Cardinal Charter Academy West Campus - CCAWC's mission is to build a student-centered, data-driven learning environment where students develop critical thinking skills and can reach their academic potential by utilizing a technology-rich methodology tailored to meet their needs.

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:

Alan Hawkes
Lindalyn Kakadelis
Alex Quigley
Alan Hawkes
Alex Quigley
Cheryl Turner
Kenneth Tucker
Danielle Allen
Steven Walker
Deanna Townsend-Smith
Jennifer Gnann
Joe Maimone
Tracy Kelley
Glenn Allen
Kristen Parker
Lynn Kroeger
Phyllis Gibbs
Robert McOuat

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Sherry Reeves
Sherry Reeves
Tammi Sutton
Anthony Helton

Date of Review:

09/27/2017

NORTH CAROLINA CHARTER SCHOOL APPLICATION

Cardinal Charter Academy West Campus

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.

Cardinal Charter Academy West Campus - CCAWC's mission is to build a student-centered, data-driven learning environment where students develop critical thinking skills and can reach their academic potential by utilizing a technology-rich methodology tailored to meet their needs.

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I. APPLICATION CONTACT INFORMATION

Name of proposed charter school: Cardinal Charter Academy West Campus

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

Name of non-profit organization under which charter will be organized or operated: *Triangle Charter Education Association*

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: *Allen Taylor, Jr.*

Title/Relationship to nonprofit: *Board President*

Mailing address: 7917 Bluffridge Drive
Raleigh NC 27615
Primary telephone: 919-757-2343 *Alternative telephone:* 770-500-9037
E-Mail address: Ataylorjr@gmail.com

Name of county and local education agency (LEA) in which charter school will reside:
County: CHATHAM
LEA: 190-Chatham County Schools

Was this application prepared with the assistance of a third party person or group?
No:
Yes: X
If so, provide the name of the third party person or group. Charter Schools USA (CSUSA)
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.
Our EMO, Charter Schools USA (CSUSA), assisted us in the development of this charter application for the proposed school, Cardinal Charter Academy West Campus (CCAWC). CSUSA will assist us throughout the entire application process and if we are awarded a charter, they will assist us throughout school start up and operation.

The information we have provided in this application may be similar or identical to information that you will find in the application of other applicants who have also partnered with CSUSA. This similarity is intentional. Our board wants to use the same successful EMO model and has based our application upon the use of that model in the community we seek to serve. CSUSA has assisted us with the preparation of our application in order to preserve fidelity to the CSUSA school model that we studied and desire. The model has been adjusted as necessary to align with our mission, community and targeted student population. Throughout our application we are using "AOC" as shorthand to denote the attribution of content to the CSUSA model.

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

No: X
Yes:

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

No:
Yes: X

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

Do you want your application to be considered for Fast Track?

Yes: X
No:

Are you a non-profit corporation board partnering to replicate an existing model operated by an EMO/CMO?

Yes: X
No:

Eligibility Criteria

A non-profit corporation board that currently operates a charter school in NC is eligible to apply to replicate it currently existing model only if the non-profit corporation board's current school or schools demonstrate a consistent track record of academic, financial, and operational success. If the board operates more than one school, each school must meet this standard. To meet this standard, the non-profit corporation board must meet each of the following conditions:
Each school operated by the non-profit corporation must have academic outcomes at least comparable to those of the students enrolled in the LEAs in which they are located. In addition, each school operated by the non-profit corporation must meet or exceed student growth consistent with State standards, for the three years immediately preceding the application, and maintain that growth throughout the application period.

Yes:
No: X
**Attach as Appendix A the educational outcomes for the replicated school for the last three academic years.*

Each school operated by the non-profit corporation must have unqualified audits for the three years

immediately preceding the application and must maintain that fiscal standard throughout the application period.
Yes:
No: X

Each school operated by the non-profit corporation must have resolved any noncompliance issues cited by NCDPI during the three years immediately preceding the application and must maintain this standard throughout the application period.
Yes:
No: X

A majority of the non-profit corporation board members and 50% or greater of the board officers must be North Carolina residents.
Yes:
No: X

Eligibility Criteria

A non-profit corporation board that does not currently operate a charter school in NC is eligible to apply to replicate through fast-track replication an existing model operated by an EMO/CMO. The non-profit corporation board is eligible to apply only if the schools operated by the EMO/CMO have a consistent track record of academic, financial, and operational success. The non-profit corporation is eligible replicate an existing model operated by the EMO/CMO only if the non-profit corporation board meets each of the following conditions:
The non-profit corporation board must demonstrate that each of the schools being managed by the EMO/CMO in North Carolina (1) have an academic proficiency comparable to the LEAs in which the current schools are located; or (2) meet or exceed growth for the three years immediately preceding the application at issue. If the EMO/CMO does not manage any schools in NC or the schools it manages in NC
do not yet have the data listed above, the non-profit corporation board must demonstrated to the SBE that the schools operated in other states by the EMO/CMO meet similarly rigorous standards for academic performance. The EMO/CMO must continue to meet these standards throughout the application period.
*Yes:*X
No:

**Attach as Appendix A the educational outcomes for the replicated school for the last three academic years.*

The non-profit corporation board must demonstrate that each of the schools in North Carolina managed by the EMO/CMO have unqualified audits without fiscal compliance issues for three years immediately preceding the application. If the EMO/CMO does not currently manage any schools in NC or the schools it manages in NC do not yet have the data listed above, the non-profit corporation board must demonstrate to the SBE that the schools operated in other states by the EMO/CMO meet similarly rigorous standards for financial performance. The non-profit corporation board must maintain this standard through the application period.
*Yes:*X
No:

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A majority of the non-profit corporation board members and 50% or greater of the board officers must be North Carolina residents.
*Yes:*X
No:

Acceleration
Yes:
No: X

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: X

Agree to participate in the planning year while the charter application is being reviewed without any guarantee of charter award.
Yes:
No: X

What is the name of the nonprofit organization that governs this charter school? Triangle Charter Education Association
Is this application for Virtual charter school: Yes: No: X

Grade Levels Served and Total Student Enrollment:

Projected School Opening: Year 2019 *Month* August

Will this school operate on a year round schedule?
No: X
Yes:

Proposed Grade Levels Served and Total Student Enrollment (
5

Years)

Academic School Year	Grade Levels	Total Projected Student Enrollment
Year 1	K,01,02,03,04,05,06,09	1130
Year 2	K,01,02,03,04,05,06,07,09,10	1430
Year 3	K,01,02,03,04,05,06,07,08,09,10,11	1730
Year 4	K,01,02,03,04,05,06,07,08,09,10,11,12	1955

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Year 5	K,01,02,03,04,05,06,07,08,09,10,11,12	2030

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.

trianglecharter — *Signature*

President — *Title*

trianglecharter — *Printed Name*

09/22/2017 — *Date*

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Section I: Application Contact Information Concerns and Additional Questions	Reviewer	Page Reference
Remains unclear whether or not these figures are realistic. Little additional evidence is provided demonstrating a need (expressed by families in the community) for a new charter school, and with children in the grades proposed for opening.	Danielle Allen	Grade Levels
Would like to hear more about justification for such large numbers in the first year. No demand surveys were included.	Joe Maimone	Grade Levels
If Fast Track is approved, would the school open in August 2018 or August 2019?	Sherry Reeves	Grade Levels
What evidence suggests that you will be able to enroll 1130 students in year 1?	Tammi Sutton	Grade Levels
Projected school opening is August 2019, but financial projections begin with an opening in August 2018. Please clarify. Need to clarify increase in enrollment growth of 4% in year 4 and another 4% in year 5. This increase is unrelated to adding grades.	Lynn Kroeger	Grade Levels
The projected enrollment is unrealistic given the statement of community need and anticipated student population.	Tracy Kelley	Grade Levels

Reviewer	Score
Alan Hawkes	
Lindalyn Kakadelis	
Alex Quigley	Pass
Alan Hawkes	
Alex Quigley	
Cheryl Turner	
Kenneth Tucker	Pass
Danielle Allen	Pass
Steven Walker	Pass
Deanna Townsend-Smith	
Jennifer Gnann	Pass
Joe Maimone	Pass
Tracy Kelley	Pass
Glenn Allen	
Kristen Parker	Pass
Lynn Kroeger	Pass
Phyllis Gibbs	
Robert McOuat	
Sherry Reeves	
Sherry Reeves	Pass
Tammi Sutton	Pass
Anthony Helton	

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:

CCAWC's mission is to build a student-centered, data-driven learning environment where students develop critical thinking skills and can reach their academic potential by utilizing a technology-rich methodology tailored to meet their needs.

Clearly describe the mission of the proposed charter school:

A student-centered environment focuses on the needs and interests of the students. As such, the school will employ data-driven techniques to ensure that each student is performing to his/her greatest potential. Every aspect of the technology-rich learning environment benefits from a consistent instructional platform that gives students the ability to develop critical thinking skills to solve problems, retain knowledge, and apply that knowledge in an interactive learning environment.

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.*

The site selection process was difficult for this proposed charter school due to land availability and cost constraints. The proposed site, on the Chatham and Wake County line, south of Durham County, will be the only public school east of the Jordan Lake for Chatham County residents to attend. An open-enrollment charter school at this location is the most cost-efficient public schooling option for nearby residents due to its ability to serve rural East Chatham County students, urban West Wake County students, and Southern Durham County students. Specifically, this school will serve two populations in need: the residents of East Chatham County, whose nearest public school is 20 minutes away, and the residents of West Wake County, whose public schools are severely overcrowded. Public school districts most often demarcate attendance by county line, and this can create an inefficient use of taxpayer dollars and private resources if students must travel further to attend their assigned school when another school in a different district is closer to them. In tri-county areas specifically, a charter school that permits attendance of students from multiple school districts provides the highest quality and most efficient public school option for all residents in those bordering districts.

The demography of the student body we plan to serve reflects the diversity of the surrounding community, as such, we sampled nearby public and/or charter schools in the areas referenced above and project the following student population:

* Proposed School Size: 2,180
* Minority Population: 51%
* Free Lunch Population: 14%
* Reduced Lunch Population: 2%
* English Language Learner (ELL) Population : 5%
* Exceptional Children (EC) Population: 10%
* EC Population (Including Gifted): 40%

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).*

The Wake County School District is the largest school district in North Carolina by enrollment, with approximately 163,000 students in 2016. Chatham County, to its west, had significantly lower enrollment of 8,600 in 2016 and there are no public schools east of the Jordan Lake. At full capacity, the CCAWC plans to enroll 14% of its students from Chatham County, 12% from Durham County, and 74% from Wake County. Furthermore, CCAWC will enroll 2.5% of Chatham County's K-12 student population, 0.49% of Durham County's K-12 student population, and 0.78% of Wake County's K-12 student population using 2017 estimates from the American Community Survey.

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

CCAWC's education plan differs from Chatham County in that it will provide individualized, data-driven instruction within a culture of high expectations and achievement that emphasizes 21st century learning in a technology-rich environment.

CCAWC's student-centered approach will foster individualized attention that provides an opportunity for each student to reach their potential and receive the required differentiated instruction to demonstrate growth, while still maintaining access to a standards-based curriculum. In support of our mission, we believe each instructional minute counts. As a result, our academic calendar exceeds the requisite 1,025 instructional hours to provide the maximum opportunities for students to learn new concepts and practice key skills, and allow teachers the time necessary to provide daily instruction tailored to student need.

Every child will have a Personalized Learning Plan (PLP), which not only includes goals, but also the action steps needed in order to reach those goals. The plan's development is a collaborative effort between the teacher, parent, student, and other staff involved with the student's academic achievement. Most importantly, students are the producers of their plan and are faced with the responsibility of understanding their data, making good decisions as learners, and following through with expectations.

A 21st century learning environment that infuses collaboration, cooperation, communication, and creativity with technology will provide meaningful, real-world learning experiences essential to preparing students for future

college and career choices. The goal of technology usage is to create an interactive classroom, taking technology out of the hands of the teachers and placing it in the hands of students for an optimal experiential learning environment. CSUSAs Innovations Team will support CCAWC in vetting and implementing technology, software, and instructional practices that aligns with the education program and support the development of the whole child. The technology resources will be used for a variety of instructional methods, including interactive direct and guided instruction, blended learning for supplemental instruction, research projects, and many more.

To further challenge students, CCAWC will apply to offer the Cambridge program, which provides an international pre-university curriculum. Cambridge studies are demanding and emphasize higher order thinking; oral, writing, and investigative skills; problem solving; and teamwork. Highly motivated students who excel academically and are well rounded in their extracurricular activities are attracted to this program.

Through the use of CSUSA's School and Student Success Platform, baseline assessments, along with the previous years data, will be analyzed to create school-level, classroom-level, and individual student goals. The continual monitoring process will provide all stakeholders with meaningful feedback and progressupdates to demonstrate how close we are to achieving our mission of building a student-centered, data-driven learning environment where students develop critical thinking skills.

Another unparalleled aspect is the amount of support CCAWC will receive to monitor progress, enhance teacher effectiveness, and maximize its overall operation. Described in more detail below, both leaders and teachers will receive extensive training prior to the start of the school year through professional development sessions tailored to the unique student population needs. The CSUSA network provides numerous opportunities for professional development and collaboration, including site visits to monitor implementation of the Education Model and strategic schoolwide initiatives.

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.*

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

CCAWC will strive to improve student learning and be held accountable for meeting measurable achievement results in the following manner:

Personalized Learning Plans
PLPs are designed to track individual strengths, weaknesses, and cumulative progress in attaining a year's worth of learning. The PLP empowers students to develop learning goals and track their own progress, fostering a stronger sense of student ownership. Baseline achievement levels are incorporated into each students PLP as a starting point for determining future rates of academic progress. Students and parents are able to consider areas of mastery and deficiency based upon reports from Northwest Education Association (NWEA), which provides details regarding skills that have been mastered, need to be remediated, or are ready to be learned next. Students set personal goals each quarter that are confirmed by teachers, and teachers post formative data to support student goal-setting. Additionally, students are guided in developing the skills to conduct their own PLP conferences with parents, which take place at a minimum of twice annually.

Response to Intervention (RtI) / Multi-Tier System of Supports (MTSS)
Utilizing RtI/MTSS ensures that all students are given the additional support needed to succeed. CCAWC will utilize a multi-tiered approach to early identification of student learning and behavior needs that require a coordinated focus of staff and school resources. A multi-tiered approach is essential to ensuring growth for all students and promotes a sense of shared responsibility among staff and leadership for the success of the entire school and each student. The identification process for academic supports within the RtI model begins with the implementation of high-quality instruction and universal screening of all students in the general education classroom setting. Interventions are provided at increasing levels of intensity for identified students intended to accelerate student learning. Student progress is closely monitored and used to assess the effectiveness of the intervention. The RtI model is comprised of three tiers described further in the application:
* Tier 3 Intensive Individualized Intervention and Support
* Tier 2 Targeted Supplemental Intervention and Support
* Tier 1 Core Universal Instruction and Support

Push-in/Pull-out Support
Students can receive targeted instruction through push-in/pull-out instruction, aligned with the RtI program. Teachers are trained in the intervention program and are available to push-in with, or pull-out students who are performing below grade level in order to meet the demands of the curriculum. Customized weekly schedules are followed to guarantee students are receiving additional instruction as needed. Classroom teachers will communicate with the support staff in order to increase awareness of students current skill levels and abilities. This additional time for instruction outside of class time is crucial for increasing student learning gains, as increased instructional minutes is the primary driver for catch-up growth, as stated in Annual Growth for All Students and Catch Up Growth for

Those Who Are Behind. (Fielding, Kerr, Rosier 2007).

Tutoring/Saturday School
Tutoring provides students with additional instructional minutes beyond the regular school day focused on high-priority grade-level standards as well as test taking strategies. Tutoring will be offered to students who require remediation and intensive practice to master standards, and demonstrates just one way the school will give multiple opportunities for students to reach a level of proficiency in grade-level content. CCAWC's tutoring program will be designed to accommodate student schedules by offering before/after school tutoring sessions, Saturday tutoring sessions, and boot camp tutoring sessions as necessary. Tutoring group size will be limited to 15 or fewer students, allowing for more individualized attention.
Based on the enrolled student population, enrichment opportunities may also be provided for students performing on or above grade level.

Cambridge
In addition to the benefits of an Advanced International Certificate of Education (AICE) Diploma, the Cambridge program offers all students an opportunity to engage deeply in a subject area of high interest and ability. Students not enrolled in the AICE Diploma pathway may elect to explore pre-university curriculum by taking select Cambridge courses as part of their course of study. This allows CCAWC to nurture the needs and interests of individual students who would benefit from an even more rigorous setting while meeting graduation requirements.

Accountability
As a charter school, CCAWC will be held to high standards of achievement in order to continue serving the community, making accountability an integral part of the school culture. Consistent, regularly monitored measures will ensure we are meeting the expectations and goals described in this application. Triangle Charter Education Association, Inc. (the Board) will monitor progress toward school goals, the principal will monitor class-level goals, and teachers will monitor individual student goals. Monitoring will be conducted through monthly Board meetings, CSUSA's School & Student Success Platform, data chats, and PLP conferences, respectively. If it is found that we are not reaching our goals at any level, programs and instruction will be adjusted accordingly.

CCAWC will develop a strategic action plan focused on its mission, vision, and values and utilize the School & Student Success Platform to monitor progress toward achievement of the strategic plan. Through analysis of assessment results, observations, surveys, and other feedback items, the school will create key intended outcomes in each of the following five priority areas: academic excellence, financial health, growth, operational performance, and culture of excellence. CCAWC will then create initiatives and monitor their implementation throughout the year. This plan is continuously reviewed and monitored at the school level, along with the Board, the EMOs Regional Education Director, Curriculum and Instruction Team, and Department of Strategy.

Weekly classroom walk-throughs, Quality Education for Students and Teachers (QuEST) visits, and teacher performance evaluations will hold teachers accountable for providing students with rigorous, high-quality instruction. Lesson plan delivery, grade book checks for alignment with the schools

grading philosophy, and other preparedness and organizational pieces are also checked regularly. To support the focus on college- and career-readiness, the leadership team will also monitor the integration of 21st century learning skills and technology resources to ensure teachers are creating engaging and relevant experiences that enhance learning opportunities. The purpose of the QuEST visit is to support CCAWC with the implementation and monitoring of the Education Model as well as the schools strategic plan initiatives, and provides enhanced stakeholder awareness of what is happening in classrooms. The process examines three critical factors: classroom management, student motivation, and instructional strategies During QuEST visits, teachers and administrators from various EMO-managed schools with proven grade-level experience conduct observations and provide feedback for school improvement goals, recognition for individual and schoolwide greatness, and to develop professional relationships in support of professional learning communities.

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.*

The principal will provide a status report to the Board at monthly meetings, which includes educational, enrollment, personnel, and various other operational reports and goals.

Operations
Specific:
* Market to and enroll the targeted number of students each year
* Ensure adequate food, transportation, security, and custodial services
* Ensure building standards are met
* Procure furniture, fixtures, equipment, and school supplies as needed
* Develop and update the schools website on a regular basis

Measureable: The New School Opening Team will ensure each of these goals are met prior to school opening.
Attainable: These goals are critical to the operation of the school and are expected to be attained.
Relevant: Operational effectiveness is crucial to the schools success in fulfilling its mission.
Time Bound: These goals are expected to be met before each school year and maintained throughout the year.

Academic
Specific: Each year on the math, reading, and science End-of-Grade and End-of-Course assessments (EOG/EOC), CCAWC will significantly increase student proficiency (level 3 or higher). If proficiency is at or above 90% in any prior year, CCAWC will increase proficiency by 1% or meet or exceed the performance of demographically similar area schools. In Year 1, without a baseline, CCAWC will meet or exceed the proficiency of demographically similar area schools.
Measurable: A significant increase is defined as a 10% reduction in the percent of students not proficient (level 1 or 2) relative to the previous year. EOG/EOC scores in Year 1 establish a baseline. Scores in Year 2 will provide the initial baseline comparison.

Attainable: These goals are attainable, given that our students will have the appropriate resources and access to high quality teachers.
Relevant: This goal is relevant to CCAWC's mission, highlighting the importance of a rigorous education program.
Time Bound: The establishment of a baseline will occur at the completion of the first full year of the charter. At the end of each year, CCAWC will document goal attainment and revise multi-year goals in its Strategic Plan.
Please see Appendix O for a detailed academic goals table.

Finance
Specific:
* Develop accounting systems and internal control policies that allow for safeguarding of assets and financial viability.
* Timely submission of financial reports to external entities as required.
* Prepare applications for grants and loans.
* Adopt, maintain, and (if necessary) amend the annual budget.
* Ensure CCAWC contracts with a certified public accountant for the annual financial audit.
* Review and approve audit reports, including audit findings and recommendations.
Measureable: These goals will be measured by the schools financial standing and compliance.
Attainable: Given the financial efficiency of other CSUSA schools, these goals are attainable.
Relevant: The schools financial standing and reporting compliance is relevant to its overall sustainability.
Time Bound: Financial reports will be timely submitted as needed and the operating budget will be amended annually.

Governance
Specific:
*Set policies, including:
 o Operational policies
 o Academic and financial accountability
 o Annual progress reporting to the Department of Public Instruction (DPI)
 o Policies consistent with the schools mission
*Review the EMOs performance reports:
 o Financial reports
 o School reports
 o Satisfaction surveys
 o Strategic plans
 o Annual accountability reports
Measurable: Reporting policies and their review by the Board will be measured by schoolwide improvement.
Attainable: Given CSUSA's successful partnerships with other governing boards, these goals are attainable.
Relevant: The Boards involvement in the schools foundation and performance is vital to its overall success.
Time Bound: Policies must be set prior to school opening. The Board will review performance reports at least monthly.

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

As the Board is the initial and leading driver of the mission, it is crucial that we stay informed of the progress of CCAWC. Student assessment and

performance data are vital to our mission to offer a student-centered, data-driven learning environment where students develop critical thinking skills and can reach their academic potential by utilizing a technology-rich methodology tailored to meet their needs. With the continuous improvement Education Model, we will regularly evaluate student performance to personalize and target instruction to each students needs, helping them reach their academic potential. This data-driven cycle of assessment, analysis, and action is critical for increasing student achievement and is the top priority for schoolwide improvement. Regular assessments will verify whether students have successfully acquired crucial skills, mastered grade-level content, and are challenged to think critically.

We will monitor and evaluate specific, measurable goals regarding academic performance and growth which will be tracked on three dimensions:
* Proficiency: The percentage of students who are proficient in math, reading, and science on the EOG and EOC assessments.
* Growth: At each grade-level, the percentage of students meeting NWEA's growth targets in English language arts, math, and science will surpass 50%.
* State Accountability: The schools Performance Component of the NC School Performance Grade (SPG).

In addition to state assessments, all students will take the computer-based, adaptive NWEA Measure of Academic Progress (MAP) assessment three times per year. The NWEA assessment also gives students the opportunity to practice with the newest technologically enhanced item types.

At the conclusion of each testing season, and throughout the year as data becomes available, CCAWC will report state and interim assessments to the Board at monthly meetings. In CCAWC's first year, these initial results will act as a baseline for future goals. A baseline year will also be utilized when the state introduces new statewide assessments or SPG calculations. In lieu of a baseline comparison in Year 1, we will monitor CCAWC's performance relative to demographically similar area schools.

We will also approve the Strategic Plan (described above) and School Improvement Plan (if applicable) in order to ensure that measures are put into place to achieve our mission of offering a student-centered, data-driven learning environment where students develop critical thinking skills and can reach their academic potential by utilizing a technology rich methodology tailored to meet their needs. QuEST visit data from the EMO will deliver evidence that the teachers are adhering to the Education Model and implementing highly effective teaching strategies.

To monitor CCAWC's culture, we will view results from parent and staff surveys, which provides insight on pertinent issues such as satisfaction and safety. Financial reports, enrollment and attendance figures, and other information needed to further monitor progress toward the mission will also be evaluated.

Cardinal Charter Academy West Campus - CCAWC's mission is to build a student-centered, data-driven learning environment where students develop critical thinking skills and can reach their academic potential by utilizing a technology-rich methodology tailored to meet their needs.

Section II: Mission and Purposes Concerns and Additional Questions	Reviewer	Page Reference
It remains unclear how this school provides an unmet need- the applicant maintains that this school will differ from Chatham County schools by providing "individualized, data-driven instruction", "a culture of high expectations", and "21st century learning in a technology-rich environment", but CCPS' mission and strategic plan address integrating technology into the curriculum and implementing a "rigorous curriculum design framework" across all grades. Data-driven instruction, technology, and high expectations do not appear to separate this application from schools in Wake, Durham, or Chatham counties.	Danielle Allen	Mission Stat
well written	Joe Maimone	Mission Stat
The mission statement is heavy on very vague buzz words: "student-centered" "data-driven" "critical thinking skills" "technology-rich methodology"	Tammi Sutton	Mission Stat
The description of the mission does not evidence especially high expectations for student learning. It does not speak of post secondary life or ambitions and what skills students will acquire that will set them on a path beyond high school. Overall, it lack and aspirational quality and is not forward looking in a way that enables families to vision what the student will look like. The mission statement is filled with jargon "technology-ric methodology" is not clear for non educators to understand.	Tracy Kelley	Mission Stat
Mission statement is nondescript.	Sherry Reeves	Mission Stat
well written	Joe Maimone	Educational
Applicant needs to clarify: What further information is there to support a need for the school in this area? Applicant needs to clarify: Were students and families surveyed to get an idea of if they have an interest in attending the school? Applicant needs to clarify: How will the type of school (data driven and personalized learning) support the needs of the students who attend the school?	Kristen Parker	Educational
Appendix A1 is incomplete.	Kenneth Tucker	Educational
Appendix A1 is not complete.	Jennifer Gnann	Educational
The rational for selecting this location was not compelling as the nearest school is just 20 min away. The applicant does not make the case for why a parent would leave their district school and attend the new school it is proposing. West Wake county suffers from overcrowding but East Chatham residents reason is a 20 min distance is not compelling. There is no evidence of educational need provided.There is nothing in the application that speaks to how the target population aligns with the school mission and why this model will improve outcomes for kids in this target area.	Tracy Kelley	Educational
Large enrollment projection for first 5 years. Is there a high demand from the proposed target areas? (How many students are expected to enroll from Cardinal Charter Academy in 9th grade? Applicant states educational plan offers individualized, data-driven instruction that is not provided in Chatham County. What is the evidence of this statement? Also, targeted population is only projected to be 14% Chatham County students. How is the ed plan different for students from the other systems?	Sherry Reeves	Educational
Appendix A1 incomplete. Applicant should supply evidence demonstrating that they will be able to attract and enroll 1130 students in the first year. While they outline the geographic rationale behind their desire to open a school in Chatham County, they provide little evidence that families in this community desire a new school or that they would enroll their child in this particular model. Proximity alone does not strongly demonstrate a need for a new school. In fact, in Appendix O, the applicant uses "local school average" performance data as a sample baseline for CCAWC student performance, and these averages appear to show that the local public schools are currently outperforming the state (unclear if	Danielle Allen	Educational

they are outperforming their respective districts). **More information on exactly how CCAWC/CSUSA intend to use technology in this model and how it differs from current use in traditional public schools is needed. "A variety of instructional methods" is vague.** **The applicant intends to enroll a minority population of over 50%, however, culturally-relevant curriculum or pedagogy is not included in the mission. An explanation for why this is not included or relevant to the school's mission would be helpful.**		
What is the evidence that you can recruit this many students from three different LEAs? **How will the school attract students in grades 4th and 5th?** **Appendix A1 is incomplete.** **How will you work to recruit a racially and economically diverse student population?**	**Tammi Sutton**	**Educational**
Is the Cambridge Program an online program only? **How frequent are the QuEST visits?**	**Lynn Kroeger**	**Purposes of**
Monitoring PLPs "at a minimum of twice annually" seems insufficient for catching deficiencies in a timely manner and monitoring student/teacher progress towards rectifying them. **The school's mission emphasizes the use of technology (presumably to improve student learning), but little in this section addresses how technology will be used to meet this legislated purpose.**	**Danielle Allen**	**Purposes of**
The purposes are clearly articulated but do not make a clear rational for why they are needed because there is no discussion of the current academic achievement levels of the current target area. The applicant does not make a case for why they will be better than what is currently in place. for example, there is no articulation of how sub groups are performing currently.	**Tracy Kelley**	**Purposes of**
Applicant needs to clarify: How will students take part in student centered, data driven learning environment? What part will students own and what additional data sources in addition to NWEA will be utilized?	**Kristen Parker**	**Purposes of**
The "technology-rich methodology" and other buzz words from the mission are not elaborated on during the purposes.	**Tammi Sutton**	**Purposes of**
Further information on the AICE diploma and Cambridge program would be useful.	**Sherry Reeves**	**Purposes of**
Well written	**Joe Maimone**	**Purposes of**
The applicant emphasizes a "technology-rich methodology" in their mission statement but fails to address this focus in this section.	**Kenneth Tucker**	**Purposes of**
Excellent	**Joe Maimone**	**Goals for th**
Even though the applicant laid out the goals as "SMART" goals, clear measurable objectives are not given.	**Sherry Reeves**	**Goals for th**
Many of the goals are not specific or measurable; they also lack time stamps.	**Tammi Sutton**	**Goals for th**
The academic goal fails to address the focus on the "technology-rich methodology" mentioned in the school's mission statement. How does the school plan to measure the impact of this approach?	**Kenneth Tucker**	**Goals for th**
Applicant needs to clarify: What is meant by "Adequate food, transportation, security and custodial services." What defines adequate and how will the team truly know what "adequate" means? **Applicant needs to clarify: The mission of the school states: "by utilizing a technology rich methodology" where is the academic goal that will allow you to know if you are reaching your goal in this area? Will there be a goal in this area?** **Applicant needs to clarify finance and governance goals in terms of measurability. How will each goal numerically and or anecdotally be measured?**	**Kristen Parker**	**Goals for th**
Operations goals are not measurable, there is no metrics described; the same for	**Tracy Kelley**	**Goals for th**

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the financial goals. The academic measure that will be used is not sufficiently rigorous and not tied to EOY state assessment only EOG/EOC proficiency which is subjective and not verifiable. Because mission is not especially rigorous, neither are the academic goals. **Applicant states that "more than 50% of students in each grade-level will meet or exceed their spring RIT growth targets in math, ELA, and science annually exceeding** **the national average.." on the NWEA in grades 9-11; this is not sufficiently rigorous goal.**		
Growth target is not ambitious, and does not align with the applicant's suggested baseline (local school performance, outlined in Appendix O), which is in the 70-80% range. Why is 50% the minimum target for a school located in a community when schools are currently performing at 70-80%? **Further, goals do not appear to be aligned to the mission of providing a "technology rich methodology" (little in this document addresses technology) and holding students to high expectations (50% proficient is not rigorous or ambitious, given the current performance of local schools).**	**Danielle Allen**	**Goals for th**

Reviewer	Score
Alan Hawkes	
Lindalyn Kakadelis	
Alex Quigley	Pass
Alan Hawkes	
Alex Quigley	
Cheryl Turner	
Kenneth Tucker	Pass
Danielle Allen	Fail
Steven Walker	Pass
Deanna Townsend-Smith	
Jennifer Gnann	Pass
Joe Maimone	Pass
Tracy Kelley	Fail
Glenn Allen	
Kristen Parker	Fail
Lynn Kroeger	Pass
Phyllis Gibbs	
Robert McOuat	
Sherry Reeves	
Sherry Reeves	Pass
Tammi Sutton	Pass
Anthony Helton	

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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.

The Education Model is an instructional philosophy developed after extensive study of instructional practice and grounded in over 35 years of Dr. Robert J. Marzano's research. Its purpose is to facilitate each student's mastery of state standards and its structure enables administrators and teachers to better understand, explain, and predict the elements needed to ensure student academic success. The heart of the Education Model is the Guaranteed and Viable Curriculum (GVC), which is comprised of a year-long plan for standards-based instruction at each grade level and ensures steady academic progress as students build their knowledge and skills from one year to the next.

To ensure students are mastering all subject-area standards within the GVC, all teachers follow a learning cycle, made up of the following steps: Baseline Assessment and Data, Data-Driven Instruction, Assessment, Grading, Reporting, and Decision.

Core Fundamental Educational Components

Successful implementation of the Education Model is supported by a framework comprised of 16 Core Fundamental Educational Components. The 16 Core Fundamentals are grouped into three categories that support the implementation of the Education Model.

School Climate

Reflects the way the school feels, both to visitors and school community members engaged in academic and school life activities.

*Professional Development
*Schoolwide Behavior Plan
*Expectations and Procedures
*Social-Emotional Learning and Character Education

Curriculum and Instruction

Reflects the work that takes place in the classroom setting and addresses the critical elements necessary to meet student academic needs and create engaging and meaningful learning experiences.

*GVC
*Lesson Planning and Delivery
*Data-Driven Instruction
*Instructional Focus Plans (IFP)
*RtI
*Tutoring
*Instructional Software

Data Literacy
Ensures all stakeholders can access and interpret data related to school, student, and teacher effectiveness and determine next steps for growth and opportunity.
*Balanced Assessment System
*Data Chats
*Grading
*PLPs
*Teacher Evaluation System

The Education Model and Core Fundamentals are further detailed in Appendix O.

In conjunction with the Education Model and Core Fundamentals, CCAWC will utilize a college preparatory academy model to develop small learning communities for students in grades 9-12. According to the Implementation Study of Smaller Learning Communities by the U.S. Department of Education (2008), successful implementation of an academy model includes common planning time for teachers dedicated to integrating curriculum and discussing student progress; work-based learning opportunities and service learning projects for students; and more than half of student courses taking place within the selected academy.
CCAWC's college preparatory academy model is built upon these best practices and promotes the schools mission of providing a student-centered, data-driven learning environment where students develop critical thinking skills and can reach their academic potential by utilizing a technology rich methodology tailored to meet their needs. Each academy consists of students who take the majority of their classes together in pursuit of common academic goals in a family-like atmosphere. A team of teachers working across disciplines deliver instructional content in a manner that purposefully integrates technology and 21st century learning skills and develops student talents and intellectual curiosity. CCAWC will offer academies based on student interest, community need, as well as partnerships with employers, community members, and local colleges.

To assist students with academy choices, CCAWC will conduct one-on-one interviews with students after enrollment and registration is completed to review student academic records, understand student interests and preferred learning styles, and learn as much about each student as possible to begin the development of PLPs.

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.

Clear behavior expectations and classroom management procedures posted in each room will help develop the learning environment and support an agenda to protect instructional time. The agenda will include essential questions and objectives, written in student-friendly language that serves to focus teaching and learning within the room, and facilitate daily active participation as students learn to connect the daily learning focus with their personal learning goals. Anchor charts generated during instruction that reflect step-by-step processes for taught material will be posted to

serve as a reminder of instructional focus areas.

Various simultaneous learning experiences will occur, such as teachers working with a small group of students on a targeted skill, students on digital devices receiving remedial or enrichment practice, groups of students working cooperatively on a challenge-based project, or students working independently on leveled tasks. Procedures and behavior expectations are developed and monitored to minimize distractions and ensure productive work spaces.

At capacity, kindergarten classrooms are designed to accommodate 20 students. First through fifth grade classrooms are designed to accommodate 23 students, and classrooms for sixth through twelfth grades will accommodate 25 students. Classrooms will be organized to accommodate differentiated instruction, including teacher-led small group work, flexible seating, and blended learning mobile workstations. To create a modern classroom environment conducive to the learning styles of 21st century students, CCAWC will be supported in identifying, acquiring, and leveraging innovative furniture that is designed to stimulate learning and create classroom cohesiveness. Some examples include bicycle desks, standing desks, mediascapes (tables with technology inputs to foster student-to-student collaboration), and 1-way mirrors for classrooms to allow observation without disruption. CCAWC may also implement makerspaces, which provide hands-on, creative ways to encourage students to design, experiment, build and invent.

CCAWC will integrate tools, technology, software, and structures in classrooms to enhance the learning environment by focusing on the development of 21st century learning skills.

The integration of technology in a 21st century learning environment expands the learning environment beyond the classroom and helps cultivate interest in global issues through exploration and virtual field trips. The development of a technology rich environment and infusion of 21st century learning skills directly supports CCAWC's mission of providing a student-centered, data-driven learning environment where students develop critical thinking skills and can reach their academic potential by utilizing a technology rich methodology tailored to meet their needs.

Classroom resources will be maximized within each room. Students will have access to a variety of electronic texts, as well as access to a classroom library. Both fiction and nonfiction electronic or print resources will be available to enable students to read appropriately-leveled books based on their abilities. All students have increased targeted access to curricular resources, assessments, technology-based intervention, and enrichment enhancing differentiation. CCAWC will be equipped with SMART Instructional Flat Panels and the SMART Learning Suite which are used to increase student interaction and engagement in direct instruction, small group activities, and student collaboration. The following technology is available in each classroom:
Interactive displays/panels with tablets
Student laptops
Document camera
Headphones and microphones

CCAWC also plans to have a production room for filming, processing, and streaming morning announcements; and multi-purpose rooms outfitted with audio/video equipment. Wireless networking will be employed to allow access to digital content via vetted online resources.

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.*

CCAWC will use the GVC, which is aligned to the NC Accountability Model and focuses on mastery of the standards outlined in the NC Standard Course of Study (NCSCS), to support the mission of providing a student-centered, data-driven learning environment where students develop critical thinking skills and can reach their academic potential by utilizing a technology rich methodology tailored to meet their needs. CCAWC will also implement the requirements outlined in the North Carolina Read to Achieve Program.

CCAWC will implement the GVC through the process outlined in Understanding by Design, (Wiggins & McTighe). The GVC provides the specific learning outcomes within each standard and was created in three stages: 1) identifying desired results, 2) determining acceptable evidence, and 3) planning learning experiences and instruction. Through PD, teachers continue this process. Understanding by Design supports teachers working within the standards-driven curriculum to clarify learning goals, devise assessments that reveal student understanding, and craft effective and engaging learning activities aligned with real-world experiences that prepare students to achieve mastery of the Standard Course of Study for ELA and Math and State Essential Standards. The Understanding by Design process and the GVC allows educators to center the curriculum and assessments by establishing goals, big ideas, essential questions, and authentic performance tasks. Use of the GVC map enables educators to provide the targeted student population with optimal learning opportunities based on their individual needs. The standards are ordered and grouped in a particular way, and there are essential questions and objectives provided to target instruction. Sample resources, lesson ideas, and item specifications are included on the curriculum map to provide further guidance.

When planning for the year, teachers study the curriculum map and the test specifications in order to have an understanding of what students are expected to learn. For each unit, pacing guides are provided; however, teachers have the flexibility to adjust pacing according to their knowledge of the students current levels.
Teachers are expected to incorporate technology into all lessons and are supported in doing so throughout the year. Students will supplement teacher instruction by utilizing online software programs, such as Reading Plus and Imagine Math, to work at their own pace and target deficient skills or

enrich learning. With monitoring from the classroom teacher, students can take courses online through Plato for enrichment or course recovery.

Freshman Academy Attitude is Altitude (AiA)
To ease the transition to high school, all ninth-grade students will participate in the Freshmen Academy, which will utilize the AiA curriculum. Each student will be assigned to a "family" within the ninth-grade class, which is led by a guidance counselor and a core group of Freshmen Academy-trained teachers. Each faculty member is assigned a small group of students in an advisor/advisee program and meets with each student at least four times annually to review academic progress and general high school-transition. Faculty members also meet parents/guardians at least once per semester and assist with academic planning for the students remaining years of high school. The intent of the course and AiA curriculum is to ensure student success in high school and support students in determining an academic pathway and diploma option for their tenth-twelfth grade years.

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.*

Teachers will use multiple engaging, research-based instructional strategies to reach every child in the classroom, as it is our mission to provide a student-centered, data-driven learning environment. Teachers will implement Dr. Marzano's 13 high-probability instructional strategies (detailed in Appendix O), which research shows yield the most academic gains across all grade levels when employed consistently. These strategies are used in all grade levels, but instruction will vary by increasing expectations and complexity as the grade levels progress.
Instructional methods are dependent on the needs of the individual student. Teachers will adapt lessons to meet the needs of all learners through differentiating the content, process taught, and assessment type. Instruction will include leveled texts and resources for students on, above, and below grade level. Innovative learning methods will range from any or all of the following strategies briefly described below and detailed in Appendix O.

Student-Centered Learning
Based on Marzano's research and categories of instructional elements to guide instruction, students will be the designers of their own learning in order to obtain a deeper level of understanding. Teachers will use various Marzano strategies that focus on students developing autonomy in processing, evaluating, analyzing, and demonstrating knowledge.

Blended Learning
Blended learning is a style of classroom teaching in which a student learns at least in part through online delivery of content and instruction, with some element of student control over time, place, path, and/or pace. This instructional approach is conducive to the 21st century learning environment planned at SCPA.

Differentiated Instruction
CCAWC will emphasize daily differentiated instruction to accommodate and motivate all learners. The school will follow the belief that differentiated instruction is: 1) a teacher's response to student needs, 2) the recognition

of students varying background knowledge and preferences, 3) student-centered, 4) instruction that addresses students differences, and 5) a blend of whole-group and small-group instruction. Teachers can differentiate in three ways: 1) the content students are learning, 2) the process in which the material is being taught, and 3) the product that is developed to demonstrate learning (Tomlinson).

Cross-Curricular Instruction and Learning
This method of instruction is inherent in the academy model. Cross-curricular instruction requires that teachers plan appropriately complex connections to more than one academic area simultaneously through a central theme, issue, problem, process, topic, or experience. This creates an opportunity for deepened understanding and addresses the issue of skill isolation

Challenge Based Learning (CBL)
Allows students to use 21st century technology, while working in collaborative groups to tackle real-world issues surrounding their school, families, community or global concerns. CBL allows teachers to work with students on making connections between the standards reflected in the GVC and issues within the school, family setting, community, or on the world stage.

Cooperative Learning
A strategy combining teamwork with individual and group accountability, allowing students of different ability levels to work jointly to improve their understanding of a subject. Within formal cooperative learning, teachers strategically group students to complete an assignment, designating roles so all students are held accountable for providing input and holding ownership of learning. For an informal cooperative learning opportunity, teachers will have students participate in focused discussions in which students make predictions, summarize learning, make connections, or respond to other teacher questions.

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.*

CSUSA's GVC is aligned to the Common Core and North Carolina Essential Standards, and it is mapped to ensure teachers have adequate time to teach all standards and students have time to master them. CCAWC's balanced assessment system will enable the school to track overall mastery of the standards for each grade level. Teachers will receive extensive training on the use of the GVC to guide instruction, create effective lesson plans, and track mastery to ensure readiness to transition to the next grade level. To further ensure students are on pace for mastery, teachers will plan and schedule learning objectives aligned to the Instructional Focus Plan described in Appendix O. The IFP is a data-driven calendar used to determine which standards need to be re-taught or taught more in-depth than previously expected in order to keep each class on track for promotion to the next grade level.

Report cards serve to keep parents informed of their child's academic growth and will be distributed quarterly and available via the parent portal. The report card provides a comprehensive overview of the student's current skill level and a measure of progress toward attaining standards mastery. Interim

progress reports are distributed to parents at the midpoint of each quarter. Since each assignment and assessment is directly aligned to the Common Core and NC standards and graded accordingly, a passing grade in the content area denotes that a student has attained an acceptable level of mastery. The report card, in conjunction with the child's PLP, will keep families more than adequately informed of each child's progress and readiness for promotion to the next grade level. Interventions and remediation described further in this application provide additional assurance that CCAWC is taking appropriate actions to support all students in their academic success. Graduation requirements are outlined in Appendix O.

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?*

CCAWC will adopt North Carolina graduation requirements for high school students as outlined by the Future-Ready Core requirements. Each course the student is enrolled in will earn .50 credits per semester. CCAWC Charter Schools Future-Ready Core Requirements will go above and beyond the 24-credit requirement for graduation which includes 2 years of a World Language for students entering a community college or university. The following are CCAWC's requirements:
English: 4 credits
Mathematics: 4 credits
Science: 3 credits
History: 4 credits
World Language: 2 credits
Health/PE: 1 credits
Career Pathway/Elective Courses: 6+ credits

Currently, CCAWC exceeds the current Future-Ready Core requirements of 22 credit hours. The remaining course credits will allow student to enroll in extra World Language, Cambridge and elective courses. Students will also have the opportunity to take courses for credit recovery in order to help students meet the North Carolina graduation requirements. To ensure students are track to meet graduation requirements, CCAWC will be supported in developing its course directory and student plan of study by CSUSA's high school programming specialist. Appendix B2 outlines CCAWC's proposed pathways for graduation.

Grade point averages will be calculated on a 4-point scale based on all high school level coursework completed. Honors course will be calculated on a 5-point scale. Grade-point averages will be calculated as outlined below.

General Courses:
A 90-100 4.0
B 80-89 3.0
C 70-79 2.0
D 60-69 1.0

Honors Courses:
A 90-100 5.0
B 80-89 4.0
C 70-79 3.0
D 60-69 2.0

All coursework attempted will be documented on transcripts. Transcripts will include a list of all courses attempted, the numeric grades earned, class ranking, and the quality points earned. Transcripts will show both weighted and unweighted GPAs, and it will include North Carolina's End-of-Course tests as well as national college admissions tests such as the SAT and ACT.

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.*

AOC

Research informs us that there is an instructional difference between annual growth for students who are on grade level, and catch-up growth for students that are below or significantly below grade level (Fielding, Kerr and Rosier 2007). Addressing literacy and reading for those who are multiple years behind grade level is not a single year process. In fact, it is only after 2-3 years of comprehensive reading instruction of more than 200 minutes per day that students begin to cross the threshold of grade-level performance (50th percentile). With this in mind, we intend to maximize instructional minutes to accommodate the interventions and enrichment opportunities by exceeding the required 185 days of instruction, or instructional hour equivalent, with designated days for teacher professional development. This will help CCAWC meet the needs of all students and accelerate learning in innovative ways in order to support the school's mission. The professional development days coincide with the proposed purpose of increasing opportunities for teachers to develop their craft and enhance their skills in the field. Professional development opportunities will be focused on topics that align with our mission of offering a student-centered, data-driven learning environment, such as data-driven instruction, setting goals and tracking progress, critical thinking skills, and using technology to support learning within the classroom.

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.*

Teachers will differentiate instruction to reach all learners in each subject area, but there will be times when students need additional support to ensure they do not fall further behind. Diagnostic and benchmark assessments are used to identify skill deficiencies and monitor progress. When students are not performing at expected levels, procedures are in place to ensure students are properly identified and placed into appropriate intervention programs to get them back on track for success. CCAWC will utilize the RtI tiers listed below.

Tier 1: Standards-Based Classroom Learning

All students participate in general education learning that includes universal screenings to target groups in need of specific instructional and/or behavioral support; implementation of the Common Core and North Carolina Essential Standards through a standards-based classroom structure; differentiation of instruction, including flexible grouping, multiple means of learning, and demonstration of learning; progress monitoring of learning through multiple formative assessments; and positive behavior supports.

Tier 2: Needs-Based Learning
In addition to Tier 1, targeted students participate in learning that is different by including a standard intervention protocol process for identifying and providing research-based interventions based on student need, and on-going progress monitoring to measure student response to intervention and guided decision-making. Instruction occurs in small-groups in addition to the time allotted for core instruction.

Tier 3: SST-Driven Learning
In addition to Tier 1 and Tier 2, targeted students participate in learning that is different by including intensive, formalized problem solving to identify individual student needs; targeted research-based interventions tailored to individual needs; different curriculum resources; frequent progress monitoring; and analysis of student response to intervention(s). The time spent on instruction for Tier 3 students is in addition to the combined Tier 1 and Tier 2 amounts.

Depending on which tier the child falls under, CCAWC will implement various interventions and increase the amount of instructional minutes provided. The following interventions are available:
*Intensive Reading and/or Math: Students are placed in various classes for a block of time to receive targeted instruction in either reading or math depending on their levels and skill deficiencies.
*Push-in/Pull-out Instruction: Outside of their core classes, students receive intensive instruction based on their skill level.
*Tutoring/Extended Day: After-school small-group instruction utilizing a separate curriculum to reach the needs of the below-grade-level students.

Teachers will create a Progress Monitoring Plan (PMP), which describes the current level of the students based on data from their assessments, the targeted interventions needed, the frequency in which the interventions will be administered, and the expected outcome orgoal of the intervention. Parents, teachers, and administrators sign the PMP and the team reconvenes at least quarterly to monitor progress and review the plan. Teachers provide more frequent updates through parent conferences, informal conversations, and graded assignments.

Various programs are utilized within the interventions described above, including: Reading Plus, Triumph Learning, Lexia Reading, and Plato.

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.*

CCAWC's program for English Language Learner (ELL) students prepares and successfully equips ELL students to fully participate, engage, and lead in their global community without a language barrier. To support our mission of providing a student-centered, data-driven learning environment, we will equip them with targeted instructional supports necessary to achieve mastery of the NC English Language Proficiency Standards as measured by Assessing Comprehension and Communication in English State-to-State (ACCESS) for ELLs

2.0. A structured English immersion methodology will be used at CCAWC to fulfill this goal. This strategy has been shown to demonstrate the best results with ELL students.

ELL students will be identified in the initial assessments administered upon enrollment and through a Home Language Survey. Students will be selected to take the assessment if they are foreign-born or do not speak English in the home.

If students are language-minority students, they will be scheduled to be administered the ACCESS for ELLs 2.0 within 30 calendar days of enrollment and the parent will be notified. If a student is tested and determined to be limited English proficient, the student will be tested annually.

Once the assessment results are collected, an instructional plan for students who qualify will be created, including the integration of scaffolding methods to address the ELL student and setting goals for achieving mastery of the NC English Language Proficiency Standards.

As prescribed by law, intervention that facilitates growth in English mastery while promoting content knowledge will be administered. To support literacy and proficiency, the ELL program provides English language development instruction that is age and grade appropriate, and tailored to the students English proficiency level. The ELL program will be conducted in a climate that not only stimulates listening, speaking, and reading, but also writing. ELL students are offered instructional services through an English Immersion program mainstream/inclusion instructional delivery model. Instruction is supported through the use of ELL instructional strategies. In addition, the curriculum, textbooks, and other instructional materials used by ELL students will be comparable to those used by their non-ELL counterparts. Supplemental text and materials are also provided.

Mainstream/inclusion instruction is provided to ELL students equal in amount, sequence, and scope to the instruction provided to non-ELL students at the same grade levels, while also including specific accommodations and modifications to the curriculum. The PLP is used to show the areas of success and growth that the student maintains. The ELL strategies are documented in the teachers lesson plan as well as in the students PLP and ELL folder. ELL students have the added benefit of the school's use of differentiated, individualized instruction as described in Appendix O.

The ACCESS is administered yearly to assess ELL students language proficiency. Once a student reaches proficiency in all four language domains of the assessment, as determined by DPI, he or she exits the program. The student's academic progress is regularly monitored after exiting from the ELL program. Documentation, including the monitoring form and tool, is placed in the student's ELL file. The language arts teacher will indicate if the student is making appropriate progress or if an ELL committee meeting needs to be held. During the ELL committee meeting, recommendations regarding the student's progress, including placing the student back into the ELL program, can be made.

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.*

AOC

CCAWC will welcome and encourage the enrollment of students with all learning profiles. During the school year, CCAWC will systematically review data from a variety of sources which will allow the school to identify those students who are performing at higher levels. These data sources may include EOC/EOG assessments from the prior year, NWEA results, classroom assessments, and other informal measures as some examples. The data review will provide relevant information for instructional decision-making rather than labelling, and will allow for teachers to appropriately differentiate instruction to meet the academic needs of these scholars.

All students at CCAWC will have PLPs. The PLPs for these high performing scholars may reflect opportunities for enrichment based on the students areas of particular strength to enhance their abilities. Professional development will be provided to teachers on how to utilize differentiation strategies in their classrooms to further extend the learning of these students. This is in alignment with CCAWC's mission of providing students with a student-centered, data-driven learning environment.

Each quarter, teachers will analyze their students performance data. For CCAWC's high-ability students, this analysis may result in identifying new enrichment areas. Within the framework of CCAWC's GVC Education Model, teachers determine the instructional focus, strategies, and curriculum resources to be used for enrichment during the six weeks between interim assessments. Thus, the learning plans for these students are continually monitored and adjusted as needed to foster student success.

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)*

AOC

CCAWC will identify students who have previously been found eligible for EC services/protected under Section 504 by:

1. Utilizing the Comprehensive Exceptional Children Accountability System (CECAS), or a comparable state system which tracks student information across school and district boundaries within NC.
2. Enrollment packet documentation requesting copies of IEP/504 and asking families to self-identify.
3. Requesting complete academic records from prior school to review for indicators of EC/504 designation.

A team is formed to collaboratively address the needs of students who display learning and/or behavioral challenges. The team will systematically monitor student progress and performance data and identify interventions to improve student performance. A student may be referred to the team by a teacher or at the request of the parent/guardian. This serves to ensure that all students suspected of having a disability and are in need of instructional accommodations and/or special education and related services are identified, located, and evaluated. All students will participate in evidence-based instruction. A tiered system of interventions will be provided to help struggling students make progress.

Periodic assessments are conducted during the intervention period to evaluate whether the student is responding to the interventions and to determine if the strategies are successful. If successful, the team continues to monitor. If not, and evidence exists that shows a disability may be the primary cause of the students difficulties, the student is referred for an evaluation in accordance with state policy NC 1503.

After obtaining parental consent, a comprehensive evaluation is conducted by certified/licensed professionals who may be contracted for services. Testing includes all areas related to the suspected disability, such as cognitive functioning, academic achievement, psychological processing, speech/language skills, medical information, social/emotional functioning, and results from vision and hearing screenings. Once testing is complete, an eligibility meeting is held.

If special education/related services are necessary, an IEP is written. If the child needs accommodations, but not EC services, a 504 Plan is written. It is the responsibility of the IEP Team (parent, general education teacher, special education provider, evaluation specialist, and LEA representative) to make placement decisions and ensure that the students individual instructional needs are reflected in the IEP based on Free Appropriate Public Education (FAPE) and provisions of least restrictive environment.

In addition to cumulative files, separate files are maintained for EC records and 504 Plans. These files are accessible only by authorized individuals in accordance with state and federal policy. EC files will be organized with the most current IEP forms on top. The previous years forms are arranged chronologically in descending order, with initial placement documentation at the bottom of the file.

Record request forms will be used to request records from previous schools. Once the enrollment manager receives this signed form from the parent, it is faxed to the previous school. If the records are not received in a timely manner, a follow-up process is followed with documentation of contact

attempts. Student records are maintained in locked cabinets in a secure area of the school. We will comply with Family Educational Rights and Privacy Act (FERPA) and state policies related to reading, inspecting, and copying a student's educational records. All school employees will receive training, at least annually, related to the confidential nature of student records. CCAWC's EC contact will receive training on the use of the Compliance Checklist published by DPI. This will be used as a self-evaluation tool. Should areas of non-compliance be noted, the school will take necessary steps to correct them.

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.*

For students who are performing below grade level, provisions of reasonable supplementary supports and services and/or modifications and accommodations are provided to ensure that they achieve the Common Core/NC Standard Course of Study and NC Extended Content Standards. For students functioning significantly below age and grade level expectations, they may be considered for the Occupational Course of Study (OCS) Pathway or NC Extended Content Standards Certificate.

Teachers use scaffolding and provide students with direct instruction, modeling, guided practice, and independent practice. Small groups are used for more individualized instruction when necessary with additional support provided by EC staff or instructional coaches when needed.

Based on benchmark assessment data, students may receive additional instruction and practice on identified skills. Teachers provide additional instruction outside of the standard instructional block through content area integration, during enrichment activities or lunch, and any other opportunity to support student achievement of individual learning goals.

We will meet the individual needs of students who, based on diagnostic data, are identified to have significant skill deficiencies and/or read two or more years below grade level through additional instructional minutes using a research-based intervention program. Students receive additional instruction in a small-group setting with more frequent progress monitoring to ensure accelerated progress toward grade-level expectations.

Teachers with NC Exceptional Children certification will serve students meeting the eligibility criteria for EC as specified in the students IEP. Based on the enrollment of students with disabilities, we will hire and train the appropriate number of teachers/paraprofessionals to ensure adherence to federal and state guidelines for class size and caseload and ensure all necessary IEP services are being implemented.

Licensed/certified vendors will be contracted to provide special education

and related services. The students IEPs determine the specific services that will be contracted. Students with disabilities whose IEPs demonstrate the need for special education or related services are served in the regular classroom or EC setting, as determined by the IEP Team through consideration of the least restrictive environment based on the individual students need. The Lead EC Teacher ensures that students are scheduled in a manner that allows for implementation of the services identified on each students IEP.

EC services are provided through a model of inclusion for all students with disabilities in the least restrictive environment as determined by the IEP Team. A full continuum of special education and related services will be offered to meet the needs of students with disabilities. Students are educated in an EC setting only if the nature and severity of the students disability is such that education in general education classes with the use of supplementary aides and services cannot be achieved satisfactorily.

EC teachers and general education teachers collaborate with regard to lesson planning and implementation and student progress. Related service providers will also collaborate with the students EC and general education teachers. This ensures that all teachers working with EC students are focused on meeting student needs as well as student growth and goal attainment.

We will comply with state policy NC 1501 to ensure that students with disabilities receive a FAPE. A full continuum of services will be provided to meet the needs of enrolled students. Decisions related to addressing the needs of students with disabilities are made through the collaboration of a team. For students with an IEP, this team will consist of the students parents, the student if appropriate, EC provider(s), general education teachers, and the LEA representative.
For students protected under Section 504, a team of no less than three individuals who know the student, have knowledge about the students disability, and are knowledgeable about instructional aids/accommodations form the collaborative decision-making team. Families of students with disabilities are provided with written procedural safeguards in the native language of the parent(s), unless it is not feasible to do so, in order to notify and make parents aware of their rights and responsibilities as. If a written document in the native language of the parent(s) is not available, the explanation of the notice is given orally or in a manner of communication the parent(s) understand. Personnel at the school will ensure that the parent(s) understand(s) the information.

To ensure the provision of FAPE, personnel at the school considers whether the student requires assistive technology devices in order to access education. The need for extended school year services will also be reviewed and provided to students if determined necessary by the student's IEP Team. Steps are also taken to provide nonacademic and extracurricular services and activities to students with disabilities by providing supplementary aids as appropriate and necessary. Additionally, staff members responsible for student discipline receive training on FAPE requirements to ensure that state policies are followed related to the discipline of students with disabilities.

Teachers and EC service providers are responsible for implementing each student's IEP. Providers maintain service logs to reflect the delivery of services indicated on each student's IEP. Teachers and service providers are

involved in progress monitoring to assess the progress each student is making toward his/her IEP goals. This information is communicated quarterly to the students parent/guardian or more frequently if feedback is requested.

In addition, classroom teachers remain in contact with relevant stakeholders by updating the student's PLP, using data derived from ongoing progress monitoring and interim testing results.

Vendors are contracted to provide EC and related services including but not limited to speech and language services, occupational therapy, physical therapy, and school psychology evaluation services. The students IEPs determine the specific services that are contracted. All contracted providers are required to be appropriately certified/licensed based on State Board of Education requirements. In addition, contracted providers are required to maintain professional liability insurance. During the summer prior to CCAWC's opening, IEPs of enrolled students will be reviewed to determine which of these EC contracted services are needed and to finalize contracts to allow services to be in place at the start of the school year. The Lead EC Teacher ensures that students are scheduled in a manner that allows for implementation of the services identified on each students IEP.

All clinicians willcomply with FERPA and provide a range of services including evaluation, participation in team meetings, development and generation of the IEP/Section 504 plan, treatment and remediation, and collaboration with school staff.

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.*

CCAWC will administer the NWEA MAP three times per year to track student growth in grades 9-11. The nationally-normed MAP provides RIT (scale) score growth targets in math, ELA, and science. Each fall, NWEA provides students with a nationally normed spring RIT target representing the average fall to spring growth of students nationwide at their grade and RIT level, thus ensuring that each student has a growth target unique to his/her academic needs. More than 50% of students in each grade-level will meet or exceed their spring RIT growth targets in math, ELA, and science annually exceeding the national average. All students with fall and spring scores will be included in NWEA's grade-level calculations of "Percentage of Students who Met or Exceeded their Projected RIT."

In NCs SPG calculation, 80% or more of an elementary and middle schools final grade is determined by student proficiency on the EOGs/EOCs. The remaining 20% is determined by a value-added growth model. CCAWC's dual

focus on proficiency and growth aligns to the state's accountability expectations. Based on the September 7, 2017 release of SPG data, CCAWC-area schools combined scored an estimated 64 on the SPG performance component for 2016-17, the culmination of their EOG reading (73%), EOG math (72%), EOG science (79%) and Math 1 proficiencies (90%). This approximates the performance of CCAWC's expected student population as of 2017. For example, applying the school's goal of reducing the percentage of non-proficient students by 10% annually would produce a Year 5 performance component goal of 84.

For a list of the CCAWC-area schools included in the above calculation and a table of SPG goals by year, please see page 10 of Appendix O.

CCAWC will adhere to all state accountability and testing requirements, including administration of state math, reading, and science assessments, currently the End-of-Course Assessments. CCAWC will also administer any alternative assessments as appropriate. CCAWC's balanced assessment system will contribute to a common understanding of the assessment tools and data needed to continually make informed instructional decisions and ensure learner needs are not ignored or subject to ineffective assessment measures. To ensure the adequate progress and preparation for every student, the following assessments are included in the schools balanced assessment system:

* Formative (Ongoing): Frequent check-ins to assess student learning as it happens (exit tickets, graphic organizers, classroom polls, class discussions). When used effectively, results drive instruction and improve learning by identifying those students in need of support and enrichment.
* Benchmark (1-3 per year): "In time" evaluations of student mastery on common grade-level standards. Timing of assessment provides valuable "early warning" information and feedback. Teachers adjust instruction as a result of student performance.
* Interim (3 per year): "In time" evaluations of studentprogress on a consistent scale to evaluate student learning (growth). Timing of assessment provides valuable "early warning" information and feedback. Teachers adjust instruction as a result of student performance.
* Summative (1 per year/semester/unit): "Sum-up" learning at the end of a unit, semester or year to document achievement. The availability of results typically does not provide teachers with timely information to reteach or make mid-course corrections, and does not inform a student's current needs. Valuable as oversight for school leaders, districts, and states.
* Baseline (Ongoing): Analyze evidence and data before teaching occurs to identify what students know and where gaps are. A list of baseline assessments can be found in Appendix O.
* EL/ELL/ESOL: Assessments to measure the fluency of students who are still developing their proficiency in the English language.

In addition to the assessments described above, formative assessments used in the classroom may include:

* Achievement of goals and objectives in the student's PLP
* Journals/Interactive notebooks
* Teacher observations
* Anecdotal records of the students performance
* Tools within instructional software programs

CCAWC's use of a research-based, data-driven Education Model provides the structure and accountability necessary for the continuous monitoring and

analysis of the academic program. The data is used to develop PLPs and PMPs to ensure students are on track to master the required standards. This data is analyzed during weekly or bi-weekly data chats to determine action steps to help students improve, or make adjustments in schoolwide initiatives.

Students are expected to meet adequate levels of performance in reading, writing, mathematics, and science for each grade level. These levels of performance are used to identify students who must receive remediation, and may be retained. No student may be assigned to a grade level based solely on age, or other factors that constitute social promotion. Various indicators are used to determine performance levels, including but not limited to; multiple measures using appropriate grade level assessments, and teacher judgment. Teacher judgment factors may include, but are not limited to the following:

* Previous retentions
* Observations
* Checklists
* Student portfolios
* Classroom assessments
* Current grades

The teacher, parent, and principal will work together to ensure a plan is in place to prevent retention during the school year. The ultimate decision for promotion or retention is made by the principal.

High school students are required to follow NC graduation requirements, which include earning a 2.0 grade point average. Students who fail a subject will have the opportunity to participate in course recovery in order to earn the required credit towards graduation. CCAWC students in grades 9-12 will also select a diploma pathway as part of participation in Freshmen Academy. Pathways are outlined in Appendix B. Unless a special education student is on an alternative curriculum per the student's IEP, that student is held to the same policies in effect for general education.

Promotion criteria is communicated to parents through the distribution of the Pupil Progression Plan at the start of the school year. Parents are kept informed of their child's progress formally in writing twice quarterly: once via a progress report at mid-quarter, and secondly via a report card distributed at the end of each quarter. Parents are also notified of their child's assessment scores after each administration. They will have constant online access to their child's grades through PowerSchool, and may schedule conferences and contact the teacher as necessary. After the first indication that a student is below grade level and may be "at-risk" for retention, the teacher develops a PMP, which is signed by the student's parents or guardians. The PMP is updated in writing at least quarterly, with progress communicated more frequently in an informal manner.

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).

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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.*

CCAWC will actively work to establish a school culture in which academics, a sense of community, and innovations flourish. The school will leverage the focus on Core Fundamentals impacting school culture to ensure equity, positive interactions, academic success, and the healthy development of students as well-rounded individuals.

The Code of Conduct is provided to parents and students prior to the start of the school year to ensure all families are aware of behavior expectations and consequences, due process and grievance procedures. 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 suspension/expulsion:

* Infractions of class/school 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

CCAWC will adhere to all federal and state laws regarding discipline of all students, including students protected under IDEA and 504 legislation. To the extent that they also take such action for children without disabilities, CCAWC personnel may, for not more than 10 school days in a row, remove a child with a disability who violates a code of student conduct from his or her current placement to an appropriate interim alternative educational setting, another setting, or suspension. Additional removals of the child of not more than 10 school days in a row in that same school year for separate incidents of misconduct may be imposed, as long as those removals do not constitute a change of placement. Once a child with a disability has been removed from his or her current placement for a total of 10 school days in the same school year, CCAWC will provide, during any subsequent days of removal in that school year, services to the extent required.

A principal may impose a short-term or long-term suspension when a student

willfully engages in conduct that violates a provision of the Code of Student Conduct authorizing such consequences. For short-term suspensions, the student will be provided an informal hearing including the basis for the accusations and the opportunity to respond to the charges. The principal may impose a short-term suspension without providing the student a hearing if the presence of the student creates a direct and immediate threat to the safety of other students or staff, or substantially disrupts or interferes with the education of other students or the maintenance of discipline at the school.

The Board will provide the student a hearing before imposing a long-term suspension. The principal will provide notice to the student's parent of the long-term suspension recommendation. Long-term suspension hearings shall be conducted in accordance with state law and students will be provided procedural due process.

Upon recommendation of the principal, the Board may expel any student 14 years of age or older whose continued presence in school constitutes a clear threat to the safety of other students or school staff. Prior to the expulsion of any student, the Board shall conduct a hearing. The student shall be given reasonable notice of the recommendation in accordance with the provisions for long-term suspensions as well as reasonable notice of the time and place of the scheduled hearing.

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Section III: Education Plan Concerns and Additional Questions		
The college prep academy concept depends heavily on 21st century skills that are not described in sufficient detail. The applicant decision to open with a elementary school and a high school year 1 means that the high school component needs to be fully fleshed out and it is not totally clear how that will happen at the same time as the elementary and middle school program. The college prep aspect of the school design is not reflected in the mission statement or the goals as there is not discussion of college and career readiness goals in the goal section. It is not clear exactly what are the benefits of an AICE diploma. How the AICE will ensure higher rates of graduation in the community is not discussed. Decision to use School and Student Success Platform is not clearly discussed, how will this assessment be used and does it assess other CUSA schools and is the plan to use it as an accountability measure rather than the EOY state assessment are questions that still need to be answered. The applicant does not state what will happen if the application to use Cambridge curriculum is denied and what are the criteria for making that decision. Application needs to clarify how the GVC and Cambridge will work together and what distinguishes them. Applicant ne	Tracy Kelley	Instructiona
The Educational Model has many components. How will school attract teachers with familiarity?	Sherry Reeves	Instructiona
This is not specific information about "technology-rich methodology"	Tammi Sutton	Instructiona
Well written	Joe Maimone	Instructiona
It remains unclear exactly what the "technology rich methodology" will entail. Appendix O lists four instructional software programs- is that the extent of the school's proposed instructional methodology? Remains unclear how CCAWC intends to implement an instructional program that will lead to improved student performance when, according to their own data in Appendix O, the local schools are currently outperforming the state.	Danielle Allen	Instructiona
Is there more than one high school diploma track offered? Are there plans for AdvancEd Accreditation. If so what year?	Lynn Kroeger	Instructiona
Well written	Joe Maimone	Curriculum a
Honors courses only earn 0.5 additional credits. AP and college courses earn an additional quality point beyond regular high school credits.	Sherry Reeves	Curriculum a
Applicant underestimates the need for instructional support in order to execute the station learning model effectively--another adult will be need to ensure activities are high quality and actual learning is occurring rather than low level tasks like summarize, or recall.	Tracy Kelley	Curriculum a
How will you ensure new students entering the higher grades are caught up?	Tammi Sutton	Special Prog
Plans for prevention, intervention relies heavily on on-line programs which result in less one to one student teacher interactions and this is not aligned with best practice in terms of how to address skill gaps and close the achievement gap between sub groups.	Tracy Kelley	Special Prog
Applicant notes that, for high ability and high performing students, the PLP "may reflect opportunities for enrichment based on the students areas of particular strength to enhance their abilities" and that analysis of student performance data "may result in identifying new enrichment areas"...remains unclear why these opportunities for enrichment "may" happen for gifted students. What is the plan for meeting the needs of exceptionally high ability students, aside from the college prep curriculum that will seemingly be offered to all HS students?	Danielle Allen	Special Prog
Well written	Joe Maimone	Special Prog
You mention a parent and teacher referral. How will you handle a referral from an outside source? At what point do you request records. This may need to be clearly defined.	Glenn Allen	Exceptional
Applicant does not describe how the Cambridge curriculum or GVC will be made available to exceptional students which is concerning since they should have access to the same high quality curricular materials and strategies as gen ed students will. To do this the applicant needs to discuss how the reg curriculum will be scaffolded to make sure this happens.	Tracy Kelley	Exceptional

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You mention that school personnel would determine the need for assistive technology. This would be an IEP Team Decision.	Glenn Allen	Exceptional
The high school diploma pathways are not clear. Performance standards are clear but generally not especially robust and any measure the compares to other CUSA schools are not verifiable or reliable and should not be used to assess CMO accountability especially since the applicant does not provide an articulation of current academic proficiency levels of targeted student population.	Tracy Kelley	Student Perf
Applicant needs to clarify: Why will NWEA Map only be administered to students in grades 9-11? How will you monitor students in grades K-8? Applicant needs to clarify: What resources will be used for interims and benchmarks? How will you ensure these assessments are aligned and rigorous to show student mastery and preparedness for the next grade?	Kristen Parker	Student Perf
Applicant provides information about an assessment tool (NWEA Map) for grades 9-11, but fails to provide information about the assessment tool(s) for grades K-8. Clarification is needed around how the school plans to monitor for progress in all grade levels.	Kenneth Tucker	Student Perf
Why is MAP only administered to 9-11? How will other grades' progress be monitored? How will the school ensure that formative assessments are similar within grade levels?	Jennifer Gnann	Student Perf
Why is MAP only administered in 9-11? Why not use the PSAT or PLAN? What is being used in grades K-8?	Tammi Sutton	Student Perf
Must students graduate with a 2.0 GPA?	Sherry Reeves	Student Perf
Well written	Joe Maimone	Student Perf
How will student growth be tracked in grades K-8? Why are benchmarks based off national averages instead of state or local performance data?	Danielle Allen	Student Perf
Well written	Joe Maimone	Student Cond
There is no mention of completing a Functional Behavior Assessment or Behavior Intervention Plan in the section either during the intervention phase or as required when completing a manifestation determination if there is a change of placement or when designing behavior supports. How will you address this?	Glenn Allen	Student Cond
Applicant intends to enroll over 50% minority students- more information on whether or not (and how) culturally relevant instruction and pedagogy, restorative justice behavior practices, etc. will be implemented to create a "sense of community" and to fairly discipline students would be helpful. Do school administrators intend to monitor suspension/expulsion data to ensure that underrepresented students are not disproportionately disciplined?	Danielle Allen	Student Cond
The plan to establish a culture relies on only establishing a discipline code which is not effective way to build a high performing learning community. The culture is not developmentally age appropriate for either elementary or high school aged students.	Tracy Kelley	Student Cond

Reviewer	Score
Alan Hawkes	
Lindalyn Kakadelis	
Alex Quigley	Pass
Alan Hawkes	
Alex Quigley	
Cheryl Turner	
Kenneth Tucker	Pass
Danielle Allen	Pass
Steven Walker	Pass
Deanna Townsend-Smith	
Jennifer Gnann	Pass
Joe Maimone	Pass
Tracy Kelley	Fail
Glenn Allen	

Cardinal Charter Academy West Campus - CCAWC's mission is to build a student-centered, data-driven learning environment where students develop critical thinking skills and can reach their academic potential by utilizing a technology-rich methodology tailored to meet their needs.

Kristen Parker	Pass
Lynn Kroeger	Pass
Phyllis Gibbs	
Robert McOuat	
Sherry Reeves	
Sherry Reeves	Pass
Tammi Sutton	
Anthony Helton	

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: Triangle Charter Education Association

Mailing Address: 7917 Bluffridge Drive

City/State/Zip: Raleigh NC 27615

Street Address:

Phone: 919-757-2343

Fax: 954-416-4027

Name of registered agent and address:

FEDERAL TAX ID: 90-1031905

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:

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

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

Governance and Organizational Structure of Private Non-Profit Organization:

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

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

Board Member Name	Board Title	County/State of Residence	Current Occupation	Past or Present Professional Licenses(s) Held	Has any disciplinary action been taken against any of these professional licenses?
Elaine Shamel	Vice Presid	WAKE	Retired Educator		

	ent				
Allen Taylor, Jr.	President	WAKE	Marketing Executive		
Lee Teague	Secretary	WAKE	Lobbyist		
Barbara Villano	Director	WAKE	Sales Executive		
Alex Krawchick	Treasurer	WAKE	Founder, CEO		

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.*

AOC

CCAWC will be governed by the Triangle Charter Education Association, Inc. We have partnered with CSUSA and plan to implement their educational and operational model. The Board understands our responsibility as board members for developing and outlining the mission, vision, and values of CCAWC and developing the appropriate policies to ensure those fundamentals are maintained. We shall be responsible for CCAWC's legal and financial obligations and will ensure that the schools programs and operations are faithful to the terms of the charter, including compliance with statutory and regulatory requirements. We will continue to uphold the mission and vision of CCAWC through visible leadership and stewardship, including the following:

* Communicating CCAWC's mission and vision to the community
* Holding CSUSA accountable for achieving CCAWC's mission and vision
* Participating in fundraising and other community events on behalf of CCAWC
* Setting, approving, and monitoring the school budget
* Reviewing and approving the monthly financials, making adjustments as needed
* Reviewing school performance
* Monitoring CCAWC's overall health and viability
* Communicating with the community and state Board of Education
* Monitoring progress toward goals
* Operational oversight of CSUSA
* Hiring of teachers
* Strategic planning
* Ensuring compliance with all local, state, and federal reporting requirements

Under the terms of the management agreement, CSUSA shall consult with the Board with respect to the hiring of the principal. CCAWC will use a robust recruiting process called the Leadership Assessment Center. This process is used to determine if a candidate would be a good building leader and is an important component of the interview process. Qualified candidates participate in this 1-day event, which includes a Data Analysis Performance Task, a Character Survey/Essay, and at least two interviews with CSUSA lead principals and regional directors. Candidates that participate in this event

may be invited into the pool of approved candidates for consideration. The Board is included in the final decision-making process in an effort to support a positive working relationship between the principal and the Board. The principal will be employed by and report directly to CSUSA. A strong relationship will exist between the principal and the Board. The Board will ultimately hold the principal accountable through the performance expectations defined by the Board and through the management agreement between the Board and CSUSA. The principal will provide a status report for the Board at monthly meetings which will include educational, enrollment, personnel, technology, facility and various other operational reports. The principal will attend all Board meetings and field any questions of the Board members and conduct follow-up action items as necessary. Board members will be given the opportunity to provide input on the principal's performance andCSUSA will remove the principal if the board is reasonably dissatisfied with his/her performance.

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.*

The Triangle Charter Education Association, Inc. is a 5-member board comprised of local leaders who are committed to providing quality educational options in Wake County. The boards demonstrated capacity includes strong community, financial, business, marketing, educational and operational experience.

Our board is focused on maintaining members who hold the same heartbeat of the school's mission, reflect the commitment to the community, and have the ability to provide board governance duties as a whole. Our bylaws give us the ability to expand up to a total of 9 members. We plan to expand as qualified candidates have been identified.

Board members cannot formulate or implement policy on an individual basis, and all decisions must be made collectively in accordance with Board procedure.

Monthly Board meetings will be publicly noticed on CCAWC's website as well as at the school. Parents are welcome and acknowledged and public comment is welcome at each meeting. The Board will follow up with the principal and CSUSA when needed to ensure complaints and suggestions are handled properly and timely. Monthly board meetings include a detailed principals report and financial reports to be evaluated by the board in partnership with CSUSA.

The Board evaluates the success of CCAWC and the principal by continuous monitoring which includes quarterly and semi-annual surveys and active and effective representation of all stakeholders to ensure that the school will be an educational and operational success.

CCAWC will have a Parent Teacher Committee (PTC) that will meet on a regular basis. The PTC will work closely with school administration and the Board to identify opportunities for school programming, fundraising, and special events to meet the needs of the school and its students. Given the areas of expertise represented by the Board members, the active parental

participation through the PTC, and the day to day oversight of CSUSA, there will be active and effective representation of key stakeholders.

The President presides at all meetings of the Board. The President signs, with any other proper Officer, instruments which may be lawfully executed on behalf of the Corporation, except where required or permitted by law to be otherwise signed and executed, and except where the signing and execution is delegated by the Board to some other Officer.

The Vice President exercises the powers of the President during that Officer's absence or inability to act. The Vice President holds these powers and performs other duties as assigned by the President or the Board.

The Secretary is responsible for keeping the minutes of the Board meetings and ensuring that all meeting notices are provided in accordance with the provisions in the Boards Bylaws or as required by law. The Secretary maintains general charge of the corporate books and records.

The Treasurer has charge and custody of and is responsible for all funds and securities of the Corporation; keeps accurate books and records of receipts and disbursements; deposits all moneys and securities received by the Corporation in such banks, trust companies, or other depositories as selected by the Board; and sees that all required corporate filings are made.

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?*

Triangle Charter Education Association Inc. board members have been organized since December 2012, and currently hold the charters for Cardinal Charter Academy (opened August 2014) and Cardinal Charter Academy at Knightdale (Opening August 2018).The founding board members were joined together through the efforts of the board chair; Allen Taylor, Jr., who was instrumental in holding several organizational meetings with individuals in the community that had an interest in bringing a high quality charter school option to Wake County. Board members were selected based on their educational and/or business experiences with an effort to ensure that all areas of oversight are met (financial, educational, and operational).

Our board is focused on maintaining members who hold the same heartbeat of the school's mission, reflect the commitment to the community, and have the ability to provide board governance duties as a whole. Our board is presently comprised of five members.

Vacancies on the board will be filled at the annual meeting of the board by a vote of a majority of the directors then in office. The annual meeting is scheduled to take place in March of each year. However, if a vacancy results in the board having less than five members or it is otherwise determined that it is desirable and in the boards best interest to fill a vacancy before the next annual meeting, then a board recruitment/selection committee shall be formed by at least two board members to search for qualified candidates to present to the entire board for consideration. Any two members of the board may call a special meeting for the purpose of filling the vacancy. The vacancy may then be filled at a special meeting by a vote of the majority of the directors then in office.

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

The Board meets on a monthly basis with our annual meeting held in March and a strategic planning workshop in October of each year.

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.*

The orientation training and professional development of existing and new board members will be provided throughout the year by the boards legal counsel and also through CSUSA's Board Governance team. To ensure board members are effective in their role, they will receive training on a variety of topics. Proper orientation ensures desired continuity of CCAWC's mission and goal attainment. New board members receive an orientation and are given a thorough review of the charter application, Articles of Incorporation and Bylaws and any other applicable governing documents. Professional development also includes attendance at annual charter school conferences and regional workshops offered by the NC Public Charter Schools Association, the Charter School Initiative, and other charter school organizations. Below is a timetable covering training and professional development to be provided:

* April through June: Roles of the Board, Parliamentary Procedure, Drafting Board Policies
* July through September: Review of Open Meeting Laws, Reading a Financial Statement
* October through December: Charter School Law, Guided Questions for Mission Statement and Strategic Planning
* January through March: Models of Governance and Leadership, Review of Bylaws

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.*

Triangle Charter Education Association Inc. has an existing Conflict of Interest Policy in place. This policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interest applicable to nonprofit and charitable organizations. A board member must inform the board of any direct or indirect conflict of interest which the member has with regard to any transaction contemplated by the board. A conflict of interest shall exist in board actions including, but not be limited to, actions concerning a transaction in which the member: (a) has a material financial interest; or (b) is presently serving as a director, trustee, officer, or general partner of another party. Pursuant to the provisions of Section 55A-8-31 of the North Carolina General Statutes, the board member with a conflict of interest may participate in the discussion, but may not vote on the transaction. The transaction is authorized, approved, or ratified by the vote of a majority of the members in office who have no conflict of interest (which must be more than one member) and when a majority of members who have no conflict of interest so vote, a quorum is deemed to be present at the meeting for purposes of that vote. There are no existing relationships that could pose actual or perceived conflicts of interest if the application is approved. Board members will have no financial interest in the school. In addition, board members are independent of CSUSA and no employees of CSUSA will sit on the board.

The Board may not enter into a contract with a related person to the extent that such contract and any related transfers might cause or imply private benefit under the relevant sections or applicable provisions of state ethical requirements for local government officials.

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

The Board has policies in place for our existing schools, Cardinal Charter Academy and Cardinal Charter Academy at Knightdale. We will develop policies with the support of the principal, school staff, and legal counsel, when necessary. All policies will be created after researching best practices and using proven systems to guide our work. When appropriate, parent focus groups will be formed to gather input. Policies will be presented to the full board to allow for open discussion and collaboration at a public meeting and then brought to a vote for approval. Policies will be provided to parents via the Student Handbook and will also be made available through the student information system. Academy policies will be reviewed annually to ensure compliance with federal and state law as well as local regulations and policies.

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.*

AOC

A Parent Teacher Committee will be established each year to provide a voice for parents and community input that can be used in the development CCAWC and its programs. The board believes that active parental participation is essential to operating high quality charter schools. Parent participation is the key to the success of the overall program and will be solicited for the development of school goals and objectives. The PTC will be organized each school year and comprised of parents of enrolled students, administrators, and teachers. The PTC will report directly to the principal.

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

Parents may bring complaints to the school administration at any time. It is the responsibility of the leadership team to work to understand the concern. The boards policy holds that academic concerns are first discussed with the teacher. If the parent determines that the concern has not been adequately addressed, then the parent must make an appointment with a member of CCAWC's administration. If ample time is given to address the concern and the parent has determined that the concern has not been addressed after a discussion with administration, then the parent may contact CSUSA as well as the board. It is our desire, in partnership with CSUSA, to create the best learning environment for each student, including working to resolve concerns parents have regarding their child's academic environment.

When a staff member believes a work condition or treatment is unjust, inequitable, or a hindrance to effective operation; he or she is encouraged to discuss the condition or treatment with school administration. School policy provides for alternative lines of communication when the employee has such issues with his or her direct supervisor. If the teacher or staff member feels he or she has been treated unfairly as a result of actions from the school's administration, the employee can present a formal grievance with CSUSA's Human Resources Department and a further investigation will be conducted. CSUSA will report violations of ethics or misconduct as required or deemed necessary. Misunderstandings or conflicts can arise in any organization and should be resolved before serious problems develop. Most

incidents resolve themselves without formal intervention. However, should a situation persist that the employee believes is detrimental to himself/herself or the board, the employee should follow the procedure described here for bringing the complaint to school administration and/or CSUSA's Human Resources Departments attention. If the aggrieved employee is not satisfied with the outcome, the employee may request a review of the matter by the board. The board will review the written documentation and in consultation with the administration and CSUSA, will issue a final written decision.

CCAWC will follow the boards approved Grievance Policy, which is currently in place for Cardinal Charter Academy.

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.

Not Applicable

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

Name of the Company: Charter Schools USA
Address: 800 Corporate Drive
Fort Lauderdale FL 33334
Website: CharterSchoolsUSA.com
Phone Number: 770-500-9037
Contact Person: Sandy Castro
Fax: 954-202-3512
Email: scastro@charterschoolsusa.com

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

The board has existing agreements with CSUSA to manage both Cardinal Charter Academy and Cardinal Charter Academy at Knightdale. We are extremely pleased with the successful opening of our first school and the support services we have received from our educational partner and look forward to working with them in developing and operating our second school, Cardinal Charter Academy of Knightdale.

We have observed, through site visits to CSUSA-managed schools and also by attending their annual Summit that CSUSA manages schools with a personal mission by providing the most consistent and research proven instruction. They excel at teacher training and support and above all have an exceptional educational program.

CSUSA's assistance in marketing our initial school has exceeded our expectations. Our first school is fully enrolled with a large waiting list. CSUSA delivered a state-of-the-art facility on time and our teachers and students had all the resources needed on day one. Its Education Team worked closely with the principal to ensure all textbooks and curriculum resources were ordered and teachers were property trained. Its Finance Team worked closely with our school's business manager to ensure all reporting systems were in place.

There is a reporting mechanism in place for educational, financial, and operational updates during monthly board meetings, and a support team at CSUSA works closely with our school staff and administration to ensure we are on task and working toward meeting our educational and financial goals.

Our relationship with CSUSA is governed by a performance-based management agreement. The board has engaged Donna Rascoe, Esq. as independent legal counsel and has been working with her since the boards inception. Board members have worked closely with legal counsel to review and negotiate the terms of the management agreement prior to execution (see Appendix I).

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

The board currently contracts with CSUSA to develop and operate Cardinal Charter Academy (opened in August 2014) and Cardinal Charter Academy at Knightdale (opening August 2018). We have been working closely with CSUSA's development, education, finance, and operations teams and are satisfied with the delivery of services, and we plan to continue this partnership with CSUSA for our future schools. We have not recently compared CSUSA to other EMOs due to our existing relationship and level of satisfaction with their delivery of services.

CSUSA has a large support staff that provides services across all areas of expertise needed to successfully operate a charter school. This includes a team of Regional Directors and Managers, encompassing Finance, Education, Facilities, Operations, Marketing, Enrollment and Human Resources. Throughout our partnership with CSUSA for Cardinal Charter Academy and Cardinal Charter Academy at Knightdale, CSUSA has worked closely with us to support the infrastructure needed to ensure adequate school resources.

3. *Provide and discuss student performance, governance performance and financial data from other schools managed by the management company to demonstrate how this organization is a*

good fit for the targeted student population. Nationally, what is the highest and lowest performing school of the EMO/CMO? Why are these two schools so different in overall achievement?

CSUSA currently operates 81 charter schools and 3 turnaround schools in 7 states, serving approximately 70,000 students. All schools are AdvancED accredited. Over 60% of students receive free or reduced lunch, and over 70% are classified as minorities. Of the schools that receive traditional A-F grades, 84% of those managed since 2011-12 earned "passing grades" (A, B or C) in 2016. Currently, only North Carolina and Florida have released 2016-17 accountability results.

In 2013-14, Langtree and Cabarrus Charter Academies opened in NC. In their first year, both schools exceeded the performance schoolwide of NC and their respective school districts in all EOG subjects. In reading proficiency, Langtree and Cabarrus outperformed the state by more than 18% points and their districts by 17% and 12% points, respectively. Both schools exceeded the state average in math by more than 18% points and their districts by approximately 15% points. Cardinal Charter Academy opened in Wake County in 2014-15. In 2014-15, all three CSUSA-managed schools again outperformed the state and their respective school districts in reading, math, and science. CSUSA-managed schools in NC held a 21% point advantage over the state as a whole in reading, a 17% point advantage in math, and a 15% in science. For the 2015-16 school year, the three schools continued to outperform the state and their respective districts with an average advantage over the state of 17% points in reading, 14% points in math, and 7% points in science. Compared to their respective districts, these schools outperformed by an average of 12% points in reading, 8% points in math, and 3% points in science. The 16-17 school year brought a more diverse set of schools to CSUSAs portfolio. Three new schools were opened this year with about 43% of students on free or reduced price lunch, compared to an average 18% at existing schools. That being said, the last school year was one of challenges, even for existing schools, but there were areas where these schools excelled. Cabarrus Charter Academy out-performed a majority of local schools in reading, Kannapolis Charter Academy met or exceeded the performance of all of their local schools except one in reading, and Cardinal Charter Academy exceeded the average performance of local schools in their overall SPG score, overall performance and CCR scores, reading, and Math I.

The three turnaround schools in Indiana are CSUSA's lowest performing. Managed since 2012-13, more than 90% of the students qualify for free and reduced lunch, and the student body is 53% minority. Collectively, the Indiana schools have made outstanding progress, far exceeding one year's annual growth on NWEA MAP assessments. In 2017, approximately 110% of growth targets were met in reading and 119% in math, the equivalent of over one year's worth of growth.

Some of CSUSA's highest performing schools are in Florida, their most established state, with 55 schools in 12 school districts. The schools range from FRL populations of 1% to 100% and minority rates of 43% to 97%. For the 2016-17 school year, CSUSA-managed schools outperformed the state on ELA proficiency, learning gains, and learning gains among the lowest 25% of students. These schools also had a slight advantage over the state in learning gains among the lowest 25% of students in math. Additionally,

social studies proficiency and graduation rate (on average across all schools) exceeded the state of Florida. When compared to each of the districts in which CSUSA operates, the CSUSA "district" of schools exceeded the learning gains among the lowest quartile of students in both math and ELA, in addition to the ELA gains and graduation rates.* 88% of CSUSAs Florida schools open for 3 or more years earned a passing grade (A, B or C) in 2016-17.

Please see Appendix K for individual school financial data.
*The CSUSA graduation rate in Florida exceeded the graduation rates in all districts in which CSUSA operates a high school.

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

Our relationship with the EMO is codified with a performance-based contract. The executed management agreement in Appendix I outlines the duties and responsibilities of each party and the specific performance requirements of the EMO.

We will independently adopt a comprehensive budget on an annual basis, which will include all forms of revenue and all expenditures. Any and all budget amendments will require our approval. On a monthly basis, the EMO will provide a detailed accounting of all school revenues and expenditures. In addition, the EMO will report, on a monthly basis, the current student enrollment of the school and the number of students on the waiting list (if any). The EMO will provide monthly financials, which will include a statement of revenues and expenditures prepared in accordance with generally accepted accounting principles.

The EMO will be responsible for the daily financial management of the school, subject to the budget and oversight of the Board. The Board will be responsible for overall policies regarding CCAWC's governance, academic, personnel, discipline, and grievance policies. It is our responsibility to hold the EMO responsible for the successful operation of the school and its ability to deliver academic results. This system of accountability ensures that CCAWC will be devoted to its mission of providing a rigorous educational program.

The principal will be responsible for implementing and enforcing all policies set forth by the Board. School employees will be responsible for, above all else, the delivery of CCAWC's rigorous academic program. Teachers are jointly employed by both the Board and CSUSA, with the Board retaining ultimate authority over the hiring and firing of teachers. This relationship is described further in response to the next question.

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

Teachers will be jointly employed by the Board and CSUSA, and administrators and non-instructional staff will be solely employed by CSUSA. This arrangement is necessary for the administration of employee benefits and pay and does not reduce the Boards authority to hire and fire teachers, and complies with N.C.G.S., Article 14, 115C.

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

The management agreement outlines the EMOs responsibilities to the Board for the operation and performance of the school in accordance with the charter contract and the performance criteria outlined in this application.

The EMOs responsibilities to the Board include, but are not limited to:
* Timely submission of required reports as set forth in the management agreement and in the charter contract.
* Strict adherence to the approved annual budget for the operation and management of CCAWC.
* Performance goals stated in the charter application and the charter contract.

The management agreement contains an article that outlines the reasons for which the Board may terminate the management agreement. Please refer to the management agreement attached as Appendix I.

7. *Is the facility provided by the EMO/CMO?* N
    - If yes, include as Appendix J a detail of the buyout formula for the nonprofit board of directors to purchase the facility if a buyout formula or process exists.
8. *List the fund balance and surpluses for each school managed by the EMO/CMO over the last three years in North Carolina.*
9. *Provide as Appendix K the financial history and statements of the EMO/CMO over the last three years. Specifically, if contracting with an EMO provide confirmation that the EMO is in good financial standing with either financial statements, bank letter, D & B report or credit rating.*

2017
* Cardinal Charter Academy FY17 projected fund balance: Approximately $969,824.
* Cabarrus Charter Academy FY17 projected fund balance: Approximately $2,961,556.
* Langtree Charter Academy FY17 projected fund balance: Approximately $2,557,455.
* Iredell Charter Academy FY17 projected fund balance: Approximately $1,511,116.
* Kannapolis Charter Academy FY17 projected fund balance: Approximately $1,633,763.
* Union Prep Academy FY17 projected fund balance: Approximately $214,337.

2016
* Cardinal Charter Academy FY16 audit fund balance: $314,915.
* Cabarrus Charter Academy FY16 audit fund balance: $344,379.
* Langtree Charter Academy FY16 audit fund balance: $568,059.

2015
* Cardinal Charter Academy FY15 audit fund balance: $160,900.
* Cabarrus Charter Academy FY15 audit fund balance: $248,800.
* Langtree Charter Academy FY15 audit fund balance: $336,900.

<u>Private School Conversions:</u> ***complete ONLY if the proposed charter is a private school conversion. Otherwise, mark "Not Applicable" and follow the direction #3 in the Application Specifications.***

X Not Applicable

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

Not Applicable

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

Triangle Charter Education Association has an existing partnership with CSUSA. In partnership with us and other non-profit boards, CSUSA has successfully developed six NC charter schools: Langtree Charter Academy, Cabarrus Charter Academy, Cardinal Charter Academy, Kannapolis Charter Academy, Iredell Charter Academy and Union Preparatory Academy at Indian Trail. Langtree and Cabarrus opened in 2013, Cardinal in 2014 and Kannapolis, Iredell and Union in 2016. Students at these schools have exceeded county and state proficiency averages in many grades and subject areas. Cardinal Charter Academy, the school we are replicating, met growth expectations in the 15-16 school year, an improvement over their first year. Cardinal also outperformed the state in overall performance by 17 percentage points and on college and career performance by just over 18 percentage points. Cardinal also surpassed its home district, Wake County Schools, by about 9 percentage points in overall performance and college and career performance. Success at these schools is due to the strength of the CSUSA model and the fidelity of its application. In addition, the charter school governance and fiscal responsibility relationships make this a successful model to replicate. The boards exercise fiduciary responsibility, ensure accountability, and use best practices to ensure the budget and policies are aligned to the school's mission. The boards ensure that programs and operations are faithful to the terms of the charter, including compliance with statutory and regulatory requirements. Each of the school's financial affairs is in good standing and has clean audits with unqualified opinions.

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

The Board has chosen to continue working with CSUSA due to its ability to establish a replication model for a high-performing charter school in North Carolina. For this purpose, Cardinal Charter Academy has been selected to demonstrate CSUSAs ability to enroll a charter school. Cardinal Charter Academy has just begun its fourth year of operation. It currently has 996 students enrolled in grades K-8. The current demographic data is as follows:

* American Indian/Native Alaskan: <5%
* Asian/Pacific Islander: 14%
* African American: 10%
* Hispanic: 9%
* Multi: 17%
* Other: <5%
* Caucasian: 49%

As shown by Cardinal Charter Academy, CCAWC will comply with N.C.G.S. 115C-218.45(e). CCAWC's student body will represent the area/community directly surrounding it. The trend of steadily increasing student membership at Cardinal Charter Academy can be seen from the data listed below.

2015-2016

* Enrollment: 924
* Wait Lists: 761
* New Applications Received (over the entire academic year): 1685

* Recommitment (students returning for 2016-2017): 880

2016-2017
* Enrollment: 1,058
* Wait Lists: 702
* New Applications Received (to date): 1,118
* Recommitment (students returning for 2017-2018): 737

2017-2018
* Enrollment: 996
* Wait Lists: 682
* New Applications Received (to date): 1342
* Recommitment (students returning for 2018-2019): data not yet available

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

Our Board is currently operating a school which will serve a similar student population. We have developed a strong knowledge base of the academic, operational and financial matters required to successfully operate CCAWC. Board members have a vested interest in the success of the school since CCAWC will essentially be a replication of our existing school in Cary. Board members possess a thorough understanding of the demographics and population, and especially the desire of parents who want a quality educational choice option for their children.

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

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.

Administration
* Principal
* Assistant Principal
* Dean of Students
* School Operations Administrator
* Administrative Assistant
* Receptionist
* School Enrollment Administrator
* Student Services Coordinator
* Nurse
* IT Support
* Guidance
* Food Service-Director
* Food Service
* Before/Aftercare Director
* Before/Aftercare

Instructional

Cardinal Charter Academy West Campus - CCAWC's mission is to build a student-centered, data-driven learning environment where students develop critical thinking skills and can reach their academic potential by utilizing a technology-rich methodology tailored to meet their needs.

* Teachers (K-5)
* Teachers (6-12) (Math, Sci, SS, ELA)
* General Music / Chorus Teacher
* Art Teacher
* PE Teacher
* Foreign Language Teacher
* Technology Teacher
* Instructional Aide - PE
* Special Education Teacher
* Special Education Aid
* Intensive Reading / Math
* Co-Teacher
* Curriculum Resource Teacher

Staffing Plans, Hiring, and Management

Include the following information for the proposed charter school:

The Board and CSUSA will be an equal opportunity employer and will recruit quality staff throughout the year for job openings using a progressive and innovative recruiting plan. Recruitment will occur locally, statewide, and nationally through various resources that include:

* CCAWC's website.
* CSUSA's website.
* Education job fairs.
* College recruiting by identifying colleges and universities, both locally and nationally in order to attract and hire newly graduated teachers.
* Select educational, professional, and job recruitment websites to advertise and communicate teaching openings.
* Minority referring organizations to help ensure that the workforce is reflective of the diverse community served.

CSUSA will manage job advertising, conduct applicant screening, and refer qualified applicants to the school administration and Board to ensure CCAWC's staffing needs are met. A consistent process of screening, interviewing, and selecting employees is essential to our ability to recruit qualified staff. A consistent process will ensure that candidates are provided an equal opportunity to demonstrate and/or articulate their skills and abilities. Retention of highly-qualified and effective teachers will be part of the principal's annual evaluation system. The principal will be encouraged to set goals and the annual evaluation will be based upon achieving those goals.

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

The Board has contracted with CSUSA for the provision of certain management services, including personnel services. Teachers will be jointly employed by the Board and CSUSA. Administrators and non-instructional staff will be solely employed by CSUSA. This arrangement is necessary for the administration of employee benefits, does not impact the Boards ultimate authority to hire and fire teachers, and complies with N.C.G.S., 115C-218.90. This arrangement has been reviewed and approved by legal counsel for DPI and the State Board of Education.

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

criminal background checks.

The Board and CSUSA will follow the protocol established for screening school employees, vendors, and Board members. The school-based School Operations Administrator will be responsible for complying with and arranging the criminal background check policy, which will follow all state and district LEA requirements. Every 5 years, school staff will be required to pass a criminal background check.

A comprehensive criminal history background check will be conducted on each applicant. The Board and CSUSA will also ask legal questions on its employment application in relation to felony convictions, probation, pleadings, and pending disciplinary actions. If a candidate misrepresents information, the Board and CSUSA reserve the right to end the hiring process or employment relationship.

The selection process is informed by factors identified in applied psychology, such as interview structure and phrasing of questions, and draws on effective teacher research. Interview protocol focuses on job-related questions and is within the legal bounds of interviewing guidelines. Every hired non-instructional employee signs an offer of employment with CSUSA. Every teacher signs an offer letter from CSUSA and a separate letter from the Board due to the joint employment structure. Staff is hired "at will" on a year-to-year basis. Extensions of employment offers are recommended on an annual basis. All instructional personnel are considered 10-month employees paid over a 12-month period.

The first 90 days of employment are an introductory period. During this period, the employee may resign without reason and/or notice and the Board and CSUSA may terminate employment without cause and without notice. After this period, all employee resignations will be accepted as long as they are submitted in writing with proper notice.

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

CCAWC's salaries are competitive with the surrounding area schools but structured differently, with a greater emphasis on performance-based pay. For base salaries, pay bands have been established to a minimum, midpoint, and maximum scale by which job families can grow with merit increases. The Board will work with CSUSA to establish budget criteria, incentives, and other motivating factors that attract, reward, and retain the best employees. A salary worksheet will be used to calculate starting salaries in a fair and consistent manner. Below is an example of how starting salaries are determined:

*$46,301 average salary for teachers (190 days)
*Up to $2,000 positive adjustments to base for experience
*$1,000 positive adjustments to base for education credentials (Master's or PhD)
*$2,000 positive adjustments to base for critical shortage areas if applicable
*$-3,000 negative adjustments to base if all requirements met and waiting for certification documentation.

Employees are offered mandated benefits as follows: Workers Compensation; Unemployment Insurance; and Social Security Insurance. Employees are also provided benefits with various levels of coverage and premiums. Full time

employees are able to participate in the benefits plan the first of the month following their first 60 days of employment. If an employee has a qualifying life event during the year, they can enroll, drop coverage, and add dependents (i.e. birth of child, marriage, divorce, etc.). Qualifying events are mandated by the IRS. If benefits are not selected during the employee's eligibility period, or within 30 days of a qualifying event, enrollment changes may only be made during the annual "open enrollment" sessions, which become effective January 1st. Benefits available include medical, dental, vision, life insurance, supplemental life insurance, dependent life insurance, short and long term disability, 401k (if eligible), Paid Personal Time Off, and Employee Assistance Program.

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

If an employee feels he or she has been treated unfairly as a result of actions from CCAWC's administration, the employee can present a formal grievance to CSUSA's Director of Human Resources.

Instructions for Staff Submitting a Grievance

1. Discussion of the problem with the immediate supervisor is encouraged. Requests for an initial meeting to discuss a grievance must be made within 30 calendar days of the event giving rise to the grievance. The supervisor will schedule a meeting within 5 days of any such request by an employee and provide a written response within 5 days of the meeting. If the employee does not believe a discussion with the supervisor is appropriate, the employee should proceed directly to Step 2.
2. If the matter is not resolved, the employee should request to meet with the Regional Director, who will provide the employee with a written response within 5 days of the meeting.
3. If the matter is not resolved, the employee may submit a formal grievance in writing to CSUSA's Director of Human Resources within 10 days of receiving the Regional Directors written response. The employee is encouraged to request a meeting with the Director of Human Resources, who will conduct an investigation and consider the facts and may review the matter with the aggrieved employees supervisor.

Terminations

The first 90 days of employment are an introductory period, and the employee may resign without reason and/or notice and the Board and CSUSA may terminate employment without cause and without notice. After this period, progressive discipline policies are followed for minor performance situations and investigations will be conducted by CSUSA and CCAWC for any violations of a serious nature. The employee will be put on paid leave pending determination of the investigation. In the case of both progressive discipline and severe violations, the Board will vote on the determination at either an emergency Board meeting or the next scheduled meeting.

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

In the proposed staffing model, there are no positions with dual responsibilities. The Board and CSUSA strategically put together a 5-year staffing plan to cover all needs of the school so no position will have dual responsibilities. There will be employees that may have additional duties if they choose, such as mentoring, professional development, etc. These employees will be paid a stipend (which is included in the budget calculations) in addition to the salary for any additional duties as needed.

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.

Staffing is flexible and subject to change based on the needs of the students as identified by the principal and the Board. Staffing needs are constantly monitored, particularly at the beginning of the year to enable CCAWC to meet students needs and ensure their success.

Initially we plan to hire 5 EC teachers, one will serve as Lead EC teacher to oversee EC compliance. This will be adjusted based on student needs as indicated in their IEPs and guidelines for class size (NC 1508-3) and caseload (NC 1508-4). When hiring general education teachers, we will seek teachers also certified in ELL, EC, or teachers with demonstrated experience in differentiated instruction including extending knowledge for higher performing students.

We will contract with licensed related service providers including but not limited to a speech/language pathologist, occupational therapist, physical therapist, school psychologist, and other professionals as needed to address the student's needs per their IEPs.

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).*

AOC

The Board and CSUSA will ensure during the hiring process that 100% of instructional staff hired at the school have, or possess the qualifications to pursue, a North Carolina Professional Educator Licenses of either Standard Professional 1 (SP1) or Standard Professional 2 (SP2).

The Board and CSUSA will assist our teachers in meeting the licensure requirements established by DPI and the Board of Education. We will develop, maintain, and promote a development program for all teachers and instructional staff to progress from a SP1 to a SP2 License. Assistance will be provided to instructional staff as well as the required information and documents needed to make this progression. The employee will be responsible for all fees for license progression and renewals. CSUSA Employee Services and the School Operations Administrator will maintain each employee's file with updated licenses and alert all employees of the need to renew their current license with this program.

North Carolina's requirements for teachers from outside the state must be completed for clear renewable certification. These requirements are incorporated into North Carolina's approved teacher preparation programs and must be completed within five years.

All teachers will be jointly employed by the Board and CSUSA. The termination of employment of a teacher is subject to review and approval by the Board, which retains the ultimate decision to terminate. It is the responsibility of the Board and CSUSA to ensure teachers meet the requirements prior to employment and to ensure any conditional requirements are met by the educator within the required timeline.

The Board and CSUSA may employ or contract with skilled, selected, non-certified personnel to provide non-instructional services or to assist faculty members as teachers aides. Teachers will demonstrate content mastery in the subject area they are teaching through a state exam, as well as

demonstrate successful completion of graduate work, an undergraduate academic major or advanced certification/credentialing. The EC Lead and consultants hired for occupational therapy, physical therapy, speech language, and other services will meet licensure or certification requirements for the services that they provide.

Staff Evaluation and Professional Development

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

The Teacher Support Team is responsible for maintaining teacher licensure requirements and professional development. The team will consist of the principal, assistant principal, and designated mentors. Each will assist teachers to grow as educators.

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.*

To ensure teachers provide an academically rigorous education, CCAWC will mentor, retain, and evaluate staff in accordance with N.C.G.S., section 115C-333.1. All teachers who have not been employed for at least three consecutive years shall be observed at least three times annually by the principal or the principal's designee, and at least once annually by a teacher. Two of the principal or principal designee observations shall take place within the first semester for teachers with fewer than two years of employment, with one of the two observations taking place prior to the first grading period, if possible. All teachers with fewer than three consecutive years of service must be evaluated at least once annually by a principal. All teachers with career status shall be evaluated annually unless rules that allow those teachers to be evaluated more or less frequently are adopted by the Board.

All teachers will be evaluated in accordance with NC Educator Evaluation System as well as CSUSA's Teacher Feedback Evaluation Tool (TFET).
The NC Educator Evaluation System also includes a Professional Development Plan (PDP) for beginning teachers, which is described further below. Before participating, every teacher must complete training on the evaluation process.
The Beginning Teacher Support (BTS) Program
This program provides a number of required activities and additional tools to assess the performance of teachers and to facilitate the refinement of essential practices and skills. Additional support tools include a beginning teacher website, notification of professional development opportunities, online training modules, and additional instructional materials that support teacher retention.
Beginning teachers are assigned a mentor to assist with their growth in the first three years of the BTS Program. Mentors will:
*Conduct observations of beginning teachers.
*Meet and/or communicate with beginning teachers on a bi-monthly schedule, at a minimum.
*Provide feedback to beginning teachers from observations and formative assessments.
*Assist beginning teachers with developing lesson plans; classroom management; behavior management; analyzing and collecting data; organization; positive communication with peers and parents; the curriculum;

and instruction.
*Assist with collecting and analyzing data to improve instructional strategies.
*Share information regarding professional development.
*Assist in the preparation and implementation of the PDP.

CCAWC's principal will help facilitate the development of beginning teachers by:
*Providing orientation.
*Conducting informal/formal observations.
*Meeting and conferencing with beginning teachers to offer feedback from observations and formative assessments.
*Providing an environment conducive for the support of beginning teachers.
*Ensuring completion and providing assistance in the development of PDPs.
*Monitoring beginning teachers throughout the year and notifying the Director of HumanResources of any concerns with beginning teacher performance.
*Evaluating the BTS Program to identify areas requiring improvement.

CCAWC will document compliance of the BTS Program through informal/formal observations, PDPs, summative evaluations, and other documentation regarding the evaluation of beginning teachers pursuant to the NCEES on the State-maintained Home Base website.

Teacher Learning Communities (TLCs)
CCAWC will implement TLCs to provide support to teachers in their first year. TLCs support teachers throughout the year by focusing on research-based instructional strategies, classroom management, lesson planning, time management, state and district requirements, and professional communication. A master teacher will lead CCAWC's TLC program. This highly organized program receives support from the EMO network through quarterly training sessions, monthly web-based video training sessions, and training materials.

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.*

Beginning teachers are required to develop an annual PDP to be based on the North Carolina Professional Teaching Standards and must include individualized goals, strategies, and an assessment of the beginning teacher's progress in improving professional skills. The plan shall be created within 10 days of the beginning of the school year. The plan will be kept on the Home Base website.

Individual Growth Plan
Teachers who are rated at least "Proficient" on all the standards on the Teacher Summary Rating Form (TSRF) shall develop a PDP designed to improve performance on specifically identified Standards and Elements.

Monitored Growth Plan
A teacher shall be placed on a Monitored Growth Plan whenever he/ she:
A. Is rated "Developing" on one or more standards on the TSRF; and
B. Is not recommended for dismissal, demotion, or nonrenewal.

A Monitored Growth Plan shall identify the Standards and Elements to be

improved, the goals to be accomplished, the activities the teacher should undertake to achieve proficiency, and a timeline which allows the teacher one school year to achieve proficiency. A Monitored Growth Plan that meets those criteria shall be deemed to satisfy the requirements of N.C.G.S., 115C-333.1(b).

Directed Growth Plan
A teacher shall be placed on a Directed Growth Plan whenever he/she:
A. Is rated:
3) "Not Demonstrated" on any Standard on the TSRF; or
4) "Developing" on any Standard on the TSRF for two sequential years; and
B. Is not recommended for dismissal, demotion or nonrenewal

The Directed Growth Plan shall identify the Standards and Elements to be improved, the goals to be accomplished, the activities the teacher shall complete to achieve proficiency, a timeline for achieving proficiency within one school year.

PD will be conducted by various parties, including but not limited to school leaders, EMO representatives, and curricular and/or software vendors. The scope of PD will also vary according to the needs of the school and staff.

4. *Provide a schedule and explanation of professional development that will take place prior to school opening. Explain what will be covered during this induction period and how teachers will be prepared to deliver any unique or particularly challenging aspects of the curriculum and instructional methods.*

Principal's Institute
CSUSA provides principals with their own PD institutes each summer to best prepare for the upcoming year. Principals within the network are provided with a four-day Principals Institute (PI) where leaders of CSUSA-managed schools develop professional networks, share best practices, and calibrate understanding of regulations. Additionally, the event serves to celebrate successes, drive planning for the upcoming school year, and motivate school leader accountability. PI sessions prepare school leaders with key initiatives to increase student achievement and allow for regional planning. Leaders who are new to the CSUSA network also benefit from New Principals Institute (NPI), which provides an introductory training on school and network systems, expectations, and programs. Post NPI and PI, monthly meetings provide additional support for principals and assistant principals throughout the school year and is overseen by regional directors.

New Teacher Induction (NTI)/Returning Teacher Orientation (RTO)
CCAWC will be responsible for conducting a formal orientation in the summer prior to the beginning of the school year which is provided and supported by CSUSA's Education Team. In year one, NTI/RTO will be conducted over fifteen days (ten days for NTI and five days for RTO) and include all teachers, including teachers who are new to the CSUSA network and experienced teachers. Teachers will first receive comprehensive training that ensures understanding of the Education Model and Core Fundamentals, prior to receiving training that includes reviewing the works The New Art and Science of Teaching and What Works in Schools, classroom management, curriculum mapping, lesson planning, differentiated instruction, formative and summative assessments, grading philosophy, tracking progress, the code of ethics, exceptional children education, and more. NTI/RTO is modified annually after year one based upon the needs of CCAWC and to reflect new

strategies and innovations in effective teacher preparation. The governing board acts as the monitor for this program, which is provided by CSUSA.

The NTI portion of the program consists of the following:
*A tour of the school.
*CCAWC's faculty handbook.
*Beginning Teachers Handbook which includes pertinent school policies and procedures as well as CSUSA's vision and mission statement.
*Information regarding the available services and training opportunities for beginning teachers.
*BTS Program and a detailed review of licensure procedures, requirements and information regarding the conversion process from the initial SP 1 license to the continuing SP 2 license.
*NC Teacher Evaluation Process, including expectations for the required performances of beginning teachers during the 3-year Beginning Teacher Program.
*NC Standard Course of Study and the GVC.
*Safe and appropriate use of seclusion and restraint of students.
*State's Ready Accountability Model.
*State Board of Education's mission and goals.

The RTO portion of the program includes training on school initiatives, safety and procedural protocols, curriculum, and other pertinent information for the school year.

Curriculum Resource Teacher (CRT) Bootcamp
In preparation for their highly supportive roles, CRTs attend boot camp prior to the start of each school year to provide training on how to best support the school. CRTs from the CSUSA network will meet with CSUSA's regional Curriculum Specialist (CS) team in the summer to prepare for teacher coaching and supporting implementation of the Educational Model and Core Fundamentals. The goal is to set the stage for increasing student achievement throughout the school year. CRT Bootcamp is followed by monthly CRT Cadre sessions, also facilitated by the regional CS team, that provide CRTs a regular opportunity to discuss innovative classroom methods, analyze data, and share and implement the most effective strategies within their schools.

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.*

During the school year, needs and opportunities for staff training are identified according to analysis of student performance data, administrator and CRT observations, QuEST visit data, and teacher requests. CCAWC will design or select PD programs based on the school's needs with input from administrators and staff. PD will be held in various formats including consultation, modeling, coaching, learning communities, observation and feedback, lesson studies, mentoring, content training sessions, reflective collaboration, and technical assistance. Sessions may be led by mentor or lead teachers, administration, the CRT, regional CS, or outside experts.

The sample school calendar provided in Appendix C identifies four full professional development days, which could be utilized to train staff in the use of instructional software reports and teacher resources, implementation support for the schoolwide behavior plan, AiA, integrating technology, or

any other focus aligned with the school's needs.

Throughout year one, CRTs, with guidance from the regional CS, will provide weekly coaching support to teachers based on individual or grade-level need, and deliver professional development activities at the school.

Another way in which teachers can receive PD is through a content management system currently being developed by CSUSA's Innovations Team. This system will incorporate available PD offerings into one easily accessible location, allowing teachers to access targeted, on-demand PD at any time from any place.

The daily school schedule is designed to accommodate common grade planning periods. One schoolwide meeting per month is devoted to topics associated with Professional Standards. This time is also used for targeted PD sessions based on specific needs identified through professional learning communities and monthly data chats. Teachers meet with administrators, CRTs, CSs, or peers to receive PD based on CCAWC's Core Fundamentals strategic implementation plan, school initiatives, QuEST data, survey results, teacher demand, or other areas needed for school improvement. Meetings are conducted after school, on PD days, or during weekly planning.

Professional Development: 18-Week Plan
The 18-Week Professional Development plan is intended to be completed over the course of the first semester and consists of targeted professional development segments rolled out to support CCAWC's implementation of the 16 Core Fundamentals. Trainings are facilitated in the first year by the schools CS, and in subsequent years by the regional CS and/or the school-based CRTs and administrative team. A sample 18-Week PD Plan could consist of the following topics:
1. Expectations and Procedures (aligned to schoolwide behavior plan)
2. Grading Philosophy and Processes (gradebook setup)
3. GVC (unpacking standards)
4. Lesson Planning
5. Instructional Software
6. Introduce Balanced Assessment System (NWEA as Interim Assessment training)
7. Instructional Focus Plans
8. Social Emotional Learning and Character Education
9. Balanced Assessment System (Benchmark Assessment Training)
10. Data-Driven Instruction - Small Group Instruction
11. Response to Intervention (MTSS)
12. Tutoring Expectations
13. Balanced Assessment System (Formative Assessment Training)
14. Data Driven Instruction Differentiation
15. Balanced Assessment System (Summative Assessment Training Test Specifications)
16. Personalized Learning Plans
17. Effective Data Chats
18. Teacher Evaluation System (TFET/DPP Training)

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)).

Primary Target Demographics
Families with children ages 5-18 residing in Cary, Apex, Chapel Hill and the surrounding communities in Chatham County.

Marketing Strategy
The communication strategy includes an integrated marketing approach; which may include digital advertising, social media, print, radio, television, community outreach and events. Each medium is evaluated based on its reach (how many potential targets will see or use this medium) and frequency (how often potential targets will see/read/hear our message), as well as its likelihood to drive traffic.

Digital advertising will be utilized to reach out to our target demographic. This will include but not be limited to social media sites, online education resources, online parenting resources and community sites. Online ads will direct the potential parent/guardians to the school's website at www.cardinalcharter.org. Targeted email blasts and campaigns that piggyback on community web sites/events are utilized whenever possible. Online advertising primarily includes Facebook, GreatSchools.com, and Google focusing on geographic data and targeted searches.

A television campaign may be run on cable and/or broadcast television. Cable television provides a more targeted reach with a very high frequency. Broadcast provides a very large reach, but low frequency. A radio campaign will also be considered to build awareness. Stations will be chosen based on how they align with our targeted demographic. Print back-to-school sections and age-appropriate advertising sections will be considered.

Paid advertising on social media outlets is utilized to reach our demographic and geographic targets. Facebook, Twitter, YouTube, Instagram and Pinterest will be considered.

Community outreach and events will be offered. CCAWC will align with community partners such as the Chamber of Commerce as well as area rotary clubs and other civic organizations. CCAWC will work with area civic/community centers, such as the YMCA, Regional Library, and Park and Recreation Centers to post information and hold community outreach events. We will also distribute flyers to local preschools, daycare centers, and churches.

Implementation

Sept. 2017 - Jan. 2018
* Update web site
* Participate in community events

* Join community organizations
* Build relationships with local media

Jan. 2018 - June 2018
* Research and tentatively secure paid advertising media
* Plan community information sessions
* Prepare all advertisements; brochures/flyers; direct mail pieces; press releases
* Update web site with CCAWC information, building process photos, application process, enrollment policy, lottery process, community information session dates, venues, and times
* Host community information sessions
* Send out first of a series of direct mail pieces introducing the school

Feb. 2018 - March 2018
* Community information sessions
* Open local enrollment office - distribute promotional materials
* Setadvertising campaign to run through the end of open enrollment
* Distribute direct mail pieces encouraging applications one per month for three months; evaluate application generation at the end of campaign and decide if additional mailings are necessary
* Evaluate results on a monthly basis to determine if advertisements are working

March 2018 - Aug. 2018
* Schedule lottery
* Continue advertising and distribute additional two direct mail pieces mailed monthly
* Attend events at community centers, libraries and YMCA
* Develop sponsorship opportunities and attend school expos

Sept. 2018 - Dec. 2018
* School Open House events

Jan. 2019 - March 2019
* Continue advertising based on need/number of seats available
* Parent information sessions
* School tours

Parent and Community Involvement

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

AOC

We plan to communicate and engage parents and community members through enrollment information sessions, speaking opportunities at local churches and civic organizations, distribution of informational materials to preschools, churches, and local business and service organizations in the community, all of which provide a forum to share our vision and mission for CCAWC. A number of public information sessions will be hosted to introduce

the Board and its vision for CCAWC, inform the community of the mission and educational focus, and communicate the enrollment process to parents. Parent information sessions will be held at our existing school, Cardinal Charter Academy, in Cary. This will ensure that all parents with students currently attending CCA, specifically those of rising 9th graders, are informed that students currently attending CCA will have first preference for seats at CCAWC pursuant to an articulation agreement that will be executed between Cardinal Charter Academy and CCAWC. We will also hold parent information sessions in Chatham County to inform the community about the campus. Interested parents will have the opportunity to tour our existing school and hear from CCA administration directly. These sessions allow for a Q&A and open forum to provide parents an opportunity to ask questions and further engage with the Board. Parents are able to learn more about CCAWC, its educational model, and how to apply. Public information meetings are advertised through direct mail, email, newspaper ads, and flyers. We will continue to look for community events where we can distribute marketing collateral to inform the community about the proposed charter school and how to apply. Once parents submit an application, we are then able to continually update them via email through the student information system.

We will continue to engage parents in the life of CCAWC by following the CSUSA Education Model, which includes a comprehensive parental involvement program and family-school-community partnership model. Parental involvement includes attending school functions; attending conferences; helping children improve their school work through encouragement, providing study time and place, model behavior, and tutoring; serving as advocates for their children and the school; volunteering in the school and community; and assuming an active decision-making role in their child's education (Maynard 1997).

CCAWC will utilize the framework of Joyce Epstein, whose model includes six types of cooperation between families, schools, and other community organizations: 1. Parenting; 2. Communicating; 3. Volunteering; 4. Learning at home; 5. Collaborating with the community; and, 6. Decision-making (Epstein, 1995; Epstein, 1997). Although CCAWC will use the framework as a guide; the Board, parents, and school staff will choose practices that help achieve important goals and meet the needs of students and families.

Parent participation is integral to the success of CCAWC and will continue to be solicited for the development of school goals and objectives. All parents agree to volunteer a minimum of 20 hours per school year. When two or more children from the same family are enrolled, parents will be strongly encouraged to volunteer a total of 30 hours per school year. Parents can track volunteer hours via the student information system. To ensure that all parents and stakeholders understand the unique programming of the CSUSA model, parents and students are given thorough explanations of the curriculum, expectations, and requirements of CCAWC prior to enrollment. This information is delivered through a variety of ways: open houses, published information, brochures, online applications, and website question/answer modules. After enrollment and the start of school, parents continue to have flexibility to monitor their child's progress online and/or through parent conferences.

Admissions Policy

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

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

CCAWC will follow the admission requirements stated in N.C.G.S., 115C-218.45. For the first year, open enrollment will (tentatively) begin February 17th and close on March 31st. In subsequent years, open enrollment will open on December 1st and close on February 1st.

The process and policies for open enrollment and the lottery are outlined below.
* Applications are primarily collected via the student enrollment system.
* Applications submitted within the open enrollment period are processed in the lottery, if a lottery is needed.
* At the close of open enrollment, CCAWC will determine if a lottery is needed at any grade level. A lottery will be completed if there are more applications (received within open enrollment) than seats available in any grade level.
* If needed, a lottery will be held two to four weeks after the open enrollment period closes.
* CCAWC will verify preferences and number of seats available prior to the lottery.
* Students entering 9th grade who currently attend Cardinal Charter Academy will have first preference for seats at CCAWC pursuant to an articulation agreement that will be executed between Cardinal Charter Academy and CCAWC.
* CCAWC will give enrollment preference to the applicant children of Board members and full-time school employees. The number of students receiving this preference may not exceed 15% of the schools enrollment.
* CCAWC will extend sibling preferences to eligible applicants.
* Parents will receive lottery ID letters approximately one week prior to the public lottery.

Applicants selected to receive an open seat receive an offer. An applicant whose name is drawn after all open seats are filled is placed on the waitlist. As seats become available, CCAWC offers the open seat to the next child on the waitlist. CCAWC will exhaust the waitlist prior to moving to the list of applicants who applied after the close of open enrollment. Applications received after the close of open enrollment are ordered on the waitlist according to the date/time received.

If a family wishes to withdraw from CCAWC, they must complete a withdrawal form at the school. Once CCAWC receives a records request from the child's new school, the school will send the records as requested. Upon withdrawal, the school will then offer the open seat to the next child on the waitlist.

Parents may withdraw or transfer students at any time and records will be

forwarded.

If a family leaves CCAWC and wishes to re-enroll at the school, the family must submit a new application, be placed on the waiting list, and then wait until a seat becomes available for their child. A student who was enrolled in the charter school within the two previous school years but left the school (i) to participate in an academic study abroad program or a competitive admission residential program or (ii) because of the vocational opportunities of the student's parent may re-enroll without submitting a new application or being placed on the waitlist.

There are no mandatory pre-admission activities. The following events are optional:
* Open House: Allows parents and their children to become acquainted with their child's classroom and teacher(s).
* Orientation: Typically takes place right before the start of school. This event is primarily a medium through which CCAWC communicates operational practices and procedures to families.
* Family Information Session: This event is for interested families who want to learn more about CCAWC.
* School Tour: The purpose of this event is to show the school building to families, and field any questions families may have.

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.*

Cardinal Charter Academy West Campus - CCAWC's mission is to build a student-centered, data-driven learning environment where students develop critical thinking skills and can reach their academic potential by utilizing a technology-rich methodology tailored to meet their needs.

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 Wake County Schools
LEA #2 Chatham County Schools
LEA #3 Durham Public 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 920	LEA 190	LEA 320	LEA 920	LEA 190	LEA 320	LEA 920	LEA 190	LEA 320	LEA 920	LEA 190	LEA 320	LEA 920	LEA 190	LEA 320
Kindergarten	104	20	17	104	20	17	104	20	17	104	20	17	104	20	17
Grade 01	102	19	17	102	19	17	102	19	17	102	19	17	102	19	17
Grade 02	102	19	17	102	19	17	102	19	17	102	19	17	102	19	17
Grade 03	102	19	16	102	19	16	102	19	16	102	19	16	102	19	16
Grade 04	102	20	16	102	20	16	102	20	16	102	20	16	102	20	16
Grade 05	102	19	17	102	19	17	102	19	17	102	20	16	102	20	16
Grade 06	111	21	18	111	21	18	111	21	18	111	21	18	111	21	18
Grade 07	0	0	0	111	21	18	111	21	18	111	21	18	111	21	18
Grade 08	0	0	0	0	0	0	111	21	18	111	21	18	111	21	18
Grade 09	111	21	18	111	21	18	111	21	18	167	31	27	167	31	27
Grade 10	0	0	0	111	21	18	111	21	18	111	21	18	167	31	27
Grade 11	0	0	0	0	0	0	111	21	18	111	21	18	111	21	18
Grade 12	0	0	0	0	0	0	0	0	0	111	21	18	111	21	18
	836	158	136	1058	200	172	1280	242	208	1447	274	234	1503	284	243
	1130			1430			1730			1955			2030		

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Section IV: Governance and Capacity Concerns and Additional Questions	**Reviewer**	**Page Reference**
How many schools (students and staff) will this board manage? Will each charter school have its own monthly board meeting?	Sherry Reeves	Governance a
The org chart shows that instructional staff simultaneously reports to principal, CUSA and Triangle, this is confusing and should be clarified. It is unclear what the overall mission of Triangle is and what if anything they undertook before partnering with CSUSA. This is important because it speaks to organizational capacity and whether the Triangle has the capacity to hold CSUSA accountable and exercise their fiduciary responsibilities as the charter holder. The description of Bd training does not include academic or school level training i.e. academic data. Triangle's other 2 campuses should be examined to ensure that they met enrollment targets and have established good operating procedures and are meeting academic outcomes that surpass traditional school achievement levels. The fact that this has not been highlighted heretofore is concerning. The application does not include metrics for how Triangle will hold CSUSA accountable for academic outcomes. Resumes for Allen and Lee were not included in the attachment.	Tracy Kelley	Governance a
Appendix F is incomplete.	Kenneth Tucker	Governance a
Appendix F does not appear to be complete.	Jennifer Gnann	Governance a
The chart supplying information for the Board is incomplete. Two resumes are missing in Appendix F. Clarify on the org chart the reporting structure.	Tammi Sutton	Governance a
Are board members fluent with the curriculum model?	Joe Maimone	Governance a
Will each monthly board meeting encompass 3 charter schools? Explain relationship of instructional staff reporting directly to Triangle Charter Ed Assoc as outlined in org chart	Lynn Kroeger	Governance a
Appendix F incomplete.	Danielle Allen	Governance a
Appendix I should be amended- names different school.	Danielle Allen	Proposed Man
Appendix N-Why negative fund balance on form 990?	Lynn Kroeger	Proposed Man
Clarification Needed: The management agreement lists Chatham Preparatory Academy instead of Cardinal Charter Academy West Campus.	Kenneth Tucker	Proposed Man
Is Appendix I the correct one for this school? It mentions Chatham Academy.	Jennifer Gnann	Proposed Man
Appendix I is not correct. Why does this section not discuss the results of Cardinal Charter School? Appendix N shows a negative fund balance.	Tammi Sutton	Proposed Man
The applicant does not provide academic data specifically on on Cardinal Charter Academy which has been opened since 2014; or even data my location and proximity or even data comparing similar demographic data to Cardinal. Given the educational capacity of the board more information is needed showing how the CSUSA is held accountable by Triangle for enrollment and academic attainment. Saying that all CSUSA schools in NC exceeded state proficiency level requires clarification, does that mean that on average CSUSA schools in NC exceeded or individually each of the CSUSA schools in NC exceeded state proficiency levels.	Tracy Kelley	Proposed Man
Based on the different CSUSA Schools and results in NC, which schools are they most closely replicating? What about for the high school?	Tammi Sutton	Charter Scho
Appendix N (Form 990) indicates a negative fund balance.	Kenneth Tucker	Charter Scho
Well written	Joe Maimone	Charter Scho
Why does the Form 990 show a negative balance over the past two years?	Jennifer Gnann	Charter Scho
Additional information on financial solvency of nonprofit board should be provided since 990 shows negative balances.	Danielle Allen	Charter Scho
The applicant seems unwilling to clearly articulate the academic performance levels of the students in the target community.	Tracy Kelley	Charter Scho
Are any of the other NC CSUSA schools K-12? If so, why replicate Cardinal Charter Academy?	Sherry Reeves	Charter Scho
Applicant needs to clarify: Stated earlier in the application about 40% of students will be Exceptional Children- will one special education teacher provide enough support to this population of students? (Projected staff states- Special Education Teacher.) Applicant needs to clarify: With a focus on technology- will the IT support person and	Kristen Parker	Staffing Pla

the Technology teacher be the same job? Or will they be separate?		
What are the projected numbers for K-5 and 6-12 teachers in year 1?	Sherry Reeves	Staffing Pla
none	Joe Maimone	Staffing Pla
what PD will be used to help staff master the variety of instructional strategies - including "technology-rich methodology"?	Tammi Sutton	Staff Evalua
Well written	Joe Maimone	Staff Evalua
The school has an emphasis on a technology driven methodology, but the PD plan doesn't include a lot of details on technology-focused PD.	Kenneth Tucker	Staff Evalua
"Technology-rich methodology"-a core tenet of the school's mission- does not appear to be reflected in the proposed PD schedule. More information on how school leaders intend to ensure teachers are adequately trained in the use of technology would be helpful.	Danielle Allen	Staff Evalua
The PD plan does not discuss the cambridge curriculum or the criteria for how they will be approved to use it. If approval requires a level of staff proficiency than that should be folded into the PD plan. How will school interim assessment data be used to make PD decisions? And the applicant does not clearly indicate whether student achievement or growth data will inform teacher evaluations which aligned to best practice.	Tracy Kelley	Staff Evalua
How will you ensure you are marketing to attract a diverse student population? How will you attract students in all three LEAS - especially the ones where you don't provide transportation.	Tammi Sutton	Marketing Pl
Strength of CUSA model	Joe Maimone	Marketing Pl
Greater detail on targeted recruitment strategies for students from low income backgrounds (including information on how transportation and lunch will be provided) and students from families whose first language is not English would be helpful.	Danielle Allen	Marketing Pl
The applicant does not indicate if CSUSA will be held accountable for maintaining a rate of retention among student and staff. The processes or metrics in place to ensure CSUSA is held accountable for retaining and assessing not just high quality teachers but highly effective teachers is not clearly presented in this application. How CSUSA maintain a ratio of of retaining HQ teachers while at the same time counseling out ineffective teachers is not developed.	Tracy Kelley	Marketing Pl
More information on how parents and families from diverse backgrounds will be recruited for this school, aside from students who already have connections to CCAWC. Are there intentional, thoughtful plans to target students who may currently be enrolled in underserved schools, and who may receive the greatest benefit from a new high-performing charter school? Often times parents need additional assistance navigating the charter school application process. Are there structures in place to provide these supports?	Danielle Allen	Parent and C
More information on why the enrollment period for the first year is abbreviated would be helpful.	Danielle Allen	Admissions P
See comments in section 1 about enrollment projections.	Sherry Reeves	Projected St
What is the proof that these year 1 numbers are realistic?	Tammi Sutton	Projected St
Interesting grade model for growth.	Joe Maimone	Projected St
The table is not realistic in its current form as it is overly ambitious and proposes rolling out a elementary and high school at the same time which is not aligned with best practice.	Tracy Kelley	Projected St
Please explain increase of 75 students in 9th grade in Year 4	Lynn Kroeger	Projected St
Why not use a weighted lottery to increase diversity?	Tammi Sutton	Weighted Lot

Reviewer	Score
Alan Hawkes	
Lindalyn Kakadelis	
Alex Quigley	Pass
Alan Hawkes	
Alex Quigley	
Cheryl Turner	

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Kenneth Tucker	Pass
Danielle Allen	Pass
Steven Walker	Pass
Deanna Townsend-Smith	
Jennifer Gnann	Pass
Joe Maimone	Pass
Tracy Kelley	Pass
Glenn Allen	
Kristen Parker	Pass
Lynn Kroeger	Pass
Phyllis Gibbs	
Robert McOuat	
Sherry Reeves	
Sherry Reeves	Pass
Tammi Sutton	Pass
Anthony Helton	

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.

The Board recognizes that transportation cannot be a barrier to any child attending the school who resides within Chatham County. Therefore, school administration and CSUSA will assist parents with the identification and coordination of transportation options to ensure that transportation to the school is available to all students. This will include facilitating car pools and informing parents as early as Open House of their transportation options. All parents will be provided with a link to an electronic survey through which they are able to express their interest in ride sharing and gain access to a pool of parents residing within the same region.

In the event ridesharing may not be achievable, the school may provide transportation through an agreement or contract with the local school district or a private provider. If necessary, the school will contract with a district-certified and licensed school bus company to provide transportation. The provider shall furnish proof that it meets or exceed all applicable district, state, and federal rules and regulations governing student transportation.

If transportation is offered, the school will restrict transportation of students to those who live within a reasonable distance, generally considered to be within a 2-4 mile walkout radius of the school, and those students subject to a hazardous walking condition. The school may provide transportation to students outside of the reasonable distance when transportation is necessary to provide adequate educational facilities and opportunities which otherwise would not be available. Transportation will be provided for students with disabilities enrolled in the School as required by the student's IEP.

At the request of the parent, the School shall provide transportation pursuant to the McKinney-Vento Homeless Assistance Action (42 U.S.C. Section 11431, et. seq.) for each child of a homeless individual and each homeless youth.

One bus has been included in the budget for transportation at an average rate of $301 per day for year one. A 2% increase has been budgeted each year thereafter. The school shall receive its portion of categorical funds relating specifically to transportation of students.

* Year 1: $54,169
* Year 2: $55,252
* Year 3: $56,357
* Year 4: $57,484
* Year 5: $58,634

All transportation related information will be provided to parents via student information system communication as well as in the Live Binder of Frequently Asked Questions, which will be published online for all

applicants and enrollees.

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.

AOC
The facility plan will include a multipurpose room which will mainly be used as a spacious cafeteria. All students will eat meals in the cafeteria. The school will contract with a national food service vendor to provide breakfast and lunch. The food vendor will provide a quality unitized meal program that includes all the "components" of a full-service operation. The "component meal system" should consist of individually packaged entrees; side dishes; fresh fruits; vegetables; fresh bread; milk; condiments; plastic wear; and trays and liners. Prior to the beginning of the school year, the selected food vendor and board will send training personnel to the School to train the food service staff on how to properly run the food service program, including: ordering, inventory, food prep, serving procedures, and clean up.

CCAWC will utilize a computerized point of sale system that will track meals and provide a reporting function for accountability and claiming. All students are assigned a unique account number at the beginning of the school year and can add funds to their account in the cafeteria office and online. Regardless of account balance, no child is ever denied a meal. The serving lines are set up with the point of service station at the end. This set up ensures the cafeteria personnel can verify the students are receiving all of the required components to make up a reimbursable meal.

In addition, the Board will complete all necessary NSLP applications in advance of the school year. At the end of each month, the cafeteria staff will be responsible for sending the monthly historical edit to the NSLP Director for use in the submission of the reimbursement claim. If, for any reason, the school's application for participation in this program is not accepted, the School will continue to serve free and reduced meals to students who would have otherwise qualified under NSLP regulations.

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	$1,000,000	$15,800.00

Liability			
Officers and Directors/Errors and Omissions		$1,000,000	$5,150.00
Property Insurance		$25,200,000	$57,000.00
Motor Vehicle Liability		$1,000,000	$30.00
Bonding Minimum/Maximum Amount	$250,000	$250,000	$800.00
Other		$3,900,000	$34,000.00
Total Cost			$112,780.00

*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.

trianglecharter 09/22/2017

(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.

A location for the school site has already been identified. The proposed school site sits on the border of Wake and Chatham County and is part of an Inter-Local Agreement between both municipalities. The property is serviced by the town of Cary and has a Cary address.

CSUSA will not provide the facility; however, CSUSA will ensure that the Board has access to the third-party partners and developers who can successfully execute the facility strategy under the guidance of the Board and CSUSA. CSUSA will undertake the necessary arrangements to ensure that the Board gets a facility; however, CSUSA will not build the school.

It is anticipated that the facility will be owned, constructed or renovated, and financed by a private developer, who will then lease the facility to the Board which will make rent payments for the facility. The budget proposed in this application includes projected lease payments for the facility to

demonstrate the viability of the school. The facility lease will be developed and executed as a component of the development project plan.

The Board will review all options and approve a facilities solution that is competitive, encompasses needs of the school, and fits within the budget. The Board intends for CCAWC to be a newly constructed facility that meets the needs of the student population. The facility will meet all applicable commercial and life safety codes. The facility layout will be based upon previous plans that have been successfully deployed for charter schools serving similar sized populations. The two three story facility is expected to be approximately 141,700 square feet in size. The facility layout will accommodate a logical separation of the elementary (K-5), middle (6-8), and high (9-12) grades. In addition, the layout will include adequate resource rooms for enrichment programs, common areas for gathering (lunch, assemblies, etc.), and space for school administration. The school site plan will also include appropriate outdoor recreational areas, designated pick-up and drop-off zones, and parking for staff and guests.

CSUSA has assisted governing boards with opening charter schools ranging in size from +/-40,000 to 155,000 square feet. CSUSA will work with us to design a superior learning environment to achieve thematic and specialty programs inclusive of school technology, academic communities, and arts and sciences. A third-party developer will construct a facility that reflects our plans and design. CSUSA works with and has access to a variety of architectural firms experienced in building schools that provide a safe learning environment and operate efficiently and effectively. The process is accomplished by a team of experts, whose disciplines include: education, licensed general contracting, and project management.

Detailed project plans will be implemented for each phase of the project. All construction and renovation projects undertaken prior to the opening of the school or during the termof the charter will be carried out by experienced and appropriately licensed and insured construction professionals who will perform all work in accordance with the construction specifications, drawings, and other documents, as directed by the design professional.

Schedule of the key milestones for the development of the school:

9/17 - 4/18
* Approval of charter application
* Construction drawings/plans approval
* Finalize architectural design
* Site selected and contract executed
* Site review
* Construction financing
* Site plan approval
* Land development permit
* Apply for general building permit
* Land development
* Facility construction
* Technology planning

4/18 - 8/18
* RFPs for vendors

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* Community activities
* Execute facility lease
* Construction (ongoing)
* Complete construction
* Certificate of Occupancy
* Installation of FF&E
* Technology installation
* First day of school

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.

The cost per square foot approximately $14 (capital lease payment). Costs are derived in consideration of acreage, location, and design. The Board will review all options and approve a package that is competitive and encompasses the needs of CCAWC.

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.*

When potential locations were being evaluated, several were identified before selecting our proposed school site. The remaining school sites are now considered backup locations. In the unfortunate event that an adequate, permanent school facility is not constructed on the proposed site in time for school opening, the Board and CSUSA will work diligently to secure an alternative short-term facility. The temporary facility would fully meet the needs of students and staff and would not impact any program offerings at the school.

Section V: Operations Concerns and Additional Questions	Reviewer	Page Reference
If the school provides transportation (buses), it will only do so to students who live in fairly close proximity to the school. How will this impact recruiting and retention if the school is planning to recruit students from three different LEAs?	Kenneth Tucker	Transportati
Carpools and ridesharing often place low-income students- whose parents may not own a car- at a disadvantage. The applicant intends to enroll 10-15% students on free or reduced price lunch, or between 113-170 low-income students- who often rely on school-provided transportation. Only planning for one bus brings into question the ability of school leaders to adequately serve these students. Further, the school intends to recruit from three counties, but is limiting the transportation plan to a 2-4 mile radius from the school. More thought should be given to creating a transportation plan that will fully account for the needs of the proposed student demographic.	Danielle Allen	Transportati
Applicant needs to clarify: In the mission and purpose section it is stated that the school shall exist because some students in the area are having to travel 20 minutes to school- if you do not plan to bus students, how will this have an effect on your recruiting and student population?	Kristen Parker	Transportati
If there are plans for high school athletics are there plans for activity buses?	Lynn Kroeger	Transportati
Please explain how the school intends to enroll students from 3 counties, yet only plans for transportation for 1 one of those counties.	Jennifer Gnann	Transportati
How will you ensure transportation is not a barrier for low-income students who live outside of the bussed area?	Tammi Sutton	Transportati
"The Board will complete all necessary NSLP applications in advance of the school year." How and when will school leaders determine student need?	Danielle Allen	School Lunch

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Well written	Joe Maimone	School Lunch
Applicant needs to clarify if there is a relationship between the 3rd party developer and CSUSA nd what if at all role will the Board play in identifying their own independent development group to ensure the best rates.	Tracy Kelley	Facility and
Rent for the proposed facility is rather high.	Tammi Sutton	Facility and
Well written	Joe Maimone	Facility and

Reviewer	Score
Alan Hawkes	
Lindalyn Kakadelis	
Anthony Helton	
Tammi Sutton	Pass
Sherry Reeves	Pass
Sherry Reeves	
Robert McOuat	
Phyllis Gibbs	
Lynn Kroeger	Pass
Kristen Parker	Pass
Glenn Allen	
Tracy Kelley	Pass
Joe Maimone	Pass
Jennifer Gnann	Pass
Deanna Townsend-Smith	
Steven Walker	Pass
Danielle Allen	Pass
Kenneth Tucker	Pass
Cheryl Turner	
Alex Quigley	
Alan Hawkes	
Alex Quigley	Pass

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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

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

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

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

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

***Local Funds:** Charter schools receive a per pupil share of the local current expense of the LEA in which the student resides.*
***Federal Funds**: Charter schools must qualify and apply for the individual federal grants based on their population of students.*

REFER TO RESOURCE GUIDE FOR ADDITIONAL INFORMATION AND SOURCE DOCUMENTS

LEA #1 920 - Wake County Schools

Revenue	2016-2017 Per Pupil Funding	Projected LEA ADM	Approximate funding for 2018-2019
State Funds	$5,070.04	836	$4,238,553.44
Local Funds	$2,420.00	836	$2,023,120.00
Federal EC Funds	$4,253.55	84	$357,298.20
Totals			$6,618,971.64

LEA #2 190 - Chatham County Schools

Revenue	2016-2017 Per Pupil Funding	Projected LEA ADM	Approximate funding for 2018-2019
State Funds	$5,124.80	158	$809,718.40
Local Funds	$3,843.81	158	$607,321.98
Federal EC Funds	$4,253.55	16	$68,056.80
Totals			$1,485,097.18

LEA #3 320 - Durham Public Schools

Revenue	2016-2017 Per Pupil Funding	Projected LEA ADM	Approximate funding for 2018-2019
State Funds	$5,254.22	136	$714,573.92
Local Funds	$3,221.02	136	$438,058.72
Federal EC Funds	$4,253.55	14	$59,549.70
Totals			$1,212,182.34

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

INCOME: REVENUE PROJECTIONS	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
-State ADM Funds	$5,762,846	$7,168,387	$8,842,274	$10,184,251	$10,774,666
-Local Per Pupil Funds	$3,068,501	$3,960,800	$4,885,685	$5,627,182	$5,953,404
-Exceptional Children Federal Funds	$484,905	$597,025	$736,438	$848,221	$897,380
-Other Funds*	$31,636,895	$350,837	$419,884	$458,544	$478,004
-Working Capital*	$0	$0	$0	$0	$0
Z - TOTAL REVENUE	$40,953,146	$12,077,049	$14,884,281	$17,118,198	$18,103,454

***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.

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	$100,000	$100,000	1	$102,000	$102,000	1	$104,040	$104,040	1	$106,121	$106,121	1	$108,243	$108,243
Assistant Administrator	2	$60,000	$120,000	3	$62,900	$188,700	4	$62,424	$249,696	5	$64,734	$323,670	5	$66,028	$330,140
Finance Officer	1	$45,000	$45,000	1	$45,900	$45,900	1	$46,818	$46,818	1	$47,754	$47,754	1	$48,709	$48,709
Clerical	4	$20,032	$80,128	4	$20,433	$81,732	5	$20,788	$103,940	5	$21,204	$106,020	5	$21,628	$108,140
Food Service Staff	4	$9,960	$39,840	4	$10,159	$40,636	4	$10,362	$41,448	4	$10,570	$42,280	5	$10,184	$50,920
Nurse	1	$30,000	$30,000	1	$30,600	$30,600	1	$31,212	$31,212	1	$31,836	$31,836	1	$32,473	$32,473
Before & Aftercare	5	$9,120	$45,600	5	$9,302	$46,510	5	$9,488	$47,440	5	$9,678	$48,390	5	$9,872	$49,360
Student Enrollment Administrator	1	$38,000	$38,000	1	$38,760	$38,760	1	$39,535	$39,535	1	$40,326	$40,326	1	$41,132	$41,132
Guidance / Student Services Coordinator	2	$40,000	$80,000	3	$42,500	$127,500	4	$44,217	$176,868	5	$45,632	$228,160	6	$45,101	$270,606
It Support	1	$43,000	$43,000	1	$43,860	$43,860	1	$44,737	$44,737	1	$45,632	$45,632	1	$46,545	$46,545
A - Total Admin and Support:	22		$621,568	24		$746,198	27		$885,734	29		$1,020,189	31		$1,086,268
Instructional Personnel:															
Core Content Teacher(s)	50	$46,301	$2,315,050	66	$47,227	$3,116,982	82	$48,172	$3,950,104	92	$49,135	$4,520,420	98	$50,118	$4,911,564
Electives/Specialty Teacher(s)	10	$46,301	$463,010	13	$47,125	$612,625	15	$48,081	$721,215	17	$49,054	$833,918	17	$50,035	$850,595
Exceptional Children Teacher(s)	5	$46,301	$231,505	6	$47,227	$283,362	6	$48,172	$289,032	6	$49,135	$294,810	6	$50,118	$300,708

Teacher Assistants	2	$19,760	$39,520	2	$20,155	$40,310	3	$21,085	$63,255	3	$21,507	$64,521	3	$21,937	$65,811
Instructional Support	3	$46,301	$138,903	3	$47,227	$141,681	3	$48,172	$144,516	3	$49,135	$147,405	3	$50,118	$150,354
B - Total Instructional Personnel:	70		$3,187,988	90		$4,194,960	109		$5,168,122	121		$5,861,074	127		$6,279,032
A+B = C - Total Admin, Support and Instructional Personnel:	92		$3,809,556	114		$4,941,158	136		$6,053,856	150		$6,881,263	158		$7,365,300
Administrative & Support Benefits															
Health Insurance & Benefits	15	$3,340	$50,100	17	$3,423	$58,191	20	$3,503	$70,060	22	$3,579	$78,738	24	$3,628	$87,072
Workmen'S Compensation	22	$370	$8,140	24	$396	$9,504	27	$408	$11,016	29	$421	$12,209	31	$428	$13,268
Taxes & Benefits	22	$3,690	$81,180	24	$3,882	$93,168	27	$4,000	$108,000	29	$4,127	$119,683	31	$4,190	$129,890
D - Total Admin and Support Benefits:	59		$139,420	65		$160,863	74		$189,076	80		$210,630	86		$230,230
Instructional Personnel Benefits:															
Health Insurance & Benefits	70	$3,340	$233,800	90	$3,423	$308,070	109	$3,503	$381,827	121	$3,579	$433,059	127	$3,628	$460,756
Workmen'S Compensation	70	$370	$25,900	90	$396	$35,640	109	$408	$44,472	121	$421	$50,941	127	$428	$54,356
Taxes & Benefits	70	$3,690	$258,300	90	$3,882	$349,380	109	$4,000	$436,000	121	$4,127	$499,367	127	$4,190	$532,130
E - Total Instructional Personnel Benefits:	210		$518,000	270		$693,090	327		$862,299	363		$983,367	381		$1,047,242
D+E = F - Total Personnel Benefits	269		$657,420	335		$853,953	401		$1,051,375	443		$1,193,997	467		$1,277,472
A+D = G - Total Admin and Support Personnel (Salary & Benefits)	81		$760,988	89		$907,061	101		$1,074,810	109		$1,230,819	117		$1,316,498
B+E = H - Total Instructional Personnel (Salary & Benefits)	280		$3,705,988	360		$4,888,050	436		$6,030,421	484		$6,844,441	508		$7,326,274
G+H = J - TOTAL PERSONNEL	361		$4,466,976	449		$5,795,111	537		$7,105,231	593		$8,075,260	625		$8,642,772

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

BUDGET OPERATIONS EXPENDITURE PROJECTIONS		2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
	Administrative & Support:					
Office:	Office Supplies	$15,376	$15,867	$16,372	$16,699	$17,033
	Paper	$10,000	$10,200	$10,404	$10,612	$10,824
	Computers & Software	$86,215	$10,200	$31,025	$28,475	$28,475
	Communications & Telephone	$36,200	$46,700	$57,600	$66,300	$70,200
	Copier leases	$20,000	$20,400	$20,808	$21,224	$21,649
Management Company	Contract Fees	$1,162,243	$422,697	$1,227,953	$2,164,216	$2,254,136
Professional Contract	Legal Counsel	$25,000	$5,000	$5,100	$5,202	$5,306
	Financial	$30,000	$30,600	$31,212	$31,836	$32,473
	Other Professional	$0	$0	$0	$0	$0
Facilities	Cost Of Facility	$25,290,486	$0	$0	$0	$0
	Facility Lease/Mortgage	$2,158,588	$2,669,673	$2,673,028	$2,673,688	$2,672,423
	Maintenance	$291,149	$296,972	$302,911	$308,970	$315,149
	Custodial Supplies	$2,000	$2,040	$2,081	$2,122	$2,165
	Custodial Contract	$372,671	$380,124	$387,727	$395,481	$403,391
	Insurance (pg19)	$89,476	$100,060	$111,031	$120,114	$124,850
	Other	$513,700	$155,624	$108,248	$71,773	$33,799
Utilities	Electric	$340,080	$346,882	$353,819	$360,896	$368,114
	Water/Sewer	$31,174	$31,797	$32,433	$33,082	$33,744
	Trash	$87,854	$89,611	$91,403	$93,231	$95,096
Transportation	Buses	$54,169	$55,252	$56,357	$57,484	$58,634
Other	Marketing	$254,250	$68,850	$68,850	$51,638	$17,213
	Child nutrition	$145,025	$186,278	$229,123	$263,345	$278,690
	Travel	$22,000	$22,440	$22,889	$23,347	$23,814
	Other	$0	$0	$0	$0	$0
	K - TOTAL Administrative & Support Operations	$31,037,656	$4,967,267	$5,840,374	$6,799,735	$6,867,178
	Instructional:					
Classroom Technology	Instructional Technology	$1,093,216	$330,871	$335,780	$376,680	$472,333
	Other	$0	$0	$0	$0	$0
Instructional Contract	Instructional Support	$0	$0	$0	$0	$0
	Staff Development	$30,906	$39,111	$47,316	$53,469	$55,521
Books and Supplies	Instructional Materials	$485,600	$262,652	$348,592	$420,887	$434,238

	Curriculum/Texts	$1,000	$1,020	$1,040	$1,061	$1,082
	Copy Paper	$0	$0	$0	$0	$0
	Testing Supplies	$16,950	$21,879	$26,998	$31,120	$32,960
	Other	$60,647	$76,748	$92,849	$104,925	$108,950
Instructional Contract	Contracted Special Education	$146,900	$189,269	$233,274	$269,391	$284,543
	Substitutes	$93,800	$121,800	$148,400	$165,200	$173,600
	Tutoring	$35,618	$52,436	$71,256	$81,304	$84,401
	Stipends	$28,114	$35,578	$43,042	$48,640	$50,506
	Performance Assessment Pool	$90,886	$117,262	$144,644	$166,597	$176,254
	L - TOTAL Instructional Operations	$2,083,637	$1,248,626	$1,493,191	$1,719,274	$1,874,388
	K+L = M - TOTAL OPERATIONS	$33,121,293	$6,215,893	$7,333,565	$8,519,009	$8,741,566

Cardinal Charter Academy West Campus - CCAWC's mission is to build a student-centered, data-driven learning environment where students develop critical thinking skills and can reach their academic potential by utilizing a technology-rich methodology tailored to meet their needs.

Overall Budget:

BUDGET OPERATIONS EXPENDITURE PROJECTIONS	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
J - TOTAL PERSONNEL	$4,466,976	$5,795,111	$7,105,231	$8,075,260	$8,642,772
M - TOTAL OPERATIONS	$33,121,293	$6,215,893	$7,333,565	$8,519,009	$8,741,566
J+ M =N TOTAL EXPENDITURES	$37,588,269	$12,011,004	$14,438,796	$16,594,269	$17,384,338
Z - TOTAL REVENUE	$40,953,146	$12,077,049	$14,884,281	$17,118,198	$18,103,454
Z - N = SURPLUS / (DEFICIT)	$3,364,877	$66,045	$445,485	$523,929	$719,116

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.

Three charter schools currently operate in Chatham County, however, their distance from the proposed site provides each with separate populations from which to enroll students. Woods Charter and Willow Oak Montessori both operate in Chapel Hill and are 16 and 13 miles away from the proposed site, respectively. Chatham Charter operates 40 miles away in Siler City. CCAWC's proposed site forecasts a student body in its opening year comprised of 74% of students who reside in Wake County, 14% of students who reside in Chatham County, and 12% of students who reside in Durham County.

We determined our schools total enrollment after considering various school models developed by our EMO. CSUSA's 20 years of management experience have allowed it to create specific school sizes for each model. These models have been developed to ensure that each grade level has a consistent size to allow students to matriculate over time. This also ensures an appropriate number of classes per grade level to allow optimal staffing of teachers, particularly in elective courses (music, art, PE, etc.) and middle school. The school model/size that we chose for CCAWC was determined after a thorough population analysis showed adequate demand in our area.

The results of that analysis drove our decision on the enrollment projections. We found that in order to fully enroll our school, a facility of 2180 students we would only have to attract 15.9% of the children aged 5-18 (i.e. ages in grades K-12) within a 15-minute drive time of the target area. Although this is a high number, it is within our EMOs historical population density thresholds for charters managed nearby.

Assuming school capacity of 2,180, a footprint of approximately 141,700 square feet, and maintaining student teacher ratios of 18:1; our breakeven is approximately 1,119 students.

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

AOC
In the event that the anticipated revenues are lower than expected, a budget

realignment of expenditures to the revised revenue stream would be in order. Measures would include re-evaluation of staffing needs or postponement of hiring and a reduction in enrollment driven expenses such as textbooks, consumables, fees and subscriptions, food service, technology and equipment needs, etc. Additionally, other previously non-contemplated sources of revenue, such as grants and contributions would be exercised. In addition, CSUSA, as set forth in our management agreement, will stand behind the school and carry its operating costs in the event this is necessary to achieve a balanced budget.

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

AOC

The operational budget is primarily based on the projected state, county, and federal funds and does not rely on other sources of funds to operate CCAWC. However, the budget does include revenues and expenditures from both before and after care and food service, which are voluntary programs whose revenues and expenditures adjust together based on participation. In addition, the budget does assume bond financing proceeds (30-year term), in the amount of $31,293,787, to cover facility cost, of $25,290,485 as well as the first year initial purchases of capital equipment (technology and furniture) to outfit the school totaling $1,610,249. The ability to secure this financing is a benefit of our relationship with CSUSA who has secured financing from various sources in order to complete the equipping of charter school facilities it opens and operates. Sources of financing have included: i) issuance of taxable and tax-exempt bonds to finance the acquisition of educational facilities and associated equipment, to-date, CSUSA has participated in the issuance of approximately $880 million of taxable and tax-exempt bonds; ii) use of an available revolving line of credit; iii) commercial bank financing in some cases backstopped by a guarantee from either the EMO or its affiliated development company; iv) financing provided by either the EMO or the development company and v) financing provided by a construction partner. Appendix M provides the assurance that CSUSA will provide the necessary financial support to the school to ensure its ability to operate.

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

The budget is based upon an average ratio of 18:1.

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.*

AOC

Yes. General provisions for purchasing requisitions depend upon the magnitude of the purchase. For purchases between $1,000 and $4,999, two written quotes are to be obtained and submitted along with a purchase requisition. For purchases over $5,000, three written quotes are to be submitted.

Financial audits are conducted annually by an independent certified public accountant determined by the Board. The Board may also select an audit committee to oversee the audit.

The budget also contemplates ongoing contracted special education services such as speech therapy and psychotherapeutic services. These contracts depend upon the needs of the school.

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

AOC

The budget reflects a financial commitment to ensuring that students receive an academically rigorous education that advances their academic and social development. In Year 1, the budget assumes $2,083,638 for instructional operations. Thereafter, the budget assumes an average annual expenditure of nearly $1,584,000 per year for instructional operations. Instructional technology, specifically, represents 52% of the Year 1 instructional budget. Integration of technology allows students to have targeted access to curricular resources, assessment, technology-based intervention and enrichment enhancing differentiation. Teachers are trained to integrate technology carefully and strategically into the student-learning environment to increase academic achievement for each student.

Regarding transportation, we recognize that transportation can inhibit CCAWC's enrollment objectives. Therefore, the budget does contain an average of $54,000 per year to accommodate potential transportation needs.

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.*

AOC

Our operational goal is to achieve a minimum cumulative fund balance of 8% of operating expenses by year 3, as required the NC Local Government Commission policy. This will be achieved by developing and administering a comprehensive and balanced budget on an annual basis. The budget shall include all forms of revenue and all expenditures, including (i) Total Revenues; (ii) Operating Expenses; (iii) Reserve Expenses, (iv) Audit Expenses and (v) Fund Balance. Amendments to the budget require the approval of the Board. The budget will be prepared conservatively and with viability and sustainability of the school in mind. Maintaining alignment of all of these budgetary components is how the fund balance will be developed in accordance with school objectives.

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

Financing for construction of the facility is assumed to be acquired through bond financing. Red Apple Development, a charter school development company, acquires, designs and develops charter schools. The Board would be the co-borrower / lessee of the charter school. The proposed budget assumes a bond of $32,345,000 at a rate of approximately 7.5%.

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*

Other than the sources identified herein, the school does not anticipate obtaining assets from any other sources.

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?

AOC

We have contracted with CSUSA to provide financial management services. CSUSA has well-established processes and procedures to ensure fiscal responsibility and sound internal controls. We will approve a financial policy manual, which will include, at a minimum: establishment of a modified accrual accounting system, a chart of accounts that aligns with DPIs system, internal controls that establish segregation of duties and authorization and processing of disbursements, establishment of a payroll system, and process for meeting the DPI data reporting requirements.

To ensure proper internal controls, policies will be adopted which include General Governmental Accounting Policies, Financial Reporting, Budgeting, Cash Receipts and Deposits, Purchasing and Cash Disbursements, Capital Assets and Payroll.

Adherence to the budget will be enforced and monitored monthly via review protocols. CSUSA will provide financial statements to school leadership and the Board on a monthly basis which will allow stakeholders to review budget vs. actual results. Review meetings will also be held between the EMO and school leadership on a consistent basis to discuss any budget variances.

The Cash Receipts/Deposits and Purchasing/Cash Disbursements policies will address segregation of duties. Examples of controls in these areas include ensuring that staff handling deposits or disbursements are also not entering journal entries or preparing financial statements; prohibiting staff setting up new vendors from processing disbursements; and requiring that purchase orders for purchases over $300 be approved by the EMO and school. At the school administration level, cash receipt deposits will be made when the total funds to be deposited reaches $500 or at least once a week.

To further ensure safeguarding of cash, the school will have Positive Pay on all bank accounts. This fraud deterrent matches the checks the school issues with what was presented for payment. As asset purchases are completed, detailed lists are maintained by the EMOs Operations Department and Finance Department for adherence with the Capital Assets policy.

Payroll and Human Resources internal controls procedures include hiring and advancing personnel, recording and maintaining accurate records, preparing payroll, paying employees and payroll taxes to taxing authorities, as well as payments to other parties for benefits. To ensure proper control and reduce the risk of fraud, these duties are segregated among the following departments: human resources, payroll, treasury, and accounting. The Payroll Department finalizes the amounts to be paid to employees based on information provided by timekeeping software. CSUSA's Treasury Department reviews and approves amounts to be funded from the operating bank account to the payroll bank account. The Accounting Department confirms that all payroll transactions are properly recorded and reported on financial statements.

Financial records are maintained at the school and also by CSUSA. All transactions will be recorded in CSUSAs accounting software, Microsoft Dynamics Solomon. Internal controls are also maintained through standardized reporting formats, password and processing controls, and other application controls that are included in the accounting software.

Financial reports will be audited on an annual basis by an independent Local Government Commission-approved auditing firm selected by the Board. We will provide the information of the auditor as required by the DPI. The annual audit will be completed and filed with the Local Government Commission and DPI by October 31 following the completed fiscal year ending June of the same year.

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

There are no related party transactions.

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.

Keefe McCullough & Co., LLP, CPAs
6550 North Federal Highway
4th Floor
Ft. Lauderdale, FL 33308
Main Number 954-771-0896
Fax 954-938-9353

Section VI: Financial Plan Concerns and Additional Questions	Reviewer	Page Reference
Appendix N shows a negative fund balance.	Tammi Sutton	Budget Reven
What is evidence of realistic first year enrollment?	Joe Maimone	Budget Reven
Appendix M does not list the specific amounts listed under the "other funds" line item. It is a general letter of support and does not substantiate the amounts listed.	Kenneth Tucker	Total Budget
What is included in Other Funds? Clarify revenue growth in number of students in Year 4 and Year 5. It is more than just adding additional grades. It appears that 9th grade is projected to increase from 150 students to 225 students.	Lynn Kroeger	Total Budget
The management fee is rather high.	Tammi Sutton	Total Budget
Well written	Joe Maimone	Personnel Bu
There are 5 EC teachers in Year one and it increases to 6 teachers in year 2 with no further addition to EC staff. Is this realistic with final projected enrollment at 2180 students?	Lynn Kroeger	Personnel Bu
Does the school intend to employ an Instructional Technology Specialist? (that would be separate from IT support?)	Danielle Allen	Personnel Bu
Applicant needs to clarify: Where is the line for custodial staff? With such a large building and a large student population more than 1 custodian will likely be needed.	Kristen Parker	Personnel Bu
Management fee plus lease appears to consume 50% of the budget. Please ellaborate	Joe Maimone	Operations B
What are your plans to finance the provision of related services to students with disabilities?	Glenn Allen	Operations B
Applicant needs to be asked to explain what they receive from CSUSA in exchange for the 1.1 million management company fee year 1 and if that fee, as it appears is tied to student enrollment. If so they need to know if there is a cap on that revenue %. This matters given the unrealistic enrollment plan year 1 and 2. The applicant should be asked to explain the jump in the management fee between year 3 and 4, too.	Tracy Kelley	Operations B
I see a line item of $0 for copy paper. What contingencies are made for students without access to technology at home?	Jennifer Gnann	Operations B
The contracted fees are really high.	Tammi Sutton	Operations B
Why does the management fee in year 2 decrease by more than half and then subsequently increase? What is included in the other Facilities in year 1 of $513,700?	Lynn Kroeger	Operations B
seems that lease and fees are a high % of budget, but CUSA model works.	Joe Maimone	Total Expend
Applicant needs to justify why, in the event of enrollment short, the first place to cut will be in student facing expenses like teachers rather than the management fee. The applicant describes the systems and processes for fiscal fidelity but there is no one on the board with sufficient skills, knowledge or abilities to verify and serve as a check on the CSUSA policies and practices.	Tracy Kelley	Budget Narra
What will you do if you are unable to recruit 1,119 students in year 1?	Tammi Sutton	Budget Narra
It appears that a firm has not yet been identified to conduct an independent financial audit.	Danielle Allen	Financial Au
Who on staff, not reporting to or hired by CSUSA, will monitor fiscal processes, policies, and practices.	Tracy Kelley	Financial Au

Reviewer	Score
Alan Hawkes	
Anthony Helton	
Sherry Reeves	Pass
Sherry Reeves	

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Robert McOuat	
Phyllis Gibbs	
Lynn Kroeger	Pass
Kristen Parker	Pass
Glenn Allen	
Tracy Kelley	Pass
Joe Maimone	Pass
Jennifer Gnann	Pass
Deanna Townsend-Smith	
Steven Walker	Pass
Danielle Allen	Pass
Kenneth Tucker	Pass
Cheryl Turner	
Alex Quigley	
Alan Hawkes	
Alex Quigley	Pass
Lindalyn Kakadelis	
Tammi Sutton	Pass

VIIAGREEMENT 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).
trianglecharter Date: 09/22/2017

Applicant Signature:

The foregoing application is submitted on behalf of Cardinal Charter Academy West Campus *(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: trianglecharter

Board Position: President

Signature: _____ Date: 09/22/2017

Sworn to and subscribed before me this
_____day of _____, 20_____.
_____
Notary Public Official Seal

Cardinal Charter Academy West Campus - CCAWC's mission is to build a student-centered, data-driven learning environment where students develop critical thinking skills and can reach their academic potential by utilizing a technology-rich methodology tailored to meet their needs.

My commission expires: _____, 20_____.

Cardinal Charter Academy West Campus - CCAWC's mission is to build a student-centered, data-driven learning environment where students develop critical thinking skills and can reach their academic potential by utilizing a technology-rich methodology tailored to meet their needs.

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.

Total External Evaluator Votes	
No	**Yes**

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.

Total Subcommittee Votes	
No	**Yes**

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.

CSAB Votes	
No	**Yes**
	9 AQ, AH, PG, CT, JM, SW, SR, LK, LK

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

Mission, Purposes, and Goals	- craig_tucker
Education Plan	- craig_tucker
Governance and Capacity	- craig_tucker
Operations	- craig_tucker
Financial Plan	- craig_tucker
OVERALL	- dtsmith840 - craig_tucker The evidence of educational need was submitted outside of the application system. Applicant must include it with the application for evaluation and consideration. Appendix F must include board member resumes, forms and criminal background checks for all members in the application. - dtsmith840

External Evaluator	
Mission, Purposes, and Goals	Mission Statement The description of the mission does not evidence especially high expectations for student learning. It does not speak of post secondary life or ambitions and what skills students will acquire that will set them on a path beyond high school. Overall, it lack and aspirational quality and is not forward looking in a way that enables families to vision what the student will look like. The mission statement is filled with jargon "technology-ric methodology" is not clear for non educators to understand. - kelleytracy1 Mission Statement It remains unclear how this school provides an unmet need- the applicant maintains that this school will differ from Chatham County schools by providing "individualized, data-driven instruction", "a culture of high expectations", and "21st century learning in a technology-rich environment", but CCPS' mission and strategic plan address integrating technology into the curriculum and implementing a "rigorous curriculum design framework" across all grades. Data-driven instruction, technology, and high expectations do not appear to separate this application from schools in Wake, Durham, or Chatham counties. - daniellejallen Mission Statement well written - joseph_maimone Mission Statement Mission statement is nondescript. - sherryreeves Mission Statement The mission statement is heavy on very vague buzz words: "student-centered" "data-driven" "critical thinking skills" "technology-rich methodology"

- tammisutton1974

Educational Need and Targeted Student Population
Applicant needs to clarify: What further information is there to support a need for the school in this area?

Applicant needs to clarify: Were students and families surveyed to get an idea of if they have an interest in attending the school?

Applicant needs to clarify: How will the type of school (data driven and personalized learning) support the needs of the students who attend the school? - kzparker718

Educational Need and Targeted Student Population
Appendix A1 is not complete. - jengnann

Educational Need and Targeted Student Population
Appendix A1 is incomplete. - craig_tucker

Educational Need and Targeted Student Population
The rational for selecting this location was not compelling as the nearest school is just 20 min away. The applicant does not make the case for why a parent would leave their district school and attend the new school it is proposing. West Wake county suffers from overcrowding but East Chatham residents reason is a 20 min distance is not compelling. There is no evidence of educational need provided.There is nothing in the application that speaks to how the target population aligns with the school mission and why this model will improve outcomes for kids in this target area. - kelleytracy1

Educational Need and Targeted Student Population
Appendix A1 incomplete. Applicant should supply evidence demonstrating that they will be able to attract and enroll 1130 students in the first year. While they outline the geographic rationale behind their desire to open a school in Chatham County, they provide little evidence that families in this community desire a new school or that they would enroll their child in this particular model. Proximity alone does not strongly demonstrate a need for a new school. In fact, in Appendix O, the applicant uses "local school average" performance data as a sample baseline for CCAWC student performance, and these averages appear to show that the local public schools are currently outperforming the state (unclear if they are outperforming their respective districts).

More information on exactly how CCAWC/CSUSA intend to use technology in this model and how it differs from current use in traditional public schools is needed. "A variety of instructional methods" is vague.

The applicant intends to enroll a minority population of over 50%, however, culturally-relevant curriculum or pedagogy is not included in the mission. An explanation for why this is not included or relevant to the school's mission would be helpful. - daniellejallen

Educational Need and Targeted Student Population
well written - joseph_maimone

Educational Need and Targeted Student Population
Large enrollment projection for first 5 years. Is there a high demand from the proposed target areas? (How many students are expected to enroll from Cardinal Charter Academy in 9th grade?
Applicant states educational plan offers individualized, data-driven instruction that is not

	provided in Chatham County. What is the evidence of this statement? Also, targeted population is only projected to be 14% Chatham County students. How is the ed plan different for students from the other systems? - sherryreeves Educational Need and Targeted Student Population What is the evidence that you can recruit this many students from three different LEAs? How will the school attract students in grades 4th and 5th? Appendix A1 is incomplete. How will you work to recruit a racially and economically diverse student population? - tammisutton1974 Purposes of Proposed Charter School Applicant needs to clarify: How will students take part in student centered, data driven learning environment? What part will students own and what additional data sources in addition to NWEA will be utilized? - kzparker718 Purposes of Proposed Charter School The applicant emphasizes a "technology-rich methodology" in their mission statement but fails to address this focus in this section. - craig_tucker Purposes of Proposed Charter School The purposes are clearly articulated but do not make a clear rational for why they are needed because there is no discussion of the current academic achievement levels of the current target area. The applicant does not make a case for why they will be better than what is currently in place. for example, there is no articulation of how sub groups are performing currently. - kelleytracy1 Purposes of Proposed Charter School Monitoring PLPs "at a minimum of twice annually" seems insufficient for catching deficiencies in a timely manner and monitoring student/teacher progress towards rectifying them. The school's mission emphasizes the use of technology (presumably to improve student learning), but little in this section addresses how technology will be used to meet this legislated purpose. - daniellejallen Purposes of Proposed Charter School Well written - joseph_maimone Purposes of Proposed Charter School Further information on the AICE diploma and Cambridge program would be useful. - sherryreeves Purposes of Proposed Charter School The "technology-rich methodology" and other buzz words from the mission are not elaborated on during the purposes. - tammisutton1974 Purposes of Proposed Charter School Is the Cambridge Program an online program only? How frequent are the QuEST visits? - marylynn_kroeger Goals for the Proposed Charter School Applicant needs to clarify: What is meant by "Adequate food, transportation, security and custodial services." What defines adequate and how will the team truly know what

	"adequate" means? Applicant needs to clarify: The mission of the school states: "by utilizing a technology rich methodology" where is the academic goal that will allow you to know if you are reaching your goal in this area? Will there be a goal in this area? Applicant needs to clarify finance and governance goals in terms of measurability. How will each goal numerically and or anecdotally be measured? - kzparker718 Goals for the Proposed Charter School The academic goal fails to address the focus on the "technology-rich methodology" mentioned in the school's mission statement. How does the school plan to measure the impact of this approach? - craig_tucker Goals for the Proposed Charter School Operations goals are not measurable, there is no metrics described; the same for the financial goals. The academic measure that will be used is not sufficiently rigorous and not tied to EOY state assessment only EOG/EOC proficiency which is subjective and not verifiable. Because mission is not especially rigorous, neither are the academic goals. Applicant states that "more than 50% of students in each grade-level will meet or exceed their spring RIT growth targets in math, ELA, and science annually exceeding the national average.." on the NWEA in grades 9-11; this is not sufficiently rigorous goal. - kelleytracy1 Goals for the Proposed Charter School Growth target is not ambitious, and does not align with the applicant's suggested baseline (local school performance, outlined in Appendix O), which is in the 70-80% range. Why is 50% the minimum target for a school located in a community when schools are currently performing at 70-80%? Further, goals do not appear to be aligned to the mission of providing a "technology rich methodology" (little in this document addresses technology) and holding students to high expectations (50% proficient is not rigorous or ambitious, given the current performance of local schools). - daniellejallen Goals for the Proposed Charter School Excellent - joseph_maimone Goals for the Proposed Charter School Even though the applicant laid out the goals as "SMART" goals, clear measurable objectives are not given. - sherryreeves Goals for the Proposed Charter School Many of the goals are not specific or measurable; they also lack time stamps. - tammisutton1974
Education Plan	Instructional Program The college prep academy concept depends heavily on 21st century skills that are not described in sufficient detail. The applicant decision to open with a elementary school and a high school year 1 means that the high school component needs to be fully fleshed out and it is not totally clear how that will happen at the same time as the elementary and middle school program. The college prep aspect of the school design is not reflected in the mission statement or the goals as there is not discussion of college and career readiness goals in the goal section. It is not clear exactly what are the benefits of an AICE diploma.

	How the AICE will ensure higher rates of graduation in the community is not discussed. Decision to use School and Student Success Platform is not clearly discussed, how will this assessment be used and does it assess other CUSA schools and is the plan to use it as an accountability measure rather than the EOY state assessment are questions that still need to be answered. The applicant does not state what will happen if the application to use Cambridge curriculum is denied and what are the criteria for making that decision. Application needs to clarify how the GVC and Cambridge will work together and what distinguishes them. Applicant ne - kelleytracy1 <u>Instructional Program</u> It remains unclear exactly what the "technology rich methodology" will entail. Appendix O lists four instructional software programs- is that the extent of the school's proposed instructional methodology? Remains unclear how CCAWC intends to implement an instructional program that will lead to improved student performance when, according to their own data in Appendix O, the local schools are currently outperforming the state. - daniellejallen <u>Instructional Program</u> Well written - joseph_maimone <u>Instructional Program</u> The Educational Model has many components. How will school attract teachers with familiarity? - sherryreeves <u>Instructional Program</u> This is not specific information about "technology-rich methodology" - tammisutton1974 <u>Instructional Program</u> Is there more than one high school diploma track offered? Are there plans for AdvancEd Accreditation. If so what year? - marylynn_kroeger <u>Curriculum and Instructional Design</u> Applicant underestimates the need for instructional support in order to execute the station learning model effectively--another adult will be need to ensure activities are high quality and actual learning is occurring rather than low level tasks like summarize, or recall. - kelleytracy1 <u>Curriculum and Instructional Design</u> Well written - joseph_maimone <u>Curriculum and Instructional Design</u> Honors courses only earn 0.5 additional credits. AP and college courses earn an additional quality point beyond regular high school credits. - sherryreeves <u>Special Programs and "At-Risk" Students</u> Plans for prevention, intervention relies heavily on on-line programs which result in less one to one student teacher interactions and this is not aligned with best practice in terms of how to address skill gaps and close the achievement gap between sub groups. - kelleytracy1 <u>Special Programs and "At-Risk" Students</u> Applicant notes that, for high ability and high performing students, the PLP "may reflect

	opportunities for enrichment based on the students areas of particular strength to enhance their abilities" and that analysis of student performance data "may result in identifying new enrichment areas"...remains unclear why these opportunities for enrichment "may" happen for gifted students. What is the plan for meeting the needs of exceptionally high ability students, aside from the college prep curriculum that will seemingly be offered to all HS students? - daniellejallen Special Programs and "At-Risk" Students Well written - joseph_maimone Special Programs and "At-Risk" Students How will you ensure new students entering the higher grades are caught up? - tammisutton1974 Exceptional Children – Identification and Records You mention a parent and teacher referral. How will you handle a referral from an outside source? At what point do you request records. This may need to be clearly defined. - kevin_allen Exceptional Children – Education Programming Applicant does not describe how the Cambridge curriculum or GVC will be made available to exceptional students which is concerning since they should have access to the same high quality curricular materials and strategies as gen ed students will. To do this the applicant needs to discuss how the reg curriculum will be scaffolded to make sure this happens. - kelleytracy1 Exceptional Children – Education Programming You mention that school personnel would determine the need for assistive technology. This would be an IEP Team Decision. - kevin_allen Student Performance Standards Applicant needs to clarify: Why will NWEA Map only be administered to students in grades 9-11? How will you monitor students in grades K-8? Applicant needs to clarify: What resources will be used for interims and benchmarks? How will you ensure these assessments are aligned and rigorous to show student mastery and preparedness for the next grade? - kzparker718 Student Performance Standards Why is MAP only administered to 9-11? How will other grades' progress be monitored? How will the school ensure that formative assessments are similar within grade levels? - jengnann Student Performance Standards Applicant provides information about an assessment tool (NWEA Map) for grades 9-11, but fails to provide information about the assessment tool(s) for grades K-8. Clarification is needed around how the school plans to monitor for progress in all grade levels. - craig_tucker Student Performance Standards The high school diploma pathways are not clear. Performance standards are clear but generally not especially robust and any measure the compares to other CUSA schools are

	not verifiable or reliable and should not be used to assess CMO accountability especially since the applicant does not provide an articulation of current academic proficiency levels of targeted student population. - kelleytracy1 Student Performance Standards How will student growth be tracked in grades K-8? Why are benchmarks based off national averages instead of state or local performance data? - daniellejallen Student Performance Standards Well written - joseph_maimone Student Performance Standards Must students graduate with a 2.0 GPA? - sherryreeves Student Performance Standards Why is MAP only administered in 9-11? Why not use the PSAT or PLAN? What is being used in grades K-8? - tammisutton1974 Student Conduct and Discipline There is no mention of completing a Functional Behavior Assessment or Behavior Intervention Plan in the section either during the intervention phase or as required when completing a manifestation determination if there is a change of placement or when designing behavior supports. How will you address this? - kevin_allen Student Conduct and Discipline The plan to establish a culture relies on only establishing a discipline code which is not effective way to build a high performing learning community. The culture is not developmentally age appropriate for either elementary or high school aged students. - kelleytracy1 Student Conduct and Discipline Applicant intends to enroll over 50% minority students- more information on whether or not (and how) culturally relevant instruction and pedagogy, restorative justice behavior practices, etc. will be implemented to create a "sense of community" and to fairly discipline students would be helpful. Do school administrators intend to monitor suspension/expulsion data to ensure that underrepresented students are not disproportionately disciplined? - daniellejallen Student Conduct and Discipline Well written - joseph_maimone
Governance and Capacity	Governance and Organizational Structure of Private Nonprofit Organization Appendix F does not appear to be complete. - jengnann Governance and Organizational Structure of Private Nonprofit Organization Appendix F is incomplete. - craig_tucker Governance and Organizational Structure of Private Nonprofit Organization The org chart shows that instructional staff simultaneously reports to principal, CUSA and Triangle, this is confusing and should be clarified. It is unclear what the overall mission of Triangle is and what if anything they undertook before partnering with CSUSA. This is important because it speaks to organizational capacity and whether the Triangle has the capacity to hold CSUSA accountable and exercise their fiduciary responsibilities as the

	charter holder. The description of Bd training does not include academic or school level training i.e. academic data. Triangle's other 2 campuses should be examined to ensure that they met enrollment targets and have established good operating procedures and are meeting academic outcomes that surpass traditional school achievement levels. The fact that this has not been highlighted heretofore is concerning. The application does not include metrics for how Triangle will hold CSUSA accountable for academic outcomes. Resumes for Allen and Lee were not included in the attachment. - kelleytracy1 Governance and Organizational Structure of Private Nonprofit Organization Appendix F incomplete. - daniellejallen Governance and Organizational Structure of Private Nonprofit Organization Are board members fluent with the curriculum model? - joseph_maimone Governance and Organizational Structure of Private Nonprofit Organization How many schools (students and staff) will this board manage? Will each charter school have its own monthly board meeting? - sherryreeves Governance and Organizational Structure of Private Nonprofit Organization The chart supplying information for the Board is incomplete. Two resumes are missing in Appendix F. Clarify on the org chart the reporting structure. - tammisutton1974 Governance and Organizational Structure of Private Nonprofit Organization Will each monthly board meeting encompass 3 charter schools? Explain relationship of instructional staff reporting directly to Triangle Charter Ed Assoc as outlined in org chart - marylynn_kroeger Proposed Management Organization (EMO/CMO) Is Appendix I the correct one for this school? It mentions Chatham Academy. - jengnann Proposed Management Organization (EMO/CMO) Clarification Needed: The management agreement lists Chatham Preparatory Academy instead of Cardinal Charter Academy West Campus. - craig_tucker Proposed Management Organization (EMO/CMO) The applicant does not provide academic data specifically on on Cardinal Charter Academy which has been opened since 2014; or even data my location and proximity or even data comparing similar demographic data to Cardinal. Given the educational capacity of the board more information is needed showing how the CSUSA is held accountable by Triangle for enrollment and academic attainment. Saying that all CSUSA schools in NC exceeded state proficiency level requires clarification, does that mean that on average CSUSA schools in NC exceeded or individually each of the CSUSA schools in NC exceeded state proficiency levels. - kelleytracy1 Proposed Management Organization (EMO/CMO) Appendix I should be amended- names different school. - daniellejallen Proposed Management Organization (EMO/CMO) Appendix I is not correct. Why does this section not discuss the results of Cardinal Charter School? Appendix N shows a negative fund balance. - tammisutton1974

	Proposed Management Organization (EMO/CMO) Appendix N-Why negative fund balance on form 990? - marylynn_kroeger Charter School Replication Why does the Form 990 show a negative balance over the past two years? - jengnann Charter School Replication Appendix N (Form 990) indicates a negative fund balance. - craig_tucker Charter School Replication The applicant seems unwilling to clearly articulate the academic performance levels of the students in the target community. - kelleytracy1 Charter School Replication Additional information on financial solvency of nonprofit board should be provided since 990 shows negative balances. - daniellejallen Charter School Replication Well written - joseph_maimone Charter School Replication Are any of the other NC CSUSA schools K-12? If so, why replicate Cardinal Charter Academy? - sherryreeves Charter School Replication Based on the different CSUSA Schools and results in NC, which schools are they most closely replicating? What about for the high school? - tammisutton1974 Staffing Plans, Hiring, and Management Applicant needs to clarify: Stated earlier in the application about 40% of students will be Exceptional Children- will one special education teacher provide enough support to this population of students? (Projected staff states- Special Education Teacher.) Applicant needs to clarify: With a focus on technology- will the IT support person and the Technology teacher be the same job? Or will they be separate? - kzparker718 Staffing Plans, Hiring, and Management none - joseph_maimone Staffing Plans, Hiring, and Management What are the projected numbers for K-5 and 6-12 teachers in year 1? - sherryreeves Staff Evaluation and Professional Development The school has an emphasis on a technology driven methodology, but the PD plan doesn't include a lot of details on technology-focused PD. - craig_tucker Staff Evaluation and Professional Development The PD plan does not discuss the cambridge curriculum or the criteria for how they will be approved to use it. If approval requires a level of staff proficiency than that should be folded into the PD plan. How will school interim assessment data be used to make PD decisions? And the applicant does not clearly indicate whether student achievement or

	growth data will inform teacher evaluations which aligned to best practice. - kelleytracy1 Staff Evaluation and Professional Development "Technology-rich methodology"-a core tenet of the school's mission- does not appear to be reflected in the proposed PD schedule. More information on how school leaders intend to ensure teachers are adequately trained in the use of technology would be helpful. - daniellejallen Staff Evaluation and Professional Development Well written - joseph_maimone Staff Evaluation and Professional Development what PD will be used to help staff master the variety of instructional strategies - including "technology-rich methodology"? - tammisutton1974 Marketing Plan The applicant does not indicate if CSUSA will be held accountable for maintaining a rate of retention among student and staff. The processes or metrics in place to ensure CSUSA is held accountable for retaining and assessing not just high quality teachers but highly effective teachers is not clearly presented in this application. How CSUSA maintain a ratio of of retaining HQ teachers while at the same time counseling out ineffective teachers is not developed. - kelleytracy1 Marketing Plan Greater detail on targeted recruitment strategies for students from low income backgrounds (including information on how transportation and lunch will be provided) and students from families whose first language is not English would be helpful. - daniellejallen Marketing Plan Strength of CUSA model - joseph_maimone Marketing Plan How will you ensure you are marketing to attract a diverse student population? How will you attract students in all three LEAS - especially the ones where you don't provide transportation. - tammisutton1974 Parent and Community Involvement More information on how parents and families from diverse backgrounds will be recruited for this school, aside from students who already have connections to CCAWC. Are there intentional, thoughtful plans to target students who may currently be enrolled in underserved schools, and who may receive the greatest benefit from a new high-performing charter school? Often times parents need additional assistance navigating the charter school application process. Are there structures in place to provide these supports? - daniellejallen Admissions Policy More information on why the enrollment period for the first year is abbreviated would be helpful. - daniellejallen Projected Student Enrollment (Table) The table is not realistic in its current form as it is overly ambitious and proposes rolling out a elementary and high school at the same time which is not aligned with best practice. - kelleytracy1

	Projected Student Enrollment (Table) Interesting grade model for growth. - joseph_maimone Projected Student Enrollment (Table) See comments in section 1 about enrollment projections. - sherryreeves Projected Student Enrollment (Table) What is the proof that these year 1 numbers are realistic? - tammisutton1974 Projected Student Enrollment (Table) Please explain increase of 75 students in 9th grade in Year 4 - marylynn_kroeger Weighted Lottery Why not use a weighted lottery to increase diversity? - tammisutton1974
Operations	Transportation Plan Applicant needs to clarify: In the mission and purpose section it is stated that the school shall exist because some students in the area are having to travel 20 minutes to school- if you do not plan to bus students, how will this have an effect on your recruiting and student population? - kzparker718 Transportation Plan Please explain how the school intends to enroll students from 3 counties, yet only plans for transportation for 1 one of those counties. - jengnann Transportation Plan If the school provides transportation (buses), it will only do so to students who live in fairly close proximity to the school. How will this impact recruiting and retention if the school is planning to recruit students from three different LEAs? - craig_tucker Transportation Plan Carpools and ridesharing often place low-income students- whose parents may not own a car- at a disadvantage. The applicant intends to enroll 10-15% students on free or reduced price lunch, or between 113-170 low-income students- who often rely on school-provided transportation. Only planning for one bus brings into question the ability of school leaders to adequately serve these students. Further, the school intends to recruit from three counties, but is limiting the transportation plan to a 2-4 mile radius from the school. More thought should be given to creating a transportation plan that will fully account for the needs of the proposed student demographic. - daniellejallen Transportation Plan How will you ensure transportation is not a barrier for low-income students who live outside of the bussed area? - tammisutton1974 Transportation Plan If there are plans for high school athletics are there plans for activity buses? - marylynn_kroeger School Lunch Plan "The Board will complete all necessary NSLP applications in advance of the school year." How and when will school leaders determine student need? - daniellejallen School Lunch Plan Well written - joseph_maimone Facility and Facility Contingency Plan

	Applicant needs to clarify if there is a relationship between the 3rd party developer and CSUSA nd what if at all role will the Board play in identifying their own independent development group to ensure the best rates. - kelleytracy1 Facility and Facility Contingency Plan Well written - joseph_maimone Facility and Facility Contingency Plan Rent for the proposed facility is rather high. - tammisutton1974
Financial Plan	Budget Revenue Projections from Each LEA (Table) What is evidence of realistic first year enrollment? - joseph_maimone Budget Revenue Projections from Each LEA (Table) Appendix N shows a negative fund balance. - tammisutton1974 Total Budget Revenue Projections 2018-2023 (Table) Appendix M does not list the specific amounts listed under the "other funds" line item. It is a general letter of support and does not substantiate the amounts listed. - craig_tucker Total Budget Revenue Projections 2018-2023 (Table) The management fee is rather high. - tammisutton1974 Total Budget Revenue Projections 2018-2023 (Table) What is included in Other Funds? Clarify revenue growth in number of students in Year 4 and Year 5. It is more than just adding additional grades. It appears that 9th grade is projected to increase from 150 students to 225 students. - marylynn_kroeger Personnel Budget: Expenditures 2018-2023 (Table) Applicant needs to clarify: Where is the line for custodial staff? With such a large building and a large student population more than 1 custodian will likely be needed. - kzparker718 Personnel Budget: Expenditures 2018-2023 (Table) Does the school intend to employ an Instructional Technology Specialist? (that would be separate from IT support?) - daniellejallen Personnel Budget: Expenditures 2018-2023 (Table) Well written - joseph_maimone Personnel Budget: Expenditures 2018-2023 (Table) There are 5 EC teachers in Year one and it increases to 6 teachers in year 2 with no further addition to EC staff. Is this realistic with final projected enrollment at 2180 students? - marylynn_kroeger Operations Budget: Expenditures 2018-2023 (Table) I see a line item of $0 for copy paper. What contingencies are made for students without access to technology at home? - jengnann Operations Budget: Expenditures 2018-2023 (Table) What are your plans to finance the provision of related services to students with disabilities? - kevin_allen Operations Budget: Expenditures 2018-2023 (Table) Applicant needs to be asked to explain what they receive from CSUSA in exchange for the

	1.1 million management company fee year 1 and if that fee, as it appears is tied to student enrollment. If so they need to know if there is a cap on that revenue %. This matters given the unrealistic enrollment plan year 1 and 2. The applicant should be asked to explain the jump in the management fee between year 3 and 4, too. - kelleytracy1 Operations Budget: Expenditures 2018-2023 (Table) Management fee plus lease appears to consume 50% of the budget. Please ellaborate - joseph_maimone Operations Budget: Expenditures 2018-2023 (Table) The contracted fees are really high. - tammisutton1974 Operations Budget: Expenditures 2018-2023 (Table) Why does the management fee in year 2 decrease by more than half and then subsequently increase? What is included in the other Facilities in year 1 of $513,700? - marylynn_kroeger Total Expenditure Projections (Table) seems that lease and fees are a high % of budget, but CUSA model works. - joseph_maimone Budget Narrative Applicant needs to justify why, in the event of enrollment short, the first place to cut will be in student facing expenses like teachers rather than the management fee. The applicant describes the systems and processes for fiscal fidelity but there is no one on the board with sufficient skills, knowledge or abilities to verify and serve as a check on the CSUSA policies and practices. - kelleytracy1 Budget Narrative What will you do if you are unable to recruit 1,119 students in year 1? - tammisutton1974 Financial Audits Who on staff, not reporting to or hired by CSUSA, will monitor fiscal processes, policies, and practices. - kelleytracy1 Financial Audits It appears that a firm has not yet been identified to conduct an independent financial audit. - daniellejallen
OVERALL	Grade Levels Served and Total Student Enrollment: The projected enrollment is unrealistic given the statement of community need and anticipated student population. - kelleytracy1 Grade Levels Served and Total Student Enrollment: Remains unclear whether or not these figures are realistic. Little additional evidence is provided demonstrating a need (expressed by families in the community) for a new charter school, and with children in the grades proposed for opening. - daniellejallen Grade Levels Served and Total Student Enrollment: Would like to hear more about justification for such large numbers in the first year. No demand surveys were included. - joseph_maimone Grade Levels Served and Total Student Enrollment: If Fast Track is approved, would the school open in August 2018 or August 2019? - sherryreeves

	Grade Levels Served and Total Student Enrollment: What evidence suggests that you will be able to enroll 1130 students in year 1? - tammisutton1974 Grade Levels Served and Total Student Enrollment: Projected school opening is August 2019, but financial projections begin with an opening in August 2018. Please clarify. Need to clarify increase in enrollment growth of 4% in year 4 and another 4% in year 5. This increase is unrelated to adding grades. - marylynn_kroeger

Charter School Advisory Board Subcommittee	
Mission, Purposes, and Goals	
Education Plan	Ms. Kroeger asked questions about the Cambridge Program used at the operating campus. The principal of the proposed school outlined the Cambridge program currently used at the Cardinal Cary campus. Ms. Kakedalis asked for an explanation of the personalized learning plan. The principal of the currently operating campus communicated that the school uses NWEA and students sit to identify personalized learning plans - 2 goals each to excel and improve. Additionally, parents come in 4 times a year to follow up with the plans. Students meet with the students each day and there is time built into the schedule to allow this individualization to occur. The software used allows the opportunity to generate additional resources and opportunity to grow. Ms. Turner wanted to know more specifics about all the software used. Dr. Draper communicated that the school uses a variety such as NWEA Think Through and Imagine Math MCLASS reading plus and Lexia Core Unify and US test prep. Performanx for teacher evaluations and reading A Z. Ms. Kakedalis outlined that upon a review of data of the current school, there is a subgroup gap and if the school is are expecting it to close that gap. Dr. Draper outlined the school is currently trying to close the gap and has employed Math coaches. Mr. Quigley specifically outlined that the current campus in Cary did not meet growth last year and missed it by a significant amount of 5.46. He wanted to know if the school was using other interim assessments outside of NWEA. The principal responded that CSUSA provides other opportunities for additional assessments. Formative and summative assessments are also used. Mr. Quigley asked additional questions about the instructional coaching set up and the principal outlined how it works at the current Cardinal campus. Additional questions were asked on the leadership team for the school and if this principal would assume a leadership role at the new campus. Mr. Taylor, Board Chair communicated there would be a lead administrator for the new campus and she may possibly be an integral part of the proposed high school campus Mr. Quigley stated that that if approved the CSAB would be allowing replication and

	expanding on good letter grade but not meeting growth. Additionally, growth is an honest assessment of what is working and is not working. The principal at the Cardinal campus stated that students come high achieving and it is difficult to garner growth CSUSA helps to train teachers and provides coaching and PD. Mr. Quigley wanted to know if the principals theory had been verified and what were the trends when looking at the data. The principal stated that thier high level kids score high but not high enough and EC population new head of EC and added to more case managers. 17 18% EC population. Mr. Maimone questioned the board on its confidence with meeting the aggressive enrollment numbers. Mr. Taylor pointed to their waitlist and outlined he saw a great need for the proposed county on the east side not another campus in close proximity. Hitting the target will not be an issue 682 currently on the waitlist. Ms. Reeves questioned the survey of need. The board chair outlined that the proposed 20 acre model requires a K 12 model to be successful and 30 days ago there were not anticipating applying for a charter. Mr. Taylor also communicated that the K 6 and current 8th graders will matriculate to the Cardinal West campus.
Governance and Capacity	Ms. Reeves wanted the board to respond to questions on how it would effectively manages 3 campuses. The board chair outlined the school uses a dashboard that reports performance at a high level and rotates campuses each month for each school.
Operations	Ms. Turner asked questions about the facility meetings held to-date. The proposed board chair stated he was with the progress and that Chatham County seemed to be receptive at this time. Ms. Reeves questioned why the board was requesting Fast Track if they were not planning to open in August 2018. The board responded there was a need to close on real estate in the coming months. There was an additional request from the board chair to not have a year lost against the charter should they need a year delay. Mr. Walker communicated that the board wanted its cake and eat it too. They would need to request a year delay should they not be able to open in 2018 and the delay request would be a year off the schools charter.
Financial Plan	Ms. Kroeger asked questions on the other fund income explain as well as technology and FF and E. The board chair explained that they were obtaining a loan from CSUSA to front load the technology cost. The board chair further explained that the board relies on the management company to help with finances. The CSAB asked specific questions on the current EC students at the operating Cardinal campus in Cary. Based on the trajectory it currently does not seem like there will be enough EC teachers as written in the proposal. Ms. Kroeger outlined the budget would need to be revamped given the current trajectory. The board chair communicated it would be revamped depending on the number of EC students that actually enroll. Mr. Maimone stated that a significant percentage of the monies are going to the management company. The board chair responded that the contract is negotiable yearly. Mr. Maimone stated he was concerned that the numbers were inflated. Additionally, since CSUSA is established in NC more realistic numbers should be presented with these application. Ms. Kroeger communicated that the 990 submitted with the application shows a deficit. Ms. Reeves questioned the board on the Knightdale campus since the board requested a 2 year delay last year. The board chair responded that they had secured a lease for a church to house students. Additionally, he thought the lease would be signed a month and ago and he thinks they are days away from signing the lease for the facility. Ms. Reeves communicated to the applicant group that the Cardinal campus in Knightdale should open

	in August.
OVERALL	Mr. Maimone made a motion to approve Fast Track Replication for Cardinal Charter West Ms.Reeves seconded. The motion passed unanimously. Ms. Sutton and Mr. Helton were not present for the meeting.

Overall Summary	
Initial Screening **09/27/2017**	The Office of Charter Schools deemed this application incomplete on September 27, 2017. The following is needed for application evaluation: (1) The evidence of educational need was submitted outside of the application system. Applicant must include it with the application for evaluation and consideration. (2) Appendix F must include board member resumes, forms and criminal background checks for all members in the application Applicant responded to the incomplete submission notification by the October 4, 2017 deadline.
Application Review	The CSAB provided a presentation and clarification for the applicant group on September 1, 2017. Following the discussion the CSAB recommended the applicant group return for an interview opportunity on October 6, 2017.
Application Interview	The Office of Charter Schools provided a brief update on the proposed school. 3 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 Cardinal Charter Academy - West. The principal, Dr. Draper, was also available and responded to questions posed by the CSAB.
OVERALL	Mr. Maimone made a motion to approve Fast Track Replication for Cardinal Charter West Ms.Reeves seconded. The motion passed unanimously. Ms. Sutton and Mr. Helton were not present for the meeting.