

**Appendix A1 – Acceleration Evidences
Alpha Academy of Laurinburg**

Appendix A.1

Acceleration Evidences

Overview

Families of Scotland County and surrounding areas desperately need a high-quality school of choice because of chronically low academic outcomes in and surrounding the county, lack of accessible high-quality schools of choice, school consolidation plans that are eliminating community schools, and because of the economic influx that will change the landscape of the county. Alpha Academy of Laurinburg has secured a facility that was previously used by a charter school, is replicating an academic program that has a successful track record with socioeconomically disadvantaged students, and has been present in the community for over 2 years.

Academic Outcomes

In the 2017-2018 school year for Scotland County Schools, 3 of 9 schools did not meet growth and 5 of 9 schools were given the grade of “D.” Over the past three years, 2 of 9 schools did not meet growth once and 7 of 9 schools were given the grade of D at least once. Of the 9 schools in Scotland County, none have exceeded growth in the past three years.

What’s most puzzling about the Scotland County School System is that multiple schools report incoming Kindergarten grade proficiencies of 75 and 80% compared to the state average of 50%, yet these schools are D schools. It’s devastating that these schools are receiving such large amounts of grade proficient students in Kindergarten and then failing them so drastically in their developmental years. One such school posted as low as 34% of their student body being grade proficient in 2017 (North Laurinburg Elementary).

The academic achievement gap is large in Scotland County and the performance of Black and economically disadvantaged students, that comprise the predominant portion of the county’s population, are struggling. The academic outcomes of Scotland County are found below in Table 1 and the demographic in Table 2.

Robeson County, the neighboring county, is struggling even worse with only 41% of their total student population being deemed grade proficient. Only 1 in every 3 Black students achieve grade proficiency in Robeson County.

School Choice

There is currently no school choice within Scotland County. However, Alpha Academy of Fayetteville already serves a student population that finds a way to make the 1-hour trip to Fayetteville every day. These parents drop their children off half-way between the school and where they live, and Alpha Academy buses them from that location.

Robeson County possesses two schools of choice. One serves only middle school while the other serves

less than a 15% economically disadvantaged student population despite residing in a county where 70% of children live in poverty, according to N.C. Child as reported by the Robesonian. The schools of choice in this county either don't serve all student grade levels or don't reflect the population.

School Consolidation

Scotland County Schools' first consolidation took place for the 2016-2017 school year, with two schools being closed and their students sent to Sycamore Lane Elementary. They are currently in phase 3 of that consolidation plan. Phase 1 and 2 closed a total of four schools and merged them into existing schools. One school has yet to merge because the county's renovations to accommodate the merging of the schools were not completed in a timely manner.

The first phase closed two schools and merged them into Sycamore Lane Elementary. For the 2017-2018 school year, Sycamore Lane Elementary posted the second lowest percentage of grade proficient students in Scotland County with 37% of their students being deemed grade proficient and only 29% of their economically disadvantaged student population being grade proficient. Sycamore Lane serves 620 students and is going to add the students of Covington Street Elementary, a school size of 260, in 2019. The size of this elementary school is extremely large, and their results are chronically poor, having not achieved growth for the two years since the consolidation. Adding students to this school will unlikely increase achievement. Most studies would assume the opposite.

Parents, community members, and the town's mayor all have spoken out against the school consolidation plan. Over 700 residents signed a petition to appeal the consolidation plan in 2017 and push for a referendum which resulted in heated exchanges between community officials. In the end, a referendum did not happen. The school board did not change their mind and pushed forward with the cost-saving solution. However, the mayor has debated the reality of the cost-savings and articulates his argument in an open letter to the town found below. He states that the school system will fund the payment of these buildings by cutting 30-40 employees over time.

Over 700 students will be forced to change schools in the 2020 school year. If fast-tracked, Alpha Academy would provide these students a choice in where they would like to go instead of being bused to one central location in a school system that has not experienced academic success with the majority of their population. By fast-tracking, Alpha Academy would be well-positioned to reach its enrollment and sustainably grow its successful academic program in a low-performing school district.

Alpha Academy Facility Readiness

Alpha Academy has secured a facility that previously served as a charter school in Laurinburg at the location of 17160 Plant Rd. Laurinburg, NC 28352. The building is approximately 7,000 square feet with a kitchen, computer lab, eight classrooms, six offices, and an open room for assemblies. The school building would accommodate the first two years of the school's existence. The school is situated on multiple acres of land that would allow for facility expansion for years 3 and beyond.

The building would require minimal renovations, as parts of the building are still used by the community and in working condition. The other portions of the building are still in full working order.

The building was secured to open in the 2019 school year, but the application fell short last year. It is

imperative that the school move forward in securing this building or risk the land-owner finding another leasing option. The owner has been patient, but has expressed a need to find a suitor sooner rather than later.

References

- Mayor's Letter to Town in Opposition of School Consolidation: <https://www.laurinburgexchange.com/opinion/other-opinion/5041/school-consolidation-bad-idea>
- 700 Petition to Appeal Consolidation: <https://www.laurinburgexchange.com/features/local-features/12117/lgc-appeal-puts-consolidation-on-hold>
- 70% of Robeson Children Live in Poverty: <https://www.robsonian.com/news/109393/report-70-of-robeson-children-in-poverty>

Table 1. Percentage of Grade Proficient Students by Academic Subgroup

#	Entity	Total	White	Black	Indian	Hispanic	Eco. Dis	ELL	Disabilities	Suspensions/1000	Grade	Growth	Eco Dis
1	Alpha Academy	67	78	64	60	67	60	74	22	0	C,C,C	M,M,E	37.0%
2	State	59	71	41	46	48	44	39	22	-	-	-	-
3	Scotland County	50	68	37	50	55	40	36	20	-	-	-	-
4	Hoke County Schools	56	71	48	41	52	47	38	25	-	-	-	-
5	Richmond County Schools	56	67	41	59	56	46	45	18	-	-	-	-
6	Robeson County Schools	41	56	33	40	43	35	37	18	-	-	-	-
7	Cumberland County Schools	56	72	45	50	57	46	37	20	-	-	-	-
8	Carver Middle	56	71	40	54	69	43	36	26	274	C,C,D	N,N,N	50.5%
9	Covington Street Elementary	46	63	32	50	46	33	N/A	23	207	D,C,C	M,M,M	67.5%
10	I E Johnson Elementary	44	70	40	45	N/A	41	N/A	26	131	D,C,D	M,M,M	79.6%
11	Laurel Hill Elementary	69	72	55	72	77	60	N/A	40	46	B,B,B	M,M,M	56.6%
12	North Laurinburg Elementary	34	77	32	6	N/A	33	N/A	21	408	D,D,C	M,N,M	83.3%
13	South Scotland Elementary	50	61	35	40	N/A	38	N/A	23	140	D,C,B	N,M,M	48.6%
14	Spring Hill Middle	51	71	40	47	55	41	27	21	72	C,C,C	M,M,M	52.7%
15	Sycamore Lane Elementary	37	47	28	47	30	29	70	16	346	D,D,C	N,N,N	67.0%
16	Wagram Elementary	52	75	43	52	N/A	44	N/A	17	92	C,D,C	M,M,M	65.0%

Table 2. School Demographic Make-up by Race

#	Entity	Students	White	Black	Indian	Hispanic	White	Black	Indian	Hispanic
1	Laurel Hill Elementary	519	254	108	102	14	48.94%	20.81%	19.65%	2.70%
2	Sycamore Lane Elementary	620	145	320	73	52	23.39%	51.61%	11.77%	8.39%
3	Covington Street Elementary	269	59	151	30	10	21.93%	56.13%	11.15%	3.72%
4	I E Johnson Elementary	341	33	255	24	11	9.68%	74.78%	7.04%	3.23%
5	North Laurinburg Elementary	256	12	212	13	7	4.69%	82.81%	5.08%	2.73%
6	Carver Middle	660	251	246	102	21	38.03%	37.27%	15.45%	3.18%
7	Spring Hill Middle	578	149	282	93	21	25.78%	48.79%	16.09%	3.63%
8	Wagram Elementary	418	86	193	119	11	20.57%	46.17%	28.47%	2.63%
9	South Scotland Elementary	369	169	82	93	5	45.80%	22.22%	25.20%	1.36%
10	K-8 School Totals	4030	1158	1849	649	152	28.73%	45.88%	16.10%	3.77%
11	Scotland County School Totals	5,743	1,696	2,606	901	202	29.53%	45.38%	15.69%	3.52%
12	Richmond County Schools	7,201	3,138	2,544	237	863	43.58%	35.33%	3.29%	11.98%
13	Hoke County School Totals	8,693	2,262	3,013	771	1,906	26.02%	34.66%	8.87%	21.93%
14	Robeson County School Totals	22,404	2,865	5,299	9,435	3,670	12.79%	23.65%	42.11%	16.38%
15	Target County School Totals	44,041	9,961	13,462	11,344	6,641	22.62%	30.57%	25.76%	15.08%
16	Alpha Academy	853	121	552	4	119	14.19%	64.71%	0.47%	13.95%

Lease Agreement

STATE OF NORTH CAROLINA

COUNTY OF SCOTLAND

THIS LEASE made and entered into this 1st day of _____, by and between Alpha Academy of Laurinburg and Saint Johns Baptist Education Center for the facility previous known as LAURINBURG HOMEWORK CENTER CHARTER SCHOOL, of Scotland County, North Carolina, hereinafter called "Lessee",

WITNESSETH:

That subject to the terms and conditions hereinafter set forth, the Lessor does hereby let and lease to the Lessee, and the Lessee does hereby accept, as tenant of the Lessor, for the term hereinafter specified, that certain real estate situated in the City of Laurinburg, Scotland County, North Carolina, and more particularly described as follows:

Space located at 17160 Plant Road, Laurinburg, North Carolina, containing approximately 15,500 square feet.

TO HAVE TO HOLD, said premises unto the Lessee for the initial term of three (3) years, commencing on the 1st day of July 1, 2020 and expiring on the 30th day of June 30, 2024 upon the following terms and conditions:

1. The monthly rental for the initial term is the sum of FOUR THOUSAND (\$4,000.00) DOLLARS per month, the first payment of FOUR THOUSAND (\$4,000.00)

DOLLARS to be paid by the Lessee to the Lessor once an agreed date of possession has been established and succeeding monthly payments of FOUR THOUSAND (\$4,000.00) DOLLARS each to be paid on the 5th day of each and every month thereafter, until the end of lease or the school closes. ONE THOUSAND (\$1,000.00) DOLLARS of the FOUR THOUSAND (\$4,000.00) DOLLARS is for monthly utilities.

2. The Lessee agrees to make, their own expenses, all repairs to the premises herein leased during the term of the Lease. Any alteration of the leased premises required by the Lessee shall be made by the Lessee at his own expense and shall be made in a workmanlike manner without damage to the leased premises; provided the Lessee shall make no alterations to the leased premises without first obtaining written consent of the Lessor.
3. The Lessor covenants and agrees that the Lessee, during the term of his lease, shall have full control and use of the building herein leased for the operation of a Charter School, and Lessee agrees that he will make no unlawful or offensive use of said premises, or any use which shall be injurious to any person or property and which shall be likely to endanger or affect any insurance upon the building or to increase the premium thereof. Should any insurance on said building be increased as a result of the lessee's use of occupancy of said building, then all increased cost for said premiums shall be paid by the Lessee. The Lessee covenant's and agrees that he will, during the term of this Lease, keep and maintain the leased premises in conformity to and compliance with all ordinances, laws, statutes and regulations of the federal, state and city authorities having jurisdiction thereof.

4. The Lessor shall pay all state, county, and municipal taxes upon the premises covered by this Lease; and the Lessee shall pay all taxes upon the property and equipment which he may install in and upon the premises and all privilege and other taxes which may be assessed upon the business which he may conduct of his own.

All terms, covenants, and conditions of this Lease shall, in all respects, be governed and construed under and pursuant to the laws of the State of North Carolina.

IN WITNESS WHEREOF, said parties have executed this Lease in duplicate originals, one of which is retained by each of the parties, all on the day and year first above written.

ATTEST:

Saint John's Baptist Education Association

Alpha Academy of Laurinburg

Appendix A3.1 – Replication Educational Outcomes

#	Entity	Total	White	Black	Am. Indian	Hispani	Eco. Dis	ELL	Disabilities	Grade	Growth
1	Alpha Academy (2017-2018)	67	78	64	60	67	60	74	22	C	M
2	Alpha Academy (2016-2017)	65	73	64	N/A	58	65	58	30	C	M
3	Alpha Academy (2015-2016)	64	70	62	85	65	64	N/A	29	C	E
4	State (2017-2018)	59	71	41	46	48	44	39	22	-	-
5	Scotland County (2017-2018)	50	68	37	50	55	40	36	20	-	-
6	Cumberland County Schools (2017-2018)	56	72	45	50	57	46	37	20	-	-

Appendix 3.2 – Replication Financial Records

Form **990**
Department of the Treasury
Internal Revenue Service

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

OMB No 1545-0047
2017
Open to Public Inspection

A For the 2017 calendar year, or tax year beginning 07-01-2017, and ending 06-30-2018

- B** Check if applicable:
 Address change
 Name change
 Initial return
 Final return/terminated
 Amended return
 Application pending

C Name of organization
Alpha Academy Inc

Doing business as

Number and street (or P O box if mail is not delivered to street address) Room/suite
P O Box 26179

City or town, state or province, country, and ZIP or foreign postal code
Fayetteville, NC 28314

F Name and address of principal officer
NORMA CAMPBELL
P O Box 35476
Fayetteville, NC 28303

D Employer identification number
56-2200096

E Telephone number
(910) 223-7711

G Gross receipts \$ 6,480,676

I Tax-exempt status 501(c)(3) 501(c) () ◀ (insert no) 4947(a)(1) or 527

J Website: ▶ N/A

H(a) Is this a group return for subordinates? Yes No
H(b) Are all subordinates included? Yes No
If "No," attach a list (see instructions)
H(c) Group exemption number ▶

K Form of organization Corporation Trust Association Other ▶

L Year of formation 2000 **M** State of legal domicile NC

Part I Summary

1 Briefly describe the organization's mission or most significant activities
NORTH CAROLINA PUBLIC CHARTER SCHOOL

2 Check this box if the organization discontinued its operations or disposed of more than 25% of its net assets

3 Number of voting members of the governing body (Part VI, line 1a)	7
4 Number of independent voting members of the governing body (Part VI, line 1b)	6
5 Total number of individuals employed in calendar year 2017 (Part V, line 2a)	125
6 Total number of volunteers (estimate if necessary)	150
7a Total unrelated business revenue from Part VIII, column (C), line 12	0
7b Net unrelated business taxable income from Form 990-T, line 34	

	Prior Year	Current Year
8 Contributions and grants (Part VIII, line 1h)	5,333,081	6,228,021
9 Program service revenue (Part VIII, line 2g)	87,097	92,216
10 Investment income (Part VIII, column (A), lines 3, 4, and 7d)		0
11 Other revenue (Part VIII, column (A), lines 5, 6d, 8c, 9c, 10c, and 11e)	66,413	160,439
12 Total revenue—add lines 8 through 11 (must equal Part VIII, column (A), line 12)	5,486,591	6,480,676
13 Grants and similar amounts paid (Part IX, column (A), lines 1-3)		0
14 Benefits paid to or for members (Part IX, column (A), line 4)		0
15 Salaries, other compensation, employee benefits (Part IX, column (A), lines 5-10)	2,759,986	3,239,496
16a Professional fundraising fees (Part IX, column (A), line 11e)		0
b Total fundraising expenses (Part IX, column (D), line 25) ▶ 0		
17 Other expenses (Part IX, column (A), lines 11a-11d, 11f-24e)	1,863,642	2,078,301
18 Total expenses Add lines 13-17 (must equal Part IX, column (A), line 25)	4,623,628	5,317,797
19 Revenue less expenses Subtract line 18 from line 12	862,963	1,162,879

	Beginning of Current Year	End of Year
20 Total assets (Part X, line 16)	13,638,449	14,492,486
21 Total liabilities (Part X, line 26)	8,050,208	7,741,366
22 Net assets or fund balances Subtract line 21 from line 20	5,588,241	6,751,120

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

Sign Here

Signature of officer _____ Date 2018-12-20
NORMA CAMPBELL CHAIR
Type or print name and title _____

Paid Preparer Use Only

Print/Type preparer's name DARRELL L KELLER	Preparer's signature DARRELL L KELLER	Date 2019-01-10	Check <input type="checkbox"/> if self-employed	PTIN P00153428
Firm's name ▶ Darrell L Keller CPA PA			Firm's EIN ▶	
Firm's address ▶ PO Box 1028 Kings Mountain, NC 28086			Phone no (704) 739-0771	

Part III Statement of Program Service Accomplishments

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

1 Briefly describe the organization's mission

North Carolina Public Charter School

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 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 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 \$ 2,962,272 including grants of \$) (Revenue \$ 6,480,676)
See Additional Data

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 **▶** 2,962,272

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>	Yes	
2 Is the organization required to complete <i>Schedule B, Schedule of Contributors</i> (see instructions)?		No
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>		No
4 Section 501(c)(3) organizations. 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>		No
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>		No
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>		No
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>		No
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>		No
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>		No
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>		No
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>	Yes	
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>		No
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>		No
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>		No
e Did the organization report an amount for other liabilities in Part X, line 25? <i>If "Yes," complete Schedule D, Part X</i>		No
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>		No
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>	Yes	
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>		No
13 Is the organization a school described in section 170(b)(1)(A)(ii)? <i>If "Yes," complete Schedule E</i>	Yes	
14a Did the organization maintain an office, employees, or agents outside of the United States?		No
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>		No
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>		No
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>		No
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> (see instructions)		No
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>		No
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>		No

Part IV Checklist of Required Schedules (continued)

	Yes	No
20a Did the organization operate one or more hospital facilities? <i>If "Yes," complete Schedule H</i>		No
b If "Yes" to line 20a, did the organization attach a copy of its audited financial statements to this return?		
21 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>		No
22 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>		No
23 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>		No
24a 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>		No
b Did the organization invest any proceeds of tax-exempt bonds beyond a temporary period exception?		
c Did the organization maintain an escrow account other than a refunding escrow at any time during the year to defease any tax-exempt bonds?		
d Did the organization act as an "on behalf of" issuer for bonds outstanding at any time during the year?		
25a Section 501(c)(3), 501(c)(4), and 501(c)(29) organizations. 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>		No
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>		No
26 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>		No
27 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>		No
28 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)		
a A current or former officer, director, trustee, or key employee? <i>If "Yes," complete Schedule L, Part IV</i>		No
b A family member of a current or former officer, director, trustee, or key employee? <i>If "Yes," complete Schedule L, Part IV</i>		No
c 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>		No
29 Did the organization receive more than \$25,000 in non-cash contributions? <i>If "Yes," complete Schedule M</i>		No
30 Did the organization receive contributions of art, historical treasures, or other similar assets, or qualified conservation contributions? <i>If "Yes," complete Schedule M</i>		No
31 Did the organization liquidate, terminate, or dissolve and cease operations? <i>If "Yes," complete Schedule N, Part I</i>		No
32 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>		No
33 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>		No
34 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>		No
35a Did the organization have a controlled entity within the meaning of section 512(b)(13)?		No
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>		No
36 Section 501(c)(3) organizations. Did the organization make any transfers to an exempt non-charitable related organization? <i>If "Yes," complete Schedule R, Part V, line 2</i>		
37 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>		No
38 Did the organization complete Schedule O and provide explanations in Schedule O for Part VI, lines 11b and 19? Note. All Form 990 filers are required to complete Schedule O	Yes	

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

Table with columns for question ID, question text, and Yes/No response boxes. Includes sections for backup withholding, employee reporting, foreign accounts, prohibited tax shelter transactions, deductible contributions, and 501(c)(7), (12), and (29) organizations.

Part VI Governance, Management, and Disclosure For each "Yes" response to lines 2 through 7b below, and for a "No" response to lines 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 [X]

Section A. Governing Body and Management

Table with 3 columns: Question, Yes, No. Rows include: 1a (7), 1b (6), 2, 3, 4, 5, 6, 7a, 7b, 8a, 8b, 9.

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

Table with 3 columns: Question, Yes, No. Rows include: 10a, 10b, 11a, 11b, 12a, 12b, 12c, 13, 14, 15a, 15b, 16a, 16b.

Section C. Disclosure

Table with 3 columns: Question, Yes, No. Rows include: 17 (NC), 18 (Own website, Another's website, Upon request, Other), 19, 20 (EUGENE SLOCUM P O Box 35476 Fayetteville, NC 28303 (910) 223-7711).

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	1a Federated campaigns . . .	1a					
	b Membership dues . . .	1b					
	c Fundraising events . . .	1c					
	d Related organizations	1d					
	e Government grants (contributions)	1e	6,207,532				
	f All other contributions, gifts, grants, and similar amounts not included above	1f	20,489				
	g Noncash contributions included in lines 1a-1f \$ _____						
	h Total. Add lines 1a-1f ▶		6,228,021				
Program Service Revenue			Business Code				
	2a Child care fees		900099	92,216			
	b _____						
	c _____						
	d _____						
	e _____						
	f All other program service revenue						
g Total. Add lines 2a-2f ▶		92,216					
Other Revenue	3 Investment income (including dividends, interest, and other similar amounts) ▶						
	4 Income from investment of tax-exempt bond proceeds ▶						
	5 Royalties ▶						
	6a Gross rents	(i) Real	(ii) Personal				
		b Less rental expenses					
		c Rental income or (loss)					
		d Net rental income or (loss) ▶					
	7a 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) ▶					
	8a Gross income from fundraising events (not including \$ _____ of contributions reported on line 1c) See Part IV, line 18 a						
		b Less direct expenses b					
		c Net income or (loss) from fundraising events ▶					
	9a Gross income from gaming activities See Part IV, line 19 a						
b Less direct expenses b							
c Net income or (loss) from gaming activities ▶							
10a Gross sales of inventory, less returns and allowances a							
	b Less cost of goods sold b						
	c Net income or (loss) from sales of inventory ▶						
Miscellaneous Revenue		Business Code					
11a Other		900099	160,439	160,439			
b _____							
c _____							
d All other revenue							
e Total. Add lines 11a-11d ▶			160,439				
12 Total revenue. See Instructions ▶			6,480,676	252,655			

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, line 15 and 16				
4 Benefits paid to or for members				
5 Compensation of current officers, directors, trustees, and key employees	197,425	99,251	98,174	0
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	2,618,251	2,017,694	600,557	0
8 Pension plan accruals and contributions (include section 401 (k) and 403(b) employer contributions)	26,000	26,000	0	0
9 Other employee benefits	168,316	105,941	62,375	0
10 Payroll taxes	229,504	176,304	53,200	0
11 Fees for services (non-employees)				
a Management				
b Legal	26,040	0	26,040	0
c Accounting	8,900	0	8,900	0
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 Schedule O)				
12 Advertising and promotion	12,422	0	12,422	0
13 Office expenses	163,546	113,473	50,073	0
14 Information technology	32,416	32,416	0	0
15 Royalties				
16 Occupancy	431,557	0	431,557	0
17 Travel	2,293	2,293	0	0
18 Payments of travel or entertainment expenses for any federal, state, or local public officials				
19 Conferences, conventions, and meetings	41,999	32,761	9,238	0
20 Interest				
21 Payments to affiliates				
22 Depreciation, depletion, and amortization	315,581	18,657	296,924	0
23 Insurance				
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 Field Trips	22,406	22,406	0	0
b Contracted Services	230,584	159,017	71,567	0
c Textbooks & Supplies	234,894	156,059	78,835	0
d Repairs & Maintenance	95,163	0	95,163	0
e All other expenses	460,500	0	460,500	0
25 Total functional expenses. Add lines 1 through 24e	5,317,797	2,962,272	2,355,525	0
26 Joint costs. Complete this line only if the organization reported in column (B) joint costs from a combined educational campaign and fundraising solicitation. Check here <input type="checkbox"/> if following SOP 98-2 (ASC 958-720)				

Part X Balance Sheet

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

		(A) Beginning of year		(B) End of year
Assets	1 Cash—non-interest-bearing	3,218,276	1	3,168,103
	2 Savings and temporary cash investments		2	
	3 Pledges and grants receivable, net		3	
	4 Accounts receivable, net	27,040	4	13,448
	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 instructions) Complete Part II of Schedule L		6	
	7 Notes and loans receivable, net		7	
	8 Inventories for sale or use		8	
	9 Prepaid expenses and deferred charges	1,700	9	469
	10a Land, buildings, and equipment cost or other basis Complete Part VI of Schedule D	10a 12,433,133		
	b Less accumulated depreciation	10b 1,122,667	10,391,433	10c 11,310,466
	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		15	
16 Total assets. Add lines 1 through 15 (must equal line 34)		13,638,449	16	14,492,486
Liabilities	17 Accounts payable and accrued expenses	18,896	17	11,182
	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	8,031,312	23	7,730,184
	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		25	
	26 Total liabilities. Add lines 17 through 25		8,050,208	26
Net Assets or Fund Balances	27 Organizations that follow SFAS 117 (ASC 958), check here <input type="checkbox"/> and complete lines 27 through 29, and lines 33 and 34. Unrestricted net assets		27	
	28 Temporarily restricted net assets		28	
	29 Permanently restricted net assets		29	
	30 Organizations that do not follow SFAS 117 (ASC 958), check here <input checked="" type="checkbox"/> and complete lines 30 through 34. Capital stock or trust principal, or current funds		30	
	31 Paid-in or capital surplus, or land, building or equipment fund	2,360,121	31	3,580,282
	32 Retained earnings, endowment, accumulated income, or other funds	3,228,120	32	3,170,838
	33 Total net assets or fund balances		33	6,751,120
	34 Total liabilities and net assets/fund balances		13,638,449	34

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	6,480,676
2	Total expenses (must equal Part IX, column (A), line 25)	2	5,317,797
3	Revenue less expenses Subtract line 2 from line 1	3	1,162,879
4	Net assets or fund balances at beginning of year (must equal Part X, line 33, column (A))	4	5,588,241
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	
10	Net assets or fund balances at end of year Combine lines 3 through 9 (must equal Part X, line 33, column (B))	10	6,751,120

Part XII Financial Statements and Reporting

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

		Yes	No
<p>1 Accounting method used to prepare the Form 990 <input type="checkbox"/> Cash <input checked="" type="checkbox"/> Accrual <input type="checkbox"/> Other _____</p> <p>If the organization changed its method of accounting from a prior year or checked "Other," explain in Schedule O</p>			
<p>2a Were the organization's financial statements compiled or reviewed by an independent accountant?</p> <p>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</p> <p><input type="checkbox"/> Separate basis <input type="checkbox"/> Consolidated basis <input type="checkbox"/> Both consolidated and separate basis</p>	2a		No
<p>b Were the organization's financial statements audited by an independent accountant?</p> <p>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</p> <p><input checked="" type="checkbox"/> Separate basis <input type="checkbox"/> Consolidated basis <input type="checkbox"/> Both consolidated and separate basis</p>	2b	Yes	
<p>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?</p> <p>If the organization changed either its oversight process or selection process during the tax year, explain in Schedule O</p>	2c		No
<p>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?</p>	3a		No
<p>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</p>	3b		

Additional Data

Software ID: 17005306

Software Version:

EIN: 56-2200096

Name: Alpha Academy Inc

Form 990 (2017)

Form 990, Part III, Line 4a:

OPERATION OF A PUBLIC CHARTER SCHOOL

SCHEDULE A
(Form 990 or 990-EZ)

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.

2017

Open to Public Inspection

Department of the Treasury
Internal Revenue Service

Name of the organization
Alpha Academy Inc

Employer identification number

56-2200096

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 12, 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 agricultural research organization described in **170(b)(1)(A)(ix)** operated in conjunction with a land-grant college or university or a non-land grant college of agriculture See instructions Enter the name, city, and state of the college or university _____
- 10 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)
- 11 An organization organized and operated exclusively to test for public safety See **section 509(a)(4)**.
- 12 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 12a through 12d that describes the type of supporting organization and complete lines 12e, 12f, and 12g
 - 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- 10 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		
Total						

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

(Complete only if you checked the box on line 5, 7, 8, or 9 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) 2013	(b) 2014	(c) 2015	(d) 2016	(e) 2017	(f) Total
1	Gifts, grants, contributions, and membership fees received (Do not include any "unusual grant")						
2	Tax revenues levied for the organization's benefit and either paid to or expended on its behalf						
3	The value of services or facilities furnished by a governmental unit to the organization without charge						
4	Total. Add lines 1 through 3						
5	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)						
6	Public support. Subtract line 5 from line 4						0

Section B. Total Support

	Calendar year (or fiscal year beginning in) ►	(a) 2013	(b) 2014	(c) 2015	(d) 2016	(e) 2017	(f) Total
7	Amounts from line 4						
8	Gross income from interest, dividends, payments received on securities loans, rents, royalties and income from similar sources						0
9	Net income from unrelated business activities, whether or not the business is regularly carried on						
10	Other income Do not include gain or loss from the sale of capital assets (Explain in Part VI)						
11	Total support. Add lines 7 through 10						
12	Gross receipts from related activities, etc (see instructions)					12	

13 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

14	Public support percentage for 2017 (line 6, column (f) divided by line 11, column (f))	14	0 %
15	Public support percentage for 2016 Schedule A, Part II, line 14	15	

- 16a 33 1/3% support test—2017.** If the organization did not check the box on line 13, and line 14 is 33 1/3% or more, check this box and **stop here.** The organization qualifies as a publicly supported organization
- b 33 1/3% support test—2016.** 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 **stop here.** The organization qualifies as a publicly supported organization
- 17a 10%-facts-and-circumstances test—2017.** 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 **stop here.** Explain in Part VI how the organization meets the "facts-and-circumstances" test The organization qualifies as a publicly supported organization
- b 10%-facts-and-circumstances test—2016.** 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 **stop here.** Explain in Part VI how the organization meets the "facts-and-circumstances" test The organization qualifies as a publicly supported organization
- 18 Private foundation.** If the organization did not check a box on line 13, 16a, 16b, 17a, or 17b, check this box and see instructions

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

(Complete only if you checked the box on line 10 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) 2013	(b) 2014	(c) 2015	(d) 2016	(e) 2017	(f) Total
1	Gifts, grants, contributions, and membership fees received (Do not include any "unusual grants.")						
2	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						
3	Gross receipts from activities that are not an unrelated trade or business under section 513						
4	Tax revenues levied for the organization's benefit and either paid to or expended on its behalf						
5	The value of services or facilities furnished by a governmental unit to the organization without charge						
6	Total. Add lines 1 through 5						
7a	Amounts included on lines 1, 2, and 3 received from disqualified persons						
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						
c	Add lines 7a and 7b						
8	Public support. (Subtract line 7c from line 6)						0

Section B. Total Support

Calendar year (or fiscal year beginning in) ►		(a) 2013	(b) 2014	(c) 2015	(d) 2016	(e) 2017	(f) Total
9	Amounts from line 6						
10a	Gross income from interest, dividends, payments received on securities loans, rents, royalties and income from similar sources						
b	Unrelated business taxable income (less section 511 taxes) from businesses acquired after June 30, 1975						
c	Add lines 10a and 10b						
11	Net income from unrelated business activities not included in line 10b, whether or not the business is regularly carried on						
12	Other income. Do not include gain or loss from the sale of capital assets (Explain in Part VI.)						
13	Total support. (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

15	Public support percentage for 2017 (line 8, column (f) divided by line 13, column (f))	15	0 %
16	Public support percentage from 2016 Schedule A, Part III, line 15	16	

Section D. Computation of Investment Income Percentage

17	Investment income percentage for 2017 (line 10c, column (f) divided by line 13, column (f))	17	0 %
18	Investment income percentage from 2016 Schedule A, Part III, line 17	18	

19a 33 1/3% support tests—2017. 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—2016. 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 12 of Part I. If you checked 12a of Part I, complete Sections A and B. If you checked 12b of Part I, complete Sections A and C. If you checked 12c of Part I, complete Sections A, D, and E. If you checked 12d of Part I, complete Sections A and D, and complete Part V.)

Section A. All Supporting Organizations

		Yes	No
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.		
	1		
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).		
	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.		
	3a		
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.		
	3b		
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.		
	3c		
4a	Was any supported organization not organized in the United States ("foreign supported organization")? If "Yes" and if you checked 12a or 12b in Part I, answer (b) and (c) below.		
	4a		
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.		
	4b		
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.		
	4c		
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).		
	5a		
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?		
	5b		
c	Substitutions only. Was the substitution the result of an event beyond the organization's control?		
	5c		
6	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? If "Yes," provide detail in Part VI .		
	6		
7	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? If "Yes," complete Part I of Schedule L (Form 990 or 990-EZ).		
	7		
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 or 990-EZ).		
	8		
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 .		
	9a		
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? If "Yes," provide detail in Part VI .		
	9b		
c	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? If "Yes," provide detail in Part VI .		
	9c		
10a	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)? If "Yes," answer line 10b below.		
	10a		
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.)		
	10b		

Part IV Supporting Organizations (continued)

		Yes	No
11	Has the organization accepted a gift or contribution from any of the following persons?		
a	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	A family member of a person described in (a) above?		
c	A 35% controlled entity of a person described in (a) or (b) above? <i>If "Yes" to a, b, or c, provide detail in Part VI</i>		

Section B. Type I Supporting Organizations

		Yes	No
1	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? <i>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.</i>		
2	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? <i>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.</i>		

Section C. Type II Supporting Organizations

		Yes	No
1	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)? <i>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).</i>		

Section D. All Type III Supporting Organizations

		Yes	No
1	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?		
2	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? <i>If "No," explain in Part VI how the organization maintained a close and continuous working relationship with the supported organization(s).</i>		
3	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? <i>If "Yes," describe in Part VI the role the organization's supported organizations played in this regard.</i>		

Section E. Type III Functionally-Integrated Supporting Organizations

1	Check the box next to the method that the organization used to satisfy the Integral Part Test during the year (see instructions)		
a	<input type="checkbox"/> The organization satisfied the Activities Test. Complete line 2 below.		
b	<input type="checkbox"/> The organization is the parent of each of its supported organizations. Complete line 3 below.		
c	<input type="checkbox"/> The organization supported a governmental entity. Describe in Part VI how you supported a government entity (see instructions).		
2	Activities Test Answer (a) and (b) below.		
a	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? <i>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.</i>		
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? <i>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.</i>		
3	Parent of Supported Organizations Answer (a) and (b) below.		
a	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? <i>Provide details in Part VI.</i>		
b	Did the organization exercise a substantial degree of direction over the policies, programs and activities of each of its supported organizations? <i>If "Yes," describe in Part VI the role played by the organization in this regard.</i>		

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

- Check here if the organization satisfied the Integral Part Test as a qualifying trust on Nov. 20, 1970 (explain in Part VI). **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	Adjusted Net Income (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)	1	
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	Total (add lines 1a, 1b, and 1c)	1d	
e	Discount 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	Minimum Asset Amount (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	Distributable Amount. 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
1 Amounts paid to supported organizations to accomplish exempt purposes	
2 Amounts paid to perform activity that directly furthers exempt purposes of supported organizations, in excess of income from activity	
3 Administrative expenses paid to accomplish exempt purposes of supported organizations	
4 Amounts paid to acquire exempt-use assets	
5 Qualified set-aside amounts (prior IRS approval required)	
6 Other distributions (describe in Part VI) See instructions	
7 Total annual distributions. Add lines 1 through 6	
8 Distributions to attentive supported organizations to which the organization is responsive (provide details in Part VI) See instructions	
9 Distributable amount for 2017 from Section C, line 6	
10 Line 8 amount divided by Line 9 amount	

Section E - Distribution Allocations (see instructions)	(i) Excess Distributions	(ii) Underdistributions Pre-2017	(iii) Distributable Amount for 2017
1 Distributable amount for 2017 from Section C, line 6			
2 Underdistributions, if any, for years prior to 2017 (reasonable cause required-- explain in Part VI) See instructions			
3 Excess distributions carryover, if any, to 2017			
a			
b From 2013.			
c From 2014.			
d From 2015.			
e From 2016.			
f Total of lines 3a through e			
g Applied to underdistributions of prior years			
h Applied to 2017 distributable amount			
i Carryover from 2012 not applied (see instructions)			
j Remainder Subtract lines 3g, 3h, and 3i from 3f			
4 Distributions for 2017 from Section D, line 7			
\$			
a Applied to underdistributions of prior years			
b Applied to 2017 distributable amount			
c Remainder Subtract lines 4a and 4b from 4			
5 Remaining underdistributions for years prior to 2017, if any Subtract lines 3g and 4a from line 2 If the amount is greater than zero, explain in Part VI See instructions			
6 Remaining underdistributions for 2017 Subtract lines 3h and 4b from line 1 If the amount is greater than zero, explain in Part VI See instructions			
7 Excess distributions carryover to 2018. Add lines 3j and 4c			
8 Breakdown of line 7			
a Excess from 2013.			
b Excess from 2014.			
c Excess from 2015.			
d Excess from 2016.			
e Excess from 2017.			

Additional Data

Software ID: 17005306

Software Version:

EIN: 56-2200096

Name: Alpha Academy Inc

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)

Facts And Circumstances Test

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

OMB No 1545-0047
2017
Open to Public Inspection

Name of the organization
Alpha Academy Inc

Employer identification number
56-2200096

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 an 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 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? Yes No

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)? Yes No

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 ▶ \$ _____

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 | |
| d Additions during the year | |
| e Distributions during the year | |
| f Ending balance | |
- 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" 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 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		2,212,307		2,212,307
b Buildings		9,618,068	930,069	8,687,999
c Leasehold improvements		26,633	5,707	20,926
d Equipment		576,125	186,891	389,234
e Other				
Total. Add lines 1a through 1e (Column (d) must equal Form 990, Part X, column (B), line 10(c))				11,310,466

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)		
Total. (Column (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)		
Total. (Column (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)	
Total. (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.

(a) Description of liability	(b) Book value
1. (1) Federal income taxes	
(2)	
(3)	
(4)	
(5)	
(6)	
(7)	
(8)	
(9)	
Total. (Column (b) must equal Form 990, Part X, col (B) line 25)	

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' on Form 990, Part IV, line 12a.

1	Total revenue, gains, and other support per audited financial statements		1	6,480,676
2	Amounts included on line 1 but not on Form 990, Part VIII, line 12			
a	Net unrealized gains (losses) on investments	2a		
b	Donated services and use of facilities	2b		
c	Recoveries of prior year grants	2c		
d	Other (Describe in Part XIII)	2d		
e	Add lines 2a through 2d		2e	
3	Subtract line 2e from line 1		3	6,480,676
4	Amounts included on Form 990, Part VIII, line 12, but not on line 1			
a	Investment expenses not included on Form 990, Part VIII, line 7b	4a		
b	Other (Describe in Part XIII)	4b		
c	Add lines 4a and 4b		4c	
5	Total revenue Add lines 3 and 4c . (This must equal Form 990, Part I, line 12)		5	6,480,676

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.

1	Total expenses and losses per audited financial statements		1	5,317,797
2	Amounts included on line 1 but not on Form 990, Part IX, line 25			
a	Donated services and use of facilities	2a		
b	Prior year adjustments	2b		
c	Other losses	2c		
d	Other (Describe in Part XIII)	2d		
e	Add lines 2a through 2d		2e	
3	Subtract line 2e from line 1		3	5,317,797
4	Amounts included on Form 990, Part IX, line 25, but not on line 1 :			
a	Investment expenses not included on Form 990, Part VIII, line 7b	4a		
b	Other (Describe in Part XIII)	4b		
c	Add lines 4a and 4b		4c	
5	Total expenses Add lines 3 and 4c . (This must equal Form 990, Part I, line 18)		5	5,317,797

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

Return Reference	Explanation	
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Part XIII **Supplemental Information (continued)**

Return Reference	Explanation
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SCHEDULE E
(Form 990 or 990-EZ)

Schools

OMB No 1545-0047

2017

Open to Public Inspection

▶ **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.**

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

Department of the Treasury

Name of the organization
Alpha Academy Inc

Employer identification number

56-2200096

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?	Yes	
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?	Yes	
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.	Yes	
4 Does the organization maintain the following? a Records indicating the racial composition of the student body, faculty, and administrative staff? b Records documenting that scholarships and other financial assistance are awarded on a racially nondiscriminatory basis? c Copies of all catalogues, brochures, announcements, and other written communications to the public dealing with student admissions, programs, and scholarships? d Copies of all material used by the organization or on its behalf to solicit contributions? If you answered "No" to any of the above, please explain. If you need more space, use Part II.	Yes	
5 Does the organization discriminate by race in any way with respect to a Students' rights or privileges? b Admissions policies? c Employment of faculty or administrative staff? d Scholarships or other financial assistance? e Educational policies? f Use of facilities? g Athletic programs? h Other extracurricular activities? If you answered "Yes" to any of the above, please explain. If you need more space, use Part II.		No
6a Does the organization receive any financial aid or assistance from a governmental agency? b Has the organization's right to such aid ever been revoked or suspended? If you answered "Yes" to either line 6a or line 6b, explain on Part II.	Yes	No
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.	Yes	

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 (see instructions).

Return Reference	Explanation
Line 3	POLICY IS INCLUDED IN STATEMENT OF PURPOSE N/A
Line 6b	N/A

SCHEDULE O
(Form 990 or 990-EZ)Department of the Treasury
Internal Revenue ServiceName of the organization
Alpha Academy Inc**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.

OMB No 1545-0047

2017**Open to Public
Inspection****Employer identification number**

56-2200096

990 Schedule O, Supplemental Information

Return Reference	Explanation
Pt VI, Line 11b	Form 990 is reviewed by the board prior to filing

990 Schedule O, Supplemental Information

Return Reference	Explanation
Pt VI, Line 12c	Conflict of Interest statements are signed annually

990 Schedule O, Supplemental Information

Return Reference	Explanation
Pt VI, Line 15a	Compared to other charter schools

990 Schedule O, Supplemental Information

Return Reference	Explanation
Pt VI, Line 15b	Compared to other charter schools

990 Schedule O, Supplemental Information

Return Reference	Explanation
Form 990, Part IX, Line 24e	Transportation Leases 123353 0 123353 0

990 Schedule O, Supplemental Information

Return Reference	Explanation
Form 990, Part IX, Line 24e	Gas/Fuel 33896 0 33896 0

990 Schedule O, Supplemental Information

Return Reference	Explanation
Form 990, Part IX, Line 24e	Non-Cap Improvements 253299 0 253299 0

990 Schedule O, Supplemental Information

Return Reference	Explanation
Form 990, Part IX, Line 24e	Transporation Repairs 49952 0 49952 0

2016 Exempt Organization Business Tax Return

prepared by:

Darrell L. Keller, CPA, PA

P.O. Box 1028

Kings Mountain, NC 28086

Alpha Academy, Inc

P O Box 35476

Fayetteville, NC 28303

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.

2016

Open to Public Inspection

Department of the Treasury Internal Revenue Service

A For the 2016 calendar year, or tax year beginning Jul 1, 2016, and ending Jun 30, 2017

B Check if applicable: Address change, Name change, Initial return, Final return/terminated, Amended return, Application pending. C Name of organization Alpha Academy, Inc. D Employer identification number 56-2200096. E Telephone number (910) 223-7711. G Gross receipts \$5,486,591. H(a) Is this a group return for subordinates? Yes No. H(b) Are all subordinates included? Yes No. I Tax-exempt status 501(c)(3). J Website: N/A. K Form of organization: Corporation. L Year of formation: 2000. M State of legal domicile: NC.

Part I Summary

Table with 22 rows and 3 columns. Rows include: 1 Briefly describe the organization's mission or most significant activities: North Carolina Public Charter School. 2-7a Activities & Governance. 8-12 Revenue. 13-19 Expenses. 20-22 Net Assets or Fund Balances.

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.

Sign Here: Signature of officer Norma Campbell, Date 01/12/18, Title Chair. Paid Preparer Use Only: Print/Type preparer's name Darrell L. Keller, Preparer's signature Darrell L. Keller, Date 01/29/18, Firm's name Darrell L. Keller, CPA, PA, Firm's address P.O. Box 1028, Kings Mountain NC 28086, Firm's EIN 51-1471443, Phone no. (704) 739-0771.

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

1 Briefly describe the organization's mission:

North Carolina Public Charter School

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 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 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.

4 a (Code:) (Expenses \$ 3,255,965. including grants of \$ 0.) (Revenue \$ 5,486,591.)

Operation of a public charter school

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

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

4 d Other program services (Describe in Schedule O.)

(Expenses \$ including grants of \$) (Revenue \$)

4 e Total program service expenses 3,255,965.

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)? If 'Yes,' complete Schedule A	X	
2 Is the organization required to complete Schedule B, Schedule of Contributors (see instructions)?		X
3 Did the organization engage in direct or indirect political campaign activities on behalf of or in opposition to candidates for public office? If 'Yes,' complete Schedule C, Part I		X
4 Section 501(c)(3) organizations. Did the organization engage in lobbying activities, or have a section 501(h) election in effect during the tax year? If 'Yes,' complete Schedule C, Part II		X
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? If 'Yes,' complete Schedule C, Part III		X
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? If 'Yes,' complete Schedule D, Part I		X
7 Did the organization receive or hold a conservation easement, including easements to preserve open space, the environment, historic land areas, or historic structures? If 'Yes,' complete Schedule D, Part II		X
8 Did the organization maintain collections of works of art, historical treasures, or other similar assets? If 'Yes,' complete Schedule D, Part III		X
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? If 'Yes,' complete Schedule D, Part IV		X
10 Did the organization, directly or through a related organization, hold assets in temporarily restricted endowments, permanent endowments, or quasi-endowments? If 'Yes,' complete Schedule D, Part V		X
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? If 'Yes,' complete Schedule D, Part VI	X	
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? If 'Yes,' complete Schedule D, Part VII		X
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? If 'Yes,' complete Schedule D, Part VIII		X
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? If 'Yes,' complete Schedule D, Part IX		X
e Did the organization report an amount for other liabilities in Part X, line 25? If 'Yes,' complete Schedule D, Part X		X
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)? If 'Yes,' complete Schedule D, Part X		X
12a Did the organization obtain separate, independent audited financial statements for the tax year? If 'Yes,' complete Schedule D, Parts XI and XII	X	
b Was the organization included in consolidated, independent audited financial statements for the tax year? If 'Yes,' and if the organization answered 'No' to line 12a, then completing Schedule D, Parts XI and XII is optional		X
13 Is the organization a school described in section 170(b)(1)(A)(ii)? If 'Yes,' complete Schedule E	X	
14a Did the organization maintain an office, employees, or agents outside of the United States?		X
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? If 'Yes,' complete Schedule F, Parts I and IV		X
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? If 'Yes,' complete Schedule F, Parts II and IV		X
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? If 'Yes,' complete Schedule F, Parts III and IV		X
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? If 'Yes,' complete Schedule G, Part I (see instructions)		X
18 Did the organization report more than \$15,000 total of fundraising event gross income and contributions on Part VIII, lines 1c and 8a? If 'Yes,' complete Schedule G, Part II		X
19 Did the organization report more than \$15,000 of gross income from gaming activities on Part VIII, line 9a? If 'Yes,' complete Schedule G, Part III		X

Part IV Checklist of Required Schedules (continued)

	Yes	No
20a Did the organization operate one or more hospital facilities? <i>If 'Yes,' complete Schedule H</i>		X
b If 'Yes' to line 20a, did the organization attach a copy of its audited financial statements to this return?		
21 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
22 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
23 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
24 a 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 Did the organization invest any proceeds of tax-exempt bonds beyond a temporary period exception?		
c Did the organization maintain an escrow account other than a refunding escrow at any time during the year to defease any tax-exempt bonds?		
d Did the organization act as an 'on behalf of' issuer for bonds outstanding at any time during the year?		
25 a Section 501(c)(3), 501(c)(4), and 501(c)(29) organizations. 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 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
26 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
27 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
28 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):		
a A current or former officer, director, trustee, or key employee? <i>If 'Yes,' complete Schedule L, Part IV</i>		X
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
c 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
29 Did the organization receive more than \$25,000 in non-cash contributions? <i>If 'Yes,' complete Schedule M</i>		X
30 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
31 Did the organization liquidate, terminate, or dissolve and cease operations? <i>If 'Yes,' complete Schedule N, Part I</i>		X
32 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
33 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
34 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
35 a Did the organization have a controlled entity within the meaning of section 512(b)(13)?		X
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>		X
36 Section 501(c)(3) organizations. 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
37 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
38 Did the organization complete Schedule O and provide explanations in Schedule O for Part VI, lines 11b and 19? Note. All Form 990 filers are required to complete Schedule O	X	

BAA

Form 990 (2016)

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
1 a	Enter the number reported in Box 3 of Form 1096. Enter -0- if not applicable 1 a 23		
1 b	Enter the number of Forms W-2G included in line 1a. Enter -0- if not applicable 1 b 0		
1 c	Did the organization comply with backup withholding rules for reportable payments to vendors and reportable gaming (gambling) winnings to prize winners? 1 c	X	
2 a	Enter the number of employees reported on Form W-3, Transmittal of Wage and Tax State-ments, filed for the calendar year ending with or within the year covered by this return 2 a 123		
2 b	If at least one is reported on line 2a, did the organization file all required federal employment tax returns? 2 b	X	
Note. If the sum of lines 1a and 2a is greater than 250, you may be required to e-file (see instructions)			
3 a	Did the organization have unrelated business gross income of \$1,000 or more during the year? 3 a		X
3 b	If 'Yes,' has it filed a Form 990-T for this year? If 'No' to line 3b, provide an explanation in Schedule O. 3 b		
4 a	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)? 4 a		X
4 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).		
5 a	Was the organization a party to a prohibited tax shelter transaction at any time during the tax year? 5 a		X
5 b	Did any taxable party notify the organization that it was or is a party to a prohibited tax shelter transaction? 5 b		X
5 c	If 'Yes,' to line 5a or 5b, did the organization file Form 8886-T? 5 c		
6 a	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? 6 a		X
6 b	If 'Yes,' did the organization include with every solicitation an express statement that such contributions or gifts were not tax deductible? 6 b		
7	Organizations that may receive deductible contributions under section 170(c).		
7 a	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? 7 a		X
7 b	If 'Yes,' did the organization notify the donor of the value of the goods or services provided? 7 b		
7 c	Did the organization sell, exchange, or otherwise dispose of tangible personal property for which it was required to file Form 8282? 7 c		X
7 d	If 'Yes,' indicate the number of Forms 8282 filed during the year 7 d		
7 e	Did the organization receive any funds, directly or indirectly, to pay premiums on a personal benefit contract? 7 e		X
7 f	Did the organization, during the year, pay premiums, directly or indirectly, on a personal benefit contract? 7 f		X
7 g	If the organization received a contribution of qualified intellectual property, did the organization file Form 8899 as required? 7 g		
7 h	If the organization received a contribution of cars, boats, airplanes, or other vehicles, did the organization file a Form 1098-C? 7 h		
8	Sponsoring organizations maintaining donor advised funds. Did a donor advised fund maintained by the sponsoring organization have excess business holdings at any time during the year? 8		X
9	Sponsoring organizations maintaining donor advised funds.		
9 a	Did the sponsoring organization make any taxable distributions under section 4966? 9 a		X
9 b	Did the sponsoring organization make a distribution to a donor, donor advisor, or related person? 9 b		X
10	Section 501(c)(7) organizations. Enter:		
10 a	Initiation fees and capital contributions included on Part VIII, line 12. 10 a		
10 b	Gross receipts, included on Form 990, Part VIII, line 12, for public use of club facilities 10 b		
11	Section 501(c)(12) organizations. Enter:		
11 a	Gross income from members or shareholders. 11 a		
11 b	Gross income from other sources (Do not net amounts due or paid to other sources against amounts due or received from them.) 11 b		
12 a	Section 4947(a)(1) non-exempt charitable trusts. Is the organization filing Form 990 in lieu of Form 1041? 12 a		
12 b	If 'Yes,' enter the amount of tax-exempt interest received or accrued during the year 12 b		
13	Section 501(c)(29) qualified nonprofit health insurance issuers.		
13 a	Is the organization licensed to issue qualified health plans in more than one state? 13 a		
Note. See the instructions for additional information the organization must report on Schedule O.			
13 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 13 b		
13 c	Enter the amount of reserves on hand 13 c		
14 a	Did the organization receive any payments for indoor tanning services during the tax year? 14 a		X
14 b	If 'Yes,' has it filed a Form 720 to report these payments? If 'No,' provide an explanation in Schedule O. 14 b		

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. [X]

Section A. Governing Body and Management

Table with 3 columns: Question, Yes, No. Rows include: 1a Enter the number of voting members... 1b Enter the number of voting members included in line 1a... 2 Did any officer, director, trustee, or key employee have a family relationship... 3 Did the organization delegate control over management duties... 4 Did the organization make any significant changes to its governing documents... 5 Did the organization become aware during the year of a significant diversion of the organization's assets? 6 Did the organization have members or stockholders? 7a 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? 7b Are any governance decisions of the organization reserved to (or subject to approval by) members, stockholders, or persons other than the governing body? 8 Did the organization contemporaneously document the meetings held or written actions undertaken during the year by the following: 8a The governing body? 8b Each committee with authority to act on behalf of the governing body? 9 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

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

Table with 3 columns: Question, Yes, No. Rows include: 10a Did the organization have local chapters, branches, or affiliates? 10b 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? 11a Has the organization provided a complete copy of this Form 990 to all members of its governing body before filing the form? 11b Describe in Schedule O the process, if any, used by the organization to review this Form 990. 12a Did the organization have a written conflict of interest policy? If 'No,' go to line 13. 12b Were officers, directors, or trustees, and key employees required to disclose annually interests that could give rise to conflicts? 12c Did the organization regularly and consistently monitor and enforce compliance with the policy? If 'Yes,' describe in Schedule O how this was done. 13 Did the organization have a written whistleblower policy? 14 Did the organization have a written document retention and destruction policy? 15 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? 15a The organization's CEO, Executive Director, or top management official 15b Other officers or key employees of the organization. If 'Yes' to line 15a or 15b, describe the process in Schedule O (see instructions). 16a Did the organization invest in, contribute assets to, or participate in a joint venture or similar arrangement with a taxable entity during the year? 16b 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 North Carolina
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 [X] 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: Eugene Slocum P O Box 35476 Fayetteville, NC 28303 (910) 223-7711

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

1 a 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 dotted 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			
(1) Simon Johnson Director	2.00	X					0.	0.	0.	
(2) Darren Satterfield Director	2.00	X					0.	0.	0.	
(3) Norma Campbell Chairwoman	2.00	X		X			0.	0.	0.	
(4) Adam Beyah Dir	2.00	X					0.	0.	0.	
(5) Jerome Scott Dir	2.00	X					0.	0.	0.	
(6) Barbara Batts Dir	2.00	X					0.	0.	0.	
(7) Eugene Slocum Dir	2.00	X					0.	0.	0.	
(8)										
(9)										
(10)										
(11)										
(12)										
(13)										
(14)										

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 dotted 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			
(15) -----	-----									
(16) -----	-----									
(17) -----	-----									
(18) -----	-----									
(19) -----	-----									
(20) -----	-----									
(21) -----	-----									
(22) -----	-----									
(23) -----	-----									
(24) -----	-----									
(25) -----	-----									

1 b Sub-total	0.	0.	0.
c Total from continuation sheets to Part VII, Section A			
d Total (add lines 1b and 1c)	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 ▶			

	Yes	No
3 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>	3	X
4 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>	4	X
5 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>	5	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

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 ▶	
---	--

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	1 a				
	b Membership dues	1 b				
	c Fundraising events	1 c				
	d Related organizations	1 d				
	e Government grants (contributions) . .	1 e 5,318,731.				
	f All other contributions, gifts, grants, and similar amounts not included above . .	1 f 14,350.				
	g Noncash contributions included in lines 1a-1f: \$					
	h Total. Add lines 1a-1f ▶		5,333,081.			
Program Service Revenue	2 a <u>Child care fees</u>	Business Code 900099	87,097.	87,097.	0.	0.
	b					
	c					
	d					
	e					
	f All other program service revenue . . .					
	g Total. Add lines 2a-2f ▶		87,097.			
	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	b			
	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	b				
	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	b				
	c Net income or (loss) from sales of inventory ▶					
11 a <u>Other</u>	Business Code 900099	66,413.	66,413.	0.	0.	
	b					
	c					
	d All other revenue					
	e Total. Add lines 11a-11d ▶		66,413.			
12 Total revenue. See instructions ▶		5,486,591.	153,510.	0.	0.	

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	2,442,375.	2,170,806.	271,569.	0.
8 Pension plan accruals and contributions (include section 401(k) and 403(b) employer contributions)				
9 Other employee benefits	104,092.	93,241.	10,851.	0.
10 Payroll taxes	213,519.	192,034.	21,485.	0.
11 Fees for services (non-employees):				
a Management				
b Legal	27,325.	0.	27,325.	0.
c Accounting	8,800.	0.	8,800.	0.
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 Schedule O.)				
12 Advertising and promotion	14,669.	0.	14,669.	0.
13 Office expenses	160,494.	104,997.	55,497.	0.
14 Information technology	27,909.	27,909.	0.	0.
15 Royalties				
16 Occupancy	306,578.	195,591.	110,987.	0.
17 Travel				
18 Payments of travel or entertainment expenses for any federal, state, or local public officials				
19 Conferences, conventions, and meetings	53,882.	44,034.	9,848.	0.
20 Interest	325,761.	0.	325,761.	0.
21 Payments to affiliates				
22 Depreciation, depletion, and amortization	286,032.	17,427.	268,605.	0.
23 Insurance	56,953.	55,491.	1,462.	0.
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 <u>Field Trips</u>	16,340.	16,340.	0.	0.
b <u>Contracted Services</u>	155,470.	147,984.	7,486.	0.
c <u>Textbooks & Supplies</u>	199,063.	120,747.	78,316.	0.
d <u>Repairs & Maintenance</u>	59,389.	0.	59,389.	0.
e All other expenses	164,977.	69,364.	95,613.	0.
25 Total functional expenses. Add lines 1 through 24e.	4,623,628.	3,255,965.	1,367,663.	0.
26 Joint costs. Complete this line only if the organization reported in column (B) joint costs from a combined educational campaign and fundraising solicitation. Check here <input type="checkbox"/> if following SOP 98-2 (ASC 958-720).				

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	2,468,857.	1	3,218,276.
	2 Savings and temporary cash investments		2	
	3 Pledges and grants receivable, net		3	
	4 Accounts receivable, net	4,356.	4	27,040.
	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 instructions). Complete Part II of Schedule L		6	
	7 Notes and loans receivable, net		7	
	8 Inventories for sale or use		8	
	9 Prepaid expenses and deferred charges	10,465.	9	1,700.
	10a Land, buildings, and equipment: cost or other basis. Complete Part VI of Schedule D	10a 11,198,518.		
	b Less: accumulated depreciation	10b 807,085.	10,453,519.	10c 10,391,433.
	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		15	
16 Total assets. Add lines 1 through 15 (must equal line 34)		12,937,197.	16	13,638,449.
Liabilities	17 Accounts payable and accrued expenses	16,638.	17	18,896.
	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	8,195,281.	23	8,031,312.
	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		25	
	26 Total liabilities. Add lines 17 through 25		8,211,919.	26
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		30	
	31 Paid-in or capital surplus, or land, building, or equipment fund	2,258,238.	31	2,360,121.
	32 Retained earnings, endowment, accumulated income, or other funds	2,467,040.	32	3,228,120.
33 Total net assets or fund balances		4,725,278.	33	5,588,241.
34 Total liabilities and net assets/fund balances		12,937,197.	34	13,638,449.

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Form 990 (2016)

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	5,486,591.
2	Total expenses (must equal Part IX, column (A), line 25)	2	4,623,628.
3	Revenue less expenses. Subtract line 2 from line 1	3	862,963.
4	Net assets or fund balances at beginning of year (must equal Part X, line 33, column (A))	4	4,725,278.
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	
10	Net assets or fund balances at end of year. Combine lines 3 through 9 (must equal Part X, line 33, column (B))	10	5,588,241.

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.			
2 a	Were the organization's financial statements compiled or reviewed by an independent accountant?		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			
2 b	Were the organization's financial statements audited by an independent accountant?	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			
2 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?		X
If the organization changed either its oversight process or selection process during the tax year, explain in Schedule O.			
3 a	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
3 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		

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Form 990 (2016)

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

2016

Open to Public Inspection

Name of the organization

Alpha Academy, Inc

Employer identification number

56-2200096

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 12, 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 agricultural research organization described in **section 170(b)(1)(A)(ix)** operated in conjunction with a land-grant college or university or a non-land-grant college of agriculture (see instructions). Enter the name, city, and state of the college or university: _____
- 10 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.)
- 11 An organization organized and operated exclusively to test for public safety. See **section 509(a)(4)**.
- 12 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 12a through 12d that describes the type of supporting organization and complete lines 12e, 12f, and 12g.
 - 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 1-10 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		
(A)						
(B)						
(C)						
(D)						
(E)						
Total						

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

Table with 7 columns: (a) 2012, (b) 2013, (c) 2014, (d) 2015, (e) 2016, (f) Total. Rows include: 1 Gifts, grants, contributions, and membership fees received; 2 Tax revenues levied for the organization's benefit; 3 The value of services or facilities furnished by a governmental unit; 4 Total. Add lines 1 through 3; 5 The portion of total contributions by each person that exceeds 2% of the amount shown on line 11; 6 Public support. Subtract line 5 from line 4.

Section B. Total Support

Table with 7 columns: (a) 2012, (b) 2013, (c) 2014, (d) 2015, (e) 2016, (f) Total. Rows include: 7 Amounts from line 4; 8 Gross income from interest, dividends, payments received on securities loans, rents, royalties and income from similar sources; 9 Net income from unrelated business activities; 10 Other income; 11 Total support. Add lines 7 through 10; 12 Gross receipts from related activities, etc. (see instructions); 13 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

Table with 3 columns: Line number, Description, and Percentage. Rows include: 14 Public support percentage for 2016; 15 Public support percentage from 2015 Schedule A; 16a 33-1/3% support test-2016; 16b 33-1/3% support test-2015; 17a 10%-facts-and-circumstances test-2016; 17b 10%-facts-and-circumstances test-2015; 18 Private foundation.

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

(Complete only if you checked the box on line 10 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) 2012	(b) 2013	(c) 2014	(d) 2015	(e) 2016	(f) Total
1 Gifts, grants, contributions, and membership fees received. (Do not include any 'unusual grants.')						
2 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						
3 Gross receipts from activities that are not an unrelated trade or business under section 513						
4 Tax revenues levied for the organization's benefit and either paid to or expended on its behalf						
5 The value of services or facilities furnished by a governmental unit to the organization without charge.						
6 Total. Add lines 1 through 5						
7a Amounts included on lines 1, 2, and 3 received from disqualified persons						
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						
c Add lines 7a and 7b						
8 Public support. (Subtract line 7c from line 6.)						

Section B. Total Support

Calendar year (or fiscal year beginning in) ▶	(a) 2012	(b) 2013	(c) 2014	(d) 2015	(e) 2016	(f) Total
9 Amounts from line 6						
10a Gross income from interest, dividends, payments received on securities loans, rents, royalties and income from similar sources						
b Unrelated business taxable income (less section 511 taxes) from businesses acquired after June 30, 1975						
c Add lines 10a and 10b						
11 Net income from unrelated business activities not included in line 10b, whether or not the business is regularly carried on						
12 Other income. Do not include gain or loss from the sale of capital assets (Explain in Part VI.)						
13 Total support. (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

15 Public support percentage for 2016 (line 8, column (f) divided by line 13, column (f))	15	%
16 Public support percentage from 2015 Schedule A, Part III, line 15.	16	%

Section D. Computation of Investment Income Percentage

17 Investment income percentage for 2016 (line 10c, column (f) divided by line 13, column (f))	17	%
18 Investment income percentage from 2015 Schedule A, Part III, line 17	18	%

19a 33-1/3% support tests—2016. 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—2015. 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 12 on Part I. If you checked 12a of Part I, complete Sections A and B. If you checked 12b of Part I, complete Sections A and C. If you checked 12c of Part I, complete Sections A, D, and E. If you checked 12d of Part I, complete Sections A and D, and complete Part V.)

Section A. All Supporting Organizations

	Yes	No
1 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>		
2 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>		
3a 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 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>		
c 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>		
4a Was any supported organization not organized in the United States ('foreign supported organization')? <i>If 'Yes' and if you checked 12a or 12b in Part I, answer (b) and (c) below.</i>		
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>		
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)? <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>		
5a 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 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 (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>		
7 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>		
8 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>		
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))? <i>If 'Yes,' provide detail in Part VI.</i>		
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>		
c 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>		
10a 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 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
11 Has the organization accepted a gift or contribution from any of the following persons?		
a 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?	11a	
b A family member of a person described in (a) above?	11b	
c A 35% controlled entity of a person described in (a) or (b) above? <i>If 'Yes' to a, b, or c, provide detail in Part VI.</i>	11c	

Section B. Type I Supporting Organizations

	Yes	No
1 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? <i>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.</i>	1	
2 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? <i>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.</i>	2	

Section C. Type II Supporting Organizations

	Yes	No
1 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)? <i>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).</i>	1	

Section D. All Type III Supporting Organizations

	Yes	No
1 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?	1	
2 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? <i>If 'No,' explain in Part VI how the organization maintained a close and continuous working relationship with the supported organization(s).</i>	2	
3 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? <i>If 'Yes,' describe in Part VI the role the organization's supported organizations played in this regard.</i>	3	

Section E. Type III Functionally Integrated Supporting Organizations

- 1** Check the box next to the method that the organization used to satisfy the Integral Part Test during the year (see instructions).
 - a** The organization satisfied the Activities Test. Complete **line 2** below.
 - b** The organization is the parent of each of its supported organizations. Complete **line 3** below.
 - c** The organization supported a governmental entity. Describe in **Part VI** how you supported a government entity (see instructions).

2 Activities Test. **Answer (a) and (b) below.**

	Yes	No
a 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? <i>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.</i>	2a	
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? <i>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.</i>	2b	
3 Parent of Supported Organizations. Answer (a) and (b) below.		
a 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? <i>Provide details in Part VI.</i>	3a	
b Did the organization exercise a substantial degree of direction over the policies, programs, and activities of each of its supported organizations? <i>If 'Yes,' describe in Part VI the role played by the organization in this regard.</i>	3b	

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 (explain in Part VI). **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	Adjusted Net Income (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	1 a	
b	Average monthly cash balances	1 b	
c	Fair market value of other non-exempt-use assets	1 c	
d	Total (add lines 1a, 1b, and 1c)	1 d	
e	Discount 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	Minimum Asset Amount (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	Distributable Amount. 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).		

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Schedule A (Form 990 or 990-EZ) 2016

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

Section D – Distributions	Current Year
1 Amounts paid to supported organizations to accomplish exempt purposes	
2 Amounts paid to perform activity that directly furthers exempt purposes of supported organizations, in excess of income from activity	
3 Administrative expenses paid to accomplish exempt purposes of supported organizations	
4 Amounts paid to acquire exempt-use assets	
5 Qualified set-aside amounts (prior IRS approval required)	
6 Other distributions (describe in Part VI). See instructions.	
7 Total annual distributions. Add lines 1 through 6.	
8 Distributions to attentive supported organizations to which the organization is responsive (provide details in Part VI). See instructions.	
9 Distributable amount for 2016 from Section C, line 6	
10 Line 8 amount divided by Line 9 amount	

Section E – Distribution Allocations (see instructions)	(i) Excess Distributions	(ii) Underdistributions Pre-2016	(iii) Distributable Amount for 2016
1 Distributable amount for 2016 from Section C, line 6			
2 Underdistributions, if any, for years prior to 2016 (reasonable cause required – explain in Part VI). See instructions.			
3 Excess distributions carryover, if any, to 2016:			
a			
b			
c From 2013			
d From 2014			
e From 2015			
f Total of lines 3a through e			
g Applied to underdistributions of prior years			
h Applied to 2016 distributable amount			
i Carryover from 2011 not applied (see instructions)			
j Remainder. Subtract lines 3g, 3h, and 3i from 3f.			
4 Distributions for 2016 from Section D, line 7: \$			
a Applied to underdistributions of prior years			
b Applied to 2016 distributable amount			
c Remainder. Subtract lines 4a and 4b from 4.			
5 Remaining underdistributions for years prior to 2016, if any. Subtract lines 3g and 4a from line 2. For result greater than zero, explain in Part VI. See instructions.			
6 Remaining underdistributions for 2016. Subtract lines 3h and 4b from line 1. For result greater than zero, explain in Part VI. See instructions.			
7 Excess distributions carryover to 2017. Add lines 3j and 4c.			
8 Breakdown of line 7:			
a			
b Excess from 2013			
c Excess from 2014			
d Excess from 2015			
e Excess from 2016			

BAA

Schedule A (Form 990 or 990-EZ) 2016

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.)

SCHEDULE D (Form 990)

Supplemental Financial Statements

OMB No. 1545-0047

2016

Department of the Treasury Internal Revenue Service

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.

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

Open to Public Inspection

Name of the organization

Employer identification number

Alpha Academy, Inc

56-2200096

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.

Table with 3 columns: Question, (a) Donor advised funds, (b) Funds and other accounts. Rows include total number at end of year, aggregate value of contributions, grants, and end of year, and two yes/no questions about donor/donor advisor notification.

Part II Conservation Easements.

Complete if the organization answered 'Yes' on Form 990, Part IV, line 7.

Table with 3 columns: Question, (a) Donor advised funds, (b) Funds and other accounts. Rows include purpose(s) of conservation easements, number of easements, acreage, modified easements, states, monitoring policy, hours, expenses, and requirements.

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.

Table with 3 columns: Question, (a) Donor advised funds, (b) Funds and other accounts. Rows include reporting requirements for art, historical treasures, or other similar assets.

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.

1 a 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
1 c Beginning balance	
1 d Additions during the year	
1 e Distributions during the year	
1 f Ending balance	

2 a 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
1 a 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%.

3 a 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	<input type="checkbox"/>	<input type="checkbox"/>
(ii) related organizations	<input type="checkbox"/>	<input type="checkbox"/>
b If 'Yes' on line 3a(ii), are the related organizations listed as required on Schedule R?	<input type="checkbox"/>	<input type="checkbox"/>

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
1 a Land		1,194,601.		1,194,601.
b Buildings		9,563,183.	688,885.	8,874,298.
c Leasehold improvements		26,633.	1,901.	24,732.
d Equipment		414,101.	116,299.	297,802.
e Other				

Total. Add lines 1a through 1e. (Column (d) must equal Form 990, Part X, column (B), line 10c.) 10,391,433.

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) _____		
(I) _____		
Total. (Column (b) must equal Form 990, Part X, column (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) _____		
(10) _____		
Total. (Column (b) must equal Form 990, Part X, column (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) _____	
(10) _____	
Total. (Column (b) must equal Form 990, Part X, column (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

(a) Description of liability	(b) Book value
(1) Federal income taxes	
(2) _____	
(3) _____	
(4) _____	
(5) _____	
(6) _____	
(7) _____	
(8) _____	
(9) _____	
(10) _____	
(11) _____	
Total. (Column (b) must equal Form 990, Part X, column (B) line 25.) . . . ▶	

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' on Form 990, Part IV, line 12a.

1	Total revenue, gains, and other support per audited financial statements		1	5,486,591.
2	Amounts included on line 1 but not on Form 990, Part VIII, line 12:			
	a Net unrealized gains (losses) on investments	2 a		
	b Donated services and use of facilities	2 b		
	c Recoveries of prior year grants	2 c		
	d Other (Describe in Part XIII.)	2 d		
	e Add lines 2a through 2d		2 e	
3	Subtract line 2e from line 1		3	5,486,591.
4	Amounts included on Form 990, Part VIII, line 12, but not on line 1:			
	a Investment expenses not included on Form 990, Part VIII, line 7b.	4 a		
	b Other (Describe in Part XIII.)	4 b		
	c Add lines 4a and 4b		4 c	
5	Total revenue. Add lines 3 and 4c . (This must equal Form 990, Part I, line 12.)		5	5,486,591.

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.

1	Total expenses and losses per audited financial statements.		1	4,623,628.
2	Amounts included on line 1 but not on Form 990, Part IX, line 25:			
	a Donated services and use of facilities	2 a		
	b Prior year adjustments	2 b		
	c Other losses	2 c		
	d Other (Describe in Part XIII.)	2 d		
	e Add lines 2a through 2d		2 e	
3	Subtract line 2e from line 1		3	4,623,628.
4	Amounts included on Form 990, Part IX, line 25, but not on line 1:			
	a Investment expenses not included on Form 990, Part VIII, line 7b.	4 a		
	b Other (Describe in Part XIII.)	4 b		
	c Add lines 4a and 4b		4 c	
5	Total expenses. Add lines 3 and 4c . (This must equal Form 990, Part I, line 18.)		5	4,623,628.

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.

SCHEDULE E
(Form 990 or 990-EZ)

Schools

OMB No. 1545-0047

▶ **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.**

2016

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.**

Open to Public Inspection

Name of the organization

Employer identification number

Alpha Academy, Inc

56-2200096

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?	X	
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?	X	
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 <u>Policy is included in statement of purpose</u> ----- ----- -----	X	
4 Does the organization maintain the following? a Records indicating the racial composition of the student body, faculty, and administrative staff?	X	
b Records documenting that scholarships and other financial assistance are awarded on a racially nondiscriminatory basis?	X	
c Copies of all catalogues, brochures, announcements, and other written communications to the public dealing with student admissions, programs, and scholarships?	X	
d Copies of all material used by the organization or on its behalf to solicit contributions? If you answered 'No' to any of the above, please explain. If you need more space, use Part II. ----- -----	X	
5 Does the organization discriminate by race in any way with respect to: a Students' rights or privileges?		X
b Admissions policies?		X
c Employment of faculty or administrative staff?		X
d Scholarships or other financial assistance?		X
e Educational policies?		X
f Use of facilities?		X
g Athletic programs?		X
h Other extracurricular activities? If you answered 'Yes' to any of the above, please explain. If you need more space, use Part II. ----- -----		X
6 a Does the organization receive any financial aid or assistance from a governmental agency?	X	
b Has the organization's right to such aid ever been revoked or suspended? If you answered 'Yes' on either line 6a or line 6b, explain on Part II.		X
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	X	

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 (see instructions).

Line 3 N/A
Line 6b N/A

SCHEDULE O
(Form 990 or 990-EZ)

Department of the Treasury
Internal Revenue Service

Name of the organization

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.

OMB No. 1545-0047

2016

**Open to Public
Inspection**

Employer identification number

Alpha Academy, Inc

56-220096

Pt VI, Line 11b Form 990 is reviewed by the board prior to filing.
Pt VI, Line 12c Conflict of Interest statements are signed annually.
Pt VI, Line 15a Compared to other charter schools.
Pt VI, Line 15b Compared to other charter schools.

Form **8879-EO**

IRS e-file Signature Authorization for an Exempt Organization

OMB No. 1545-1878

For calendar year 2016, or fiscal year beginning Jul 1, 2016, and ending Jun 30, 2017

▶ **Do not send to the IRS. Keep for your records.**

▶ **Information about Form 8879-EO and its instructions is at www.irs.gov/form8879eo.**

2016

Department of the Treasury
Internal Revenue Service

Name of exempt organization

Employer identification number

Alpha Academy, Inc

56-2200096

Name and title of officer

Norma Campbell Chair

Part I Type of Return and Return Information (Whole Dollars Only)

Check the box for the return for which you are using this Form 8879-EO and enter the applicable amount, if any, from the return. If you check the box on line 1a, 2a, 3a, 4a, or 5a, below, and the amount on that line for the return being filed with this form was blank, then leave line 1b, 2b, 3b, 4b, or 5b, whichever is applicable, blank (do not enter -0-). But, if you entered -0- on the return, then enter -0- on the applicable line below. **Do not** complete more than 1 line in Part I.

1 a	Form 990 check here . . . ▶	<input checked="" type="checkbox"/>	b	Total revenue, if any (Form 990, Part VIII, column (A), line 12)	1 b	<u>5,486,591.</u>
2 a	Form 990-EZ check here . . . ▶	<input type="checkbox"/>	b	Total revenue, if any (Form 990-EZ, line 9)	2 b	
3 a	Form 1120-POL check here . . . ▶	<input type="checkbox"/>	b	Total tax (Form 1120-POL, line 22)	3 b	
4 a	Form 990-PF check here . . . ▶	<input type="checkbox"/>	b	Tax based on investment income (Form 990-PF, Part VI, line 5)	4 b	
5 a	Form 8868 check here . . . ▶	<input type="checkbox"/>	b	Balance Due (Form 8868, line 3c	5 b	

Part II Declaration and Signature Authorization of Officer

Under penalties of perjury, I declare that I am an officer of the above organization and that I have examined a copy of the organization's 2016 electronic return and accompanying schedules and statements and to the best of my knowledge and belief, they are true, correct, and complete. I further declare that the amount in Part I above is the amount shown on the copy of the organization's electronic return. I consent to allow my intermediate service provider, transmitter, or electronic return originator (ERO) to send the organization's return to the IRS and to receive from the IRS (a) an acknowledgement of receipt or reason for rejection of the transmission, (b) the reason for any delay in processing the return or refund, and (c) the date of any refund. If applicable, I authorize the U.S. Treasury and its designated Financial Agent to initiate an electronic funds withdrawal (direct debit) entry to the financial institution account indicated in the tax preparation software for payment of the organization's federal taxes owed on this return, and the financial institution to debit the entry to this account. To revoke a payment, I must contact the U.S. Treasury Financial Agent at 1-888-353-4537 no later than 2 business days prior to the payment (settlement) date. I also authorize the financial institutions involved in the processing of the electronic payment of taxes to receive confidential information necessary to answer inquiries and resolve issues related to the payment. I have selected a personal identification number (PIN) as my signature for the organization's electronic return and, if applicable, the organization's consent to electronic funds withdrawal.

Officer's PIN: check one box only

I authorize Darrell L. Keller, CPA, PA to enter my PIN 12345 as my signature
ERO firm name Enter five numbers, but do not enter all zeros

on the organization's tax year 2016 electronically filed return. If I have indicated within this return that a copy of the return is being filed with a state agency(ies) regulating charities as part of the IRS Fed/State program, I also authorize the aforementioned ERO to enter my PIN on the return's disclosure consent screen.

As an officer of the organization, I will enter my PIN as my signature on the organization's tax year 2016 electronically filed return. If I have indicated within this return that a copy of the return is being filed with a state agency(ies) regulating charities as part of the IRS Fed/State program, I will enter my PIN on the return's disclosure consent screen.

Officer's signature ▶ _____ Date ▶ 01/12/2018

Part III Certification and Authentication

ERO's EFIN/PIN. Enter your six-digit electronic filing identification number (EFIN) followed by your five-digit self-selected PIN 69202033401
do not enter all zeros

I certify that the above numeric entry is my PIN, which is my signature on the 2016 electronically filed return for the organization indicated above. I confirm that I am submitting this return in accordance with the requirements of **Pub. 4163**, Modernized e-File (MeF) Information for Authorized IRS e-file Providers for Business Returns.

ERO's signature ▶ _____ Date ▶ 01/29/2018

**ERO Must Retain This Form – See Instructions
Do Not Submit This Form To the IRS Unless Requested To Do So**

2015 Exempt Organization Business Tax Return

prepared by:

Darrell L. Keller, CPA, PA

P.O. Box 1028

Kings Mountain, NC 28086

Alpha Academy, Inc

P O Box 35476

Fayetteville, NC 28303

Return of Organization Exempt From Income Tax
 Under section 501(c), 527, or 4947(a)(1) of the Internal Revenue Code (except private foundations)
 G Do not enter social security numbers on this form as it may be made public.
 G Information about Form 990 and its instructions is at www.irs.gov/form990.

2015

Open to Public Inspection

Department of the Treasury
Internal Revenue Service

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

B Check if applicable:	C Name of organization <u>Alpha Academy, Inc</u>	D Employer identification number
<input type="checkbox"/> Address change	Doing business as	<u>56-2200096</u>
<input type="checkbox"/> Name change	Number and street (or P.O. box if mail is not delivered to street address) Room/suite	E Telephone number
<input type="checkbox"/> Initial return	<u>P O Box 35476</u>	<u>(910) 223-7711</u>
<input type="checkbox"/> Final return/terminated	City or town, state or province, country, and ZIP or foreign postal code	G Gross receipts \$ <u>5,359,934.</u>
<input type="checkbox"/> Amended return	<u>Fayetteville NC 28303</u>	H(a) Is this a group return for subordinates? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
<input type="checkbox"/> Application pending	F Name and address of principal officer:	H(b) Are all subordinates included? <input type="checkbox"/> Yes <input type="checkbox"/> No If 'No,' attach a list. (see instructions)
I Tax-exempt status	<input checked="" type="checkbox"/> 501(c)(3) <input type="checkbox"/> 501(c) () H (insert no.) <input type="checkbox"/> 4947(a)(1) or <input type="checkbox"/> 527	H(c) Group exemption number <u>G</u>
J Website: <u>G</u> <u>N/A</u>		
K Form of organization: <input checked="" type="checkbox"/> Corporation <input type="checkbox"/> Trust <input type="checkbox"/> Association <input type="checkbox"/> Other <u>G</u>	L Year of formation: <u>2000</u>	M State of legal domicile: <u>NC</u>

Part I Summary

1	Briefly describe the organization's mission or most significant activities: <u>North Carolina Public Charter School</u>			
2	Check this box <input type="checkbox"/> G if the organization discontinued its operations or disposed of more than 25% of its net assets.			
3	Number of voting members of the governing body (Part VI, line 1a)	3		7
4	Number of independent voting members of the governing body (Part VI, line 1b)	4		6
5	Total number of individuals employed in calendar year 2015 (Part V, line 2a)	5		92
6	Total number of volunteers (estimate if necessary)	6		150
7a	Total unrelated business revenue from Part VIII, column (C), line 12	7a		0.
7b	Net unrelated business taxable income from Form 990-T, line 34	7b		0.
			Prior Year	Current Year
8	Contributions and grants (Part VIII, line 1h)		4,181,327.	5,161,135.
9	Program service revenue (Part VIII, line 2g)		69,854.	118,293.
10	Investment income (Part VIII, column (A), lines 3, 4, and 7d)			
11	Other revenue (Part VIII, column (A), lines 5, 6d, 8c, 9c, 10c, and 11e)		76,530.	80,506.
12	Total revenue - add lines 8 through 11 (must equal Part VIII, column (A), line 12)		4,327,711.	5,359,934.
13	Grants and similar amounts paid (Part IX, column (A), lines 1-3)			
14	Benefits paid to or for members (Part IX, column (A), line 4)			
15	Salaries, other compensation, employee benefits (Part IX, column (A), lines 5-10)		2,116,753.	2,461,854.
16a	Professional fundraising fees (Part IX, column (A), line 11e)			
b	Total fundraising expenses (Part IX, column (D), line 25) <u>G</u>			0.
17	Other expenses (Part IX, column (A), lines 11a-11d, 11f-24e)		1,234,966.	1,848,119.
18	Total expenses. Add lines 13-17 (must equal Part IX, column (A), line 25)		3,351,719.	4,309,973.
19	Revenue less expenses. Subtract line 18 from line 12		975,992.	1,049,961.
			Beginning of Current Year	End of Year
20	Total assets (Part X, line 16)		8,948,692.	12,937,197.
21	Total liabilities (Part X, line 26)		5,273,375.	8,211,919.
22	Net assets or fund balances. Subtract line 21 from line 20		3,675,317.	4,725,278.

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.

Sign Here	A _____ Signature of officer	09/15/16	Date
	A <u>Norma Campbell</u> Type or print name and title.	Chair	
Paid Preparer Use Only	Print/Type preparer's name	Preparer's signature	Date
	<u>Darrell L. Keller</u>	<u>Darrell L. Keller</u>	<u>09/03/16</u>
	Firm's name <u>G</u> <u>Darrell L. Keller, CPA, PA</u>	Check <input type="checkbox"/> if self-employed	PTIN <u>P00153428</u>
	Firm's address <u>G</u> <u>P.O. Box 1028</u> <u>Kings Mountain NC 28086</u>	Firm's EIN <u>G</u> <u>51-0471443</u>	Phone no. <u>(704) 739-0771</u>

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

1 Briefly describe the organization's mission:

North Carolina Public Charter School

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 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 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.

4 a (Code:) (Expenses \$ 3,250,174. including grants of \$ 0.) (Revenue \$ 5,359,934.)

Operation of a public charter school

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

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

4 d Other program services. (Describe in Schedule O.)

(Expenses \$ including grants of \$) (Revenue \$)

4 e Total program service expenses G 3,250,174.

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>	X	
2 Is the organization required to complete <i>Schedule B, Schedule of Contributors</i> (see instructions)?		X
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>		X
4 Section 501(c)(3) organizations. 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>		X
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>		X
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>		X
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>		X
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>		X
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>		X
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>		X
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>	X	
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>		X
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>		X
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>		X
e Did the organization report an amount for other liabilities in Part X, line 25? <i>If 'Yes,' complete Schedule D, Part X.</i>		X
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>		X
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>	X	
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>		X
13 Is the organization a school described in section 170(b)(1)(A)(ii)? <i>If 'Yes,' complete Schedule E.</i>	X	
14a Did the organization maintain an office, employees, or agents outside of the United States?.		X
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>		X
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>		X
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>		X
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> (see instructions)		X
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>		X
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>		X

Part IV Checklist of Required Schedules (continued)

	Yes	No
20a Did the organization operate one or more hospital facilities? <i>If 'Yes,' complete Schedule H</i>		X
b If 'Yes' to line 20a, did the organization attach a copy of its audited financial statements to this return?		
21 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
22 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
23 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
24a 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 Did the organization invest any proceeds of tax-exempt bonds beyond a temporary period exception?		
c Did the organization maintain an escrow account other than a refunding escrow at any time during the year to defease any tax-exempt bonds?		
d Did the organization act as an 'on behalf of' issuer for bonds outstanding at any time during the year?		
25a Section 501(c)(3), 501(c)(4), and 501(c)(29) organizations. 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 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
26 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
27 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
28 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):		
a A current or former officer, director, trustee, or key employee? <i>If 'Yes,' complete Schedule L, Part IV</i>		X
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
c 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
29 Did the organization receive more than \$25,000 in non-cash contributions? <i>If 'Yes,' complete Schedule M</i>		X
30 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
31 Did the organization liquidate, terminate, or dissolve and cease operations? <i>If 'Yes,' complete Schedule N, Part I</i>		X
32 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
33 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
34 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
35a Did the organization have a controlled entity within the meaning of section 512(b)(13)?		X
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>		X
36 Section 501(c)(3) organizations. 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
37 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
38 Did the organization complete Schedule O and provide explanations in Schedule O for Part VI, lines 11b and 19? Note. All Form 990 filers are required to complete Schedule O	X	

BAA

Form 990 (2015)

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
1 a	Enter the number reported in Box 3 of Form 1096. Enter -0- if not applicable 1 a 51		
1 b	Enter the number of Forms W-2G included in line 1a. Enter -0- if not applicable 1 b 0		
1 c	Did the organization comply with backup withholding rules for reportable payments to vendors and reportable gaming (gambling) winnings to prize winners? 1 c	X	
2 a	Enter the number of employees reported on Form W-3, Transmittal of Wage and Tax State- ments, filed for the calendar year ending with or within the year covered by this return 2 a 92		
2 b	If at least one is reported on line 2a, did the organization file all required federal employment tax returns? 2 b	X	
Note. If the sum of lines 1a and 2a is greater than 250, you may be required to e-file (see instructions)			
3 a	Did the organization have unrelated business gross income of \$1,000 or more during the year? 3 a		X
3 b	If 'Yes' has it filed a Form 990-T for this year? If 'No' to line 3b, provide an explanation in Schedule O 3 b		
4 a	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)? 4 a		X
4 b	If 'Yes,' enter the name of the foreign country: G See instructions for filing requirements for FinCEN Form 114, Report of Foreign Bank and Financial Accounts. (FBAR)		
5 a	Was the organization a party to a prohibited tax shelter transaction at any time during the tax year? 5 a		X
5 b	Did any taxable party notify the organization that it was or is a party to a prohibited tax shelter transaction? 5 b		X
5 c	If 'Yes,' to line 5a or 5b, did the organization file Form 8886-T? 5 c		
6 a	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? 6 a		X
6 b	If 'Yes,' did the organization include with every solicitation an express statement that such contributions or gifts were not tax deductible? 6 b		
7	Organizations that may receive deductible contributions under section 170(c).		
7 a	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? 7 a		X
7 b	If 'Yes,' did the organization notify the donor of the value of the goods or services provided? 7 b		
7 c	Did the organization sell, exchange, or otherwise dispose of tangible personal property for which it was required to file Form 8282? 7 c		X
7 d	If 'Yes,' indicate the number of Forms 8282 filed during the year 7 d		
7 e	Did the organization receive any funds, directly or indirectly, to pay premiums on a personal benefit contract? 7 e		X
7 f	Did the organization, during the year, pay premiums, directly or indirectly, on a personal benefit contract? 7 f		X
7 g	If the organization received a contribution of qualified intellectual property, did the organization file Form 8899 as required? 7 g		
7 h	If the organization received a contribution of cars, boats, airplanes, or other vehicles, did the organization file a Form 1098-C? 7 h		
8	Sponsoring organizations maintaining donor advised funds. Did a donor advised fund maintained by the sponsoring organization have excess business holdings at any time during the year? 8		X
9	Sponsoring organizations maintaining donor advised funds.		
9 a	Did the sponsoring organization make any taxable distributions under section 4966? 9 a		X
9 b	Did the sponsoring organization make a distribution to a donor, donor advisor, or related person? 9 b		X
10	Section 501(c)(7) organizations. Enter:		
10 a	Initiation fees and capital contributions included on Part VIII, line 12. 10 a		
10 b	Gross receipts, included on Form 990, Part VIII, line 12, for public use of club facilities 10 b		
11	Section 501(c)(12) organizations. Enter:		
11 a	Gross income from members or shareholders. 11 a		
11 b	Gross income from other sources (Do not net amounts due or paid to other sources against amounts due or received from them.) 11 b		
12 a	Section 4947(a)(1) non-exempt charitable trusts. Is the organization filing Form 990 in lieu of Form 1041? 12 a		
12 b	If 'Yes,' enter the amount of tax-exempt interest received or accrued during the year 12 b		
13	Section 501(c)(29) qualified nonprofit health insurance issuers.		
13 a	Is the organization licensed to issue qualified health plans in more than one state? 13 a		
Note. See the instructions for additional information the organization must report on Schedule O.			
13 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 13 b		
13 c	Enter the amount of reserves on hand 13 c		
14 a	Did the organization receive any payments for indoor tanning services during the tax year? 14 a		X
14 b	If 'Yes,' has it filed a Form 720 to report these payments? If 'No,' provide an explanation in Schedule O 14 b		

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
1 a	Enter the number of voting members of the governing body at the end of the tax year 1 a 7 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	Enter the number of voting members included in line 1a, above, who are independent 1 b 6		
2	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
3	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
4	Did the organization make any significant changes to its governing documents since the prior Form 990 was filed?	4	X
5	Did the organization become aware during the year of a significant diversion of the organization's assets?	5	X
6	Did the organization have members or stockholders?	6	X
7 a	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?	7 a	X
b	Are any governance decisions of the organization reserved to (or subject to approval by) members, stockholders, or persons other than the governing body?	7 b	X
8	Did the organization contemporaneously document the meetings held or written actions undertaken during the year by the following:		
a	The governing body?	8 a	X
b	Each committee with authority to act on behalf of the governing body?	8 b	X
9	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
10 a	Did the organization have local chapters, branches, or affiliates?	10 a	X
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?	10 b	
11 a	Has the organization provided a complete copy of this Form 990 to all members of its governing body before filing the form?	11 a	X
b	Describe in Schedule O the process, if any, used by the organization to review this Form 990.		
12 a	Did the organization have a written conflict of interest policy? If 'No,' go to line 13	12 a	X
b	Were officers, directors, or trustees, and key employees required to disclose annually interests that could give rise to conflicts?	12 b	X
c	Did the organization regularly and consistently monitor and enforce compliance with the policy? If 'Yes,' describe in Schedule O how this was done	12 c	X
13	Did the organization have a written whistleblower policy?	13	X
14	Did the organization have a written document retention and destruction policy?	14	X
15	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?		
a	The organization's CEO, Executive Director, or top management official	15 a	X
b	Other officers or key employees of the organization If 'Yes' to line 15a or 15b, describe the process in Schedule O (see instructions).	15 b	X
16 a	Did the organization invest in, contribute assets to, or participate in a joint venture or similar arrangement with a taxable entity during the year?	16 a	X
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?	16 b	

Section C. Disclosure

- 17** List the states with which a copy of this Form 990 is required to be filed G North Carolina
- 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: G
 Eugene Slocum P O Box 35476 Fayetteville, NC 28303 (910) 223-7711

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

1 a 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 dotted 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
		Officer	Individual trustee or director	Institutional trustee	Key employee	Highest compensated employee	Former			
(1) Simon Johnson Director	2.00	X								
(2) Daron Satterfield Director	2.00	X								
(3) Norma Campbell Chairwoman	2.00	X		X						
(4) Adam Beyah Dir	2.00	X								
(5) Jerome Scott Dir	2.00	X								
(6) Barbara Batts Dir	2.00	X								
(7) Tommy Evans Dir	2.00	X								
(8)										
(9)										
(10)										
(11)										
(12)										
(13)										
(14)										

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 dotted 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
		Officer	Director	Trustee	Key Employee	Highest Compensated Employee			
(15) -----									
(16) -----									
(17) -----									
(18) -----									
(19) -----									
(20) -----									
(21) -----									
(22) -----									
(23) -----									
(24) -----									
(25) -----									
1 b Sub-total						G			
c Total from continuation sheets to Part VII, Section A						G			
d Total (add lines 1b and 1c)						G			

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 **G**

	Yes	No
3 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>	3	X
4 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>	4	X
5 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>	5	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

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 **G**

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
1 a	Federated campaigns				
1 b	Membership dues				
1 c	Fundraising events				
1 d	Related organizations				
1 e	Government grants (contributions) . .	5,148,432.			
1 f	All other contributions, gifts, grants, and similar amounts not included above . .	12,703.			
g	Noncash contributions included in lines 1a-1f: \$				
h Total.	Add lines 1a-1f	5,161,135.			
		Business Code			
2 a	Child care fees	118,293.	118,293.	0.	0.
b	-----				
c	-----				
d	-----				
e	-----				
f	All other program service revenue . . .				
g Total.	Add lines 2a-2f	118,293.			
3	Investment income (including dividends, interest and other similar amounts)				
4	Income from investment of tax-exempt bond proceeds . .				
5	Royalties				
		(i) Real (ii) Personal			
6 a	Gross rents				
b	Less: rental expenses				
c	Rental income or (loss) . .				
d	Net rental income or (loss)				
		(i) Securities (ii) Other			
7 a	Gross amount from sales of assets other than inventory				
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.				
b	Less: direct expenses				
c	Net income or (loss) from fundraising events				
9 a	Gross income from gaming activities. See Part IV, line 19.				
b	Less: direct expenses				
c	Net income or (loss) from gaming activities				
10 a	Gross sales of inventory, less returns and allowances				
b	Less: cost of goods sold				
c	Net income or (loss) from sales of inventory				
		Miscellaneous Revenue Business Code			
11 a	Other	80,506.	80,506.	0.	0.
b	-----				
c	-----				
d	All other revenue				
e Total.	Add lines 11a-11d	80,506.			
12 Total revenue.	See instructions	5,359,934.	198,799.	0.	0.

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	2,166,995.	1,980,079.	186,916.	0.
8 Pension plan accruals and contributions (include section 401(k) and 403(b) employer contributions)				
9 Other employee benefits	105,503.	90,740.	14,763.	0.
10 Payroll taxes	189,356.	175,236.	14,120.	0.
11 Fees for services (non-employees):				
a Management				
b Legal	10,120.	0.	10,120.	0.
c Accounting	8,750.	0.	8,750.	0.
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 Schedule O.)				
12 Advertising and promotion	6,750.	0.	6,750.	0.
13 Office expenses	106,940.	106,940.	0.	0.
14 Information technology	28,405.	28,405.	0.	0.
15 Royalties				
16 Occupancy	288,956.	208,539.	80,417.	0.
17 Travel				
18 Payments of travel or entertainment expenses for any federal, state, or local public officials				
19 Conferences, conventions, and meetings	46,863.	38,385.	8,478.	0.
20 Interest	276,367.	0.	276,367.	0.
21 Payments to affiliates				
22 Depreciation, depletion, and amortization	195,991.	8,714.	187,277.	0.
23 Insurance	37,611.	31,111.	6,500.	0.
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 <u>Field Trips</u>	13,441.	13,441.	0.	0.
b <u>Contracted Services</u>	179,032.	164,138.	14,894.	0.
c <u>Textbooks & Supplies</u>	29,022.	29,022.	0.	0.
d <u>Repairs & Maintenance</u>	41,731.	1,325.	40,406.	0.
e All other expenses	578,140.	374,099.	204,041.	0.
25 Total functional expenses. Add lines 1 through 24e.	4,309,973.	3,250,174.	1,059,799.	0.
26 Joint costs. Complete this line only if the organization reported in column (B) joint costs from a combined educational campaign and fundraising solicitation. Check here G <input type="checkbox"/> if following SOP 98-2 (ASC 958-720).				

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	1,626,885.	1	2,468,857.
	2	Savings and temporary cash investments		2	
	3	Pledges and grants receivable, net		3	
	4	Accounts receivable, net	3,431.	4	4,356.
	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 instructions). Complete Part II of Schedule L		6	
	7	Notes and loans receivable, net		7	
	8	Inventories for sale or use		8	
	9	Prepaid expenses and deferred charges	2,000.	9	10,465.
	10a	Land, buildings, and equipment: cost or other basis. Complete Part VI of Schedule D	10a 10,974,572.		
	10b	Less: accumulated depreciation	10b 521,053.		
	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		15	
16	Total assets. Add lines 1 through 15 (must equal line 34)	8,948,692.	16	12,937,197.	
Liabilities	17	Accounts payable and accrued expenses	629,525.	17	16,638.
	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	4,643,850.	23	8,195,281.
	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		25	
	26	Total liabilities. Add lines 17 through 25	5,273,375.	26	8,211,919.
Net Assets or Fund Balances	Organizations that follow SFAS 117 (ASC 958), check here G <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 G <input checked="" type="checkbox"/> and complete lines 30 through 34.				
	30	Capital stock or trust principal, or current funds		30	
	31	Paid-in or capital surplus, or land, building, or equipment fund	2,672,526.	31	2,258,238.
	32	Retained earnings, endowment, accumulated income, or other funds	1,002,791.	32	2,467,040.
	33	Total net assets or fund balances	3,675,317.	33	4,725,278.
34	Total liabilities and net assets/fund balances	8,948,692.	34	12,937,197.	

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Form 990 (2015)

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	5,359,934.
2	Total expenses (must equal Part IX, column (A), line 25)	2	4,309,973.
3	Revenue less expenses. Subtract line 2 from line 1	3	1,049,961.
4	Net assets or fund balances at beginning of year (must equal Part X, line 33, column (A))	4	3,675,317.
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	
10	Net assets or fund balances at end of year. Combine lines 3 through 9 (must equal Part X, line 33, column (B))	10	4,725,278.

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.		
2 a	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
2 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	
2 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
3 a	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
3 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		

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Form 990 (2015)

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.

G Attach to Form 990 or Form 990-EZ.

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

OMB No. 1545-0047

2015

Open to Public Inspection

Name of the organization Alpha Academy, Inc	Employer identification number 56-2200096
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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		
(A)						
(B)						
(C)						
(D)						
(E)						
Total						

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

Table with 7 columns: (a) 2011, (b) 2012, (c) 2013, (d) 2014, (e) 2015, (f) Total. Rows include: 1 Gifts, grants, contributions, and membership fees received; 2 Tax revenues levied for the organization's benefit; 3 The value of services or facilities furnished by a governmental unit; 4 Total. Add lines 1 through 3; 5 The portion of total contributions by each person; 6 Public support. Subtract line 5 from line 4.

Section B. Total Support

Table with 7 columns: (a) 2011, (b) 2012, (c) 2013, (d) 2014, (e) 2015, (f) Total. Rows include: 7 Amounts from line 4; 8 Gross income from interest, dividends, payments received on securities loans, rents, royalties and income from similar sources; 9 Net income from unrelated business activities; 10 Other income; 11 Total support. Add lines 7 through 10; 12 Gross receipts from related activities, etc. (see instructions); 13 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

Table with 3 columns: Description, Line Number, Percentage. Rows include: 14 Public support percentage for 2015; 15 Public support percentage from 2014 Schedule A; 16a 33-1/3% support test 2015; 16b 33-1/3% support test 2014; 17a 10%-facts-and-circumstances test 2015; 17b 10%-facts-and-circumstances test 2014; 18 Private foundation.

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) G	(a) 2011	(b) 2012	(c) 2013	(d) 2014	(e) 2015	(f) Total
1 Gifts, grants, contributions and membership fees received. (Do not include any 'unusual grants.')						
2 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						
3 Gross receipts from activities that are not an unrelated trade or business under section 513						
4 Tax revenues levied for the organization's benefit and either paid to or expended on its behalf						
5 The value of services or facilities furnished by a governmental unit to the organization without charge.						
6 Total. Add lines 1 through 5						
7 a Amounts included on lines 1, 2, and 3 received from disqualified persons						
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						
c Add lines 7a and 7b						
8 Public support. (Subtract line 7c from line 6.)						

Section B. Total Support

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

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

Section D. Computation of Investment Income Percentage

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

19 a 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

Table with 3 columns: Question, Yes, No. Rows include questions 1 through 10b regarding supported organizations, such as 'Are all of the organization's supported organizations listed by name...', 'Did the organization have any supported organization that does not have an IRS determination...', etc.

Part IV Supporting Organizations (continued)

Table with 3 columns: Question, Yes, No. Row 11: Has the organization accepted a gift or contribution from any of the following persons? Sub-rows 11a, 11b, 11c.

Section B. Type I Supporting Organizations

Table with 3 columns: Question, Yes, No. Row 1: 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? Row 2: 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?

Section C. Type II Supporting Organizations

Table with 3 columns: Question, Yes, No. Row 1: 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)?

Section D. All Type III Supporting Organizations

Table with 3 columns: Question, Yes, No. Row 1: 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? Row 2: 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? Row 3: 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?

Section E. Type III Functionally-Integrated Supporting Organizations

- 1 Check the box next to the method that the organization used to satisfy the Integral Part Test during the year (see instructions):
a [] The organization satisfied the Activities Test. Complete line 2 below.
b [] The organization is the parent of each of its supported organizations. Complete line 3 below.
c [] The organization supported a governmental entity. Describe in Part VI how you supported a government entity (see instructions).

Table with 3 columns: Question, Yes, No. Row 2: Activities Test. Answer (a) and (b) below. Sub-rows 2a, 2b. Row 3: Parent of Supported Organizations. Answer (a) and (b) below. Sub-rows 3a, 3b.

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 November 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	Adjusted Net Income (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	1 a	
b	Average monthly cash balances	1 b	
c	Fair market value of other non-exempt-use assets	1 c	
d	Total (add lines 1a, 1b, and 1c).	1 d	
e	Discount 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	Minimum Asset Amount (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	Distributable Amount. Subtract line 5 from line 4, unless subject to emergency temporary reduction (see instructions)	6	

7 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
1 Amounts paid to supported organizations to accomplish exempt purposes	
2 Amounts paid to perform activity that directly furthers exempt purposes of supported organizations, in excess of income from activity	
3 Administrative expenses paid to accomplish exempt purposes of supported organizations	
4 Amounts paid to acquire exempt-use assets	
5 Qualified set-aside amounts (prior IRS approval required)	
6 Other distributions (describe in Part VI). See instructions	
7 Total annual distributions. Add lines 1 through 6	
8 Distributions to attentive supported organizations to which the organization is responsive (provide details in Part VI). See instructions.	
9 Distributable amount for 2015 from Section C, line 6	
10 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
1 Distributable amount for 2015 from Section C, line 6			
2 Underdistributions, if any, for years prior to 2015 (reasonable cause required ' see instructions)			
3 Excess distributions carryover, if any, to 2015:			
a			
b			
c			
d From 2013			
e From 2014			
f Total of lines 3a through e			
g Applied to underdistributions of prior years			
h Applied to 2015 distributable amount			
i Carryover from 2010 not applied (see instructions)			
j Remainder. Subtract lines 3g, 3h, and 3i from 3f			
4 Distributions for 2015 from Section D, line 7: \$			
a Applied to underdistributions of prior years			
b Applied to 2015 distributable amount			
c Remainder. Subtract lines 4a and 4b from 4			
5 Remaining underdistributions for years prior to 2015, if any. Subtract lines 3g and 4a from line 2 (if amount greater than zero, see instructions)			
6 Remaining underdistributions for 2015. Subtract lines 3h and 4b from line 1 (if amount greater than zero, see instructions)			
7 Excess distributions carryover to 2016. Add lines 3j and 4c			
8 Breakdown of line 7:			
a			
b			
c Excess from 2013			
d Excess from 2014			
e Excess from 2015			

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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.)

SCHEDULE D (Form 990)

Supplemental Financial Statements

OMB No. 1545-0047

2015

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.

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

Open to Public Inspection

Department of the Treasury Internal Revenue Service

Name of the organization

Employer identification number

Alpha Academy, Inc

56-2200096

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.

Table with 3 columns: Question, (a) Donor advised funds, (b) Funds and other accounts. Rows include total number at end of year, aggregate value of contributions, grants, and end of year, and two yes/no questions about donor information.

Part II Conservation Easements.

Complete if the organization answered 'Yes' on Form 990, Part IV, line 7.

Table with 3 columns: Question, (a) Donor advised funds, (b) Funds and other accounts. Rows include purpose(s) of conservation easements, number of easements, and monitoring details.

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.

Table with 3 columns: Question, (a) Donor advised funds, (b) Funds and other accounts. Rows include reporting requirements for art and historical treasures.

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.

1 a 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	1 c
d Additions during the year	1 d
e Distributions during the year	1 e
f Ending balance	1 f

2 a 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
1 a 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 G _____ %
 - b Permanent endowment G _____ %
 - c Temporarily restricted endowment G _____ %
- The percentages on lines 2a, 2b, and 2c should equal 100%.

3 a 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
1 a Land		1,194,601.		1,194,601.
b Buildings		9,563,183.	448,977.	9,114,206.
c Leasehold improvements				
d Equipment		216,788.	72,076.	144,712.
e Other				
Total. Add lines 1a through 1e. (Column (d) must equal Form 990, Part X, column (B), line 10c.)				10,453,519.

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) _____		
(I) _____		
Total. (Column (b) must equal Form 990, Part X, column (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) _____		
(10) _____		
Total. (Column (b) must equal Form 990, Part X, column (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) _____	
(10) _____	
Total. (Column (b) must equal Form 990, Part X, column (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

(a) Description of liability	(b) Book value
(1) Federal income taxes	
(2) _____	
(3) _____	
(4) _____	
(5) _____	
(6) _____	
(7) _____	
(8) _____	
(9) _____	
(10) _____	
(11) _____	
Total. (Column (b) must equal Form 990, Part X, column (B) line 25.) . . . ▶	

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' on Form 990, Part IV, line 12a.

1	Total revenue, gains, and other support per audited financial statements		1	5,359,934.
2	Amounts included on line 1 but not on Form 990, Part VIII, line 12:			
	a Net unrealized gains (losses) on investments	2 a		
	b Donated services and use of facilities	2 b		
	c Recoveries of prior year grants	2 c		
	d Other (Describe in Part XIII.)	2 d		
	e Add lines 2a through 2d		2 e	
3	Subtract line 2e from line 1		3	5,359,934.
4	Amounts included on Form 990, Part VIII, line 12, but not on line 1:			
	a Investment expenses not included on Form 990, Part VIII, line 7b	4 a		
	b Other (Describe in Part XIII.)	4 b		
	c Add lines 4a and 4b		4 c	
5	Total revenue. Add lines 3 and 4c . (This must equal Form 990, Part I, line 12.)		5	5,359,934.

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.

1	Total expenses and losses per audited financial statements		1	4,309,973.
2	Amounts included on line 1 but not on Form 990, Part IX, line 25:			
	a Donated services and use of facilities	2 a		
	b Prior year adjustments	2 b		
	c Other losses	2 c		
	d Other (Describe in Part XIII.)	2 d		
	e Add lines 2a through 2d		2 e	
3	Subtract line 2e from line 1		3	4,309,973.
4	Amounts included on Form 990, Part IX, line 25, but not on line 1:			
	a Investment expenses not included on Form 990, Part VIII, line 7b	4 a		
	b Other (Describe in Part XIII.)	4 b		
	c Add lines 4a and 4b		4 c	
5	Total expenses. Add lines 3 and 4c . (This must equal Form 990, Part I, line 18.)		5	4,309,973.

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.

SCHEDULE E
(Form 990 or 990-EZ)

Schools

OMB No. 1545-0047

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

2015

Department of the Treasury
Internal Revenue Service

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

**Open to Public
Inspection**

Name of the organization

Alpha Academy, Inc

Employer identification number

56-2200096

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?	X	
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?	X	
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	X	
<u>Policy is included in statement of purpose</u>		

4 Does the organization maintain the following?		
a Records indicating the racial composition of the student body, faculty, and administrative staff?	X	
b Records documenting that scholarships and other financial assistance are awarded on a racially nondiscriminatory basis?	X	
c Copies of all catalogues, brochures, announcements, and other written communications to the public dealing with student admissions, programs, and scholarships?	X	
d 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.		

5 Does the organization discriminate by race in any way with respect to:		
a Students' rights or privileges?		X
b Admissions policies?		X
c Employment of faculty or administrative staff?		X
d Scholarships or other financial assistance?		X
e Educational policies?		X
f Use of facilities?		X
g Athletic programs?		X
h Other extracurricular activities?		X
If you answered 'Yes' to any of the above, please explain. If you need more space, use Part II.		

6 a Does the organization receive any financial aid or assistance from a governmental agency?	X	
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.		
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	X	

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 (see instructions).

Line 3 N/A
Line 6b N/A

SCHEDULE O
(Form 990 or 990-EZ)

Department of the Treasury
Internal Revenue Service

Name of the organization

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.

G Attach to Form 990 or 990-EZ.

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

OMB No. 1545-0047

2015

**Open to Public
Inspection**

Employer identification number

Alpha Academy, Inc

56-220096

Pt VI, Line 11b Form 990 is reviewed by the board prior to filing.
Pt VI, Line 12c Conflict of Interest statements are signed annually.
Pt VI, Line 15a Compared to other charter schools.
Pt VI, Line 15b Compared to other charter schools.

Form **8879-EO**

IRS e-file Signature Authorization for an Exempt Organization

OMB No. 1545-1878

For calendar year 2015, or fiscal year beginning Jul 1, 2015, and ending Jun 30, 2016

G Do not send to the IRS. Keep for your records.

G Information about Form 8879-EO and its instructions is at www.irs.gov/form8879eo.

2015

Department of the Treasury
Internal Revenue Service

Name of exempt organization

Employer identification number

Alpha Academy, Inc

56-2200096

Name and title of officer

Norma Campbell Chair

Part I Type of Return and Return Information (Whole Dollars Only)

Check the box for the return for which you are using this Form 8879-EO and enter the applicable amount, if any, from the return. If you check the box on line 1a, 2a, 3a, 4a, or 5a, below, and the amount on that line for the return being filed with this form was blank, then leave line 1b, 2b, 3b, 4b, or 5b, whichever is applicable, blank (do not enter -0-). But, if you entered -0- on the return, then enter -0- on the applicable line below. **Do not** complete more than 1 line in Part I.

1 a	Form 990 check here . . .	G	<input checked="" type="checkbox"/>	b	Total revenue, if any (Form 990, Part VIII, column (A), line 12)	1 b	<u>5,359,934.</u>
2 a	Form 990-EZ check here . . .	G	<input type="checkbox"/>	b	Total revenue, if any (Form 990-EZ, line 9)	2 b	
3 a	Form 1120-POL check here . . .	G	<input type="checkbox"/>	b	Total tax (Form 1120-POL, line 22)	3 b	
4 a	Form 990-PF check here . . .	G	<input type="checkbox"/>	b	Tax based on investment income (Form 990-PF, Part VI, line 5)	4 b	
5 a	Form 8868 check here . . .	G	<input type="checkbox"/>	b	Balance Due (Form 8868, Part I, line 3c or Part II, line 8c)	5 b	

Part II Declaration and Signature Authorization of Officer

Under penalties of perjury, I declare that I am an officer of the above organization and that I have examined a copy of the organization's 2015 electronic return and accompanying schedules and statements and to the best of my knowledge and belief, they are true, correct, and complete. I further declare that the amount in Part I above is the amount shown on the copy of the organization's electronic return. I consent to allow my intermediate service provider, transmitter, or electronic return originator (ERO) to send the organization's return to the IRS and to receive from the IRS (a) an acknowledgement of receipt or reason for rejection of the transmission, (b) the reason for any delay in processing the return or refund, and (c) the date of any refund. If applicable, I authorize the U.S. Treasury and its designated Financial Agent to initiate an electronic funds withdrawal (direct debit) entry to the financial institution account indicated in the tax preparation software for payment of the organization's federal taxes owed on this return, and the financial institution to debit the entry to this account. To revoke a payment, I must contact the U.S. Treasury Financial Agent at 1-888-353-4537 no later than 2 business days prior to the payment (settlement) date. I also authorize the financial institutions involved in the processing of the electronic payment of taxes to receive confidential information necessary to answer inquiries and resolve issues related to the payment. I have selected a personal identification number (PIN) as my signature for the organization's electronic return and, if applicable, the organization's consent to electronic funds withdrawal.

Officer's PIN: check one box only

I authorize Darrell L. Keller to enter my PIN 12345 as my signature
ERO firm name Enter five numbers, but do not enter all zeros

on the organization's tax year 2015 electronically filed return. If I have indicated within this return that a copy of the return is being filed with a state agency(ies) regulating charities as part of the IRS Fed/State program, I also authorize the aforementioned ERO to enter my PIN on the return's disclosure consent screen.

As an officer of the organization, I will enter my PIN as my signature on the organization's tax year 2015 electronically filed return. If I have indicated within this return that a copy of the return is being filed with a state agency(ies) regulating charities as part of the IRS Fed/State program, I will enter my PIN on the return's disclosure consent screen.

Officer's signature G _____ Date G 09/15/2016

Part III Certification and Authentication

ERO's EFIN/PIN. Enter your six-digit electronic filing identification number (EFIN) followed by your five-digit self-selected PIN 69202033401
do not enter all zeros

I certify that the above numeric entry is my PIN, which is my signature on the 2015 electronically filed return for the organization indicated above. I confirm that I am submitting this return in accordance with the requirements of **Pub. 4163**, Modernized e-File (MeF) Information for Authorized IRS e-file Providers for Business Returns.

ERO's signature G _____ Date G 09/03/2016

**ERO Must Retain This Form - See Instructions
Do Not Submit This Form To the IRS Unless Requested To Do So**

BAA For Paperwork Reduction Act Notice, see instructions.

Form **8879-EO** (2015)

Schedule O (Form 990 or 990-EZ), Supplemental Information to Form 990 or 990-EZ

Form 990, Page 10, Line 24e All Other Expenses (continued)

Description	(A) Total	(B) Program services	(C) Management and general	(D) Fundraising
Other	56.	0.	56.	0.
Pupil Transportation	18,899.	0.	18,899.	0.
Non-Capital Equipment	89,056.	17,542.	71,514.	0.
Supplies and Materials	369,030.	311,962.	57,068.	0.
Leases	56,504.	0.	56,504.	0.
Extended Services-Child Care	44,595.	44,595.	0.	0.

**Appendix A – Evidence of Parent/Community Support
Alpha Academy of Laurinburg**

APPENDIX A

EVIDENCE OF PARENT/COMMUNITY SUPPORT

The governing board of Alpha Academy conducted a survey in Scotland County and surrounding counties. The Board obtained 73 total completed surveys. The data indicated that there was a need for new, school of choice and after school options available in the area

Survey Responses (Total Survey Responses 73)

Survey Questions	YES	NO	Other
Do you have school-aged children?	27%	72%	1%
Is an after-school program important to you?	83%	16%	1%
Is English the primary language spoken in your household?	100%	0%	0%
Have you heard of Alpha Academy of Fayetteville?	26%	74%	0%
Would you like to be contacted if a new, free, K-8 school of choice opens in your area?	50%	50%	

Out of the 73 individuals surveyed, representing 29 grade school children total, half of the individuals would be interested in school choice options available. This was due primarily to the fact that an older demographic was surveyed. We learned from the areas that we marketed and realized that we needed to focus our efforts in different areas.

The positive was that of those that had children, 73% requested to be contacted about a new school opening. Even those that didn't have school age children were interested in hearing about knowing about a school of choice.

Alpha Academy also held multiple forums since 2018 with an approximate total of 30 parents attending.

Forum Dates:

- July 23rd, 2019
- August 27th, 2018



Please circle your answer

1. Do you have school-age children?

1. Yes

2. No

If yes, how many _____

2. Is an after-school program important to you?

1. Yes

2. No

3. What is the primary language spoken in your household?

1. English

2. Spanish

3. Other _____

4. Have you heard of Alpha Academy of Fayetteville?

1. Yes

2. No

5. Would you like to be contacted if a new, free, K-8 school of choice opens in your area?

1. Yes

Please print your name: _____

Please provide email: _____

Phone: _____

2. No

Appendix B – Curriculum Outline for Each Grade Band

FIRST NINE WEEKS	Month	English Language Arts	Math	Science	Social Studies	
	August	<p>Unit 1: Color My World</p> <p>RL.K.1/RI.K.1: Ask and answer questions about key details in text. RL.K.3: Identify characters, setting, and major events in a story. RL.K.7/RI.K.7: Describe the relationship between illustrations and the story or text. RI.K.3: Describe the connection between two individuals/ events/ ideas/ information in a text. RI.K.5: Identify book components. W.K.1: Compose opinion pieces that reveal the topic or the name of the book; state an opinion or preference about the topic. W.K.3: Narrate and order events; provide a reaction to what happened. W.K.5: Respond to questions and suggestions from peers; add details to strengthen writing. W.K.6: Use digital tools to produce and publish writing. SL.K.1: Collaborative conversations L.K.1a/L.K.2a-c: Upper-/lowercase letters; capitalization; end punctuation; consonants/vowel sounds RF.K.1a-d: Organization and basic features of print RF.K.2a-b: Demonstrate understanding of spoken words, syllables, and sounds. RF.K.3c: Read common high-frequency words by sight</p>	<p>Unit 1: Represent and Operate on Whole Numbers Within 20</p> <p>K.CC.1: Count to 100 by ones and tens. K.CC.3: Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20. K.CC.4: Understand the relationship between numbers and quantities; connect counting to cardinality. K.CC.5: Count to answer "how many" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.</p> <p>K.OA.1: Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal expressions, or equations. K.OA.2: Solve addition and subtraction word problems, and add and subtract within 10 (e.g., by using objects or drawings to represent the problem).</p>	<p>Science Safety</p> <p>Students will identify and apply basic science classroom safety rules and procedures.</p>	<p>Unit 1: Who Am I?</p> <p>K.H.1: Understand change over time.</p> <ul style="list-style-type: none"> • K.H.1.3: Explain the impact of how life events bring change (a new sibling, moving to a new house, a new job, a new school, etc.). <p>K.G.1: Use geographic representations and terms to describe surroundings.</p> <ul style="list-style-type: none"> • K.G.1.4: Use maps to locate places in the classroom, school, and home. <p>K.C&G.1: Understand the roles of a citizen.</p> <ul style="list-style-type: none"> • K.C&G.1.2: Explain why citizens obey rules in the classroom, school, home, and neighborhood. 	
	September					<p>K.CC.1: Count to 100 by ones and tens. K.CC.2: Count forward beginning from a given number within the known sequence. K.CC.4: Understand the relationship between numbers and quantities; connect counting to cardinality. K.CC.5: Count to answer "how many" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.</p>
	October			<p>Unit 2: Beginning, Middle, and End</p> <p>RL.K.2: Retell familiar stories, including key details. RL.K.3: Identify characters/settings/ major events in a story. RL.K.5: Common text types RI.K.2: Identify main topic; retell key details of a text. RI.K.3: Connect individuals, ideas, events, or information in a text. RI.K.5: Identify parts of a book. W.K.1: Compose opinion pieces. W.K.3: Narrate/order events; provide a reaction to outcome. W.K.5: Respond to peer questions/; add details to strengthen writing. W.K.6: Use digital tools to produce and publish writing. SL.K.2: Ask questions to confirm understanding of oral/other information.</p>		<p>K.P.1.2: Give examples of different ways objects and organisms move (to include falling to the ground when dropped, straight, zigzag, round and round, back/ forth, fast/slow).</p>

SECOND NINE WEEKS	Month	English Language Arts	Math	Science	Social Studies
	November	Unit 2: Beginning, Middle, and End L.K.1b-c: Use frequently occurring nouns and verbs; form regular plural nouns orally by adding /s/ or /es/. L.K.2d: Spell simple words phonetically, drawing on knowledge of sound-letter relationships. RF.K.2a-d: Rhyming words; count, pronounce, blend, segment syllables; blend /segment onsets and rimes; initial, medial, vowel, and final sounds. RF.K.3c: Read common high-frequency sight words.	Unit 1: Represent and Operate on Whole Numbers Within 20 K.CC.6: Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group (e.g., by using matching and counting strategies). K.CC.7: Compare two numbers between 0 and 10 presented as written numerals. K.OA.1: Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. K.OA.2: Solve addition and subtraction word problems, and add and subtract within 10 (e.g., by using objects or drawings to represent the problem).	K.P.2.1: Classify objects by observable physical properties (including size, color, shape, texture, weight, and flexibility). K.P.2.2: Compare the observable physical properties of different kinds of materials (clay, wood, cloth, paper, etc.) from which objects are made and how they are used.	K.G.2: Understand the interaction between humans and the environment. <ul style="list-style-type: none"> • K.G.2.2: Explain ways people use environmental resources to meet basic needs and wants (shelter, food, clothing, etc.). K.E.1: Understand basic economic concepts. <ul style="list-style-type: none"> • K.E.1.1: Explain how families have needs and wants. • K.E.1.2: Explain how jobs help people meet their needs and wants. K.C&G.1: Understand the roles of a citizen. <ul style="list-style-type: none"> • K.C&G.1.1: Exemplify positive relationships through fair play and friendship. K.C.1: Understand how individuals are similar and different. <ul style="list-style-type: none"> • K.C.1.1: Explain similarities in self and others.
	December				
January		Unit 2: Extending Counting Concepts K.CC.1: Count to 100 by ones and tens. K.CC.2: Count forward beginning from a given number within the known sequence (instead of having to begin at 1). K.CC.3: Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects). K.CC.5: Count to answer "how many" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.			

THIRD NINE WEEKS	Month	English Language Arts	Math	Science	Social Studies
	January	Unit 4: Symbols RL.K.2: Retell familiar stories, including key details. RL.K.4/RI.K.4: Ask and answer questions about unknown words in a text. RL.K.6/RI.K.6: Name author/illustrator; define role of each. RI.K.2: Identify the main topic and retell key details of a text. RI.K.8: Identify author's reasons to support points. W.K.2: Compose informative/explanatory texts. W.K.3: Narrate and order events; provide a reaction. W.K.7: Participate in shared research and writing projects. W.K.8: Recall information to answer a question. SL.K.4: Describe familiar people, places, things, events. L.K.4a,b: Use inflections and affixes as clues to the meaning of unknown/multiple-meaning words. RF.K.3a-d: Apply phonics/word analysis to decode words; letter-sound correspondences; long/short sounds for major vowels; high frequency sight words; letter sounds RF.K.4: Read emergent-reader texts.	Unit 2: Extending Counting Concepts K.CC.1: Count to 100 by ones and tens. K.CC.2: Count forward beginning from a given number within the known sequence (instead of having to begin at 1).	Earth Systems, Structures, and Processes K.E.1.1: Infer that change is something that happens to many things in the environment based on observations made using one or more of their senses. K.E.1.2: Summarize daily weather conditions, noting changes that occur from day to day and throughout the year. K.E.1.3: Compare weather patterns that occur from season to season.	Unit 3: Here, There, and Everywhere K.H.1: Understand change over time. • K.H.1.1: Explain how people change over time (self and others). K.G.1: Use geographic representations and terms to describe surroundings. • K.G.1.3: Identify physical features (mountains, hills, rivers, lakes, roads, etc.). • K.G.2.1: Explain how people adapt to weather conditions. K.C.1: Understand how individuals are similar and different. • K.C.1.2: Explain the elements of culture (how people speak, how people dress, foods they eat, etc.).
	February				
	March		Unit 5: Faraway Places RL.K.3: Identify characters/settings/major events in a story. RL.K.5: Common text types RL.K.7/RI.K.7: Describe the relationship between illustrations and the text/story. RL.K.9: Compare and contrast experiences of characters. RI.K.3: Describe the connection between two individuals/ events/ ideas/ information in a text. RI.K.9: Identify similarities/ differences between two texts on the same topic. W.K.1: Compose opinion pieces. W.K.2: Compose informative/explanatory texts. W.K.7: Participate in shared research and writing projects. SL.K.5: Use drawings/visual displays for detail.		

	Month	English Language Arts	Math	Science	Social Studies	
FOURTH NINE WEEKS	April	Unit 5: Faraway Places L.K.5a-d: Explore word relationships/meanings (use categorization; relate verbs/ adjectives to antonyms; connect words and their use; distinguish shades of meaning among verbs describing same action RF.K.3a-d: Apply phonics/word analysis to decode words; letter-sound correspondences; long/short sounds for major vowels; high frequency sight words; letter sounds RF.K.4: Read emergent-reader texts.	K.G.1: Describe objects in the environment using names of shapes, and describe the relative position of these objects using terms such as <i>above, below, beside, in front of, behind, and next to.</i> (2-dimensional shapes) K.G.2: Correctly name shapes regardless of their orientations or overall sizes. (2-dimensional shapes)	Structures and Functions of Living Organisms	Unit 4: We Want More	
	May	Unit 6: Growth and Change in Nature RL.K.1/RI.K.1: Ask and answer questions about key details in a text. RI.K.9: Compare and contrast experiences of characters. RI.K.8: Identify the reasons an author gives to support points in a text. RI.K.9: Identify similarities/ differences between two texts on the same topic. W.K.2: Compose informative/ explanatory texts. W.K.3: Narrate and order events; provide a reaction. W.K.7: Participate in shared research and writing projects. W.K.8: Recall information to answer a question. SL.K.6: Speak audibly and express thoughts, feelings, and ideas clearly. L.K.6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts. RF.K.3a-d: Apply phonics/word analysis to decode words; letter-sound correspondences; long/short sounds for major vowels; high frequency sight words; letter sounds RF.K.4: Read emergent-reader texts.	K.G.1: Describe objects in the environment using names of shapes, and describe the relative position of these objects using terms such as <i>above, below, beside, in front of, behind, and next to.</i> (3-dimensional shapes) K.G.2: Correctly name shapes regardless of their orientations or overall sizes. (3-dimensional shapes) K.G.3: Identify shapes a 2- or 3-dimensional. K.G.4: Analyze and compare 2- and 3-dimensional shapes in different sizes and orientations. K.G.5: Model shapes in the world by building shapes from components and drawing shapes. K.G.6: Compose simple shapes to form larger shapes (e.g., join two triangles to form a rectangle). K.MD.1: Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object. K.MD.2: Directly compare two objects with a measurable attribute in common to see which object has "more of"/"less of" the attribute, and describe the difference. K.MD.3: Classify objects into given categories; count the number of objects in each category and sort the categories by count.			K.L.1.1: Compare different types of the same animal (i.e., different types of dogs, different types of cats, etc.) to determine individual differences within a particular type of animal. K.L.1.2: Compare characteristics of animals in terms of their structure, growth, changes, movement, and basic needs.
	June					K.H.1: Understand change over time. <ul style="list-style-type: none"> • K.H.1.2: Explain how seasons change over time. K.G.1: Use geographic representations and terms to describe surroundings. <ul style="list-style-type: none"> • K.G.1.1: Use maps to locate places in the classroom, school, and home. • K.G.1.2: Use globes and maps to locate land and water features. K.C.1: Understand how individuals are similar and different. <ul style="list-style-type: none"> • K.C.1.1: Explain similarities in self and others.

FIRST NINE WEEKS	Month	English Language Arts	Math	Science	Social Studies	
	August	Unit 1: The ABC's of Learning RL.1.1/RI.1.1: Determine what the text says - inference/ evidence RL.1.3: Use key details to describe story components. RI.1.3: Describe connections (individuals, events, ideas) RL.1.7/RI.1.7: Integrate and evaluate content W.1.1: Write opinion pieces W.1.3: Write narratives W.1.5: Develop and strengthen writing (plan/revise/edit) W.1.6: Use digital tools to produce and publish writing. SL.1.1a-c: Peer conversation and collaboration L.1.1a-e: Conventions of standard English grammar and usage (upper- and lowercase letters; noun/pronoun usage; past, present, and future tense) L.1.4a: Unknown and multiple-meaning words and phrases; usage of context clues RF.1.1: Print concepts RF.1.2a-c: Phonological awareness RF.1.3b,d,g: Phonics and word recognition RF.1.4a,b: Read with sufficient accuracy and fluency to support comprehension.	Unit 1: Addition and Subtraction Strategies Within 10 1.NBT.1: Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral. 1.OA.1: Use addition and subtraction within 20 to solve problems involving adding to, taking from, putting together, taking apart, and comparing with unknowns in all positions. 1.OA.5: Relate counting to addition and subtraction (e.g., by counting on 2 to add 2). 1.OA.3: Apply properties of operations to add and subtract. Example: If $8+3=11$ is known, then $3+8=11$ is also known (commutative property of addition). 1.OA.4: Understand subtraction as an unknown-addend problem. Example: subtract $10-8$ by finding the number that makes 10 when added to 8. 1.OA.7: Understand meaning of the equal sign and determine if equations are true/false. For example, which of the following equations are false: $6=6$, $7=8-1$, $5+2=2+5$, $4+1=5+2$? 1.OA.8: Determine the unknown whole number in addition or subtraction equations relating three numbers (e.g., $5=3+ \underline{\quad}$).	Science Safety Students will identify and apply basic science classroom safety rules and procedures.	Unit 1: Working Together; Working It Out 1.H.1: Understand that history tells a story of how people and events changed society over time. <ul style="list-style-type: none"> 1.H.1.1: Explain how and why neighborhoods and communities change over time. 1.G.1: Use geographic representations, terms, and technologies to process information from a spatial perspective. <ul style="list-style-type: none"> 1.G.1.2: Give examples showing location of places (home, classroom, school, and community). 1.G.1.3: Understand the basic elements of geographic representation using maps (cardinal directions and map symbols). 1.C&G.1: Understand the importance of rules. <ul style="list-style-type: none"> 1.C&G.1.1: Explain why rules are needed in the home, school, and community. 1.C&G.1.2: Classify the roles of authority figures in the home, school, and community (teacher, principal, parents, mayor, park rangers, game wardens, etc.). 	
	September					Unit 2: Linear Measurement 1.OA.1: Use addition and subtraction within 20 to solve problems involving adding to, taking from, putting together, taking apart, and comparing with unknowns in all positions. 1.MD.4: Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.
	October			Unit 2: Animals RL.1.2/RI.1.2: Central ideas/themes/summary RL.1.3: Use key details to describe story components. RI.1.3: Describe connections (individuals, events, ideas) RL.1.5/RI.1.5: Analyze the structure of the text. RL.1.9: Compare and contrast RI.1.9: Similarities and differences W.1.1: Write opinion pieces (state an opinion and supply a reason) W.1.2: Write to inform/explain W.1.5: Develop and strengthen writing (plan/revise/edit) W.1.6: Use digital tools to produce and publish writing. SL.1.2: Integrate and evaluate information in diverse media		

SECOND NINE WEEKS	Month	English Language Arts	Math	Science	Social Studies	
	November	Unit 2: Animals	<p>L.1.f-j: Conventions of standard English grammar and usage (adjectives; conjunctions; determiners; prepositions; declarative, interrogative, imperative, and exclamatory sentences)</p> <p>L.1.4b: Use frequently occurring affixes as a clue to the meaning of a word.</p> <p>RF.1.2a-c: Phonological Awareness</p> <p>RF.1.3b,d,g: Phonics and word recognition</p> <p>RF.1.4b: Fluency</p>	<p>1.NBT.1: Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.</p> <p>1.OA.1: Use addition and subtraction within 20 to solve problems involving adding to, taking from, putting together, taking apart, and comparing with unknowns in all positions.</p> <p>1.OA.5: Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).</p>	<p>1.E.1.1: Recognize differences in the features of the day and night sky and apparent movement of objects across the sky as observed from Earth.</p>	<p>1.G.1: Use geographic representations, terms, and technologies to process information from a spatial perspective.</p> <ul style="list-style-type: none"> 1.G.1.1: Use geographic tools to identify characteristics of various landforms and bodies of water. <p>1.G.2: Understand how humans and the environment interact within the local community.</p> <ul style="list-style-type: none"> 1.G.2.2: Explain how people use natural resources in the community. <p>1.E.1: Understand basic economic concepts.</p> <ul style="list-style-type: none"> 1.E.1.1: Summarize the various ways in which people earn and use money for goods and services. 1.E.1.2: Identify examples of goods and services in the home, school, and community. 1.E.1.3: Explain how supply and demand affects the choices families and communities make. <p>1.C&G.1: Understand the importance of rules.</p> <ul style="list-style-type: none"> 1.C&G.1.1: Explain why rules are needed in the home, school, and community.
			December	Unit 3: Morals, Manners, and Lessons		
	January	<p>L.1.2a-c: Conventions of standard English capitalization, punctuation, and spelling</p> <p>L.1.4c: Identify frequently occurring root words and their inflectional forms</p> <p>RF.1.2c,d: Phonological awareness</p> <p>RF.1.3a,b,c,g: Phonics and word recognition</p> <p>RF.1.4a,c: Read with accuracy and fluency</p>			<p>1.OA.6: Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on, making ten, decomposing a number leading to a ten, using the relationship between addition and subtraction, and creating equivalent but easier or known sums.</p> <p>1.OA.7: Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. For example, which of the following equations are true and which are false? $6=6$, $7=8-1$, $5+2=2+5$, $4+1=5+2$.</p> <p>1.OA.8: Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations $8+?=11$, $5= _ - 3$, $6+6= _$.</p>	

THIRD NINE WEEKS	Month	English Language Arts	Math	Science	Social Studies
	January	Unit 4: The Cause and Effect of Change RL.1.2/RI.1.2: Central ideas/themes/summary RL.1.4: Identify sensory words and phrases in text RI.1.4: Question to determine or clarify RL.1.6/RI.1.6: Point of view/purpose W.1.1: Write opinion pieces W.1.2: Write to inform/explain W.1.7: Research projects W.1.8: Recall to answer a question. SL.1.4: Present information L.1.4a: Unknown and multiple-meaning words and phrases; usage of context clues L.1.4b: Use frequently occurring affixes as clues L.1.4c: Identify frequently occurring root words and their inflectional forms L.2.d,e: Conventions of standard English capitalization, punctuation, and spelling L.1.1e,i: Conventions of standard English-grammar L.1.2d: Conventions of standard English-mechanics L.1.5d: Word relationships (figurative language) RF.1.2c,d: Print concepts RF.1.3e,f,g: Phonics and word recognition RF.1.4a,b: Fluency	Unit 4: Whole Number Relationships and Place Value 1.NBT.1: Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral. 1.NBT.2: Understand that the two digits of a two-digit number represent amounts of tens and ones. 1.NBT.3: Compare two 2-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$. 1.NBT.4: Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. 1.NBT.5: Given a two-digit number, mentally find 10 more or 10 less than the number without having to count; explain the reasoning used. 1.NBT.6: Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used	Earth Systems, Structures, and Processes 1.E.2.1: Summarize the physical properties of earth materials, including rocks, minerals, soils, and water, that make them useful in different ways. 1.E.2.2: Compare the properties of soil samples from different places, relating their capacity to retain water, nourish, and support the growth of certain plants.	Unit 3: From the Mountains to the Coast 1.H.1: Understand that history tells a story of how people and events changed society over time. <ul style="list-style-type: none"> 1.H.1.3: Explain why national holidays are celebrated (Constitution Day, Independence Day, Martin Luther King, Jr., Memorial Day, Presidents' Day, etc.). 1.G.2: Understand how humans and the environment interact within the local community. <ul style="list-style-type: none"> 1.G.2.1: Explain ways people change the environment (planting trees, recycling, cutting down trees, building homes, building streets, etc.). 1.C&G.1: Understand the importance of rules. <ul style="list-style-type: none"> 1.C&G.1.3: Summarize various ways in which conflicts could be resolved in homes, schools, classrooms, and communities
	February				
	March				
	Unit 5: Events/People in America RL.1.3/RI.1.3: Determine what the text says – inference/ evidence RL.1.5/RI.1.5: Analyze the structure of the text RL.1.7/RI.1.7: Integrate and evaluate content in diverse media RI.1.8: Delineate and evaluate arguments/evidence W.1.2: Write to inform/explain W.1.3: Write narratives W.1.7: Research projects W.1.8: Gather relevant information/synthesize SL.1.5: Understanding of presentations L.1.5a,b: Demonstrate understanding of word relationships (word categories, word attributes)				

FOURTH NINE WEEKS	Month	English Language Arts	Math	Science	Social Studies
	April	Unit 5: Events/ People in America L.1.6: Use acquired words and phrases to signal simple relationships RF.1.2c,d: Phonological awareness RF.1.3b,c,e,f: Phonics and word recognition RF.1.4a,b: Fluency	1.MD.1: Order three objects by length; compare the lengths of two objects indirectly by using a third object. 1.MD.2: Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps.	1.L.1.1: Recognize that plants and animals need air, water, light (plants only), space, food, and shelter and that these may be found in their environment.	Unit 4: From Sea to Shining Sea 1.H.1: Understand that history tells a story of how people and events changed society over time. <ul style="list-style-type: none"> 1.H.1.2: Explain the importance of folklore and celebrations and their impact on local communities. 1.G.2: Understand how humans and the environment interact within the local community. <ul style="list-style-type: none"> 1.G.2.3: Explain how the environment impacts where people live (urban, rural, weather transportation, etc.). 1.C.1: Understand the diversity of people in the local community. <ul style="list-style-type: none"> 1.C.1.1: Compare the languages, traditions, and holidays of various cultures. 1.C.1.2: Use literature to help people understand diverse cultures.
	May	Unit 6: Same Story/Different Culture RL.1.1/RI.1.1: Determine what the text says - inference/ evidence RL.1.9/RI.1.9: Analyze topic/theme of texts/authors W.1.1: Write arguments/ opinion W.1.3: Write narratives W.1.8: Gather relevant information/synthesize SL.1.6: Adapt speech/ command of formal English L.1.5c,d: Word relationships (figurative language); distinguish shades of meaning among verbs L.1.6: Use acquired words and phrases to signal simple relationships RF.1.2c,d: Phonological awareness RF.1.3c,e,f,g: Phonics and word recognition RF.1.4c: Fluency	Unit 5: Shapes, Attributes, and Partitioning 1.G.1: Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes. 1.G.2: Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape (students do not need to learn formal names such as right rectangular prism). 1.G.3: Partition circles and rectangles into two and four equal shares; describe the shares using the words <i>halves</i> , <i>fourths</i> , and <i>quarters</i> ; and use the phrases <i>half of</i> , <i>fourth of</i> , and <i>quarter of</i> . Describe the whole as two of or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.	1.L.1.2: Give examples of how the needs of different plants and animals can be met by their environments in North Carolina or different places through the world.	
	June		1.MD.3: Tell and write time in hours and half-hours using analog and digital clocks.	1.L.1.3: Summarize ways that humans protect their environment and/or improve conditions for the growth of the plants and animals that live there (e.g., reuse or recycle products to avoid littering).	
			1.L.2.1: Summarize the basic needs of a variety of different plants (including air, water, nutrients, and light) for energy and growth.		
			1.L.2.2: Summarize the basic needs of a variety of different animals (including air, water, and food) for energy and growth.		

FIRST NINE WEEKS	Month	English Language Arts	Math	Science	Social Studies	
	August	Unit 1: Seasonal Weather RL.2.1/RI.2.1: Determine what the text says - inference/ evidence RL.2.5/RI.2.5: Analyze the structure of the text RL.2.7/RI.2.7: Integrate and evaluate content in diverse media W.2.1: Write opinion pieces and supply support W.2.3: Write narratives W.2.5: Develop and strengthen writing (plan/revise/edit) W.2.6: Use digital tools to produce and publish writing SL.2.1a-c: Conversation and collaboration SL.2.4: Present information L.2.1a-d: Conventions of standard English grammar and usage (collective nouns, irregular plural nouns, reflexive pronouns, irregular verbs) L.2.2e: Conventions of standard English – mechanics L.2.3a: Knowledge of language function L.2.5a,b: Word relationships (figurative language) RF.2.3a,f: Phonics and word recognition RF.2.4a-c: Fluency	Unit 1: Solve Problems Involving Addition and Subtraction 2.MD.6: Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram. 2.OA.1: Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions. 2.MB.10: Draw picture and bar graphs to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph. 2.OA.2: Fluently add and subtract within 20 using mental strategies. By the end of grade 2, know from memory all sums of two one-digit numbers. 2.NBT.5: Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.	Science Safety Students will identify and apply basic science classroom safety rules and procedures.	Unit 1: Can We All Just Get Along? 2.E.1: Understand basic economic concepts. <ul style="list-style-type: none"> 2.E.1.6: Summarize the role of financial institutions relative to savings. 2.C&G.1: Understand the purpose of governments. <ul style="list-style-type: none"> 2.C&G.1.1: Explain government services and their value to the community (libraries, schools, parks, etc.). 2.C&G.2: Understand the roles and responsibilities of citizens. <ul style="list-style-type: none"> 2.C&G.2.2: Explain why it is important for citizens to participate in their community. 2.C.1: Understand how various cultures influence communities. <ul style="list-style-type: none"> 2.C.1.1: Explain how artistic expressions of diverse cultures contribute to the community (stories, art, music, food, etc.). 2.C.1.3: Exemplify respect and appropriate social skills needed for working with diverse groups. 	
	September			2.P.1.1: Illustrate how sound is produced by vibrating objects and columns of air.		
	October			2.P.1.2: Summarize the relationship between sound and objects of the body that vibrate – eardrum and vocal cords.		
	2.P.2.1: Give examples of matter that change from a solid to a liquid and from a liquid to a solid by heating and cooling. 2.P.2.2: Compare the amount (volume and weight) of water in a container before and after freezing.					
		Unit 2: The American 1800s RL.2.2/RI.2.2: Central ideas/themes/summary RL.2.3/RI.2.3: Analyze text structure (individuals/events/ ideas) RL.2.4/RI.2.4: Interpret words and phrases (word choice) RL.2.6/RI.2.6: Point of view/purpose W.2.1: Write opinion pieces and supply support W.2.2: Write to inform/explain W.2.5: Develop and strengthen writing (plan/revise/edit) W.2.6: Produce and publish writing SL.2.2: Integrate and evaluate information in diverse media SL.2.3: Speaker's point of view L.2.1e-f: Conventions of standard English-grammar	Unit 1: Solve Problems Involving Addition and Subtraction 2.MD.6: Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram. 2.OA.1: Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions.	Forces and Motion 2.P.1.1: Illustrate how sound is produced by vibrating objects and columns of air. 2.P.1.2: Summarize the relationship between sound and objects of the body that vibrate – eardrum and vocal cords.	2.P.2.1: Give examples of matter that change from a solid to a liquid and from a liquid to a solid by heating and cooling. 2.P.2.2: Compare the amount (volume and weight) of water in a container before and after freezing.	Unit 1: Can We All Just Get Along? 2.E.1: Understand basic economic concepts. <ul style="list-style-type: none"> 2.E.1.6: Summarize the role of financial institutions relative to savings. 2.C&G.1: Understand the purpose of governments. <ul style="list-style-type: none"> 2.C&G.1.1: Explain government services and their value to the community (libraries, schools, parks, etc.). 2.C&G.2: Understand the roles and responsibilities of citizens. <ul style="list-style-type: none"> 2.C&G.2.2: Explain why it is important for citizens to participate in their community. 2.C.1: Understand how various cultures influence communities. <ul style="list-style-type: none"> 2.C.1.1: Explain how artistic expressions of diverse cultures contribute to the community (stories, art, music, food, etc.). 2.C.1.3: Exemplify respect and appropriate social skills needed for working with diverse groups.
			Unit 1: Solve Problems Involving Addition and Subtraction 2.MD.6: Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram. 2.OA.1: Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions.	Matter: Properties and Change 2.P.2.1: Give examples of matter that change from a solid to a liquid and from a liquid to a solid by heating and cooling. 2.P.2.2: Compare the amount (volume and weight) of water in a container before and after freezing.		

Second Grade Pacing Guide : 2018 - 2019

SECOND NINE WEEKS	Month	English Language Arts	Math	Science	Social Studies	
	November	Unit 2: The American 1800's	L.2.2a-e: Conventions of standard English-mechanics L.2.4a,e: Determine/clarify meaning of words L.2.6: Range of vocabulary (academic/domain-specific) RF.2.3b,e,f: Phonics and word recognition RF.2.4a-c: Fluency	Unit 2: Standard Units of Measure 2.MD.1: Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measurement tapes. 2.MD.2: Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen. 2.MD.3: Estimate lengths using units of inches, feet, centimeters, and meters. 2.MD.4: Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.	Matter: Properties and Change 2.P.2.3: Compare what happens to water left in an open container over time as to water left in a closed container.	Unit 2: We Are Who We Are 2.H.1: Understand how various sources provide information about the past. <ul style="list-style-type: none"> 2.H.1.1: Use timelines to show sequencing of events. 2.H.1.3: Compare various interpretations of the same time period using evidence such as photographs and interviews. 2.C&G.1: Understand the purpose of governments. <ul style="list-style-type: none"> 2.C&G.1.2: Explain how governments establish order, provide security, and create laws to manage conflict. 2.C&G.2: Understand the roles and responsibilities of citizens. <ul style="list-style-type: none"> 2.C&G.2.1: Exemplify characteristics of good citizenship through historical figures and everyday citizens. 2.C.1: Understand how various cultures influence communities. <ul style="list-style-type: none"> 2.C.1.2: Recognize the key historical figures and events that are associated with various cultural traditions.
			December			
	January	Unit 3: Surprising Friends	Unit 3: Describing and Analyzing Shapes 2.G.1: Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes. 2.G.3: Partition circles and rectangles into two, three, or four equal shares. Describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths.	Earth Systems, Structures, and processes 2.E.1.2: Summarize weather conditions using qualitative and quantitative measures to describe temperature, wind direction, wind speed, and precipitation.		

Second Grade Pacing Guide : 2018 - 2019

THIRD NINE WEEKS	Month	English Language Arts	Math	Science	Social Studies	
	January	Unit 4: Freedom RL.2.1/RI.2.1: Determine what the text says – inference/ evidence RL.2.6/RI.2.6: Point of view/ purpose RL.2.8/RI.2.8: Delineate and evaluate arguments/evidence W.2.1: Write arguments/opinion W.2.2: Write to inform/explain W.2.7: Research projects W.2.8: Gather relevant information/synthesize SL.2.2: Integrate and evaluate information in diverse media SL.2.4: Present information L.2.5a,b: Word relationships (figurative language) RF.2.3c,e,f: Phonics and word recognition RF.2.4a,c: Fluency	Unit 4: Extending Understanding of Base Ten 2.NBT.1: Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones. 2.NBT.2: Count within 1,000; skip-count by 5s, 10s, and 100s. 2.NBT.3: Read and write numbers to 1,000 using base-ten numerals, number names, and expanded form. 2.NBT.4: Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$, $=$, and $<$ symbols to record the results of comparisons. 2.NBT.5: Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. 2.NBT.6: Add up to four two-digit numbers using strategies based on place value and properties of operations. 2.NBT.9: Explain why addition and subtraction strategies work, using place value and the properties of operations.	Earth Systems, Structures, and Processes 2.E.1.3: Compare weather patterns that occur over time and relate observable patterns to time of day and time of year. 2.E.1.4: Recognize the tools that scientists use for observing, recording, and predicting weather changes from day to day and during the season.	Unit 3: Show Me the Money! 2.H.1: Understand how various sources provide information about the past. <ul style="list-style-type: none"> 2.H.1.2: Identify contributions of historical figures (community, state, nation, and world) through various genres. 2.G.1: Use geographic representations, terms, and technology to process information from a spatial perspective. <ul style="list-style-type: none"> 2.G.1.1: Interpret maps of the school and community that contain symbols, legends, and cardinal directions. 2.G.2: Understand the effects of humans interacting with their environment. <ul style="list-style-type: none"> 2.G.2.1: Give examples of ways in which people depend on the physical environment and natural resources to meet basic needs. 2.E.1: Understand basic economic concepts. <ul style="list-style-type: none"> 2.E.1.1: Give examples of ways in which businesses in the community meet the needs and wants of consumers. 2.E.1.2: Explain the roles and impact producers and consumers have on the economy. 2.E.1.3: Summarize the concept of supply and demand. 	
	February					Unit 4: Extending Understanding of Base Ten 2.NBT.7: Add and subtract within 1,000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones, and sometimes it is necessary to compose or decompose tens or hundreds. 2.NBT.8: Mentally add 10 or 100 to a given number 100-900, and mentally subtract 10 or 100 from a given number 100-900.
	March			Unit 5: International Folktales RL.2.3/RI.2.3: Analyze text structure (individuals/events/ ideas) RL.2.4/RI.2.4: Interpret words and phrases (word choice) RI.2.7: Explain how specific images contribute to and clarify a text. RL.2.9/RI.2.9: Analyze topic/theme of texts/authors RL.2.10/RI.2.10: Text complexity W.2.2: Write to inform/explain W.2.3: Write narratives W.2.7: Research projects W.2.8: Gather relevant information/synthesize SL.2.3: Speaker's point of view SL.2.5: Understanding of presentations		Unit 4: Extending Understanding of Base Ten 2.NBT.7: Add and subtract within 1,000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones, and sometimes it is necessary to compose or decompose tens or hundreds. 2.NBT.8: Mentally add 10 or 100 to a given number 100-900, and mentally subtract 10 or 100 from a given number 100-900.

FOURTH NINE WEEKS	Month	English Language Arts	Math	Science	Social Studies
	April	Unit 5: International Folktales L.2.1e: Conventions of standard English-grammar L.2.4a-e: Determine/clarify meaning of words L.2.6: Range of vocabulary (academic/domain-specific) RF.2.3d,e,f: Phonics and Word Recognition RF.2.4a-c: Fluency	Unit 5: Application of Operations and Algebraic Thinking 2.OA.3: Determine whether a group of objects (up to 20) has an odd or even number of members (e.g., by pairing objects or counting them by 2s); write an equation to express an even number as a sum of two equal addends. 2.OA.4: Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends. 2.G.2: Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.	Structures and Functions of Living Organisms 2.L.1.2: Compare life cycles of other animals such as, but not limited to, mealworms, ladybugs, crickets, guppies, or frogs.	Unit 4: Are We There Yet? 2.G.1: Use geographic representations, terms, and technology to process information from a spatial perspective. <ul style="list-style-type: none"> 2.G.1.2: Interpret the meaning of symbols and the location of physical and human features on a map (cities, railroads, highways, countries, continents, oceans, etc.). 2.G.2: Understand the effects of humans interacting with their environment. <ul style="list-style-type: none"> 2.G.2.2: Explain how people positively and negatively affect the environment. 2.E.1: Understand basic economic concepts. <ul style="list-style-type: none"> 2.E.1.4: Explain why people and countries around the world trade for goods and services. 2.E.1.5: Explain how money is used for saving, spending, borrowing, and giving. 2.C.1: Understand how various cultures influence communities. <ul style="list-style-type: none"> 2.C.1.1: Explain how artistic expressions of diverse cultures contribute to the community (stories, art, music, food, etc.).
	May	Unit 6: Healthy Body Systems RL.2.5/RI.2.5: Analyze the structure of the text RL.2.7: Use from illustrations and words in text to demonstrate understanding of its characters, setting, or plot. RI.2.8: Describe how reasons support specific points the author makes in a text. RL.2.9/RI.2.9: Draw evidence (write to sources) W.2.2: Write to inform/explain W.2.3: Write narratives W.2.7: Research projects W.2.8: Gather relevant information/synthesize SL.2.6: Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. L.2.6: Range of vocabulary (academic/domain-specific) RF.2.3c,d,f: Phonics and word recognition RF.2.4a-c: Fluency			
June			2.L.2.2: Recognize that there is variation among individuals that are related.		

FIRST NINE WEEKS	Month	English Language Arts	Math	Science	Social Studies		
	August	Unit 1: Traditions from Diverse Cultures RL.3.1/RI.3.1: Determine what the text says – inference RL.3.3/RI.3.3: Analyze text structure (individuals/events/ ideas) W.3.1a,b: Write opinion pieces and provide reasons to support the opinion. W.3.4: Writing production; clear/coherent writing W.3.5: Develop and strengthen writing (plan/revise/edit) SL.3.1a,b: Conversation and collaboration SL.3.4: Present information SL.3.5: Understanding of presentations L.3.1a-e: Conventions of standard English-grammar (nouns, pronouns, verbs, adjectives, and adverbs; regular and irregular plural nouns; abstract noun; regular and irregular verbs; simple verb tenses) L.3.2a,b,d,e,g: Conventions of standard English-mechanics L.3.4a: Determine/clarify meaning of words; use context clues to determine meaning RF.3.3c,d: Phonics and word recognition RF.3.4a,c: Fluency	Unit 1: Addition and Subtraction in Base Ten 3.NBT.1: Use place value understanding to round whole numbers to the nearest 10 or 100. 3.NBT.2: Fluently add and subtract within 1,000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. 3.MD.3: Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step “how many more” and “how many less” problems using information presented in scaled bar graphs.	Science Safety Students will identify and apply basic science classroom safety rules and procedures.	Unit 1: Coming to America 3.G.1: Understand the earth’s patterns by using the five themes of geography (location, place, human-environment interaction, movement, and region). <ul style="list-style-type: none"> 3.G.1.1: Find absolute and relative locations of places within the local community and region. 3.G.1.2: Compare the human and physical characteristics of places. 3.G.1.3: Exemplify how people adapt to, change, and protect the environment to meet their needs. 3.E.1: Understand how the location of regions affects activity in a market economy. <ul style="list-style-type: none"> 3.E.1.1: Explain how location impacts supply and demand. 3.C&G.2: Understand how citizens participate in their communities. <ul style="list-style-type: none"> 3.C&G.2.1: Exemplify how citizens contribute politically, socially, and economically to their community. 3.C&G.2.3: Apply skills in civic engagement and public discourse (school, community). 		
	September			Unit 2: Under the Sea RL.3.2/RI.3.2: Central ideas/themes/summary RL.3.4/RI.3.4: Interpret words and phrases (word choice) RL.3.5/RI.3.5: Analyze the structure of the text RI.3.8: Sentence/paragraphs connections in text W.3.2: Write informative/ explanatory pieces W.3.5: Develop and strengthen writing (plan/revise/edit) W.3.6: Use technology to produce and publish writing SL.3.2: Integrate and evaluate information in diverse media SL.3.6: Adapt speech/ command of formal English		Unit 2: Geometry and Measurement 3.G.1: Understand that shapes in different categories (e.g., rhombuses, rectangles, etc.) may share attributes (e.g., four sides), and that the shared attributes can define a larger category. Recognize squares, rhombuses, and rectangles as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories. 3.MD.5: Recognize area as an attribute of plane figures and understand concepts of area measurement. 3.MD.6: Measure areas by counting unit squares (square cm, square m, square in, square ft., and improvised units).	Forces and Motion 3.P.1.1: Infer changes in speed or direction resulting from forces acting on an object. 3.P.1.2: Compare the relative speeds (faster or slower) of objects that travel the same distance in different amounts of time. 3.P.1.3: Explain the effects of Earth’s gravity on the motion of any object on or near the Earth.
	October						

Third Grade Pacing Guide : 2018 - 2019

SECOND NINE WEEKS	Month	English Language Arts	Math	Science	Social Studies
	November	<p>Unit 2: Under the Sea</p> <p>L.3.1f,g,h,i: Conventions of standard English-grammar (subject-verb and pronoun-antecedent agreement; comparative/superlative adjectives and adverbs; coordinating/ subordinating conjunctions; simple, compound, and complex sentences) L.3.4b,c: Determine/clarify meaning of words L.3.6: Range of vocabulary (academic/domain-specific) RF.3.3a,d: Phonics and word recognition RF.3.4a,c: Fluency</p>	<p>Unit 3: Understanding Multiplication and Division</p>	<p>3.P.2.1: Recognize that air is a substance that surrounds us, takes up space, and has mass.</p>	<p>Unit 2: Who Are We?</p> <p>3.H.2: Use historical thinking skills to understand the context of events, people, and places.</p> <ul style="list-style-type: none"> 3.H.2.1: Explain change over time through historical narratives (events, people, and places). 3.H.2.2: Explain how multiple perspectives are portrayed through historical narratives. <p>3.G.1: Understand the earth's patterns by using the five themes of geography (location, place, human-environment interaction, movement, and region).</p> <ul style="list-style-type: none"> 3.G.1.5: Summarize the elements (cultural, demographic, economic, and geographic) that define regions (community, state, nation, and world). <p>3.C.1: Understand how diverse cultures are visible in local and regional communities.</p> <ul style="list-style-type: none"> 3.C.1.1: Compare languages, foods, and traditions of various groups living in local and regional communities. 3.C.1.3: Use nonfiction texts to explore how cultures borrow and share from each other (foods, languages, rules, traditions, and behaviors).
	December	<p>Unit 3: The Lives of Musicians, Artists, and Inventors of the Early 20th Century</p> <p>RL.3.1/RI.3.1: Determine what the text says – inference RL.3.3/RI.3.3: Analyze text structure (individuals/events/ ideas) RL.3.4/RI.3.4: Interpret words and phrases (word choice) W.3.1c,d: Write opinion pieces; use linking words and phrases; provide a concluding statement W.3.6: Use technology to produce and publish writing W.3.7: Research projects SL.3.1c,d: Conversation and collaboration SL.3.3: Speaker's point of view L.3.4a: Determine/clarify word meanings; use context clues to determine meaning L.3.5a: Word meanings/relationships/figurative language RF.3.3a,c,d: Phonics and word recognition RF.3.4a-c: Fluency</p>		<p>3.OA.1: Interpret products of whole numbers (e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each). 3.MD.7: Relate area to the operation of multiplication and addition.</p> <p>3.OA.2: Interpret whole-number quotients of whole numbers (e.g., interpret $56 \div 8$ as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each). 3.OA.3: Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. 3.OA.4: Determine the unknown whole number in a multiplication or division equation relating three whole numbers. 3.OA.6: Understand division as an unknown-factor problem.</p>	
January		<p>3.OA.5: Apply properties of operations as strategies to multiply and divide. 3.NBT.3: Multiply one-digit whole numbers by multiples of 10 in the range 10-90 (e.g., 9×80, 5×60) using strategies based on place value and properties of operations. 3.MD.7: Relate area to the operations of multiplication and addition.</p>		<p>3.P.3.1: Recognize that energy can be transferred from one object to another by rubbing them against each other.</p> <p>3.P.3.2: Recognize that energy can be transferred from a warmer object to a cooler one by contact or at a distance and the cooler object gets warmer.</p>	

Third Grade Pacing Guide : 2018 - 2019

THIRD NINE WEEKS	Month	English Language Arts	Math	Science	Social Studies
	January	Unit 4: 18th Century America RL.3.1/RI.3.1: Determine what the text says – inference/ evidence RL.3.2/RI.3.2: Central ideas/themes/summary RL.3.4/RI.3.4: Interpret words and phrases (word choice) RL.3.7/RI.3.7: Connection between what is conveyed by illustrations and words in text RI.3.8: Sentence/paragraphs connections in text W.3.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. W.3.8: Gather relevant information/synthesize SL.3.2: Integrate and evaluate information in diverse media SL.3.4: Present information L.3.2a-g: Conventions of standard English capitalization, punctuation, and spelling RF.3.3a,b: Phonics and word recognition RF.3.4a,c: Fluency	Unit 3: Understanding Multiplication and Division 3.OA.7: Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division or properties of operations. 3.OA.8: Solve two-step word problems using the four operations. 3.OA.9: Identify arithmetic patterns, and explain them using properties of operations. 3.MD.8: Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.	Earth in the Universe 3.E.1.1: Recognize that the Earth is part of a system called the solar system that includes the Sun (a star), planets, and many moons, and the Earth is the third planet from the Sun in our solar system. 3.E.1.2: Recognize that changes in the length and direction of an object's shadow indicate the apparent changing position of the Sun during the day.	Unit 3: Civics and Citizenship 3.H.1: Understand how events, individuals, and ideas have influenced the history of local and regional communities. <ul style="list-style-type: none"> 3.H.1.2: Analyze the impact of contributions made by diverse historical figures in local communities and regions over time. 3.G.1: Understand the earth's patterns by using the five themes of geography (location, place, human-environment interaction, movement and region). <ul style="list-style-type: none"> 3.G.1.4: Explain how the movement of goods, people, and ideas impacts the community. 3.E.1: Understand how the location of regions affects activity in a market economy. <ul style="list-style-type: none"> 3.E.1.2: Explain how locations of regions and natural resources influence economic development (industries developed around natural resources, rivers, and coastal towns). 3.E.2: Understand entrepreneurship in a market economy. <ul style="list-style-type: none"> 3.E.2.1: Explain why people become entrepreneurs. 3.E.2.2: Give examples of entrepreneurship in various regions of our state. 3.C&G.2: Understand how citizens participate in their communities. <ul style="list-style-type: none"> 3.C&G.2.2: Exemplify how citizens contribute to the well-being of the community's natural environment.
	February				
	March		Unit 4: Fraction Concepts 3.MD.1: Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes (e.g., by representing the problem on a number line diagram).	3.E.2.2: Compare Earth's land features (including volcanos, mountains, valleys, canyons, caverns, and islands) by using models, pictures, diagrams, and maps.	
	Unit 5: The Universe RL.3.2/RI.3.2: Central ideas/themes/summary RL.3.3/RI.3.3: Analyze text structure (individuals/events/ideas) RL.3.5/RI.3.5: Analyze the structure of the text RL.3.6/RI.3.6: Point of view (reader/narrator/author/characters) W.3.2c,d: Write to inform/explain (linking words and phrases; concluding statement) W.3.4: Writing production; clear/coherent writing W.3.8: Gather relevant information/synthesize SL.3.3: Speaker's point of view SL.3.5: Understanding of presentations L.3.3a,b: Knowledge of language function			3.C.1: Understand how diverse cultures are visible in local and regional communities. <ul style="list-style-type: none"> 3.C.1.2: Exemplify how various groups show artistic expression within the local and regional communities. 	

FOURTH NINE WEEKS	Month	English Language Arts	Math	Science	Social Studies
	April	Unit 5: The Universe L.3.4a: Determine/clarify word meanings; use context clues to determine meaning L.3.5a: Word meanings/relationships/figurative language RF.3.3c,d: Phonics and word recognition RF.3.4a,b: Fluency	3.G.2: Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. 3.NF.1: Understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size $1/b$. 3.NF.2: Understand a fraction as a number on the number line; represent fractions on a number line diagram.	Structures and Functions of Living Organisms 3.L.1.1: Compare the different functions of the skeletal and muscular systems. 3.L.1.2: Explain why skin is necessary for protection and for the body to remain healthy.	Unit 4: Economics and Financial Literacy 3.H.1: Understand how events, individuals, and ideas have influenced the history of local and regional communities. <ul style="list-style-type: none"> 3.H.1.1: Explain key historical events that occurred in the local community and regions over time. 3.H.1.3: Exemplify the ideas that were significant in the development of local communities and regions. 3.G.1: Understand the Earth's patterns by using the 5 themes of geography: location, place, human-environment interaction, movement, and regions. <ul style="list-style-type: none"> 3.G.1.1: Find absolute and relative locations of places within the local community and region. 3.G.1.6: Compare various regions according to their characteristics. 3.C&G.1: Understand the development, structure, and function of local government. <ul style="list-style-type: none"> 3.C&G.1.1: Explain government services and their value to the community (libraries, schools, parks, etc.). 3.C&G.1.2: Describe the structure of local government and how it functions to serve citizens. 3.C&G.1.3: Understand the three branches of government, with an emphasis on local government.
	May	RL.3.9/RI.3.9: Analyze topic/theme of texts/authors W.3.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. W.3.4: Writing production; clear/coherent writing W.3.6: Use technology to produce and publish writing W.3.7: Research projects SL.3.6: Adapt speech/command of formal English L.3.5a-c: Word relationships (figurative language) RF.3.3: Phonics and word recognition RF.3.4: Fluency	3.NF.3: Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.		
	June	Unit 6: The Ancient Civilizations of Greece and Rome RL.3.9/RI.3.9: Analyze topic/theme of texts/authors W.3.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. W.3.4: Writing production; clear/coherent writing W.3.6: Use technology to produce and publish writing W.3.7: Research projects SL.3.6: Adapt speech/command of formal English L.3.5a-c: Word relationships (figurative language) RF.3.3: Phonics and word recognition RF.3.4: Fluency	Unit 4: Fraction Concepts 3.MD.4: Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units – whole numbers, halves, or quarters.	Ecosystems 3.L.2.1: Remember the function of the following structures as it relates to the survival of plants in their environments: roots, stems, leaves, and flowers. 3.L.2.2: Explain how environmental conditions determine how well plants survive and grow. 3.L.2.3: Summarize the distinct stages of the life cycle of seed plants. 3.L.2.4: Explain how the basic properties and components of soil determine the ability of soil to support the growth/survival of many plants.	

FIRST NINE WEEKS	Month	English Language Arts	Math	Science	Social Studies
	August	Unit 1: Emotions and My Body RL.4.1/RI.4.1: Determine what the text says (inference/ evidence) RL.4.3/RI.4.3: Analyze text structure (individuals/events/ ideas) RL.4.7/RI.4.7: Integrate and evaluate content in diverse media W.4.1a-b: Write opinion pieces and provide reasons that are supported by facts and details. W.4.4: Writing production; clear/coherent writing W.4.5: Develop and strengthen writing (plan/revise/edit) W.4.6: Produce, publish writing SL.4.1a-d: Conversation and collaboration SL.4.4: Present information SL.4.5: Understanding of presentations L.4.1a-c: Conventions of standard English-grammar (relative pronouns and adverbs; progressive verb tenses; modular auxiliaries) L.4.4a-c: Determine/clarify meaning of words (use context clues, affixes, and roots to determine meaning; use reference materials) RF.4.3a: Phonics and word recognition (letter-sound correspondences/syllabication patterns/morphology) RF.4.4a,c: Fluency	Unit 1: Number Sense – Base Ten 4.NBT.1: Recognize ones, tens, hundreds, etc. places in multi-digit whole numbers. 4.NBT.2: Read, write, and compare multi-digit whole numbers.	Science Safety Students will identify and apply basic science classroom safety rules and procedures.	Unit 1: Fight For Your Rights 4.H.2: Understand how notable structures, symbols, and place names are significant to North Carolina. <ul style="list-style-type: none"> 4.H.2.1: Explain why important buildings, statues, monuments, and place names are associated with the state's history. 4.H.2.2: Explain the historical significance of North Carolina's state symbols. 4.G.1: Understand how human, environmental, and technological factors affect the growth and development of North Carolina. <ul style="list-style-type: none"> 4.G.1.1: Summarize changes that have occurred in North Carolina since statehood (population growth, transportation, communication, and land use). 4.E.1: Understand how a market economy impacts life in North Carolina. <ul style="list-style-type: none"> 4.E.1.3: Analyze the historical and contemporary role that major North Carolina industries have played in the state, nation, and world. 4.C&G.1: Understand the development, structure, and function of North Carolina's government. <ul style="list-style-type: none"> 4.C&G.1.1: Summarize the key principles and revisions of the North Carolina Constitution. 4.C&G.2: Analyze the North Carolina Constitution. <ul style="list-style-type: none"> 4.C&G.2.3: Differentiate between rights and responsibilities reflected in the North Carolina Constitution. 4.C.1: Understand the impact of various cultural groups on North Carolina. <ul style="list-style-type: none"> 4.C.1.2: Explain how the artistic expression of various groups represents the cultural heritage of North Carolina.
	September				
	October		Unit 2: Multiplication and Division 4.OA.1: Interpret a multiplication equation as a comparison. Represent verbal statements of multiplicative comparisons as multiplication equations. 4.OA.2: Multiply or divide to solve word problems involving multiplicative comparison. <i>1st qtr. focus: use multiplication to solve multiplicative comparison problems.</i> 4.OA.3: Solve multi-step word problems with whole numbers, including problems in which remainders must be interpreted. Represent using equations with a letter for the unknown. <i>1st qtr. Focus: solve multi-step problems using addition, subtraction, and multiplication.</i> 4.NBT.5: Multiply a whole number of up to four digits by a one-digit whole number, and multiply 2 two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	Matter: Properties and Change 4.P.2.1: Compare the physical properties of samples of matter. 4.P.2.2: Explain how minerals are identified using tests for the physical properties of hardness, color, luster, cleavage, and streak.	
	Unit 2: The Geography of Weather RL.4.2/RI.4.2: Central ideas/ themes/summary RL.4.4/RI.4.4: Interpret words and phrases (word choice) RL.4.5/RI.4.5: Analyze the structure of text RI.4.8: Explain how an author uses reasons and evidence to support particular points in a text. W.4.2a,b: Write to inform/explain (organize; supply facts, definitions, details, etc. to support) W.4.5: Develop and strengthen writing (plan/revise/edit) W.4.7: Research projects SL.4.2: Integrate and evaluate information in diverse media SL.4.6: Adapt speech/ command of formal English				

SECOND NINE WEEKS	Month	English Language Arts	Math	Science	Social Studies	
	November	Unit 2: The Geography of Weather	<p>L.4.1d-g: Conventions of standard English-grammar (adjectives, prepositional phrases, complete sentences)</p> <p>L.4.4a-c: Determine/clarify meaning of words (use context clues and affixes and roots to determine meaning; use reference materials)</p> <p>RF.4.3a: Phonics and word recognition (letter-sound correspondences/syllabication patterns/morphology)</p> <p>RF.4.4a,c: Fluency</p>	<p>4.NBT.6: Find whole number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division.</p> <p>4.OA.2 Multiply or divide to solve word problems involving multiplicative comparison.</p> <p>4.OA.3: Use the four operations to solve multistep word problems posed with whole numbers and having whole number answers.</p> <p>4.OA.4: Find all factor pairs for a whole number in the range 1-100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1-100 is prime or composite.</p>	<p>Matter: Properties and Change</p> <p>4.P.2.3: Classify rocks as metamorphic, sedimentary, or igneous based on their composition, how they are formed, and the processes that create them.</p>	<p>4.H.1: Analyze the chronology of key historical events in North Carolina history.</p> <ul style="list-style-type: none"> 4.H.1.1: Summarize the change in cultures, everyday life, and status of indigenous American Indian groups in North Carolina before and after European exploration. 4.H.1.3: Explain how people, events, and developments brought about changes to communities in various regions of North Carolina. <p>4.G.1: Understand how human, environmental, and technological factors affect the growth and development of North Carolina.</p> <ul style="list-style-type: none"> 4.G.1.4: Explain the impact of technology (communication, transportation, inventions, etc.) on North Carolina's citizens, past and present. <p>4.E.1: Understand how a market economy impacts life in North Carolina.</p> <ul style="list-style-type: none"> 4.E.1.4: Explain the impact of entrepreneurship on the economy of North Carolina. <p>4.C&G.1: Understand the development, structure, and function of North Carolina's government.</p> <ul style="list-style-type: none"> 4.C&G.1.2: Compare the roles and responsibilities of state elected leaders. 4.C&G.1.4: Compare North Carolina's government with local governments.
	January	Unit 3: Geometry	<p>4.G.1: Draw and identify points, lines, line segments, rays, angles, and perpendicular and parallel lines.</p> <p>4.MD.5: Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement.</p> <p>4.MD.6: Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.</p> <p>4.MD.7: Recognize angle measure as additive. Solve addition/subtraction problems to find unknown angles.</p>	<p>Earth in the Universe</p> <p>4.E.1.1: Explain the cause of day and night based on the rotation of Earth on its axis.</p>		

THIRD NINE WEEKS	Month	English Language Arts	Math	Science	Social Studies
	January	Unit 4: America's Past RL.4.1/RI.4.1: Determine what the text says – inference/ evidence RL.4.2/RI.4.2: Central ideas/themes/summary RL.4.4/RI.4.4: Interpret words and phrases (word choice) RL.4.7/RI.4.7: Integrate and evaluate content in diverse media RI.4.8: Explain use of reasons and evidence to support particular points in a text. W.4.3: Write narratives W.4.8: Gather relevant information/synthesize W.4.9: Draw evidence (write to sources) SL.4.2: Integrate and evaluate information in diverse media SL.4.4: Present information L.4.2a-d: Conventions of standard English (capitalization, punctuation, and spelling) L.4.5b: Word relationships (common idioms, adages, and proverbs) RF.4.3a: Phonics and word recognition (letter-sound correspondences, syllabication patterns, and morphology) RF.4.4a-b: Read text with purpose and understanding; read for accuracy, appropriate rate, and expression	Unit 3: Geometry 4.G.2: Classify 2D figures based on presence/absence of parallel or perpendicular lines, or of angles of a specified size. Recognize right triangles as a category, and identify right triangles. 4.G.3: Recognize a line of symmetry as a line across a 2D figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.	Earth in the Universe 4.E.1.2: Explain the monthly changes in the appearance of the moon, based on the moon's orbit around the Earth.	Unit 3: Navigating Native North Carolina 4.H.1: Analyze the chronology of key historical events in North Carolina history. <ul style="list-style-type: none"> 4.H.1.2: Explain how and why North Carolina was established. 4.H.1.4: Analyze North Carolina's role in major conflicts and wars from the Pre-Colonial period through Reconstruction. 4.G.1: Understand how human, environmental, and technological factors affect the growth and development of North Carolina. <ul style="list-style-type: none"> 4.G.1.2: Explain the impact that human activity has on the availability of natural resources in North Carolina. 4.G.1.3: Exemplify the interactions of various peoples, places, and cultures in terms of adaptation and modification of the environment. 4.E.1: Understand how a market economy impacts life in North Carolina. <ul style="list-style-type: none"> 4.E.1.2: Understand how scarcity and choice in a market economy impact business decisions. 4.C&G.1: Understand the development, structure, and function of North Carolina's government. <ul style="list-style-type: none"> 4.C&G.1.3: Explain the influence of the colonial history of North Carolina on the governing documents of our state. 4.C.1: Understand the impact of various cultural groups on North Carolina. <ul style="list-style-type: none"> 4.C.1.1: Explain how the settlement of people from various cultures affected the development of regions in North Carolina (languages, foods, and traditions).
	February				
	March		Unit 4: Fractions and Decimals 4.NF.4: Apply and extend previous understandings of multiplication to multiply a fraction by a whole number.	Ecosystems 4.L.1.1: Give examples of changes in an organism's environment that are beneficial to it and some that are harmful. 4.L.1.2: Explain how animals meet their needs by using behaviors in response to information received from the environment.	
		Unit 5: The Earth and the Sky in Native American Stories RL.4.2/RI.4.2: Central ideas/themes/summary RL.4.3/RI.4.3: Analyze text structure (individuals/events/ideas) RL.4.5/RI.4.5: Analyze the structure of text RL.4.6/RI.4.6: Point of view/ purpose W.4.2c-e: Write to inform/explain (use words and phrases to link ideas; use precise language and domain-specific vocabulary; provide a concluding statement) W.4.4: Writing production; clear/coherent writing W.4.8: Gather relevant information/synthesize SL.4.3: Speaker's point of view SL.4.5: Understanding of presentations			

Fourth Grade Pacing Guide : 2018 - 2019

FOURTH NINE WEEKS	Month	English Language Arts	Math	Science	Social Studies
	April	Unit 5: The Earth and the Sky in Native American Stories L.4.3a-c: Knowledge of language function L.4.4a: Determine/clarify word meanings (use context clues to determine word meaning) L.4.5a: Word relationships (figurative language) RF.4.3a: Phonics and word recognition (letter-sound correspondences, syllabication patterns, and morphology) RF.4.4a-b: Read text with purpose and understanding; read for accuracy, appropriate rate, and expression	Unit 4: Fractions and Decimals 4.NF.5: Express a fraction with denominator 10 as an equivalent fraction with denominator 100; use this technique to add two fractions with respective denominators 10 and 100. 4.NF.6: Use decimal notation for fractions with denominators 10 or 100. For example, rewrite 0.62 as 62/100; describe a length as 0.62 meters; locate 0.62 on a number line diagram. 4.NF.7: Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record comparisons with $>$, $=$, or $<$. Justify the conclusions. 4.MD.1: Know relative sizes of measurement units within one system. Within a single system, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a table. 4.MD.2: Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams. 4.MD.4: Create a line plot to display a data set of measurements in fractions of a unit ($1/2$, $1/4$, $1/8$). Solve problems involving addition and subtraction of fractions using line plot.	Ecosystems 4.L.1.3: Explain how humans can adapt their behavior to live in changing habitats (e.g., recycling waste, establishing rain gardens, planting trees and shrubs to prevent flooding and erosion). 4.L.1.4: Explain how differences among animals of the same population sometimes give individuals an advantage in surviving and reproducing in changing habitats.	Unit 4: Transforming North Carolina 4.G.1: Understand how human, environmental, and technological factors affect the growth and development of North Carolina. <ul style="list-style-type: none"> 4.G.1.4: Explain the impact of technology (communication, transportation, and inventions) on North Carolina's citizens, past and present. 4.E.1: Understand how a market economy impacts life in North Carolina. <ul style="list-style-type: none"> 4.E.1.1: Understand the basic concepts of a market economy: price, supply, demand, scarcity, productivity, and entrepreneurship. 4.E.2: Understand the economic factors when making personal choices. <ul style="list-style-type: none"> 4.E.2.1: Explain how personal financial decisions such as spending, saving, and paying taxes can positively and/or negatively affect everyday life. 4.C&G.2: Analyze the North Carolina Constitution. <ul style="list-style-type: none"> 4.C&G.2.1: Analyze the preamble and articles of the North Carolina Constitution in terms of rights and responsibilities. 4.C&G.2.2: Give examples of rights and responsibilities of citizens according to the North Carolina Constitution.
	May	Unit 6: Heroes RL.4.9/RI.4.9: Compare and contrast the treatment of similar themes and topics and patterns of events; Integrate information from texts W.4.3c-e: Write to inform/explain (use words and phrases to link ideas; use precise language and domain-specific vocabulary; provide a concluding statement) W.4.4: Writing production; clear/coherent writing W.4.6: Produce and publish writing SL.4.6: Adapt speech/ command of formal English L.4.5a-c: Word relationships/figurative language (simple similes and metaphors, common idioms, adages, and proverbs, antonyms, synonyms) RF.4.3a: Phonics and word recognition (letter-sound correspondences, syllabication patterns, and morphology) RF.4.4a-c: Read text with purpose and understanding; read for accuracy, appropriate rate, and expression			
	June			Review Review Curriculum	

FIRST NINE WEEKS	Month	English Language Arts	Math	Science	Social Studies	
	August	Unit 1: Words, Words, and More Words RL.5./RI.5.1: Determine what the text says; inference/ evidence RL.5.3/RI.5.3: Analyze text structure (individuals/events/ ideas) W.5.1: Write arguments/ opinion (organizational structure; support with facts; use words/phrases/clauses to link opinion and reasons) W.5.4: Writing production - clear/coherent writing W.5.5: Develop and strengthen writing (plan/revise/edit) W.5.6: Produce and publish writing SL.5.1: Conversation and collaboration SL.5.4: Present information L.5.1c,d: Conventions of standard English-grammar (verb tense) L.5.4a-c: Determine/clarify meaning of words (use context clues, affixes and roots, and reference materials) RF.5.3a: Phonics and word recognition (letter-sound correspondences, syllabication patterns, morphology) RF.5.4a-c: Fluency (read with purpose, understanding, accuracy, appropriate rate, and expression)	Unit 1: Place Value Within Decimals 5.NBT.1: Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1.10 of what it represents in the place to its left. 5.NBT.2: Explain patterns in the number of zeros of the product when multiplying a number by powers of 10. 5.NBT.3: Read, write, and compare decimals to thousandths. 5.NBT.4: Use place value understanding to round decimals to any place.	Science Safety Students will identify and apply basic science classroom safety rules and procedures.	Unit 1: Age of Exploration 5.G.1: Understand how human activity has and continues to shape the United States. <ul style="list-style-type: none"> 5.G.1.3: Exemplify how technological advances (communication, transportation, and agriculture) have allowed people to overcome geographic limitations. 5.E.2: Understand that personal choices result in benefits or consequences. <ul style="list-style-type: none"> 5.E.2.1: Explain the importance of developing a basic budget for spending and saving. 5.E.2.2: Evaluate the costs and benefits of spending, borrowing, and saving. 5.C&G.1: Understand the development, structure, and function of government in the United States. <ul style="list-style-type: none"> 5.C&G.1.1: Explain how ideas of various governments influenced the development of the United States government (Roman, Greek, Iroquois, and British). 5.C&G.1.2: Summarize the organizational structures and powers of the United States government (legislative, judicial, and executive branches of government). 5.C&G.1.3: Analyze historical documents that shaped the foundation of the United States government. 	
	September			Unit 2: Operating on Whole Numbers and Decimals 5.OA.1: Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols. 5.OA.2: Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them.		Matter: Properties and Change 5.P.2.1: Explain how the Sun's energy impacts the processes of the water cycle (including evaporation, transpiration, condensation, precipitation, and runoff). 5.P.2.2: Compare the weight of an object to the sum of the weight of its parts before and after an interaction. 5.P.2.3: Summarize properties of original materials and the new material(s) formed, to demonstrate that a change has occurred.
	October			Unit 2: Renaissance RL.5.2/RI.5.2: Central ideas/themes/summary RL.5.4/RI.5.4: Interpret words and phrases (word choice) RL.5.5/RI.5.5: Analyze the structure of text RI.5.8: Author's use of reasons and evidence to support points in text W.5.2: Write to inform/explain W.5.4: Writing production - clear/coherent writing W.5.5: Develop and strengthen writing (plan/revise/edit) W.5.6: Produce and publish writing SL.5.2: Central ideas/themes/summary SL.5.6: Adapt speech/ command of formal English		Energy: Conservation and Transfer 5.P.3.1: Explain the effects of the transfer of heat (either by direct contact or at a distance) that occurs between objects at different temperatures. (conduction, convection or radiation). 5.P.3.2: Explain how heating and cooling affect some materials and how this relates to their purpose and practical application

SECOND NINE WEEKS	Month	English Language Arts	Math	Science	Social Studies				
	November	Unit 2: Renaissance	<p>L.5.1a,b,e: Conventions of standard English grammar (conjunctions, prepositions, interjections; perfect verb tenses)</p> <p>L.5.4b: Determine/clarify meaning of words (use affixes and roots as clues)</p> <p>RF.5.3a: Phonics and word recognition (letter-sound correspondences, syllabication patterns, morphology)</p> <p>RF.5.4a-c: Fluency (read with purpose, understanding, accuracy, appropriate rate, and expression)</p>	Unit 2: Operating on Whole Numbers and Decimals	<p>5.NBT.7: Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.</p>	Ecosystems	<p>5.L.2.1: Compare the characteristics of several common ecosystems, including estuaries and salt marshes, oceans, lakes and ponds, forests, and grasslands.</p>	Unit 2: We the People	<p>5.H.1: Analyze the chronology of key events in the United States.</p> <ul style="list-style-type: none"> 5.H.1.1: Evaluate the relationships between European explorers (French, Spanish, and English) and American Indian groups, based on accuracy of historical information (beliefs, fears and leadership). 5.H.1.2: Summarize the political, economic, and social aspects of colonial life in the thirteen colonies. <p>5.G.1: Understand how human activity has and continues to shape the United States.</p> <ul style="list-style-type: none"> 5.G.1.4: Exemplify migration within or immigration to the United States in order to identify push and pull factors (why people left/why people came). <p>5.C.1: Understand how increased diversity resulted from migration, settlement patterns, and economic development in the United States.</p> <ul style="list-style-type: none"> 5.C.1.1: Analyze the change in leadership, cultures, and everyday life of American Indian groups before and after European exploration. 5.C.1.2: Exemplify how the interactions of various groups have resulted in borrowing and sharing of traditions and technology. 5.C.1.3: Explain how the movement of goods, ideas, and various cultural groups influenced the development of regions in the United States. 5.C.1.4: Understand how cultural narratives (legends, songs, ballads, games, folk tales, and art forms) reflect the lifestyles, beliefs, and struggles of diverse ethnic groups
			<p>RL.5/RI.5.1: Determine what the text says; inference/ evidence</p> <p>RL.5.3/RI.5.3: Analyze text structure (individuals/events/ ideas)</p> <p>RL.5.4/RI.5.4: Interpret words and phrases (word choice)</p> <p>RI.5.8: Author's use of reasons and evidence to support points in text</p> <p>W.5.1: Write arguments/opinion (organizational structure; support with facts; use words/phrases/clauses to link opinion and reasons)</p> <p>W.5.6: Produce and publish writing</p> <p>W.5.7: Research projects</p> <p>SL.5.1: Conversation and collaboration</p> <p>SL.5.3: Speaker's point of view</p> <p>L.5.4a: Use context clues to determine/clarify word meanings</p> <p>L.5.5a: Word relationships (figurative language-similes and metaphors)</p> <p>RF.5.3a: Phonics and word recognition (letter-sound correspondences, syllabication patterns, morphology)</p> <p>RF.5.4a-c: Fluency (read with purpose, understanding, accuracy, appropriate rate, and expression)</p>		<p>5.NF.1: Add and subtract fractions with unlike denominators by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators.</p> <p>5.NF.2: Solve word problems involving addition and subtraction of fractions referring to the same whole.</p> <p>5.NF.3: Interpret a fraction as division of the numerator by the denominator. Solve word problems involving division of whole numbers leading to fraction/mixed number answers.</p>		<p>5.L.2.2: Classify the organisms within an ecosystem according to the function they serve: producers, consumers, or decomposers (biotic factors).</p> <p>5.L.2.3: Infer the effects that may result from the interconnected relationship of plants and animals to their ecosystem.</p>		
	December	Unit 3: Culture	Unit 3: Number and Operations - Fractions	<p>5.NF.1: Add and subtract fractions with unlike denominators by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators.</p> <p>5.NF.2: Solve word problems involving addition and subtraction of fractions referring to the same whole.</p> <p>5.NF.3: Interpret a fraction as division of the numerator by the denominator. Solve word problems involving division of whole numbers leading to fraction/mixed number answers.</p> <p>5.NF.6: Interpret multiplication as scaling by comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication and by explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number.</p> <p>5.NF.4: Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.</p> <p>5.NF.6: Solve real-world problems involving multiplication of fractions and mixed numbers.</p>	Forces and Motion	<p>5.P.1.1: Explain how factors such as gravity, friction, and change in mass affect the motion of objects.</p>			
January	<p>5.P.1.2: Infer the motion of objects in terms of how far they travel in a certain amount of time and the direction in which they travel.</p> <p>5.P.1.3: Illustrate the motion of an object using a graph to show a change in position over a period of time.</p> <p>5.P.1.4: Predict the effect of a given force or a change in mass on the motion of an object.</p>								

Fifth Grade Pacing Guide : 2018 - 2019

THIRD NINE WEEKS	Month	English Language Arts	Math	Science	Social Studies
	January	Unit 4: Which Side of the Fence, America? RL.5.1/RI.5.1: Determine what the text says; inference/ evidence RL.5.2/RI.5.2: Central ideas/themes/summary RL.5.4/RI.5.4: Interpret words and phrases (word choice) RL.5.7/RI.5.7: Integrate and evaluate content in diverse media RI.5.8: Author's use of reasons and evidence to support points in text W.5.3: Write narratives W.5.7: Research projects W.5.8: Gather relevant information/synthesize SL.5.2: Central ideas/themes/summary SL.5.4: Present information SL.5.5: Understanding of presentations L.5.2a-d: Conventions of standard English-mechanics L.5.3a-b: Knowledge of language function RF.5.3a: Phonics and word recognition (letter-sound correspondences, syllabication patterns, morphology) RF.5.4a-c: Fluency (read with purpose, understanding, accuracy, appropriate rate, and expression)	Unit 3: Number and Operations - Fractions 5.NF.7: Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.	Structures and Functions of Living Organisms 5.L.1.1: Explain why some organisms are capable of surviving as a single cell while others require many cells that are specialized to survive. 5.L.1.2: compare the major systems of the human body (digestive, respiratory, circulator, muscular, skeletal, and cardiovascular) in terms of their functions necessary for life.	Unit 3: Get Ready to Rumble 5.H.1: Analyze the chronology of key events in the United States. <ul style="list-style-type: none"> 5.H.1.3: Analyze the impact of major conflicts, battles, and wars on the development of our nation through Reconstruction. 5.G.1: Understand how human activity has and continues to shape the United States. <ul style="list-style-type: none"> 5.G.1.1: Explain the impact of the physical environment on early settlements in the New World. 5.G.1.2: Explain the positive and negative effects of human activity on the physical environment of the United States, past and present. 5.C&G.2: Analyze life in a democratic republic through rights and responsibilities of citizens. <ul style="list-style-type: none"> 5.C&G.2.2: Analyze the rights and responsibilities of United States citizens in relation to the concept of "common good" according to the United States Constitution (Bill of Rights). 5.C&G.2.3: Exemplify ways in which the rights, responsibilities, and privileges of citizens are protected under the United States Constitution. 5.C&G.2.4: Explain why civic participation is important in the United States.
	February				
	March		Unit 5: Explore – Is it Fantasy or Fact? RL.5.2/RI.5.2: Central ideas/themes/summary RL.5.3/RI.5.3: Analyze text structure (individuals/events/ideas) RL.5.5/RI.5.5: Analyze the structure of text RL.5.6/RI.5.6: Point of view/purpose W.5.2: Write to inform/explain W.5.5: Develop and strengthen writing (plan/revise/edit) W.5.8: Gather relevant information/synthesize W.5.9: Draw evidence (write to sources) SL.5.3: Speaker's point of view SL.5.5: Understanding of presentations L.5.4a: Use context clues to determine/clarify word meanings	5.MD.3: Recognize volume as an attribute of solid figures, and understand concepts of volume measurement. 5.MD.4: Measure volume by counting unit cubes, using cubic cm, cubic in, cubic ft., and improvised units. 5.MD.5: Relate volume to the operations of multiplication and addition, and solve real-world and mathematical problems involving volume.	

FOURTH NINE WEEKS	Month	English Language Arts	Math	Science	Social Studies	
	April	Unit 5: Explore – Is it Fantasy or Fact? L.5.5a: Word relationships (figurative language-similes and metaphors) RF.5.3a: Phonics and word recognition (letter-sound correspondences, syllabication patterns, morphology) RF.5.4a-c: Fluency (read with purpose, understanding, accuracy, appropriate rate, and expression)	Unit 5: Geometric Concepts	5.G.3: Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. For example, all rectangles have four right angles, and squares are rectangles, so all squares have four right angles. 5.G.4: Classify two-dimensional figures in a hierarchy based on properties.	Evolution and Genetics 5.L.3.1: Explain why organisms differ from or are similar to their parents based on the characteristics of the organism. 5.L.3.2: Give examples of likenesses that are inherited and some that are not.	Unit 4: Location, Location, Location
	May	RL.5.9/RI.5.9: Analyze topic/theme of texts/authors W.5.3: Write narratives W.5.4: Writing production - clear/coherent writing W.5.6: Produce and publish writing W.5.7: Research projects L.5.5a-c: Word relationships/figurative language (similes, metaphors, idioms, adages, proverbs, synonyms, antonyms, homographs) RF.5.3a: Phonics and word recognition (letter-sound correspondences, syllabication patterns, morphology) RF.5.4a-c: Fluency (read with purpose, understanding, accuracy, appropriate rate, and expression)		5.G.1: Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. 5.G.2: Represent real-world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation. 5.OA.3: Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane.	Review	
	June				Testing	
				Celebration		
					5.H.2: Understand the role of prominent figures in shaping the United States. <ul style="list-style-type: none"> 5.H.2.2: Explain how key historical figures have exemplified values and principles of American democracy. 5.H.2.3: Compare the changing roles of women and minorities on American society from the Pre-Colonial era through Reconstruction. 5.E.1: Understand how a market economy impacts life in the United States. <ul style="list-style-type: none"> 5.E.1.1: Summarize the role of international trade between the United States and other countries through Reconstruction. 5.E.1.2: Explain the impact of production, specialization, technology, and division of labor on the economic growth of the United States. 5.C&G.2: Analyze life in a democratic republic through the rights and responsibilities of citizens. <ul style="list-style-type: none"> 5.C&G.2.1: Understand the values and principles of a democratic republic. 5.C&G.2.2: Analyze the rights and responsibilities of United States citizens in relation to the concept of the “common good” according to the United States Constitution (Bill of Rights). 	

Note: The eight Standards for Mathematical Practice describe the varieties of expertise that mathematics educators should seek to develop in their students. While they are not specifically stated in this pacing guide, students should be developing these skills throughout the school year.

Unit	Standards	Major Topics/Concepts
<p>Equations and Introduction to Functions</p>	<p>NC.M1.A-SSE.1a NC.M1.A-CED.1 NC.M1.A-CED.4 NC.M1.A-REI.1 NC.M1.A-REI.3 NC.M1.F-IF.1 NC.M1.F-IF.2 NC.M1.F-IF.4 NC.M1.F-IF.6</p>	<p>Interpret expressions that represent a quantity in terms of its context.</p> <p>a. Identify and interpret parts of a linear, exponential, or quadratic expression, including terms, factors, coefficients, and exponents.</p> <p>Create equations and inequalities in one variable that represent linear, exponential, and quadratic relationships and use them to solve problems.</p> <p>Solve for a quantity of interest in formulas used in science and mathematics using the same reasoning as in solving equations.</p> <p>Justify a chosen solution method and each step of the solving process for linear and quadratic equations using mathematical reasoning.</p> <p>Solve linear equations and inequalities in one variable.</p> <p>Build an understanding that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range by recognizing that:</p> <ul style="list-style-type: none"> • if f is a function and x is an element of its domain, then $f(x)$ denotes the output of f corresponding to the input x. • the graph of f is the graph of the equation $y = f(x)$. <p>Use function notation to evaluate linear, quadratic, and exponential functions for inputs in their domains, and interpret statements that use function notation in terms of a context.</p> <p>Interpret key features of graphs, tables, and verbal descriptions in context to describe functions that arise in applications relating two quantities, including: intercepts; intervals where the function is increasing, decreasing, positive, or negative; and maximums and minimums.</p> <p>Calculate and interpret the average rate of change over a specified interval for a function presented numerically, graphically, and/or symbolically.</p>
<p>Features of Linear Functions</p>	<p>NC.M1.A-SSE.1a NC.M1.A-SSE.1b NC.M1.A-CED.1</p>	<p>Interpret expressions that represent a quantity in terms of its context.</p>

Unit	Standards	Major Topics/Concepts
	NC.M1.A-CED.2 NC.M1.A-REI.1 NC.M1.A-REI.10 NC.M1.A-REI.11 NC.M1.A-REI.12 NC.M1.F-IF.3 NC.M1.F-BF.1a NC.M1.F-BF.2 NC.M1.F-LE.1 NC.M1.G-GPE.5	<p>a. Identify and interpret parts of a linear, exponential, or quadratic expression, including terms, factors, coefficients, and exponents.</p> <p>b. Interpret a linear, exponential, or quadratic expression made of multiple parts as a combination of entities to give meaning to an expression.</p> <p>Create equations and inequalities in one variable that represent linear, exponential, and quadratic relationships and use them to solve problems.</p> <p>Create and graph equations in two variables to represent linear, exponential, and quadratic relationships between quantities.</p> <p>Justify a chosen solution method and each step of the solving process for linear and quadratic equations using mathematical reasoning.</p> <p>Understand that the graph of a two variable equation represents the set of all solutions to the equation.</p> <p>Build an understanding of why the x-coordinates of the points where the graphs of two linear, exponential, and/or quadratic equations $y = f(x)$ and $y = g(x)$ intersect are the solutions of the equation $f(x) = g(x)$ and approximate solutions using graphing technology or successive approximations with a table of values.</p> <p>Represent the solutions of a linear inequality or a system of linear inequalities graphically as a region of the plane.</p> <p>Recognize that recursively and explicitly defined sequences are functions whose domain is a subset of the integers, the terms of an arithmetic sequence are a subset of the range of a linear function, and the terms of a geometric sequence are a subset of the range of an exponential function.</p> <p>Write a function that describes a relationship between two quantities.</p> <p>a. Build linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two ordered pairs (include reading these from a table).</p> <p>Translate between explicit and recursive forms of arithmetic and geometric sequences and use both to model situations.</p> <p>Identify situations that can be modeled with linear and exponential functions, and justify the most appropriate model for a situation based on the rate of change over equal intervals.</p> <p>Use coordinates to prove the slope criteria for parallel and perpendicular lines and use them to solve problems.</p>

Unit	Standards	Major Topics/Concepts
Applications of Linear Functions	NC.M1.F-IF.5 NC.M1.F-IF.7 NC.M1.F-IF.9 NC.M1.F-LE.5 NC.M1.S-ID.6a NC.M1.S-ID.6b NC.M1.S-ID.7 NC.M1.S-ID.8 NC.M1.S-ID.9 NC.M1.G-GPE.4 NC.M1.G-GPE.6	<ul style="list-style-type: none"> Determine if two lines are parallel, perpendicular, or neither. Find the equation of a line parallel or perpendicular to a given line that passes through a given point.
		<p>Interpret a function in terms of the context by relating its domain and range to its graph and, where applicable, to the quantitative relationship it describes.</p> <p>Analyze linear, exponential, and quadratic functions by generating different representations, by hand in simple cases and using technology for more complicated cases, to show key features, including: domain and range; rate of change; intercepts; intervals where the function is increasing, decreasing, positive, or negative; maximums and minimums; and end behavior.</p> <p>Compare key features of two functions (linear, quadratic, or exponential) each with a different representation (symbolically, graphically, numerically in tables, or by verbal descriptions).</p> <p>Interpret the parameters a and b in a linear function $f(x) = ax + b$ in terms of a context.</p> <p>Represent data on two quantitative variables on a scatter plot, and describe how the variables are related.</p> <ol style="list-style-type: none"> Fit a least squares regression line to linear data using technology. Use the fitted function to solve problems. Assess the fit of a linear function by analyzing residuals. <p>Interpret in context the rate of change and the intercept of a linear model. Use the linear model to interpolate and extrapolate predicted values. Assess the validity of a predicted value.</p> <p>Analyze patterns and describe relationships between two variables in context. Using technology, determine the correlation coefficient of bivariate data and interpret it as a measure of the strength and direction of a linear relationship. Use a scatter plot, correlation coefficient, and a residual plot to determine the appropriateness of using a linear function to model a relationship between two variables.</p> <p>Distinguish between association and causation.</p> <p>Use coordinates to solve geometric problems involving polygons algebraically.</p> <ul style="list-style-type: none"> Use coordinates to compute perimeters of polygons and areas of triangles and rectangles. Use coordinates to verify algebraically that a given set of points produces a particular type of triangle or quadrilateral. <p>Use coordinates to find the midpoint or endpoint of a line segment.</p>
1st Cumulative Benchmark (covering all content to this point)		

Unit	Standards	Major Topics/Concepts
<p style="text-align: center;">Exponents and Features of Exponential Functions</p>	<p>NC.M1.N-RN.2 NC.M1.A-CED.1 NC.M1.A-CED.2 NC.M1.A-REI.10 NC.M1.F-IF.2 NC.M1.F-IF.3 NC.M1.F-IF.4 NC.M1.F-IF.6 NC.M1.F-BF.2 NC.M1.F-LE.5</p>	<p>Rewrite algebraic expressions with integer exponents using the properties of exponents.</p> <p>Create equations and inequalities in one variable that represent linear, exponential, and quadratic relationships and use them to solve problems.</p> <p>Create and graph equations in two variables to represent linear, exponential, and quadratic relationships between quantities.</p> <p>Understand that the graph of a two variable equation represents the set of all solutions to the equation.</p> <p>Use function notation to evaluate linear, quadratic, and exponential functions for inputs in their domains, and interpret statements that use function notation in terms of a context.</p> <p>Recognize that recursively and explicitly defined sequences are functions whose domain is a subset of the integers, the terms of an arithmetic sequence are a subset of the range of a linear function, and the terms of a geometric sequence are a subset of the range of an exponential function.</p> <p>Interpret key features of graphs, tables, and verbal descriptions in context to describe functions that arise in applications relating two quantities, including: intercepts; intervals where the function is increasing, decreasing, positive, or negative; and maximums and minimums.</p> <p>Calculate and interpret the average rate of change over a specified interval for a function presented numerically, graphically, and/or symbolically.</p> <p>Translate between explicit and recursive forms of arithmetic and geometric sequences and use both to model situations.</p> <p>Interpret the parameters a and b in an exponential function $g(x) = ab^x$ in terms of a context.</p>
<p style="text-align: center;">Applications of Exponential Functions</p>	<p>NC.M1.A-SSE.1a NC.M1.A-REI.11 NC.M1.F-IF.5 NC.M1.F-IF.7 NC.M1.F-IF.8b NC.M1.F-IF.9 NC.M1.F-BF.1a NC.M1.F-BF.1b NC.M1.F-LE.1 NC.M1.F-LE.3 NC.M1.S-ID.6c</p>	<p>Interpret expressions that represent a quantity in terms of its context.</p> <p>a. Identify and interpret parts of a linear, exponential, or quadratic expression, including terms, factors, coefficients, and exponents.</p> <p>Build an understanding of why the x-coordinates of the points where the graphs of two linear, exponential, and/or quadratic equations $y = f(x)$ and $y = g(x)$ intersect are the solutions of the equation $f(x) = g(x)$ and approximate solutions using graphing technology or successive approximations with a table of values.</p>

Unit	Standards	Major Topics/Concepts
		<p>Interpret a function in terms of the context by relating its domain and range to its graph and, where applicable, to the quantitative relationship it describes.</p> <p>Analyze linear, exponential, and quadratic functions by generating different representations, by hand in simple cases and using technology for more complicated cases, to show key features, including: domain and range; rate of change; intercepts; intervals where the function is increasing, decreasing, positive, or negative; maximums and minimums; and end behavior.</p> <p>Use equivalent expressions to reveal and explain different properties of a function.</p> <ul style="list-style-type: none"> b. Interpret and explain growth and decay rates for an exponential function. <p>Compare key features of two functions (linear, quadratic, or exponential) each with a different representation (symbolically, graphically, numerically in tables, or by verbal descriptions).</p> <p>Write a function that describes a relationship between two quantities.</p> <ul style="list-style-type: none"> a. Build linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two ordered pairs (include reading these from a table). b. Build a function that models a relationship between two quantities by combining linear, exponential, or quadratic functions with addition and subtraction or two linear functions with multiplication. <p>Identify situations that can be modeled with linear and exponential functions, and justify the most appropriate model for a situation based on the rate of change over equal intervals.</p> <p>Compare the end behavior of linear, exponential, and quadratic functions using graphs and tables to show that a quantity increasing exponentially eventually exceeds a quantity increasing linearly or quadratically.</p> <p>Represent data on two quantitative variables on a scatter plot, and describe how the variables are related.</p> <ul style="list-style-type: none"> c. Fit a function to exponential data using technology. Use the fitted function to solve problems.
2nd Cumulative Benchmark (covering all content to this point)		
Features of Quadratic Functions	NC.M1.A-SSE.1 NC.M1.A-SSE.3 NC.M1.A-APR.1 NC.M1.A-APR.3 NC.M1.A-CED.1 NC.M1.A-CED.2	<p>Interpret expressions that represent a quantity in terms of its context.</p> <ul style="list-style-type: none"> a. Identify and interpret parts of a linear, exponential, or quadratic expression, including terms, factors, coefficients, and exponents.

Unit	Standards	Major Topics/Concepts
	NC.M1.A-REI.1 NC.M1.A-REI.4 NC.M1.A-REI.10 NC.M1.A-REI.11 NC.M1.F-IF.2 NC.M1.F-IF.6 NC.M1.F-IF.7 NC.M1.F-IF.8a NC.M1.F-IF.9 NC.M1.F-LE.3	<p>b. Interpret a linear, exponential, or quadratic expression made of multiple parts as a combination of entities to give meaning to an expression.</p> <p>Write an equivalent form of a quadratic expression $ax^2 + bx + c$, where a is an integer, by factoring to reveal the solutions of the equation or the zeros of the function the expression defines.</p> <p>Build an understanding that operations with polynomials are comparable to operations with integers by adding and subtracting quadratic expressions and by adding, subtracting, and multiplying linear expressions.</p> <p>Understand the relationships among the factors of a quadratic expression, the solutions of a quadratic equation, and the zeros of a quadratic function.</p> <p>Create equations and inequalities in one variable that represent linear, exponential, and quadratic relationships and use them to solve problems.</p> <p>Create and graph equations in two variables to represent linear, exponential, and quadratic relationships between quantities.</p> <p>Justify a chosen solution method and each step of the solving process for linear and quadratic equations using mathematical reasoning.</p> <p>Solve for the real solutions of quadratic equations in one variable by taking square roots and factoring.</p> <p>Understand that the graph of a two variable equation represents the set of all solutions to the equation.</p> <p>Build an understanding of why the x-coordinates of the points where the graphs of two linear, exponential, and/or quadratic equations $y = f(x)$ and $y = g(x)$ intersect are the solutions of the equation $f(x) = g(x)$ and approximate solutions using graphing technology or successive approximations with a table of values.</p> <p>Use function notation to evaluate linear, quadratic, and exponential functions for inputs in their domains, and interpret statements that use function notation in terms of a context.</p> <p>Calculate and interpret the average rate of change over a specified interval for a function presented numerically, graphically, and/or symbolically.</p> <p>Analyze linear, exponential, and quadratic functions by generating different representations, by hand in simple cases and using technology for more complicated cases, to show key features, including: domain and range; rate of change; intercepts; intervals</p>

Unit	Standards	Major Topics/Concepts
		<p>where the function is increasing, decreasing, positive, or negative; maximums and minimums; and end behavior.</p> <p>Use equivalent expressions to reveal and explain different properties of a function.</p> <p>a. Rewrite a quadratic function to reveal and explain different key features of the function.</p> <p>Compare key features of two functions (linear, quadratic, or exponential) each with a different representation (symbolically, graphically, numerically in tables, or by verbal descriptions).</p> <p>Compare the end behavior of linear, exponential, and quadratic functions using graphs and tables to show that a quantity increasing exponentially eventually exceeds a quantity increasing linearly or quadratically.</p>
<p>Applications of Quadratic Functions</p>	<p>NC.M1.A-SSE.1b NC.M1.A-APR.1 NC.M1.A-REI.11 NC.M1.F-BF.1b NC.M1.F-IF.4 NC.M1.F-IF.5 NC.M1.F-IF.7 NC.M1.S-ID.8</p>	<p>Interpret expressions that represent a quantity in terms of its context.</p> <p>b. Interpret a linear, exponential, or quadratic expression made of multiple parts as a combination of entities to give meaning to an expression.</p> <p>Build an understanding that operations with polynomials are comparable to operations with integers by adding and subtracting quadratic expressions and by adding, subtracting, and multiplying linear expressions.</p> <p>Build an understanding of why the x-coordinates of the points where the graphs of two linear, exponential, and/or quadratic equations $y = f(x)$ and $y = g(x)$ intersect are the solutions of the equation $f(x) = g(x)$ and approximate solutions using graphing technology or successive approximations with a table of values.</p> <p>Write a function that describes a relationship between two quantities.</p> <p>b. Build a function that models a relationship between two quantities by combining linear, exponential, or quadratic functions with addition and subtraction or two linear functions with multiplication.</p> <p>Interpret key features of graphs, tables, and verbal descriptions in context to describe functions that arise in applications relating two quantities, including: intercepts; intervals where the function is increasing, decreasing, positive, or negative; and maximums and minimums.</p> <p>Interpret a function in terms of the context by relating its domain and range to its graph and, where applicable, to the quantitative relationship it describes.</p> <p>Analyze linear, exponential, and quadratic functions by generating different representations, by hand in simple cases and using</p>

Unit	Standards	Major Topics/Concepts
		<p>technology for more complicated cases, to show key features, including: domain and range; rate of change; intercepts; intervals where the function is increasing, decreasing, positive, or negative; maximums and minimums; and end behavior.</p> <p>Analyze patterns and describe relationships between two variables in context. Using technology, determine the correlation coefficient of bivariate data and interpret it as a measure of the strength and direction of a linear relationship. Use a scatter plot, correlation coefficient, and a residual plot to determine the appropriateness of using a linear function to model a relationship between two variables.</p>
Systems of Equations and Inequalities	NC.M1.A-CED.3 NC.M1.A-REI.5 NC.M1.A-REI.6 NC.M1.A-REI.11 NC.M1.A-REI.12	<p>Create systems of linear equations and inequalities to model situations in context.</p> <p>Explain why replacing one equation in a system of linear equations by the sum of that equation and a multiple of the other produces a system with the same solutions.</p> <p>Use tables, graphs, or algebraic methods (substitution and elimination) to find approximate or exact solutions to systems of linear equations and interpret solutions in terms of a context.</p> <p>Build an understanding of why the x-coordinates of the points where the graphs of two linear, exponential, and/or quadratic equations $y = f(x)$ and $y = g(x)$ intersect are the solutions of the equation $f(x) = g(x)$ and approximate solutions using graphing technology or successive approximations with a table of values.</p> <p>Represent the solutions of a linear inequality or a system of linear inequalities graphically as a region of the plane.</p>
Statistics	NC.M1.S-ID.1 NC.M1.S-ID.2 NC.M1.S-ID.3	<p>Use technology to represent data with plots on the real number line (histograms and box plots).</p> <p>Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets. Interpret differences in shape, center, and spread in the context of the data sets.</p> <p>Examine the effects of extreme data points (outliers) on shape, center, and/or spread.</p>
Final Comprehensive Benchmark (covering all content)		

Note: The eight Standards for Mathematical Practice describe the varieties of expertise that mathematics educators should seek to develop in their students. While they are not specifically stated in this pacing guide, students should be developing these skills throughout the school year.

Unit	Standards	Major Topics/Concepts
Ratios and Proportions	NC.6.RP.1 NC.6.RP.2 NC.6.RP.3 NC.6.RP.4	<p>Understand the concept of a ratio and use ratio language to:</p> <ul style="list-style-type: none"> Describe a ratio as a multiplicative relationship between two quantities. Model a ratio relationship using a variety of representations. <p>Understand that ratios can be expressed as equivalent unit ratios by finding and interpreting both unit ratios in context.</p> <p>Use ratio reasoning with equivalent whole-number ratios to solve real-world and mathematical problems by:</p> <ul style="list-style-type: none"> Creating and using a table to compare ratios. Finding missing values in the tables. Using a unit ratio. Converting and manipulating measurements using given ratios. Plotting the pairs of values on the coordinate plane. <p>Use ratio reasoning to solve real-world and mathematical problems with percents by:</p> <ul style="list-style-type: none"> Understanding and finding a percent of a quantity as a ratio per 100. Using equivalent ratios, such as benchmark percents (50%, 25%, 10%, 5%, 1%), to determine a part of any given quantity. Finding the whole, given a part and the percent.
Dividing Fractions by Fractions	NC.6.NS.1	<p>Use visual models and common denominators to:</p> <ul style="list-style-type: none"> Interpret and compute quotients of fractions. Solve real-world and mathematical problems involving division of fractions.
Operations	NC.6.NS.2 NC.6.NS.3 NC.6.NS.4	<p>Fluently divide using long division with a minimum of a four-digit dividend and interpret the quotient and remainder in context.</p> <p>Apply and extend previous understandings of decimals to develop and fluently use the standard algorithms for addition, subtraction, multiplication, and division of decimals.</p> <p>Understand and use prime factorization and the relationships between factors to:</p> <ul style="list-style-type: none"> Find the unique prime factorization for a whole number. Find the greatest common factor of two whole numbers less

Unit	Standards	Major Topics/Concepts
		<p>than or equal to 100.</p> <ul style="list-style-type: none"> • Use the greatest common factor and the Distributive Property to rewrite the sum of two whole numbers, each less than or equal to 100. • Find the least common multiple of two whole numbers less than or equal to 12 to add and subtract fractions with unlike denominators.
1st Cumulative Benchmark (covering all content to this point)		
The Number System	<p>NC.6.NS.5 NC.6.NS.6 NC.6.NS.7 NC.6.NS.8 NC.6.NS.9</p>	<p>Understand and use rational numbers to:</p> <ul style="list-style-type: none"> • Describe quantities having opposite directions or values. • Represent quantities in real-world contexts, explaining the meaning of 0 in each situation. • Understand the absolute value of a rational number as its distance from 0 on the number line to: <ul style="list-style-type: none"> ○ Interpret absolute value as magnitude for a positive or negative quantity in a real-world context. ○ Distinguish comparisons of absolute value from statements about order. <p>Understand rational numbers as points on the number line and as ordered pairs on a coordinate plane.</p> <p>a. On a number line:</p> <ul style="list-style-type: none"> ○ Recognize opposite signs of numbers as indicating locations on opposite sides of 0 and that the opposite of the opposite of a number is the number itself. ○ Find and position rational numbers on a horizontal or vertical number line. <p>b. On a coordinate plane:</p> <ul style="list-style-type: none"> ○ Understand signs of numbers in ordered pairs as indicating locations in quadrants. ○ Recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes. ○ Find and position pairs of rational numbers on a coordinate plane. <p>Understand ordering of rational numbers.</p> <p>a. Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram.</p> <p>b. Write, interpret, and explain statements of order for rational numbers in real-world contexts.</p> <p>Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate.</p> <p>Apply and extend previous understandings of addition and subtraction.</p>

Unit	Standards	Major Topics/Concepts
		<ul style="list-style-type: none"> Describe situations in which opposite quantities combine to make 0. Understand $p + q$ as the number located a distance q from p, in the positive or negative direction depending on the sign of q. Show that a number and its additive inverse create a zero pair. Understand subtraction of integers as adding the additive inverse, $p - q = p + (-q)$. Show that the distance between two integers on the number line is the absolute value of their difference. <p>Use models to add and subtract integers from -20 to 20 and describe real-world contexts using sums and differences.</p>
Expressions	NC.6.EE.1 NC.6.EE.2 NC.6.EE.3 NC.6.EE.4	<p>Write and evaluate numerical expressions, with and without grouping symbols, involving whole-number exponents.</p> <p>Write, read, and evaluate algebraic expressions.</p> <ul style="list-style-type: none"> Write expressions that record operations with numbers and with letters standing for numbers. Identify parts of an expression using mathematical terms and view one or more of those parts as a single entity. Evaluate expressions at specific values of their variables using expressions that arise from formulas used in real-world problems. <p>Apply the properties of operations to generate equivalent expressions without exponents.</p> <p>Identify when two expressions are equivalent and justify with mathematical reasoning.</p>
Equations and Simple Inequalities	NC.6.EE.5 NC.6.EE.6 NC.6.EE.7 NC.6.EE.8	<p>Use substitution to determine whether a given number in a specified set makes an equation true.</p> <p>Use variables to represent numbers and write expressions when solving a real-world or mathematical problem.</p> <p>Solve real-world and mathematical problems by writing and solving equations of the form:</p> <ul style="list-style-type: none"> $x + p = q$ in which $p, q,$ and x are all nonnegative rational numbers; and, $p \cdot x = q$ for cases in which $p, q,$ and x are all nonnegative rational numbers. <p>Reason about inequalities by:</p> <ul style="list-style-type: none"> Using substitution to determine whether a given number in a specified set makes an inequality true. Writing an inequality of the form $x > c$ or $x < c$ to represent a constraint or condition in a real-world or mathematical problem. Recognizing that inequalities of the form $x > c$ or $x < c$ have infinitely many solutions.

Unit	Standards	Major Topics/Concepts
		<ul style="list-style-type: none"> Representing solutions of inequalities on number line diagrams.
2nd Cumulative Benchmark (covering all content to this point)		
Graphing on the Coordinate Plane	NC.6.EE.9	Represent and analyze quantitative relationships by: <ul style="list-style-type: none"> Using variables to represent two quantities in a real-world or mathematical context that change in relationship to one another. Analyze the relationship between quantities in different representations (context, equations, tables, and graphs).
Geometry	NC.6.G.1 NC.6.G.2 NC.6.G.3 NC.6.G.4	Create geometric models to solve real-world and mathematical problems to: <ul style="list-style-type: none"> Find the area of triangles by composing into rectangles and decomposing into right triangles. Find the area of special quadrilaterals and polygons by decomposing into triangles or rectangles. Apply and extend previous understandings of the volume of a right rectangular prism to find the volume of right rectangular prisms with fractional edge lengths. Apply this understanding to the context of solving real-world and mathematical problems. Use the coordinate plane to solve real-world and mathematical problems by: <ul style="list-style-type: none"> Drawing polygons in the coordinate plane given coordinates for the vertices. Using coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Represent right prisms and right pyramids using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems.
Statistics	NC.6.SP.1 NC.6.SP.2 NC.6.SP.3 NC.6.SP.4 NC.6.SP.5	Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers. Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape. Understand that both a measure of center and a description of variability should be considered when describing a numerical data set. <ol style="list-style-type: none"> Determine the measure of center of a data set and understand that it is a single number that summarizes all the values of that data set. <ul style="list-style-type: none"> Understand that a mean is a measure of center that represents a balance point or fair share of a data set and can be influenced by the presence of extreme values within the data set. Understand the median as a measure of center that is the

Unit	Standards	Major Topics/Concepts
		<p>numerical middle of an ordered data set.</p> <p>b. Understand that describing the variability of a data set is needed to distinguish between data sets in the same scale, by comparing graphical representations of different data sets in the same scale that have similar measures of center, but different spreads.</p> <p>Display numerical data in plots on a number line.</p> <ul style="list-style-type: none"> • Use dot plots, histograms, and box plots to represent data. • Compare the attributes of different representations of the same data. <p>Summarize numerical data sets in relation to their context.</p> <p>a. Describe the collected data by:</p> <ul style="list-style-type: none"> ○ Reporting the number of observations in dot plots and histograms. ○ Communicating the nature of the attribute under investigation, how it was measured, and the units of measurement. <p>b. Analyze center and variability by:</p> <ul style="list-style-type: none"> ○ Giving quantitative measures of center, describing variability, and any overall pattern, and noting any striking deviations. ○ Justifying the appropriate choice of measures of center using the shape of the data distribution.
Final Comprehensive Benchmark (covering all content)		

Note: The eight Standards for Mathematical Practice describe the varieties of expertise that mathematics educators should seek to develop in their students. While they are not specifically stated in this pacing guide, students should be developing these skills throughout the school year.

Unit	Standards	Major Topics/Concepts
<p>Ratios and Proportions</p>	<p>NC.7.RP.1 NC.7.RP.2 NC.7.RP.3 NC.7.G.1</p>	<p>Compute unit rates associated with ratios of fractions to solve real-world and mathematical problems.</p> <p>Recognize and represent proportional relationships between quantities.</p> <ol style="list-style-type: none"> a. Understand that a proportion is a relationship of equality between ratios. <ul style="list-style-type: none"> ○ Represent proportional relationships using tables and graphs. ○ Recognize whether ratios are in a proportional relationship using tables and graphs. ○ Compare two different proportional relationships using tables, graphs, equations, and verbal descriptions. b. Identify the unit rate (constant of proportionality) within two quantities in a proportional relationship using tables, graphs, equations, and verbal descriptions. c. Create equations and graphs to represent proportional relationships. d. Use a graphical representation of a proportional relationship in context to: <ul style="list-style-type: none"> ○ Explain the meaning of any point (x, y). ○ Explain the meaning of $(0, 0)$ and why it is included. ○ Understand that the y-coordinate of the ordered pair $(1, r)$ corresponds to the unit rate and explain its meaning. <p>Use scale factors and unit rates in proportional relationships to solve ratio and percent problems.</p> <p>Solve problems involving scale drawings of geometric figures by:</p> <ul style="list-style-type: none"> • Building an understanding that angle measures remain the same and side lengths are proportional. • Using a scale factor to compute actual lengths and areas from a scale drawing. • Creating a scale drawing.
<p>Operations with Rational Numbers</p>	<p>NC.7.NS.1 NC.7.NS.2 NC.7.NS.3</p>	<p>Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers, using the properties of operations, and describing real-world contexts using sums and differences.</p> <p>Apply and extend previous understandings of multiplication and division.</p>

Unit	Standards	Major Topics/Concepts
		<p>a. Understand that a rational number is any number that can be written as a quotient of integers with a non-zero divisor.</p> <p>b. Apply properties of operations as strategies, including the standard algorithms, to multiply and divide rational numbers and describe the product and quotient in real-world contexts.</p> <p>c. Use division and previous understandings of fractions and decimals.</p> <ul style="list-style-type: none"> ○ Convert a fraction to a decimal using long division. ○ Understand that the decimal form of a rational number terminates in 0s or eventually repeats. <p>Solve real-world and mathematical problems involving numerical expressions with rational numbers using the four operations.</p>
1st Cumulative Benchmark (covering all content to this point)		
Expressions, Equations, and Inequalities	NC.7.EE.1 NC.7.EE.2 NC.7.EE.3 NC.7.EE.4	<p>Apply properties of operations as strategies to:</p> <ul style="list-style-type: none"> • Add, subtract, and expand linear expressions with rational coefficients. • Factor linear expression with an integer GCF. <p>Understand that equivalent expressions can reveal real-world and mathematical relationships. Interpret the meaning of the parts of each expression in context.</p> <p>Solve multi-step real-world and mathematical problems posed with rational numbers in algebraic expressions.</p> <ul style="list-style-type: none"> • Apply properties of operations to calculate with positive and negative numbers in any form. • Convert between different forms of a number and equivalent forms of the expression as appropriate. <p>Use variables to represent quantities to solve real-world or mathematical problems.</p> <p>a. Construct equations to solve problems by reasoning about the quantities.</p> <ul style="list-style-type: none"> ○ Fluently solve multi-step equations with the variable on one side, including those generated by word problems. ○ Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach. ○ Interpret the solution in context. <p>b. Construct inequalities to solve problems by reasoning about the quantities.</p> <ul style="list-style-type: none"> ○ Fluently solve multi-step inequalities with the variable on one side, including those generated by word problems. ○ Compare an algebraic solution process for equations and an algebraic solution process for inequalities. ○ Graph the solution set of the inequality and interpret in context.
2nd Cumulative Benchmark (covering all content to this point)		

Unit	Standards	Major Topics/Concepts
Geometry	NC.7.G.2 NC.7.G.4 NC.7.G.5 NC.7.G.6	<p>Understand the characteristics of angles and side lengths that create a unique triangle, more than one triangle or no triangle. Build triangles from three measures of angles and/or sides.</p> <p>Understand area and circumference of a circle.</p> <ul style="list-style-type: none"> • Understand the relationships between the radius, diameter, circumference, and area. • Apply the formulas for area and circumference of a circle to solve problems. <p>Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve equations for an unknown angle in a figure.</p> <p>Solve real-world and mathematical problems involving:</p> <ul style="list-style-type: none"> • Area and perimeter of two-dimensional objects composed of triangles, quadrilaterals, and polygons. • Volume and surface area of pyramids, prisms, or three-dimensional objects composed of cubes, pyramids, and right prisms.
Statistics	NC.7.SP.1 NC.7.SP.2 NC.7.SP.3 NC.7.SP.4	<p>Understand that statistics can be used to gain information about a population by:</p> <ul style="list-style-type: none"> • Recognizing that generalizations about a population from a sample are valid only if the sample is representative of that population. • Using random sampling to produce representative samples to support valid inferences. <p>Generate multiple random samples (or simulated samples) of the same size to gauge the variation in estimates or predictions, and use this data to draw inferences about a population with an unknown characteristic of interest.</p> <p>Recognize the role of variability when comparing two populations.</p> <ol style="list-style-type: none"> a. Calculate the measure of variability of a data set and understand that it describes how the values of the data set vary with a single number. <ul style="list-style-type: none"> ○ Understand the mean absolute deviation of a data set is a measure of variability that describes the average distance that points within a data set are from the mean of the data set. ○ Understand that the range describes the spread of the entire data set. ○ Understand that the interquartile range describes the spread of the middle 50% of the data. b. Informally assess the difference between two data sets by examining the overlap and separation between the graphical representations of two data sets. <p>Use measures of center and measures of variability for numerical data from random samples to draw comparative inferences about two populations.</p>

Unit	Standards	Major Topics/Concepts
Probability	NC.7.SP.5 NC.7.SP.6 NC.7.SP.7 NC.7.SP.8	<p>Understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring.</p> <p>Collect data to calculate the experimental probability of a chance event, observing its long-run relative frequency. Use this experimental probability to predict the approximate relative frequency.</p> <p>Develop a probability model and use it to find probabilities of simple events.</p> <ol style="list-style-type: none"> Develop a uniform probability model by assigning equal probability to all outcomes, and use the model to determine probabilities of events. Develop a probability model (which may not be uniform) by repeatedly performing a chance process and observing frequencies in the data generated. Compare theoretical and experimental probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy. <p>Determine probabilities of compound events using organized lists, tables, tree diagrams, and simulation.</p> <ol style="list-style-type: none"> Understand that, just as with simple events, the probability of a compound event is the fraction of outcomes in the sample space for which the compound event occurs. For an event described in everyday language, identify the outcomes in the sample space which compose the event, when the sample space is represented using organized lists, tables, and tree diagrams. Design and use a simulation to generate frequencies for compound events.
Final Comprehensive Benchmark (covering all content)		

Note: The eight Standards for Mathematical Practice describe the varieties of expertise that mathematics educators should seek to develop in their students. While they are not specifically stated in this pacing guide, students should be developing these skills throughout the school year.

Unit	Standards	Major Topics/Concepts
The Number System	NC.8.NS.1 NC.8.NS.2	<p>Understand that every number has a decimal expansion. Building upon the definition of a rational number, know that an irrational number is defined as a non-repeating, non-terminating decimal.</p> <p>Use rational approximations of irrational numbers to compare the size of irrational numbers and locate them approximately on a number line. Estimate the value of expressions involving:</p> <ul style="list-style-type: none"> • Square roots and cube roots to the tenths. • π to the hundredths.
Radicals, Exponents, and Scientific Notation	NC.8.EE.1 NC.8.EE.2 NC.8.EE.3 NC.8.EE.4	<p>Develop and apply the properties of integer exponents to generate equivalent numerical expressions.</p> <p>Use square root and cube root symbols to:</p> <ul style="list-style-type: none"> • Represent solutions to equations of the form $x^2 = p$ and $x^3 = p$, where p is a positive rational number. • Evaluate square roots of perfect squares and cube roots of perfect cubes for positive numbers less than or equal to 400. <p>Use numbers expressed in scientific notation to estimate very large or very small quantities and to express how many times as much one is than the other.</p> <p>Perform multiplication and division with numbers expressed in scientific notation to solve real-world problems, including problems where both decimal and scientific notation are used.</p>
Solving Linear Equations and Inequalities	NC.8.EE.7	<p>Solve real-world and mathematical problems by writing and solving equations and inequalities in one variable.</p> <ul style="list-style-type: none"> • Recognize linear equations in one variable as having one solution, infinitely many solutions, or no solutions. • Solve linear equations and inequalities including multi-step equations and inequalities with the same variable on both sides.
1st Cumulative Benchmark (covering all content to this point)		
Functions and Slope	NC.8.F.1 NC.8.F.2 NC.8.F.3 NC.8.F.4 NC.8.F.5	<p>Understand that a function is a rule that assigns to each input exactly one output.</p> <ul style="list-style-type: none"> • Recognize functions when graphed as the set of ordered pairs consisting of an input and exactly one corresponding output. • Recognize functions given a table of values or a set of ordered pairs.

Unit	Standards	Major Topics/Concepts
		<p>Compare properties of two linear functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions).</p> <p>Identify linear functions from tables, equations, and graphs.</p> <p>Analyze functions that model linear relationships.</p> <ul style="list-style-type: none"> • Understand that a linear relationship can be generalized by $y = mx + b$. • Write an equation in slope-intercept form to model a linear relationship by determining the rate of change and the initial value, given at least two (x, y) values or a graph. • Construct a graph of a linear relationship given an equation in slope-intercept form. • Interpret the rate of change and initial value of a linear function in terms of the situation it models, and in terms of the slope and y-intercept of its graph or a table of values. <p>Qualitatively analyze the functional relationship between two quantities.</p> <ul style="list-style-type: none"> • Analyze a graph determining where the function is increasing or decreasing; linear or non-linear. • Sketch a graph that exhibits the qualitative features of a real-world function.
<p>Solving Systems of Equations</p>	<p>NC.8.EE.8</p>	<p>Analyze and solve a system of two linear equations in two variables in slope-intercept form.</p> <ul style="list-style-type: none"> • Understand that solutions to a system of two linear equations correspond to the points of intersection of their graphs because the point of intersection satisfies both equations simultaneously. • Solve real-world and mathematical problems leading to systems of linear equations by graphing the equations. Solve simple cases by inspection.
<p>2nd Cumulative Benchmark (covering all content to this point)</p>		
<p>Transformations and Similarity</p>	<p>NC.8.G.2 NC.8.G.3 NC.8.G.4</p>	<p>Use transformations to define congruence.</p> <ul style="list-style-type: none"> • Verify experimentally the properties of rotations, reflections, and translations that create congruent figures. • Understand that a two-dimensional figure is congruent to another if the second can be obtained from the first by a sequence of rotations, reflections, and translations. • Given two congruent figures, describe a sequence that exhibits the congruence between them. <p>Describe the effect of dilations about the origin, translations, rotations about the origin in 90 degree increments, and reflections across the x-axis and y-axis on two-dimensional figures using coordinates.</p> <p>Use transformations to define similarity.</p> <ul style="list-style-type: none"> • Verify experimentally the properties of dilations that create similar figures. • Understand that a two-dimensional figure is similar to another if the second can be obtained from the first by a sequence of

Unit	Standards	Major Topics/Concepts
		rotations, reflections, translations, and dilations. <ul style="list-style-type: none"> Given two similar two-dimensional figures, describe a sequence that exhibits the similarity between them.
Angles	NC.8.G.5	Use informal arguments to analyze angle relationships. <ul style="list-style-type: none"> Recognize relationships between interior and exterior angles of a triangle. Recognize the relationships between the angles created when parallel lines are cut by a transversal. Recognize the angle-angle criterion for similarity of triangles. Solve real-world and mathematical problems involving angles.
Pythagorean Theorem	NC.8.G.6 NC.8.G.7 NC.8.G.8	Explain the Pythagorean Theorem and its converse. Apply the Pythagorean Theorem and its converse to solve real-world and mathematical problems. Apply the Pythagorean Theorem to find the distance between two points in a coordinate system.
Volume	NC.8.G.9	Understand how the formulas for the volumes of cones, cylinders, and spheres are related and use the relationship to solve real-world and mathematical problems.
Patterns of Association in Bivariate Data	NC.8.SP.1 NC.8.SP.2 NC.8.SP.3 NC.8.SP.4	Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Investigate and describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association. Model the relationship between bivariate quantitative data to: <ul style="list-style-type: none"> Informally fit a straight line for a scatter plot that suggests a linear association. Informally assess the model fit by judging the closeness of the data points to the line. Use the equation of a linear model to solve problems in the context of bivariate quantitative data, interpreting the slope and y -intercept. Understand that patterns of association can also be seen in bivariate categorical data by displaying frequencies and relative frequencies in a two-way table. <ul style="list-style-type: none"> Construct and interpret a two-way table summarizing data on two categorical variables collected from the same subjects. Use relative frequencies calculated for rows or columns to describe possible association between the two variables.
Final Comprehensive Benchmark (covering all content)		

**Appendix D – Yearly Academic Calendar
Alpha Academy of Laurinburg**

ALPHA ACADEMY Of LAURINBURG

2020 – 2021 CALENDAR

DATES	DAYS	EXPLANATION
August 3 rd – 19 th	Thursday- Monday	Teacher Staff Development and Workdays
August 20th	Thursday	First Day for Students
September 7 th	Monday	Pupil /Teacher Holiday
October 22nd	Thursday	End of First Reporting Period
October 23 rd	Friday	½ Day for Students / Teacher Staff Development
November 11 th	Wednesday	Pupil /Teacher Holiday
November 26 th – 27 th	Thursday-Friday	Pupil/Teacher Holidays
December 17th	Thursday	End of Second Reporting Period
December 18 th	Friday	½ Day for Students / Teacher Staff Development
December 21 st - January 1 st	Monday-Friday	Winter Break
January 18 th	Monday	Pupil/Teacher Holiday
February 15 th	Monday	Pupil Holiday/ Teacher Staff Development
March 10th	Wednesday	End of the Third Reporting Period
March 12 th	Friday	½ Day for Students / Teacher Staff Development
April 2	Friday	Pupil/Teacher Holiday
April 5 th - April 9 th	Friday-Friday	Pupil/Teachers Spring Break
May 28th	Friday	½ Day Last Day for Students
Scheduled make up day TBD		Mid-Year Conferences will be held the week of December 14 th

First Day of School:	August 20 th
End of the Nine Weeks:	Oct. 22 nd , Dec. 17 th , March 10 th , May 28 th
Report Cards:	Oct. 27 th , Dec. 18 th , March 18 th ,
Student Early Release:	Oct. 23 rd , Dec. 18 th , March 12 th , May 24 th
Parent Teacher Conferences	Week of Sept. 14 th Dec. 14 th Feb. 8 th
Last Day of School:	May 28 th

Appendix E – Daily & Weekly Schedule for Each Grade Band

Alpha Academy of Laurinburg Daily Weekly Schedules

Grand Bands: K-2, 3-5, 6-8

K-2 Daily/Weekly Schedule

Time	Monday	Tuesday	Wednesday	Thursday	Friday
7:45-8:00	Arrival/Binder Submission	Arrival/Binder Submission	Arrival/Binder Submission	Arrival/Binder Submission	Arrival/Binder Submission
8:00-8:30	School Announcements	School Announcements	School Announcements	School Announcements	School Announcements
8:30-9:30	ELA Study, Differentiated Teaching	ELA Study, Differentiated Teaching	ELA Study, Differentiated Teaching	ELA Study, Differentiated Teaching	ELA Study, Differentiated Teaching
9:30-10:30	Routine Math Exercises Math Skills & Assessment	Routine Math Exercises Math Skills & Assessment	Routine Math Exercises Math Skills & Assessment	Routine Math Exercises Math Skills & Assessment	Routine Math Exercises Math Skills & Assessment
10:30-11:00	Recess	Recess	Recess	Recess	Recess
11:00-12:00	Lunch	Lunch	Lunch	Lunch	Lunch
12:00-12:30	Quiet Time: D.E.A.R., Writing, Reflections	Quiet Time: D.E.A.R., Writing, Reflections	Quiet Time: D.E.A.R., Writing, Reflections	Quiet Time: D.E.A.R., Writing, Reflections	Quiet Time: D.E.A.R., Writing, Reflections
12:30-1:30	Writing/ELA Small Groups/Remediation	Writing/ELA Small Groups/Remediation	Writing/ELA Small Groups/Remediation	Writing/ELA Small Groups/Remediation	Writing/ELA Small Groups/Remediation
1:30-2:30	Math Small Groups	Math Small Groups	Math Small Groups	Math Small Groups	Math Small Groups
2:30-3:00	*Subjects Rotated Weekly* Science/Social Studies	*Subjects Rotated Weekly* Science/Social Studies	*Subjects Rotated Weekly* Science/Social Studies	*Subjects Rotated Weekly* Science/Social Studies	*Subjects Rotated Weekly* Science/Social Studies
3:00-3:15	Digital Interactive Storytime/Binder Distribution	Digital Interactive Storytime/Binder Distribution	Digital Interactive Storytime/Binder Distribution	Digital Interactive Storytime/Binder Distribution	Digital Interactive Storytime/Binder Distribution
3:15-3:30	Memo/Binder distribution, Academic Reflection, Announcements	Memo/Binder distribution, Academic Reflection, Announcements	Memo/Binder distribution, Academic Reflection, Announcements	Memo/Binder distribution, Academic Reflection, Announcements	Memo/Binder distribution, Academic Reflection, Announcements
3:30-3:45	Recap of today's objectives and tomorrow's expectations, Dismissal	Recap of today's objectives and tomorrow's expectations, Dismissal	Recap of today's objectives and tomorrow's expectations, Dismissal	Recap of today's objectives and tomorrow's expectations, Dismissal	Recap of today's objectives and tomorrow's expectations, Dismissal

3-5 Daily/Weekly Schedule

Time	Monday	Tuesday	Wednesday	Thursday	Friday
7:45-8:15	Announcements & Morning Work	Announcements & Morning Work	Announcements & Morning Work	Announcements & Morning Work	Announcements & Morning Work
8:15-9:50	Math	Math	Math	Math	Math
9:50-10:00	Bathroom	Bathroom	Bathroom	Bathroom	Bathroom
10:00-11:25	Reading	Reading	Reading	Reading	Reading
11:25-12:00	Lunch	Lunch	Lunch	Lunch	Lunch
12:00-1:00	Science/Social Studies	Science/Social Studies	Science/Social Studies	Science/Social Studies	Science/Social Studies
1:00-2:00	Recess/Dear	Recess/Dear	Recess/Dear	Recess/Dear	Recess/Dear
2:00-2:45	Elective	Elective	Elective	Elective	Elective
2:45-3:30	Remediation	Remediation	Remediation	Remediation	Remediation
3:30-3:45	Reminders/Dismissal	Reminders/Dismissal	Reminders/Dismissal	Reminders/Dismissal	Reminders/Dismissal

6-8 Daily/Weekly Schedule

Time	Monday	Tuesday	Wednesday	Thursday	Friday
7:45-8:15	Home Room	Home Room	Home Room	Home Room	Home Room
8:15-9:30	Math	Math	Math	Math	Math
9:35-10:50	ELA	ELA	ELA	ELA	ELA
10:55-11:30	Lunch	Lunch	Lunch	Lunch	Lunch
11:40-12:40	Science	Science	Science	Science	Science
12:45-1:45	Social Studies	Social Studies	Social Studies	Social Studies	Social Studies
1:50-2:50	Elective	Elective	Elective	Elective	Elective
2:55-3:35	Remediation/HW	Remediation/HW	Remediation/HW	Remediation/H W	Remediation/H W
3:35-3:45	Announcements / Dismissal	Announcements / Dismissal	Announcements / Dismissal	Announcements / Dismissal	Announcements / Dismissal

**Appendix F – Federal Documentation of Tax-Exempt Status
Alpha Academy of Laurinburg**

INTERNAL REVENUE SERVICE
P. O. BOX 2508
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date: **NOV 20 2001**

ALPHA ACADEMY INC
C/O EUGENE SLOCUM
1900 FORT BRAGG RD
FAYETTEVILLE, NC 28303

Employer Identification Number:
56-2200096
DLN:
17053234026041
Contact Person:
DALE T SCHABER ID# 31175
Contact Telephone Number:
(877) 829-5500
Accounting Period Ending:
June 30
Form 990 Required:
Yes
Addendum Applies:
No

Dear Applicant:

Based on information supplied, and assuming your operations will be as stated in your application for recognition of exemption, we have determined you are exempt from federal income tax under section 501(a) of the Internal Revenue Code as an organization described in section 501(c)(3).

We have further determined that you are not a private foundation within the meaning of section 509(a) of the Code, because you are an organization described in sections 509(a)(1) and 170(b)(1)(A)(ii).

If your sources of support, or your purposes, character, or method of operation change, please let us know so we can consider the effect of the change on your exempt status and foundation status. In the case of an amendment to your organizational document or bylaws, please send us a copy of the amended document or bylaws. Also, you should inform us of all changes in your name or address.

As of January 1, 1984, you are liable for taxes under the Federal Insurance Contributions Act (social security taxes) on remuneration of \$100 or more you pay to each of your employees during a calendar year. You are not liable for the tax imposed under the Federal Unemployment Tax Act (FUTA).

Since you are not a private foundation, you are not subject to the excise taxes under Chapter 42 of the Code. However, if you are involved in an excess benefit transaction, that transaction might be subject to the excise taxes of section 4958. Additionally, you are not automatically exempt from other federal excise taxes. If you have any questions about excise, employment, or other federal taxes, please contact your key district office.

Grantors and contributors may rely on this determination unless the Internal Revenue Service publishes notice to the contrary. However, if you lose your section 509(a)(1) status, a grantor or contributor may not rely on this determination if he or she was in part responsible for, or was aware of, the act or failure to act, or the substantial or material change on the

Letter 947 (DO/CG)

ALPHA ACADEMY INC

part of the organization that resulted in your loss of such status, or if he or she acquired knowledge that the Internal Revenue Service had given notice that you would no longer be classified as a section 509(a)(1) organization.

Donors may deduct contributions to you as provided in section 170 of the Code. Bequests, legacies, devises, transfers, or gifts to you or for your use are deductible for federal estate and gift tax purposes if they meet the applicable provisions of Code sections 2055, 2106, and 2522.

Contribution deductions are allowable to donors only to the extent that their contributions are gifts, with no consideration received. Ticket purchases and similar payments in conjunction with fundraising events may not necessarily qualify as deductible contributions, depending on the circumstances. See Revenue Ruling 67-246, published in Cumulative Bulletin 1967-2, on page 104, which sets forth guidelines regarding the deductibility, as charitable contributions, of payments made by taxpayers for admission to or other participation in fundraising activities for charity.

In the heading of this letter we have indicated whether you must file Form 990, Return of Organization Exempt From Income Tax. If Yes is indicated, you are required to file Form 990 only if your gross receipts each year are normally more than \$25,000. However, if you receive a Form 990 package in the mail, please file the return even if you do not exceed the gross receipts test. If you are not required to file, simply attach the label provided, check the box in the heading to indicate that your annual gross receipts are normally \$25,000 or less, and sign the return.

If a return is required, it must be filed by the 15th day of the fifth month after the end of your annual accounting period. A penalty of \$20 a day is charged when a return is filed late, unless there is reasonable cause for the delay. However, the maximum penalty charged cannot exceed \$10,000 or 5 percent of your gross receipts for the year, whichever is less. For organizations with gross receipts exceeding \$1,000,000 in any year, the penalty is \$100 per day per return, unless there is reasonable cause for the delay. The maximum penalty for an organization with gross receipts exceeding \$1,000,000 shall not exceed \$50,000. This penalty may also be charged if a return is not complete, so be sure your return is complete before you file it.

You are required to make your annual information return, Form 990 or Form 990-EZ, available for public inspection for three years after the later of the due date of the return or the date the return is filed. You are also required to make available for public inspection your exemption application, any supporting documents, and your exemption letter. Copies of these documents are also required to be provided to any individual upon written or in person request without charge other than reasonable fees for copying and postage. You may fulfill this requirement by placing these documents on the Internet. Penalties may be imposed for failure to comply with these requirements. Additional information is available in Publication 557, Tax-Exempt Status for Your Organization, or you may call our toll free number shown above.

Letter 947 (DO/CG)

ALPHA ACADEMY INC

You are not required to file federal income tax returns unless you are subject to the tax on unrelated business income under section 511 of the Code. If you are subject to this tax, you must file an income tax return on Form 990-T, Exempt Organization Business Income Tax Return. In this letter we are not determining whether any of your present or proposed activities are unrelated trade or business as defined in section 513 of the Code.

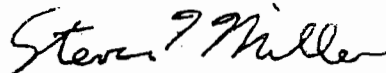
You need an employer identification number even if you have no employees. If an employer identification number was not entered on your application, a number will be assigned to you and you will be advised of it. Please use that number on all returns you file and in all correspondence with the Internal Revenue Service.

If we have indicated in the heading of this letter that an addendum applies, the enclosed addendum is an integral part of this letter.

Because this letter could help resolve any questions about your exempt status and foundation status, you should keep it in your permanent records.

If you have any questions, please contact the person whose name and telephone number are shown in the heading of this letter.

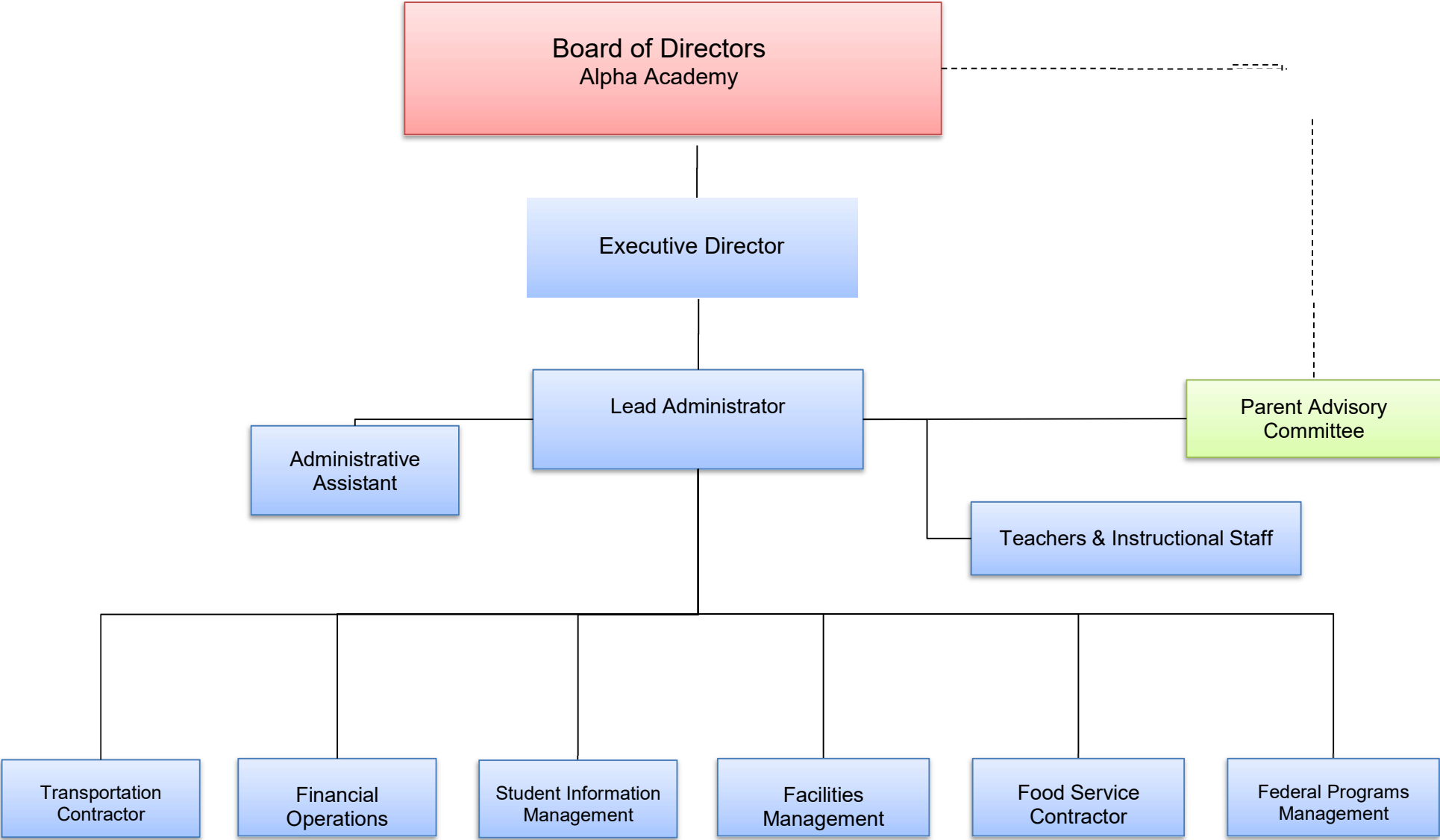
Sincerely yours,



Steven T. Miller
Director, Exempt Organizations

**Appendix G – Organizational Chart
Alpha Academy of Laurinburg**

Alpha Academy Organization Chart



**Appendix H – Charter School Board Member Response & Resume
Alpha Academy of Laurinburg**

RESUME

Norma J Campbell
300 Walter Drive
Raeford, NC 28376
910 875-5175

Porky111346@yahoo.com

Objective(s):

To be in a position which I could utilize my abilities and dedication to student's educational needs and growth. To encourage critical thinking and inspiration which will enhance student performance.

Work Experience:

2012 – present Retired Educator

1996 – 2012 University Professor, Fayetteville State University
Instructing, advising and mentoring students in various ways of becoming successful scholars.

1995 – 1996 Social Worker, Cardinal Clinic, Southern Pines, N.C.
Supervised workers who worked one on one with students in the school system due to their special needs.

1993 -1994 Teaching Assistant, University of Akron, Akron Ohio

Education:

Master's Degree, Fayetteville State University, Fayetteville, North Carolina

Bachelor's Degree, University of Akron, Akron Ohio

Associate Degree, Fayetteville Institute, Fayetteville, North Carolina

Volunteer Work

Co-Author book on Freshman Studies

New Bethel AME Zion community Liaison

Missionary work

Food Pantry

Counselor

References:

Upon Request

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:

2. Full name: Norma Campbell

Home Address: 300 Walter Drive, Raeford, NC 28376

Business Name and Address:

Telephone No.: 910-875-5175

E-mail address: porky111346@yahoo.com

3. Brief educational and employment history.

Fayetteville Technical Institute. Associate Degree - Business Administration. 1986.

Fayetteville State University. Bachelor of Science – Business Administration. 1991.

University of Akron. Master's Degree – Public administration. 1994.

Employment: Fayetteville State University. 1996-2011.

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 worked with Mr. Slocum and he recruited me. I would like to serve on the Board of Directors because I know this area and community and they are in need of a good school and I would like to be an active part of that process and effect growth and progress in this community.

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

A board member is to act in the interest of the charter school, it's students and parents, and monitor the progress and growth 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.
With my long time service with the YWCA and the Board of Elections, I have experience understanding how meetings are conducting and working with groups of people for a common goal.
8. Describe the specific knowledge and experience that you would bring to the board.
I worked on the Board of the YWCA in Plainfield, NJ for many years. I am a long-time church member and have served for many years in leadership roles on committees and auxiliaries. I have worked in the community and in many associations. I have worked for the Board of Elections in my community for 40 years as well as the Democratic Party. I also bring a passion for students and this community.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
The school's mission is one that addresses the needs of each child's learning style and ability, as well as exciting methods of delivering instruction through technology and other resources. To teach the whole child through character building and respect of each other and themselves.
2. What is your understanding of the school's proposed educational program?
Students will learn STEM in order to compete in a global society. The science focus to allow students to explore and engage with the world and the growing demand for science-based skills and jobs.
3. What do you believe to be the characteristics of a successful school?
First, provide an environment that is conducive to learning and exploration. Students are learning, are engaged and are excited to be at school. Students are showing growth, which is evidenced in their test scores. Students are also respectful to each other and to staff and teachers.
4. How will you know that the school is succeeding (or not) in its mission?
The school will succeed if we focus on the students. Also, review and constant growth in test scores. Visiting the school regularly will help guide and allow us to see the progress and show the students that we care about their growth.

Governance

1. Describe the role that the board will play in the school's operation.
The board focuses on student achievement and providing a good learning environment for students. Advocate for the students and the parents' interests. Provide expectations for students and be available to accessible for parents to talk to.
2. How will you know if the school is successful at the end of the first year of operation?
The charter school is successful if students are coming to school and staying at school. We will take surveys to address and learn about strengthens and weaknesses. Talk to parents and students regularly.
3. How will you know at the end of five years of the schools is successful?
Increased enrollment. Sustained enrollment: Students who came in at Kindergaten are graduating at Fifth Grade.
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

The board must have an “open door” policy and allow parents and students to have a voice. Listen to the concerns of students and encourage parent involvement.

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?

The schools name and reputation are precious in the community, so any offensive behavior must be handled quickly and professionally. The board should work together to develop a solution and understand that nothing can be tolerated if it is not in the best interests of the students benefit and the schools’ reputation.

*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, Norma Campbell, 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 Alpha Academy Charter School is true and correct in every respect.

Norma J. Campbell

9/22/2017

Signature

Date

Daron D. Satterfield, Esq.

519 Everglades Drive ♦ Mebane, NC 27302 ♦ (919) 419-8584 ♦ Daron@sattlawnc.com

Profile

Motivated, personable legal professional with a successful 17-year track record of profitable law firm ownership. Talent for dealing with professionals and non-professionals at all levels. Accustomed to handling sensitive, confidential records. Demonstrated history of producing results for clients.

Skills Summary

- ♦ Case Management
- ♦ Litigation Preparation
- ♦ Jury Trial Experience
- ♦ Public Speaking
- ♦ Accounting/Bookkeeping
- ♦ Client Management

Professional Experience

OWNER: SATTERFIELD LAW, PLLC (1/1/2019 TO THE PRESENT)

- ♦ Court representation of clients in civil and criminal matters from inception to trial.
- ♦ Advise small businesses on corporate entity formation and liability protection
- ♦ Manage real estate closings
- ♦ Manage decedent's estates including preparation of inventories, accounts and managing estate liabilities.
- ♦ Criminal representation

PARTNER: NICHOLS AND SATTERFIELD, PLLC (6/5/2003 THRU 12/31/2018)

- ♦ Court representation of clients in civil and criminal matters from inception to trial.
- ♦ Advise small businesses on corporate entity formation and liability protection
- ♦ Manage real estate closings
- ♦ Manage decedent's estates including preparation of inventories, accounts and managing estate liabilities.
- ♦ Built clientele by mostly client referral

LEGAL ASSISTANT: LAW OFFICE OF KEITH A BISHOP, PLLC

- ♦ Provided support services to lead attorney for criminal and civil litigation

Professional Development

- ♦ NC State Bar Member
- ♦ North Carolina Bar Association Member
- ♦ Durham County Bar Association Member

Education

NORTH CAROLINA CENTRAL UNIVERSITY SCHOOL OF LAW

JURIS DOCTOR May 2002

Awards, Achievements and Associations:

Floyd B. McKissick Award for Leadership and Scholarship, President Black Law Student Association
Trial Team Member, Trial Advocacy Board Member

NORTH CAROLINA CENTRAL UNIVERSITY

BACHELOR OF ARTS IN PSYCHOLOGY May 1998

Magna Cum Laude Graduate

Awards, Achievements and Associations:

Alpha Kappa Mu Honor Society, Association of Black Psychologists, Four Year Honor Student

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:
Alpha Academy Laurinburg
2. Full name:
Daron
Durant
Satterfield

Home Address: 519 Everglades Drive, Mebane, NC 27302

Business Name and Address:

Satterfield Law, PLLC,
401 Meadowlands Drive
Hillsborough, NC 27278

Telephone No.:

(984) 229-8584

E-mail address:

daron@sattlawnc.com

3. Brief educational and employment history.
I received a Juris Doctorate from North Carolina Central School of Law. I have been employed as an attorney for nearly 17 years.
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 joined the board on Alpha Academy in 2016. I assisted Mr. Eugene Slocum with regard to a real

estate matter some years before. I stayed in contact with Mr. Slocum and his wife, Susan Slocum. We developed a relationship and Mr. Slocum, being, impressed with my work ethic and expertise, asked me to join the Board of Directors for Alpha Academy.

Poor families in this country typically lack access to quality education and educational resources. I believe it is imperative that families from lower socio-economic backgrounds have the same access and exposure to a quality education that will result in their long term success.

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

It is my understanding that the board members ensure that the institution is addressing its mission and to provide oversight; not to provide day to day responsibilities.

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 in the Board of Directors for Alpha Academy for over three years.

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

I have served on the Board of Directors for Alpha Academy for over three years. I have attended regular meetings and retreats as serving as a board member. I have provided oversight for and guidance to Alpha Academy. My legal background is in contract law, corporate law and real estate.

School Mission and Program

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

Alpha Academy Laurinburg will prepare children to recognize and achieve their potential and build their character.

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

- A. Follow the NC Standard Course of Study, utilizing a variety of materials across multiple platforms
- B. Recognizing the whole student, both academics and character
- C. Bring the same spirit and culture of Alpha Academy to Laurinburg. Alpha Academy has served a diverse background in Cumberland County for over 20 years

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

Utilizing SMART Goals. Alpha Academy Laurinburg should utilize data to drive instruction. The school should be financially solvent.

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

We will speak to and receive regularly reports from the director and principal. We will monitor our SMART goals to ensure that our mission statement is being addressed.

Governance

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

The board is responsible for oversight of the school. We are to ensure that the school is meeting its mission statement and to provide financial oversight.

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

SMART goals, reports from the administrator and enrollment

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

SMART goals, reports from the administrator and enrollment. Our initial goals may evolve as we determine what data points are most relevant to our students.

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

Honest input from board members regarding administrative leadership to ensure the school's mission is being met. Data to measure whether SMART goal have been met. The board must perform self-evaluations and implement changes necessary to remain driven.

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?

Would follow the Conflict of Interest Policy. That member would not vote and would remove him/herself from discussion about that issue.

*Please include the following with your Information Form

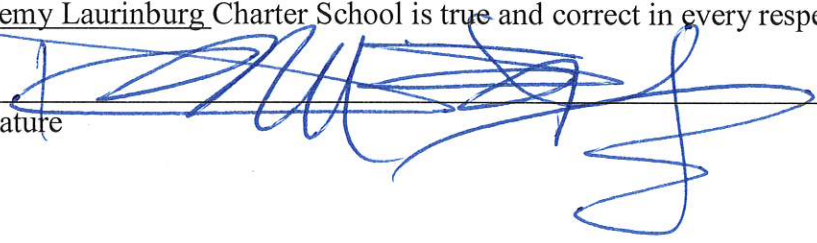
- a one page resume
- a national criminal background check

*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, Daron Durant Satterfield, 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 Alpha Academy Laurinburg Charter School is true and correct in every respect.

Signature



7/21/2019

Date

RESUME FOR ALVIN BREEDEN

Experience: 1980 - 2010 Employed with N.C. Department of Correction and in that capacity 1980-1991 Court Intake Officer, Pre-Parole Investigator, and Probation/Parole Officer

Presently: Retired February 1, 2010

Education: BA Degree in Criminal Justice from University of North Carolina at Pembroke

Additional Information:

Former Volunteer for Scots for Youth, a mentor program for at-risk youths in North Carolina

Former Board member with the Scotland County State Employees Credit Union

2003-2004 Nominee for the Governor's Award for Excellence

2004 Nominee for Best in the Business Award from the American Correctional Association

Youth Leader at my church Laurel Hill First Baptist Church
Trustee of The St. Johns Educational Baptist Association,
Laurinburg, N.C.

Lifetime resident of Scotland County

Appendix E:

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:

Alpha Academy of Laurinburg

2. Full name:

Alvin Lewis Breeden

Laurel Hill, N.C. 28351

Home Address:

22681 Bunch Road

Business Name and Address:

Telephone No.: (910) 610-5868

E-mail address:

alvin.breeden@yahoo.com

3. Brief educational and employment history:

Scotland High School Graduate (1975)

University of North Carolina at Pembroke (2002)

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?

Alpha Academy of Fayetteville, N.C. is so incredibly successful that I think it certainly would help improve the quality of education for Scotland County children

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

To provide oversight of said Charter 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 live in Scotland County - lifetime resident. I see everyday the need to improve in education and I just believe Alpha Academy would provide better quality education. Having been a Probation Officer I see how our Community Academy would benefit from having Alpha Academy.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
To help students reach their potential and excel in life to become outstanding leaders
2. What is your understanding of the school's proposed educational program?
A student's ability to rise to his/her potential while following theirs and state guidelines.
3. What do you believe to be the characteristics of a successful school?
Establishing goals for children that will help them build character and become great leaders.
4. How will you know that the school is succeeding (or not) in its mission?
Records and/or data to include grades Also by speaking to principals and other personnel and the community

Governance

1. Describe the role that the board will play in the school's operation.
I will inform the community about the Academy and its importance.
2. How will you know if the school is successful at the end of the first year of operation?
If goals were met. Data and reports
3. How will you know at the end of five years of the school's successful?
Where students started and where they now academically and test scores.
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful? Continually reaching out to the community - invite them to actually come on campus.
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?
Follow policy guidelines - ask pertinent questions and be transparent.

*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, Alvin Lewis Breeden, 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 The Laurinburg Alpha Charter School is true and correct in every respect.

Alvin Lewis Breeden
Signature

7-26-2019
Date

Barbara Ann Batts
Po Box 233
Sims, North Carolina
Phone: 919-402-3084 Email: barbarabatts0110@hotmail.com

Experience Summary:

Over twenty years of experience in program/project management managing various phases of the project lifecycle including project rescue missions and stalled projects. Fifteen years of experience in the financial industry. Twelve years of experience in the computer engineering and manufacturing industry and over five years of experience managing technical projects in the telecommunications sector.

Ten years managing Enterprise Application Integration projects through the project lifecycle including designing, developing and testing software applications. Ten years of experience managing IT Infrastructure projects. Efficient in managing core team sizes exceeding 50 resources delivering projects on time, on budget and within scope. Five years of experience in software application development. Over ten years of experience in resource management. Three years of experience managing external client facing projects.

- Managed and provided leadership for Enterprise Application Integration project teams that included lines of business, network engineers, web engineers, system administrators, application developers, legal, offshore developers, procurement, and third party vendors.
- Implemented the Waterfall and Agile project management methodologies. Managed scope, requirements, time, cost, resources, risk, priorities, communication, project integration, and quality in line with PMBOK best practices of PMI. A high success rate of completing first implementations on schedule and within budget.
- Facilitated requirements gathering sessions, created business analysis artifacts, requirements management and all business analysis activities. Managed traceability matrix to link business requirements, design specification and test specifications to ensure that the delivered products met the business needs.
- Turnaround artist, who thrives on challenge resolution through re-engineering, team building and leadership; experienced at resolving complex business issues and making things happen across multi-functional teams through innovation and creative thinking.
- Managed the selection process and implementation of the TIBCO middleware tool and Informatica ETL tool.
- Managed all phases of the software development life cycle for a Remote Deposit Capture application from concept through implementation and maintenance. The application was developed in Java, the application server was IBM's WebSphere Application Server and the supporting database was DB2. The project included upgrading the IT infrastructure to support the new application. Deployed three AIX application servers and two AIX database servers in an HACMP configuration. Aligned the strategic business requirements with the technology to meet the corporate objectives. Managed the priorities, risks, budgets and resources to ensure successful completion.
- Overall responsibility for structuring programs, detailed planning, budget management, project execution and completion of moderate to large complex projects. Conducted program status meetings with stakeholders to monitor the progress of projects, escalated key issues through the appropriate channels.
- Converted data centers from Nortel network devices to Cisco network devices. The scope included migrating Microsoft servers to VMware infrastructure.

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: Alpha Academy of Laurinburg
2. Full name: Barbara Ann Batts

Home Address: 7422 Healthy Plains Church Rd, Sims, NC 27880

Business Name and Address: Fiserv Inc.

Telephone No.: 919-402-3084

E-mail address: Barbarabatts0110@hotmail.com

3. Brief educational and employment history.

I have a Computer Science and Management Information System undergraduate degrees. I have over twenty years of experience in the Finance industry as a project a manager. I manage multimillion dollar projects with resources spread globally. I am responsible for ensuring all stakeholders interests are being met and provide updates on budget, schedules and quality of deliverables.

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 am currently a member of the Board of Directors for Alpha Academy. Being engaged with the charter schools gives me a way to pay back to society and help the next generation to be prepared to be productive citizens and good leaders.

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

To provide guidance and strategic direction on all aspects of the charter school business. School board members are not responsible for the day to day operations 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 been serving on the Alpha Academy board of directors for close to five years.

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

I am a professional project manager. My responsibility is to manage and balance the quality, schedule and budget of projects. This experience helps me to provide insight to the constraints of running a charter school. My experience brings years of experience in identifying and managing risks along with bringing general planning

School Mission and Program

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

Alpha Academy Laurinburg mission will be to prepare the students to be leaders of their community and prepare them to be productive citizens. This is accomplished by motivating them to be virtuous persons and strive to have outstanding academic achievements.

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

Alpha Academy has been effectively serving the Cumberland County for over 20 years developing the "Alpha Way" to a diverse student population. We will bring the same standards and expectations to Scotland County building and nurturing both the academics and character/leadership of each and every student. As practiced in Cumberland County we will follow the NC Standard Course of Study, develop a successful STEM program, and engage the community.

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

A successful school must focus not only on the academics of the students, but also build character and develop leaders. This requires effective communication between the students, parents, teachers and administrators. Growth and progress needs to be quantifiably measured with relevant data along with flexible responsive plans as needed if goals are not being met both at the individual level as well as the school as a whole.

It is important to maintain the confidence of the students, teachers and staff by demonstrating thoroughness, organization, consistency and fairness. The management team must display sound judgement and make ethically decisions.

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

- Goals that align with the mission will be put in place for the school, teachers and students that are specific and measured on a regular basis. Realistic time frames will be established that are achievable. Periodic reports will be provided throughout the year including semester and yearly reports. Goals will be monitored closely and corrective action plans established as needed.

Governance

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

The board will be responsible for oversight of the policies that govern the school. They are a guiding body for the school administration to consult and request input for problem strategic direction and ensure the school is meeting the goals they have set along with meeting the state requirements.

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

Based on the goals established and the supporting data that is provided from the periodic reports the level of success should be measurable.

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

Each year short term and long term goals will be established. Both will be adjusted as needed based on the actual performance from the previous year.

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

The board will monitor the academic results closely and be able to quickly adjust plans to correct situations if required. Regular and frequent communications will be established.

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?

All board members need to understand and follow the Conflict of Interest Policy. A member that feels they may have conflict should not vote and remove him/herself from discussion about that issue.

*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, Barbara Batts, 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 Alpha Academy of Laurinburg Charter School is true and correct in every respect.



Signature

7/22/2019

Date

Professional Experience

Chief Executive Officer and Cofounder- *Quality Education Schools*, Winston-Salem, NC 1992 – Present

Manage Operations, budgeting and staffing for the private elementary school (*Quality Education Institute*) and added the NC Charter School (*Quality Education Academy*), a K-12 school in 1997. Responsible for all processing and record keeping of fiscal matters and academics involving the schools. Establish and coordinate all activities related to the opening of a new 501(C) 3 business and its ongoing operations of auditing, taxing and reporting. Direct Chief Academic Officer and 40 employees, including professional teachers and hourly employees. Identify and implement programs to incorporate technology into the instructional programs. Organize parent and corporate partnerships for fundraising and academic workshops. Directly responsible for all reporting to North Carolina Department of Public Instructions, Southern Association of Colleges and Schools, and National Collegiate Athletic Association. Write grants and conduct recruiting, fundraising and public relations activities.

Founder and Corporate Executive Officer - *Agrijohn Homes, Inc.*, Hollister, NC 1989 - 2001

A mobile and manufacture home dealership. Responsible for fiscal, operations, and programming for a multi center corporation. Direct oversight of the acquisition of funding, training and processing of home loans. Negotiate financing with the banking industry, closing attorneys and other partners in the financial and legal industries. Secure necessary governmental licenses and permits dictated by the business operations.

Founder, Owner, and Operator - *Samaria Enterprises*, Winston-Salem, NC 1979 - 1997

An automobile aftermarket business DBA AAMCO Transmissions. Directly managed the day to day operations of the business including staffing, sales, record keeping, training, contract negotiations and marketing.

Store Manager - *Sears Company*, Lincolnton, NC 1976 – 1979

Managed operations, budgeting, staffing of this retail business. Won several outstanding awards including Store Manager of the Year-Southeastern District in 1978.

Railroad Inspector - *Southern Railway*, Greensboro, NC 1972 – 1976

Responsible for quality control of railway transportation vehicles and merchandise.

Education

Doctorial Studies - Fielding University at Santa Barbara

Master of Education - Cambridge College

Graduate Courses - High Point University

Graduate Leadership - Winston Salem

Bachelor of Science - Livingstone College

University of North Carolina at Greensboro

Southern Technology

Professional Development:

Principals Executive Program Graduate; Effective Supervision and Time Management Graduate

Interaction Management Seminar; Executive Development Workshop

Community Involvement

Advisory Board Member - Brenner Children's Hospital

Member - North Carolina Manufactured Housing Institute

Board Memberships - Chairman, Quality Independent Living, North Carolina Charter School Advisory Board (*thru April 2007*), YMCA Board of Directors, Member NC Charter School Advisory Board (2002-2006).

Katie Bitting Reynolds Memorial Hospital, National Association of Automotive Repair, AAMCO Transmissions National Executive Board, Quality Education Schools

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:
Alpha Academy of Laurinburg

2. Full name: Simon S. Johnson

Home Address: 3296 Kittering Ln.
Winston Salem, NC 27105

Business Name and Address:

Telephone No.: 336-577-3725

E-mail address: sjohnson@kumasi-management.org

3. Brief educational and employment history.
Masters in Education from Cambridge University. 27 years in the management of a private school and 20 years as chief executive officer of a now K-12 charter school.

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 originally joined Alpha Academy of Fayetteville out of my desire to facilitate the advancement of quality charter schools in North Carolina. Because of this commitment and the outstanding job that Alpha Academy of Fayetteville is doing I believe this model needs to be replicated to serve other areas where charter schools can and make a positive impact on the lives of children.

6. What is your understanding of the appropriate role of a public charter school board member?
The role of a board member is to provide oversight for the school, not the day-to-day operations.

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 serve on the board of 2 other charter schools in North Carolina, both of whom are doing an outstanding job.

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

In addition to my 27 years of expertise in operating both charter and private schools, including a day care, I have experience in the construction, finance and renovation for school buildings.

School Mission and Program

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

Alpha Academy of Laurinburg will prepare students to become outstanding leaders and motivate them to strive for their greatest potentials through exceptional character and academic achievements. My experience with this school over the years is that it has continuously lived up to this mission.

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

- We follow the NC Standard Course of Study and utilizes a variety of materials across multiple platforms.
- We recognize the holistic student, both academics and character/leadership
- We will bring the "Alpha Way" to Scotland County that has served the diverse student population of Cumberland County for the past 20 years.
- Multiple intelligences, Blooms' Taxonomy, Teach Like A Champion, (Some programs/philosophies we utilize)

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

I believe in the use of SMART goals and monitoring of them, utilizing data to drive instruction, the importance of frequent and purposeful communication. Mandatory is successful operational financial compliance and accountability to all stakeholders.

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

- We have established SMART goals that are related to our mission statement
- We will speak regularly with both the executive director and principal
- Regular reports will be made as well as semester/yearly reports

Governance

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

I will be responsible for the oversight of the school, direction of school, and policies that govern the school.

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

SMART Goals, reports from Lead Admin. It is important that this data is shared with the board.

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

Same as above, also our initial goals will have some levels of iteration in our report as we better understand which data points are most relevant to our students.

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

The board will establish measures to regularly review the school's data, both academic and financial data. Board members should keep abreast of the changes in the school's operation.

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?

It is imperative that the board maintains a Conflict of Interest Policy. That member would not vote and would remove him/herself from discussion and voting on that issue.

*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, Simon S. Johnson, 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 Alpha Academy of Laurinburg Charter School is true and correct in every respect.


Signature

7/22/2019

Date

**Appendix I – Board Member Background Check & Certification Statement
Alpha Academy of Laurinburg**

Charter School Board Member Background Check Form

Certification Statement:

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

If a board member has been convicted of a misdemeanor or felony other than a minor traffic violation, attach a separate sheet listing the year of the charge, the charge, the verdict, and the final disposition.

I, Alvin Breeden, certify that I **have not** been convicted of any misdemeanor or felony other than a minor traffic violation.

Signature Alvin Breeden Date 7-22-2019

I, _____, certify that I **have** been convicted of a misdemeanor or felony other than a minor traffic violation.

Signature _____ Date _____

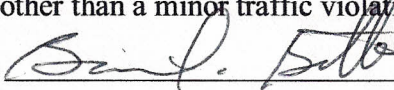
Charter School Board Member Background Check Form

Certification Statement:

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

If a board member has been convicted of a misdemeanor or felony other than a minor traffic violation, attach a separate sheet listing the year of the charge, the charge, the verdict, and the final disposition.

I, Barbara BATHS, certify that I have not been convicted of any misdemeanor or felony other than a minor traffic violation.

Signature  Date 7/22/2019

I, _____, certify that I have been convicted of a misdemeanor or felony other than a minor traffic violation.

Signature _____ Date _____

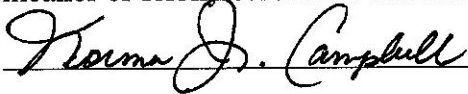
Charter School Board Member Background Check Form

Certification Statement:

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

If a board member has been convicted of a misdemeanor or felony other than a minor traffic violation, attach a separate sheet listing the year of the charge, the charge, the verdict, and the final disposition.

I, Norma J. Campbell, certify that I **have not** been convicted of any misdemeanor or felony other than a minor traffic violation.

Signature  Date July 22, 2019

I, _____, certify that I **have** been convicted of a misdemeanor or felony other than a minor traffic violation.

Signature _____ Date _____

Charter School Board Member Background Check Form

Certification Statement:

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

If a board member has been convicted of a misdemeanor or felony other than a minor traffic violation, attach a separate sheet listing the year of the charge, the charge, the verdict, and the final disposition.

I, Daron D. Satterfield, certify that I have not been convicted of any misdemeanor or felony other than a minor traffic violation.

Signature



Date

7/21/2019

I, _____, certify that I have been convicted of a misdemeanor or felony other than a minor traffic violation.

Signature _____

Date _____

Charter School Board Member Background Check Form


Certification Statement:

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

If a board member has been convicted of a misdemeanor or felony other than a minor traffic violation, attach a separate sheet listing the year of the charge, the charge, the verdict, and the final disposition.

I, Simon S. Johnson, certify that I **have not** been convicted of any misdemeanor or felony other than a minor traffic violation.

Signature



Date 7/22/2019

I, _____, certify that I **have** been convicted of a misdemeanor or felony other than a minor traffic violation.

Signature _____

Date _____

**Appendix J – Proposed By-Laws of the School’s Board of Directors
Alpha Academy of Laurinburg**

BYLAWS
ALPHA ACADEMY INC.

ARTICLE I
OBJECTS OF CORPORATION

Section 1. Nature of Organization This Corporation is a nonprofit corporation, without membership or capital stock, organized for the purposes set forth in its Articles of Incorporation.

Section 2. Activities No activity shall be undertaken by the Corporation that will disqualify it from qualification under Section 501 (c) of the Internal Revenue Code or under Chapter 105, Sections 125 and 130.11 of the General Status of North Carolina, or the corresponding sections of any future federal or state tax code or statute.

ARTICLE II
OFFICES

Section 1. Principal Office The principal office of the Corporation shall be located in Fayetteville, North Carolina, at such place, as the Board of Directors shall from time to time designate.

Section 2. Registered Office The registered office shall be the principal office.

ARTICLE III
BOARD OF DIRECTORS

Section 1. Number and Qualifications. The business of this Corporation and its property and affairs shall be managed, conducted and controlled by the Board of Directors of the Corporation, which shall consist of not less than three (3) or more than seven (7) persons. The number of directors constituting the entire Board of Directors shall be fixed from time to time by resolution of the Board of Directors.

Section 2. Term The terms of the first Directors elected after these Bylaws are adopted may be staggered by the Directors so that the terms of approximately one-third (1/3) of the Directors shall expired each year. Thereafter Directors shall be elected for three (3) year terms.

Section 3. Election Directors shall elect successor directors as terms expire or vacancies occur. No director shall be precluded from being re-elected, but no director whose term is to expire, or has expired shall be eligible to vote for his or her successor director.

Section 4. Powers In addition to the power and authority expressly conferred by these Bylaws, the Board of Directors shall exercise all such power of the Corporation and do all such lawful act as are not expressly forbidden by the laws of North Carolina or by the Articles of Incorporation of the Corporation, but any of such powers and authorities may be delegated to any proper officer of this Corporation or any committee created and designated by a majority of the Board of Directors present at a duly called meeting.

Section 5. Contributions and Gifts The Board of Directors shall have the sole and exclusive authority to accept or reject any contribution to this Corporation, whether the gift is testamentary, or made by an individual or any corporation, firm or association.

Section 6. Compensation Directors shall not receive any salary or other compensation for their services as officers or Directors unless agreed upon by a majority vote of all board members. Directors may receive reimbursement for expenses reasonably and necessarily incurred in the performance of their duties as officers and Directors, including travel expenses, as provided by the Board of Directors.

Section 7. Conflict of Interest No corporate transaction in which a Director has an adverse interest is either void or violable by virtue of such adverse interest if:

(a) After full disclosure of all the material facts to the Board of Directors, the transaction is approved in good faith by a majority, not less than (3) three, of the disinterested Directors present even though less than a quorum, irrespective of the participation of the adversely interested Director in the approval, or if

(b) The adversely interested Director proves that the transaction was just and reasonable to the Corporation at the time when entered into or approved.

ARTICLE IV MEETINGS OF DIRECTORS

Section 1. Regular Meetings Regular meetings of the Board of Directors may be scheduled by the President from time to time.

Section 2. Special Meetings Special meetings of the Board of Directors may be called by or at the request of the President. Other special meeting requests must be submitted to the president in writing.

Section 3. Notice of Meetings Notice of regular meetings of the Board of Directors shall be given by distribution of the dates and places established by the President. Notice of all other meetings of the Board shall be given by the Secretary or by the person(s) calling such meeting to each Director by mailing the same to his or her last known mailing address at least three (3) days before the meeting.

Attendance by a Director at a meeting shall constitute a waiver of notice of such meeting, except where a Director attends a meeting for the express purpose of objecting to the transaction of any business because the meeting is not lawfully called.

Section 4. Waiver of Notice Whenever any notice is required to be given to any Director under the provisions of the North Carolina Nonprofit Corporation Act or under the Articles of Incorporation or Bylaws of this Corporation, a waiver thereof in writing signed by the person or persons entitled to such notice, whether before or after the time stated therein, shall be equivalent to the giving of such notice.

Section 5. Quorum A majority of the Directors shall constitute a quorum for the transaction of business at any meeting of the Board of Directors but less than a quorum may adjourn such meeting from time to time until a quorum is present.

Section 6. Manner of Acting Except as otherwise provided by law, the act of a majority of the Directors present at a meeting at which a quorum is present shall be the act of the Board of Directors.

Section 7. Informal Action of Directors Action taken by majority of the Directors without a meeting is nevertheless Board action if written consent to the action in question is signed by all the Directors and filed with the minutes of the proceedings of the Board, whether done before or after the action so taken.

ARTICLE V OFFICERS

Section 1. Number The officers of the Corporation shall consist of a President, vice-president, secretary, treasurer and other officers as the Board of Directors deem necessary. Any two or more offices may be held by the same person, except the office of President.

Section 2. Election and Terms The officers of the Corporation shall be elected by the Board of Directors. Such elections may be held at any regular or special meeting of the Board. Officers elected after these Bylaws are adopted shall serve for a term designated by the Board of Directors. Thereafter each elected officer may hold office unless the he or she resigns, retires, are removed, or upon their demise.

Section 3. Removal Any elected officer, elected agent, or appointed Board of Director may be removed by the Board with or without cause; but such removal shall be without prejudice to the contract rights, if any of the person so removed..

Section 4. President The President shall be the principal executive officer of the Corporation and, subject to the control of the Board of Directors, shall supervise and control the management of the Corporation in accordance with these Bylaws.

The President shall, when present, preside at all meetings of the Directors; sign, with any other proper officer, any deeds, mortgages, bonds, contracts, or other instruments which may be lawfully executed on behalf of the Corporation, except where required or permitted by law to be otherwise signed, executed and except where the signing and execution thereof shall be delegated by the Board of Directors to some other officer or agents; and in general, shall perform all duties incident to the office of President and such other duties as may be prescribed by the Board of Directors from time to time.

Section 5. Vice President The Vice President in the order of their election, unless otherwise determined by the Board of Directors, shall in the absence or disability of the President, shall perform the duties and exercise the powers of that office. In addition, they shall perform such other duties and have such other power, as the Board of Directors shall prescribe.

Section 6. Secretary The Secretary shall keep or cause to be kept accurate records of the acts and proceedings of all meeting of the directors; shall give all notices required by law and these Bylaws; shall have general chard of the corporate books and records and of the corporate seal; and shall affix the corporate seal to any lawfully executed instruments requiring it. He or she shall sign such instruments as require the Secretary's signature, and, in general shall perform all duties incident to the office of Secretary and such other duties as may be assigned the Secretary from time to time by the President or by the Board of Directors.

Section 7. Treasurer The Treasurer shall be responsible for the custody of all funds and securities belonging to the Corporation and for the receipt, disposition and disbursement of the same under the direction of the Board of Directors. The Treasurer shall keep or cause to be kept books especially provided for that purposes; shall cause a true statement of its asset and liabilities as of the close of each fiscal year and the results of its operations and of changes in fund balances for such fiscal year, all reasonable detail, to be made or filed at the registered or principal office of the corporation with three (3) month after the end of such fiscal year. The Treasurer shall, in general, perform all duties incident to his or her office and such other duties as may be assigned to the Treasurer from time to time by the President or the Board of Directors.

Section 8. Assistant Secretaries and Treasurers The Assistant Secretaries and Assistant Treasurers shall, in the absence or disability of the Secretary or the Treasurer, respectively, perform the duties and exercise the powers of those offices, and they shall, in general, perform such other duties as shall be assigned to them by the Secretary or the Treasurer, respectively, or by the President or the Board of Directors.

Section 9. Bonds The Board of Directors may by resolution require any or all officers, agents, and employees of the Corporation to give bond to the Corporation, with sufficient sureties, conditioned on the faithful performance of the duties of their respective offices or positions, and to comply with such other conditions as may from time to time be required by the Board of Directors.

Section 10. Vacancies Any vacancy occurring in the officers may be filled by the affirmative vote of a majority of the remaining Directors, although less than a quorum of the Board.

ARTICLE VI CONTRACTS, LOANS AND DEPOSITS

Section 1. Contracts. The Board of directors may authorize any officer or officers, agent or agents, to enter into any contract or execute and deliver any instrument on behalf of the Corporation, and such authority may be general or confined to specific instances.

Section 2. Loans. No loans shall be contracted on behalf of the Corporation and no evidence of indebtedness shall be issued in its name unless authorized by a resolution of the Board of Directors. Such authority may be general or confined to specific instances.

Section 3. Checks and Drafts. All checks, drafts, or other orders for the payment of money issued in the name of the Corporation shall be signed by such officer or officers, agent or agents of the Corporation and in such manner as shall from time to time be determined by resolution of the Board of Directors.

Section 4. Deposits. All funds of the Corporation not otherwise employed shall be deposited from time to time to the credit the Corporation in such depositories as the Board of Directors shall direct.

ARTICLE VII IDEMNIFICATION

Section 1. Indemnification of Directors, Officers and Others. Any person who at any time serves or has served as a director or an officer of the Corporation, or who, while serving as a director or officer of the Corporation, serves or has served at the request of the Corporation as a director or officer of another Corporation, partnership, joint venture, trust or other enterprise, shall have a right to be indemnified by the Corporation to the fullest extent permitted by law against liabilities and reasonable litigation expenses, including attorneys' fees, incurred by him or her in connection with any action, suit or proceeding in which he or she is made or threatened to be made a party by reason of the fact that he or she is or was such a director or officer except in relation to matters as to which he or she is adjudged in such action, suit or proceeding to have acted in bad faith or to have been liable or guilty by reason of willful misconduct in the performance of duty.

Section 2. Insurance. By action of the Board of Directors, notwithstanding any interest of the directors in such action, the Corporation may, subject to Section 3 of this Article VII, purchase and maintain insurance, in the amounts and at such time as the Board may deem appropriate, on behalf of any person who is or was a director, officer, employee or agent of the Corporation or who is or was serving at the request of the Corporation as a director, officer, employee or agent of another corporation, partnership, joint venture, trust or other enterprise against any liability asserted against him or her and incurred by him or her in such capacity or arising out of his or her status as such, whether or not the Corporation would the power to indemnify that person against such liability under applicable provisions of law. The Corporation may also purchase and maintain insurance, in such amounts, as the Board may deem appropriate, to insure the Corporation against any liability, including without limitation, any liability for the indemnification provided in this Article VII.

Section 3. Limitation on Indemnification and Insurance. Notwithstanding any other provision of the Bylaws, the Corporation shall neither indemnify any person or purchase any insurance in any manner or to any extent that could jeopardize or be inconsistent with qualification of the Corporation as organization described in Section 501 (c) (3) of the Internal Revenue Code or would result in Liability under Section 4941 of the Internal Revenue Code, or the corresponding section of any future federal tax code.

ARTICLE VIII
GENERAL PROVISIONS

Section 1. Fiscal Year. The Board of Directors shall fix the fiscal year of the Corporation.

Section 2. Amendments. Except as otherwise provided herein, these Bylaws may be amended or repealed and new Bylaws may be adopted by the affirmative vote of a majority of the directors then holding office at any regular or special meeting of the Board of Directors, except the provision of Section 3 of Article III may not be amended or repealed unless by the affirmative vote of two-thirds (2/3) of the directors then holding office.

**Appendix K – Articles of Incorporation
Alpha Academy of Laurinburg**

20 194 9032

State of North Carolina
Department of the Secretary of State

ARTICLES OF INCORPORATION
NONPROFIT CORPORATION

SOSID: 556889
Date Filed: 7/12/2000 4:30 PM
Elaine F. Marshall
North Carolina Secretary of State

Pursuant to §55A-2-02 of the General Statutes of North Carolina, the undersigned corporation does hereby submit these Articles of Incorporation for the purpose of forming a nonprofit corporation.

1. The name of the corporation is: Alpha Academy Inc.

2. _____ (Check only if applicable.) The corporation is a charitable or religious corporation as defined in NCGS §55A-1-40(4).

3. The street address and county of the initial registered office of the corporation is:

Number and Street 1900 Fort Bragg Rd

City, State, Zip Code Fayetteville, N.C. 28303 County Cumberland

4. The mailing address *if different from the street address* of the initial registered office is:

P.O. Box 35476 Fayetteville, N.C. 28303

5. The name of the initial registered agent is:

Eugene Slocum

6. The name and address of each incorporator is as follows:

Eugene Slocum
P.O. Box 984
Clayton, N.C. 27520

7. (Check either a or b below.)

- a. The corporation will have members.
- b. The corporation will not have members.

8. Attached are provisions regarding the distribution of the corporation's assets upon its dissolution.

9. Any other provisions which the corporation elects to include are attached.

10. The street address and county of the principal office of the corporation is:

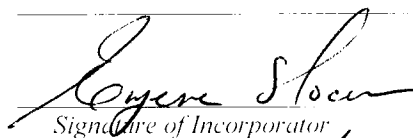
1900 Fort Bragg Rd, Fayetteville, N.C. 28303 County Cumberland

11. The mailing address *if different from the street address* of the principal office is:

P.O. Box 35476 Fayetteville, N.C. 28303

12. These articles will be effective upon filing, unless a later time and or date is specified:

This is the 11 day of July, 2000.


Signature of Incorporator

EUGENE Stocum
Type or print Incorporator's name and title, if any

NOTES:

1. Filing fee is \$60. This document and one exact or conformed copy of these articles must be filed with the Secretary of State.

Purpose of Corporation

This corporation is organized for the following purpose(s) (*check as applicable*):

religious.

charitable.

educational.

testing for public safety.

scientific.

literary.

fostering national or international amateur sports competition, and/or

prevention of cruelty to children or animals.

including, for such purposes, the making of distributions to organizations that qualify as exempt organizations under Sections 501(c)(3) and 170(c)(2) of the Internal Revenue Code of 1986 (herein the "Code") (or the corresponding provisions of any future United States Internal Revenue Code).

Prohibited Activities

No part of the net earnings of the corporation shall inure to the benefit of or be distributable to, its members, directors, officers, or other private persons except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of purposes set forth in these articles of incorporation. No substantial part of the activities of the corporation shall be the carrying on of propaganda or otherwise attempting to influence legislation, and the corporation shall not participate in or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office. Notwithstanding any other provisions of these articles, the corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from federal income tax under Section 501(c)(3) of the Code or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Code.

Distributions Upon Dissolution

Upon the dissolution of the corporation, the Board of Directors shall, after paying or making provision for the payment of all of the liabilities of the corporation, dispose of all of the assets of the corporation

exclusively for the purposes of the corporation in such manner, or to such organization or organizations organized and operated exclusively for religious, charitable, educational, scientific or literary purposes as shall at the time qualify as an exempt organization or organizations under Section 501(c)(3) of the Code as the Board of Directors shall determine, or to federal, state, or local governments to be used exclusively for public purposes. Any such assets not so disposed of shall be disposed of by the Superior Court of the county in which the principal office of the corporation is then located, exclusively for such purposes or to such organizations, such as the court shall determine, which are organized and operated exclusively for such purposes, or to such governments for such purposes.

**Appendix L – Insurance Quotes
Alpha Academy of Laurinburg**

INSURANCE PEOPLE

Below are the estimated annual premiums: **Alpha Academy of Laurinburg**

Property Premium Estimate **\$450**

Contents	\$150,000
Deductible	\$1,000
Form	Special
Equipment Breakdown	Included

General Liability Premium Estimate **\$1,274**

Rating Basis:	Students	150
	Faculty	13

Limits:

Per Occurrence Limit	\$1,000,000
Annual Aggregate	\$3,000,000
Sexual Abuse & Molestation	\$1,000,000 per occurrence \$3,000,000 aggregate
Employee Benefits	\$1,000,000 per occurrence \$3,000,000 aggregate

School District & Educators Legal Liability (D&O/ E&O)

Premium Estimate **\$3,057**

	\$1,000,000 per occurrence
	\$2,000,000 aggregate
Additional Defense	\$100,000/\$50,000/\$100,000

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

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

INSURANCE PEOPLE

Fidelity Bond Estimate		\$332
Limit	\$250,000	
Auto Premium Estimate		\$181
Hired & Non Owned Autos Only		
Limit of Liability	\$1,000,000	
Head of Class Endorsement		\$82
Workers Compensation Premium Estimate		\$3,715
Statutory State - NC		
Employers Liability	\$500/ \$500/ \$500	
Payroll Estimate	\$600,000	
Umbrella Premium Estimate		\$2,387
Limit of Liability	\$1,000,000	
TOTAL ESTIMATED PREMIUM		\$11,478
Student Accident Coverage		\$7.00/ student

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

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

07/16/2019

**Appendix N – Proposed School Budget for Year 1 through 5
Alpha Academy of Laurinburg**

Enrollment Projections Year 1 through Year 5

In the following tables, please list for each year and grade level, the numbers of students that the school reasonably expects to enroll. In addition, please indicate any plans to increase the grade levels offered by the school over time and be sure these figures match those on the initial cover page.

The numbers in the following tables are projections, or estimates, and do not bind the State to fund the school at any particular level.

LEA #1: 830-Scotland	What percentage of students from the LEA selected above will qualify for EC funding?	EC Percentage Required
LEA #2: 780-Robeson	What percentage of students from the LEA selected above will qualify for EC funding?	EC Percentage Required
LEA #3: 470-Hoke	What percentage of students from the LEA selected above will qualify for EC funding?	EC Percentage Required

Grade	Year 1			Year 2			Year 3			Year 4			Year 5		
	LEA #1 830	LEA #2 780	LEA #3 470	LEA #1 830	LEA #2 780	LEA #3 470	LEA #1 830	LEA #2 780	LEA #3 470	LEA #1 830	LEA #2 780	LEA #3 470	LEA #1 830	LEA #2 780	LEA #3 470
Kindergarten	25	18	7	25	18	7	25	18	7	25	18	7	25	18	7
Grade 1	25	18	7	25	18	7	25	18	7	25	18	7	25	18	7
Grade 2	14	9	2	25	18	7	25	18	7	25	18	7	25	18	7
Grade 3	14	9	2	14	9	2	25	18	7	25	18	7	25	18	7
Grade 4				14	9	2	14	9	2	25	18	7	25	18	7
Grade 5							14	9	2	14	9	2	25	18	7
Grade 6										14	9	2	14	9	2
Grade 7													14	9	2
Grade 8															
Grade 9															
Grade 10															
Grade 11															
Grade 12															
LEA Totals:	78	54	18	103	72	25	128	90	32	153	108	39	178	126	46

For the first two years the State will fund the school up to the maximum projected enrollment for each of those years as set forth and approved in the projected enrollment tables. However, in subsequent years, the school may increase its enrollment only as permitted by NCGS 115C-218.7(b).

Budget: Revenue Projections from each LEA Year 1

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

In year 1: Base state allotments are determined by the LEA in which the student resides.

In year 2 and Beyond: Base State allotments are determined by the LEA in which the school is located.

Local Funds: Charter schools receive a per pupil share of the local current expense of the LEA in which the student resides.

State EC Funds: Charter schools receive a per pupil share of state funds per student with disabilities (school-aged 5 through 21). Funds are limited to 12.75% of the local education agency's average daily membership (ADM).

Federal EC Funds: Charter schools must qualify and apply for the individual federal grants based on their population of students.

REFER TO RESOURCE GUIDE FOR ADDITIONAL INFORMATION AND SOURCE DOCUMENTS

LEA #1:	830-Scotland		
Revenue	Approximate Per Pupil Funding	Projected LEA ADM	Approximate funding for Year 1
State Funds	\$6,467.58	78	\$504,471.24
Local Funds	\$1,770.00	78	\$138,060.00
State EC Funds	\$3,203.69	0	\$0.00
Federal EC Funds	\$1,514.35	0	\$0.00
Total:			\$642,531.24

LEA #2:	780-Robeson		
Revenue	Approximate Per Pupil Funding	Projected LEA ADM	Approximate funding for Year 1
State Funds	\$6,446.71	54	\$348,122.34
Local Funds	\$573.00	54	\$30,942.00
State EC Funds	\$3,868.59	0	\$0.00
Federal EC Funds	\$1,514.35	0	\$0.00
Total:			\$379,064.34

LEA #3:	470-Hoke		
Revenue	Approximate Per Pupil Funding	Projected LEA ADM	Approximate funding for Year 1
State Funds	\$6,105.34	18	\$109,896.12
Local Funds	\$596.00	18	\$10,728.00
State EC Funds	\$4,464.16	0	\$0.00
Federal EC Funds	\$1,514.35	0	\$0.00
Total:			\$120,624.12

Total Budget: Revenue Projections Year 1 through Year 5

All per pupil amounts are from the most current information and would be approximations for Year 1.

Federal funding is based upon the number of students enrolled who qualify. The applicant should use caution when relying on federal funding in year one to meet budgetary goals.

These revenue projection figures do NOT guarantee the charter school would receive this amount of funding in Year 1.

For local funding amounts, applicants will need to contact their local offices or LEA.

Income: Revenue Projections	Year 1	Year 2	Year 3	Year 4	Year 5
State ADM Funds	\$ 962,490	\$ 1,282,957	\$ 1,603,425	\$ 1,923,893	\$ 2,244,360
Local Per Pupil Funds	\$ 179,730	\$ 238,466	\$ 297,202	\$ 355,938	\$ 414,674
State EC Funds	\$ -	\$ -	\$ -	\$ -	\$ -
Federal EC Funds	-	\$ -	\$ -	\$ -	\$ -
Other Funds*					
Working Capital*					
TOTAL REVENUE:	\$ 1,142,220	\$ 1,521,423	\$ 1,900,627	\$ 2,279,831	\$ 2,659,034

*All budgets should balance indicating strong budgetary skills. Any negative fund balances will, more than likely, generate additional questions by those evaluating the application. If the applicant is depending on other funding sources or working capital to balance the operating budget, please provide documentation such as signed statements from donors, foundations, bank documents, etc., on the commitment of these funds. If these figures are loans, the repayment needs to be explained in the narrative and found within the budget projections.

Assurances are needed to confirm the commitment of these additional sources of revenue. Please include these as Appendix M.

Total Instructional Personnel Benefits:	\$	26,697		\$	142,384		\$	177,980		\$	204,677		\$	249,172	
Total Personnel Benefits:	\$	150,997		\$	176,284		\$	211,880		\$	238,577		\$	283,072	
Total Admin & Support Personnel (Salary & Benefits):	3	\$	249,300	10	\$	316,900	11	\$	350,900	13	\$	398,900.00	14	\$	423,900
Total Instructional Personnel (Salary & Benefits):	12.5	\$	452,697	18	\$	742,384	22	\$	959,980	25	\$	1,142,677	30	\$	1,399,172
TOTAL PERSONNEL:	15.5	\$	701,997	28	\$	1,059,284	33	\$	1,310,880	38	\$	1,541,577	44	\$	1,823,072

*The personnel list below may be amended to meet the staffing of individual charter schools: This list should align with the projected staff located in the Operations Plan.

Operations Budget: Expenditure Projections

The following list of expenditure items is presented as an example. Applicants should modify to meet their needs.

OPERATIONS BUDGET: Administrative and Support		Year 1	Year 2	Year 3	Year 4	Year 5
Office						
Office Supplies	\$	4,000.00	\$ 4,500.00	\$ 5,500.00	\$ 6,500.00	\$ 7,500.00
Paper	\$	2,000.00	\$ 2,000.00	\$ 3,000.00	\$ 5,000.00	\$ 7,000.00
Computers & Software	\$	3,000.00	\$ 3,000.00	\$ 3,000.00	\$ 3,000.00	\$ 3,000.00
Communications & Telephone	\$	4,800.00	\$ 4,800.00	\$ 4,800.00	\$ 5,800.00	\$ 5,800.00
Copier leases	\$	6,000.00	\$ 6,000.00	\$ 6,000.00	\$ 6,000.00	\$ 6,000.00
Other						
*** Insert rows and edit text as needed. ***						
Management Company						
Contract Fees						
Other						
*** Insert rows and edit text as needed. ***						
Professional Contract						
Legal Counsel	\$	3,000.00	\$ 3,000.00	\$ 3,000.00	\$ 3,000.00	\$ 3,000.00
Student Accounting	\$	8,000.00	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00
Financial	\$	20,000.00	\$ 20,000.00	\$ 25,000.00	\$ 25,000.00	\$ 25,000.00
Other	\$	1,000.00	\$ 2,000.00	\$ 2,000.00	\$ 2,000.00	\$ 2,000.00
*** Insert rows and edit text as needed. ***						
Facilities						
Facility Lease/Mortgage	\$	60,000.00	\$ 60,000.00	\$ 66,000.00	\$ 66,000.00	\$ 66,000.00
Maintenance	\$	5,000.00	\$ 5,000.00	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00
Custodial Supplies	\$	4,000.00	\$ 4,000.00	\$ 6,000.00	\$ 8,000.00	\$ 10,000.00
Custodial Contract	\$	15,000.00	\$ 15,000.00	\$ 20,000.00	\$ 20,000.00	\$ 22,000.00
Insurance (pg19)	\$	12,000.00	\$ 12,000.00	\$ 12,000.00	\$ 12,000.00	\$ 12,000.00
Other						
Furnishings	\$	10,000.00	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00
Utilities						
Electric	\$	32,000.00	\$ 36,000.00	\$ 40,000.00	\$ 40,000.00	\$ 40,000.00
Gas	\$	6,000.00	\$ 6,000.00	\$ 6,000.00	\$ 6,000.00	\$ 6,000.00
Water/Sewer	\$	8,000.00	\$ 9,000.00	\$ 12,000.00	\$ 12,000.00	\$ 12,000.00
Trash	\$	6,400.00	\$ 6,400.00	\$ 7,400.00	\$ 7,400.00	\$ 7,400.00
Internet	\$	4,200.00	\$ 4,200.00	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00
Transportation						
Buses	\$	32,000.00	\$ 32,000.00	\$ 32,000.00	\$ 45,000.00	\$ 45,000.00
Gas	\$	24,000.00	\$ 25,000.00	\$ 28,000.00	\$ 36,000.00	\$ 38,000.00
Oil/Tires & Maintenance	\$	6,000.00	\$ 8,000.00	\$ 10,000.00	\$ 12,000.00	\$ 12,000.00
Contract Services	\$	18,000.00	\$ 18,000.00	\$ 18,000.00	\$ 18,000.00	\$ 18,000.00
*** Insert rows and edit text as needed. ***						
Other						
Marketing	\$	10,000.00	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00
Child nutrition	\$	8,000.00	\$ 10,000.00	\$ 12,000.00	\$ 14,000.00	\$ 16,000.00
Travel	\$	1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00
Other	\$	1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00
*** Insert rows and edit text as needed. ***						
Food Staff	\$	12,000.00	\$ 12,000.00	\$ 12,000.00	\$ 12,000.00	\$ 12,000.00
Total Administrative & Support Operations:	\$	326,400.00	\$ 339,900.00	\$ 380,700.00	\$ 411,700.00	\$ 422,700.00

OPERATIONS BUDGET: Instructional		Year 1	Year 2	Year 3	Year 4	Year 5
Classroom Technology						
Software		\$ 6,000.00	\$ 6,000.00	\$ 6,000.00	\$ 6,000.00	\$ 6,000.00
Other						
Hardware		\$ 10,000.00	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00
Instructional Contract						
Staff Development		\$ 10,000.00	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00
Other						
*** Insert rows and edit text as needed. ***						
Books and Supplies						
Instructional Materials		\$ 10,000.00	\$ 10,000.00	\$ 15,000.00	\$ 15,000.00	\$ 20,000.00
Curriculum/Texts		\$ 10,000.00	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00
Copy Paper		\$ 5,000.00	\$ 6,000.00	\$ 7,000.00	\$ 8,000.00	\$ 8,000.00
Testing Supplies		\$ 4,000.00	\$ 6,000.00	\$ 6,000.00	\$ 6,000.00	\$ 6,000.00
Other		\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00
*** Insert rows and edit text as needed. ***						
Total Instructional Operations:		\$ 46,000.00	\$ 49,000.00	\$ 55,000.00	\$ 56,000.00	\$ 61,000.00
TOTAL OPERATIONS:						
		\$ 372,400.00	\$ 388,900.00	\$ 435,700.00	\$ 467,700.00	\$ 483,700.00

*Applicants may amend this table and the position titles to fit their Education and Operations Plans.

Overall Budget

SUMMARY	Logic	Year 1	Year 2	Year 3	Year 4	Year 5
Total Personnel	J	\$ 701,997.00	\$ 1,059,284.00	\$ 1,310,880.00	\$ 1,541,577.00	\$ 1,823,072.00
Total Operations	M	\$ 372,400.00	\$ 388,900.00	\$ 435,700.00	\$ 467,700.00	\$ 483,700.00
Total Expenditures	N = J + M	\$ 1,074,397.00	\$ 1,448,184.00	\$ 1,746,580.00	\$ 2,009,277.00	\$ 2,306,772.00
Total Revenue	Z	\$ 1,142,219.70	\$ 1,521,423.36	\$ 1,900,627.02	\$ 2,279,830.68	\$ 2,659,034.34
Surplus / (Deficit)	= Z - N	\$ 67,822.70	\$ 73,239.36	\$ 154,047.02	\$ 270,553.68	\$ 352,262.34

**Appendix O – Additional Appendices Provided by Applicant
Alpha Academy of Laurinburg**

Academic Bibliography

Gloria Ladson-Billings (1992) Reading between the lines and beyond the pages: A culturally relevant approach to literacy teaching, Theory Into Practice, 31:4, 312-320, DOI: [10.1080/00405849209543558](https://doi.org/10.1080/00405849209543558)

editors, Lorin W. Anderson, David Krathwohl ; contributors, Peter W. Airasian ... [and others]. (2001). A taxonomy for learning, teaching, and assessing : a revision of Bloom's taxonomy of educational objectives. New York :Longman,

Lemov, Doug, 1967-. (2015). Teach like a champion 2.0 : 62 techniques that put students on the path to college. San Francisco :Jossey-Bass,

Gardner, H. (1993). Frames of mind: The theory of multiple intelligences. New York, NY: BasicBooks.

Thum Y. M., & Hauser, C. H. (2015). NWEA 2015 MAP Norms for Student and School Achievement Status and Growth. NWEA Research Report. Portland, OR: NWEA

Athanassiou, N., McNett, J. M., & Harvey, C. (2003). Critical Thinking in the Management Classroom: Bloom's Taxonomy as a Learning Tool. Journal of Management Education, 27(5), 533–555. <https://doi.org/10.1177/1052562903252515>

National Scientific Council on the Developing Child (2007). The Timing and Quality of Early Experiences Combine to Shape Brain Architecture: Working Paper #5. <http://www.developingchild.net>

(Christ & Wang, Bridging the Vocabulary Gap: What the Research Tells Us about Vocabulary Instruction in Early Childhood, 2010)

Eugene Slocum
Eslocum@alphaacademy.net
(910)354-9099

Summary Objective

I have a strong personal and professional motivation with the desire to promote a better environment and quality education.

Employment

Alpha Academy 2000 – present

Fayetteville, N.C.

Founder / Executive Director / CEO

- Translate goals into developmental plans of action
- Develop and maintain the education program
- Establish and maintain the program infrastructure
- Develop and maintain administrative procedures
- Facilitate the professional growth of the school
- Establish and promote high standards and expectations

Fayetteville State University 1993 - 2000

Fayetteville, N.C.

Lecturer/ Director of Reading/Writing Center

- Assisted faculty member in identifying students needing help
- Implemented and monitor programs that assist students in skills development
- Taught Freshman Seminar and education courses

Mentor Coordinator

- Monitored the academic progress of students
- Assigned faculty member as Freshman Mentors
- Developed a working relationship between department and students
- Assessed and evaluate activities provided each semester for mentors and students
- Counsel and advised students on social, cultural, psychological and personal issues.

Institutional Research Assistant 1993 -1995

Student Enhancement Services 1990 - present

Fayetteville, N.C.

CEO/Director

Program involves tutoring students and adults in various subjects and foreign language.

Cobalt Blue Limited Inc. 1988 - 1993

Fayetteville, N.C.

Division Manager

Duties included managing, maintaining customer files, employees records and to insure high quality services. Providing quality service to corporate and political clients

Libby Owens Ford Glass Inc. 1977 - 1988

Laurinburg, N.C.

Production/H.R. Department

Duties included training, supervising employees, programming and operating computers.

Surveying and developing programs to insure safe working conditions, as well as implementing programs that promote cohesiveness within various departments.

Robeson County Schools 1975 - 1983

Maxton, N.C.

Substitute Teacher

Duties included teaching grades 9 through 12. Subjects included math, science, reading, writing, Language Arts and graphics.

Education

Nova Southeastern University

Post Doctorate in Educational Leadership

Fayetteville State University

Master of Arts in Education Administration and Supervision, 1996

Bachelor of Science in Math, 1994

Fayetteville Technical Community College

Certificate in Computer Analysis, 1990

Professional Training

Training in the area of Student Retention; Assessing Student Academic Performance; Strategies for Improving Student Writing Skill; Critical Thinking in the Classroom; Effective Teaching Training; Teacher Education; Employee/Employer Communication; Supervisory Training; Time Management; Principal's Executive Program; Principal's Technology Program: Co-Author Freshman Study Skills Manual, FSU

Volunteer Experience

PTA President, Community Watch Chairman, Cumberland County Community Watch/Drug Task Force Committee; Echoes for the Children Committee; Multicultural Committee; Cumberland County Association for the Blind, Board of Directors, President; Consultant for developing neighborhood programs; President of Cumberland County Business Network ; Reading and Math mentor for elementary school; YMCA youth coach; YMCA Sports Committee; Presented papers at Regional and Research Conference, N.C Charter School Board of Directors; Bragg Mutual Credit Union, Board of Directors

References

Available upon request

**BENITA
SCRIVEN-TILLMAN**

**4732 FLINTCASTLE RD.
FAYETTEVILLE, NC 28341**



BTILLMAN@ALPHAACADEMY.NET



910-670-1899

OBJECTIVE: To serve in a position that will afford me the opportunity to demonstrate my leadership abilities to coordinate, organize, promote and supervise the educational development and improvement of teachers, staff, schools and students, while implementing policies, programs, budgets, and the curriculum.

CERTIFICATIONS

NC-Licensures

- School Administration/Supervision (K-12)
 - Early Childhood Education(K-6)
 - Elementary Education (K-6) - Curriculum Instructional Specialist-Special
 - Education- SLD, EMD, Hospitalized Homebound (K-12)
-

EXPERIENCE

PRINCIPAL

Alpha Academy Schools
2017 - Present

ASSISTANT PRINCIPAL/PRICIPAL

Robeson/Cumberland County Schools
2004 - 2016

Develop, implement and monitor outcomes of school improvement plan and student achievement data to improve student learning. Create, develop and sustain relationships with students, faculty and community to improve student engagement in the learning process.

LEA/CASE MANAGER/ EC COMPLIANCE SPECIALIST

Cumberland/Scotland/Robeson County Schools
2001-2004

Develop and implement an instructional plan which is compatible with the school and system wide curricular goals and the students Individual Educational Program.

DIRECTOR OF UPWARD BOUND

Fayetteville State University
1996-2003

Responsible for the development of and administration of the Upward bound program which includes hiring, training, supervising and evaluating project staff, fiscal management, project development and management, liaison to the target area communities.

HABILITATION SPECIALIST III

Cumberland County Mental Health
1988-1989

Helped children that were developmentally delayed with cognitive skills and social skills to function properly in the academic and social environments.

DIRECTOR/OWNER

Hillcrest Daycare and Child's Play Daycare and After School Care Centers
1983-1988

Responsible for daily operations of the Daycare/Afterschool care center. Ensures a safe and educational environment for young children, manage teaching staff, develop curriculum in coordination with teachers, communicate with parents and uphold the centers reputations.



**Additional
Awards/Recognitions:**
**Experience in grant writing and
recipient of 3 awards**

EDUCATION

08/02-05/04 University of North Carolina at Pembroke
Master of School Administration/Curriculum Instructional Specialist

Degree: May 2004

09/90-05/95 Fayetteville State University
Master of Arts in Education

Degree: May 1995

08/74-05/78 Winston-Salem State University
Bachelor of Science, Elementary Education

Degree: May 1978



Morning Pledge

Today is a brand new day.

I am filled with optimism.

I will respect others, as I am worthy of respect.

I will grow.

I will learn.

I will prosper.

Afternoon Pledge

Today has been a profitable day.

I have grown from the lessons of today.

Tomorrow I will achieve greater heights.



Office of the Mayor

City of Laurinburg

North Carolina

P.O. Box 249
Laurinburg, N.C. 28353

October 1, 2018

To Whom It May Concern:

I am writing this letter in support of Eugene Slocum's plans to open a charter school in Laurinburg in the near future.

I am familiar with his school in Fayetteville, the Alpha Academy, and have been impressed not only with the growth and success of the Academy but equally so by Mr. Slocum's dedication to providing an excellent educational alternative.

As Mayor of Laurinburg, I feel strongly that our community would benefit if Mr. Slocum opened a charter school here similar to his Alpha Academy.

Recently, our public school system has consolidated both their elementary and their middle schools. The result has been the closure of the smaller, neighborhood schools in minority neighborhoods in Laurinburg. This has left many parents unhappy with the lack of choices for educating their children. These poorer communities feel abandoned, ignored and forgotten by the only school system in the County.

I would be more than happy to provide any further correspondence, by letter or by phone, in support of this exciting opportunity to give the children another option in obtaining the education they so desperately need.

Sincerely,

Matthew Block, MD
1601 Medical Dr.
Laurinburg, NC 28352
910-277-7858



07/26/2019

Mr. Slocum
Fayetteville NC /Educational Facility

RE: Food Service Preparation Catering Proposal

Dear Mr. Slocum

Thank you for contacting Golden Corral Corporation for a food service catering proposal for your education facility. The Golden Corral Corporation would be honored to assist your facility in your food service requests.

Golden Corral Corporation has been preparing, creating and serving delicious meals to the communities and businesses in the City of Laurinburg, NC since year 2000. We have developed a reputation for efficiency and excellence. We have a one time history of being on a Television Network Food Show. Our history of offsite catering at least one a week includes; The National Guard Army, Civic Organizations, Religious/ Church Events, The Tuscarora Nation, Weddings, Anniversaries, Family Reunions, Holiday Parties and Business Events.

Golden Corral Corporation General Manager/Operating Partner Mr. Robert Lathon has 50 years of experience with 19 years of restaurant experience with Golden Corral Corporation including; Cafe, Institutional, Therapeutic and Restaurant Style cooking skills.

Golden Corral Corporation Laurinburg, North Carolina has achieved award winning acknowledgments in Staff Management, 2 time Award Winning Restaurant, Holds every award Golden Corral has to offer plus Food Service Achievement and maintains a high level of food safety.

Golden Corral Corporation Laurinburg, North Carolina maintains a high level of food safety and has the capability to serve offsite safely 300 guests with 3 hours of hot food, plate, bag and buffet style lunches. Nutritious Food is prepared to meet qualified state guidelines. Our site is ServSafe Certified, Therapeutically Certified and holds extensive resume for catering within the City of Laurinburg Area. References will be provided upon request.

Mr. Robert Lathon
Operating Partner/General Manager
Golden Corral Corporation
904 US 401 By-Pass North
Laurinburg, NC 28352 # 663
Office:(910) 277-1620
Fax:(910) 277-7488
rest0663@goldencorral.net

Appendix P – Required Signed & Notarized Documents

Appendix P:

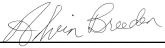




Charter School Required Signature Certification

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.



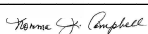


- ❖ The selected Board Attorney that he/she has reviewed with the full Board of Directors, listed within the application, all the governance documents and liabilities associated with being on the Board of a Non Profit Corporation.

- Name of the Selected Board Attorney: Stephon J. Bowers
- Date of Review: July 16, 2019
- Signature of Board Members Present (Add Signature Lines as Needed):

- 
- 
- 
- 
- 
- _____
- _____
- _____

- ❖ 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: Darrell Keller
- Date of Review: 7/16/2019
- Signature of Board Members Present (Add Signature Lines as Needed):

- 
- 
- 
- 
- 
- _____
- _____

❖ 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: _____
- Date of Review: _____
- Signature of Board Members Present (Add Signature Lines as Needed):
 - _____
 - _____
 - _____
 - _____
 - _____
 - _____
 - _____

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

Certification

I, Norma Campbell, 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 Alpha Academy of Laurinburg Charter School is true and correct in every respect.

Norma J. Campbell

Signature

July 24, 2019

Date

Signature Page

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

Print/Type Name: NORMA CAMPBELL
Board Position: BOARD CHAIR
Signature: Norma J. Campbell
Date: July 29, 2019

Sworn to and subscribed before me this 29th day of July, 2019.

Notary Public: Maneas D. Stutell

Official Seal:

My commission expires: 4-12-, 2023.

If you have questions regarding the application process, please contact the Office of Charter Schools via email at danielle.allen@dpi.nc.gov.

