.

### Overall Summary

<b>Initial Screening</b>  <b>09/30/2016</b>	The Office of Charter Schools deemed this application complete on September 30, 2016. No further information is needed to begin the evaluation of this application.
<b>Application Review</b>	<p>OCS provided a brief overview of the proposed application including the enrollment over five (5) years, proposed county, and mission of the proposed school. 2 board members did not attend. 3 board members and 1 Team CFA representative was present for the clarification/review opportunity.</p> <p>Mr. Walker outlined the glowing components of the application. Ms. Reeves outlined the enrollment was aggressive and not supported by the survey conducted by the school. Mr. Walker outlined that if approved this would be the only charter in Davidson County. Ms. Reeves questioned the discrepancy of the instructional calendar proposed in the application.</p> <p>A board member provided clarity on the evidence of need. She explained the unique design of the school system in Davidson County and the distance of the proposed location. The proposed board member outlined the dispatch conducted the survey and was not requested by the proposed applicant group which outlined 70% were in favor of a charter school being located in the county. Also, the board member discussed they received positive questions on bringing a charter school to the area.</p> <p>Ms. Reeves drilled the intervention plan outlined in the application. One board member outlined they wanted to provide flexibility to the teachers and wanted them to have</p>

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	<p>options to explore. Also, the board member outlined the typo with the instructional hours outlined in the application. Mr. Sinderson outlined the group has worked on the application for 5 years and had monies (\$200,000) in the bank. Additionally, he outlined the need and how many students leave Davidson County to go to a private or charter school. Mr. Sinderson outlined CFA worked with group for 2 years and CFA support would be in addition to those monies the proposed applicant group had already secured. Ms. Reeves drilled the experience of the board members and one board member solidified the role and expertise on the board.</p> <p>Ms. Reeves outlined that overall she was impressed with the application and commends the board on its persistence. She made a motion to invite Davidson Charter Academy for an interview. Ms. Gibbs seconded. The motion passed unanimously with Mr. Helton recusing.</p> <p>Mr. Walker made a motion to the full CSAB to grant an interview for Davidson Charter Academy. Ms. Reeves seconded. Mr. Maimone questioned the group on what they learned from reapplying. One board member outlined the changes made to the application and the commitment the board made to adjust based on feedback previously provided. The motion passed unanimously with Mr. Helton and Mr. Maimone recusing.</p>
<p><b>Application Interview</b></p>	<p>The Office of Charter Schools provided a brief update on the proposed school. 5 proposed board members introduced themselves to the CSAB and provided a brief professional history and explained their respective role on the board of directors for Davidson Charter Academy. 1 proposed board member was absent due to health issues and had not participated in the process since the clarification opportunity.</p>
<p><b>OVERALL</b></p>	<p>Ms. Gibbs made a motion to move the school forward. Ms. Parler seconded the motion. Mr. Maimone and Mr. Helton recused. The motion passed unanimously.</p>