



PUBLIC SCHOOLS OF NORTH CAROLINA

State Board of Education | Department of Public Instruction

North Carolina Charter School Application

Anita Stroud Academy

Opening in the 2020-2021 School Year

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Application Contact Information

1. Name of Proposed Charter School: Anita Stroud Academy
2. Organization Type: Municipality Nonprofit Corporation
3. Name of non-profit organization under which charter will be organized or operated:
FBC-W CSA dba Charlotte Community Services Association
4. Has the organization applied for 501(c)(3) non-profit status? Yes No N/A (Municipal)
5. Provide the name of the person who will serve as the primary contact for this Application.
The primary contact will serve as the contact for follow-up, interviews, and notices regarding this Application.

Name of Contact Person: Patsy Burkins

Title/Relationship to Non-Profit: Executive Director

Mailing Address: 1801 Oaklawn Avenue

City/State/Zip: Charlotte, NC. 28216

Primary Telephone: 704.372.3742

Alternate Telephone: 704.779.1235 cell

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

Geographic County: Mecklenburg

LEA/District Name: Charlotte-Mecklenburg Schools

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

Yes

No

Give the name of the third-party person or group: Katy Ridnouer, Leaders Building Leaders
Fees provided to the third-party person or group? \$1,400

8. Provide a full detailed response of the assistance provided by the third-party person or group while preparing this application and when the assistance will end: Mrs. Ridnouer reviewed the application written by Patsy Burkins and made suggestions for improvements or deletions. Her work will end when the grant is submitted.

9. Is this application a conversion from a traditional public school or private school?

Yes. Complete the Conversion Special Request Section.

No.

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

Yes. Complete the Replication Special Request Section.

No.

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

Yes. Complete the Fast-Track Special Request Section.

No

11. Do you want your application to be considered for acceleration?

Yes. Complete the Acceleration Special Request Section.

No.

12. Do you want your application to be considered for an Alternative Charter School?

- Yes. Complete the Alternative Charter School Special Request Section.
 No.

13. Grade Levels Served and Total Student Enrollment

Projected School Opening Year: 2020 Month: August

14. Will this school operate on a year-round schedule? Yes No

15. Enrollment Summary. Complete the following table, graying out (or leaving blank) any rows for grades the school will not serve.

Number of Students						
Grade Level	Year 1 2020-2021	Year 2 2021-2022	Year 3 2022-2023	Year 4 2023-2024	Year 5 2024-2025	At Capacity 2023-2024
K	34	34	34	34	34	34
1	34	34	34	34	34	34
2	34	34	34	34	34	34
3		34	34	34	34	34
4			34	34	34	34
5				34	34	34
6						
7						
8						
Totals	102	136	156	204	204	204

16. Complete the following table, providing projected enrollment for each of the following demographic groups.

Anticipated Racial/Ethnic Demographics (%)	% of Economically Disadvantaged Students	% of Students with Disabilities	% of English Language Learners
65% African American 34% Latino 1% White	70%	13%	20%

17. Describe the rationale for the number of students and grade levels served in year one and the basis for the growth plan outlined above.

Our primary reason for projecting a first-year enrollment of 102 students in grades K-2nd is due to the dismal failure rates of area public schools in West and Northwest Charlotte where the Anita Stroud Academy would be located. In short, a child attending our neighborhood public schools has a 66.9% chance of FAILING the Language Arts End-Of-Grade Test and a 59.6%

chance of FAILING the Math EOG (see graph below). With results like that, no parent should have to gamble on their child's future dealing with such a high risk of academic failure. Hence, the critical need for viable educational alternatives for our children remains a parental and community priority.

The projected enrollment numbers are based on Charlotte Community Services Association's (CSA) 16 years of providing afterschool and summer programming with enrollment ranges from 125 to 188. By combining a targeted recruitment campaign with our usual word-of-mouth promotion among parents and community members, we believe our projected first year number of 102 K-2nd students is reasonable and do-able. Our goal is to lay a strong educational foundation in students' elementary years to help lay the groundwork for their future success. As a K-5th elementary school upon full enrollment, the Anita Stroud Academy will institute an orderly growth pattern of adding grades. We will start with grades K, 1st & 2nd utilizing a 1:17 teacher-student ratio and grow by an additional grade each year until the school enrolls fifth graders. This will result in two kindergarten, first and second grade classes during the first year with 102 students. The second year will add two third grade classes, the third year will add two fourth grade classes and the fourth year will add two fifth grade classes.

We will limit the maximum enrollment to 204 based on available space in our designated school facility in the Family Life Center of First Baptist Church-West, 1801 Oaklawn Avenue, Charlotte, NC. If successful, we would promote our charter school model for duplication throughout NC.

Certify

18. This subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application. I certify I do not certify

Explanation (optional):

Charter Application Special Requests

Acceleration

Do you want your application to be considered for acceleration?

Yes. Answer questions A1-5.

No. Stop. Do not complete this section.

A. In considering whether to accelerate the planning year, the applicant must meet the following requirements:

1. Demonstrate a clear and compelling need for the accelerated planning year.

Charlotte Community Services Association asks that our application be considered for acceleration based on the following reasons:

- High EOG Failure Rates and Third Grade Retention Rates in Surrounding Schools
- Lack of a Defined Language Arts Curriculum and Evidence-Based Curriculums for Target Population
- Charlotte CSA's Academic Support System of an Intensive Tutoring Program, Afterschool Program, Summer Program and Regular Fine Arts Lessons
- More than 11 Years of Charlotte CSA Experience Managing NC DPI Grants and 16 Years Overall Experience

- Immediate Access to a 28,188 Square Foot Facility that Includes 12 Classrooms, Gym/Multipurpose Room, Two Offices, Library, Music Lab, Professional Kitchen/Serving Line, Activity Room/Cafeteria and Conference Room
 - Population Density of Charlotte-Mecklenburg Schools with 68,594 Elementary Students
- **High EOG Failure Rates & Third Grade Retention Rates in Surrounding Schools** – Nearly 8,000 elementary students attending schools within six miles of our location in West and Northwest Charlotte have a 66.9% chance of FAILING their Language Arts EOG and a 59.6% chance of FAILING their Math EOG, according to 2017-18 results. For one school within walking distance, that failure rate increases to nearly 80-90%. Meanwhile, 40.4% of area third graders were retained under the state’s Read-To-Achieve Initiative. Unfortunately, those failure rates have been endemic in West and Northwest Charlotte schools due to a myriad of socio-economic factors such as poverty, English language ability, parent education, neighborhood crime, etc. Regardless of the reasons, the search for a qualitative educational response remains urgent for children already starting life with daunting odds. The following graph is based on 2017-18 results reported by NC DPI with end-of-grade test failure rates listed instead of passing rates

CHARLOTTE-MECKLENBURG SCHOOLS (within 6 miles of our site & located in West & NW Charlotte)	Elementary K-5th Enrollment	Economically Disadvantaged	Language Arts EOG <u>FAILURE</u> Rate	Math EOG <u>FAILURE</u> Rate	Read-To-Ach 3 rd Grade <u>RETENTION</u> Rate	School Grade
Ashley Park School	348	74.9%	76.5%	63.9%	45.2%	D
Bruns Academy	375	77.6%	78.4%	88.1%	56.6%	F
Druid Hills Academy	317	79.2%	74.1%	67.3%	41.0%	D
Hornets Nest Elementary	631	53.1%	67.1%	51.5%	43.6%	D
Oaklawn Language Academy	429	31.4%	44.8%	30.4%	--	C
Reid Park Academy	427	79.6%	73.4%	62.5%	53.7%	D
Statesville Road Elementary	588	59.9%	61.9%	49.2%	38.5%	D
Thomasboro Academy	405	71.6%	75.9%	73.9%	72.4%	D
Tuckaseegee Elementary	804	49.5%	64.2%	54.2%	27.6%	D
University Park Creative Arts	434	57.9%	49.6%	36.6%	20.0%	C
Walter G. Byers School	208	74.1%	68.2%	72.9%	41.2%	D
Westerly Hills Academy	504	74.5%	69.5%	64.2%	45.0%	D
AVERAGE	456	65.3%	66.9%	59.6%	40.4%	D

SCHOOLS (within 6 miles of our site)	K-5th Enrollment	Disadvantaged	Arts EOG FAILURE Rate	EOG FAILURE Rate	3 rd Grade RETENTION Rate	Grade
Charlotte Lab School	432	9.1%	26.5%	36.1%	--	C
Invest Collegiate Transform	378	49.2%	57.6%	75.8%	45.0%	D
KIPP Charlotte	373	58.7%	63.3%	72.0%	--	D
Mountain Island Day	--	--	--	--	--	--
Movement Charter	--	--	--	--	--	--
Sugar Creek Charter	943	90.5%	42.1%	36.3%	29.9%	B
Veritas Community School	168	15.6%	49.2%	50.8%	--	C
AVERAGE	458	44.6%	47.7%	54.2%	37.45%	C

NC DPI Website - NC School Report Cards, 17-18 Average Daily Membership, 17-18 Principal's Monthly Report - Month 9

- **Lack of a Defined Language Arts Curriculum & Evidence-Based Curriculums for Target Population**
 According to research, evidence-based curriculums shown to be effective for target student populations can play a critical, lasting role in student academic success. Currently, Charlotte-Mecklenburg Schools have the option of selecting from a variety of language arts curriculums or even using no curriculum at all and downloading online resources. The Anita Stroud Academy will use the Success For All language arts and Everyday Mathematics curriculums. Both curriculums have extensive research studies demonstrating efficacy and both are recommended by the U.S. Department of Education's What Works Clearinghouse for evidence-based impact on at-risk children in urban settings. The Success For All Curriculum uses a whole school model integrating curriculum, school culture, family and community support. It includes quarterly student assessments, a social-emotional development program, computer-assisted tutoring, family support teams and extensive teacher training. Everyday Mathematics focuses on real-life problem solving, student communication of mathematical thinking, skills practice and fostering parent involvement.

- **Charlotte CSA's Academic Support System of an Intensive Tutoring Program, Afterschool Program, Summer Program and Regular Fine Arts Lessons**
 In 16 years of offering academic and fine arts afterschool and summer programming to mostly at-risk children, Charlotte CSA has developed an array of enrichment and instructional elements. CSA started by focusing on hiring licensed teachers or college students/graduates and by concentrating on homework assistance and academic instruction, supplemented by regular fine arts lessons. For the past two years, CSA has also offered the SMART Tutoring Program for students either below grade level in language arts or in danger of failing. The intensive tutoring program is similar to commercial operations such as Sylvan or Huntington. In 2017-18, 23 SMART tutoring

students showed an average Reading Lexile increase of 302 points after one year of four-days-a-week sessions with a 1:6 teacher-student ratio. The afterschool and summer programs both focus on academic and fine arts with homework assistance during afterschool and direct instruction four hours a day during the summer. Evaluation results conducted by the University of North Carolina-Charlotte showed that all our afterschool students had a 45% failure rate on the 2017-18 Language Arts EOG compared to the 66.9% failure rate of neighboring public schools.

2017-18 EOG Results	Language Arts FAILURE Rate	Math FAILURE RATE
AREA CMS SCHOOLS	66.9%	59.6%
CHARLOTTE CSA AFTERSCHOOL STUDENTS	45%	33.3%

Other instructional/enrichment elements include weekly fine arts lessons in violin, brass, piano, art and chorus during the school year and fine arts lessons four days a week during the summer. Students are evaluated based on NC fine arts standards and are required to perform three programs a year. Our fine arts lessons are facilitated by our partnership with ArtsPlus, the Charlotte Symphony and the Arts & Science Council providing teachers, instruments and/or funding. Our STEAM (Science, Technology, Engineering, Art & Math) enrichment is facilitated by our partnership with the Charlotte-Mecklenburg Recreation Department with their staff leading weekly STEAM sessions.

We also provide Parent Resource Center services for families that include bilingual translation; English/Spanish parent brochures, parent handbooks and flyers; assistance with transportation and magnet school selections; regular parent workshops in English and Spanish; accompaniment to parent-teacher meetings upon request; and help requesting social services.

➤ **More than 11 Years of Experience Managing DPI Grants & Programs**

Starting in 2008, we have received NC DPI grants for 21st Century Afterschool, Dropout Prevention, Afterschool Quality Improvement and Extended Learning and Integrated Student Support programs. As a result, we have developed our operational processes in alignment with the DPI system and we are familiar with the state's academic, fiscal and governance requirements. Our infrastructure includes direct deposit payroll; background checks; a Fiscal Policies & Procedures Manual; Employee & Parent Handbooks; Emergency Plan; Document Retention and Destruction Policy; Conflict of Interest Policy; Regular Audits; Attorney on Retainer; and Unemployment, Worker's Compensation, Liability, Auto, Board & Bonding Insurance. We also have participated in

the NC Child and Adult Care Food Program for a decade serving free, full afterschool meals cooked on site which must meet many of the same operating and reporting standards required by the National School Lunch Program. Our 2013 starting budget of \$24,000 expanded to nearly \$1 million at one point and was almost \$600,000 in 2017-18. We provide transportation services with two bus drivers and offer wireless internet service with 40 laptops. Our Executive Director, Afterschool Director and Summer Institute Director have been with Charlotte CSA since its inception. With more than 16 years of service as a nonprofit, community-based agency, we believe we have the experience, governance model and community trust to extend our services to a charter school.

➤ **Facility**

The Anita Stroud Academy's location will be in the Family Life Center of First Baptist-West at 1801 Oaklawn Avenue, five minutes west of uptown and within minutes of the I-77 and I-85 intersection. Charlotte CSA has been based in this building for its entire existence and for the past 10 years has operated under an automatically renewable lease (See Appendix A2) at a highly discounted rate compared to the prevailing commercial rate. That lease arrangement will continue with the opening of the Anita Stroud Academy with increased payments to cover additional utilities, usage and janitorial costs. The building includes 12 classrooms, gym/multipurpose room, two offices, library with seating capacity of 50, 2 music labs, professional kitchen/serving line, activity room/cafeteria, conference room, 4 closets for supplies/storage and small chapel with seating capacity of 100 for parent orientation, etc. With 26,188 square feet available, we would have sufficient space to accommodate an accelerated schedule for opening the Anita Stroud Academy. For classrooms, we have a mixture of desk-style and long-table style seating with square footages ranging from 300 to 450 sq ft. Ample parking is available and an adjacent lot is currently being developed for a fenced-in playground.

Note that First Baptist Church-West is the oldest, Black Baptist church in Charlotte and recently celebrated its 152nd anniversary. In 2003, the church built the \$3.2 million Family Life Center for the express purpose of providing community services.

2. Demonstrate an exceptional need for the charter school in the proposed location.
- **CMS Elementary Density & Population Numbers** – Policymakers tend to lump West and Northwest Charlotte together as a monolithic community without taking into account the numerous neighborhoods dissected by two major highways, large industrial parks and the 6th busiest airport in the nation. Out of 175 CMS schools, 82 are Title I Schools, 40 have been labeled low-performing by the state and a third of all students have low socio-economic status. While Mecklenburg County can claim a number of charter schools, the sheer density of Charlotte's 1.07 million population and the sheer number of 148,299 public school students makes quality educational options a persistent need.

The following graph outlines Mecklenburg’s elementary and student population demographics.

CMS ELEMENTARY POPULATION		CMS STUDENT DEMOGRAPHICS		GENERAL FACTS
Kindergarten	10,810	African American	38.1%	35.35% (52,379) Low Socio-Economic Status Students
1 st Grade	11,268	White	28.0%	95 Elementary 46 Middle 31 High School 3 Alternative
2 nd Grade	11,182	Latino	24.1%	
3 rd Grade	11,511	Asian	6.6%	82
4 th Grade	11,932	Multi-Racial	2.5%	Title I Schools
5 th Grade	11,891	Native American, Pacific Islander, Other	.7%	40 Low-Performing Schools*
TOTAL	68,594	148,299 Students	100%	175 Schools

Source: NC DPI Website - 2018-19 Average Daily Membership Month 2 Report (Updated 1/17/19)
 CMS Website – CMS Fast Facts 2018-19 (Updated 2/19/19)
 *2017-18 School Year – NC DPI Website

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

- Yes
- No

4. Is a facility identified by the applicant that is feasible for opening on an accelerated schedule?

- Yes
- No

5. Demonstrate that the facility identified by the applicant is feasible for opening on an accelerated schedule.

We recently received a \$30,000 grant from the Z. Smith Reynolds Foundation to become a licensed afterschool facility within a year, which will require an Educational Certificate of Occupancy.

Attach Appendix A1 Acceleration Evidences to demonstrate that you have a facility secured for opening on an accelerated schedule.

B. Once evidence for the requirements has been verified, the State Board will also consider the presence or absence of the following factors in making its determination:

- 1) Unique mission and educational program.
- 2) Local, state, and national nonprofit partnerships committed to assisting the school.
- 3) Potential for economic and educational development of the region.
- 4) Mentoring by a successful organization that has experience in creating public schools.
- 5) Obstacles to educational reform efforts that leave chartering as an available option.
- 6) Commitment to work with a successful charter school board as a guiding mentor.
- 7) The length of time the board of directors has existed.
- 8) Whether the proposed board has previously operated or currently operates a successful public charter school.

C. The above list is not exclusive or controlling and is intended to guide the exercise of the State Board’s discretion. An applicant requesting acceleration must submit the request to the State Board of Education prior to the application due date for consideration.

Conversion

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

Yes. Go to Question #2.

No. Stop. Do not complete this section.

Replication

Per SBE policy [CHTR-016](#), the State Board of Education (SBE) may, in certain well-defined instances, grant permission for a non-profit corporation board of directors (board) to replicate either its own successful model, or to employ an educational management company (EMO) or a charter management organization (CMO) to replicate a successful model currently being operated under the management of the EMO or CMO. The SBE may also, in certain well-defined instances, grant permission for a non-profit corporation board to “fast track” such a replication by foregoing the planning year normally required for newly-approved charter applicants.

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

Yes. Go to Question #2.

No. Do not complete this section.

Alternative

Do you want your application to be considered for an Alternative Charter School?

Yes. Continue to the next section.

No. Stop. Do not complete this section.

Proposed Management Organization (EMO or CMO)

1. Does the Charter School plan to contract for services with an “educational management organization” or “charter management organization”?

Yes

No. Stop do not complete this section

Section 1 Mission, Purposes, and Goals

1.1 Mission and Vision. State the mission and vision of the proposed charter school.

The mission and vision statements, taken together, should:

- Identify the students and community to be served;
- Illustrate what success will look like; and
- Align with the purposes of the NC Charter School Law.

1. The mission statement of the proposed charter school is as follows (35 words or less):

The Anita Stroud Academy's mission is to provide a premier educational foundation and fine arts enrichment to elementary students with a special emphasis on at-risk, bilingual and gifted students in partnership with families and the community.

2. What is the vision of the proposed school? What will the school look like when it is achieving the mission?

The Anita Stroud Academy will provide evidence-based instruction, intervention, tutoring and support to students in grades K-5th—with a particular emphasis on at-risk, bilingual and gifted students. The ultimate goal is to provide students with an education foundation to help them meet or exceed NC education standards and to promote future success in school and ultimately their adult lives. The Academy will highlight fine arts enrichment, as well as actively involving students' families and partnering with community-based agencies.

Educational Need and Targeted Student Population of the Proposed Charter School

- #### 3. Provide a description of Targeted Population in terms of demographics. In your description, include how this population will reflect the racial and ethnic composition of the school system in which it is located. Additionally, how it will reflect the socioeconomic status of the LEA, SWD population, and ELL population of the district? [See G.S. 115C-218.45\(e\).](#)

Charlotte/Mecklenburg County has a reputation for glittering skyscrapers, Fortune 500 companies and fast-paced growth. With more than 1.077 million residents in 2017, the county boasts a 14.7% growth rate, according to Charlotte Chamber of Commerce data. Its racial demographics are 48.3% White, 30.8% Black, 12.8% Latino, 4.6% Asian and 3.2% Other. Of those demographic groups, Mecklenburg's Latino community grew at a rate of 28% (143,300) in a seven-year period compared to 22% growth for Blacks and 11% for Whites, according to Charlotte Chamber data.

But beneath those glowing stats is a community where nearly half of all children--41.5%--live in poverty, according to 2018 Annie E. Casey KidsCount statistics. Most researchers consider poverty to be one of the most defining factors contributing to the failure of at-risk youth to reach their full potential. That can be seen in the fact that a nearly identical 41.6% of Mecklenburg County youth failed their 2017-18 Literacy End-Of-Grade tests. In addition, a quarter, or 21.6% (2,649), of all Mecklenburg third graders were retained last school year under the state's Read-to-Achieve initiative.

Policymakers tend to lump West and Northwest Charlotte together as a monolithic community without taking into account the numerous neighborhoods dissected by two major highways, large industrial parks and the 6th busiest airport in the nation. Thousands of residents reside in the distinct corridors of Tuckaseegee-Little Rock Road, Freedom Drive-Wilkinson Boulevard, Beatties Ford Road-Statesville Avenue and Sugar Creek Road-Hidden Valley. Meanwhile, public bus routes generally converge uptown rather than traversing across West-Northwest Charlotte, while light rail is limited to north-south communities. As a result, depending on the time of day and traffic conditions, traveling five to 10 miles can take 30 minutes to an hour by car and even longer by public transportation. Out of 175 CMS schools, 82 are Title I Schools, 40 have been deemed low-performing schools by the state and a third of the students have low socio-economic status. The following graph outlines Mecklenburg County’s elementary and student population demographics.

CMS ELEMENTARY POPULATION		DEMOGRAPHICS		GENERAL FACTS
Kindergarten	10,810	African American	38.1%	35.35% (52,379) Low Socio-Economic Status Students
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TOTAL	68,594	148,299 Students	100%	40 Low-Performing Schools* 175 Schools

Source: NC DPI Website - 2018-19 Average Daily Membership Month 2 Report (Updated 1/17/19)
 CMS Website – CMS Fast Facts 2018-19 (Updated 2/19/19)
 *2017-18 School Year – NC DPI Website

We project that the Anita Stroud Academy’s demographics will be 70% economically disadvantaged, 20% English Language Learners and 13% Students with Disabilities—well in line with neighborhood public school demographics. These projections are based on our student population through the past 16 years of operation and CMS’s average rates.

4. What are the enrollment trends and academic performance outcomes of surrounding schools in the selected community? What elements of your educational model will meet the needs of your target student population?

Despite double-digit growth in suburban counties surrounding Charlotte/Mecklenburg, the Queen City remains the Piedmont's dominant population center. That growth can be seen in Charlotte-Mecklenburg public schools that have averaged a 2%-4.95% enrollment increase each year from the 2013-14 school year to 2018-19, according to the "Change in LEA Average Daily Membership" graph published by the NC DPI Division of School Business. For a district with 148,299 students this past school year, those percentages translate to actual growth numbers ranging from 3,000 to 7,200 additional students a year. Overall, DPI's School Business Division estimates that the total number of NC youth ages 5-17 will increase by about 200,000 students over the next 20 years from 1.6 million to over 1.8 million. Charlotte-Mecklenburg can be expected to play a key role in that growth.

NC also can be expected to mirror the nation's demographic changes as the US inches to a majority population of color by 2045. Already, the entire U.S. population under 18 will be majority children of color in 2020, according to noted demographer William Frey of the Brookings Institute in his 2018 book "Diversity Explosion." Meanwhile closer to home, DPI's School Business Division reported that in the past eight years the number of white students statewide has dipped below 50% along with a smaller dip in Black students, while the number of Latino and Asian students increased. In Mecklenburg County, student racial demographics for 2018-19 were 38.1% white, 28% black, 24.1% Latino, 6.6% Asian and 3.2% other.

In summary, Charlotte-Mecklenburg's public student population stands to increase while its demographic makeup continues to enroll more children of color. These changes will require different and sustained strategies to meet student needs and to achieve academic success. On a national level, sociologist Donald Hernandez's national study of 4,000 students in the 2011 publication "Double Jeopardy: How Third Grade Reading Skills and Poverty Influence High School Graduation" points to some hard realities for third graders—particularly those of color. Hernandez found that students unable to read on grade level by 3rd grade are four times less likely to graduate by age 19 than children who read proficiently at that age. Add poverty to the mix, and those students are 13 times less likely to graduate on time than their proficient, wealthier peers. More substantively, noted Hernandez, "the dropout rate was highest for poor Black and Hispanic students, at 31 and 33 percent respectively or about eight times the rate for all proficient readers."

Statistics such as these are one reason why North Carolina and other states are placing greater emphasis on third grade reading achievement and why schools must continue to address the special needs of many poor students of color. Locally, the impact of poverty and the related failure of many poor and children of color to achieve literacy proficiency can be seen in 2017-18 NC Report Card data on NC DPI's website. While math proficiency rates in poor communities are also lower than their wealthier counterparts, they tend to be about 10 points higher than

language arts. Researchers attribute a large degree of children's math problems to reading difficulties with math word problems.

The bottom line is a child attending West and Northwest Charlotte public schools has a 66.9% chance of FAILING the Language Arts End-Of-Grade Test and a 59.6% chance of FAILING the Math EOG. For one school within walking distance of our location, those failure rates are a truly dismal 78-88%. For area third graders, an average 40.4% are likely to be retained under Read-To-Achieve. Not surprisingly, the average school grade in our community is D. The following graph is based on 2017-18 results reported by NC DPI with end-of-grade test failure rates listed.

CHARLOTTE-MECKLENBURG SCHOOLS (within 6 miles of our site & located in West & NW Charlotte)	Elementary K-5th Enrollment	Economically Disadvantaged	Language Arts EOG FAILURE Rate	Math EOG FAILURE Rate	Read-To-Ach 3 rd Grade RETENTION Rate	School Grade
Ashley Park School	348	74.9%	76.5%	63.9%	45.2%	D
Bruns Academy	375	77.6%	78.4%	88.1%	56.6%	F
Druid Hills Academy	317	79.2%	74.1%	67.3%	41.0%	D
Hornets Nest Elementary	631	53.1%	67.1%	51.5%	43.6%	D
Oaklawn Language Academy	429	31.4%	44.8%	30.4%	--	C
Reid Park Academy	427	79.6%	73.4%	62.5%	53.7%	D
Statesville Road Elementary	588	59.9%	61.9%	49.2%	38.5%	D
Thomasboro Academy	405	71.6%	75.9%	73.9%	72.4%	D
Tuckasegee Elementary	804	49.5%	64.2%	54.2%	27.6%	D
University Park Creative Arts	434	57.9%	49.6%	36.6%	20.0%	C
Walter G. Byers School	208	74.1%	68.2%	72.9%	41.2%	D
Westerly Hills Academy	504	74.5%	69.5%	64.2%	45.0%	D
AVERAGE	456	65.3%	66.9%	59.6%	40.4%	D

*Full/Partial Magnet Schools

CHARTER SCHOOLS (within 6 miles of our site)	Elementary K-5th Enrollment	Economically Disadvantaged	Language Arts EOG FAILURE Rate	Math EOG FAILURE Rate	Read-to-Ach 3 rd Grade RETENTION Rate	School Grade
Charlotte Lab School	432	9.1%	26.5%	36.1%	--	C
Invest Collegiate Transform	378	49.2%	57.6%	75.8%	45.0%	D
KIPP Charlotte	373	58.7%	63.3%	72.0%	--	D
Mountain Island Day	--	--	--	--	--	--
Movement Charter	--	--	--	--	--	--
Sugar Creek Charter	943	90.5%	42.1%	36.3%	29.9%	B

Veritas Community School	168	15.6%	49.2%	50.8%	--	C
AVERAGE	458	44.6%	47.7%	54.2%	37.45%	C

NC DPI Website - NC School Report Cards, 17-18 Average Daily Membership, 17-18 Principal's Monthly Report - Month 9

4. What will be the total projected enrollment at the charter school and what percentage of the Average Daily Membership (ADM) does that reflect when compared to the Local Education Agency (LEA) of the same offered grade levels? (i.e. If the proposed school will be grades 9-12, only compare the total enrollment to the total enrollment of the LEA in grades 9-12).

The total projected enrollment of the Anita Stroud Academy will be 204 students in grades K-5th. Those 204 students are .3% of the 2018-19 ADM enrollment for Charlotte-Mecklenburg Schools of 68,594 K-5th elementary students.

5. Summarize what the proposed school will do differently than the schools that are now serving the targeted population. What will make this school unique and more effective than the currently available public-school options?

There are some areas that the Anita Stroud Academy would do well to emulate Charlotte-Mecklenburg Schools particularly in its established infrastructure, full implementation of state and federal guidelines, roster of highly-qualified teachers and principals, EC student services, state-of-the-art facilities and equipment, magnet school selections and extracurricular activities.

But the Anita Stroud Academy also has the potential to provide a different model for educating at-risk, bilingual and gifted students in an urban setting with historically high failure rates. It would do this by:

- Committing to evidence-based curriculums with proven results for our target population. Currently, area elementary schools can select from a variety of literacy curriculums--or even online downloads. While CMS does offer one math curriculum for elementary students, this curriculum is in its third year of implementation and does not have an extensive body of experience among our targeted students of at-risk and bilingual students. We have selected the Success For All literacy curriculum and Everyday Math curriculum, which both have years of evidence-based outcomes in similar at-risk populations and have been recognized by the U.S. Department of Education's WhatWorks website.
- Providing differentiated instruction not limited by grade or class. The literacy and reading curriculums we have selected call for students to be grouped based on ability without regard to grade level for cross grade and cross class placement. For example, if a 1st grader is able to do 2nd grade reading during the 2nd quarter but is on 1st grade level for math, the child would switch to the 2nd grade class during the morning literacy instruction and remain with a 1st grade math class in the afternoon.

- Building in extended-day programs with an academic and fine arts focus as well as intensive tutoring. Our Afterschool and Summer Institute programs with licensed teachers, fine arts enrichment and an intensive SMART tutoring program (4 days a week) for struggling students will be natural extensions of the school-day.
- Embedding Bilingual/Translation Services. We have one of the most diverse afterschool programs in the area with 60-65% African American and 35-40% Latino students. Most of the area schools have large African American majorities while the area Spanish immersion school is majority Latino. We will accommodate both populations by having an ELL specialist on site, hiring bilingual teachers and staff, providing bilingual facilitators for our Parent Resource Center and selecting curriculums with ELL components.
- Embedding Community Partners. We have long-term partnerships with ArtsPlus (formerly Community School of the Arts), the Arts & Science Council, Mecklenburg County Recreation Department and First Baptist Church-West that we will extend to the school day for weekly or bi-weekly fine arts, STEAM instruction, facilities and volunteers.
- Offering School Wide Solutions Team. The Success For All curriculum provides a framework for a School Solutions Team of school principal, teachers, staff and parents. This group will go beyond reviewing school strategies/plans to pro-actively examine and promote solutions for student behavior, academic progress, family involvement, student and family social issues, etc.

6. Describe the relationships that have been established to generate support for the school. How have you assessed demand for the school? Briefly describe these activities and summarize their results.

Our largest source of support has come from First Baptist Church-West, which has provided full use of its Family Life Center. We have a signed lease with the church and pay an annual facility usage fee. However, the current .765 per square foot rate for 28,188 square feet Charlotte CSA pays is miniscule compared to the prevailing area commercial rate of \$14.20 per square foot. Other notable support includes our decade-long partnership with ArtsPlus (formerly Community School of the Arts) providing fine arts teachers and more recent partnerships with the Charlotte Symphony Orchestra for music instruction to 1st and 2nd grade students, as well as the Mecklenburg County Department of Recreation for STEAM instruction. The Arts & Science Council also was an early funder of our summer program and continues to provide funding.

The following graph outlines Charlotte CSA's current major community partnerships.

Major Partners	Activities/Results	Length of Partnership
Anita Stroud Foundation	-Charlotte CSA funded and managed Anita Stroud Afterschool program at an area recreation center	10+ years
Arts & Science Council	-Arts & Science Council funded summer program	10+ years

	<ul style="list-style-type: none"> -Charlotte CSA co-sponsored neighborhood cultural arts lunch -Co-sponsored young string players and local jazz group performances 	
ArtsPlus	<ul style="list-style-type: none"> -ArtsPlus provides piano, brass, art and chorus teachers during afterschool and summer programs - Family Life Center serves as satellite location for ArtsPlus private lessons 	10+ years
Charlotte Symphony Orchestra	<ul style="list-style-type: none"> - Provides small group performances for students - Symphony provided music appreciation classes for K-2 students 	2 years
Charlotte-Mecklenburg Schools	<ul style="list-style-type: none"> -Memorandum of Understanding to provide academic, attendance and discipline data on CMS students attending our program - Recruitment tables at back-to-school sessions -Joint use of facilities and parking with Oaklawn Language Academy -Charlotte CSA membership on Oaklawn Language Academy's School Leadership Team 	10+ years
First Baptist Church-West	<ul style="list-style-type: none"> - Lease of Family Life Center that includes utilities, janitorial services and building repairs. - Volunteers - In-kind and cash donations - Co-sponsor of Fall Festival 	16 years
Junior League of Charlotte	<ul style="list-style-type: none"> -Financial support for afterschool licensing - Two board members - Volunteers 	1 year
Mecklenburg County Recreation Department	<ul style="list-style-type: none"> -Contracted use of recreation center space to provide afterschool services -Memorandum of Understanding to provide weekly STEAM lessons by county staff - Co-sponsor of Fall Festival 	4 years

Note that the name "Anita Stroud Academy" was chosen to honor a community legacy. Anita Stroud was orphaned at an early age, never had much education and made her living as a maid. Ms. Stroud never married or had children but she created, ran and single-handedly financed

what many believe was the first youth development program for African American children in one of Charlotte's largest housing projects on the westside where she lived. Over time, her work was widely supported by area churches, civic organizations and even nightclubs. Today, few children know the significance of her name but many older and native Charlotteans remember. For over a decade, Charlotte CSA has partnered with the Anita Stroud Foundation to provide funding, hire teachers and offer afterschool services at an area recreational center. We recently closed that site to consolidate our operations but consider it incumbent that we continue to honor Ms. Stroud's community legacy by naming the charter school after her.

Our enrollment projections are based on results of a charter school interest survey administered in September 2018 to Afterschool parents and July 2019 to Summer Institute parents. The survey was taken by 84 parents, representing 158 of our afterschool and summer students. Also, 49% of survey respondents were parents of potential K-2nd students and 81% were parents of K-5th students. The survey questions and results were:

1. Have You Ever Considered Placing Your Child in a Charter School?

56% Yes, 40% No, 4% Not Sure

2. What programs or services are important to you?

13% - Academics

10% - Before & Afterschool, Fine Arts Lessons

9% - Literacy, Parent Involvement, Tutoring

8% - Bilingual Staff Resources, Transportation

7% - Character Education, Athletics

5% - Parent Resource Center, School Uniforms

3. How likely are you to enroll your child in a charter school focusing on academics, fine arts parent and community involvement?

40% - Very likely

30% - Likely

13% - Not likely

4% - Not likely at all

13% - Unsure/Don't Know

Attach Appendix A: Evidence of Community/Parent Support. Provide evidence that demonstrates parents and guardians have committed to enrolling their children in your school. You must provide evidence through a narrative or visual of this educational need through survey data, or times and locations of public meetings discussing this proposed charter school. (Please do not provide more than one sample survey form).

1.2 Purposes of the Proposed Charter School

The Six Legislative Purposes of a Charter School are:

1. Create new professional opportunities for teachers, including the opportunities to be responsible for the learning program at the school site.
 2. Hold schools accountable for meeting measurable student achievement results.
 3. Provide parents and students with expanded choices in the types of educational opportunities that are available within the public-school system.
 4. Improving student learning.
 5. Increasing learning opportunities for all students, with a special emphasis on at-risk or gifted students.
 6. Encourage the use of different and innovative teaching methods.
1. In one page or less, describe how the proposed charter school will achieve one or more of the six legislative purposes, as specifically addressed in the NC charter school statute GS 115C-218, and the proposed school's operations.

The Anita Stroud Academy will address four of the six legislative purposes of a NC Charter School in the following order of importance:

PRIORITY ONE - IMPROVE STUDENT LEARNING

The Anita Stroud Academy will provide a model of instruction, intervention and tutoring to lay the foundation for student achievement throughout their academic and professional lives. The school will use evidence-based Literacy and Math Curriculums that have shown positive results in similar at-risk, urban populations.

PRIORITY TWO -- HOLD SCHOOLS ACCOUNTABLE FOR MEETING MEASURABLE STUDENT ACHIEVEMENT RESULTS

The Anita Stroud Academy will develop its outcome results around achieving Passing Rates 10 points higher than neighborhood schools with a goal of showing growth in each year.

PRIORITY THREE -- INCREASE LEARNING OPPORTUNITIES FOR ALL STUDENTS, WITH A SPECIAL EMPHASIS ON AT-RISK OR GIFTED STUDENTS.

The Anita Stroud Academy expects to enroll significant numbers of at-risk and ELL students reflective of the community, while also providing specific strategies to help students develop fine arts skills and address the unique needs of gifted students.

PRIORITY FOUR -- PROVIDE PARENTS & STUDENTS WITH EXPANDED CHOICES IN EDUCATIONAL OPPORTUNITIES

The Anita Stroud Academy will provide parents and students with additional weapons in their education arsenal particularly through an embedded School Wide Solutions Team, bilingual Parent Resource Center, regular parent workshops and access to an intensive tutoring program normally limited to families able to pay high monthly fees.

1.3 Goals for the Proposed Charter School

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

The Anita Stroud Academy's Goals are:

I. Academics - The Anita Stroud Academy will provide a premier academic foundation for its students and show evidence of positive academic growth.

1. 55% of 3rd Grade Students will be rated proficient on their 3rd Grade End-Of-Grade Reading Tests after one year of attendance.
2. 60% of 3rd Grade Students will be rated proficient on their 3rd Grade End-Of-Grade Math Tests after one year of attendance.
3. 55% of K-2 students will achieve benchmark or higher ratings on their MAP (Measure of Academic Progress) tests for reading and math after one year of attendance.

II. Operations - The Anita Stroud Academy will enroll up to 204 students by Year 4 in Grades K-5th to include at-risk, bilingual and gifted students. It will do so by providing students with high-quality staff and the services of strong community partnerships.

1. Enroll 102 students in grades K-2nd during the first year of operation, 136 in grades K-3rd in the second year, 156 in grades K-4th in the third year, 204 in grades K-5th in the fourth and fifth years. The school will be open to all students to include at-risk, bilingual and gifted students.
2. Hire quality, experienced teachers with at least 70% licensed teachers and at least 20% bilingual total staff.
3. Expand community partnerships to provide weekly and bi-weekly fine arts and STEAM lessons to Anita Stroud Academy students.

III. Finance - As the parent agency of the Anita Stroud Academy, Charlotte Community Services Association will establish a fiscal reserve and further diversify its funding sources.

1. Charlotte CSA will have a 3-5% fiscal reserve based on its total operating budget in five years.
2. Charlotte CSA will add new funding sources to support the school's operation.

IV. Governance - The Board of Directors of Charlotte Community Services Association will expand its committee structure, promote more community and parent involvement, increase Board training and create a new Strategic Plan.

1. The Board will undergo 4-8 hours of board training annually.
2. The Board will develop a new five-year Strategic Plan.

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

The Board of Directors will receive an upward flow of programmatic, data and fiscal information regarding the Anita Stroud Academy at each regular meeting.

The process will start at the school level with the monthly meetings of the School Solutions Team addressing behavior, attendance, enrollment, personnel, school culture, staffing and other issues. Meanwhile, on the administrative side, financial reports will be prepared monthly regarding the school's fiscal status.

At the next level, the Executive Director and/or Principal will meet with the Education Committee for its review of the school's programmatic and fiscal operations, as well as ongoing implementation.

At the Board level, the Executive Director, Principal and Education Committee will prepare reports for presentation during the regular Board meeting or as needed. This will include student assessment results, student enrollment demographics, proposed policies, curriculum strategies, parent involvement efforts, parent surveys, EOG results, etc. All matters requiring Board approval or discussion will be handled at full Board meetings. Board members also will be required to undergo annual board training, acquire personal knowledge about the school by volunteering, attending student programs and parent workshops and regularly visiting the school.

Section 2 Education Plan

2.1 Instructional Program

1. Provide a detailed description of the overall instructional program of the proposed charter school, including major instructional methods, assessment strategies, and explain how this instructional program and model meet the needs of the targeted student population.

In a March 2017 StandardsWorks white paper titled "Curriculum Research: What We Know and Where We Need to Go," Dr. David Steiner, executive director of the Johns Hopkins University's Institute for Education Policy, highlighted findings that curriculum plays a critical factor in student academic success in the early years and can have a positive cumulative effect years later. Steiner pointed to the What Works Clearinghouse managed by the US Department of Education's Institute of Education Sciences for pinpointing evidence-based curriculums with proven academic results. The Anita Stroud Academy's instructional model will build on those findings by offering the Success For All literacy and Everyday Mathematics curriculums. Both have been the subject of extensive research studies spanning decades and both were developed by highly regarded universities—Success For All by Johns Hopkins University and Everyday Math by the University of Chicago. The What Works Clearinghouse reports that both curriculums have demonstrated or have the potential to achieve positive impacts on the academic achievement of at-risk children in urban settings.

Specifically, the What Works Clearinghouse found that:

- Success For All had an overall improvement index of 12 percentile points for reading fluency, 9 percentile points for alphabets and 3 percentile points for comprehension. In some studies, the improvement outcomes were as high as 14 to 22 percentile points.
- Everyday Mathematics had an overall improvement index of 11 percentile points for math achievement.
- Both programs were the subject of at least one well-designed and well-conducted randomized study showing significantly positive results. (Note that programs that meet this requirement are considered to have "strong" evidence levels under the Every Student Succeeds Act.)

Shared curriculum highlights include cooperative learning, mastery of basic facts, strong professional development, parent/child home activities, regular assessments, additional tutoring components and hybrid print and digital platforms.

Success For All calls for 90 minutes of daily literacy instruction in a whole-school reform model that integrates curriculum, school culture, family and community support along with cooperative student learning and extensive teacher professional development. By focusing on cooperative learning, students compete in teams. Students are assessed daily and each quarter, resulting in cross-grade and cross-class placement if needed. The curriculum offers detailed teacher lesson plans that allow for interactive approaches while addressing basic

Common Core concepts. At a time when the Charlotte-Mecklenburg School System allows schools to choose from at least four literacy curriculums, including downloading internet material, we fully embrace an evidence-based literacy curriculum widely used by similar student populations with strong teacher training. Additional components include the daily, socio-emotional Getting Along Together Curriculum to address behavior and a School Solutions Team of parents and staff tasked with improving student attendance, behavior and parent involvement.

Success for All provides daily teacher assessments that are then matched with quarterly assessments that help place students in learning groups based on mastery rather than expected age/grade placement. Those quarterly assessments will complement the state's Read to Achieve initiative also targeting the third grade EOG Literacy rate along with the kindergarten Child Profile, mClass Reading 3D Diagnostic Assessments, EOG tests and promotion/retention plans in accordance with the state's Accountability Model.

Everyday Mathematics features 90 minutes of daily instruction to help students build a strong mathematical foundation of recall and skills mastery while also developing skills for alternative algorithms for solving math problems. Students link math to everyday situations such as the time or weather, practice daily recall with games and activities and work with partners in small groups, individually or as a class. Lessons are directly linked to Common Core Math Standards with "spiraling" as students continue building and practicing a solid base of consistent instruction while adding new skills and concepts. Daily Home Links will provide parents with tutorials on how to help their children, homework answers, games and parent letters explaining what their children are learning.

The Match Math, Science and Social Studies Curriculum will round out our core instruction. Students will study science two days a week and social studies two days a week in 60-minute sessions each. (Physical education will be held one day a week in the same time frame.) The Match curriculum provides a set of science or social studies lessons in a culturally relevant and/or age-appropriate manner to help students connect to lessons. This curriculum was created by the Match Charter School in Boston, MA, which has student demographics similar to our target population. The Match curriculum will be supplemented with hands-on sessions led by our community partner Mecklenburg County Recreation Department and/or a STEM consultant.

While academics will be the school's main focus, fine arts will be a primary enrichment and support tool. We will extend our partnership with ArtsPlus and the Charlotte Symphony Orchestra and/or privately hire instructors to offer weekly fine arts lessons in piano, violin, brass and art. The National Endowment for the Arts found in its 2012 report "The Arts and Achievement for At-Risk Youth" that:

- Eighth graders who had high levels of arts engagement from kindergarten through elementary school showed higher test scores in science and writing than did students who had lower levels of arts engagement over the same period.

- In-school or extracurricular programs offering deep arts involvement may help narrow the achievement gap among youth of high- versus low socio-economic status.
- At-risk students who have access to the arts in or out of school are more likely to set higher career goals, have higher STEM scores and volunteer more often.

Meanwhile, our own experience over 16 years of offering regular fine arts lessons and performance opportunities to at-risk students has shown that success in fine arts can help students build confidence, become more engaged overall, enjoy exposure to different music and art genres and develop performance skills.

Curriculum and Instructional Design

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

From an academic perspective, students will receive:

- Literacy cross-grade and cross-class grouping with new assignments made each quarter, if needed, in a 1:17 teacher-student ratio for each grade level with two teachers at each grade level.
- Interactive lessons fully aligned to Common Core Standards
- Literacy cooperative learning in teams, small groups and whole classrooms for daily discussion and motivation challenges. Each team will compete for Celebration Team Points in which individual grades are averaged for team results.
- Learning through play with puppets and games.
- Daily activities or discussion on the Getting Along Together socio-emotional curriculum.
- Small group tutoring of 1:6 teacher-student ratio for students who need academic or English tutoring and intensive tutoring for struggling students during Afterschool.

From a physical and equipment perspective, the school will utilize:

- whiteboards, tablets, laptops, headphones, wireless internet service, piano keyboards, violins and brass instruments.
- Textbooks, homework workbooks, multi-media lessons, puppets, videos, manipulatives, online lessons.
- Student-sized desks, work tables, library, music room, keyboard lab, play and center areas, full-size gym.

3. Identify how this curriculum aligns with the proposed charter school's mission, targeted student population, and North Carolina Accountability Model. Provide evidence that the chosen curriculum has been successful with the target student population, how the plan will drive academic improvement for all students, and how it has been successful in closing achievement gaps.

The Anita Stroud Academy's mission is to “provide a premier educational foundation and fine arts enrichment to elementary students with a special emphasis on at-risk, bilingual and gifted

students in partnership with families and the community." One of the primary goals is that Anita Stroud Academy students pass their NC End-Of-Grade tests at a baseline proficiency rate of 55-60%. By using evidence-based curriculums with proven track records of success among similar populations, our curriculums will be fully aligned with our mission, targeted student population and the NC Accountability Model for standards-based knowledge, Read-To-Achieve Initiative and end-of-grade and early elementary testing.

The Success For All Curriculum was developed in 1986 at Johns Hopkins University in Baltimore, MD, and can be found in more than 1,000 schools. Over the years, more than 30 studies have thoroughly evaluated the program and shown that it is replicable for student achievement. In 2010, Success for All received the highest score in the Department of Education's Investing in Innovation (i3) scale-up competition requiring strong, scientific evidence of effectiveness. More recently in March 2017, the What Works Clearinghouse found that Success For All had a 12% improvement rating for Reading Fluency among 8,000 K-4 students and a 9% improvement rating for Alphabets among 1,186 K-4 graders. Now run by the Success For All Foundation, the program has "worked directly with educators in thousands of schools in disadvantaged communities to help their students achieve reading levels at or above the norm. In hundreds of these institutions, SFA students attain the highest reading levels statewide," according to the SFA website.

The Everyday Mathematics Curriculum was developed in 1983 by the University of Chicago's School Mathematics Project and is used in more than 200,000 classrooms nationwide. In Horry County, SC, home of Myrtle Beach with similar student demographics to our community, Everyday Math students consistently outperform their peers in math proficiency with a 2016 Third Grade proficiency rate of 83%, according to the Everyday Math website. Closer to home in Wingate, NC, a small town about 25 miles southeast of Charlotte, 3rd grade students at Title I Wingate Elementary saw their Reading EOG proficiency rates increase from 51% to 80% from 1999 to 2002, reported Everyday Math. In November 2015, the What Works Clearinghouse found that Everyday Math students recorded an 11% improvement rating for math achievement among 3,436 3rd-5th Graders.

We also specifically chose curriculums that have printed workbooks or books, as well as optional online features. The home digital gap is a major barrier for poor students whose families' internet use is limited to their cell phones when internet service represents another bill. Curriculums that heavily rely on the internet would place those students at a major disadvantage for homework completion and parental involvement. In the 2019 report *The Homework Gap in North Carolina* (NC Broadband Infrastructure Office & William & Ida Friday Institute), a pilot study found that 67% of those without internet access in urban and rural areas cited cost as the primary reason. Not surprisingly, those most likely not to have home internet service are poor and/or families of color. This study comes at a time when teachers are increasingly assigning homework requiring the internet.

Finally, we selected curriculums that had Spanish versions--particularly for parent-related assignments and information.

4. Describe the primary instructional strategies that the school will expect teachers to master and explain why these strategies will result in increased academic achievement for the targeted student population for each grade span (i.e. elementary, middle, high) the school would ultimately serve.

Success For All's instructional strategies are based on cooperative learning with daily discussion and team motivation challenges while emphasizing phonemic awareness and phonics, as well as comprehension, vocabulary and fluency. Teachers will provide reading instruction to students grouped by reading ability for 90 minutes a day, five days a week. Detailed lesson plans will be used in the following grades:

KinderCorner (Kindergarten) - Teachers will emphasize oral expression and vocabulary with themes that change every two weeks. Instruction will rotate on:

- Greetings, Readings & Writing where students are welcomed, followed by Gathering Circles for assigning classroom tasks and weekly partners and the Getting Along Together discussion.
- Theme Exploration using books, videos and other interactive activities to stimulate discussion, then Rhyme Time supporting phonemic awareness with rhymes, songs and game.
- STAR (Story Telling and Retelling) getting students to make predictions, recall and act out stories.
- Learning Labs where students use concrete, hands-on activities related to the theme.
- Stepping Stones and KinderRoots texts exposing children to letter-sound connections, blending and segmenting, as well as simple, phonetics-based text.
- Let's Daydream and Write Aways with suggested readings to help prompt students to "write."

Reading Roots (1st grade) - Teachers will use 48 lessons on phonemic awareness and phonics, student story reading, interactive storytelling and writing. Each day will include:

- FAST TRACK PHONICS – Teachers will develop phonics and phonemic-awareness skills through fast-paced lessons using mnemonic picture cards, puppets, rhymes, chants and games. Sixty letters or letter combinations will be introduced over the year.
- SHARED STORIES will allow students to read complex and engaging stories even when they only know a few letter sounds. The student text will use only letter sounds and words that students have already learned, a few key sight words and words represented by pictures while the teacher text will present the story context and predictive questions students answer that allow them to "read" from the start.
- STAR will have students hear a story and then retell it interactively through plays, sequence cards and other strategies, and writing where students use letters and sounds to express themselves.

Reading Wings (2nd-5th) - A six-day lesson cycle will center on one book or narrative for:

- Active instruction with the teacher introducing the text and key vocabulary and using Think Alouds to introduce a comprehension skill.
- Teamwork with partner reading and team discussion using role cards to guide discussion with students independently writing their responses. The team leader will ensure all teammates are

prepared to be the Random Reporter for Class Discussion.

- Fluency in Five where students practice reading fluently with their team members and Word Power where students practice their understanding of a word.

Everyday Math's instructional strategies will include basic facts recall practice through games to replace standard drills, flash cards practicing fact families and use of traditional algorithms as well as alternative algorithms that students create. The program will link math to real-world situations relevant to students' everyday lives. The curriculum also provides suggestions for incorporating math into daily classroom routines and other subject areas.

Instructional strategies will include:

Balanced Instruction - Each Everyday Math lesson will include whole-class instruction as well as small-group, partner or individual activities that balance teacher-directed instruction with open-ended problem solving, hands-on explorations, long-term projects and ongoing practice.

Basic Skills Practice - Basic skills practice and review that include written and verbal fact drills, mental math routines, flash cards of fact families, daily sets of review problems, homework assignments, timed tests and math games.

In summary, we believe these strategies will result in increased academic achievement for our targeted student population because they first and foremost concentrate on providing students with a basic academic foundation. We believe that at-risk children start out life just as smart as their better-resourced counterparts but what they often lack is the parent or school able to ensure they learn reading and math fundamentals. When those fundamentals are missed, education becomes a catch-up game that many students simply can't overcome without targeted, expensive remediation.

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

The combination of targeted curriculums as well as constant assessments, coupled with quality instruction and remediation lend themselves to student readiness to transition from one grade to the next.

This process will start with the Read to Achieve Initiative's requirements for the kindergarten Child Profile and mClass Reading 3D Diagnostic Assessments, as well as English Learning and EC testing and the creation of 504/Individual Education Plans for those students requiring additional resources and approaches. In addition, we will continue with our quarterly assessments throughout the year in our reading curriculum and other formative online assessments in math. At no point should it come as a surprise that a student is in danger of failure and increasingly intensive measures will be applied well before the end of the school year.

Based on numerous studies and extensive history with thousands of students, the selected

curriculums and their instructional approaches can be expected to play a large role in ensuring student readiness. The curriculums will teach NC Common Core Standards and also use proven techniques to spur students on to greater academic success. The literacy and math curriculums will take into account the needs of struggling students and students for whom English is a Second Language.

High achievers will utilize the Renzulli Learning software program for more advanced student projects that encourage students to work to their full potential. The program provides personalized learning that identifies student academic strengths, interests, learning styles and preferred modes of expression. Students are matched with thousands of personalized, high interest activities, student projects and resources. The program also has activities and resources for English learners. High achievers also will be switched to more difficult learning groups for their core literacy or math instruction.

Another tipping point for student readiness will be found among teachers. More than 50 years after the release of the widely heralded Coleman Report on "Equality of Education Opportunity," the report's conclusions about the need for and impact of high-quality teachers--particularly on achievement for children of color--have stood the test of time, noted a Spring 2016 edition of EducationNext. The 1966 Coleman Report was one of the first major, large-scale studies to document the influence of school resources on student achievement comparing student background and socio-economic status, pointing to high-quality teaching as a critical factor in student success. EducationNext author Dan Goldhaber noted: "The finding that 'teacher quality is one of the few school characteristics that significantly affects student performance' is quite consistent with more-recent research. Also in line with current studies is the report's finding that 'for any groups whether minority or not, the effect of good teachers is greatest upon the children who suffer the most educational disadvantage in their background, and that a given investment in upgrading teacher quality will have the most effect on achievement in underprivileged areas.' "

Success For All has a full-throttle professional development program that includes on-site and ongoing trainings. Everyday Mathematics also has an extensive training program. These sessions will be added to numerous trainings offered by the state. Taken together, we expect teacher training and experience, as well as program fidelity, to have a direct impact on implementing an instructional program to ensure student readiness for grade transition.

Finally, being able to nimbly provide additional tutoring that easily differentiates an individual student's weak areas can also be expected to play a major role in student readiness. Because tutoring is featured in both the literacy and math curriculums, every child should have their academic needs addressed. In addition, students will have the opportunity for even more intensive tutoring in our afterschool and summer programs.

6. Describe in a brief narrative below on how the yearly academic calendar coincides with the tenets of the proposed mission and education plan.

Our calendar will offer 1062 hours of instruction in accordance with the state minimum requirement of 1,025 hours of instruction. This calendar, and the supplemental academic- and fine arts-based afterschool and summer programs we offer, will provide our students with the in-depth instruction, tutoring and remediation to help ensure students learn Common Core material in their respective grades and pass their End-Of-Grade tests. The calendar will include 17 days of workdays and professional development and four early release days.

This calendar will adhere to Charlotte-Mecklenburg Schools' calendar for 2020-21 so that our parents will not have to make separate childcare arrangements if they have older children in the CMS system. We have found that parents we serve tend to follow the school calendar generally broadcast in the news media regardless of additional outreach efforts and we believe student attendance would be negatively impacted by a separate calendar. This parallel calendar track will apply to Teacher Workdays and holidays.

7. Describe the structure of the school day and week. Include the number of instructional hours/minutes in a day for core subjects such as language arts, mathematics, science, and social studies. Note the length of the school day, including start and dismissal times. Explain why the school's daily and weekly schedule will be optimal for student learning.

The Anita Stroud Academy will operate seven hours a day from 8:30am-3:30pm. Before school services from 7:15am-8:15am and afterschool services from 3:30pm-6pm will be offered. The school day will be structured so that students can easily be assigned to cross-grade classes for reading, math, science and history should the student excel or struggle in their usual grade level. The schedule also will allow student scheduling in fine arts classes, tutoring, gifted learning projects or English language classes at the same time without any obvious differences in student assignments and no major impact on core classes. It will be optimized for elementary students by offering a simplified schedule that focuses on core, foundational subjects but also provides some flexibility for students with differing needs.

The instructional minutes/hours are as follows:

- 5x Week - Daily Literacy Instruction for 90 minutes in the morning & Math Instruction for 90 minutes in the afternoon (450 minutes/7.5 hours of language arts per week; 450 minutes/7.5 hours of math per week)
- 4x Week - Science two days a week and Social Studies two days a week for 60 minutes each (240 minutes/4 hours of science or social students per week)
- 1x Week – Fine Arts Lessons, Organized Physical Education, Digital Library for 60 minutes/1 hour
- As Needed – In-School Tutoring Sessions, English Lessons for 60 minutes/1 hour each day assigned

8. Describe a typical day for a teacher and a student in the school's first year of operation:

The Anita Stroud Academy will adhere to the following schedule:

Time Start	Time End	Monday	Tuesday	Wednesday	Thursday	Friday
7:15 AM	8:20 AM	Before School (breakfast)				
8:30 AM	8:45 AM	Homeroom/Character Development				
8:45 AM	10:15 AM	Literacy				
10:15 AM	10:30 AM	Bathroom Break				
10:30 AM	11:30 AM	Tutoring/Gifted/ELL/Fine Arts Enrichment/Library & Online Studies				
11:30 AM	12:00 PM	Lunch				
12:00 PM	12:30 PM	Recess				
12:30 PM	2:00 PM	Math				
2:00 PM	2:30 PM	Bathroom/Water Break				
2:30PM	3:30 PM	Social Studies/Science/Physical Education				
3:30 PM	6:00 PM	Afterschool/SMART Tutoring (supper)				

During the first 15 minutes of school, the teacher will take attendance, have students recite the Pledge of Allegiance and lead students in a short session from the Getting Along Together socio-emotional program included in the Success For All Curriculum. Students will then go to literacy for 90 minutes.

A 15-minute bathroom break will give students an academic break as well as cut down on numerous requests to go to the bathroom throughout regular classes. Next will be sessions for Tutoring/Gifted/ELL/Fine Arts Enrichment/Library & Online Studies.

Students then will get an hour for lunch and recess.

The afternoon will start with 90 minutes of math instruction followed by another 30-minute bathroom and water break. The day will end with an hour of Social Studies two times a week or Science two times a week or Physical Education once a week.

High School Graduation and Postsecondary Readiness (High Schools Only)

- Describe how the proposed charter school will meet the Future-Ready Core requirements. Provide details on how the students will earn credit hours, how grade-point averages will be calculated, what information will be on transcripts, and what elective courses will be offered.

Click or tap here to enter text.

- Explain how the graduation requirements will ensure student readiness for college or other postsecondary opportunities (trade school, military service, or entering the workforce).

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- Explain what systems and structures the school will implement for students at risk of dropping out and/or not meeting the proposed graduation requirements.

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Attach Appendix B: Curriculum Outline per Grade Span (for each grade span the school would ultimately serve). One sample curriculum outline (in graph form) in the Appendices for one core subject (specific to the school's purpose) for each grade span the school would ultimately serve.

Attach Appendix C: 9-12 Core Content Electives. Provide a visual description of what courses (both core content and electives) will be offered at the charter high school to ensure students meet the proposed charter school's graduation requirements. Please ensure the projected staff and budget aligns with the course offerings.

Attach Appendix D: Yearly Academic Calendar (minimum of 185 instructional days or 1,025 hours)

Attach Appendix E: Daily and Weekly Schedule Provide a sample daily and weekly schedule for each grade band (K-5, 6-8, and 9-12) the school ultimately plans to serve.

2.2 Special Populations and "At-Risk" Students

1. Explain how the school will identify and meet the learning needs of students who are performing below grade level and monitor their progress. Specify the programs, strategies, and supports you will provide for these students.

Our main system for prevention and intervention to students not performing at grade level will be the full implementation of the state's Multi-Tiered System of Support (MTSS) program along with complementary tools provided by our curriculums as well as our SMART Tutoring Program in the extended learning settings of Afterschool/Summer Institute.

MTSS - This foundational system provides layered instructional support for all students while taking into account academic and behavioral data in a three-tiered implementation framework. MTSS helps Identify student progress by school, class or individually; Intervene and monitor student progress with an intervention plan; and Analyze the effectiveness of intervention plans. According to the NC DPI website, MTSS "promotes whole-school improvement while also addressing individual student needs and seeks to promote school improvement through engaging, evidence-based academic and behavioral practices."

The following provides a snapshot of how we will use MTSS and supplemental methods to address the needs of struggling students:

Tier I - Focuses on all students with 70-80% of students expected to fall in this category and make progress towards meeting NC Standards. Tier I includes the school's core instruction and accompanying processes and features:

- Curriculum Selection and use of evidence-based instructional programs and methods in the classroom.
- Daily Schedule and Calendar including Professional Development schedule and staff meetings.
- Departmental meetings, transportation schedules, facility usage.
- Professional Development trainings, Coaching session & technical assistance
- Schoolwide assessments and screenings to include Benchmark Assessments at beginning of year, ongoing Formative Assessments and end-of-year Summative Assessments.
- Attendance, Behavior and Socio-Emotional Data
- Developing individual Student Action Plan with parents detailing student strengths, weaknesses and targeted areas for growth.

- Curriculum Additions: Daily, Quarterly and Unit assessments embedded in the Success For All and Everyday Math Curriculums.

Tier II - This Tier can be expected to cover about 20% of students, according to the NC MTSS Wikispace. It combines the elements of Core Instruction listed in Tier I along with supplemental support through small groups, immediate corrective feedback, short-term goal setting and regular progress monitoring. Tier II features:

- Extra tutoring, assignments and pull-outs for struggling students.

- Differentiation instruction and assignments for students who are excelling at or near the gifted level

- Curriculum Additions: Online tutoring linked directly to the Success For All and Everyday Math Curriculums for struggling students and use of the Renzulli Learning System software for gifted and high achieving students that creates project-based learning adjusted to a student's academic strengths, interests, learning styles and preferred modes of expression.

- Programming Addition: Enrichment/Tutoring hour in daily schedule.

Tier III - This Tier builds on the components of Tier I and II to provide intensive support for students with more complex academic and behavior issues. We project it will involve about 30% of students including those with disabilities, English Language Learners or students a year or more below grade level. Features include:

- Intensive tutoring or mental health services.

- Developing an IEP/504 Plan

- Increasing the time, duration or concentration on specific skills.

- Contracting for psychological, speech, occupational and other therapy modems

- Making testing, studying and teaching allowances for student's disability

- Generally using 1:1 teacher-student ratio or small group ratios.

- School Addition: Referral to Afterschool/Summer Institute Programs and enrollment in the SMART Tutoring Program providing intensive, structured tutoring four days a week. SMART Tutoring uses the evidence-based, tutoring curriculums Sound Partners for K-2, and Language! /Language!Spanish for 3rd-8th.

2. Describe the extent to which one or more of the founding board members has experience working with special populations (students with disabilities, students with 504 Plans, ELs, students identified as gifted, and students at risk of dropping out). If no founding board members have experience working with special populations, describe the school's pre-opening plan to prepare for special populations.

Our longtime board member Marian Yates is a retired CMS Principal and the 2006 NC Principal of the Year. She has more than 30 years of experience working directly with special populations covering the spectrum of needs. Yates now serves as Vice President of Program Operations for Communities in Schools Charlotte, which focuses on children at risk of dropping out. We also have an afterschool teacher/tutor who has been identified as an EC teacher for the Anita Stroud Academy. Crystal Patterson has 18 years of experience as a licensed special education n teacher and is well versed in the 504/IEP Plans and working with students with disabilities. Another afterschool teacher/tutor has experience working as a tutor for EL populations.

During the pre-opening stage, we will constantly review student applications and prospective parent/student interviews for direct and indirect indications that a student has a special need. We will develop 504/IEP plans in accordance with school policies for those students with clear indications of need and make contingency plans, scheduling and budgeting based on the average estimated number of special population students.

3. Explain how the instructional plan and curriculum will meet the needs of English Learners (EL), including the following:
 - a. Methods for identifying EL students (and avoiding misidentification).
 - b. Specific instructional programs, practices, and strategies the school will employ to ensure academic success and equitable access to the core academic program for EL students.
 - c. Plans for monitoring and evaluating the progress and success of EL students, including exiting students from EL services.
 - d. Means for providing qualified staffing for EL students.

The following Methods for identifying EL students will be used:

- All new students will take the Home Language Survey.
- If it is determined that a student speaks another language at home or most often, or used another language when they started to talk, the student will be referred to take the NC Language Proficiency Test or the ACCESS for ELLs WIDA Placement Test.
- Students will take the ACCESS for ELLs Test (Assessing Comprehension and Communication in English State to State for English Language Learners) test on Listening, Speaking, Reading, and Writing proficiency levels within 30 days of the start of school or 14 days of enrolling.
- If it is determined that the student is Limited English Proficient (LEP), parents will be notified in writing using the language of their choice.
- Faculty--to include the child's teacher, guidance counselor and ELL tutor--will then develop a Student Action Plan to be reviewed with and signed off for approval by the parent.
- The ACCESS for ELLs test will be re-administered in the Spring from the 1st day of February to the third Friday in March annually to students identified as LEP to determine progress and if continued accommodations are needed.

Specific instructional programs, practices and strategies will include:

- Employing a bilingual ELL tutor to provide student language services, translations and help teachers incorporate ELL strategies in the curriculum.
- Employing bilingual teachers and staff to help student communicate until English proficiency improves.
- Selecting curriculums with ELL strategies available to the teacher and student online, detailed lesson plans and professional development.
- Assigning ELL students to the ELL tutor during the daily Enrichment/Tutoring Hour.
- Meeting with parents to review progress.
- Offering English classes to parents to help the family become more English proficient.
- Reviewing student status to determine if student qualifies for special accommodations during testing.

We will monitor and evaluate student progress through the daily, weekly and quarterly curriculum assessments, as well as MTSS diagnostic, formative and summative assessments. We also will develop a Student Action Plan in partnership with parents to help determine satisfaction with additional instructional methods. Teachers and the guidance counselor may make recommendations for other external programs.

We project that most of our ELL students will have Spanish as either their main or household language. If a student with another language enrolls and needs services, we will use the same framework but contract for help with a specific language.

4. Explain how the school will identify and meet the needs of gifted students, including the following:
 - a. Specific evidence-based instructional programs, practices, strategies, and opportunities the school will employ or provide to enhance their abilities.
 - b. Plans for monitoring and evaluating the progress and success of gifted students; and means for providing qualified staffing for gifted students.

We will address the needs of gifted or high achieving students by providing the following programs, practices, strategies and opportunities to include:

- 1) Utilizing the Success For All Reading Curriculum that promotes cross grade and cross class placement based on student ability rather than age or grade and making placement adjustments as needed.
- 2) Utilizing the Everyday Math Curriculum that promotes student development of high-level alternative math algorithms as well as standard algorithms, as well as making placement adjustments as needed.
- 3) Purchasing appropriate literacy or math curriculum resources should a student exceed fifth grade levels and having teachers provide appropriate instruction and assignments.
- 3) Providing students the opportunity to excel in the fine arts or STEAM to promote student motivation in different areas of achievement.
- 4) Using the Renzulli Learning System software during the Enrichment/Tutoring Hour for gifted and high achieving students to create project-based learning adjusted to a student's academic strengths, interests, learning styles and preferred modes of expression.

We will monitor and evaluate student progress through the daily, weekly and quarterly curriculum assessments, as well as MTSS diagnostic, formative and summative assessments. We also will develop a Student Action Plan in partnership with parents to help determine satisfaction with additional instructional methods. Teachers and the guidance counselor may make recommendations for other external programs or schools. However, we have found that high achieving students we have served tend to excel in one academic area versus all and may not have the maturity or social skills to successfully navigate full placement one to two grade levels ahead.

2.3 Exceptional Children

The public charter school cannot deny admission to any child eligible for special education services as identified under the federal legislation *Individuals with Disabilities Education Improvement Act (IDEA)*, IDEA regulations, and Article 9 115C of the North Carolina General Statutes, North Carolina Policies *Governing Services for Children with Disabilities*. **All public schools are responsible for hiring licensed and 'highly qualified' special education teachers pursuant to law.** Public schools are required to provide a full continuum of services to meet the unique needs of ALL students with disabilities.

Identification and Records

1. Explain how you will identify students who are enrolled within the charter school that have previously been found to be eligible for special education services or are protected under Section 504 of the Rehabilitation Act.

We will adhere to Section 504 of the 1973 Rehabilitation Act's requirements that schools are prohibited from discriminating against students with disabilities and must provide a Free And Appropriate Public Education to such students. Students with disabilities will be considered those who:

- 1) Have a physical or mental impairment that substantially limits a major life activity (or bodily function),
- 2) Have a record of a physical or mental impairment,
- 3) Are regarded as having such impairment.

We also will consider the IDEA law's disability categories. These include Autism, Deafness, Deaf-Blindness, Hearing Impairment, Intellectual Disabilities, Multiple Disabilities, Orthopedic Impairment, Other Health Impairments, Serious Emotional Disturbances and Specific Learning Disabilities.

The Anita Stroud Academy will identify students previously found to be eligible for special education services by: 1) Asking on our enrollment form if the child has previously been found to be eligible for special education services; 2) If so, having parents sign a request seeking transferal of records. Students will then be referred for services as outlined in Question 2 below.

We will maintain a checklist of required notices, deadlines, recommendations and the student's IEP that will be added to the student's folder and kept in a locked cabinet, as well as maintain student confidentiality throughout the process with only those staff members who need to know. We also will publish our policies on non-discrimination, grievance procedures for special education services and who the main school contact is for Section 504/EC compliance in the school's Parent Handbook and on our website.

2. Provide the process for identifying students who may be eligible for special education services as identified in the federal 'Child Find' mandate. Be sure to include how student

evaluations and assessments will be completed. Include how the school will avoid misidentification of special education students.

We will identify students who MAY be eligible for special education services by receiving parent or faculty referrals and utilizing Child Find mandates to:

- Have staff attend DPI conferences, trainings, webinars or request on-site technical assistance.
- Contract for physical, audiological, mental, psychological, etc, evaluations with licensed professionals,
- Maintain an EC teacher on staff and form an Intervention Team to consist of the Principal, EC Teacher, Regular Ed Teacher and others deemed appropriate.
- Have the school's Intervention Team consider:
 1. If any student has a physical or mental impairment?
 2. Does the impairment affect a major bodily function, life activity or learning?
 3. To what degree does the impairment limit a major life activity, major bodily function or learning?
 4. Does the student need accommodations, services or supports to access the benefits of public education at a level similar to non-disabled students?
- Make referrals for evaluation to the appropriate, licensed professional and based on their recommendations, develop an IEP in conjunction with parents to include any instructional or day-to-day school accommodations needed.
- Post Project Child Find posters and make Project Child Find brochures available to our parents.

Misidentification of EC children should be minimized by fully implementing these steps and providing or supporting ongoing staff training. Throughout the process we will ensure that parents:

- Receive notice regarding the potential identification, evaluation and placement of their child in a language appropriate to them.
- Meet with staff to obtain parent consent for an initial evaluation and receive written notice of their parental rights.
- Receive prior notice when the school is changing or discontinuing services for their child
- Understand their right to review their child's records
- Know their right to participate in an impartial hearing and review our process with or without representation by counsel.

Once students are referred, we will:

1. Start the implementation of the identification process and subsequent Individual Education Plan (IEP) by sending a letter to the parent letting them know of the student's potential issues and that the child is being considered for an IEP. Next, we will secure parental consent for testing. We will then perform the most appropriate initial diagnostic tests based on pending state changes as well as have a psychological, hearing and vision evaluation. Once those tests are completed, the IEP Team will start creating the student's draft IEP.

A letter will be sent to the parent requesting an IEP conference. During the parent meeting, the IEP Team of the child's teacher, EC teacher, Principal and parent will discuss the testing results.

The team will then complete the IEP following any parent input. All parties will then sign the IEP Approval Form and the school-related process will start.

To monitor and report on ongoing activity, an IEP Progress Report will be included in quarterly Academic Progress Reports, and at the end of the quarter another IEP Progress Report will be included with Report Cards. All teachers will have an updated IEP for each student in their class. Meanwhile, the teacher will confer monthly with the child to verify that the IEP is working.

2. Upon full identification of the child as EC, we will provide special education services at no cost to parents. Such services can include special instruction in the class, at home, in hospitals or institutions or in other settings. We will seek to place the child in the least restrictive environment and also provide education supports during regular inclusion classes, pull-out services during the Enrichment/Tutoring Hour provided for in our daily schedule or a self-contained EC class, if necessary.

If the IEP Team determines alternative placement to be in the best interests of the child, the TEAM may consider recommending alternative education placements such as CMS' Lincoln Heights Academy, Turning Point Academy and Metro School or the nonprofit Alexander Youth Network. Located less than a mile from our site, Lincoln Heights Academy is a self-contained, K-12 program for students with intensive emotional and behavioral challenges. Turning Point Academy provides therapeutic, behavior and academic intervention and prevention services for K-12 students. The Metro School serves K-12 students with severe physical and mental disabilities. Alexander Youth Network provides day treatment that includes therapeutic and educational services.

3. Provide a plan detailing how the records of students with disabilities and 504 Accommodation plans will be properly managed, including the following:
 - a. Requesting Records from previous schools
 - b. Record Confidentiality (on site)
 - c. Record Compliance (on site)

After receiving parent written approval to request records from previous schools, we will make a formal request in writing (which can include emails) to the school within three business days. If the requested records are not received within one week, we will submit a 2nd and 3rd written reminder (as well as make phone calls). Any subsequent requests will be handled by taking a copy of the parent's written request and physically making a trip to the child's previous school. Confidentiality and compliance will be handled by maintaining a checklist of required notices, deadlines, recommendations and the student's IEP that will be added to the student's folder and kept in a locked cabinet. All IEP meetings will include reminders of the importance of student confidentiality throughout the process and the need to discuss the student's status only with only those staff members who need to know. We also will publish our policies on confidentiality, non-discrimination, grievance procedures for special education services and who the main school contact is for Section 504/EC compliance in the school's Parent Handbook and on our website.

Exceptional Children's Programming

4. Explain how you will meet the learning needs of students with mild, moderate, and severe disabilities in the least restrictive environment possible.

A primary goal for educating Exceptional Children will be to maintain them in regular, class settings to the fullest extent possible making any necessary modifications that are not a major disruption to the overall class. For example, we might give a child more time to read a test question or have a teacher's aide assist the child physically or read directions aloud. If the child has learning disabilities that impact whether the child is on grade level in a subject area, we will a) seek to provide tutoring; or b) switch the child to an appropriate-level class. If the child has severe learning disabilities but is fairly well adjusted socially, we will work with the child's IEP team and parents to provide appropriate instruction materials. We believe that inclusion of children with differing abilities helps develop well rounded children overall. Through the years, we have not encountered major barriers for including most children with IEP's in regular classroom activities and have successfully integrated children with sight and hearing issues, moderate to severe autism and speech difficulties. We do, however, have to be vigilant in identifying the quiet child who has learned to mask or hide their issues. If, however, a child is totally disruptive in the classroom and potentially harmful to other students, we will work with the child's IEP team and parents to determine appropriate services and/or placement in the best interests of the child and the entire class.

5. Describe the specific educational programs, strategies, and additional supports the school will provide to ensure a full continuum of services for students with disabilities. How will the school ensure students' access to the general education curriculum?

We will use the following list of general types of methods and strategies for EC children but note that it does not constitute an exhaustive list. It includes:

- Using laptops/tablets instead of submitting written work
- Using a sign language translator, a communication device, Braille, large print books, digital narratives or native language if it is not English.
- Issuing shorter reading and writing assignments.
- Selecting textbooks for the EC student at the student's individual reading level.
- Decreasing the difficulty of assignments or the reading level.
- Having test questions read or explained to the EC child if the child requests it.
- Allowing the student to answer essay-type questions by speaking rather than writing them down.
- Providing extra time for a student to complete assignments or tests.
- Breaking up testing over several days.
- Working in small groups or one-on-one with the teacher.
- Providing audiotaped lectures or books.
- Making class seating assignments that unobtrusively result in a child with hearing, sight or concentration difficulties being placed at the front of the class to better process instructions.
- Working with an occupational therapist to implement strategies and methods to support an individual child's needs.

6. Describe the methods and support systems that will be in place to ensure students with disabilities receive a Free and Appropriate Public Education (FAPE).

The Anita Stroud Academy will use the following methods and support systems:

- Utilize the state's MTSS system to help identify students and follow up on faculty and parent referrals
- Hire staff licensed to operate in the EC field
- Identify and budget for contract professionals to serve students with disabilities
- Have Principal and appropriate staff attend related state trainings
- Hold staff trainings on educating and serving students with disabilities
- Post Child Find posters and make brochures available, as well as include information in the Parent Handbook
- Advertise our nondiscrimination policy which includes students with disabilities
- Post information regarding students with disabilities on our website
- Implement recommendations of related specialists to the fullest extent possible.

7. Describe how implementation of the Individualized Education Plan (IEP) will be monitored and reported to the student, parents and relevant staff.

1. Start the implementation of the identification process and subsequent Individual Education Plan (IEP) by sending a letter to the parent letting them know of the student's potential issues and that the child is being considered for an IEP.
2. Schedule a parent meeting to answer questions.
3. Secure parental consent for testing.
4. Once tests are completed and a draft IEP created, a letter will be sent to the parent requesting an IEP conference. During the parent meeting, the IEP Team of the child's teacher, EC teacher, Principal and parent will discuss the testing results.
5. The team will then complete the IEP following any parent input.
6. All parties will then sign the IEP Approval Form and the school-related process will start.
7. An IEP Progress Report will be included in quarterly Academic Progress Reports, and at the end of the quarter another IEP Progress Report will be included with Report Cards. All teachers will have an updated IEP for each student in their class. Meanwhile, the teacher will confer monthly with the child to verify that the IEP is working.
8. An annual review by the IEP Team will be conducted to determine if the child's status has changed or remains the same. Any recommended changes will be communicated during a meeting with the parent. If the parent approves, a written letter of confirmation will be sent and appropriate faculty informed in writing.
9. Throughout this process, parents will be informed of their right to request a meeting at points other than regularly scheduled sessions.

2. Describe the proposed plan for providing related services and to have qualified staffing adequate for the anticipated special needs population.

We have identified an EC licensed teacher as a potential teacher, as well as potential contract agencies for psychological services and physical and occupational therapy. We will provide related support services through the addition or contracted use of:

- A licensed EC teacher on staff
- Staff Translator
- Speech-language pathology and audiology services
- Psychological services
- Physical and Occupational Therapy
- Therapeutic recreation
- Rehabilitation Counseling
- Orientation and Mobility Services
- Medical services for diagnostic and evaluation purposes
- Licensed Social Worker Services
- Others as needed

2.4 Student Performance Standards

1. Describe the student performance standards for the school as a whole.

The Anita Stroud Academy's performance standards will be aligned to the NC Accountability Framework for:

- Adherence to the NC Standard Course of Study for K-5th Grades defining what students should understand and be able to do by the end of each grade level for language arts, math, science, social studies, selected fine arts and physical education.
- Assessments to include age-appropriate assessments in grades K-2nd, EOG results in reading and math for grades 3rd-5th, EOG results for science in grade 5 and NCExtend1 alternate assessments for students with disabilities.
- Read-To-Achieve 3rd Grade Proficiency Rates
- School Performance Letter Grade

Specifically, the school will seek to achieve a baseline EOG passing rate that is 10 points higher than neighborhood schools and continue build on that foundation to show growth in subsequent years. Based on 2017-18 area school results, the Anita Stroud Academy's specific performance standards are:

- 55% of 3rd Grade Students will be rated proficient on their 3rd Grade End-Of-Grade Reading Tests after one year of attendance.
- 60% of 3rd Grade Students will be rated proficient on their 3rd Grade End-Of-Grade Math Tests after one year of attendance.
- 55% of K-2 students will achieve benchmark or higher ratings on their MAP (Measure of Academic Progress) tests for reading and math after one year of attendance.

2. Explain the use of any evaluation tool or assessment that the proposed charter school will use in addition to any state or federally mandated tests. Describe how this data will be used to drive instruction and improve the curriculum over time for the benefit of students.

The Success For All Literacy Curriculum offers online or print data management tools for assessment. Teachers track the quality of students' spoken and written responses to questions related to texts the students read and use. Students are scored on phonics skills, vocabulary development and comprehension. Daily input of student assessment is then paired with a quarterly test. As a result, each quarter teachers are able to see progress at a glance or quickly identify problems during group faculty review sessions. The combined classroom measures and quarterly assessments will allow students to be placed in the correct reading group in the next quarter.

The Everyday Mathematics Curriculum has two-day assessments administered at the end of every unit. On the first day, students take a cumulative assessment to determine mastery of

content and practices from the current and prior units. On day two, students take an open response assessment of more complex problems that emphasize mathematical practices and algorithms.

Faculty will meet each quarter to review results and determine whether any students should have intervention methods such as tutoring or re-assignment to different groups/classes for acceleration or assistance.

3. Explain the policies and standards for promoting students, including students with special needs, from one grade level to the next. Discuss how and when promotion criteria will be communicated to parents and students.

Report cards will be sent to parents/guardians at the end of each nine-week grading period. Cumulative grades will be issued at the end of the semester and the school year. In addition, interim progress reports will be issued for all students at the midpoint of the grading period to parents/guardian. Additional contact will be made if it appears students are making unsatisfactory progress or have unexcused absences at a rate below 80% attendance. Teachers will keep accurate records that reflect how each student's grade is determined. The grading levels will be aligned to the NC Standard Course of Study for specific content areas.

The grading scale for grades K-2nd will consist of:

- 4 = Exemplary/Consistently exceeds grade level expectations
- 3 = Proficient/Consistently meets grade level expectations independently
- 2 = Approaching Proficiency/Needs support to meet grade level expectations
- 1 = Non-Proficient/Below grade level expectations

The grading scale for grades 3rd-5th will consist of:

- A = 90 - 100
- B = 80 - 89
- C = 70 - 79
- D = 60 - 69
- F = 59 and BELOW
- I = INCOMPLETE

All students in grades K-5th also will receive grades on conduct and work habits of:

- E = Exceeds Expectations
- S = Satisfactory
- U = Unsatisfactory

The conduct grade will indicate whether the student is meeting expectations in cooperating with others, respecting others and observing rules and procedures. The work habits grade will indicate whether the student uses time wisely, listens carefully, completes assignments, writes legibly, works independently or seeks help when needed and completes work.

For EC students, the grades and promotion first will take into the account the IEP

accommodations and then apply appropriate policies and standards according to Standard Course of Study guidelines.

Promotion criteria will be communicated to parents and students in the Parent/Student Handbook and during orientation. Parents will be notified in writing after the first semester if a student is being considered for retention.

4. Provide the public charter school's exit standards for graduating **ALL** students. These standards should set forth what students in the **last grade served** will know and be able to do. Be sure to include plans for students at risk of dropping out.

The Anita Stroud Academy's graduation exit standards will be based on a combination of subject grades and EOG results for 5th graders. The subject grades will be based on how well students know and do in the following subject area in alignment with the 5th Grade NC Standard Course of Study guidelines:

(Note that due to space limitations, specific requirements can be found in Appendix Section.)

Reading – Literature, Informational Text, Foundational Skills, Writing, Speaking & Listening, Language

Math – Algebraic Thinking, Numbers & Operations Using Base Ten, Numbers & Operations – Fractions, Measurement & Data, Geometry

Science – Force & Motion; Matter: Properties & Change; Energy: Conservation & Transfer; Earth Systems, Structures & Processes; Structures & Functions of Living Organisms; Ecosystems; Evolution & Genetics.

Students at risk for retention/dropping out will be evaluated for Extended Learning tests and curriculums and will be reviewed by a team of faculty, social worker, etc., in consultation with the parent within one month following the end of the first semester.

2.5 School Culture and Discipline

1. Describe the culture or ethos of the proposed school. Explain how it will promote a positive academic environment and reinforce student intellectual and social development.

The Anita Stroud Academy's culture will be based on three main tenants:

Excellence For All

Our mission is to “provide a premier educational foundation and fine arts enrichment to elementary students with a special emphasis on at-risk, bilingual and gifted students in partnership with families and the community” and our motto of “Excellence For All.” We believe that regardless of income, background or ability, all children can excel and all children deserve the best. Our students will receive a solid educational foundation while always being held to high academic expectations. We will provide evidence-based curriculums, cutting-edge

programs, stellar enrichment experiences and highly qualified staff reflective of our mission and motto.

Culturally Relevant

We are committed to educating students in a manner respectful and inclusive of their diverse life experiences, to enrolling a diverse student body reflective of our community, to providing culturally relevant curriculum and resources and to hiring culturally competent staff. We will emphasize strategies aimed at closing the achievement gap for at-risk, limited English, special education and economically disadvantaged students, while also encouraging gifted students to achieve their full potential.

Family & Community Partnerships

We will promote strong family involvement in their children's educational lives and in our school while providing a Parent Resource Center to support families. We will continue and expand our community partnerships—particularly those that help us offer quality fine arts and enrichment experiences to students.

2. Explain how you will create and implement this culture for students, teachers, administrators, and parents starting from the first day of school. Describe the plan for acculturating students who enter the school mid-year.

The Anita Stroud Academy will use a combination of methods to create and reinforce our school culture. These will include:

-Our school culture/beliefs will be printed in the parent/student handbook and in the employee handbook, discussed during parent/student/staff orientation, emphasized during staff trainings and posted in a prominent place.

--Mandatory parent/staff/student orientations will be held that will include, among other things, emphasis on the school's culture. Group orientations will be held at the beginning of each school year for all groups. New parents/staff/students who enroll or start work later will have individual orientation sessions. In October, parents will meet with teachers to develop individual Student Action Plans of student strengths, struggles and emphasis for the school year.

- We will have established rituals/traditions/celebrations such as student mantras, performing programs for Christmas and the end of the year, 5th Grade graduation, Fall Festival, Pajama Day, Staff Birthday Celebrations, Character Students of the Month, Student Recognition Certificates, etc.

- We will fully implement the Getting Along Together socio-emotional segment of our literacy curriculum. Introduced early in the school year, these lessons at the beginning of the day for grades 1st-5th introduce strategies and skills for conflict resolution, working together and character development. The program sets expectations and rewards positive peer interactions through the year.

- Students will wear school uniforms to promote school colors and school unity. Uniforms also will help identify students on field trips, in public arenas and help eliminate family income indicators.

- We will pair new students and staff with a student/staff buddy to help acclimate them to the

school's culture.

- Teachers and parents will have an active role in decision-making and raising school concerns or making suggestions. Parents and students will be surveyed for their school input.
- Discussion and application of consistent discipline will be applied so that students/parents/faculty know what is expected, what's allowed and what is prohibited.

3. Provide a brief narrative that delineates how student conduct will be governed at the proposed charter school and how this plan aligns with the overall mission and proposed Education Plan of the charter school. Be sure to include:
 - a. Practices the school will use to promote effective discipline.
 - b. A preliminary list and definitions of the offenses which may result in suspension or expulsion of students.
 - c. An explanation of how the school will take into account the rights of students with disabilities in regard to these actions that may or must lead to suspension and expulsion.
 - d. Policies and procedures disseminating due process rights, including grievance procedures, for when a student is suspended or expelled.

The Anita Stroud Academy's Discipline Policy will seek to ensure the safety of all students, to demonstrate proper behavior in a school setting and to promote the best learning environment for all students. No form of corporal punishment will be used for disciplinary purposes with a child, nor will punishment be associated with food or toileting accidents.

We will institutionalize these goals through the Getting Along Together character development component of the Success For All Literacy Curriculum. Each morning during homeroom, students in grades 1st-5th will engage in a short character activity/discussion. For Kindergarten students, the Getting Along Together component will be embedded in the 90-minute literacy instruction.

When discipline issues do arise, a concerted effort will be made to match the consequence with the infraction. We will utilize a three-tiered level of consequences for items most often associated with elementary students to include:

LEVEL ONE - Examples include disobeying or ignoring teacher requests, talking out of turn, 1st bullying offense, 1st profanity offense, 1st lying offense, etc.

1. Talking with students -- Teachers/Staff will discuss the situation and choices with the student and seek to redirect behavior. This will be implemented as quickly after the infraction as possible and preferably in a private manner.
2. Limited restriction of activity such as sitting out recess or appropriate minor, one-time consequence such as writing a letter of apology.

LEVEL TWO--Examples include fighting with no major injury, theft, inappropriate touching, minor vandalism and 2 or more offenses for cursing, bullying, cheating, disrupting class or lying.

1. Restriction of Activities -- Restricted at teacher's discretion.

2. Office Referral -- Students will be referred to office for further discipline.
3. Contact Parent/Parent Conference -- Parent contact is not automatic, but at the discretion of staff. Parents will be contacted if student persists in a particular behavior.

LEVEL THREE--Examples include possession of weapons, continued fighting, escalating bullying, willful destruction of property, setting fires, pornography, violent threats and ongoing classroom disruptions.

1. 1-10 Day Suspension -- The process for short-term suspension is: 1) Meet with student and witnesses/staff to discuss alleged infraction and complete documentation; 2) Meet with parents/guardians regarding infraction; 2) If suspension is warranted, inform parents/guardians in writing of suspension within two business days of meeting; 3) Have teachers/staff compile school work that student will miss to send home; 4) Place suspension letter in student's file and submit data in PowerSchool.

2. 11 or More Day Suspension -- The procedure for long-term suspension is: 1) Meet with student and witnesses/staff to discuss alleged infraction and complete documentation; 2) Convene meeting of Principal, School Counselor and relevant Teachers to discuss alternative education and counseling options and whether student assignments are needed; 3. Meet with parents within two business days or send certified notice if parents fail to respond informing them of the long-term suspension, educational and appeal options; 4. If parent agrees with decision, decision becomes final. 5. If parent contests the decision, they must send a written request for a hearing with the Executive Board within 10 days. A hearing will be scheduled within 14 business days and a written decision will be sent within two business days of the hearing.

6. Place suspension letter in student's file and submit data in PowerSchool. 7. If long-term suspension becomes necessary, we will consider alternative education placements to include the least restrictive environments. These may include CMS' Lincoln Heights Academy, Turning Point Academy and Metro School or the nonprofit Alexander Youth Network.

Students with a disability subject to long-term suspension will have their Section 504 team convene at Step 2 to determine if infraction is related to the child's disability or a failure to fully implement a Section 504 Service Plan. If neither is found to be true, the suspension process will continue. If the disability is found to be a mitigating factor, the suspension may be abated.

Certify

This subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application. Yes No

Explanation (optional): Click or tap here to enter text.

Section 3 Governance and Capacity

3.1 School Governing Body

i. Private Non-profit Corporation (NCGS 115C-218.1)

The nonprofit corporation must be officially authorized by the NC Secretary of State upon application submission.

Name of Private Non-profit: FBC-W CSA dba Charlotte Community Services Association

Mailing Address: 1801 Oaklawn Avenue, Charlotte, NC. 28216

Street Address: 1801 Oaklawn Avenue

City/State/Zip: Charlotte, NC 28216

Phone (xxx-xxx-xxxx): 704-372-3742

Fax: (xxx-xxx-xxxx): n/a

Name of Registered Agent and Address: Patsy Burkins, Executive Director

1801 Oaklawn Avenue, Charlotte, NC. 28216

Federal Tax ID: 90-0080769

ii. Federal Tax-Exempt Status (NCGS 115C-218.15)

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

The private non-profit listed as the responsible organization for the proposed charter school has 501(c)(3) status:

Yes. **Attach Appendix F Federal Documentation of Tax-Exempt Status**

No.

N/A. The applicant is a tax-exempt municipality.

3.2 Governance

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

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

Board Member Name	Board Title	County of Residence	Current Occupation	Past or Present Professional Licenses Held	Any disciplinary action taken against any of these professional licenses?
Dr. Ricky Woods	Chair	Mecklenburg	Senior Minister	Ministerial License	No
Mary Randle	Vice Chair	“	Realtor/Former Charter School Board Chair	Realtor	No
Denise Bridges	Secretary	“	Retired Police Captain	n/a	n/a
Spencer Cochran	Treasurer	“	Police Lieutenant	n/a	n/a
Marquis Eure	Member	“	Mecklenburg Contract Compliance Manager	n/a	n/a
George Pettice	Member	“	Insurance Agency Owner	Insurance Agent	No
Spencer Thompson	Member	“	Retired Charlotte Postmaster	n/a	n/a
Marian Yates	Member	“	Communities in Schools Charlotte VP/ Retired Principal	School Administrator	No

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

The Anita Stroud Academy will be governed by Charlotte Community Services Association, a 501(c)(3) community-based organization. The agency is governed by an independent Board of Directors that operates under the guidance of By-Laws first formulated in March 2003 and last updated in 2018.

Charlotte CSA's Board of Directors’ primary duties include:

- 1) Advancing the mission of Charlotte CSA;
- 2) Providing programmatic and fiduciary oversight of the agency and securing legal representation, as needed;
- 3) Overseeing the hiring and evaluation of the Executive Director;

- 4) Fundraising and/or giving to help financially support the agency;
- 5) Providing strategic guidance for the agency.

The Anita Stroud Academy will operate under the programmatic and fiscal oversight of Charlotte CSA's Board of Directors. The Board currently has an Executive Committee and Financial Committee. It will add an Education Committee specifically charged with reviewing school policies, school operations, suspensions/expulsions and staff hiring, as well as Governance and Fundraising Committees.

Charlotte CSA will maintain its current structure of having the Executive Director report directly to the Board and having Program Directors report to the Executive Director. The Program Directors will continue to attend Executive Board meetings, present reports and answer questions related to their specific program areas.

For the past 16 years, CSA has maintained separate Afterschool and Summer Institute Directors (including a former GAP Director for our gang prevention program) who report directly to the Executive Director. Under this arrangement, the Executive Director focuses on infrastructure such as payroll, financial and program reports, grants, fundraising, facility usage, data compilation, transportation and food services, Board management, community partnerships and other administrative issues. Program directors focus on students, parents, instructional staff, curriculum, scheduling, enrichment and program implementation and results. The Executive Director recruits and hires the Program Director who in turn recruits and hires, in consultation with the Executive Director, the respective program staff.

The Anita Stroud Academy will follow a similar operational framework by hiring a Principal who will report directly to the Executive Director. We have already identified a candidate who has extensive experience both in the Charlotte-Mecklenburg School system as a literacy specialist as well as with our operation in various positions ranging from Afterschool and Summer Institute teacher to SMART tutor to Summer Institute Director. The position will report directly to the Executive Director, who will be responsible for evaluating and supervising the School's Principal.

2. Describe the size, current and desired composition, powers, and duties of the governing board.

The current size of the Board is eight members. Our By-Laws allow eight to 13 members. The Executive Board consists of the Chair, Vice Chair, Secretary and Treasurer and the Finance Committee consists of the Chair and Treasurer. The Board is tasked with approving the hiring and evaluating of the Executive Director, approving the federal 990 IRS form, approving the audit and reviewing financial statements. The board also reviews and provides mandates for new programs, dissolution of programs, potential grants and agency strategy. For the Anita Stroud Academy specifically, it will approve policies that ensure the school's mission will be achieved, review finances directly related to the school and receive regular school reports.

Board membership demographics include a senior minister, realtor/former board chair of Washington, DC, nonprofit with numerous charter schools, NC Principal of Year/Communities in School Vice President, Retired Charlotte Postmaster, Former Parent/Retired Police Captain Former Parent/Police Lieutenant.

With the addition of a school, we will add two new board members with education or related backgrounds who will serve on an Education Committee and elect a committee chair to regularly review policies, data, programming and requirements related to the Anita Stroud Academy. The Board's Education Committee will be comprised of 3-5 members. It will review the school's EOG results, attendance, discipline and staffing, as well as receive regular reports from the School Support Team. Due to its fairly small size, the Board historically has operated as a group making fundraising and governance decisions, but it is willing to add those committees and to send representatives to the Charter School Leadership Institute. Meanwhile, CSA has been a longtime member of the NC Center for Nonprofits and sent representatives to its annual conference. CSA has also participated in the Nonprofit Leadership Academy of Blue Cross Blue Shield of NC Foundation.

3. Describe the founding board's individual and collective qualifications for implementing the school design successfully, including capacity in such areas as school leadership, administration, and governance; curriculum, instruction, and assessment; performance management; and parent/community engagement.

Board membership includes:

- Chair Ricky A. Woods, senior minister/doctoral student advisor
- Vice Chair Mary Randle, realtor/former board chair of a Washington, DC, nonprofit with numerous charter schools
- Secretary Denise Bridges, Former Parent/Retired Police Captain
- Treasurer Spencer Cochran, Former Parent/Police Lieutenant
- Marquis Eure, Mecklenburg County AIDS senior program administrator
- George Pettice, insurance agency office owner/grandfather of student
- Spencer Thompson, retired Charlotte Postmaster
- Marian Yates, retired CMS Principal and former NC Principal of Year/VP of Communities in Schools Charlotte.

Nearly all of our board members have experience in administration, governance, performance management and parent/community engagement and one board member has experience in school leadership, curriculum, instruction and assessment.

4. Explain how this governance structure and composition will help ensure that
 - a. The school will be an educational and operational success;
 - b. The board will evaluate the success of the school and school leader; and
 - c. There will be active and effective representation of key stakeholders, including parents.

For 16 years, Charlotte CSA has been laying the foundation and gathering experience that should help ensure the Anita Stroud Academy will be an educational and operational success. During this time, the board has been clear about the agency's culture to provide the best staff, programming and support resources possible to our student target population. The diversity of board members' skills and experience has helped bring business, nonprofit and educational principles to the operation over the years. For example, board members have helped set parameters for program budgets, encouraged the recruitment of more Latino students as the neighborhood has changed, and adapted the mission/direction of the agency to allow for flexibility and growth. The board also has provided direction and financial support during lean years, as well as when growth and the budget outstripped infrastructure. In short, the board's structure and members have already been through many of the normal growth pains of a nonprofit aimed at serving the educational needs of at-risk youth. It is understood that a charter school will require additional focus, resources and changes, but the board has unanimously voted to support the Anita Stroud Academy as a logical extension of its aim to provide quality-based programs to the community—particularly youth.

Charlotte CSA's Board also has supported the organizational structure of having individual program directors report to the Executive Director. In short, the Executive Director handles finances, the facility, general infrastructure issues, fundraising, outreach and the supporting afterschool/summer/gang prevention programs; while the Principal will be devoted to the Anita Stroud Academy's students, faculty, parents, curriculum and professional development implementation. The board will continue to evaluate the Executive Director and will review the Executive Director's supervision and monitoring of programming and staff.

The board will ensure that its membership continues to include key stakeholders representing the surrounding neighborhood, business interests, community/civic interest and parents while expanding education stakeholders. Parent representation has been a staple of Charlotte CSA board membership and the board will seek to ensure that a parent of a current Anita Stroud Academy student is included. All board members will be held to the bylaw attendance requirements.

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

The founding and current board members have been recruited with a focus on varied expertise, availability and commitment to attending meetings, community involvement, diversity and parent representation. Identification of potential board members has usually involved either a full Board discussion of potential members. We also have sought to maintain some long-term members with valuable historical knowledge and support, while also adding new members with fresh perspectives and community links. Note that members are NOT required to be members of First Baptist-West. To expand our membership, we will utilize suggestions from current members, as well as potentially utilize the Board Member bank of the United Way of Central

Carolinas, the Junior League of Charlotte and the Charlotte Chamber of Commerce. If the Anita Stroud Academy is approved, CSA will utilize the following timeline:

1st-2nd Month -- Identify potential new members

3rd Month – Hold New Member Orientation, establish new committees and discuss new policies as needed.

4th Month – Make new committee assignments, submit new policies for vote, as needed.

6. Describe the group's ties to and/or knowledge of the target community.

Three of our board members were born and raised in the Charlotte metropolitan area and attended West Charlotte public schools. The other "transplants" have lived here 25+ years. Four board members have children or grandchildren who have attended or are currently attending our afterschool/summer programs. All our board members reside in Mecklenburg County with homes in West, North, Northwest, South and East Charlotte.

Notable board member community activities start with Board Chair Ricky Woods. He has served as a member of the Task Force Committee of 33 for Charlotte-Mecklenburg School's Pupil Reassignment Plan and most recently as a member of the Charlotte Opportunities Task Force addressing Charlotte's opportunity gap among poor and middle- to upper-income residents. Dr. Woods also serves on Mecklenburg County's Pre-K Task Force, the newly formed Equitable Communities CLT housing group and the Village Heartbeat group of churches providing healthcare services in partnership with Mecklenburg County.

Board member Marian Yates has been a science teacher, assistant principal and middle and high school principal in Charlotte throughout her entire education career. She was named NC Principal of the Year in 2006. Yates has continued her community involvement as Vice President of Programming for Communities in Schools Charlotte.

Board member George Pettice owns a local State Farm Insurance office specializing in commercial policies and has a grandson in our afterschool program. Marquis Eure has served as a long-time administrator with the Mecklenburg Health Department and currently monitors Ryan White AIDS contracts and Spencer Thompson retired as head postmaster for the Charlotte area. Secretary Denise Bridges is a retired police captain and her son attended our summer program and currently works in the program.

Treasurer Spencer Cochran has served on the board of the Men's Shelter and as the police liaison for community meetings and events in the immediate area including McCrory Heights where the school will be located. Both his children attended our afterschool. Vice Chair Mary Randle is a member of numerous civic organizations and served as board chair of Friendship DC as it transitioned from providing homeless services to operating charter schools in the Washington, DC, area.

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

As outlined in its By-Laws, the board establishes its yearly calendar of meetings by resolution. The Board historically holds eight-nine meetings per year. It generally does not meet in December and holds one meeting during the summer in July. A switch to 10 or more meetings per year could be easily handled by vote.

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

New Board members will receive an orientation that will include agency history and mission; program descriptions; review of fiscal statements; fiduciary duties, roles and responsibilities; separation of governance and operational duties; questions & answers, etc. Each new Board member will receive a Board notebook with at least one year of previous minutes, financial statements, Bylaws, Board job description and Board contact list. New Board members also will complete a Board application and conflict of interest form.

Ongoing professional development opportunities for Board members will include a mix of onsite training during board meetings as well as offsite opportunities with at least one training per semester. Training topics will include such topics as Understanding Fiscal Reports, Community Branding, Program & Grant Review, Community Partnerships Review, Developing A Strategic Plan, What's Public & What's Not, etc.

Training Sources will include:

Office of Charter Schools Huddle

OCS Monthly Webinar

Charter School Leadership Institute

NC Center for Nonprofits Annual Conference & Regional Meetings

Consultants

The timetable will encompass 4-8 hours of board training and development annually with at least half of board training during the first semester and the second half during the second semester.

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

Charlotte CSA's ethical guidelines are outlined in its Conflict of Interest Policy included in its By-Laws. The policy covers board members, staff and volunteers and lists its purpose to "prevent the personal interest of staff members, board members and volunteers from interfering with the performance of their duties to Charlotte CSA, or result in personal financial, professional or

political gain on the part of such persons at the expense of CSA or its clients, supporters and other stakeholders."

Full disclosure is required in writing regarding potential conflicts if:

- a. A board member is related to another board member or staff member by blood, marriage or domestic partnership.
- b. A staff member in a supervisory capacity is related to, dating, married or cohabitation with another staff member whom she/he supervises.
- c. A board members stands to benefit professionally or financially from a CSA transaction or a staff member receives compensation for goods, services or property unrelated to their regular job duties or as reimbursement for unreasonable expenses.
- d. A board member's organization or business receives funding from CSA.
- e. A board or staff member is a member of the governing body of a contributor to CSA.
- f. A volunteer working on behalf on CSA who meets any of the listed criteria.

Board members are required to annually sign Conflict of Interest disclosure statements. Should there be a potential conflict of interest the Board will determine if a conflict exists and vote by majority to address the potential conflict. The affected Board or staff member shall not participate in the debate or vote beyond answering questions for clarification.

Up to this point, our only declared Conflict of Interest has been the annual disclosure that one of our board members, who is the retired Charlotte Postmaster, is married to our part-time Afterschool Director. This has presented no issues and no cause for Board concern since the Afterschool Director reports directly to the Executive Director and should not impact Anita Stroud Academy operations. Our Employee Handbook also mandates that no staff members are supervised by anyone related by blood, marriage or cohabitation.

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

The following steps will be taken to develop policies:

- The Executive Director and Principal will determine if any policies require immediate attention, draft the policies using best-practice templates and submit them to the Board at its next meeting for discussion. The proposed policy may or may not be voted on at that meeting or the next meeting at the latest.
- Meanwhile, the Board will recruit new members for an Education Committee, appoint a committee chair and hold sessions to discuss school implementation requirements and progress. The Education Committee will develop a work plan matrix detailing items to be accomplished, time frame, needed staff and resources and management assignments. The matrix will use the school's overall goals and projected outcomes as a framework. The Executive Director and/or School Head/Principal will staff the Education Committee.
- The Education Committee will give its preliminary approval to policies and implementation plans before presenting them to the full board for information and, if needed, approval.

-- Once the school opens, a School Solutions Team will be formed that will include the Principal, 2-3 staff members and 2-3 parents. This group will be staffed by the Principal or a designee. The principal will submit recommendations and information items from the School Solution Team to the Education Committee for its review and/or preliminary recommendation of policy changes before being presented to the full Board.

Note that input and recommendations at the school and committee levels will be vital parts of our operation, but the final arbiter of all decisions related to the Anita Stroud Academy will be the Board of Directors of Charlotte CSA in its official and legally authorized capacity.

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

As noted above, the Anita Stroud Academy will create a School Solutions Team involving a cross-section of members of the school's community. This Team is a part of the whole-school improvement model included in the Success For All literacy curriculum. The Team will meet monthly throughout the school year to discuss, monitor and plan strategies. It will be comprised of the Principal, 2-3 Staff Members (teacher, counselor, teacher assistant, etc.) and 2-3 Parent Representatives. The School Solutions Team will have 5-8 members and will be staffed by the Principal.

The School Solutions Team will monitor and make recommendations regarding:

- Attendance to determine if appropriate strategies are needed.
- School Intervention Strategies that examine data on discipline referrals, suspension records and teacher surveys/feedback to help assess behavior "hot points" and determine appropriate interventions.
- Parent and Family Involvement to set realistic expectations for reaching and involving families and educating them on what is going on at school.
- Family and Student Health Needs for such items as student uniforms, backpacks, immunizations, weekend meals, etc.
- The School's Cooperative Culture to promote families and staff working together and supporting each other.
- Community Connections to create opportunities for building partnerships that support learning.

The School Solutions Team will report to the Education Committee of the Board of Directors, which will either uphold, adjust or reject recommendations to the Board of Directors.

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

The grievance process for parents is that after meeting with the Principal and/or the Executive Director, parents may file a written notice of appeal and seek a hearing with an ad hoc committee appointed by the Board or Executive Board. The committee will review the grievance, interview everyone involved and issue a final decision within five business days after

the hearing. The full Board will receive a report on the hearing decision at its next regular board meeting with all identifying information removed and vote to uphold or deny the recommendation. If the Board has additional questions, it will go into closed door session.

At the staff level, the Employee Handbook directs employees to first seek to resolve minor issues with the person involved and then if warranted, present their issue to the Principal or to the Executive Director should the Principal be involved. Standard procedure is to refer personnel matters to the Executive Director unless there is an apparent violation of federal or state law. If the staff person decides to contest the Executive Director's decision, the staff person may file a written notice of appeal and seek a hearing with an ad hoc committee appointed by the Board or Executive Board. The committee will review the grievance, interview everyone involved and issue a final decision within five business days after the hearing. The full Board will receive a report on the hearing decision at its next regular board meeting with all identifying information removed and vote to uphold or deny the recommendation. If the Board has additional questions, it will go into closed door session.

***Attach Appendix G Organizational Chart**

A well-defined organizational chart showing the relationship of the Board of Directors to the parents and staff of the proposed charter school. This chart should also include lines of authority to and from any outside entity that will play a role in managing or supporting the charter school (such as educational service providers, advisory bodies or parent/teacher councils).

***Attach Appendix H Charter School Board Member Information Form and Resume**

A **one-page** resume from each founding board member and responses to the questions found on the Charter School Board Member Form

***Attach Appendix I Charter School Board Member Background Certification Statement and Completed Background Check for Each Board Member**

***Attach Appendix J Proposed By-Laws of the Nonprofit Organization or Municipality**

The proposed by-laws, which must include a Conflict of Interest Policy for board members and a stated commitment to the NC Open Meetings Law.

***Attach Appendix K Articles of Incorporation or Municipal Charter**

If the applicant is a non-profit board of directors, attach a copy of the articles of incorporation from the NC Department of the Secretary of State.

If the applicant is a municipality, attach a copy of the municipal charter.

3.4 Staffing Plans, Hiring, and Management

Projected Staff

1. Complete the staffing chart below outlining your staffing projections. Adjust or add functions and titles as needed to reflect variations in school models. Be mindful that your predicted administration and staff match the projected enrollment noted in Section I, course offerings, and align with the proposed budget.

Position	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
Executive Director @ 60%	.4	.6	.6	.6	.6	.6
Principal FT	0	1	1	1	1	1
Administrative Director @ 80%	.4	.8	.8	.8	.8	.8
Registrar/Data Compliance Coordinator @ 50%	0	.5	.5	.5	.5	.5
Additional School Leadership						
Core Classroom Teachers FT	0	6	8	10	12	12
Specialized Classroom Teachers (e.g. special education, ELL, foreign language, etc.)	0	.5	1	2	2	2
4 Contract Student Support Positions @ .25 each (e.g. social workers, psychologists, etc.)	0	1	1.5	2	2	2
Student Support Positions						
Specialized School Staff						
Teaching Aides or Assistants FT	0	1	2	2	2	2
2 Transportation @50% each	0	1	1	1	1	1

Staffing Plans, Hiring, and Management

2. Explain the board's strategy for recruiting and retaining high-performing teachers.

Charged with setting policy and strategic planning, providing financial and programmatic oversight and hiring/evaluating the Executive Director, the Board will oversee the efforts of the Executive Director and receive regular reports during its monthly meetings. Staff will be expected to recruit and hire highly qualified and high-performing teachers with NC teaching licenses, as well as maintain a work atmosphere conducive to their continued employment. The Board will discuss, vote and implement any policies related to the Anita Stroud Prep Academy's recruiting, hiring and personnel policies.

Should there be a vacancy in the Executive Director's position, the Board Chair will name an Interim Executive Director as soon as possible and lead the replacement process. The Executive Director will be responsible for identifying and ultimately hiring the Principal and the Principal will be responsible for hiring and retaining teachers. The primary tools for retaining quality teachers reflective of our targeted student population will include offering NC retirement and health care benefits, comparable pay, a congenial work atmosphere, management support, professional development and increasing responsibility if desired.

3. If already identified, describe the principal/head of school candidate and explain why this individual is well-qualified to lead the proposed school in achieving its mission. Provide specific evidence that demonstrates the capacity to design, launch, and manage a high-performing charter school. If the proposed leader has never run a school,

describe any leadership training programs that (s)he has completed or is currently participating in. If no candidate has been identified, provide the job description or qualifications, and discuss the timeline, criteria, and recruiting/selection process for hiring the school leader.

Michelle Duncan Lewis has been identified as the principal for the Anita Stroud Academy. One of her primary qualifications is her extensive experience in serving as a literacy facilitator. She is well primed to serve as the Success For All's lead facilitator during its implementation stages and to ensure program fidelity. Duncan Lewis has been with our Summer Institute since its inception 16 years ago and has served as an Afterschool tutor in our SMART Tutoring Program. For the past five years, she has been the Summer Institute Director responsible for staff supervision, curriculum implementation, parent contacts and student day-to-day interaction. She has been the one leading field trips, developing scheduling assignments, handling student discipline, leading cafeteria and recess rotations and opening up and closing the summer program. One of the hallmarks of her management style is her dependability and professionalism. Duncan Lewis started her professional career as a counselor and brings many of those same nurturing characteristics to her everyday work. She was a teacher of the year candidate and named the school teacher of the year. Duncan Lewis also has taken additional coursework in coaching and brings those skills to her day-to-day interactions with teachers and staff. She received her B.A. degree from Hunter's College in New York City and her M.A. degree from Queens University in Charlotte.

Attach in Appendix O the School Leader's Resume. If school leader has been identified, include the school leader's one-page resume in Appendix O.

4. Provide a description of the relationship that will exist between the charter school employees and the school's board of directors.

Again, charged with setting policy and strategic planning, providing financial and programmatic oversight and hiring/evaluating/firing the Executive Director, the Board will not play a direct role in hiring, managing or firing most employees. That responsibility will ultimately be the purview of the Executive Director for Program Directors/Principal, supported by management staff, who will report personnel decisions to the Board Chair, Executive Board and full Board particularly as they relate to financial impact and program delivery. While Board members are welcome to visit, volunteer and help increase the Academy's community visibility, they will not give direct orders to staff. All observations and recommendations/orders will be transmitted to the Executive Director. Board members will be encouraged to get to know school employees personally while being careful to refrain from directly making any professional demands. Hiring policies will be submitted to the Board for its approval and the Board will serve as the final arbitrator should an employee pursue the grievance policy.

The Principal will have primary management of and responsibility for recruiting, professional development and evaluation of employees with academic-related positions. Those position will

include Teachers, Teacher Assistants, EC Teacher, EL Coordinator/Tutor, etc. The Principal will have primary management of and responsibility for recruiting, professional development and evaluation of support for direct school staff and contract support staff. The Executive Director will have primary management of the Principal/Program Directors, Administrative Director and Data Compliance Manager, as well as financial, legal, insurance and audit professionals.

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

The Principal, with the support of administrative staff, will lead the hiring process. This will include posting openings on teachers-teachers.com, Facebook, LinkedIn, local news websites such as qcitymetro.com and holanoticia/Charlotte and posting job openings on our website. We will receive resumes, schedule interviews and select candidates as quickly as possible. Upon checking referrals and criminal backgrounds (local, state and national), we will make a job offer. If the candidate accepts, we will then have them fill out an application packet. No staff will be allowed to serve in any capacity with children before a background check and fingerprinting is completed.

Dismissal will follow the evaluation process and generally occur at the end of the school year-- unless immediate dismissal is deemed critical to the education and safety of students.

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

Executive Director - \$60,000 - \$70,000 annually
Principal - \$50,000 - \$60,000 annually
Administrative Director - \$35,000 - \$48,000 annually
Teacher - \$40,000 - \$54,000 annually
Teacher Assistant - \$27,000 - \$38,000 annually
EC Teacher -- \$44,000 - \$54,000 annually
Registrar/Data Compliance Coordinator - \$28,000 - \$38,000
P.E. Teacher, School Counselor, ESL Tutor - \$13,320 - \$18,500 annually/\$18-\$25 hr x 4 hr day
Drivers - \$15,000 - \$22,015 annually/\$14-\$17 hr x 6 hrs day

Teachers and full-time staff will be eligible for participation in the state's health care plan after 30 days of employment and in the state's retirement plan after five years of employment/or if already vested in the state's retirement plan.

7. Provide the procedures for handling employee grievances and/or termination.

At the staff level, the Employee Handbook directs employees to first seek to resolve minor issues with the person involved and then if warranted, present their issue to the Principal or to the Executive Director should the Principal be involved. Standard procedure is to refer personnel matters to the Executive Director unless there is an apparent violation of federal or state law. If the staff person decides to contest the Executive Director's decision, the staff

person may file a written notice of appeal and seek a hearing with an ad hoc committee appointed by the Board or Executive Board. The committee will review the grievance, interview everyone involved and issue a final decision within five business days after the hearing. The full Board will receive a report on the hearing decision at its next regular board meeting with all identifying information removed and vote to uphold or deny the recommendation. If the Board has additional questions, it will go into closed door session.

8. Identify any positions that will have dual responsibilities and the funding source for each position.

The Executive Director and Administrative Director will have additional responsibility for Charlotte CSA's other programs with the remaining 40% of the Executive Director's time and salary and the remaining 20% of the Administrative Director's time and salary funded by grants, donations and fees.

9. Describe the plans to have qualified staffing adequate for the anticipated special needs population and means for providing qualified staffing for EL and gifted students.

We have identified one of our current Afterschool SMART Tutoring instructors who is a licensed teacher with special education certification and extensive experience to provide EC coordination and instruction. We also have identified one of our current Afterschool SMART Tutoring instructors who has extensive bilingual tutoring experience to provide ELL coordinator and instruction. Gifted students will generally be taught by regular teachers through assignment to higher level literacy and math classes, as well as project-based lessons through the Renzulli Learning software program.

10. Provide a narrative detailing the roles and responsibilities, qualifications, and appropriate licenses that each position must have to be hired by the school's board of directors and effectively perform the job function(s).

Executive Director - Responsible for overall management of agency and all aspects of agency's operations. Key responsibilities include, but are not restricted to resource development and maintenance, agency and program planning, community and public relations, personnel management and agency liaison to the Board.

Principal - Serve as chief academic officer to implement policies, programs, curriculum, activities; maintain performance data; promote educational development students; create a collaborative work environment; and professional development of staff members. Will serve as main parent contact and staff the School Solutions Team. Master's degree preferred and at least five years' experience or alternatives to qualifications as Executive Director and Board may find appropriate.

Teacher - Instruct students individually and in groups, using various teaching methods such as lectures, discussions and demonstrations. Prepare materials and classrooms for class activities. Assign and grade class work and homework. Confer with parents or guardians, teachers,

counselors, and administrators in order to assess students' behavioral and academic standing. Meet with other professionals to discuss individual students' needs and progress. Attend professional meetings, educational conferences, and teacher training workshops in order to maintain and improve professional competence. Bachelor's degree in education or related field preferred and teacher's license preferred.

Teacher Assistant - Supports teacher in student instruction and/or tutoring. Performs work in classrooms with teachers; prepares instructional materials and employs them with student groups; conducts clerical tasks; executes student behavioral management; and provides health maintenance services.

Administrative Director - Handles planning, organizing and implementing administrative systems. Oversees office and personnel-related tasks. Proficiency in use of QuickBooks accounting system, help maintain financial records and audit trail of all monies received, reconcile bank statements, prepare financial information for annual audit and 990 tax return. Compiles financial records.

Bus Driver - Drive bus safely to destination and return. Conform to traffic rules and regulations; makes vehicle pre-checks and records and report malfunctions; follow LEA regulations for handling vehicle breakdowns and accident incidents; and keep the bus clean. Monitor students' behavior while they are riding on the bus. Take suitable action to resolve incidents between/among students should such incidents occur and report inappropriate student behavior to school authorities as soon as possible. Commercial Driver's License required

Data Compliance Coordinator - Maintain student records such as attendance records, immunization records, grades, transfer information. Also answers phone, greets visitors and serves as first point of contact for parents.

Contract Employees

Counselor - Help plan, implement and coordinate counseling program. Counsel students individually and in groups about educational, personal, social and career goals. Become knowledgeable of local, state, and federal legislation and guidelines relative to the collection, dissemination, and confidentiality of assessment data and student records. Assist with implementation of state and local testing programs. Become knowledgeable of and utilize community resources to address student needs. Make appropriate referrals to other professionals. Participate in School Solutions Team. A valid North Carolina "G" certificate in Counseling.

ESL Tutor - Provides specialized instruction for the purposes of developing English proficiency in listening, speaking, reading, and writing while utilizing appropriate differentiated techniques and strategies. The ESL tutor will provide teachers with support and information specific to English Language Learners.

Clinical Social Worker - Promote student success via assessment, crisis intervention and response, home visits, conflict resolution, individual or group counseling, consultation, special education programs and related services and coordination of school and community services. NC Social Work License.

Occupational Therapist - Address the functional needs of students as they relate to sensory, motor, postural or emotional development, adaptive behavior and play and the performance of self-help skills. These services are designed to improve, restore or maintain the student's functional ability to perform tasks in educational settings in the least restrictive environment. Valid NC license.

Psychologist - Provide psychological and psycho-educational services to students, parents and school personnel. Valid North Carolina license as School Psychologist.

3.5 Staff Evaluations and Professional Development

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

The Principal will be responsible for ensuring that the Anita Stroud Academy's teachers maintain licensure requirements; conducting evaluations; and for scheduling, staffing and implementing professional development.

2. Provide a detailed plan noting how the school will mentor, retain and evaluate staff in a format that matches the school's mission and educational program. Plan should also describe how the school will meet the teacher certification and licensure requirements for teachers as prescribed by state and federal law. Be sure this overview matches with the projected staff and funding of the proposed budget section.

The Anita Stroud Academy will adhere to the NC Educator Evaluator System (NCEES) for all direct services staff including Principal, teachers and counselors. For the School Principal and teachers in particular, evaluation indicators will include academic growth and proficiency rates, EOG results, Measurement of Achievement (MAP) rates for K-2 students, English Language Progress, parent surveys and NCEES data.

Teacher evaluations will be administered in accordance with the Professional Teaching Standards as outlined on the NC DPI website for:

Standard I - Teachers Demonstrate Leadership

Standard II - Teachers Establish A Respectful Environment for A Diverse Student Population

Standard III - Teachers Know the Content They Teach

Standard IV - Teachers Facilitate Learning for Their Students

Standard V - Teachers Reflect on Their Practice

Step 1 - One Week Before School Starts - Training & Orientation

1. All teachers, principal and peer evaluators participate in a training on the evaluation process.

2. Principal will provide teachers with Rubric for Evaluation of NC Teachers, a copy of Teacher Evaluation Policy I.D. #TCP-C-004 and evaluation schedule.

Step 2 - Months 1-2 - Self-Assessment, Goal Setting and Pre-Conference

1. Teachers start using Rubric to self-assess.
2. Principal meets with teachers to discuss Rubric self-assessment, professional growth plans and lesson observation details.

Step 3 - Months 2, 5 & 8 - Observation Cycle

1. Formal observations of 45 minutes or entire class period are conducted.
2. Teachers with less than 3 years employment will have three formal observations by School Head and 1 peer observation by experienced teacher.
3. Teachers with more than 3 years of employment will have three observations--one of which must be formal. Those with 5 or more years of experience may have an abbreviated schedule of 2 observations on Standards 1 and 4.

Step 4 - Months 8-9 - Summary Evaluation and Goal Setting

1. Prior to end of school the Principal will meet with each teacher individually to go over Rubric ratings, provide the teacher with an opportunity to add comments and get teacher's signature.

Step 5 - Ongoing - Teacher Self-Assessment

Evaluation indicators also will include academic growth and proficiency rates, EOG results for third graders, Measurement of Achievement (MAP) rates for K-2 students, English Language progress, parent surveys and NCEES data. Taken together, these indicators will determine whether teachers are retained for the next school year.

For the Principal, the Executive Director will adhere to a similar timeline but use the Principal Summary Rating Evaluation Form to evaluate Strategic Leadership, Instructional Leadership, Cultural Leadership, Human Resources Leadership, Managerial Leadership, External Development Leadership and Micro-Political Leadership. Other evaluation indicators will include the aforementioned items such as EOG results, academic growth and proficiency, etc. We also will use the NCEES model for the EC teacher, Facilitator (Community Organizer), Social Worker and other related positions.

New teachers will be assigned a mentor drawn from more experienced teachers either on staff or retired. The mentor-mentee will be directed to meet for at least one hour every two weeks to review progress on maintaining NC teaching standards in general, classroom management, curriculum implementation and other related issues. The Mentor will provide written input on the new teacher's professional development plan and will receive a stipend. The Principal also will "check-in" with the new teacher at least weekly the first month and bi-weekly in the second and third months.

The Anita Stroud Academy will hire licensed teachers for at least 60% of its teaching positions.

3. Describe the core components of professional development plan and how these components will support effective implementation of the educational program.
Describe the extent to which professional development will be conducted internally or externally and will be individualized or uniform.

The Professional Development Plan will consist primarily of the Success For All Language Arts Curriculum, the Everyday Math Curriculum, DPI directed trainings and individualized trainings. All of these trainings will be directly related to our mission of providing a premier education foundation for our target students. Because the language arts, math and DPI trainings call for whole-school approaches, most of the trainings will be conducted in uniform group settings on-site. Individual trainings will more likely occur in external settings such as conferences and webinars for teacher/staff course specializations or struggling teachers.

One of the main components of both the Success For All (SFA) and Everyday Math curriculums is the highly recommended use of extensive professional development throughout the year. Success For All's training will start with having the Principal attend the five-day. Success For All summer conference for in-depth, facilitator training. A Success For All Coach will provide a 1-2 day in-service training during teacher workdays before school starts and make a number of visits throughout the year to conduct classroom observations, check for validity and make up to 15 follow-up visits during the first year to tailor the program to our site's particular needs. Some level of coaching is expected to continue for three years. Teachers also will have online professional development through SFA tutorials, webinars, video demonstrations and online assessments that check for understanding and provide feedback. Similar professional training offerings of on-site workshops, follow-up visits, coaching and online training will also be used for the Everyday Math Curriculum with training from the University of Chicago's STEM Education division.

As an LEA in the state public system, the Anita Stroud Academy will adhere to all core components of the DPI system and the accompanying trainings/professional development.

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

All of the items listed below will be covered during the Professional Workshops held prior to the start of school. However, most also will require follow-up training during the year, a few will be weekly and others as needed.

- Success For All Curriculum (12x/orientation & monthly)
- Everyday Math Curriculum (orientation & monthly)
- Differentiated Instruction (quarterly)
- Diversity & Culture (1x)
- EOG/MAP Testing (2x)

- MTSS (ongoing)
- Teacher Evaluation (3x)
- First Aid, Health & Safety, Emergency Preparedness Procedures (1x)
- Bullying & Harassment/Classroom Management/Discipline (ongoing)
- Employee Handbook Review (1x)
- Code of Ethics (1x)
- EC & Gifted Referral Process (as needed)
- Conflict Resolution (on-going)
- Wednesday Meetings/PD @3:30pm (weekly)
- PowerSchool (as needed)
- Assessments/Data Requirements Overview (quarterly)

5. Describe the expected number of days/hours for professional development throughout the school year, and explain how the school's calendar, daily schedule, and staffing structure accommodate this plan.

We will provide 17 days (6.5 hours each) of Teacher Workdays/Professional Development. This will result in 117 full-day workday/professional development hours (17 days x 6.5 hrs=110.5 hrs). In addition, there will be four half days for an additional 12 hours. The majority of this time will be devoted to curriculum-related or DPI required trainings. Professional Development also will occur during staff meetings. Note that some time will be devoted to classroom set-up and clean-up at the beginning and end of the school year, as well as parent conferences and report card preparation time.

Our calendar will closely adhere to Charlotte-Mecklenburg Schools' calendar for 2020-21 once it is approved primarily so that our parents will not have to make separate childcare arrangements if they have older children in the CMS system. We have found that parents we serve tend to follow the calendar generally broadcast in news media and we believe student attendance would be negatively impacted by a separate calendar. This parallel calendar track will apply to Teacher Workdays as well as holidays and report card release dates.

With this calendar, we will meet the state requirement of a minimum of 1,025 hours of instruction by providing 1,062 hours, excluding lunch and recess, based on our daily schedule.

Professional Development will be conducted by the Charter School Coach for the Success For All Literacy Curriculum, Everyday Math curriculum consultants, the Principal, related staff and other consultants as needed.

3.6 Marketing, Recruitment, and Enrollment

Reaching the full capacity for enrollment will be critical to obtain the necessary financial resources to keep your school viable and operating efficiently. In addition, it is required by law that charter schools provide equal access to all students. Read the charter school state statute regarding admissions 115C-218.45 carefully.

Marketing Plan

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

We will develop a three-pronged marketing plan targeting 1) traditional marketing outreach; 2) social media outreach; and 3) word-of-mouth promotion.

We will use traditional marketing mediums such as billboards, flyers, brochures, a sign, 3-5 minute Youtube video and radio ads, if needed. We have identified a billboard on Beatties Ford Road that has widespread exposure to hundreds of motorists traveling to and from work to help introduce the school to the community and as a recruiting tool. We will erect a permanent sign outside the Family Life Center and develop bilingual flyers, brochures and a 3-5 minute video. Radio and Facebook ads will be purchased if enrollment is not at 75% 45 days prior to the start of school.

We will host open houses, community meetings and coffee with the principal publicized on our website, flyers and Facebook as the first level of marketing. We also will inform our current parents served in our Afterschool and Summer Institute. We will create colorful flyers and brochures so that parents will have something in hand to refer to, but our main approach will be one-on-one discussions. We will seek to have our current parents enroll their children and/or help us spread the word to other parents. Throughout our 16 years of operation, we have found word-of-mouth to be our most effective vehicle. We consistently enroll up to 150 students in our Afterschool and separate Summer Institute operations often with an accompanying waiting list. We have done this aided by back-to-school orientations and website announcements but without the benefit of a sign outside our building although we fully understand the need to have one for branding and recruitment.

Our social media outreach will start with our website www.charlottecsa.org available in English or Spanish. Our website analytics have consistently shown a spike in usage whenever we open up enrollment. We will use the website to provide full program details and for online enrollment.

Our social media outreach also will include paid advertising on qcitymetro.com aimed at Charlotte's African-American community and holanews/charlotte aimed at Charlotte's Latino community. We have consistently seen a spike in links whenever we advertise in Qcitymetro.com and we expect a similar increase advertising with holanews/charlotte. Both outlets have primarily female viewers--most of whom are of child-bearing age. We also will post notices on the popular NextDoor blog reaching 28 neighborhoods and consider advertising on Facebook.

Our word-of-mouth will include handing out colorful flyers and making announcements to parents currently served by our programs. Our final performance programs typically reach 400 attendees and we will include school flyers in the regular programs.

Administrative staff responsible for carrying out the marketing plan will include the Executive Director, Academy Principal and Administrative Director. We believe that taken together, this three-pronged marketing plan will produce the projected enrollment.

3. Describe your plan to recruit students during the planning year, including the strategies, activities, events, and responsible parties. Include a timeline and plan for student recruitment/engagement and enrollment, with benchmarks that will indicate and demonstrate suitable recruitment and enrollment practices over time.

Marketing Timeline:

1st Month (10% enrollment) -- Create Bilingual Flyers & Brochures
Upload Online Enrollment
Solicit vendors for billboard & video

2nd Month (20% enrollment) -- Distribute Flyers & Parents & Community
Contact Qcitymetro.com and holanews/charlotte to reserve ad space
Finalize billboard and video vendors
Solicit sign vendor

3rd, 4th, 5th Months (75% enrollment) -- Distribute Flyers & Brochures to Parents & Community
Run social media ads & NextDoor Neighborhood announcements
Post sign on premises
Post Youtube video
Erect billboard
Consider radio and Facebook ads, if needed.

We will publicize our open houses and community meetings on a regular basis throughout this time timeline, holding regular tour sessions each week and sending email updates on the school's progress and features to our email list. To achieve full enrollment, we will over enroll at a rate of 20-25% based on previous attrition history.

4. Describe how students will be given an equal opportunity to attend the school. Specifically, describe any plans for outreach to: families in poverty, academically low-achieving students, students with disabilities, English learners, and other students at-risk of academic failure. If your school has a specific area of focus, describe the plan to market that focus.

Our mission makes clear that the Anita Stroud Academy will place a special emphasis on serving poor families and English learners while our location automatically targets students at-risk of academic failure, low-achieving students and students with disabilities. Those student population groups historically have made up significant portions of our student enrollment and we project that those groups will comprise the core of our enrollment. In addition, our planned recruitment efforts to news organizations such as Qcitymetro.com for the African-American community and Holanewscharlotte, bus routes serving West Charlotte and other targeted measures specifically reaches the parents of our target population.

5. What established community organizations would you target for marketing and recruitment?

Our main community-based targets will be the numerous neighborhood groups in our immediate area. These include McCrory Heights, Washington Heights, Smallwood-Biddleville, Lincoln Heights, BrightWalk, Druid Hills. We will attend the meetings, make short presentations and have flyers and applications available to help make their aware of the school, enrollment process and planned opening. We also will target area day care centers with rising kindergarten students and local Headstart sites.

3.7 Parent and Community Involvement

1. Describe how you will communicate with and engage parents and community members from the time that the school is approved through opening.

1) We will provide a Parent Resource Center staffed by bilingual staff members that will:

- Provide computers and internet service so that parents can review their children's work online, download home activities related to their children's instructions, help parents select middle schools for graduating fifth graders and gather information on open houses and deadlines.
- Help parents get necessary immunization and school records for enrollment or transfer.
- Coordinate English classes and/or translation where needed.
- Provide parent workshops
- Attend parent/teacher meetings with parents to help provide translation and support, if requested.
- Encourage parents to meet a 10-hour volunteer requirement, join the School Solutions Team, serve on the Charlotte CSA Board and other school involvement activities.
- Help parents access citywide resources.

3) We will communicate with our parents by constantly updating the Charlotte CSA website, providing a Parent Handbook, sending text messages for school wide announcements, contacting parents directly by phone or in person and distributing flyers and written updates. Parents also will have access to a display rack of English & Spanish brochures on such topics as Reinforcing Academic Skills, Bullying, Discipline, etc. Parents will be able to make tour appointments with staff within 24-48 hours and staff will respond to questions by phone. Our community engagement will include growing the number of Facebook followers; increasing our

email and mailing lists for regular school updates, invitations and appeals; and soliciting school volunteers.

During the period between the time when the school is approved and school opens, we will hold regular tour sessions and start sending email updates on the school's progress and features. Parent orientation will be held the week before the start of school.

2. Describe how you will engage parents in the life of the public charter school. Explain the plan for building engaging partnerships between the family and school that strengthen support for student learning.

Success For All's whole school model calls for the creation of the School Solutions Team to regularly discuss, monitor and plan strategies for parental involvement, attendance, behavior, community relations and overall school outcomes. The group will consist of the Principal, 2-3 staff members and 2-3 parents and will meet bi-monthly. The group will decide what parent workshops to offer. It also will help organize orientation/open houses, lead in the Fall Festival organization and volunteer sign up, create new events and monitor the required 10 hours of parent volunteer hours per year. At least one parent of an Anita Stroud Academy student also will be asked to serve on the Board of Directors.

3. If already identified, describe any programs you will offer to parents and/or the community and how they may benefit students and support the school mission and vision.

We will provide monthly (with the exception of December and the Spring Break month) parent workshops on such topics as: How to Help Your Child In Reading/Math, How to Have Successful Teacher/Parent Meetings, Understanding Report Cards & Progress Reports, Helping Your Child With Homework, Signs of Bullying, Student Behavior, Positive Parenting Techniques, etc. These workshop topics will be supplemented with related brochures and videos offered as part of our Parent Resource Center information tables.

Similar to the written materials, separate workshops will be offered in English and Spanish. We have found that providing combined English/Spanish orientation and parent workshops typically leads to truncated translations for our Spanish speaking parents. Our Latino parents appreciate and want sessions entirely in Spanish where they can hear the full breadth of presentations and feel free to ask questions.

3.8 Admissions Policy

1. Provide the school's proposed policies and the procedures for admitting students to the proposed charter school, including:
 - a. Tentative dates for the open enrollment application period, enrollment deadlines and procedures. *Please be advised schools cannot accept applications until after final approval from the SBE.

- b. Clear policies and procedures detailing the open enrollment lottery plan, including policies regarding statutory permitted student enrollment preferences.
- c. Clear policies and procedures for student waiting lists, withdrawals, re-enrollment, and transfers.
- d. Explanation of the purpose of any pre-admission activities (if any) for students or parents.
- e. Clear policies and procedures for student withdrawals and transfers.

In accordance with NC Charter School Law Section GS115C.218.45, the Anita Stroud Academy will develop policies approved by the Board of Directors that:

- Admit ANY child qualified under NC law for admission to a public school for grades served by the Academy;
- Make NO admission based on an attendance zone where a student resides;
- Set NO limits on admission based on a student's intellectual ability, achievement or aptitude scores, athletic ability, disability, race, creed, national origin, religion, ancestry or sex; but SHALL make every effort to reasonably reflect the racial and ethnic composition of the general population where the Academy is located and/or at-risk, bilingual and gifted students.
- Provide enrollment priority to siblings or children residing in the same household of current students;
- Provide enrollment priority to children of staff or board members--not to exceed 15% of total enrollment;
- *- Provide enrollment priority to students previously enrolled in other NC charter schools.
- * Adhere to all other admission requirements as outlined in state law.

Upon final approval of the Academy's application, we will use the following timetable.

1st Mnth - Board approves enrollment policies, send recruitment letters to current parents, upload application on www.charlottcesa.org, start accepting applications.

2nd-9th Mnths - Send notice of enrollment upon receiving application and accompanying parent/guardian acceptance letter requiring signature; Hold monthly information sessions; conduct individual parent tours upon request.

8th-9th Mnths -- Develop waiting list if applications exceed student seats based on class size limitations; provide notice of public lottery for those on waiting list--subject to grade level availability--and conduct open lottery selection.

In subsequent years, the Academy will hold an open enrollment period starting in December to accommodate parents considering mid-year transfers and ending May 31st. If enrollment exceeds the school's available space, a waiting list will be developed and a lottery will be conducted in June-August to determine waiting list placement should space become available. Students selected in the lottery will fall under the same admissions policies as those who submit earlier applications. A student will be considered accepted for enrollment when the parent/guardian returns the acceptance letter with a parent/guardian signature.

Pre-admission activities will include open houses, individual tours and orientation that parents will be encouraged but not required to attend.

Once a student has been admitted, it will not be necessary for parents to reapply each year. However, we will survey parents to determine their plans for each succeeding school year for planning purposes. Parents seeking transfers to or from other schools, withdrawals or re-enrollment will be asked to fill out a one-page checklist form indicating their intentions along with a signature giving us permission to request or transmit records and indicating the date of the planned change in the student's placement.

Weighted Lottery

*Does your school plan to use a weighted lottery? Yes. Complete the following section. No.

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

1. In no event may a lottery process illegally discriminate against a student on the basis of race, religion, ethnicity, gender, or disability.
2. A lottery process may not be based upon geographic boundaries, such as zip code or current public school attendance zones, unless the charter school is operated by a municipality OR the charter school was converted from a traditional public school. Municipal charter schools may give enrollment priority to domiciliaries of the municipality in which the school is located (G.S. 115C-218.45(f)(7)), and charter schools that were converted from traditional public schools shall give admission preference to students who reside within the former attendance area of the school (G.S. 115C-218.45(c)).
3. A lottery process that deviates from the standard lottery must be based upon the school's unique mission and must be based upon educationally, psychometrically and legally sound practices, protocol and research.

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

1. A thorough explanation of how the specific mission of the school, as set forth in the application, requires the utilization of the weighted or limited lottery.

The mission of the Anita Stroud Academy is to provide a premier educational foundation and fine arts enrichment to elementary students with a special emphasis on at-risk, bilingual and gifted students in partnership with families and the community. Our mission goes to the heart of one of the stated purposes of weighted lotteries in NC's charter schools to increase the number of educationally disadvantaged students attending high quality charter schools.

While the current composition of area schools generally attracts significant numbers of students who are economically disadvantaged, English language learners or those with

disabilities, we seek to ensure that our school fulfill its mission. With an open enrollment-only process, there is no guarantee that public response to our school will adequately meet our mission from one year to the next. In addition, our surrounding neighborhoods are subject to gentrification and the resulting changes in student demographics that may eventually occur. A weighted lottery will help us ensure that we fulfill our mission to emphasize providing a high-quality educational experience to at-risk, bilingual and other students in needs. We will set our baseline for enrolling educationally disadvantaged students at 55% versus area schools' 65.3% rate of economically disadvantaged students.

2. A thorough description of the processes and procedures the applicant intends to use to effectuate the lottery.
 - a. Develop a list of all student applicants with student identifier number, grade level and at-risk identification, if any.
 - b. Determine which at-risk category is a primary focus – as in economically disadvantaged based on free or reduced lunch categories, English language learner or students with disabilities—and if needed, for which grade level.
 - c. Place student number on ticket and place in lottery cage. Have one person to pull tickets and at least two witnesses present.
 - d. Place student tickets in grade level stacks while compiling numbers/percentages for each at-risk category.
 - e. Give 2x weight to students in at-risk categories.
 - f. Have participants sign and attest use of the weighted lottery process for final enrollment acceptance list.
3. The underlying research, pedagogical, educational, psychometric and legal, that supports the request and the procedures the applicant is requesting.

From legal and educational points of view, the 2018 reauthorization of the Every Student Succeeds Act opened up weighted lotteries as a charter school option as long as state law did not explicitly prohibit their use. Nationwide, there was growing interest in using weighted lotteries as a means to help charter schools attract economically and racially diverse student populations. Here in NC, state law allows use of a weighted lottery as outlined in Question 1 under Weighted Lottery. Meanwhile, data showed that in 2016-17, the average economically disadvantaged population was 30.6% in charter schools versus 50.4% in traditional public schools, according to NC Accountability Services data. NC has since successfully received a five-year, \$22.6 million grant primarily aimed at increasing its charter school economically disadvantaged rate with weighted lotteries as an option. The Anita Stroud Academy will seek to build on and fully support those state initiatives.

From research, psychometric and pedagogical points of view, the National Diversity Coalition issued a research brief in 2016 titled "School Integration and K-12 Outcomes: An Updated Quick Synthesis of the Social Science Evidence." The brief reported that there is a "preponderance of high quality social, educational, and behavioral science research disseminated since the late

1980s" showing:

- Higher achievement in mathematics, science, language and reading.
- Low-Income and disadvantaged minority youth gain the most but middle class white youths experience benefits as well.
- Students from diverse schools are more likely to graduate from high school and to attend and graduate from college.
- An increase in cross-racial trust and friendships among youths and adults.

We would expect the Anita Stroud Academy to mirror those findings, providing added impetus for us to seek approval of the school.

Certify

This subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application. Yes No

Explanation (optional): Click or tap here to enter text.

Section 4 Operations

4.1 Transportation Plan

1. Describe in detail the transportation plan that will ensure that no child is denied access to the school due to lack of transportation. Include budgetary assumptions and the impact of transportation on the overall budget. The details of this plan should align with the mission, identified need for the charter school, targeted student population, and the budget proposal.

If you plan to provide transportation, include the following:

- a. Describe the plan for oversight of transportation options (e.g., whether the school will provide its own transportation, contract out for transportation, attempt to contract with a district, or a combination thereof) and who on the staff will provide this daily oversight.
- b. Describe how the school will transport students with special transportation needs and how that will impact your budget.
- c. Describe how the school will ensure compliance with state and federal laws and regulations related to transportation services.

The Anita Stroud Academy will provide bus service so that no child is denied access to the school due to transportation. This will require the initial leasing of a 72- or 90-passenger vehicle with alternating flashing, red lights in front and rear, a mechanical stop sign and the words "School Bus" on the front and rear of a yellow bus.

Parents will sign a transportation request form detailing the expectations and rules of bus usage. Because we are targeting elementary students, we will provide door-to-door service. Should demand exceed initial projections, we will assign cluster stops at conveniently located sites. But due to the age of our students, we expect that the majority of our parents will drop off and pick up their children as we have witnessed over the years in our before school and afterschool programs. Of those who do need bus service, most have needed it because the parents work the late shift, the children are being cared for by elderly relatives unable to drive or the parents are unable to get driver's licenses due to residency status and don't want to risk being stopped by police.

We also will take into account the transportation needs of homeless youth being served under the McKinney-Vento Act, as well as youth with Individual Education Plans that list transportation as a special accommodation. In the past we have served children living in nearby homeless shelters by picking them up first, dropping them off last or making separate trips so that other children do not become aware of their living status. If we are unable to meet the transportation needs of a child due to the need for a wheelchair chair lift, we will contract with a third-party operator to provide that service.

Our drivers will be required to meet the following stipulations:

- At least 21 with a Class A, B or C Commercial Driver's License and a School Bus Driver's Certificate
- Approval by our auto insurance agency
- No cell phone use while operating the bus
- No use of bus while driving under the influence of alcohol or other non-approved substances
- No speed greater than 45
- Use of the latest instructions for loading and unloading students as prescribed by DPI
- Stop at all RR crossing
- Annual training
- Consult with Principal as needed and report to Executive Director.

Prior to the start of school and after the first 10 days of school, we will survey parents to ensure that transportation is not a barrier to continuing enrollment. We also will periodically review bus usage rates to determine whether additional vehicles are needed in order to meet student demand.

4.2 School Lunch Plan

1. Describe in detail the school lunch plan that will ensure that no child is lacking a daily meal. The details of this plan should align with the targeted student population and school budget proposal.

If the school intends to participate in the National School Lunch Program, include the following components in the response:

- a. How the school will comply with applicable local, state, and federal guidelines and regulations;
- b. Any plans to meet the needs of low-income students; and
- c. Include how the school intends to collect free- and reduced-price lunch information from qualified families. If a school intends to participate in the Community Eligibility Provision, describe the methodology the school will use to determine eligibility.

Charlotte CSA has been an Independent Sponsor in the NC Child and Adult Care Food Program (CACFP) serving afterschools and day care centers for the past 10 years. During that time, we have progressed from serving 40 students daily to up to 150 students daily, and from serving snacks only to offering breakfast, hot lunch and afternoon snack during our Summer Institute as well as hot suppers during afterschool. All meals are prepared on-site in our professional kitchen inspected by the county health department. Students swipe their finger at the point-of-service for automatic processing and then proceed through the serving line into the Activity Room/Cafeteria. We are considered an At-Risk Afterschool Site based on the number of Title I students in our program and the surrounding neighborhood and all meals and snacks are provided free of charge to students with no applications required. We have found that food can be a major draw for children and the first thing most students ask when they arrive is "What are we eating today?"--even though menus are readily available. As a result, we take great care to offer balanced, healthy fare along with cultural favorites.

The food plan for the Anita Stroud Academy is to become part of the Community Eligibility Provision (CEP) Program of the NC Child Nutrition Program, which operates similar to our current afterschool feeding operation but is geared to LEA's. The Anita Stroud Academy expects that all students will receive free lunch and breakfast based on free and reduced meal eligibility status of area schools or census eligibility data. We will provide breakfast and hot lunches and we expect to easily meet the minimum threshold requirement that at least 40 percent of students meet low-income standards. This will allow all children to be eligible for food service with no applications required. We anticipate that the majority of food and food staffing costs will be reimbursed through the CEP Program, with a relatively smaller amount in the charter school budget for supplemental snacks, parent nights, workshops, special events, etc.

4.3 Civil Liability and Insurance

The Nonprofit shall name the SBE as an Additional Named Insured to their liability coverage for operation of a charter school while obtaining and maintaining insurance at a minimum in the following amounts:

- a. Errors and Omissions: one million dollars (\$1,000,000) per occurrence;
 - b. General Liability: one million dollars (\$1,000,000) per occurrence;
 - c. Property Insurance: For owned building and contents, including boiler and machinery coverage, if owned;
 - d. Crime Coverage: no less than two hundred fifty thousand dollars (\$250,000) to cover employee theft and dishonesty;
 - e. Automobile Liability: one million dollars (\$1,000,000) per occurrence; and
 - f. Workers' Compensation: as specified by Chapter 97 of NC General Statute, Workers' Compensation Law.
1. Complete the table below, indicating the amount of each type of coverage as outlined in a quote obtained from an insurance provider.

Area of Proposed Coverage	Proposed Amount of Coverage	Cost (Quote)
Comprehensive General Liability	\$1,000,000.00/occurrence	\$1,837
Officers and Directors/Errors and Omissions	\$1,000,000.00/occurrence	\$1,118
Property Insurance		NA (building not owned)
Automobile Liability	\$1,000,000.00/occurrence	\$7,872
Crime Coverage Minimum/Maximum Amount	\$250,000.00 \$250,000.00	\$ 800
Worker's Compensation	\$500,000	\$4,939
Other Coverage		
Total Cost		\$16,566


***Attach Appendix L: Insurance Quotes**

The applicant must provide a quote from an insurance provider as part of this application (as Appendix L) to demonstrate the levels of insurance coverage and projected cost.

4.4 Health and Safety Requirements

All public charter schools are required to follow the regulations regarding health and safety as stated in G.S. 115C 218.75.

We, the Board members at **the Anita Stroud Academy** will develop a written safety plan and policies to be shared with staff, parents and students and be available upon inspection from the Department of Public Instruction and local Health Departments.


 Board Chair Signature

9-25-19
 Date

Start-Up Plan

1. Provide a detailed start-up plan for the proposed school, specifying tasks, timelines, and responsible individuals (including compensation for those individuals, if applicable).

TASKS	TIMELINE	RESPONSIBLE STAFF
Conduct Monthly Board Meetings to Review Staff Hiring & Make Needed Changes in Bylaws, Policies.	Monthly	Executive Director Administrative Director
Attend state sponsored Charter School Trainings	Monthly	Executive Director Administrative Director Board Members Principal Data Compliance Coordinator
Obtain Educational Occupancy Certificate	November/December 2019	Executive Director Administrative Director
Start application process for National School Lunch Program	November/December 2019	Executive Director Administrative Director
Post Application Online	January 2020	Executive Director
Announce New Charter School in NextDoor App	January-ongoing	Executive Director
Advertise in Qcitymetro & HolaCharlotte, Create & distribute flyers and brochures	January - ongoing	Executive Director Administrative Director
Recruit, Hire & Conduct Background Checks for Teachers/Staff/pt Contractors	January - ongoing	Principal Executive Director Administrative Director
Conduct Monthly Parent/Student Tours	January - Ongoing	Executive Director Administrative Director Data Compliance Coordinator Principal
Obtain authorization and training for PowerSchool, Benefits, Online	January-Ongoing	Executive Director Administrative Director Data Compliance Coordinator

Licensing System, Epicenter, NC Educator Evaluator System, etc.		Principal
Get Signed Memorandums of Understanding with Community Partners	March-May	Executive Director
Lease Billboard(s)	March - ongoing	Executive Director Administrative Director
Order Curriculum & Schedule Curriculum Trainings	May/June	Executive Director Principal
Update Professional Development Plan	May/June	Principal
Review student applications for grade levels, at-risk students, students with disabilities and English Learners. Conduct weighted lottery, if needed.	May/June	Executive Director Administrative Director Data Compliance Coordinator Principal
Seek Community Support for School Uniforms	May-July	Executive Director Principal
Order Supplies, Equipment, Furniture	June/July	Executive Director Administrative Director
Complete School Employee Handbook, Parent Handbook	May/June	Executive Director Administrative Director Principal
Lease Bus(es)	July	Executive Director

Note that the Executive Director and Administrative Director are full-time positions currently employed by CSA, as is the Part-Time Data Compliance Coordinator. The principal will assist with these tasks but will not officially start until July 1, 2020.

- Describe what the board anticipates will be the challenges of starting a new school and how it expects to address these challenges. Submit a Start-up (Year 0) Budget as Appendix O, if applicable.

There may be two areas that could present challenges for starting the Anita Stroud Academy: 1) Parents may not enroll their children until the last weeks before the school year starts and 2) Covering upfront costs.

While we believe our recruitment plan will be sufficient to attract our enrollment numbers, past experience also has shown that our target parents tend to make school-related decisions concerning their children when spurred by media attention to the new school year. We believe our recruitment plan can produce the needed results, but the board will need to regularly review enrollment figures and suggest changes, if needed. For example, the media campaign may need to include radio and transit ads to supplement our online media, billboard, flyers,

staff recruitment and word-of-mouth efforts. Meanwhile, staff will be directed to get as many parents as possible to submit applications and confirm their children's attendance. The board also will need to closely monitor the 2019-20 Charlotte CSA budget for expenses related to opening the school. The Executive Director will be directed to seek a line of credit from the Self Help Credit Union and to order as many items as possible by purchase orders that can be covered under the Charter School allotment funding. We believe that the Self Help Credit Union is a valid option since it helps nonprofits in licensing and charter school financing and because CSA has a 16-year history of operation. Individual board members also may be asked to make personal donations and/or loans to cover expenses or to help make contacts for potential grants. See Appendix O for Start-Up (Year 0) Budget.

4.5 Facility

Note that the SBE may approve a charter school prior to the school's obtaining a facility; however, students may not attend school and no funds will be allocated until the school has obtained a valid Certificate of Occupancy for Educational use to the Office of Charter Schools.

1. What is your plan to obtain a building? Identify specific steps the board will take to acquire a facility and obtain the Educational Certificate of Occupancy. Present a timeline with reasonable assumptions for facility selection, requisition, state fire marshal and health inspections, and occupation.

We have identified the Family Life Center of First Baptist Church-West as the site for the Anita Stroud Academy. This will provide full access to 12 classrooms, three offices, a library, piano lab, full-sized gym, professional kitchen and serving line, activity/eating room, conference room, 100-seat small chapel for large meetings and music practice room--a total of 26,188 square feet. All space is handicap accessible to meet the Americans with Disabilities Act (ADA). The site's address is 1801 Oaklawn Avenue on Charlotte's west side, five minutes from uptown and within minutes of the I-77 and I-85 intersection. In 2003, the church built the \$3.2 million Family Life Center for the express purpose of providing expanded services to the community. Our plan is to use the facility for the Anita Stroud Academy as a continuation of the 15 years of afterschool and summer institute services we have provided at this site. For the past 10 years, we have been operating under a renewable lease with the church's Board of Directors. (See Appendix A2) Note that our lease payments include utilities, trash pick up, yard work, janitorial services and phone/internet service. We expect no major changes in our lease arrangement beyond an increased lease rate to cover the higher utilities, janitorial services, usage, etc. A primary benefit of this arrangement is that Charlotte CSA does not have ultimate responsibility for building maintenance, yard work, inspections, cleaning, etc.--although we always remain prepared to step in where financially feasible to ensure that items with a direct bearing on our operations are completed. We do that based on the fact that our lease rate has always been substantially below market rate, which has been a reflection of our partnership with the church and its provision of thousands of dollars of in-kind services each year. Meanwhile, First Baptist-West will

maintain its liability/multi-peril, property and auto insurance, while Charlotte CSA will maintain its separate policies for liability/multi-peril and auto insurance with completely different insurance agencies. We anticipate that obtaining an Educational Certificate of Occupancy will be a two-month process. We will contract with a local architectural firm specializing in daycare and education renovation services to spearhead this process at the county approval level. We also will budget a contingency fund for potential costs associated with the Education Certificate of Occupancy. The board's role in this process will be to provide oversight and board expertise, where applicable, to the day-to-day actions of the Executive Director and staff. The ED will solicit cost proposals for an architectural firm to handle the permitting process, submit a recommendation to the board for its review and vote and make regular reports to the board. Should costs exceed the budgeted amount, the board will be responsible for either raising additional funds and/or approving budget adjustments. The board also will be charged with reviewing and approving the increased lease rate with First Baptist Church-West. Pursuant to Section 115C-218.35 of the NC Charter Law, 115C-218.35, there will be "no religious artifacts, symbols, iconography, or materials on display in the charter school's entrance, classrooms, or hallways." We also will adhere to Section 115C-218.80 requiring display of the U.S. and N.C. flags in each room and daily recitation of the U.S. Pledge of Allegiance (making allowances for those who choose not to participate) and provide age-appropriate instruction on the flag and pledge.

2. Describe the school's facility needs based on the educational program and projected enrollment, including: number of classrooms, square footage per classroom, classroom types, common areas, overall square footage, and amenities. Discuss both short-term and long-term facility plans. Demonstrate that the estimate included in your budget is reasonable.
3. Describe school facility needs, including: science labs, art room, computer labs, library/media center, performance/dance room, gymnasium and athletic facilities, auditorium, main office and satellite offices, work room/copy room, supplies/storage, teacher work rooms, and other spaces.

The Anita Stroud Academy's location will be in the Family Life Center of First Baptist-West at 1801 Oaklawn Avenue, five minutes west of uptown and within minutes of the I-77 and I-85 intersection. Charlotte CSA has been based in this building for its entire existence and for the past 10 years has operated under an automatically renewable lease (See Appendix A2) at a highly discounted rate compared to the prevailing commercial rate. That lease arrangement will continue with the opening of the Anita Stroud Academy with increased payments to cover additional utilities, usage and janitorial costs. The building includes 12 classrooms, gym/multipurpose room, two offices, library with seating capacity of 50, 2 music labs, professional kitchen/serving line, activity room/cafeteria, conference room, 4 closets for supplies/storage and small chapel with seating capacity of 100 for parent orientation, etc. With

26,188 square feet available, we would have sufficient space to accommodate an accelerated schedule for opening the Anita Stroud Academy. For classrooms, we have a mixture of desk-style and long-table style with varying square footages ranging from 300 to 450 sq ft. Ample parking is available for major programs and an adjacent lot is currently being developed for a fenced-in playground.

During the first year of operation, the school will need six classrooms for permanent teacher assignments; two-three classrooms for tutoring, English lessons and fine arts; gym/playground for physical education; three offices for administrative staff; professional kitchen, serving line and cafeteria; library; music lab; 100-seat meeting space.

Those space requirements will change in subsequent years with the adding of new grade levels to eight classrooms for the 2nd year, 10 classrooms for the 3rd year and 12 classrooms for the 4th and 5th years. All other space requirements will remain the same.

Our short- and intermediate-plans are to use the Family Life Center until the 5th grade level is reached in Year Four. If the board determines that the school needs to continue serving students in additional grades, it will conduct a due diligence investigation to ensure that there is in fact a need for additional grades and that the school has the means to secure an appropriate facility.

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

Cost is \$2.86 per sq ft ($\$75,000 \text{ annual lease} / 26,188 \text{ sq. ft.} = \2.86 per sq ft including utilities & janitorial) Current commercial rates range from \$16-22 per sq ft in Charlotte's inner city & suburban areas--not including utilities & janitorial service. For a building with comparable size and amenities, the typical cost would be \$500,000 per year. Our long-term relationship with First Baptist-West will allow us to provide a quality educational option to families at a cost significantly lower than the typical costs of operating a school, enabling us to focus our funds on direct student services.

5. Facility Contingency Plan: Describe the method of finding a facility if the one the board has identified will not be ready by the time the public charter school will be opening. Include information regarding the immediate spatial needs of the school and identify any programs that will not be immediately offered because a permanent facility has yet to open.

Should the First Baptist-West Family Life Center not be available, the Board will hold an emergency meeting to discuss, make recommendations and charge the Executive Director and staff with providing potential solutions for its review and approval. With a realtor and an insurance agent on board, the Executive Director will consult with those

board members in particular to help plan next steps, identify potential facilities and set a list of space requirements. Those requirements will include proximity/location, minimum spatial room requirements, sanitation and safety standards, handicap accessibility, internet service and contract considerations. The Executive Director also will work with the identified architectural firm throughout the contingency process to ensure that the space qualifies for an Education Occupancy Certificate.

We will initially reach out to area churches with similar classroom set ups in their auxiliary buildings. The Anita Stroud Academy's minimum needs include 8-10 classrooms, three bathroom stalls each for male and female bathrooms, at least 1 office for the school head and administrative staff person, outdoor playground, central assembly area and staff parking + additional 20% parking space. We also would seek space for separate lunch and enrichment activities, but if space is at a premium, we will utilize classrooms. Once the minimum requirements are met, we do not foresee any direct effect on the core curriculum areas of literacy and math. Both were selected as hybrid print and digital curriculums able to function with or without the digital component. Meanwhile, we would purchase a wireless service to provide an internet connection since we have small laptops that can easily be transported and used by students and staff. Our main accommodations might be in the area of piano keyboards and brass instruments that cannot be easily stored. Adjustments would likely have to be made on the type of music instruction students receive.

6. Describe the board's capacity and experience in facilities acquisition and management, including managing build-out and/or renovations, as applicable.

While individual members have had experience in facilities acquisition or rental and management, the board as a whole has not been active in this area. From its inception, the board has based Charlotte CSA's operations in the Family Life Center of First Baptist-West.

Certify

This subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application. Yes No

Explanation (optional): Click or tap here to enter text.

Section 5 Financial Plan

1.1 Charter School Budget

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.

***Attach Appendix M: Revenue Assurances**

Assurances are needed to confirm the commitment of any additional sources of revenue.

***Attach Appendix N: Proposed Budget for Year 1 through Year 5**

Budget template can be located on the Office of Charter Schools Application website.

5.2 Budget Narrative

Please include additional information that explains the assumptions used in the 5-year budget.

1. How was the student enrollment number projected?

School enrollment numbers were developed based on a combination of parent surveys, area student population numbers, CSA's previous enrollment history and facility space.

2. Provide an explanation as to why you believe there is a demand for the school that will meet this enrollment projection. [Click or tap here to enter text.](#)

Most parents want the best for their children but our neighborhood parents are no longer surprised by the area schools' persistently high failure rates for End-Of-Grade tests. However, if given a viable alternative for a quality educational experience for their children, our surveys show that 67% of parents would very likely or likely consider a charter school with the type of focus we propose. Add to those considerations the sheer number of elementary students in Mecklenburg County—68,594—that make up the pool of potential K-5th grade students also can be expected to contribute to demand. Charlotte-Mecklenburg's Schools' 2-5% student growth rate over the past five years is expected to continue as the state's overall public school enrollment increases. As a result, steady demand coupled with student population increases can be expected to help us meet our enrollment projections. Finally, anecdotally we often get parent requests to extend our services to a charter school and we would expect word-of-mouth promotion to assist our efforts.

3. Provide the break-even point of student enrollment. [Click or tap here to enter text.](#)

Our break-even point of student enrollment is 99 students of the proposed 104 student enrollment. At 99 students, projected expenditures will most closely align with projected state & local revenue with a difference of only \$2,788.

As noted earlier, we will accept applications at 20-25% over our planned enrollment to allow for no-shows and attrition and we expect to meet our enrollment numbers.

4. Discuss the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated. [Click or tap here to enter text.](#)

Should anticipated revenue be lower than expected, our first step would be to cut general operating expenses. If that does not prove sufficient, we would then look at cutting personnel expenses with an eye toward minimal impact on student services. If the funding shortage is expected to be short-term, we would seek to draw down from a Line of Credit or personal loans from board members with promissory notes regarding re-payment. Long-term budget shortages would require the board to discuss and approve a new operation plan and/or facility location to accommodate the shortage.

We also will over-enroll at least 20-25% over our first-year anticipated enrollment of 104 students. Experience has shown that we normally experience a 20-25% attrition rate for various reasons.

5. Does the budget rely on sources of funds other than state, county, and federal (e.g., loans, donations, etc.)? If so, please provide the source and amount. Also, describe any committed contributions and in-kind donations of goods or services to be received by the charter school that will assist in evaluating the financial viability of the school. Clearly indicate between those grants or in-kind donations which have already been firmly committed and those the board is planning to pursue. Be sure that the appropriate assurances documentation is provided in the appendices. [Click or tap here to enter text.](#)

SOURCE	AMOUNT	PROSPECTS
Donations	\$10,000	Likely
Grants	\$20,000	To Be Pursued
ArtsPlus (Fine Arts Teachers)	In-Kind	Likely
TOTAL	\$27,000	

The prospects for donations and ArtsPlus in-kind contributions are considered very likely based on years of experience receiving those funds or in-kind support. Grants will be pursued and cannot be confirmed at this time, but in the past six months Charlotte CSA has been approved for five out of six grants for a total of \$220,495 with grant amounts ranging from \$7,500 to \$123,000.

6. Provide the student to teacher ratio that the budget is built on. [Click or tap here to enter text.](#)

17:1

7. Describe the board's individual and collective qualifications and capacity for implementing the financial plan successfully. Click or tap here to enter text.

For 16 years, Charlotte CSA's Board has collectively dealt with the changing nature of a nonprofit budget. At its height, the agency's budget has approached \$1 million, at its lowest it has been \$24,000 and most recently in 2018-19 the budget was \$589,000. The Board has made hard choices to cut programs, it has been visionary in expanding programs and members have personally made financial contributions or loans and facilitated grants. At each meeting, board members receive a financial report detailing budgeted versus actual expenses/income allowing financial trends to be easily noted. Throughout a series of state-sponsored and agency-sponsored audits, no audits have reported major findings for CSA's operations.

Individually:

- Board Chair Ricky Woods sits on a number of boards and manages First Baptist Church-West's budget
- Vice Chair Mary Randle has been chair of a nonprofit that sponsored charter schools
- Treasurer Spencer Cochran has sat on the boards of major community nonprofits and manages his unit's budget as a lieutenant in the Charlotte-Mecklenburg Police Department.
- Member Marquis Eure currently monitors and audits the financial and programmatic requirements of Ryan White AIDS grant administered in Mecklenburg County.
- Member Marian Yates has managed the budget of one of the largest high schools in the state
- Member George Pettice specializes in providing insurance policies for commercial businesses and nonprofits
- Member Spencer Thompson has sat on boards and overseen the budget of the Charlotte area's postal services
- Member Denise Bridges has managed administrative services while serving as a captain in the Charlotte-Mecklenburg Police Department.

8. Describe how one or more high needs students with disabilities might affect the budget and your plan to meet student needs that might be more than anticipated.

We will contract for financial services and the diagnosis and support of exceptional children. Because the individual amounts are expected to be below \$50,000, we will not seek bids. Instead we will seek quotes from area contractors, as well as solicit recommendations based on previous history. CSA has a bidding policy for items above \$50,000 but it is not projected that individual, high need students will exceed the \$50,000 bid amount. Instead we will seek quotes from area contractors, as well as solicit recommendations from other nonprofits and charter schools.

9. If there is a plan to outsource any or all financial management areas such as payroll, benefits, audits, fundraising, accounting, etc., provide a statement on how the vendors will be selected and how the board will oversee their activities to ensure fidelity and compliance. Click or tap here to enter text.

Charlotte CSA currently outsources its payroll services to Paychex and its audit and 990 report to Simpson, Younce and Tedder. The individual cost of those services has been lower than the \$50,000 bidding floor and they are not expected to rise above that amount. Our own experience has shown Paychex to be the most accurate and responsive of four other payroll services we have used in the past 16 years and we would strongly seek to retain those services, particularly in the company's ability to break out payroll of different funding sources and provide timely W-2s to employees. We also have been pleased with the auditing and 990 services of Simpson, Younce and Tedder but we will seek quotes and solicit the services of a firm approved by the NC Local Government Commission.

The Board—particularly the Chair, Treasurer and Executive Board—has been actively involved in the day-to-day financial operations of the agency and have worked closely with the Executive Director to contract with vendors best suited to the agency's needs. The Board is required to oversee the following financial policy:

L. TAX COMPLIANCE & AUDIT

Charlotte CSA shall preferably have an audit conducted every year, or at a minimum once every other year. The federal Form 990 shall be filed annually and quarterly 941 forms (federal taxes for employees) shall be filed at a minimum of quarterly or bi-weekly if required. Note that:

1. The audit and Form 990 shall be conducted by a licensed CPA firm. A review of the CPA firm and bids for a new firm is recommended every five years.
 2. The quarterly 941 forms may be prepared and submitted by the payroll company with the understanding that Charlotte CSA maintains responsibility for the accuracy of such reports.
 3. The Treasurer, Executive Director and Administrative Director shall serve as staff/board liaison to the audit firm and payroll company.
 4. The final audit and 990 shall be presented to the Board of Directors for its vote of approval upon completion.
 5. Employee W-2's and consultant 1099's shall be provided to employees and consultants by January 31st of each year.
10. Does the school intend to contract for services such as student accounting and financial services, exceptional children instructional support, custodial etc. Describe the criteria and procedures for the selection of contractors and large purchases. Click or tap here to enter text.

Charlotte CSA will contract for:

- Financial Services to include audit and 990 Report
- Payroll
- Curriculum Professional Development & Support
- Exceptional Children support for testing; occupational, physical and behavior therapists, etc.
- Board Training
- Marketing expertise

All of these services are expected to come in below our \$50,000 threshold for formal bidding. We will seek referrals for firms/agencies to provide written quotes, have at least two to three staff members to include the Executive Director, Administrative Director, Principal and/or Treasurer review the quotes and make selections based on a. previous service or history, b. recommendations, c. price for services and d. availability.

11. Explain how the budget aligns with the school's mission, curricular offerings, transportation plans, and facility needs. Click or tap here to enter text.

The school's mission is to provide a premier educational foundation and fine arts enrichment to elementary students with a special emphasis on at-risk, bilingual and gifted students in partnership with families and the community. The budget aligns with that mission in that 83.5% of the budget is allocated to salaries focused on providing and supporting instructional services, and the remaining 16.5% of the budget targets purchasing curriculums, providing teacher training, leasing buses, paying a facility lease and maintaining wrap-around insurance policies. These are the largest expenses in the budget and will ensure students have needed transportation, provide a safe and state-of-the-art facility and help prepare for unexpected events. By placing most of our funding in these major areas, the budget is fully aligned to achieving the school's goals.

12. What percentage of expenditures will be the school's goal for a general fund balance? Describe how the school will develop the fund balance. Click or tap here to enter text.

We project a 3% or \$27,000 general fund balance based on the first-year needs that include major textbook purchases and staff training. To attract quality teachers, we also budgeted for participation in the state retirement and health care plans.

We will develop that fund balance through donations, special event fundraisers, foundation grant proposals and student fees for supplemental programs such as Afterschool and the Summer Institute.

13. Provide a description of proposed financing structure. Include financing of facilities, other asset financing and leases. Click or tap here to enter text.

No building financing will be needed since our plan is to lease the Family Life Center of First Baptist Church-West. Any change in that plan will require Board approval and action.

The only other financing that we project will be financing of buses and copy machines with limited-term leases. Charlotte CSA currently has leases for transportation and copy machines and expects to continue those business arrangements. Additional leases may be likely but given CSA's positive financial relationship with these companies we do not foresee any problems in securing new leases.

14. Will the school have assets from other sources (e.g. building, furniture, chairs, computers, etc.)? If yes, please provide a list. Note which are secured and which are anticipated, and include evidence of commitment for any assets on which the school's core operation depends. Click or tap here to enter text.

Charlotte CSA's lease with First Baptist Church-West includes use of classrooms, offices, music lab, conference room, activity room/cafeteria, gym, kitchen, meeting space, playground and the accompanying furniture and equipment. The lease also includes internet, phone, trash and custodial services. All of those services are currently in place and available for immediate use by the Anita Stroud Academy.

5.3 Financial Compliance

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

The following portions of Charlotte CSA's Fiscal Policies & Procedures Manual outlines the financial compliance steps that will be taken:

VIII. RESPONSIBILITIES

The TREASURER shall:

- A. Conduct a review of Charlotte CSA's bank accounts, bank statements and bills on a regular basis in conjunction with the Executive Director or designated financial staff person.
- B. Serve as chairperson of the Finance Committee with responsibility for producing a budget in a timely fashion before the start of a new fiscal year.
- C. Ensure that an audit is conducted on a regular basis and review the audit findings in conjunction with the Executive Director and/or Financial Manager.
- D. Annually review the organization's 990 Form.
- E. Maintain check-signing authority on all accounts.

The EXECUTIVE DIRECTOR shall:

- A. Report the financial results of Charlotte CSA operations to the board a minimum of quarterly and/or at each board meeting.
- B. Pay all obligations and file required reports in a timely manner.
- C. Make no contractual commitment for bank loans, corporate credit cards, or for real estate leases/purchases without approval of the Board.
- D. Record fixed assets with purchase prices greater than \$500 as capital assets in accounting records. Depreciation of capital assets will not exceed five years for furniture and equipment or three years for computer and other technology equipment.
- E. Limit vendor credit accounts to prudent and necessary levels.
- F. Obtain competitive bids for items or services costing in excess of \$50,000 per unit. Selection will be based on cost, service, and other elements of the contract.

- G. Inform the Treasurer, Chairman and/or Board of any potentially negative impacts or developments related to meeting financial goals as soon as possible.
- H. Be responsible for the legal and appropriate expenditure of funds received and/or hire financial employee(s) to delegate said authority
- I. Maintain compliance with reporting requirements based on funder requirements to include reports, records and other information.

The BOARD OF DIRECTORS shall:

- A. Review financial reports at each board meeting.
- B. Provide adequate training to members to enable each member to fulfill his or her financial oversight role.
- C. Ensure that the Executive Director carries out the financial responsibilities as outlined in this document.

IX. SEGREGATION OF DUTIES

Charlotte CSA's financial duties are to be distributed among multiple people to help ensure protection from fraud and error. This distribution of duties must aim for maximum protection of the organization's assets while also considering operational efficiency.

C. SEGREGATION OF DUTIES & PHYSICAL SECURITY

Protection against theft or financial fraud is of primary importance to ensure the continued operation of Charlotte CSA and protection of the agency's assets. These needs, however, must be tempered against the limited number of Charlotte CSA staff. The agency shall maintain physical security of its assets to ensure that only authorized people have physical or indirect access.

1. The Executive Director or Administrative Director shall open all mail, bills and statements.
2. Receipts, reimbursements and payments should be stapled to an invoice, signed by the person submitting the invoice, signed by a supervisor or Financial staff person and stored in the appropriate program binder.
3. Checks that require a two-person process of \$10,000 or more will involve the Administrative Director and Executive Director/Treasurer to a) write the check and b) sign the check, with oversight and/or reconciliation by the Treasurer and outside Financial Consultant.
4. Payroll records, checks, credit cards, bills and statements are to be kept in locked file cabinets or drawers.
5. Credit/debit cards should be signed out and in showing the date and time, item purchased and amount, and person with the card on a financial log whenever used by staff (with the exception of the card assigned to the Executive Director). Invoices and accompanying receipts should be turned in within 24 hours to document any purchases.
6. The Executive Director, Administrative Director, Treasurer and outside Financial Consultant will have access to online bank accounts, other accounts and the accounting software program with the accompanying passwords. Passwords should be reviewed

and changed whenever there is a change in personnel.

D. REVENUE & DONATIONS RECEIPT

Charlotte CSA shall at all times give preference to direct electronic transfers into the agency's checking account for regular payments from funders, grantors, government agencies, etc. Online payments or money orders will be the preferred method of payment from clients. Cash payments will be allowed—but not encouraged—for relatively small amounts such as late or transportation fees.

1. Email notices of program revenue (including online payments) should be printed out and placed in the accompanying program binder.
2. Program revenue shall be entered in the accounting software program within one week of receipt of funds into the checking account. When checks or money orders are received, copies shall be made and placed in the applicable program binder.
3. Deposit slips will be completed in duplicate or copies made.
4. Checks, cash and the deposit books shall be kept in a locked filed cabinet or desk drawer and deposits made within 2-3 business days.
5. Clients shall be directed to the desktop computer in the CSA office to make online payments and assisted, if needed.
6. Donation and in-kind acknowledgment letters shall be sent within one week of receipt of funds/items/services with the applicable IRS language at the bottom of the letter.
7. In-Kind donations shall be based on the market value of the goods or services provided. Volunteer time will be based on the Independent Sector or United Way's North Carolina volunteer rate that may be found on the Internet.

E. EXPENDITURES & REIMBURSEMENTS & INVOICE APPROVALS

ALL financial transactions must be accompanied by an invoice with the appropriate signatures, receipts, invoices and/or bank statements.

1. Expenditures and reimbursements shall be documented on a Charlotte CSA invoice (with tax listed separately) with the receipt attached and signed by the person submitting the invoice.
2. Invoices and the attached source documents shall be coded by the respective program's budget line item number so that a clear trail exists between the accounting software and the documents.
3. A second signature must be on the invoice by the immediate supervisor, Administrative Director or Executive Director.
4. The physical copy of the expenditure/reimbursement and attached invoice must be placed in the applicable program binder.
5. The desired method of payment is either by debit/credit card or by reimbursement to maintain an electronic record. If checks are required, the Administrative Director and Executive Director will a) write the check, b) enter the check in the accounting program and c) sign the check, with oversight and/or reconciliation by the Treasurer and outside Financial Consultant.

F. PETTY CASH

NO PETTY CASH SHALL BE MAINTAINED ON SITE. DEBIT/CREDIT CARDS WILL BE USED FOR PURCHASES OF ANY AMOUNT OR EMPLOYEES WILL BE REIMBURSED.

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

Charlotte CSA has no known or possible related party transactions beyond personal loans made by Board members or staff for short-term cash flow needs. When those loans have been made to the agency, CSA follows its written financial policy to have the person making the loan and the treasurer or executive director sign a promissory note documenting the loan and the terms of repayment.

3. Provide the name of the firm approved by the NC Local Government Commission (LGC) that will conduct the audit. Include the complete mailing address, telephone number and fax number. If a firm has yet to be identified, please list the firms the board has investigated. Click or tap here to enter text.

We will solicit quotes for audit and 990 services from the following Charlotte area firms that have been approved by the NC Local Government Commission and have specific experience working with charter schools:

Belinda Johnson, CPA PA
3515 Monroe Road
Charlotte, NC. 28205
704.333.2733 phone
704.333.2742 fax

Faulkner & Thompson, CPA PA
P.O. Box 2457
Rock Hill, NC. 29732
803.324.3160 phone
803.324.2767

Certify

This subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application. Yes No

Explanation (optional): Click or tap here to enter text.

Signature Page

The foregoing application is submitted on behalf of Board of Directors of Charlotte Community Services Association. 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: Ricky A. Woods

Board Position: Chair

Signature: *Ricky A. Woods*

Date: July 23, 2019

Sworn to and subscribed before me this 23 day of July, 20 19.

Notary Public: *Kimily M. McGuine*

Official Seal:

My commission expires: June 5, 20 24.

