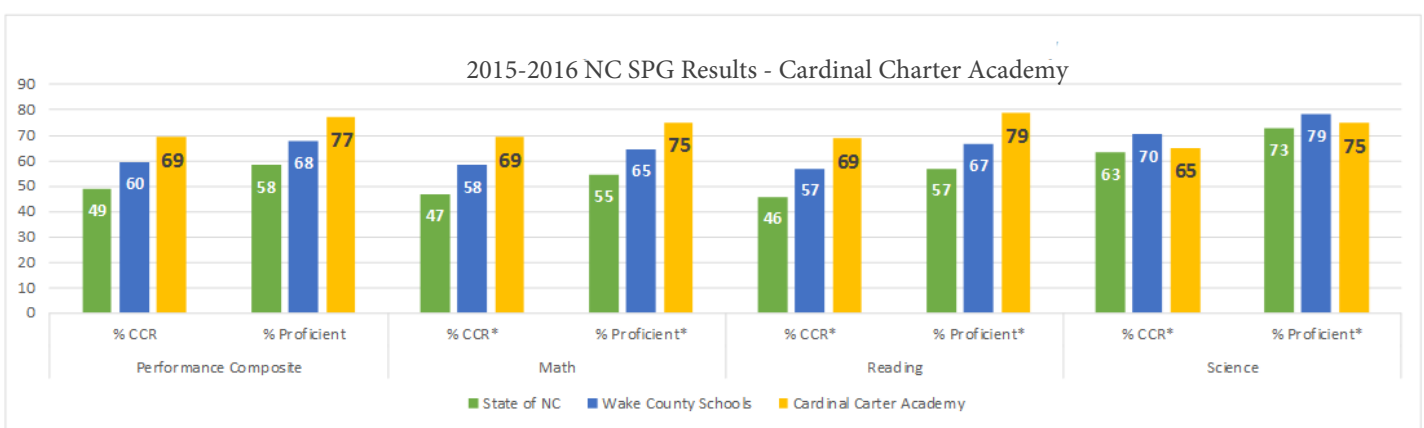
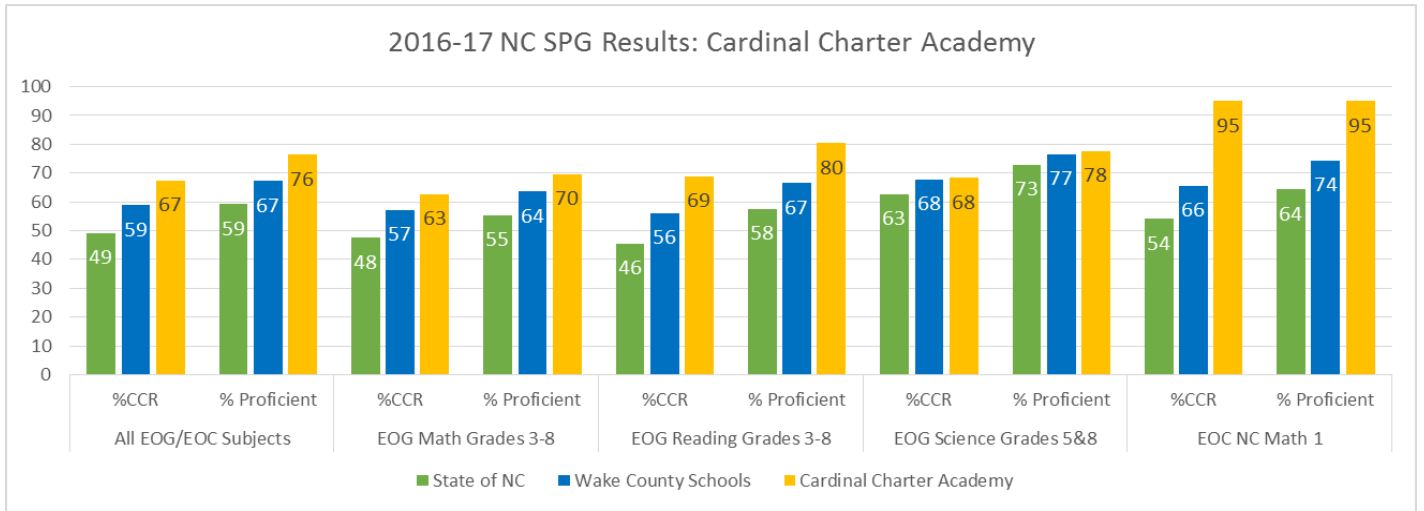
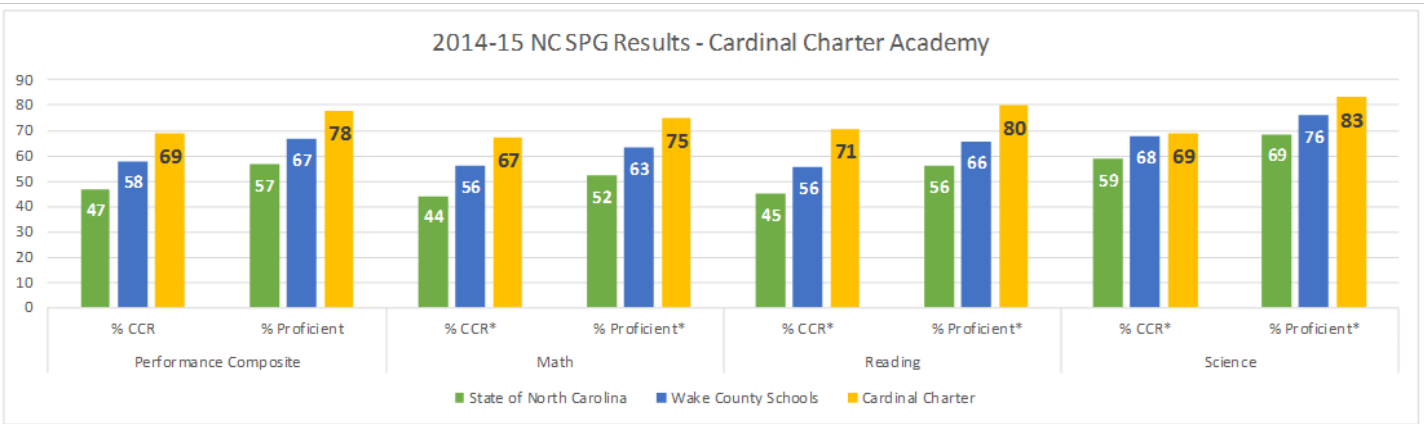


# Charter School Replication – Cardinal Charter Academy: State & District Comparisons



\* Estimated average proficiency across all EOG tested grade-levels



\* Estimated average proficiency across all EOG tested grade-levels

**APPENDIX A-1**  
**EVIDENCE OF EDUCATIONAL NEED**  
**STEELE CREEK PREPARATORY ACADEMY**

Steele Creek Preparatory Academy is being proposed to provide parents with school choice in the Steele Creek area of Mecklenburg County which is the fastest-growing part of Charlotte. The Steele Creek community is located in southwest Mecklenburg County and generally includes the area south of Charlotte-Douglas Airport and west of Sugar Creek and I-77. The Steele Creek area has been booming with new developments and the area's growth spurt does not look likely to end anytime soon according to a recent article in the Charlotte Observer. The schools have long been at capacity and there are many families looking for a charter school option.

In 2017, Mecklenburg County is estimated to have 1,063,000 residents, with annual population growth projected at 1.98 percent over the next 5 years. Currently it is the most populated county in North Carolina. Furthermore, the Charlotte-Mecklenburg Planning Department and the Charlotte Regional Transportation Planning Organization estimate the population of Steele Creek to increase to 140,917 by 2045 from 60,587 in 2015. The Mecklenburg School District is the 2<sup>nd</sup> largest school district in North Carolina by enrollment with 149,000 students during the 2016- 2017 school year with only 8% attending charter schools.

Large tracts of land are being developed for multifamily residential developments in Charlotte's Southwest corner. Developers have filed plans for more than 1,000 new apartments, townhouses and single family homes in addition to the construction already underway. Steele Creek's proximity to Charlotte Douglas International Airport, available land, new retail and the completion of the I-485 loop are reasons why many families are continuing to move to the area.

Southwest Charlotte is the last area of Mecklenburg County to develop. Steele Creek specifically houses more economic diversity than anywhere in Metro Charlotte. Our research has shown there is a demand from parents interested in charter schools and this continues to grow as the area is bringing more and more families with school age children. We feel that a charter school could help absorb school overcrowding and relieve some of the pressure as the school district continues to expand rapidly.

Please see attached School Market Summary confirming capacity utilization at between 103% to as high as 136% for 11 out of the 12 schools researched.

We launched a targeted social media campaign which drove parents to a website where they could show their support by signing an online petition. In the short time we ran the Facebook campaign at time of submission we received 174 petitions, many with multiple children. The campaign is ongoing and we also plan to continue to reach out to parents of school-aged children at the many community events and activities happening in the Southwest Charlotte area.

Please see attached snapshot of social media campaign

Please see attached articles from the Charlotte Observer and the Charlotte Business Journal regarding the growth and development in Steele Creek

School Market Summary (15-minute drive-time) - Steele Creek District, Charlotte NC 2016-17

School ID	Schools	County	Grade Span	Enrolled	Student Seats	Capacity Utilization	2015-16 School Grade		2015-16 Free and Reduced Meals			2015-16 Racial/Ethnic Makeup					English Learner	Special Education			
							Grade	Points	Reduced	Free	Total	White	Hispanic	Black	Asian	Minority		Disabled	Gifted	Total	
<b>Charter Schools</b>																					
61S000	Unity Classical Charter	Mecklenburg	K-8		552																
<b>Public Schools</b>																					
600369	Berewick Elementary	Mecklenburg	PK-5	757	687	105%	C	64	8%	56%	63%	16%	29%	42%	10%	84%	9%	8%	6%	14%	
600434	Kennedy Middle	Mecklenburg	6-8	959	800	113%	C	59	8%	59%	67%	16%	33%	40%	8%	84%	7%	11%	5%	16%	
600436	Lake Wylie Elementary	Mecklenburg	PK-5	728	709	104%	C	65	**	46%	46%	17%	29%	44%	6%	83%	11%	10%	6%	16%	
600471	Nations Ford Elementary	Mecklenburg	PK-5	892	681	122%	D	51	**	64%	64%	3%	33%	31%	2%	97%	35%	7%	5%	12%	
600493	Palisades Park Elementary	Mecklenburg	K-5	869	779	105%	B	83	7%	32%	39%	37%	15%	37%	6%	63%	5%	10%	15%	25%	
600500	Pineville Elementary	Mecklenburg	K-5	863	756	104%	C	67	6%	57%	63%	32%	37%	25%	3%	68%	10%	13%	9%	22%	
600590	River Gate Elementary	Mecklenburg	K-5	833	774	103%	B	73	6%	35%	41%	30%	23%	37%	7%	70%	8%	8%	17%	25%	
600538	Southwest Middle	Mecklenburg	6-8	1,473	1,043	133%	C	60	9%	51%	59%	22%	31%	39%	4%	78%	7%	8%	7%	15%	
600549	Steele Creek Elementary	Mecklenburg	K-5	859	568	136%	C	63	**	36%	36%	8%	42%	41%	6%	92%	16%	9%	5%	14%	
600550	Sterling Elementary	Mecklenburg	PK-5	726	585	121%	F	38	**	75%	75%	2%	58%	37%	1%	98%	26%	8%	5%	13%	
600532	Waddell Language Academy	Mecklenburg	K-8	1,391	1,211	114%	B	83	4%	25%	29%	46%	20%	24%	5%	54%	5%	8%	27%	35%	
600588	Winget Park Elementary	Mecklenburg	K-5	475	665	76%	C	68	9%	38%	47%	38%	21%	33%	5%	62%	8%	6%	15%	21%	
<b>Public school total</b>		<b>1</b>	<b>PK-8</b>	<b>10,825</b>	<b>9,258</b>	<b>111%</b>	<b>C</b>	<b>65</b>	<b>5%</b>	<b>47%</b>	<b>52%</b>	<b>23%</b>	<b>30%</b>	<b>35%</b>	<b>5%</b>	<b>77%</b>	<b>12%</b>	<b>9%</b>	<b>11%</b>	<b>20%</b>	
<b>Market total</b>		<b>1</b>	<b>PK-8</b>	<b>10,825</b>	<b>9,258</b>	<b>111%</b>	<b>C</b>	<b>65</b>	<b>5%</b>	<b>47%</b>	<b>52%</b>	<b>23%</b>	<b>30%</b>	<b>35%</b>	<b>5%</b>	<b>77%</b>	<b>12%</b>	<b>9%</b>	<b>11%</b>	<b>20%</b>	

<b>Market Schools</b>	
Charter schools	1
Public schools	12
Private schools	3
<b>Total</b>	<b>16</b>
<i>% charter saturation</i>	6%



Steele Creek Preparatory Academy  
@SteeleCreekPrep

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Steele Creek Preparatory Academy

September 15 at 8:46am · 🌐

When it comes to charter schools, it can be difficult sometimes to differentiate facts from fiction. Check out the video below as North Carolina Lieutenant Governor Dan Forest sheds some light into the truth about charter schools.



North Carolina Public Charter Schools Myths v Facts

There are many myths circulating about our public charter schools in North Carolina. In this video Lieutenant Governor Dan Forest confronts the myths and giv...

YOUTUBE.COM

Like Comment Share

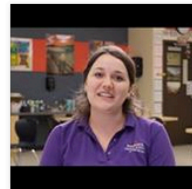


Steele Creek Preparatory Academy

September 14 at 10:24am · 🌐

The Steele Creek Charter Education Foundation is partnering with Charter Schools USA (CSUSA) to raise awareness for a proposed charter school in Mecklenburg County.

Check out the video below to see what makes CSUSA different and how our education change agents are leaving a lasting legacy on our students!



Education Change Agents - CSUSA

YOUTUBE.COM

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2



Write a comment...



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104 people like this

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About See All

Typically replies within an hour  
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Pediatric Housecalls  
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Cardinal Charter Acad...  
Elementary School

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Gourmet South Meat ...  
Health Food Store

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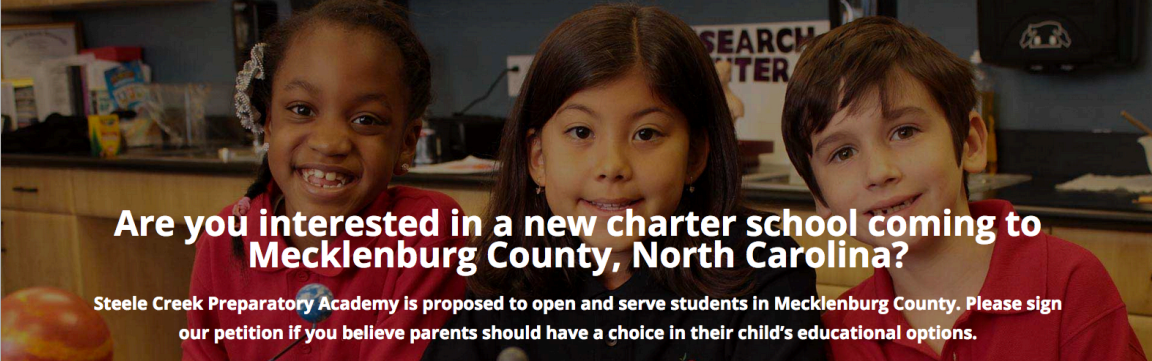
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Steele Creek Preparatory Academy x +

www.steelecreekprep.org

SEARCH



**Are you interested in a new charter school coming to Mecklenburg County, North Carolina?**

Steele Creek Preparatory Academy is proposed to open and serve students in Mecklenburg County. Please sign our petition if you believe parents should have a choice in their child's educational options.

**SHOW YOUR SUPPORT**

*Steele Creek Preparatory Academy will be a member of the highly successful Charter Schools USA family of schools.*

## STEELE CREEK PREPARATORY ACADEMY PROPOSED FOR GRADES K-8

- Tuition-free charter school.
- Brand new facility with advanced technology for students.
- Comprehensive curriculum including art, foreign language, music, physical education and an integrated character education program.
- Culture of high expectations and **personalized learning plans for all students.**
- Dedicated, caring, certified teachers.
- Core curriculum and enrichment classes to keep students engaged.
- Personal learning plans to assure student's success.
- Instruction is based on individual strengths and weaknesses.
- Meaningful parental involvement helps students perform better.
- Beautiful brand new school building provides a secure and nurturing environment to enhance student success.
- Focus on character education and leadership to prepare students for the future.
- Students wear uniforms to avoid distractions and enhance security.

### PETITION FOR STEELE CREEK PREPARATORY ACADEMY

**Privacy Notice:** All information submitted will be used and retained by the Steele Creek Charter Education Foundation, Inc. and not made available to the public.

\*Required

As the parent or guardian of a school-aged child(ren) in NC, I would be interested in a charter school in my community and would consider enrolling my child(ren) for the 2019-2020 school year at Steele Creek Preparatory Academy.

Email Address\*:

Would you like to receive further school information through this email address?

Yes  No

**Click here to submit**

Steele Creek Preparatory Academy will be a proud member of the CSUSA Family of Schools. CSUSA has a 20-year track record of success and currently manages a high performing network of 84 schools. CSUSA is the first education management organization in the nation to receive full system-wide accreditation through AdvancED.

## Development in Steele Creek

STEELE  
CREEK

# DEVELOPMENT IN STEELE CREEK

**As Charlotte continues to build anew while transforming the dated, perhaps no area can better epitomize this transformation than Steele Creek.**

Sitting in the heart of the I-77/Airport submarket what once was defined by the airport and manufacturing, Steele Creek now houses more economic diversity than anywhere in Metro Charlotte — nowhere else will you find Class A office space, world-class destination retail, new residential construction, and the infrastructure to support a robust industrial sector. As you look to relocate your business, purchase a home or simply pass the time, you will be surprised by what Steele Creek has to offer.



JELD-WEN will relocate its global headquarters to Ayrley in 2018.

From the Charlotte Business Journal:

<https://www.bizjournals.com/charlotte/news/2016/07/14/pulte-targets-steele-creek-site-for-mixed-use.html>

## Pulte targets Steele Creek site for mixed use

Jul 14, 2016, 1:40pm EDT

PulteGroup Inc. has plans for a significant mixed-use project near Interstate 485. Pulte is targeting a 127.2-acre site near the intersection of Brown-Grier and Steele Creek roads to add 292 multifamily units, 550 for-sale single-family attached units and 80,000 square feet of nonresidential space.

The site plan filed with a rezoning petition splits the property into three development areas with varying building heights and uses. The single-family attached units — called the residential village — would be no more than two stories, with a maximum building height of 40 feet, while the multifamily village would contain structures up to three stories and 65 feet in height. The commercial village would be directly on Steele Creek Road, with a maximum building height of 45 feet.

A Pulte spokeswoman declined comment on Thursday for more details about the proposal, indicating Pulte does not currently own the land. Pulte has several residential developments throughout the Queen City, including Oak Manor in southeast Charlotte, Park South Station in SouthPark and the Midwood Square townhouse development in Plaza Midwood.

The project will go before City Council for a public hearing later this year, followed by a vote.

If approved, the development would continue the vibrant real estate momentum being felt in Steele Creek.

Also on the table for the area is a residential project by Charlotte's MPV Properties that calls for a little more than 400 multifamily units near the intersection of Steele Creek Road and Walker Branch Drive. Homebuilder BNA Homes was recently given approval by City Council to build 69 townhouses to a 9.5-acre site on Wright's Ferry Road. A 120-room Residence Inn is being developed at Dixie River Road and Trojan Drive. And Pappas Properties' Berewick, a master-planned development near Charlotte Premium Outlets, includes more than 1,500 homes in addition to a Harris Teeter-anchored retail center, hotels and office uses.

**Ashley Fahey**

Staff Writer

*Charlotte Business Journal*



DANIEL ACKER | BLOOMBERG

A Pulte Homes mat sits on the floor of the entrance to a model home at a PulteGroup Inc. Prescott Mills development in Oswego, Ill.



From the Charlotte Business Journal:

<https://www.bizjournals.com/charlotte/news/2016/05/11/large-steele-creek-tract-targeted-for-multifamily.html>

## Large Steele Creek tract targeted for multifamily development

May 11, 2016, 2:07pm EDT

MPV Properties has targeted a large tract of land in Steele Creek for multifamily residential development.

The Charlotte firm is petitioning to rezone 41 undeveloped acres east of South Tryon Street, near the intersection of Steele Creek Road and Walker Branch Drive and in close proximity to the RiverGate Shopping Center.

The plan calls for up to 410 units, with an amenity building, pocket parks, a greenway connection and new streets. UR-2 zoning, which allows for moderate-density urban residential development, is being pursued for the property.

The plan's narrative indicates it will "preserve and emphasize the site's unique environmental features."

When reached Wednesday, an MPV spokeswoman declined to comment on specific details for the project but said the site was appealing because of its proximity to RiverGate and other retail, in addition to the area's strong employment base.

Bailey W. Patrick, managing partner at MPV, is representing the petitioner, Steele Creek (1997) Limited Partnership.

Steele Creek has seen significant real estate activity in the past few years, especially on the retail and industrial fronts. Its proximity to interstates and the airport will likely continue to spur development in the region.

**Ashley Fahey**

Staff Writer

*Charlotte Business Journal*



NANCY PIERCE

RiverGate in Steele Creek



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**DEVELOPMENT**

## What's next for booming Steele Creek? More growth, traffic worries

BY ELY PORTILLO

*elyportillo@charlotteobserver.com*

**JULY 22, 2016 1:17 PM**

Charlotte's southwest corner used to be where the city melted away into the countryside, but Steele Creek is changing fast as a new wave of growth reshapes the area.

Over the past few weeks, developers have filed plans for more than 1,000 new apartments, townhouses and single-family houses, on top of construction already underway along busy corridors such as Steele Creek Road, South Tryon Street and Shopton Road West.

Developments such as Berewick Town Center and Whitehall are adding more shops, restaurants, hotels and entertainment options. The city's first Topgolf entertainment complex will open in Steele Creek next year. Charlotte Premium Outlets, a 100-store mall at Steele Creek Road and I-485, opened in 2014.

It's a big change for a part of Charlotte where you can still smell cows from a farm on Brown-Grier Road and find acres and acres of woodlands just off main thoroughfares. Now, "Land available," "Homes coming soon" and "For sale" signs dot the landscape while construction equipment is busily clearing and reshaping large sites.

"It's the last big chunk of Charlotte that hasn't been developed," said Karl Froelich, president of the Steele Creek Residents Association. "It's kind of been a hidden gem."

The growth brings positives: No more driving to Pineville or central Charlotte for simple shopping, and more local restaurants and entertainment options. But the downside, as in many rapidly growing parts of the city: More traffic on roads that were once two-lane paths in the country. Froelich

## Breaking News

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said the subject dominated Steele Creek's annual residents meeting earlier this year.

"We were all talking about roads because it's just getting congested," said Froelich. "Where we used to say it'll take five or 10 minutes, we now have to say, what time of day is it? It'll take 30 minutes in rush hour."

“

**THE ADARE COMMUNITY IS ALMOST SOLD OUT COMPLETELY, AND I HAVEN'T FINISHED MY FIRST BUILDING YET.**

Mark Blythe, BNA Homes.

When Froelich moved to the area off Shopton Road West in the late 1980s, there were about 5,000 residents in the Steele Creek area. Local retail consisted of a few gas stations, a Food Lion and a Bi-Lo.

"Right now, we're sitting at about 60,000 to 65,000 residents," said Froelich. In five years, that number will likely rise to 80,000.

Recently announced developments will add hundreds or even thousands more cars to the roads. Pulte Home Corp. filed a plan earlier this month to build 842 apartments and townhouses along Brown-Grier Road at Steele Creek Road, on 127 acres that's currently occupied by a dairy farm.

Bob Diamond, who has lived in a neighborhood off Brown-Grier Road for 21 years, said congestion on main routes has already become untenable at peak times.

"We can't use Steele Creek Road anymore at rush hour," said Diamond, who said some of his neighbors are considering moving farther out again now that the city has caught up to them. "We've found ways around it."

It's not just the influx to Steele Creek itself that's driving congestion. Just over the state line, Fort Mill, Tega Cay and Rock Hill are growing rapidly, and some people who live there commute to work in the factories and industrial buildings on Westinghouse Boulevard or the offices in Whitehall Executive Center on Arrowood Road. And with Lincoln Harris and Crescent Communities planning a Ballantyne-sized development called the River District just north of Steele Creek, the pressure isn't likely to ease up anytime soon.

Developers say Steele Creek's proximity to Charlotte Douglas International Airport, available land, new retail such as the outlet mall and completion of the I-485 loop all make the area an attractive place to build. And they say people are eager to move to the area.

"The Adare community is almost sold out completely and I haven't finished my first building yet," said Mark Blythe of BNA Homes. The homebuilder just filed a plan to build up to 127 additional townhouses across from the 50-unit Adare community under construction on South Tryon Street.

"The market is very strong in that area," said Blythe.

Brian Roth, vice president of residential marketing for Berewick developer Pappas Properties, remembers taking brokers to the 1,000-acre site a decade ago.

"They just didn't know it was out here," he said. Now, there are 1,700 occupied houses in Berewick, with five national builders constructing more. Roth said they expect to close on the sale of 200 new townhouses and single-family homes this year, and commercial development such as a Harris Teeter and hotel at the long-planned town center is finally underway.

"Between this and the River District, it's started getting a lot more attention," Roth said of the area.

"It's become much more competitive" to buy land in Steele Creek over the last two to three years, said Bob Bennett, Charlotte division president for homebuilder CalAtlantic Homes. "People are learning about it."

His company is developing in Steele Creek communities that include Chapel Cove and the Palisades. "It's been a great success for us."

The influx of growth means Charlotte City Council and the Charlotte-Mecklenburg Planning Department will have to consider whether the area's infrastructure can handle the next wave of development. Roads such as Brown-Grier and Sandy Porter are likely to bear much of the new traffic. Froelich is hopeful a state plan to widen much of N.C. 160 will relieve much of the pressure, but it's not just roads that need upgrading.

The area is behind on bike lanes and greenways as well, Froelich said. Once-quiet streets such as Shopton Road West that used to be safe for bicycling are now too risky.

But, Froelich said, on balance the growth has been positive for the area.

## K-5 ELA Sample Curriculum Outline

Kindergarten	First	Second	Third	Fourth	Fifth
Understanding Literature	Understanding Literature	Asking Questions and Finding Answers	Reading for Comprehension	Analyzing Detail	Evaluating and Applying Details
Interpreting Text Features	Recalling Messages and Meaning in Text	Deconstructing Descriptive Words and Details	Reading for Application	Synthesizing Details	Distinguishing Meaning
Integrating Details	Applying Techniques and Practice	Interpreting Meaning and Analyzing Story Structure	Reading for Knowledge	Evaluating Structure	Analyzing and Comparing Text
Applying Details and Support	Deriving Meaning	Analyzing Characters and Describing Meaning	Reading for Meaning	Applying Details and Examples	Determining Essential Message from Literature
Describing Literature	Explaining Text and Details	Distinguishing Perspectives, Purpose and Points of View	Reading for Conclusion	Applying Literary Characteristics	Examining Literature
Analyzing Literary Elements	Analyzing Literary Purpose	Reading One Story, Hearing Many Voices	Reading for Analysis	Evaluating Story Elements	Analyzing Text Structure and Organization
Relating Literary Elements	Examining Literary Meaning	Examining Structure and Essential Message	Reading for Connection	Synthesizing Information and Literature	Evaluating Text and Information
Applying Literary Evidence	Composing Informational Literature	Debating Positions and Perspectives	Reading for Composition	Composing Literature and Building Informational Structures	Constructing Narrative Structures
Drawing Text Based Conclusions	Analyzing Genres and Text	Functional Literature	Reading for Evaluation	Integrating Information and Knowledge	Synthesizing Text and Information
Determining Messages from Text	Interpreting Messages in Text	Examining the Author's Role	Reading for Synthesis	Distinguishing Literary Support	Analyzing Perspective and Points of View
Examining Literature	Distinguishing Literal and Figurative Messages	Thinking Like an Author	Reading for Research and Reporting	Evaluating Literature and Information	Integrating Information and Composition

**Based on North Carolina Standard Course of Study English Language Arts for Implementation 2018-2019**

## 6-8 ELA Sample Curriculum Outline

Sixth	Seventh	Eighth
Analyzing Literary Elements	Analyzing Literary Elements	Analyzing Literary Elements
Generalizing Literary Details	Generalizing Literary Details	Generalizing Literary Details
Determining Meaning from Details	Determining Meaning from Details	Determining Meaning from Details
Understanding Literary Elements and Structure	Understanding Literary Elements and Structure	Understanding Literary Elements and Structure
Evaluating Text and Support	Evaluating Text and Support	Evaluating Text and Support
Evaluating Theme and Meaning in Literature	Evaluating Theme and Meaning in Literature	Evaluating Theme and Meaning in Literature
Analyzing Perspectives	Analyzing Perspectives	Analyzing Perspectives
Integrating Information and Literature	Integrating Information and Literature	Integrating Information and Literature
Applying Information and Text	Applying Information and Text	Applying Information and Text
Analyzing Dynamics and Interaction in Literature	Analyzing Dynamics and Interaction in Literature	Analyzing Dynamics and Interaction in Literature
Evaluating Meaning and Support	Evaluating Meaning and Support	Evaluating Meaning and Support

**Based on North Carolina Standard Course of Study English Language Arts for Implementation 2018.**

\*Grades 6-8 have the same titles for their units of instruction because the same anchor standards are taught in each grade level. Instruction differs in each grade level depending on the depth of content and rigor of instruction required in each grade, as indicated on the curriculum maps. The same skills are taught (i.e. analyzing literary elements), but as students' progress through the grades, increasingly complex text and more challenging tasks are incorporated. Curriculum maps are based on the NEW North Carolina Standard Course of Study for English Language Arts, approved in 2017 for implementation in 2018.

Please note that the standards groupings and sequences are research based, ensuring students have learning opportunities in various anchor standards/domains within each instructional unit.

## 2017-2018 School Calendar

August 7-11	New Teacher Induction (NTI)
August 14-17	Returning Teacher Orientation (RTO)
August 18	CSUSA Regional Summit – No School for Students
<b>August 21</b>	<b>First Day for Students - Quarter 1 Begins</b>
September 4	Labor Day Holiday – School Closed
September 27	Progress Reports Distributed
September 29	Professional Development Day – No School for Students
October 9	Professional Development Day – No School for Students
<b>October 27</b>	<b>Quarter 1 Ends (47 Days)</b>
<b>October 30</b>	<b>Quarter 2 Begins</b>
November 3	Report Cards Distributed
November 10	Veterans Day Holiday – School Closed
November 22-24	Thanksgiving Break – No School for Teachers and Students (School Office Closed Nov. 23-24)
November 30	Progress Reports Distributed
December 18 – January 1	Winter Break – No School for Teachers and Students (School Office Closed Dec. 25-26, Dec. 29, and Jan. 1)
January 15	Martin Luther King, Jr. Holiday – School Closed
<b>January 19</b>	<b>Quarter 2 Ends (44 Days)</b>

<b>End of First Semester (91 Days)</b>
--

<b>January 22</b>	<b>Quarter 3 Begins</b>
January 26	Professional Development Day – No School for Students (Inclement Weather Make-Up Day)
January 29	Report Cards Distributed
February 19	Presidents’ Day Holiday – School Closed
February 28	Progress Reports Distributed
March 16	Professional Development Day – No School for Students (Inclement Weather Make-Up Day)
<b>March 29</b>	<b>Quarter 3 Ends (46 Days)</b>



March 30-April 6

Spring Break – No School for Teachers and Students

**April 9**

**Quarter 4 Begins**

April 10

Report Cards Distributed

May 4

Progress Reports Distributed

May 28

Memorial Day Holiday – School Closed

**June 7**

**Last Day of School – Early Release**

**Quarter 4 Ends (43 Days)**

Report Cards Distributed

June 8

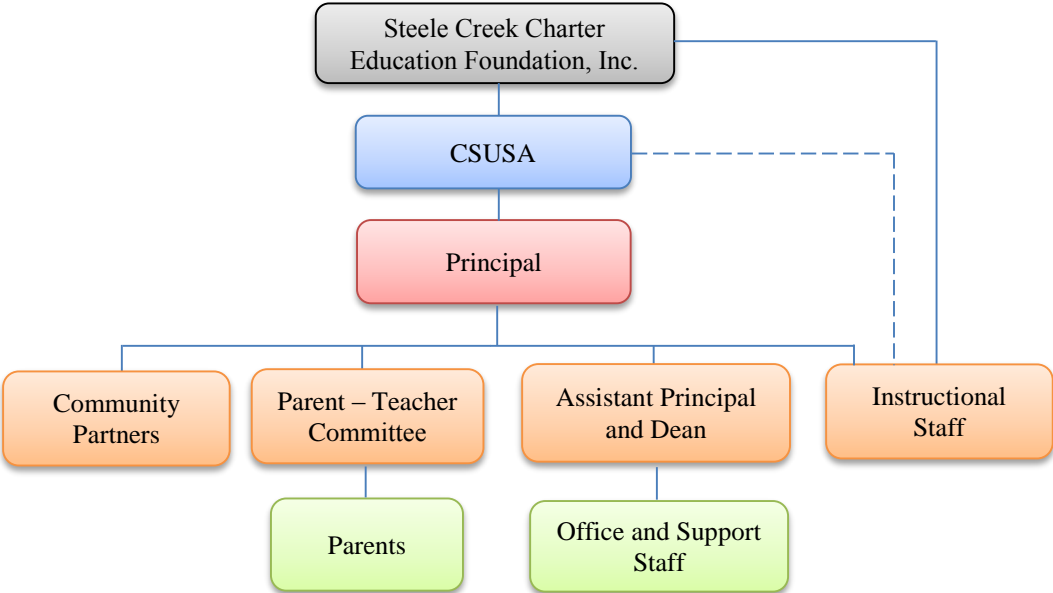
Last Day for Teachers/Staff Records Day (Inclement Weather Make-Up Day)

**End of Second Semester (89 Days)**

School Hours: 8:00 a.m. to 3:00 p.m.

SAMPLE

# Organizational Chart



Meetings of the Governing Board are open to the public and held in accordance with Open Meetings Law. Although the school will be managed by CSUSA, parents, community partners, and members of the public are encouraged to attend such meetings and share any comments, questions, or concerns regarding the school with the Governing Board during that time.

# MATTHEW RIDENHOUR

3117 Goneaway Road Charlotte, NC 28210 (704) 880-4916 matthew.ridenhour@gmail.com

Charlotte Business Journal's 2014 40 Under 40 LinkedIn: <https://www.linkedin.com/in/matthewridenhour>

## KEY SKILLS:

**Strategic Planning:** Highly adept at gathering, analyzing, and presenting data and trends, and making sound recommendations around them. Very skilled at SWOT analysis.

**Communications:** Very skilled and comfortable with public speaking, creating speeches and presentations, and developing plans for communicating with an audience via social media, newsletters, and websites.

**Project Management:** Trained in using project management principles to plan projects, motivate team members to complete their tasks, and deliver a completed project on-time and on-budget. Utilizes Key Performance Indicators to measure and manage processes.

**Data Analysis:** Highly skilled at analyzing data for trends and patterns. These skills have reduced outstanding receivables and helped manage budgets.

## WORK EXPERIENCE

---

2015-current      **FIS Risk & Security Services** Charlotte, NC  
*Risk Analyst*

2014- 2015      **TrueBridge Resources at Belk Corporate Offices** Charlotte, NC  
*Transportation Analyst—Contract Role*

2012-Present      **Mecklenburg County Commissioner** Government Service Mecklenburg County, NC  
*Commissioner, District 5—Part-time elected office*

2013-2014      **Life Systems International** Manufacturer of cardiac rehab equipment Charlotte, NC  
*Director of Operations—Contract Role*

2010-2013      **Hartmann USA** Medium-sized medical equipment manufacturer Rock Hill, SC  
*Credit Manager and Receivables Analyst*

2001-2012      **US Marine Corps** Military Service Greenville, SC  
(Reserve Duty, with Active Duty Service 2005-2006, 2007-2008)  
*Operations Manager, Staff Sergeant*

2009-2010      **BSN Medical** International medical wound-care manufacturer and distributor. Charlotte, NC  
*Accounts Receivables Analyst*

2009      **Wachovia Bank**  
*Junior Business Analyst*

## EDUCATION AND TRAINING

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2014      **Liberty University** Lynchburg, VA  
*M.B.A. (expected graduation 2017)*

2014      **University of North Carolina School of Government** Chapel Hill, NC  
*Certificate, Basic Economic Development Course*

2001-2006      **American Intercontinental University** Atlanta, GA  
*BA, Design*

## COMMUNITY LEADERSHIP AND INVOLVEMENT

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- Member of Smart Start of Mecklenburg County Board of Directors
- Eagle Scout, and volunteer with the Boy Scouts of America
- Member of the Finance Committee for Sharon Presbyterian Church
- Member of the Harris YMCA Triathlon Team
- 2009 Leukemia and Lymphoma Society Man of the Year

**Appendix F:**

**Charter School Board Member Information Form**

*Note: To be completed individually by each proposed founding charter school board member. All forms must be signed by hand.*

Serving on a public charter school board is a position of public trust and as a board member of a North Carolina public charter school; you are responsible for ensuring the quality of the school's entire program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the State Board of Education requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

**Background**

1. Name of charter school on whose Board of Directors you intend to serve: Steele Creek Preparatory Academy
2. Full name: Matthew Romano Ridenhour

Home Address: 3117 Goneaway Road

Business Name and Address: FIS Global 601 Riverside Ave, Jacksonville, FL 32204

Telephone No.: 704-880-4916

E-mail address: matthew.ridenhour@gmail.com

3. Brief educational and employment history.  
BA from AIU, and served 11 years in the USMC. Background in operations and risk management, currently a risk manager for FIS Global. Currently serving as a Mecklenburg County Commissioner since 2012.
4. Have you previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation?

No: X       Yes:

5. How were you recruited to join this Board of Directors? Why do you wish to serve on the board of the proposed charter school?  
I was approached about possible interest in opening a charter school in Steele Creek. I've had family in Steele Creek going back centuries, and have many ties to the community. There is a need for this school, and I want to help bring this vision to life.
6. What is your understanding of the appropriate role of a public charter school board member?  
A board member is responsible for the governance of the school; managing the EMO, and providing budgetary and management oversight. The board is not responsible for managing the day to day activities of the school.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

My background in operations management and risk management is well-suited to serving on a charter school's board, by providing risk mitigation strategies and advocating for operational efficiencies. As a Mecklenburg County Commissioner, I have experience overseeing the county's \$1.5B budget.

8. Describe the specific knowledge and experience that you would bring to the board.  
Leadership, team building, budgetary experience, governance experience, risk management.

### **School Mission and Program**

1. What is your understanding of the school's mission and guiding beliefs?  
To provide a college preparatory curriculum, in a technology rich environment, focusing on the needs of each child.
2. What is your understanding of the school's proposed educational program?  
College prep, with individualized attention.
3. What do you believe to be the characteristics of a successful school?  
A well-trained staff that is given flexibility to adapt to the needs of the classroom, an administration that is efficient and well trained, a board that provides proper oversight and guidance, and kids that are willing to learn.
4. How will you know that the school is succeeding (or not) in its mission?  
By seeing how many kids are accepted to college or a trade school.

### **Governance**

1. Describe the role that the board will play in the school's operation.  
Providing operational and financial oversight and developing policies which ensure the success of both students and administration.
2. How will you know if the school is successful at the end of the first year of operation?  
Parent, student, and teacher feedback. Enrollment at the end of the year vs day 20. Number of returning students in year 2.
3. How will you know at the end of five years of the schools is successful?  
Same metrics as above, as well as their attendance record and student achievement in high school. Parent, teacher, student, and community feedback.
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?  
Ensuring quality teachers are hired, and that the administration provides the needed direction, mentoring, and continuing ed to the teachers. Crafting policies which allow flexibility in the classroom, and ensuring the budget is managed in a sustainable manner.
5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

Initially I would approach the board member about the situation, and ask for clarification. If a problem or ethical question remained, I would approach our board's attorney to inform them of the issue, while also bringing the matter up in a board's closed session meeting.

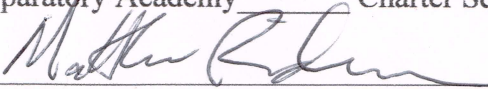
\*Please include the following with your Information Form

- a one page resume
- a national criminal background check

\*If you responded within the application that disciplinary action has been taken against any past or present professional licenses, provide a detailed response below outlining the disciplinary action taken and the license validity.

**Certification**

I, Matthew Romano Ridenhour, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for Steele Creek Preparatory Academy Charter School is true and correct in every respect.



9/21/17

Signature

Date

# Alex Vuchnich, CPA, CFE

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## Overview of Qualifications:

- Licensed Certified Public Accountant (licensed in North Carolina), Certified Fraud Examiner, 15 Years of accounting, audit and consulting experience.

## Experience:

### **Powderly Vuchnich PLLC (2009 – present)**

Director of Accounting and Assurance Services

- Successfully conducted the merger of three accounting practices in 2013.
- Manage the firms audit and assurance practice area performing audits for small businesses, not-for-profit and employee benefit plan clients.
- Supervise the firms regulatory compliance and quality control system in accordance with professional standards.

### **Queens University of Charlotte (Spring Semester 2015)**

Instructor, Accounting

- Served as an interim accounting instructor while university completed search for permanent accounting professor.
- Taught and developed the course material and exams for the inaugural senior seminar course on accounting theory.

### **Sageworks, Inc., Raleigh, North Carolina (2007 – 2009)**

Manager of Enterprise Accounting Markets

- Managed relationships with 800 of the largest accounting and professional service firms in the nation.
- Presented CPE and lead seminars at various accounting conferences across multiple states.
- Trained staff at client firms on implementing and using the ProfitCents accounting software.

### **Batchelor, Tillery & Roberts, LLP, Raleigh, North Carolina (2002 – 2007)**

Audit Manager

- Managed audits for approximately 50 clients including planning, performing and reviewing audit fieldwork.
- Performed fieldwork on small and midsize business clients including, lessors of real estate, technology and software developers, charter schools, construction contractors and various not-for-profit organizations.
- Audited Federal Programs of clients in compliance with OMB Circular A-133 and the Yellow Book.

## Education:

### **North Carolina State University, Raleigh, North Carolina (1996 – 2002)**

- Masters of Accountancy
- Bachelors of Science in Accounting

**In the Community - Charlotte Privatization and Competition Advisory Committee (2017 – present), Mecklenburg Audit Review Committee, Public Member (2015 – present), Freedom School Volunteer – Chess Instructor for Summer Youth Program (2015 – present), Charlotte Tree Advisory Committee (2013 – present), Trips for Kids Charlotte, Board Member (2011 – 2016)**

**Appendix F:**

**Charter School Board Member Information Form**

**Note:** To be completed individually by each proposed founding charter school board member. All forms must be signed by hand.

Serving on a public charter school board is a position of public trust and as a board member of a North Carolina public charter school; you are responsible for ensuring the quality of the school's entire program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the State Board of Education requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

**Background**

1. Name of charter school on whose Board of Directors you intend to serve: Steele Creek Preparatory Academy

2. Full name: Alexander George Vuchnich

Home Address: 6801 Red Maple Drive, Charlotte, NC 28277

Business Name and Address: 112 S. Tryon Street, Ste. 1200, Charlotte, NC 28284

Telephone No.: 919-274-6426

E-mail address: avuchnich@gmail.com

3. Brief educational and employment history.

B.S. Accounting and Masters of Accountancy from North Carolina State University. 15 years in public accounting

4. Have you previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation?

No:

Yes:

5. How were you recruited to join this Board of Directors? Why do you wish to serve on the board of the proposed charter school?

Recruited by fellow founding board member who I have served with on another board.

6. What is your understanding of the appropriate role of a public charter school board member?

To oversee the governance of the school and ensure that management is fulfilling its duty to provide high quality education and proper fiscal management of the school.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.



I have served on the board for a youth oriented nonprofit (Trips for Kids Charlotte), 3 different city and county committee appointments and was lead auditor on 5 charter school audits when I started my career in public accounting.

8. Describe the specific knowledge and experience that you would bring to the board.  
Financial accounting (including both not-for-profit and governmental), budgeting, corporate finance, internal controls, fraud prevention

### **School Mission and Program**

1. What is your understanding of the school's mission and guiding beliefs?  
A focus on personalized learning environment, critical thinking and technology establishing the pathway to college prep.
2. What is your understanding of the school's proposed educational program?  
A rigorous and complete K-8 curriculum
3. What do you believe to be the characteristics of a successful school?  
High degree of parent involvement (but not distraction), qualified and passionate teachers, a sense of community
4. How will you know that the school is succeeding (or not) in its mission?  
Enrollment numbers, results of standardized testing, feedback from students, teachers, parents and faculty

### **Governance**

1. Describe the role that the board will play in the school's operation.  
Oversee/monitor the performance of the school's administrators and its finances.
2. How will you know if the school is successful at the end of the first year of operation?  
High retention rate of students, increased enrollment for the second year, operating within budget and end of grade test results within normal range for comparable size schools.
3. How will you know at the end of five years of the schools is successful?  
Largely the same metrics used for the end of the first year with the addition of low staff turnover/high faculty retention.
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?  
Regular review/monitoring of performance metrics and budgets to actual to determine that goals and activities are being achieved that will lead to the desired objectives and outcomes noted above.
5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?  
I would discuss the concern with fellow board members and try to obtain all relevant information pertaining to the questionable act including giving the board member an opportunity to respond to any concerns related to the questioned act. Then depending on the severity and likelihood of an actual ethical breach using the information obtained, would seek legal counsel if necessary to advise on the appropriate method to proceed with remediating the breach.

\*Please include the following with your Information Form

- a one page resume
- a national criminal background check

\*If you responded within the application that disciplinary action has been taken against any past or present professional licenses, provide a detailed response below outlining the disciplinary action taken and the license validity.

**Certification**

I, Alexander George Vuchnich, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for Steele Creek Preparatory Academy Charter School is true and correct in every respect.

*Alexander Vuchnich*

9/18/17

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Signature

Date

# CHARLES R. RINEY, JR.

Riney Law Firm, PLLC  
13950 Ballantyne Corporate Place, Suite 120  
Charlotte, North Carolina 28277

980.228.9750  
criney@rineylawfirm.com

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## EXPERIENCE & ACHIEVEMENTS

### **Riney Law Firm, PLLC, Charlotte, NC 2014 – Present**

- Advised dentists and oral surgeons regarding the negotiation and sale (or purchase) of dental practices, including close consultation regarding the tax implications of certain transaction structures.\
- Corporate transactions, including asset purchases, and stock/membership interest purchases
- Structured partnerships and other business and investment instruments for clients seeking tax planning and creditor protection strategies
- Advised and assisted executors in the administration of large estates

### **Stewart Law, P.A., Charlotte, NC 2010-2014**

- Sophisticated estate and wealth transfer planning, including revocable living trusts, irrevocable life insurance trusts (ILITs), grantor retained annuity trusts (GRATs), beneficiary defective trust (DBITs)
- Business formations including limited liability companies, corporations, non-profit corporations, and professional limited liability companies
- Structured and closed multi-million dollar asset purchase transactions

### **Brock, Clay, Calhoun & Rogers, PC, Marietta, GA 2007-10**

- Developed complex estate plans and tax-advantaged succession strategies
- Drafted 403(b) and cafeteria plans for large public school district and counseled administrators on the administration

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## EDUCATION

UNIVERSITY OF FLORIDA, Gainesville, FL  
**LL.M. in Taxation** (2007)

THOMAS M. COOLEY LAW SCHOOL, Lansing, MI  
**Juris Doctor; concentration in business transactions; cum laude** (2006)

- Associate Editor, Thomas M. Cooley Law Review
- *Awards:* Honors Scholarship, Honor Roll, Dean's List
- Certificate of Merit in Estate Planning
- Teaching Assistant, Civil Procedure, 2005

NORTH CAROLINA STATE UNIVERSITY, Raleigh, NC  
**Bachelor of Arts in Political Science; concentration in political theory** (2003)

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## CREDENTIALS & PROFESSIONAL DEVELOPMENT

### ***Bar Admissions:***

Georgia State Bar, 2008 (inactive) | North Carolina State Bar, 2006

### ***Presentation:***

Co-Authored and Co-Presented, *The Everyday Client Situation, Gifting Strategies for the Everyday Client*, Georgia Institute of Continuing Legal Education, September 2010

Appendix F:

**Charter School Board Member Information Form**

*Note: To be completed individually by each proposed founding charter school board member. All forms must be signed by hand.*

Serving on a public charter school board is a position of public trust and as a board member of a North Carolina public charter school; you are responsible for ensuring the quality of the school's entire program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the State Board of Education requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

**Background**

1. Name of charter school on whose Board of Directors you intend to serve: Steele Creek Preparatory Academy
2. Full name: Charles R. Riney, Jr.

Home Address: 9203 Clerkenwell Drive, Waxhaw, NC 28173

Business Name and Address: Riney Law Firm, PLLC, 13950 Ballantyne Corporate Place, Suite 120, Charlotte, NC 28277

Telephone No.: (980) 228-9750

E-mail address: criney@rineylawfirm.com

3. Brief educational and employment history.  
See resume, attached.
4. Have you previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation?

No:       Yes:

5. How were you recruited to join this Board of Directors? Why do you wish to serve on the board of the proposed charter school?  
I was asked to serve by a fellow board member. I agreed to serve because I believe that the public should have a viable alternative to the public school system not reserved solely for people of means.

6. What is your understanding of the appropriate role of a public charter school board member?  
My understanding of my role as a board member is that I am responsible for: (1) oversight of the school, and (2) assurance of the administrator's fulfillment of the school's charter.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I do not have any prior experience in the area. I am capable to serve based upon my education and professional experience.

8. Describe the specific knowledge and experience that you would bring to the board.

As an attorney, I would bring a knowledge of the law and an understanding of non-profit entities that would be beneficial to the board.

### School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

The school's mission is to appropriately educate children and prepare them for higher education and, ultimately, professional life.

2. What is your understanding of the school's proposed educational program?

My understand that the school is proposing to use an individualized education program to the extent practicable.

3. What do you believe to be the characteristics of a successful school?

I believe a successful school will have the following characteristics: (1) engaged parents, (2) rigorous educational program, and (3) discipline.

4. How will you know that the school is succeeding (or not) in its mission?

I will evaluate our success based upon objective criteria such as test schools and other relevant information.

### Governance

1. Describe the role that the board will play in the school's operation.

The board will be involved with oversight of the school, specifically, the EMO.

2. How will you know if the school is successful at the end of the first year of operation?

I will know the school is successful based upon enrollment and review of the aforementioned objective data.

3. How will you know at the end of five years of the schools is successful?

I will know that the school is successful after the first five years based on enrollment, objective criteria and student and parent feedback.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

Engaging the proper EMO and conducting appropriate oversight thereof.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

I would discuss with that board member, then with the board and appropriate authorities.

\*Please include the following with your Information Form

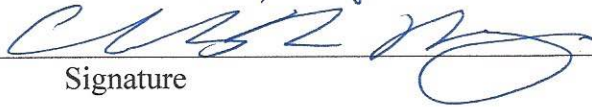
- a ***one page*** resume
- a national criminal background check

\*If you responded within the application that disciplinary action has been taken against any past or present professional licenses, provide a detailed response below outlining the disciplinary action taken and the license validity.

NONE.

**Certification**

I, Charles R. Riney, Jr., certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for Steele Creek Preparatory Academy Charter School is true and correct in every respect.



Signature

9/19/17

Date

# AMANDA B. BROWN

4600 Castleton Road ~ Charlotte, NC 28211 ~ (704) 307-9344 (m) ~ barkerbrown73@gmail.com

**EDUCATION:** Wake Forest University, Winston-Salem, NC, Master of Arts in Education, 1999  
Furman University, Greenville, SC, Bachelor of Arts in History, 1995

**EXPERIENCE:** KPMG LLP, Charlotte, NC

**2014-present National Associate Director- Senior Talent Integration**

- Built professional relationships with senior executives and oversaw their integration into the firm.
- Crafted branding and communications campaign for new department.
- Organized Career Forum for senior and firm leadership, including CEO and COO.
- Conceived a variety of tools to assist stakeholders in supporting new partners and managing directors.

**2008-2014 National Recruiting Manager- MBA and Law Programs**

- Pioneered and successfully established MBA Recruiting Strategy for all practices/offices across the US.
- Established new policies and procedures for hiring MBA and Law students; researched and established new compensation model for MBA and Law students.
- Trained office campus recruiters in the hiring of MBA and Law students.
- Facilitated and maintained relationships with MBA/Law School placement offices; served as liaison between practice professionals and campus career placement offices.
- Coordinated 2012 National Tax Headcount Budget for US firm with national tax leadership.
- Oversaw KPMG's brand management and event logistics for an annual law hiring program for national top five LLM schools

**2004-2008 Charlotte Office Recruiting Manager- Audit, Tax, and Advisory**

- Developed and executed effective recruiting programs for The University of North Carolina at Chapel Hill and Wake Forest University, which resulted in over 180 hires for KPMG.
- Strategized with all KPMG offices in the Carolinas to streamline the recruiting process, improve acceptance rates, and create impressive brand on campus.
- Built solid relationships with professors and Career Center professionals at The University of North Carolina at Chapel Hill and Wake Forest University, which improved KPMG's brand and perception on campus.

**2001-2004 School Counselor- Elkins Pointe Middle School, Roswell, GA**

**PERSONAL:** Member, Church at Charlotte (2011-present)

President, Mecklenburg Evening Republican Women's Club (2016-present)

Youth Ministry Leader, Church at Charlotte (2007-present)

Interests- American History, writing, cooking, calligraphy, tennis, gardening

**Appendix F:**

**Charter School Board Member Information Form**

*Note: To be completed individually by each proposed founding charter school board member. All forms must be signed by hand.*

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As part of the application for a new charter school, the State Board of Education requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

**Background**

1. Name of charter school on whose Board of Directors you intend to serve: Steele Creek Preparatory School

2. Full name: Amanda Barker Brown

Home Address: 4600 Castleton Road, Charlotte, NC 28211

Business Name and Address: KPMG LLP, 550 S. Tryon Street, Suite 3200, Charlotte, NC 28202

Telephone No.: 7043079344

E-mail address: abbrown@kpmg.com

3. Brief educational and employment history.

1995- BA in History/Secondary Education at Furman University, Greenville, SC

1995-1997- High School Teacher, Creekside High School, Fairburn, GA

1997- MAEd in School Counseling at Wake Forest University, Winston-Salem, NC

2001-2004- Middle School Counselor, Elkins Pointe Middle School, Roswell, GA

2004-present- Associate Director, Human Resources, KPMG LLP

4. Have you previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation?

No: x

Yes:

5. How were you recruited to join this Board of Directors? Why do you wish to serve on the board of the proposed charter school?

Matthew Ridenhour asked me to join the board. I would like to expand school choice for parents.

6. What is your understanding of the appropriate role of a public charter school board member?

Setting overall policy and governance



7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.  
 President of the Board, Mecklenburg Evening Republican Women's Club, 2017-2019  
 KPMG Involve Committee Chair, 2009-2011
8. Describe the specific knowledge and experience that you would bring to the board.  
 First-hand knowledge of the classroom  
 Understanding of school operations, having been on the leadership team for 4 years as a school counselor  
 Leadership experience  
 Able to function and thrive within a team

### **School Mission and Program**

1. What is your understanding of the school's mission and guiding beliefs?  
 SCPA's mission is to provide a technology rich learning environment combined with personalized learning plans to prepare students for success that will lead them to college and careers in a competitive global environment
2. What is your understanding of the school's proposed educational program?  
 A standards-based and research-based (based on the work of Dr. Robert Marzano) data-driven model allows assessment to inform instruction, ensuring continuous student learning and mastery of content.
3. What do you believe to be the characteristics of a successful school?  
 Strong leader as principal who is accountable to the board  
 Highly qualified teachers who love children  
 High standards of discipline  
 Required parent involvement  
 High academic standards
4. How will you know that the school is succeeding (or not) in its mission?  
 All children reading on grade level

### **Governance**

1. Describe the role that the board will play in the school's operation.  
 None in day-to-day operations
2. How will you know if the school is successful at the end of the first year of operation?  
 All children reading on grade level
3. How will you know at the end of five years of the schools is successful?  
 All children reading on grade level  
 Waiting list for children to get into school
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?  
 Approve hiring of school administrative team and core academic teachers  
 All personnel teaching core academic subjects, i.e. math, english, spelling, social studies, science, etc..., must possess a current NC teaching certificate

Teaching personnel with an out-of-state license/certificate must be in the application process for a NC teaching certificate before joining the staff of Steele Creek Prep  
Personnel teaching electives only are not required to have a NC teaching certificate but must possess a college degree in the respective subject  
Attend 85% of board meetings  
Be an active board member  
Ensure policies are enforced fairly and consistently

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?  
Removal from the board

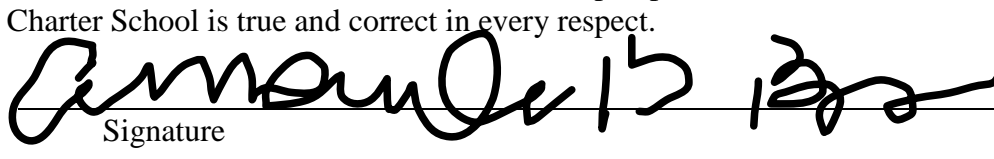
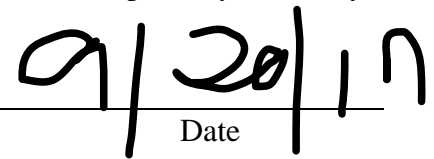
\*Please include the following with your Information Form

- a one page resume
- a national criminal background check

\*If you responded within the application that disciplinary action has been taken against any past or present professional licenses, provide a detailed response below outlining the disciplinary action taken and the license validity.

**Certification**

I, Amanda Brown, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for Steele Creek Preparatory Academy Charter School is true and correct in every respect.

   
Signature \_\_\_\_\_ Date \_\_\_\_\_

# LAUREN CAUGHMAN ROHRER

3426 Fielding Avenue Charlotte, NC  
lcaughman@mac.com

## CERTIFICATIONS

- North Carolina Professional Licenses: Foreign Language (PreK-12), ESL (PreK-12), ELA (6-9)
- South Carolina Professional Licenses: Foreign Language (PreK-12), ESL (PreK-12), ELA (6-9)

## EDUCATION

- University of North Carolina, Charlotte, NC 2015-currently enrolled  
Add-on License, School Administration
- George Mason University, Fairfax, VA, M.Ed., Curriculum & Instruction, December 2009
- Miami University, Oxford, OH, Bachelor of Arts: French Studies, May 2002

## TEACHING EXPERIENCE

- **CHARLOTTE MECKLENBURG SCHOOLS**

**August 2014-2017:** ELA Teacher and Department Chair, Martin Luther King, Jr. Middle School

**August 2013-2014:** ESL Teacher and Department Chair, Ranson IB Middle School

**January 2011-2013:** ESL Teacher, Martin Luther King, Jr. Middle School

**August 2010-December 2010:** French Teacher, Ardrey Kell High School

*ESL and ELA Department Chair and PLC lead teacher. Trained in Personalized Learning, best practices for English Language Learners (SIOP/ExELL), Achieve3000, Writing to Learn, Peak Strategies, PBIS, Restorative Justice.*

- **FAIRFAX COUNTY PUBLIC SCHOOLS**

**September 2007 – January 2010:** Whitman Middle School, French teacher, grades 6-8.

*Trained in Kagan Strategies, PALS Assessment, worked collaboratively with PLC and Department Chair to plan instruction across grade levels.*

## **AWARDS AND ACCOMPLISHMENTS**

- **2016-17:**
  - Northwest Learning Community Teacher of the Year and CMS Finalist
  - MLK Teacher of the Year
  - Beacon Initiative “Shining Lights” Irreplaceable Teacher Award
- **2008-09:**
  - Phi Beta Delta Honor Society for International Scholars, Inductee
  - Kappa Delta Pi International Honor Society in Education, Inductee

**Appendix F:**

**Charter School Board Member Information Form**

*Note: To be completed individually by each proposed founding charter school board member. All forms must be signed by hand.*

Serving on a public charter school board is a position of public trust and as a board member of a North Carolina public charter school; you are responsible for ensuring the quality of the school’s entire program, competent stewardship of public funds, and the school’s fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the State Board of Education requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

**Background**

1. Name of charter school on whose Board of Directors you intend to serve: Steele Creek Charter School

2. Full name: Lauren Caughman Rohrer

Home Address: 3426 Fielding Avenue Charlotte, NC 28211

Business Name and Address:

Telephone No.: 202-441-5048

E-mail address: lcaughman@mac.com

3. Brief educational and employment history.

2017-18 is my tenth year in service as an educator. I began my career in Fairfax County Public Schools, VA. where I taught French. I moved to Charlotte, NC and have been working in the public school system as an ESL/ELA teacher.

4. Have you previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation?

No:       Yes:

5. How were you recruited to join this Board of Directors? Why do you wish to serve on the board of the proposed charter school?

I was recruited by Matthew Ridenhour, and I wish to serve on the board to use my expertise in curriculum and instruction and contribute my knowledge to establishing a high performing charter school.

6. What is your understanding of the appropriate role of a public charter school board member?

The board member helps to provide a vision for the school, hire leaders to run the school, help advise on finances, and hold leaders accountable for the success. Board members also advise on academics and on structures conducive to positive culture.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I have not served on another board. I have the capability to be an effective board member because I have experience and am well versed in curriculum and instructional best practices to create high student outcomes and success.

8. Describe the specific knowledge and experience that you would bring to the board.

I am flexible, open-minded, collaborative, and specifically have knowledge on best practices for middle school ELA/ESL. I am knowledgeable of strategies to create positive school culture/climate. I am open-minded and collaborative.

### **School Mission and Program**

1. What is your understanding of the school's mission and guiding beliefs?

Students at Steele Creek Preparatory Academy will learn in a rigorous, personalized learning environment and building strong foundations of academic and critical thinking skills that leads to future opportunities for college and career readiness.

2. What is your understanding of the school's proposed educational program?

A rigorous and relevant educational program that engages, challenges, and nurtures each child to reach his/her full potential.

3. What do you believe to be the characteristics of a successful school?

One that develops the whole child socially and academically, challenges each child to reach his/her full potential, works collaboratively with families, community agencies, and is a respectful, nurturing environment.

4. How will you know that the school is succeeding (or not) in its mission?

By actively progress monitoring student data from test scores, school programs/events, and opportunities for college/career readiness. Aligning student data with future student outcomes.

### **Governance**

1. Describe the role that the board will play in the school's operation.

Helping to oversee financial policies, developing and carrying out policies, measuring success of administrators, teachers, students.

2. How will you know if the school is successful at the end of the first year of operation?

Data gathered from test scores, parental/community feedback, teacher/student feedback.

3. How will you know at the end of five years of the schools is successful?

Tracking data continuously year after year. Actively monitoring to pinpoint and address misconceptions from data, parental, student and teacher surveys, enrollment.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

Monthly board meetings to monitor growth/success, holding educational service provider accountable and living up to what it says it will do.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

I would address it in an open, respectful manner. I would investigate and follow up by looking at that individual's actions/violation of policy specifically.

\*Please include the following with your Information Form

- a one page resume
- a national criminal background check

\*If you responded within the application that disciplinary action has been taken against any past or present professional licenses, provide a detailed response below outlining the disciplinary action taken and the license validity.

**Certification**

I, Lauren Caughman Rohrer, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for Steele Creek Charter School is true and correct in every respect.

Lauren C. Rohrer Signature September 11, 2017 Date

**BYLAWS  
OF  
STEELE CREEK CHARTER EDUCATION FOUNDATION, INC.**

**ARTICLE 1 — NAME**

The name of the corporation shall be Steele Creek Charter Education Foundation, Inc. (the “**Corporation**”).

**ARTICLE 2 — PURPOSES**

The purposes for which the Corporation is organized are:

(A) To operate a public charter school in the State of North Carolina pursuant to N.C. Gen. Stat. § 115C-218 *et seq.*;

(B) To provide a K-8 education that places each student on the path to academic proficiency and college readiness; and

(C) To operate exclusively for religious, charitable, scientific, literary, or educational purposes within the meaning of Sections 501(c)(3) and 170(c)(2) of the Internal Revenue Code of 1986 or the corresponding provisions of any future U.S. Internal Revenue laws (the “**Code**”), provided the Corporation shall not carry on any activities not permitted to be carried on by an organization exempt from Federal income tax under Section 501(c)(3) of the Code.

**ARTICLE 3 — OFFICES**

1. Principal Office. The principal office of the Corporation shall be located at 3117 Goneaway Road, Charlotte, North Carolina 28210.

2. Registered Office. The registered office of the Corporation may be the same as the principal office of the Corporation; provided, however, the Corporation’s registered office shall be located in the State of North Carolina, and shall be the business office of the registered agent.

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

**ARTICLE 4 — BOARD OF DIRECTORS**

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

2. Number and Election. The number of Directors on the Board (the “**Directors**”) shall not be less than five (5) nor more than nine (9). At any annual meeting, the Directors may

fix the number of Directors to be elected at the meeting by resolution. In the absence of such a resolution, the number of Directors elected at the meeting, plus the number of Directors continuing in office, shall constitute the number of Directors of the Corporation until the next annual meeting, unless the number is changed by action of the Board. Directors shall be elected at any annual or special meeting of the Board by a vote of a majority of the Directors then in office. The election of Directors shall be a part of the order of business of each annual meeting of the Board.

3. Terms. The initial Directors shall be divided into two (2) classes, as nearly equal in number as possible, to serve in the first instance for terms of two (2) and three (3) years, respectively, and until their successors shall be elected and shall qualify. Thereafter, the successors in each class of Directors shall be elected to serve for terms of four (4) years and until their successors shall be elected and shall qualify. In the event of any increase or decrease in the number of Directors, the additional or eliminated directorships shall be classified such that all classes of Directors remain or become equal in number, or as nearly equal in number as possible. In the event of the death, resignation, retirement, removal, or disqualification of a Director during the elected term of office, the Director's successor shall be elected to serve only until the expiration of the term of the predecessor. Directors may be reelected with no limit on the number of terms.

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

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

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

7. Resignation. A Director may resign at any time by providing written notice to the President of the Corporation, or if the President is resigning or the Presidency is vacant, then to the next highest-ranking officer of the Corporation. The resignation shall be effective when communicated, unless the notice specifies a later effective date or subsequent event upon which it will become effective.

8. Vacancies. A vacancy on the Board shall be filled as provided in Section 2 of this Article.

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

## **ARTICLE 5 — MEETINGS OF DIRECTORS**



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

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

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

4. Open Meetings. All meetings of the Board shall comply with Article 33C of Chapter 143 of the North Carolina General Statutes. Consistent with that Article, the Board shall, among other things: (i) cause a current copy of the schedule of its regular meetings to be kept on file with the Secretary of the Corporation and (ii) give public notice of regular, special, and emergency meetings pursuant to N.C. Gen. Stat. § 143-318.12.

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

6. Manner of Acting. A majority of the Directors in office shall constitute a quorum. The act of a majority of the Directors voting at a properly noticed and conducted meeting at which a quorum is present, shall be the act of the Board, except as otherwise provided by law.

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

## **ARTICLE 6 — COMMITTEES**

1. Committee Authority. The Board may designate one or more committees by resolution. Each committee shall consist of three (3) or more Directors elected by the Board and shall have such powers as may be delegated by the Board, except that no committee may: (i) authorize distributions to or for the benefit of Directors or Officers; (ii) approve dissolution,

merger or the sale, pledge or transfer of all or substantially all of the Corporation's assets; (iii) elect, appoint or remove Directors, or fill vacancies on the Board or on any of its committees, (iv) elect Officers, (v) adopt, amend, or repeal the Articles or Bylaws, or (vi) take any action the Board cannot lawfully delegate under the Articles, Bylaws, or applicable law.

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

## **ARTICLE 7 — OFFICERS OF THE CORPORATION**

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

2. Election and Term of Office. The Officers shall be elected by the Board at the annual meeting. If the election of Officers is not held at the annual meeting, the election shall be held as soon thereafter as may be convenient. Each Officer shall hold office until the next annual meeting and until a successor is elected and qualifies.

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

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

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

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

7. Vice President. The Vice President shall be a member of the Board and shall exercise the powers of the President during that Officer's absence or inability to act. Any action taken by the Vice President in the performance of the duties of the President shall be presumptive evidence of the absence or inability to act of the President at the time the action was taken. The

Vice President shall have such powers and perform such other duties as from time to time may be assigned to the Vice President by the President or by the Board.

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

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

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

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

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

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

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

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

5. Conflict of Interest. A Director shall inform the Board of any direct or indirect conflict of interest which the Director has with regard to any transaction contemplated by the Board

(a “**Conflict of Interest**”). A Conflict of Interest shall exist in Board actions including, but not be limited to, actions concerning a transaction in which the Director: (i) has a material financial interest; or (ii) is presently serving as a director, trustee, officer, or general partner of another party. Pursuant to N.C. Gen. Stat. § 55A-8-31, the Director with a Conflict of Interest may participate in the discussion, but may not vote on the transaction. The transaction is authorized, approved, or ratified by the vote of a majority of the Directors then in office who have no Conflict of Interest, which must be more than one Director.

6. Contracts between the Corporation and Related Persons. The Corporation may not enter into a contract with a related person to the extent such contract and any transfers in connection therewith might cause or imply private benefit under the relevant sections of the Code or applicable provisions of state ethical requirements for local government officials.

## **ARTICLE 9 — INDEMNIFICATION**

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

## **ARTICLE 10 — FISCAL YEAR**

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

## **ARTICLE 11 — DISPOSITION OF ASSETS**

If the Corporation is granted a charter to operate a public charter school by the State Board of Education and the Corporation is subsequently dissolved or the charter is terminated or not renewed, then all net assets of the Corporation purchased for the school with public funds shall be

deemed the property of and distributed to the local school administrative unit in which the school is located in accordance with N.C. Gen. Stat. § 115C-218.100 or the corresponding provision of any future North Carolina charter school law. To the extent the Corporation possesses assets other than those subject to distribution pursuant to N.C. Gen. Stat. § 115C-218.100, upon termination, dissolution, or winding up of the affairs of the Corporation, the Directors shall, after paying or making provision for payment of all liabilities of the Corporation, distribute all such remaining assets among one or more organizations, which are organized and operated for exempt purposes and qualified as exempt organizations under Section 501(c)(3) of the Code and to which contributions are deductible under Section 170(c)(2) of the Code, or to federal, state, and local governments to be used exclusively for public purposes.

#### **ARTICLE 12 — NON-DISCRIMINATION**

The public charter school operated by the Corporation shall permit students of any race, religion, color, ethnicity, gender, disability status, socio-economic status, and national origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the charter school.

#### **ARTICLE 13 — AMENDMENTS**

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



# NORTH CAROLINA

## Department of the Secretary of State

To all whom these presents shall come, Greetings:

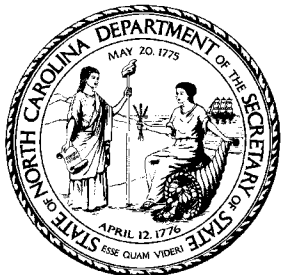
I, Elaine F. Marshall, Secretary of State of the State of North Carolina, do hereby certify the following and hereto attached to be a true copy of

### ARTICLES OF INCORPORATION

OF

**STEELE CREEK CHARTER EDUCATION FOUNDATION, INC.**

the original of which was filed in this office on the 31st day of July, 2017.



Scan to verify online.

IN WITNESS WHEREOF, I have hereunto set my hand and affixed my official seal at the City of Raleigh, this 31st day of July, 2017.

*Elaine F. Marshall*

Secretary of State

**ARTICLES OF INCORPORATION  
OF  
STEELE CREEK CHARTER EDUCATION FOUNDATION, INC.**

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

**ARTICLE I**

The name of the corporation is Steele Creek Charter Education Foundation, Inc. (the “Corporation”).

**ARTICLE II**

The Corporation is a “charitable or religious corporation” as defined in N.C. Gen. Stat. § 55A-1-40(4).

**ARTICLE III**

The street address and county of the Corporation’s registered office is 3117 Goneaway Road, Charlotte, Mecklenburg County, North Carolina 28210. The name of the Corporation’s registered agent at that address is Matthew Ridenhour.

**ARTICLE IV**

The street address and county of the Corporation’s principal office is 3117 Goneaway Road, Charlotte, Mecklenburg County, North Carolina 28210.

**ARTICLE V**

The name of the incorporator is Matthew Ridenhour and his address 3117 Goneaway Road, Charlotte, North Carolina 28210.

**ARTICLE VI**

The Corporation shall have no members.

**ARTICLE VII**

The purposes for which the Corporation is organized are:

a. To operate a public charter school in the State of North Carolina pursuant to N.C. Gen. Stat. § 115C-218 *et seq.*;

b. To operate exclusively for charitable, educational, religious, and scientific purposes within the meaning of Sections 501(c)(3) and 170(c)(2) of the Internal Revenue

Code of 1986 or the corresponding provisions of any future United States Internal Revenue laws (the "Code"); and

c. To engage in any lawful activity for which corporations may be organized under Chapter 55A of the General Statutes of North Carolina, provided the Corporation shall not carry on any activities not permitted to be carried on by an organization exempt from Federal income tax under Section 501(c)(3) of the Code or the corresponding provision of any future United States Internal Revenue Code.

### **ARTICLE VIII**

The Board of Directors of the Corporation shall consist of those persons as may be elected to the Board of Directors from time to time in accordance with the provisions of the bylaws of the Corporation. Subject to those provisions, the Board of Directors alone shall have the authority to adopt and amend the bylaws, approve budgets, and govern and conduct the affairs of the Corporation.

### **ARTICLE IX**

If the Corporation is granted a charter to operate a public charter school by the State Board of Education and the Corporation is subsequently dissolved or the charter is terminated or not renewed, then all net assets of the Corporation purchased for the school with public funds shall be deemed the property of and distributed to the local school administrative unit in which the school is located in accordance with N.C. Gen. Stat. § 115C-218.100(b) or the corresponding provision of any future North Carolina charter school law. To the extent the Corporation possesses assets other than those subject to distribution pursuant to N.C. Gen. Stat. § 115C-218.100(b), upon termination, dissolution, or winding up of the affairs of the Corporation, the Directors shall, after paying or making provision for payment of all liabilities of the Corporation, distribute all such remaining assets among one or more organizations which are organized and operated for exempt purposes and qualified as exempt organizations under Section 501(c)(3) of the Code and to which contributions are deductible under Section 170(c)(2) of the Code, or to federal, state, and local governments to be used exclusively for public purposes.

### **ARTICLE X**

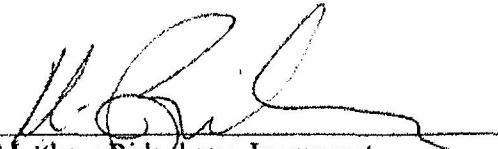
No part of the net earnings of the Corporation shall be distributable to or inure to the benefit of its officers or directors or any private person, except that the Corporation shall be authorized to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of its exempt purposes. No substantial part of the activities of the Corporation shall be the carrying on of propaganda or otherwise attempting to influence legislation (except to the extent permitted by Section 501(h) of the Code), and the Corporation shall not participate in or intervene in any political campaign on behalf of any candidate for public office, including the publication or distribution of statements. Notwithstanding any other provision hereof, the Corporation shall not carry on any other activities not permitted to be carried on by: (i) a corporation exempt from federal income tax under Section 501(c)(3) of the Code; or (ii) a corporation to which contributions are deductible under Section 170(c)(2) of the Code.



## ARTICLE XI

To the maximum extent permitted by applicable law, no person who is serving or who has served as a Director of the Corporation shall be personally liable for any action for monetary damages for breach of his or her duty as a Director, whether such action is brought by or in the right of the Corporation or otherwise. Neither the amendment or repeal of this paragraph, nor the adoption of any provision of these Articles of Incorporation inconsistent with this paragraph, shall eliminate or reduce the protection afforded by this paragraph to a Director of the Corporation with respect to any matter which occurred, or any cause of action, suit, or claim which, but for this paragraph would have accrued or risen, prior to such amendment, repeal, or adoption.

These Articles of Incorporation are hereby signed by the incorporator on the 31 day of July, 2017.



Matthew Ridenhour, Incorporator

## CHARTER MANAGEMENT AGREEMENT

This **CHARTER MANAGEMENT AGREEMENT** (this “**Agreement**”) is made and entered into as of the 21<sup>st</sup> day of September, 2017 (the “**Effective Date**”), by and between Charter Schools USA at Steele Creek LLC, a Florida limited liability company (“**CSUSA**”), and Steele Creek Charter Education Foundation, Inc., a North Carolina non-profit corporation (the “**Foundation**”). For purposes of this Agreement, CSUSA and the Foundation are referred to individually as a “**Party**” and collectively as the “**Parties**.”

### RECITALS

**WHEREAS**, the Foundation desires to establish a public charter school in North Carolina known as Steele Creek Preparatory Academy pursuant to N.C. Gen. Stat. § 115C-218 *et seq.* (the “**Charter School**”); and

**WHEREAS**, the Foundation is submitting an application to the North Carolina State Board of Education (the “**SBE**”) to establish the Charter School (the “**Charter Application**”); and

**WHEREAS**, CSUSA is in the business of managing, operating, and administering public charter schools; and

**WHEREAS**, the Foundation desires to engage CSUSA to manage, operate, and administer the Charter School, and CSUSA desires to be so engaged; and

**WHEREAS**, the Parties desire to memorialize the terms and conditions of such engagement in this Agreement;

**NOW, THEREFORE**, for good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the Parties agree as follows:

### ARTICLE I CONTRACTING RELATIONSHIP

**A. Authority.** The Foundation represents and warrants that it is authorized by law to contract with CSUSA for the provision of certain charter management services. The Foundation further represents and warrants that if the Charter Application is approved by the SBE, the Foundation will enter into a charter contract with the SBE, authorizing the Foundation to establish, manage, operate, and administer the Charter School (the “**Charter Contract**”). For purposes of this Agreement, the Charter Application and the Charter Contract are referred to collectively as the “**Charter**.”

**B. Agreement.** To the maximum extent permitted by applicable law, the Foundation hereby contracts with CSUSA to perform the management functions set forth in Article III of this Agreement (the “**Management Functions**”). CSUSA shall perform the Management Functions in accordance with applicable law and at the direction of the Foundation. Although the Management Functions include duties and responsibilities regarding student enrollment,

performance, discipline, and special education, as well curriculum and personnel, nothing in this Agreement is intended to nor shall limit or delegate the ultimate authority of the Foundation as set forth in N.C. Gen. Stat. § 115C-218 *et seq.*, applicable SBE policies, or the Charter.

**C. Designation of Agents.** The Foundation hereby designates the directors, officers, employees, and attorneys of CSUSA as agents of the Foundation having a legitimate educational interest such that they are entitled to access the education records of the Charter School and its students pursuant to 20 U.S.C. § 1232g, the Family Educational Rights and Privacy Act (FERPA), and other applicable privacy laws. Subject to its discretion, the Foundation also hereby authorizes CSUSA to communicate with and negotiate on behalf of the Foundation and the Charter School with all local, state, and federal agencies.

**D. Status of the Parties.** CSUSA is a Florida limited liability company, and not a division or part of the Foundation. The Foundation is a North Carolina non-profit corporation, and not a division or part of CSUSA. CSUSA shall perform the Management Functions as an independent contractor and except as set forth herein, this Agreement does not create a joint venture, principal-agent, or employer-employee relationship between the Parties or their respective employees or agents.

## **ARTICLE II TERM**

This Agreement shall commence on the Effective Date and continue for the duration of the Charter, including any and all Charter renewals, unless terminated earlier pursuant to Article VII of this Agreement. Any such termination shall only be effective at the end of the then-current academic year.

## **ARTICLE III FUNCTIONS OF CSUSA**

**A. Responsibility.** CSUSA shall be responsible and accountable to the Foundation for the operation and performance of the Charter School as set forth in this Agreement, the Charter, and applicable law. CSUSA's responsibility is expressly limited by: (i) the approved Annual Budget, as defined in Article V of this Agreement; and (ii) the availability of state funding to pay for the Management Functions. CSUSA shall not be required to expend funds for the Management Functions or the Charter School in excess of the amount set forth in the approved Annual Budget.

**B. Educational Program.** CSUSA agrees to implement the educational program set forth in the Charter (the "**Educational Program**"), which may be amended from time to time by the mutual consent of the Parties and, when required, the SBE and/or the North Carolina Department of Public Instruction. The Parties acknowledge that an essential principle of the Educational Program is its flexibility, adaptability, and capacity to change in the interest of continuous improvement and efficiency, and that the Foundation and CSUSA are interested in results, and not inflexible prescriptions. No less than annually, and as otherwise reasonably requested by the Foundation, CSUSA will provide the Foundation with an updated progress report detailing the educational goals set forth in the Educational Program.

**C. Management Functions.** In accordance with the Foundation’s non-profit purpose, subject to the Foundation’s ultimate authority, consistent with the Charter, and pursuant to applicable law, CSUSA shall perform all management, operation, accounting, and administrative functions for the Charter School (the “**Management Functions**”), including without limitation:

1. The day-to-day management of the Charter School;
2. The recruitment and enrollment of students by various means, including without limitation, advertisements in newspapers of general circulation, mailings to parents and guardians of prospective students, and presentations to interested groups;
3. The implementation and administration of the Educational Program, including the selection of instructional materials, equipment, technology, and supplies;
4. The implementation and administration of extra-curricular and co-curricular activities and programs approved by the Foundation;
5. The performance of evaluations, assessments, and continuous improvements of and to the Educational Program, including reports of the same to the Foundation upon its request;
6. The management, selection, and application of technology services required to facilitate the operation of the Charter School;
7. The management of certain personnel functions, as set forth in Article VI of this Agreement;
8. The management of the business administration of the Charter School;
9. The accounting operations of the Charter School, including general ledger management and financial reporting;
10. The identification, application, and administration of grants to or for the Charter School, including in any audits related thereto;
11. The preparation and submission of the Annual Budget, as set forth in Article V of this Agreement; and
12. The performance of any other function necessary or expedient for the administration of the Charter School, including those set forth in this Article III.

**D. Purchases.** Purchases made by CSUSA on behalf of the Foundation with the Foundation's funds, such as non-proprietary instructional materials, books, supplies, and equipment will be the property of the Foundation. However, CSUSA shall own all proprietary rights in and to, and the Foundation's proprietary interest shall not include, curriculum or educational materials that are developed, copyrighted, or legally protected by CSUSA, including without limitation curriculum or educational materials that are developed by CSUSA with funds from the Foundation. CSUSA's educational materials and teaching techniques used by or at the Charter School shall only be subject to disclosure to the extent required by law. This provision does not apply to any capital items leased or purchased by CSUSA with CSUSA's own funds.

**E. Subcontracts.** CSUSA shall not subcontract the management, oversight, or operation of the Educational Program, except as specifically permitted in this Agreement or with approval of the Foundation. Otherwise, CSUSA reserves the right to subcontract any and all aspects of the Management Functions.

**F. Place of Performance.** Unless prohibited by applicable law, CSUSA reserves the right to perform the Management Functions other than the Educational Program, such as purchasing, professional development, and administrative functions, off-site.

**G. Due Process Hearings.** At the direction of the Foundation, CSUSA shall provide students of the Charter School with due process hearings in accordance with applicable law regarding student discipline, special education, confidentiality, and access to records. If necessary or advisable, CSUSA may retain legal counsel to assist with these hearings. Notwithstanding the foregoing, the Foundation shall retain the right and responsibility to provide such students with that due process required by law.

**H. Rules and Procedures.** From time to time, CSUSA shall recommend reasonable rules, regulations, procedures, and policies to the Foundation regarding the management, operation, and administration of the Charter School. Once adopted by the Foundation, CSUSA shall be authorized and directed to enforce such rules, regulations, procedures, and policies.

**I. School Year and School Day.** The school year and the school day shall be as required by law and as determined annually by the Foundation.

**J. Student Performance Standards and Evaluation.** CSUSA shall be responsible and accountable to the Foundation for the academic performance of the students who attend the Charter School. CSUSA will utilize assessment strategies required by the Charter and applicable law. The Foundation and CSUSA will cooperate in good faith to identify measures of and goals for Charter School students, including but not limited to, academic achievement and parent satisfaction. CSUSA shall perform its duties and responsibilities as set forth in this Agreement to the reasonable satisfaction of the Foundation.

**K. Services to Disabled Students and Special Education.** CSUSA shall provide special education services to students who attend the Charter School in conformity with the requirements of state and federal law. CSUSA may subcontract as necessary and appropriate for the provision of services to students whose special needs cannot be met within the Charter School's program, subject to the approval of the Foundation. Such services shall be provided in

a manner that complies with local, state, and federal laws and applicable regulations and policies. Consistent herewith, the Foundation acknowledges the individualized nature of services that may need to be provided to disabled and special needs students and the impact that the provision of such individualized services may have on the approved Annual Budget. The Foundation, at the request of CSUSA, agrees to adjust the approved Annual Budget as necessary to provide such services to disabled and special needs students.

**L. Contract between the Foundation and the SBE.** CSUSA will not act in a manner that will cause the Foundation to be in breach of the Charter.

**M. Unusual Events.** CSUSA agrees to timely notify the Foundation and/or the School Administrator, as defined in Article XI of this Agreement, of any anticipated or known: (i) material health or safety issues; (ii) labor, employee, or funding issues, or (iii) any other issues that may adversely impact the Foundation's ability to comply with the Charter or this Agreement.

**N. Student and Financial Records.** All student and financial information related to the Charter School shall be available for inspection at the Charter School upon reasonable request and consistent with applicable law.

**O. Charter School Records.** The financial, educational, and student records pertaining to the Charter School are the property of the Foundation, and such records shall be subject to the provisions of N.C. Gen. Stat. § 132-1, *et seq.* (Public Records), and other applicable information laws. All such records shall be physically or electronically available upon request at the Charter School. Except as protected by the Charter or applicable law, the SBE and the public shall have access to the Charter School's records.

**P. CSUSA Performance Goals.** During the term of this Agreement, CSUSA shall use its commercially reasonable best efforts to:

1. Timely submit all reports required by this Agreement to the Foundation;
2. Strictly adhere to the approved Annual Budget, with no aggregate cost over-runs; and
3. Meet or exceed the student performance goals contained in the Charter.

#### **ARTICLE IV OBLIGATIONS OF THE FOUNDATION**

**A. Good Faith Obligation.** The Foundation shall be responsible for the fiscal and academic policies of the Charter School. To assist the Foundation, CSUSA shall, from time to

time, recommend such policies to the Foundation. The Foundation shall exercise good faith in considering all such recommendations of CSUSA.

**B. Assistance to CSUSA.** The Foundation shall cooperate with CSUSA in furnishing all information and submitting all forms and reports required by this Agreement, including timely notice of all Foundation meetings. The Foundation shall timely furnish CSUSA all documents and records necessary for CSUSA to properly perform its responsibilities under this Agreement.

**C. Unusual Events.** The Foundation agrees to timely notify CSUSA of any anticipated or known: (i) material health or safety issues; (ii) labor, employee, or funding issues, or (iii) any other issues that may adversely impact CSUSA's ability to comply with this Agreement.

**D. Retained Authority.** The Foundation shall retain the authority to make reasonable regulations relative to anything necessary for the proper establishment, maintenance, management, and carrying on of the Charter School, including regulations relative to the conduct of students while in attendance at the Charter School or en route to and from the Charter School.

**E. Food Service.** The Foundation shall manage, operate, and administer, or shall authorize CSUSA to manage, operate, and administer, the food service program for the Charter School, as required by applicable law, including without limitation, the National School Lunch Program at 7 C.F.R. § 210.1, *et seq.*

## **ARTICLE V FINANCIAL ARRANGEMENTS**

**A. Revenues.** All revenues received by the Foundation for or on behalf of the Charter School (the "**Revenues**") shall be deposited in the Foundation's depository account with a financial institution mutually acceptable to the Foundation and CSUSA. The signatories on the account shall only be the members of the Foundation's Board of Directors and, as designated by the Foundation, the employees of CSUSA. Interest income earned on the account shall accrue to the Foundation. Except as specifically excluded by this Agreement, Revenues shall include, without limitation:

1. Funds for students enrolled in the Charter School;
2. Special education funds provided by federal, state, and local governments that are directly allocable to special education students enrolled in the Charter School;
3. Academically and intellectually gifted funds provided by federal, state, and local governments that are directly allocable to academically and intellectually gifted students enrolled in the Charter School;
4. At-risk funds provided by federal, state, and local governments that are directly allocable to at-risk students enrolled in the Charter School;

5. Funds provided by federal, state, and local governments that are directly allocable to students enrolled in the Charter School with limited English proficiency;
6. Federal, state, and local grants, including Title I and Charter School start-up funds;
7. Other grants and donations, except to the extent CSUSA is not required or involved in soliciting, administering, or managing such grants or donations; and
8. Fees charged to students and others for extra services as and to the extent permitted by law.

**B. Expenditure of Revenue and Operating Advances.** The Revenues shall be expended by CSUSA in accordance with the approved Annual Budget and as otherwise authorized by the Foundation. The expenditure of Revenues received from governmental entities shall be consistent with all applicable regulations and policies, and in the case of private donations, the directives of the donor, where applicable. To the extent that there are not sufficient funds in the Foundation's operating account to pay the operating expenses of the Charter School, CSUSA may, at CSUSA's option, deposit funds into the Foundation's operating account for that purpose ("**Operating Advances**"). Operating Advances shall only be made in accordance with the approved Annual Budget. The Foundation shall reimburse CSUSA for all Operating Advances, together with interest earned thereon, as and when the funds become available; provided, however, that if, at the end of each Fiscal Year (as defined below), the total Revenues, after payment of the debt service and operating expenses of the Charter School, are insufficient to reimburse the Operating Advances attributable to such Fiscal Year, CSUSA may forgive the un-reimbursed balance of the Operating Advances, including interest earned thereon.

**C. Fiscal Year and Annual Budget.** The Foundation shall operate the Charter School on a fiscal year beginning July 1 and ending June 30 of the following year ("**Fiscal Year**"). On or before May 31 of each Fiscal Year, CSUSA shall prepare and submit to the Foundation for its review a proposed, balanced, annual budget for the Charter School's upcoming Fiscal Year (the "**Annual Budget**"). The Annual Budget shall account for: (i) Revenues, (ii) operating expenses, (iii) reserve expenses, (iv) audit expenses, and (v) the fund balance. The Foundation shall approve the Annual Budget, as may be reasonably revised by the Foundation in consultation with CSUSA, by June 30 of the then-current Fiscal Year. CSUSA shall perform all Management Functions in accordance with the approved Annual Budget, applicable law, the Charter, and as directed by the SBE.

**D. Amendments to the Annual Budget.** During the Fiscal Year, CSUSA may submit proposed amendments to the approved Annual Budget to the Foundation to account for changes in student enrollment, student needs, and other variables. Any such amendment shall only be valid if approved by the express vote of the Foundation's Board of Directors.

**E. Management Fee.** In exchange for providing the charter services hereunder, including the Management Functions, CSUSA shall be entitled to compensation in an amount



equal to 15% of the Revenues, or a lesser amount if agreed to in writing by CSUSA (the “**Management Fee**”). The Management Fee shall be set forth in the Annual Budget.

**F. Availability of Funds.** CSUSA shall only be required to perform its responsibilities under this Agreement to the extent that there are sufficient Revenues to make payments in accordance with the terms of the approved Annual Budget.

**G. Financial Reporting.** CSUSA shall provide the Foundation with:

1. Annually, the proposed Annual Budget, as required by the terms of this Agreement;
2. As requested, financial statements of Revenues received by, expenditures for services to, and expenses incurred on behalf of the Charter School, whether incurred on or off-site;
3. Monthly, financial statements by the 30<sup>th</sup> day of the following month, including a balance sheet, statement of Revenues, and expenditures for the Charter School; and
4. Periodically, other information necessary to enable the Foundation to: (i) monitor CSUSA’s performance under this Agreement, (ii) evaluate CSUSA’s provision of the Management Functions, and (iii) comply with applicable law, including the demands and requests of the SBE.

**H. Access to Records.** CSUSA shall keep accurate financial records pertaining to its operation of the Charter School, together with all Charter School financial records prepared by or in possession of CSUSA, and shall retain all such records for a period of time as may be required by the Charter. CSUSA and the Foundation shall also maintain the proper confidentiality of personnel, students, and other records as required by law.

**I. Annual Audit.** The Foundation shall select and retain an independent auditor to conduct an annual audit of the Charter School in accordance with the Charter. Subject to applicable law, all finance and other records of CSUSA related to the Charter School will be made available to the Foundation’s independent auditor.

## **ARTICLE VI PERSONNEL & TRAINING**

**A. Personnel.** With the exception of Teachers (as defined below), CSUSA shall select, hire, evaluate, and where necessary, transfer, discipline and terminate qualified personnel and support staff for the Charter School (“**Personnel**”). Personnel shall be employees of CSUSA and shall be paid pursuant to the approved Annual Budget. CSUSA shall have the right and responsibility to determine the number and functions of Personnel. In the discretion of

CSUSA, Personnel may work at the Charter School on a full or part time basis. If assigned to the Charter School on a part time basis, Personnel may work at other schools managed or operated by CSUSA.

**B. School Administrator.** CSUSA shall select, hire, evaluate, and where necessary, transfer, discipline, and terminate one or more qualified administrators for the Charter School (the “**School Administrator**”). The School Administrator shall be an employee of CSUSA and shall be paid pursuant to the approved Annual Budget. CSUSA shall consult with the Foundation regarding the hiring of the School Administrator and CSUSA shall remove the School Administrator from the Charter School if the Foundation is or becomes reasonably dissatisfied with his or her performance.

**C. Teachers.** CSUSA shall recommend to the Foundation for its consideration and approval qualified teachers for the Charter School (“**Teachers**”). All Teachers shall be jointly employed by the Foundation and CSUSA, such that they may be included in the compensation, benefits, payroll administration, and employment policies and practices of CSUSA; provided, however, that in all circumstances, the Foundation shall ultimately control the hiring and firing of the Teachers in accordance with N.C. Gen. Stat. § 115C-218.90(a)(1). In the discretion of CSUSA, Teachers may work at the Charter School on a full or part time basis. If assigned to the Charter School on a part time basis, Teachers may also work at other schools managed or operated by CSUSA.

**D. Training.** CSUSA shall provide training in its methods, curriculum, program, and technology to all Teachers on a regular basis. Teachers shall also receive at least the minimum hours of professional development required by applicable law. Non-instructional personnel shall receive such training as CSUSA determines reasonable and necessary under the circumstances.

**E. Limitations on Discretion.** All decisions made by CSUSA, and any discretion exercised by CSUSA, regarding the selecting, hiring, evaluating, transferring, disciplining, and terminating of Personnel and the School Administrator shall be consistent with the approved Annual Budget, the Charter, applicable law, and any parameters adopted by the Foundation regarding the Educational Program.

**F. Limitations on Discretion.** All decisions made by CSUSA, and any discretion exercised by CSUSA, in its determination of staffing levels and its selection, evaluation, assignment, discipline, and transfer of personnel, shall be consistent with the approved Annual Budget, local, state and federal law, and consistent with the parameters adopted by the board and included within the Educational Program.

## **ARTICLE VII DEFAULT**

**A. Default.** Events of default under this Agreement shall be limited to the following (each, an “**Event of Default**”):

1. The Foundation fails to make any payment due hereunder within ten (10)

days after the date such payment was due;

2. The Foundation materially breaches any of its other obligations hereunder and fails to cure such breach within sixty (60) days after notice of such breach;
3. The Foundation adopts a policy or fails to adopt a policy regarding the Charter School which prevents CSUSA from satisfying its obligations hereunder;
4. The Foundation fails to adopt an Annual Budget before June 30 of the then-current Fiscal Year, or adopts an Annual Budget that prevents CSUSA from satisfying its obligations hereunder;
5. The Charter is revoked or suspended by the SBE or other governmental authority;
6. CSUSA commences a case or proceeding or files a petition for bankruptcy, reorganization, liquidation or dissolution, is adjudicated insolvent or bankrupt, or applies to a tribunal for a receiver, intervener, conservator, or trustee for itself or for any substantial part of its property, or any such action is commenced against it and the same remains pending for more than sixty (60) days;
7. CSUSA is found by an administrative or judicial body to have made fraudulent use of funds, or an administrative or judicial body revokes any license that may be required for CSUSA to carry on its business and perform its obligations and functions under this Agreement; and
8. CSUSA materially breaches this Agreement, which shall be limited to: (i) failure to account for expenditures or pay the Charter School's operating costs (provided funds are available to do so); (ii) failure to follow policies, procedures, rules, or curriculum duly adopted by the Foundation which are not in violation of this Agreement or applicable law; (iii) failure to realize student achievement objectives outlined in the Charter; (iv) failure to take reasonable efforts to protect the health, safety, and welfare of the students at the Charter School; and (v) violation of applicable law. In the event of a material breach, CSUSA shall have (60) days after receipt of written notice to remedy such breach.

**B. Remedies.** Upon the occurrence of an uncured Event of Default by either Party, the non-breaching Party shall be entitled to pursue all remedies available under law or equity, including without limitation, terminating this Agreement upon seven (7) days prior written notice. Such termination, however, shall only become effective following the end of the then-current academic year. In the event of termination of this Agreement for any reason by either Party prior to the end of this Agreement's term, CSUSA may, for a fee reasonably acceptable to CSUSA, provide the Foundation with reasonable assistance for up to thirty (30) days to assist in

the transition to another administrative or structural arrangement (although CSUSA shall not be required to provide any assistance to another management company or service provider). However, CSUSA will abide by all state laws that govern transition obligations, including but not limited to:

1. Transferring all student records to such entity;
2. Transferring any and all other non-proprietary information and providing necessary assistance to the new program or education service provider to ensure the least disruption of the Charter School operation as a result of the termination of this Agreement; and
3. Transferring or assigning to the Foundation all contracts, agreements, licenses, permissions, and other rights and privileges related to the operation of the Charter School, including, at CSUSA's option, assignment of contracts for Personnel and the School Administrator.

#### **ARTICLE VIII INDEMNIFICATION & LIMITATION OF LIABILITY**

Each Party does hereby indemnify, defend, and hold the other, including their respective directors, partners, officers, employees, agents, representatives, and attorneys, harmless from and against any and all claims, actions, damages, expenses, losses or awards which arise out of its own negligence, acts or omissions, or noncompliance or breach of any of the terms, conditions, warranties, representations, or undertakings contained in or made pursuant to this Agreement. Notwithstanding the foregoing and except for claims of death or bodily injury resulting from CSUSA's gross negligence or willful misconduct, CSUSA's total, aggregate liability to the Foundation for any reason and upon any cause of action, whether in tort, contract, or otherwise, shall be limited to the total amount of all Management Fees received by CSUSA from the Foundation under this Agreement.

#### **ARTICLE IX INSURANCE**

**A. Insurance Coverage.** Each Party shall maintain insurance in the coverage amounts as may be required by the Charter, with the other Party listed as an additional insured. Such insurance shall be purchased by CSUSA using the Revenues. Each Party shall, upon request, present evidence to the other that it maintains the requisite insurance in compliance with the provisions of this paragraph. Each Party shall also comply with any reasonable information or reporting requirements required by the other Party's insurers.

**B. Workers' Compensation Insurance.** Each party shall maintain workers' compensation insurance as required by the Charter and applicable law, covering their respective employees.

#### **ARTICLE X**

## **REPRESENTATIONS & WARRANTIES**

**A. Foundation Representations and Warranties.** The Foundation represents that it has the authority under law to execute, deliver and perform this Agreement and to incur the obligations provided hereunder. The Foundation warrants that its actions have been duly and validly authorized, and that it has adopted any and all resolutions or approvals required for the execution of this Agreement.

**B. CSUSA Representations and Warranties.** CSUSA represents and warrants that it is a limited liability company authorized to conduct business in the State of North Carolina. CSUSA will comply with all registration and licensing requirements relating to conducting business under this Agreement. The Foundation agrees to assist CSUSA in applying for such licenses and permits and in obtaining such approvals and consents.

**C. Mutual Warranties.** The Charter School and CSUSA mutually warrant to the other that there are no pending actions, claims, suits or proceedings, to its knowledge, threatened or reasonably anticipated against or affecting it, which if adversely determined, would have a material adverse effect on its ability to perform its obligations under this Agreement.

## **ARTICLE XI MISCELLANEOUS**

**A. Sole Agreement.** This Agreement supersedes and replaces any and all prior agreements and understandings between the Foundation and CSUSA regarding the management, operation, or administration of the Charter School.

**B. Force Majeure.** Notwithstanding any other sections of this Agreement, neither Party shall be liable for any delay in performance or inability to perform due to acts of God or due to war, riot, embargo, fire, explosion, sabotage, flood, accident, labor strike, or other acts beyond its reasonable control; provided, however, that either Party may terminate this Agreement in accordance with the termination provisions contained herein if sufficient grounds exist as provided in Article VII of this Agreement.

**C. Governing Law and Waiver of Jury Trial.** This Agreement shall be construed, interpreted, governed, and enforced pursuant to the laws of the State of North Carolina, without regard to its conflict-of-laws principles. The Parties hereby waive the right to a jury trial in any action, proceeding, or counterclaim brought by either Party against the other.

**D. Agreement in Entirety.** This Agreement constitutes the entire agreement of the parties.

**E. Official Notices.** All notices and other communications required by the terms of this Agreement shall be in writing and sent to the Parties at the facsimile number or address set forth below. Notice may be given by: (i) facsimile with written evidence of confirmed receipt by the receiving Party of the entire notice; (ii) certified or registered mail, postage prepaid, return receipt requested; or (iii) personal delivery. Notice shall be deemed to have been given on the date of transmittal or personal delivery if given by facsimile or personal delivery, or upon the

date of postmark if sent by certified or registered mail. Notices to the Foundation shall be sent to the current address of the then-current Foundation President, with a copy to the then-current Foundation attorney. For purposes of the aforesaid, the address of the Parties, including the address of the initial Foundation President and attorney, are as follows:

**Steele Creek Charter Education Foundation, Inc.**

Matthew Ridenhour  
3117 Goneaway Road  
Charlotte, NC 28210  
Phone: 704- 880-4916

With a copy to:

Donna Rascoe  
Board Attorney  
Cranfill Sumner & Hartzog, LLP  
5420 Wade Park Road, Suite 300  
Raleigh, NC 27607  
Phone: 919-863-8795  
Fax: 919 863-3552

**CSUSA:**

Chairman, Chief Executive Officer  
Charter Schools USA  
800 Corporate Drive, #124  
Ft. Lauderdale, FL 33334  
Phone: 954-202-3500  
Fax: 954-202-2047

With a copy to:

Tripp Scott, P.A.  
Attn: Edward J. Pozzuoli  
110 S.E. Sixth Street  
15th Floor  
Fort Lauderdale, FL 33301  
Phone: 954-525-7500  
Fax: 954-761-8475

**F. Assignment.** Either Party may assign this Agreement with the written consent of the other.

**G. Amendment.** This Agreement shall not be altered, amended, modified or supplemented except in writing, as approved by the Foundation and signed by the President of the Foundation and the CEO of CSUSA.

**H. Waiver.** No waiver of any provision of this Agreement shall be deemed or shall constitute a waiver of any other provision. Nor shall such waiver constitute a continuing waiver unless otherwise expressly stated.

**I. Cost and Expenses.** If any Party commences an action against the other as a result of a breach or alleged breach of this Agreement, the prevailing party shall be entitled to have and recover from the losing Party its reasonable costs and attorneys' fees (including those incurred at appellate levels).

**J. Compliance with Law.** The parties to this Agreement agree to comply with all applicable laws and regulations.

**K. Compliance with Charter Contract.** The parties to this Agreement agree to comply with the terms and conditions set forth in the Charter Contract.

**L. Indebtedness.** No indebtedness of any kind incurred or created by the charter school shall constitute an indebtedness of the State or its political subdivisions, and no indebtedness of the charter school shall involve or be secured by the faith, credit, or taxing power of the State or its political subdivisions.

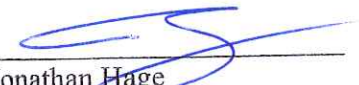
**M. Severability.** If any term or condition of this Agreement is held by a court of competent jurisdiction to be invalid, void, or unenforceable, the remainder of the terms and conditions set forth herein shall remain in full force and effect and shall, in no way, be affected, impaired, or invalidated by such term or condition, and the Parties shall use their reasonable best efforts to find and employ an alternative means to achieve the same or substantially the same result as that contemplated by such term or condition.

**N. Survival.** The following Sections shall survive the termination or expiration of this Agreement: III, VII, VIII, and XI.

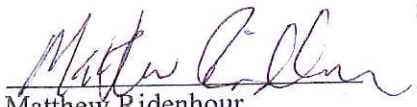
**SIGNATURE PAGE TO FOLLOW**

IN WITNESS WHEREOF, the Parties have executed this Agreement as of the Effective Date.

**Charter Schools USA at Steele Creek, LLC**

By:   
Name: Jonathan Hage  
Title: President  
Date: 9/21/17

**Steele Creek Charter Education Foundation, Inc.**

By:   
Name: Matthew Ridenhour  
Title: President  
Date: 9/21/17



**EXHIBIT "A"**

**COMPENSATION**

<u>Category</u>	<u>Percentage of Revenue</u>
Personnel Management Costs	3.0%
Procurement/Vendor Management Costs	1.0%
Educational Intellectual Property & Curriculum Costs	4.0%
Finance & Accounting Services Costs	2.0%
Support Center General Overhead & Fee	5.0%



**Deborah L. Gilchrist**  
Executive Director  
Middle Market Banking

August 28, 2017

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

Re: Charter Schools USA Inc.

To Whom It May Concern:

Please be advised that Charter Schools USA Inc. has been a valued Chase client since January 2012. The relationship continues to be handled as agreed. The management team is well known and highly regarded by Chase and we look forward to continuing our relationship with the firm.

If you have any questions or need additional information please do not hesitate to contact me at (954) 331 8788.

Sincerely

Deborah L. Gilchrist  
Executive Director

JPMorgan Chase Bank, N.A.  
200 S. Pine Island Road  
Suite 103  
Plantation, Fl. 33301  
Telephone: 954-331-8788 • Facsimile: 954-343-4824  
[Deborah.L.Gilchrist@chase.com](mailto:Deborah.L.Gilchrist@chase.com)

# CSUSA Network Fund Balances

State	School Name	2016 Year End Unassigned Fund Balance	2015 Year End Unassigned Fund Balance	2014 Year End Unassigned Fund Balance
Florida	Aventura City of Excellence School	Do Not Manage Finances	Do Not Manage Finances	Do Not Manage Finances
Florida	Bonita Springs Charter School	391,642	190,601	153,172
Florida	Canoe Creek Charter Academy	349,314	35,481	134,544
Florida	Cape Coral Charter School	292,697	20,778	84,548
Florida	Clay Charter Academy	12,071	Not Yet Opened	Not Yet Opened
Florida	Coral Springs Charter School	4,983,533	4,525,505	683,034
Florida	Downtown Miami Charter School	649,031	537,367	312,784
Florida	Duval Charter Scholars Academy	78,053	177,750	0
Florida	Duval Charter School at Baymeadows	1,752,963	1,632,218	1,485,912
Florida	Duval Charter High School at Baymeadows	0	55,149	85,691
Florida	Duval Charter School at Flagler Center	0	Not Yet Opened	Not Yet Opened
Florida	Duval Charter School at Mandarin	271,437	819,619	Not Yet Opened
Florida	Duval Charter School at Southside	63,217	387,817	Not Yet Opened
Florida	Duval Charter School at Westside	256,648	161,600	458,075
Florida	Four Corners Charter School	1,797,560	712,379	785,870
Florida	Four Corners Charter Middle School	487,122	Not Yet Opened	Not Yet Opened
Florida	Four Corners Charter High School	487,122	Not Yet Opened	Not Yet Opened
Florida	Gateway Charter School (K-5)	1,995,969	1,547,811	1,620,777
Florida	Gateway Intermediate Charter School (6-8)	1,126,332	1,475,225	1,493,332
Florida	Gateway Charter High School (9-12)	34,851	43,909	5,169
Florida	Governors Charter Academy	33,500	139,752	329,686
Florida	Henderson Hammock Charter School	1,547,304	1,304,093	623,613
Florida	Hollywood Academy of Arts & Science	2,123,521	1,283,390	907,710
Florida	Hollywood Academy of Arts & Science Middle	19,391	419,501	208,398
Florida	Keys Gate Charter School	8,062,568	7,390,900	6,934,432
Florida	Keys Gate Charter High School	558,957	1,007,128	745,008
Florida	Manatee Charter School	0	103,483	0
Florida	North Broward Academy of Excellence	14,148	37,795	0
Florida	North Broward Academy of Excellence Middle	1,038,988	914,278	774,885
Florida	PM Wells Charter Academy	1,892,332	1,358,339	954,282
Florida	Renaissance Charter School at Central Palm	151	93,367	Not Yet Opened
Florida	Renaissance Charter School at Chickasaw Trail	1,321,168	1,190,918	621,485
Florida	Renaissance Charter School at Cooper City	797,011	386,036	269,937
Florida	Renaissance Charter School at Coral Springs	1,811,557	1,451,058	1,311,529
Florida	Renaissance Charter School at Crown Point	Not Yet Opened	Not Yet Opened	Not Yet Opened
Florida	Renaissance Charter School at Hunter's Creek	1,134,338	653,289	0
Florida	Renaissance Charter School at Cypress	9,317	954,569	Not Yet Opened
Florida	Renaissance Charter School at Goldenrod	625,789	Not Yet Opened	Not Yet Opened
Florida	Renaissance Charter School at Palms West	25,278	113,544	0
Florida	Renaissance Charter Schools at Pines	11,701	137,842	Not Yet Opened
Florida	Renaissance Charter School at Plantation	786,779	683,692	507,514
Florida	Renaissance Charter School at Poinciana	1,552,693	843,367	590,589
Florida	Renaissance Charter School at Summit	144,230	263,662	453,053
Florida	Renaissance Charter School at Tapestry	572,093	Not Yet Opened	Not Yet Opened
Florida	Renaissance Charter School at Tradition	0	126,580	68,866
Florida	Renaissance Charter School at University	1,790,655	1,648,239	724,225
Florida	Renaissance Charter School at Wellington	78	100,877	Not Yet Opened
Florida	Renaissance Charter School at West Palm Beach	653,830	421,582	164,427
Florida	Renaissance Charter School at St. Lucie	1,755,269	1,516,061	1,427,596
Florida	Renaissance Elementary Charter School at Doral	2,163,261	1,955,508	1,779,684
Florida	Renaissance Middle Charter School at Doral	222,350	373,151	269,340
Florida	Six Mile Charter Academy	404,284	442,528	671,507

# CSUSA Network Fund Balances

Florida	SouthShore Charter Academy	Not Yet Opened	Not Yet Opened	Not Yet Opened
Florida	Winthrop Charter School	2,063,946	2,755,737	2,414,665
Florida	Woodmont Charter School	0	188,064	164,079
Georgia	Cherokee Charter Academy	1,419,808	1,616,225	372,882
Georgia	Coweta Charter Academy	875,808	2,252,090	6,438
Illinois	Lloyd Bond Charter School <sup>1</sup>	See Note 1	See Note 1	See Note 1
Illinois	Longwood Charter School <sup>1</sup>	See Note 1	See Note 1	See Note 1
Illinois	Loomis Primary Charter School <sup>1</sup>	See Note 1	See Note 1	See Note 1
Indiana	Emma Donnan Elementary School	(1,411)	Not Yet Opened	Not Yet Opened
Indiana	Emma Donnan Middle School	(5,418)	0	0
Indiana	Emmerich Manual High School	(20,276)	0	0
Indiana	Thomas Carr Howe Community High School	(13,448)	0	0
Louisiana	Acadiana Renaissance Charter Academy	677,230	1,023,443	Not Yet Opened
Louisiana	Iberville Charter Academy	228,317	26,963	Not Yet Opened
Louisiana	Lafayette Renaissance Charter Academy	237,239	242,022	Not Yet Opened
Louisiana	Lake Charles Charter Academy	2,485,429	3,361,310	1,596,407
Louisiana	Lake Charles College Prep	(889,377)	0	Not Yet Opened
Louisiana	Magnolia School of Excellence	1,099,422	830,614	354,043
Louisiana	South Baton Rouge Charter Academy	58,978	51,792	Not Yet Opened
Louisiana	Southwest Louisiana Charter Academy	901,973	4,784,505	34,009
Cabarrus	Cabarrus Charter Academy	344,379	248,801	0
Cabarrus	Cabarrus Charter Academy Upper School	Not Yet Opened	Not Yet Opened	Not Yet Opened
North Carolina	Cardinal Charter Academy	314,915	160,944	Not Yet Opened
North Carolina	Iredell Charter Academy	Not Yet Opened	Not Yet Opened	Not Yet Opened
North Carolina	Kannapolis Charter Academy	Not Yet Opened	Not Yet Opened	Not Yet Opened
North Carolina	Langtree Charter Academy	568,059	336,893	0
North Carolina	Langtree Charter Academy Upper School	Not Yet Opened	Not Yet Opened	Not Yet Opened
North Carolina	Union Preparatory Academy at Indian Trail	Not Yet Opened	Not Yet Opened	Not Yet Opened
	Notes:			
	<sup>1</sup> These schools are not individual charter schools with individual fund balances. These four schools are part of a group of 18 schools that exist under one single charter contract. The audited fund balance is reported as one consolidated fund balance for the group of 18 schools. A financial audit is not performed for each individual school; the audit is performed on the group of 18 schools.			

August 30, 2017

RE: Steele Creek Charter Education Foundation

To Whom It May Concern:

We have prepared an estimate cost of the insurance portfolio for Steele Creek Charter Education Foundation. The premiums listed below are just an estimate; the insurance carriers will require a full underwriting submission to calculate the accurate premiums. I feel confident that the summary below fulfills the requirements requested.

All insurance carriers are licensed by the State of North Carolina and are rated at least A by AM Best.

**Educators Legal Liability / Management Liability which includes Directors & Officers Liability**

- Educators Legal Liability of \$1,000,000 per claim.  
The premium is based on number of students – 615 Student  
\$3,000 Estimated Premium

**Commercial General Liability:**

- Liability insurance limits of \$1,000,000 each occurrence / \$2,000,000 aggregate as requested. The liability policy includes the following:
  - Premises and Operations
  - Products / Completed Operations Liability
  - Independent Contractors (unless the independent contractor has their own insurance)
  - Aggregate Limits per location
  - Separation of Insureds
  - Defense and Contractual Liability
  - Medical Payment \$15,000 per person

The premium is based on number of students - 615 Students  
\$8,600 Estimated Premium

**Property Insurance and Boiler and Machinery:**

- The Property Insurance will be written for the full appraised value and or replacement cost of the building and contents of the property. Coverage includes Boiler & Machinery coverage. Coverage will be written using the Special Perils (Broadest form available), excluding flood and earthquake.

The premium is based on a blanket limit for (Building and Business Personal Property)  
total insured value – of \$9,000,000  
Construction of building fire resistive, 1 stories.  
\$30,000 Estimated Premium

Page -2-

**Employee Dishonesty:** (Fidelity Bond)

- Employee Dishonesty coverage - \$250,000  
\$675 Estimated Premium

**Automobile Liability:**

- Automobile liability for a limit \$1,000,000 per occurrence
- Premium is based on Hired and Non Owned Automobile Liability Only  
\$20 Estimated Premium

**Workers Compensation:**

- Workers Compensation and Employers Liability as specified by Chapter 97 of the General Status for North Carolina.  
Premium is based on Total Remuneration using code for School Professional Employees of \$1,140,000 (subject to annual audit) \$12,000 Estimated Premium

These are non-binding estimates of insurance which have been based on hypothetical exposures based on information available at this time. The insurance carriers would require a full submission with all underwriting information including actual exposures.

Should you have any questions or comments, please do not hesitate to give me a call. My direct number is 727-796-6294.

Thank you  
Arthur J. Gallagher & Co,

*Anna M. Costa*

Anna M. Costa, CPCU  
Client Service Executive  
AMC/-



September 14, 2017

Via Hand Delivery

Matthew Ridenhour, President  
Steele Creek Charter Education Foundation, Inc.  
3117 Goneaway Road  
Charlotte, NC 28210

**Re: Letter of Financial Commitment**

Dear Matthew Ridenhour:

We look forward to forging a strong partnership with the Steele Creek Charter Education Foundation, Inc. to bring a high performing charter school to the community. Parents and students throughout the state of North Carolina deserve a college preparatory school that fosters a rich learning environment and integrates a research-based curriculum. Charter Schools USA will provide the financial support, professional expertise and resources to transform this goal into a reality.

This letter of support demonstrates Charter Schools USA's intent to provide financial support to Steele Creek Preparatory Academy for the duration of the partnership between Charter Schools USA and Steele Creek Preparatory Academy. We also understand that prior to opening a school there are significant planning activities such as marketing, hiring, and administration that will generate expenditures. These expenses are considered to be part of the broader school development plan and will initially be paid for by Charter Schools USA as its investment in the long term success of the school. In addition, as per our signed management agreement, Charter Schools USA is also prepared to discount management fees if necessary to ensure the school has the resources to be successful.

Sincerely,



Richard Page  
Chief Impact Officer  
Charter Schools USA

[RPage@charterschoolsusa.com](mailto:RPage@charterschoolsusa.com)

800 Corporate Drive, Suite 700, Ft. Lauderdale, Florida 33334  
Phone: 954-202-3500 • Fax: 954-202-3512  
[www.charterschoolsusa.com](http://www.charterschoolsusa.com)

**Return of Organization Exempt From Income Tax**  
Under section 501(c), 527, or 4947(a)(1) of the Internal Revenue Code (except private foundations)

▶ Do not enter social security numbers on this form as it may be made public.  
▶ Information about Form 990 and its instructions is at [www.irs.gov/form990](http://www.irs.gov/form990).

**A** For the 2015 calendar year, or tax year beginning **JUL 1, 2015** and ending **JUN 30, 2016**

<b>B</b> Check if applicable:  <input type="checkbox"/> Address change <input type="checkbox"/> Name change <input type="checkbox"/> Initial return <input type="checkbox"/> Final return/terminated <input type="checkbox"/> Amended return <input type="checkbox"/> Application pending	<b>C</b> Name of organization <b>TRIANGLE CHARTER EDUCATION ASSOCIATION, INC.</b> Doing business as Number and street (or P.O. box if mail is not delivered to street address) Room/suite <b>7917 BLUFFRIDGE DRIVE</b> City or town, state or province, country, and ZIP or foreign postal code <b>RALEIGH, NC 27615</b> <b>F</b> Name and address of principal officer: <b>ALLEN TAYLOR</b> <b>SAME AS C ABOVE</b>	<b>D</b> Employer identification number <b>90-1031905</b> <b>E</b> Telephone number <b>919-870-8763</b> <b>G</b> Gross receipts \$ <b>7,302,798.</b> <b>H(a)</b> Is this a group return for subordinates? ..... <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <b>H(b)</b> Are all subordinates included? <input type="checkbox"/> Yes <input type="checkbox"/> No If "No," attach a list. (see instructions) <b>H(c)</b> Group exemption number ▶
<b>I</b> Tax-exempt status: <input checked="" type="checkbox"/> 501(c)(3) <input type="checkbox"/> 501(c) ( ) ◀ (insert no.) <input type="checkbox"/> 4947(a)(1) or <input type="checkbox"/> 527		
<b>J</b> Website: ▶ <b>WWW.TRIANGLECHARTEREDUCATIONASSOCIATION.ORG</b>		
<b>K</b> Form of organization: <input checked="" type="checkbox"/> Corporation <input type="checkbox"/> Trust <input type="checkbox"/> Association <input type="checkbox"/> Other ▶		<b>L</b> Year of formation: <b>2013</b> <b>M</b> State of legal domicile: <b>NC</b>

**Part I Summary**

<b>Activities &amp; Governance</b>	<b>1</b> Briefly describe the organization's mission or most significant activities: <b>THE TRIANGLE CHARTER EDUCATIONAL ASSOCIATION IS A NORTH CAROLINA NOT-FOR-PROFIT ENTITY ORGANIZED</b> <b>2</b> Check this box <input type="checkbox"/> if the organization discontinued its operations or disposed of more than 25% of its net assets. <b>3</b> Number of voting members of the governing body (Part VI, line 1a) ..... <b>3</b> <span style="float:right"><b>7</b></span> <b>4</b> Number of independent voting members of the governing body (Part VI, line 1b) ..... <b>4</b> <span style="float:right"><b>7</b></span> <b>5</b> Total number of individuals employed in calendar year 2015 (Part V, line 2a) ..... <b>5</b> <span style="float:right"><b>0</b></span> <b>6</b> Total number of volunteers (estimate if necessary) ..... <b>6</b> <span style="float:right"><b>0</b></span> <b>7a</b> Total unrelated business revenue from Part VIII, column (C), line 12 ..... <b>7a</b> <span style="float:right"><b>0.</b></span> <b>b</b> Net unrelated business taxable income from Form 990-T, line 34 ..... <b>7b</b> <span style="float:right"><b>0.</b></span>																									
<b>Revenue</b>	<table border="1" style="width:100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th style="text-align: right;">Prior Year</th> <th style="text-align: right;">Current Year</th> </tr> </thead> <tbody> <tr> <td><b>8</b> Contributions and grants (Part VIII, line 1h) .....</td> <td style="text-align: right;">4,908,107.</td> <td style="text-align: right;">6,957,710.</td> </tr> <tr> <td><b>9</b> Program service revenue (Part VIII, line 2g) .....</td> <td style="text-align: right;">274,530.</td> <td style="text-align: right;">341,054.</td> </tr> <tr> <td><b>10</b> Investment income (Part VIII, column (A), lines 3, 4, and 7d) .....</td> <td style="text-align: right;">0.</td> <td style="text-align: right;">0.</td> </tr> <tr> <td><b>11</b> Other revenue (Part VIII, column (A), lines 5, 6d, 8c, 9c, 10c, and 11e) .....</td> <td style="text-align: right;">3,907.</td> <td style="text-align: right;">4,034.</td> </tr> <tr> <td><b>12</b> Total revenue - add lines 8 through 11 (must equal Part VIII, column (A), line 12) .....</td> <td style="text-align: right;">5,186,544.</td> <td style="text-align: right;">7,302,798.</td> </tr> </tbody> </table>		Prior Year	Current Year	<b>8</b> Contributions and grants (Part VIII, line 1h) .....	4,908,107.	6,957,710.	<b>9</b> Program service revenue (Part VIII, line 2g) .....	274,530.	341,054.	<b>10</b> Investment income (Part VIII, column (A), lines 3, 4, and 7d) .....	0.	0.	<b>11</b> Other revenue (Part VIII, column (A), lines 5, 6d, 8c, 9c, 10c, and 11e) .....	3,907.	4,034.	<b>12</b> Total revenue - add lines 8 through 11 (must equal Part VIII, column (A), line 12) .....	5,186,544.	7,302,798.							
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<b>Net Assets or Fund Balances</b>	<table border="1" style="width:100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th style="text-align: right;">Beginning of Current Year</th> <th style="text-align: right;">End of Year</th> </tr> </thead> <tbody> <tr> <td><b>20</b> Total assets (Part X, line 16) .....</td> <td style="text-align: right;">14,540,307.</td> <td style="text-align: right;">13,871,276.</td> </tr> <tr> <td><b>21</b> Total liabilities (Part X, line 26) .....</td> <td style="text-align: right;">15,261,088.</td> <td style="text-align: right;">14,889,404.</td> </tr> <tr> <td><b>22</b> Net assets or fund balances. Subtract line 21 from line 20 .....</td> <td style="text-align: right;">-720,781.</td> <td style="text-align: right;">-1,018,128.</td> </tr> </tbody> </table>		Beginning of Current Year	End of Year	<b>20</b> Total assets (Part X, line 16) .....	14,540,307.	13,871,276.	<b>21</b> Total liabilities (Part X, line 26) .....	15,261,088.	14,889,404.	<b>22</b> Net assets or fund balances. Subtract line 21 from line 20 .....	-720,781.	-1,018,128.													
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**Part II Signature Block**

Under penalties of perjury, I declare that I have examined this return, including accompanying schedules and statements, and to the best of my knowledge and belief, it is true, correct, and complete. Declaration of preparer (other than officer) is based on all information of which preparer has any knowledge.

<b>Sign Here</b>	Signature of officer <b>ALLEN TAYLOR, PRESIDENT</b> Type or print name and title	Date
<b>Paid Preparer Use Only</b>	Print/Type preparer's name <b>WILLIAM G. BENSON</b>	Preparer's signature Date Check if self-employed <input type="checkbox"/> PTIN <b>P00455500</b>
	Firm's name ▶ <b>KEEFE, MCCULLOUGH &amp; CO., LLP, C.P.A.'S</b> Firm's address ▶ <b>6550 N FEDERAL HIGHWAY, SUITE 410 FT. LAUDERDALE, FL 33308</b>	Firm's EIN ▶ <b>59-1363792</b> Phone no. <b>954-771-0896</b>

May the IRS discuss this return with the preparer shown above? (see instructions)  Yes  No



Part III Statement of Program Service Accomplishments

Check if Schedule O contains a response or note to any line in this Part III [X]

1 Briefly describe the organization's mission: THE TRIANGLE CHARTER EDUCATIONAL ASSOCIATION IS A NORTH CAROLINA NOT-FOR-PROFIT ENTITY ORGANIZED EXCLUSIVELY FOR EDUCATIONAL PURPOSES AND IS COMPRISED OF RESPECTED LEADERS IN THE STATE OF NORTH CAROLINA THAT ARE COMMITTED TO PROVIDING HIGH QUALITY EDUCATIONAL OPTIONS FOR

2 Did the organization undertake any significant program services during the year which were not listed on the prior Form 990 or 990-EZ? [ ] Yes [X] No If "Yes," describe these new services on Schedule O.

3 Did the organization cease conducting, or make significant changes in how it conducts, any program services? [ ] Yes [X] No If "Yes," describe these changes on Schedule O.

4 Describe the organization's program service accomplishments for each of its three largest program services, as measured by expenses. Section 501(c)(3) and 501(c)(4) organizations are required to report the amount of grants and allocations to others, the total expenses, and revenue, if any, for each program service reported.

4a (Code: ) (Expenses \$ 5,607,887. including grants of \$ ) (Revenue \$ 345,088. ) CARDINAL CHARTER ACADEMY: IS A TUITION-FREE PUBLIC CHARTER SCHOOL EDUCATING STUDENTS IN GRADES K-8 WHO RESIDE IN NORTH CAROLINA. THE SCHOOL CURRENTLY PROVIDES EDUCATION TO STUDENTS FROM KINDERGARTEN THROUGH EIGHTH GRADE. THE ACADEMY'S MISSION IS TO BUILD A STUDENT-CENTERED LEARNING ENVIRONMENT THAT IS PROJECT-BASED AND TECHNOLOGY-DRIVEN IN WHICH STUDENTS CAN REACH THEIR ACADEMIC POTENTIAL. WE VALUE ACADEMIC SUCCESS THROUGH THE USE OF DATA TO MEET INDIVIDUAL DIVERSE STUDENT NEEDS. CARDINAL CHARTER ACADEMY WILL FOSTER A CULTURE OF INNOVATION AND INQUIRY USING TECHNOLOGY AS THE MEDIUM.

4b (Code: ) (Expenses \$ including grants of \$ ) (Revenue \$ )

4c (Code: ) (Expenses \$ including grants of \$ ) (Revenue \$ )

4d Other program services (Describe in Schedule O.) (Expenses \$ including grants of \$ ) (Revenue \$ )

4e Total program service expenses 5,607,887.

**TRIANGLE CHARTER EDUCATION  
ASSOCIATION, INC.**

**Part IV Checklist of Required Schedules**

		Yes	No
<b>1</b> Is the organization described in section 501(c)(3) or 4947(a)(1) (other than a private foundation)? <i>If "Yes," complete Schedule A</i> .....	<b>1</b>	<b>X</b>	
<b>2</b> Is the organization required to complete <i>Schedule B, Schedule of Contributors?</i> .....	<b>2</b>		<b>X</b>
<b>3</b> Did the organization engage in direct or indirect political campaign activities on behalf of or in opposition to candidates for public office? <i>If "Yes," complete Schedule C, Part I</i> .....	<b>3</b>		<b>X</b>
<b>4 Section 501(c)(3) organizations.</b> Did the organization engage in lobbying activities, or have a section 501(h) election in effect during the tax year? <i>If "Yes," complete Schedule C, Part II</i> .....	<b>4</b>		<b>X</b>
<b>5</b> Is the organization a section 501(c)(4), 501(c)(5), or 501(c)(6) organization that receives membership dues, assessments, or similar amounts as defined in Revenue Procedure 98-19? <i>If "Yes," complete Schedule C, Part III</i> .....	<b>5</b>		<b>X</b>
<b>6</b> Did the organization maintain any donor advised funds or any similar funds or accounts for which donors have the right to provide advice on the distribution or investment of amounts in such funds or accounts? <i>If "Yes," complete Schedule D, Part I</i> .....	<b>6</b>		<b>X</b>
<b>7</b> Did the organization receive or hold a conservation easement, including easements to preserve open space, the environment, historic land areas, or historic structures? <i>If "Yes," complete Schedule D, Part II</i> .....	<b>7</b>		<b>X</b>
<b>8</b> Did the organization maintain collections of works of art, historical treasures, or other similar assets? <i>If "Yes," complete Schedule D, Part III</i> .....	<b>8</b>		<b>X</b>
<b>9</b> Did the organization report an amount in Part X, line 21, for escrow or custodial account liability, serve as a custodian for amounts not listed in Part X; or provide credit counseling, debt management, credit repair, or debt negotiation services? <i>If "Yes," complete Schedule D, Part IV</i> .....	<b>9</b>		<b>X</b>
<b>10</b> Did the organization, directly or through a related organization, hold assets in temporarily restricted endowments, permanent endowments, or quasi-endowments? <i>If "Yes," complete Schedule D, Part V</i> .....	<b>10</b>		<b>X</b>
<b>11</b> If the organization's answer to any of the following questions is "Yes," then complete Schedule D, Parts VI, VII, VIII, IX, or X as applicable.			
<b>a</b> Did the organization report an amount for land, buildings, and equipment in Part X, line 10? <i>If "Yes," complete Schedule D, Part VI</i> .....	<b>11a</b>	<b>X</b>	
<b>b</b> Did the organization report an amount for investments - other securities in Part X, line 12 that is 5% or more of its total assets reported in Part X, line 16? <i>If "Yes," complete Schedule D, Part VII</i> .....	<b>11b</b>		<b>X</b>
<b>c</b> Did the organization report an amount for investments - program related in Part X, line 13 that is 5% or more of its total assets reported in Part X, line 16? <i>If "Yes," complete Schedule D, Part VIII</i> .....	<b>11c</b>		<b>X</b>
<b>d</b> Did the organization report an amount for other assets in Part X, line 15 that is 5% or more of its total assets reported in Part X, line 16? <i>If "Yes," complete Schedule D, Part IX</i> .....	<b>11d</b>		<b>X</b>
<b>e</b> Did the organization report an amount for other liabilities in Part X, line 25? <i>If "Yes," complete Schedule D, Part X</i> .....	<b>11e</b>	<b>X</b>	
<b>f</b> Did the organization's separate or consolidated financial statements for the tax year include a footnote that addresses the organization's liability for uncertain tax positions under FIN 48 (ASC 740)? <i>If "Yes," complete Schedule D, Part X</i> .....	<b>11f</b>		<b>X</b>
<b>12a</b> Did the organization obtain separate, independent audited financial statements for the tax year? <i>If "Yes," complete Schedule D, Parts XI and XII</i> .....	<b>12a</b>	<b>X</b>	
<b>b</b> Was the organization included in consolidated, independent audited financial statements for the tax year? <i>If "Yes," and if the organization answered "No" to line 12a, then completing Schedule D, Parts XI and XII is optional</i> .....	<b>12b</b>		<b>X</b>
<b>13</b> Is the organization a school described in section 170(b)(1)(A)(ii)? <i>If "Yes," complete Schedule E</i> .....	<b>13</b>	<b>X</b>	
<b>14a</b> Did the organization maintain an office, employees, or agents outside of the United States? .....	<b>14a</b>		<b>X</b>
<b>b</b> Did the organization have aggregate revenues or expenses of more than \$10,000 from grantmaking, fundraising, business, investment, and program service activities outside the United States, or aggregate foreign investments valued at \$100,000 or more? <i>If "Yes," complete Schedule F, Parts I and IV</i> .....	<b>14b</b>		<b>X</b>
<b>15</b> Did the organization report on Part IX, column (A), line 3, more than \$5,000 of grants or other assistance to or for any foreign organization? <i>If "Yes," complete Schedule F, Parts II and IV</i> .....	<b>15</b>		<b>X</b>
<b>16</b> Did the organization report on Part IX, column (A), line 3, more than \$5,000 of aggregate grants or other assistance to or for foreign individuals? <i>If "Yes," complete Schedule F, Parts III and IV</i> .....	<b>16</b>		<b>X</b>
<b>17</b> Did the organization report a total of more than \$15,000 of expenses for professional fundraising services on Part IX, column (A), lines 6 and 11e? <i>If "Yes," complete Schedule G, Part I</i> .....	<b>17</b>		<b>X</b>
<b>18</b> Did the organization report more than \$15,000 total of fundraising event gross income and contributions on Part VIII, lines 1c and 8a? <i>If "Yes," complete Schedule G, Part II</i> .....	<b>18</b>		<b>X</b>
<b>19</b> Did the organization report more than \$15,000 of gross income from gaming activities on Part VIII, line 9a? <i>If "Yes," complete Schedule G, Part III</i> .....	<b>19</b>		<b>X</b>

**TRIANGLE CHARTER EDUCATION  
ASSOCIATION, INC.**

**Part IV Checklist of Required Schedules** *(continued)*

		Yes	No
<b>20a</b> Did the organization operate one or more hospital facilities? <i>If "Yes," complete Schedule H</i> .....	<b>20a</b>		<b>X</b>
<b>b</b> If "Yes" to line 20a, did the organization attach a copy of its audited financial statements to this return? .....	<b>20b</b>		
<b>21</b> Did the organization report more than \$5,000 of grants or other assistance to any domestic organization or domestic government on Part IX, column (A), line 1? <i>If "Yes," complete Schedule I, Parts I and II</i> .....	<b>21</b>		<b>X</b>
<b>22</b> Did the organization report more than \$5,000 of grants or other assistance to or for domestic individuals on Part IX, column (A), line 2? <i>If "Yes," complete Schedule I, Parts I and III</i> .....	<b>22</b>		<b>X</b>
<b>23</b> Did the organization answer "Yes" to Part VII, Section A, line 3, 4, or 5 about compensation of the organization's current and former officers, directors, trustees, key employees, and highest compensated employees? <i>If "Yes," complete Schedule J</i> .....	<b>23</b>		<b>X</b>
<b>24a</b> Did the organization have a tax-exempt bond issue with an outstanding principal amount of more than \$100,000 as of the last day of the year, that was issued after December 31, 2002? <i>If "Yes," answer lines 24b through 24d and complete Schedule K. If "No," go to line 25a</i> .....	<b>24a</b>		<b>X</b>
<b>b</b> Did the organization invest any proceeds of tax-exempt bonds beyond a temporary period exception? .....	<b>24b</b>		
<b>c</b> Did the organization maintain an escrow account other than a refunding escrow at any time during the year to defease any tax-exempt bonds? .....	<b>24c</b>		
<b>d</b> Did the organization act as an "on behalf of" issuer for bonds outstanding at any time during the year? .....	<b>24d</b>		
<b>25a</b> <b>Section 501(c)(3), 501(c)(4), and 501(c)(29) organizations.</b> Did the organization engage in an excess benefit transaction with a disqualified person during the year? <i>If "Yes," complete Schedule L, Part I</i> .....	<b>25a</b>		<b>X</b>
<b>b</b> Is the organization aware that it engaged in an excess benefit transaction with a disqualified person in a prior year, and that the transaction has not been reported on any of the organization's prior Forms 990 or 990-EZ? <i>If "Yes," complete Schedule L, Part I</i> .....	<b>25b</b>		<b>X</b>
<b>26</b> Did the organization report any amount on Part X, line 5, 6, or 22 for receivables from or payables to any current or former officers, directors, trustees, key employees, highest compensated employees, or disqualified persons? <i>If "Yes," complete Schedule L, Part II</i> .....	<b>26</b>		<b>X</b>
<b>27</b> Did the organization provide a grant or other assistance to an officer, director, trustee, key employee, substantial contributor or employee thereof, a grant selection committee member, or to a 35% controlled entity or family member of any of these persons? <i>If "Yes," complete Schedule L, Part III</i> .....	<b>27</b>		<b>X</b>
<b>28</b> Was the organization a party to a business transaction with one of the following parties (see Schedule L, Part IV instructions for applicable filing thresholds, conditions, and exceptions):			
<b>a</b> A current or former officer, director, trustee, or key employee? <i>If "Yes," complete Schedule L, Part IV</i> .....	<b>28a</b>		<b>X</b>
<b>b</b> A family member of a current or former officer, director, trustee, or key employee? <i>If "Yes," complete Schedule L, Part IV</i> .....	<b>28b</b>		<b>X</b>
<b>c</b> An entity of which a current or former officer, director, trustee, or key employee (or a family member thereof) was an officer, director, trustee, or direct or indirect owner? <i>If "Yes," complete Schedule L, Part IV</i> .....	<b>28c</b>		<b>X</b>
<b>29</b> Did the organization receive more than \$25,000 in non-cash contributions? <i>If "Yes," complete Schedule M</i> .....	<b>29</b>		<b>X</b>
<b>30</b> Did the organization receive contributions of art, historical treasures, or other similar assets, or qualified conservation contributions? <i>If "Yes," complete Schedule M</i> .....	<b>30</b>		<b>X</b>
<b>31</b> Did the organization liquidate, terminate, or dissolve and cease operations? <i>If "Yes," complete Schedule N, Part I</i> .....	<b>31</b>		<b>X</b>
<b>32</b> Did the organization sell, exchange, dispose of, or transfer more than 25% of its net assets? <i>If "Yes," complete Schedule N, Part II</i> .....	<b>32</b>		<b>X</b>
<b>33</b> Did the organization own 100% of an entity disregarded as separate from the organization under Regulations sections 301.7701-2 and 301.7701-3? <i>If "Yes," complete Schedule R, Part I</i> .....	<b>33</b>		<b>X</b>
<b>34</b> Was the organization related to any tax-exempt or taxable entity? <i>If "Yes," complete Schedule R, Part II, III, or IV, and Part V, line 1</i> .....	<b>34</b>		<b>X</b>
<b>35a</b> Did the organization have a controlled entity within the meaning of section 512(b)(13)? .....	<b>35a</b>		<b>X</b>
<b>b</b> If "Yes" to line 35a, did the organization receive any payment from or engage in any transaction with a controlled entity within the meaning of section 512(b)(13)? <i>If "Yes," complete Schedule R, Part V, line 2</i> .....	<b>35b</b>		
<b>36</b> <b>Section 501(c)(3) organizations.</b> Did the organization make any transfers to an exempt non-charitable related organization? <i>If "Yes," complete Schedule R, Part V, line 2</i> .....	<b>36</b>		<b>X</b>
<b>37</b> Did the organization conduct more than 5% of its activities through an entity that is not a related organization and that is treated as a partnership for federal income tax purposes? <i>If "Yes," complete Schedule R, Part VI</i> .....	<b>37</b>		<b>X</b>
<b>38</b> Did the organization complete Schedule O and provide explanations in Schedule O for Part VI, lines 11b and 19? .....	<b>38</b>	<b>X</b>	

**Note.** All Form 990 filers are required to complete Schedule O .....

**Part V Statements Regarding Other IRS Filings and Tax Compliance**

Check if Schedule O contains a response or note to any line in this Part V

		Yes	No
<b>1a</b>	Enter the number reported in Box 3 of Form 1096. Enter -0- if not applicable		
<b>1b</b>	Enter the number of Forms W-2G included in line 1a. Enter -0- if not applicable		
<b>1c</b>	Did the organization comply with backup withholding rules for reportable payments to vendors and reportable gaming (gambling) winnings to prize winners?	X	
<b>2a</b>	Enter the number of employees reported on Form W-3, Transmittal of Wage and Tax Statements, filed for the calendar year ending with or within the year covered by this return		
<b>2b</b>	If at least one is reported on line 2a, did the organization file all required federal employment tax returns? <b>Note.</b> If the sum of lines 1a and 2a is greater than 250, you may be required to e-file (see instructions)		
<b>3a</b>	Did the organization have unrelated business gross income of \$1,000 or more during the year?		X
<b>3b</b>	If "Yes," has it filed a Form 990-T for this year? If "No," to line 3b, provide an explanation in Schedule O		
<b>4a</b>	At any time during the calendar year, did the organization have an interest in, or a signature or other authority over, a financial account in a foreign country (such as a bank account, securities account, or other financial account)?		X
<b>4b</b>	If "Yes," enter the name of the foreign country: See instructions for filing requirements for FinCEN Form 114, Report of Foreign Bank and Financial Accounts (FBAR).		
<b>5a</b>	Was the organization a party to a prohibited tax shelter transaction at any time during the tax year?		X
<b>5b</b>	Did any taxable party notify the organization that it was or is a party to a prohibited tax shelter transaction?		X
<b>5c</b>	If "Yes," to line 5a or 5b, did the organization file Form 8886-T?		
<b>6a</b>	Does the organization have annual gross receipts that are normally greater than \$100,000, and did the organization solicit any contributions that were not tax deductible as charitable contributions?		X
<b>6b</b>	If "Yes," did the organization include with every solicitation an express statement that such contributions or gifts were not tax deductible?		
<b>7</b>	<b>Organizations that may receive deductible contributions under section 170(c).</b>		
<b>7a</b>	Did the organization receive a payment in excess of \$75 made partly as a contribution and partly for goods and services provided to the payor?		X
<b>7b</b>	If "Yes," did the organization notify the donor of the value of the goods or services provided?		
<b>7c</b>	Did the organization sell, exchange, or otherwise dispose of tangible personal property for which it was required to file Form 8282?		X
<b>7d</b>	If "Yes," indicate the number of Forms 8282 filed during the year		
<b>7e</b>	Did the organization receive any funds, directly or indirectly, to pay premiums on a personal benefit contract?		X
<b>7f</b>	Did the organization, during the year, pay premiums, directly or indirectly, on a personal benefit contract?		X
<b>7g</b>	If the organization received a contribution of qualified intellectual property, did the organization file Form 8899 as required?		
<b>7h</b>	If the organization received a contribution of cars, boats, airplanes, or other vehicles, did the organization file a Form 1098-C?		
<b>8</b>	<b>Sponsoring organizations maintaining donor advised funds.</b> Did a donor advised fund maintained by the sponsoring organization have excess business holdings at any time during the year?		
<b>9</b>	<b>Sponsoring organizations maintaining donor advised funds.</b>		
<b>9a</b>	Did the sponsoring organization make any taxable distributions under section 4966?		
<b>9b</b>	Did the sponsoring organization make a distribution to a donor, donor advisor, or related person?		
<b>10</b>	<b>Section 501(c)(7) organizations.</b> Enter:		
<b>10a</b>	Initiation fees and capital contributions included on Part VIII, line 12		
<b>10b</b>	Gross receipts, included on Form 990, Part VIII, line 12, for public use of club facilities		
<b>11</b>	<b>Section 501(c)(12) organizations.</b> Enter:		
<b>11a</b>	Gross income from members or shareholders		
<b>11b</b>	Gross income from other sources (Do not net amounts due or paid to other sources against amounts due or received from them.)		
<b>12a</b>	<b>Section 4947(a)(1) non-exempt charitable trusts.</b> Is the organization filing Form 990 in lieu of Form 1041?		
<b>12b</b>	If "Yes," enter the amount of tax-exempt interest received or accrued during the year		
<b>13</b>	<b>Section 501(c)(29) qualified nonprofit health insurance issuers.</b>		
<b>13a</b>	Is the organization licensed to issue qualified health plans in more than one state? <b>Note.</b> See the instructions for additional information the organization must report on Schedule O.		
<b>13b</b>	Enter the amount of reserves the organization is required to maintain by the states in which the organization is licensed to issue qualified health plans		
<b>13c</b>	Enter the amount of reserves on hand		
<b>14a</b>	Did the organization receive any payments for indoor tanning services during the tax year?		X
<b>14b</b>	If "Yes," has it filed a Form 720 to report these payments? If "No," provide an explanation in Schedule O		

**Part VI Governance, Management, and Disclosure** For each "Yes" response to lines 2 through 7b below, and for a "No" response to line 8a, 8b, or 10b below, describe the circumstances, processes, or changes in Schedule O. See instructions.

Check if Schedule O contains a response or note to any line in this Part VI

**Section A. Governing Body and Management**

		Yes	No
<b>1a</b>	Enter the number of voting members of the governing body at the end of the tax year If there are material differences in voting rights among members of the governing body, or if the governing body delegated broad authority to an executive committee or similar committee, explain in Schedule O.		
<b>1b</b>	Enter the number of voting members included in line 1a, above, who are independent		
<b>2</b>	Did any officer, director, trustee, or key employee have a family relationship or a business relationship with any other officer, director, trustee, or key employee?		X
<b>3</b>	Did the organization delegate control over management duties customarily performed by or under the direct supervision of officers, directors, or trustees, or key employees to a management company or other person?	X	
<b>4</b>	Did the organization make any significant changes to its governing documents since the prior Form 990 was filed?		X
<b>5</b>	Did the organization become aware during the year of a significant diversion of the organization's assets?		X
<b>6</b>	Did the organization have members or stockholders?		X
<b>7a</b>	Did the organization have members, stockholders, or other persons who had the power to elect or appoint one or more members of the governing body?		X
<b>7b</b>	Are any governance decisions of the organization reserved to (or subject to approval by) members, stockholders, or persons other than the governing body?		X
<b>8</b>	Did the organization contemporaneously document the meetings held or written actions undertaken during the year by the following:		
<b>8a</b>	a The governing body?	X	
<b>8b</b>	b Each committee with authority to act on behalf of the governing body?	X	
<b>9</b>	Is there any officer, director, trustee, or key employee listed in Part VII, Section A, who cannot be reached at the organization's mailing address? If "Yes," provide the names and addresses in Schedule O		X

**Section B. Policies** (This Section B requests information about policies not required by the Internal Revenue Code.)

		Yes	No
<b>10a</b>	Did the organization have local chapters, branches, or affiliates?		X
<b>10b</b>	If "Yes," did the organization have written policies and procedures governing the activities of such chapters, affiliates, and branches to ensure their operations are consistent with the organization's exempt purposes?		
<b>11a</b>	Has the organization provided a complete copy of this Form 990 to all members of its governing body before filing the form?	X	
<b>11b</b>	Describe in Schedule O the process, if any, used by the organization to review this Form 990.		
<b>12a</b>	Did the organization have a written conflict of interest policy? If "No," go to line 13	X	
<b>12b</b>	Were officers, directors, or trustees, and key employees required to disclose annually interests that could give rise to conflicts?	X	
<b>12c</b>	Did the organization regularly and consistently monitor and enforce compliance with the policy? If "Yes," describe in Schedule O how this was done	X	
<b>13</b>	Did the organization have a written whistleblower policy?		X
<b>14</b>	Did the organization have a written document retention and destruction policy?		X
<b>15</b>	Did the process for determining compensation of the following persons include a review and approval by independent persons, comparability data, and contemporaneous substantiation of the deliberation and decision?		
<b>15a</b>	a The organization's CEO, Executive Director, or top management official		X
<b>15b</b>	b Other officers or key employees of the organization		X
	If "Yes" to line 15a or 15b, describe the process in Schedule O (see instructions).		
<b>16a</b>	Did the organization invest in, contribute assets to, or participate in a joint venture or similar arrangement with a taxable entity during the year?		X
<b>16b</b>	If "Yes," did the organization follow a written policy or procedure requiring the organization to evaluate its participation in joint venture arrangements under applicable federal tax law, and take steps to safeguard the organization's exempt status with respect to such arrangements?		

**Section C. Disclosure**

- 17** List the states with which a copy of this Form 990 is required to be filed **NC**
- 18** Section 6104 requires an organization to make its Forms 1023 (or 1024 if applicable), 990, and 990-T (Section 501(c)(3)s only) available for public inspection. Indicate how you made these available. Check all that apply.  
 Own website  Another's website  Upon request  Other (explain in Schedule O)
- 19** Describe in Schedule O whether (and if so, how) the organization made its governing documents, conflict of interest policy, and financial statements available to the public during the tax year.
- 20** State the name, address, and telephone number of the person who possesses the organization's books and records: **CHARTER SCHOOLS USA, INC. - 954-202-3500**  
**800 CORPORATE DRIVE, SUITE 124, FORT LAUDERDALE, FL 33334**

TRIANGLE CHARTER EDUCATION  
ASSOCIATION, INC.

**Part VII Compensation of Officers, Directors, Trustees, Key Employees, Highest Compensated Employees, and Independent Contractors**

Check if Schedule O contains a response or note to any line in this Part VII

**Section A. Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees**

1a Complete this table for all persons required to be listed. Report compensation for the calendar year ending with or within the organization's tax year.

- List all of the organization's **current** officers, directors, trustees (whether individuals or organizations), regardless of amount of compensation. Enter -0- in columns (D), (E), and (F) if no compensation was paid.
- List all of the organization's **current** key employees, if any. See instructions for definition of "key employee."
- List the organization's five **current** highest compensated employees (other than an officer, director, trustee, or key employee) who received reportable compensation (Box 5 of Form W-2 and/or Box 7 of Form 1099-MISC) of more than \$100,000 from the organization and any related organizations.
- List all of the organization's **former** officers, key employees, and highest compensated employees who received more than \$100,000 of reportable compensation from the organization and any related organizations.
- List all of the organization's **former directors or trustees** that received, in the capacity as a former director or trustee of the organization, more than \$10,000 of reportable compensation from the organization and any related organizations.

List persons in the following order: individual trustees or directors; institutional trustees; officers; key employees; highest compensated employees; and former such persons.

Check this box if neither the organization nor any related organization compensated any current officer, director, or trustee.

(A) Name and Title	(B) Average hours per week (list any hours for related organizations below line)	(C) Position (do not check more than one box, unless person is both an officer and a director/trustee)						(D) Reportable compensation from the organization (W-2/1099-MISC)	(E) Reportable compensation from related organizations (W-2/1099-MISC)	(F) Estimated amount of other compensation from the organization and related organizations
		Individual trustee or director	Institutional trustee	Officer	Key employee	Highest compensated employee	Former			
CHERRY CLARK DIRECTOR	2.00	X					0.	0.	0.	
ELAINE SHAMEL DIRECTOR	2.00	X					0.	0.	0.	
TED SHERBURNE DIRECTOR	2.00	X					0.	0.	0.	
LEE TEAGUE DIRECTOR	2.00	X					0.	0.	0.	
ALLEN TAYLOR PRESIDENT	2.00	X		X			0.	0.	0.	
KIM BROWN VICE PRESIDENT	2.00	X		X			0.	0.	0.	
JUDY DUPRE SECRETARY-TREASURER	2.00	X		X			0.	0.	0.	

**TRIANGLE CHARTER EDUCATION  
ASSOCIATION, INC.**

**Part VII** Section A. Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees *(continued)*

(A) Name and title	(B) Average hours per week (list any hours for related organizations below line)	(C) Position <small>(do not check more than one box, unless person is both an officer and a director/trustee)</small>						(D) Reportable compensation from the organization (W-2/1099-MISC)	(E) Reportable compensation from related organizations (W-2/1099-MISC)	(F) Estimated amount of other compensation from the organization and related organizations
		Individual trustee or director	Institutional trustee	Officer	Key employee	Highest compensated employee	Former			
<b>1b Sub-total</b> .....							0.	0.	0.	
<b>c Total from continuation sheets to Part VII, Section A</b> .....							0.	0.	0.	
<b>d Total (add lines 1b and 1c)</b> .....							0.	0.	0.	

**2** Total number of individuals (including but not limited to those listed above) who received more than \$100,000 of reportable compensation from the organization **0**

		Yes	No
<b>3</b> Did the organization list any <b>former</b> officer, director, or trustee, key employee, or highest compensated employee on line 1a? <i>If "Yes," complete Schedule J for such individual</i> .....	<b>3</b>		X
<b>4</b> For any individual listed on line 1a, is the sum of reportable compensation and other compensation from the organization and related organizations greater than \$150,000? <i>If "Yes," complete Schedule J for such individual</i> .....	<b>4</b>		X
<b>5</b> Did any person listed on line 1a receive or accrue compensation from any unrelated organization or individual for services rendered to the organization? <i>If "Yes," complete Schedule J for such person</i> .....	<b>5</b>		X

**Section B. Independent Contractors**

**1** Complete this table for your five highest compensated independent contractors that received more than \$100,000 of compensation from the organization. Report compensation for the calendar year ending with or within the organization's tax year.

(A) Name and business address	(B) Description of services	(C) Compensation
LING & KERR THERAPY SERVICES, LLP. 2212 DEEPWOOD DR, WILMINGTON, NC 28405	EDUCATIONAL THERAPY	106,075.

**2** Total number of independent contractors (including but not limited to those listed above) who received more than \$100,000 of compensation from the organization **1**

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**Part VIII Statement of Revenue**

Check if Schedule O contains a response or note to any line in this Part VIII

			(A) Total revenue	(B) Related or exempt function revenue	(C) Unrelated business revenue	(D) Revenue excluded from tax under sections 512 - 514
<b>Contributions, Gifts, Grants and Other Similar Amounts</b>	<b>1 a</b> Federated campaigns .....	<b>1a</b>				
	<b>b</b> Membership dues .....	<b>1b</b>				
	<b>c</b> Fundraising events .....	<b>1c</b>				
	<b>d</b> Related organizations .....	<b>1d</b>				
	<b>e</b> Government grants (contributions) .....	<b>1e</b>	6,910,646.			
	<b>f</b> All other contributions, gifts, grants, and similar amounts not included above .....	<b>1f</b>	47,064.			
	<b>g</b> Noncash contributions included in lines 1a-1f: \$ .....					
	<b>h Total.</b> Add lines 1a-1f .....		6,957,710.			
	<b>Program Service Revenue</b>	<b>2 a</b> BEFORE AND AFTERCARE .....	<b>Business Code</b> 611710	226,389.	226,389.	
<b>b</b> FOOD SERVICES .....		611710	114,665.	114,665.		
<b>c</b> .....						
<b>d</b> .....						
<b>e</b> .....						
<b>f</b> All other program service revenue .....						
<b>g Total.</b> Add lines 2a-2f .....			341,054.			
<b>Other Revenue</b>	<b>3</b> Investment income (including dividends, interest, and other similar amounts) .....					
	<b>4</b> Income from investment of tax-exempt bond proceeds .....					
	<b>5</b> Royalties .....					
	<b>6 a</b> Gross rents .....	(i) Real				
		(ii) Personal				
		<b>b</b> Less: rental expenses .....				
		<b>c</b> Rental income or (loss) .....				
	<b>d</b> Net rental income or (loss) .....					
	<b>7 a</b> Gross amount from sales of assets other than inventory .....	(i) Securities				
		(ii) Other				
		<b>b</b> Less: cost or other basis and sales expenses .....				
		<b>c</b> Gain or (loss) .....				
	<b>d</b> Net gain or (loss) .....					
	<b>8 a</b> Gross income from fundraising events (not including \$ _____ of contributions reported on line 1c). See Part IV, line 18 .....	<b>a</b>				
		<b>b</b> Less: direct expenses .....	<b>b</b>			
<b>c</b> Net income or (loss) from fundraising events .....						
<b>9 a</b> Gross income from gaming activities. See Part IV, line 19 .....	<b>a</b>					
	<b>b</b> Less: direct expenses .....	<b>b</b>				
	<b>c</b> Net income or (loss) from gaming activities .....					
<b>10 a</b> Gross sales of inventory, less returns and allowances .....	<b>a</b>					
	<b>b</b> Less: cost of goods sold .....	<b>b</b>				
	<b>c</b> Net income or (loss) from sales of inventory .....					
Miscellaneous Revenue		<b>Business Code</b>				
<b>11 a</b> MISCELLANEOUS REVENUES .....		900099	4,034.	4,034.		
	<b>b</b> .....					
	<b>c</b> .....					
	<b>d</b> All other revenue .....					
	<b>e Total.</b> Add lines 11a-11d .....		4,034.			
<b>12 Total revenue.</b> See instructions. ....		7,302,798.	345,088.	0.	0.	



TRIANGLE CHARTER EDUCATION  
ASSOCIATION, INC.

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**Part IX Statement of Functional Expenses**

Section 501(c)(3) and 501(c)(4) organizations must complete all columns. All other organizations must complete column (A).

Check if Schedule O contains a response or note to any line in this Part IX

Do not include amounts reported on lines 6b, 7b, 8b, 9b, and 10b of Part VIII.	(A) Total expenses	(B) Program service expenses	(C) Management and general expenses	(D) Fundraising expenses
1 Grants and other assistance to domestic organizations and domestic governments. See Part IV, line 21				
2 Grants and other assistance to domestic individuals. See Part IV, line 22				
3 Grants and other assistance to foreign organizations, foreign governments, and foreign individuals. See Part IV, lines 15 and 16				
4 Benefits paid to or for members				
5 Compensation of current officers, directors, trustees, and key employees				
6 Compensation not included above, to disqualified persons (as defined under section 4958(f)(1)) and persons described in section 4958(c)(3)(B)				
7 Other salaries and wages	2,886,154.	2,579,932.	306,222.	
8 Pension plan accruals and contributions (include section 401(k) and 403(b) employer contributions)	8,529.	6,123.	2,406.	
9 Other employee benefits	213,047.	209,177.	3,870.	
10 Payroll taxes	228,747.	218,631.	10,116.	
11 Fees for services (non-employees):				
a Management				
b Legal	17,076.		17,076.	
c Accounting	11,800.		11,800.	
d Lobbying				
e Professional fundraising services. See Part IV, line 17				
f Investment management fees				
g Other. (If line 11g amount exceeds 10% of line 25, column (A) amount, list line 11g expenses on Sch O.)	465,000.	352,027.	112,973.	
12 Advertising and promotion	11,825.	11,825.		
13 Office expenses	10,558.		10,558.	
14 Information technology	258,546.	258,546.		
15 Royalties				
16 Occupancy	213,680.	213,680.		
17 Travel	31,624.		31,624.	
18 Payments of travel or entertainment expenses for any federal, state, or local public officials				
19 Conferences, conventions, and meetings	47,977.	47,977.		
20 Interest	1,413,796.		1,413,796.	
21 Payments to affiliates				
22 Depreciation, depletion, and amortization	985,185.	985,185.		
23 Insurance	49,376.	49,376.		
24 Other expenses. Itemize expenses not covered above. (List miscellaneous expenses in line 24e. If line 24e amount exceeds 10% of line 25, column (A) amount, list line 24e expenses on Schedule O.)				
a <b>REPAIRS AND MAINTENANCE</b>	327,841.	327,841.		
b <b>PROGRAM SUPPLIES</b>	166,214.	166,214.		
c <b>FOOD COSTS</b>	130,948.	130,948.		
d <b>LENCENSES AND PERMITS</b>	31,945.	31,945.		
e All other expenses	90,277.	18,460.	71,817.	
25 <b>Total functional expenses.</b> Add lines 1 through 24e	7,600,145.	5,607,887.	1,992,258.	0.
26 <b>Joint costs.</b> Complete this line only if the organization reported in column (B) joint costs from a combined educational campaign and fundraising solicitation.				

Check here  if following SOP 98-2 (ASC 958-720)

TRIANGLE CHARTER EDUCATION  
ASSOCIATION, INC.

Form 990 (2015)

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**Part X Balance Sheet**

Check if Schedule O contains a response or note to any line in this Part X

		(A) Beginning of year		(B) End of year
<b>Assets</b>	<b>1</b> Cash - non-interest-bearing .....	760,912.	<b>1</b>	805,095.
	<b>2</b> Savings and temporary cash investments .....		<b>2</b>	
	<b>3</b> Pledges and grants receivable, net .....	33,783.	<b>3</b>	52,723.
	<b>4</b> Accounts receivable, net .....		<b>4</b>	
	<b>5</b> Loans and other receivables from current and former officers, directors, trustees, key employees, and highest compensated employees. Complete Part II of Schedule L .....		<b>5</b>	
	<b>6</b> Loans and other receivables from other disqualified persons (as defined under section 4958(f)(1)), persons described in section 4958(c)(3)(B), and contributing employers and sponsoring organizations of section 501(c)(9) voluntary employees' beneficiary organizations (see instr). Complete Part II of Sch L .....		<b>6</b>	
	<b>7</b> Notes and loans receivable, net .....		<b>7</b>	
	<b>8</b> Inventories for sale or use .....		<b>8</b>	
	<b>9</b> Prepaid expenses and deferred charges .....	46,369.	<b>9</b>	11,858.
	<b>10a</b> Land, buildings, and equipment: cost or other basis. Complete Part VI of Schedule D .....	<b>10a</b> 14,818,177.		
	<b>b</b> Less: accumulated depreciation .....	<b>10b</b> 1,819,199.		
	<b>11</b> Investments - publicly traded securities .....		<b>11</b>	
	<b>12</b> Investments - other securities. See Part IV, line 11 .....		<b>12</b>	
	<b>13</b> Investments - program-related. See Part IV, line 11 .....		<b>13</b>	
	<b>14</b> Intangible assets .....		<b>14</b>	
	<b>15</b> Other assets. See Part IV, line 11 .....	2,622.	<b>15</b>	2,622.
<b>16 Total assets.</b> Add lines 1 through 15 (must equal line 34) .....	14,540,307.	<b>16</b>	13,871,276.	
<b>Liabilities</b>	<b>17</b> Accounts payable and accrued expenses .....	581,505.	<b>17</b>	592,204.
	<b>18</b> Grants payable .....		<b>18</b>	
	<b>19</b> Deferred revenue .....		<b>19</b>	
	<b>20</b> Tax-exempt bond liabilities .....		<b>20</b>	
	<b>21</b> Escrow or custodial account liability. Complete Part IV of Schedule D .....		<b>21</b>	
	<b>22</b> Loans and other payables to current and former officers, directors, trustees, key employees, highest compensated employees, and disqualified persons. Complete Part II of Schedule L .....		<b>22</b>	
	<b>23</b> Secured mortgages and notes payable to unrelated third parties .....		<b>23</b>	
	<b>24</b> Unsecured notes and loans payable to unrelated third parties .....		<b>24</b>	
	<b>25</b> Other liabilities (including federal income tax, payables to related third parties, and other liabilities not included on lines 17-24). Complete Part X of Schedule D .....	14,679,583.	<b>25</b>	14,297,200.
	<b>26 Total liabilities.</b> Add lines 17 through 25 .....	15,261,088.	<b>26</b>	14,889,404.
<b>Net Assets or Fund Balances</b>	<b>Organizations that follow SFAS 117 (ASC 958), check here</b> <input type="checkbox"/> <b>and complete lines 27 through 29, and lines 33 and 34.</b>			
	<b>27</b> Unrestricted net assets .....		<b>27</b>	
	<b>28</b> Temporarily restricted net assets .....		<b>28</b>	
	<b>29</b> Permanently restricted net assets .....		<b>29</b>	
	<b>Organizations that do not follow SFAS 117 (ASC 958), check here</b> <input checked="" type="checkbox"/> <b>and complete lines 30 through 34.</b>			
	<b>30</b> Capital stock or trust principal, or current funds .....	0.	<b>30</b>	0.
	<b>31</b> Paid-in or capital surplus, or land, building, or equipment fund .....	0.	<b>31</b>	0.
	<b>32</b> Retained earnings, endowment, accumulated income, or other funds .....	-720,781.	<b>32</b>	-1,018,128.
<b>33</b> Total net assets or fund balances .....	-720,781.	<b>33</b>	-1,018,128.	
<b>34</b> Total liabilities and net assets/fund balances .....	14,540,307.	<b>34</b>	13,871,276.	

Form 990 (2015)

**TRIANGLE CHARTER EDUCATION  
ASSOCIATION, INC.**

**Part XI Reconciliation of Net Assets**

Check if Schedule O contains a response or note to any line in this Part XI

1 Total revenue (must equal Part VIII, column (A), line 12) .....	<b>1</b>	7,302,798.
2 Total expenses (must equal Part IX, column (A), line 25) .....	<b>2</b>	7,600,145.
3 Revenue less expenses. Subtract line 2 from line 1 .....	<b>3</b>	-297,347.
4 Net assets or fund balances at beginning of year (must equal Part X, line 33, column (A)) .....	<b>4</b>	-720,781.
5 Net unrealized gains (losses) on investments .....	<b>5</b>	
6 Donated services and use of facilities .....	<b>6</b>	
7 Investment expenses .....	<b>7</b>	
8 Prior period adjustments .....	<b>8</b>	
9 Other changes in net assets or fund balances (explain in Schedule O) .....	<b>9</b>	0.
10 Net assets or fund balances at end of year. Combine lines 3 through 9 (must equal Part X, line 33, column (B)) .....	<b>10</b>	-1,018,128.

**Part XII Financial Statements and Reporting**

Check if Schedule O contains a response or note to any line in this Part XII

		Yes	No
1 Accounting method used to prepare the Form 990: <input type="checkbox"/> Cash <input checked="" type="checkbox"/> Accrual <input type="checkbox"/> Other _____ If the organization changed its method of accounting from a prior year or checked "Other," explain in Schedule O.			
2a Were the organization's financial statements compiled or reviewed by an independent accountant? .....	<b>2a</b>		X
If "Yes," check a box below to indicate whether the financial statements for the year were compiled or reviewed on a separate basis, consolidated basis, or both: <input type="checkbox"/> Separate basis <input type="checkbox"/> Consolidated basis <input type="checkbox"/> Both consolidated and separate basis			
b Were the organization's financial statements audited by an independent accountant? .....	<b>2b</b>	X	
If "Yes," check a box below to indicate whether the financial statements for the year were audited on a separate basis, consolidated basis, or both: <input checked="" type="checkbox"/> Separate basis <input type="checkbox"/> Consolidated basis <input type="checkbox"/> Both consolidated and separate basis			
c If "Yes" to line 2a or 2b, does the organization have a committee that assumes responsibility for oversight of the audit, review, or compilation of its financial statements and selection of an independent accountant? .....	<b>2c</b>	X	
If the organization changed either its oversight process or selection process during the tax year, explain in Schedule O.			
3a As a result of a federal award, was the organization required to undergo an audit or audits as set forth in the Single Audit Act and OMB Circular A-133? .....	<b>3a</b>	X	
b If "Yes," did the organization undergo the required audit or audits? If the organization did not undergo the required audit or audits, explain why in Schedule O and describe any steps taken to undergo such audits .....	<b>3b</b>	X	

**SCHEDULE A**  
**(Form 990 or 990-EZ)**

Department of the Treasury  
Internal Revenue Service

**Public Charity Status and Public Support**

Complete if the organization is a section 501(c)(3) organization or a section 4947(a)(1) nonexempt charitable trust.  
▶ Attach to Form 990 or Form 990-EZ.

OMB No. 1545-0047

**2015**

Open to Public Inspection

▶ Information about Schedule A (Form 990 or 990-EZ) and its instructions is at [www.irs.gov/form990](http://www.irs.gov/form990).

Name of the organization **TRIANGLE CHARTER EDUCATION ASSOCIATION, INC.** Employer identification number **90-1031905**

**Part I Reason for Public Charity Status** (All organizations must complete this part.) See instructions.

The organization is not a private foundation because it is: (For lines 1 through 11, check only one box.)

- 1  A church, convention of churches, or association of churches described in **section 170(b)(1)(A)(i)**.
- 2  A school described in **section 170(b)(1)(A)(ii)**. (Attach Schedule E (Form 990 or 990-EZ).)
- 3  A hospital or a cooperative hospital service organization described in **section 170(b)(1)(A)(iii)**.
- 4  A medical research organization operated in conjunction with a hospital described in **section 170(b)(1)(A)(iii)**. Enter the hospital's name, city, and state: \_\_\_\_\_
- 5  An organization operated for the benefit of a college or university owned or operated by a governmental unit described in **section 170(b)(1)(A)(iv)**. (Complete Part II.)
- 6  A federal, state, or local government or governmental unit described in **section 170(b)(1)(A)(v)**.
- 7  An organization that normally receives a substantial part of its support from a governmental unit or from the general public described in **section 170(b)(1)(A)(vi)**. (Complete Part II.)
- 8  A community trust described in **section 170(b)(1)(A)(vi)**. (Complete Part II.)
- 9  An organization that normally receives: (1) more than 33 1/3% of its support from contributions, membership fees, and gross receipts from activities related to its exempt functions - subject to certain exceptions, and (2) no more than 33 1/3% of its support from gross investment income and unrelated business taxable income (less section 511 tax) from businesses acquired by the organization after June 30, 1975. See **section 509(a)(2)**. (Complete Part III.)
- 10  An organization organized and operated exclusively to test for public safety. See **section 509(a)(4)**.
- 11  An organization organized and operated exclusively for the benefit of, to perform the functions of, or to carry out the purposes of one or more publicly supported organizations described in **section 509(a)(1)** or **section 509(a)(2)**. See **section 509(a)(3)**. Check the box in lines 11a through 11d that describes the type of supporting organization and complete lines 11e, 11f, and 11g.
  - a  **Type I.** A supporting organization operated, supervised, or controlled by its supported organization(s), typically by giving the supported organization(s) the power to regularly appoint or elect a majority of the directors or trustees of the supporting organization. **You must complete Part IV, Sections A and B.**
  - b  **Type II.** A supporting organization supervised or controlled in connection with its supported organization(s), by having control or management of the supporting organization vested in the same persons that control or manage the supported organization(s). **You must complete Part IV, Sections A and C.**
  - c  **Type III functionally integrated.** A supporting organization operated in connection with, and functionally integrated with, its supported organization(s) (see instructions). **You must complete Part IV, Sections A, D, and E.**
  - d  **Type III non-functionally integrated.** A supporting organization operated in connection with its supported organization(s) that is not functionally integrated. The organization generally must satisfy a distribution requirement and an attentiveness requirement (see instructions). **You must complete Part IV, Sections A and D, and Part V.**
  - e  Check this box if the organization received a written determination from the IRS that it is a Type I, Type II, Type III functionally integrated, or Type III non-functionally integrated supporting organization.
  - f Enter the number of supported organizations .....
  - g Provide the following information about the supported organization(s).

(i) Name of supported organization	(ii) EIN	(iii) Type of organization (described on lines 1-9 above (see instructions))	(iv) Is the organization listed in your governing document?		(v) Amount of monetary support (see instructions)	(vi) Amount of other support (see instructions)
			Yes	No		
<b>Total</b>						

**Part II Support Schedule for Organizations Described in Sections 170(b)(1)(A)(iv) and 170(b)(1)(A)(vi)**

(Complete only if you checked the box on line 5, 7, or 8 of Part I or if the organization failed to qualify under Part III. If the organization fails to qualify under the tests listed below, please complete Part III.)

**Section A. Public Support**

Calendar year (or fiscal year beginning in) ►	(a) 2011	(b) 2012	(c) 2013	(d) 2014	(e) 2015	(f) Total
<b>1</b> Gifts, grants, contributions, and membership fees received. (Do not include any "unusual grants.") .....						
<b>2</b> Tax revenues levied for the organization's benefit and either paid to or expended on its behalf .....						
<b>3</b> The value of services or facilities furnished by a governmental unit to the organization without charge ...						
<b>4 Total.</b> Add lines 1 through 3 .....						
<b>5</b> The portion of total contributions by each person (other than a governmental unit or publicly supported organization) included on line 1 that exceeds 2% of the amount shown on line 11, column (f) .....						
<b>6 Public support.</b> Subtract line 5 from line 4.						

**Section B. Total Support**

Calendar year (or fiscal year beginning in) ►	(a) 2011	(b) 2012	(c) 2013	(d) 2014	(e) 2015	(f) Total
<b>7</b> Amounts from line 4 .....						
<b>8</b> Gross income from interest, dividends, payments received on securities loans, rents, royalties and income from similar sources ...						
<b>9</b> Net income from unrelated business activities, whether or not the business is regularly carried on ...						
<b>10</b> Other income. Do not include gain or loss from the sale of capital assets (Explain in Part VI.) .....						
<b>11 Total support.</b> Add lines 7 through 10						
<b>12</b> Gross receipts from related activities, etc. (see instructions) .....					12	
<b>13 First five years.</b> If the Form 990 is for the organization's first, second, third, fourth, or fifth tax year as a section 501(c)(3) organization, check this box and <b>stop here</b> .....						<input type="checkbox"/>

**Section C. Computation of Public Support Percentage**

<b>14</b> Public support percentage for 2015 (line 6, column (f) divided by line 11, column (f)) .....	14	%
<b>15</b> Public support percentage from 2014 Schedule A, Part II, line 14 .....	15	%
<b>16a 33 1/3% support test - 2015.</b> If the organization did not check the box on line 13, and line 14 is 33 1/3% or more, check this box and <b>stop here.</b> The organization qualifies as a publicly supported organization .....		<input type="checkbox"/>
<b>b 33 1/3% support test - 2014.</b> If the organization did not check a box on line 13 or 16a, and line 15 is 33 1/3% or more, check this box and <b>stop here.</b> The organization qualifies as a publicly supported organization .....		<input type="checkbox"/>
<b>17a 10% -facts-and-circumstances test - 2015.</b> If the organization did not check a box on line 13, 16a, or 16b, and line 14 is 10% or more, and if the organization meets the "facts-and-circumstances" test, check this box and <b>stop here.</b> Explain in Part VI how the organization meets the "facts-and-circumstances" test. The organization qualifies as a publicly supported organization .....		<input type="checkbox"/>
<b>b 10% -facts-and-circumstances test - 2014.</b> If the organization did not check a box on line 13, 16a, 16b, or 17a, and line 15 is 10% or more, and if the organization meets the "facts-and-circumstances" test, check this box and <b>stop here.</b> Explain in Part VI how the organization meets the "facts-and-circumstances" test. The organization qualifies as a publicly supported organization .....		<input type="checkbox"/>
<b>18 Private foundation.</b> If the organization did not check a box on line 13, 16a, 16b, 17a, or 17b, check this box and see instructions .....		<input type="checkbox"/>

**Part III Support Schedule for Organizations Described in Section 509(a)(2)**

(Complete only if you checked the box on line 9 of Part I or if the organization failed to qualify under Part II. If the organization fails to qualify under the tests listed below, please complete Part II.)

**Section A. Public Support**

Calendar year (or fiscal year beginning in) ►	(a) 2011	(b) 2012	(c) 2013	(d) 2014	(e) 2015	(f) Total
<b>1</b> Gifts, grants, contributions, and membership fees received. (Do not include any "unusual grants.") .....						
<b>2</b> Gross receipts from admissions, merchandise sold or services performed, or facilities furnished in any activity that is related to the organization's tax-exempt purpose .....						
<b>3</b> Gross receipts from activities that are not an unrelated trade or business under section 513 .....						
<b>4</b> Tax revenues levied for the organization's benefit and either paid to or expended on its behalf .....						
<b>5</b> The value of services or facilities furnished by a governmental unit to the organization without charge .....						
<b>6 Total.</b> Add lines 1 through 5 .....						
<b>7a</b> Amounts included on lines 1, 2, and 3 received from disqualified persons .....						
<b>b</b> Amounts included on lines 2 and 3 received from other than disqualified persons that exceed the greater of \$5,000 or 1% of the amount on line 13 for the year .....						
<b>c</b> Add lines 7a and 7b .....						
<b>8 Public support.</b> (Subtract line 7c from line 6.)						

**Section B. Total Support**

Calendar year (or fiscal year beginning in) ►	(a) 2011	(b) 2012	(c) 2013	(d) 2014	(e) 2015	(f) Total
<b>9</b> Amounts from line 6 .....						
<b>10a</b> Gross income from interest, dividends, payments received on securities loans, rents, royalties and income from similar sources .....						
<b>b</b> Unrelated business taxable income (less section 511 taxes) from businesses acquired after June 30, 1975 .....						
<b>c</b> Add lines 10a and 10b .....						
<b>11</b> Net income from unrelated business activities not included in line 10b, whether or not the business is regularly carried on .....						
<b>12</b> Other income. Do not include gain or loss from the sale of capital assets (Explain in Part VI.) .....						
<b>13 Total support.</b> (Add lines 9, 10c, 11, and 12.)						

**14 First five years.** If the Form 990 is for the organization's first, second, third, fourth, or fifth tax year as a section 501(c)(3) organization, check this box and **stop here** .....

**Section C. Computation of Public Support Percentage**

<b>15</b> Public support percentage for 2015 (line 8, column (f) divided by line 13, column (f)) .....	<b>15</b>	%
<b>16</b> Public support percentage from 2014 Schedule A, Part III, line 15 .....	<b>16</b>	%

**Section D. Computation of Investment Income Percentage**

<b>17</b> Investment income percentage for 2015 (line 10c, column (f) divided by line 13, column (f)) .....	<b>17</b>	%
<b>18</b> Investment income percentage from 2014 Schedule A, Part III, line 17 .....	<b>18</b>	%

**19a 33 1/3% support tests - 2015.** If the organization did not check the box on line 14, and line 15 is more than 33 1/3%, and line 17 is not more than 33 1/3%, check this box and **stop here**. The organization qualifies as a publicly supported organization .....

**b 33 1/3% support tests - 2014.** If the organization did not check a box on line 14 or line 19a, and line 16 is more than 33 1/3%, and line 18 is not more than 33 1/3%, check this box and **stop here**. The organization qualifies as a publicly supported organization .....

**20 Private foundation.** If the organization did not check a box on line 14, 19a, or 19b, check this box and see instructions .....

**Part IV Supporting Organizations**

(Complete only if you checked a box in line 11 on Part I. If you checked 11a of Part I, complete Sections A and B. If you checked 11b of Part I, complete Sections A and C. If you checked 11c of Part I, complete Sections A, D, and E. If you checked 11d of Part I, complete Sections A and D, and complete Part V.)

**Section A. All Supporting Organizations**

	Yes	No
<b>1</b> Are all of the organization's supported organizations listed by name in the organization's governing documents? <i>If "No" describe in Part VI how the supported organizations are designated. If designated by class or purpose, describe the designation. If historic and continuing relationship, explain.</i>		
<b>2</b> Did the organization have any supported organization that does not have an IRS determination of status under section 509(a)(1) or (2)? <i>If "Yes," explain in Part VI how the organization determined that the supported organization was described in section 509(a)(1) or (2).</i>		
<b>3a</b> Did the organization have a supported organization described in section 501(c)(4), (5), or (6)? <i>If "Yes," answer (b) and (c) below.</i>		
<b>b</b> Did the organization confirm that each supported organization qualified under section 501(c)(4), (5), or (6) and satisfied the public support tests under section 509(a)(2)? <i>If "Yes," describe in Part VI when and how the organization made the determination.</i>		
<b>c</b> Did the organization ensure that all support to such organizations was used exclusively for section 170(c)(2)(B) purposes? <i>If "Yes," explain in Part VI what controls the organization put in place to ensure such use.</i>		
<b>4a</b> Was any supported organization not organized in the United States ("foreign supported organization")? <i>If "Yes," and if you checked 11a or 11b in Part I, answer (b) and (c) below.</i>		
<b>b</b> Did the organization have ultimate control and discretion in deciding whether to make grants to the foreign supported organization? <i>If "Yes," describe in Part VI how the organization had such control and discretion despite being controlled or supervised by or in connection with its supported organizations.</i>		
<b>c</b> Did the organization support any foreign supported organization that does not have an IRS determination under sections 501(c)(3) and 509(a)(1) or (2)? <i>If "Yes," explain in Part VI what controls the organization used to ensure that all support to the foreign supported organization was used exclusively for section 170(c)(2)(B) purposes.</i>		
<b>5a</b> Did the organization add, substitute, or remove any supported organizations during the tax year? <i>If "Yes," answer (b) and (c) below (if applicable). Also, provide detail in Part VI, including (i) the names and EIN numbers of the supported organizations added, substituted, or removed; (ii) the reasons for each such action; (iii) the authority under the organization's organizing document authorizing such action; and (iv) how the action was accomplished (such as by amendment to the organizing document).</i>		
<b>b Type I or Type II only.</b> Was any added or substituted supported organization part of a class already designated in the organization's organizing document?		
<b>c Substitutions only.</b> Was the substitution the result of an event beyond the organization's control?		
<b>6</b> Did the organization provide support (whether in the form of grants or the provision of services or facilities) to anyone other than (i) its supported organizations, (ii) individuals that are part of the charitable class benefited by one or more of its supported organizations, or (iii) other supporting organizations that also support or benefit one or more of the filing organization's supported organizations? <i>If "Yes," provide detail in Part VI.</i>		
<b>7</b> Did the organization provide a grant, loan, compensation, or other similar payment to a substantial contributor (defined in section 4958(c)(3)(C)), a family member of a substantial contributor, or a 35% controlled entity with regard to a substantial contributor? <i>If "Yes," complete Part I of Schedule L (Form 990 or 990-EZ).</i>		
<b>8</b> Did the organization make a loan to a disqualified person (as defined in section 4958) not described in line 7? <i>If "Yes," complete Part I of Schedule L (Form 990 or 990-EZ).</i>		
<b>9a</b> Was the organization controlled directly or indirectly at any time during the tax year by one or more disqualified persons as defined in section 4946 (other than foundation managers and organizations described in section 509(a)(1) or (2))? <i>If "Yes," provide detail in Part VI.</i>		
<b>b</b> Did one or more disqualified persons (as defined in line 9a) hold a controlling interest in any entity in which the supporting organization had an interest? <i>If "Yes," provide detail in Part VI.</i>		
<b>c</b> Did a disqualified person (as defined in line 9a) have an ownership interest in, or derive any personal benefit from, assets in which the supporting organization also had an interest? <i>If "Yes," provide detail in Part VI.</i>		
<b>10a</b> Was the organization subject to the excess business holdings rules of section 4943 because of section 4943(f) (regarding certain Type II supporting organizations, and all Type III non-functionally integrated supporting organizations)? <i>If "Yes," answer 10b below.</i>		
<b>b</b> Did the organization have any excess business holdings in the tax year? <i>(Use Schedule C, Form 4720, to determine whether the organization had excess business holdings.)</i>		

**Part IV Supporting Organizations** (continued)

	Yes	No
<b>11</b> Has the organization accepted a gift or contribution from any of the following persons?		
<b>a</b> A person who directly or indirectly controls, either alone or together with persons described in (b) and (c) below, the governing body of a supported organization?		
<b>b</b> A family member of a person described in (a) above?		
<b>c</b> A 35% controlled entity of a person described in (a) or (b) above? If "Yes" to a, b, or c, provide detail in <b>Part VI</b> .		

**Section B. Type I Supporting Organizations**

	Yes	No
<b>1</b> Did the directors, trustees, or membership of one or more supported organizations have the power to regularly appoint or elect at least a majority of the organization's directors or trustees at all times during the tax year? If "No," describe in <b>Part VI</b> how the supported organization(s) effectively operated, supervised, or controlled the organization's activities. If the organization had more than one supported organization, describe how the powers to appoint and/or remove directors or trustees were allocated among the supported organizations and what conditions or restrictions, if any, applied to such powers during the tax year.		
<b>2</b> Did the organization operate for the benefit of any supported organization other than the supported organization(s) that operated, supervised, or controlled the supporting organization? If "Yes," explain in <b>Part VI</b> how providing such benefit carried out the purposes of the supported organization(s) that operated, supervised, or controlled the supporting organization.		

**Section C. Type II Supporting Organizations**

	Yes	No
<b>1</b> Were a majority of the organization's directors or trustees during the tax year also a majority of the directors or trustees of each of the organization's supported organization(s)? If "No," describe in <b>Part VI</b> how control or management of the supporting organization was vested in the same persons that controlled or managed the supported organization(s).		

**Section D. All Type III Supporting Organizations**

	Yes	No
<b>1</b> Did the organization provide to each of its supported organizations, by the last day of the fifth month of the organization's tax year, (i) a written notice describing the type and amount of support provided during the prior tax year, (ii) a copy of the Form 990 that was most recently filed as of the date of notification, and (iii) copies of the organization's governing documents in effect on the date of notification, to the extent not previously provided?		
<b>2</b> Were any of the organization's officers, directors, or trustees either (i) appointed or elected by the supported organization(s) or (ii) serving on the governing body of a supported organization? If "No," explain in <b>Part VI</b> how the organization maintained a close and continuous working relationship with the supported organization(s).		
<b>3</b> By reason of the relationship described in (2), did the organization's supported organizations have a significant voice in the organization's investment policies and in directing the use of the organization's income or assets at all times during the tax year? If "Yes," describe in <b>Part VI</b> the role the organization's supported organizations played in this regard.		

**Section E. Type III Functionally-Integrated Supporting Organizations**

<b>1</b> Check the box next to the method that the organization used to satisfy the Integral Part Test during the year (see instructions):		
<b>a</b> <input type="checkbox"/> The organization satisfied the Activities Test. Complete <b>line 2</b> below.		
<b>b</b> <input type="checkbox"/> The organization is the parent of each of its supported organizations. Complete <b>line 3</b> below.		
<b>c</b> <input type="checkbox"/> The organization supported a governmental entity. Describe in <b>Part VI</b> how you supported a government entity (see instructions).		
<b>2</b> Activities Test. Answer (a) and (b) below.		
<b>a</b> Did substantially all of the organization's activities during the tax year directly further the exempt purposes of the supported organization(s) to which the organization was responsive? If "Yes," then in <b>Part VI</b> identify those supported organizations and explain how these activities directly furthered their exempt purposes, how the organization was responsive to those supported organizations, and how the organization determined that these activities constituted substantially all of its activities.	Yes	No
<b>b</b> Did the activities described in (a) constitute activities that, but for the organization's involvement, one or more of the organization's supported organization(s) would have been engaged in? If "Yes," explain in <b>Part VI</b> the reasons for the organization's position that its supported organization(s) would have engaged in these activities but for the organization's involvement.		
<b>3</b> Parent of Supported Organizations. Answer (a) and (b) below.		
<b>a</b> Did the organization have the power to regularly appoint or elect a majority of the officers, directors, or trustees of each of the supported organizations? Provide details in <b>Part VI</b> .		
<b>b</b> Did the organization exercise a substantial degree of direction over the policies, programs, and activities of each of its supported organizations? If "Yes," describe in <b>Part VI</b> the role played by the organization in this regard.		



**Part V Type III Non-Functionally Integrated 509(a)(3) Supporting Organizations**

1  Check here if the organization satisfied the Integral Part Test as a qualifying trust on Nov. 20, 1970. See instructions. All other Type III non-functionally integrated supporting organizations must complete Sections A through E.

Section A - Adjusted Net Income		(A) Prior Year	(B) Current Year (optional)
1	Net short-term capital gain	1	
2	Recoveries of prior-year distributions	2	
3	Other gross income (see instructions)	3	
4	Add lines 1 through 3	4	
5	Depreciation and depletion	5	
6	Portion of operating expenses paid or incurred for production or collection of gross income or for management, conservation, or maintenance of property held for production of income (see instructions)	6	
7	Other expenses (see instructions)	7	
8	<b>Adjusted Net Income</b> (subtract lines 5, 6 and 7 from line 4)	8	

Section B - Minimum Asset Amount		(A) Prior Year	(B) Current Year (optional)
1	Aggregate fair market value of all non-exempt-use assets (see instructions for short tax year or assets held for part of year):		
a	Average monthly value of securities	1a	
b	Average monthly cash balances	1b	
c	Fair market value of other non-exempt-use assets	1c	
d	<b>Total</b> (add lines 1a, 1b, and 1c)	1d	
e	<b>Discount</b> claimed for blockage or other factors (explain in detail in Part VI):		
2	Acquisition indebtedness applicable to non-exempt-use assets	2	
3	Subtract line 2 from line 1d	3	
4	Cash deemed held for exempt use. Enter 1-1/2% of line 3 (for greater amount, see instructions).	4	
5	Net value of non-exempt-use assets (subtract line 4 from line 3)	5	
6	Multiply line 5 by .035	6	
7	Recoveries of prior-year distributions	7	
8	<b>Minimum Asset Amount</b> (add line 7 to line 6)	8	

Section C - Distributable Amount		(A) Prior Year	Current Year
1	Adjusted net income for prior year (from Section A, line 8, Column A)	1	
2	Enter 85% of line 1	2	
3	Minimum asset amount for prior year (from Section B, line 8, Column A)	3	
4	Enter greater of line 2 or line 3	4	
5	Income tax imposed in prior year	5	
6	<b>Distributable Amount.</b> Subtract line 5 from line 4, unless subject to emergency temporary reduction (see instructions)	6	
7	<input type="checkbox"/> Check here if the current year is the organization's first as a non-functionally-integrated Type III supporting organization (see instructions).		

TRIANGLE CHARTER EDUCATION

**Part V** Type III Non-Functionally Integrated 509(a)(3) Supporting Organizations (continued)

Section D - Distributions	Current Year
<b>1</b> Amounts paid to supported organizations to accomplish exempt purposes	
<b>2</b> Amounts paid to perform activity that directly furthers exempt purposes of supported organizations, in excess of income from activity	
<b>3</b> Administrative expenses paid to accomplish exempt purposes of supported organizations	
<b>4</b> Amounts paid to acquire exempt-use assets	
<b>5</b> Qualified set-aside amounts (prior IRS approval required)	
<b>6</b> Other distributions (describe in <b>Part VI</b> ). See instructions.	
<b>7 Total annual distributions.</b> Add lines 1 through 6.	
<b>8</b> Distributions to attentive supported organizations to which the organization is responsive (provide details in <b>Part VI</b> ). See instructions.	
<b>9</b> Distributable amount for 2015 from Section C, line 6	
<b>10</b> Line 8 amount divided by Line 9 amount	

Section E - Distribution Allocations (see instructions)	(i) Excess Distributions	(ii) Underdistributions Pre-2015	(iii) Distributable Amount for 2015
<b>1</b> Distributable amount for 2015 from Section C, line 6			
<b>2</b> Underdistributions, if any, for years prior to 2015 (reasonable cause required-see instructions)			
<b>3</b> Excess distributions carryover, if any, to 2015:			
<b>a</b>			
<b>b</b>			
<b>c</b>			
<b>d</b> From 2013			
<b>e</b> From 2014			
<b>f Total</b> of lines 3a through e			
<b>g</b> Applied to underdistributions of prior years			
<b>h</b> Applied to 2015 distributable amount			
<b>i</b> Carryover from 2010 not applied (see instructions)			
<b>j</b> Remainder. Subtract lines 3g, 3h, and 3i from 3f.			
<b>4</b> Distributions for 2015 from Section D, line 7: \$			
<b>a</b> Applied to underdistributions of prior years			
<b>b</b> Applied to 2015 distributable amount			
<b>c</b> Remainder. Subtract lines 4a and 4b from 4.			
<b>5</b> Remaining underdistributions for years prior to 2015, if any. Subtract lines 3g and 4a from line 2 (if amount greater than zero, see instructions).			
<b>6</b> Remaining underdistributions for 2015. Subtract lines 3h and 4b from line 1 (if amount greater than zero, see instructions).			
<b>7 Excess distributions carryover to 2016.</b> Add lines 3j and 4c.			
<b>8</b> Breakdown of line 7:			
<b>a</b>			
<b>b</b>			
<b>c</b> Excess from 2013			
<b>d</b> Excess from 2014			
<b>e</b> Excess from 2015			

Schedule A (Form 990 or 990-EZ) 2015

TRIANGLE CHARTER EDUCATION

**Part VI**

**Supplemental Information.** Provide the explanations required by Part II, line 10; Part II, line 17a or 17b; Part III, line 12; Part IV, Section A, lines 1, 2, 3b, 3c, 4b, 4c, 5a, 6, 9a, 9b, 9c, 11a, 11b, and 11c; Part IV, Section B, lines 1 and 2; Part IV, Section C, line 1; Part IV, Section D, lines 2 and 3; Part IV, Section E, lines 1c, 2a, 2b, 3a and 3b; Part V, line 1; Part V, Section B, line 1e; Part V, Section D, lines 5, 6, and 8; and Part V, Section E, lines 2, 5, and 6. Also complete this part for any additional information. (See instructions.)

Multiple horizontal lines for supplemental information.

**SCHEDULE D**  
**(Form 990)**

Department of the Treasury  
Internal Revenue Service

**Supplemental Financial Statements**

▶ **Complete if the organization answered "Yes" on Form 990, Part IV, line 6, 7, 8, 9, 10, 11a, 11b, 11c, 11d, 11e, 11f, 12a, or 12b.**  
▶ **Attach to Form 990.**

OMB No. 1545-0047

**2015**

**Open to Public Inspection**

▶ **Information about Schedule D (Form 990) and its instructions is at [www.irs.gov/form990](http://www.irs.gov/form990).**

**Name of the organization** TRIANGLE CHARTER EDUCATION ASSOCIATION, INC.

**Employer identification number**  
90-1031905

**Part I Organizations Maintaining Donor Advised Funds or Other Similar Funds or Accounts.** Complete if the organization answered "Yes" on Form 990, Part IV, line 6.

	(a) Donor advised funds	(b) Funds and other accounts
1 Total number at end of year .....		
2 Aggregate value of contributions to (during year) .....		
3 Aggregate value of grants from (during year) .....		
4 Aggregate value at end of year .....		
5 Did the organization inform all donors and donor advisors in writing that the assets held in donor advised funds are the organization's property, subject to the organization's exclusive legal control? .....		<input type="checkbox"/> Yes <input type="checkbox"/> No
6 Did the organization inform all grantees, donors, and donor advisors in writing that grant funds can be used only for charitable purposes and not for the benefit of the donor or donor advisor, or for any other purpose conferring impermissible private benefit? .....		<input type="checkbox"/> Yes <input type="checkbox"/> No

**Part II Conservation Easements.** Complete if the organization answered "Yes" on Form 990, Part IV, line 7.

1 Purpose(s) of conservation easements held by the organization (check all that apply).  
 Preservation of land for public use (e.g., recreation or education)     Preservation of a historically important land area  
 Protection of natural habitat     Preservation of a certified historic structure  
 Preservation of open space

2 Complete lines 2a through 2d if the organization held a qualified conservation contribution in the form of a conservation easement on the last day of the tax year.

	Held at the End of the Tax Year
a Total number of conservation easements .....	2a
b Total acreage restricted by conservation easements .....	2b
c Number of conservation easements on a certified historic structure included in (a) .....	2c
d Number of conservation easements included in (c) acquired after 8/17/06, and not on a historic structure listed in the National Register .....	2d

3 Number of conservation easements modified, transferred, released, extinguished, or terminated by the organization during the tax year ▶ \_\_\_\_\_

4 Number of states where property subject to conservation easement is located ▶ \_\_\_\_\_

5 Does the organization have a written policy regarding the periodic monitoring, inspection, handling of violations, and enforcement of the conservation easements it holds? .....

6 Staff and volunteer hours devoted to monitoring, inspecting, handling of violations, and enforcing conservation easements during the year ▶ \_\_\_\_\_

7 Amount of expenses incurred in monitoring, inspecting, handling of violations, and enforcing conservation easements during the year ▶ \$ \_\_\_\_\_

8 Does each conservation easement reported on line 2(d) above satisfy the requirements of section 170(h)(4)(B)(i) and section 170(h)(4)(B)(ii)? .....

9 In Part XIII, describe how the organization reports conservation easements in its revenue and expense statement, and balance sheet, and include, if applicable, the text of the footnote to the organization's financial statements that describes the organization's accounting for conservation easements.

**Part III Organizations Maintaining Collections of Art, Historical Treasures, or Other Similar Assets.**

Complete if the organization answered "Yes" on Form 990, Part IV, line 8.

1a If the organization elected, as permitted under SFAS 116 (ASC 958), not to report in its revenue statement and balance sheet works of art, historical treasures, or other similar assets held for public exhibition, education, or research in furtherance of public service, provide, in Part XIII, the text of the footnote to its financial statements that describes these items.

b If the organization elected, as permitted under SFAS 116 (ASC 958), to report in its revenue statement and balance sheet works of art, historical treasures, or other similar assets held for public exhibition, education, or research in furtherance of public service, provide the following amounts relating to these items:

(i) Revenue included on Form 990, Part VIII, line 1 .....

(ii) Assets included in Form 990, Part X .....

2 If the organization received or held works of art, historical treasures, or other similar assets for financial gain, provide the following amounts required to be reported under SFAS 116 (ASC 958) relating to these items:

a Revenue included on Form 990, Part VIII, line 1 .....

b Assets included in Form 990, Part X .....

TRIANGLE CHARTER EDUCATION ASSOCIATION, INC.

**Part III Organizations Maintaining Collections of Art, Historical Treasures, or Other Similar Assets** (continued)

- 3 Using the organization's acquisition, accession, and other records, check any of the following that are a significant use of its collection items (check all that apply):
- a  Public exhibition
  - b  Scholarly research
  - c  Preservation for future generations
  - d  Loan or exchange programs
  - e  Other \_\_\_\_\_
- 4 Provide a description of the organization's collections and explain how they further the organization's exempt purpose in Part XIII.
- 5 During the year, did the organization solicit or receive donations of art, historical treasures, or other similar assets to be sold to raise funds rather than to be maintained as part of the organization's collection?  Yes  No

**Part IV Escrow and Custodial Arrangements.** Complete if the organization answered "Yes" on Form 990, Part IV, line 9, or reported an amount on Form 990, Part X, line 21.

- 1a Is the organization an agent, trustee, custodian or other intermediary for contributions or other assets not included on Form 990, Part X?  Yes  No
- b If "Yes," explain the arrangement in Part XIII and complete the following table:
- |                                 | Amount |
|---------------------------------|--------|
| c Beginning balance             | 1c     |
| d Additions during the year     | 1d     |
| e Distributions during the year | 1e     |
| f Ending balance                | 1f     |
- 2a Did the organization include an amount on Form 990, Part X, line 21, for escrow or custodial account liability?  Yes  No
- b If "Yes," explain the arrangement in Part XIII. Check here if the explanation has been provided on Part XIII

**Part V Endowment Funds.** Complete if the organization answered "Yes" on Form 990, Part IV, line 10.

	(a) Current year	(b) Prior year	(c) Two years back	(d) Three years back	(e) Four years back
1a Beginning of year balance					
b Contributions					
c Net investment earnings, gains, and losses					
d Grants or scholarships					
e Other expenditures for facilities and programs					
f Administrative expenses					
g End of year balance					

- 2 Provide the estimated percentage of the current year end balance (line 1g, column (a)) held as:
- a Board designated or quasi-endowment  \_\_\_\_\_ %
  - b Permanent endowment  \_\_\_\_\_ %
  - c Temporarily restricted endowment  \_\_\_\_\_ %
- The percentages on lines 2a, 2b, and 2c should equal 100%.
- 3a Are there endowment funds not in the possession of the organization that are held and administered for the organization by:
- |  | Yes    | No |
|--|--------|----|
| (i) unrelated organizations  | 3a(i)  |    |
| (ii) related organizations   | 3a(ii) |    |
| b If "Yes" on line 3a(ii), are the related organizations listed as required on Schedule R? | 3b     |    |
- 4 Describe in Part XIII the intended uses of the organization's endowment funds.

**Part VI Land, Buildings, and Equipment.**

Complete if the organization answered "Yes" on Form 990, Part IV, line 11a. See Form 990, Part X, line 10.

Description of property	(a) Cost or other basis (investment)	(b) Cost or other basis (other)	(c) Accumulated depreciation	(d) Book value
1a Land				
b Buildings		13,641,910.	1,307,322.	12,334,588.
c Leasehold improvements				
d Equipment		1,176,267.	511,877.	664,390.
e Other				
<b>Total.</b> Add lines 1a through 1e. (Column (d) must equal Form 990, Part X, column (B), line 10c.)				12,998,978.

**TRIANGLE CHARTER EDUCATION  
ASSOCIATION, INC.**

**Part VII Investments - Other Securities.**

Complete if the organization answered "Yes" on Form 990, Part IV, line 11b. See Form 990, Part X, line 12.

(a) Description of security or category (including name of security)	(b) Book value	(c) Method of valuation: Cost or end-of-year market value
(1) Financial derivatives .....		
(2) Closely-held equity interests .....		
(3) Other .....		
(A)		
(B)		
(C)		
(D)		
(E)		
(F)		
(G)		
(H)		
<b>Total.</b> (Col. (b) must equal Form 990, Part X, col. (B) line 12.) ▶		

**Part VIII Investments - Program Related.**

Complete if the organization answered "Yes" on Form 990, Part IV, line 11c. See Form 990, Part X, line 13.

(a) Description of investment	(b) Book value	(c) Method of valuation: Cost or end-of-year market value
(1)		
(2)		
(3)		
(4)		
(5)		
(6)		
(7)		
(8)		
(9)		
<b>Total.</b> (Col. (b) must equal Form 990, Part X, col. (B) line 13.) ▶		

**Part IX Other Assets.**

Complete if the organization answered "Yes" on Form 990, Part IV, line 11d. See Form 990, Part X, line 15.

(a) Description	(b) Book value
(1)	
(2)	
(3)	
(4)	
(5)	
(6)	
(7)	
(8)	
(9)	
<b>Total.</b> (Column (b) must equal Form 990, Part X, col. (B) line 15.) ▶	

**Part X Other Liabilities.**

Complete if the organization answered "Yes" on Form 990, Part IV, line 11e or 11f. See Form 990, Part X, line 25.

1. (a) Description of liability	(b) Book value
(1) Federal income taxes	
(2) DUE TO MANAGEMENT COMPANY	171,784.
(3) CAPITAL LEASE LIABILITIES	14,086,474.
(4) COMPENSATED ABSENCES	38,942.
(5)	
(6)	
(7)	
(8)	
(9)	
<b>Total.</b> (Column (b) must equal Form 990, Part X, col. (B) line 25.) ▶	14,297,200.

2. Liability for uncertain tax positions. In Part XIII, provide the text of the footnote to the organization's financial statements that reports the organization's liability for uncertain tax positions under FIN 48 (ASC 740). Check here if the text of the footnote has been provided in Part XIII

TRIANGLE CHARTER EDUCATION ASSOCIATION, INC.

Part XI Reconciliation of Revenue per Audited Financial Statements With Revenue per Return.

Complete if the organization answered "Yes" on Form 990, Part IV, line 12a.

Table with 5 main rows and sub-rows (a-e) for adjustments. Total revenue reported as 7,302,798.

Part XII Reconciliation of Expenses per Audited Financial Statements With Expenses per Return.

Complete if the organization answered "Yes" on Form 990, Part IV, line 12a.

Table with 5 main rows and sub-rows (a-e) for adjustments. Total expenses reported as 7,600,145.

Part XIII Supplemental Information.

Provide the descriptions required for Part II, lines 3, 5, and 9; Part III, lines 1a and 4; Part IV, lines 1b and 2b; Part V, line 4; Part X, line 2; Part XI, lines 2d and 4b; and Part XII, lines 2d and 4b. Also complete this part to provide any additional information.

Series of horizontal lines provided for supplemental information input.

**SCHEDULE E**  
**(Form 990 or 990-EZ)**

Department of the Treasury  
Internal Revenue Service

**Schools**

▶ **Complete if the organization answered "Yes" on Form 990, Part IV, line 13, or Form 990-EZ, Part VI, line 48.**  
▶ **Attach to Form 990 or Form 990-EZ.**

OMB No. 1545-0047

**2015**

**Open to Public Inspection**

▶ **Information about Schedule E (Form 990 or 990-EZ) and its instructions is at [www.irs.gov/form990](http://www.irs.gov/form990).**

Name of the organization **TRIANGLE CHARTER EDUCATION ASSOCIATION, INC.**

Employer identification number  
**90-1031905**

**Part I**

	YES	NO
<b>1</b> Does the organization have a racially nondiscriminatory policy toward students by statement in its charter, bylaws, other governing instrument, or in a resolution of its governing body? .....	X	
<b>2</b> Does the organization include a statement of its racially nondiscriminatory policy toward students in all its brochures, catalogues, and other written communications with the public dealing with student admissions, programs, and scholarships? .....	X	
<b>3</b> Has the organization publicized its racially nondiscriminatory policy through newspaper or broadcast media during the period of solicitation for students, or during the registration period if it has no solicitation program, in a way that makes the policy known to all parts of the general community it serves? If "Yes," please describe. If "No," please explain. If you need more space, use Part II .....	X	
<b>THE ASSOCIATION INCLUDES PUBLIC CHARTER SCHOOLS ORGANIZED UNDER NORTH CAROLINA STATUTES. ALL NONDISCRIMINATORY INFORMATION IS AVAILABLE THROUGH VARIOUS PUBLIC ANNOUNCEMENTS AND PUBLICATIONS.</b>		
<b>4</b> Does the organization maintain the following?		
<b>a</b> Records indicating the racial composition of the student body, faculty, and administrative staff? .....	X	
<b>b</b> Records documenting that scholarships and other financial assistance are awarded on a racially nondiscriminatory basis? .....	X	
<b>c</b> Copies of all catalogues, brochures, announcements, and other written communications to the public dealing with student admissions, programs, and scholarships? .....	X	
<b>d</b> Copies of all material used by the organization or on its behalf to solicit contributions? .....	X	
If you answered "No" to any of the above, please explain. If you need more space, use Part II.		
<b>5</b> Does the organization discriminate by race in any way with respect to:		
<b>a</b> Students' rights or privileges? .....		X
<b>b</b> Admissions policies? .....		X
<b>c</b> Employment of faculty or administrative staff? .....		X
<b>d</b> Scholarships or other financial assistance? .....		X
<b>e</b> Educational policies? .....		X
<b>f</b> Use of facilities? .....		X
<b>g</b> Athletic programs? .....		X
<b>h</b> Other extracurricular activities? .....		X
If you answered "Yes" to any of the above, please explain. If you need more space, use Part II.		
<b>6a</b> Does the organization receive any financial aid or assistance from a governmental agency? .....	X	
<b>b</b> Has the organization's right to such aid ever been revoked or suspended? .....		X
If you answered "Yes" on either line 6a or line 6b, explain on Part II.		
<b>7</b> Does the organization certify that it has complied with the applicable requirements of sections 4.01 through 4.05 of Rev. Proc. 75-50, 1975-2 C.B. 587, covering racial nondiscrimination? If "No," explain on Part II .....	X	

LHA For Paperwork Reduction Act Notice, see the Instructions for Form 990 or Form 990-EZ.

Schedule E (Form 990 or 990-EZ) (2015)



**Part II** **Supplemental Information.** Provide the explanations required by Part I, lines 3, 4d, 5h, 6b, and 7, as applicable.

Also provide any other additional information.

**LINE 6 - EXPLANATION OF GOVERNMENT FINANCIAL AID:**

THE ASSOCIATION RECEIVES COMPENSATION FOR SERVICES IN THE FORM OF AWARDS,  
GRANTS AND OTHER SUBSIDIES FROM FEDERAL, STATE AND LOCAL GOVERNMENTS,  
WHICH ALSO INCLUDES FUNDING FOR STUDENT ENROLLMENT.

Multiple horizontal lines for providing additional information.

**SCHEDULE O**  
**(Form 990 or 990-EZ)**

Department of the Treasury  
Internal Revenue Service

**Supplemental Information to Form 990 or 990-EZ**

Complete to provide information for responses to specific questions on  
Form 990 or 990-EZ or to provide any additional information.

▶ Attach to Form 990 or 990-EZ.

▶ Information about Schedule O (Form 990 or 990-EZ) and its instructions is at [www.irs.gov/form990](http://www.irs.gov/form990).

OMB No. 1545-0047

**2015**

Open to Public  
Inspection

Name of the organization <b>TRIANGLE CHARTER EDUCATION ASSOCIATION, INC.</b>	Employer identification number <b>90-1031905</b>
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FORM 990, PART I, LINE 1, DESCRIPTION OF ORGANIZATION MISSION:

EXCLUSIVELY FOR EDUCATIONAL PURPOSES AND IS COMPRISED OF RESPECTED  
LEADERS IN THE STATE OF NORTH CAROLINA THAT ARE COMMITTED TO PROVIDING  
HIGH QUALITY EDUCATIONAL OPTIONS FOR THE CITIZENS OF THE STATE. THE  
ASSOCIATION GOVERNS CARDINAL CHARTER ACADEMY.

FORM 990, PART III, LINE 1, DESCRIPTION OF ORGANIZATION MISSION:

THE CITIZENS OF THE STATE. THE ASSOCIATION GOVERNS CARDINAL CHARTER  
ACADEMY.

FORM 990, PART VI, SECTION A, LINE 3:

THE ASSOCIATION CONTRACTED WITH A CHARTER SCHOOL MANAGEMENT COMPANY TO BE  
ACCOUNTABLE TO THE BOARD FOR THE ADMINISTRATION, OPERATION, AND PERFORMANCE  
OF THE CHARTER SCHOOL IN ACCORDANCE WITH THE CHARTER AGREEMENT.

FORM 990, PART VI, SECTION B, LINE 11:

A COPY OF FORM 990 WAS PROVIDED TO THE BOARD OF DIRECTORS BY THE  
ASSOCIATION'S INDEPENDENT ACCOUNTING FIRM. IT WAS REVIEWED AND APPROVED BY  
THE GOVERNING BOARD PRIOR TO GOVERNMENT SUBMISSION.

FORM 990, PART VI, SECTION B, LINE 12C:

THE CONFLICT OF INTEREST POLICY IS MONITORED AND ENFORCED THROUGH THE  
STANDARDS AND PROVISIONS SET FORTH BY THE NORTH CAROLINA STATE BOARD OF  
EDUCATION. BOARD MEMBERS ARE REQUIRED TO DISCLOSE ANY POSSIBLE CONFLICTS  
OF INTEREST ANNUALLY.

Name of the organization TRIANGLE CHARTER EDUCATION ASSOCIATION, INC.	Employer identification number 90-1031905
---	---

FORM 990, PART VI, SECTION C, LINE 18:

THE ASSOCIATION'S FORM 990 IS AVAILABLE UPON REQUEST TO THE MANAGEMENT COMPANY. THE FORM 990 CAN ALSO BE FOUND ON WWW.GUIDESTAR.COM.

FORM 990, PART VI, SECTION C, LINE 19:

THE ASSOCIATION MAKES ITS GOVERNING DOCUMENTS, CONFLICTS OF INTEREST POLICY, AND AUDITED FINANCIAL STATEMENTS AVAILABLE TO THE PUBLIC UPON REQUEST TO THE MANAGEMENT COMPANY.

FORM 990, PART XII, LINE 2C

THERE WERE NO CHANGES FROM PRIOR YEAR

FORM 990, PART XII, LINE 3B

AN AUDIT AS REQUIRED AS SET FORTH IN THE SINGLE AUDIT ACT WAS PERFORMED.

Form **990**

# Return of Organization Exempt From Income Tax

OMB No. 1545-0047

Department of the Treasury  
Internal Revenue Service

Under section 501(c), 527, or 4947(a)(1) of the Internal Revenue Code (except private foundations)

Do not enter social security numbers on this form as it may be made public.

Information about Form 990 and its instructions is at [www.irs.gov/form990](http://www.irs.gov/form990).

# 2014

Open to Public Inspection

**A** For the 2014 calendar year, or tax year beginning **JUL 1, 2014** and ending **JUN 30, 2015**

<b>B</b> Check if applicable:  <input type="checkbox"/> Address change <input type="checkbox"/> Name change <input checked="" type="checkbox"/> Initial return <input type="checkbox"/> Final return/terminated <input type="checkbox"/> Amended return <input type="checkbox"/> Application pending	<b>C</b> Name of organization <b>TRIANGLE CHARTER EDUCATION ASSOCIATION, INC.</b>		<b>D</b> Employer identification number <b>90-1031905</b>
	Doing business as		<b>E</b> Telephone number <b>919-870-8763</b>
	Number and street (or P.O. box if mail is not delivered to street address)	Room/suite	<b>G</b> Gross receipts \$ <b>5,186,544.</b>
	<b>7917 BLUFFRIDGE DRIVE</b>		<b>H(a)</b> Is this a group return for subordinates? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
	City or town, state or province, country, and ZIP or foreign postal code <b>RALEIGH, NC 27615</b>		<b>H(b)</b> Are all subordinates included? <input type="checkbox"/> Yes <input type="checkbox"/> No
<b>F</b> Name and address of principal officer: <b>ALLEN TAYLOR</b> <b>SAME AS C ABOVE</b>			<b>H(c)</b> Group exemption number
<b>I</b> Tax-exempt status: <input checked="" type="checkbox"/> 501(c)(3) <input type="checkbox"/> 501(c) ( ) (insert no.) <input type="checkbox"/> 4947(a)(1) or <input type="checkbox"/> 527			
<b>J</b> Website: <b>WWW.TRIANGLECHARTEREDUCATIONASSOCIATION.ORG</b>			
<b>K</b> Form of organization: <input checked="" type="checkbox"/> Corporation <input type="checkbox"/> Trust <input type="checkbox"/> Association <input type="checkbox"/> Other			<b>L</b> Year of formation: <b>2013</b>
<b>M</b> State of legal domicile: <b>NC</b>			

## Part I Summary

<b>Activities &amp; Governance</b>	<b>1</b> Briefly describe the organization's mission or most significant activities: <b>THE TRIANGLE CHARTER EDUCATIONAL ASSOCIATION IS A NORTH CAROLINA NOT-FOR-PROFIT ENTITY ORGANIZED</b>		
	<b>2</b> Check this box <input type="checkbox"/> if the organization discontinued its operations or disposed of more than 25% of its net assets.		
	<b>3</b> Number of voting members of the governing body (Part VI, line 1a)	<b>3</b>	<b>6</b>
	<b>4</b> Number of independent voting members of the governing body (Part VI, line 1b)	<b>4</b>	<b>6</b>
	<b>5</b> Total number of individuals employed in calendar year 2014 (Part V, line 2a)	<b>5</b>	<b>0</b>
	<b>6</b> Total number of volunteers (estimate if necessary)	<b>6</b>	<b>0</b>
	<b>7 a</b> Total unrelated business revenue from Part VIII, column (C), line 12	<b>7a</b>	<b>0.</b>
<b>b</b> Net unrelated business taxable income from Form 990-T, line 34	<b>7b</b>	<b>0.</b>	
<b>Revenue</b>	<b>8</b> Contributions and grants (Part VIII, line 1h)	Prior Year	Current Year
	<b>9</b> Program service revenue (Part VIII, line 2g)		<b>4,908,107.</b>
	<b>10</b> Investment income (Part VIII, column (A), lines 3, 4, and 7d)		<b>274,530.</b>
	<b>11</b> Other revenue (Part VIII, column (A), lines 5, 6d, 8c, 9c, 10c, and 11e)		<b>0.</b>
	<b>12</b> Total revenue - add lines 8 through 11 (must equal Part VIII, column (A), line 12)		<b>3,907.</b>
			<b>5,186,544.</b>
<b>Expenses</b>	<b>13</b> Grants and similar amounts paid (Part IX, column (A), lines 1-3)		<b>0.</b>
	<b>14</b> Benefits paid to or for members (Part IX, column (A), line 4)		<b>0.</b>
	<b>15</b> Salaries, other compensation, employee benefits (Part IX, column (A), lines 5-10)		<b>2,359,338.</b>
	<b>16a</b> Professional fundraising fees (Part IX, column (A), line 11e)		<b>0.</b>
	<b>b</b> Total fundraising expenses (Part IX, column (D), line 25)		<b>0.</b>
	<b>17</b> Other expenses (Part IX, column (A), lines 11a-11d, 11f-24e)		<b>3,547,987.</b>
<b>18</b> Total expenses. Add lines 13-17 (must equal Part IX, column (A), line 25)		<b>5,907,325.</b>	
<b>19</b> Revenue less expenses. Subtract line 18 from line 12		<b>-720,781.</b>	
<b>Net Assets or Fund Balances</b>	<b>20</b> Total assets (Part X, line 16)	Beginning of Current Year	End of Year
	<b>21</b> Total liabilities (Part X, line 26)		<b>14,540,307.</b>
	<b>22</b> Net assets or fund balances. Subtract line 21 from line 20		<b>15,261,088.</b>
			<b>-720,781.</b>

## Part II Signature Block

Under penalties of perjury, I declare that I have examined this return, including accompanying schedules and statements, and to the best of my knowledge and belief, it is true, correct, and complete. Declaration of preparer (other than officer) is based on all information of which preparer has any knowledge.

<b>Sign Here</b>	Signature of officer	Date			
	<b>ALLEN TAYLOR, PRESIDENT</b> Type or print name and title				
<b>Paid Preparer Use Only</b>	Print/Type preparer's name <b>WILLIAM G. BENSON</b>	Preparer's signature <i>William G. Benson CPA</i>	Date <b>5/16/16</b>	Check if self-employed <input type="checkbox"/>	PTIN <b>P00455500</b>
	Firm's name <b>KEEFE, MCCULLOUGH &amp; CO., LLP, C.P.A.'S</b>	Firm's EIN <b>59-1363792</b>			
	Firm's address <b>6550 N FEDERAL HIGHWAY, SUITE 410 FT. LAUDERDALE, FL 33308</b>		Phone no. <b>954-771-0896</b>		

May the IRS discuss this return with the preparer shown above? (see instructions)  Yes  No

• If you are filing for an **Additional (Not Automatic) 3-Month Extension**, complete only Part II and check this box  **X**

**Note.** Only complete Part II if you have already been granted an automatic 3-month extension on a previously filed Form 8868.

• If you are filing for an **Automatic 3-Month Extension**, complete only Part I (on page 1).

**Part II Additional (Not Automatic) 3-Month Extension of Time.** Only file the original (no copies needed).

Enter filer's identifying number, see instructions

Type or print File by the due date for filing your return. See instructions.	Name of exempt organization or other filer, see instructions. <b>TRIANGLE CHARTER EDUCATION ASSOCIATION, INC.</b>	Employer identification number (EIN) or <b>90-1031905</b>
	Number, street, and room or suite no. If a P.O. box, see instructions. <b>C/O KMC: - 6550 N FEDERAL HWY, 4TH FL</b>	Social security number (SSN)
	City, town or post office, state, and ZIP code. For a foreign address, see instructions. <b>FT. LAUDERDALE, FL 33308</b>	

Enter the Return code for the return that this application is for (file a separate application for each return) **01**

Application Is For	Return Code	Application Is For	Return Code
Form 990 or Form 990-EZ	01		
Form 990-BL	02	Form 1041-A	08
Form 4720 (individual)	03	Form 4720 (other than individual)	09
Form 990-PF	04	Form 5227	10
Form 990-T (sec. 401(a) or 408(a) trust)	05	Form 6069	11
Form 990-T (trust other than above)	06	Form 8870	12

**STOP! Do not complete Part II if you were not already granted an automatic 3-month extension on a previously filed Form 8868.**

**CHARTER SCHOOLS USA, INC. - 800 CORPORATE DRIVE, SUITE**

• The books are in the care of **▶ 124 - FORT LAUDERDALE, FL 33334**

Telephone No. **▶ 954-202-3500**

Fax No. **▶**

• If the organization does not have an office or place of business in the United States, check this box

• If this is for a Group Return, enter the organization's four digit Group Exemption Number (GEN) **▶** . If this is for the whole group, check this box . If it is for part of the group, check this box  and attach a list with the names and EINs of all members the extension is for.

4 I request an additional 3-month extension of time until **MAY 15, 2016**.

5 For calendar year **2014**, or other tax year beginning **JUL 1, 2014**, and ending **JUN 30, 2015**.

6 If the tax year entered in line 5 is for less than 12 months, check reason:  Initial return  Final return

Change in accounting period

7 State in detail why you need the extension

**INFORMATION NECESSARY TO FILE THE RETURN HAS BEEN REQUESTED AND NOT YET RECEIVED FROM A THIRD PARTY. THIS INFORMATION IS NECESSARY TO COMPLETE THE RETURN.**

8a If this application is for Forms 990-BL, 990-PF, 990-T, 4720, or 6069, enter the tentative tax, less any nonrefundable credits. See instructions.	8a	\$	0.
b If this application is for Forms 990-PF, 990-T, 4720, or 6069, enter any refundable credits and estimated tax payments made. Include any prior year overpayment allowed as a credit and any amount paid previously with Form 8868.	8b	\$	0.
c <b>Balance due.</b> Subtract line 8b from line 8a. Include your payment with this form, if required, by using EFTPS (Electronic Federal Tax Payment System). See instructions.	8c	\$	0.

**Signature and Verification must be completed for Part II only.**

Under penalties of perjury, I declare that I have examined this form, including accompanying schedules and statements, and to the best of my knowledge and belief, it is true, correct, and complete, and that I am authorized to prepare this form.

Signature **▶** Title **▶ PRESIDENT**

Date **▶**

Part III Statement of Program Service Accomplishments

Check if Schedule O contains a response or note to any line in this Part III [X]

1 Briefly describe the organization's mission:

THE TRIANGLE CHARTER EDUCATIONAL ASSOCIATION IS A NORTH CAROLINA NOT-FOR-PROFIT ENTITY ORGANIZED EXCLUSIVELY FOR EDUCATIONAL PURPOSES AND IS COMPRISED OF RESPECTED LEADERS IN THE STATE OF NORTH CAROLINA THAT ARE COMMITTED TO PROVIDING HIGH QUALITY EDUCATIONAL OPTIONS FOR

2 Did the organization undertake any significant program services during the year which were not listed on the prior Form 990 or 990-EZ? [ ] Yes [X] No

3 Did the organization cease conducting, or make significant changes in how it conducts, any program services? [ ] Yes [X] No

4 Describe the organization's program service accomplishments for each of its three largest program services, as measured by expenses. Section 501(c)(3) and 501(c)(4) organizations are required to report the amount of grants and allocations to others, the total expenses, and revenue, if any, for each program service reported.

4a (Code: ) (Expenses \$ 4,322,208. including grants of \$ ) (Revenue \$ 278,437.)
CARDINAL CHARTER ACADEMY: IS A TUITION-FREE PUBLIC CHARTER SCHOOL EDUCATING STUDENTS IN GRADES K-8 WHO RESIDE IN NORTH CAROLINA. THE SCHOOL CURRENTLY PROVIDES EDUCATION TO STUDENTS FROM KINDERGARTEN THROUGH SEVENTH GRADE. THE ACADEMY'S MISSION IS TO BUILD A STUDENT-CENTERED LEARNING ENVIRONMENT THAT IS PROJECT-BASED AND TECHNOLOGY-DRIVEN IN WHICH STUDENTS CAN REACH THEIR ACADEMIC POTENTIAL. WE VALUE ACADEMIC SUCCESS THROUGH THE USE OF DATA TO MEET INDIVIDUAL DIVERSE STUDENT NEEDS. CARDINAL CHARTER ACADEMY WILL FOSTER A CULTURE OF INNOVATION AND INQUIRY USING TECHNOLOGY AS THE MEDIUM.

4b (Code: ) (Expenses \$ including grants of \$ ) (Revenue \$ )

4c (Code: ) (Expenses \$ including grants of \$ ) (Revenue \$ )

4d Other program services (Describe in Schedule O.) (Expenses \$ including grants of \$ ) (Revenue \$ )

4e Total program service expenses 4,322,208.

**Part IV Checklist of Required Schedules**

	Yes	No
1 Is the organization described in section 501(c)(3) or 4947(a)(1) (other than a private foundation)? <i>If "Yes," complete Schedule A</i> .....	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2 Is the organization required to complete <i>Schedule B, Schedule of Contributors?</i> .....	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3 Did the organization engage in direct or indirect political campaign activities on behalf of or in opposition to candidates for public office? <i>If "Yes," complete Schedule C, Part I</i> .....	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4 <b>Section 501(c)(3) organizations.</b> Did the organization engage in lobbying activities, or have a section 501(h) election in effect during the tax year? <i>If "Yes," complete Schedule C, Part II</i> .....	<input type="checkbox"/>	<input checked="" type="checkbox"/>
5 Is the organization a section 501(c)(4), 501(c)(5), or 501(c)(6) organization that receives membership dues, assessments, or similar amounts as defined in Revenue Procedure 98-19? <i>If "Yes," complete Schedule C, Part III</i> .....	<input type="checkbox"/>	<input checked="" type="checkbox"/>
6 Did the organization maintain any donor advised funds or any similar funds or accounts for which donors have the right to provide advice on the distribution or investment of amounts in such funds or accounts? <i>If "Yes," complete Schedule D, Part I</i> .....	<input type="checkbox"/>	<input checked="" type="checkbox"/>
7 Did the organization receive or hold a conservation easement, including easements to preserve open space, the environment, historic land areas, or historic structures? <i>If "Yes," complete Schedule D, Part II</i> .....	<input type="checkbox"/>	<input checked="" type="checkbox"/>
8 Did the organization maintain collections of works of art, historical treasures, or other similar assets? <i>If "Yes," complete Schedule D, Part III</i> .....	<input type="checkbox"/>	<input checked="" type="checkbox"/>
9 Did the organization report an amount in Part X, line 21, for escrow or custodial account liability; serve as a custodian for amounts not listed in Part X; or provide credit counseling, debt management, credit repair, or debt negotiation services? <i>If "Yes," complete Schedule D, Part IV</i> .....	<input type="checkbox"/>	<input checked="" type="checkbox"/>
10 Did the organization, directly or through a related organization, hold assets in temporarily restricted endowments, permanent endowments, or quasi-endowments? <i>If "Yes," complete Schedule D, Part V</i> .....	<input type="checkbox"/>	<input checked="" type="checkbox"/>
11 If the organization's answer to any of the following questions is "Yes," then complete Schedule D, Parts VI, VII, VIII, IX, or X as applicable.		
a Did the organization report an amount for land, buildings, and equipment in Part X, line 10? <i>If "Yes," complete Schedule D, Part VI</i> .....	<input checked="" type="checkbox"/>	<input type="checkbox"/>
b Did the organization report an amount for investments - other securities in Part X, line 12 that is 5% or more of its total assets reported in Part X, line 16? <i>If "Yes," complete Schedule D, Part VII</i> .....	<input type="checkbox"/>	<input checked="" type="checkbox"/>
c Did the organization report an amount for investments - program related in Part X, line 13 that is 5% or more of its total assets reported in Part X, line 16? <i>If "Yes," complete Schedule D, Part VIII</i> .....	<input type="checkbox"/>	<input checked="" type="checkbox"/>
d Did the organization report an amount for other assets in Part X, line 15 that is 5% or more of its total assets reported in Part X, line 16? <i>If "Yes," complete Schedule D, Part IX</i> .....	<input type="checkbox"/>	<input checked="" type="checkbox"/>
e Did the organization report an amount for other liabilities in Part X, line 25? <i>If "Yes," complete Schedule D, Part X</i> .....	<input checked="" type="checkbox"/>	<input type="checkbox"/>
f Did the organization's separate or consolidated financial statements for the tax year include a footnote that addresses the organization's liability for uncertain tax positions under FIN 48 (ASC 740)? <i>If "Yes," complete Schedule D, Part X</i> .....	<input type="checkbox"/>	<input checked="" type="checkbox"/>
12a Did the organization obtain separate, independent audited financial statements for the tax year? <i>If "Yes," complete Schedule D, Parts XI and XII</i> .....	<input checked="" type="checkbox"/>	<input type="checkbox"/>
b Was the organization included in consolidated, independent audited financial statements for the tax year? <i>If "Yes," and if the organization answered "No" to line 12a, then completing Schedule D, Parts XI and XII is optional</i> .....	<input type="checkbox"/>	<input checked="" type="checkbox"/>
13 Is the organization a school described in section 170(b)(1)(A)(ii)? <i>If "Yes," complete Schedule E</i> .....	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14a Did the organization maintain an office, employees, or agents outside of the United States? .....	<input type="checkbox"/>	<input checked="" type="checkbox"/>
b Did the organization have aggregate revenues or expenses of more than \$10,000 from grantmaking, fundraising, business, investment, and program service activities outside the United States, or aggregate foreign investments valued at \$100,000 or more? <i>If "Yes," complete Schedule F, Parts I and IV</i> .....	<input type="checkbox"/>	<input checked="" type="checkbox"/>
15 Did the organization report on Part IX, column (A), line 3, more than \$5,000 of grants or other assistance to or for any foreign organization? <i>If "Yes," complete Schedule F, Parts II and IV</i> .....	<input type="checkbox"/>	<input checked="" type="checkbox"/>
16 Did the organization report on Part IX, column (A), line 3, more than \$5,000 of aggregate grants or other assistance to or for foreign individuals? <i>If "Yes," complete Schedule F, Parts III and IV</i> .....	<input type="checkbox"/>	<input checked="" type="checkbox"/>
17 Did the organization report a total of more than \$15,000 of expenses for professional fundraising services on Part IX, column (A), lines 6 and 11e? <i>If "Yes," complete Schedule G, Part I</i> .....	<input type="checkbox"/>	<input checked="" type="checkbox"/>
18 Did the organization report more than \$15,000 total of fundraising event gross income and contributions on Part VIII, lines 1c and 8a? <i>If "Yes," complete Schedule G, Part II</i> .....	<input type="checkbox"/>	<input checked="" type="checkbox"/>
19 Did the organization report more than \$15,000 of gross income from gaming activities on Part VIII, line 9a? <i>If "Yes," complete Schedule G, Part III</i> .....	<input type="checkbox"/>	<input checked="" type="checkbox"/>
20a Did the organization operate one or more hospital facilities? <i>If "Yes," complete Schedule H</i> .....	<input type="checkbox"/>	<input checked="" type="checkbox"/>
b <i>If "Yes" to line 20a, did the organization attach a copy of its audited financial statements to this return?</i> .....	<input type="checkbox"/>	<input type="checkbox"/>

TRIANGLE CHARTER EDUCATION  
ASSOCIATION, INC.

Form 990 (2014)

90-1031905 Page 4

**Part IV Checklist of Required Schedules** (continued)

	Yes	No
<b>21</b> Did the organization report more than \$5,000 of grants or other assistance to any domestic organization or domestic government on Part IX, column (A), line 1? <i>If "Yes," complete Schedule I, Parts I and II</i> .....		X
<b>22</b> Did the organization report more than \$5,000 of grants or other assistance to or for domestic individuals on Part IX, column (A), line 2? <i>If "Yes," complete Schedule I, Parts I and III</i> .....		X
<b>23</b> Did the organization answer "Yes" to Part VII, Section A, line 3, 4, or 5 about compensation of the organization's current and former officers, directors, trustees, key employees, and highest compensated employees? <i>If "Yes," complete Schedule J</i> .....		X
<b>24a</b> Did the organization have a tax-exempt bond issue with an outstanding principal amount of more than \$100,000 as of the last day of the year, that was issued after December 31, 2002? <i>If "Yes," answer lines 24b through 24d and complete Schedule K. If "No," go to line 25a</i> .....		X
<b>24b</b> Did the organization invest any proceeds of tax-exempt bonds beyond a temporary period exception? .....		
<b>24c</b> Did the organization maintain an escrow account other than a refunding escrow at any time during the year to defease any tax-exempt bonds? .....		
<b>24d</b> Did the organization act as an "on behalf of" issuer for bonds outstanding at any time during the year? .....		
<b>25a</b> <b>Section 501(c)(3), 501(c)(4), and 501(c)(29) organizations.</b> Did the organization engage in an excess benefit transaction with a disqualified person during the year? <i>If "Yes," complete Schedule L, Part I</i> .....		X
<b>25b</b> Is the organization aware that it engaged in an excess benefit transaction with a disqualified person in a prior year, and that the transaction has not been reported on any of the organization's prior Forms 990 or 990-EZ? <i>If "Yes," complete Schedule L, Part I</i> .....		X
<b>26</b> Did the organization report any amount on Part X, line 5, 6, or 22 for receivables from or payables to any current or former officers, directors, trustees, key employees, highest compensated employees, or disqualified persons? <i>If "Yes," complete Schedule L, Part II</i> .....		X
<b>27</b> Did the organization provide a grant or other assistance to an officer, director, trustee, key employee, substantial contributor or employee thereof, a grant selection committee member, or to a 35% controlled entity or family member of any of these persons? <i>If "Yes," complete Schedule L, Part III</i> .....		X
<b>28</b> Was the organization a party to a business transaction with one of the following parties (see Schedule L, Part IV instructions for applicable filing thresholds, conditions, and exceptions):		
<b>28a</b> A current or former officer, director, trustee, or key employee? <i>If "Yes," complete Schedule L, Part IV</i> .....		X
<b>28b</b> A family member of a current or former officer, director, trustee, or key employee? <i>If "Yes," complete Schedule L, Part IV</i> .....		X
<b>28c</b> An entity of which a current or former officer, director, trustee, or key employee (or a family member thereof) was an officer, director, trustee, or direct or indirect owner? <i>If "Yes," complete Schedule L, Part IV</i> .....		X
<b>29</b> Did the organization receive more than \$25,000 in non-cash contributions? <i>If "Yes," complete Schedule M</i> .....		X
<b>30</b> Did the organization receive contributions of art, historical treasures, or other similar assets, or qualified conservation contributions? <i>If "Yes," complete Schedule M</i> .....		X
<b>31</b> Did the organization liquidate, terminate, or dissolve and cease operations? <i>If "Yes," complete Schedule N, Part I</i> .....		X
<b>32</b> Did the organization sell, exchange, dispose of, or transfer more than 25% of its net assets? <i>If "Yes," complete Schedule N, Part II</i> .....		X
<b>33</b> Did the organization own 100% of an entity disregarded as separate from the organization under Regulations sections 301.7701-2 and 301.7701-3? <i>If "Yes," complete Schedule R, Part I</i> .....		X
<b>34</b> Was the organization related to any tax-exempt or taxable entity? <i>If "Yes," complete Schedule R, Part II, III, or IV, and Part V, line 1</i> .....		X
<b>35a</b> Did the organization have a controlled entity within the meaning of section 512(b)(13)? .....		X
<b>35b</b> If "Yes" to line 35a, did the organization receive any payment from or engage in any transaction with a controlled entity within the meaning of section 512(b)(13)? <i>If "Yes," complete Schedule R, Part V, line 2</i> .....		
<b>36</b> <b>Section 501(c)(3) organizations.</b> Did the organization make any transfers to an exempt non-charitable related organization? <i>If "Yes," complete Schedule R, Part V, line 2</i> .....		X
<b>37</b> Did the organization conduct more than 5% of its activities through an entity that is not a related organization and that is treated as a partnership for federal income tax purposes? <i>If "Yes," complete Schedule R, Part VI</i> .....		X
<b>38</b> Did the organization complete Schedule O and provide explanations in Schedule O for Part VI, lines 11b and 19? <b>Note.</b> All Form 990 filers are required to complete Schedule O .....	X	

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**Part V** Statements Regarding Other IRS Filings and Tax Compliance

Check if Schedule O contains a response or note to any line in this Part V

		Yes	No
1a	Enter the number reported in Box 3 of Form 1096. Enter -0- if not applicable		
1b	Enter the number of Forms W-2G included in line 1a. Enter -0- if not applicable		
1c	Did the organization comply with backup withholding rules for reportable payments to vendors and reportable gaming (gambling) winnings to prize winners?	X	
2a	Enter the number of employees reported on Form W-3, Transmittal of Wage and Tax Statements, filed for the calendar year ending with or within the year covered by this return		
2b	If at least one is reported on line 2a, did the organization file all required federal employment tax returns? <b>Note.</b> If the sum of lines 1a and 2a is greater than 250, you may be required to e-file (see instructions)		
3a	Did the organization have unrelated business gross income of \$1,000 or more during the year?		X
3b	If "Yes," has it filed a Form 990-T for this year? If "No," to line 3b, provide an explanation in Schedule O		
4a	At any time during the calendar year, did the organization have an interest in, or a signature or other authority over, a financial account in a foreign country (such as a bank account, securities account, or other financial account)?		X
5a	Was the organization a party to a prohibited tax shelter transaction at any time during the tax year?		X
5b	Did any taxable party notify the organization that it was or is a party to a prohibited tax shelter transaction?		X
5c	If "Yes," to line 5a or 5b, did the organization file Form 8886-T?		
6a	Does the organization have annual gross receipts that are normally greater than \$100,000, and did the organization solicit any contributions that were not tax deductible as charitable contributions?		X
6b	If "Yes," did the organization include with every solicitation an express statement that such contributions or gifts were not tax deductible?		
7	<b>Organizations that may receive deductible contributions under section 170(c).</b>		
7a	Did the organization receive a payment in excess of \$75 made partly as a contribution and partly for goods and services provided to the payor?		X
7b	If "Yes," did the organization notify the donor of the value of the goods or services provided?		
7c	Did the organization sell, exchange, or otherwise dispose of tangible personal property for which it was required to file Form 8282?		X
7d	If "Yes," indicate the number of Forms 8282 filed during the year		
7e	Did the organization receive any funds, directly or indirectly, to pay premiums on a personal benefit contract?		X
7f	Did the organization, during the year, pay premiums, directly or indirectly, on a personal benefit contract?		X
7g	If the organization received a contribution of qualified intellectual property, did the organization file Form 8899 as required?		
7h	If the organization received a contribution of cars, boats, airplanes, or other vehicles, did the organization file a Form 1098-C?		
8	<b>Sponsoring organizations maintaining donor advised funds.</b> Did a donor advised fund maintained by the sponsoring organization have excess business holdings at any time during the year?		
9	<b>Sponsoring organizations maintaining donor advised funds.</b>		
9a	Did the sponsoring organization make any taxable distributions under section 4966?		
9b	Did the sponsoring organization make a distribution to a donor, donor advisor, or related person?		
10	<b>Section 501(c)(7) organizations.</b> Enter:		
10a	Initiation fees and capital contributions included on Part VIII, line 12		
10b	Gross receipts, included on Form 990, Part VIII, line 12, for public use of club facilities		
11	<b>Section 501(c)(12) organizations.</b> Enter:		
11a	Gross income from members or shareholders		
11b	Gross income from other sources (Do not net amounts due or paid to other sources against amounts due or received from them.)		
12a	<b>Section 4947(a)(1) non-exempt charitable trusts.</b> Is the organization filing Form 990 in lieu of Form 1041?		
12b	If "Yes," enter the amount of tax-exempt interest received or accrued during the year		
13	<b>Section 501(c)(29) qualified nonprofit health insurance issuers.</b>		
13a	Is the organization licensed to issue qualified health plans in more than one state? <b>Note.</b> See the instructions for additional information the organization must report on Schedule O.		
13b	Enter the amount of reserves the organization is required to maintain by the states in which the organization is licensed to issue qualified health plans		
13c	Enter the amount of reserves on hand		
14a	Did the organization receive any payments for indoor tanning services during the tax year?		X
14b	If "Yes," has it filed a Form 720 to report these payments? If "No," provide an explanation in Schedule O		

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**Part VI Governance, Management, and Disclosure** For each "Yes" response to lines 2 through 7b below, and for a "No" response to line 8a, 8b, or 10b below, describe the circumstances, processes, or changes in Schedule O. See instructions.

Check if Schedule O contains a response or note to any line in this Part VI

**Section A. Governing Body and Management**

		Yes	No
<b>1a</b>	Enter the number of voting members of the governing body at the end of the tax year ..... If there are material differences in voting rights among members of the governing body, or if the governing body delegated broad authority to an executive committee or similar committee, explain in Schedule O.	6	
<b>1b</b>	Enter the number of voting members included in line 1a, above, who are independent .....	6	
<b>2</b>	Did any officer, director, trustee, or key employee have a family relationship or a business relationship with any other officer, director, trustee, or key employee? .....	2	X
<b>3</b>	Did the organization delegate control over management duties customarily performed by or under the direct supervision of officers, directors, or trustees, or key employees to a management company or other person? .....	3	X
<b>4</b>	Did the organization make any significant changes to its governing documents since the prior Form 990 was filed? .....	4	X
<b>5</b>	Did the organization become aware during the year of a significant diversion of the organization's assets? .....	5	X
<b>6</b>	Did the organization have members or stockholders? .....	6	X
<b>7a</b>	Did the organization have members, stockholders, or other persons who had the power to elect or appoint one or more members of the governing body? .....	7a	X
<b>7b</b>	Are any governance decisions of the organization reserved to (or subject to approval by) members, stockholders, or persons other than the governing body? .....	7b	X
<b>8</b>	Did the organization contemporaneously document the meetings held or written actions undertaken during the year by the following:		
<b>a</b>	The governing body? .....	8a	X
<b>b</b>	Each committee with authority to act on behalf of the governing body? .....	8b	X
<b>9</b>	Is there any officer, director, trustee, or key employee listed in Part VII, Section A, who cannot be reached at the organization's mailing address? If "Yes," provide the names and addresses in Schedule O .....	9	X

**Section B. Policies** (This Section B requests information about policies not required by the Internal Revenue Code.)

		Yes	No
<b>10a</b>	Did the organization have local chapters, branches, or affiliates? .....	10a	X
<b>b</b>	If "Yes," did the organization have written policies and procedures governing the activities of such chapters, affiliates, and branches to ensure their operations are consistent with the organization's exempt purposes? .....	10b	
<b>11a</b>	Has the organization provided a complete copy of this Form 990 to all members of its governing body before filing the form? .....	11a	X
<b>b</b>	Describe in Schedule O the process, if any, used by the organization to review this Form 990.		
<b>12a</b>	Did the organization have a written conflict of interest policy? If "No," go to line 13 .....	12a	X
<b>b</b>	Were officers, directors, or trustees, and key employees required to disclose annually interests that could give rise to conflicts? .....	12b	X
<b>c</b>	Did the organization regularly and consistently monitor and enforce compliance with the policy? If "Yes," describe in Schedule O how this was done .....	12c	X
<b>13</b>	Did the organization have a written whistleblower policy? .....	13	X
<b>14</b>	Did the organization have a written document retention and destruction policy? .....	14	X
<b>15</b>	Did the process for determining compensation of the following persons include a review and approval by independent persons, comparability data, and contemporaneous substantiation of the deliberation and decision?		
<b>a</b>	The organization's CEO, Executive Director, or top management official .....	15a	X
<b>b</b>	Other officers or key employees of the organization .....	15b	X
	If "Yes" to line 15a or 15b, describe the process in Schedule O (see instructions).		
<b>16a</b>	Did the organization invest in, contribute assets to, or participate in a joint venture or similar arrangement with a taxable entity during the year? .....	16a	X
<b>b</b>	If "Yes," did the organization follow a written policy or procedure requiring the organization to evaluate its participation in joint venture arrangements under applicable federal tax law, and take steps to safeguard the organization's exempt status with respect to such arrangements? .....	16b	

**Section C. Disclosure**

- 17** List the states with which a copy of this Form 990 is required to be filed **NC**
- 18** Section 6104 requires an organization to make its Forms 1023 (or 1024 if applicable), 990, and 990-T (Section 501(c)(3)s only) available for public inspection. Indicate how you made these available. Check all that apply.  
 Own website     Another's website     Upon request     Other (explain in Schedule O)
- 19** Describe in Schedule O whether (and if so, how) the organization made its governing documents, conflict of interest policy, and financial statements available to the public during the tax year.
- 20** State the name, address, and telephone number of the person who possesses the organization's books and records: **CHARTER SCHOOLS USA, INC. - 954-202-3500**  
**800 CORPORATE DRIVE, SUITE 124, FORT LAUDERDALE, FL 33334**

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**Part VII Compensation of Officers, Directors, Trustees, Key Employees, Highest Compensated Employees, and Independent Contractors**

Check if Schedule O contains a response or note to any line in this Part VII

**Section A. Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees**

**1a** Complete this table for all persons required to be listed. Report compensation for the calendar year ending with or within the organization's tax year.

- List all of the organization's **current** officers, directors, trustees (whether individuals or organizations), regardless of amount of compensation. Enter -0- in columns (D), (E), and (F) if no compensation was paid.
- List all of the organization's **current** key employees, if any. See instructions for definition of "key employee."
- List the organization's five **current** highest compensated employees (other than an officer, director, trustee, or key employee) who received reportable compensation (Box 5 of Form W-2 and/or Box 7 of Form 1099-MISC) of more than \$100,000 from the organization and any related organizations.
- List all of the organization's **former** officers, key employees, and highest compensated employees who received more than \$100,000 of reportable compensation from the organization and any related organizations.
- List all of the organization's **former directors or trustees** that received, in the capacity as a former director or trustee of the organization, more than \$10,000 of reportable compensation from the organization and any related organizations.

List persons in the following order: individual trustees or directors; institutional trustees; officers; key employees; highest compensated employees; and former such persons.

Check this box if neither the organization nor any related organization compensated any current officer, director, or trustee.

(A) Name and Title	(B) Average hours per week (list any hours for related organizations below line)	(C) Position (do not check more than one box, unless person is both an officer and a director/trustee)						(D) Reportable compensation from the organization (W-2/1099-MISC)	(E) Reportable compensation from related organizations (W-2/1099-MISC)	(F) Estimated amount of other compensation from the organization and related organizations
		Individual trustee or director	Institutional trustee	Officer	Key employee	Highest compensated employee	Former			
CHERRY CLARK DIRECTOR	2.00	X					0.	0.	0.	
ELAINE SHAMEL DIRECTOR	2.00	X					0.	0.	0.	
LEE TEAGUE DIRECTOR	2.00	X					0.	0.	0.	
TED SHERBURNE DIRECTOR	2.00	X					0.	0.	0.	
ALLEN TAYLOR PRESIDENT	2.00	X		X			0.	0.	0.	
KIM BROWN VICE PRESIDENT	2.00	X		X			0.	0.	0.	
JUDY DUPRE SECRETARY-TREASURER	2.00	X		X			0.	0.	0.	

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**Part VII** Section A. Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees (continued)

(A) Name and title	(B) Average hours per week  (list any hours for related organizations below line)	(C) Position <small>(do not check more than one box, unless person is both an officer and a director/trustee)</small>						(D) Reportable compensation from the organization (W-2/1099-MISC)	(E) Reportable compensation from related organizations (W-2/1099-MISC)	(F) Estimated amount of other compensation from the organization and related organizations
		Individual trustee or director	Institutional trustee	Officer	Key employee	Highest compensated employee	Former			
<b>1b Sub-total</b> .....							0.	0.	0.	
<b>c Total from continuation sheets to Part VII, Section A</b> .....							0.	0.	0.	
<b>d Total (add lines 1b and 1c)</b> .....							0.	0.	0.	

**2** Total number of individuals (including but not limited to those listed above) who received more than \$100,000 of reportable compensation from the organization **0**

	Yes	No
<b>3</b> Did the organization list any former officer, director, or trustee, key employee, or highest compensated employee on line 1a? <i>If "Yes," complete Schedule J for such individual</i> .....		X
<b>4</b> For any individual listed on line 1a, is the sum of reportable compensation and other compensation from the organization and related organizations greater than \$150,000? <i>If "Yes," complete Schedule J for such individual</i> .....		X
<b>5</b> Did any person listed on line 1a receive or accrue compensation from any unrelated organization or individual for services rendered to the organization? <i>If "Yes," complete Schedule J for such person</i> .....		X

**Section B. Independent Contractors**

**1** Complete this table for your five highest compensated independent contractors that received more than \$100,000 of compensation from the organization. Report compensation for the calendar year ending with or within the organization's tax year.

(A) Name and business address	(B) Description of services	(C) Compensation
PREFERRED MEAL SYSTEMS, INC. 8152 SOLUTIONS CENTER, CHICAGO, IL 60677	FOOD SERVICES	114,484.

**2** Total number of independent contractors (including but not limited to those listed above) who received more than \$100,000 of compensation from the organization **1**

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**Part VIII Statement of Revenue**

Check if Schedule O contains a response or note to any line in this Part VIII

			(A) Total revenue	(B) Related or exempt function revenue	(C) Unrelated business revenue	(D) Revenue excluded from tax under sections 512 - 514	
Contributions, Gifts, Grants and Other Similar Amounts	1 a	Federated campaigns	1a				
	b	Membership dues	1b				
	c	Fundraising events	1c				
	d	Related organizations	1d				
	e	Government grants (contributions)	1e	4,732,363.			
	f	All other contributions, gifts, grants, and similar amounts not included above	1f	175,744.			
	g	Noncash contributions included in lines 1a-1f: \$					
	h	<b>Total.</b> Add lines 1a-1f		4,908,107.			
	Program Service Revenue	2 a	<b>BEFORE AND AFTERCARE F</b>	Business Code 611710	182,318.	182,318.	
b		<b>FOOD SERVICES</b>	611710	92,212.	92,212.		
c							
d							
e							
f		All other program service revenue					
g		<b>Total.</b> Add lines 2a-2f		274,530.			
Other Revenue	3	Investment income (including dividends, interest, and other similar amounts)					
	4	Income from investment of tax-exempt bond proceeds					
	5	Royalties					
	6 a	Gross rents	(i) Real				
			(ii) Personal				
			b	Less: rental expenses			
			c	Rental income or (loss)			
	d	Net rental income or (loss)					
	7 a	Gross amount from sales of assets other than inventory	(i) Securities				
			(ii) Other				
			b	Less: cost or other basis and sales expenses			
			c	Gain or (loss)			
	d	Net gain or (loss)					
	8 a	Gross income from fundraising events (not including \$ _____ of contributions reported on line 1c). See Part IV, line 18	a				
			b	Less: direct expenses			
c			Net income or (loss) from fundraising events				
9 a	Gross income from gaming activities. See Part IV, line 19	a					
		b	Less: direct expenses				
		c	Net income or (loss) from gaming activities				
10 a	Gross sales of inventory, less returns and allowances	a					
		b	Less: cost of goods sold				
		c	Net income or (loss) from sales of inventory				
Miscellaneous Revenue			Business Code				
11 a	<b>MISCELLANEOUS REVENUES</b>	900099	3,907.	3,907.			
b							
c							
d	All other revenue						
e	<b>Total.</b> Add lines 11a-11d		3,907.				
12	<b>Total revenue.</b> See instructions.		5,186,544.	278,437.	0.	0.	

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**Part IX Statement of Functional Expenses**

Section 501(c)(3) and 501(c)(4) organizations must complete all columns. All other organizations must complete column (A).

Check if Schedule O contains a response or note to any line in this Part IX

Do not include amounts reported on lines 6b, 7b, 8b, 9b, and 10b of Part VIII.	(A) Total expenses	(B) Program service expenses	(C) Management and general expenses	(D) Fundraising expenses
1 Grants and other assistance to domestic organizations and domestic governments. See Part IV, line 21 ...				
2 Grants and other assistance to domestic individuals. See Part IV, line 22 .....				
3 Grants and other assistance to foreign organizations, foreign governments, and foreign individuals. See Part IV, lines 15 and 16 .....				
4 Benefits paid to or for members .....				
5 Compensation of current officers, directors, trustees, and key employees .....				
6 Compensation not included above, to disqualified persons (as defined under section 4958(f)(1)) and persons described in section 4958(c)(3)(B) .....				
7 Other salaries and wages .....	2,022,288.	1,727,308.	294,980.	
8 Pension plan accruals and contributions (include section 401(k) and 403(b) employer contributions)	2,738.	1,343.	1,395.	
9 Other employee benefits .....	176,458.	164,970.	11,488.	
10 Payroll taxes .....	157,854.	132,014.	25,840.	
11 Fees for services (non-employees):				
a Management .....				
b Legal .....	35,074.		35,074.	
c Accounting .....				
d Lobbying .....				
e Professional fundraising services. See Part IV, line 17				
f Investment management fees .....				
g Other. (If line 11g amount exceeds 10% of line 25, column (A) amount, list line 11g expenses on Sch O.)	100,421.	100,151.	270.	
12 Advertising and promotion .....	112,564.	112,214.	350.	
13 Office expenses .....	37,626.	20,144.	17,482.	
14 Information technology .....	44,001.	30,324.	13,677.	
15 Royalties .....				
16 Occupancy .....	205,846.	205,846.		
17 Travel .....	26,854.	146.	26,708.	
18 Payments of travel or entertainment expenses for any federal, state, or local public officials				
19 Conferences, conventions, and meetings .....				
20 Interest .....	1,067,663.		1,067,663.	
21 Payments to affiliates .....				
22 Depreciation, depletion, and amortization .....	847,824.	847,824.		
23 Insurance .....	41,106.	41,106.		
24 Other expenses. Itemize expenses not covered above. (List miscellaneous expenses in line 24e. If line 24e amount exceeds 10% of line 25, column (A) amount, list line 24e expenses on Schedule O.)				
a <b>REPAIRS AND MAINTENANCE</b>	327,058.	327,058.		
b <b>PROGRAM SUPPLIES</b>	302,285.	302,285.		
c <b>FOOD COSTS</b>	117,636.	117,636.		
d <b>PROGRAM EXPENSES</b>	82,671.	82,671.		
e All other expenses	199,358.	109,168.	90,190.	
<b>25 Total functional expenses.</b> Add lines 1 through 24e	<b>5,907,325.</b>	<b>4,322,208.</b>	<b>1,585,117.</b>	<b>0.</b>
26 <b>Joint costs.</b> Complete this line only if the organization reported in column (B) joint costs from a combined educational campaign and fundraising solicitation.				

Check here  if following SOP 98-2 (ASC 958-720)

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**Part X Balance Sheet**

Check if Schedule O contains a response or note to any line in this Part X

		(A) Beginning of year	(B) End of year
Assets	1	Cash - non-interest-bearing .....	1 760,912.
	2	Savings and temporary cash investments .....	2
	3	Pledges and grants receivable, net .....	3 33,783.
	4	Accounts receivable, net .....	4
	5	Loans and other receivables from current and former officers, directors, trustees, key employees, and highest compensated employees. Complete Part II of Schedule L .....	5
	6	Loans and other receivables from other disqualified persons (as defined under section 4958(f)(1)), persons described in section 4958(c)(3)(B), and contributing employers and sponsoring organizations of section 501(c)(9) voluntary employees' beneficiary organizations (see instr). Complete Part II of Sch L .....	6
	7	Notes and loans receivable, net .....	7
	8	Inventories for sale or use .....	8
	9	Prepaid expenses and deferred charges .....	9 46,369.
	10a	Land, buildings, and equipment: cost or other basis. Complete Part VI of Schedule D .....	10a 14,530,635.
	b	Less: accumulated depreciation .....	10b 834,014.
	11	Investments - publicly traded securities .....	11
	12	Investments - other securities. See Part IV, line 11 .....	12
	13	Investments - program-related. See Part IV, line 11 .....	13
	14	Intangible assets .....	14
	15	Other assets. See Part IV, line 11 .....	0. 15 2,622.
16	<b>Total assets.</b> Add lines 1 through 15 (must equal line 34) .....	0. 16 14,540,307.	
Liabilities	17	Accounts payable and accrued expenses .....	17 581,505.
	18	Grants payable .....	18
	19	Deferred revenue .....	19
	20	Tax-exempt bond liabilities .....	20
	21	Escrow or custodial account liability. Complete Part IV of Schedule D .....	21
	22	Loans and other payables to current and former officers, directors, trustees, key employees, highest compensated employees, and disqualified persons. Complete Part II of Schedule L .....	22
	23	Secured mortgages and notes payable to unrelated third parties .....	23
	24	Unsecured notes and loans payable to unrelated third parties .....	24
	25	Other liabilities (including federal income tax, payables to related third parties, and other liabilities not included on lines 17-24). Complete Part X of Schedule D .....	0. 25 14,679,583.
	26	<b>Total liabilities.</b> Add lines 17 through 25 .....	0. 26 15,261,088.
Net Assets or Fund Balances	Organizations that follow SFAS 117 (ASC 958), check here <input type="checkbox"/> and complete lines 27 through 29, and lines 33 and 34.		
	27	Unrestricted net assets .....	27
	28	Temporarily restricted net assets .....	28
	29	Permanently restricted net assets .....	29
	Organizations that do not follow SFAS 117 (ASC 958), check here <input checked="" type="checkbox"/> and complete lines 30 through 34.		
	30	Capital stock or trust principal, or current funds .....	0. 30 0.
	31	Paid-in or capital surplus, or land, building, or equipment fund .....	0. 31 0.
	32	Retained earnings, endowment, accumulated income, or other funds .....	0. 32 -720,781.
33	<b>Total net assets or fund balances</b> .....	0. 33 -720,781.	
34	<b>Total liabilities and net assets/fund balances</b> .....	0. 34 14,540,307.	

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**Part XI Reconciliation of Net Assets**

Check if Schedule O contains a response or note to any line in this Part XI

1	Total revenue (must equal Part VIII, column (A), line 12)	1	5,186,544.
2	Total expenses (must equal Part IX, column (A), line 25)	2	5,907,325.
3	Revenue less expenses. Subtract line 2 from line 1	3	-720,781.
4	Net assets or fund balances at beginning of year (must equal Part X, line 33, column (A))	4	0.
5	Net unrealized gains (losses) on investments	5	
6	Donated services and use of facilities	6	
7	Investment expenses	7	
8	Prior period adjustments	8	
9	Other changes in net assets or fund balances (explain in Schedule O)	9	0.
10	Net assets or fund balances at end of year. Combine lines 3 through 9 (must equal Part X, line 33, column (B))	10	-720,781.

**Part XII Financial Statements and Reporting**

Check if Schedule O contains a response or note to any line in this Part XII

	Yes	No
1 Accounting method used to prepare the Form 990: <input type="checkbox"/> Cash <input checked="" type="checkbox"/> Accrual <input type="checkbox"/> Other _____ If the organization changed its method of accounting from a prior year or checked "Other," explain in Schedule O.		
2a Were the organization's financial statements compiled or reviewed by an independent accountant? If "Yes," check a box below to indicate whether the financial statements for the year were compiled or reviewed on a separate basis, consolidated basis, or both: <input type="checkbox"/> Separate basis <input type="checkbox"/> Consolidated basis <input type="checkbox"/> Both consolidated and separate basis		X
b Were the organization's financial statements audited by an independent accountant? If "Yes," check a box below to indicate whether the financial statements for the year were audited on a separate basis, consolidated basis, or both: <input checked="" type="checkbox"/> Separate basis <input type="checkbox"/> Consolidated basis <input type="checkbox"/> Both consolidated and separate basis	X	
c If "Yes" to line 2a or 2b, does the organization have a committee that assumes responsibility for oversight of the audit, review, or compilation of its financial statements and selection of an independent accountant? If the organization changed either its oversight process or selection process during the tax year, explain in Schedule O.	X	
3a As a result of a federal award, was the organization required to undergo an audit or audits as set forth in the Single Audit Act and OMB Circular A-133?	X	
b If "Yes," did the organization undergo the required audit or audits? If the organization did not undergo the required audit or audits, explain why in Schedule O and describe any steps taken to undergo such audits	X	

Form 990 (2014)



SCHEDULE A  
(Form 990 or 990-EZ)

Department of the Treasury  
Internal Revenue Service

Public Charity Status and Public Support

Complete if the organization is a section 501(c)(3) organization or a section 4947(a)(1) nonexempt charitable trust.

Attach to Form 990 or Form 990-EZ.

Information about Schedule A (Form 990 or 990-EZ) and its instructions is at www.irs.gov/form990.

OMB No. 1545-0047

2014

Open to Public Inspection

Name of the organization TRIANGLE CHARTER EDUCATION ASSOCIATION, INC. Employer identification number 90-1031905

Part I Reason for Public Charity Status (All organizations must complete this part.) See instructions.

The organization is not a private foundation because it is: (For lines 1 through 11, check only one box.)

- 1 A church, convention of churches, or association of churches described in section 170(b)(1)(A)(i).
2 X A school described in section 170(b)(1)(A)(ii). (Attach Schedule E.)
3 A hospital or a cooperative hospital service organization described in section 170(b)(1)(A)(iii).
4 A medical research organization operated in conjunction with a hospital described in section 170(b)(1)(A)(iii).
5 An organization operated for the benefit of a college or university owned or operated by a governmental unit described in section 170(b)(1)(A)(iv).
6 A federal, state, or local government or governmental unit described in section 170(b)(1)(A)(v).
7 An organization that normally receives a substantial part of its support from a governmental unit or from the general public described in section 170(b)(1)(A)(vi).
8 A community trust described in section 170(b)(1)(A)(vi).
9 An organization that normally receives: (1) more than 33 1/3% of its support from contributions, membership fees, and gross receipts from activities related to its exempt functions...
10 An organization organized and operated exclusively to test for public safety.
11 An organization organized and operated exclusively for the benefit of, to perform the functions of, or to carry out the purposes of one or more publicly supported organizations...
a Type I. A supporting organization operated, supervised, or controlled by its supported organization(s)...
b Type II. A supporting organization supervised or controlled in connection with its supported organization(s)...
c Type III functionally integrated. A supporting organization operated in connection with, and functionally integrated with, its supported organization(s)...
d Type III non-functionally integrated. A supporting organization operated in connection with its supported organization(s) that is not functionally integrated...
e Check this box if the organization received a written determination from the IRS that it is a Type I, Type II, Type III functionally integrated, or Type III non-functionally integrated supporting organization.
f Enter the number of supported organizations

Table with 6 columns: (i) Name of supported organization, (ii) EIN, (iii) Type of organization, (iv) Is the organization listed in your governing document?, (v) Amount of monetary support, (vi) Amount of other support. Includes a Total row at the bottom.

LHA For Paperwork Reduction Act Notice, see the Instructions for Form 990 or 990-EZ.

Schedule A (Form 990 or 990-EZ) 2014

432021 09-17-14

**Part II Support Schedule for Organizations Described in Sections 170(b)(1)(A)(iv) and 170(b)(1)(A)(vi)**

(Complete only if you checked the box on line 5, 7, or 8 of Part I or if the organization failed to qualify under Part III. If the organization fails to qualify under the tests listed below, please complete Part III.)

**Section A. Public Support**

Calendar year (or fiscal year beginning in) ►	(a) 2010	(b) 2011	(c) 2012	(d) 2013	(e) 2014	(f) Total
<b>1</b> Gifts, grants, contributions, and membership fees received. (Do not include any "unusual grants.") .....						
<b>2</b> Tax revenues levied for the organization's benefit and either paid to or expended on its behalf .....						
<b>3</b> The value of services or facilities furnished by a governmental unit to the organization without charge .....						
<b>4 Total.</b> Add lines 1 through 3 .....						
<b>5</b> The portion of total contributions by each person (other than a governmental unit or publicly supported organization) included on line 1 that exceeds 2% of the amount shown on line 11, column (f) .....						
<b>6 Public support.</b> Subtract line 5 from line 4.						

**Section B. Total Support**

Calendar year (or fiscal year beginning in) ►	(a) 2010	(b) 2011	(c) 2012	(d) 2013	(e) 2014	(f) Total
<b>7</b> Amounts from line 4 .....						
<b>8</b> Gross income from interest, dividends, payments received on securities loans, rents, royalties and income from similar sources .....						
<b>9</b> Net income from unrelated business activities, whether or not the business is regularly carried on .....						
<b>10</b> Other income. Do not include gain or loss from the sale of capital assets (Explain in Part VI.) .....						
<b>11 Total support.</b> Add lines 7 through 10						
<b>12</b> Gross receipts from related activities, etc. (see instructions) .....					12	
<b>13 First five years.</b> If the Form 990 is for the organization's first, second, third, fourth, or fifth tax year as a section 501(c)(3) organization, check this box and <b>stop here</b> .....						<input type="checkbox"/>

**Section C. Computation of Public Support Percentage**

<b>14</b> Public support percentage for 2014 (line 6, column (f) divided by line 11, column (f)) .....	14	%
<b>15</b> Public support percentage from 2013 Schedule A, Part II, line 14 .....	15	%
<b>16a 33 1/3% support test - 2014.</b> If the organization did not check the box on line 13, and line 14 is 33 1/3% or more, check this box and <b>stop here.</b> The organization qualifies as a publicly supported organization .....		<input type="checkbox"/>
<b>b 33 1/3% support test - 2013.</b> If the organization did not check a box on line 13 or 16a, and line 15 is 33 1/3% or more, check this box and <b>stop here.</b> The organization qualifies as a publicly supported organization .....		<input type="checkbox"/>
<b>17a 10% -facts-and-circumstances test - 2014.</b> If the organization did not check a box on line 13, 16a, or 16b, and line 14 is 10% or more, and if the organization meets the "facts-and-circumstances" test, check this box and <b>stop here.</b> Explain in Part VI how the organization meets the "facts-and-circumstances" test. The organization qualifies as a publicly supported organization .....		<input type="checkbox"/>
<b>b 10% -facts-and-circumstances test - 2013.</b> If the organization did not check a box on line 13, 16a, 16b, or 17a, and line 15 is 10% or more, and if the organization meets the "facts-and-circumstances" test, check this box and <b>stop here.</b> Explain in Part VI how the organization meets the "facts-and-circumstances" test. The organization qualifies as a publicly supported organization .....		<input type="checkbox"/>
<b>18 Private foundation.</b> If the organization did not check a box on line 13, 16a, 16b, 17a, or 17b, check this box and see instructions .....		<input type="checkbox"/>

**Part III Support Schedule for Organizations Described in Section 509(a)(2)**

(Complete only if you checked the box on line 9 of Part I or if the organization failed to qualify under Part II. If the organization fails to qualify under the tests listed below, please complete Part II.)

**Section A. Public Support**

Calendar year (or fiscal year beginning in) ►	(a) 2010	(b) 2011	(c) 2012	(d) 2013	(e) 2014	(f) Total
<b>1</b> Gifts, grants, contributions, and membership fees received. (Do not include any "unusual grants.") .....						
<b>2</b> Gross receipts from admissions, merchandise sold or services performed, or facilities furnished in any activity that is related to the organization's tax-exempt purpose .....						
<b>3</b> Gross receipts from activities that are not an unrelated trade or business under section 513 .....						
<b>4</b> Tax revenues levied for the organization's benefit and either paid to or expended on its behalf .....						
<b>5</b> The value of services or facilities furnished by a governmental unit to the organization without charge .....						
<b>6 Total.</b> Add lines 1 through 5 .....						
<b>7a</b> Amounts included on lines 1, 2, and 3 received from disqualified persons .....						
<b>b</b> Amounts included on lines 2 and 3 received from other than disqualified persons that exceed the greater of \$5,000 or 1% of the amount on line 13 for the year .....						
<b>c</b> Add lines 7a and 7b .....						
<b>8 Public support.</b> (Subtract line 7c from line 6.) .....						

**Section B. Total Support**

Calendar year (or fiscal year beginning in) ►	(a) 2010	(b) 2011	(c) 2012	(d) 2013	(e) 2014	(f) Total
<b>9</b> Amounts from line 6 .....						
<b>10a</b> Gross income from interest, dividends, payments received on securities loans, rents, royalties and income from similar sources .....						
<b>b</b> Unrelated business taxable income (less section 511 taxes) from businesses acquired after June 30, 1975 .....						
<b>c</b> Add lines 10a and 10b .....						
<b>11</b> Net income from unrelated business activities not included in line 10b, whether or not the business is regularly carried on .....						
<b>12</b> Other income. Do not include gain or loss from the sale of capital assets (Explain in Part VI.) .....						
<b>13 Total support.</b> (Add lines 9, 10c, 11, and 12.) .....						
<b>14 First five years.</b> If the Form 990 is for the organization's first, second, third, fourth, or fifth tax year as a section 501(c)(3) organization, check this box and <b>stop here</b> .....						

**Section C. Computation of Public Support Percentage**

<b>15</b> Public support percentage for 2014 (line 8, column (f) divided by line 13, column (f)) .....	<b>15</b>	%
<b>16</b> Public support percentage from 2013 Schedule A, Part III, line 15 .....	<b>16</b>	%

**Section D. Computation of Investment Income Percentage**

<b>17</b> Investment income percentage for 2014 (line 10c, column (f) divided by line 13, column (f)) .....	<b>17</b>	%
<b>18</b> Investment income percentage from 2013 Schedule A, Part III, line 17 .....	<b>18</b>	%

- 19a 33 1/3% support tests - 2014.** If the organization did not check the box on line 14, and line 15 is more than 33 1/3%, and line 17 is not more than 33 1/3%, check this box and **stop here**. The organization qualifies as a publicly supported organization .....
- 19b 33 1/3% support tests - 2013.** If the organization did not check a box on line 14 or line 19a, and line 16 is more than 33 1/3%, and line 18 is not more than 33 1/3%, check this box and **stop here**. The organization qualifies as a publicly supported organization .....
- 20 Private foundation.** If the organization did not check a box on line 14, 19a, or 19b, check this box and see instructions .....

**Part IV Supporting Organizations**

(Complete only if you checked a box on line 11 of Part I. If you checked 11a of Part I, complete Sections A and B. If you checked 11b of Part I, complete Sections A and C. If you checked 11c of Part I, complete Sections A, D, and E. If you checked 11d of Part I, complete Sections A and D, and complete Part V.)

**Section A. All Supporting Organizations**

- 1 Are all of the organization's supported organizations listed by name in the organization's governing documents? If "No" describe in Part VI how the supported organizations are designated. If designated by class or purpose, describe the designation. If historic and continuing relationship, explain.
- 2 Did the organization have any supported organization that does not have an IRS determination of status under section 509(a)(1) or (2)? If "Yes," explain in Part VI how the organization determined that the supported organization was described in section 509(a)(1) or (2).
- 3a Did the organization have a supported organization described in section 501(c)(4), (5), or (6)? If "Yes," answer (b) and (c) below.
- b Did the organization confirm that each supported organization qualified under section 501(c)(4), (5), or (6) and satisfied the public support tests under section 509(a)(2)? If "Yes," describe in Part VI when and how the organization made the determination.
- c Did the organization ensure that all support to such organizations was used exclusively for section 170(c)(2)(B) purposes? If "Yes," explain in Part VI what controls the organization put in place to ensure such use.
- 4a Was any supported organization not organized in the United States ("foreign supported organization")? If "Yes" and if you checked 11a or 11b in Part I, answer (b) and (c) below.
- b Did the organization have ultimate control and discretion in deciding whether to make grants to the foreign supported organization? If "Yes," describe in Part VI how the organization had such control and discretion despite being controlled or supervised by or in connection with its supported organizations.
- c Did the organization support any foreign supported organization that does not have an IRS determination under sections 501(c)(3) and 509(a)(1) or (2)? If "Yes," explain in Part VI what controls the organization used to ensure that all support to the foreign supported organization was used exclusively for section 170(c)(2)(B) purposes.
- 5a Did the organization add, substitute, or remove any supported organizations during the tax year? If "Yes," answer (b) and (c) below (if applicable). Also, provide detail in Part VI, including (i) the names and EIN numbers of the supported organizations added, substituted, or removed, (ii) the reasons for each such action, (iii) the authority under the organization's organizing document authorizing such action, and (iv) how the action was accomplished (such as by amendment to the organizing document).
- b **Type I or Type II only.** Was any added or substituted supported organization part of a class already designated in the organization's organizing document?
- c **Substitutions only.** Was the substitution the result of an event beyond the organization's control?
- 6 Did the organization provide support (whether in the form of grants or the provision of services or facilities) to anyone other than (a) its supported organizations; (b) individuals that are part of the charitable class benefited by one or more of its supported organizations; or (c) other supporting organizations that also support or benefit one or more of the filing organization's supported organizations? If "Yes," provide detail in Part VI.
- 7 Did the organization provide a grant, loan, compensation, or other similar payment to a substantial contributor (defined in IRC 4958(c)(3)(C)), a family member of a substantial contributor, or a 35-percent controlled entity with regard to a substantial contributor? If "Yes," complete Part I of Schedule L (Form 990).
- 8 Did the organization make a loan to a disqualified person (as defined in section 4958) not described in line 7? If "Yes," complete Part I of Schedule L (Form 990).
- 9a Was the organization controlled directly or indirectly at any time during the tax year by one or more disqualified persons as defined in section 4946 (other than foundation managers and organizations described in section 509(a)(1) or (2))? If "Yes," provide detail in Part VI.
- b Did one or more disqualified persons (as defined in line 9(a)) hold a controlling interest in any entity in which the supporting organization had an interest? If "Yes," provide detail in Part VI.
- c Did a disqualified person (as defined in line 9(a)) have an ownership interest in, or derive any personal benefit from, assets in which the supporting organization also had an interest? If "Yes," provide detail in Part VI.
- 10a Was the organization subject to the excess business holdings rules of IRC 4943 because of IRC 4943(f) (regarding certain Type II supporting organizations, and all Type III non-functionally integrated supporting organizations)? If "Yes," answer (b) below.
- b Did the organization have any excess business holdings in the tax year? (Use Schedule C, Form 4720, to determine whether the organization had excess business holdings.)

	Yes	No
1		
2		
3a		
3b		
3c		
4a		
4b		
4c		
5a		
5b		
5c		
6		
7		
8		
9a		
9b		
9c		
10a		
10b		

**Part IV Supporting Organizations** (continued)

	Yes	No
<b>11</b> Has the organization accepted a gift or contribution from any of the following persons?		
<b>a</b> A person who directly or indirectly controls, either alone or together with persons described in (b) and (c) below, the governing body of a supported organization?		
<b>b</b> A family member of a person described in (a) above?		
<b>c</b> A 35% controlled entity of a person described in (a) or (b) above? If "Yes" to a, b, or c, provide detail in Part VI.		

**Section B. Type I Supporting Organizations**

	Yes	No
<b>1</b> Did the directors, trustees, or membership of one or more supported organizations have the power to regularly appoint or elect at least a majority of the organization's directors or trustees at all times during the tax year? If "No," describe in Part VI how the supported organization(s) effectively operated, supervised, or controlled the organization's activities. If the organization had more than one supported organization, describe how the powers to appoint and/or remove directors or trustees were allocated among the supported organizations and what conditions or restrictions, if any, applied to such powers during the tax year.		
<b>2</b> Did the organization operate for the benefit of any supported organization other than the supported organization(s) that operated, supervised, or controlled the supporting organization? If "Yes," explain in Part VI how providing such benefit carried out the purposes of the supported organization(s) that operated, supervised, or controlled the supporting organization.		

**Section C. Type II Supporting Organizations**

	Yes	No
<b>1</b> Were a majority of the organization's directors or trustees during the tax year also a majority of the directors or trustees of each of the organization's supported organization(s)? If "No," describe in Part VI how control or management of the supporting organization was vested in the same persons that controlled or managed the supported organization(s).		

**Section D. Type III Supporting Organizations**

	Yes	No
<b>1</b> Did the organization provide to each of its supported organizations, by the last day of the fifth month of the organization's tax year, (1) a written notice describing the type and amount of support provided during the prior tax year, (2) a copy of the Form 990 that was most recently filed as of the date of notification, and (3) copies of the organization's governing documents in effect on the date of notification, to the extent not previously provided?		
<b>2</b> Were any of the organization's officers, directors, or trustees either (i) appointed or elected by the supported organization(s) or (ii) serving on the governing body of a supported organization? If "No," explain in Part VI how the organization maintained a close and continuous working relationship with the supported organization(s).		
<b>3</b> By reason of the relationship described in (2), did the organization's supported organizations have a significant voice in the organization's investment policies and in directing the use of the organization's income or assets at all times during the tax year? If "Yes," describe in Part VI the role the organization's supported organizations played in this regard.		

**Section E. Type III Functionally-Integrated Supporting Organizations**

<b>1</b> Check the box next to the method that the organization used to satisfy the Integral Part Test during the year(see instructions):		
<b>a</b> <input type="checkbox"/> The organization satisfied the Activities Test. Complete line 2 below.		
<b>b</b> <input type="checkbox"/> The organization is the parent of each of its supported organizations. Complete line 3 below.		
<b>c</b> <input type="checkbox"/> The organization supported a governmental entity. Describe in Part VI how you supported a government entity (see instructions).		
<b>2</b> Activities Test. Answer (a) and (b) below.		
<b>a</b> Did substantially all of the organization's activities during the tax year directly further the exempt purposes of the supported organization(s) to which the organization was responsive? If "Yes," then in Part VI identify those supported organizations and explain how these activities directly furthered their exempt purposes, how the organization was responsive to those supported organizations, and how the organization determined that these activities constituted substantially all of its activities.	Yes	No
<b>b</b> Did the activities described in (a) constitute activities that, but for the organization's involvement, one or more of the organization's supported organization(s) would have been engaged in? If "Yes," explain in Part VI the reasons for the organization's position that its supported organization(s) would have engaged in these activities but for the organization's involvement.		
<b>3</b> Parent of Supported Organizations. Answer (a) and (b) below.		
<b>a</b> Did the organization have the power to regularly appoint or elect a majority of the officers, directors, or trustees of each of the supported organizations? Provide details in Part VI.		
<b>b</b> Did the organization exercise a substantial degree of direction over the policies, programs, and activities of each of its supported organizations? If "Yes," describe in Part VI the role played by the organization in this regard.		

**Part V Type III Non-Functionally Integrated 509(a)(3) Supporting Organizations**

1  Check here if the organization satisfied the Integral Part Test as a qualifying trust on Nov. 20, 1970. See instructions. All other Type III non-functionally integrated supporting organizations must complete Sections A through E.

Section A - Adjusted Net Income		(A) Prior Year	(B) Current Year (optional)
1	Net short-term capital gain	1	
2	Recoveries of prior-year distributions	2	
3	Other gross income (see instructions)	3	
4	Add lines 1 through 3	4	
5	Depreciation and depletion	5	
6	Portion of operating expenses paid or incurred for production or collection of gross income or for management, conservation, or maintenance of property held for production of income (see instructions)	6	
7	Other expenses (see instructions)	7	
8	<b>Adjusted Net Income</b> (subtract lines 5, 6 and 7 from line 4)	8	

Section B - Minimum Asset Amount		(A) Prior Year	(B) Current Year (optional)
1	Aggregate fair market value of all non-exempt-use assets (see instructions for short tax year or assets held for part of year):		
a	Average monthly value of securities	1a	
b	Average monthly cash balances	1b	
c	Fair market value of other non-exempt-use assets	1c	
d	<b>Total</b> (add lines 1a, 1b, and 1c)	1d	
e	<b>Discount</b> claimed for blockage or other factors (explain in detail in Part VI):		
2	Acquisition indebtedness applicable to non-exempt-use assets	2	
3	Subtract line 2 from line 1d	3	
4	Cash deemed held for exempt use. Enter 1-1/2% of line 3 (for greater amount, see instructions).	4	
5	Net value of non-exempt-use assets (subtract line 4 from line 3)	5	
6	Multiply line 5 by .035	6	
7	Recoveries of prior-year distributions	7	
8	<b>Minimum Asset Amount</b> (add line 7 to line 6)	8	

Section C - Distributable Amount			Current Year
1	Adjusted net income for prior year (from Section A, line 8, Column A)	1	
2	Enter 85% of line 1	2	
3	Minimum asset amount for prior year (from Section B, line 8, Column A)	3	
4	Enter greater of line 2 or line 3	4	
5	Income tax imposed in prior year	5	
6	<b>Distributable Amount.</b> Subtract line 5 from line 4, unless subject to emergency temporary reduction (see instructions)	6	
7	<input type="checkbox"/> Check here if the current year is the organization's first as a non-functionally-integrated Type III supporting organization (see instructions).		

**Part V** Type III Non-Functionally Integrated 509(a)(3) Supporting Organizations (continued)

Section D - Distributions	Current Year
<b>1</b> Amounts paid to supported organizations to accomplish exempt purposes	
<b>2</b> Amounts paid to perform activity that directly furthers exempt purposes of supported organizations, in excess of income from activity	
<b>3</b> Administrative expenses paid to accomplish exempt purposes of supported organizations	
<b>4</b> Amounts paid to acquire exempt-use assets	
<b>5</b> Qualified set-aside amounts (prior IRS approval required)	
<b>6</b> Other distributions (describe in Part VI). See instructions.	
<b>7 Total annual distributions.</b> Add lines 1 through 6.	
<b>8</b> Distributions to attentive supported organizations to which the organization is responsive (provide details in Part VI). See instructions.	
<b>9</b> Distributable amount for 2014 from Section C, line 6	
<b>10</b> Line 8 amount divided by Line 9 amount	

Section E - Distribution Allocations (see instructions)	(i) Excess Distributions	(ii) Underdistributions Pre-2014	(iii) Distributable Amount for 2014
<b>1</b> Distributable amount for 2014 from Section C, line 6			
<b>2</b> Underdistributions, if any, for years prior to 2014 (reasonable cause required-see instructions)			
<b>3</b> Excess distributions carryover, if any, to 2014:			
<b>a</b>			
<b>b</b>			
<b>c</b>			
<b>d</b>			
<b>e</b> From 2013			
<b>f Total</b> of lines 3a through e			
<b>g</b> Applied to underdistributions of prior years			
<b>h</b> Applied to 2014 distributable amount			
<b>i</b> Carryover from 2009 not applied (see instructions)			
<b>j</b> Remainder. Subtract lines 3g, 3h, and 3i from 3f.			
<b>4</b> Distributions for 2014 from Section D, line 7: \$			
<b>a</b> Applied to underdistributions of prior years			
<b>b</b> Applied to 2014 distributable amount			
<b>c</b> Remainder. Subtract lines 4a and 4b from 4.			
<b>5</b> Remaining underdistributions for years prior to 2014, if any. Subtract lines 3g and 4a from line 2 (if amount greater than zero, see instructions).			
<b>6</b> Remaining underdistributions for 2014. Subtract lines 3h and 4b from line 1 (if amount greater than zero, see instructions).			
<b>7 Excess distributions carryover to 2015.</b> Add lines 3j and 4c.			
<b>8</b> Breakdown of line 7:			
<b>a</b>			
<b>b</b>			
<b>c</b>			
<b>d</b> Excess from 2013			
<b>e</b> Excess from 2014			

Schedule A (Form 990 or 990-EZ) 2014

**Part VI**

**Supplemental Information.** Provide the explanations required by Part II, line 10; Part II, line 17a or 17b; and Part III, line 12.

Also complete this part for any additional information. (See instructions).

Lined area for supplemental information input.



SCHEDULE D (Form 990)

Supplemental Financial Statements

OMB No. 1545-0047

2014

Open to Public Inspection

Department of the Treasury Internal Revenue Service

Complete if the organization answered "Yes" to Form 990, Part IV, line 6, 7, 8, 9, 10, 11a, 11b, 11c, 11d, 11e, 11f, 12a, or 12b.

Attach to Form 990.

Information about Schedule D (Form 990) and its instructions is at www.irs.gov/form990.

Name of the organization TRIANGLE CHARTER EDUCATION ASSOCIATION, INC. Employer identification number 90-1031905

Part I Organizations Maintaining Donor Advised Funds or Other Similar Funds or Accounts. Complete if the organization answered "Yes" to Form 990, Part IV, line 6.

Table with 2 columns: (a) Donor advised funds, (b) Funds and other accounts. Rows include Total number at end of year, Aggregate value of contributions, and questions about donor property and private benefit.

Part II Conservation Easements. Complete if the organization answered "Yes" to Form 990, Part IV, line 7.

Form for Conservation Easements including questions about purpose, acreage, and monitoring, with a table for 'Held at the End of the Tax Year'.

Part III Organizations Maintaining Collections of Art, Historical Treasures, or Other Similar Assets.

Complete if the organization answered "Yes" to Form 990, Part IV, line 8.

Form for Organizations Maintaining Collections of Art, Historical Treasures, or Other Similar Assets with questions about reporting and revenue.

**Part III Organizations Maintaining Collections of Art, Historical Treasures, or Other Similar Assets** (continued)

- 3 Using the organization's acquisition, accession, and other records, check any of the following that are a significant use of its collection items (check all that apply):
- a  Public exhibition
  - b  Scholarly research
  - c  Preservation for future generations
  - d  Loan or exchange programs
  - e  Other \_\_\_\_\_
- 4 Provide a description of the organization's collections and explain how they further the organization's exempt purpose in Part XIII.
- 5 During the year, did the organization solicit or receive donations of art, historical treasures, or other similar assets to be sold to raise funds rather than to be maintained as part of the organization's collection?  Yes  No

**Part IV Escrow and Custodial Arrangements.** Complete if the organization answered "Yes" to Form 990, Part IV, line 9, or reported an amount on Form 990, Part X, line 21.

- 1a Is the organization an agent, trustee, custodian or other intermediary for contributions or other assets not included on Form 990, Part X?  Yes  No
- b If "Yes," explain the arrangement in Part XIII and complete the following table:
- |                                 | Amount |
|---------------------------------|--------|
| c Beginning balance             | 1c     |
| d Additions during the year     | 1d     |
| e Distributions during the year | 1e     |
| f Ending balance                | 1f     |
- 2a Did the organization include an amount on Form 990, Part X, line 21, for escrow or custodial account liability?  Yes  No
- b If "Yes," explain the arrangement in Part XIII. Check here if the explanation has been provided in Part XIII

**Part V Endowment Funds.** Complete if the organization answered "Yes" to Form 990, Part IV, line 10.

	(a) Current year	(b) Prior year	(c) Two years back	(d) Three years back	(e) Four years back
1a Beginning of year balance					
b Contributions					
c Net investment earnings, gains, and losses					
d Grants or scholarships					
e Other expenditures for facilities and programs					
f Administrative expenses					
g End of year balance					

- 2 Provide the estimated percentage of the current year end balance (line 1g, column (a)) held as:
- a Board designated or quasi-endowment  %
  - b Permanent endowment  %
  - c Temporarily restricted endowment  %
- The percentages in lines 2a, 2b, and 2c should equal 100%.
- 3a Are there endowment funds not in the possession of the organization that are held and administered for the organization by:
- |   | Yes    | No |
|---|--------|----|
| (i) unrelated organizations   | 3a(i)  |    |
| (ii) related organizations  | 3a(ii) |    |
| b If "Yes" to 3a(ii), are the related organizations listed as required on Schedule R? | 3b     |    |
- 4 Describe in Part XIII the intended uses of the organization's endowment funds.

**Part VI Land, Buildings, and Equipment.**

Complete if the organization answered "Yes" to Form 990, Part IV, line 11a. See Form 990, Part X, line 10.

Description of property	(a) Cost or other basis (investment)	(b) Cost or other basis (other)	(c) Accumulated depreciation	(d) Book value
1a Land				
b Buildings		13,635,117.	624,943.	13,010,174.
c Leasehold improvements				
d Equipment		895,518.	209,071.	686,447.
e Other				
<b>Total.</b> Add lines 1a through 1e. (Column (d) must equal Form 990, Part X, column (B), line 10c.)				13,696,621.

**Part VII Investments - Other Securities.**

Complete if the organization answered "Yes" to Form 990, Part IV, line 11b. See Form 990, Part X, line 12.

(a) Description of security or category (including name of security)	(b) Book value	(c) Method of valuation: Cost or end-of-year market value
(1) Financial derivatives .....		
(2) Closely-held equity interests .....		
(3) Other .....		
(A)		
(B)		
(C)		
(D)		
(E)		
(F)		
(G)		
(H)		
<b>Total.</b> (Col. (b) must equal Form 990, Part X, col. (B) line 12.) ▶		

**Part VIII Investments - Program Related.**

Complete if the organization answered "Yes" to Form 990, Part IV, line 11c. See Form 990, Part X, line 13.

(a) Description of investment	(b) Book value	(c) Method of valuation: Cost or end-of-year market value
(1)		
(2)		
(3)		
(4)		
(5)		
(6)		
(7)		
(8)		
(9)		
<b>Total.</b> (Col. (b) must equal Form 990, Part X, col. (B) line 13.) ▶		

**Part IX Other Assets.**

Complete if the organization answered "Yes" to Form 990, Part IV, line 11d. See Form 990, Part X, line 15.

(a) Description	(b) Book value
(1)	
(2)	
(3)	
(4)	
(5)	
(6)	
(7)	
(8)	
(9)	
<b>Total.</b> (Column (b) must equal Form 990, Part X, col. (B) line 15.) ▶	

**Part X Other Liabilities.**

Complete if the organization answered "Yes" to Form 990, Part IV, line 11e or 11f. See Form 990, Part X, line 25.

1. (a) Description of liability	(b) Book value
(1) Federal income taxes	
(2) DUE TO MANAGEMENT COMPANY	419,781.
(3) CAPITAL LEASE LIABILITIES	14,252,114.
(4) COMPENSATED ABSENCES	7,688.
(5)	
(6)	
(7)	
(8)	
(9)	
<b>Total.</b> (Column (b) must equal Form 990, Part X, col. (B) line 25.) ▶	14,679,583.

2. Liability for uncertain tax positions. In Part XIII, provide the text of the footnote to the organization's financial statements that reports the organization's liability for uncertain tax positions under FIN 48 (ASC 740). Check here if the text of the footnote has been provided in Part XIII

Part XI Reconciliation of Revenue per Audited Financial Statements With Revenue per Return.

Complete if the organization answered "Yes" to Form 990, Part IV, line 12a.

Table with 5 main rows and sub-rows (a-e) for adjustments. Total revenue reported as 5,186,544.

Part XII Reconciliation of Expenses per Audited Financial Statements With Expenses per Return.

Complete if the organization answered "Yes" to Form 990, Part IV, line 12a.

Table with 5 main rows and sub-rows (a-e) for adjustments. Total expenses reported as 5,907,325.

Part XIII Supplemental Information.

Provide the descriptions required for Part II, lines 3, 5, and 9; Part III, lines 1a and 4; Part IV, lines 1b and 2b; Part V, line 4; Part X, line 2; Part XI, lines 2d and 4b; and Part XII, lines 2d and 4b. Also complete this part to provide any additional information.

Multiple horizontal lines provided for entering supplemental information.

**SCHEDULE E**  
**(Form 990 or 990-EZ)**

**Schools**

OMB No. 1545-0047

**2014**

**Open to Public Inspection**

▶ **Complete if the organization answered "Yes" to Form 990, Part IV, line 13, or Form 990-EZ, Part VI, line 48.**

▶ **Attach to Form 990 or Form 990-EZ.**

Department of the Treasury  
Internal Revenue Service

▶ **Information about Schedule E (Form 990 or 990-EZ) and its instructions is at [www.irs.gov/form990](http://www.irs.gov/form990).**

Name of the organization **TRIANGLE CHARTER EDUCATION ASSOCIATION, INC.** Employer identification number **90-1031905**

**Part I**

	YES	NO
1 Does the organization have a racially nondiscriminatory policy toward students by statement in its charter, bylaws, other governing instrument, or in a resolution of its governing body? .....	<input checked="" type="checkbox"/>	
2 Does the organization include a statement of its racially nondiscriminatory policy toward students in all its brochures, catalogues, and other written communications with the public dealing with student admissions, programs, and scholarships? .....	<input checked="" type="checkbox"/>	
3 Has the organization publicized its racially nondiscriminatory policy through newspaper or broadcast media during the period of solicitation for students, or during the registration period if it has no solicitation program, in a way that makes the policy known to all parts of the general community it serves? If "Yes," please describe. If "No," please explain. If you need more space, use Part II .....	<input checked="" type="checkbox"/>	
<u>THE ASSOCIATION INCLUDES PUBLIC CHARTER SCHOOLS ORGANIZED UNDER NORTH CAROLINA STATUTES. ALL NONDISCRIMINATORY INFORMATION IS AVAILABLE THROUGH VARIOUS PUBLIC ANNOUCEMENTS AND PUBLICATIONS.</u>		
4 Does the organization maintain the following?		
a Records indicating the racial composition of the student body, faculty, and administrative staff? .....	<input checked="" type="checkbox"/>	
b Records documenting that scholarships and other financial assistance are awarded on a racially nondiscriminatory basis? .....	<input checked="" type="checkbox"/>	
c Copies of all catalogues, brochures, announcements, and other written communications to the public dealing with student admissions, programs, and scholarships? .....	<input checked="" type="checkbox"/>	
d Copies of all material used by the organization or on its behalf to solicit contributions? .....	<input checked="" type="checkbox"/>	
If you answered "No" to any of the above, please explain. If you need more space, use Part II.		
5 Does the organization discriminate by race in any way with respect to:		
a Students' rights or privileges? .....		<input checked="" type="checkbox"/>
b Admissions policies? .....		<input checked="" type="checkbox"/>
c Employment of faculty or administrative staff? .....		<input checked="" type="checkbox"/>
d Scholarships or other financial assistance? .....		<input checked="" type="checkbox"/>
e Educational policies? .....		<input checked="" type="checkbox"/>
f Use of facilities? .....		<input checked="" type="checkbox"/>
g Athletic programs? .....		<input checked="" type="checkbox"/>
h Other extracurricular activities? .....		<input checked="" type="checkbox"/>
If you answered "Yes" to any of the above, please explain. If you need more space, use Part II.		
6a Does the organization receive any financial aid or assistance from a governmental agency? .....	<input checked="" type="checkbox"/>	
b Has the organization's right to such aid ever been revoked or suspended? .....		<input checked="" type="checkbox"/>
If you answered "Yes" to either line 6a or line 6b, explain on Part II.		
7 Does the organization certify that it has complied with the applicable requirements of sections 4.01 through 4.05 of Rev. Proc. 75-50, 1975-2 C.B. 587, covering racial nondiscrimination? If "No," explain on Part II .....	<input checked="" type="checkbox"/>	

LHA For Paperwork Reduction Act Notice, see the Instructions for Form 990 or Form 990-EZ. Schedule E (Form 990 or 990-EZ) (2014)

**Part II Supplemental Information.** Provide the explanations required by Part I, lines 3, 4d, 5h, 6b, and 7, as applicable.

Also provide any other additional information.

**LINE 6 - EXPLANATION OF GOVERNMENT FINANCIAL AID:**

THE ASSOCIATION RECEIVES COMPENSATION FOR SERVICES IN THE FORM OF AWARDS, GRANTS AND OTHER SUBSIDIES FROM FEDERAL, STATE AND LOCAL GOVERNMENTS, WHICH ALSO INCLUDES FUNDING FOR STUDENT ENROLLMENT.

Multiple horizontal lines for supplemental information.

**SCHEDULE O**  
(Form 990 or 990-EZ)

Department of the Treasury  
Internal Revenue Service

**Supplemental Information to Form 990 or 990-EZ**

Complete to provide information for responses to specific questions on  
Form 990 or 990-EZ or to provide any additional information.

▶ Attach to Form 990 or 990-EZ.

▶ Information about Schedule O (Form 990 or 990-EZ) and its instructions is at [www.irs.gov/form990](http://www.irs.gov/form990).

OMB No. 1545-0047

**2014**

Open to Public  
Inspection

Name of the organization **TRIANGLE CHARTER EDUCATION  
ASSOCIATION, INC.** Employer identification number  
**90-1031905**

FORM 990, PART I, LINE 1, DESCRIPTION OF ORGANIZATION MISSION:

EXCLUSIVELY FOR EDUCATIONAL PURPOSES AND IS COMPRISED OF RESPECTED  
LEADERS IN THE STATE OF NORTH CAROLINA THAT ARE COMMITTED TO PROVIDING  
HIGH QUALITY EDUCATIONAL OPTIONS FOR THE CITIZENS OF THE STATE. THE  
ASSOCIATION GOVERNS CARDINAL CHARTER ACADEMY.

FORM 990, PART III, LINE 1, DESCRIPTION OF ORGANIZATION MISSION:

THE CITIZENS OF THE STATE. THE ASSOCIATION GOVERNS CARDINAL CHARTER  
ACADEMY.

FORM 990, PART VI, SECTION A, LINE 3:

THE ASSOCIATION CONTRACTED WITH A CHARTER SCHOOL MANAGEMENT COMPANY TO BE  
ACCOUNTABLE TO THE BOARD FOR THE ADMINISTRATION, OPERATION, AND PERFORMANCE  
OF THE CHARTER SCHOOL IN ACCORDANCE WITH THE CHARTER AGREEMENT.

FORM 990, PART VI, SECTION B, LINE 11:

A COPY OF FORM 990 WAS PROVIDED TO THE BOARD OF DIRECTORS BY THE  
ASSOCIATION'S INDEPENDENT ACCOUNTING FIRM. IT WAS REVIEWED AND APPROVED BY  
THE GOVERNING BOARD PRIOR TO GOVERNMENT SUBMISSION.

FORM 990, PART VI, SECTION B, LINE 12C:

THE CONFLICT OF INTEREST POLICY IS MONITORED AND ENFORCED THROUGH THE  
STANDARDS AND PROVISIONS SET FORTH BY THE NORTH CAROLINA STATE BOARD OF  
EDUCATION. BOARD MEMBERS ARE REQUIRED TO DISCLOSE ANY POSSIBLE CONFLICTS  
OF INTEREST ANNUALLY.

Name of the organization TRIANGLE CHARTER EDUCATION ASSOCIATION, INC.	Employer identification number 90-1031905
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FORM 990, PART VI, SECTION C, LINE 18:

THE ASSOCIATION'S FORM 990 IS AVAILABLE UPON REQUEST TO THE MANAGEMENT COMPANY. THE FORM 990 CAN ALSO BE FOUND ON WWW.GUIDESTAR.COM.

FORM 990, PART VI, SECTION C, LINE 19:

THE ASSOCIATION MAKES ITS GOVERNING DOCUMENTS, CONFLICTS OF INTEREST POLICY AND AUDITED FINANCIAL STATEMENTS ARE AVAILABLE TO THE PUBLIC UPON REQUEST TO THE MANAGEMENT COMPANY.

FORM 990, PART XII, LINE 2C

THE ASSOCIATIONS'S GOVERNING BOARD SELECTS THEIR AUDITOR IN COMPLIANCE WITH THE NORTH CAROLINA STATUES WHICH REQUIRE CERTAIN CRITERIA TO BE FOLLOWED IN THEIR REQUEST FOR PROPOSAL PROCESS. THE PROCESS WAS DEVELOPED FOR THIS INTIAL AUDIT PERIOD.

FORM 990, PART XII, LINE 3B

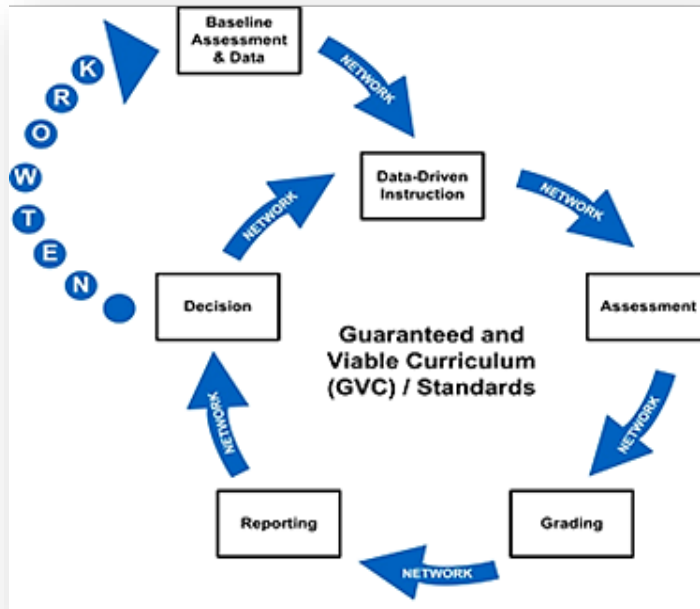
AN AUDIT AS REQUIRED AS SET FORTH IN THE SINGLE AUDIT ACT WAS PERFORMED.



# Appendix O

## Learning Cycle

The detailed descriptions below illustrate a learning cycle that teachers follow to ensure students are mastering all subject-area standards in the GVC.



- **Baseline Assessment and Data:** Provides all stakeholders with information needed to identify students' strengths and weaknesses; effectively target instruction; and set school-level, classroom-level, and individual student-level goals. This process starts at the beginning of the school year with the review of students' scores from the previous school year's state-mandated assessments. Baseline data is then obtained throughout the year with formative, standards-aligned pre-tests administered prior to each new unit of instruction.
- **Data-Driven Instruction:** A precise and systematic approach to improving student learning which involves analysis of both formal and informal data to drive action. Data is used to drive instruction in a systematic and ongoing manner, beginning with analysis of baseline data.
- **Assessment:** Formative assessments provide systematic and regular measurement of students' progress in the classroom and are used to drive instructional practice. Timely and specific feedback based upon formative assessments of student performance on grade-level standards is then given to establish individualized goals for all students (Marzano). To provide additional data in the instructional decision-making process, teachers will use school-wide assessments including Northwest Evaluation Association (NWEA), classroom-based assessments, and interim benchmark assessments.
- **Grading:** Monitoring student progress involves grading assignments and assessments based only on the standards taught and free from non-academically related aspects. Students are given ample opportunity to practice what is taught to demonstrate what they have learned and receive timely feedback on their work to understand how they demonstrated learning effectively or what can be done to improve their grade.
- **Reporting:** Students and parents are provided with regular feedback on student academic progress. This approach allows the teacher to work collaboratively with students on setting individual learning goals and provide students with specific feedback to further progress toward standards mastery. Updates on individual learning goals offer teachers, parents, and students opportunities to celebrate successes throughout the year

and support students in developing a stronger sense of accountability and confidence in working toward academic achievement.

- **Decision:** Determines which instructional strategies will be used to meet the individual needs of the student. Teachers and administrators, based on the data, make the decision to either move on to a new standard and begin with a baseline assessment, or revisit the same standard through data-driven instruction, reaching students who need remediation or acceleration through differentiated instruction. A unique and innovative aspect of the GVC is the fact that teachers do not simply move on to the next standard after assessment, but continue reteaching and providing additional practice opportunities based on students' needs.

### **Core Fundamental Educational Components**

Critical elements of each Core Fundamental are defined below to provide a calibrated understanding of what is required at the school level. Analysis of school-specific needs will drive the planning for implementation of the Core Fundamentals. In the first year, school leadership, with support from CSUSA, will develop a strategic action plan to implement the Core Fundamentals which will be reviewed annually to consider student need and input from school stakeholders.

#### **School Climate**

The following Core Fundamentals are outlined to support SCPA in developing a healthy, nurturing, and positive school environment for all students, parents, and staff.

#### ***Core Fundamental 1: Professional Development***

Even experienced teachers confront great challenges each year. These challenges include changes in subject content, new instructional methods, advances in technology, changes in laws and procedures, and student learning needs. PD consists of learning opportunities provided to improve professional practices and will include: consultation, modeling, coaching, learning communities, observation and feedback, lesson studies, mentoring, content training sessions, reflective collaboration, and technical assistance.

#### ***Core Fundamental 2: Schoolwide Behavior Plan***

A schoolwide behavior plan details clear behavior expectations for students, parents, and staff members while on school grounds and in all school settings and school-sponsored events. The schoolwide behavior plan provides a framework for positive behavioral supports and interventions and implementation of a citizenship program. Clear guidelines for behavior create a sense of community among students, allowing them to develop respect, solidarity, and active responsibility over their own behaviors.

#### ***Core Fundamental 3: Expectations and Procedures***

Expectations and procedures are a set of guidelines that are developed and practiced in the classroom to promote a positive and safe learning environment and support the schoolwide behavior plan. Well-designed and practiced expectations and procedures ensure students know what to expect and to better understand learning tasks. When expectations and procedures are in place, the classroom instruction runs smoothly with less confusion, and students have a clearer sense of what it takes to succeed.

#### ***Core Fundamental 4: Social-Emotional Learning and Character Education***

Social-Emotional Learning (SEL) teaches the ability to identify and understand one's own feelings as well as the emotional states of others and can positively impact academic achievement. Students engaged in SEL demonstrate significantly improved social and emotional skills, attitudes, behavior, and academic performance that reflected an 11-percentile-point gain in achievement (Durlak, 2011). Addressing social emotional needs and supporting the development of healthy behaviors are critical to developing productive global citizens. Character education provides a focus on developing the whole child. Basic core values of character education include, but are not limited to, respect and responsibility of self and others, justice, community service, and citizenship.

## Curriculum and Instruction

The following Core Fundamentals are outlined to support the school in creating meaningful, relevant, and effective learning experiences for all students.

### ***Core Fundamental 5: Guaranteed and Viable Curriculum***

GVC serves as the basis for curriculum maps and ensures an instructional focus on supporting students in making steady academic progress as they build key knowledge and skills necessary to master the standards. Marzano identified the GVC as the school-level factor with the most impact on student achievement. CSUSA's educational support staff will support school administration with continuous monitoring of learning so that the academic content necessary for achievement within each subject-area is not disregarded or replaced within the GVC.

### ***Core Fundamental 6: Lesson Planning and Delivery***

Lesson planning is the process of preparing for instructional delivery, based on standards, and organized into rigorous and engaging learning opportunities for students; it ensures a smooth and effective learning trajectory for students. Lesson planning integrates the GVC, student/class-level data, available resources, and instructional strategies to ensure teachers are prepared to protect instructional time and deliver high quality, engaging lessons.

### ***Core Fundamental 7: Data-Driven Instruction***

Data-driven instruction is a precise and systematic approach, based on in-depth analyses of formal and informal student data, which allows teachers to continuously target instruction to meet individual student needs. Data-driven instruction includes differentiating instruction as well as teacher-led small group instruction, and represents an ongoing focus of the learning cycle, which provides opportunities for every child to reach their highest potential. Data-driven instruction allows students to be the recipients of tailored content and delivery to make necessary growth. Collecting and analyzing student learning data is only meaningful when combined with appropriate, effective action. Once students have the foundational skills needed, they can start to apply their knowledge and master the standards at grade-level or beyond.

### ***Core Fundamental 8: Instructional Focus Plan***

An Instructional Focus Plan (IFP) is an outline of previously taught grade-level standards that need to be retaught to individuals or groups of students based on assessment data. IFPs have a designated time within the instructional day so that it does not detract from the delivery of new standards and content. Teachers with quality assessment data can group students for instruction and address skill gaps using a new method or strategy before they become severe deficiencies.

### ***Core Fundamental 9: Response to Intervention***

Response to Intervention (RtI) is a multi-tiered approach to the early identification and support of students with learning and behavior needs. The RtI process begins with high-quality instruction and universal screening of all children in the general education classroom. Struggling learners are provided with interventions at increasing levels of intensity to accelerate their rate of learning. These services may be provided by a variety of personnel. Progress is closely monitored to assess both the learning rate and level of performance of individual students. Educational decisions about the intensity and duration of interventions are based on individual student response to instruction. RtI is designed for use when making decisions in both general education and special education, creating a well-integrated system of instruction and intervention guided by child outcome data (RtI Action Network). Steps are taken in accordance with federal laws to help students fulfill the necessary catch-up growth to be successful in grade-level content and/or behavioral expectations.

### ***Core Fundamental 10: Tutoring***

The purpose of tutoring is to offer more individualized instruction to students who need remediation and intensive practice to master high-priority, grade-level state standards. Tutoring provides students additional instructional minutes beyond the regular school hours. Tutoring allows multiple opportunities for students to learn and master grade-level content.

### ***Core Fundamental 11: Instructional Software***

Instructional software is a program or series of programs that help students learn through a digital device. Instructional software provides adaptive learning, while motivating students to learn through immediate personal feedback and celebrating successes. When used appropriately, instructional software programs provide rigorous lessons, remediate academic gaps and/or provide enrichment. Selection and implementation of instructional software is supported by CSUSA's Innovations Team. CSUSA's approved instructional software programs are aligned to standards and based on research.

### **Data Literacy**

The following Core Fundamentals are outlined to support school stakeholders in access and understanding student achievement related data.

### ***Core Fundamental 12: Balanced Assessment System***

A balanced system of assessment incorporates content standards and a variety of assessment types, formative, interim benchmark and summative, with the guiding purpose of informing educational decisions. (Council of Chief State School Officers, 2010). A well-balanced approach to assessment requires teachers and administrators to develop a shared understanding of assessment types and purposes, as well as a commitment to continually review assessment tools and collected data to ensure selected assessments are providing the necessary information to improve student learning.

### ***Core Fundamental 13: Data Chats***

A structure for discussing student data for guiding student learning, finding answers to important questions, analyzing, and reflecting together on teaching practices. Conducting regular data chats positively influences school culture with the goal of improving teaching and learning. Through data chats, teachers are coached in data analysis and discussion is facilitated by an administrator or CRT. This process allows teachers to develop the data analysis skills necessary to plan data-driven instruction in a timely and effective manner. The use of data scenarios in small group settings has shown promise in building the capacity of teachers to analyze and interpret data more deeply, while allowing teachers to practice data dialogue skills in a non-threatening setting.

### ***Core Fundamental 14: Grading***

CSUSA's grading philosophy places a value on representing student progress toward mastery of the grade-level standard and gives an indication of content-based performance. Students will be evaluated solely on their understanding of subject-area content. All grading will be documented in the PowerSchool Teacher Gradebook, through Pearson's PowerSchool portal. The Teacher Gradebook provides a necessary means of documentation for teachers and administrators to make decisions on remediation/reteaching on identified and targeted standards and facilitates discussions and communication with parents around the academic needs of their student.

### ***Core Fundamental 15: Personalized Learning Plan***

A Personalized Learning Plan (PLP) is a tool used to gather and analyze student data, set goals, drive academic conversations, and drive individualized instruction for both remediation and enrichment. PLPs allow teachers and students to track their progress toward learning goals. With teacher guidance and collaboration, students document baseline and interim assessment results aligned with goals where students can detail the steps they will take to achieve their goals.

### ***Core Fundamental 16: Teacher Evaluation System***

The Teacher Evaluation System (TES) is a comprehensive annual evaluation of educator instructional practice and student performance. The three elements that make up the TES include the Teacher Feedback and Evaluation Tool (TFET), Deliberate Practice Plan (DPP), and student performance. The TFET and DPP, constitute a teacher's instructional practice score. In its entirety, the TES provides teachers and school leaders with a well-rounded picture of performance that incorporates not only observational data but personalized goal setting and result-driven evaluations of student performance.

## Instructional Strategies to Improve Student Learning

Instructional strategies will be used in conjunction with information obtained from NWEA regarding the skills students are ready to learn and help provide a learning environment that pushes students beyond what they might experience in a typical classroom setting. Teachers are supported in the identification, selection, and delivery of instructional strategies.

### ***Lesson Planning and Delivery***

Teachers will be supported in developing lesson plans that employ best practices for ensuring student engagement and meeting varying student needs such as chunking content, incorporating movement, being cognizant of attention span, providing small group instruction, and checking for understanding. Lesson plans will include:

- Standard(s)
- Essential Question(s)
- Objective(s)
- Description of lesson activities (opening or mini-lesson, work period, and closure)
- Accommodations as required by law (including 504, Individual Education Plan (IEP), ELL/ESOL)

The CRT will review and provide feedback to the teacher on lesson plan components and provide coaching support as needed in both instructional planning and lesson delivery. Targeted PD will be provided to help teachers determine the most appropriate use of research-based instructional strategies and innovative learning methods.

### ***Marzano’s High Probability Instructional Strategies***

Teachers will utilize research-based strategies that will provide students with a learning opportunity that is academically rigorous, challenging, innovative, and focused on individual student learning needs. These strategies can be implemented across subject levels, and throughout a lesson in various ways, as described below. The strategies have been proven by research to yield positive results in student learning (Haystead & Marzano). As new research is released and updated, PD and teaching strategies will be continuously updated to meet the needs of students.

Table 1

Category (Percentile Gain Yielded)	Applications
Tracking Student Progress and Using Scoring Scales (34)	Determine current level of performance; Identify achievement goals and establish a rate of progress; Track progress visually; Adjust instruction to improve learning; Provide more intensive instruction to reteach the material if goals are not being met
Setting Goals/Objectives (25)	Set a core goal, and let students personalize it; Make sure goals are achievable; Teachers help with strategies to achieve goals; Teachers and students monitor progress and celebrate success
Building Vocabulary (20)	Provide deliberate instruction, including direct and small group instruction to accelerate students' vocabulary development; Facilitate active engagement before, during and after lessons beyond definition knowledge; Implement a comprehensive program for students to be able to understand complex texts, engage deeply with content area concepts, and participate in academic discussions
Identifying Similarities and Differences (20)	Teacher-directed activities focus on identifying specific items; Student-directed activities encourage variation and broaden understanding; Includes activities that involve comparing and classifying, analogies and metaphors, graphic organizers, etc.
Interactive Games (20)	Use in addition to effective teaching; Define the objectives of the game to set a purpose; Should be challenging, but not frustrating; Can foster teamwork and social interaction; Provides opportunities for success and positive reinforcement
Summarizing (19)	Requires analysis of text to determine what's important; Students use key words and phrases while summarizing content; Students constantly refine their work to determine the most essential and relevant information
Note Taking (17)	Use teacher-prepared models/templates to teach basic principles and expectations; Give time to practice note-taking and provide feedback on the skills; Students become familiar with content, jot down main ideas, and write down questions

Category (Percentile Gain Yielded)	Applications
Nonlinguistic Representations (17)	Incorporate words and images to represent relationships; Use physical models, dramatization, and movement to represent information; Have students explain their rationale and meaning behind the nonlinguistic representation
Student Discussion/Chunking (17)	Set expectations for classroom discussions and try in small-groups first; Use a variety of techniques, having students take notes throughout the discussion and segment the discussion to check for understanding; Organize content into small, related segments that are more manageable for understanding in daily lessons
Homework (15)	Establish and communicate a homework policy; Provide specific feedback on all assigned homework and vary the way the feedback is delivered
Practice (14)	Ask questions that require students to process and rehearse the material; Give feedback on the practice while circulating and monitoring work; Provide additional explanations and several examples; Cooperative learning is an effective strategy to utilize practice
Effort and Recognition (14)	Personalize recognition and give praise for individual accomplishments; Provide suggestions to help students improve if they are struggling, then praise the improvements
Graphic Organizers (13)	Use various types to expose students to information before they learn it; Examples include maps, diagrams, timelines, clusters, flowcharts, and structures

### ***Student-Centered Learning***

Based on Marzano's research and categories of instructional elements to guide instruction, students will be the designers of their own learning in order to obtain a deeper level of understanding. Teachers will use various Marzano strategies that focus on students developing autonomy in processing, evaluating, analyzing, and demonstrating knowledge. Instructional strategies are organized by 43 elements and are focused on empowering students as active participants in the classroom. By shifting away from a teacher-directed approach, students learn to carry the bulk of the work of learning as teachers take the position of guide. Teacher planning for student-centered learning will be guided by the following three categories and ten instructional elements:

- **Feedback:**
  - *Providing and Communicating Clear Learning Goals* – The teacher provides students with scales and rubrics, continually tracks student progress, and makes a concerted effort to celebrate student success.
  - *Using Assessments* – The teacher uses both informal whole class assessments and formal assessments of individual students.
- **Content:**
  - *Conducting Direct Instruction Lessons* – The teacher chunks content for instructional delivery, provides processing content, as well as recording and representing content.
  - *Conducting Practicing and Deepening Lesson* – The teacher employs structured practice sessions, provides for opportunities to examine similarities and differences, and examines errors in reasoning.
  - *Conducting Knowledge Application Lessons* – The teacher engages students in cognitively complex tasks, provides students with resources and guidance, and opportunities for generating and defending claims.
  - *Using Strategies that Appear in All Types of Lessons* – The teacher uses previewing strategies, highlights critical information, provides opportunities to review content, revise knowledge, reflect on learning, assign purposeful homework, elaborate on information, and organize students to interact.
- **Context:**
  - *Using Engagement Strategies* – The teacher notices and reacts when students are not engaged, increases response rates, uses physical movement, maintains a lively pace, demonstrates intensity and enthusiasm, presents unusual information, employs friendly controversy, uses academic games, provides opportunities for students to talk about themselves, and motivates and inspires students.
  - *Implementing Rules and Procedures* – The teacher establishes rules, and procedures, organizes the physical layout of the classroom, demonstrates withitness, and acknowledges adherence or lack of adherence to rules and procedures.

- *Building Relationships* – The teacher uses verbal and nonverbal behaviors that communicates affection for students, displays an understanding of students’ backgrounds and interests, and displays objectivity and control. The teacher demonstrates value and respect for reluctant learners, asks in-depth questions of reluctant learners, and probes incorrect answers with reluctant learners.

### ***Blended Learning***

Blended learning is a style of classroom teaching in which a student learns at least in part through online delivery of content and instruction, with some element of student control over time, place, path, and/or pace. Within blended learning, teachers utilize research-based best practices for teaching and learning, including the integration of technology into the instructional program. Blended learning options will include:

- Rotation model: Students receive instruction from the teacher, participate in centers or independent work, and then complete similar activities on an online software program.
- A la carte model: Students take an online course with an online teacher of record, but still attend school in a brick and mortar setting. The course is taken while physically at the school.
- Individualized Learning: Students use programs that move at their pace to develop reading or math skills. They start with an online diagnostic assessment, then are placed within a track. They read passages, answer questions, receive tutorials, solve problems, and move through the program as they progress through their pathway. The teacher monitors use and progress, and the program adjusts according to student performance.
- Flipped learning: Teachers can use this within a course for all students or for those who need enrichment. Students watch a video or tutorial online on the weekend, the night before, or a day before to be exposed to a concept and develop an understanding on their own. Students then meet with the teacher to extend learning and practice.

### ***Instructional Software***

SCPA will use the following instructional software programs in blended learning models as a starting point: Plato Courseware, Lexia Strategies, Reading Plus, and Imagine Math. The targeted use of instructional software is tied to the effectiveness of the school's implementation of curriculum and delivery of instruction. When used appropriately, instructional software programs provide rigorous lessons, remediate academic gaps and provide enrichment opportunities. Instructional software provides adaptive learning while motivating students to learn through immediate personal feedback and celebrations of success.

### ***Differentiated Instruction***

To ensure that the aforementioned strategies are all used appropriately, SCPA will emphasize daily differentiated instruction to accommodate and motivate all learners. The school will follow the belief that differentiated instruction is: 1) a teacher's response to student needs, 2) the recognition of students’ varying background knowledge and preferences, 3) student-centered, 4) instruction that addresses students’ differences, and 5) a blend of whole-group and small-group instruction. Students will benefit through the use of innovative, differentiated instructional methods, which will utilize research-based instructional strategies and Universal Design for Learning (UDL) principles to enhance students’ opportunity to learn the specific skills identified. Small-group instruction is utilized in different subjects to support the needs of students who are struggling with the content, as well as students who are above grade level and need more challenging tasks. Teachers can differentiate in three ways: 1) the content students are learning, 2) the process in which the material is being taught, and 3) the product that is developed to demonstrate learning (Tomlinson). Teachers will consider the students’ readiness for learning, their interest, and their learning profiles.

Examples of differentiation include:

- Whole-group: A teacher may assign a task to the students, yet differentiate the final product students need to create.
- Small-group: Each day, the small group that meets with the teacher is based on particular skill gaps of the students (i.e. all students that need more instruction for converting fractions to decimals). As other groups work in centers, their assignments are differentiated within the overarching center topic.

- **Technology:** SCPA will utilize various technology resources to ensure students are using programs that meet their instructional needs. Teachers can differentiate by assigning content that the students still need practice with, based on NWEA, interim benchmark assessments, or class assessment data, and then monitor students' performance on those skills.

### ***Cross-Curricular Instruction and Learning***

Cross-curricular instruction allows for thoughtful and deliberate collaboration across content areas, emphasizes supporting students in making meaningful connections across curriculum, and reinforces prior learning. Cross-curricular instruction requires that teachers plan appropriately complex connections to more than one academic area simultaneously through a central theme, issue, problem, process, topic, or experience. This creates an opportunity for deepened understanding and addresses the issue of skill isolation, while building student motivation and teacher capacity to plan collaboratively.

### ***Multiple Intelligences***

Howard Gardner's Theory of Multiple Intelligences is based on the idea that all students have different types of minds, therefore they process and remember information in different ways. The general types of learners include visual-spatial, bodily-kinesthetic, musical, interpersonal, intrapersonal, linguistic, and logical-mathematical. Teachers plan and implement lessons with consideration to the various types of learners they have within their classes.

### ***Challenge Based Learning***

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

1. **Creating the Big Picture or Idea:** Students work with the teacher on scanning the news to look for a global issue. An essential question is created to make the connection between the Big Idea and how it impacts the students themselves.
2. **Setting up the Foundation for a Solution:** Students begin researching the issue and creating guiding questions and guiding activities to assist in narrowing down potential solutions to the challenge.
3. **Identifying a Viable Solution:** Students identify one viable solution to develop and implement based on the results of their research from their guiding questions and activities.
4. **Implementation and Results:** Students monitor their measurable outcomes and timelines from their research to capture all the results showing whether the solution is realistic and attainable or if another solution with more favorable outcomes should be considered.
5. **Publishing:** Students document their results using 21<sup>st</sup> century technology skills. The presentation includes the challenge, solution, results, along with any personal reflections on information learned.

### ***Cooperative Learning***

Cooperative learning is a strategy combining teamwork with individual and group accountability, allowing students of different ability levels to work jointly to improve their understanding of a subject. Within formal cooperative learning, teachers strategically group students to complete an assignment, designating roles so all students are held accountable for providing input and holding ownership of learning. For an informal cooperative learning opportunity, teachers will have students participate in focused discussions and utilize turn-and-talks, think-pair-shares, and other purposeful student-to-student accountable talk strategies. The following elements are present when effective cooperative learning opportunities are planned:

- **Positive Interdependence:** Group cohesiveness comes about when each group member understands they are required to complete their part of the work and ensure others do as well.
- **Individual Student Accountability:** Group members understand they are individually accountable for their contributions to the group.



- Face-to-Face Interaction: Interpersonal and small group skills needed to manage group interactions and behaviors are taught (active listening, accountable talk, sharing resources, taking turns, etc.).
- Social Skills: Group members listen to each other, exchange ideas, offer explanations and encouragement, provide constructive feedback, and help each other with resources.
- Group Processing: Group members process their work through reflecting on what they have done well and what they will need to do to achieve the group's goals.

The school will also be supported by CSUSA's Innovations Team in the implementation of innovative instructional strategies other than those listed above. The Innovations Team also leads an event each year called Bright Spots. During this event, schools present a successful innovative instructional technique that they've implemented. These innovative techniques can then be adopted by other schools within the CSUSA network with the support of the Innovations Team.

### Baseline Assessments

Listed below are measurement tools, in addition to state-mandated assessments, that are used for assessment purposes to establish a baseline to guide instruction. These are all used to determine the progress of students with regard to mastery of the standards and reaching a level of proficiency on state assessments. The listed assessment tools do not preclude SCPA from incorporating other measures that may be determined necessary to support its mission.

- Northwest Evaluation Association Interim Assessments: Includes three administrations in the areas of ELA and mathematics. The NWEA assessments are nationally normed, common core standards-aligned assessments proven to be effective at targeting student achievement and determining skills students need to improve performance. NWEA uses a continuous scale score (RIT) from grades K – 11, which enables us to monitor growth from one grade level to the next, as well as determine exactly how far above or below the national norm a student is compared to other students in their grade level nationwide. Results are used to set goals for students on specific skill gaps, as well as identify groupings and standards to teach for small-group instruction.
- CSUSA Benchmarks: Benchmark assessments provided by CSUSA are created from a researched-based item bank and used to gauge students' progress on mastery of the GVC. The assessments are aligned to state standards. CSUSA Benchmarks provide a checkpoint in between the NWEA interim assessments. These tests are either paper-based or computer-based and results are available within 24 hours. Teachers use the results to adjust their instruction to reteach standards that the students have not mastered. CSUSA also has the capability to view comparison reports across the network of North Carolina schools to monitor trend data and make adjustments to school support if necessary.
- Instructional Focus Plan Assessments: Tests aligned to specifications of the common core and North Carolina Essential Standards that measure the mastery of competencies within the GVC, given a minimum every two weeks. IFP instruction and assessments match the skills and concepts each class needs to work on to reach mastery.
- Classroom Assessments: Formative assessments designed to evaluate whether a student has mastered a specific standard. Each assessment is based on content that has been practiced multiple times and measures the academic performance of each student on a particular standard. The assessments are used in all subjects and can be created by teachers or purchased. The assessments can be essays, projects, multiple choice or open response tests, exit tickets, or other forms of evaluating student performance.

### Sample SPG Goal – Steele Creek Preparatory Academy (SCPA)

The goal setting procedures described in Section II represent a comprehensive list of performance targets aligned to the North Carolina's School Performance Grade calculation of the **Performance Component**. Baseline values on each metric will be established at the end of the school's first academic year. Table 2 below represents the application of the goal setting procedures to *sample* baseline year results; goals in Year 2 and beyond will be based on meeting or exceeding the baseline achieved in Year 1 (or the year prior), with the goal of reducing the percent of students who

are not proficient by 10% each year of the charter term. Year 2, 3, 4, and 5 goals are shown with baseline values from the average of a sample of SCPA-area schools<sup>1</sup> End of Grade (EOG) assessment results were published in September 2017. Since the actual student population of SCPA is unknown, the sample average among the SCPA-area schools' performance is an approximation of the average SCPA-area student's performance. A list of SCPA-area schools included in this sample baseline is included in the footnote at the bottom of this page.

Table 2: Sample SPG Performance Component Goals

Sample Goals: Steele Creek Preparatory Academy							
Local School Average as Baseline							
Goal Area	Assessment	Subject	Sample 2017 Baseline Results	Year 2	Year 3	Year 4	Year 5
Proficiency	NC EOG Grades 3-8	Reading/ELA	60	64	67	70	73
	NC EOG Grades 3-8	Math	65	69	72	75	77
	NC EOG Grades 5 and 8	Science	73	76	78	80	82
Goal Area	Assessment	Subject	Sample 2017 Baseline Results	Year 2	Year 3	Year 4	Year 5
Proficiency	NC End of Course	Math 1	95	96	97	98	99
<u>All values are percentages.</u>							
Goal Area	Assessment	Subject	Sample 2017 Baseline Results	Year 2	Year 3	Year 4	Year 5
Performance Component	NC EOG: Math, Reading and Science	Without EOCs	66	69	72	75	78
	NC EOC: Math I	With EOCs	69	72	75	77	80

Each year of proficiency goals and performance components reflects a 10% reduction in the number of students who are NOT Proficient. Math 1 enrollment was estimated at 10% of the school population for the purposes of estimation.

<sup>1</sup> Berewick Elementary, Kennedy Middle, Lake Wylie Elementary, Nations Ford Elementary, Palisades Park Elementary, Pineville Elementary, River Gate Elementary, Southwest Middle School, Steele Creek Elementary, Sterling, Waddell Language Academy, Winget Park Elementary

Appendix P:

**Charter School Required Signature Certification**

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

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

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

- Name of the Selected Board Attorney: DONNA RASCUE, ESQ.
- Date of Review: 9-1-17
- Signature of Board Members Present (Add Signature Lines as Needed):
  - [Signature]
  - [Signature]
  - [Signature]
  - [Signature]
  - [Signature]
  - \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_

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

- Name of the Selected Board Auditor: Cindy CALVERT, CPA
- Date of Review: 9-1-17
- Signature of Board Members Present (Add Signature Lines as Needed):
  - [Signature]
  - [Signature]
  - [Signature]
  - [Signature]
  - \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_

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

- Name of the Contact for Selected EMO/CMO: Sandy Castro, Charter Schools, USA
- Date of Review: 9-1-17
- Signature of Board Members Present (Add Signature Lines as Needed):
  - Matthew Ridenhour
  - Alan W
  - CMO
  - Jamun C. Ridenhour

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

- Name of the Contact: N/A
- Name of the Selected Financial Service Provider: \_\_\_\_\_
- Date of Review: \_\_\_\_\_
- Signature of Board Members Present (Add Signature Lines as Needed):
  - \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_

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

- Name of the Contact: N/A
- Name of the Selected PowerSchool Service Provider: \_\_\_\_\_
- Date of Review: \_\_\_\_\_
- Signature of Board Members Present (Add Signature Lines as Needed):
  - \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_

**Certification**

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

Matthew Ridenhour  
Signature

9/1/17  
Date