



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:

Steven Walker
Deborah Brown
Kenneth Tucker
Cheryl Turner
Alan Hawkes
Deborah Brown
Shannon Sellers
Hilda Parlér
Heather Soja
Tracy Kelley
Glenn Allen
Lynn Kroeger
Robert McQuat
Deanna Townsend-Smith

Date of Review:

Liberty Leadership Academy - Liberty Leadership Academy creates happy, productive citizens in a moral and wholesome environment built on cultural literacy and personal relationships.

09/27/2017



NORTH CAROLINA CHARTER SCHOOL APPLICATION

Liberty Leadership Academy

Public charter schools opening the fall of 2018

Due by 5:00 pm, September 19, 2016

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

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

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

APPLICATION DUE DATE/TIME

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

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

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

APPLICATION SPECIFICATIONS

Applicants can submit applications prior to the deadline September 19, 2016 at 5:00 pm EST. **All applications must be submitted using the online portal** and applicants are to use the following specifications:

1. All required Appendices should be clearly titled, include page numbers (i.e. Appendix A and page numbers as- A1, A2, B1...), and submitted in the appropriate places within the application.
2. **Any** answer given within the application which is not original to the applicant, the applicant must provide a citation to the source of the answer.
3. Review all elements of your application for completeness before submitting.
4. **Any** document attached to the application or within the online system **must be** in PDF format.
5. Late submissions **will not** be accepted. No exceptions.

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I. APPLICATION CONTACT INFORMATION

Name of proposed charter school: *Liberty Leadership Academy*

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

Name of non-profit organization under which charter will be organized or operated: *Liberty Leadership Academy Inc*

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

Name of contact person: *Stuart Enkey*

Title/Relationship to nonprofit: *Lead Administrator/Director*

Mailing address: 869 Vandalia Drive
Cary NC 27519

Primary telephone: 919-480-0687 Alternative telephone: 804-938-8786

E-Mail address: *stuart.enkey@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:

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

No:

Yes:

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

No:

Yes:

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Acceleration

Yes:

No:

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

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

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

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

Yes:

No:

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

Yes:

No:

What is the name of the nonprofit organization that governs this charter school? Liberty Leadership Academy Inc

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

Grade Levels Served and Total Student Enrollment:

Projected School Opening: Year 2019 Month August

Will this school operate on a year round schedule?

No:

Yes:

Proposed Grade Levels Served and Total Student Enrollment (5

Years)

| Academic School Year | Grade Levels | Total Projected Student Enrollment |
|-----------------------------|---------------------------------------|---|
| Year 1 | K,01,02,03,04,05,06,07,08 | 702 |
| Year 2 | K,01,02,03,04,05,06,07,08,09 | 792 |
| Year 3 | K,01,02,03,04,05,06,07,08,09,10 | 882 |
| Year 4 | K,01,02,03,04,05,06,07,08,09,10,11 | 972 |
| Year 5 | K,01,02,03,04,05,06,07,08,09,10,11,12 | 1062 |

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.

lla Lead Administrator/Director
Signature *Title*

lla 09/22/2017
Printed Name *Date*

| Section I: Application Contact Information Concerns and Additional Questions | Reviewer | Page Reference |
|---|------------------------------|---------------------------|
| <u>The projected enrollment in year one is too broad and does not seem tactical or realistic. 702 in grades K - 8 is an ambitious goal to achieve. What evidence supports that the proposed school will be able to reach these proposed numbers so that the program is not jeopardized?</u> | <u>Deanna Townsend-Smith</u> | <u>Grade Levels</u> |
| <u>Will be difficult to start out as a K-8 school in year one. Need to see a solid marketing plan to accomplish this goal.</u> | <u>Steven Walker</u> | <u>Grade Levels</u> |
| <u>What data was used to determine your projected enrollment for the area?</u> | <u>Deborah Brown</u> | <u>Grade Levels</u> |
| <u>The projected enrollment figures are not realistic for year 1-k-8 700 student is not reasonably aligned to best practices and describes an enrollment target that is not likely to be successful or lead to improved outcomes for kids..</u> | <u>Tracy Kelley</u> | <u>Grade Levels</u> |
| <u>Unrealistic projections for year 1 in students and grade levels.</u> | <u>Heather Soja</u> | <u>Grade Levels</u> |
| <u>What is the proximity to you and Cardinal Charter West? How assertive to open a full K-8 the first year.</u> | <u>Hilda Parlér</u> | <u>Grade Levels</u> |

| Reviewer | Score |
|------------------------------|--------------|
| <u>Steven Walker</u> | <u>Pass</u> |
| <u>Deborah Brown</u> | <u>Pass</u> |
| <u>Kenneth Tucker</u> | |
| <u>Cheryl Turner</u> | |
| <u>Alan Hawkes</u> | |
| <u>Deborah Brown</u> | |
| <u>Shannon Sellers</u> | <u>Pass</u> |
| <u>Hilda Parlér</u> | <u>Pass</u> |
| <u>Heather Soja</u> | <u>Fail</u> |
| <u>Tracy Kelley</u> | <u>Fail</u> |
| <u>Glenn Allen</u> | |
| <u>Lynn Kroeger</u> | |
| <u>Robert McQuat</u> | |
| <u>Deanna Townsend-Smith</u> | <u>Pass</u> |

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:

Liberty Leadership Academy creates happy, productive citizens in a moral and wholesome environment built on cultural literacy and personal relationships.

Clearly describe the mission of the proposed charter school:

Productivity and success follow when students are happy, culturally literate, and possess a moral-based paradigm. This framework places the order as happiness > productivity > success, rather than productivity > success > happiness. We use Covey's 7 Habits and cultural literacy as a foundation. The character ethic employs tested principles that lead from dependence, through independence, to interdependence. This ethic is best taught on small campuses where meaningful relationships develop.

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.*

We will be drawing largely from Cary, Apex, and Eastern Chatham County. As of 2013, Cary's population was around 73% white (total population 151,088), 13.1% Asian, and 8% African American. Apex was similar with 80% White (total population 47,349), 8% African American, and 7% Asian. Chatham County shows a population that is 71% white, 13% African American, 12% Hispanic, and 22% Asian. However, the section of Cary within Chatham county boundaries is home to 1400 people and demographics may differ slightly. The median household income for Cary and Apex respectively are \$91,481 and \$89,392. We expect our student population to reflect the area we are located in, but welcome any and all families regardless of race, socioeconomic status, religion, or any other demographic indicator.

We have selected this area for a few reasons.

Wake County Schools are overcrowded and continue to grow.

According to WCPSS there are 1,152 classrooms in mobile or modular units because of a lack of space. Two Elementary schools nearby our targeted location had 24.9% of their capacity in temporary classrooms (9 classrooms at Highland Park Elementary), and 21.2% of their capacity in temporary classrooms (8 classrooms at Turner Creek Elementary).

From their website, Wake County schools are projected to add an additional 23,000 students to their existing 160,000 in the next 7 years. Thats a rate

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of about 2,800 students added each school year.

Wake County schools also state "We must populate the new schools with students from existing schools. This is what causes the majority of changes to student assignments." Families who purchased homes with a specific school in mind have lost that security as WCPSS continues to cap school enrollment, redistrict school boundaries, and at times increase the distance between home and school.

To sum up, Wake county schools have too many students in temporary classrooms because of overcrowding, cannot keep pace with the explosive growth of the student population, and families are redistricted to schools they did not choose. Our modest numbers wont solve overcrowding for Wake County, but they will provide a community-feeling (small) school to the families who enroll.

The Charter schools in the East Chatham/Cary/Apex area are few in number with long waitlists, with even fewer options for high schools.

Wake County has a total of 22 Charter schools, though only 4 are in the Cary/Apex area. Of these 4 options, two have significantly different pedagogies that we do not compete with: Triangle Math & Science Academy, and Sterling Montessori Academy. The remaining two Charter schools in this area have full campuses and long wait lists: Cardinal Charter Academy & Peak Charter Academy. Cardinal Charter Academy opened in 2014 with 1,200 students on its wait list. Peak Charter Academy will open this fall and already has a wait list. These two Charters also do not offer a high school, which LLA plans to add yearly after our initial K-8 openings.

Chatham County has a total of 3 Charter schools, which does not meet the need in our proposed area. Chatham Charter in Siler City is nearly 40 miles from our proposed location. Willow Oak Montessori in Chapel Hill has a significantly different pedagogy. The final Charter, Woods Charter also has a full campus and a significant wait list. One parent we spoke with has had children on the waitlist for four years.

Part of Cary is located in Chatham county.

Chatham Countys website states that "the number of Chatham County residents living inside Carys town limits increased from just 19 people in 2000 to over 1,400 in 2010." That number continues to grow as several developments move forward in West Cary. These families are living in neighborhoods close to excellent Wake county schools, but are not allowed to attend due to their address. These families instead must attend Chatham county schools, 20-30 minutes from home. Providing a neighborhood option would benefit those families.

- 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).*

We have included the %ADM of both Wake County schools and a more focused area. This focused area includes Cary schools, Apex schools, and the Chatham county schools students would attend if they live in the Cary town limits located within Chatham county.

Year 1

Elementary: 450 students

.6% of Wake County Elementary ADM (74,572 students)

2.3% of Cary/Apex Elementary schools + North Chatham County (19,282 students)

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Middle School: 252

.7% of Wake County Middle School ADM (35,922 students)

2.4% of Cary/Apex + Pollard Middle School (10,624 students)

Total: 702

.64% of Wake County Elementary and Middle Schools ADM (110,494 students)

2.3% of Cary/Apex + Chatham (29,906 students)

Year 2

Elementary: 450 students

.6% of Wake County Elementary ADM (74,572 students)

2.3% of Cary/Apex Elementary schools + North Chatham County (19,282 students)

Middle School: 252

.7% of Wake County Middle School ADM (35,922 students)

2.4% of Cary/Apex + Pollard Middle School ADM (10,624 students)

High School (Grade 9 only): 90

.67% of Wake County Ninth Graders ADM (13,366 students)

.59% of Cary/Apex + Northwood High School ADM (15,164 students)

Total: 792

.64% Of Wake County K-9 ADM (123,860 students)

1.7% of Cary/Apex/Chatham ADM (45,070 students)

Year 3

Elementary: 450 students

.6% of Wake County Elementary ADM (74,572 students)

2.3% of Cary/Apex Elementary schools + North Chatham County (19,282 students)

Middle School: 252

.7% of Wake County Middle School ADM (35,922 students)

2.4% of Cary/Apex + Pollard Middle School ADM (10,624 students)

High School (Grade 9 & 10): 180

.68% of Wake County Ninth & Tenth Graders ADM (26,360 students)

1.2% of Cary/Apex + Northwood High School ADM (15,164 students)

Total: 882

.64% Of Wake County K-9 ADM (136,854 students)

2.0% of Cary/Apex/Chatham ADM (45,070 students)

Year 4

Elementary: 450 students

.6% of Wake County Elementary ADM (74,572 students)

2.3% of Cary/Apex Elementary schools + North Chatham County (19,282 students)

Middle School: 252

.7% of Wake County Middle School ADM (35,922 students)

2.4% of Cary/Apex + Pollard Middle School ADM (10,624 students)

High School (Grade 9,10,11): 270

.71% of Wake County Ninth - Eleventh Graders ADM (38,124 students)

1.8% of Cary/Apex + Northwood High School ADM (15,164 students)

Total: 972

.65% Of Wake County K-9 ADM (148,618 students)

2.2% of Cary/Apex/Chatham ADM (45,070 students)

Year 5

Elementary: 450 students

.6% of Wake County Elementary ADM (74,572 students)

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2.3% of Cary/Apex Elementary schools + North Chatham County (19,282 students)

Middle School: 252

.7% of Wake County Middle School ADM (35,922 students)

2.4% of Cary/Apex + Pollard Middle School ADM (10,624 students)

High School (All grades): 360

.74% of Wake County Ninth - Eleventh Graders ADM (48,956 students)

2.4% of Cary/Apex + Northwood High School ADM (15,164 students)

Total: 1,062

.67% Of Wake County K-9 ADM (159,450 students)

2.4% of Cary/Apex/Chatham ADM (45,070 students)

(<http://www.wcpss.net/domain/100>)

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

Liberty Leadership Academy will begin Year 1 as a K-8 campus. Currently, there are no public schools using this model in Cary/Apex/East Chatham. We will transition to a K-12 campus with separate buildings on a shared campus for the High School. This model is also unique to the area. We believe this model offers greater stability, consistency, and support. This is especially important for middle and high school students who face a range of social and emotional challenges. We also believe students who attend our school receive a consistent message in their schools expectations, pedagogy, and values.

Our pedagogy is very different from the local education agencies. We are a knowledge based program. This means that we value what students know as much as we value how they know it. We believe that higher order thinking grows out of and is informed by context. No matter how well a student understands the theory of dissecting a text, the text will be meaningless if they know none of the key words. That basic knowledge and context is what allows theory to matter. Our focus on cultural literacy will deliver more than just context for learning theory as it will also give our students a rich background in often referenced literature and history.

LLA utilizes direct instruction. Material is taught to the whole class at once regardless of their individual level of comprehension. This ensures that every student receives instruction from the teacher. Those students in need still receive help through differentiation, small group work outside the lesson, and tutoring. Whole group instruction allows students to engage each other, the teacher, and the lesson in a structured way that increases interest and success.

LLA also embraces process as part of our pedagogy. Anything that is done repeatedly requires a process at LLA. This includes logistical needs such as transitioning between lessons or lining up. Daily processes include board work, writing down homework, and cleaning up. Using the same curriculum year after year makes students more comfortable as they already know the processes and expectation for the lesson. Teachers will receive training in aspects of power teaching which use processes for student engagement such as a call and response, buddy-teaching, and teacher mirroring. Processes reduce distractions keeping students focused.

Educators have a responsibility to mentor the whole child. We teach their minds and fill their bellies; their hearts and character also deserve our

attention. Humans aren't born knowing how to navigate the complex social world in which we live, those are skills we learn as we grow. LLA will teach the whole child by providing an ethical framework in the Covey 7 Habits. This language, combined cultural literacy, will be the shared and infused language of our school. Every teacher in every lesson every day will use the language as the first step in instilling lessons of leadership and citizenship.

Happiness is a stated goal of this charter. Students will learn that happiness is a choice; one aided by other choices. Students will learn strategies for finding a better mindset and hear a consistent message that we are a product of our choices. Happy choices lead to happy consequences; poor choices to poor consequences. In speaking with parents in the area, this clear moral teaching is what they feel is missing from their children's education. Teaching morality does not mean preaching. LLA will not engage in religious education and is mindful of the diversity of opinion that is part of our shared tradition.

The value of our educational approach is in its consistency. We hire individuals who share a passion for our mission. Our pedagogy is a non-negotiable for staff members. It works because students hear the same message, follow the same processes, and see the same approach year after year.

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.*

1. Create new professional opportunities for teachers, including the opportunities to be responsible for the learning program at the school site.

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We plan to guide teachers in developing their own craft within the classroom through several avenues. Teachers will develop their own SMART goals to meet "Master Teacher" Expectations. Both administrative and individual teacher goals will be established in the beginning of the school year and evaluated formally and informally throughout the year. Teachers may seek out and attend professional development opportunities to support their in-class goals. Requests must be approved by administration. We also encourage our team leads to take ownership of their grade level. A teachers greatest resource is most often other teachers. We seek to establish a culture where collaboration is encouraged. Finally, we seek to keep our school mission and culture intact with a low turnover rate. Consistency in our staff leads to Master Teachers and the benefits ripple out to our students. We seek to achieve this low turnover rate by having a clear understanding of individual employees long term goals that line up with our mission: happy, productive teachers with a deep understanding of Liberty Leadership Academics values.

2. Hold schools accountable for meeting measurable student achievement results.

Liberty Leadership Academy will use quarterly diagnostic tests to determine student progress in mastering North Carolina learning standards. Data from these Benchmark tests in Reading and Math will determine students who need extra support and remediation. We use the DIBELS program to gauge fluency, comprehension, and sound recognition throughout the year. Interventions will be provided to students who do not meet grade level standards.

3. Improving student learning./Encourage the use of different and innovative teaching methods.

We plan to improve student learning by focusing on the culture. As Shawn Achor teaches: "75 percent of job successes are predicted by your optimism levels, your social support and your ability to see stress as a challenge instead of as a threat. Its not necessarily the reality that shapes us, but the lens through which your brain views the world that shapes your reality." Your brain at positive is much more productive than your brain at negative or neutral. The lens we create at Liberty Leadership Academy uses Stephen Coveys 7 Habits of Highly Effective People, coupled with growth mindset and a happiness advantage using explicit strategies and actionable steps. Additionally, we believe this environment is supported with deep and consistent experiences with quality literature.

Achor, Shawn. 2010. The Happiness Advantage: The Seven Principles of Positive Psychology That Fuel Success and Performance At Work. N.Y.: Crown Business.

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.*

Liberty Leadership Academy has set specific goals to ensure we stay focused on our mission, as well as improve and refine the education we provide students. The lead administrator will be responsible for periodically

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reporting progress and objective data to meet these goals.

Stephen R. Covey said "the main thing is to keep the main thing the main thing." The purpose of a school is to educate, academics are the "main thing." As such we have set the following goals in Academics:

- In both kindergarten and first grade at least 90% of the students will achieve a benchmarked status on the DIBELS literacy assessment.

State Assessments:

- 80% of students will score proficient on end of grade assessments in the first year, by the fifth year 90% will.

- The mean normal curve equivalent gain on the Education Value-Added Assessment System for the school will be Meets Expected Growth. By the end of our third year our school will achieve a status of "Exceeds Expected Growth".

- The school will achieve and maintain an A rating by its 3rd year.

Operations:

- We will achieve an attendance rate of at least 93% as a school.

- Our school will have a 90% satisfaction rating from parents with at least 50% of parents responding to our survey.

- Our teacher retention rate will be above 90% with retention defined as a teacher we want to return who chooses to return.

- Teacher satisfaction will be at least 75% with 100% of teachers responding.

- Professional Development will be ranked as "Targeted" and "Effective" by 90% of teachers.

- 100% compliance with all Federal, State, and local laws and regulations

Finance:

- Liberty Leadership Academy will remain at 95% of capacity to ensure financial stability.

- The school will receive an annual audit

- The school will remain in good standing with any creditors and partners including the Department of Public Instruction for the State of North Carolina

- By year five the school will qualify for a public bond

Governance:

- Each Board Member will attend at least 5 hours of Professional Development

- 5 out of 7 Board Members will attend all meetings

Leadership and Citizenship

- 95% of students will be able to identify and state the Seven Habits of Highly Effective People

- 100% of staff hired will receive training in the Seven Habits of Highly Effective People

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

Each week, month, and quarter, the lead administrator will collect information on key indicators for the stated goals and other matters important to the Board and good governance. These key indicators will be compiled into an easy to read report for the Board to consider when gauging effectiveness and making decisions.

Key indicators will include student academic data from internal and state assessments, attendance, discipline, enrollment numbers, and survey data. The indicators will be regularly assessed to determine if they are helping us to accomplish our mission of creating happy and productive citizens.

Members of the governing board will be active participants in our community. Through interactions with parents, students, and staff, our board members should be able to feel and see the culture of the school. As Peter Drucker said, "culture eats strategy for breakfast." If our culture is right we will find the best path forward; if our culture is wrong it won't matter what else we get right. Parents will be active partners, students will be excited to come each day, and our staff will live the truth that if you have to tell people you love them, you probably don't.

| Section II: Mission and Purposes Concerns and Additional Questions | Reviewer | Page Reference |
|--|-----------------------|---------------------------|
| <p>The question of happiness as a stated goal and how that goal specifically aligns with content, curriculum, teaching and learning is unclear. The mission statement does not speak directly to educational outcomes desired for all students. Applicant should be asked to expound on what is meant by "culturally literate". Applicant should be asked to demonstrate the pedagogical model proposed is researched based and likely to result in improved outcomes for students especially students similar to the target population. LLa should be asked to define in specific and measurable terms what is meant by wholesome and moral environment. And how these concepts will be communicated in a way that is inclusive of all families, staff and students developmentally and linguistically. The leaders should be asked to draw distinctions between their definition of wholesome and moral and what families might experience in the LEA.</p> | Tracy Kelley | Mission Stat |
| <p>I am concerned about the abstract concept of "moral and wholesome environment." That language is often aligned with political and religious groups. What pedagogy underlies this mission? How will it be measured? How is it connected to academic achievement?</p> | Deborah Brown | Mission Stat |
| <p>The mission statement does not mention academics or preparation toward a specific focus of achievement to graduate from high school aside from what is stated.</p> | Hilda Parlér | Mission Stat |
| <p>It will interesting to read what really will make the students "Happy". Happy to each person is different, what do you mean by "happy, productive citizens..? What do you mean by "moral and wholesome environment?"</p> | Shannon Sellers | Mission Stat |
| <p>What are the evidences of need to support the need for the school and the proposed demand? Do the evidences support the proposed student enrollment and will the group attain the proposed enrollment based on the evidences submitted? Many of its evidences are based on Wake County student enrollment; however, the proposed group is proposing to locate in Chatham.</p> | Deanna Townsend-Smith | Educational |
| <p>Opening a charter school strictly in response to local overcrowding diminishes the mission of charters to be innovative. Families may wish to have a nearby school, however can you outline why, other than proximity, your proposed students would be better served in your charter than in another county based school, even if it is a bit more of a distance? Have you looked at the recent data on the changing demographics in this geographic location, especially with the rise of Asian populations in the Morrisville area?</p> | Deborah Brown | Educational |
| <p>Applicant does not make a case for academic need, nor does it describe the current proficiency levels of the proposed target communities.</p> | Tracy Kelley | Educational |
| <p>Having the K-8 and high school on the same campus is a prudent plan.</p> | Hilda Parlér | Educational |
| <p>How does having teachers develop their own SMART goals show a new professional opportunity from the county school? How will you make sure your teachers have adequate resources since you do not yet know the experience and expertise levels of your team leads? How do you conclude that "consistency in staff" will automatically lead to Master Teachers" and that the "benefits will ripple out" to children? How can you back up these statements with evidence and a more solid plan? How will you ensure that student learning will improve by focusing on the culture?</p> | Deborah Brown | Purposes of |
| <p>It appears that the administration will not provide PD in house or elsewhere if teachers are encouraged to seek PD opportunities on their own and must seek permission from the administration.</p> | Hilda Parlér | Purposes of |
| <p>How are your method going to improve student outcomes? How will consistency with teachers lead to "master" teachers? What makes one a master teacher? How will assessment data be used to drive instruction for those other than the</p> | Shannon Sellers | Purposes of |

| | | |
|--|-----------------------|--------------|
| ones that need extra support? | | |
| The purposes identified are not fully explained. The question of measurable student achievement identifies benchmarks for primary k-2 grades but nothing for grades 3-8. Plan to improve student learning is underdeveloped as applicant does not identify successful school models with similar populations or a general track record of success. Applicant should be asked how it intends to measure optimism and happiness. LLA does not indicate how the school will hold itself, teachers, leaders, Board accountable for making measurable gains in student achievement levels. | Tracy Kelley | Purposes of |
| The purpose of a school is to educate, academics are the "main thing." As such we have set the following goals in Academics... That statement could have been part of the mission statement. Why 5 out of 7 Board members will attend all meetings? All 7 should be required to attend all Board meetings; keeping in mind that sometimes one may have to miss a meeting. | Hilda Parlér | Goals for th |
| While the performance goals are ambitious are they realistic and achievable especially with an enrollment of over 700 in year one. | Deanna Townsend-Smith | Goals for th |
| Is 80% GLP proficiency attainable in year one? | Steven Walker | Goals for th |
| Without a baseline it is not possible to assess the quality and rigor of the goals for 3-8 grade. The applicant should be asked to describe plans for progress monitoring to predict success on EOG state assessments. How will k-2 students access the concept of Covey? How will happiness and cultural literacy be assessed? The goals, for year 1 are not realistic and reveal a fundamental misunderstanding of goals and the process for setting them. Because the mission is murky and lacking in focus, the goals are difficult to aCESS. | Tracy Kelley | Goals for th |
| 80% proficiency in the first year is a lofty goal for a K-8 school. How do you plan to achieve that? | Shannon Sellers | Goals for th |
| What evidence do you have that your students will be able to score that highly? Other than quotes from Stephen Covey, where is the pedagogy and the methodology? | Deborah Brown | Goals for th |

| Reviewer | Score |
|-----------------------|-------|
| Steven Walker | Pass |
| Deborah Brown | Fail |
| Kenneth Tucker | |
| Cheryl Turner | Pass |
| Alan Hawkes | |
| Deborah Brown | |
| Deanna Townsend-Smith | Pass |
| Shannon Sellers | Pass |
| Robert McOuat | |
| Lynn Kroeger | |
| Glenn Allen | |
| Tracy Kelley | Fail |
| Heather Soja | |
| Hilda Parlér | Pass |

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.

Liberty Leadership Academy utilizes culturally rich content knowledge delivered through a direct, whole group instructional approach. Whole class learning does not mean lecturing to a room. Teachers will be trained in engaging management strategies that place the responsibility of learning on the student. We believe these wise words should reflect in instruction "Tell me and I forget. Teach me and I remember. Involve me and I learn.". Students need to be given moments to explain or show the knowledge presented in classrooms. This can be done with partners, small groups, or individually within the whole group lesson. Teachers can work with these partners, small groups, or individuals as needed to guide and solidify learning. This time does not need to be lengthy or overly detailed - a simple "Turn to the person next to you and explain how to find a prime number" is sufficient during a whole group lesson.

Because we use a curriculum, we expect teachers to differentiate and adapt lesson plans as needed for their students. Time normally spent on finding resources, developing assessments, and planning an effective scope and sequence can now be replaced with time to differentiate the provided materials. We feel planning time spent thinking about individual student needs and what strategies and approaches are best for the content and the students is time better spent than developing lessons from scratch. Teachers will also have more time to then reflect on their lessons and adapt their course to ensure students are successfully mastering new concepts. We feel that individuals should and will be the focus even with whole group instruction.

The success of students at Liberty Leadership Academy will be assessed with informal assessments, formative assessments, and summative assessments. We do not simply present knowledge, we expect students to master it for themselves.

Students will be given a DIBELS benchmark data to measure phonics, decoding, fluency, and comprehension skills. This assessment takes place at the beginning, middle, and end of the school year. Data will be used to identify students who are below grade level or need more intensive instruction in specific literacy concepts. Students will also take a benchmark designed to mimic the North Carolina End of Grade Tests (EOGs). These assessments will be designed, and data analyzed, using Assessment Technology Instruction (ATI) Galileo testing. The data from this test analyzes strengths and weaknesses in Math and Literacy standards. Results will influence classroom planning and instruction. We do not test for testings sake - all data gathered has a purpose and leads students and teachers to success.

Our Math curriculum, Saxon Mathematics, comes with Tests after every 5

lessons. Each test reviews all concepts already taught except for the 5 immediately previous lessons. This spiraled review is repeated in homework, warm-ups, and lessons allowing students time to master the material over the course of the year rather than in a single unit. Questions are labeled with the lesson in which the material was taught. This data is used in test review, during extra time working through a similar homework problem, or through one-on-one tutoring.

Core Knowledge Language Arts provides unit assessments in addition to pausing points, remediation activities, and culminating activities to review, reinforce, or extend content learning.

Lesson checkpoints ensure students are engaged and learning. This can be done through a variety of methods - whiteboards, call & response, responses through technology, etc. Informal assessment is important for students who may need extra support outside of the core delivery. Both our Saxon Mathematics and Core Knowledge curriculum incorporate small group and partner work within a whole group lesson. Resources and ideas are included for exceptional students. We are confident our method benefits every student.

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.

At the elementary level students will receive direct instruction in self-contained classrooms with a single teacher. We consider full class sizes to be: Kindergarten and first grade with 22 students, second and third grade with 25 students, fourth and fifth grade with 28 students. Our budget allows for SPED aides and Instructional assistants in the classrooms as well.

At the middle school level, students will receive direction instruction in departmentalized classrooms focusing on one academic subject. This direct instruction approach will also frame Social Studies, Science, and elective classes. We anticipate no more than 84 students per grade level dispersed among their classes (3 groups of 28 per grade level).

At the high school level, students will receive direct instruction in self departmentalized classrooms focusing on on academic subject. We anticipate roughly 90 students per grade level dispersed among their classes (3 groups of 30 per grade level).

Instruction is mainly delivered through a whole-class delivery at desks, tables, or on a large floor space.

Classrooms should always be clean, well organized, and free from distractions. Desks will face the teacher to keep students focused on the lesson and support our direction instruction method. Teachers will greet their students at the door and welcome them to class each day. The environment of the class should always be warm and inviting. Students should feel comfortable while also learning professional behavior and norms.

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.*

We chose curriculum that supports our mission. Saxon Math and Core Knowledge increase cultural literacy and critical thinking. If we expect students to think critically, they must have something to think critically about. The Core Knowledge website states that typical state standards may read "Students will demonstrate knowledge of people, events, ideas, and movements that contributed to the development of the United States. But which people and events? Which ideas and movements?" The Core Knowledge sequence will be used for reading and writing instruction with several cross-curricular topics in Science and History. We start first with the content knowledge, and the necessary reading skills are naturally highlighted, explained, and solidified through various texts. Additionally, learning is spiraled both over the course of a school year and throughout a student's elementary school career. Brain researchers have shown that new material is more easily recalled and used when one already has some knowledge of the topic. This idea is represented with the scope and sequence of Core Knowledge, as well as Saxon Math. Rather than focus student learning on "determining the main idea and important details" for one unit during the entire school year, students will repeatedly practice this skill with several different types of texts over the whole year, as well as during each successive school year. Additionally, students will not come to End of Grade tests trying to remember the multiplication unit they mastered back in September. Small pieces of larger concepts will be taught and revisited repeatedly. LLA will also base leadership lessons on "The Seven Habits of Highly Effective People" by Stephen R. Covey and "The Happiness Advantage" by Shawn Achor. These lessons, along with the daily leadership pledge, will help our students to become happy and productive citizens.

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.*

Our educational philosophy uses content rich and moderately scripted curriculum in a whole group setting. To be successful teachers will need to have excellent classroom management and student engagement skills. LLA will provide training on Whole Brain Teaching (also called Power teaching). Whole brain teaching uses the following five strategies combined with set rules: Call and Response, Mirror-Mirror, Mirror-Speak, Teach-Okay, and the Score Board.

Set Rules (with some adaptation): 1. Stay in your seat 2. Raise your hand to speak 3. Follow directions quickly. 4. Keep your teacher happy!

Call and Response: This is a simple way of getting all the students' attention. A simple example is "class class" However the teacher says class the students respond in like manner saying "yes".

Mirror-mirror: When the teacher calls mirror-mirror and makes the mirror motion, students must do what the teacher is doing as they listen.

Mirror-speak: When mirror-speak is used students follow what the teacher is doing and say what she is saying.

Teach-okay: When the teacher completes a mini-lesson and comes to a checkpoint, she can simply say "teach" and the students will respond "okay". They then turn and teach their assigned buddy. This allows the teacher to listen and informally assess student comprehension which also allows responsive adjustments in the lesson.

Score Board: the score board utilizes positive peer pressure to maintain order. The rules are simple. It is the students versus the teacher. Only the teacher awards points, no debating or begging for points. Points are awarded to the student tally for positive things the teacher sees. Points are awarded for the teacher tally when expectations are not met. In this way every student participates in the game, they only have to choose if they are on their classmates' team or the teacher's. The teacher should always keep the tallies within three points of each other.

Teachers should be masters of their curriculum areas. In the lower grades that means knowing the lessons thoroughly; in the upper grades knowing the subject they teach expertly. All teachers will receive training in differentiating lessons for students of different ability and cognitive levels. Differentiation allows whole group teaching to occur while still providing scaffolding and support to students who require it.

Teachers will be trained in the Covey Seven Habits, particularly the mission statements and SMART goal planning. Teachers and students will engage in setting personal, class, and school goals and working toward accomplishing them. When students own their own academic growth - growth accelerates.

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.*

Our curriculum was selected because it spirals in presenting standards to students. There are many benefits to this approach. Students are more likely to retain new skills when they are introduced and repeatedly practiced throughout the school year. The spiral also allows students who did not master a concept on the first pass multiple chances to gain understanding and practice the concept. Students who are behind grade level benefit from this approach as the spiral helps to identify gaps in their knowledge and gives them repeated opportunities to practice those standards. The spiral method almost forces students to overcome those gaps, with teacher help of course.

LLA's internal assessments (ATI Galileo testing) match as closely as possible the state assessments. Our promotion requirements are built around attaining proficiency on those assessments. By using Galileo assessment data we can promote students confident that they are ready for the next level of material. At the high school level this same data will give us confidence that our students are ready for their post graduation plans (college, career, military, family).

Galileo assessments provide ongoing feedback about student achievement. Students who are not likely to pass the final assessments can be identified early and provided extra support. Students who are not growing can also be identify to prevent students who start off ahead from falling behind. LLA is a data driven school that utilizes the data we collect to ensure our students are successful.

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?

Beginning in the 2020-2021 school year LLA will offer 9th grade and begin adding a grade each successive year. LLA will enable its students to meet the Future-Ready Core requirements by providing the needed course offerings. Each year high school students will take 7 courses. Core courses required by all will be one Math, English, Science, and Social Studies course each year. The other three courses are electives that the students can choose, physical education being required before graduation. For students who are below grade level in Math or English labs in those areas will be required as their electives until they reach proficiency. Electives will be explored as our teaching staff fills out, but at a minimum we will offer Choir, Theater, Spanish, Leadership, and Creative Writing.

Grade point average will be calculated following a ten point scale with Honors courses weighted for an additional point.

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.*

Our calendar supports our mission and goals by supporting professional development, preserving processes, and inviting balance for our students and staff.

Professional Development

LLA's success depends on its teacher corps. We invest heavily upfront in developing teachers ability in classroom management, student engagement, leadership, and our curriculum. The two weeks prior to school starting are set aside for on-boarding, team building activities, and professional development. Through out the year half days are set aside for further Professional Development.

Process and Routines

Smooth operating depends on processes that we will instill in our students. While the calendar has much needed breaks spread through out the year, they are not of such a duration that those processes will be lost. LLA knows through experience that any time students return from a significant break time will have to be invested re-establishing routines. We are confident that our breaks strike the correct balance to allow students to reset while not affecting the smooth operation of the school.

Balanced Life

The seventh habit is "to take time to balance your life by sharpening the saw." Breaks are important to allow students and staff to reset and come back focused and refreshed. Part of our mission is to create happy and productive citizens. That will require time to reflect, relax, and regroup with family and friends.

With these supports in place our proposed calendar will allow us to fulfill our mission and deliver great academic results.

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 actively seek to identify students who may need additional support to be successful. Within the first 45 days of session teachers will complete a 45 day screener on every new student to our school. The screener helps teachers identify areas of concern including social and cognitive ability, vision, hearing, and motor skills. Teachers will receive training so they know what is developmentally appropriate for their students. Our internal assessment data (Galileo ATI) will also help us to identify students that are behind their peers or not growing at the rate we would expect. Teachers will also observe students for behavior struggles which impact academics.

Names of students identified through the screener or assessment data are taken to the Student Success Team. The Student Success Team is composed of the Assistant Director, grade level teacher representatives, a Special Education teacher, and a Specials teacher. The Student Success Team meets to discuss the needs of the student and suggest interventions. The teacher and team track interventions and the outcomes. Ultimately the Student Success Team may recommend evaluation for an IEP or 504. The teacher and team will keep parents informed of their progress and invite the parents participation where appropriate.

Before approaching the Student Success Team teachers will perform various interventions on their own initiative. Teachers have time each day to work with small groups and provide support for students in their class. Tutoring will also be available.

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.*

ELL students will be identified with a language inquiry form included with the initial enrollment forms. Parents/Guardians will be asked if English is their first language, and if English is the main language spoken at home. Any families that speak English as a second language or speak another language at home will be offered services. Families may decline services if desired.

Liberty Leadership Academys use of culturally rich curriculum that builds context is especially beneficial to students who come from different cultural backgrounds. LLA is also investing in Reading Mastery a curriculum with proven results for helping non-readers gain literacy skills. The Assistant Director is responsible for tracking and documenting the progress of ELL students. Each identified student that accepts services will have an Individualized Language Learner Plan (ILLP). The ILLP will set out goals and accommodations for the student. The Assistant Director will ensure that the educational needs of the student are being met in the least restrictive

environment.

The Assistant Director will ensure that ELL students are assessed for their ILLP goals. As goals are met new goals will be set. The overall goal for every student is to be able to fully function in a regular education classroom without support. As students reach full fluency and proficiency on their assessments (internal and state) they may be placed off the active ELL caseload and into the monitoring caseload. ELL students that exit the active caseload will be monitored for two additional years. If during that time they fail to gain proficiency they will be considered for additional services.

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.*

The intellectually gifted students may be the least well served in our educational system. LLA will identify these students through teacher observation, assessment data, and parent surveys.

Too often gifted students are either given more work to keep them busy or are pushed ahead in the educational program. Giving gifted students extra work can make them feel punished for being smart. Pushing them ahead of their peers can exacerbate the problem, although at times it may be appropriate. Every student is unique and what is good for one may be detrimental to another. LLA will use one of its instructional aides to provide enrichment activities for gifted students. These activities will go deeper into the scope and sequence while not pushing the student ahead or feeling like extra work.

Gifted students will be monitored by the Assistant Director to ensure that they are remaining engaged and growing academically.

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)*

Liberty Leadership Academy - Liberty Leadership Academy creates happy, productive citizens in a moral and wholesome environment built on cultural literacy and personal relationships.

Liberty Leadership Academy will not deny admission to any student on the basis of special needs or disabilities. LLA will identify students previously found eligible for special education or 504 plan services during the enrollment process. To eliminate any potential for discrimination, this information will not be asked for until following acceptance at Liberty Leadership Academy. Once a student is accepted, they will be required to complete a comprehensive enrollment application, including an educational history.

All special education personnel will be licensed and highly qualified pursuant to state and federal law.

Following acceptance to LLA, a formal request for student information will be made to the last school attended by the student. This records request will specifically petition any information pertaining to the student including, but not limited to, academic performance, receipt of services, supporting documentation for services received (IEPs, 504 Plans), and applicable health information. The Office Manager for LLA will bear the primary responsibility for requesting student records. Where necessary, the Special Education Case Manager for LLA will contact the previous school directly to obtain documentation pertaining to special services rendered. LLA will also work directly with the parent or guardian of the student to obtain any pertinent information and ensure continuity of services from one school to the next.

To ensure that all student information is properly safeguarded, all records with personally identifiable information will be stored in locking cabinets in locking records rooms located in the front office. Special Education records necessary for the proper development and implementation of individualized education plans will be stored in locking cabinets in the applicable special education case managers office. The schools fax machine will be located in a private section of the back office to ensure that incoming student records remain confidential until they can be properly archived in the appropriate location.

The most current version of a students IEP or 504 plan will be uploaded to the schools student information system. Through this software, general education teachers that participate in the fulfillment of that students IEP or 504 plan will have access to the applicable documents. The software will only grant viewing rights to employees that are required to view the documents and no one else. By utilizing this software and its integrated rights management, LLA will eliminate risk of the obsolescence of documentation as well as risk of accidental display or loss of confidential student information inherent in physical paperwork.

All staff will accept and abide by strict student confidentiality guidelines as a condition of employment. Failure to comply with student confidentiality laws and policies may result in the termination of employment of the offending person. All volunteers who may have access to confidential student information will be required to sign and abide by a confidentiality agreement prior to fulfilling any such responsibilities. Volunteers that violate the confidentiality agreement will be banned from any further volunteer participation.

Following the first day of school, LLA will engage in the requisite Child

Find procedures through the use of "45-Day Screener" forms assigned to each general education teacher. These forms will be completed and returned to the Special Education department no later than forty-four days following the first day of school. Students may be referred for evaluation at any time of the year and may become eligible for special services based on the results of the evaluation(s). Particular attention will be given to students who display testing disparities such as high IQ and low test scores, high in math scores but low reading scores, etc.

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.*

LLA will provide the full continuum of services necessary for students with disabilities through licensed and highly qualified school personnel, third-party service providers, and a carefully designed program of instruction and assessment.

LLA will hire licensed and highly qualified Case Managers (Special Education teachers) to oversee the development and implementation of IEPs. Each case manager will have a maximum caseload of twenty-five students to ensure adequate attention is provided to each student. Under the supervision of these case managers, highly qualified paraprofessionals will deliver personalized instruction in a mixed pull-out, push-in format; as dictated by the needs of each student.

Due to the limited resources of the school, it will be necessary to contract with third-party related services providers. These providers include speech and language therapists, occupational therapists, physical therapist, school psychologists, and other specialists as determined by the IEP of each student. These specialists will be licensed and qualified to deliver services within the State of North Carolina. Specialists will be chosen following approval of the charter contract, but no later than one month prior to the commencement of operations. Each related service contractor will be evaluated annually and resigned or terminated based on the outcome of those evaluations.

Students with severe needs may be beyond the capacity of LLA and may need to be outsourced to the local school district (where possible) or private providers. LLA will retain responsibility for these students and they will remain enrolled at LLA. LLA will contract the services to the applicable provider and keep monies set aside in the budget for that contingency.

In order to ensure that all students receive a Free and Appropriate Public Education, LLA will advertise programs available to Special Education Students on its website and explicitly avoid discriminating against students with special needs during the application process. LLA will ensure that all aspects of the child's IEP are fulfilled, including transportation services,

related services, medical supports, assistive technology, and all other elements explicitly prescribed in the IEP document. LLA will staff a properly licensed school nurse who shall attend to specific medical needs of students, as necessary.

The IEP shall be recorded and monitored within the the schools student information system or other comparable software. Parents will receive regular progress reports which shall be physically mailed to the parents at the prescribed intervals, unless specifically requested electronically. Each Special Education Case Manager shall maintain an ongoing progress report for each child in their caseload and report key performance indicators such as IEP goal attainment, IEP goal growth, student academic growth, student academic performance, time provided with related service providers, and special education exit rates. These key performance indicators shall be reported to administration no less than quarterly. Administration, in turn, will update the board on the progress of the schools special education population.

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.*

Performance Standards for Liberty Leadership Academy include Benchmark testing throughout the year as well as State EOG testing. Performance Standards will be reviewed and modified at the conclusion of the school year by the Board to ensure we are setting and meeting high expectations for ourselves and our students.

By Year 1, classrooms will grow the percentage of students meeting or exceeding proficiency by 5% on each quarterly Benchmark test.

We will contract with Assessment Technology Incorporated to provide quarterly Benchmark testing (Galileo tests) in Reading, Math, and Science for Kindergarten through 8th grade. The results of this testing can provide valuable information at the school, classroom, and individual student level. Teachers can pinpoint specific standards or students that need strengthening and the results of these Benchmarks will guide our PLC agendas, Responses to Intervention, and differentiation within the curriculum.

By Year 2, an average of 75% of students in grades 3-8 will be at or above grade level in Reading and Math.

Chatham County and Wake County will be our two closest LEAs. We have determined our performance standard based on their 2014/2015 EOG results below:

Chatham County Schools - 56.8% of students grades 3-8 were at or above grade level (Level 3,4, or 5 on EOG) in Reading.

Liberty Leadership Academy - Liberty Leadership Academy creates happy, productive citizens in a moral and wholesome environment built on cultural literacy and personal relationships.

Wake County Schools - 66.7% of students grades 3-8 were at or above grade level (Level, 3,4, or 5 on EOG) in Reading.

Chatham County Schools - 55.6% of students grades 3-8 were at or above grade level (Level 3,4, or 5 on EOG) in Math

Wake County Schools - 64.8% of students in grades 3-8 were at or above grade level (Level 3,4, or 5 on EOG) in Math.

By Year 3, Liberty Leadership Academy will receive an average score of 80% on Reading EOGs and 85% on Math EOGs in grades 3-5.

Because Wake County is the largest school district in the state, and one of the largest in the entire country we have chosen to focus on the EOG results from Elementary schools located just in Cary, which is where we will pull a majority of our enrollment. The average scores of Cary Elementary schools were: 75.5% in Reading, and 79.1% in Math. For a list of individual Elementary schools and their EOG results where these averages were drawn from, please see Appendix O.

Promotion of a student can occur through various avenues. The end goal is that we are producing happy and productive citizens and if promotion is the best course to ensure that outcome, we will recommend it. Promotion criteria will be communicated to parents in our Student Handbook. Additional letters will be sent to parents of third graders regarding Read to Achieve laws.

Students who score at or above grade level proficiency in both Reading and Math EOGs will automatically be promoted.

Third grade students must meet the requirements set forth in the Read to Achieve laws.

Students who are not proficient, but show significant growth based on Benchmark scores and other work samples may also be promoted at the recommendation of the teacher and director.

Students with disabilities may meet the requirements listed above. These students would also be recommended for promotion by the students IEP team through analysis of the students progress or proficiency with IEP goals.

If a student is at-risk of being retained, we will know early on through our Galileo Benchmark testing and parents will be informed as soon possible. The teacher, parents, and other necessary staff members will meet to discuss a personal plan which may include referral to the SST process. If the interventions and support do not result in the student meeting the requirements for promotion, a final decision will be made with the director, teacher, parents, and other necessary staff members.

Student Conduct:

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

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

Be sure to include:

- 1. Practices the school will use to promote effective discipline.*
- 2. A preliminary list and definitions of the offenses which may result in suspension or expulsion of students.*
- 3. An explanation of how the school will take into account the rights of students with disabilities in*

regards to these actions that may or must lead to suspension and expulsion.

4. *Policies and procedures disseminating due process rights, including grievance procedures, for when a student is suspended or expelled.*

Effective discipline relies on preventative measures, rather than interventions. We expect our students to be happy, productive citizens as they learn and implement the Covey 7 Habits, as well as Shawn Anchors Happiness Advantage strategies. Ways we promote the desired culture and discourage preventable discipline issues include: 1. Students begin each day with a mission statement: "As a student of Liberty Leadership Academy I am proactive, which makes a difference in my life and the lives of others. I begin each task with the end in mind as I learn to put first things first. I avoid confrontation by thinking win-win as I seek first to understand. I create synergy with my class by working with others, and I take time to balance my life by sharpening my saw." 2. We hold Friday assemblies, where classes take turns presenting on a Habit. 3. Leadership skills will be included as a Specials class. 4. Teachers will weave Leadership qualities and other Character education into their teaching. 5. Additionally, we will promote habits of happiness within individual classes - recording positive experiences and gratitude, service opportunities, and other teacher developed activities. 6. A detailed code of conduct is signed by both student and parents at the start of each school year.

Liberty Leadership Academy will follow a progressive disciplinary procedure using yellow Cards for minor offenses and red cards for major offenses. Administration reserves the right to modify the discipline progression on a case-by-case basis. Yellow cards will list the offense, date and time, staff member issuing, and follow-up action. Follow-up action is determined by the staff member and may include Administrative input. Actions are included, but not limited to: after-school or lunch detention, service detention, restorative practice, behavior contract, counseling, or exclusion from extracurricular activities. Staff members issuing the yellow card must contact parents, and submit copies to School administrators. Yellow cards may be issued for moderate offenses that cause some distraction to the learning environment. Yellow cards should not be issued for minimal disruptions such as not staying in line, not following directions, or not taking care of supplies. Teachers should implement a consistent, age-appropriate classroom management plan. Examples of Moderate offenses: Dress Code Violation, Technology use on campus, Class disruption, Obscene language.

A Red card is issued for major offenses. The receipt of a third yellow card constitutes a more serious offense and also results in a red card. Consequences for Red Cards are as follows: First red card: 1 day in or out of school suspension. Second: 3 day in or out of school suspension. Third: Long-term suspension, Expulsion, or alternative placement

Administrators will "provide notice to the student's parent of any short-term suspension, including the reason for the suspension and a description of the alleged student conduct upon which the suspension is based" according to 115C-390.6. A student may not appeal the directors decision, but parents are encouraged to open a dialogue when informed. Major offenses include: Forgery, Bullying, Cheating, Theft, Laying hands on another student.

Students who engage in dangerous or repeated offenses will be recommended for expulsion/long-term suspension in front of the Board at the next

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regularly scheduled meeting. Parents must be informed in writing of the schools intent. The Board holds the final decision. These students may be offered alternative educational services if deemed necessary.

The team for an exceptional student (IEP, 504, ELL) must ensure the student's rights are protected according to IDEA's Discipline Procedures. The team will determine if the behavior is a manifestation of the child's disability or failure to implement the current IEP or 504. The team seeks the best interest of the child and the Least Restrictive Environment.

| Section III: Education Plan Concerns and Additional Questions | | |
|---|-----------------------|--------------|
| How is what is being proposed an innovation? How are the teaching techniques different from traditional schools? How will your instructors build "soft skills" like collaboration, critical thinking and presentation skills in this environment? Have you considered the newer digital learning initiatives or problem/project based learning rather than this more traditional approach? How will you determine what is "culturally rich" content, and what will you do to ensure diverse cultures are represented and an inclusive environment is created? What documentation shows that this program will lead to improved student performanc? | Deborah Brown | Instructiona |
| LLA does not explain how the proposed instructional plan is designed to meet the needs of the target population. | Tracy Kelley | Instructiona |
| What evidence supports that your curriculum will improve student performance? What assessments other than DIBELS will be used? What type of benchmark testing will you use that "mimic the EOG?" What is innovative in this approach? | Shannon Sellers | Instructiona |
| What is different in your approach? How will you incorporate innovative strategies if all the desk are in lines facing the same direction? What professional behavior and norms are being taught and how? What elective Social Studies class will you offer based on needing one each year and World History, American History, and Civics are the only required histories for graduation based on NC Standards? What about science only 3 are required? Appendix B2 which should be for high school is "Core Knowledge Sequence: History and Geography, Grade 6. Where is the information for high school? | Shannon Sellers | Curriculum a |
| What evidence supports that the chosen curriculum will help the school achieve its rigorous academic goal of 80% proficient in year one with such a large student population? Does this plan align to the mission of the school? | Deanna Townsend-Smith | Curriculum a |
| The curriculum and instructional design does not align with the mission and vision statements; there is not a discussion regarding how happiness, productivity are integrated into the plan. There is no mention of Covey's seven habits and again ther is no track record of success using this model. | Tracy Kelley | Curriculum a |
| How deep will the religions be taught in grade 6? -Appendices B and B2 are incomplete. | Hilda Parlér | Curriculum a |
| How is this an innovative approach that warrants a charter? How will you ensure a "warm and welcoming" environment and how will you teach children "professional and behavioral norms," especially if they are in compartmentalized classrooms, in even rows facing the teacher? | Deborah Brown | Curriculum a |
| What is the "screeener"? How do you know that this screener will be accurate? What intervention strategies will be used once the screener is in place? How will you monitor success? Will the Assistant Director be certified as and ELL teacher? How will ELL students be taught outside of the regular classroom? Are you planning to administer WIDA/ACCESS test to determine eligibility for ELL students? Who will teach the "Reading Mastery" for these students? Will gifted students be given and IQ test to help determine eligibility? Will the instructional aides be trained to provide enrichment activities? What will these activities look like, so it is not seen as extra work? Will the Assistant Director be able to efficiently monitored ELL and AIG? | Shannon Sellers | Special Prog |
| With there are plans for special programs and at-risk students, the plans outlined in the application are not clear nor demonstrate the proposed applicants capacity to meet the needs of students in this group. | Deanna Townsend-Smith | Special Prog |
| How will you train your staff in meeting the needs of students who qualify for service? What types of interventions could be offered? What kind of training would be available for an instructional aide to craft "enrichment activities for gifted students. These activities will go deeper into the scope and sequence" Given the population in the location you are planning, have you considered the need for a fully certified AIG teacher? | Deborah Brown | Special Prog |

| | | |
|---|-----------------------|--------------|
| Describe the "screener" by name. | Hilda Parlér | Special Prog |
| Which assessment(s) will be used to identify IG students? | | |
| How will interventions be progress monitored? | Glenn Allen | Special Prog |
| What software will be used to upload IEP's so that regular education teachers can have access to the plan? How will you know that this information is left opened on the computer if teachers have access to all IEP'S on their computers? | Shannon Sellers | Exceptional |
| How are referrals handled for special education? A parent or outside source may refer. How are you advertising special education services? Services should be determined by a team and may change often. Advertising what you have can be seen as a practice to deter application. | Glenn Allen | Exceptional |
| If you are going to provided the full continuum of services, why would you say, "Students with severe needs may be beyond the capacity of LLA and may need to be outsourced to the local school district (where possible) or private providers?" It sounds like you will accept them and then say they need to attend another school? It is highly unlikely that a school in the LEA will take one of these students and allow you to keep them on your roster. What special education services will your advertise? There is no mention of IEP meetings, who will be on the IEP team, etc. | Shannon Sellers | Exceptional |
| The standards described are not aligned with the what was described in the goal section of the application. | Tracy Kelley | Student Perf |
| Will your 8th graders take Math I so they can take EOC test? | Hilda Parlér | Student Perf |
| How will teachers "pinpoint specific standards"? What kind of monitoring or reporting system will your teachers be expected to use? What latitude will teachers have to adjust instruction and curriculum to meet student needs? | Deborah Brown | Student Perf |
| What are the performance standards? How will the data from benchmark testing be used to drive instruction? An EOG/EOC proficiency score at the end of the year will automatically mean promotion? Promotion and retention criteria is unclear. It appears based on the application that if a child is going to be happy they will promote the child? | Shannon Sellers | Student Perf |
| These goals do not match up with the goals section. | Steven Walker | Student Perf |
| Who will write your code of conduct? What aspects of student behavior will be outlined? What provisions can be made to adjust it as needed? How will students be notified if they have received a yellow card, and is that information public or private? What aspects of positive behavior support will be in place? Can you clarify how, if "Administration reserves the right to modify the discipline progression on a case-by-case basis" you can ensure equity in discipline? What grievance procedures are in place? | Deborah Brown | Student Cond |
| How are students with disabilities discipline when there may be a pattern of behavior or suspensions that may constitute a change of placement. Services must be provided. It could be considered discriminatory to exclude children from some activities as well as you have noted in your process. | Glenn Allen | Student Cond |
| What are the due process procedures that will be implemented to ensure legal compliance on long-term suspensions? | Steven Walker | Student Cond |
| Are all students expected to state the mission statement daily? Why isn't this mission statement comparable to the school's mission statement. The yellow card and red card description is vague. Will this be spelled out more clearly? There's a lot of room for interpretation by teachers, students, and parents. How will due process be followed for exceptional children? Is there a grievance policy? | Shannon Sellers | Student Cond |
| Grievance processes should be established at every stage of the process. Is it appropriate to eliminate the appeal of a director's decision with the ultimate responsible party, the board of directors? Does the proposed applicant group understand that it is not allowable in statute to suspend students under a specific age? | Deanna Townsend-Smith | Student Cond |

| | |
|-----------------|--------------|
| Reviewer | Score |
|-----------------|--------------|

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| | |
|-----------------------|------|
| Deborah Brown | |
| Alan Hawkes | |
| Cheryl Turner | Pass |
| Kenneth Tucker | |
| Deborah Brown | Fail |
| Steven Walker | Fail |
| Shannon Sellers | Fail |
| Lynn Kroeger | |
| Glenn Allen | |
| Tracy Kelley | Pass |
| Heather Soja | |
| Hilda Parlér | Pass |
| Deanna Townsend-Smith | Fail |
| Robert McOuat | |

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: Liberty Leadership Academy Inc

Mailing Address: 869 Vandalia Drive

City/State/Zip: Cary NC 27519

Street Address: 869 Vandalia Drive

Phone: 919-480-0687

Fax:

Name of registered agent and address: Stuart Enkey
869 Vandalia Drive
Cary, NC, 27519

FEDERAL TAX ID: 82-2848844

Tax-Exempt Status 501 (c)(3)

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

Yes (copy of letter from federal government attached: Appendix D)
 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? |
|--------------------------|--------------------|----------------------------------|---------------------------|--|---|
| | | | | | |

| | | | | | |
|-----------------|----------|------|-----------------------------------|--|--|
| Sean Archund e | Chairman | WAKE | Sales Manager | | |
| Maria Whitehead | Director | WAKE | Mother | | |
| MeiLani Hock | Director | WAKE | Realtor, Investor, Business Owner | | |

Please provide the following in this location of the APPLICATION:

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

Liberty Leadership Academy is governed by the Board of Directors of Liberty Leadership Academy Inc. The Board develops and clarifies the mission, vision, and values of the Organization. The mission, vision, and values then guide everything the organization and its employees do. The board of LLA will craft or approve policies to ensure that the mission is faithfully implemented. The Board is also responsible for ensuring that the charter contract is fulfilled with the state of North Carolina. That will require oversight of the schools operations, a responsibility the board takes seriously. The Board is ultimately responsible for ensuring that the school and organization are compliant with all Federal, State, and local laws and regulations.

The Board will meet once a quarter for its Regular Meeting or more often as needed for Special Meetings. The school's Lead Administrator will attend along with any other needed school personnel. An agenda will be developed by the Lead Administrator and Chairman of the Board including but not limited to such topics as: budget, personnel, student achievement data, community outreach and school events, marketing plan, and school goals. The meetings will be focused around the school goals, and the progress being made in attaining them. The five areas of consistent review will be Mission and Values, Academics, Governance, Operations, and Finances.

The Board of Directors are the leaders of the school. As leaders they are responsible for communicating our mission and vision to the community, parents, and students. As leaders they will ensure that we are well represented at community events and that the community has a voice in our school.

All employees of Liberty Leadership Academy will work for Liberty Leadership Academy Inc. The Board has found a lead administrator in Mr. Stuart Enkey. Mr. Enkey is a former Marine and educator with experience running a charter school.

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 board currently consists of three directors with a goal to have seven directors. The process for adding additional board members is careful and intentional. New Board members need to meet certain criteria. They must share our mission and values and be members of the community in good standing. The board seeks to be diverse to ensure that our board represents the community that we serve. The current board understands that the board controls the direction and destiny of the school and is careful in adding new members. That being said the Board has already identified two additional candidates that will likely be added to the board in short order.

Current members of the board bring experience and expertise in education, real estate, business, and finance. They are also parents who know the type of school they want for their children. The board also benefits from the contributions of our Lead Administrator Mr. Enkey. By working together, and adding additional members, the board will be able to be responsive to and serve the community.

The bylaws require the Board of Directors to work together to accomplish our mission. Board members will have to implement the Seven Habits that we teach our students, seeking first to understand and looking for win-wins. Working together leads to synergy, the board will lead by example in showing our community how to happy and productive citizens. Working together and leveraging their existing knowledge and skills the board will work with the Lead Administrator to oversee the operations of the school. Regular reports, as stated in the bylaws will ensure that the board stays informed on the academic and operational progress of the school. The SMART goals created by the board and captured in this charter will be used to measure our level of success.

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?

Founding board members were selected for the commitment to the mission of Liberty Leadership Academy. The process started with parents talking to parents and expressing an option they didn't have. Mr. Archunde put Mrs. Whitehead in contact with Mr. Enkey. Together they began looking for additional community members who shared their vision. Mrs. Hock was found through a public interest meeting. Her background combined with her passion for the vision encouraged the existing members to add her to the board.

There are currently four empty seats on the board. The board is capable of operating with three members, but sees value in adding additional perspectives. Two additional candidates have been found and will most likely be added at the next regular meeting of the board. The board is currently reviewing additional candidates and feels confident in several. The board will continue to move intentionally in adding new board members. New board members are added at a meeting of the Board of Directors by a majority vote of the Board.

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

Per the bylaws the board will have a Regular meeting once a quarter and Special Meetings as needed. The Regular Meeting will fall on the first Thursday of August, November, February, and May. Public notices will be

posted per open meetings law.

- 5. What kinds of orientation or training will new board members receive, and what kinds of ongoing professional development will existing board members receive? The plan for training and development should include a timetable, specific topics to be addressed, and requirements for participation.*

Board members will receive on going training in the five areas of oversight: Mission and Values, Academics, Governance, Operations, and Finance. The Chairman of the Board with help from the Lead Administrator is responsible for on-boarding new Board Members and ensuring they understand their role and responsibilities. The week before teacher report for training the Board members are required to meet each night to review the five areas of oversight and ensure that the school is delivering the mission promised to the state of North Carolina. Each Regular Meeting will contain a training component prepared by the Chairman of the Board.

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

The board has approved a conflict of interest policy. The policy sets forth procedures for identifying and disclosing conflicts of interest. There are currently no conflicts of interest for the existing board members. Should conflicts arise, the board member will recuse himself from any board business that involves the conflict of interest.

The Board of Directors of Liberty Leadership Academy is committed to being governed, operated and maintained in an open and transparent manner in accord with applicable law and regulation. The North Carolina General Assembly established charter schools in part to provide opportunities for teachers, parents, pupils, and community members to establish and maintain schools (N.C.G.S.115C-238.29A). To effectuate this purpose the General Assembly further provided that charter schools are exempt from statutes and rules applicable to a local board of education or a local school administrative unit, except as provided in the Charter School Statute and as provided in its charter and charter application (N.C.G.S. 115C-238.29E). The State Board of Education requires the adoption and implementation of a Conflict of Interest Policy.

The Board, in order to further the purpose of being governed, operated and maintained in an open and transparent manner in accord with applicable law, shall once each fiscal year require its Directors to declare in a regularly scheduled meeting of the Board, open to the general public, and during open session, what specific interest or relationships the Director may have that fall within the definition in this policy as a "conflict of interest." This declaration and any such amendments thereto, shall be recorded in the minutes of the Board of Directors and subject to inspection by the general public. In addition, each Director shall declare in open session at a regularly scheduled meeting should an additional, different or new conflict of interest arise or an existing conflict of interest change, alter or cease to exist.

A Conflict of Interest occurs when a Director or member of the Directors immediate family receives direct benefit from action of the Board of Directors. Immediate Family is defined as a Directors spouse, child, step-child, child for which the Director provides the primary care, childs spouse, grandchild, parent, sibling and parent of sibling of the Directors spouse.

A Director receives a Direct Benefit from the action of the Board of Directors if the Director or his/her spouse: (1) has more than a ten percent (10%) ownership or other interest in an entity that will receive a Direct Benefit from the action of the Board of Directors; (2) derives any income or commission directly from action of the Board of Directors; or (3) acquires property from action of the Board of Directors.

As all teachers and teacher assistants and some other employees are contracted for employment for only one year, it is specifically permitted for a Director to participate in the discussion of and vote for the award of a contract of employment to the Director, or an immediate family member of the Director, if the Director's name, or immediate family member's name, is included in a list containing at least five (5) other names who are not Directors and who are to be offered contracts for employment.

A Director shall not participate in the discussion and/or vote of a matter if the Director feels that a conflict of interest actually compromises the Director's objectivity.

A Director may elect not to participate in either the discussion and/or vote of a matter if the Director feels that a conflict of interest has the appearance of substantially compromising the Director's objectivity.

No Director may solicit or receive any gift, reward, or promise of reward, including a promise of future employment, in exchange for recommending, influencing, or attempting to influence the discussion or vote of the Director or action by the Board of Directors.

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

In making decisions the board will implement the first habit "Be Proactive". Being proactive means making decisions intentionally not reacting without thinking. As the board deliberates it will try to ensure that it understands the options available, knows the pros and cons, and has sought to understand how the decision will impact the community, parents, students, staff, and reputation of the organization.

The board may consider policies on its own, or direct the Lead Administrator to conduct research and suggest options for policies. The board will also consider the actions of other organizations as it seeks best practices to implement.

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

Not Applicable as the the charter calls for no advisory bodies, councils, or associations.

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

Parents and staff always have access to the school administration including the Director. If parents feel that the administration is not properly handling their grievance they can submit a grievance in writing to the Director addressed to the Board of Directors. The Director will assist parents in expressing grievances that the Board needs to address. Upon receiving the grievance the Board or Director will respond within three days to set up a time to meet with the parents. If a grievance is directed to the Board but does not involve the Director, it will be referred back to his office to attempt to resolve it before being forwarded to the Board.

If an employee has a grievance they may submit the grievance in writing to the Director. If the grievance involves the Director they may submit the grievance directly to the board. If a grievance is submitted to the board,

but does not involve the director, it will be sent back to his or her office. In either case the Director or board will schedule a meeting within three days to resolve the issue. Grievances heard by the director but unresolved for the employee may be appealed to the board as required by N.C. Gen

Stat. Sec. 115C-45(c). In order for the board to consider an appeal of the Principal's decision, the employee must submit materials to the board explaining the issue/cause/nature of the grievance and all steps taken to try and resolve the situation with 10 days the Director's response to the employee.

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

Include in the Appendices:

1. A well-defined organizational chart showing the relationship of the Board of Directors to the parents and staff of the proposed charter school. This chart should also include lines of authority to and from any outside entity that will play a role in managing or supporting the charter school (such as educational service providers, advisory bodies or parent/teacher councils). (Appendix E)
2. A one-page resume from each founding board member and responses to the questions found on the Charter School Board Member Form (Appendix F).
3. The proposed by-laws, which must include a Conflict of Interest Policy for board members and a stated commitment to the NC Open Meetings Law (Appendix G).
4. A copy of the articles of incorporation from the NC Department of the Secretary of State. (Appendix H)

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

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

X Not Applicable

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

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

X Not Applicable

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

X Not Applicable

Projected Staff:

Outline below, a list of positions anticipated for the charter school; (e.g., principal or director; finance officer, administrative support staff; teachers (part-time and full-time); paraprofessionals/teaching assistants, clerical, and maintenance.). Be mindful that your predicted administration and staff match the projected enrollment noted in Section I, course offerings and align with the proposed budget.

Year 1 (702 students)

1 Director

1 Assistant Director

1 Dean of Students

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1 Office Manager
27 Regular Education Teachers
4 Specials Teachers
3 Special Education Teachers
6 Special Education Paraprofessionals
5 Regular Education Paraprofessionals
1 Receptionist (Clerical)
2 Custodians
1 School Nurse
2 Cafeteria Workers

Other contracted services:

Substitutes
Speech Therapist
Occupational Therapist

Year 2 (792 students)

1 Director
1 Assistant Director
1 Dean of Students
1 Office Manager
34 Regular Education Teachers
5 Specials Teachers
4 Special Education Teachers
7 Special Education Paraprofessionals
6 Regular Education Paraprofessionals
1 Receptionist (Clerical)
2 Custodians
1 School Nurse
2 Cafeteria Workers

Year 3 (882 students)

1 Director
1 Assistant Director
1 Dean of Students
1 Office Manager
38 Regular Education Teachers
8 Specials Teachers
5 Special Education Teachers
10 Special Education Paraprofessionals
8 Regular Education Paraprofessionals
1 Receptionist (Clerical)
3 Custodians
1 School Nurse
4 Cafeteria Workers

Year 4 (972 students)

1 Director
1 Assistant Director
1 Dean of Students
1 Office Manager

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42 Regular Education Teachers
10 Specials Teachers
5 Special Education Teachers
10 Special Education Paraprofessionals
8 Regular Education Paraprofessionals
1 Receptionist (Clerical)
3 Custodians
1 School Nurse
4 Cafeteria Workers

Year 5 (1062 students)

1 Director
1 Assistant Director
1 Dean of Students
1 Office Manager
46 Regular Education Teachers
10 Specials Teachers
5 Special Education Teachers
10 Special Education Paraprofessionals
8 Regular Education Paraprofessionals
1 Receptionist (Clerical)
3 Custodians
1 School Nurse
4 Cafeteria Workers

Staffing Plans, Hiring, and Management

Include the following information for the proposed charter school:

LLA knows the challenge of recruiting quality candidates. LLA will implement an aggressive recruitment plan to be fully staffed on day one. This plan includes advertising with various platforms, recruiting local and non-local candidates, and following a streamlined recruitment process that respects applicants time while also providing sufficient detail for accurate selection by school administration.

Virtual recruitment includes any means of online activity aimed at eliciting the submittal of applications by qualified candidates. As the base level this includes having a page on our website dedicated to attracting potential candidates. This page will include an easy online application form to facilitate the application process. Additional forms of virtual recruitment include posts on North Carolina teacher forums, Indeed.com, job-searcher sites, and online recruitment boards at various universities.

In-person recruitment includes any form of recruitment conducted in a face-to-face setting. Such activities include walk-in applications, job fairs, and recruitment trips. In todays competitive market it is not uncommon to have walk-in applications.

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

All school employees will work for the nonprofit board. The board will directly hire and evaluate the Director. The Director will be responsible for hiring and staffing the rest of the school with the approval of the Board.

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

A hiring process will be put in place for all staff positions. Once identified candidates will pass through a screening process. This process includes but is not limited to a review of the resume and application documents, contacting of applicant provided references, and interviews. The Director will have final say on hiring decisions (reviewable by the board) but may delegate hiring to team leads or department heads. Every candidate will need to undergo a criminal background check and receive a "cleared" status. Should the background check reveal that the applicant has been convicted, pled guilty, or pled no contest to a felony that is listed in NCGS 115C-332(a) (1), or to a comparable federal law felony or felony from another state, the applicant will not be offered employment. If a letter of intent to hire has been given, the offer will be withdrawn or the employee's employment will be terminated.

All employees of LLA are considered at-will and may be terminated at any time and for any reason. However, arbitrary hirings and firings are not a part of our culture as they do not show respect for others. Employees who are struggling will be presented with clear feedback and an Employee Improvement Plan. The goal of LLA is always to retain the employees in which we have invested - which is all of them. There will be cases for immediate dismissal (felonies, endangering children, gross misconduct), but typically an employee will know well ahead of time if dismissal is on the table and what they can do to avoid it. At board meetings the board will review employees with improvement plans. Upon termination, the employee will immediately return all school keys, equipment, phones, and any other school property.

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

Liberty Leadership Academy wants to attract and retain the best teachers. The salaries in the personnel table reflect a slightly above market rate salary for teachers and staff members. Coupled with this salary will be a generous benefits package that provides employee health insurance covered at 80% of the premium. LLA will also match retirement contributions up to a reasonable amount for employees.

Although we aim to be above the market, we place no cap on the level of compensation an employee can receive. Discussion of salary will center around value creation. Too often the best teachers leave the classroom for administration simply because they are paid more to do so. We should recognize that teaching and administration are different skill sets that sometimes overlap. We should also incentivize our best teachers to remain in the classroom.

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

If an employee has a grievance they may submit the grievance in writing to the Director. If the grievance involves the Director they may submit the grievance directly to the board. If a grievance is submitted to the board, but does not involve the director, it will be sent back to his or her office. In either case the Director or board will schedule a meeting within three days to resolve the issue. Grievances heard by the director but unresolved for the employee may be appealed to the board as required by N.C.

Gen

Stat. Sec. 115C-45(c). In order for the board to consider an appeal of the Principal's decision, the employee must submit materials to the board explaining the issue/cause/nature of the grievance and all steps taken to try and resolve the situation with 10 days the Director's response to the employee.

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

Though some positions carry many responsibilities each position is carefully crafted to build to the schools overall success. If the school is able to qualify for Title I funds or other grant based resources then positions may be created that are funded by that grant. All other positions are funded by the state and local funds per our Average Daily Membership.

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.

LLA will recruit and hire highly qualified personnel for students with an IEP, English Language Learners, and gifted students. We want to expand our capacity to serve all of our students needs, but not at the expense of delivering the best education for each student. If LLA cannot meet the needs of these students then contracts will be made with outside providers to service those students. The guiding principle is always what is best for the student and what is the least restrictive environment. Teachers will receive training at the beginning of the year on how to differentiate instruction and work with our special education team. Follow up trainings will be provided throughout the year as needed.

We expect that roughly ten percent of our student population will have special needs of one kind or another. As such we have budgeted for three special education teachers and six supporting paraprofessionals. Mr. Enkey is an award winning ELL coordinator, needed resources will be added.

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).

Liberty Leadership Academy (LLA) is dedicated to creating happy and productive citizens. In order to achieve this goal, it is vital that all staff members share our mission. All staff members at LLA are responsible to help every child develop their leadership capacity by example and by authentic integration of leadership principles into every school activity.

The personnel tables show the staffing plan and associated budget for year one. This staffing plan is based on a student population of 702 students, consistent with the three year operational budget enrollment assumptions.

Assumptions for salary are based on current market rates in North Carolina. The salaries for teachers are slightly above the current market rate in order to assist in staff recruitment. The budget reflects a two-percent increase in salaries each year. The benefits cost listed here represents the total cost of benefits for the organization, estimated at twenty percent of employee salary. Benefits include health insurance, required contributions, and retirement contributions. Employee insurance will be covered at 80% by the organization. Optional coverage for employees will include dental, vision, and life insurance coverage at market rates.

As evident, this staffing plan accounts for all staff -including

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administration, instructional staff, and support staff. This staffing plan provides adequate levels of support while also avoiding unnecessary overhead. Additional staff will be added in years two and three to account for enrollment growth.

Director: Lead Administrator that reports to the Board of Directors. Responsible for all aspects of the school under the Board's direction. Qualifications: Business or Administrative Experience. Knowledge of education law and best practices. Leadership, customer service, and interpersonal skills.

Assistant Director: Lead Academic Administrator under the Director. The AD Coaches teachers, performs evaluations, collects and crunches data, coordinates testing, and ensures the school reaches its academics goals. Qualifications: Bachelors Degree in education or related field. Previous teaching experience. Leadership qualities. Highly organized with a special attention for details.

Business Manager: Lead financial administrator under the Director. Responsible for the fiscal health of the school. Qualifications: Bachelors Degree in business, finance, accounting or related field. Three years experience in accounting. Strong spreadsheet and accounting software skills.

Office Manager: Responsible for the student information system and state reporting. Also responsible for enrolling new students, and maintaining student files and documentation. Qualifications: Bachelors Degree preferred. Strong accounting skills. Strong Microsoft office and spreadsheet skills. Excellent customer service and crisis intervention skills.

General Education Teacher: Responsible for the academic success of students. Responsible for delivering the mission of the school to our stakeholders. Qualifications: Bachelors Degree. Highly Qualified in area. Teaching License preferred. Classroom management, customer service, and communication skills.

Special Education Teacher: Responsible for case management, documentation, and IEP completion. Total compliance is a must in the Special Education department. Qualifications: Bachelors Degree. Special Education Teacher License. Highly Qualified Status. Highly organized, strong scheduling and documentation skills.

Paraprofessional: Executes the lessons, strategies, or interventions planned by the Special Education or General Education teacher. Must be great with kids and have strong interpersonal skills. Qualifications: Highly qualified status for paraprofessionals. Love of kids and ability to deliver curriculum or implement accommodations/interventions.

Staff Evaluation and Professional Development

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

The Assistant Director, aided by the Office Manager, will maintain teacher licensure requirements. The Assistant Director and Director will identify

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areas for professional development and ensure that appropriate training is provided for all staff.

- 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.*

Liberty Leadership Academy believes that the mission and culture of our school centers on the training and selection of our teachers. As they have the most direct contact with our students, our parents, and our community it is essential our teachers are happy and productive people. Coveys Seven Habits of Highly Effective People will be a part of everything we do, every training, every review, every day.

Good retention begins with good recruitment. As LLA recruits teachers and staff their commitment to our mission, pedagogy, and culture will be a non-negotiable. There are many great teachers that wont be a good match for LLA because of their commitment to different pedagogies or educational approaches. While we wish all educators the best, we know those educators will serve better and be better served at a school that matches their educational philosophy. We will not compromise on our mission, pedagogy, and culture which will be shared as the first part of the interview process. Frequent (daily) interaction with administrators will allow administrators to gauge teachers commitment to our mission of creating happy and productive citizens.

Teachers will be placed in teams and encouraged to work together. Weekly Professional Learning Community meetings with their teams and an administrator will encourage teachers to stay engaged in getting results and improving their craft. These meetings will center around a review of teacher needs, student outcomes, and a how did you do that approach. Teachers that belong to a team and feel supported by their peers stay; teachers that feel unsupported do not.

Just as important as being supported by peers is being supported by your administration. LLA believes that teachers are the most important part of the educational system. Great curriculum, pedagogy, and culture are crucial to success, but none of them can replace the need for great teachers. An administrators job is to keep his or her teachers happy. "If momma aint happy, aint nobody happy," and the same could be said of teachers and their classes. Happy teachers make happy classes and students. Happy students make happy parents; happy parents make happy administrators. This is the synergy we will create together.

Supporting teachers means giving them real feedback on their craft, and empowering them to improve. The purpose of evaluation is not to fulfill legal requirements, it is to identify areas of strength and opportunities to improve. "73% of teachers surveyed said their most recent evaluation did not identify any development areas, and only 45% of teachers who did have development areas identified said they received useful support to improve." Its little wonder that only 43% of teachers in the study agreed that evaluations helped teachers improve. Every evaluation will have a follow up to discuss resources and plans for improvement, or how that teacher can share their strength with others. Administrators will be expected to pair teacherswith compatible strengths and weaknesses. The beauty of being an

administrator is seeing the many strengths and approaches of different teachers. Teachers are their own best resources when encouraged to collaborate together. Administrators will network connecting teachers. This approach will often place teachers in both mentor and mentee positions simultaneously.

As appropriate, the school will find outside trainers to bring to the school or external training to which we can send teachers. Our commitment is to invest in our teachers as we know they invest so much in their students. LLA sets aside \$50,000 for training throughout the school year.

Weisberg, Daniel, Susan Sexton, Jennifer Mulhern, and David Keeling. "The Widget Effect." *The Widget Effect | TNTP*. 2009. Accessed September 15, 2017. <https://tntp.org/publications/view/the-widget-effect-failure-to-act-on-differences-in-teacher-effectiveness>.

- 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.*

Professional Development will center around three areas: existing pedagogy and curriculum, teacher needs based on observation, and teacher interest. LLA embraces a direct/whole group instructional approach with an emphasis on classroom management. Summer training will include several approaches to classroom management that fit our pedagogy and culture. Teachers will also participate in training on our core curriculum: Saxon Math, Core Knowledge, and the Covey Seven Habits of Highly Effective People. LLA will pay for professional representatives to come and train in combination with members of our staff who are qualified to do so.

As school wide teacher evaluation data is aggregated we hope to notice overlaps in teacher needs. The Danielson framework is designed with four domains (Planning and Preparation, The Classroom Environment, Instruction, Professional Responsibilities) and related sub-components. Teachers are scored in each sub-component and area. With this in mind if 80% of teachers score as needing improvement in Domain 1 area F (Designing Student Assessment) then we will have a training on that area with those teachers attending and either an outside source or a teacher who scored as exemplary leading it.

Some teachers will require more individualized training. This is where fellow teachers and administrators play a critical role. If needed we will also send those teachers needing specific training to external offerings. This is an area where we hope to partner with area schools by providing training and exchanging teachers during training. Just as we value an education that fits the needs of each student, we value training that fits the needs of each teacher.

Each of the three areas mentioned will be addressed through various methods of instruction and development. Methods include the following: external and internal formal training, teacher to teacher observations, mentor relationships, informal trainings (continuous improvement), PLCs.

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

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instructional methods.

Games are won at practice, and championships in the off season. Successful school years begin long before the students arrive. LLA provides two weeks of in depth training prior to school starting. The following is a rough schedule of what teachers will receive.

Monday
Tuesday
Wednesday
Thursday
Friday
Morning
Culture
Leadership
Leadership
Direct Instruction
Student Assessment
Afternoon
Policies & Procedures
Arbinger
Leadership
Inclusion and SPED
Curriculum Map

Monday
Tuesday
Wednesday
Thursday
Friday
Morning
Saxon Math
Core Knowledge
Science Fusion
Dibels
Systems training
Afternoon
Saxon Math
Core Knowledge
Evaluation Framework
PLCs
Team training

Culture: Discussion of our Mission, Purpose, Values, and Goals
Policies and Procedures: best practices, communication, legal compliance, various housekeeping items
Leadership: Seven Habits of Highly Effective People, Personal Mission Statements, Goals
Arbinger: Resolving conflict, "The Anatomy of Peace"
Direct Instruction: our pedagogy, whole group instruction best practices

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Inclusion and Special Education: IEPs, 504s, ELLs, and compliance. Working with paraprofessionals in your classroom to provide the Least Restrictive Environment.

Student Assessment: Training on our internal benchmarking system and data

Curriculum Map: review of curriculum scope and sequence and alignment with state standards

Saxon Math: Grade level specific training provided by Saxon professionals

Core Knowledge: Grade level specific training provided by Core Knowledge representatives

Science Fusion: Training on curriculum

Evaluation Framework: Training on the evaluation method and framework administrators will be using.

Dibels: Training on the Dibels assessment system

PLCs: Training on Professional Learning Communities best practices

Systems Training: Training on the various systems our school will use for attendance, behavior tracking, google docs, etc.

Team training: Led by team leads with time to focus on grade specific needs.

Just as important as training that occurs before the school year is the training that occurs after it. Too often as educators we plan and implement but do not review and reflect. The week after the end of school will have activities centered around reflecting on teaching and reviewing the effectiveness of different methods.

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.

Teachers will be provided more than 140 hours of professional development throughout the year. The initial teacher training during the summer will be a full two weeks. Each full month a half day is reserved for Professional Development. The week after school ends professional development will be provided at the campus. Teachers have a 45 minute planning period each day. Once a week that time will be used to meet with their Professional Learning Community which will include an administrator. Our staffing plans include several grade level paraprofessionals. Combined with the administrators these paraprofessionals will provide classroom coverage so that teachers can go and observe each other teach.

Training throughout the year is crucial to correcting and improving our methods in action. However, training during the summer allows teachers more time to process the information and plan effective teaching before students arrive. Our emphasis is on training before school begins, responsive data driven training during the year, and reflective training after the year is complete.

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

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Marketing to potential students and parents is vital to the survival of a charter school. Provide a plan indicating how the school will market to potential students and parents in order to reasonably reflect the racial/ethnic and demographic composition of the district in which the charter school will be located or of the special population the school seeks to serve: (G.S.115C-218.45(e)).

The mission of Liberty Leadership Academy is to create happy and productive citizens in a moral and wholesome environment built on cultural literacy and personal relationships. It is the desire of LLA to open a charter school in the Cary/Chatham County NC area to fulfill that mission. The leadership team of Liberty Leadership Academy has experience marketing and promoting charter schools with a combined twelve years during which time they opened six different campuses. Experience has taught the leaders of LLA the importance of engaging with the community and partnering with parents in every aspect of the school, especially enrollment.

LLAs target market is the western Cary, NC and eastern Chatham County, NC area. LLA intends to be a community school, but also anticipates enrollment from outside the immediate target market. For marketing purposes, the target demographic is women between the ages of 25 and 45 living in the target geographical location. This is the target demographic because mothers are the primary decision makers in elementary education enrollment decisions. Women are also the group most likely to share opinions of educational institutions with friends, thus promoting additional awareness of the proposed school. Liberty Leadership Academy will leverage various channels to reach the target market including digital, printed, and in-person marketing. The use of various channels ensures the highest potential saturation of community awareness. All marketing activities will be tied to specific calls to actions carefully crafted to create leads, turn leads into prospects, and finally convert prospects into applicants.

Digital marketing generically refers to any marketing efforts distributed and accessed through electronic means. This includes websites, social media, search engines, emails, and text messages. Digital marketing will allow LLA greater analytics, provide enhanced targeting capabilities, and help cater the marketing efforts to our customers specific profile. Although powerful, digital marketing can also be complex, time consuming, and expensive. Thus the importance to have a well thought out plan for execution.

LLA will utilize marketing tools and insight gained from its leaders opening other schools. These tools include access to marketing automation software with accompanying professionally built campaigns, consultation with marketing professionals, website templates, and procedures for managing social media, Search Engine Optimization activities, etc. In addition to these resources, LLA has already created marketing aides such as videos, email templates, flyer templates, etc. These resources reduce the time and financial investment needed in creating the quality marketing media necessary and enable school leaders to focus on the several other tasks involved in opening schools.

We embrace the adage "what you measure, you move." Keeping up to date analytics on every part of our organization is the most sureway of achieving success. Marketing is no exception. To provide analytics for our marketing efforts, LLA will utilize Google Analytics, Facebook Analytics, landing pages linked to analytics, and enrollment software. The marketing cycle

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begins with generating leads. Once generated, they must be converted to prospects and finally applicants. LLA generates leads by performing digital and print marketing. We convert leads and prospects into customers through in-person events and opportunities.

LLA has set aside \$30,000 for start up marketing expenses, a figure that clearly represents the schools understanding of and commitment to a robust marketing effort. Figure 1, below, outlines the schools marketing expenses, timeline, and estimated costs.

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.*

Communication with parents and community members during our planning year will rely on various means, including our website, facebook page, fliers, and word of mouth. We will hold several information nights for parents to learn about the school and the admission procedures. Attendance is not required, but we hope parents will be excited about our vision and spread that excitement to their neighbors.

We will hold family fun nights in the months prior to school opening. Families that have already enrolled will be invited in order to build relationships within our school community. Any member of the community will be also be invited to simply join in the fun, or to learn more about our school.

Often parents want to be involved in their school but dont know what they can do to help. Liberty Leadership Academy will form a Parent Service Organization. The PSO will be made up of parents with the Director serving as the head of the organization. The PSO will be an organizing body for parents with their chief mission being to find ways to help parents be involved with the school. The PSO will be tasked with creating events and traditions that encourage community involvement. These events may include a fall festival, mother-son and daddy-daughter dance, holiday social, spring carnival, and summer events. The PSO will also be tasked for fund raising for specific school needs. Meeting twice a month with the Director and other administrators, parents and PSO participants will develop a relationship of trust with school personnel.

As time goes on, and given the smaller size of our school, parents and staff will develop lasting relationships. The Director will make an effort to know every child by name and keep an open door policy. When people know your childs name, you know they care and are invested in you and your family. Administrators will be highly visible and accessible on the campus including overseeing and participating in student drop off and pick up.

Parental involvement is a key indicator of student success and we plan to make parents our partners in education. During the school year, we ask that families contribute a minimum of 30 volunteer hours per year. These hours are accomplished through a wide range of activities designed to fit family

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schedules. The purpose is not to add one more thing to the to-do list, but rather to make parental involvement more likely.

The school will sponsor back to school nights, curriculum nights, and Parent Teacher Conferences. Combined with weekly newsletters and an active social media presence, parents will be well informed of the activities of the school and feel welcome and wanted.

Admissions Policy

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

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

The open enrollment period for the 2019-2020 school year will begin as soon as the school receives approval from the State Board of Education (August 2018). Liberty Leadership Academy (LLA) will have open enrollment until May 1st provided there is space available.

Application

LLA accepts applications for the school year during the open enrollment period.

The Application process will follow as outlined below:

Student/Parent submits application

Application is date and time stamped

Students are added to class list or lottery system if needed.

To avoid any potential discrimination and facilitate enrollment, the intent to enroll form will only include basic student information such as:

Student Full Name

Enrollment Grade

Date of Birth

Address

Parent Name(s)

Parent Email

Parent Phone

Once accepted, the student will be required to complete the full application which includes all of the information above plus:

Demographic Information

Primary Home Language Survey

Emergency Contacts

Health History and Immunization Records

Homeless/McKinney-Vento indicators

Student Records from previous school

Proof of Residence documentation

IEP/504 or other special program documentation

Student Handbook Acceptance

Media Disclaimer Acceptance or Denial

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LLA will use a weighted lottery. Additional weight will be given to children of Board Members and staff, siblings, and legacy applications as allowed under G.S. 115C-238.29F(g)(5).

If needed LLA will populate its wait list using the outcome of the lottery. Re-enrollment will be a simple process conducted in the Spring of each year as determined by the Board of Directors. Parents will be sent a form to confirm they are returning the next year. Per NC law students do not have to re-enroll to maintain their seat, this is data the Board and Director will use to plan for the following year.

There will be no pre-enrollment activities. There will be various marketing and post enrollment activities that may include tours, open houses, kinder-round-up, and back to school nights. These activities will be focused on helping students and parents feel comfortable in our school and gather data for placing students (kinder screenings - a simple test of colors, numbers, letters, etc). The activities will not impact the enrollment of students or be used in any way as a means to screen out students.

LLA is determined to provide the best experience for the families and community that we serve. Transfers and withdrawing from LLA are part of that experience. Parents and students who are withdrawing and transferring are already under some stress and our goal is to make their lives easier. Transfers happen for many reasons: families move, priorities change, and sometimes there is dissatisfaction. Although we will always view a transfer or withdrawal as an opportunity to illicit frank feedback from families, we will also make it as quick and easy as possible.

The process will flow as follows:

Parent will notify the office via phone, email, or in person that they wish to withdraw or transfer.

The Office Manager will have the Director notified, but the withdrawal will continue.

A simple withdrawal form will be filled out and signed.

Any pertinent records will be sent and a quick audit will be performed using our student tracking system to verify if there are any outstanding balances or books. (In this way if a student has \$20 of credit on their lunch account we can ensure we get it back to them). Outstanding balances or missing curriculum will never prevent a withdrawal or transfer.

If the parents know the destination school the files will be faxed there immediately. If not they will be faxed as soon as the parent or receiving school request them to be sent.

Request for records will ideally be handled within 24 hours but always within 10 days.

The Director will follow up with the family as appropriate to ensure that any valuable feedback is obtained and considered for improvements.

Weighted Lottery

Does your school plan to use a weighted lottery?

Yes:

No:

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:

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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.*

Liberty Leadership Academy's mission is to create happy and productive citizens in a wholesome and moral environment built on cultural literacy and personal relationships. We want to invest in our families and the students we serve from day one. It is hard to invest in people, or have them invest in you, when you are uncertain of their status at your school. Regardless of how fairly and without bias a lottery is conducted families will still leave feeling disappointed if there is not room for their children. That heartache is born from expectations unmet. Expectations that were allowed to build over the enrollment period. We believe that a system that lets parents know their standing right away will avoid heartache by not allowing expectation to build up overtime.

Our mission is about delivering a balanced educational approach. Families tend to enroll together and having their students at the same school allows them to better organize their lives. The system outlined below is more likely to admit families as families than a lottery system. Our vision as a charter is to support the families of our communities, that means keeping them together.

Liberty Leadership Academy wants to provide the best educational experience possible to as many students as possible. We know that to control our culture we need to stay within the enrollment targets we have set. However, we look forward to the day when we can expand our ability to serve the families of North Carolina; or working with other charters create an environment where lotteries are no longer needed because every parent has viable available options.

2. *A thorough description of the processes and procedures the applicant intends to use to effectuate the lottery.*

Alternative Enrollment Process for Board Consideration

The open enrollment period for the 2019-2020 school year will begin as soon as the school receives approval from the State Board of Education (August 2018). Liberty Leadership Academy (LLA) will have open enrollment throughout the school year provided there is space available.

Application

LLA accepts applications for the school year on an ongoing basis.

The Application process will follow as outlined below:

Student/Parent submits application

Application is date and time stamped

Students are accepted on a first come first serve basis in the order they

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apply for as long as there is space remaining.

When space runs out students are added to a waitlist in order of application. As spots become available the applicants are called in the order in which they applied. (This is a form of weighing by order of application)

Accepted students confirm or deny enrollment

Confirmed students complete the full enrollment application.

The full enrollment packet will identify students with IEPs or 504s. This is done only after the student is accepted.

Waitlisted students are accepted to the school as space becomes available.

To avoid any potential discrimination and facilitate enrollment, the intent to enroll form will only include basic student information such as:

Student Full Name

Enrollment Grade

Date of Birth

Address

Parent Name(s)

Parent Email

Parent Phone

Once accepted, the student will be required to complete the full application which includes all of the information above plus:

Demographic Information

Primary Home Language Survey

Emergency Contacts

Health History and Immunization Records

Homeless/McKinney-Vento indicators

Student Records from previous school

Proof of Residence documentation

IEP/504 or other special program documentation

Student Handbook Acceptance

Media Disclaimer Acceptance or Denial

Students will be admitted in the order in which they apply in their given grade level. Students that cannot be admitted immediately shall be placed on a waiting list by order of application and grade level. Wait listed students shall be admitted as spaces opens in their grade level. This process is applicable no matter the time of year. We anticipate receiving some applications throughout the school year and will apply the same process.

For example suppose 2nd grade is full. A second grader applies and is added to the 2nd grade waitlist. Later a first grader applies, there is still room in first grade. The first grader will be enrolled.

Students may be enrolled out of order across grades (as outlined above) but will always be enrolled in order within their grades.

LLA will maintain a visual chart on the website and on campus of the space available in each grade and class. In this way the process will remain transparent for parents and the community.

LLA understands that the policies and procedures for enrollment and waiting lists differs from most charters in North Carolina. However, we feel that this process will be just as transparent and more considerate for families. A parent will not have to wait weeks or months for a lottery to know if their student is accepted. They will know right away whether they are accepted or what number they are on the waitlist. We believe this will empower parents to make better choices sooner for their students. As long as we have capacity we will accept students.

The Lead Administrator and various Board Members have experience with this method of enrollment and are aware of the pros and cons of this approach,

just as the lottery has pros and cons. In the aggregate we feel that this approach will be better.

3. *The underlying research, pedagogical, educational, psychometric and legal, that supports the request and the procedures the applicant is requesting.*

In the last year public support has dropped 12% for charter schools. This could be driven by critics of the school choice movement using disheartened parents and students who didn't get into their lottery. See articles such as "Exploitative Charter School Lotteries Not Required by Law" or "If You Win a Charter School Lottery, You're Happy. But What About the Losers?". These articles fan the flames of the anti-school choice movement. Charters everyone could benefit if a few charters were allowed to experiment with different methods of enrollment.

One study found that lotteries place schools in a position with conflicting interest. "The first challenge for researchers involves simply finding schools that can support a lottery-based design. In other words, these schools must be oversubscribed at the time of the lottery. However, schools may not wish to have so many applicants that families must be turned away, and so may not work especially hard to recruit students and/or publicize application deadlines. This reduces the chances they will hold a lottery with a sufficient number of applicants to support a lottery-based study. Similarly, schools may wish to hold their lotteries earlier in order to leave more time prior to the school year to handle all of the administrative details surrounding admissions. Early lotteries however, also tend to reduce the number of students who have applied by the time of the lottery ..." (Using lotteries...)

The lottery was developed to ensure that students were not discriminated against and that the application process was fair. With those goals in mind LLA would like the opportunity to find a way to fulfill the states objectives without following a lottery.

"Exploitative Charter School Lotteries Not Required by Law." NEA Today, National Education Association, 10 Nov. 2014, neatoday.org/2011/01/20/exploitative-charter-school-lotteries-not-required-by-law/. Accessed 22 Sept. 2017.

Drum, Kevin. "If You Win a Charter School Lottery, You're Happy. But What About the Losers?" Mother Jones, Mother Jones, 25 June 2017, www.motherjones.com/kevin-drum/2012/08/if-you-win-charter-school-lottery-youre-happy-what-about-losers/. Accessed 22 Sept. 2017.

Prothero, A. (2017, August 24). Public Support for Charter Schools Plummets, Poll Finds. Retrieved September 22, 2017, from <http://www.edweek.org/ew/articles/2017/08/15/public-support-for-charter-schools-plummets-poll.html>

(Using lotteries to evaluate schools of choice: Evidence from a national study of charter schools. Available from: https://www.researchgate.net/publication/251545871_Using_lotteries_to_evaluate_schools_of_choice_Evidence_from_a_national_study_of_charter_schools [accessed Sep 22, 2017].)

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 | 59 | 6 | 1 | 59 | 6 | 1 | 59 | 6 | 1 | 59 | 6 | 1 | 59 | 6 | 1 |
| Grade 01 | 59 | 6 | 1 | 59 | 6 | 1 | 59 | 6 | 1 | 59 | 6 | 1 | 59 | 6 | 1 |
| Grade 02 | 67 | 7 | 1 | 67 | 7 | 1 | 67 | 7 | 1 | 67 | 7 | 1 | 67 | 7 | 1 |
| Grade 03 | 67 | 7 | 1 | 67 | 7 | 1 | 67 | 7 | 1 | 67 | 7 | 1 | 67 | 7 | 1 |
| Grade 04 | 75 | 8 | 1 | 75 | 8 | 1 | 75 | 8 | 1 | 75 | 8 | 1 | 75 | 8 | 1 |
| Grade 05 | 75 | 8 | 1 | 75 | 8 | 1 | 75 | 8 | 1 | 75 | 8 | 1 | 75 | 8 | 1 |
| Grade 06 | 75 | 8 | 1 | 75 | 8 | 1 | 75 | 8 | 1 | 75 | 8 | 1 | 75 | 8 | 1 |
| Grade 07 | 75 | 8 | 1 | 75 | 8 | 1 | 75 | 8 | 1 | 75 | 8 | 1 | 75 | 8 | 1 |
| Grade 08 | 75 | 8 | 1 | 75 | 8 | 1 | 75 | 8 | 1 | 75 | 8 | 1 | 75 | 8 | 1 |
| Grade 09 | 0 | 0 | 0 | 80 | 9 | 1 | 80 | 9 | 1 | 80 | 9 | 1 | 80 | 9 | 1 |
| Grade 10 | 0 | 0 | 0 | 0 | 0 | 0 | 80 | 9 | 1 | 80 | 9 | 1 | 80 | 9 | 1 |
| Grade 11 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 80 | 9 | 1 | 80 | 9 | 1 |
| Grade 12 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 80 | 9 | 1 |
| | 627 | 66 | 9 | 707 | 75 | 10 | 787 | 84 | 11 | 867 | 93 | 12 | 947 | 102 | 13 |
| | 702 | | | 792 | | | 882 | | | 972 | | | 1062 | | |

| Section IV: Governance and Capacity Concerns and Additional Questions | Reviewer | Page Reference |
|---|-----------------------|----------------|
| Applicant has 24 months after approval to obtain. | Deanna Townsend-Smith | Tax-Exempt S |
| <p>What is the difference between the assistant director and dean of students? Do you need both?</p> <p>Will meeting once a quarter be enough to successfully monitor the progress of the school?</p> <p>When will you add more members to the board?</p> <p>What is the "certain criteria" that a candidate must have?</p> <p>Your quarterly meetings are not scheduled at the end of the year where you could discuss student performance as well as teachers, and the overall success of the school year? Would it not be beneficial to have a meeting in June or July? Will you wait til August to hire teachers, renew teacher contracts, etc? If so, will this cause you to loose teachers?</p> <p>The five nights the board meets prior to teachers starting, will this be open to the public?</p> <p>Will your school not have a Parent-Teacher Organization?</p> <p>Your by-laws do not indicate how many members will be on your board? The by-laws say, "4.1 Membership.</p> <p>The Organization will not have members."</p> <p>How many members must be present to have a Quorum?</p> <p>All meetings must be publicized with time and location not just the first meeting.</p> <p>How will you evaluate the board and the board members, the lead administrator?</p> | Shannon Sellers | Governance a |
| <p>This is a very small board with limited expertise-- how will you incorporate more community members and members with some additional background in finance, technology, and education? What is the "certain criteria" that you will apply? Who will provide the training for your board? How will the board "be proactive" in developing school policies? How will you make sure you are considering the needs of your stakeholders and community beyond pretty phrases? If the board members all vote on the addition of new board members, what procedures are in place to insure diversity and community representation? What is the term of service for each board member, and how will board members be replaced if someone requests to leave the position before their term is expired? Since at least two of your proposed board members are from the same university, how will ensure diversity in representation?</p> | Deborah Brown | Governance a |
| <p>LLA does not provide a description or evaluation criteria for the lead administrator. The proposed Board members do not have the requisite skills, knowledge or abilities to operationalize the proposed school model. The Board members lack key expertise</p> | Tracy Kelley | Governance a |
| <p>Only 3 proposed people are outlined in the application. Does this meet the minimum number of required board members? Is a 3 body board appropriate? Will a three body board have the capacity to function appropriately?</p> | Deanna Townsend-Smith | Governance a |
| <p>Insufficient number of directors.</p> | Steven Walker | Governance a |
| <p>Organization Chart: Assistant Director may be confused with a director on the Board of Directors. How about Assistant Administrator and Lead Administrator without "Director" for the name of the principal.</p> <p>Meeting once a quarter does not seem prudent to make sure the Board stays on top of governance.</p> | Hilda Parlér | Governance a |
| <p>N/A</p> | Deborah Brown | Proposed Man |
| <p>More information is needed on "Streamlined recruitment."</p> <p>What do you mean by value creation?</p> <p>What is meant by the following statement? We want to expand our capacity to serve all of our students needs, but not at the expense of delivering the best education for each student. If LLA cannot meet the needs of these students then contracts will be made with outside providers to service those students." Specifically, outside providers? Will outside providers be less expensive than a qualified EC teacher?</p> <p>Will Mr. Enky be successful in his role as Director and ELL teacher?</p> <p>Why does your Assistant Director need a degree in education but that is not required of</p> | Shannon Sellers | Staffing Pla |

| | | |
|---|-----------------------|--------------|
| the director? Wouldn't both need it if one needs it? | | |
| Will the high school have its own principal and assistant principal as there is indicated that 2 buildings will exist on the same acreage? | Hilda Parlér | Staffing Pla |
| Does the board understand it's responsibility to hire/fire all employees including the Director? In this section the proposed applicant mentions employment of an individual to address the needs of gifted students - this portion was not outlined in the earlier part of the application which addressed gifted student education. | Deanna Townsend-Smith | Staffing Pla |
| What is meant by "streamlined recruitment process"? How is your proposal streamlined from traditional methods? How ill you determine which employees are "value added"? Wouldn't it be valuable to have your director position also have an education background or license and require an advanced degree? How will you make sure your AD is experienced and able to provide the kind of leadership you describe if a specific certification and advanced degree is not required? What is the instrument you will use to measure employee effectiveness? | Deborah Brown | Staffing Pla |
| The staffing plan is unrealistic and not sustainable and not likely to result in improved outcomes for students because there are not enough administrators to operationalize a high quality elementary and middle school year 1. The recruitment plan is not unique and is not likely to result in the hiring of exceptional and highly effective teachers. The applicant does not provide a set of core competencies that will be used to hire the most effective teachers, leaders, and staff. | Tracy Kelley | Staffing Pla |
| How will you measure whether or not a teacher is engaged? How often will they be evaluated? How will you mentor beginning teachers? What is your pedagogy? How will you know that the teachers are happy; how will this be measured? | Shannon Sellers | Staff Evalua |
| It is very good to learn in this section that administrators will provide PD opportunities. How often will full observations of teachers be held and which tool of evaluation will be employed? | Hilda Parlér | Staff Evalua |
| How will you measure whether or not your teachers are "happy and productive people"? What is your pedagogy? Wouldn't your community be well served with some expertise in a variety of educational approaches? How will you "gauge" whether or not a potential hire is committed to "creating happy and productive" students? Have you explored recent research on growth mindsets and the idea that "happy" students are not necessarily high achieving? How will you make sure that confirmation bias is not a part of your interview process? How will teachers be "encouraged to work together" if you are planning discrete classrooms with a pre-planned curriculum? How will admin "encourage teachers to stay engaged"? How will you "many strengths and approaches" if you want all your teachers to have the same mindset and practice? Your PD plan mentions teacher needs and interests-- how will you incorporate student needs and make sure your PD is aligned with student growth? How will teachers contribute to creating a shared vision of culture? | Deborah Brown | Staff Evalua |
| LLA does not how student achievement will be incorporated into leadership and teacher evaluations. | Tracy Kelley | Staff Evalua |
| Will this proposed plan allow the school to meet its student enrollment of over 700 in year one? Is the budgeted amount appropriate? | Deanna Townsend-Smith | Marketing Pl |
| What evidence supports targeting women as they are the primary decision maker for educational choice? What about the men involved in the families? Digital marketing is great, but how will you reach those without access to the internet? | Shannon Sellers | Marketing Pl |
| What is your data for assuming "mothers are the primary decision makers"? How will you ensure diverse groups receive your communications if you are counting on word of mouth within specific friends groups? How do you account for the sexism in your assumptions about the target audience in your marketing plan? How will you make sure students from disadvantaged and minority families, who often do not have the same resources and access to digital sites and social media, will learn about the opportunity to apply to your school? | Deborah Brown | Marketing Pl |
| What proof do you have that women are the primary decision makers of children of these ages will be targeted? | Hilda Parlér | Marketing Pl |

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|--|-----------------------|--------------|
| The statement appears biased against men and that the families are of single mothers only. | | |
| Why not target families of students in grades K-12? | | |
| LLA plan to start with 702 students k-8 year 1 is not supported by the marketing and outreach plan that is presented. The plan makes assumptions that are concerning with regard to parental engagement that are out dated and unimaginative. There is not plan to reach out to the surrounding ES and MS to recruit parents. The focus on moral and wholesome environment , cultural literacy, and happiness denotes a lack of understanding about the need for high academic expectations and fundamental role of the school to intellectually challenge students and ensure high levels of teaching and learning. | Tracy Kelley | Marketing PI |
| What happens if a parent is not able to contribute a minimum of 30 volunteer hours? Is it appropriate to have a minimum? | Deanna Townsend-Smith | Parent and C |
| Earlier in the application you stated you wouldn't have any organizations, but now you mention a PSO? Will this group have access to the board? | Shannon Sellers | Parent and C |
| Why do kinder screening prior to acceptance if it has no impact on acceptance? | Shannon Sellers | Admissions P |
| The year 1 plan to start with elementary and middle school is not tactile or realistic and not likely to result in improved achievement levels for students. | Tracy Kelley | Projected St |
| IS the weighted lottery proposed in line with an allowable weighted lottery? Does the proposed applicant understand the purpose of a weighted lottery? It seems that the pieces outlined in the weighted lottery should be conducted through normal lottery and enrollment processes with adopted preferences. | Deanna Townsend-Smith | Weighted Lot |
| Why gather data ahead of time if you will not use it in determining if the student is offered enrollment? Since your full board is not yet seated, how will you ensure people are not applying to serve on your board as a way to ensure enrollment for their student? What research supports allowing siblings and children of employees to attend? How is this weighted lottery connected to your school's mission? How long will students stay on a wait list (for example, would they be offered a seat in future academic years if a space opened? | Deborah Brown | Weighted Lot |
| LLA does not clearly explain the underlying rational for having a weighted lottery. LLA should be asked to clarify why and how this decision was made. | Tracy Kelley | Weighted Lot |

| Reviewer | Score |
|-----------------------|-------|
| Deborah Brown | |
| Alan Hawkes | |
| Cheryl Turner | |
| Kenneth Tucker | |
| Deborah Brown | Fail |
| Steven Walker | Fail |
| Deanna Townsend-Smith | Fail |
| Hilda Parlér | Pass |
| Heather Soja | |
| Tracy Kelley | Fail |
| Glenn Allen | |
| Lynn Kroeger | |
| Robert McOuat | |
| Shannon Sellers | Fail |

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.

Liberty Leadership Academy is committed to ensuring that transportation needs will not be a barrier to any child attending the school. We view how our students arrive at school as another way we can invite and foster partnership with our community and parents. It is not our intention to provide bus transportation to the general student population. We will offer parents resources and support to coordinate transportation. We will also provide transportation as required by any Individualized Education Plans or other applicable laws.

Transportation Program: LLA is creating a carpooling program called "Delivering Leaders." This is an online tool that allows parents to find other parents carpooling in their area. Parents can log into the school website, and once verified, see other parents who are interested in carpooling. We will remind parents at open houses and via the website and written material of the proper uses of this program along with the liabilities and risks involved with driving and riding in carpools.

The "Delivering Leaders" program will facilitate parents by providing families with instant access to others seeking carpooling options in their area. We hope to be located in Chatham county but near the Cary Park neighborhoods. This location will facilitate ride sharing and walking by students.

Asking parents to be responsible for transportation fits with our goal of partnering with parents and teaching students that there is no free handouts in life. With parents providing transportation staff can focus on greeting arriving students, getting to know parents, and responding to their needs. It creates a daily contact point between staff members and parents, and invites parents to be part of the school every day. It also eliminates the distractions and anxiety that riding the bus can bring.

Our strategy may not be ideal for every family and student. Prior to school beginning, during open house/meet the teacher nights, we will work with parents to ensure that transportation is not a barrier to any child wishing to attend the school. If needed we will explore the use of private carriers. The budget has built in \$60,000 to cover the cost of transportation needs which also may include transport of students experiencing homelessness or exceptional children with transportation needs documented in their IEPs. We will commit additional funding to this portion of our budget as needed.

Targeted Population: We intend to serve the families of Chatham county and Cary, NC near our school but do not have a specific target population. Our "Delivering Leaders" program will aid families living near other families to be able to access all needed information for arranging carpooling or other transportation options.

Liberty Leadership Academy - Liberty Leadership Academy creates happy, productive citizens in a moral and wholesome environment built on cultural literacy and personal relationships.

Aligned to Budget: This transportation plan aligns with the budget plan, with an allocation of \$20,000 to cover special needs and arrangements. LLA will incorporate the "Delivering Leaders" onto the school website. Lack of transportation will not prevent any child from enrolling or attending Liberty Leadership Academy.

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.

Students of LLA will never go without a meal. Part of the morning procedure will be ascertaining if students brought lunch or will be buying lunch that day. Monies are always sent to the office/kitchen in the morning to be added to accounts and students will not pay during lunch. This gives the kitchen manager an accurate count of the number of lunches that need to be prepared so food does not go to waste. It is also our first chance to identify students who did not plan for lunch that day. In the cafeteria, lunch aides assigned to each class will be trained to verify that every student has a lunch, the lunch is sufficient, and the student is eating the lunch. Any students without a lunch will be provided a meal by the kitchen manager. The kitchen manager will be responsible for daily tallies of negative balances and students who did not bring lunch. The purpose being to promptly notify parents of deficiencies and partner with them if there is a need.

LLA will have a kitchen and kitchen manager who will prepare a hot lunch each day. LLA will not participate in the National School Lunch Program but will provide healthy and nutritionally balanced meals for our students. Free and Reduced lunch eligibility forms will be collected for Title I data and to identify students who will require aide. The kitchens goals are to support the school mission of creating happy productive citizens, ensuring every child is fed, while staying as budget neutral or positive as possible. The kitchen is not a for-profit operation. However, if there are earned funds after costs are accounted for, that money will be set aside for students in need and future kitchen upkeep.

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

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

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

| Area of proposed coverage | Proposed amount of coverage | Cost (Quote) |
|---------------------------------|-----------------------------|--------------|
| Comprehensive General Liability | \$1,000,000 | \$2,921.00 |
| Officers and | \$1,000,000 | \$4,888.00 |

Liberty Leadership Academy - Liberty Leadership Academy creates happy, productive citizens in a moral and wholesome environment built on cultural literacy and personal relationships.

| | | | |
|--------------------------------|-----------|-------------|-------------|
| Directors/Errors and Omissions | | | |
| Property Insurance | | \$5,600,000 | \$5,900.00 |
| Motor Vehicle Liability | | \$1,000,000 | \$1,150.00 |
| Bonding Minimum/Maximum Amount | \$250,000 | \$250,000 | \$332.00 |
| Other | | \$2,458,200 | \$13,987.00 |
| Total Cost | | | \$29,178.00 |

*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.

Ila 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.

The board and lead administrator explored several firms such as School House Development, Charter Schools USA, and Charter Capital Partners. Investigations into these firms did not inspire confidence. As time went on it appeared evident that charters should be wary of dealing with developers in building their schools. These companies wanted binding contracts that demanded a lot from the charter without guaranteeing results (several other charters lodged complaints against these companies for not finishing buildings on time).

Luckily LLA found and began a relationship with Marci Gabriel of Acts Construction Services. Mrs. Gabriel is not CMO or a developer. Her business provides business solutions to construction companies. Mrs. Gabriel has extensive experience working for school developers and the capital investors and banks that finance them. She eventually left working for charter developers because of her discomfort over their practices. Mrs. Gabriel is passionate about helping LLA find the right partners and will provide ongoing consultation to ensure that contracts are correctly written and

enforced. With the help of Mrs. Gabriel, LLA is confident that it can find capital investors and a developer.

We know this is a new approach to securing funding and a facility with Mrs. Gabriel is essentially acting as a broker for LLA. A shared goal of LLA and Mrs. Gabriel is to build a bank of knowledge to share with other charter schools and future applicants about common practices and reasonable rates in the development world. We hope with shared knowledge predatory practices around eager charter applicants will be curtailed.

LLA is not putting all of its eggs in one basket. Even without capital LLA has identified a suitable site on which to lease space and place trailers. 3300 Green Level West Rd currently has office space for rent with 10 acres adjacent perfect for placing modular classrooms or trailers. Our first year budget sets aside \$960,000 dollars for a lease which should more than cover our use of the property should capital investment not appear.

If LLA does find a suitable partner for development, then per regular practices a private developer will build a school site per LLA supplied acceptance criteria. The private contractor or group of investors will purchase the land and build the school as soon as approval is granted to LLA. LLA will then lease the building from the private contractors and investors. The advantage of this system is that it supplies LLA with a stable and ready-on-day one environment that helps students and parents feel comfortable. Environment matters for education and we believe having a new facility that matches our acceptance criteria will maximize productivity and reduce unwanted distractions and difficulties. LLA does not currently have the capital to buy land or build a building. This partnership will be fruitful for both parties as the investors will get a regular and dependable tenant and LLA will get a new facility in which to operate.

The lead director and various board members have experience in real estate and new school building. They are leveraging their contacts in the school building and investment communities to ensure that LLA finds the best deal possible. Although we want to collect as many options as possible and weigh them carefully, we will decide on a partnership by December of 2017 or begin planning to lease space and use modular buildings. If a partnership is agreed upon, the next step will be identifying and placing under contract the specific site for construction. The construction will not begin until approval for LLA to begin the planning year (September 2018).

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.

LLA is confident we can lease a 55,000 square foot building for less than \$900,000 a year. That would place the cost per square foot at around \$16. LLA has set aside a larger budget for lease and facilities than that.

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.*

The leaders of LLA know the difficulty of completing new buildings on time and within the budget. LLA is clearly stating as part of our acceptance

criteria that the building be completed well before school begins. The lead administrator will be tasked with tracking the progress of the contractors in completing the building. Should we feel that the building will not be completed on time or fail to secure capital we will begin implementing our contingency plan.

As stated above LLA has identified at least one ideal backup site should capital funds not be secured. The site is a church with offices for lease that include an area that can be used as a cafeteria. Adjacent to the office space are ten acres on which modular classrooms can be placed. LLA's budget does not depend on loans from developers. All of our curriculum and resources can be purchased using the initial start up funds for the school. LLA will continue to identify suitable backup locations. One of our board members is a realtor in the area with considerable experience and contacts. Her expertise is already proving valuable for the board.

Although the need for this contingency would not be a welcome development for the school, we would view it as an opportunity to deepen our partnership with the community. Our biggest need would be classroom spaces, a need that modular can fill. Our instructional method and mission can be accomplished even without a new facility.

| Section V: Operations Concerns and Additional Questions | Reviewer | Page Reference |
|--|-----------------------|-----------------------|
| Your statement, "Asking parents to be responsible for transportation fits with our goal of partnering with parents and teaching students that there is no free handouts in life." may be offensive to parents that cannot find a way to carpool How will you portray this in a manner that will not offend nor upset a parent? How will you commit additional money to the transportation fund if needed; is this allocated in your budget? Will you be able to find a private carrier the month school starts so transportation is not a barrier? How will parents sign up for transportation if they don't have access to the internet/ How will you make the "Delivering Leaders" program known to parents? | Shannon Sellers | Transportati |
| Will you apply for the transportation grant should you have 50% or more FRL students? | Hilda Parlér | Transportati |
| How will you reach families who may not have internet access? Or own a car? What plans do you have for ensuring safety for students who are walking? Are there sidewalks and crosswalks? Will you have staff to assist? | Deborah Brown | Transportati |
| How will you preserve student privacy and educational time to check to see if students are buying lunch? Will your cafe. leaders need details earlier than just a few hours to be able to adequately prepare? Will a cafeteria menu be available to families ahead of time, and will it include options for differently dietary needs or religious restrictions? How will extra funds be used for "students in need?" | Deborah Brown | School Lunch |
| You say that the kitchen manager will tally negative balances and students who did not bring lunch. How will students who qualify for free/reduced lunches not be singled out in order to receive lunch? What does your statement mean by verify the lunch is sufficient? Sufficient according to whom? Are you planning to say what is appropriate for a student to bring from home? | Shannon Sellers | School Lunch |
| Why not participate in the National School Lunch program since you are proposing a weighted lottery? | Hilda Parlér | School Lunch |
| The price outlined here does not coincide with the quote attached to the application. What is the reason for the discrepancy? | Deanna Townsend-Smith | Civil Liabil |
| what will be the basis for your safety plan, and who will consult with you? | Deborah Brown | Healthy and |
| "We know this is a new approach to securing funding and a facility with Mrs. Gabriel | Hilda Parlér | Facility and |

| | | |
|--|-----------------|--------------|
| is essentially acting as a broker for LLA." | | |
| Is Ms. Gabriel a NC Licensed Real Estate Broker? | | |
| What are your details for securing capital? What will be the source for modular units, not just rental but also installation & maintenance? What is the "LLA criteria" for an acceptable building? How can you insure fair bidding practices if you are using personal contacts to find developers? What legal and liability issues are there if you go to your contingency plan of leasing land from a local church? | Deborah Brown | Facility and |
| Is Mrs. Gabriel a certified contractor, real estate agent? What are her credentials? Is she a broker? Where is your capital going to come from for the facility? Where will the private investors come from? If the board members are "leveraging their contacts in school buildings.." how is this not a conflict of interest? With only 3 board members from the same areas, the conflict of interest may rest in more than one board member. | Shannon Sellers | Facility and |

| Reviewer | Score |
|-----------------------|-------|
| Deborah Brown | |
| Alan Hawkes | |
| Shannon Sellers | Fail |
| Robert McOuat | |
| Lynn Kroeger | |
| Glenn Allen | |
| Tracy Kelley | Pass |
| Heather Soja | |
| Hilda Parlér | Pass |
| Deanna Townsend-Smith | Fail |
| Steven Walker | Pass |
| Deborah Brown | Fail |
| Kenneth Tucker | |
| Cheryl Turner | |

VI. FINANCIAL PLAN

In the following sections present a detailed description of assumptions and revenue estimates, including but not limited to the basis for revenue projections, staffing levels, and costs. The narrative should specifically address the degree to which the school budget will rely on variable income.

Budget: Revenue Projections from each LEA 2018-19

| | | | | |
|---|--|------------------------------------|--|--|
| <p>SHOW CALCULATIONS FOR FIGURING STATE AND LOCAL DOLLARS FOR THE PROPOSED CHARTER SCHOOL</p> <p><i>Refer to the Resource Manual Finance Section for guidance on estimated funding amounts</i></p> | <p>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.</p> <ul style="list-style-type: none"> In year 1 – Base state allotments are determined by the LEA in which <u>the student</u> resides In year 2 and beyond- Base State allotments are determined by the LEA in which <u>the school</u> is located. <p>Local Funds: Charter schools receive a per pupil share of the local current expense of the LEA in which the student resides.</p> <p>Federal Funds: Charter schools must qualify and apply for the individual federal grants based on their population of students.</p> <p>REFER TO RESOURCE GUIDE FOR ADDITIONAL INFORMATION AND SOURCE DOCUMENTS</p> | | | |
| | 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 | 627 | \$3,178,915.08 |
| | Local Funds | \$2,420.00 | 627 | \$1,517,340.00 |
| | Federal EC Funds | \$4,253.55 | 63 | \$267,973.65 |
| | Totals | | | \$4,964,228.73 |
| | 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 | 66 | \$338,236.80 |
| Local Funds | \$3,843.81 | 66 | \$253,691.46 | |
| Federal EC Funds | \$4,253.55 | 6 | \$25,521.30 | |
| Totals | | | \$617,449.56 | |
| 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 | 9 | \$47,287.98 | |
| Local Funds | \$3,221.02 | 9 | \$28,989.18 | |
| Federal EC Funds | \$4,253.55 | 0 | \$.00 | |
| Totals | | | \$76,277.16 | |

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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 | \$3,564,440 | \$4,021,420 | \$4,473,146 | \$4,924,743 | \$5,238,100 |
| -Local Per Pupil Funds | \$1,800,021 | \$2,031,435 | \$2,259,630 | \$2,488,447 | \$2,612,858 |
| -Exceptional Children Federal Funds | \$293,495 | \$327,523 | \$293,494 | \$378,565 | \$412,594 |
| -Other Funds* | \$0 | \$0 | \$0 | \$0 | \$0 |
| -Working Capital* | \$0 | \$0 | \$0 | \$0 | \$0 |
| Z - TOTAL REVENUE | \$5,657,955 | \$6,380,378 | \$7,026,270 | \$7,791,755 | \$8,263,552 |

***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 | \$105,000 | \$105,000 | 1 | \$105,000 | \$105,000 | 1 | \$105,000 | \$105,000 | 1 | \$105,000 | \$105,000 | 1 | \$105,000 | \$105,000 |
| Assistant Administrator | 1.83 | \$60,000 | \$109,800 | 1.83 | \$62,500 | \$114,375 | 1.83 | \$65,000 | \$118,950 | 1.83 | \$67,500 | \$123,525 | 1.83 | \$70,000 | \$128,100 |
| Finance Officer | 1 | \$50,000 | \$50,000 | 1 | \$51,000 | \$51,000 | 1 | \$52,000 | \$52,000 | 1 | \$53,000 | \$53,000 | 1 | \$54,000 | \$54,000 |
| Clerical | 1 | \$25,000 | \$25,000 | 1 | \$25,000 | \$25,000 | 1 | \$25,000 | \$25,000 | 1 | \$25,000 | \$25,000 | 1 | \$25,000 | \$25,000 |
| Food Service Staff | 2 | \$20,000 | \$40,000 | 2 | \$20,400 | \$40,800 | 2 | \$20,800 | \$41,600 | 4 | \$21,200 | \$84,800 | 4 | \$21,600 | \$86,400 |
| Custodians | 2 | \$30,000 | \$60,000 | 2 | \$30,600 | \$61,200 | 2 | \$31,200 | \$62,400 | 3 | \$31,800 | \$95,400 | 4 | \$32,400 | \$129,600 |
| Transportation Staff | 1 | \$20,000 | \$20,000 | 1 | \$20,400 | \$20,400 | 1 | \$20,800 | \$20,800 | 1 | \$21,200 | \$21,200 | 1 | \$21,600 | \$21,600 |
| A - Total Admin and Support: | 9.83 | | \$409,800 | 9.83 | | \$417,775 | 9.83 | | \$425,750 | 12.83 | | \$507,925 | 13.83 | | \$549,700 |
| Instructional Personnel: | | | | | | | | | | | | | | | |
| Core Content Teacher(s) | 27 | \$42,000 | \$1,134,000 | 34 | \$45,000 | \$1,530,000 | 38 | \$48,000 | \$1,824,000 | 42 | \$50,000 | \$2,100,000 | 46 | \$52,000 | \$2,392,000 |
| Electives/Specialty Teacher(s) | 4 | \$35,000 | \$140,000 | 5 | \$35,700 | \$178,500 | 8 | \$35,700 | \$285,600 | 10 | \$36,400 | \$364,000 | 10 | \$37,100 | \$371,000 |
| Exceptional Children Teacher(s) | 3 | \$45,000 | \$135,000 | 4 | \$45,900 | \$183,600 | 5 | \$46,800 | \$234,000 | 5 | \$47,700 | \$238,500 | 5 | \$48,600 | \$243,000 |
| Instructional Support | 6 | \$20,000 | \$120,000 | 7 | \$20,400 | \$142,800 | 10 | \$20,800 | \$208,000 | 10 | \$21,200 | \$212,000 | 10 | \$21,600 | \$216,000 |
| Teacher Assistants | 5 | \$20,000 | \$100,000 | 6 | \$20,400 | \$122,400 | 8 | \$20,800 | \$166,400 | 8 | \$21,200 | \$169,600 | 8 | \$21,600 | \$172,800 |
| B - Total Instructional | 45 | | \$1,629,000 | 56 | | \$2,157,300 | 69 | | \$2,718,000 | 75 | | \$3,084,100 | 79 | | \$3,394,800 |

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| | | | | | | | | | | | | | | | |
|---|-----------|---------|-------------|-----------|---------|-------------|-----------|---------|-------------|-----------|---------|-------------|-----------|---------|-------------|
| Personnel: | | | | | | | | | | | | | | | |
| A+B = C - Total Admin, Support and Instructional Personnel: | 54.8 3 | | \$2,038,800 | 65.8 3 | | \$2,575,075 | 78.8 3 | | \$3,143,750 | 87.8 3 | | \$3,592,025 | 92.8 3 | | \$3,944,500 |
| Administrative & Support Benefits | | | | | | | | | | | | | | | |
| Health Insurance | 6 | \$700 | \$4,200 | 6 | \$700 | \$4,200 | 6 | \$720 | \$4,320 | 6 | \$750 | \$4,500 | 6 | \$750 | \$4,500 |
| Retirement Plan--NC State | 0 | \$0 | \$0 | 0 | \$0 | \$0 | 0 | \$0 | \$0 | 0 | \$0 | \$0 | 0 | \$0 | \$0 |
| Retirement Plan--Other | 6 | \$1,350 | \$8,100 | 6 | \$1,377 | \$8,262 | 6 | \$1,404 | \$8,424 | 6 | \$1,432 | \$8,592 | 6 | \$1,461 | \$8,766 |
| Life Insurance | 0 | \$0 | \$0 | 0 | \$0 | \$0 | 0 | \$0 | \$0 | 0 | \$0 | \$0 | 0 | \$0 | \$0 |
| Disability | 0 | \$0 | \$0 | 0 | \$0 | \$0 | 0 | \$0 | \$0 | 0 | \$0 | \$0 | 0 | \$0 | \$0 |
| Medicare | 10 | \$3,100 | \$31,000 | 6 | \$3,162 | \$18,972 | 6 | \$3,225 | \$19,350 | 6 | \$3,289 | \$19,734 | 6 | \$3,355 | \$20,130 |
| Social Security | 10 | \$870 | \$8,700 | 6 | \$888 | \$5,328 | 6 | \$905 | \$5,430 | 6 | \$923 | \$5,538 | 6 | \$942 | \$5,652 |
| D - Total Admin and Support Benefits: | 32 | | \$52,000 | 24 | | \$36,762 | 24 | | \$37,524 | 24 | | \$38,364 | 24 | | \$39,048 |
| Instructional Personnel Benefits: | | | | | | | | | | | | | | | |
| Health Insurance | 34 | \$700 | \$23,800 | 41 | \$700 | \$28,700 | 46 | \$720 | \$33,120 | 51 | \$750 | \$38,250 | 55 | \$750 | \$41,250 |
| Retirement Plan--NC State | 0 | \$0 | \$0 | 0 | \$0 | \$0 | 0 | \$0 | \$0 | 0 | \$0 | \$0 | 0 | \$0 | \$0 |
| Retirement Plan--Other | 34 | \$1,350 | \$45,900 | 41 | \$1,377 | \$56,457 | 46 | \$1,404 | \$64,584 | 51 | \$1,432 | \$73,032 | 55 | \$1,461 | \$80,355 |
| Social Security | 45 | \$870 | \$39,150 | 56 | \$888 | \$49,728 | 69 | \$905 | \$62,445 | 75 | \$923 | \$69,225 | 79 | \$942 | \$74,418 |
| Disability | 0 | \$0 | \$0 | 0 | \$0 | \$0 | 0 | \$0 | \$0 | 0 | \$0 | \$0 | 0 | \$0 | \$0 |
| Medicare | 45 | \$3,100 | \$139,500 | 56 | \$3,162 | \$177,072 | 69 | \$3,225 | \$222,525 | 75 | \$3,289 | \$246,675 | 79 | \$3,355 | \$265,045 |
| Life Insurance | 0 | \$0 | \$0 | 0 | \$0 | \$0 | 0 | \$0 | \$0 | 0 | \$0 | \$0 | 0 | \$0 | \$0 |
| E - Total Instructional Personnel Benefits: | 158 | | \$248,350 | 194 | | \$311,957 | 230 | | \$382,674 | 252 | | \$427,182 | 268 | | \$461,068 |
| D+E = F - Total Personnel Benefits | 190 | | \$300,350 | 218 | | \$348,719 | 254 | | \$420,198 | 276 | | \$465,546 | 292 | | \$500,116 |
| A+D = G - Total Admin and Support Personnel (Salary & Benefits) | 41.8 3 | | \$461,800 | 33.8 3 | | \$454,537 | 33.8 3 | | \$463,274 | 36.8 3 | | \$546,289 | 37.8 3 | | \$588,748 |

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| | | | | | | | | | | | | | | | |
|---|------------|--|-------------|------------|--|-------------|------------|--|-------------|------------|--|-------------|------------|--|-------------|
| B+E = H - Total Instructional Personnel (Salary & Benefits) | 203 | | \$1,877,350 | 250 | | \$2,469,257 | 299 | | \$3,100,674 | 327 | | \$3,511,282 | 347 | | \$3,855,868 |
| G+H = J - TOTAL PERSONNEL | 244. 83 | | \$2,339,150 | 283. 83 | | \$2,923,794 | 332. 83 | | \$3,563,948 | 363. 83 | | \$4,057,571 | 384. 83 | | \$4,444,616 |

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 | \$10,000 | \$10,000 | \$10,000 | \$10,000 | \$10,000 |
| | Paper | \$5,000 | \$5,000 | \$5,000 | \$5,000 | \$5,000 |
| | Computers & Software | \$125,000 | \$6,000 | \$6,000 | \$6,000 | \$6,000 |
| | Communications & Telephone | \$15,500 | \$15,500 | \$15,500 | \$15,500 | \$15,500 |
| | Copier leases | \$16,000 | \$16,000 | \$16,000 | \$16,000 | \$16,000 |
| Management Company | Contract Fees | \$0 | \$0 | \$0 | \$0 | \$0 |
| Professional Contract | Legal Counsel | \$50,000 | \$50,000 | \$50,000 | \$50,000 | \$50,000 |
| | Student Accounting | \$30,000 | \$30,000 | \$30,000 | \$30,000 | \$30,000 |
| | Financial | \$10,000 | \$10,000 | \$10,000 | \$10,000 | \$10,000 |
| | Other Professional | \$20,000 | \$20,000 | \$20,000 | \$20,000 | \$20,000 |
| Facilities | Facility Lease/Mortgage | \$960,000 | \$960,000 | \$960,000 | \$960,000 | \$960,000 |
| | Maintenance | \$16,000 | \$20,000 | \$24,000 | \$28,000 | \$32,000 |
| | Custodial Supplies | \$16,000 | \$17,000 | \$18,000 | \$19,000 | \$20,000 |
| | Custodial Contract | \$0 | \$0 | \$0 | \$0 | \$0 |
| | Insurance (pg19) | \$31,647 | \$31,900 | \$32,300 | \$33,100 | \$34,000 |
| | Other | \$0 | \$0 | \$0 | \$0 | \$0 |
| Utilities | Electric | \$7,000 | \$7,000 | \$7,000 | \$7,000 | \$7,000 |
| | Gas | \$6,500 | \$6,500 | \$6,500 | \$6,500 | \$6,500 |
| | Water/Sewer | \$11,000 | \$12,000 | \$15,000 | \$15,000 | \$15,000 |
| | Trash | \$7,000 | \$7,000 | \$7,000 | \$7,000 | \$7,000 |
| Transportation | Buses | \$20,000 | \$5,000 | \$5,000 | \$5,000 | \$5,000 |
| | Gas | \$40,000 | \$40,000 | \$40,000 | \$40,000 | \$40,000 |
| | Oil/Tires & Maintenance | \$20,000 | \$20,000 | \$20,000 | \$20,000 | \$20,000 |
| Other | Marketing | \$30,000 | \$6,000 | \$6,000 | \$6,000 | \$6,000 |
| | Child nutrition | \$40,000 | \$40,000 | \$45,000 | \$50,000 | \$52,000 |
| | Travel | \$2,000 | \$2,000 | \$2,000 | \$2,000 | \$2,000 |
| | Other | \$3,000 | \$3,000 | \$3,000 | \$3,000 | \$3,000 |
| | K - TOTAL Administrative & Support Operations | \$1,491,647 | \$1,339,900 | \$1,353,300 | \$1,364,100 | \$1,372,000 |
| | Instructional: | | | | | |
| Instructional Contract | Staff Development | \$50,000 | \$50,000 | \$50,000 | \$50,000 | \$50,000 |
| Classroom Technology | Software | \$7,020 | \$7,920 | \$8,820 | \$9,720 | \$10,620 |

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| | | | | | | |
|--------------------|------------------------------------|-------------|-------------|-------------|-------------|-------------|
| Books and Supplies | Instructional Materials | \$10,000 | \$10,000 | \$10,000 | \$10,000 | \$10,000 |
| | Curriculum/Texts | \$242,000 | \$96,000 | \$82,000 | \$80,000 | \$100,000 |
| | Copy Paper | \$10,000 | \$10,000 | \$10,000 | \$10,000 | \$10,000 |
| | Testing Supplies | \$3,000 | \$3,000 | \$3,000 | \$3,000 | \$3,000 |
| | Other | \$250,000 | \$10,000 | \$10,000 | \$10,000 | \$10,000 |
| | L - TOTAL Instructional Operations | \$572,020 | \$186,920 | \$173,820 | \$172,720 | \$193,620 |
| | K+L = M - TOTAL OPERATIONS | \$2,063,667 | \$1,526,820 | \$1,527,120 | \$1,536,820 | \$1,565,620 |

Overall Budget:

| BUDGET OPERATIONS EXPENDITURE PROJECTIONS | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 |
|--|------------------|------------------|------------------|------------------|------------------|
| J - TOTAL PERSONNEL | \$2,339,150 | \$2,923,794 | \$3,563,948 | \$4,057,571 | \$4,444,616 |
| M - TOTAL OPERATIONS | \$2,063,667 | \$1,526,820 | \$1,527,120 | \$1,536,820 | \$1,565,620 |
| J+ M =N TOTAL EXPENDITURES | \$4,402,817 | \$4,450,614 | \$5,091,068 | \$5,594,391 | \$6,010,236 |
| Z - TOTAL REVENUE | \$5,657,955 | \$6,380,378 | \$7,026,270 | \$7,791,755 | \$8,263,552 |
| Z - N = SURPLUS / (DEFICIT) | \$1,255,138 | \$1,929,764 | \$1,935,202 | \$2,197,364 | \$2,253,316 |

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.

Liberty Leadership Academy began with our mission and then sought an enrollment plan to match it. It is critical to our mission that we create a wholesome and moral environment for our students. We want a community-school-feel where students, parents, and staff know each other. Community feedback from surveys, interest meetings, and discussions with community members reflects a desire for smaller schools. A lot of attention is paid to the size of classrooms but not the size of the schools housing those classrooms. We believe both are important. Experience of members of the board and the lead administrator show that our targets are conducive to meeting our mission.

LLAs will serve 702 students in grades Kindergarten through Eighth its first year and add a grade level each year until serving 1062 students in grades Kindergarten to Twelfth by its fifth year. LLA is targeting a quickly expanding area of western Cary and Eastern Chatham county. Community feedback reflects that parents who have moved onto the more affordable Chatham county side of neighborhoods are concerned at the distance of Chatham county schools. Neighborhoods are expanding into Chatham county resulting in more and more parents desiring a closer option. Many Cary residents express frustration that the schools closest to their homes are already full and their students are being sent elsewhere. This is an area where population growth is continuous, meaning LLA needs a smaller and smaller market share to be successful. Other charters in the area have been consistently exceeded their enrollment targets. Community feedback reflects that the future high school component will be a draw for many parents who wish to secure a spot for their child in an independent high school now.

After careful consideration we believe our break-even to be 420 students. At that number we could adjust our expenditures and needs to still fulfill our mission and be fiscally solvent.

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

The leadership of LLA has experience dealing with revenue gaps. Should that

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occur LLA would explore every possible scenario so that we could continue to fulfill our mission of creating happy and productive citizens in a moral and wholesome environment. Options could include private fund raising, additional loans, or alternative revenue sources. Alternative revenue could be found by sub leasing building space or other school assets such as busses or technology equipment.

LLA would also review our budget to align our expenditures with the expected revenue. Fewer students would mean fewer needed staff, curriculum, consumables, technology fees, and other aggregate costs. Every opportunity to save money would be explored including a reduction in pay for administrators and renegotiating lease and loan payments. LLA would also explore securing asset donations from alternative sources.

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

LLA's current budget does not depend on outside sources for funding.

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

16 students to 1 teacher.

- 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.*

LLA will constantly review our budget to find areas of improvement. If there are areas that are cheaper to contract while not losing quality then LLA will explore using contractors. LLA has already identified an area in which we believe we will use contracted services: special education services (speech and occupational therapy). For any contracted services or large expenditures LLA will seek to obtain at least three quotes for the services. Any long term contracts or large purchases will be submitted by the Director to the Board of Directors for approval. In this way a large purchase will go through the Business Manager, Director, and Board before being approved.

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

Liberty Leadership Academys proposed budget supports our mission of creating happy and productive citizens in a wholesome and morale environment based on cultural literacy and personal relationships. The budget invest in proven curriculum, such as Core Knowledge, that are designed so that every student finishes the program culturally literate. The budget also provides money for leadership development in the form of Covey Seven Habits of Highly Effective People training. A wholesome and moral environment will require intentional planning and hands on support. The budget provides the needed administrators, teachers, and support staff to accomplish our goals.

The budget accounts for the curriculum outlined in the Instructional Program. We know that this is a large investment up front, but are confident that it will deliver high student outcomes. Although we will encourage parents to find independent means of transportation, monies have been set aside to ensure that every child that is enrolled can attend. The transportation budget also accounts for possible special needs that LLA will

meet to ensure every student access to a Free and Appropriate Education.

The facility budget is the largest item besides payroll. We are confident that we will ultimately secure a lease for far less than we have budgeted. However, we have set aside more than sufficient funds to ensure we have the buildings needed.

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.

Liberty Leadership Academy knows the importance of setting funds aside for the unexpected. Our goal will be to set aside 3% of funds in our second and third year and increasing to 5% thereafter with a goal to reach a cumulative 25% by our seventh year. The economy of scale allows more revenue to be set aside as the school adds grades in its later years. The current budget shows a surplus of a million a year. However, LLA knows it will invest some of those funds back into staff and students. We also know there are always unexpected costs. If we can set aside more funds and reach our goal quicker we will do so.

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

LLA's budget does not depend on any outside sources for revenue. However, LLA will try to secure a lease for a new facility. Should this fail LLA has described how it will lease backup locations and use modular classrooms. This is the only foreseeable source of debt for LLA. As with all such matters it will be up to the board to determine the best course of action and best institutions with which to partner in accomplishing our goals.

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*

LLA does not plan on soliciting assets from other sources at this time. LLA would consider alternative sources for assets as part of our contingency plan.

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?

Liberty Leadership Academy knows the importance of staying fiscally solvent. Fiscal solvency will require discipline and transparency. The Business Manager is responsible for keeping LLA compliant with all applicable laws and keeping LLA in budget. All purchases will flow through the office of the Business Manager and will require his approval or sign off. Purchase initiatives that begin in the business office will require the Directors approval. In this way there is oversight of the schools fiscal activities by the Business Manager and oversight of the Business office by the Director. The Director will report on the fiscal doings of the school at each Regular Meeting of the Board of Directors and provide documentation for them to review. The Board of Directors will continue to refine policies around finances as they seek a healthy balance between correct governance oversight and leaving the day to day operations to the school administration.

Other means LLA will employ to maintain fiscal health include but are not limited to:

- Establish signatory authority and monthly bank account reconciliation.
- Required review and approval of purchase order requests by the Business Manager
- Monthly review of budget to actual detailed financial statements.
- Saving of all financial documentation including IRS form 990
- Fireproof lockable cabinet for financial records

Documentation for the Regular Meeting will include:

- Income statement (revenue and expenses) with budget comparison.
- Cash Flow projection worksheet.
- Asset status report listing asset acquisitions, disposals, and needed repairs/maintenance.
- Enrollment report.
- Fundraising status report.
- Outstanding check report.
- General ledger summary report with detail available.

Each year LLA will contract with an uninterested firm to perform an independent audit. The Business Manager is responsible for ensuring that this audit is performed by the states deadline. Any discrepancies will be documented and reported to the Board for their deliberation. Our goal is to be able to simply answer any question about our finances so that parents and other interested parties know where every tax dollar is spent.

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

Liberty Leadership Academy does not anticipate any 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

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investigated.

The Board of Liberty Leadership Academy is considering the following firms for auditing:

BDO USA, LLP, 5430 Wade Park Blvd Suite 208, Raleigh, NC 27607, 919-754-9370

Elliot Davis Decosimo LLC/PLLC 5410 Trinity Road, Suite 320, Raleigh, NC 27607, 919.783.7073

LB&A CPAs, 212 W. Mathews Street Suite 102, Matthews, NC 28105, 7048411120

| Section VI: Financial Plan Concerns and Additional Questions | Reviewer | Page Reference |
|---|-----------------------|---------------------------|
| do you have assurances of other funds or working capital? | Deborah Brown | Total Budget |
| Looking back at the assignments the AD will have, is \$60,000 enough to obtain and retain an Assistant Director? How re you deciding who receives benefits and who does not? Is \$1350 enough to go into retirement to obtain and retain experienced teachers? | Shannon Sellers | Personnel Bu |
| Health insurance costs are way too low. How does the 1.83 assistant administrators work? | Steven Walker | Personnel Bu |
| The budget does not provide for a dean of students as described in previous staffing sections. | Tracy Kelley | Personnel Bu |
| If you want your assist. director to do the duties you outlines, would you consider offering more money? The current salary proposed is nearly half that of the director? Are teaching salaries competitive with Wake County and with the quality of teachers you want to hire? Especially for EC staff? | Deborah Brown | Personnel Bu |
| Lead administrator's salary is quite competitive. | Hilda Parlér | Operations B |
| Is \$20,000 going to be enough to cover transportation if you have to find a private carrier? \$7,000 is not realistic for technology for a 21st century school? Will every classroom have a computer? Will teachers have a laptop? Does this include the software that you plan to buy for IEP and 504 documentation? Based on that \$7,000 how will you provide computers for students to take on-line state assessments? Why are you budgeting \$20,000 for oil/tires & maintenance when you don't plan to offer transportation? What is the \$40,000 for gas going to be used for? If you contract, one would assume that is already built in the cost. What is the "250,000 Other" in Instruction Operations for? where is the budget for EC services such as a psychologist, speech therapist, occupational therapist, etc? | Shannon Sellers | Operations B |
| Is this aligned to all other portions of the application? Are some areas under budgeted? Given the proposed size of the school, looking at the projected numbers in year one does not seem realistic. | Deanna Townsend-Smith | Operations B |
| How will IEP Related Services be covered? I do not see a line item for EC related services. | Glenn Allen | Operations B |
| Have you considered digital texts to cut down on textbook costs? You have a budget for software-- how will you provide hardware? Will classrooms be outfitted with and for computers? What about internet services? Will teachers be expected to provide their own laptops? Will the school provide technology for student use? The \$125,000 for computers and software-- is that just for administration? | Deborah Brown | Operations B |
| A 1.2 million dollar surplus in year one is totally unreasonable. | Steven Walker | Total Expend |
| The numbers do not seem realistic based on concerns in the operational budget. | Shannon Sellers | Total Expend |
| do you have contingencies in case your student population requires more EC support services or more F&R lunches, for example? Have you budgeted or planned for how you will handle substitute teachers? | Deborah Brown | Total Expend |
| What type of loans do you have currently to suggest additional loans in the narrative? | Shannon Sellers | Budget Narra |
| What are some of the "every possible scenario"s you would pursue? How do you measure and ensure a "moral and wholesome" environment? | Deborah Brown | Budget Narra |
| Breakeven should be calculated without adjustments to expenditures. | Steven Walker | Budget Narra |
| Is the ratio 16:1 with a proposed student enrollment of over 700 students? While the break-even is 420 students, does that number still seem to be ambitious in year one? | Deanna Townsend-Smith | Budget Narra |
| The segregation to duties as proposed is concerning? Is this appropriate? What is the board's responsibility in this area? | Deanna Townsend-Smith | Financial Au |

Liberty Leadership Academy - Liberty Leadership Academy creates happy, productive citizens in a moral and wholesome environment built on cultural literacy and personal relationships.

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| Is your Budget Director already hired so you know it's a "he"? Will staff be trained in proper handling of funds? | Deborah Brown | Financial Au |
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| Reviewer | Score |
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| Deborah Brown | |
| Robert McOuat | |
| Lynn Kroeger | |
| Glenn Allen | |
| Tracy Kelley | Pass |
| Heather Soja | |
| Shannon Sellers | Fail |
| Deanna Townsend-Smith | Fail |
| Steven Walker | Fail |
| Deborah Brown | Fail |
| Kenneth Tucker | |
| Cheryl Turner | |
| Alan Hawkes | |
| Hilda Parlér | Pass |

VII AGREEMENT PAGE

Application Fee:

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

**Application Note: The applicant must mail the check or credit card form along with a letter indicating the name of the proposed charter school, contact information, and the enclosed payment amount to be received before or on the due date of September 19, 2016 5:00 pm EST. Failure to submit payment by the stipulated timeline to the Office of Charter Schools will deem the application incomplete.*

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

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

I understand the requirements pursuant to G.S. 115C-218.1(c).

11a Date: 09/22/2017

Applicant Signature:

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

Print/Type Name: 11a

Board Position: Lead Administrator/Director

Signature: _____

Date: 09/22/2017

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

Notary Public

Official Seal

Liberty Leadership Academy - Liberty Leadership Academy creates happy, productive citizens in a moral and wholesome environment built on cultural literacy and personal relationships.

My commission expires: _____, 20_____.

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.

| <u>Total External Evaluator Votes</u> | |
|--|------------|
| 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.

| <u>Total Subcommittee Votes</u> | |
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| No | Yes |
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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.

| <u>CSAB Votes</u> | |
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| No | Yes |
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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

Liberty Leadership Academy - Liberty Leadership Academy creates happy, productive citizens in a moral and wholesome environment built on cultural literacy and personal relationships.

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| Mission, Purposes, and Goals | - dtsmith840 |
| Education Plan | - dtsmith840 |
| Governance and Capacity | - dtsmith840 |
| Operations | - dtsmith840 |
| Financial Plan | - dtsmith840 |
| OVERALL | - dtsmith840 - dtsmith840 - dtsmith840 |

External Evaluator

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| Mission, Purposes, and Goals | <p><u>Mission Statement</u> The mission statement does not mention academics or preparation toward a specific focus of achievement to graduate from high school aside from what is stated.</p> <p>It will interesting to read what really will make the students "Happy". - haparler</p> <p><u>Mission Statement</u> I am concerned about the abstract concept of "moral and wholesome environment." That language is often aligned with political and religious groups. What pedagogy underlies this mission? How will it be measured? How is it connected to academic achievement? - deborahbrownnc</p> <p><u>Mission Statement</u> Happy to each person is different, what do you mean by "happy, productive citizens..? What do you mean by "moral and wholesome environment?" - shannon1974</p> <p><u>Mission Statement</u> The question of happiness as a stated goal and how that goal specifically aligns with content, curriculum, teaching and learning is unclear. The mission statement does not speak directly to educational outcomes desired for all students. Applicant should be asked to to expound on what is meant by "culturally literate". Applicant should be asked to demonstrate the pedagogical model proposed is researched based and likely to result in improved outcomes for students especially students similar to the target population. LLa should be asked to define in specific and measurable terms what is meant by wholesome and moral environment. And how these concepts will be communicated in a way that is inclusive of all families, staff and students developmentally and linguistically. The leaders should be asked to draw distinctions between their definition of wholesome and moral and what families might experience in the LEA. - kellelytracy1</p> <p><u>Educational Need and Targeted Student Population</u> Having the K-8 and high school on the same campus is a prudent plan. - haparler</p> |
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| | <p><u>Educational Need and Targeted Student Population</u> Opening a charter school strictly in response to local overcrowding diminishes the mission of charters to be innovative. Families may wish to have a nearby school, however can you outline why, other than proximity, your proposed students would be better served in your charter than in another county based school, even if it is a bit more of a distance? Have you looked at the recent data on the changing demographics in this geographic location, especially with the rise of Asian populations in the Morrisville area? - deborahbrownnc</p> <p><u>Educational Need and Targeted Student Population</u> Applicant does not make a case for academic need, nor does it describe the current proficiency levels of the proposed target communities. - kellelytracy1</p> <p><u>Educational Need and Targeted Student Population</u> What are the evidences of need to support the need for the school and the proposed demand? Do the evidences support the proposed student enrollment and will the group attain the proposed enrollment based on the evidences submitted? Many of its evidences are based on Wake County student enrollment; however, the proposed group is proposing to locate in Chatham. - dtsmith840</p> <p><u>Purposes of Proposed Charter School</u> It appears that the administration will not provide PD in house or elsewhere if teachers are encouraged to seek PD opportunities on their own and must seek permission from the administration. - haparler</p> <p><u>Purposes of Proposed Charter School</u> How does having teachers develop their own SMART goals show a new professional opportunity from the county school? How will you make sure your teachers have adequate resources since you do not yet know the experience and expertise levels of your team leads? How do you conclude that "consistency in staff" will automatically lead to Master Teachers" and that the "benefits will ripple out" to children? How can you back up these statements with evidence and a more solid plan? How will you ensure that student learning will improve by focusing on the culture? - deborahbrownnc</p> <p><u>Purposes of Proposed Charter School</u> How are your method going to improve student outcomes? How will consistency with teachers lead to "master" teachers? What makes one a master teacher? How will assessment data be used to drive instruction for those other than the ones that need extra support? - shannon1974</p> <p><u>Purposes of Proposed Charter School</u> The purposes identified are not fully explained. The question of measurable student achievement identifies benchmarks for primary k-2 grades but nothing for grades 3-8. Plan to improve student learning is underdeveloped as applicant does not identify successful school models with similar populations or a general track record of success. Applicant should be asked how it intends to measure optimism and happiness. LLA does not indicate how the school will hold itself, teachers, leaders, Board accountable for making measurable gains in student achievement levels. - kellelytracy1</p> <p><u>Goals for the Proposed Charter School</u> The purpose of a school is to educate, academics are the "main thing." As such we have set the following goals in Academics:... That statement could have been part of the mission statement.</p> |
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| | <p>Why 5 out of 7 Board members will attend all meetings? All 7 should be required to attend all Board meetings; keeping in mind that sometimes one may have to miss a meeting. - haparler</p> <p><u>Goals for the Proposed Charter School</u> What evidence do you have that your students will be able to score that highly? Other than quotes from Stephen Covey, where is the pedagogy and the methodology? - deborahbrownnc</p> <p><u>Goals for the Proposed Charter School</u> 80% proficiency in the first year is a lofty goal for a K-8 school. How do you plan to achieve that? - shannon1974</p> <p><u>Goals for the Proposed Charter School</u> Without a baseline it is not possible to assess the quality and rigor of the goals for 3-8 grade. The applicant should be asked to describe plans for progress monitoring to predict success on EOG state assessments. How will k-2 students access the concept of Covey? How will happiness and cultural literacy be assessed? The goals, for year 1 are not realistic and reveal a fundamental misunderstanding of goals and the process for setting them. Because the mission is murky and lacking in focus, the goals are difficult to aCESS. - kelleltracy1</p> <p><u>Goals for the Proposed Charter School</u> While the performance goals are ambitious are they realistic and achievable especially with an enrollment of over 700 in year one. - dtsmith840</p> <p><u>Goals for the Proposed Charter School</u> Is 80% GLP proficiency attainable in year one? - dswalker</p> |
| <p>Education Plan</p> | <p><u>Instructional Program</u> How is what is being proposed an innovation? How are the teaching techniques different from traditional schools? How will your instructors build "soft skills" like collaboration, critical thinking and presentation skills in this environment? Have you considered the newer digital learning initiatives or problem/project based learning rather than this more traditional approach? How will you determine what is "culturally rich" content, and what will you do to ensure diverse cultures are represented and an inclusive environment is created? What documentation shows that this program will lead to improved student performanc? - deborahbrownnc</p> <p><u>Instructional Program</u> What evidence supports that your curriculum will improve student performance? What assessments other than DIBELS will be used? What type of benchmark testing will you use that "mimic the EOG?" What is innovative in this approach? - shannon1974</p> <p><u>Instructional Program</u> LLA does not explain how the proposed instructional plan is designed to meet the needs of the target population. - kelleltracy1</p> <p><u>Curriculum and Instructional Design</u> How deep will the religions be taught in grade 6? -Appendices B and B2 are incomplete. - haparler</p> <p><u>Curriculum and Instructional Design</u></p> |

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| | <p>How is this an innovative approach that warrants a charter? How will you ensure a "warm and welcoming" environment and how will you teach children "professional and behavioral norms," especially if they are in compartmentalized classrooms, in even rows facing the teacher? - deborahbrownnc</p> <p><u>Curriculum and Instructional Design</u> What is different in your approach? How will you incorporate innovative strategies if all the desk are in lines facing the same direction? What professional behavior and norms are being taught and how? What elective Social Studies class will you offer based on needing one each year and World History, American History, and Civics are the only required histories for graduation based on NC Standards? What about science only 3 are required? Appendix B2 which should be for high school is "Core Knowledge Sequence: History and Geography, Grade 6. Where is the information for high school? - shannon1974</p> <p><u>Curriculum and Instructional Design</u> The curriculum and instructional design does not align with the mission and vision statements; there is not a discussion regarding how happiness, productivity are integrated into the plan. There is no mention of Covey's seven habits and again ther is no track record of success using this model. - kelleystacy1</p> <p><u>Curriculum and Instructional Design</u> What evidence supports that the chosen curriculum will help the school achieve its rigorous academic goal of 80% proficient in year one with such a large student population? Does this plan align to the mission of the school? - dtsmith840</p> <p><u>Special Programs and "At-Risk" Students</u> Describe the "screener" by name. Which assessment(s) will be used to identify IG students? - haparler</p> <p><u>Special Programs and "At-Risk" Students</u> How will you train your staff in meeting the needs of students who qualify for service? What types of interventions could be offered? What kind of training would be available for an instructional aide to craft "enrichment activities for gifted students. These activities will go deeper into the scope and sequence" Given the population in the location you are planning, have you considered the need for a fully certified AIG teacher? - deborahbrownnc</p> <p><u>Special Programs and "At-Risk" Students</u> What is the "screener? How do you know that this screener will be accurate? What intervention strategies will be used once the screener is in place? How will you monitor success? Will the Assistant Director be certified as and ELL teacher? How will ELL students be taught outside of the regular classroom? Are you planning to administer WIDA/ACCESS test to determine eligibility for ELL students? Who will teach the "Reading Mastery" for these students? Will gifted students be given and IQ test to help determine eligibility? Will the instructional aides be trained to provide enrichment activities? What will these activities look like, so it is not seen as extra work?</p> |
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| | <p>Will the Assistant Director be able to efficiently monitored ELL and AIG? - shannon1974</p> <p><u>Special Programs and "At-Risk" Students</u> How will interventions be progress monitored? - kevin_allen</p> <p><u>Special Programs and "At-Risk" Students</u> With there are plans for special programs and at-risk students, the plans outlined in the application are not clear nor demonstrate the proposed applicants capacity to meet the needs of students in this group. - dtsmith840</p> <p><u>Exceptional Children – Identification and Records</u> What software will be used to upload IEP's so that regular education teachers can have access to the plan? How will you know that this information is left opened on the computer if teachers have access to all IEP'S on their computers? - shannon1974</p> <p><u>Exceptional Children – Education Programming</u> If you are going to provided the full continuum of services, why would you say, "Students with severe needs may be beyond the capacity of LLA and may need to be outsourced to the local school district (where possible) or private providers?" It sounds like you will accept them and then say they need to attend another school? It is highly unlikely that a school in the LEA will take one of these students and allow you to keep them on your roster. What special education services will your advertise? There is no mention of IEP meetings, who will be on the IEP team, etc.</p> <p>- shannon1974</p> <p><u>Exceptional Children – Education Programming</u> How are referrals handled for special education? A parent or outside source may refer. How are you advertising special education services? Services should be determined by a team and may change often. Advertising what you have can be seen as a practice to deter application. - kevin_allen</p> <p><u>Student Performance Standards</u> Will your 8th graders take Math I so they can take EOC test? - haparler</p> <p><u>Student Performance Standards</u> How will teachers "pinpoint specific standards"? What kind of monitoring or reporting system will your teachers be expected to use? What latitude will teachers have to adjust instruction and curriculum to meet student needs? - deborahbrownnc</p> <p><u>Student Performance Standards</u> What are the performance standards? How will the data from benchmark testing be used to drive instruction? An EOG/EOC proficiency score at the end of the year will automatically mean promotion? Promotion and retention criteria is unclear. It appears based on the application that if a child is going to be happy they will promote the child? - shannon1974</p> <p><u>Student Performance Standards</u> The standards described are not aligned with the what was described in the goal section of</p> |
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| | <p>the application. - kelleytracy1</p> <p><u>Student Performance Standards</u> These goals do not match up with the goals section. - dswalker</p> <p><u>Student Conduct and Discipline</u> Who will write your code of conduct? What aspects of student behavior will be outlined? What provisions can be made to adjust it as needed? How will students be notified if they have received a yellow card, and is that information public or private? What aspects of positive behavior support will be in place? Can you clarify how, if "Administration reserves the right to modify the discipline progression on a case-by-case basis" you can ensure equity in discipline? What grievance procedures are in place? - deborahbrownnc</p> <p><u>Student Conduct and Discipline</u> Are all students expected to state the mission statement daily? Why isn't this mission statement comparable to the school's mission statement. The yellow card and red card description is vague. Will this be spelled out more clearly? There's a lot of room for interpretation by teachers, students, and parents. How will due process be followed for exceptional children? Is there a grievance policy? - shannon1974</p> <p><u>Student Conduct and Discipline</u> How are students with disabilities discipline when there may be a pattern of behavior or suspensions that may constitute a change of placement. Services must be provided. It could be considered discriminatory to exclude children from some activities as well as you have noted in your process. - kevin_allen</p> <p><u>Student Conduct and Discipline</u> Grievance processes should be established at every stage of the process. Is it appropriate to eliminate the appeal of a director's decision with the ultimate responsible party, the board of directors? Does the proposed applicant group understand that it is not allowable in statute to suspend students under a specific age? - dtsmith840</p> <p><u>Student Conduct and Discipline</u> What are the due process procedures that will be implemented to ensure legal compliance on long-term suspensions? - dswalker</p> |
| <p>Governance and Capacity</p> | <p><u>Tax-Exempt Status 501 (c)(3)</u> Applicant has 24 months after approval to obtain. - dtsmith840</p> <p><u>Governance and Organizational Structure of Private Nonprofit Organization</u> Organization Chart: Assistant Director may be confused with a director on the Board of Directors. How about Assistant Administrator and Lead Administrator without "Director" for the name of the principal.</p> <p>Meeting once a quarter does not seem prudent to make sure the Board stays on top of governance.</p> <p>- haparler</p> <p><u>Governance and Organizational Structure of Private Nonprofit Organization</u> This is a very small board with limited expertise-- how will you incorporate more community members and members with some additional background in finance, technology, and education? What is the "certain criteria" that you will apply? Who will</p> |

provide the training for your board? How will the board "be proactive" in developing school policies? How will you make sure you are considering the needs of your stakeholders and community beyond pretty phrases? If the board members all vote on the addition of new board members, what procedures are in place to insure diversity and community representation? What is the term of service for each board member, and how will board members be replaced if someone requests to leave the position before their term is expired? Since at least two of your proposed board members are from the same university, how will ensure diversity in representation? - deborahbrownnc

Governance and Organizational Structure of Private Nonprofit Organization

What is the difference between the assistant director and dean of students? Do you need both?

Will meeting once a quarter be enough to successfully monitor the progress of the school?

When will you add more members to the board?

What is the "certain criteria" that a candidate must have?

Your quarterly meetings are not scheduled at the end of the year where you could discuss student performance as well as teachers, and the overall success of the school year?

Would it not be beneficial to have a meeting in June or July? Will you wait til August to hire teachers, renew teacher contracts, etc? If so, will this cause you to loose teachers?

The five nights the board meets prior to teachers starting, will this be open to the public?

Will your school not have a Parent-Teacher Organization?

Your by-laws do not indicate how many members will be on your board? The by-laws say, "4.1 Membership.

The Organization will not have members."

How many members must be present to have a Quorum?

All meetings must be publicized with time and location not just the first meeting.

How will you evaluate the board and the board members, the lead administrator?

- shannon1974

Governance and Organizational Structure of Private Nonprofit Organization

LLA does not provide a description or evaluation criteria for the lead administrator.

The proposed Board members do not have the requisite skills, knowledge or abilities to operationalize the proposed school model. The Board members lack key expertise - kellestracy1

Governance and Organizational Structure of Private Nonprofit Organization

Only 3 proposed people are outlined in the application. Does this meet the minimum number of required board members? Is a 3 body board appropriate? Will a three body board have the capacity to function appropriately? - dtsmith840

Governance and Organizational Structure of Private Nonprofit Organization

Insufficient number of directors. - dswalker

Proposed Management Organization (EMO/CMO)

N/A - deborahbrownnc

Staffing Plans, Hiring, and Management

Will the high school have its own principal and assistant principal as there is indicated that 2 buildings will exist on the same acreage? - haparler

Staffing Plans, Hiring, and Management

What is meant by "streamlined recruitment process"? How is your proposal streamlined from traditional methods? How ill you determine which employees are "value added"?

Wouldn't it be valuable to have your director position also have an education background

or license and require an advanced degree? How will you make sure your AD is experienced and able to provide the kind of leadership you describe if a specific certification and advanced degree is not required? What is the instrument you will use to measure employee effectiveness? - deborahbrownnc

Staffing Plans, Hiring, and Management

More information is needed on "Streamlined recruitment."

What do you mean by value creation?

What is meant by the following statement? We want to expand our capacity to serve all of our students needs, but not at the expense of delivering the best education for each student. If LLA cannot meet the needs of these students then contracts will be made with outside providers to service those students." Specifically, outside providers? Will outside providers be less expensive than a qualified EC teacher?

Will Mr. Enky be successful in his role as Director and ELL teacher?

Why does your Assistant Director need a degree in education but that is not required of the director? Wouldn't both need it if one needs it?

- shannon1974

Staffing Plans, Hiring, and Management

The staffing plan is unrealistic and not sustainable and not likely to result in improved outcomes for students because there are not enough administrators to operationalize a high quality elementary and middle school year 1. The recruitment plan is not unique and is not likely to result in the hiring of exceptional and highly effective teachers. The applicant does not provide a set of core competencies that will be used to hire the most effective teachers, leaders, and staff. - kelletracy1

Staffing Plans, Hiring, and Management

Does the board understand it's responsibility to hire/fire all employees including the Director? In this section the proposed applicant mentions employment of an individual to address the needs of gifted students - this portion was not outlined in the earlier part of the application which addressed gifted student education. - dtsmith840

Staff Evaluation and Professional Development

It is very good to learn in this section that administrators will provide PD opportunities.

How often will full observations of teachers be held and which tool of evaluation will be employed? - haparler

Staff Evaluation and Professional Development

How will you measure whether or not your teachers are "happy and productive people"? What is your pedagogy? Wouldn't your community be well served with some expertise in a variety of educational approaches? How will you "gauge" whether or not a potential hire is committed to "creating happy and productive" students? Have you explored recent research on growth mindsets and the idea that "happy" students are not necessarily high achieving? How will you make sure that confirmation bias is not a part of your interview process? How will teachers be "encouraged to work together" if you are planning discrete classrooms with a pre-planned curriculum? How will admin "encourage teachers to stay engaged"? How will you "many strengths and approaches" if you want all your teachers to have the same mindset and practice? Your PD plan mentions teacher needs and interests-- how will you incorporate student needs and make sure your PD is aligned with student growth? How will teachers contribute to creating a shared vision of culture? - deborahbrownnc

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| <p><u>Staff Evaluation and Professional Development</u> How will you measure whether or not a teacher is engaged? How often will they be evaluated? How will you mentor beginning teachers? What is your pedagogy? How will you know that the teachers are happy; how will this be measured? - shannon1974</p> <p><u>Staff Evaluation and Professional Development</u> LLA does not how student achievement will be incorporated into leadership and teacher evaluations. - kellelytracy1</p> <p><u>Marketing Plan</u> What proof do you have that women are the primary decision makers of children of these ages will be targeted? The statement appears biased against men and that the families are of single mothers only. Why not target families of students in grades K-12? - haparler</p> <p><u>Marketing Plan</u> What is your data for assuming "mothers are the primary decision makers"? How will you ensure diverse groups receive your communications if you are counting on word of mouth within specific friends groups? How do you account for the sexism in your assumptions about the target audience in your marketing plan? How will you make sure students from disadvantaged and minority families, who often do not have the same resources and access to digital sites and social media, will learn about the opportunity to apply to your school? - deborahbrownnc</p> <p><u>Marketing Plan</u> What evidence supports targeting women as they are the primary decision maker for educational choice? What about the men involved in the families? Digital marketing is great, but how will you reach those without access to the internet? - shannon1974</p> <p><u>Marketing Plan</u> LLA plan to start with 702 students k-8 year 1 is not supported by the marketing and outreach plan that is presented. The plan makes assumptions that are concerning with regard to parental engagement that are out dated and unimaginative. There is not plan to reach out to the surrounding ES and MS to recruit parents. The focus on moral and wholesome environment , cultural literacy, and happiness denotes a lack of understanding about the need for high academic expectations and fundamental role of the school to intellectually challenge students and ensure high levels of teaching and learning. - kellelytracy1</p> <p><u>Marketing Plan</u> Will this proposed plan allow the school to meet its student enrollment of over 700 in year one? Is the budgeted amount appropriate? - dtsmith840</p> <p><u>Parent and Community Involvement</u> Earlier in the application you stated you wouldn't have any organizations, but now you mention a PSO? Will this group have access to the board? - shannon1974</p> <p><u>Parent and Community Involvement</u></p> |
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| | <p>What happens if a parent is not able to contribute a minimum of 30 volunteer hours? Is it appropriate to have a minimum? - dtsmith840</p> <p><u>Admissions Policy</u> Why do kinder screening prior to acceptance if it has no impact on acceptance? - shannon1974</p> <p><u>Projected Student Enrollment (Table)</u> The year 1 plan to start with elementary and middle school is not tactile or realistic and not likely to result in improved achievement levels for students. - kellestracy1</p> <p><u>Weighted Lottery</u> Why gather data ahead of time if you will not use it in determining if the student is offered enrollment? Since your full board is not yet seated, how will you ensure people are not applying to serve on your board as a way to ensure enrollment for their student? What research supports allowing siblings and children of employees to attend? How is this weighted lottery connected to your school's mission? How long will students stay on a wait list (for example, would they be offered a seat in future academic years if a space opened? - deborahbrownnc</p> <p><u>Weighted Lottery</u> LLA does not clearly explain the underlying rationale for having a weighted lottery. LLA should be asked to clarify why and how this decision was made. - kellestracy1</p> <p><u>Weighted Lottery</u> IS the weighted lottery proposed in line with an allowable weighted lottery? Does the proposed applicant understand the purpose of a weighted lottery? It seems that the pieces outlined in the weighted lottery should be conducted through normal lottery and enrollment processes with adopted preferences. - dtsmith840</p> |
| <p>Operations</p> | <p><u>Transportation Plan</u> Will you apply for the transportation grant should you have 50% or more FRL students? - haparler</p> <p><u>Transportation Plan</u> How will you reach families who may not have internet access? Or own a car? What plans do you have for ensuring safety for students who are walking? Are there sidewalks and crosswalks? Will you have staff to assist? - deborahbrownnc</p> <p><u>Transportation Plan</u> Your statement, "Asking parents to be responsible for transportation fits with our goal of partnering with parents and teaching students that there is no free handouts in life." may be offensive to parents that cannot find a way to carpool How will you portray this in a manner that will not offend nor upset a parent? How will you commit additional money to the transportation fund if needed; is this allocated in your budget? Will you be able to find a private carrier the month school starts so transportation is not a barrier? How will parents sign up for transportation if they don't have access to the internet/ How will you make the "Delivering Leaders" program known to parents? - shannon1974</p> <p><u>School Lunch Plan</u> Why not participate in the National School Lunch program since you are proposing a weighted lottery? - haparler</p> |

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| | <p><u>School Lunch Plan</u> How will you preserve student privacy and educational time to check to see if students are buying lunch? Will your cafe. leaders need details earlier than just a few hours to be able to adequately prepare? Will a cafeteria menu be available to families ahead of time, and will it include options for differently dietary needs or religious restrictions? How will extra funds be used for "students in need?" - deborahbrownnc</p> <p><u>School Lunch Plan</u> You say that the kitchen manager will tally negative balances and students who did not bring lunch. How will students who qualify for free/reduced lunches not be singled out in order to receive lunch? What does your statement mean by verify the lunch is sufficient? Sufficient according to whom? Are you planning to say what is appropriate for a student to bring from home? - shannon1974</p> <p><u>Civil Liability and Insurance</u> The price outlined here does not coincide with the quote attached to the application. What is the reason for the discrepancy? - dtsmith840</p> <p><u>Healthy and Safety Requirements</u> what will be the basis for your safety plan, and who will consult with you? - deborahbrownnc</p> <p><u>Facility and Facility Contingency Plan</u> "We know this is a new approach to securing funding and a facility with Mrs. Gabriel is essentially acting as a broker for LLA." Is Ms. Gabriel a NC Licensed Real Estate Broker? - haparler</p> <p><u>Facility and Facility Contingency Plan</u> What are your details for securing capital? What will be the source for modular units, not just rental but also installation & maintenance? What is the "LLA criteria" for an acceptable building? How can you insure fair bidding practices if you are using personal contacts to find developers? What legal and liability issues are there if you go to your contingency plan of leasing land from a local church? - deborahbrownnc</p> <p><u>Facility and Facility Contingency Plan</u> Is Mrs. Gabriel a certified contractor, real estate agent? What are her credentials? Is she a broker? Where is your capital going to come from for the facility? Where will the private investors come from? If the board members are "leveraging their contacts in school buildings.." how is this not a conflict of interest? With only 3 board members from the same areas, the conflict of interest may rest in more than one board member. - shannon1974</p> |
| <p>Financial Plan</p> | <p><u>Total Budget Revenue Projections 2018-2023 (Table)</u> do you have assurances of other funds or working capital? - deborahbrownnc</p> <p><u>Personnel Budget: Expenditures 2018-2023 (Table)</u> If you want your assist. director to do the duties you outlines, would you consider offering more money? The current salary proposed is nearly half that of the director? Are teaching salaries competitive with Wake County and with the quality of teachers you want to hire? Especially for EC staff? - deborahbrownnc</p> |

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| <p><u>Personnel Budget: Expenditures 2018-2023 (Table)</u> Looking back at the assignments the AD will have, is \$60,000 enough to obtain and retain an Assistant Director? How re you deciding who receives benefits and who does not? Is \$1350 enough to go into retirement to obtain and retain experienced teachers? - shannon1974</p> <p><u>Personnel Budget: Expenditures 2018-2023 (Table)</u> The budget does not provide for a dean of students as described in previous staffing sections. - kellelytracy1</p> <p><u>Personnel Budget: Expenditures 2018-2023 (Table)</u> Health insurance costs are way too low. How does the 1.83 assistant administrators work? - dswalker</p> <p><u>Operations Budget: Expenditures 2018-2023 (Table)</u> Lead administrator's salary is quite competitive. - haparler</p> <p><u>Operations Budget: Expenditures 2018-2023 (Table)</u> Have you considered digital texts to cut down on textbook costs? You have a budget for software-- how will you provide hardware? Will classrooms be outfitted with and for computers? What about internet services? Will teachers be expected to provide their own laptops? Will the school provide technology for student use? The \$125,000 for computers and software-- is that just for administration? - deborahbrownnc</p> <p><u>Operations Budget: Expenditures 2018-2023 (Table)</u> Is \$20,000 going to be enough to cover transportation if you have to find a private carrier? \$7,000 is not realistic for technology for a 21st century school? Will every classroom have a computer? Will teachers have a laptop? Does this include the software that you plan to buy for IEP and 504 documentation? Based on that \$7,000 how will you provide computers for students to take on-line state assessments? Why are you budgeting \$20,000 for oil/tires & maintenance when you don't plan to offer transportation? What is the \$40,000 for gas going to be used for? If you contract, one would assume that is already built in the cost. What is the "250,000 Other" in Instruction Operations for? where is the budget for EC services such as a psychologist, speech therapist, occupational therapist, etc? - shannon1974</p> <p><u>Operations Budget: Expenditures 2018-2023 (Table)</u> How will IEP Related Services be covered? I do not see a line item for EC related services. - kevin_allen</p> <p><u>Operations Budget: Expenditures 2018-2023 (Table)</u> Is this aligned to all other portions of the application? Are some areas under budgeted? Given the proposed size of the school, looking at the projected numbers in year one does not seem realistic. - dtsmith840</p> <p><u>Total Expenditure Projections (Table)</u> do you have contingencies in case your student population requires more EC support services or more F&R lunches, for example? Have you budgeted or planned for how you will handle substitute teachers? - deborahbrownnc</p> <p><u>Total Expenditure Projections (Table)</u></p> |
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| | <p>The numbers do not seem realistic based on concerns in the operational budget. - shannon1974</p> <p><u>Total Expenditure Projections (Table)</u> A 1.2 million dollar surplus in year one is totally unreasonable. - dswalker</p> <p><u>Budget Narrative</u> What are some of the "every possible scenario"s you would pursue? How do you measure and ensure a "moral and wholesome" environment? - deborahbrownnc</p> <p><u>Budget Narrative</u> What type of loans do you have currently to suggest additional loans in the narrative? - shannon1974</p> <p><u>Budget Narrative</u> Is the ratio 16:1 with a proposed student enrollment of over 700 students? While the break-even is 420 students, does that number still seem to be ambitious in year one? - dtsmith840</p> <p><u>Budget Narrative</u> Breakeven should be calculated without adjustments to expenditures. - dswalker</p> <p><u>Financial Audits</u> Is your Budget Director already hired so you know it's a "he"? Will staff be trained in proper handling of funds? - deborahbrownnc</p> <p><u>Financial Audits</u> The segregation to duties as proposed is concerning? Is this appropriate? What is the board's responsibility in this area? - dtsmith840</p> |
| <p>OVERALL</p> | <p><u>Grade Levels Served and Total Student Enrollment:</u> What is the proximity to you and Cardinal Charter West? How assertive to open a full K-8 the first year. - haparler</p> <p><u>Grade Levels Served and Total Student Enrollment:</u> What data was used to determine your projected enrollment for the area? - deborahbrownnc</p> <p><u>Grade Levels Served and Total Student Enrollment:</u> The projected enrollment figures are not realistic for year 1-k-8 700 student is not reasonably aligned to best practices and describes an enrollment target that is not likely to be successful or lead to improved outcomes for kids. . - kellelytracy1</p> <p><u>Grade Levels Served and Total Student Enrollment:</u> The projected enrollment in year one is too broad and does not seem tactical or realistic. 702 in grades K - 8 is an ambitious goal to achieve. What evidence supports that the proposed school will be able to reach these proposed numbers so that the program is not jeopardized? - dtsmith840</p> <p><u>Grade Levels Served and Total Student Enrollment:</u> Will be difficult to start out as a K-8 school in year one. Need to see a solid marketing plan to accomplish this goal. - dswalker</p> <p><u>Grade Levels Served and Total Student Enrollment:</u> Unrealistic projections for year 1 in students and grade levels. - heather_soja</p> |

| Charter School Advisory Board Subcommittee | |
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| Mission, Purposes, and Goals | |
| Education Plan | |
| Governance and Capacity | |
| Operations | |
| Financial Plan | |
| OVERALL | |

| Overall Summary | |
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| <p>Initial Screening</p> <p>09/27/2017</p> | <p>The Office of Charter Schools deemed this application incomplete on September 27, 2017. The following is needed to begin the application evaluation:</p> <p>(1) Appendix B includes curriculum outline for elementary and middle school grade spans. Instructions under curriculum and design state "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." Since the school will ultimately be grades K-12, missing sample curriculum outline for high school grade span.</p> <p>(2) Missing 9-12 core content electives information in Appendix B2. The uploaded Appendix B2 is curriculum outline for 6th grade History and Geography.</p> <p>Applicant responded to the incomplete submission request by the October 4, 2017 deadline.</p> |
| <p>Application Review</p> | <p>Dr. Townsend-Smith shared school overview on proposed LEA location, projected student enrollment and grade levels for years 1-5, no LEA impact or due diligence statements, pass/fail ratings. The board of Liberty Leadership Academy introduced themselves. Mr. Walker led the Policy Committee discussion. The CSAB discussed all sections of the application.</p> <p>Mr. Walker sought clarification around the large projected student enrollment. The Mission, Purposes, and Goals contained the word "Happy" and he wanted to understand its meaning. Mr. Walker commented that he was interested in the placement of the paradigm. Mr. Vuncannon was curious how they would assess and monitor the growth of character indicators. Mr. Walker commented that the 80% proficiency in year 1 was ambitious (grades 3-8 in first year), although they were going into an area that already had</p> |

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| | <p>quality schools.</p> <p>Ms. Turner wanted clarification around the need. The need seemed to be based strictly on the fact that there was student overcrowding. The need was based on crowding rather than a need for what the applicant was offering. There also seemed to be misalignment in the application because the student section goals were a little different than in prior sections.</p> <p>Mr. Quigley sought to clarify/verify, the applicant statement that there were no K-8 school options in Cary, Apex, etc. area. Mr. Walker asked clarification around what was happening with Cardinal Charter West. Mr. Machado confirmed, the school was approved on fast track, but they came back to state that it would be 2019 before opening. They were in negotiations for the site.</p> <p>Mr. Quigley and Ms. Vuncannon wanted to clarify on whether the school would use the "Leader in Me" program.</p> <p>Mr. Walker moved to the governance section of the application and stated that the deal breaker for the school was that there were only 3 board members. The charter was going to require the school to have a minimal of 5 members. Three board members make it hard to give an evaluation of the application when they only have 60% of the board that will be responsible for the school present.</p> <p>Ms. Kroeger expressed concern about the tight budget along with the large projected student enrollment. Mr. Walker wanted to know how the 700 a year health insurance for the teachers was going to work (this seems very low). Ms. Kroeger brought up the issue of transportation. Mr. Walker commented that the surplus was not realistic. Additionally, what was the true breakeven number prior to any expenditure adjustments.</p> <p>Mr. Walker wanted to know why the school decided to open with K-8 in year 1 and the large number of students. The board responded that decided on the K-8 model based on experience. They tried K-5, K-12, and they found K-8 was a successful model and they could enroll kids quickly and integrate them into the culture and model of the school. Parents are a lot more comfortable that they can bring students to the school in K and that the student will be with school for 9 years (relationship). The group previously opened a school with 670, and ended up enrolling 750 students. This experience is from Arizona. Based on that experience, an elementary K-5 with 500 students, and middle school with 200 students is reasonable in year 1. The board was willing to hear feedback, this is just based on their experience. The boards prior experience opening boards was directly associated with an EMO/CMO.</p> |
| <p>Application Interview</p> | |
| <p>OVERALL</p> | <p>Mr. Walker commented that when there was a large selection of grade levels this makes it difficult for testing. The board responded that it was not unreasonable to have the projected number of elementary students day 1, based on experience.</p> <p>Mr. Hawkes wanted to know why there are only 3 board members. The board responded that one board member was out of the country and they had added 2 board members that were not on the original application. Their goal was to eventually have 7 board members.</p> |

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| <p>They did not want to just throw people on the board just to have a number as they wanted to ensure the board members were "truly bought into the mission."</p> <p>Mr. Hawkes asked, if the CSAB did a little bit of sleuthing with Arizona, would they find that you opened and maintained successful charter schools in Arizona? The board responded that they did. The board responded that they love what they do, and want to do it in the state that they live which was North Carolina. Four members of the board lived here, and met after they moved to the state. One individual moved back to NC for family, unrelated to another board member who moved two or more years from Arizona for a job in NC.</p> <p>Mr. Kroeger asked them to speak about their experiences. One member was targeted due to the background that this individual had in management of people (sales/sales management for 25 years, worked in education for 6 of those years). Principal for 6 years, middle school and high school level, and even coached principals. One board member had a background in history, taught history, and then moved forward with an education in curriculum development. Another taught history for 1 year and was a charter school director for 3 years.</p> <p>Mr. Quigley asked if there was any relationship between American Learning Academy (ALA) and this application. The board responded that they did not partner with ALA. One reason was because the EMO/CMO placed an emphasis on growth and expansion. Mr. Quigley followed up to determine if there was any concern with intellectual property. The board responded that they had good relationship with them and they did not use any intellectual property from ALA.</p> <p>Mr. Walker commented that the addition of two board members was very promising for the charter school. There were several parts of the application that received fails from the external evaluators. The applicant group should take the feedback and strengthen the application. Ms. Kroeger agreed with Mr. Walker and stated there were many things that could be improved in the application. Ms. Vuncannon stated that they could struggle getting experienced teachers with their approach to benefits.</p> <p>Mr. Walker made a motion in the Policy Committee that the CSAB not move the school forward to interview. Ms. Kroeger seconded. The motion passed unanimously.</p> <p>Mr. Walker made a motion that the school not move forward to the full interview process. Ms. Turner seconded. Mr. Maimone commented that there is passion from the board and urged the school to come back. Motion passed, 8-1 with Ms. Gibbs dissenting.</p> |
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