



PUBLIC SCHOOLS OF NORTH CAROLINA
State Board of Education | Department of Public Instruction

North Carolina Charter School Application

City Charter Academy

Opening in the 2021-2022 School Year

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Application Instructions

APPLICATION AND APPLICATION FEE DUE DATE/TIME	
Fast-Track and Acceleration Applicants (2020 Opening)	5:00pm EST on July 29, 2019
Traditional Timeline Applicants (2021 Opening)	5:00pm EST on August 26, 2019

APPLICATION SPECIFICATIONS

Applicants can submit applications prior to the deadline. **All applications must be submitted using the online portal.** Applicants are to use the following specifications:

1. All applications must be submitted using the online platform. Applications submitted outside of this platform will not be accepted.
2. All submitted applications must be from a nonprofit group approved by the NC Secretary of State, unless being submitted by a municipality.
3. Each major section (Mission, Purposes and Goals, Education Plan, Governance and Capacity, Operations, and Financial Plan) must be located within the designated section, as indicated in the online document.
4. If a particular question does not apply to your team or proposal, respond "Not Applicable," AND state the reason this question is not applicable to your team or proposal.
5. Each required Appendix must include a title page with the title of the Appendix and the Proposed School Name.
6. Any answer given within the application that is not original to the applicant must include a citation to the source of the answer.
7. Review all elements of the application for completeness before submitting.
8. The full application (including the narrative and all appendices) must be submitted as one PDF document.
9. The budget spreadsheet must also be submitted separately as an excel file.
10. The application narrative, without appendices, may not exceed 100 pages. Applicants submitting special requests are given an additional 5-page allowance, per special request.
11. Each section of the application should be clearly labeled according to the table of contents.
12. Late submissions **will not** be accepted. **No exceptions.**
13. Applicants must turn in the application fee and fee payment form by the stipulated timeline.

Application Contact Information

1. Name of Proposed Charter School: City Charter Academy (CCA)
2. Organization Type: Municipality Nonprofit Corporation
3. Name of non-profit organization under which charter will be organized or operated: City Charter Academy, Inc.
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: Jeff Hyde
Title/Relationship to Non-Profit: Lead Applicant
Mailing Address: 1117 West Cornwallis Dr.
City/State/Zip: Greensboro, NC 27408
Primary Telephone: 336-275-9797
Alternate Telephone: N/A

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

Geographic County: Guilford
LEA/District Name: Guilford County 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: National Heritage Academies, Inc. (NHA)
Fees provided to the third-party person or group? N/A

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:

Our proposal for City Charter Academy (CCA), a new charter school planned for Greensboro, has been designed after careful thought and consideration by CCA's founding Board of Directors. Our Board, in partnership with professionals at National Heritage Academies (NHA), has crafted a plan to replicate other successful NHA-partner schools in North Carolina, such as Greensboro Academy. No other charter management organization has as much experience in our region or in North Carolina. Our application details the model used at other NHA-partner schools, so we sought NHA's collaboration developing the application. NHA provided details and insights on fundamental elements of our proposed school that reflect NHA's model, such as: the educational plan; staffing structure; professional development plans; enrollment and marketing process; financial plan; service for exceptional children (EC); and expectations for student conduct and discipline. Our Board has reviewed this application and provided necessary feedback. We have also reviewed other NHA procedures and practices before including them in this application. This proposal explains the impetus for this school and its mission. Sections on governance and oversight reflect our vision for CCA; other parts of the application, including academic and operational goals, were drafted in collaboration with NHA. This approach helped us describe, fully and accurately, our model and how we will achieve our mission and vision.

We know another group plans to submit an application in partnership with NHA during this cycle; we welcome this news. More schools partnering with NHA confirms its steadfast pledge to offer high-quality opportunities to families throughout the state. We will find it easier to grow our culture, climate, and community with another new school implementing a similar model. Our Board expects that parts of our application that describe the NHA-partner school model will resemble sections of the other group's proposal. At the end of each section of our application, we have attributed that section's contents to the Board, to NHA, or to both. To be clear, we have reviewed and approved this entire proposal for CCA. We have received advice from our independent legal counsel in key areas, including governance and required auditing. We will continue working with NHA as we progress through the application process. If a charter for City Charter Academy is approved, we will proceed with our relationship with NHA through our services agreement (Appendix A4.1).

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: 2021 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 2021-2022	Year 2 2022-2023	Year 3 2023-2024	Year 4 2024-2025	Year 5 2025-2026	At Capacity 2024-2025
K	100	100	100	100	100	100
1	84	84	84	84	84	84
2	84	84	84	84	84	84
3	84	84	84	84	84	84
4	84	84	84	84	84	84
5	84	84	84	84	84	84
6		84	84	84	84	84
7			84	84	84	84
8				84	84	84
9						
10						
11						
12						
Totals	520	604	688	772	772	772

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
Black: 40.85% White: 31.24% Hispanic: 16.40% Asian: 6.68% Two or More: 4.30%	65.1%	7.0%	8.86%

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.

We plan to locate CCA in Guilford County, which is growing steadily. Many companies, including Publix, FedEx, and HAECO Americas, have begun expanding operations and adding jobs here. We believe this will also bring new families to this region with expectations for tuition-free school choices.

Additionally, our target community has few high-performing school options. In our targeted area, most schools received letter grades of “D” or “F” in 2017-18, the most recent data available. We believe that

these factors will combine to ensure that CCA can enroll students in alignment with the plan above. We note also that our model is one that many other NHA-partner schools, including Gate City Charter Academy (GCCA), have adopted with success.

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):

As noted earlier, our Board has reviewed and approved this application with the knowledge that the processes, systems, and procedures described here currently in practice at other NHA-partner schools and much of the language is similar to applications in this and other application rounds.

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. Per State Board of Education policy [CHTR-013](#), the State Board of Education, in its discretion, may accelerate the mandatory planning year to increase the number of high-quality charter schools. 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.
 2. Demonstrate an exceptional need for the charter school in the proposed location.
 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.

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.

2. Is the Conversion Public or Private? Public. Complete Question #3 below.

Private. Complete Questions #4 and 5 below.

3. Public Conversion Information

*Give the name and six-digit identifier of the school being converted:

If application is for a public conversion, submit Appendix A2.1: Public Conversion Evidences
 Conversion evidences must include:

- 1) Statement of Support signed by the majority of the teachers and instructional support personnel currently employed at the school
- 2) Last payroll outlining current staff receiving compensation from the traditional public school
- 3) Current school enrollment
- 4) Parent support of the conversion

4. Financial History

Outline the 3-year financial history of the proposed converted charter school in the chart below as evidenced in either financial statements or the IRS Form 990. Supporting documentation will be attached as Appendix A2.

Financial History 3 Years Prior	Financial History 2 Years Prior	Financial History 1 Year Prior

5. Private Conversion Information

Name of the private school being converted:

City and state where private school is located:

- 1) Describe the rationale for converting from a private entity to a public school. Include information regarding how the proposed charter school will be nonsectarian in nature and will be open for all students (not just those currently attending the private school).
- 2) Provide a detailed description of the existing private school's financial status, including the process in which these financial assets or deficits will be transferred to the non-profit organization.

Provide a copy of the organization's IRS Form 990 for the last three years as Appendix A2.2 Private Conversion Evidences. If the current organization does not have a Form 990, tax information for the last three years along with financial statements must be included as Appendix A2.2 Private Conversion Evidences.

- 3) Depict and analyze the current enrollment trends and student demographics of the private school over the past three academic years.

- 4) Document and expound upon evidence that the existing private school is successful in student achievement. Base this explanation upon academic data available through state and national summative assessments.

- 5) Explain the process by which the current private school staff will be considered for teaching at the proposed charter school staff. What is the projected turnover due to the statutory requirements for teacher licensure and highly-qualified status?

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.

2. If yes, please provide the name of the charter school and the state that the charter school has been authorized to operate in.

Greensboro Academy (North Carolina)

3. Are you a board of directors currently operating a charter school in NC and applying to replicate its currently existing model?

- Yes. Answer questions #4-6. No. Go to Question #7.

4. A board of directors that currently operates a charter school in NC is eligible to apply to replicate its currently existing model only if the board’s current school or schools demonstrate a consistent record of academic, financial, and operational success. If the board operates more than one school, each school must meet this standard. To meet this standard, the board must meet each of the following conditions:

- A) Each school operated by the board must have academic outcomes at least comparable to those of the students enrolled in the LEAs in which they are located. In addition, each school operated by the board must meet or exceed student growth consistent with State standards, for three years immediately preceding the application, and maintain that growth throughout the application period.
- B) Each school operated by the board must have unqualified audits for the three years immediately preceding the application, and must maintain that fiscal standard throughout the application period.
- C) Each school operated by the board must have resolved any noncompliance issues cited by NCDPI during the three years immediately preceding the application and must maintain this standard throughout the application period.
- D) A majority of the board and 50% or greater of the board’s officers must be North Carolina residents.

Does your board meet the each of criteria listed above? Yes No

Attach as Appendix A3.1 Replication Educational Outcomes - for the replicated school for the last three academic years.

5. Describe which academic qualifications the non-profit board has met that qualify them for replication.

6. Outline the 3-year financial history of the proposed replicated charter school in the chart listed below as evidenced in financial statements or IRS Form 990. Attach the related documents as Appendix A3.2 Replication Financial Evidences.

Financial History 3 Years Prior	Financial History 2 Years Prior	Financial History 1 Year Prior

7. Are you a board of directors that does not currently operate a school but is partnering to replicate an existing model operated by an EMO/CMO?

Yes. Answer questions #8-10 below.

No. Go to Question #11.

8. Eligibility Criteria

- A) A board of directors partnering to replicate an existing model operated by an EMO/CMO must demonstrate that each of the schools being managed by the EMO/CMO in North Carolina

- 1) have an academic proficiency comparable to the LEAs in which the current schools are located; or
- 2) meet or exceed growth for the three years immediately preceding the application at issue.

If the EMO/CMO does not manage any schools in NC or the schools it manages in NC do not yet have the data listed above, the board must demonstrate to the SBE that the schools operated in other states by the EMO/CMO meet similarly rigorous standards for academic performance. The EMO/CMO must continue to meet these standards throughout the application period.

- B) The board must demonstrate that each of the schools in North Carolina managed by the EMO/CMO have unqualified audits without fiscal compliance issues for three years immediately preceding the application.

If the EMO/CMO does not currently manage any schools in NC or the schools in NC it manages do not yet have the data listed above, the board of directors must demonstrate to the SBE that the schools operated in other states by the EMO/CMO meet similarly rigorous standards for financial performance. The board of directors must maintain this standard through the application period.

Does the EMO/CMO partnering with the board meet the criteria listed above? Yes

No

Attach as Appendix A3.1 Replication Educational Outcomes - for the replicated school for the last three academic years.

9. Describe which academic qualifications schools managed by the EMO/CMO have met that make them suitable for replication.

Greensboro Academy is the highest-performing of all 87 NHA-partner schools nationwide, based on NHA’s measures of academic quality, and it ranks among the highest-performing schools in North Carolina. Greensboro Academy has received a letter grade of at least “A” for the past four school years (beginning with 2014-15). In 2017-18, state assessment results showed proficiency levels of 90 percent in math and 87 percent in reading. These outcomes are much higher than those of Guilford County Schools: 39 points in math, and 35 points in reading. Greensboro surpassed the average proficiency of the five closest schools, by 16 points in math and 17 points in reading. Beyond consistently high levels of proficiency, Greensboro Academy has maintained similar levels of student growth. State accountability results have shown that the school has exceeded expected growth for each of the past four school years.

10. Outline the 3-year financial history of the proposed replicated charter school in the chart listed below as evidenced in financial statements or IRS Form 990. Attach the related documents as Appendix A3.2 Replication Financial Evidences.

Financial History 3 Years Prior	Financial History 2 Years Prior	Financial History 1 Year Prior
\$45,444	\$43,637	\$42,176

11. Fast Track Replication

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

- Yes. Complete the Fast Track Eligibility Criteria below.
- No. You have completed the Replication Special Request section. Please attach the required appendices **3.1 Education Outcomes** for the replicated school(s) for the last three academic years, and **3.2 Replication Financial Evidences IRS Form 990**, bank statements for the replicated school(s) for the prior three years.

Fast Track Replication Eligibility Criteria

Per State Board of Education policy [CHTR-016](#), a non-profit corporation board that does not currently operate a charter school in NC is eligible to apply to replicate through fast-track replication an existing model operated by an EMO/CMO. The non-profit corporation board is eligible to apply only if the schools operated by the EMO/CMO have a consistent track record of academic, financial, and operational success. The non-profit corporation is eligible to replicate an existing model operated by the EMO/CMO only if the non-profit corporation board meets each of the following conditions:

1. The non-profit corporation board must demonstrate that each of the schools being managed by the EMO/CMO in North Carolina (1) have an academic proficiency comparable to the LEAs in which the current schools are located; or (2) meet or exceed growth for the three years immediately preceding the application at issue. If the EMO/CMO does not manage any schools in NC or the schools it manages in NC do not yet have the data listed above, the non-profit corporation board must demonstrate to

the SBE that the schools operated in other states by the EMO/CMO meet similarly rigorous standards for academic performance. The EMO/CMO must continue to meet these standards throughout the application period.

The non-profit corporation board meets at least one of the qualifications above. Yes No

*Attach as Appendix A3.1 Replication Educational Outcomes - for the replicated school for the last three academic years. Describe which academic qualifications the non-profit board has met that qualify them for replication.

2. The non-profit corporation board must demonstrate that each of the schools in North Carolina managed by the EMO/CMO have unqualified audits without fiscal compliance issues for three years immediately preceding the application. If the EMO/CMO does not currently manage any schools in NC or the schools it manages in NC do not yet have the data listed above, the non-profit corporation board must demonstrate to the SBE that the schools operated in other states by the EMO/CMO meet similarly rigorous standards for financial performance. The non-profit corporation board must maintain this standard through the application period.

The non-profit corporation board meets at least one of the qualifications above. Yes No

3. Each school operated by the non-profit corporation must have resolved any noncompliance issues cited by NCDPI during the three years immediately preceding the application and must maintain this standard throughout the application period.

The non-profit corporation board meets at least one of the qualifications above. Yes No

4. A majority of the non-profit corporation board members and 50% or greater of the board officers must be North Carolina residents.

The non-profit corporation board meets at least one of the qualifications above. Yes No

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.

In order to qualify for designation as an “alternative school” for purposes of accountability under this policy (CHTR-020), the charter school must demonstrate that it serves a student population as follows:

1. The school must include grades 9-12.
2. At least 75% of the school’s population in grades 9-12 must be at-risk of academic failure as defined in [DROP-001.I.B.](#), and must also meet one or more of the following:
 - a. The student must either be recently released from a juvenile justice facility, or otherwise be subject to and participating in the juvenile justice court process;
 - b. The student must be currently served by a treatment facility licensed pursuant to Chapter 122C of the General Statutes, or have recently been discharged from such a facility;
 - c. The student must be currently under long-term suspension from a public or private school; or
 - d. The student must be a high-school dropout as defined in GCS-Q-001 (linked above); or be imminently at risk of dropping out as demonstrated by adequate documentation in the charter school’s application for designation under this policy.

Does your proposed school meet the minimum criteria?

Yes. No.

*A charter school meeting the eligibility criteria set forth in this policy and seeking designation as an “alternative school” must submit an application to the Office of Charter Schools describing in detail the school’s mission as it relates to the request for the designation; the criteria the school plans to use that will meet the eligibility requirements set forth above, including the documentation the school will use to support its admissions process; how the school intends to serve the select population, educationally and otherwise; and the goals the school is setting for academic achievement for this population. The application must also include an admission plan that is well-defined and specifically limited to serving at-risk student as described in the application. A plan that is not well-defined will not be approved.

*The school must, in its application, designate which of the alternative accountability options it is requesting under [ACCT-038](#). The option selected, if approved, cannot be changed except at the time of renewal (as outlined in [CHTR-020.III](#)).

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.**

2. Name of the Company: National Heritage Academies, Inc. (NHA)

Mailing Address: 3850 Broadmoor Ave SE

City/State/Zip: Grand Rapids, MI 49512

Phone Number: 616-464-3648/616-285-1588

Contact Person: Megan DeKraker/Jeff Ichescio

Email Address: mdekraker@nhaschools.com / jichescio@nhaschools.com

Website: <http://www.nhaschools.com>

3. Explain how the contract with the specified EMO or CMO will be in the best educational and financial interest of the charter school.

NHA has a record of success spanning nearly 25 years. It partners with 88 schools across nine states, serving over 60,000 students, with nearly 20,000 more on wait lists. These schools serve over 9,100 students in 13 partner schools in North Carolina with over 7,000 more on wait lists. NHA's North Carolina partner schools have replicated its model well and helped students succeed. NHA will offer a comprehensive educational program with curriculum, professional development, staffing, and more. NHA will also make all investments to build (or renovate) and equip CCA's school facility.

Best Educational Interest: NHA-partner schools have had good academic records and partnerships.

- No partner Board has ever terminated its services agreement with NHA.
- Four NHA-partner schools going through renewal in recent years earned 10-year renewals, confirming the strong success of the NHA model.
- Since 1995, all NHA-partner schools up for renewal were successfully renewed by their authorizers, with the sole exception of Rochester Leadership Academy (Rochester, NY), which was not renewed in 2005 for not meeting goals outlined in its charter contract.
- Research in 2017 by Stanford University's Center for Research on Education Outcomes (CREDO) showed that NHA students receive the equivalent of an extra 80 days in math each year and an extra 63 days in reading over the same period.

Best Financial Interest: NHA has pledged significant and direct investments in City Charter Academy, and we are excited about what that means for families in our area.

- Under our services agreement, NHA agrees to fund and deliver the educational program CCA requires *even if* public revenues fall short of our approved budget. NHA assumes all financial risk, and our Board knows it can give families the planned academic program.
- NHA typically leverages millions of dollars in private capital to create a new or renovated facility, investing in communities at no added cost to taxpayers.

Attach Appendix A4.1: Executed Management Contract

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

Members of our Board currently sit on the Board of GCCA. These members have experience working with NHA, understand its model, and holding it accountable. This partnership has succeeded, and we want to extend that partnership with CCA.

5. Provide and discuss student performance, governance performance and financial data from other schools managed by the management company to demonstrate how this organization is a good fit for the targeted student population. Nationally, what are the highest and lowest performing schools of the EMO/CMO? Why are these two schools so different in overall achievement?

Nationally, NHA-partner schools produce laudable student success: The most recent comparable state data (2017-18) shows that nearly 75 percent of NHA-partner schools outperform the local district. In both our state and nationwide, NHA and partner Boards produce strong compliance rates, return consistently clean audits, and implement prudent governance practices.

In 2017-18, four of 11 NHA's then-operating schools exceeded growth, and six met growth. Research Triangle Charter Academy did not meet growth. Overall, NHA-partner schools gained ground in every subject against the local district, comparison schools, and the state. In addition:

- Greensboro Academy has regularly achieved high levels of academic success. For the fourth year in a row, Greensboro had a letter grade of "A+NG."
- Peak Charter Academy, Queens Grant Community School, Summerfield Charter Academy, and Wake Forest Charter Academy all received "B" letter grades and exceeded or met growth.
- In 2017-18, PreEminent Charter School, which serves an at-risk student population, exceeded growth and improved to a "C" letter grade.
- Two other NHA-partner schools, Johnston Charter Academy and Rolesville Charter Academy in Wake County, opened in August of 2018; no performance data is available.

Highest and Lowest NHA-Partner Schools: On the fall 2018 NWEA math and reading assessment, 88 percent of students were at or above grade level at Greensboro Academy (NC). At Orion Academy (OH), 13 percent of students were at or above grade level. The difference can be attributed to student demographics (97 percent vs. 7 percent free or reduced price lunch, respectively) and the proficiency rate of incoming students (78 percent vs. 8 percent, respectively). In both cases, however, NHA has ensured and accelerated growth for all students.

Research from Stanford University's Center for Research on Education Outcomes (CREDO) shows that, on average, students increase their academic performance each year they attend an NHA-partner school. Specifically, NHA students receive the equivalent of an extra 80 days in math each year and receive an extra 63 days in reading over the same timeframe. The CREDO study builds upon a previous publication from 2013. Overall, NHA was among the top 20 percent of schools surveyed, ranking in the 84th percentile and outperforming more than four-fifths of other charter school systems identified.

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

Our Board will hold the charter for CCA, and we will be responsible for achieving goals and ensuring the school succeeds academically, operationally, and financially. The Board will hold NHA accountable for academic results and for helping us stay on track in pursuing charter goals. We will delegate to NHA daily school operations, and we will ensure that it succeeds managing all fiscal and operational work at CCA.

Our services and lease agreements will give us extensive independence from NHA in governing CCA. We have retained independent legal counsel. We will also hire an independent auditor to review our finances and an independent consultant to evaluate NHA if we deem that necessary.

Our lease agreement will be separate from our services agreement, which will ensure continuity in the unlikely event that we separate from NHA. Our lease states we can stay in the school facility for at least one additional school year upon termination (Appendix A4.2). Under this arrangement, we are not beholden to NHA for the ongoing operation of CCA.

Each year, our school will develop a School Improvement Plan (SIP) based on an extensive review of CCA's academics and operations. Our SIP will list improvement actions for areas of need. Beyond serving as a quick call to action for our school's needs, the SIP is an additional accountability measure our Board can use to assess NHA's performance.

NHA and the Board will oversee and evaluate our principal collaboratively. The principal will oversee our deans and administrative staff. Our Board will be responsible for the hiring and termination of teaching staff.

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

Our services agreement with NHA outlines the relationship between school employees and NHA (Article VIII of the Agreement, included as Appendix 4.1). The school and NHA will jointly employ teachers; NHA will employ the principal and deans. Our counsel has advised us on this approach and has concluded that it benefits students and families. We will be closely aligned with NHA in ensuring that we have the right staff for our school to achieve both our mission and vision.

Our services agreement makes NHA responsible for recruiting teaching candidates to recommend to our principal and Board for review and, ultimately, employment. Our Board will have authority to express disappointment with our principal's performance, giving NHA and the principal time and support to address concerns. If we do not see progress, our Board can direct NHA to terminate that principal.

NHA's comprehensive benefits, competitive salaries, and strong retirement plan will help attract good teachers. NHA's strong teacher recruitment initiatives and 88-school network will also help. Our Board plans to visit area NHA-partner schools soon.

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

NHA is contractually obliged to ensure that our school is in good standing in matters of charter compliance. NHA is responsible for helping us achieve our goals, mission, and vision. Each year, we will hold NHA accountable for CCA's academic, operational, and financial results, including:

- Academic growth, proficiency, and achievement goals (outlined in the "Goals" section).
- Operational target goals on student attendance (at least 95 percent), parent satisfaction (90 percent or higher with at least 50 percent of parents responding to the satisfaction survey), and fiscal soundness (an unqualified audit annually).
- NHA will be required to work with school leaders to on a comprehensive annual review of the school's education program, drafting an action-specific School Improvement Plan to be provided to our Board for review, input, and approval.
- The Board will conduct a formal performance review of NHA.

The Board has autonomy and power to separate from NHA and terminate our agreement, with or without cause, with 90 days' written notice. We also may terminate the agreement if NHA fails to remedy a material breach within 30 days. If we end our arrangement with NHA, our lease agreement will allow us to remain in the school for the rest of the school year and to rent it for another year at the existing rate. In any case of termination, per-pupil funding will continue flowing to CCA so the Board can finance continued operations.

9. Is the facility provided by the EMO/CMO? Yes No

Attach Appendix A4.2 Facility Buyout Agreement, if applicable

10. List the fund balance and surpluses for each school managed by the EMO/CMO over the last three years in North Carolina.

In 2018-19, NHA operated 13 partner schools in North Carolina through agreements like the one we propose. These schools maintained positive fund balances through 2018-19, 2017-18, and 2016-17:

- Forsyth Academy (\$7,252, \$16,593, and \$19,531)
- Gate City Charter Academy (\$12,441, \$19,881; opened in 2016-17)
- Greensboro Academy (\$45,444, \$43,637, and \$42,176)
- Johnston Charter Academy (opened in 2018-19)
- Matthews Charter Academy (\$27,729, \$33,869; opened in 2016-17)
- Peak Charter Academy (\$12,726; opened in 2017-18)
- PreEminent Charter School (\$60,420, \$61,500, and \$50,089)
- Queen's Grant Community School (\$652,424, \$886,294, and \$1,208,077)
- Research Triangle Charter Academy (\$25,836, \$15,664, and \$18,360)
- Rolesville Charter Academy (opened in 2018-19)
- Summerfield Charter Academy (\$36,524, \$50,105, and \$38,692)
- Wake Forest Charter Academy (\$19,717, \$23,514, and \$23,727)
- Winterville Charter Academy (\$24,901, \$25,173, and \$47,751)

School audits for 2018-19 are not final, and figures provided are not yet audited. Each school's Board directs the use of up to \$35,000 per year included in its budget. The Board can invest these discretionary funds to educational and/or extracurricular expenses outside of the model educational and operational program. The Board may also reserve these funds for future use. CCA will benefit from NHA's dedication to providing up-front and ongoing investments to ensure that the school opens successfully. NHA makes contributions – not loans – to be sure the school implements its educational program from the first day. Consistent with the school's budget, NHA will contribute more when needed and will cover a shortfall if expenses exceed revenues.

Attach Appendix A4.3: EMO/CMO Financial History

Provide as Appendix A4.3 the financial history and statements of the EMO/CMO over the last three years. Specifically, if contracting with an EMO, provide confirmation that the EMO is in good standing by providing bank statements from the prior three years.

Attach Appendix A4.4: IRS Form 990

Provide as Appendix A4.4 the IRS Form 990 (or equivalent documents if the organization does not file a 990) for the prior three years.

Section 1 Mission, Purposes, and Goals

1.1 Mission and Vision. State the mission and vision of the proposed charter school. The mission statement defines the organization’s purpose and primary objectives, describing why it exists. The mission statement should indicate in measurable terms what the school intends to do, for whom, and to what degree. The vision statement outlines how the school will operate and what it will achieve in the long term. The vision statement should describe what the school will look like when it is achieving its mission. The mission and vision statement provide the foundation for the entire proposal.

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):

City Charter Academy strives to empower all students to become successful citizens by implementing a rigorous academic program and moral focus curriculum within a safe and caring environment.

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

City Charter Academy will be known as a school with an ambitious academic program that promotes high achievement and personal responsibility in a student-centered environment.

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\(e\).](#)

We plan to open CCA as a K-5 school that will add one grade each year until it serves students in K-8 by its fourth year. We are partnering with NHA to operate the school. NHA is a comprehensive management organization that works with 88 partner schools across nine states. Thirteen NHA-partner schools are in North Carolina. We have not yet finalized a location but are focused on a target area in East Greensboro.

CCA will not target any specific population in enrolling students. We expect to attract students from the northern and eastern parts of Greensboro, so we will market the school throughout the county. CCA's enrollment is likely to mirror the socioeconomic and demographic makeup of Guilford County Schools. Student ethnicities in Guilford County are: 40.85 percent Black, 31.24 percent White, 16.40 percent Hispanic, 6.68 percent Asian, and 4.30 percent from Two or More backgrounds. Approximately 65 percent of students qualify for free and reduced-price lunch (FRL), 7 percent are EC, and 9 percent are English Learners (EL).

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?

Guilford County Schools (GCS) serves over 71,000 students in 126 schools. The population of school-aged children (5-9 years old) that we intend to serve when we open is growing at a rate of 2.5 percent annually, above the national average. In 2017-18, most East Greensboro district schools received a 2017-18 performance grade of “D” or “F.” (Please see Appendix A for details on these schools). Many of these schools also need repair, as confirmed by a district-commissioned study that concluded that GCS should close 10 schools and replace 27 because of poor facilities and inconsistent usage of available space. After Hurricane Michael, three community schools flooded and were closed for months, and all students from these schools crowded into a single school.

We believe that all families in Guilford County, and especially in East Greensboro, deserve a strong educational program in a safe and secure learning environment. CCA will meet the needs of area students by providing a new or fully renovated school equipped for 21st-century learning. We are not targeting a specific population, so we expect to serve students like those who attend Gate City Charter Academy (GCCA). There, nearly 70 percent of students qualify for free and reduced-price lunch, and many of them come to school with academic gaps. Our systematic intervention to close achievement gaps will be key to meeting students' needs. Section 2.2 offers details.

5. 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).

We plan to use NHA's model by opening in 2021-22, offering grades K-5 serving 520 students. We will add a grade a year for three years until we serve some 772 K-8 students. From the start, all school leaders will be in place, and the school will be large enough for our full K-8 program. This will help us focus on implementing programs, practices, and procedures immediately. We expect most students to come from families living in the Guilford County school district. We have projected a budget and enrollment on this assumption, and we will adjust as needed.

Comparison to the LEA: GCS enrolled over 49,000 students in grades K-8 during the 2018-19 school year. Our projections include a maximum enrollment of 772 at CCA. This is less than 1.1 percent of the total LEA. Our first year projection of 520 students represents just over 1 percent of GCS' entire K-8 enrollment.

6. 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?

We plan to replicate the model implemented at other NHA-partner schools, including its four foundational pillars: academic excellence, student responsibility, parental partnerships, and moral focus. In addition, CCA will stand out among nearby schools due to a few key features.

K-8 Structure: CCA will offer grades K-8. Guilford County Schools, the nearest LEA, has 126 schools, only 69 with a similar grade composition. Offering our model with open enrollment ensures that students will make fewer transitions to new schools, and we believe families will embrace this enhanced stability.

Distributed Leadership: CCA will implement NHA's distributed leadership model, in which deans oversee teams of grade-level staff (ex: K-2, 3-5, 6-8, etc.). Deans manage and coach teachers. Our leadership team will have one principal and grade-level deans.

Parental Partnerships: CCA will prioritize strong relationships with parents and guardians, engaging them in students' learning, providing frequent and meaningful communication, and offering a welcoming environment that includes a dedicated parent room in the school.

Moral Focus: We will implement a moral focus program to teach and model virtues such as perseverance, compassion, integrity, and courage. Lessons will build strong character and instill traits required of good citizens. Our students will learn that their best effort is important to academic success, and teachers will make certain students know what is expected of them.

School-wide Framework: NHA-partner schools operate on a framework that fosters outstanding academic outcomes. This framework encompasses five specific values:

- **Establish a Professional Culture of Excellence:** The principal will lead a community that is motivated to achieve high expectations and that exhibits high care for all members of the community.
- **Systematize Collaborative Improvement:** Deans, teachers, other instructional professionals, and all staff will work in collaborative data-driven teams, seeking improved student learning through the shared study and implementation of instructional best practice.
- **Lead Instructional Excellence:** Deans will have focused instructional coaching as the top priority, to ensure high-quality learning for every student in every classroom every day.
- **Implement Systematic Intervention:** CCA will identify the needs of academically at-risk students, exceptional children, English Learners, and students with behavioral challenges, as well as provide tailored instruction and systematically monitor student progress.
- **Cultivate Meaningful Parent Partnerships:** Parents and school staff will authentically connect to understand and support each other in a caring and meaningful way, working in partnership to help every child achieve college readiness.

Classroom Framework: To complement the school-wide framework, NHA's classroom framework of four key instructional competencies are designed to improve academic results.

- **Classroom Culture:** Teachers will strive to lead self-managing classrooms by building positive relationships, sustaining classroom routines and procedures, and holding students accountable to clear behavioral expectations.
- **Planning:** Teachers will plan instruction by identifying and analyzing standards to be taught throughout the year, aligning instructional resources and activities to those standards, and preplanning differentiated opportunities to meet student learning needs.
- **Teaching:** Teachers will deliver content at a level of rigor that challenges students, cognitively engages them, uses all time for learning, and personalizes instruction.
- **Assessing:** Teachers will implement assessment strategies to understand student learning needs, provide actionable feedback, and guide instructional decisions.

7. 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.

CCA will fill a need in our community for more high-quality school choice. All charter schools in Guilford County received a letter grade of "C" or higher on the 2017-18 school performance grades. We plan to partner with NHA, which operates three high-performing schools: GCCA, Greensboro, and Summerfield Charter Academies. There is strong demand for these schools, and parents are satisfied with the educational programming they provide.

- Combined, the schools have a waitlist of over 2,400 students. Our starting year enrollment of 520 students is less than 25 percent of this number.
- Parents are satisfied with the schools. Combined, 89 percent believe their school offers one of the best educational programs in the area and 87 percent would recommend their school.

CCA has relationships with these schools' Boards, so we can share best practices and learn from their experiences. All these factors will help CCA fulfill its mission and vision.

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.

Our mission is the impetus behind our school proposal. Our partnership with NHA, and its partner school model, will help us address, meet, and fulfill the state's legislative purposes for charter schools.

Professional Opportunities for Teachers: Our competitive salaries, retirement plan, and benefits will help us recruit strong teachers. CCA will offer a well-developed professional development plan that helps teachers

grow throughout their careers. Our school design gives excellent teachers a career path towards becoming teacher-leaders, mentors, and eventually deans. Top-performing deans can become principals through another NHA program that offers leadership training throughout the year.

Holding Schools Accountable for Results: We will hold students accountable for learning and hold leaders, staff, and the Board accountable for school success. CCA will administer all required state assessments and embrace the state's accountability model. We will use comprehensive formative assessments to evaluate individual, class-wide, and school-wide achievement. Evaluations early in the school year will offer a baseline, with results driving instruction and improving student growth. We will also hold CCA accountable for results in student attendance, parent satisfaction, and finances. An annual school improvement plan will look at performance data for all parts of operations and offers a plan of action for the year ahead.

Providing Expanded Choices in Education: CCA will only be the eighth school in Guilford County to offer only grades K-8. (There are five K-8 charter schools and two K-8 district schools.) As noted, two members of our Board serve on the Board of GCCA. Their knowledge and expertise giving area families a K-8 school choice position CCA to succeed giving that opportunity to more students. Our school will also have a moral focus-based curriculum with a record of preparing students to be successful in college and career.

Improving Student Learning: Our Board will hold NHA accountable for improving student learning at City Charter Academy. NHA-partner schools in North Carolina are succeeding. Consider the following:

- Greensboro Academy, also located in Guilford County, has received the highest state accountability rating for four straight years.
- During 2017-18, 10 of 11 NHA-partner schools with state assessment results exceeded growth.
- In 2017-18, nine of those schools outperformed the local district in reading, and six did in math.
- Four NHA-partner schools going through renewal in recent years received 10-year renewals, confirming the success of the NHA model.

Increasing Learning Opportunities for All Students: CCA will embrace innovation and change to improve our ability to meet all students' needs. CCA will foster a learning environment centered on college- and career-readiness. The school will use small-group instruction and blended learning. We will personalize instruction through online learning tools, which will lead to greater classroom collaboration through online discussions and group work, email and instant messages, blogs, and electronic portfolios. Small-group and blended-learning approaches allow for greater flexibility on the time, pace, and place of student learning.

Encouraging Innovative Teaching Methods: By giving teachers ample coaching and PD, CCA will both support current staff and prepare them for future roles with increased responsibility and leadership. Teachers will get weekly coaching, take part in peer-group planning time, and join a structured professional learning community. This design allows us to quickly replicate, institute, and share best practices.

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.

CCA has an unwavering commitment to monitoring student learning, striving for excellence, and holding school staff and NHA accountable in pursuing our goals. Like other NHA-partner schools, we plan to assess academic proficiency and growth at standards above those required by the state. Our goals will be like those at other NHA-partner schools, here and in other states. Similar goals are succeeding widely in practice, so we see benefit in adopting them as well. We propose the following academic goals for our first five years of operation:

- Students in K-1 will score at/above the 65th percentile in both reading and math, as measured by start-of-year to end-of-year learning growth on a nationally normed standardized assessment.
- By the end of the initial charter term, CCA students will exceed the average performance of local district students by at least five percent on state assessments.
- Students returning to our school after seventh grade will successfully finish Math I (formerly Algebra I) by the end of eighth grade, and will also earn a passing rate of 75 percent on the Math I end-of-course exam.
- CCA will annually, at a minimum, “Meet Expected Growth.” We intend to exceed the state standards of expected progress by the end of the initial charter term.

The North Carolina Department of Public Instruction (NCDPI) requires administration of a national assessment of college readiness to every eighth-grade student. Our school will do so and will collect and analyze the results to create a tailored plan to succeed in high school, college, and beyond. We expect CCA to also reach NHA's operational goals. These include:

- Each year, the school will average a student attendance rate at or above 93 percent.
- Each year, the school will have an overall parent satisfaction rate of 80 percent, with at least 50 percent of parents responding to our survey.
- Each year, our Board of Directors will review the performance of, and provide feedback to, our education management partner. This will allow the Board of Directors to identify the management partner's successes and opportunities to improve its future performance, as well as ensure that the Board and management partner's relationship is effectively serving the school.
- Each year, the school will receive an unqualified audit.

Our Board will receive status update reports on CCA's progress toward goals at each monthly meeting. We will be provided with detailed information regarding sections of each goal that include the performance of subgroups within our student population (EL, new students, FRL, EC, etc.). Families will receive ongoing periodic informational newsletters and updates that include the school's current progress and standing.

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

Our Board's governance will be driven by CCA's mission, which will be the focus of our review of academics, operations, and finances. We will consider four key questions to guide our service.

- Are our students on track to attain CCA's mission and charter goals?
- Are parents embodying our commitment to parental partnerships?
- Are we being strong stewards of school funds?
- Do we comply with state and federal laws, rules, and requirements?

Enrollment will be an early gauge of whether our model works. Based on existing charter school demand, we expect family demand to exceed available seats, and to carry a long waiting list.

Our principal and NHA will give the Board monthly reports on CCA progress on the mission and charter goals, with details on benchmarks and trends toward goals. We will discuss hurdles to meeting objectives and work collaboratively to identify ideas and solutions to address challenges. Reports will address:

- Growth in student learning.
- Absolute and comparative student performance on internal diagnostic and interim measures.
- Status on applicable federal and state accountability systems.
- Data regarding our student population (demographics, FRL, EL, and EC counts) and performance achievement levels broken out by subgroups.
- Status on college-readiness.
- Parent satisfaction.

Our Board will review operational data on enrollment, attrition, attendance, discipline, and more. Under both the North Carolina and federal accountability systems, we will also communicate to our families and the community about our current standing. School leaders and our Board will regularly discuss school culture, PD and its impact, attendance and enrollment trends, parent and community involvement, internal academic measures, how we reward staff performance, and employee complaints or issues. The Board will always understand how CCA is operating, how teachers are delivering instruction, and how students are learning. Based on these updates, we will work with NHA to ensure that resources are adequate.

Staff and parents must also hear about school results. For goals, we plan to inform the community annually. We also intend to analyze trends, including attendance rates, to project annual results.

Our Board will embrace online and in-person training on governance-related topics through the NCDPI Office of Charter Schools. We will also seek training opportunities through such organizations as the North Carolina Association for Public Charter Schools and the National Association for Public Charter Schools. The Board will periodically retain an independent consultant to evaluate performance in meeting all charter requirements and in showing satisfactory commitment and service to CCA.

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.

CCA's instructional program will be based upon NHA's four pillars: *academic excellence, student responsibility, parental partnerships, and moral focus*. CCA will provide an instructional program that is data-driven, research-based, and aligned to state standards so we prepare students for high school, college, and the lives that await them. Our instructional program will always advance the legislative purposes of charter schools.

Schoolwide Instructional Methods

Our instructional program and school culture will also come to life through NHA's organizational frameworks, which we will implement for our school and for each classroom.

School-wide Framework: The CCA principal will be charged with faithfully and consistently implementing these values to drive the successful pursuit of above-average academic results. There will be five specific elements to the school-wide framework at CCA (Detailed in Question 6 of Section 1.1).

Classroom Framework: To complement the school-wide framework, NHA has developed a classroom framework of four key instructional competencies that we believe will improve academic results for individual students and the school as a whole. These four competencies include classroom culture, planning, teaching, and assessing (See Question 6 of Section 1.1 for more details on the competencies).

Meeting the Needs of Target Student Population

Our commitment to data-driven instruction will let CCA continuously evaluate and refine our instructional methods and differentiate instruction in culturally responsive ways to meet individual students' needs. Our educators will hold regular data meetings to review results from previous assessments. This PD will help teachers use data to modify instructional plans and personalize instruction. CCA will also offer teacher PD on analyzing assessment data and using these insights to refine to lesson planning and delivery.

Teachers will also implement strategies that help students take responsibility for their learning. Teachers will help students set individualized goals, and then teachers will use these goals as an instructional tool. In this way, both students and teachers embrace a clear understanding of the desired focus skill, and teachers are empowered to articulate what they are teaching while allowing students to describe what they are learning and to work at the appropriate level of difficulty (see R.J. Marzano, *Designing & Teaching Learning Goals & Objectives*, 2009).

Rigor: Content will be taught at an appropriate level of rigor that cognitively engages students, intentionally uses all time for learning, personalizes instruction, and challenges students to drive their learning. This will build student responsibility while providing engaging instruction. This includes:

- Instructional Rigor: Teachers will communicate measurable learning goals and deliver content that is challenging to each student and gives them opportunities to engage in higher-order thinking processes so that they may interact with the content in a deep and meaningful way.
- Cognitive Engagement: Teachers will use effective instructional strategies to cognitively engage students; creating student ownership for their learning.
- Use of Time: Teachers will demonstrate urgency for learning by pacing lesson delivery and activities in a way that maximizes the use of time and creates a balance between instruction and opportunities for student processing.
- Personalized Instruction: Teachers will use preplanned corrections and extensions in whole-group, small-group, and individualized settings, to address deficits or advanced learning needs.

Teachers will build upon students' prior knowledge, challenging them beyond what they have encountered before. Research has shown that students demonstrate increased motivation, responsiveness, and engagement in class through their writing, discussions, and reading when they are cognitively engaged with higher-order questioning, varied instructional strategies, and integrated learning tools such as technology. The pacing of content and instruction will be an imperative part of the instructional process to maximize time and create the urgency needed to optimize learning.

We will also consider alternative teaching models, such as the use of co-teaching for exceptional children and will integrate this into our classroom framework as dictated by the needs of our students.

Personalized Instruction: CCA will use small-group instruction infused with blended learning to personalize instruction. We expect students to enroll at CCA with significantly different needs. To manage those various needs and meet each student at their instructional level, we will use small-group instruction regularly.

CCA will focus on small-group instruction and effective learning strategies, including ways to effectively facilitate and pace student-driven instruction. Currently, it is anticipated that most lessons will begin with a small block of direct instruction, and then students will transition to small-group settings. The plan is to equip each classroom with approximately 10 Chromebook devices and leverage software platforms such as i-Ready. Teachers will also establish opportunities for collaborative and inquiry-based learning to deepen students' understanding of various topics. Independent work will be assigned as appropriate, so students can practice applying previously learned concepts and, in the process, develop higher-order thinking skills.

Blended Learning: To customize learning for each student, we may use online learning tools to create a blended learning environment. Small-group and blended learning approaches enhance flexibility on the time, pace, and place students learn. At first glance it may seem like students are simply completing lessons at the computer – but programs like i-Ready gather valuable information and transmit it to teachers. With this wealth of information available in real time, teachers can more effectively customize learning to each child's needs. The benefits of blended learning will be to:

- Ensure that each student's education is specific for his or her needs. Blended learning helps to pinpoint where each student is on his or her educational path. Our teachers will have the ability to create appropriate challenges based on each child's unique ability. For instance, if a student is exceptionally strong in language skills but weaker in math, a teacher can craft greater opportunities to move beyond the average grade level of material for English, while simultaneously providing

remediation to improve math skills. This model varies for each student, making teaching and learning highly fluid and individualized.

- Encourage greater classroom collaboration. In traditional learning, student collaboration happens only during class discussions or small-group work sessions. Blended learning adds secure online group work, online discussions, email, instant messages, blogs, and electronic portfolios to the mix.
- Allow students to create live presentations, labs, performances, and exhibits of skill through models, works of art, and posters. Teachers will also have more capacity for disseminating information and testing, by incorporating online surveys and quizzes, assignments that include slideshows, photographs, and videos.

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.

In addition to our school-wide framework (discussed previously in sections one and two), our school intends to implement the classroom framework of instructional competencies developed by NHA in an effort to increase student learning.

To guide the implementation of the school-wide and classroom frameworks, our staff will have access to an interactive web-based application that provides real time updates on student attendance, behavior, mastery of learning objectives, and more. This innovative approach allows staff a clear roadmap for effective instruction and provides opportunities for feedback to teachers through specific actions and indicators.

Learning Environment and Structure: Personalized instruction will be a focus at our school. We will use online learning tools to create a blended learning environment. We believe that interlacing media together with other methods of instructions makes student learning more powerful. Each classroom teacher will be effectively trained and frequently coached to employ a variety of instructional approaches (including modeling, think-alouds, etc.), and to use differentiated instruction as appropriate. Teachers will establish opportunities for collaborative and inquiry-based learning to deepen students' understanding of various topics. As noted above, independent work also will be assigned as practice for applying previously learned concepts and to promote the development of higher-order thinking skills. Importantly, small-group settings also will be created to ensure students are engaged with the standards at their current level of learning. This approach will ensure each student's education is specific to his or her needs.

Personalized Instruction: We plan to have small blocks of direct instruction. In order to meet each student at their individual learning level and to make the most effective use of our resources, we intend to leverage technology during small group instruction. It is our intent that each classroom has approximately 10 Google Chromebooks to aid small-group instruction and leverage software platforms such as i-Ready.

Class Size: We plan to have four kindergarten classes averaging 25 students each; in grades 1-8, we plan to serve up to three classes, averaging 28 students each.

Structure: Teachers will receive weekly coaching from deans and will work in grade-level teams and vertical teams to ensure our short- and long-term planning helps students learn skills they need to succeed on the next assessment in in the next grade.

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.

Our curriculum is aligned to the North Carolina Standards and Accountability Model. Effective research-based instructional strategies, adaptation to individual student needs, and meaningful and student-centered professional development will help fulfill our mission.

Alignment to Mission: Our focus on personalized instruction is designed to prepare each student for success and aligns with our mission: To empower all students to become successful citizens by implementing a rigorous academic program and moral focus curriculum within a safe and caring environment.

Our moral focus program, interwoven throughout our school, will foster strong character in our students.

Alignment to Student Population: We expect to enroll students who have academic deficits, others who are learning at grade level, exceptional children, and others who are intellectually gifted, but we are not targeting enrollment efforts at any specific population. We will implement the following cyclical process to teaching and assessing to meet all student needs.

- Identifying Objectives and Determining Assessments: Teachers will collaborate to identify objectives for units of instruction, and use end-of-instruction (EOI) assessments to gauge student learning. Staff will also use periodic interim, mock state, and short-cycle assessments. Adjustments to instruction will be made based on evidence.
- Developing Building Blocks: After the educational objectives are reviewed and EOI assessments are determined, grade-level teams will identify building blocks of instruction to scaffold student learning towards mastery of each objective. These building blocks will be used to construct formative assessments in daily instruction.
- Analyzing Evidence: Whether gathered through building-block or EOI assessments, teachers will analyze evidence at the student and classroom level. Teachers will determine what knowledge or skills need further development for students through the specificity of building-block assessments. As teachers meet to examine student work, they will gauge the instructional effectiveness. They will analyze evidence to discover student misconceptions and knowledge or skill gaps that may inhibit student learning.
- Responding to Evidence: Teachers will identify opportunities for planned instructional adjustments prompted by evidence as they prepare their units. If learning progresses more quickly than expected, instruction will be accelerated. If learning progresses more slowly, more time will be spent delivering instruction. Teachers will consider EOI assessments to develop subsequent units. We also will allocate resources and work with NHA to hire additional intervention staff if ever needed for student success.

Alignment to Accountability Model: We will use our instructional framework to ensure that the curriculum and instructional approaches are producing academic gains for our students and that achievement is on track to meet and exceed measures in the state's Accountability Model.

Planned Components: Our school will benefit from the curriculum developed by NHA, which meets North Carolina requirements. We plan to use the following curricular tools:

- Math K-5: Bridges Mathematics and Math Expressions
- ELA K-5: Balanced literary selections supported by Reading Mastery (K-2) and Corrective Reading (3-5)
- Math 6-8: Illustrative Math
- ELA 6-8: Selected texts specific to literacy value
- Social Studies: McGraw Hill
- Science: STEMscopes

Other: Intervention and accelerated materials will be available for use with Google Chromebooks, including i-Ready software for reading and math.

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.

Mastery of Instructional Strategies: Teachers at CCA will be expected to use a variety of instructional methods that provide the most effective way to enhance learning for each individual student. Our primary methods will include direct instruction, modeling, demonstration, and think-alouds. Guided instruction may be done with large groups or with small, needs-based groups during workshop time or during content-area learning blocks to allow for differentiation of instruction (See "Instructional Program," in section 2.1). A blended learning approach will also be used during workshop to meet the individual learning needs of students at all levels.

Teachers will use various instructional methods to promote engagement, describe instructional intent explicitly, and implement appropriate rigor. Focused lessons will include direct instruction, modeling, demonstration, development of higher-order thinking strategies, and think-alouds, among other methods, and they will be conducted in whole-group or small-group settings as student needs dictate. Guided instruction may be done with large, small, and needs-based groups during content-area learning blocks or workshop time to allow for differentiation of instruction. At times, collaborative learning will be used to provide opportunities for students to learn from peers, to discuss or debate ideas and information, or to participate in inquiry-based learning of curricular content. Finally, independent work will be assigned to give students time to practice applying skills or knowledge they have previously learned, to extend individual learning through the application of knowledge and skills to novel situations, or to promote the development of higher-order thinking skills.

Teaching will include effective, research-based instructional strategies embedded within daily lesson plans and implemented during daily instruction. Strategies that have high probabilities of effectiveness will be employed by teachers to meet student needs. These include instructional strategies identified as highly effective by researchers at Mid-continent Research for Education and Learning (McREL).

Additionally, because effective learning requires that teachers shift the cognitive load to students in a purposeful and intentional way, teachers will develop students' knowledge, understanding, and skill incrementally through appropriately sequenced lessons and units of instruction.

Instruction will be designed to meet the needs of all learners within the classroom and will promote high expectations for all students. Throughout instruction, teachers will ensure that the formative assessment process is implemented and that classrooms exemplify engagement, clarity of instructional intent, and rigor. As part of the school's overall effort to manage instruction, the school's instructional leadership will work individually with teachers to ensure that appropriate teaching techniques are used to enhance student learning and promote high expectations. Teachers will receive training through focused professional development and will receive support through weekly observations and subsequent coaching and feedback sessions to ensure that they successfully implement teaching techniques that have been shown to promote student learning.

The use of these methods, strategies, and techniques will enable teachers to deliver high-quality instruction to all students who attend our school. Our deans will work individually with teachers to make sure that they know and use all appropriate teaching techniques to help students learn and to promote high expectations.

Our deans will effectively manage instruction by working individually with teachers to ensure that appropriate teaching techniques are used to advance student learning and promote high expectations. Teachers will receive focused professional development and training and will receive the support of weekly coaching and matching feedback sessions to ensure they successfully implement teaching techniques to promote student learning.

Instruction at our school will be driven by an intentional and collaborative planning approach spearheaded by teachers. It will include three sequential and interrelated steps: year-long planning, unit planning, and daily planning. Our formative assessments will inform planning by offering frequent and varying measures of progress to help determine the best approaches to teaching and learning.

Teachers are expected to implement strategies that help students take responsibility for their learning. This includes using learning goals as an instructional tool and helping students set individualized goals for themselves. Through this approach, both students and teachers are provided a clear understanding of the desired focus skill, and teachers are empowered to articulate what they are teaching while allowing students to describe what they are learning and to work at the appropriate level of difficulty (see R.J. Marzano, *Designing & Teaching Learning Goals & Objectives*, 2009).

In addition to scheduled school-wide professional development sessions, teachers will be observed frequently and provided feedback weekly by their grade-level dean to receive timely coaching, brainstorm strategies for unique challenges, and model especially effective techniques to other teachers.

Increased Academic Achievement: We expect our approach to allow each student, regardless of the starting point, to make measurable academic progress throughout the year. Our approach will build on foundational content and skills in the early grades to implement more complex inquiry and learning strategies in the later grades.

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.

CCA will be a K-8 school and as such will not have high school graduation requirements. Students will be expected to progress academically through one grade level each year, however. Our program is designed to ensure that graduating eighth grade students have the opportunity to attend and succeed in a challenging high school program. We plan to provide to our students a guide to area high schools and their performance to ensure our eighth grade graduates are aware of the opportunities available to them.

The principal will have the final decision regarding the promotion, acceleration, and retention of students. If a student fails to meet the third-grade requirement of the NC Read to Achieve mandate, additional interventions and a personalized reading improvement plan will be offered. The practice of promoting students who have failed to master the grade-level curriculum is incompatible with our mission. A variety of structures and procedures are incorporated into the school model to ensure that students receive the content, instruction, and interventions necessary to progress academically as expected. Deans will serve as the direct managers for teachers in specific grade-level cohorts and ensure that instructional plans are aligned and scaffold appropriately across all grade-levels to ensure smooth upward transitions for students.

CCA will use formative assessments designed to include multiple checkpoints throughout instruction to measure student understanding of content. Teachers will analyze data at both the classroom and individual student level and then will scaffold student learning towards student mastery of each educational objective. The specificity of short-cycle formative assessments enables teachers to determine exactly what knowledge needs further development in each student, and to individualize instruction as appropriate to ensure that each student learns as expected. School leaders will consistently review the data for all grade levels and ensure that the school's curriculum and instructional approach is accelerating student learning and will report this information to our Board throughout the year.

For students who struggle and show indications that they may not acquire the expected knowledge and skills planned for a particular grade level, we will have a formal, comprehensive, progressive structure of intervention designed to bring those students back on track (see the section on at-risk students, below). These programs, supported and informed by the school's formative assessment process, are designed to ensure that by the end of one grade level, students are academically ready to transition to the next grade.

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

The envisioned school-year calendar for CCA begins in August and ends in June. Our draft calendar is included in Appendix D and aligns with the Guilford County Schools district calendar. Our K-8 structure and traditional calendar will allow families with elementary and middle school children a choice that, while reflecting the schedule of many district schools, allows students to enroll in one school for nine years.

Correspondence with Tenets of Mission and Instructional Plan: Instruction will be organized around a master schedule in which every attempt will be made to schedule math and ELA/reading courses in the morning and maintain science and social studies as focused priorities. This is designed to ensure priority attention is given to core subjects. The proposed schedule provides time for daily grade-level team

planning while students participate in specials and co-curricular areas (e.g., music, art, and physical education, etc.). Grade-level planning teams will meet at least weekly to adjust teaching based on student learning evidence. This approach to instruction will allow students to be critical thinkers, active collaborators, and eager contributors to their own learning.

The proposed calendar has been designed to provide students with the opportunity to learn the content included in the school's curriculum while providing instructional staff with the support and professional development they need to grow as teachers. The additional hours of instructional time will ensure the effective implementation of our mission.

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.

As currently envisioned, our school day will run seven hours, starting at 8:15 a.m. and ending at 3:15 p.m., and will provide 6.5 instructional hours per day. This structure offers students and parents more educational time than traditional district schools in our area. Anticipating that we will provide 1,110 hours of instruction each year, our school will exceed the required minimum instructional hours. We anticipate that each day students will receive 90-130 minutes of instruction in English language arts, 75-90 minutes of instruction in mathematics, 30-45 minutes of instruction in science, and 30-45 minutes of instruction in social studies. Students will also receive regular instruction in specials classes, such as art, music, physical education, and library/technology.

Also included in our calendar are 18 days (13 prior to school year, five days when school is in session) dedicated to professional development. We will schedule between two and four parent-teacher conference days. We believe teachers and staff need to be in the classroom, just as we expect our students to be, and we will hold teachers and staff accountable for absenteeism. Of course, we may modify our schedule based on the needs of the students who eventually enroll.

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

At CCA, we intend for each day to be an engaging, well-rounded learning experience. The typical day outlined below does not represent all the hands-on learning experiences that we plan for our students but is a day focused on classroom instruction and regular school day routines.

Typical Day: Teachers will arrive at our school approximately 30 minutes before the instructional day is scheduled to begin. Teachers will use this time to prepare for students and create an initial assignment for students, often referred to as a "Do Now". For this typical day, Ms. Smith is a second grade teacher. Students will enter the classroom and Ms. Smith will begin with instruction in English language arts. CCA will have a balanced literacy focus and Ms. Smith will have 85 minutes of instruction in reading that will take place through whole group instruction and read alouds; small group instruction with technology; and, independent work. After this learning block, students will transition to mathematics as CCA plans to prioritize learning in these two core subjects in the morning. Students will begin with a math story, which is a word problem that stimulates higher-order thinking skills to frame, solve, and explain a math computation.

Ms. Smith will ask her students to work in small groups to discuss and present their answers. Students will go to recess and have a snack while Ms. Smith prepares for the next part of the math lesson.

Ms. Smith and her students will resume math instruction, again working in both large and small group settings. After the math period of 60 minutes finishes, Ms. Smith and her students will begin a science lesson. Ms. Smith will make connections from the math instruction to science as possible and will help students to see the real-life applications of their learning. Next, Ms. Smith and her students will go to lunch. Students will eat in the gymnasium first and then will have lunch recess. Ms. Smith is able to use this time to eat lunch, talk with her colleagues, and prepare for her next lesson.

In the afternoon, Ms. Smith and her students engage in a lesson on social studies. As possible, Ms. Smith will make connections to the English language arts block and the read aloud text from earlier in the day.

Students then proceed to a specials class. Today's class is music, where students are beginning to work on two new songs for an upcoming concert. During this time, Ms. Smith will meet with her grade-level team to analyze data from recent assessments and to begin planning for the upcoming units.

Students will return to the classroom for the final lesson of the day, which will highlight the monthly moral focus virtue. Students will discuss the virtue and how they have seen it applied in their classroom. Ms. Smith will wrap up the day with her students with a read aloud on the virtue and students will prepare to go home. Students will gather their belongings, ensuring that they know their homework assignments and have any papers to take home. CCA will use a system called Drive Line, explained in more detail later in this application, to dismiss students in a safe and secure fashion. Students will remain in the classroom with Ms. Smith until their family is called and will then proceed out to the designated pick-up area. Some students may remain at school for after-school tutoring or care until their parents come to pick them up.

Ms. Smith will head to the media center for a quick staff meeting with updates on future school events. A more in-depth meeting is planned for next week, where staff will be analyzing data from beginning-of-the-year assessments to personalize instruction for students. Ms. Smith will head back to her classroom to briefly tidy up and prepare for the next day. Ms. Smith may also take a few minutes to connect with parents via the Parent Portal to share good news about their child's learning or to provide informational updates to all families.

High School Graduation and Postsecondary Readiness (High Schools Only)

9. 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.

Not applicable. Our school will not offer high school grades.

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

Not applicable. Our school will not offer high school grades.

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

Not applicable. Our school will not offer high school grades.

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.

We will have a comprehensive process that ensures students who are in need of intervention are consistently identified, served, and monitored. Our systematic intervention program is designed to take action to help prevent academic failure and maximize the effectiveness of grade-level instruction. We will comply with the NC Read to Achieve mandate. This process is based on a framework of six key practices:

- **Schedule Intentionally:** A strategic schedule is set for the delivery of all needed services to each identified student. Scheduling also will accommodate the dedication of the most skilled interventionists to the students with the highest needs.
- **Create Collaborative Teams:** Intervention staff and classroom teachers will meet every four to six weeks to discuss student assessment data, monitor progress, and update intervention plans. This monitoring also will include students recently exited from intervention services.
- **Allocate Resources Appropriately:** School leaders, with NHA staff, will collaborate to ensure that funds are allocated in ways that will allow the school to maximize resources to best meet student needs.
- **Develop Intervention Plans:** Internal diagnostic assessments will be used to determine student needs, with data supporting the initiation of intervention services shortly after enrollment in the

school. A written plan will be developed that details the interventions that will meet student needs and will be updated regularly.

- Monitor Progress: Students struggling to make progress will be assessed at a minimum every two weeks, and those students identified with the most severe academic needs will be assessed weekly. Intervention goals will be set individually for each student based on these monitoring results.
- Provide Professional Development: One-on-one meetings between school leadership and intervention staff will be scheduled twice each month, and weekly coaching sessions will be set to focus on individual student data and strategies being used to meet student needs.

Within this systematic intervention framework, we will follow a three-tiered approach to provide intensified academic support.

- Tier I Intervention: In Tier I, classroom teachers will respond to student learning needs within the context of regular classroom instruction. The initial screening assessment used at the beginning of each school year will be used to define the needed individualized instruction. During the school year, we will leverage our formative assessment process, classroom assessments, NHA's common assessments, and a benchmark assessment (likely, NWEA) to ensure individual student learning progresses appropriately.
- Tier II Intervention: If a student does not master content through the first tier of intervention as measured by the assessments in the previous section, or if early screening shows significant academic deficits, more prescriptive Tier II interventions will be used. This includes supplemental instruction and coaching using programs and approaches that are proven to accelerate student learning. These well-researched intervention programs will be used to quickly increase student achievement. Other intervention strategies may be provided in the classroom in a workshop setting or delivered through supplemental support outside of the general education classroom during non-core educational programming.
- Tier III Intervention: If progress monitoring data shows that a student is not making sufficient progress after Tier II interventions, the student will be moved into tier III interventions. Tier III interventions will include an intensified approach that focuses on selected high-priority reading and math skills. Depending on the need, one-on-one concentrated tutoring will also be considered whenever appropriate. If these interventions do not succeed, the school's EC team will meet with the student's parents and may recommend an EC referral meeting.

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.

A key benefit of our partnership with NHA is the organization's experience in meeting the needs of a variety of student populations. We have seen this firsthand at GCCA, a current NHA-partner school in our community and we intend to have this same success and commitment at our school.

As described above, we will have a comprehensive approach to identifying students that may be struggling academically once they enroll at our school. Prior to enrollment, we will request student records, including assessment results, from their prior schools in order to determine if students were receiving services as a

part of an IEP, Section 504 plan, or due to other academic needs. We will prepare to meet these needs at CCA and will hire staff accordingly.

We will also benefit from the comprehensive process that NHA has put in place to identify students with additional needs that are not being met in the classroom setting. These processes are described in more detail below.

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.

CCA is committed to ensuring that EL students have access to high-quality education and instruction. While we do not have a specific location picked out for our school, we intend to serve an EL population similar to surrounding schools.

At CCA, we believe all teachers are teachers of ELs. Our EL program is designed to ensure that EL students are equipped with the essential academic vocabulary, knowledge, and skills necessary for academic success, both within the school and beyond.

Methods for Identifying EL Students: The school will work with students and families to identify ELs through home language surveys and the WIDA-ACCESS Placement Test (W-APT).

All new entrants will complete the Home Language Survey (HLS), as provided by the North Carolina Department of Public Instruction. If it is indicated on the questionnaire that a student's home language is English, then the screening process will be discontinued. If it is indicated on the HLS that the student's home language is not English, we will conduct an informal interview with the student in his/her native language and in English. If it is confirmed that the student is a potential EL, then the student will be administered the W-APT.

If the student scores at the "commanding bridging (proficient)" level on the W-APT, the screening process will be discontinued. If the student scores at the "entering," "emerging," "developing," or "expanding" level, then the student will be considered eligible for the school's EL program. All student information on home language and proficiency levels will be recorded in the school's student database.

During the screening process, EL staff will take appropriate action if the student is a student with a disability that enters with an IEP or if the student has had interrupted formal education, following the process outlined in the WIDA Resource Guide.

The parent or guardian in parental relation to an EL student will be notified, in English and in their native language, of their child's eligibility for the EL program. Each EL student who is a new entrant will be offered

an orientation session with his/her parents or guardians on the state standards, assessments, school expectations, and an overview of the EL program. This orientation will take place within the first semester of the child's enrollment in the school and, when needed, will be provided in the first language of the student's parents or other persons in parental relation to the student. Parents or guardians will also receive written notification, in English and in other languages as necessary, of the identification of their child as an EL student, the programs available to their child(ren), and their right to refuse such services. The school will make every effort to meet with the parents or other persons in parental relation to such EL students, at least twice a year, to help them understand the student's progress.

The orientation session also will provide information regarding the extra-curricular opportunities available to all students of the school and all opportunities for parents to be involved in the community. The school will strive to encourage the participation of all parents in order to help ensure the success of the students. CCA will provide information regarding any new opportunities at any future meeting with the parents.

The W-APT will assess student listening, speaking, reading, and writing skills in English and the results of this assessment will be utilized, along with teacher observation and input, to determine and plan the type of assistance needed for each student. Students will also take the ACCESS assessment for ELs annually, along with the state assessments for their grade level. The results of these assessments will be used to continually update and modify the plans of assistance for each student, as well as to determine the criteria to exit our EL program, as described below.

Specific Instructional Programs, Practices, and Strategies: We will implement an effective, research-based approach to accelerating English language acquisition for EL students that includes Sheltered English Immersion (SEI) in the general classroom, as well as specific language acquisition instruction called English Language Development (ELD). SEI is the vehicle for the acquisition of grade-level content, while ELD is driven by the need to increase proficiency in English and specifically the academic English necessary for success in school.

- SEI is the provision of an immersion environment, where all classroom instruction is delivered in English by the classroom teacher with an awareness of the unique characteristics and needs of ELs, and additional realia, scaffolding, and background knowledge provided during the course of lessons (Genesee, Lindholm-Leary, Saunders, and Christian, *Educating English Language Learners*, 2006). The hallmarks of effective teaching and learning, such as the nine instructional strategies in *Classroom Instruction that Works*, the formative assessment planning process, the NHA Curriculum, NHA's proven best practices, and differentiation to meet individual student needs, remain in an SEI classroom, with additional language supports in evidence. SEI is also referred to as Sheltered Instruction or SDAIE, Specifically Designed Academic Instruction in English.
- ELD is focused on helping students acquire social and academic English. The SEI classroom enables access to the grade-level content, despite a lack of proficiency in English, while ELD is intended to dramatically increase the level of proficiency. ELD combines "a) explicit teaching that helps students directly and efficiently learn features of the second language such as syntax, grammar, vocabulary, pronunciation, and norms of social usage and b) ample opportunities to use the second language in meaningful and motivating situations (Goldenberg, *Teaching English Language Learners: What the Research Does – and Does Not – Say*, 2008)." Students that are provided with ELD in a separate block have been shown to have "modestly but significantly higher English oral language and literacy scores (Saunders, Foorman, and Carlson, 2006)" as teachers focused on developing oral literacy in English. ELD should take place as a supplement to the

defined ELA instruction, not in place of such instruction, and will frequently take place outside of the general education classroom, though not always. ELD is also referred to as English as a Second Language (ESL) or Teaching English to Speakers of Other Languages (TESOL).

CCA will invest in resources that successfully close achievement gaps for EL students. All staff will receive professional development on strategies for working with EL students and strategies to engage EL parents. This professional development will ensure that all staff members take ownership for the EL students in the school and will be equipped with the necessary tools to meet their needs. We will include EL students in all school classes and activities. Instructional materials for ELs will be evaluated and selected based on the proven success of the tools in meeting the needs of similar populations of EL students. Materials such as Pearson's Language Central will be considered and/or implemented targeting students at the "developing" or "expanding" levels of the W-APT. Materials such as Pearson's Newcomer Phonics will be considered and/or implemented targeting students who are new to the United States or at the "entering" or "emerging" levels of the W-APT. Additionally, leveled libraries specific for ELs will also be available.

We will adjust staffing as necessary based on the enrollment of students. One member of the staff will also serve as our EL coordinator to coordinate EL data, schedules, and ensure that EL students are not over-classified as students with special needs. One of the deans may also serve as the coordinator for the EL program. This individual will evaluate the needs of the school to provide additional services and consultants as determined by EL student need.

We are committed to ensuring that EL students and parents are not excluded from curricular and extra-curricular activities due to an inability to fluently speak and understand the language of instruction, including any before- or after-school tutoring and summer learning programs. We will provide to the parents or other persons in parental relation to EL students school-related information in English, or when necessary and feasible, in their dominant language.

Plans for Monitoring/Evaluating the Progress/Success of EL Students: CCA will track the academic achievement of ELs and the progress they are making towards proficiency in English. The school will utilize multiple measures to track progress, such as the progress-monitoring tool available within the EL program curricular tool, classroom assignments, formative assessments, grade-level assessments, the NWEA MAP, North Carolina assessments, and the ACCESS for ELs. EL students will be required to participate in North Carolina's ELA, mathematics, science, and social studies tests that may be administered in English or an alternative language with approved EL accommodations. Effective as of April 1, 2010, EL students who have been enrolled in a school in the United States for less than one year are not required to take the ELA assessment and may take the ACCESS for ELs in its place.

In order for an EL student to exit the EL program, the student must score at the proficient level on the ACCESS assessment for ELs. Additional exit criteria will also be considered, including the triangulation of data, to ensure that the student is ready to be exited from the EL program, notwithstanding any applicable transition services.

Students will be monitored for two years after exiting the EL program. CCA will track the grades of the monitored students and will intervene as necessary to promote and ensure academic success. Family involvement, high expectations, and active learning techniques will continue to encourage individual

students to achieve greater academic success after exiting the EL program. The academic success of EL students is a responsibility shared by all educators, the family, and the community.

Means for Providing Qualified Staffing for EL Students: All students identified as ELs will have a Language Acquisition Plan created that documents their level of proficiency in English (overall and in the domains of listening, speaking, reading, and writing), provides student-specific goals for each domain of language, and contains all accommodations/modifications to be utilized in classroom instruction and on assessments, as appropriate and allowable.

This plan will provide a common understanding of the needs of each EL student for the classroom teacher and EL staff. Additionally, the school will use the plan to coordinate between staff members on how to meet the needs of the student in language acquisition and academic achievement and to communicate progress or newly identified areas of need.

4. Explain how the school will identify and meet the needs of gifted students, including the following:
 - a. Specific research-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.

Students who possess exceptional gifts and talents should receive the direction, time, encouragement, and resources to maximize their potential. Our school will work with parents and students to identify gifted and talented students from all backgrounds, and to provide instruction that nurtures and fully grows that excellence.

Methods for Identifying Gifted Students: For all students, our school will use an assessment in reading and in mathematics that is referenced to national norms (likely NWEA). To ensure continuing academic growth for each student, the school will be committed to thoroughly monitoring students' progress and adjusting learning opportunities when growth is inadequate, whether a student is performing below, at, or above grade-level proficiency. In addition to using the norm-based assessment results, classroom teachers will monitor mastery of curricular content, as measured through classroom assessments that are administered as part of the school's formative assessment program. The formative assessment program is a planned process by which teachers and students adjust their approaches to teaching and learning based on insights from frequent, varying, and ongoing evaluations of progress. This process will allow the school to identify students who are performing at the very highest levels, a potential indicator of a student's identification as gifted and talented.

Specific Research-Based Instructional Programs, Practices, Strategies, and Opportunities: Classroom teachers will offer gifted and talented students differentiated instruction and extended opportunities through a variety of means, including: enrichment lessons, exercises, and content; differentiation in content, process, products, and/or learning environment; infusion of tasks requiring higher-order thinking skills; and individualized learning opportunities. When needed, the school will accelerate grade-level or content-level learning for individual students, taking into consideration his or her specific needs. Students at or above grade-level proficiency will be consistently challenged with classroom curricular content and high-quality instruction.

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.

CCA is committed to serving all students and will be prepared to serve exceptional children from day one.

When a new student enrolls, parents will be asked to indicate if their child has an Individualized Education Program or Section 504 Plan and to provide a copy of records. We will share any provided information with the dean overseeing special education, the classroom teacher, and the special education teacher. The registrar will request a copy of all school files, including special education and Section 504 records from the child's prior school. Upon receipt, the registrar will review all student files to determine if the student received special education or Section 504 support. If the student received special education or Section 504 support and these records were not provided by the parent or received in the student's cumulative file, then the registrar will immediately request the missing records from the student's prior school/district. School leaders and appropriate staff will then be notified of this information. Upon receipt of a student's current IEP or Section 504 plan, staff will complete the transfer process consistent with state and federal requirements. Comparable services, consistent with the received IEP or Section 504 plan, will be provided until the IEP or Section 504 plan is accepted or a new IEP or Section 504 plan is developed, consistent with state and federal requirements.

If a complete special education record is not received within 14 days of the date the school is notified and we believe that the student may have an IEP, the school will contact the prior school. If we do not obtain that info, the school will initiate the special education referral or re-evaluation process. We will identify students with special needs when they enter the school with an active Individualized Education Program (IEP) or when they go through our Intervention Assistance Team (IAT) process, as described below.

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.

Since some students may come to CCA without an active Individualized Education Program (IEP) or identified disability, we know we will be responsible for identifying students who may need special education services under IDEA or Section 504, consistent with state and federal Child Find requirements. We will have several strategies in place to identify students with special needs.

Student Identification: If a student is experiencing academic and/or behavioral difficulties in the general education setting, the teacher, other educational staff, and/or the parent may refer the student to the school's Intervention Assistance Team. This team will include the principal (or his or her designee), a classroom teacher, and the referring teacher. The student's parent or guardian will be invited to participate in this meeting and share more information. The IAT will review and analyze screening information/data, Rtl results, and data on classroom performance, discipline, and state assessments, as well as information provided by parents. We will use this data and information to determine the best educational/behavioral interventions for the student and service/support options (e.g., counseling or school social work support). Outcomes of this meeting may include:

- Continuation of current intervention and progress monitoring through the Rtl process.
- Implementation of additional interventions through the Rtl process.
- Referring the student for a Section 504 evaluation.
- Referring the student to the special education team for consideration of a comprehensive special education evaluation.
- Implementing no further action and continuing to monitor the student's academic, behavioral, and/or social progress.

Avoiding Misidentification: This Rtl process will help us avoid misidentification and over-referral of students for special education instruction. Parents can request a special education evaluation at any time, including instances when they disagree with the outcome of the IAT meeting. The school will respond to this request consistent with state and federal timeline requirements.

Evaluations and Assessments: The dean overseeing exceptional children will work to schedule a special education evaluation. The evaluation team will include various professionals consistent with the type of disability or disabilities suspected, such as teachers of general education, special education, and speech and language, as well as an occupational therapist, school social worker, and school psychologist/mental health provider. The team, with parents invited to be members, will meet to identify what evaluations are needed to diagnose disabilities defined by state and federal requirements. Parents may share new information, including evaluation/medical information from private providers. Parent notice and consent will be requested and obtained before initiating special education testing. The IEP team, including the multidisciplinary team (or representative) and parent, is responsible for determining special education eligibility, identifying the student's needs, and developing an individualized educational plan to address the student's needs within the least restrictive environment. The provision of a free appropriate public education and all other applicable state and federal special education requirements will be followed.

The evaluation process is nondiscriminatory, and any written material will be in the family's native language. Tests must be validated, selected, and administered by certified or licensed personnel, consistent with the testing administration guidelines and in compliance with all state and federal requirements. Multiple measures will be used, and the evaluation will assess areas of educational need and all the child's special education and related service needs.

Once the evaluation has been completed, the dean will schedule an IEP team meeting in consultation with the parent. The IEP team will review the results of the comprehensive evaluation and any additional relevant information provided by the parent and then determine eligibility for special education consistent with state and federal requirements (including rule-out factors). Following the determination of special education eligibility, the IEP team will develop an IEP for the student. This plan will be designed to address

the student's unique needs and satisfies the requirements of a free appropriate public education (FAPE) provided in the least restrictive environment (LRE).

Placement will fall along a continuum of options with primary emphasis being placed on educating the student in the general education classroom to the greatest extent possible with implementation of needed supplemental aids/services, and/or supports.¹ Removal from the general education classroom will only take place when the nature and severity of the student's disability necessitates this removal. A continuum of placement options will be available to support student placement decisions, including consideration of placement in more restrictive settings operated by the local district or other external entity.

Child Find Requirements: CCA will comply with obligations under the Child Find requirements of the Individuals with Disabilities Education Act (IDEA), including 34 CFR §300.125. We will appropriately notify parents consistent with state and federal requirements. We will also incorporate Child Find in marketing efforts within the community to attract the broadest possible spectrum of students, including students with special needs. Our strategy will aim to reach every family with a K-8 school-aged child within our geographic area via media, direct mail, and parent information meetings. By targeting broadly, we will attract students who reflect the entirety of the community we serve and ensure that students learn in an integrated environment.

We will hold meetings among families with students with special needs and our special education professionals to review our special education program at the school and encourage questions.

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)

The principal will assign a dean to oversee programming for exceptional children at CCA. This dean will conduct weekly one-on-one meetings with the special education staff to discuss student progress and the timing of annual reviews and three-year re-evaluations. This will include review of service logs to verify compliance with the student's IEP service time and progress-monitoring data. Progress reports will accompany report cards, and deans will discuss student progress relative to IEP annual goals at one-on-one meetings with teachers. General education teachers will keep a record of the IEP or Section 504 accommodations and modifications that are to be made in the general education setting. Special education teachers will provide a copy of an "IEP-at-a-glance" to regular education teachers to allow for collaboration on student goals and objectives in the grade-level curriculum.

NHA special education supervisors and school professionals will annually evaluate special education at CCA, focusing on Child Find activities, educational outcomes, IEP implementation, parent involvement, compliance, and behavior. A review of data for each of these areas will be conducted. A continuous improvement plan (CIP) will be developed for any areas not yet "met." The special education dean and the

¹ This approach is supported by years of strong research on the effectiveness of inclusive education practices, including a study by the National Center for Education Restructuring and Inclusion, 1995, research by Audette & Algozzine, 1997, and research by Lipsky, 1997; Sailor, 2003.

NHA special education supervisor will monitor progress toward the goals outlined in the CIP and adjust as necessary.

Record Request, Confidentiality, and Compliance: School staff will request records from the student's previous school or district. If complete records aren't received within 14 days of the date the school is notified that the student is an exceptional child, staff will reach out to the prior school for more information. If the requested information is not obtained, our school will initiate the EC referral or re-evaluation process. Staff will collect, handle, and secure the records at CCA and share these documents with parents in accordance with all relevant state and federal laws and regulations.

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.

CCA will provide appropriate services and specially designed instruction for students with Individualized Education Plans (IEPs) and 504 plans, which will allow access to, and promote progress in, the general education curriculum. We will serve all children according to their individual academic, functional, and social and emotional needs, providing a free and appropriate public education (FAPE) in the least restrictive environment (LRE) in accordance with state and federal requirements. Our school anticipates serving students with mild, moderate, and severe disabilities and will assign a dean to oversee the programming for students with special needs.

Educating exceptional children requires both individualization of the educational programs and services and maximizing inclusion in the general education setting. Our service delivery model may include co-teaching, consultant teacher support, and/or support provided through resource room services. We recognize that the least restrictive environment for some students with special needs may require more extensive supports, including placement in programs operated by the local district or some other setting.

The focus of instruction will be placed on IEP goals and objectives and grade-level content expectations with scaffolding of instruction from the student's instructional level to grade-level expectations. Emphasis will be placed on accelerating learning outcomes through delivery of research- and evidence-based practices and resources with the goal of closing the instructional gap toward grade-level proficiency. Screening and assessment data will be used to determine student instructional levels and needs. Whenever appropriate, grade-level instructional materials will be used with needed accommodations and supports. For students significantly below grade level and/or missing foundational reading and/or math skills, we will use a direct instructional approach and supporting resources. Progress-monitoring data will also be routinely collected and analyzed to monitor student performance and to support needed adjustments in instructional practices/delivery.

If a student consistently does not make progress on IEP goals and objectives, the teacher will inform the dean, who will then schedule an IEP team meeting and/or an additional evaluation. The school will conduct a functional behavioral assessment (FBA) when a student's behavior negatively impacts his/her academic, and/or social/emotional performance within the school setting. Based on this data, the IEP team will consider the need for positive behavior support or a behavior intervention plan (BIP). Emphasis within this plan will be placed on identifying the function of the target behaviors, teaching desired replacement behaviors, implementing strategies designed to prevent behavioral escalations, and providing a sequence

of strategies and procedures that can de-escalate behavior. A core team of building staff will be trained in non-violent crisis prevention intervention (CPI) techniques to support crisis situations with emphasis placed on verbal de-escalation and the use of intervention procedures designed to keep the student and staff safe. Behavioral incidents resulting in the need to utilize CPI-approved physical intervention techniques will result in immediate parental contact with a written summary provided to the parent within 24 hours of the incident. This documentation will also be maintained on file at the school.

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?

Students requiring specially designed instruction will either have their services delivered in the general education classroom through a co-teaching and/or consultant teacher service delivery model and/or through delivery of services within a resource room as determined by the IEP team based upon the unique educational needs of the student. In making this decision, the IEP team will consider the requirement that services be provided in the least restrictive environment with priority given to programming in the general education classroom. CCA will prioritize collaboration among general education and special education teachers. Both general education and special education staff will receive professional development targeting effective collaborative teaching practices.

Instruction provided outside of the general education classroom will only take place when the nature and severity of the student's disability necessitates this model. A continuum of services and placement options will be available to support student placement decisions, if necessary, including consideration of placement in more restrictive settings operated by the local district or other external entity. Related/ancillary services (speech, mental health, physical, and occupational therapy) will be provided and scheduled consistent with the student's IEP. These services will be provided by properly certified and licensed practitioners who will be employed or contracted by NHA or provided by the local school district or other affiliated agency.

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).

We will serve all children according to their individual academic, functional, and social and emotional needs, providing a free and appropriate public education (FAPE) in the least restrictive environment (LRE) in accordance with state and federal requirements. CCA will assign a dean to oversee EC programming.

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

Data will be routinely collected to monitor student progress on IEP goals and objectives and to support instructional decisions. The school also will ensure that parents of children with disabilities are informed of how their child is progressing on annual IEP goals and in the general curriculum at least as often as parents of general education children.

IEP Monitoring: If the student is not making progress on IEP goals/objectives, the school will schedule an IEP team meeting, including parents. The IEP team will review and revise the IEP as needed and consider additional supports, services, placement options, and any other identified needs. If the child's needs extend

beyond the capacity of the school setting, the school will work with the parent to explore additional educational options.

CCA will administer a norm-referenced screening assessment multiple times each year to identify baseline skills and to assess growth targets. Special education staff will routinely implement curriculum-based and progress-monitoring assessments. Assessment data obtained will be used by special education staff to monitor and adjust their instructional practices based on the student's response to instruction. Special education providers will also use this assessment data to monitor student progress on IEP goals/objectives and for reporting purposes (e.g., report cards, parent-teacher meetings, IEP team meetings). Monthly data walks will be conducted during special education team meetings to review progress.

Special education providers will also use curriculum-based assessments and other progress-monitoring data collection tools to monitor progress on IEP goals and objectives.

IEP Reporting: Parent partnership is a cornerstone value of CCA and will begin the day a student enrolls in the school. Parent involvement is an integral and ongoing part of the special education evaluation, eligibility, and IEP processes. Parents will be invited to join parent-teacher conferences, will receive IEP progress reports, and will be invited to review behavior issues and develop positive behavior support plans (usually linked to the IEP process). Special education procedural safeguards will be provided to the student's parent or guardian:

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

The school will aim to hire teachers certified in special education to ensure high-quality instruction for students with special needs consistent with state requirements. Staff credentials will be reviewed to ensure compliance with the certified teacher requirements. Related service staff will have state-required credentials before providing services to eligible students.

Details on the number and type of staff hired to serve students with special needs are included below. Our budget accounts for the staff and professional development sessions described in this section.

All new staff, including special education teachers and support/itinerant staff, will join a new staff orientation session before the start of the school year to learn the school's mission and special education practices and procedures. Special education staff will receive additional PD during professional development days and special education staff meetings, at regional/state conferences, and in weekly one-on-one meetings with the dean overseeing special education.

Two special education teachers and two special education paraprofessionals will be on staff in our first year to support students with IEPs. Additional staff will be added should our special needs enrollment exceed our estimate. Depending on the needs of the population after enrollment, the school also will have ancillary staff, such as a social worker, speech therapist, occupational therapist, physical therapist, and mental health provider, either on staff or through a contract. Additional special education staff will be added based on student need and growth in the special education student population, consistent with state or local district caseload requirements.

2.4 Student Performance Standards

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

Our Board is committed to measure both academic and operational outcomes and to hold our management partner, National Heritage Academies, accountable for success by clear and relevant metrics.

Goals: As with other NHA-partner schools, we will use measures of academic growth and proficiency beyond those required by state law, and our school will share similar goals with other NHA-partner schools in North Carolina and elsewhere. Our academic goals will focus on proficiency, performance against nearby schools, and growth (See Section 1.1 for our specific goals). Our goals are a barometer for our school's performance. We will be pleased to meet them, but not satisfied, and will continue to make upward adjustments to our goals during our annual school improvement planning process.

As required by the North Carolina Department of Public Instruction (NCDPI), we also will administer a national assessment of college readiness to every eighth-grade student and will use the results to develop a plan for each student's success in high school and college. As noted above, one of the reasons we chose to partner with NHA was the track record of success NHA-partner schools have ensuring that students are high school- and college-ready.

We expect our school to achieve operational goals established for NHA-partner schools, too. These goals focus on student attendance, overall parent satisfaction, the performance of NHA, and CCA's audited financials.

Communication to Board and Others: Our Board will receive status reports on progress toward our goals at each monthly meeting, with detailed data provided on components of each goal that include the performance of student population subgroups (EC, EL, newly enrolled students, etc.). Parents and students, too, will be informed of the school's progress toward its goals through periodic informational newsletters and special bulletins.

Our goals are specific, measurable, ambitious, attainable, relevant to our mission, and time-specific. Each goal focuses on a specific assessment and assessment period, and each is designed to encourage consistent improvement and achievement in student learning.

Our Board expects to update our goals and measures as our school achieves them and reevaluate them at the end of our first charter term.

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.

CCA will regularly test the efficacy of teaching and the quality of learning with a wide range of assessments that monitor the progress of all students. In designing assessments, we will prioritize close alignment with state standards because we know data from these assessments allows us to modify instructional tactics with confidence that we are giving students the best preparation for end-of-year state assessments. NHA will work with teachers and leaders at CCA to ensure that assessments offer optimal alignment.

Use of Assessment Data: Our school will administer frequent, varied assessments throughout the year to ensure that students make appropriate progress pursuing mastery of state standards. We collect and analyze results from assessments that are closely aligned with standards, so we can understand the efficacy of our curriculum and instructional methods and adjust instruction, often in real time, if needed. Our assessments will range from simple exit tickets to interim assessments and, of course, state assessments; each of them offers valuable and actionable insights on our curriculum and instruction. This will include ongoing formative assessments, NHA's common assessments, state assessments, and internally created assessments.

Our key assessments will include:

- Formative Assessments: CCA will administer formative assessments multiple times per year to provide important benchmark data on student growth.
- Interim Assessments: We will administer interim assessments two or three times per year to give deans and teachers long-term snapshots of students' learning and preparation for end-of-year state assessments.
- Unit Tests: Teachers will administer unit tests in specific subjects after completing instruction in that area of learning. Students who score poorly will be re-taught and re-tested.
- Quizzes: Teachers will challenge students with quizzes at the end of each week to take a quick snapshot of student learning covered that week. Data from these quizzes, which are also closely aligned with state standards, are analyzed in real time so teachers know whether and how they must modify instruction. In fact, at NHA-partner schools, it is common for instructional professionals to modify teaching plans within a day of receiving quiz results. These modifications may include the re-teaching of material the next school day, changing workshop groupings of students so students who struggled have a second chance to learn the material, and more.
- Exit Tickets: On any day, teachers may give an exit-ticket assessment based on the standard that was the focus of that day's lessons. Because our instructional plans are driven precisely by standards, a simple roomful of thumbs up or down will offer teachers valuable, aligned, and actionable feedback.

All of our assessments – interim assessments, unit tests, quizzes, and even simple two-question exit tickets – will be closely aligned with state standards and therefore sources of data that offer valuable insights.

Common Assessments: NHA has developed common assessments in both English language arts and mathematics for grades K-8. Common assessments align closely with instructional objectives, are easy to administer, provide automated scoring, document student progress, and show when new support is needed to ensure appropriate progress. Curriculum-based and interim assessments provide common data – within any classroom and across classrooms – that shows students' progress.

Assessment Professional Development: As part of our commitment to data-driven instruction, we will prioritize professional development (PD) designed to help teachers improve their skills analyzing data for insights and applying those insights to instructional planning and delivery. This PD commitment reflects a simple insight: The best possible data on academic outcomes is of no value if teachers do not use it to improve instruction. NHA's new teacher summit, an intensive week-long summer session for all teachers who are new to NHA-partner schools, as well as NHA's regional PD events for educators at several of its partner schools and CCA's own in-school PD sessions, will all focus frequently and intentionally on understanding assessment data and using insights from that data to refine and improve instruction.

We are fully committed to data-driven instruction because we know data from assessments in October, in March, and at any time during the school year offers predictive value on likely outcomes at the end of the school year. More importantly, these data give us opportunities to modify instructional strategies if the data show that such changes are needed. Reviewing assessment data will be a standing agenda item for all Board meetings.

Our school leaders and teachers will collaborate during grade-level or departmental planning time to analyze assessment data. This analysis will seek to help them identify, understand, and address learning gaps, set improvement goals, and clarify PD needs. These efforts will focus on individual students, on entire grade levels, and on the entire school.

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.

The principal is authorized to make initial grade placement of students and has the final decision regarding the promotion, acceleration, and retention of students. A student is expected to progress through one grade each year, but the practice of promoting students who have failed to master grade-level curriculum is incompatible with our mission. On occasion, it may be in a student's best interest to accelerate him or her more than one grade or retain him or her to repeat a current grade. If a parent or teacher wishes a grade-level change to be considered, a written request is to be provided to the principal for consideration. These criteria will be shared with families in our parent-student handbook.

If a student fails to meet the third-grade requirements of the NC Read to Achieve mandate, additional interventions and a personalized reading improvement and monitoring plan will be offered. If not proficient after these interventions, the student will be retained unless they meet a good cause exemption. Retained students will receive additional intervention support.

Any decision to retain an exceptional child will be determined by the principal, in consultation with the IEP team. EC students may not be retained based solely on their exceptionality, but retention may account for factors such as a student's ability to fit in socially and emotionally with their present grade level.

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.

Students will exit our school and be promoted to high school in accordance with the North Carolina Student Accountability Standards. We believe strongly that students should leave our school academically prepared for a rigorous high school program and with the required skills, both social and academic, to graduate from high school and be college-ready. The practice of promoting students who have failed to master part of their grade-level curriculum is incompatible with the state's gateway standards, the academic goals of our school, and our mission. Our Board is committed to meeting the needs of students who are at-risk academically. Our school model has a robust formative assessment program that helps quickly identify students who need extra attention, as well as those who are surpassing grade-level standards, all deserving differentiated instruction. As such, we will use those tools to ensure that at-risk students receive the appropriate supports and are exited from our school successfully.

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 culture at CCA will be driven by our mission: to empower all students to become successful citizens through a rigorous academic program and moral focus curriculum within a safe and caring learning environment. We want our school to be a warm and welcoming place for students to learn but also believe that students do best in a structured environment where they know what is expected of them each day. We will hold students, staff, and our school community to high standards academically, in conduct, and in character.

We will adopt, implement, and sustain a program called Behave with Care, which includes school-wide behavior and classroom management practices, is rooted in the concept of engagement, and is aligned with the U.S. Department of Education's Positive Behavioral Interventions and Support model. Behave with Care includes a six-level color-coded, school-wide behavior management system to ensure that positive behaviors are reinforced. Through this program, we will promote academic achievement while developing our students socially to be successful citizens with many opportunities for their lives, including college and careers. Teachers and staff will consistently reinforce positive behavior using strategies such as relationship building, classroom motivation systems, development of social contracts, precise praise of positive behavior, and individual student affirmations.

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.

CCA will animate this school culture before our first day of school. Once students are accepted to our school, we will share documents that illustrate our planned culture, including a parent-student handbook that outlines our code of conduct and the Behave with Care approach. We also plan to have events before the start of school for students and families to get to know each other and to learn more about CCA. These could include "Coffee with the Principal", "Popsicle Parties", and paperwork completion events.

For our staff, we plan to hire staff early to provide significant professional development on our academic program (see Section 3.5) but also to create our desired staff culture. This will be accomplished through staff learning and experiences together.

We will welcome students who enroll mid-year and will connect the student and family to others in our school community to learn our processes and systems and ensure they feel welcomed. Families will have an opportunity to meet with staff prior to enrollment to ask questions and learn more about CCA.

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.

Promotion of Effective Discipline: Time spent on student discipline is time not spent on student learning. As previously described the philosophy behind our discipline policy is to create and maintain a culture that commits to individual student achievement. We will adopt, implement, and sustain a values system we call Behave with Care, which includes schoolwide behavior and classroom management practices, is rooted in the concept of relationships and engagement, and is aligned with the U.S. Department of Education's Positive Behavioral Interventions and Support model. Behave with Care includes a six-level color-coded, schoolwide behavior management system to ensure positive behaviors are reinforced. Teachers and staff will consistently reinforce positive behavior through relationship building, classroom motivation systems, adherence to social contracts, precise praise of positive behavior, and various forms of student affirmation.

In alignment with Behave with Care, teachers have access to Positive Behavior Replacement Plan (PBRP) tools. The PBRP is a collection of 30 mini-course packets - available online - that serve as a resource for teachers working to solve some common student behavior concerns. The activities help students understand the consequences of their behaviors, why the behavior is not acceptable, and how they can behave differently next time. NHA's Moral Focus curriculum is designed to help create an environment that is conducive to teaching and learning, and help students learn how to manage their behavior and be a part of a community. As a result, behaviors such as cooperation, respect, and compassion are expected to replace apathy, bullying, and a disregard for authority.

Equitable Application: We will ensure our program is equitably applied to all students at CCA, while remaining mindful of individual student needs. Our school will care for its students the way a family cares for its children. The system clearly defines examples of behaviors at each level and appropriate consequences, and details of incidents will be recorded in our student information system to ensure all behavior incidents are noted and treated consistently. Additionally, these records are made available to parents. Teacher observations and feedback ensure consistency from student to student and from classroom to classroom, which in turn will create a common set of expectations for behavior among all students and adults.

Professional Development: We will provide professional development designed to help school leaders and staff build positive, productive, and trusting relationships with students. This includes training on Behave with Care and PBRP before the start of the school year, with ongoing support throughout the year in the form of additional professional development, e-learning, virtual classroom instruction, observations with feedback and coaching, and video modeling. Teachers will learn strategies to establish safe and orderly

classrooms, reinforce positive behaviors, address problem behaviors, and encourage students to take responsibility for their actions.

Offenses; Application to Exceptional Children; Due Process: Our parent-student handbook will include information on major aspects of the student discipline policy, including offenses eligible for disciplinary action. We will follow federal and state laws as well as NCDPI policies to ensure that due process and grievance procedures are followed whenever suspending or expelling students with disabilities or suspected disabilities is considered. These processes will be further detailed in an EC handbook provided to staff at all NHA-partner schools.

Certify

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

Explanation (optional): This application has been prepared specifically for CCA and reviewed by our Board. It features the NHA school model and may contain descriptions and language used in other applications in partnership with NHA.

Section 3 Governance and Capacity

3.1 School Governing Body

1. 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: City Charter Academy, Inc.

Mailing Address: P.O. Box 540, Greensboro, NC 27402

Street Address: 235 N. Edgeworth St, Greensboro, NC 27401

City/State/Zip: Greensboro, NC 27401

Phone (xxx-xxx-xxxx): 336-379-8651

Fax: (xxx-xxx-xxxx): 336-478-1145

Name of Registered Agent and Address: Nicholas Bakatsias (235 N. Edgeworth St., Greensboro, NC 27401)

Federal Tax ID: TBD

2. 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?
Jeff Hyde	Lead Applicant	Guilford	Owner and Operations Manager for	None	None

			Aesthetic Images Photography		
Doris Godette	Director	Guilford	Senior Financial Analyst (City of High Point)	None	None
Jeff Phillips	Director	Guilford	Managing Partner	Health and Life Insurance, Financial Securities Licenses Series 6,7,9,10,63,65	None
Mark Popple	Director	Guilford	Financial Center Manager II	None	None
Mike Stainback	Director	Guilford	Owner and Operator of local pharmacy and owner and operator of Real Estate Appraisal Service (Stainback & Associates)	Residential Real Estate Appraiser	None

- 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.

Members of our Board currently sit on the Board of GCCA. These members have shared their experience of governing a charter school and the various aspects of a partnership with NHA. We will seek out the chance to interact with other charter school boards, as we embrace the opportunity to learn from their insight. We will be a governance-focused Board, delegating to NHA the daily operations of CCA.

Functions and Duties: It is our responsibility to make sure CCA is on track to achieve its mission. It is our role to ensure the school is equipped with all necessary resources, systems, and personnel to create a climate and culture that fosters high-quality learning. Ensuring academic success, complying with charter, state, and federal requirements, and managing public funds will all be a focus of our Board. We have sought out and retained both independent legal counsel and an independent auditor. We will rely on them for legal advice and feedback on the state of our school's finances. We may also contract with a third-party evaluator of the educational program as necessary for an independent perspective of the performance of

our school. Based on NHA's documented record of success, we believe partnering with NHA will provide us with the ability to serve students at a high level, establish ourselves as a valued part of the community, and achieve our goals and mission. We will take our role seriously and ensure this takes place. We will adopt policies for our Board to offer transparency and communication among our group, school leaders, NHA, parents, and the community.

Roles and Responsibilities: Our Board will perform functions including, but not limited to:

- Articulating, maintaining, and driving our mission throughout the school community.
- Holding NHA accountable for the efficient and effective operation of the school and for the achievement of academic goals.
- Reviewing and approving the school's annual budgets and ensuring that proper financial procedures are in place and effectively implemented.
- Reviewing, approving, and monitoring progress toward academic, financial, and operational goals.
- Reviewing and approving school policies.
- Ensuring that sufficient enrichment programs are created to supplement the education program.
- Appointing officers and committees as needed.
- Adopting, amending, and repealing bylaws as needed.
- Developing and maintaining effective relations with NCDPI and the Office of Charter Schools.
- Ensuring that meetings are conducted in accordance with open meetings laws and in compliance with North Carolina conflict of interest and public records laws. Our school leader will share with us information necessary to understand every component of how our school is achieving.

Hiring Lead Administrator (Principal): Under our partnership arrangement, teachers will be jointly employed by our Board and NHA and school leaders and other non-teaching staff will be employed directly by NHA. NHA has an experienced and expert school leadership recruitment team that identifies and evaluates school leaders for their skills, experience, and personal attributes. Thus, while our principal will report as an employee directly to NHA, the principal will be responsible for regularly reporting about the school to the Board and the Board will hold our principal accountable, along with NHA, for the school's performance.

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

Our founding Board of CCA is comprised of five members with an array of extensive backgrounds conducive to making CCA successful. While our current composition is five, we may choose to grow our Board to ultimately have seven members. Our members have experience in business, finance, serving on charter school boards, public service, and law. These traits will allow us to collectively govern CCA in a manner that ensures the school is a success academically, operationally, and financially. We maintain deep ties across Greensboro and Guilford County, allowing us to relate with the families within our community who may choose to send their students to CCA. Our Board will always look to develop in our governing skills and will take advantage of the opportunity to build and maintain relationships with the boards of the 13 other NHA-partner schools currently operating in North Carolina.

4. 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.

Our founding board is composed of individuals who are committed to providing high-quality school choices to families in East Greensboro. Many of our board members have exercised school choice for our own children, through charter schools or homeschooling, and our collective desire is to provide that for more families in our community. Three of our board members have served on the boards of other charter schools, which will bring strong knowledge in school leadership, administration, and governance.

Our Board also has two members that focus on community engagement in their professional lives and will bring this knowledge and expertise to CCA. Our Board is currently recruiting additional members with expertise in curriculum, instruction, and assessment; however, we believe that as we will be a governing and not operating Board, we can rely on our management partner, NHA, to provide us with the academic program, including curriculum, instruction, and assessment, that we desire to provide.

5. 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.

Our Board deeply understands the Greensboro and Guilford County areas. We have raised school-age children and are involved with other charter schools within the community. Our backgrounds in real estate, business, legal, finance, education, and management make sure that our Board possesses a wide-ranging set of skills and experiences necessary to make CCA successful.

Our relationships within the area will be a benefit to our school, allowing us to be even closer to families and community groups currently operating in the area. There are currently 13 other NHA-partner schools operating in North Carolina (GCCA is nearby). Members of our Board currently sit on the Board of that school as well, and we will make additional efforts to collaborate and interact with Board members at the other NHA-partner schools.

Ensuring Educational and Operational Success: It is clear to our Board that it is our role to oversee CCA to maintain soundness academically, operationally, and fiscally, and to work towards achieving our mission. We have taken and will continue to take the necessary steps to complete these tasks. This includes adopting necessary policies, implementing our school’s educational program, achieving our goals, and ensuring the school operates in a manner that is conducive to success. Our Board understands the importance of ongoing development. We hold ourselves accountable to constantly improve in our abilities to ensure our school is successful.

Evaluation of the School and the School Leader (Principal): We will require our principal and NHA to provide the Board with regular reports on student performance, assessment data, operational data, and any

parent survey data. A review of this data will be a standing agenda item for all Board meetings. We will use this information to analyze CCA's progress towards our performance goals and performance of the principal. We also will contract for an independent evaluation of the effectiveness of NHA and school leadership in meeting expectations. Under the provisions of our services agreement with NHA, we maintain the authority to express reasonable dissatisfaction with the principal. If NHA and the principal have been given sufficient time to remedy an issue and there has been insufficient improvement, the Board can direct NHA to terminate the principal. Additionally, our contract with NHA allows us to terminate the entire partnership at any time if we decide that is in the best interest of the school. Should we opt to terminate the agreement with NHA (which no board has ever done in the 25-year history of the organization), we retain the right to lease the school building for the remainder of the current school year and the next school year. Importantly, the per-pupil funding will continue to flow to us to fund school operations independently. This allows us to transition management to another company or to become more of an operational board and contract for the individual services we need.

Involvement of Key Stakeholders: Parents are one of the most critical stakeholder groups to consider in the success of CCA. The members of our Board are large proponents of school choice, including as Board members of another charter school. Other key stakeholders in the school and the community will always be invited to attend our Board meetings, and we will actively solicit feedback from community groups. Our Board membership has the experience and ability to make meaningful contributions and effectively govern our school. Qualifications for current and future Board members include passion for challenging students through high expectations, enthusiasm for this school and commitment to our mission, dedication to our community, and willingness to give the time and energy needed to undertake this important venture.

6. 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?

Members of our Board, Jeff Hyde and Jeff Phillips, are also founding Board members of GCCA. Their experience with GCCA, along with their passion for providing families in Greensboro with additional school choices, served as the impetus for CCA. Hyde and Phillips formed our Board by reaching out to friends and contacts who share in the desire of offering families more educational opportunities. Additionally, they sought out individuals with both a deep understanding and established relationships within our community.

We will seek to anticipate vacancies to the greatest extent possible, asking members to notify the Board President early in the year of their term expiration if they do not wish to renew their term. We will maintain a list of contacts and associates whom we want to ask to serve on the Board or who have expressed an interest in doing so, referring to this list whenever a vacancy may occur. Appointments to the Board to complete the terms of vacant seats will be made in accordance with our bylaws, and we will strive to ensure that an appropriate breadth of skills and experiences are represented by our membership, particularly in the areas of governance experience, education, and financial management.

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

The Founding Board of CCA is strongly connected to our local community. We are community members that live and work in Guilford County. Our members are charter school parents, homeschool parents, board members at other charter schools, and Jeff Phillips also serves as a Guilford County Commissioner.

CCA intends to locate near and serve a similar student population as GCCA, where both Jeff Hyde and Jeff Phillips serve as board members. This experience with similar students in our community will be invaluable.

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

We intend for our Board to meet on a monthly basis. We may meet more frequently, as this may be especially necessary during our planning and start-up phase.

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

Board members will benefit from training and development to ensure that we govern the school effectively and fulfill our mission. We will offer all Board members training as needed to ensure Board effectiveness. This will include opportunities to use Board funds to support attendance at the National Charter Schools Conference and NHA's Board symposiums, and the annual conference and opportunities presented by the North Carolina Association for Public Charter Schools.

In addition, to support Board members' ongoing professional development, our Board will have access to on-line learning modules maintained by NHA. These help Board members understand a wide range of topics, including: roles and responsibilities; Board procedures; authorizer roles and responsibilities; the services and lease agreements; Board bylaws; executive sessions; public comment at Board meetings; and academic, operational, and financial data. Additionally, we will seek support and advice on governance training from national and local sources, our own legal counsel, and our own professional resources.

10. 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.

Ethical Standards and Conflicts of Interest: Our Board is committed to overseeing CCA with a dedication to ethical practices. NHA shares this view, and exhibits it in each of its partnerships. Our bylaws require all members to inform our Board of any actual or apparent conflict of interest related to any transaction considered by our Board. Conflicts of interest include transactions in which a member of our Board has a material financial interest, or with which the member is presently serving as a director, trustee, officer, or general partner of another party. These transactions may only be approved by a vote of the majority of members who do not have a conflict of interest.

Existing Conflicts of Interest: Should our application be approved, we know of no known existing relationships including founding Board members that could pose an actual or perceived conflict of interest.

Avoiding Actual and Perceived Conflicts: Previously described, our bylaws dictate that members must inform the Board of any and all direct or indirect conflicts of interest related to any and all transactions

considered by the Board. We will utilize our legal counsel to address any real or apparent conflict of interest, and we will ask counsel to provide support and advice as we review transactions for perceived conflicts of interest.

Criminal Background Check: Our Board members have completed criminal background checks.

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

We intend for our Board to be one of governance, holding ultimate authority for the school's academic and financial policies. As Board members, it is imperative for us to consider crucial questions, including:

- Are we in compliance with our school's charter?
- How well are our students learning and achieving?
- How well are we performing financially?
- Are parents involved in the school at an appropriate level?

We will use these guiding questions to assist us in designing our school policies. Through our partnership with NHA, we will review school policies for partner schools currently in operations. These policies are aligned to state and charter-specific requirements, and have been put in place, revised, and amended by governing boards and respective legal counsels. Their policies have been crafted to meet the requirements of North Carolina's Ready-to-Open process. We also benefit from the fact these policies are being used by operational schools, allowing us a guide as we design our own. We will review, discuss, and modify as necessary once our charter is approved, and our policies will be shared at a public meeting.

Our Board adopts our policies in alignment and accordance with our mission and vision for CCA. We will oversee them to make certain they comply with applicable laws. At a minimum, we will annually review our policies in tandem with our independent legal counsel, and will take action on any required changes.

12. 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.

We do not currently foresee or plan to create any formal advisory bodies, councils, or associations to assist in governing CCA. Should it become necessary, we will create committees to work as a function of our Board on specific topic areas and report back to the entirety of the group during regular Board meetings.

Appendix G presents an organization chart illustrating the structure of the school, including the relationship among the Board, NHA, the school leadership team (principal and deans), teachers, and other staff. The Board will oversee the school's management partner and, in collaboration with NHA, the principal. The principal will oversee the academic deans, each of whom will oversee a group of grade-level teachers (such as: K-2; 3-5; and 6-8). The principal also will oversee the administrative functions, headed by the school's registrar. Our Board and NHA will jointly employ teachers, as is permitted by law and previously recognized by the Office of Charter Schools and the State Board of Education. The Board retains ultimate hiring and firing authority of teachers, as required by law.

Aligning with our desire for strong parental partnerships, we will work to assist in creating a parent organization for the school. We will ask this group to complement our mission in their work, and will ensure

it has the needed policies, procedures, and practices to be compliant with law (including for fiscal management). Our parent organization will regularly report to our Board on fundraising efforts, fiscal management, leadership activities, and governance decisions.

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

Parent Grievances: Our school will have an open atmosphere for parents, and we will make all reasonable attempts to appropriately address and respond to concerns shared by parents. We will do so in an effort to resolve their concerns in a satisfactory manner. Classroom teachers will be the first line of communication for parents and guardians to address any concerns. Teachers will respond to parent inquiries promptly, respectfully, and in accordance with established guidelines for handling parent grievances. If parents are dissatisfied with the response from their child's classroom teacher (or if the nature of the complaint does not involve a teacher), parents may contact a designated member of the school leadership team - a dean and then the principal - to arrange a meeting to discuss the concern.

On the rare occasion when speaking directly with a teacher or school leader does not resolve the concern, parents may bring the concern to the parent relations department at NHA, a unit dedicated specifically to help parents and guardians work with school leaders to address concerns and resolve conflicts. Parents will have several ways to report a concern, including: calling the department using a toll-free number, which is provided in the parent-student handbook and made available from the school's main office; reporting concerns using the "Contact Us" page of the NHA website; or by emailing NHA at its general contact email address (also listed in the handbook and available in the school's main office).

If these efforts do not resolve the issue to a parent's satisfaction, concerns may be brought to our Board. Parents may also contact the Board directly if they have concerns relating to a board policy or decision, if there is a suspected violation of laws or the terms of the charter, or if parents have concerns about the school management or operations. Concerns brought to the Board may be presented verbally or in writing. The Board will address the concern at or before the next public meeting.

Employee Grievances: We will adopt a process to help staff resolve concerns or grievances. The school's deans will be teachers' first line of communication for addressing concerns; concerns about deans shall be addressed to the principal. As a second option, staff may contact a representative at NHA's Service Center. Employees also may take advantage of a third option, an employee hotline that lets them provide feedback anonymously, and such concerns are immediately escalated to the NHA Service Center for review, investigation, and resolution. In the rare event that staff cannot resolve a concern by speaking directly with school leaders, by communicating with an NHA representative, or by communicating through the hotline, staff may bring an unresolved concern to our Board.

We will create a working environment that allows administrators to make decisions sensitive to the demands of students, and we will determine staff structuring and restructuring based on skill and performance to best serve the needs of students. Employment is on an at-will basis, and teachers will be jointly employed by the Board and NHA. We believe our administrators should be able to identify and support or terminate ineffective staff as appropriate, and that is how our school will be structured. Policies and procedures will be defined and put in place to handle unacceptable performance by teachers or school leaders, and in the event that performance is unacceptable and depending on the particular circumstances, discipline may occur. Discipline may include a warning, creation of a performance coaching plan or

performance improvement plan, suspension, or administrative leave. Employees will receive additional coaching when necessary because we want all employees to grow and succeed. If a teacher does not meet performance expectations or if there is a significant violation of policies or procedures, however, termination of employment may be recommended to the Board.

***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
Principal/School Leader	1.0	1.0	1.0	1.0	1.0	1.0
Dean(s)	2.0	2.0	3.0	3.0	3.0	3.0
Office Staff (Registrar, Office Administrator, Admissions Representative)	3.0	3.0	3.0	3.0	3.0	3.0
Core Classroom Teachers		19.0	22.0	25.0	28.0	28.0
Specialized Classroom Teachers (e.g. special education, ELL, specials)		6.5	8.0	8.5	10.0	10.0

Student Support Positions (e.g. social workers, behavioral specialist)		1.8	1.9	2.0	2.0	2.0
Interventionists		6.0	6.0	6.0	7.0	7.0
Substitute Teachers		1.0	1.2	1.3	1.5	1.5
Teaching Aides or Assistants		1.8	2.6	3.5	3.5	3.5
School Operations Support Staff		0.8	0.9	0.9	1.0	1.0

Staffing Plans, Hiring, and Management

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

Attracting and keeping excellent teachers will be a priority of CCA. It is imperative to hire high-performing teachers to ensure successful instruction.

Recruiting: NHA has a documented record of success when it comes to recruiting and hiring talent. We will benefit from their strong candidate network and recruiting capabilities. NHA currently works to staff 88 partner schools across nine states. NHA will work with our Board to leverage our local knowledge and connections for additional support. Included in NHA's recruiting strategies are the following:

- **Traditional:** NHA employs traditional and digital marketing strategies to search for and screen potential staff. This includes job and university career fairs, social media, advertising, and referrals. Our outreach will span local markets, online, and across the NHA network.
- **Campus Relationships:** NHA has established relationships and partnerships with colleges and universities across North Carolina. These connections will help our school create pipelines for teacher candidates, allowing our school early opportunities to network with high-performing student teachers and graduates.
- **Career Fairs and Conferences:** Our partnership with NHA will include having recruiters present at career fairs and events locally, regionally, and nationally. This provides us with an additional opportunity to meet new graduates and teachers in transition who may be good fits at CCA.
- **Referral Networks:** Referrals are often the best way to hire known high-performing staff. We anticipate receiving referrals for new teachers from across the 13 NHA-partner schools in North Carolina, as well as from the other partner schools nationwide.

NHA's dedicated hiring team analyzes current trends with regard to supply and demand for teachers. More specifically, this team spends dedicated time and resources working to understand this in our area in anticipation of understanding existing and potential hiring needs.

Retaining: NHA's organizational design has put in place the necessary systems and procedures to prepare, develop, motivate, engage, reward, and ultimately retain school staff. Our school will implement a "Total Rewards" compensation model to provide a desirable benefits package and chance for merit-based salary increases (for those who have a high impact on student learning/achievement). Our proposed budget has teacher pay above market for openings that can be hard to fill (ex: EC and EL teachers). Our benefits are competitive, with low employee-cost options, retirement choices (including an employer-match), life insurance, tuition reimbursement, and employee acknowledgement and reward programs.

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.

We have not yet identified a principal for CCA, but we will seek a candidate who believes in and embraces our mission. This will serve as a foundation as they build the appropriate climate and culture for our school.

Our principal will be dedicated to fulfilling our mission. He or she must hold the unwavering belief that all children can and will learn. Qualified applicants will have a record of achieving significant student performance growth. Strong leadership and management skills and the ability to provide instructional support to teachers is required. The principal must be committed to and capable of developing school culture, promoting student achievement, and implementing school operations in addition to:

- demonstrating and modeling all aspects of the school-wide framework;
- evaluating the educational program for conformance to state, federal, Board, and NHA standards;
- collaborating with our Board on hiring and evaluating teachers;
- implementing tools for parent and community communication;
- reporting school activities and academic achievement to our Board regularly;
- establishing school procedures and systems; and (but not limited to),
- monitoring the use of data in lesson planning and evaluating student academic growth.

Principal candidates will have a bachelor's degree (master's degree preferred) and three or more year's related experience and/or training or equivalent combination of education and experience. They will demonstrate exceptional language skills, mathematical skills, reasoning ability, and interpersonal skills and possess all administrative licensure as required by law.

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.

Teachers at CCA will be employed jointly by both our Board and NHA. Our school leaders and additional school staff will be solely employed by NHA. The full employment relationship is detailed within our Board's services agreement with NHA. We will mandate NHA to seek out candidates for teaching positions who meet requirements for state credentialing, and recommend them to our principal and our Board. We will then consider and act upon their potential employment. Our principal and NHA will be accountable for student learning, and we maintain the authority to share any dissatisfaction with our school principal. Our Board commits to offering NHA and the principal appropriate time to resolve any deficiencies, but we reserve the right to direct NHA to terminate our principal if improvements are not made.

It is our understanding that this arrangement was reviewed and approved by legal counsel for the Department of Public Instruction in 2012. It was also found that the structure complies with applicable state law. We will benefit from being able to leverage NHA's full-service and proven systems to provide employee benefits, payroll, employment compliance documentation, retirement programs, and additional functions related to human resources. This arrangement is utilized within other NHA-partner schools located in the state, including Greensboro Academy, after which we are proposing to replicate.

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

We intend to adopt a background check policy for CCA. Together with NHA, we will be an equal opportunity employer. Just as it will do so for other human resources-related responsibilities, NHA will offer its expertise in overseeing many licensure and compliance functions for our school. We have previously noted that teachers will be jointly employed by both our Board and NHA. Our hiring process will include practices requiring NHA and the principal to recommend teaching candidates to our Board. Related to school leaders, our Board and NHA will work together to select personnel for school leadership positions.

Dismissing Personnel: Employees at CCA will be at-will. We will foster a climate and culture allowing school leadership to make determinations that are cognizant to the needs of children, including identifying ineffective staff, providing additional structures and support, or dismissing their employment if need be.

Should employee performance not be acceptable, and depending on circumstance of an incident(s), appropriate disciplinary measures may be taken, including: warnings, coaching/performance improvement plans, suspension, and administrative leave. If these interventions and supports do not yield increased employee performance, or if a substantial violation of policies/procedures occurs, termination is an option. Our Board will receive all recommendations for termination of a teacher and we will consider and act accordingly. We will provide details on corrective actions and termination processes within our Employee Handbook which will be given to all employees before or on the first day of employment.

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

Our budget included for CCA provides insight on proposed salaries for school staff. Guidelines for teacher compensation will be adopted to differentiate pay according to market rates and performance. Starting salaries align with the weighted average of districts that surround our school, making certain that base compensation is competitive. Salaries will match the local market for the initial three years of employment, with merit increases taking effect beginning in their fourth year with CCA. At this time, employees will be eligible for merit increases of up to four percent annually (additional increases are an option for truly exceptional educators). Teachers with a master's degree are eligible for a salary premium as well. Packaging our compensation strategy with a generous benefits offering, placing importance on progression with support needed to grow, and a respectful and professional working environment, accepting a position at our school will be attractive for teachers and staff.

We have designed a salary range aligned with teacher pay increases in our local area and statewide. The range for core content teachers is \$42,000 to \$46,500, and we have used an average of \$44,300 to plan financially.

Our school will hold staff accountable for the success of students, using academic growth and proficiency. Our merit-based approach will be utilized to appropriately acknowledge teachers' success. NHA-partner schools employ a "Total Rewards" compensation structure, and we propose to do the same, benefitting from NHA's tools to reward staff who have a tremendous impact on student learning and achievement. The Total Reward program includes: market increases for the first three years of teaching and merit-based salary increases moving forward; competitive and low-cost health insurance choices and plans; control of a 401(k) retirement plan (traditional and Roth) with an employer-match component; life insurance; tuition reimbursement; loan forgiveness; and, employee recognition and reward programs.

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

Our school will adopt a practice to appropriately respond to employee grievances (See Question 13 in Section 3.2 for full details). Employees at CCA will serve the school at-will. Our teachers will be jointly employed by both our Board and NHA. Our school leaders will create the staff structure according to strengths and expertise, performance, as well as how to best serve the needs of our students. Structures will be put into place for ineffective staff, including for termination as appropriate.

Should the performance of a staff member prove unacceptable, and depending on the degree, circumstances, and nature of incident(s), appropriate disciplinary actions may take place. This can include warnings, creation of performance coaching or improvement plans, suspensions, or administrative leave. Should an employee not meet performance expectations following appropriate interventions, or is in significant violation of policies/procedures, termination of the employee may take place. Our Board must review all recommendations for termination and take action accordingly. CCA's Employee Handbook will include information on corrective-action and termination.

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

We do not envision any positions at our school to have dual responsibilities within or outside of the school. If we find there is a need for a position with such responsibilities within our school, we will make certain that the position is funded appropriately, accounting is accurate, and all compliance requirements are met.

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 will recruit licensed EC teachers to offer high-quality instruction for exceptional children. Additional staff members will be employed to provide support and our school will hire or contract with an occupational and/or physical therapist, school psychologist, speech therapist, and social worker to meet the needs of all students who choose to enroll with us. We will ensure we comply with credentialing requirements and will annually examine the need for additional staff to provide services for gifted, EL, and EC students. In our first year projected budget, we have included funding for full-time equivalent (FTE) staff to serve the needs of exceptional children. Upon full enrollment, we anticipate having 4.0 FTE EC teacher, 3.50 FTE Aide, and 0.50 FTE Social Worker. We also intend to begin with a 0.50 FTE EL teacher, growing to 2.0 FTE, and will adjust as dictated by student needs.

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).

Our services agreement with NHA specifically outlines that our Board will jointly employ teachers with NHA, and NHA will employ the administrative and non-teaching staff at CCA.

Principal: The principal of CCA will be dedicated to meeting the mission and vision we have for our school. He or she must be wedded to the stance that all students can and will learn. Qualified candidates will have a documented record of achieving significant student growth. Additional requirements include strong leadership and management skills, as well as the ability to offer instructional support for teachers. Our principal must be committed to cultivating and fostering a school culture, promoting student achievement, and implementing our school's operations.

Candidates for our principalship must have a bachelor's degree (master's degree preferred) and three or more years related experience and/or training or equivalent combination of education and experience. They must demonstrate exceptional language and math skills, reasoning ability, and interpersonal skills. Candidates must also possess all administrative licensure as required by law.

Deans: Deans at CCA will share administrative responsibilities with our principal, and have primary responsibility for:

- mastering/modeling all aspects of the classroom framework;
- building relationships with/among teachers and investing in the success of all staff members;
- coaching teachers on the path to instructional mastery;
- holding teachers accountable to college-readiness through development and training;
- analyzing student/grade-level cohort data and using that to drive instruction, growth, and professional development; and,
- ensuring CCA/NHA procedures are promoted, modeled, and reinforced.

Dean candidates must have a bachelor's degree and a minimum of three years of experience in teaching or administration or an equivalent combination of education and experience. They will possess administrative licensure as required by law and will maintain superior language and math skills, reasoning ability, and will demonstrate an effective collaborative approach to mentoring and developing direct reports.

Teachers: Teachers will possess the ability to:

- communicate/work effectively with parents and families;
- adjust teaching style and pace according to students' specific needs;
- modify according to differences/changes in traits of students, programs, leadership, staff and our community;
- implement varied teaching methodologies to meet students' personalized learning styles;
- analyze tests/measurements of achievement; and (but not limited to),
- work effectively as a member of our team.

Our teachers must demonstrate abilities to implement the curriculum with responsibilities for:

- coordinating with educational associates;
- maintaining current achievement level data;
- working with students below and above expected academic achievement;
- recording accurate student records;
- establishing classroom management;
- ordering supplementary education materials;
- seeking parent volunteers; and (but not limited to),
- reporting all education-related activities to our principal.

Teachers must possess a bachelor's degree, meet state credentialing requirements, and have appropriate teaching licensure as required by law. EL and EC teachers and aides will also possess knowledge regarding education strategies and approaches particularly suited to the student populations they serve (and be appropriately certified).

3.5 Staff Evaluations and Professional Development

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

The NHA credentialing team will house and manage teacher licensure/professional development compliance and appropriate reporting. They will present this information to our Board and other entities.

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.

CCA will implement the NHA-partner school model. NHA has a robust and successful staff development structure that attracts, prepares, and retains high-quality personnel.

Mentor: We will assign new teachers a mentor teacher that addresses daily questions and concerns. They will have scheduled meetings with these mentors in order to offer ongoing support in curriculum, instructional practice, and classroom management. New teachers will be observed by mentors periodically in their classrooms, and mentors will provide direct feedback to improve instruction and management. Our new teachers will also take part in the North Carolina Beginning Teacher Support Program.

Retain: Many factors go in to supporting the retention of high-quality instructional staff. These include:

- Frequent excellent coaching on instructional practice.
- Detailed professional development plans and individual commitment.
- Intentional tracking of high-performing teachers to positions entailing more responsibility (ex: mentors, content leaders, deans, and outstanding deans trained to become principals).
- NHA's "Total Rewards" approach to compensation (including performance-based raises).
- An environment promoting scholarly learning and a culture of building-wide respect for all students and staff.

Evaluate: Quantitative and qualitative measures will be utilized to evaluate teacher performance in accordance with applicable law and policy. CCA will implement a pay-for-performance compensation structure, using NHA's internally developed evaluation tool, as well as student achievement, to measure performance. Our teacher evaluation system will be comprised of the classroom framework, as well as professional accountabilities and quality of student learning.

Deans will formally evaluate teachers annually with data from regular coaching sessions throughout the year. They will discuss results with each teacher reporting to them during a one-on-one session. A combination of regular observations, coaching, mid-year check-in, and year-end evaluations help structure professional development goals for each teacher. Progress will be included in teacher evaluations.

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.

Our school will support high-quality instruction through clear expectations, regular observations and feedback, and an intentional focus on developing teaching practices. This begins with a rigorous orientation and training period prior to our school's opening. Continuing development will be a priority and will be intentionally incorporated in our academic calendar. Examples include:

- Formal training sessions.
- Mentor teachers for new teachers.
- Regular coaching/feedback sessions.
- Creations of professional learning communities.
- Daily time for common grade-level planning.
- Weekly grade-level team meetings with deans to support a mutual approach to instruction.
- Grade-level and cross-grade-level team meetings scheduled for teachers to collaborate on increasing student learning and achievement.

Our teachers will have access to an array of learning opportunities from NHA. This includes conferences, video libraries, web-based resources, e-learning, and dedicated curriculum and instruction specialists.

Effective Implementation: School leadership will lead efforts to determine professional development needs and will work with NHA to design a customized plan. Our school leaders will annually complete a comprehensive assessment of the educational program and operations of CCA. They will then develop a School Improvement Plan (SIP), analyzing student achievement, the school environment, the teacher and parent communities, and the administration. Our SIP will offer a strategic plan to fulfill needs, using individualized and school-wide professional development as necessary.

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.

Before School Opening: All new teachers employed ahead of the start of the school year will take part in New Teacher Summit (NTS). This multi-day program is designed to immerse teachers into CCA's mission and vision. Teachers will also receive training on specific curricular and instructional needs. This development is actively supplemented with continuous coaching and additional training over the course of the school year. NHA has created a collection of effective, industry-leading practices. These are utilized throughout NHA's partner schools to construct a mutual approach for generating outstanding academic results.

As a part of NTS, school staff will learn why practices are effective and see their impact in daily activities including classroom management and instructional planning. Trainees will understand these principles both as they take place in a classroom setting and as they exist throughout the entire school. New teachers will be empowered to being applying these practices as soon as they enter CCA. A sample agenda includes:

- Day One: Classroom Culture; Purpose and Vision; and, Behave with Care.
- Day Two: Classroom Culture continued.
- Day Three: Curriculum and Curricular Tools; Grade-Level Best Practices.

Our new teachers and leaders will start to form our school culture during NTS by learning the practices needed to connect with students, establish expected behaviors and routines, and manage classrooms. NTS concentrates on creating a positive and proactive culture and self-management of classrooms by training teachers how to master the following:

- Structure the classroom in a manner that promotes responsible student behavior.
- Engage students in cultivating school culture.
- Intentionally develop strong positive relationships with students.
- Clearly teach students how to act responsibly in all classroom situations.
- Invest additional time, attention, and energy to value responsible behavior than to respond to acts of misbehavior.
- Pre-plan responses to misbehavior to make certain they are brief, calm, and delivered in a consistent way.

Our new teachers and leaders will learn the tenets of effective instruction and the strategies utilized to enhance learning in each of the core content areas. All grade-level teachers will receive specific training covering the use of the pieces of curricular tools. NTS participants will be able to interact with and receive instruction from other master teachers in their specific content area/grade level. These sessions focus on developing plans for classroom management, analyzing CCA's moral focus curriculum, reviewing high-quality instructional practices, and collaborating on practical ideas for working with different student groups. EC and EL teachers are included in this, and they will be trained in related topics by master EC and EL teachers, as well as area experts from NHA.

Ongoing Opportunities: Additional school-based staff training will take place in the days leading up to the first day of school. This training supplements what staff learns in NTS, and will communicate additional

expectations, including non-instructional practices and procedures. This provides staff the chance to conduct grade-level planning with peers, deepen knowledge around core concepts related to common assessments, building relationships with students, classroom management, and school-wide behavior support systems. Our professional development offerings will not be limited, as we strive to provide our staff with the best training that ultimately results in high student achievement.

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.

Professional development opportunities for our school staff will be included within our annual calendar, daily schedule, and organizational structure. Teachers and school leaders also will take part in ongoing opportunities over the summer. This includes extensive preparation ahead of our initial school year.

We previously discussed that our staff will go through New Teacher Summit. In addition, our principal and deans will attend NHA's annual Leadership Summit. These are collaborative and intensive trainings over the course of a week that bring together peers from the other 88 partner schools. We plan to have 13 days scheduled for professional development during the school year. These will also include time to focus on EC and ELL students. We will also build in 45 daily minutes of planning time for each classroom teacher. At least weekly, there will be meetings for grade-level teams, and 30 minutes of planning periods each week will be set aside for individual teachers' one-on-one meeting with his or her assigned dean. This allows for coaching, feedback, and development. Our school leaders will hold full staff meetings as appropriate, ensuring these meetings do not conflict with teaching and learning. Teaching staff schedules will be created that allow for cooperative and collaborative meetings with parents.

Our staffing structure works well with the daily calendar in allowing core-subject teachers individual and common planning time. This is scheduled to take place while students receive instruction in our "specials." Specials include art, physical education, music, library and technology, among other areas. Professional learning communities will be created to support collaboration among peers and allow common grade-level planning to take place. In groups, teachers will analyze the current week's lesson plans and schedule lessons with common delivery and alignment to CCA's curriculum. Our intention is to build a calendar and staff structure that allows for regular grade and cross-grade level team meetings. This will allow teachers to share best practices for increasing student learning and achievement.

We will place an emphasis on offering extensive professional development and training opportunities focused on instruction and serving EC students. Staff will take part in regional EC training in concert with other NHA-partner schools.

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)).

Our school does not intend to target or serve a specific population. We will implement marketing and outreach plans to work towards full enrollment, achieve an extensive awareness throughout Greensboro, and make certain that CCA is a strong part of the local community. We will market to all families, and our goal will be to attract a student population that reflects the demographics of the local school district.

A combination of our Board members' knowledge of the community and NHA's expertise and experience with outreach will create the foundation of our marketing efforts. We will team to analyze the interest of prospective families through diverse focus groups in the community, polls or surveys of public opinion, and more. These efforts will offer us perceptions of the area, understand educational needs not currently being met, and measure how attractive CCA is to members of the community.

Upon receiving notice of a recommendation for approval, we will begin to intensify our marketing efforts. We will hire a dedicated local admissions representative prior to our first day who has strong ties to and knowledge of the community. This representative will leverage our Board's knowledge and will begin a grassroots marketing effort under the guidance of an experienced admissions manager. This will involve cultivating relationships with community organizations, including with daycare providers, local chambers of commerce, community businesses, area churches, temples, and other houses of worship, HeadStart and other community education programs, and youth activity centers.

More formal advertising will also take place. This could include outdoor advertisements (municipal buses and stops, billboards, etc.), radio commercials, television announcements, local and community publication advertisements, and internet media ads. These undertakings will begin well in advance of our first day of school, and all efforts will be funded by NHA.

Representatives of CCA will hold monthly enrollment information meetings for families. These will be promoted through an array of channels, including digital marketing, direct mail, and grassroots efforts to area neighborhoods. Families will learn about the school's mission, design, and educational program. They will also have the chance to ask questions and become familiar with school representatives. Their feedback will be crucial and will help us add to the offerings at our school. We will hold meetings designed to support families with EL and EC students, as described below.

Families who decide to enroll their student with us will be invited to additional parent information meetings to hear more details about our educational program, meet our school leaders and staff, learn more about

the moral focus curriculum, and hear how they can take an active role in their student's education. There will be a social component during these meetings to encourage parents to collaborate with us in designing a strong school culture and community well before our first day.

2. Describe how parents and other members of the community will be informed about the school.

Communication with Parents before Opening: Strong parental involvement often is the result of effective and robust school-to-home communication. Our school is committed to maintaining an atmosphere of open dialogue between parents, school leaders, and teachers, and we will begin these partnerships as early as possible in the life of the school. As soon as we are notified of the approval of our application, we will begin building relationships with parents and informing them of our mission. Families will be contacted through a variety of practical methods to inform them about our school, the enrollment process, and how they can become involved in the school. We will maintain contact with interested families through outlets that include a monthly newsletter, website, and Facebook page. Social media websites will be used to inform these families of the latest happenings of CCA as it prepares to open. A temporary office will be available on or near our school site as the facility is constructed, serving as an additional point of contact with school staff. Our pre-opening efforts will also include a family orientation at the end of the summer so enrolled families are able to meet the principal, their student's teacher and classmates, and other school staff.

Engaging Parents: Parents will annually have an opportunity (including our first year) to complete a survey called "Voice of the Parent." This survey will be designed to ensure that parents' expectations and students' needs are understood and are being met. Voice of the Parent is designed to systematically drive action and accountability so that we remain parent, student, and community-focused.

To encourage parents' presence and active involvement, our school will include a dedicated parent room. This room will give parents a place to gather and build relationships with one another, discuss matters of mutual interest, and take ownership in the school. Parents will have access to Parent Portal, an online student information platform developed by NHA. This platform can be accessed from any computer with internet access through a specially-designed parent portal. The Parent Portal will provide information related to assigned student homework, offer resources for homework assistance, present student scores on various assessments, provide growth information, and host newsletters and school calendars. The system is designed to synchronize with teachers' monitoring of student progress and to help remind teachers of previous and ongoing student needs.

Parents also will be encouraged to help form clubs or groups to support extracurricular or school-time activities in the building. We will facilitate the formation of a parent organization at our school. Our Board will expect that the parent organization support our mission and student body in all it does and will report to the Board frequently on the organization's initiatives. We will ensure that our parent organization has the necessary policies and procedures in place to stay in compliance with law, including those necessary for sound financial management.

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.

Upon notice of approval of our charter application, our Board and NHA will continue to build our community relationships and develop direct relationships with parents. We will contact families in a variety of ways to inform them about our school's mission, the enrollment process, and how they can become involved in the school. Any combination of radio ads, television ads, billboards, bus ads, and other paid media options will be used to spread the word about the school to parents throughout the community. Families also will receive flyers in the mail, invitations to participate in parent informational meetings, and notices of "meet-and-greet" sessions with the principal and other school representatives. A dedicated local representative with strong community knowledge will be hired (at NHA's expense) before the opening of the school.

A monthly newsletter, our school website, and our Facebook page will keep interested families aware of and connected to the latest events at the school as it prepares to open. Social media websites will be used to help form and maintain connections between school leaders and parents. Even while the facilities are being prepared for occupancy, a temporary school office will be established where the principal and school staff can be contacted and prospective parents can seek more information.

During the months before the school opens, school staff and parents will initiate the relationships that will strengthen and grow throughout our school community. This pre-opening rapport with prospective parents will peak with a family orientation held at the end of the summer to allow enrolled students and their families to meet the principal, the student's teachers and classmates, and other school staff.

We have proposed an enrollment goal of 520 students for our first year of operations in order to provide enough seats to serve any student who wishes to attend. We have confidence in setting a high benchmark early, in part due to the benefits of our partnership with NHA.

Our Board has deep roots and relationships in our community. Outreach through those networks has already begun, and will be elevated once approval has been granted. Word of mouth is a strong marketing strategy we will utilize, particularly because trust is important to our community. In addition, we will be hiring an admissions representative with strong familiarity of our community to work with our Board on outreach.

While we are confident we will meet our goal, the arrangement of our services agreement guarantees CCA to be operationally and financially viable regardless of whether or not we meet the 520 enrollment mark. NHA is obligated to provide the entire educational program irrespective of student enrollment and we do not have to enroll the school to a certain level to guarantee this partnership.

NHA's experience with enrollment in communities has allowed the organization to study historical trends when assisting us in forecasting our goals. NHA's marketing team will also be using other metrics to measure whether or not we are on track to meeting our goal of 520 students in the first academic year. We will begin social advertising on Facebook and Instagram, digital advertising on Google and Bing, and traditional media which could include television, radio, and billboards. Our analysis predicts that through these efforts we will receive at least 500 leads/letters of intent prior to opening enrollment for applications (50 percent of our total forecasted applications).

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.

As needed, multilingual representatives speaking the most prevalent home languages will be available at our parent information meetings so we are able to converse with as many families as possible in their home language. Prior to these meetings, we will distribute information in the prevalent languages to area organizations that provide services to EL families.

We will also host events specially designed for parents of students with special needs to provide a forum allowing these families to learn more about the school's services for EC students. These meetings will be an open dialogue, sharing information with parents about our school, but also hearing from parents about matters important to them. Parents interested in enrolling their children will be invited to special parent information meetings to learn more detail about the curriculum, meet the principal and teachers, obtain information about the school's moral focus program, and learn how they can take an active role in their child's education. These meetings will also have a social component to encourage parents to come together to help us develop a vibrant school community even before the start of school.

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

As noted, we will hire a dedicated local admissions representative who has deep connections to the community. This individual will help us reach out to community organizations to promote a broad awareness of CCA. These efforts will include outreach to daycare providers, local chambers of commerce, community businesses, area churches, temples and other houses of worship, HeadStart and other community education programs, and youth activity centers.

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.

Parental partnership is among the four pillars that form the foundation of CCA. In order to achieve this, we will have a high level of effective and robust school-to-home-communication. We are committed to fostering an environment that promotes open dialogue between parents and school leaders and teachers. We will start these partnerships as early as are able. Upon receiving notice that our application for a new school is approved, we will cultivate these relationships and inform them of our mission. Families will receive communication and updates through an array of methods to inform them of our school, how enrollment will take place, and how they can become involved in the school.

We intend to utilize a monthly newsletter, school website, and social media to keep interested families apprised of the latest events of our school as it gets closer to opening. Social media will be used to help form and maintain connections between school leaders and parents. We will have a temporary office open either on or nearby our school property as NHA constructs our school facility. This will allow for an

additional point of contact for families with staff. Efforts to build relationships prior to opening will culminate with a family orientation held at the end of summer. This will offer families a chance to meet school leadership, students' teachers and peers, and additional school staff.

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.

We will provide parents an opportunity each year to respond to a survey called "Voice of the Parent." This will provide feedback to make sure our school understands the expectations of families and is meeting them. The confidential survey is used to maintain our focus on students, parents, and the community. The responses are compiled into summary statistics for use at the school leadership and Board levels.

We want to encourage parents to be present and involved in CCA. To do so we will construct a dedicated parent room within our facility. This offers parents a location to gather and cultivate relationships with one another, discuss important topics and interests, and generally be involved in their school.

Parents of students at CCA will have access to our school's Parent Portal, as described above. Parents and school staff will continually remain in contact with regard to student learning. Before each school year begins, we will make families aware of grade-level performance expectations. Progress compared to goals will be communicated on an ongoing basis between teachers and parents, as well as through progress reports, report cards, and parent-teacher conferences.

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.

Extracurricular or school-time activities will be encouraged by our Board and school leadership. We welcome parents who wish to form clubs or groups, and we expect to facilitate the formation of a parent organization. Working together, we expect that this parent organization will support the mission we set for the school in its planning and activities. We will request reports from the organization frequently to understand its current initiatives. Our Board will ensure that the parent organization remains in compliance with all requirements, including sound fiscal management.

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, reenrollment, 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.

CCA will comply with all applicable state and federal laws for admissions. We will not discriminate on the basis of intellectual or athletic abilities, measures of achievement or aptitude, disability, status as a handicapped person, homeless status, English proficiency, religion, creed, race, color, national origin, or any other basis that would be illegal for a public school.

Open Enrollment Period (OEP): If our application is approved for a charter, we will establish an OEP for the first year of operation prior to June 30 and will publish a notice of open enrollment. Our OEP will be no less than 30 calendar days. During a public meeting, we will confirm the notice of the OEP and the application process, a process designed to ensure that people most likely to be interested in the school are informed. NHA will widely share the OEP notice on our Board's behalf.

Applications and Lottery: We will begin accepting applications for the school year on the first day of the established OEP. If we receive more applications during this period than the offered seats of any grade level, a random selection process will be utilized. Should we receive fewer applications than offered seats in every grade level, all eligible applicants will be accepted.

Applications received after the OEP will not be eligible to participate in the random selection process. Should there be open seats, late applications will be added to the end of our accepted list in the order in which we received them. If no seats are available, late applications will be added to the end of the waiting list or, if a late application is entitled to preference, inserted in the waiting list immediately before all applicants on the waiting list with a lower enrollment-preference category.

A list with the name of each student who submitted an application during the OEP will be created with the student's name, birth date, grade level, street address, and names and grade levels of any siblings who are also applying for admission. From this list, an electronic card will be created for entry into the random selection process. If siblings apply for the same school year, one surname card will be entered into the random selection process to represent all of the siblings applying at the same time. If that surname card is selected, then all of the siblings shall be admitted, except that siblings who are not multiple birth siblings may be admitted only to the extent that space is available and does not exceed the grade-level capacity. If a card is drawn and there is no space available in the appropriate grade, applicants will be placed on the waiting list in the order in which they are drawn. After the random selection process is complete, late applications will be processed in accordance with the procedures above.

When a seat becomes available in a particular grade due to attrition, erosion, or other event, that available seat will be offered to the first student on the waiting list for that particular grade.

ReEnrollment: Students enrolled in the school will be eligible to reenroll for successive years without entering the random selection process. All applicants on a waiting list must re-submit an application for the following school year to be eligible for enrollment.

Preferences: Once a student has attended the school, he or she will be given first preference to enroll for the subsequent school year. Children of members of our Board and children of the school's full-time

employees also will be granted preference. After that, preference will be given to siblings of students reenrolling at the school.

Withdrawals/Transfers: When a student withdraws, that creates an open seat to be filled by another student through the waiting list process outlined above. Students wishing to legally transfer into the school mid-year may submit a late application, which will be processed as outlined above.

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.
2. A thorough description of the processes and procedures the applicant intends to use to effectuate the lottery.
3. The underlying research, pedagogical, educational, psychometric and legal, that supports the request and the procedures the applicant is requesting.

Certify

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

Explanation (optional): This application has been prepared specifically for CCA and reviewed by our Board. It features the NHA school model and may contain descriptions and language used in other applications in partnership with NHA.

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.

CCA will strive to ensure that our school is accessible to all students and that transportation needs are not a barrier to any child attending the school. We do not plan to provide bus transportation to the general student population. However, we will offer parents and guardians resources and support to coordinate their transportation needs, and we will provide transportation as required by any individual student's IEP, 504 plan, status as a student experiencing homelessness, or other applicable law.

We plan for our students to have experiences in the community in the form of field trips. When opportunities arise for students to supplement classroom learning with field trips, we will contract for appropriate transportation as needed.

Because CCA will not provide transportation to the general student population, parents will be supported by the school to coordinate student transportation needs. A successful learning experience would not be possible without the partnership and dedication of our students' parents. NHA-partner schools nationwide have seen significant benefit in collaborating with parents to address transportation needs.

School teachers, administrators, and staff greet students and parents during morning drop-off and afternoon pick-up. This routine offers students a transition between school and home that is comforting, safe, smooth, and welcoming. Students arrive at school more focused on the activities of the day and with lower levels of anxiety and distraction than often attributed to school bus rides. This approach also will allow staff an additional point of contact with parents and will give parents an additional opportunity to become a part of the day-to-day life of the school. This will enhance our efforts at building a sense of community also. This approach is in place and working successfully at NHA's other partner schools in our community.

Our school will implement a software program called Driveline to facilitate the process when parents arrive to pick-up their student. This system allows students to stay in the classroom until their parent or guardian is on the school property. Classrooms then receive a non-disruptive notification when a specific student's

parent or guardian is ready for pick-up. This system is not only efficient for traffic purposes, it is another layer of safety for our students.

We recognize that this transportation strategy may not be a viable option for every family. Before the first day of school, during an orientation program for families, we will work with parents to address and coordinate their needs to ensure that transportation is not a barrier to any child attending the school. School staff will also work to identify and plan the use of public transportation options that are available and, if needed, make arrangements with private carriers. However, we also recognize that our population may include students who have transportation needs, including students from outside the local area. We have budgeted funds to address those needs.

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.

An appropriate school meals program will be established at CCA and no student will lack a daily meal. As part of the daily attendance process, teachers will ask each child if he or she needs a lunch or if one was brought from home, entering the information into the student data system. If a student does not qualify for free meals or does not have enough money in his or her lunch account to purchase a meal, the teacher will notify the office so that a lunch still will be provided to that student; the school will maintain a discretionary account to be charged for this purpose if necessary to ensure that each student has lunch each day. We recognize the importance of providing healthy meals to our students, and our goal is to meet students' nutritional needs to ensure that they focus on the work of learning and not on their physical hunger.

On behalf of our school, NHA will contract with a food-service provider to operate our program, following U.S. Department of Agriculture (USDA) procurement requirements and complying with Federal Regulation 7 CFR 210.16 and other applicable law. A hot meal for lunch will be offered daily, and a cold breakfast will be offered if needed. Students will pay a set price for school meals unless they qualify for free or reduced-price meals under the National School Lunch Program. NHA has experience in handling all the required aspects of these programs, and the Board will hold NHA accountable to ensure the efficient management of our school's breakfast and lunch programs. As necessary, we will look to the North Carolina Department of School Nutrition Services for resources in overseeing the compliance of our food-service program.

All meals will meet the nutritional requirements set by the USDA in accordance with the National School Lunch Program. Our food-service provider will provide extensive support to the school with menu planning, nutritional analysis, food-handling safety, and sanitization.

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	\$2,300.00
Officers and Directors/Errors and Omissions	\$1,000,000.00/occurrence	\$2,454.00
Property Insurance		\$400.00
Automobile Liability	\$1,000,000.00/occurrence	\$145.00
Crime Coverage Minimum/Maximum Amount	\$250,000.00 \$250,000.00	\$1.00
Worker's Compensation	\$500,000	\$500.00
Other Coverage	Student med pay	\$1,000.00
Total Cost		\$5,900.00

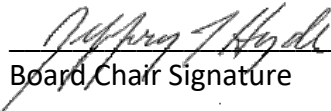
***Attach Appendix L: Insurance Quotes**

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 **City Charter 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

8/23/19
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).

Upon the approval of our charter, our Board will meet regularly to discuss and approve matters necessary for immediate success. These meetings will be open to the public. Our Board will participate in and meet all deadlines required in the Ready-to-Open process. We will also benefit from the process that NHA has in place to open new schools, which includes timelines and tasks to ensure our school starts well academically, financially, and organizationally.

Facilities: Our facility timeline provided in Section 4.5 offers a detailed plan for identifying, building/renovating, and finalization of our school building.

Marketing/Enrollment: We will begin advertising to families as soon as we are notified of our approval. Please see our marketing plan in Section 3.6 for more details about marketing, recruitment, and enrollment.

Staffing: Our Board, in conjunction with NHA, will identify a school principal by January 2021. This allows ample time for the principal to identify other key staff early.

Through our strong Board governance and NHA's experience in opening schools, we are confident that we have the systems, processes, and personnel to ensure a strong school opening. We are pleased to provide further details upon request.

2. 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.

Charter schools often face hurdles in their early years, including securing a facility and maintaining sufficient cash flow to deliver a high-quality academic program. We will be able to mitigate many risks faced by new schools through our comprehensive services agreement with NHA and its long-term commitment to our school. Through this agreement, NHA commits to acquiring property suitable to our Board and then building or renovating a facility at no cost to our Board or local taxpayers.

NHA provides our school with private capital to finance the facilities and offers this as a contribution, not a loan. NHA also provides a start-up contribution to the school. Our attached budget shows NHA will pledge

a total of \$3.8 million in the first few years. Additionally, our management partner is privately funded, and partner schools and boards have no obligation to raise philanthropic funding.

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.

In anticipation of approval of this application, NHA's real estate acquisition team and our Board have begun a search of properties on which to locate a building for our school. We are considering both constructing a new school building or renovating an existing facility to make it suitable for our programmatic needs. The provision of an appropriately designed facility for our staff and students is one of the most important aspects of our partnership with NHA. Guilford County, and Greensboro specifically, has experienced higher than average rates of population growth since the 2010 census. This is expected to continue, with the North Carolina Office of Management and Budget projecting a 14.2 percent increase between 2010 and 2030. This growth will undoubtedly bring additional students to our area, meaning the construction of CCA - built at no upfront cost to taxpayers - will be a welcome, needed addition to our community.

Acquiring a Facility: Upon charter approval, we will work with NHA and the necessary governing bodies to complete the land use approval process for the real estate we have identified. It is our goal to have a minimum of two land parcels identified in order to share details on progress being made with the CSAB at a prospective interview. NHA knows clearly the need to expedite land use approval and construction processes in order to successfully open in the fall of 2021. NHA pledges a multi-million-dollar up-front investment to cover land use approvals, construction, and construction-related costs. The facility, which will be financed privately, is built to house the entire planned K-8 academic program from day one, even though our school will be launched with fewer grades. Although this strategy may be more costly for NHA, it is valuable to us because it removes all potential disruptions as we deliver the academic program. We will not be distracted by ongoing construction or renovations as we add grade levels. Being able to occupy a facility specifically designed for our planned educational program is a huge benefit for our students and staff. We will avoid overcrowding or trying to fit our program into a facility designed for a different purpose. Our partnership with NHA will give us the exact facility we want and need for our program.

Given NHA's experience with this process, we are confident that our school will be completed in sufficient time for an August 2021 opening. Included below is a proposed and tentative timeline for construction, though these dates are subject to change and may be moved forward as possible.

Task	Finish Date
Select Architect and Construction Manager	June 2020
Set-Aside Property Requested from District	Late July 2020
Building & Site Design	August 2020
Submit Design for City & State Approvals	August 2020
Land Purchase Agreement Executed	August 2020
Bid & Award Subcontracts	September 2020
Construction Start	September 2020
Site and Building Pad Prep	November 2020
Building Framing	January 2021
Building Rough-ins	March 2021
Building Enclosed	March 2021
Interior Finishes	May 2021
Final Building Inspections	June 2021
Certificate of Occupancy	June 2021
Load Building with Furniture & Equipment	July 2021
School Staff Move-in	July 2021
First Day of School	August 2021

Obtaining a Certificate of Occupancy: The Board and NHA will ensure that we comply with all building codes in the development of a facility for our school. NHA has experience and is familiar with requirements in Guilford County. We will work with our local building department to determine, if modifications to an existing facility must be approved by the North Carolina Department of Insurance for building code compliance. Our Board and NHA will ensure that we receive an educational certificate of occupancy from the local building department prior to school opening. Over the past six years, NHA has successfully built and opened eight new partner schools in North Carolina, with one of those opening in temporary facilities as construction on the permanent facility was finished. We have discussed this challenge with NHA and have been adamant that earlier due diligence take place on our real estate and facilities plans to ensure we do not experience similar delays. We will also make certain we have insurance coverage for the facility at or above what is required by applicable law. Our insurance quote in Appendix L includes coverage in all required areas. Some of these items are encompassed under the property insurance and umbrella policy specifications (such as boiler and machinery, real and personal property, fidelity bonds, etc.).

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.

Members of our Board have met with NHA to discuss and define a target real estate search area. NHA's real estate team has begun to identify a list of suitable properties. NHA has recent experience with real estate searches across North Carolina, partnering to open eight schools within the last five years.

NHA makes a multi-million-dollar up-front investment to cover site plan reviews, permits, construction, and construction-related costs. The school and our Board do not pay anything. The facility, which will be financed privately, will be built to house the entire planned K-8 academic program from day one, even though the school will be launched with fewer grades. This strategy may be more costly for NHA, but it is valuable to our school as it eliminates potential disruption to both the neighbors surrounding the site and the school's academic program in future years that would be caused by additional construction. Being able to occupy a facility specifically designed for our educational program is a huge plus for our students and staff. We will be able to avoid overcrowding or trying to fit our program into a facility designed for a different purpose. Our partnership with NHA will give us the exact facility we want and need for our program.

CCA will encompass about 45,000 square feet, and the facility will include enough space for a play area, a play field, and adequate parking. This safe, clean, and learning-friendly school will be accessible to all students and will include: classrooms (28), student support rooms (7), media center/library, gymnasium, parent room, art room, music room, administrative spaces, and front office. The building will accommodate the full K-8 program from day one, even though we will only start with grades K-5. This will allow the school to leverage the additional space in our early years for interventions and small-group instruction.

Should we ever decide that NHA is not providing the desired outcomes for our students and families, we will be prepared to terminate our services agreement with NHA. We would then begin looking for alternate school facility options, but, importantly, the school still will have continued use of its building. Under provisions in a separate lease agreement, our school is authorized to stay in the facility for the remainder of any current school year, and NHA is obliged to continue to maintain the facility. We also have the option to lease the facility for a subsequent school year at the current rental rate. We are then free to purchase the building, negotiate a new lease agreement (for which we would solicit advice from our independent legal counsel), or find another location for our school. In such an event, the original list of potential sites from our initial property search will serve as a ready-made starting point for locating an alternate facility.

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.

As noted, our intended facility will be fully outfitted to serve students in grades kindergarten through eighth from day one. NHA provides us with this benefit in order to avoid distractions that ultimately occur if renovations are needed as a school grows. Our school plans to house an art room, a library/media center, main office, administrative spaces for our principal and deans, a work room/copy room, as well as space for storage and supplies. We will also plan for space for a dedicated parent room.

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.

Our projected lease cost with NHA is \$29.89/sq. ft. We are comfortable with this rate, as NHA is assuming all financial risk, buildings like ours are typically of single-use nature, and our lease is contingent upon our charter being renewed.

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.

Members of our Board have experience working with NHA to find suitable land and construct a school facility, as they currently sit on the Board of GCCA. We have started working with NHA on this process for CCA, compiling a list of potential properties. We will make sure we stay on track by initially identifying a number of options, with one named as our Board's preferred site. In the event we encounter unforeseen obstacles with our primary property, and those hurdles cannot be solved within reasonable efforts and expenses, we will work with NHA to transact one of the other properties found in the initial search. Upon receiving approval of our charter for CCA, we are confident we will be able to secure land and finalize construction to begin serving students in August 2021.

The total space needed for CCA's school building is approximately six to eight acres, with a building square footage of approximately 48,500. We will include appropriate space for a play area and play field, as well as sufficient space for parking. The envisioned school building will include: approximately 28 classrooms; seven student support rooms; an art room; a music room; a media center; a gymnasium; a parent room; a front office; administrative spaces for our principal and deans; a teacher workroom; and, a conference room. If constraints on space are needed for any reason, contingency options could include: combining the music and art rooms; consolidating administrative offices; modifying the play area, play field, or parking; and/or waiting and scaling up the number of classrooms and student support rooms only as the school grows from its starting configuration as a K-5 school to a K-8 school in our third year.

If we ever determine our relationship with NHA is not producing our intended outcomes for the families and students we serve, our services agreement allows us to terminate the partnership with or without cause. We would then begin a search for alternate school facility options. However, CCA will continue to have access to our school facility. Under provisions in a separate lease agreement, our school is authorized to stay in the facility for the remainder of any current school year, and NHA is obliged to continue to manage and maintain the facility. Additionally, in our lease agreement, we have the option to lease the facility for a subsequent school year at the current rental rate. After that, we are free to purchase the building, negotiate a new lease agreement (for which we would solicit advice from our independent legal counsel), or find another location for our school. In such an event, the original list of potential sites from our initial property search will serve as a ready-made starting point for locating an alternate facility.

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

Our Board and school will benefit from our partnership with NHA in delivering us a facility to house our entire academic program from day one. We are a governing Board and are choosing to delegate to NHA the responsibility of presenting us with suitable real estate properties, acquiring those properties, and managing the build-out or renovations of our school. We are confident in doing so, as NHA has a documented record of successfully acquiring land and constructing or renovating 13 schools in North Carolina and 88 total schools across the country. NHA is providing us with expert real estate assistance for this application and we are conducting a thorough search of potential options. Part of the commitment NHA

has made to our Board is to provide an initial investment to build and equip our school. Once NHA has acquired a site we find to be suitable for CCA, it will manage the construction process and report to our Board regularly on progress toward an on-time school opening. NHA will build and equip the facility as it does with other partner schools, complying with all health, building code, and safety requirements, including all requirements of the Americans with Disabilities Act. Given NHA's experience with this process, we are confident that our school will be completed in sufficient time for an 2021-22 opening.

Certify

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

Explanation (optional):

This application has been prepared specifically for CCA and reviewed by our Board. It features the NHA school model and may contain descriptions and language used in other applications in partnership with NHA.

Section 5 Financial Plan

5.1 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?

CCA intends to serve 520 students in grades K-5 in our first year. We will expand and add grades to ultimately serve 772 students in grades K-8 at full-enrollment by 2024-25, our fourth year. We are confident we can attract students and fill to our enrollment targets. As noted previously, our school is designed to serve students in East Greensboro who do not currently have strong district schools in their communities. We will offer a new or fully renovated school facility that is equipped for 21st century learning and offers an academic program with a moral focus curriculum. We believe this will be highly attractive to families in our area. Our initial student enrollment outreach effort will be designed to saturate the area around the chosen school site. We will partner with GCCA, the closest NHA-partner school, to inform the community about our new school choice.

We did not establish a "break-even" point between student enrollment and our budget. The requested size and phased growth for the school is accommodated both by our planned annual student enrollment and a commitment from NHA to support the establishment of our complete educational program from day one. NHA has pledged to contribute all necessary funds for expenses that exceed revenues in any given year, providing the school with the comfort we need on student enrollment projections. While we are confident that we will meet our enrollment estimates included here, and thus revenue projections, the pledge of support by NHA assures our Board that we will never be in a position that requires cuts to our planned educational program. Our partnership with NHA also helps to make certain we always have the ability to cover all expenses to meet all short-term obligations - including payroll - even prior to receiving the state, local, and federal funds due to the school. This is a significant benefit in the early years of our school, easing and improving our financial planning process.

2. Provide an explanation as to why you believe there is a demand for the school that will meet this enrollment projection.

As noted, continued investments in Greensboro are resulting in continued population growth in our area. Organizations including Publix, the Hong Kong Aircraft Engineering Company, and the Cone Health Center are increasing their presence in our portion of Guilford County, adding well over 1,000 local jobs. Additionally, families are seeking additional high-quality educational choices. Charter schools consistently outperform Guilford County Schools, especially in our intended search area. Our partnership with NHA, who has a documented record of success in our area, positions us to market broadly to the community and appropriately meet the needs and grow students.

3. Provide the break-even point of student enrollment.

We have set no break-even point based on enrollment. NHA is contractually bound to implement its complete educational program from day one. This includes pledging funds necessary to cover any operating expenses that might exceed revenues, thereby ensuring we always have sufficient cash flow. NHA is willing to make these investments because of its commitment to a “double bottom line:” a recognition that only sustained academic success can generate long-term financial sustainability. NHA embraces the primacy of academic success as both an operational reality and a core value. Our knowledge of the community and market research makes us confident we will attract enough students to meet projections on enrollment and revenue. Nonetheless, NHA’s pledged support ensures that the school will have the necessary resources to deliver our envisioned educational program.

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

Within our services agreement with NHA, NHA commits to all funding required to cover expenditures that exceed revenues. This will allow for a planned and phased growth. Our budget is built conservatively, and it includes an expected contribution (not a loan) from NHA of approximately \$1.3 million in the first year of operation. An additional \$925 thousand is included for our second year, and approximately \$600 thousand for the third year. As these are contributions, there is no expectation of repayment. We will be able to provide our full facility and entire academic program in our first year, despite beginning with fewer students. Our services agreement gives us comfort in knowing NHA will ensure our needs will be met even if revenues decline.

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.

Our proposed budget includes contributions from NHA. These are not loans, and there is no expectation or obligation of repayment from our Board. These are included in the line item “Other Funds.” NHA

contributions are budgeted at approximately \$1.3 million in the first operational year, \$925 thousand in the second year, and approximately \$600 thousand in year three.

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

Our projected student-to-teacher ratio will be approximately 20:1. Our school's budget is not constructed on a specific ratio; however, the main drivers for budget expenditures are the number and anticipated characteristics of students to be served, the number of classrooms in use, and overall operational costs of the school. As the school grows by adding grade levels and classrooms in our early years, so does projected staffing. The planned staffing pattern allows for a concentration of core subject teachers while offering co-curricular classes (music, art, physical education, etc.), and provides for staffing for EC and EL students. The staffing model and budget reflect this 20:1 pupil-to-instructional staff ratio in the school's charter term.

7. Describe the board's individual and collective qualifications and capacity for implementing the financial plan successfully.

Our Board collectively possesses a wide array of backgrounds and experiences, including with finances of different types of organizations. Three of our members have experience as charter school board members and will bring this expertise in overseeing the financial planning and budget process to CCA. Two of these members have served on the board of another NHA-partner school and are familiar with the financial plan, processes, and systems that are described in this application. We will delegate the day-to-day financial management of our school to NHA but retain ultimate responsibility and decision-making authority for CCA.

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.

In order to best fulfill our mission and vision, we must strive to provide a high-quality education for all students who wish to enroll with us. Our Board is committed to deliver this opportunity for all students, and our partnership with NHA will help us do so. Our management partner supports our plan to pursue our mission by instituting its complete educational program from day one. This includes pledging the funds necessary to cover any operating expenses that might exceed revenues. Our budget includes a contribution from NHA for each of the first five years, totaling approximately \$3.8 million. We know the absence of this financial security can adversely affect new charter schools. Our budget has been built consistent with appropriately serving students with special needs. We will not know the specific needs of our students until our charter is granted and students begin to enroll but have planned for resources to meet the needs of our anticipated student population.

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.

Our services agreement with NHA calls for the organization to provide the school with all necessary staffing, school services, and back-office functions, including purchasing, accounting, business services, informational technology, data reporting, data warehousing, human resources, and payroll. NHA uses a

standardized human resource, purchasing, and payroll software system to internally manage all transactions related to the personnel, purchasing, and payroll functions. This administrative infrastructure supports full compliance with generally accepted accounting principles. NHA effectively manages compensation, payroll, and compliance for approximately 5,000 school-based employees in nine states and has the experience and efficiency to properly provide these services to our school. On behalf of our school, NHA will follow applicable state and federal law with respect to the selection of contractors and large purchases on behalf of the school, including competitive bidding or sole-source documentation as applicable.

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.

We are partnering with NHA, and through our services agreement, require NHA to provide CCA with all necessary staffing, school services, and back-office functions, including purchasing, accounting, business services, informational technology, data reporting, data warehousing, human resources, and payroll. NHA uses a standardized human resource, purchasing, and payroll software system to internally manage all transactions related to the personnel, purchasing, and payroll functions. This administrative infrastructure supports full compliance with generally accepted accounting principles. NHA effectively manages compensation, payroll, and compliance for approximately 5,000 school-based employees in nine states and has the experience and efficiency to properly provide these services to our school. On behalf of our school, NHA will follow applicable state and federal law with respect to the selection of contractors and large purchases on behalf of the school, including competitive bidding or sole-source documentation as applicable.

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

Our school will maintain a balanced budget every year. NHA, our partner to locally operate CCA, has a documented record of success in opening and operating schools, and it has pledged the establishment of each partner school's educational program by offering needed additional contribution to complement the receipt of public revenue. No NHA-partner school has ever closed due to financial issues of any kind. Further, no partner school has ever chosen to terminate its relationship with NHA. Our Board understands this displays NHA's strength in developing budgets and structures to provide the appropriate level of financial commitment to each partner school's academic program. Within our school, the priorities of our educational program include: a distributed leadership model to allow for greater coaching; an expansive professional development program; an entire curricular program emphasizing core areas of math, ELA, social studies, and science complemented with art, music, physical education, and other special areas; and our moral focus program. NHA's "Total Rewards" compensation structure, coupled with its competitive benefits offerings, allow CCA to appear even more attractive to prospective high-quality staff. This helps us to cultivate and foster a climate and culture allowing excellent teachers to grow in both responsibility and leadership. Our Board will be dedicated to ensuring the school is accessible to every student, and that transportation is not a barrier for any child. Our budget has included \$10,000 annually to cover the cost of extraordinary transportation needs, including for students experiencing homelessness and EC students with transportation needs stated in their IEPs.

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.

The budget includes a set-aside of two percent of per pupil revenue (up to \$35,000 per year) for use at the school at our Board's discretion. We may expend these for educational or extracurricular initiatives beyond the model educational and operational program. We may also accumulate these funds into a reserve for later use. NHA is committed to delivering the educational program we have proposed, according to the budget the Board approves, even if expenses for the school outpace revenues. This support is specified within our services agreement with NHA, clarifying that NHA assumes the obligation for all expenses, and assumes all the financial risk. Since NHA is obligated to cover the entirety of planned costs, there is no need for the school to maintain a substantial fund balance. We have experience as Board members at NHA-partner schools and have spoken with Board members at other NHA-partner schools. We have confirmed NHA's financial commitment to its partner schools.

And while there is no forecasted substantial surplus, there also will be no deficit because of NHA's funding commitment. In turn, our Board would not have any debt to cover should we ever terminate our partnership with NHA. As noted elsewhere in this application, the experience of other NHA-partner schools in North Carolina shows each of these schools consistently ending each year with a small budget surplus. We recognize the guidance from NCDPI that schools show additional indicators of financial viability beyond the proposed services agreement with NHA. NHA-partner schools in North Carolina (as well as in the other eight states where NHA partners with local boards to operate schools) consistently receive unqualified audits, meet total margin ratios, and do not carry long-term debt. No school partnering with NHA has ever been closed for financial reasons, and NHA has never walked away from a partnership with a school, even when enrollment or funding at the school has decreased.

In accordance with our services agreement, our Board will retain a discretionary expenditure fund to be used for Board-driven school purposes and programs. We are contemplating using these funds to create a fund balance and may set aside up to half of these funds each year to build an ongoing fund balance. We will revisit our fund balance needs after each year of operations as part of our annual evaluation of the performance of NHA. If, as we believe will occur, we are satisfied with the performance of NHA and with the strength the Board has under our services agreement, we will be comfortable choosing to reinvest these funds in the educational program at our school. Our budget with this application does not reflect this potential surplus, as we chose to project satisfaction with our programming.

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

This budget assumes that no funds from banks, other lending institutions, outside corporations, foundations, or other sources will be needed. We plan for our school to start as a K-5 school and to grow over the following three years to a K-8 school. Our educational program will be fully established and implemented from day one nonetheless, and we recognize the wisdom of initially occupying a facility that has been constructed to house our full K-8 model. Accordingly, NHA has pledged contributions sufficient to meet operating expenses above revenues received in the school's early years and provides as part of its partnership a school facility built to house our school at full capacity. Appendix M includes a letter of revenue assurances from NHA, which further demonstrates the organization's initial and ongoing

commitment to our school, and Appendix 4.1 includes our executed services agreement with NHA, detailing the financial structure for our school.

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.

CCA will not have assets from other sources. Through the services agreement with NHA, it will purchase and provide assets on behalf of our school.

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?

We will implement a policy covering fiscal management that requires sufficient internal controls. Our Board will make certain they are consistently adhered to by the school and NHA. Examples of internal controls include: continually reviewing payroll information/reconciliation with the employee master file; employing an established signatory authority for both bank accounts and monthly account reconciliation; mandatory review and approval of purchase order requests; monthly analysis of detailed financial statements against our annual budget; utilizing an integrated computerized accounting system for all general ledger, purchasing, fixed assets and grant accounting, payroll, personnel and cash receipt/disbursements activities, and provides for segregation of duties.

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

We are unaware of any known related-party transactions that will take place within our school. We do not anticipate any possible or potential related-party transactions. Required within our bylaws is a mandate to avoid conflicts of interest. Further, we intend to implement a policy regarding conflicts of interest.

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.

Our Board is currently reviewing options for our independent financial audit, and is considering the following three firms:

Name: BDO USA, LLP
Address: 5430 Wade Park Blvd Suite 208, Raleigh, NC 27607
Phone Number: 919-754-9370

Name: Rives & Associates, LLP
Address: 4515 Falls of Neuse Road Suite 450, Raleigh, NC 27609
Phone Number: 919-832-6848

Name: Plante Moran
Address: 634 Front Ave NW, Grand Rapids, MI 49504
Phone Number: 616-774-8221

Certify

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

Explanation (optional): This application has been prepared specifically for CCA and reviewed by our Board. It features the NHA school model and may contain descriptions and language used in other applications in partnership with NHA.

Application Fee

Pursuant to G.S. 115C-218.1(c) the charter school applicant must submit a \$1000 application fee to the Office of Charter Schools. The applicant must submit their application fee by **July 29, 2019 at 5:00 pm EST** for Fast Track and Accelerated applications, and **August 26, 2019 at 5:00 pm EST** for traditional timeline applications. Payments will be accepted in the form of a certified check. Cash is not accepted.

***Application Note: The applicant must mail the certified check along with the Application Fee Payment Form before or on the due date of July 29, 2019 at 5:00 pm EST for Fast Track and Accelerated applicants, and August 26, 2019 at 5:00 pm EST for traditional timeline applicants.** Failure to submit payment by the stipulated timeline to the Office of Charter Schools will deem the application incomplete.

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

North Carolina Department of Public Instruction
Office of Charter Schools
6307 Mail Service Center
Raleigh, NC 27699-6307

Signature Page

The foregoing application is submitted on behalf of City Charter Academy, Inc. 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: Jeffery Thames Hyde
Board Position: Lead Applicant, Director
Signature: Jeffery Thames Hyde
Date: August 23, 2019

Sworn to and subscribed before me this 23 day of August, 2019.

Notary Public:  Official Seal:

My commission expires: 12-10, 2023

MATTHEW UNDERWOOD
Notary Public
Gulford Co., North Carolina
My Commission Expires Dec. 10, 2023