

NORTH CAROLINA CHARTER APPLICATIONS



NC Public Charters

Organization Information

Organization Name *

Central Carolina Academy

Email *

jeldridge@chathamcharter.org

Telephone *

919-548-9452

Fax

--

Address *

PO Box 2753

Unit/Suite

Zip Code *

27331

City *

Sanford

State *

North Carolina

Application Type *

Standard

Proposal Type *

Replication

Operator Type *

Independent



Powered by Edusion
John Eldridge

Has the School Leader Been Identified? 8/5/2020
☐ Yes ☐ No

Do you have any Corporate Partnerships?
☐ Yes ☒ No

Proposed Leader Name *
John Eldridge

Proposed School Leader Current Job/Position *
Head of School at Chatham Charter School

List any principal/leadership programs the proposed leader is currently enrolled in or have completed
Completed: Leadership Program for Future Superintendents (LPFS), Master of School Administration, Doctor of

Opening Year *
2022

Enrollment Projections

Grade Level	Year 1	Year 2	Year 3	Year 4	Year 5	Year at capacity
6	44	88	88	88	88	88
12	0	0	75	100	100	100
11	0	75	100	100	100	100
10	75	100	100	100	100	100
9	75	100	100	100	100	100
8	44	88	88	88	88	88
7	44	88	88	88	88	88

Team Members Roaster

Name	Title	Position	Email Address
------	-------	----------	---------------

Board Members Roaster

Powered by  EdLusion

8/5/2020

Name	Street Address	Zip Code	Email	Expertise
Jeffrey Frye	321 Westport Place	27330	jeff_frye@steris.com	
Ashley Davenport	603 Valley Rd	27330	Adavenport0415@gmail.com	
Heather Tatum	1036 Deep River Rd	27330	htatu4@gmail.com	
Carson Wilson	1800 Veranda Ct	27330	Carson.wilson15@gmail.com	
Anna Stinson	1911 Larkspur Dr	27330	annawstinson@gmail.com	

1. Application Contact Information

Powered by  EdLusion

8/5/2020

Q1. Organization Type

- ☐ Municipality
- ☒ Nonprofit Corporation

Q2. Name of the nonprofit organization

Central Carolina Academy

Q3. Has the organization applied for 501C3 nonprofit status?

- ☐ Yes
- ☒ No

Q4. **The next few questions will** inquire about 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.

Please provide the Primary Contact's Title/Relationship to Non-Profit

John Eldridge - Head of School

Q5. Primary Contact's

Mailing AddressCity, State, Zip

Central Carolina Academy

PO Box 2753

Sanford NC 27331

Q6. Primary Contact's Primary Telephone Number

919-548-9452

Q7. Primary Contact's Alternate Telephone Number

NA

Q8. Geographic County in which charter school will reside

Lee County

Q9. LEA/District Name

LEA - 530 Lee County Schools

Q10. Projected School Opening Month

August



Q11. Will this school operate on a year-round schedule?

Powered by  EdLusion

8/5/2020

☐ Yes

☒ No

Q12. 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 are going to ease into full capacity over four years. With the growth in Lee and surrounding counties, the need for addition schools of choice is necessary.

Q13. Projected Enrollment Demographics

Q14. Certification of Originality



4. Replication Section

Powered by  EdLusion

8/5/2020

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.

Q15. Please provide the name of the charter school being replicated.

Chatham Charter School

Q16. Please provide the state that the charter school being replicated has been authorized to operate in.

North Carolina

Q17. Are you a board of directors currently operating a charter school in NC and applying to replicate its currently existing model?

☐ YES

☒ NO

Q18. 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

☒ NO

Q19. Check to continue

☒ Continue



8. General Mission Purposes, and Goals

Powered by  EdLusion

8/5/2020

8.1. Mission and Vision

Q20. The mission statement of the proposed charter school is as follows (35 words or less)

Central Carolina Academy will establish and maintain a challenging learning environment that respects the individual learners and prepares students to succeed in a globally competitive society.

Q21. What is the vision of the proposed school? What will the school look like when it is achieving the mission?

Students will become self-directed, achieve academic excellence, and develop the personal values and responsibilities necessary to become globally competitive citizens in a rapidly changing world.

Stakeholders will know the school is meeting its mission when students are actively involved in their own education; are achieving at high levels; and are matriculating to high level jobs, community colleges, universities, or branches of the armed forces. Staff will feel empowered to work to improve the learning environment for students and will feel compelled to engage in staff development opportunities that address real world issues for students.

Q22. 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).

The targeted population, which includes an extremely diverse demographic group of students, will benefit from a college and career curriculum. Targeted interventions and individualized educational goal setting for all learners will allow CCA to reach students at their learning levels and help them to reach their full academic potential. Knowing students in grades 11 and 12 will be taking college courses in the North Carolina Career and College Promise Program See G.S. 115C-218.45(e).

(https://www.ncleg.net/EnactedLegislation/Statutes/PDF/BySection/Chapter_115C/GS_115C-218.45.pdf) by partnering with Chatham Charter School to replicate its model, Central Carolina Academy would open as a grades 6-12 school that operates on a traditional calendar and serves any student in North Carolina. Students are most likely to reside in Lee County and surrounding counties which include Wake, Harnett, Chatham, and Moore. Central Carolina Academy will be inclusive of all demographics from the region in an effort to reflect area demographics. Chatham Charter has a strong program for students with disabilities that CCA will replicate and customize to meet the unique needs of its students. A strong model



for English language development will be crucial for English learners at Central Carolina Academy because of the college preparatory focus. The foundation of the English language development program will be determining the best ways to empower English learners students with top notch tools for English acquisition so they are not hindered by language barriers. A weighted lottery for applicants will allow educationally disadvantaged students a greater chance at enrollment in Central Carolina Academy. Part of the master plan is to apply for a NC ACCESS subgrant in November of 2021 and, if accepted, to be part of an expanded number of high-quality charter schools to which educationally disadvantaged students have access. The subgrant application defines educationally disadvantaged students as “economically disadvantaged, English learners, students with disabilities, homeless or unaccompanied youth, migrant students, and immigrant students.” The most fragile students deserve elevated support at every level of the comprehensive school program.

https://files.nc.gov/dpi/documents/charterschools/ncaccess/nc-access-application-process-guidance-document_2020_final.pdf (https://files.nc.gov/dpi/documents/charterschools/ncaccess/nc-access-application-process-guidance-document_2020_final.pdf)

Lee County’s diverse population epitomizes an educational community that would benefit from the NC ACCESS subgrant, and a student population that would prosper academically from the smaller and focused instructional setting to be offered by CCA. Presently, Lee County Schools has more than 2,300 6th, 7th and 8th grade students in three middle schools, with the smallest school housing more than 600 students. At the high school level, Lee County’s two traditional high schools have more than 1,100 students at Southern Lee High School and more than 1,500 students at Lee County High School. CCA, meanwhile, will max out at less than 300 middle school students and 400 high school students.

From an ethnicity standpoint, Lee County Schools is 37.5 percent Hispanic, 35.7 percent White and 19.4 percent Black. Multi-racial students constitute 5.5 percent of the student population.

.....data from the North Carolina Public Schools Statistical Profile in Lee County Schools
<http://apps.schools.nc.gov/ords/f?p=145:1> (<http://apps.schools.nc.gov/ords/f?p=145:1>)

The socioeconomic status of the majority of students in Lee County Schools is middle to lower class. According to the NC Office of State Budget and Management, in 2019 the percent of related children in poverty under the age of 18 in Lee County was 30.7 percent and the median family income in 2017 was



8/5/2020
\$53,871. Since Central Carolina Academy plans to implement a weighted lottery system for applicants, this demographic would be part of the targeted population. If awarded an ACCESS subgrant grant, it with strong resources for success.

<https://linc.osbm.nc.gov/pages/home/> (<https://linc.osbm.nc.gov/pages/home/>)

Q23. 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?

Population and enrollment have been steadily rising in recent years, although schools performance grades for district schools have been stagnant. At the middle school level, two schools received D ratings on the 2019 NC School Report Card and did not meet state EVAAS growth standards. One school received a C rating and met growth. The only charter school (Ascend Leadership Academy) with middle school data received a D rating and did not meet growth. Lee County's two traditional high schools earned C ratings and did not meet growth. Meanwhile, Lee Early College -- utilizing many of the similar Career and College Promise curriculum strategies and focused instructional approaches planned by CCA -- received an A rating and exceeded EVAAS growth.

There are other charter schools in Lee County, but their focus is different than that of Central Carolina Academy in that the CCA college preparatory focus culminates with participation in the North Carolina Career and College Promise (CCP).

Central Carolina Academy will address the intellectual needs of middle and high school students based on the proven success of Chatham Charter School which is known for its rigor and resources for student success. Central Carolina Academy will teach its students at high levels and will provide support for Carolina Career and College Promise (CCP) through a partnership with Central Carolina Community College. It will be essential for staff to build a solid learning foundation for students beginning in middle school. Teachers will work together in vertical teams to ensure the curriculum is building in such a way that the rigor and resources continue to meet students where they are emotionally and academically. The ninth and tenth grade years focus on students completing all math courses required for high school graduation along with a majority of other core courses and two units of a world language. Extra tutoring time, seminars for certain grade levels that teach skills are additional elements of the Chatham Charter model that Central Carolina Academy will adopt. Students who work diligently, take advantage of resources, are willing to develop resiliency through challenges, and work to hone the skills of the



“unwritten curriculum” (skills such as good study habits, time management, organization, tenacity, and self-motivation) will be successful at Central Carolina Academy. CCA’s academic goal by high school graduation is that students complete CCP Pathways and earn at least 32 transferable college credits.

Q24. What will be the total projected enrollment at the charter school and what percentage of the Average Daily Membership (ADM) does that reflect when compared to the Local Education Agency (LEA) of the same offered grade levels? (i.e. If the proposed school will be grades 9-12, only compare the total enrollment to the total enrollment of the LEA in grades 9-12).

The total projected enrollment at Central Carolina Academy is estimated to be 664 students in grades 6-12. This total represents approximately 10 percent of the total Lee County student population.

<https://files.nc.gov/dpi/documents/fbs/resources/data/highlights/2020highlights.pdf>
(<https://files.nc.gov/dpi/documents/fbs/resources/data/highlights/2020highlights.pdf>)

The class size for each grade span will be approximately 1 - 22 students in middle school and meet grade level requirements in high school.

Q25. 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?

Central Carolina Academy is uniquely designed as a grades 6-12 school which allows teams of teachers to plan and dialogue together about curriculum and address common social/mental/emotional needs of the students. The school is one unit, not two individual entities that focuses on getting students through their grade levels only to move them to a new location and start again. It will be the responsibility of every teacher and staff member to do their part from sixth to twelfth grade in an effort to prepare students to meet the mission of the school. The collegiality created by the collective efforts of the teachers, staff, students and families on a middle/high school campus is the glue that will prepare students for today’s globally competitive world.

The replicating model of Chatham Charter School high school program maximizes the North Carolina Career and College Promise (CCP). Though schools across the state have students who take CCP courses, few, if any, maximize it to the level of Chatham Charter. In conjunction with nearby Central Carolina Community College there will be opportunities for high school students to earn transferable college credit and/or Career and Technical Education credit when they participate in the North Carolina Career and College Promise Pathways. By using the CCP dual enrollment options within the college transfer pathway, multiple courses will propel students to be a step ahead for post secondary endeavors. It is typical for a student who completes a college transfer pathway to have taken the majority of general education college



required classes before graduating high school. Career and Technical Education courses taken through the community college can lead to professional credentials that give graduates not only experience but added advantages in applying for trade schools and jobs. With the mix of high school courses (including those offered by the NC Virtual Public School), elective course offerings in a variety of subject areas, and a wide range of community college courses, all graduates will be well positioned to achieve a high level of post secondary success. Graduates enlisting in the military earn higher rank for college level courses taken in high school.

It is notable that Central Carolina Community College (CCCC) has a three-county service area, Lee, Chatham, and Harnett. The various campuses located throughout these counties offer some of the same courses but also serve as unique program sites where any students enrolled in CCCC can participate. Chatham Charter also partners with CCCC so Central Carolina Academy would be a true replication of participation in the NC Career and College Promise (CCP). There would be multiple opportunities to have many joint endeavors between CCCC, Central Carolina Academy, and Chatham Charter.

Q26. 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

As Lee County continues to grow economically and residentially, a common community point of discussion surfaced regarding the need for increased educational options. In informal polling of real estate agents, a concern regarding the lack of educational choice became evident. Further community polling -- via printed surveys and telephone cold calls -- also revealed a community desire to see more educational options in Lee County. Specifically, a desire for smaller setting instructional options at both the middle school and high school level became apparent. Several of those surveyed expressed satisfaction with Lee Schools elementary schools, which includes an option of Tramway Elementary, which is in effect a "school of choice" and a year-round instructional model. However, such options are limited at the middle and high school level. That desire also is evidenced by the demand at current middle and high options that do exist in non-traditional settings. Lee Early College typically has between 120 and 150 applications each year, accepting less than 100 per class. The waiting list for that high school option is typically 25-30 students per year. Presently, the only middle school "choice" option is at Ascend Leadership Academy, and they have 214 on the waiting list. CCA can provide these families, along with those larger traditional middle and high schools in Lee County, another unique and exceptional educational option.

Q27. 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).

Powered by Edusision

8/5/2020

☒ Upload Required File Type: pdf, image, excel, word, text Max File Size: 30 Total Files Count: 5

Comments :

Both formal and informal surveys of a sampling of Lee County area community members indicated a strong interest in the need for a public school of choice for middle and high school students. More than 90 percent of those surveyed via telephone cold calls and hard copy questionnaires through local realtors said they would be interested in their students attending a middle and high school charter program geared to a college and career promise curriculum. Also, members of the board have conducted numerous positive informal conversations in recent months regarding the need for further school choice in the Lee County area. Community members consistently spoke of the desire for smaller learning communities driven toward career and college success at both the middle and high school level. Furthermore, on the formal survey front, the CCA board ask community members about the potential location of the charter school. The board plans to take those interest into consideration as it pursues the eventual purchase of property and finalizes plans for school construction.

Evidence :



Appendix A.CCA Evidence of Co...

8.2. Purposes of the Proposed Charter School

Q28. In one page or less, describe how the proposed charter school will achieve one or more of the six legislative purposes, as specifically addressed in the NC charter school statute GS 115C-218, and the proposed school's operations..

The 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.



Though Central Carolina Academy will incorporate all six of the legislative purposes of a charter school in North Carolina, three encapsulate its overall mission most fully. 8/5/2020

1. The design elements of Central Carolina Academy will create new professional opportunities for teachers. The college preparatory focus of Central Carolina Academy starting in the sixth grade and leading to a maximized use of the North Carolina Career and College Promise (CCP) for upperclassmen will demand depth, connectedness, and a global perspective within the teaching ranks. To do so successfully, teachers will collaborate closely with colleagues at CCA and cultivate instructional connections with the community college instructors. In forming a conglomeration of partner schools, there will be new professional opportunities for teachers to share best practices during combined staff development sessions, mentorship, and partnering with colleagues in their own and partner schools in content- or grade level-specific projects. The connectedness must be seamless in order for the students to transition successfully into the collegiate environment. Additionally, the leadership model of Chatham Charter, the school being replicated, is one of fostering staff leadership. Through careful observation and identification of staff strengths, each teacher (and even staff member) can create and fill roles that enhance every aspect of the school environment. In a school with an expectation of creativity and leadership, amazing innovations emerge that have powerful impacts on the school programs as well as the students they serve.

3. Central Carolina Academy will provide parents and students with expanded choices in the types of educational opportunities that are available within the public school system. The model being replicated contains elements of an early college, a middle college, and a traditional high school. Lee County Schools has a well-established early college and two traditional high schools, each with their own special appeal.

Charter schools add a dimension to the public school offerings in a community to meet an evolving demand by families for options and finding the right “fit” for their students.

Traditional high school master schedules are typically flexible enough to encourage upperclassmen to take college-level courses, but not to fully maximize a program like the Career and College Promise. The Lee Early College has a significant waiting list, evidence that Lee County students are drawn to a college level focus. Central Carolina Academy would increase capacity for a highly focused, wide offering of college level courses. Simultaneously, students would be able to participate in CCA sports teams versus having to return to the high school in their residency district.



5. Central Carolina Academy will increase learning opportunities for all students, with a special emphasis on at-risk or gifted students. The college preparatory focus at CCA will be a natural fit for gifted students. The increased rigor beginning in middle school will build capacity for high school and college level courses. The program is also porous enough to allow gifted students to participate in opportunities like the NC School of Science and Math Online Program. The Career and College Promise pathway offerings are diverse enough for a gifted student to be challenged. CCA is a school focused on leveling the playing field for students. Many do not see post secondary options for themselves because of economic barriers, or because college has never been a focus for anyone in their family. Knowing students have the opportunity to graduate from high school with an average of 32 college credits shines a different light on their future opportunities. Educationally disadvantaged students can count on relatively small class sizes, targeted interventions to support them in overcoming disadvantages, and empowerment in knowing as they rise to high expectations that they are also taking control of their future that can propel them out of a disadvantaged category into one with limitless advantages.

8.3. Goals for the Proposed Charter School

Q29. 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.

During each board meeting, the head of school will give a report on operations, academics, finance, and governance. Ongoing communications with all stakeholders will be a strong school focus through its well-rounded communications plan using tools that include student celebration assemblies, faculty meetings, meetings with families, the school website, email, weekly rapid communication messages, social media channels, and periodic newsletters.

Evidence :



Q105 Goals for the Proposed Ch...



Q30. How will the governing board know that the proposed public charter school is working toward attaining their mission statement?

8/5/2020

Powered by EdLusion

School leaders and the central services team will provide a wide variety of achievement data to the board, which will meet monthly during the school year. The board will also have a three-year strategic plan. Elements will include state accountability results, graduation rates, Career and College Pathway (CCP) Pathway completions statistics and, North Carolina Teacher Working Conditions survey results. In an effort to strengthen the replication of Chatham Charter, the board of directors will have ad-hoc members of each board to attend monthly meetings of the conglomeration of partner schools.



9.1. Instructional Program

Q31. 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

The instructional program for Central Carolina Academy is designed to prepare students to be globally competitive by entering the job market in a highly skilled position, going to a two- or four-year college/university, or joining the military with an increased rank due to the number of credits earned before graduating high school. To accomplish this, the school will work from a “keeping the end in mind” mentality. If students are to be prepared for college coursework during their eleventh and twelfth grade years, there is much to be done starting in sixth grade.

The “end-in-mind” approach extends from curriculum design into daily instructional approaches in each classroom. Lesson planning and instruction will be founded strictly upon curriculum standards as will assessments. Furthermore, those assessments will not serve merely as a “grade” to document student achievement (or lack thereof), but more importantly as a tool to determine level of knowledge and the need for subsequent redirection of instruction. This approach of mastery learning leads both students and staff to a culture of high academic achievement, with a primary factor being that reteaching, redirection and retesting helps eliminate contentment with mediocrity for both students and staff. Oftentimes, in larger less personalized instructional settings at traditional schools, some students find it easy to fall through the proverbial educational cracks. At CCA, however, all students will take ownership in their own learning, and staff norms and expectations will cultivate a climate in which multiple stakeholders ensure success for each student.

Q32. Curriculum and Instructional Design Describe the basic learning environment (e.g., classroom-based, independent study), including class size and structure for each grade span (i.e. elementary, middle, high) the school would ultimately serve.

The basic learning environment of the school will be classroom-based. In the high school grades students will have the option to take some online courses through the NC Virtual Public School and the community college, but even those are highly structured in course pacing. The class size for the grade spans will be:



grades 6-8: 1 to 22; and high school: a maximum of 400 students in grades 9-12 divided among 16 traditional teachers plus 2 professional staff who supervise online classes and upperclassmen during collegiate study time.

Q33. 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

Central Carolina Academy's "end in mind" approach to a curriculum that is career and college promise driven will push students to a growth mindset in the classroom and beyond. CCA's mission of students excelling in both high school and college courses simultaneously means that students and staff must operate with a mindset of high expectations starting in sixth grade. CCA will employ a student-centered instructional model similar to that of its highly successful replication school, Chatham Charter, and will also mirror the small-class size, targeted principles utilized by many early colleges across North Carolina. Mastery learning, with NCSCOS standards-based assessments being the foundation for measuring student success, will be utilized on a daily basis. Differentiation and redirection of instruction will be the norm in CCA's student-centered environment. Project-Based Learning and student discovery lessons will be utilized in order to increase active student learning. Students will take ownership of their academic progress via various data tracking tools, a concept that will lead to a growth mindset for each individual student. If all students are growing academically because of goal-setting and mastery learning instruction, achievement gaps among learners in effect become a non-issue.

Q34. 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

The Depth of Knowledge (DOK) framework will be a core instructional strategy used to ensure differentiation of instructional strategies. While the school is focused on teaching at a high level, teachers will need to have scaffold support structures in place for students who are struggling, and will also need to push students who are excelling to expect more from themselves. The DOK framework is a great tool for teachers to use when forming question stems, creating projects, or when creating test questions. The goal is for teachers to be intentional with the strategies they choose to meet the challenge of differentiating instruction for their students. The goal, over time, is for students to direct their own learning while the teacher provides the framework, direction, and academic outcomes.



Chatham Charter, our replication school, speaks about the importance of teaching students about the "unwritten curriculum". Educators will teach students the standard course of study objectives, but often miss the opportunity to teach students how to obtain this curriculum. The "unwritten curriculum" delves into time management, study skills, prioritization, how to speak to adults, and how to work with others. These concepts will be interwoven into daily lessons and will continue to be professional development opportunities for teachers because of the importance they play in everyday life.

Technology is also a key component for the students of Central Carolina Academy. All students will be issued a chromebook to use throughout the school year. Teachers will use learning management systems (LMS) for students to navigate assignments, work at their own pace, and to take assessments. It is important for students to be adept at using technology by the eleventh grade given that some of the courses in which they are enrolled will be blended, or online.

These strategies will be introduced in the sixth grade through direct instruction in a course called *sixth grade success*. This course runs concurrently to the core course they are in, but chunks information like note taking, how to organize Google docs, how to get along with peers, etc. The middle school teachers build on these strategies in regular classroom instruction with the expectation that students enter the high school with a strong knowledge of how to use technology to better organize their work, how to study for tests, how to get along with peers and work with adults, and how to challenge themselves to access the curriculum where they are academically and get everything they can out of school.

Q35. Explain how the proposed instructional plan and graduation requirements will ensure student readiness to transition from grade to grade and to the next grade span upon program completion

The instructional plan outlined above exceeds the North Carolina high school graduation requirements through the use of the North Carolina Career and College Promise Pathways (CCP). The goal is for students to complete one of the pathways of the CCP, which would mean that not only did they earn the required high school credits needed for graduation, they also earned at least 32 transferable college credits. However, this journey does not begin in the eleventh grade. In order for students to be prepared for this type of rigor, middle and high school teachers must work together to plan for the end in mind. Each year must get progressively more rigorous with the right level of support in place for the academic and emotional need of the students. The mission of the school is to ultimately prepare students to be globally competitive by entering the workforce in highly skilled positions, attend a two or four year college,



or join the military with an elevated rank due to the number of credits earned through the CCP. With the success that Latham Charter School has seen with this mission, the choice to replicate that program was a driving force behind the selection of Central Carolina Academy's instructional plan.

Q36. Describe in a brief narrative below on how the yearly academic calendar coincides with the tenets of the proposed mission and education plan.

With the school's college preparatory mission and education plan, the school year calendar will correlate with the community college calendar in order for eleventh and twelfth graders to balance the schedules of high school and college courses. Having a school year calendar with a first semester that ends in mid-December will allow high school first semester final exams (including state assessments) to be administered in December. The proposed 2022-2023 calendar is included in Appendix D.

Q37. Describe the structure of the school day and week. Include the number of instructional hours/minutes in a day for core subjects such as language arts, mathematics, science, and social studies. Note the length of the school day, including start and dismissal times. Explain why the school's daily and weekly schedule will be optimal for student learning.

The middle school day begins at 8:00am and ends at 3:05pm for sixth grade and 3:15pm for seventh and eighth grades. Core subject lengths in the middle school grades range from 70-85 minutes daily. Elective classes last from 45-60 minutes. Sixth grade will have the same electives the entire school year. Seventh and eighth grades will have a total of four electives, two each semester. Doing so allows sixth graders to acclimate to heightened academic expectations in elective classes over the course of a year as they transition to middle school. The elective format for seventh and eighth graders gives them experience prior to high school in taking semester-long courses.

The high school day (8:30am-3:30pm) is consistent every day for high school courses taught on a 90-minute block schedule. Students taking a mixture of high school and community college courses will have variations day-to-day due to the college classes following a typical college model of scheduling. For instance, a junior could have a seated high school elective first period, seated high school Chemistry second period, and a rotation of two to three college courses on a Monday/Wednesday/Friday and Tuesday/Thursday schedule during the second half of the school day. The high school master schedule will be designed with careful consideration of the community college partnership in order to maximize the Career and College Promise pathways. By beginning the high school day thirty minutes after the middle school day, the upper level students have time to volunteer in the middle grades. The academic support and mentorship can be an incredibly strong resource within the middle school campus. Endeavors like these help in creating a culture of connectedness which is crucial for the overall mission of the school.

Q38. Describe a typical day for a teacher and a student in the school's first year of operation



Teachers will report to work at least 30 minutes before the start of the instructional day for their grade configuration. They will have 45-90 minutes of daily planning time. Their work day will end 30 minutes after the instructional day is over. A teacher will have some non-instructional duties that may include lunch duty, car rider duty, and ballgame duty, but not necessarily every day.

Students will have a mixture of core and elective classes each day at specific times within the instructional day. Students will have approximately 30 minutes for lunch. High school classes will be on the 4x4 block schedule with each class lasting 90 minutes.

Q39. Will this proposed school include a high school?

- ☒ Yes
☐ No

Q40. High School Graduation and Post Secondary Readiness 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

The school will create a high school curriculum outline and educational plan in which the majority of Future-Ready Core high school graduation requirements are completed by the end of the tenth grade year. Core courses will be taught at the Honors level. Students in grades 9-12 will receive a single credit at the conclusion of the semester for each completed high school course and, eleventh and twelfth graders, for each college course that is at least three college credit hours. Grade point averages will be calculated according to state requirements on a 4.0 scale with honors courses receiving an additional weight of .5 and college courses receiving an additional weight of 1 point.

High school transcripts will contain the following information:

Elective courses in the arts, world languages, physical education, and hopefully Career and Technical Education will be added to the curriculum as student enrollment and funding allow. Elective courses through the NC Virtual Public School (NCVPS) will be available to students in grades 10-12. Additionally, core subject teachers in English and Science will likely be able to offer some elective courses as well. Examples, depending on student interest, might include creative writing and forensic science.

Q41. Explain how the graduation requirements will ensure student readiness for college or other postsecondary opportunities (trade school, military service, or entering the workforce).



Graduation requirements will follow the 22-credit set forth by the state in the Future-Ready Course of Study and add six local electives for a total of 28 high school credits required for graduation. In keeping with the college preparatory focus, students will take at least levels one and two of a world language as part of the UNC System minimum admission requirements.

(Source: <https://www.northcarolina.edu/future-students/admission-requirements/>
(<https://www.northcarolina.edu/future-students/admission-requirements/>))

An exception would be students receiving special education services whose individualized education plans (IEP) did not align appropriately with taking world languages courses. By using the Career and College Promise (CCP) dual enrollment options within the college transfer pathway, multiple courses will propel students to be a step ahead for postsecondary endeavors. For example, upperclassmen can take ENG 111, 112 and 231 or 231 in place of high school English III. Most graduates are unlikely to need additional English courses in college. Students can also earn dual credit for any community college courses that are at least three-credits. These could apply to high school elective requirements. Career and Technical Education courses taken through the community college can lead to professional credentials that give graduates not only experience but added advantages in applying for trade schools and jobs. With the mix of high school courses (including those offered by the NC Virtual Public School), elective course offerings in a variety of subject areas, and a wide range of community college courses, all graduates will be well positioned to achieve a high level of postsecondary success. Graduates enlisting in the military earn higher rank for college level courses taken in high school.

Q42. Explain what systems and structures the school will implement for students at risk of dropping out and/or not meeting the proposed graduation requirements

A Student Services team composed of the counselor, nurse, Exceptional Children's teacher(s), and college liaison will meet often and discuss how to deploy resources to meet the needs of students of concern. Teachers will have input prior to meetings to ensure a classroom perspective is included. Staff will carefully create student schedules that maximize potential while still meeting state and local graduation requirements. Taking time to learn subjects or fields of interest the student has and finding courses that match them is crucial for student engagement. Polling students on high school elective offerings several months in advance of creating a new master schedule, tapping into NC Virtual Public School (NCVPS) elective courses, and steering students into community college Career and Technical Education (CTE) programs of interest are key components of student-centered scheduling. Parent/guardian conferences that include the student will be held proactively in an effort to correct issues collectively before they reach a critical point. Should a student fail a course, there are four "extra" course slots available in a typical high school student's four-year high school schedule (4 courses per semester x 8 = 32 typically taken) to retake a course.

Q43. **Attachments** Attach Appendix B: Curriculum Outline per Grade Span (for each grade span the school would ultimately serve). 8/5/2020

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.

☒ Upload Required File Type: pdf, image, excel, word, text Max File Size: 28 Total Files Count: 5

Evidence :



Appendix B_ Curriculum Outline...

Q44. If applicable, 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.

Evidence :



Appendix C.9-12 Core Content El...

Q45. Attach Appendix D: Yearly Academic Calendar (minimum of 185 instructional days or 1,025 hours)

☒ Upload Required File Type: pdf, image, word Max File Size: 30 Total Files Count: 3

Evidence :



Appendix D.CCA 2022-2023 Acad...

Q46. 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.

☐

☐

Evidence :



9.2. Special Populations and “At-Risk” Students

Q47. 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

Central Carolina Academy is committed to teaching students at high levels and engaging students in meaningful ways. When students struggle to reach the standard, teachers will employ scaffolding techniques aimed at meeting students where they are and then move them forward. Staff will do extensive research and training with Depth of Knowledge (DOK) strategies and will also use Multi-Tiered System of Supports (MTSS) to help teachers identify support techniques needed for student interventions. The K-8 teachers will use a variety of benchmark techniques, including but not limited to, Renaissance Learning (Star Reading and Math), CASE TE21, and daily instructional assessments to identify the learning needs of the students. When necessary, tutoring will be provided by staff and peers in an effort to assist struggling students with their work. High school teachers in core subjects will also use benchmark data from CASE TE21 and daily work and grades to identify students who are at risk of falling behind. Ninth and tenth grade students will be given the opportunity to meet with teachers before school or during lunch to get extra assistance with unmastered concepts. Once students enter the eleventh and twelfth grades and begin taking courses at the community college, two teachers will be assigned to monitor the students when they are not in seated college classes. These two teachers will assist students with scheduling meetings with college staff when necessary and will work to direct students toward any resources found on the college campus, such as resource/tutoring labs. These teachers will also be responsible for monitoring student grades on a weekly basis. If students begin to approach 70% in any course, measures will be put in place to help students focus on prioritizing assignments, managing time, and breaking down information to better prepare for class and tests. If strategies, including MTSS, are unsuccessful, students will be referred for further testing which may include Exceptional Children services.

Q48. 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.



The school will hire faculty with expertise in working with special populations and “at risk” students. The number and specific types will reflect the needs of the student population. Administration and staff at the school being replicated, Chatham Charter, have extensive experience in working with special populations and have a strong track record of helping students at risk of dropping out find avenues of academic success that prevent them from dropping out of school. The Chatham Charter support level would be strong as Central Carolina Academy opens and establishes equally solid practices in meeting varied student needs. Staff will work with families to identify special populations and “at risk” students upon acceptance into the school. If students come from other schools with specialized plans, a team will review them and determine how to best update and implement student needs. Decisions will be guided by previous data, input from students and families, and additional testing as needed. Once a school year begins, if teachers, parents/guardians, or students themselves raise concerns, a referral system will be in place to assess areas of concern and react appropriately to meet student needs.

Q49. 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.

a. Per State Board of Education requirement, Central Carolina Academy staff will administer a Home Language Survey as all students initially enroll. The WIDA Screener assessment will be used for incoming students in grades 6-12 to assist with English learner identification and placement. If a transfer student identified as EL has English language proficiency scores in his or her cumulative record, those scores will be used. If the scores are not received, Central Carolina Academy staff will administer the WIDA Screener within thirty calendar days of the student’s enrollment. (The English Learners webpage(s) on the North Carolina Department of Public Instruction website was used as a source of information for this response.)

A school team, composed of administration, regular education teachers, ESL teacher, and the Student Services team, will be able to provide guidance if a student is underperforming and questions arise about whether impediments other than language acquisition are impacting achievement. In its May 2017 issue of *WIDA Focus on Identifying ELLs with Specific Learning Disabilities: Facts, Advice, and Resources for School Teams*, researchers recommend considering the whole child in a variety of environments will more accurately build a body of evidence and allow the school to correctly identify the issue or disability.



b. A strong model for English language development will be crucial for English learners at Central Carolina Academy because of the college preparatory focus. The foundation of the English language development program will be determining the best ways to empower EL students with top notch tools for English acquisition so they are not hindered by language barriers.

8/5/2020

Unlike traditional school districts, charter school staff take on many of the roles central office departments typically provide. At Central Carolina Academy, the central services team and ESL teacher would need to take a leadership role in program development, monitoring effectiveness, and furnishing targeted workshops for classroom teachers. By having ongoing support, teachers will effectively differentiate instruction in order to meet EL students where they are academically and in their mastery of English, yet still incorporate adequate rigor in helping them strive for full English language proficiency and for participation in the Career and College Promise as high school upperclassmen. The English Language Development Standard Course of Study (ELD SCS) would guide teachers in helping EL students achieve these goals. It provides comprehensive resources for planning lessons, developing strategies, and modifying instruction in ways that match student English proficiency levels. The ESL teacher would work closely with classroom teachers to ensure the individual needs of each EL student is consistently met. A mix of inclusion and working separately with the ESL teacher would be among the options for instructional delivery. A team approach (administration, regular education teachers, ESL teacher, and Student Services team) in monitoring EL student progress throughout the school year would assist in ensuring each student has the equitable access as well as the most appropriate support systems and modifications to make expected gains in English acquisition. In middle and high school grades, careful attention to class scheduling would also be an element of setting EL students up for success.

Opportunities outside the classroom setting for English development will also be invaluable. Partnering EL students with peers who would welcome the opportunity to mentor, tutor, and consistently practice English in conversational settings that are less high stakes than academic ones would be beneficial for English learners as well as native speakers. Seeking out community volunteers to read with EL students and assist in literacy tutoring would expand the scope of English language development at Central Carolina Academy.

Along with extra support systems for students, a high level of family engagement will be essential for students to progress well. The school will maintain strong and frequent channels of communication with families; explore ways to provide resources for helping with homework and studying with students; and



encourage adult family members who have limited English proficiency to take advantage of area offerings to strengthen their mastery such as the English as a Second Language program at Central Carolina Community College.

8/5/2020

c. Administration and faculty would tap into the expertise of the NCDPI ESL/Title III Team for support in developing resources; securing the most helpful professional development opportunities; collecting and reporting EL and Immigrant headcount data; following their guidance (in collaboration with the NCDPI Accountability Division) in regard to ACCESS testing and subgroup data analysis; and consulting these and other DPI service areas to ensure the school complies with state and federal regulations. Results from the annual administration of the ACCESS for ELLs test will determine whether or not a student qualifies to exit EL status based on the overall composite score set by the state.

d. Central Carolina Academy will devote adequate staffing resources for any special populations of students, including English learners. A teacher licensed in English as a Second Language (ESL) would be a schoolwide leader in meeting the unique needs of English learners. By joining the professional collaborations such as the NC EL Teacher Network, the teacher would have an expanded network of resources and colleagues in staying abreast of best practices.

Q50. 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. 8/5/2020

The AIG plan is built into the overall curriculum model which drives all students toward all college courses by eleventh grade. Teachers at Central Carolina Academy will teach all students as if they were academically gifted and provide scaffolded supports when students struggle to meet expectations. In this way, it is expected that all students will strive to reach their full potential. MTSS and DOK strategies will be used to individualize plans for students who continually exceed expectations and need differentiated instruction to meet their needs. Students may even use alternative scheduling to take courses that meet their academic needs.

9.3. Exceptional Children

Q51. Identification and Records 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.

Once a student has been accepted into the school, staff will inquire if the student has previously been eligible for special education services or had a 504 plan at a previous school. Staff will also review cumulative records as students transfer to Central Carolina Academy to ensure appropriate measures are taken to deliver appropriate services. Exceptional Children teachers, who have access to ECATS, will also use a roster of all newly enrolled students to check whether a student has already been identified for service eligibility.

Q52. 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.

The school will annually publicize the "Child Find" initiative through printed materials posted on campus and in its rapid communication announcements. Staff will implement the Multi-Tiered System of Supports (MTSS) framework in providing academic and behavioral strategies. Classroom evidence documenting rate of academic progress, testing by a licensed psychologist contracted by the school, and documentation from medical and mental health professionals will be considered in the review process. All required state and federal timelines will be followed during the referral process.

Q53. 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 schoolsb. Record Confidentiality (on site)c. Record Compliance (on site)

a. Requesting Records from previous schools - When students are officially accepted for enrollment, a designated staff member will request records from the previous school.



b. Record Confidentiality (on site) - All student records will be kept in locked storage areas not accessible to students and only used by staff members who must access records to do their job. Files will be audited by legally authorized staff who have specific job responsibilities that pertain to records retention.

8/5/2020

c. Record Compliance (on site) - Staff assigned to help the school remain in compliance with local, state, and federal regulations by meeting with designated teams to review, reassess, and update student records, including those of students with disabilities and 504 Accommodation plans. Meetings will be held in private campus settings that ensure student rights are protected.

Q54. Exceptional Children's Programming Explain how you will meet the learning needs of students with mild, moderate, and severe disabilities in the least restrictive environment possible.

Inclusion will be the primary format for meeting the learning needs of students with mild and moderate disabilities in the least restrictive environment. A licensed Exceptional Children's teacher will collaborate closely with classroom teachers to support direct instruction, to modify assignments in compliance with an IEP, and to reinforce important skill building necessary for classroom success. Testing in a separate setting and other accommodations will also be implemented according to the IEP. Because the IEP is a fluid document that evolves as student needs change, the IEP team that includes faculty, parents/guardians, and administration will meet as often as necessary to refine accommodations. Students with severe disabilities are likely to need a resource or separate setting. This could include hiring additional educational specialists to respond to a student's specialized needs.

Q55. 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?

A Student Services support team will help in directing support to students of concern throughout the school. The team will consider academic, mental/social/emotional, and a wide range of potential influences in working to provide interventions for improvement. The school will contract an occupational therapist, physical therapist, and speech pathologist on an as-needed basis. When eleventh and twelfth graders take community college courses, Central Carolina Academy faculty will notify the appropriate community college staff of students who receive Exceptional Children services so the community college can cycle the student through its support system.

Q56. Describe the methods and support systems that will be in place to ensure students with disabilities receive a Free and Appropriate Public Education (FAPE).

Exceptional Children staff will identify students, evaluate and assess students; update plans; and communicate often with students, parents/guardians, general education teachers, administration and related services personnel to ensure the needs of students are met at the highest level possible in



providing them with a Free and Appropriate Public Education. EC teachers will consult with the Exceptional Children Division staff at the NC Department of Public Instruction to comply with state and federal regulations as well.

Q57. Describe how implementation of the Individualized Education Plan (IEP) will be monitored and reported to the student, parents and relevant staff.

Exceptional Children teachers will meet with general education teachers of all students who have an IEP. The EC teacher will review accommodations and service delivery, answer questions teachers have, and monitor compliance during classroom inclusion. The EC teachers will coordinate with general education teachers to administer tests in the most appropriate setting. The IEP team for each student will meet annually and at any other times needed to review and discuss the effectiveness of the IEP goals and accommodations. Middle and high school students will be strongly encouraged to attend and advocate for themselves.

Q58. Describe the proposed plan for providing related services and to have qualified staffing adequate for the anticipated special needs population.

The annual school budget, prepared each spring, will reflect anticipated needs based upon EC headcount numbers and individual student needs. The school will contract an occupational therapist, physical therapist, and speech pathologist on an as-needed basis. Services will be provided on campus in designated confidential settings. The plan would take into consideration if one-on-one teacher assistants or other staffing was necessary.

9.4. Student Performance Standards

Q59. Describe the student performance standards for the school as a whole.

Central Carolina Academy will have a college preparatory focus. In engaging students to be successful from middle school through high school graduation, administration and staff will establish rigorous academic achievement standards, resources to fortify student efforts, and continuity of instructional and “unwritten curriculum” skills such as organizational skills, self-motivation, and resiliency. As a grades 6-12 school, creating and constantly improving strong building blocks between grade levels will be essential in guiding students toward achievement at every level. Students who are held to high expectations and given the support to reach them will rise to the challenge. The school will follow state and local performance standards in measuring achievement levels and determining if students have mastered grade level content adequately in order to be promoted to the next grade level and, for twelfth graders, to graduate high school.



Q60. 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.

8/5/2020

Central Carolina Academy will use third party assessment tools (i.e. Mastery Connect, TE21, Star Reading/Math, etc.) to generate data for teachers, students and families to use as a measurement of academic achievement/growth. The assessments will be daily, weekly, and quarterly as needed. At the beginning of each quarter, teachers will implement a pretest on upcoming curriculum standards to establish a baseline of student understanding. At the end of the quarter, a benchmark will be given and shared with students and parents/guardians. If students are not on track to meet the expectations set forth by the teacher, a measurable remediation plan will be created and implemented and maintained until the next assessment is given. Star Reading and Math (as well as Freckle) can be used in conjunction with regular classroom instruction. These programs help students target areas where they are weak, or as students do better, the program becomes more difficult. If students are struggling, the program adjusts until they become successful. Teachers are able to monitor the progress of each student as they progress.

Q61. 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 section below details the policies and standards for promoting students. It is based upon state standards for grade promotion and high school graduation. The individualized education plans of students with special needs, along with classroom evidence throughout a school year, will guide regular education teachers, Exceptional Children teachers, and administration in determining whether or not they are ready to advance to the next grade level. For students with Extended Content Standards, EC teachers base promotion on students demonstrating mastery of specific goals. IEP goals and objectives for students in the inclusion setting are standard based and promotion is based on the students' mastery of grade level standards when provided with accommodations and modifications per the IEP. The requirements listed below will be published annually in the student handbook and reviewed with families of students who are at risk of not being promoted to the next grade level. These conversations will be held proactively in order for all stakeholders to work with the student to meet grade level standards as early as possible in the school year.

Grades 6-8

Students are expected to pass all subjects along with the NC state accountability requirements with at least a Level III or be in danger of retention. Subjects include language arts, math, science, social studies, and electives. All are taken into consideration in determining whether or not students have mastered



grade level content adequately in order to be promoted to the next grade level.
Powered by  EdLusion

8/5/2020

High School

Students entering the ninth grade are required to have been promoted from eighth grade. Students entering tenth grade are required to have earned a minimum of six course credits in ninth grade. One of these credits must be in English. Students entering eleventh grade are required to have earned a minimum of thirteen course credits over the course of ninth and tenth grades. Two of these credits must be in English. Students entering twelfth grade are required to have earned a minimum of twenty course credits in ninth through eleventh grades. Three of these credits must be in English.

Q62. Provide the public charter school's exit standards for graduating ALL students. These standards should set forth what students in the last grade served will know and be able to do. Be sure to include plans for students at risk of dropping out.

The Central Carolina Academy Board of Directors will require students to successfully complete a combination of twenty-eight course units (twenty-two state-mandated, plus six additional locally-mandated) in order to graduate from high school. Transcript checks by the college liaison will assure that all students maintain the correct course sequence required for graduation. Allowing a student to take a summer course through the North Carolina Virtual Public School would be an option if a student was off track for promotion.

Teachers, support staff, administrators, and the college liaison will work collaboratively with students and their families to help students who are at risk of dropping out of school. Anything negatively impacting the student and potentially preventing him or her from completing requirements for high school graduation will be considered. Support resources The Student Services team will monitor needs that arise and assist in recommending mechanisms for intervention and support.

9.5. School Culture and Discipline

Q63. 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 of Central Carolina Academy will be epitomized by the overall successes of its Soaring Eagles student body. The acronym of the CCA school mascot, an EAGLE, captures the values the students will exhibit ... (E) Enthusiastic, (A) Admirable (G) Goal-oriented, (L) Life-Long Learners, and (E) Empowered.



Enthusiastic will be a trait that all CCA Eagles will exhibit. With a student-centered instructional approach and a passionate faculty and staff on hand to ensure that students are excited participants in both curricular and extracurricular activities. A smaller, more personalized instructional setting also will contribute to the daily comfort level of the CCA student body.

CCA students will be admirable in both terms of academic achievement and their abilities to work with their peers, teachers and the community. In addition to a strong core curriculum instructional foundation based upon student-centered activities, CCA will provide students with life skills strategies that will make them proud members of both the school and business community.

Goal-oriented will describe CCA students on a daily basis. With standards-based instructional and assessment strategies driving teacher curriculum delivery, students will become data-driven academic successes by design. Furthermore, the CCA culture and climate will cultivate goal-driven achievement both in the classroom and in extra-curricular activities, a trait that will follow CCA students and graduates throughout life.

Life-long learners will describe CCA students and alumni. A passion for academic and extracurricular success will be cultivated by a highly qualified staff, an eager student body, and a welcoming community that benefits from our career and college readiness program.

Empowered is a trait that students will exhibit from their first day on campus. A student-centered climate will meet each student where they are academically and socially, and mastery learning and differentiated and goal-driven instruction will create a comfort level for students to be content with where they are now, but more importantly, empowered to set learning goals that will produce growth-minded individuals.

In conclusion, CCA will produce students who are Soaring EAGLES in the truest sense of the word.

Q64. 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.

Powered by EdLusion

8/5/2020

Prior to the opening of Central Carolina Academy, the administration will develop talking points and visual aids in clearly articulating the basic school culture themes that the stakeholder groups will gradually work together to implement and hone. The beauty of starting a new school is that the initial group of staff, students, and families play an integral role in the life of the school. The standards, traditions, and patterns they help to establish are vital. If cultivated correctly, these roots can build a durable cultural cornerstone at CCA for those who will be part of the school family in the years to come to build upon. All pre-opening meetings and interactions will promote the themes of the school and how each person connected with it has a role in making the school a success. Quickly acclimating staff, students and parents/guardians to the academic program and its goals will be an important element of the process. Pride in the heights students will reach is a message that everyone can circulate within the school environment and in the community. Celebration points along the timeline in the months leading up to the official school opening will allow everyone to absorb basic themes of the school culture and, at the same time, begin their journey in helping create a positive, lasting school culture. These points will include meetings, an open house, and a ribbon cutting ceremony. A particularly monumental culture-building event will be the first day of school during which significant energy can be devoted to ways the culture of CCA can begin to permeate through every aspect of the school and its people.

Anyone (student, family, or staff) who enters mid-year will be treated to an abbreviated orientation that includes academic program details, school celebration points, and expectations in carrying out their roles for school success.

Q65. 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.

a. Practices the school will use to promote effective discipline.

The goal of Central Carolina Academy is to engage students so actively in outstanding instruction and other school activities that they focus on them instead of distractions that can lead to classroom management or discipline issues. By creating a school environment in which privileges are afforded to students, their desire to keep the privileges should predominate. By setting high expectations and putting mechanisms in place for students to achieve them, students rise to the occasion. Positive peer pressure is



Powered by EdLusion 8/5/2020

a powerful tool within a student body that can promote leadership, school climate and culture, and help wavering students to make better choices. These philosophies complement the school's college preparatory focus as well as its mission and vision. High expectations are meant to inspire students to learn, grow, and achieve in ways that are often greater than their initial expectations for themselves. By instilling good habits, behaviors, and skills, students are well prepared for a rigorous academic environment while at Central Carolina Academy and upon graduation.

b. A preliminary list and definitions of the offenses which may result in suspension or expulsion of students.

The majority of consequences for offenses in the student code of conduct will be served within the school setting. However, some serious offenses and repeated occurrences of other offenses will result in short-term, long-term suspension, or even expulsion and referral to law enforcement. A necessary consideration in determining disciplinary action in a combined middle and high school setting is the age of the student. Disciplinary actions will be clearly delineated by grade level or configuration within the student handbook. For purposes of this application question, the most severe level of disciplinary action will be noted.

Offenses with out-of-school (OSS) suspension on the first offense:

Inappropriate interpersonal behavior (up to to 3 days), buying or selling from another student (1-3 days), offenses related to smoking and tobacco products (1 day), gambling (1-5 days), indecent exposure/sexual behavior (5 days), communicating threats, act of violence to students (5 days), weapon possession, harassment and bullying (1 day of ISS - 5 days OSS), cyberbullying of an employee (10 days), sexual harassment (3 days)

Offenses with one day of out-of-school suspension on the third offense:

Class or activity disturbance, inappropriate interpersonal behavior, inappropriate literature and illustrations, damage to property (1-3 days OSS), plagiarism or cheating, skipping school, forging a note, theft, damage to property (1-3 days OSS)



Other offenses involving out-of-school suspension disciplinary action:
Powered by  EdLusion

8/5/2020

- Disrespect (toward others, self or the school): 1 day OSS, 4th offense
- Noncompliance (with school rules and directions of personnel): 1 day OSS, 3rd offense
- Inappropriate language: 1 day OSS, 4th offense
- Inappropriate physical contact (horseplay): 1 day OSS, 4th offense
- Dress code violation: 1 day OSS, 5th offense
- Technology violation: varying days of OSS depending on severity of the offense

Offenses involving long-term suspension or expulsion on the first offense:

- Bomb threats and/or false fire alarms: recommendation for long-term suspension
- Weapon possession: suspension or expulsion
- Possession, use, buying and/or selling of illegal controlled substances and alcohol: recommendation for long-term suspension
- Act of violence to staff: long term suspension or expulsion

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.

Exceptional Children teachers, classroom teachers, students with disabilities, their parents/guardians, and administration will work together to ensure individualized education plans (IEPs) are correctly implemented and in handling discipline issues. As with any student having discipline issues, stakeholders will proactively look for interventions to prevent further issues. Handbook infractions can be followed normally as long as the number of days an EC student is suspended does not reach ten days (cumulatively or in a single infraction). The school and IEP team will follow the process set forth in IDEA Section 1415 (k) (1). At the ten-day point, a determination of whether there is a change in placement is necessary. Additionally, relevant members of the IEP team will convene to determine: “(I) (<https://sites.ed.gov/idea/statute-chapter-33/subchapter-ii/1415/k/1/E/i/I>) if the conduct in question was caused by, or had a direct and substantial relationship to, the child’s disability; or (II)



(<https://sites.ed.gov/idea/statute-chapter-33/subchapter-ii/1415/k/1/E/i/II>) if the conduct in question was the direct result of the local educational agency's failure to implement the IEP." (IDEA Section 1415(k)(1)(E)(i). If the team determines the conduct was a manifestation of the student's disability, the team will conduct a functional behavioral assessment and implement a behavioral intervention plan instead of the suspension disciplinary action. Note: There are special circumstances outlined in the IDEA legislation involving weapons, illegal substances or inflicting serious bodily harm that do not require this process before removing a student to an alternative educational setting for not more than 45 days.

<https://sites.ed.gov/idea/statute-chapter-33/subchapter-ii/1415/k/1> (<https://sites.ed.gov/idea/statute-chapter-33/subchapter-ii/1415/k/1>)

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

Information related to due process rights, including grievance procedures, is outlined in the student handbook which will be updated and shared with families at the beginning of each school year. The handbook will be available on the school website as well.

9.6. Certify

Q66. This subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application

- ☒ Yes
☐ No

Comments :

The Central Carolina Academy application is a replication of Chatham Charter School. Pending State Board of Education approval, it will hopefully be able to form a conglomerate of partner schools with Chatham Charter School and, also pending State Board of Education approval, Spartan Charter School. Consequently, some portions of the application are identical for replication purposes.

Q67. Explanation (optional):

10. Governance and Capacity

Powered by  EdLusion

8/5/2020

10.1. School Governing Body

Q68. Name of Private Non-profit

- Private Non-profit Corporation (NCGS 115C-218.1)
- The nonprofit corporation must be officially authorized by the NC Secretary of State upon application submission.

Central Carolina Academy

Q69. Mailing Address

PO Box 2753

Sanford NC 27331

Q70. Street Address

none yet

Q71. City/State/Zip

Sanford NC

Q72. Phone (xxx-xxx-xxxx)

None

Q73. Fax: (xxx-xxx-xxxx)

N

Q74. Name of Registered Agent and Address

Jeffry Frye

321 Westport Place 27330

Sanford NC

Q75. The private non-profit listed as the responsible organization for the proposed charter school has 501(c)(3) status.

- 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.

☐ Yes



☒ No
Powered by EdLusion
☐ N/A. The applicant is a tax-exempt municipality

8/5/2020

Q76. **Federal Tax ID:**

Not as of yet.

10.2. 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.

Q77. **Using the attached resource as a template, please complete the table depicting the initial members of the nonprofit organization**

☒ Upload Required File Type: pdf, image, excel, word, text Max File Size: 30 Total Files Count: 3

Resources :



Evidence :

Initial Members of the Nonprofi...

Q78. **Describe the governance structure of the proposed charter school, including the governing board's functions, primary duties, roles and responsibilities as it relates to overseeing the charter school. Include how the board will recruit, hire, and supervise the lead administrator**

The governance structure of Central Carolina Academy shall be a membership corporation which will hold an annual meeting for the members. Membership in the corporation is open to interested parties from the geographical areas from which future students will commute; parents/guardians; and from the conglomeration of partner schools. The board of directors will be elected as designated in the bylaws.



The primary functions of the board of directors are numerous. First and foremost the board of directors runs the business of the school. The board of directors will be responsible for the financial management of the school's funding including all yearly expenses and any capital expenditures. The board will be fiscally responsible in its decision-making in the best interest of all who attend the school. Second, the board will adopt and manage the policies of the school. As a replication school CCA shall adopt the policies of Chatham Charter School. Policies may be adapted and new policies adopted by this board as needed. Third, the board will contract with and participate in an annual review of the head of school.

The success of a charter school is directly linked to a strong business-oriented board of directors that run the business of the school and hires a highly qualified, experienced, innovative head of school. Dr. John Eldridge, who is currently the head of Chatham Charter School, will become the head of CCA in this replication process through a newly formed conglomeration of partner schools.

Q79. Describe the size, current and desired composition, powers, and duties of the governing board

The bylaws of the proposed CCA state that the board will be no less than five and no more than eleven members. The board is currently five dedicated, enthusiastic, business-oriented people with varied experiences.

The board will have the power to run the business of the school, choose the head of school, and enter into a contract with all employees. It is the duty of the board to uphold the school's mission and vision in all of its decision-making doing what is best for all stakeholders. All board members will submit to a background check. There will be yearly training of members offering board development to help them provide exemplary governance to CCA. All new board members will receive training to ensure they understand their role and purpose in the success of a charter school. This training will include, but not be limited to, management of policies adopted by CCA, North Carolina charter school law, North Carolina open meetings law, State Board of Education policies, and conflict of interest.

Q80. 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.

Members of the Central Carolina Academy board have the passion, time, relevant skills and experience necessary to run the business of the school. The current board members have extensive proven professional experience in, but not limited to:



1. Exceptional Children
2. Recruiting and hiring process

8/5/2020

3. Performance management process
4. Leadership development
5. Finance & accounting
6. Compliance
7. Fundraising
8. Networking
9. Nonprofit and educational board experience
10. Strategic planning
11. Entrepreneurship
12. Business acumen
13. Community leadership

All of the above qualifications are needed to build a successful foundation in developing and launching Central Carolina Academy.

Q81. Explain how this governance structure and composition will help ensure that a. The school will be an educational and operational success; b. The board will evaluate the success of the school and school leader; and c. There will be active and effective representation of key stakeholders, including parents.

The governance structure and composition of the proposed CCA help ensure the school will be an educational and operational success because, as a replication of Chatham Charter School, the board will start with an already successful model. By implementing the same educational plan, hiring the same head of school, and adopting the policies and board practices of Chatham Charter, CCA leadership has made great strides in the beginning processes for both educational and operational success. Because CCA is a replication of Chatham Charter School, the board of directors will work closely with the administration of Chatham Charter to prepare for elements of a new school opening from the application period forward. Having the model of a successful school will expedite and simplify many of the challenges typically faced by a new school.

The board will evaluate the success of the school and the school leader. The central services team will provide a wide variety of achievement data to the board, which will meet monthly during the school year. The board will also have a three-year strategic plan. In an effort to strengthen the replication, the board of directors will have ad hoc members of each board to attend monthly meetings of the conglomeration of partner schools.



Powered by  EdLusion

8/5/2020

The membership corporation is the body from which the board of directors is elected. An important goal is for the board to be representative of the geographic and other demographic characteristics of the school community. Each year the board will ask families in the school to join the corporation. This affords parents and guardians the opportunity to be key players in the business of the school.

Q82. 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?

A core group of Lee County individuals interested in starting a charter school recruited from contacts made during the survey period to be a part of the leadership team. Interested parties recruited others from the community with the business acumen and the experience necessary to run the business of CCA. In preparation for its petition to the State Board of Education for charter approval, the corporation elected the founding board.

The bylaws require that board of director vacancies be filled by appointment through a majority vote of the remaining members. Each appointee shall fulfill the unexpired term. Future board members will come from the corporation membership. Membership in the corporation is open to interested parties from the geographical areas from which future students commute and from the conglomeration of partner schools. All who join the CCA family will be invited to join the membership corporation. With its current five members, the eleven-member board maximum and five-member minimum will allow the board to add up to six more members after receiving State Board of Education approval.

Q83. Describe the group's ties to and/or knowledge of the target community.

The backgrounds of all the board members enable each member to understand the current pulse, needs and challenges of this community. In addition to each individual's success and effectiveness from his or her respective career fields, board members demonstrate a commitment to the local area by volunteering for additional community organizations in various capacities and active involvement in faith-based organizations.

Q84. Outline the strategic board calendar detailing how often the board will meet according to the bylaws established.

Regular meetings of the board of directors shall be held monthly at such date and time as the board of directors may determine.

Q85. 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.



CCA board members participated in “pre-application” training in July 2020 on the following topics:

1. Governance
2. Central Carolina Academy bylaws
3. Board member responsibilities
4. Charter school laws, policies & procedures
5. Financial audit preparation & training

The CCA board members will receive annual update training on any changes related to charter school laws or related topics determined as relevant to the continued success of CCA.

Q86. 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

All directors will complete and sign a conflict of interest statement annually. No director or officer shall use his or her position as a director or officer of the Corporation for his/her own direct or indirect financial gain. No officer, member, or employee of this organization, or any other individual, shall now or hereafter, receive or be entitled to any part of the net earnings of the corporation or to any portion of the funds contributed to it. A director or officer having a conflict of interest or a conflict of responsibility on any matter involving the Corporation and any other business or person shall refrain from voting on such matters.

Q87. Explain the decision-making processes the board will use to develop school policies.

As leadership of a replication school, the board will review and adopt the established policies of Chatham Charter School. As school policies need to be amended or added, the board of directors will be guided, but not limited, by the following sources:

1. North Carolina laws
2. State Board of Education regulations
3. Special committee feedback and/or reports
4. Central services team, building level administration, and faculty/staff feedback and reports
5. Accredited professional consulting firms and experts in fields
6. Governmental agencies
7. Subjective feedback from the community and/or student body



The board will review and discuss either changes to existing policies or adding policies and come to consensus by majority vote. If the board is unable to come to consensus on any specific policy changes or additions, the topic(s) will be tabled until additional information can be presented in a later meeting date.

Q88. 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.

School-based organizations will be formed as interest emerges and the opening of the school proceeds after granted State Board approval.

Q89. Discuss the school's grievance process for parents and staff members

The board shall adopt policies that outline the procedures for parent grievances. These policies will be found in the student handbook and will be posted online under the board of directors information. The same chain of command is used for parents grievances as is used for employees. The grievance shall be brought by the parents to the teacher or staff member first. However, in the event that reconciliation does not occur, the immediate supervisor will be notified and will become involved in the dispute. If the immediate supervisor cannot resolve the dispute, the employees will put their grievance in writing and submit them to the head of school. If the head of school is unable to resolve the issue, the board of directors will be notified and a date and time will be set for the issue to be heard by the board. If the grievance is with the head of school and is unable to be resolved, the board will investigate the issue and respond in a timely manner to all parties involved in the grievance. If necessary, the board may seek legal counsel to help bring resolution to the situation with the ultimate goal of resolving the matter in a fair and equitable manner for all parties involved. The board of directors has the final authority with regard to matters pertaining to grievances.

The board shall adopt policies that outline the procedures for employee grievances and/or termination. These policies will be posted online and referenced in the staff handbook. It is the expectation of the board that reconciliation occurs between the employees involved in the grievance. However, in the event that reconciliation does not occur, the immediate supervisor will be notified and will become involved in the dispute. If the immediate supervisor cannot resolve the dispute, the employees will put their grievance in writing and submit them to the head of school. If the head of school is unable to resolve the issue, the board of directors will be notified and a date and time will be set for the issue to be heard by the board. If the grievance is with the head of school and is unable to be resolved, the board will investigate the issue



and respond in a timely manner to all parties involved in the grievance. If necessary, the board may seek legal counsel to help bring resolution to the situation with the ultimate goal of resolving the matter in a fair and equitable manner for all parties involved. The board of directors has the final authority with regard to matters pertaining to grievances among employees. Termination of an employee will be at the discretion of the head of school and will be recommended as a result of poor performance, a violation of board policies, or any situation that proves to be detrimental to the mission of the school. As with a grievance, the employee may ask for the board of directors to investigate the termination of his/her contract. Again, the board of directors has the final authority to approve the termination of any employee.

Q90. 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).

☒ Upload Required File Type: pdf, image, excel, word, text Max File Size: 30 Total Files Count: 5

Evidence :



Appendix G.CCA Organizational ...

Q91. 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

☒ Upload Required File Type: pdf, excel, word Max File Size: 30 Total Files Count: 50

Resources :



Evidence :

Powered by EdLusion

Appendix H - CCA Charter Schoo...

8/5/2020

Q92. [Attach Appendix I Charter School Board Member Background Certification Statement and Completed Background Check for Each Board Member](#)

☒ Upload Required File Type: pdf, image, excel, word, text Max File Size: 30 Total Files Count: 50

Resources :



Evidence :

Appendix I - CCA Board Member...

Q93. [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.

☒ Upload Required File Type: pdf, image, excel, word, text Max File Size: 30 Total Files Count: 3

Evidence :

Appendix J_ Proposed Bylaws of ...

Q94. [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.

☒ Upload Required File Type: pdf, image, excel, word, text Max File Size: 30 Total Files Count: 5

Evidence :

Appendix K - CCA Articles of Inc...



10.3. Staffing Plans, Hiring, and Management

Powered by EdLusion

8/5/2020

Q95. Projected Staff 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.

The staffing chart for this question is attached as a PDF.

Resources :



Evidence :



Q172 Projected Staff (Central Ca...

Q96. Staffing Plans, Hiring, and Management. Explain the board's strategy for recruiting and retaining high-performing teachers.

The board of directors is highly focused on recruiting and retaining the most qualified teachers possible for the students. The goal is for 100% of the teachers to be licensed in the area they are hired to teach, but in the event that the best candidate is not licensed, the administration will adhere to state statutes requirements that a minimum of 50% of the staff will be licensed in the area they were hired to teach. Teacher pay will meet or exceed the North Carolina teacher salary schedule, and the school will create a benefit package that is competitive with that of the North Carolina State Employee program. The employees will be encouraged to participate in a 401k retirement plan, and the board will provide an incentive-based matching program based on the employee's years of service to the school. The school will use an online job posting service (i.e. JazzHR, etc.) to advertise and fill open positions, which will allow administration to broaden searches through online job posting sites (i.e. Monster.com, CareerBuilder.com, etc.). The link to advertise open positions will be found on the school website and will be managed by the school administration. The following steps will also be implemented to ensure recruitment and retention of highly qualified teachers and staff:

1. Create and communicate job descriptions and handbooks for all positions in order to clearly communicate high expectations for staff and school personnel.



2. Work to promote job opportunities at job fairs, through online job posting sites, and other venues aimed at recruiting highly qualified teachers and staff.
3. Work with DPI staff to establish and maintain a highly effective Beginning Teacher Support Program (BTSP) for teachers who are in their first three years of teaching. As a part of this program, the school will train and compensate mentors who will work with beginning teachers.
4. Through the replication processes, the goal will be to create a conglomeration of partner schools focused on establishing a strong network of professional learning communities and common staff development opportunities for teachers/staff. This will also open doors for teachers to visit, observe, and dialogue with teachers at partner schools.
5. Administration will work to identify teacher leadership and include them in decision making when applicable (i.e. scheduling issues, staff development needs, school improvement efforts, etc.).
6. The school will utilize the biannual North Carolina Teacher Working Conditions Survey results to identify growth opportunities for the using their feedback.
7. School administration and teachers through the use of the NC Educator Effectiveness System (NCEES) to establish growth plans, will conduct observations/evaluations, and provide feedback in an effort to support teacher growth.
8. The lead administrator at the school level, through the approval of the board, will be responsible for the hiring process. When appropriate, the lead administrator will involve other teachers/staff to join in the hiring process in an effort to gain their feedback in securing an employee that will be the best fit for the team and for the students.

Q97. 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

This is a replication application and the Board's intention is to replicate Chatham Charter School (19A). If this application is approved, the Board will be contracting Dr. John A. Eldridge (head of school for Chatham Charter) to be the head of CCA. Dr. Eldridge is a 28 year North Carolina public school veteran who has been an elementary teacher, middle and high school assistant principal/principal, a regional superintendent for the Enrichment Region of Guilford County Schools, and has been the head of Chatham Charter for the last nine years. Under his leadership, Chatham Central High School improved its EOC scores from the low 60's to 89% in four years. He was named the Wachovia Regional Principal of the Year in 2004 (the first principal to earn this honor for Chatham County). As the regional superintendent of the



Enrichment Region of Guilford County School (GCS), Dr. Eldridge was responsible for the improvement of the five lowest performing schools in GCS. He evaluated principals, worked with his team to establish staff development, common teaching strategies modeled after the mastery learning concept, created benchmarks and worked with community leaders and stakeholders to create support networks aimed at improving the quality of education in the schools he served. Nearly all the schools under his leadership were removed from the low-performing schools list and made as much as twenty to thirty points of growth as measured by the North Carolina ABCs testing program. During his tenure as the head of school for Chatham Charter, the school has exceeded growth three times and met growth three times. In 2014, Chatham Charter added a high school to the already existing K-8 programs. The school implemented the North Carolina Career and College Promise Pathways curriculum and is now seeing students graduating from high school with an average of 35 transferable college credits. Dr. Eldridge will be working with school based administration and staff to oversee the replication of his already existing programs in grades K-12.

Q98. Attach in Appendix O the School Leader's Resumelf school leader has been identified, include the school leader's one-page resume in Appendix O.

☒ Upload Required File Type: pdf, image, excel, word, text Max File Size: 30 Total Files Count: 5

Evidence :



Appendix O_ CCA School Leader'...

Q99. Provide a description of the relationship that will exist between the charter school employees and the school's board of directors.

The board recognizes that its role is to manage the business of the school and will hire and supervise the head of school. The head of school will be responsible for hiring and evaluating the staff and teachers. The head of school and board will work closely together to create policies that outline procedures for hiring/firing, grievances, etc., and will clearly articulate those policies to ensure all employees understand their rights and responsibilities. The board will, at times, communicate with staff through the head of school when necessary.

Q100. Outline the school's proposed salary range and employment benefits for all levels of employment.

The board of directors intends to follow the North Carolina pay scale for teachers and non-certified staff honoring their years of experience in the area in which they were hired. All full-time employees will have the option of employer paid health insurance and will have the ability to participate in a 401k retirement plan. The 401k plan will have an incentive match based on the longevity of the employee. For each \$1.00 contributed by the employee, up to six percent of his/her pay, the board will add \$0.50 to the account.



Employee contributions are 100% vested, while the employer contributions will be vested as follows: less than two years 0%, two years 20%, three years 40%, four years, 50%, five years, 80%, and six years or more 100%. The board will reserve the right to negotiate positions as needed that may exceed the North Carolina state employee pay scale.

Q101. Provide the procedures for handling employee grievances and/or termination

The board shall adopt policies that outline the procedures for employee grievances and/or termination. These policies will be referenced in the employee handbook and will be posted online under the board of directors information. They will be reviewed with staff at the beginning of each school year to update returning employees as well as inform new employees. It is the expectation of the board that reconciliation occurs between the employees involved in the grievance. However, in the event that reconciliation does not occur, the immediate supervisor will be notified and will become involved in the dispute. If the immediate supervisor cannot resolve the dispute, the employee will put the grievance in writing and submit them to the head of school. If the head of school is unable to resolve the issue, the board of Directors will be notified and a date and time will be set for the issue to be heard by the board. If the grievance is with the head of school and is unable to be resolved, the board will investigate the issue and respond in a timely manner to all parties involved in the grievance. If necessary, the board may seek legal counsel to help bring resolution to the situation with the ultimate goal of resolving the matter in a fair and equitable manner for all parties involved. The Board of Directors has the final authority with regard to matters pertaining to grievances among employees. Termination of an employee will be at the discretion of the head of school and will be recommended as a result of poor performance, a violation of board policies, or any situation that proves to be detrimental to the mission of the school. As with a grievance, the employee may request that the board of directors investigate the termination of his/her contract. Again, the board of directors has the final authority to approve the termination of any employee.

Q102. Identify any positions that will have dual responsibilities and the funding source for each position

At this time, there is no plan to hire positions with dual responsibilities. This application is a replication of Chatham Charter School, which has been helpful in providing guidance on staffing based on its current enrollment data and budgeting information from the state and Acadia NorthStar.

Q103. 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

This application is a replication of Chatham Charter School. Its administration has worked with the CCA board members to outline its staffing processes for EC, EL and gifted students. Once the initial lottery has been completed, CCA will use student information to determine appropriate staffing to meet the needs of the students. The ultimate goal is to prepare students to participate in the North Carolina Career and College Promise Pathways, which means starting in 6th grade staffing must match the needs of the student where they are academically, emotionally, and socially.



Q104. 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).

Powered by EdLusion

8/5/2020

The head of school will report directly to the board of directors and will be charged with carrying out the policies set forth by the board. The head of school will be responsible for recommending employment decisions to the board, will supervise all employees of the school, will assign teachers and other employees, and will have the authority to accept resignations of personnel, for and on behalf of the board. He/she will be responsible for the daily operations of the school, and for making sure the school is in compliance with state, federal and local regulations and requirements, and shall from time to time suggest regulations, rules and procedures deemed necessary for the well ordering of the school. S(he) is responsible for the fiscal management of the school and shall not expend any funds or dispose of any assets without the explicit authorization of the board of directors as provided in the budget or by explicit authorization in a duly called meeting. The head of school should, at minimum, have a master's degree in educational administration and have experience in managing a school or school system.

The principal will report directly to the head of school. The principal will be responsible for evaluating teachers, monitoring student outcomes, working with parents/guardians to resolve concerns, all in an effort to achieve the mission of the school. The principal will work with the head of school to plan professional development, and make recommendations for staffing needs for the school. The Principal should have, at minimum, a master's degree in school administration with licensure in this area, and should have experience with teaching in the classroom.

The central services team (CST) will report directly to the head of school and will work in conjunction with the principals to align services for the school. This charter application is a replication of Chatham Charter, which will be a partner to CCA as it pertains to the day-to-day operations and delivery of instruction. Therefore, the CST will work much like the central office of a school district. The three members of this team will include the head of school, the executive director of communications and partnerships, and the executive director of curriculum and instruction and parental engagement. The main focus of the CST will be to ensure that replication is authentic, manage the DPI and external workflow, and to allow school administration to focus on the work of the schools. Upon the approval of CCA's application, Chatham Charter and Spartan Charter and their board of directors will meet to establish working norms for the school and the CST. The executive director positions will, at a minimum, require a master's degree in educational leadership as well as work experience in the areas for which they are assigned (i.e. experience in curriculum leadership or working with the Career and College Promise curriculum).



Core classroom and elective teachers will be responsible for the mastery of their curricula content and for planning meaningful and engaging lessons for their students. Classroom teachers must have strong communication and interpersonal skills to be equipped to work effectively with a variety of students, parents/guardians, and community members. All teachers must have, at minimum, a bachelor's degree in the fields they will be teaching, and it will be the goal of school administration to hire teachers who have a valid North Carolina teaching license. In the rare case that a teacher is hired without having a valid teaching license, school administrators will work to create a plan to help the teacher to work toward earning his/her teaching credentials and will assign the teacher a mentor.

Exceptional Children Teachers (EC) will be responsible for working with the core classroom teachers to provide students with the appropriate level of support needed for them to reach their fullest academic potential. EC teachers will need to be experienced in working with students in a separate setting as well as in the core classroom through the inclusion model of teaching. The EC teachers must have previous experience with writing Individual Education Plans (IEPs) and must hold a valid NC EC teaching license.

Student Support Staff (counselor/school nurse/college liaison)

1. The school counselor and school nurse will be responsible for working with teachers and staff to support the mental, social, emotional, and physical wellness of the students. The counselor will be responsible for monitoring student attendance, working with families who have students with emotional/social needs in helping them with internal and external resources that may assist them with their needs. The role of the school nurse is best explained by the National Association of School Nurses: "The school nurse supports student success by providing health care through assessment, intervention, and follow-up for all children within the school setting. The school nurse addresses the physical, mental, emotional, and social health needs of students and supports their achievement in the learning process." A valid professional license will be required for both positions.

1. The college liaison will work with the high school students in choosing the courses they will need to take full advantage of the North Carolina Career and College courses. The college liaison will be the point of contact between Central Carolina Community College, CCA and the student body with regard to scheduling of courses, relaying of vital information, and mitigation of student concerns.



The counselor and the liaison will be responsible for managing a student support team whose job it will be to monitor students' academic and emotional needs and provide the staff and students with direction on how to move toward resolving these issues. A college degree will be required for this position with the expectation that the employee has experience in education, counseling, and/or college admissions.

8/5/2020

Powered by EdLusion

Administrative assistants will assist the principals, staff, students and parents with the daily operations of the school. Duties may include, but not be limited to, administrative tasks, answering the phones, greeting visitors, and managing the lunch program for students and staff. The main objective of the administrative assistants will be to set a positive tone for the front offices and work to assist the school community in reaching its mission.

The Data Manager will be responsible for managing all the features of PowerSchool, including attendance, parent/student records, student grades, student transcripts, and running state and federal reports. The data manager will work with administration, teachers, families, and students to ensure accuracy of all information found on PowerSchool.

The finance officer/business manager will be responsible for working with a financial services company, such as Acadia Northstar to manage payroll, accounts payable/receivable, and all other financial matters pertaining to the operation of the school. The finance officer will also work with Acadia NorthStar to prepare monthly financial statements and the annual audit.

10.4. Staff Evaluations and Professional Development

Q105. Identify the positions responsible for maintaining teacher license requirements and professional development.

The business/finance manager will be responsible for working with the administration to manage all requirements related to teacher licensure, CEUs, and professional development management. Additionally, the business/finance manager will work with teachers and administrators to be sure license renewal occurs as needed.

Q106. 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 view matches with the projected staff and funding of the proposed budget section.

Powered by EdLusion

8/5/2020

The school administration will follow state and federal guidelines with regard to licensure, teacher certification, and beginning teacher support programs. It is the goal of the board of directors to have all teachers certified in the area in which they were hired to teach. However, if this is not possible or if the best candidate for the position is not licensed, administration will work to get unlicensed teachers on a track to be licensed as soon as possible. Teachers who are identified with high value added scores and a proven track record of student success will be trained as mentors and will be assigned to beginning teachers or any teacher the administration feels needs extra support to be successful. Mentors will meet periodically with mentees to monitor goals/progress and will set long-term and short-term goals which include professional development opportunities through the NC Educator Effectiveness System (NCEES) or off-site training aligned to the teacher's needs/goals.

School administration will be using NCEES to establish clear and challenging teacher goals, align professional development, and to conduct observations and evaluations of teachers and other certified staff. It is the expectation of the board of directors and school administration that if the proper supports are in place for teachers and staff and if the pay is at or above the state pay scale, the retention of highly qualified teachers and staff will be strong.

Q107. Describe the core components of the professional development plan and how these components will support the effective implementation of the educational program. Describe the extent to which professional development will be conducted internally or externally and will be individualized or uniform.

The board of directors will contract with a central services team that will work in conjunction with Chatham Charter and CCA to establish professional development protocols. The central services team and school administration of both schools will identify areas of common professional development, individual school development, and/or individual or small groups of teacher development opportunities. Since this is a replication of Chatham Charter School, the core components of professional development will align with the mission of the schools, which is to prepare students to be successful in a globally competitive world. Teachers will be expected to teach students at a high level, using rigorous, engaging teaching methods and must be prepared to diversify lessons to push some students further, or provide support where needed. Training will focus on depth of knowledge, differentiation of instruction, and how to use technology to aid in helping students reach their full potential. Another key component of common



training for the conglomeration will be on student-centered instructional strategies. While other core training opportunities may evolve through time, one that will be a continual focus for both schools will be tools for monitoring and reacting to the social and emotional needs of the students.

Powered by EdLusion

8/5/2020

Administration will work with the school improvement team, individual teachers and groups of teachers to identify professional development needs and either work to find internal, external or online resources, or employ the assistance of the central services team to identify the best way to meet the needs of the teachers. The conglomeration will work to create opportunities for common staff development, or opportunities for teachers to visit each other's schools to observe each other and discuss the challenges they are facing in their day to day work with students.

NCEES will also be used as a resource for teachers who have specific training needs as determined by the professional development plans that were agreed upon at the beginning of the school year. The school will use state and federal funds to establish a line in the budget that will be sure to address the professional development needs of the teachers and staff.

Q108. 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.

To keep in alignment with the replication of Chatham Charter, all teaching staff will receive training in two key areas: 1. Depth of Knowledge and 2. Social and emotional health awareness. Both of these professional development programs will occur before the school year will begin because they are core services that support a rigorous, healthy learning environment for students.

The mission of the school is to prepare students for a globally competitive world. However, not all students learn the same way or at the same pace. Depth of knowledge (DOK) focuses on depth of complexity for each student, not the depth of difficulty. When teachers are teaching, it is essential to recognize where students are struggling and excelling. DOK teaching strategies are meant to meet students where they are academically and prepare them to take on more challenging tasks through time and effort. Since CCA is geared toward a college and career-preparatory curriculum, it is important to push students at all learning levels to strive for excellence as they progress toward taking college courses while still in high school.



While pushing students to excel and work diligently, it is important for teachers and staff to recognize symptoms of stress and anxiety. While not all students are prone to these challenges, some will be and will need to trust that the adults in their lives are there to help them cope with these issues. The world is a difficult place at times and many students and families face pressures that school personnel are not aware of until something happens to bring it to the forefront. Training teachers and staff to recognize symptoms of stress and what to do next is crucial in any school, but is definitely a need for a school like CCA due to the rigor and coursework students will undertake. A team composed of the school nurse, school counselor, college liaison and administration will develop a plan on how to report and monitor stress symptoms of the students with the ultimate goal of working with them to adopt coping skills aimed at mitigating time management issues, stress, relationships, and anxiety.

Other staff development opportunities will be conducted as needed for the various grades and departments in the school. The high school administration and teachers and Central Carolina Community College teachers will meet prior to the opening of school in an effort to align curriculum outcomes and expectations to provide a smooth transition for students entering the eleventh and twelfth grades.

Q109. 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.

The board of directors will hire the head of school to create a central services team that will work with the school building administration to identify areas of need for professional development. The CST is made up by the head of school, executive director of communications and partnerships, and the executive director of curriculum and parental engagement. The CST members are experts in their areas and will work with school administration to address any needs in the area of professional development.

The board of directors of the partnering schools will establish identical school calendars with mandatory and optional teacher workdays built in for professional development and team meetings. Mandatory teacher workdays will be opportunities for common staff development for the schools, where the training occurs on one specific site, or is done remotely. These types of opportunities will be important for the replication process to be effective and efficient. Training may also occur between the staff of the partnering schools and the cooperating community colleges to strengthen the depth of knowledge of the teachers which will ultimately increase the opportunities of the students.

Staff meetings will occur monthly and will be an opportunity for administration to get information to the teachers, but will be mainly used to provide professional development connected to the school improvement plan, and/or as needed based on feedback from the teachers and staff. Common planning



will be built in the master schedule which will enable grade level or content teachers an opportunity to hold PLCs. The PLCs are opportunities for teachers to reflect on a daily or weekly basis and take quick action to address areas of need.

10.5. Marketing, Recruitment, and Enrollment

Reaching the full capacity for enrollment will be critical to obtaining 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.

Q110. Marketing Plan 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)).

Pending its charter petition being approved by the State Board of Education, the Central Carolina Academy marketing plan would go into effect in the months following approval. Using an integrated marketing approach, Central Carolina Academy leadership will use varied channels for reaching communities. It is notable that this region of the state has a growing population that has created a need for more schools than ever. A non-compensated version of influencer marketing will be one of the strategies the school uses to branch into different communities in an effort to effectively reach a well-rounded racial, ethnic, and demographic composition of potential applicants. Influencers who may be adults or of student age can expand the reach of a marketing team and spread the mission and vision of Central Carolina Academy using social media in particular. By focusing on forming strong relationships, leadership, and later staff, can lay the foundations of a school community and culture early on in the planning year. Individuals who can quickly personalize the features and benefits of a new school and draw others in their circle of influence to it as well. Reaching audiences requires purposeful decisions in choices of marketing channels to use. Careful research on community communication trends will be an early element of marketing.

Q111. Describe how parents and other members of the community will be informed about the school.

The Central Carolina Academy School Board of Directors will announce its application submission when the petitions are made public at the state level. In preparation, leadership will hone its positioning and messaging platform, then create talking points for board members and the central services team to use in garnering added support both in Lee and surrounding counties. Leadership will progress with the utmost respect for the timing and process of the Charter School Advisory Board's consideration and hopefully State Board of Education consideration. *Key components of the messaging will promote the CCA value: A*



rigorous, college preparatory academic program with highly focused preparation beginning in sixth grade for the seventh and twelfth grade Career and College Promise. Media interviews, web and social media publicity, press releases, and interest meetings will gradually phase into the marketing plan.

Q112. 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.

Meeting the language needs of potential families will be important in developing plans, resources and materials. Building relationships with a cross section of potential families in various communities and demographics will be a key element of marketing. Leadership will train teams of representatives to deploy into communities for publicizing a roadmap to the August 2022 school opening. If the school is a recipient of a NC ACCESS subgrant, essential staff hired in the months prior to the school opening will take lead roles in developing strong community and family relationships. Branching out into areas in which there are pockets of potential school interest like the large homeschool population of nearby Wake County would extend the range of the school's reach. Posting online resources will also be a key aspect of reaching a broad audience. Engagement through social media, printed information, an active website, and interest meetings will be among the tools the school takes advantage of in marketing. See the attached timeline for student recruitment/engagement and enrollment that contains benchmarks

Evidence :



Q189 Timeline and Plan for Stud...

Q113. 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.

The Career and College Promise pathway offerings are diverse enough for a special needs student and a gifted student to be challenged. Central Carolina Academy will be a school focused on leveling the playing field for students. Many do not see postsecondary options for themselves because of economic barriers, or because college has never been a focus for anyone in their family. Knowing students have the opportunity to graduate from high school with an average of 32 college credits shines a different light on their futures. As a replication of Chatham Charter School, Central Carolina Academy leadership can utilize its experience in helping low achieving students find success. Many of the same strategies will be in place at CCA. In publicizing school information and interacting with families of educationally disadvantaged



students, information can be tailored to specific needs. A variety of testimonials through quotes and/or videos will be useful for families to hear firsthand from other families who have faced and overcome challenges similar to theirs. Ensuring translators are available to dialogue with limited or non-English speaking families will also be important in the marketing and enrollment processes.

Q114. What established community organizations would you target for marketing and recruitment?

Central Carolina Academy leadership would endeavor to make strong, lasting connections with as broad a scope of community organizations as possible. They would include the United Way and its partner agencies (including the Boys and Girls Club, Ingram Family YMCA, Lee County Chamber of Commerce, Lee County Economic Development Corporation (EDC), the Sanford Area Association of Realtors, civic organizations, faith-based organizations, and neighborhood connections like the NextDoor app.

10.6. Parent and Community Involvement

Q115. Describe how you will communicate with and engage parents and community members from the time that the school is approved through opening.

It is the goal of Central Carolina Academy to work collaboratively with everyone to provide a quality educational environment that will benefit students, families and the community. Central Carolina Academy will partner with parents and the community in a variety of ways. Social media channels like Facebook, Instagram and Twitter are essential to keep stakeholders acquainted with the school. The school will also schedule events to educate families and the larger community about the value and vision of CCA. CCA plans to cultivate a productive and positive relationship with the community, college, school district, and a growing business population in Lee County and surrounding areas. CCA will highlight faculty, staff and students as they collaborate with community and business leaders to cultivate a climate of success. CCA will welcome and encourage community involvement from all angles and walks of life.

Q116. 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.

As a grades 6-12 school, creating and constantly improving strong building blocks between grade levels will be essential in guiding students toward achievement at every level. There will be an open house prior to the start of the school year. The mission and vision statements will be shared once again as well as ways to volunteer. Information will be given to parents about PowerSchool and the need to stay abreast of their child's academic progress. A PTSA will be organized, and parents will be encouraged to become involved. Parents will play integral roles in creating academic, athletic, and various extra- and co-curricular booster organizations. Opportunities to volunteer will also be available throughout the school year. That need will be directly communicated through students as well as via the website and social media



accounts. Every Sunday evening, parents and staff will receive a rapid communication message sharing vital information about upcoming events. In conclusion, successful public education is a joint venture with parents and community members.

Powered by EdLusion

8/5/2020

Q117. 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.

A high level of family engagement will be essential for students to progress well through the academic program. The school will maintain strong and frequent channels of communication with families; explore ways to provide resources for helping with homework and studying with students; and encourage adult family members who have limited English proficiency to take advantage of area offerings to strengthen their mastery such as the English as a Second Language program at Central Carolina Community College. Curriculum nights and/or family nights would host a wide variety of topics related to academics as well as “unwritten curriculum” skills such as time management, good study habits, self-motivation, and tenacity.

10.7. Admissions Policy

Q118. Provide the school's proposed policies and the procedures for admitting students to the proposed charter school, including:
a. Tentative dates for the open enrollment application period, enrollment deadlines and procedures. *Please be advised schools cannot accept applications until after final approval from the SBE.
b. Clear policies and procedures detailing the open enrollment lottery plan, including policies regarding statutory permitted student enrollment preferences.
c. Clear policies and procedures for student waiting lists, withdrawals, re-enrollment, and transfers.
d. Explanation of the purpose of any pre-admission activities (if any) for students or parents.
e. Clear policies and procedures for student withdrawals and transfers.

Central Carolina Academy shall be a tuition-free public school. Any child who is qualified under the laws of North Carolina for admission to a public school is qualified for admission to a charter school. To qualify to attend a North Carolina public school, a student must be a resident of North Carolina. County boundaries or school attendance areas do not affect charter school enrollment. CCA does not limit admission to students on the basis of intellectual ability, measures of achievement or aptitude, athletic ability, disability, race, creed, gender, national origin or ancestry. The number of students CCA is allowed to accept each year is limited by the class size that is specified in the charter and the total number of students funded by the State of North Carolina.

Upon State Board of Education approval CCA will have a 45-day open application period for the first year of operation. The window will begin in January of 2022 for the 2022-2023 school year. In the following years the period for accepting applications can be lengthened but not shortened. The application for the



lottery and the forms to withdraw shall be placed on the website. If a person does not have access to a computer, he/she can come to the CCA to receive assistance from admissions in submitting an application. 8/5/2020

Powered by EdLusion

A lottery will be used if more students apply for admission than can be enrolled per grade level as stated in the charter. If a lottery is needed a publicly held drawing will take place approximately two weeks after the application process closes. Potential students do not have to be present to be accepted. The students in the lottery will be notified of their acceptance or placed on the waiting list by email. Prospective students will have ten days to respond to their acceptance letter. After a student accepts, CCA will then request the student's permanent records from his /her current school. Once input into power school, he/she will remain a CCA student unless the student withdraws and until the receiving school requests student records. CCA will transfer their records to the new school within seven business days of the request.

Students who do not obtain a seat from the lottery draw will remain waitlisted by grade. After the lottery occurs and the waitlists are formed those wanting to apply will be placed on the waiting list behind the group that applied during the application for the lottery period. If the waiting lists contains fifteen or more students per grade level, admissions and the Head of School can decide to no longer accept applicants to be added behind those students' names who were entered in the lottery.

Those students who remain on the waitlist after all seats are filled must reapply during the next application period to be entered into the lottery for the following school year.

CCA will be a North Carolina public charter school. North Carolina state law requires that a charter school admit students through a lottery. All applicants shall be notified after the lottery where they fall on the waitlist in the grade for which the student applied.

1. In order for a student to be properly placed at CCA, the family may be asked to submit the following documentation depending on the grade level for which the student is applying for after the lottery takes place. (This documentation is not required prior to the lottery)



* Grades 6-12: A copy of the final report card and end-of-grade/end of course scores from the previous school year. 8/5/2020

Powered by EdLusion

2. Middle school applicants can take grade readiness tests to help determine grade placement at CCA. Students with a "C"

average or below, or scoring average or below average proficiency on standardized end-of-year tests, will need to take grade level placement tests.

These results will assist in determining the appropriate grade waitlist upon which applicants will be placed, with order determined by lottery draw.

3. There is a possibility for an interview, including parent or guardian, student, and school representative(s). This is done after the lottery primarily for new high school students and (rising ninth graders) so they can ask questions and work on their schedule for the upcoming school year.

Preferences will be given to the following students as long as the preferred students do not represent more than 15% of the school's total enrollment.

1. Students of employees of the school
2. Students of board members
3. Students with siblings already enrolled, as defined by state law to be "siblings", include any of the following who reside in the same household: half siblings, step siblings, and children residing in a family foster home. Siblings include those of students who have completed the highest grade level offered by the school.
4. A student who was enrolled in the school within the two previous school years but left the school (i) to participate in an academic study abroad program or a competitive admission residential program or (ii) because of the vocational opportunities of the student's parent
5. Twins: If one is admitted, the other will also be admitted even if the class is at capacity.

Q119. Weighted Lottery Does your school plan to use a weighted lottery?

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. 8/5/2020

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.

☒ Yes

☐ No

Q120. 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

Central Carolina Academy will be a school focused on leveling the playing field for students. Many do not see postsecondary options for themselves because of economic barriers, or because college has never been a focus for anyone in their family. Knowing students have the opportunity to graduate from high school with an average of 32 college credits shines a different light on their future opportunities. Educationally disadvantaged students can count on relatively small class sizes, targeted interventions to support them in overcoming disadvantages, and empowerment in knowing as they rise to high expectations that they are also taking control of their future that can propel them out of a disadvantaged category into one with limitless advantages.

Part of the master plan is to apply for a NC ACCESS subgrant in November of 2021 and, if accepted, to be part of an expanded number of high-quality charter schools to which educationally disadvantaged students have access. The subgrant application defines educationally disadvantaged students as "economically disadvantaged, English learners, students with disabilities, homeless or unaccompanied youth, migrant students, and immigrant students." In order to be eligible to apply for this grant, the school will be required to incorporate a weighted lottery.

Q121. 2) A thorough description of the processes and procedures the applicant intends to use to effectuate the lottery.

The school will publicize the application period as well as the lottery date in compliance with state requirements. Administration will designate a staff member to coordinate the lottery process. He/She will be the point of contact for interested families and will work closely with administration to schedule



interest meetings prior to the application period closing.

Powered by  EdLusion

8/5/2020

Q122. 3) The underlying research, pedagogical, educational, psychometric and legal, that supports the request and the procedures the applicant is requesting.

Poverty is cyclical. Part of the motivation among the board members is to reach more educationally disadvantaged students, giving them opportunities and support for success. The school rigor will be bolstered by resources that include skill building. The educational validity and proven value of the NC Career and College Promise is a key piece of the CCA function as a “laboratory of innovation” that charter schools were created to be.

Q123. This subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application

☒ Yes

☐ No

Comments :

The Central Carolina Academy application is a replication of Chatham Charter School. Pending State Board of Education approval, it will hopefully be able to form a conglomerate of partner schools with Chatham Charter and, also pending State Board of Education approval, Spartan Charter School. Due to this some portions of this application are identical for replication purposes.

Q124. Explanation (optional):



11. Operations

Powered by  EdLusion

8/5/2020

Q125. I certify that this subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application

☒ Yes

☐ No

Comments :

The Central Carolina Academy application is a replication of Chatham Charter School. Pending State Board of Education approval, it will hopefully be able to form a conglomerate of partner schools with Chatham Charter and, also pending State Board of Education approval, Spartan Charter School. Due to this some portions of this application are identical for replication purposes.

Q126. Explanation (optional):

11.1. Transportation Plan

Q127. 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 recognizes that transportation is a key factor in providing equity to access quality educational opportunities. To that end, school leadership will work with families to ensure that adequate transportation is available to all students. Using enrollment information, the annual school budget will include funding for special transportation needs.

In cases in which families cannot provide or arrange their students' own transportation, the school may provide through other contracted methods. Specifically, CCA may provide bus transportation to students at a specified location in each district constituting our student population. CCA will also provide any required individual transportation as mandated by student IEPs. Furthermore, pursuant to the McKinney-



Vento Homeless Assistance Act, CCA will provide transportation for each child of a homeless individual and for any homeless youth. Any contracted transportation provider that may be required will meet all applicable district, state and federal guidelines. 8/5/2020

The transportation coordinator will be responsible for ensuring the school complies with all state and federal regulations. The individual will be in charge of logistics including bus inspections and maintenance, maintaining transportation records, insurance, and bus reservations. He/she will work closely with the Driver Education Specialist (from the NC Division of Motor Vehicles, School Bus and Traffic Safety Section) assigned to Lee County who would coordinate bus driver education training and advise the school on commercial driver's license renewals. Within the school replication of Chatham Charter School, the CCA transportation coordinator will consult with his/her counterpart at Chatham Charter in acclimating to the transportation responsibilities.

In conclusion, CCA will work diligently to ensure that transportation will not be a barrier to a quality education for any student.

11.2. School Lunch Plan

Q128. 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.

CCA will contract vendors in Lee County to provide lunch for students. CCA will offer an online ordering and payment option through an online ordering system. Any student who cannot order lunch or forgets their lunch will be provided a lunch through donations from the PTSA or other donors.

11.3. 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:

1. Errors and Omissions: one million dollars (\$1,000,000) per occurrence;
2. General Liability: one million dollars (\$1,000,000) per occurrence;



3. Property Insurance: For owned building and contents, including boiler and machinery coverage, if owned, _____
 4. Crime Coverage: no less than two hundred fifty thousand dollars (\$250,000) to cover employees, theft and dishonesty;
 5. Automobile Liability: one million dollars (\$1,000,000) per occurrence; and
 6. Workers' Compensation: as specified by Chapter 97 of NC General Statute, Workers' Compensation Law

Q129. Complete the attached table, indicating the amount of each type of coverage as outlined in a quote obtained from an insurance provider.

Resources :



Evidence :

Insurance Coverage Template (6...

Q130. 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.

☒ Upload Required File Type: pdf, image, excel, word, text Max File Size: 30 Total Files Count: 5

Evidence :

Appendix L- Insurance Quotes.C...

11.4. 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.

Q131.

We, the Board members 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

Powered by EdLusion

8/5/2020

The Board Chair must sign this question.

Signature

Q132. Start-Up Plan Provide a detailed start-up plan for the proposed school, specifying tasks, timelines, and responsible individuals (including compensation for those individuals, if applicable).

The Central Carolina Academy start-up plan will initiate following State Board of Education approval. Because Central Carolina Academy is a replication of Chatham Charter School, the Board of Directors will work closely with a newly formed conglomerate central services team and the Chatham Charter Board of Directors and administration to prepare for elements of a new school opening from the application period forward. Having the model of a successful school will expedite and simplify many of the challenges typically faced by a new school.

The Board of Directors does not anticipate needing to compensate individuals listed in the start-up plan for tasks for which they are responsible other than CCA administration.

Q133. 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.

The Central Carolina Academy Board of Directors is appreciative of the educational experience and leadership of the Chatham Charter administration during the process of starting a new school that will be a replication of Chatham Charter. The Board anticipates challenges within the Lee County community to view a charter school as another educational option for students versus an abandonment of the traditional public school system. The Chatham Charter administration is fortunate to have an outstanding relationship with leadership at the central office and school levels of Chatham County Schools. Their experience and solid working relationship can serve as a model for Central Carolina Academy and Lee County Schools to not only co-exist, but find meaningful ways to support each other. As a replication of Chatham Charter one of the conglomeration partner schools, Central Carolina Academy will have the mentorship of the central services team that has cultivated the unique relationship with the school district in Chatham.



Board members and school administration will make it a priority to successfully engage educationally disadvantaged students and their families in understanding the opportunities available to them at Central Carolina Academy, a tuition-free public school. Building solid relationships of mutual respect and trust will be foundational. Another focus will be building rapport with a wide variety of community and business stakeholders to help them understand the mission and vision of Central Carolina Academy and how its success can translate into heightened success for their organizations and businesses as well.

11.5. Facility

Q134. 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
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

The Board presently is in the process of identifying and ultimately obtaining property in the 50-75 acre range. Preliminary discussions also have taken place with school construction personnel regarding ideal instructional and extra-curricular needs for a building with a capacity of approximately 700 people. The overall goal for eventual occupancy of a state of the art educational facility can be broken down into the following phases. First, upon approval of the replication Charter in the spring of 2020, the Board will finalize land acquisition, complete a site review, secure financing for construction and complete the architectural design process. After obtaining site plan approval and land development permit, the Board will begin facility construction with a target date of completion some time late spring of 2022. This plan would allow much of June and July to meet state fire marshall and health inspections, leading to obtaining a Certificate of Occupancy for Central Carolina Academy to open its new facility with students and teachers in August 2022

Q135. 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.

The Board plans to open in its new facility in three phases to ease the financial strain until student enrollment reaches full capacity. Initially, plans are for CCA to open a 48,000 square foot, two-story building at an approximate cost of \$8.4 million in August 2022. This estimate -- a cost of \$175 per square foot -- is from Bob Kemp of Vance Construction, the company that served as the contractor for all three phases of replication school Chatham Charter. This facility will consist of 22 traditional classrooms, an



over-sized multipurpose room that will serve as a digital learning hub for up to 50 students at a time, and a main office area. A science lab will also be in this main building, which will house grades six through ten in year one.

Powered by EdLusion

8/5/2020

During the school's first year of operation, construction will begin on a 24,000 square foot gymnasium that will house locker rooms, offices, auxiliary classrooms and a dining/social area for students during the day. This addition will cost an estimated \$3.5 and is planned to be ready for occupancy in August 2023. By year three -- when CCA is at capacity with grades 6-12 -- the Board plans to fund and open the final phase of construction, a 13-classroom, 25,000 square foot facility at an approximate cost of \$4.3 million. This wing will house all middle school students, while the 22-classroom building will house all high school students.

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, workroom/copy room, supplies/storage, teacher work rooms, and other spaces.

The master plan calls for a 22 classroom high school facility and a 13 classroom facility, to be connected but separated by a gymnasium that will also house some auxiliary instructional spaces and offices. There will be one science lab in each building, and an art room in each building. Since blended digital instruction will be a mainstay -- technology will be utilized daily in each classroom -- there will be no need for any traditional computer labs. CCA will, however, have two oversized multipurpose instructional areas, serving as digital learning labs, peer tutoring area and mastery learning focus groups. The larger high school building will house the primary administrative offices, with a smaller satellite administrative office also in the middle school building. There will be a work room and copy room in each building, as well as storage close on each floor. The gymnasium will have two full-sized basketball courts that can be divided both for after school practices and during the day physical education classes. CCA will also have a baseball field, softball field and soccer field, although some of the athletic construction may come in Phase 2 or 3 of the facility plan. In the meantime, the Board will cultivate a relationship with Lee County Parks and Recreation and City of Sanford officials to share some of their abundant and adequate facilities until all phases are complete.

Q136. Describe school facility needs, including: science labs, art room, computer labs, library/media center, performance/dance room, gymnasium and athletic facilities, auditorium, main office and satellite offices, work room/copy room, supplies/storage, teacher work rooms, and other spaces

The master plan calls for a 22 classroom high school facility and a 13 classroom facility, to be connected but separated by a gymnasium that will also house some auxiliary instructional spaces and offices. There will be one science lab in each building, and an art room in each building. Since blended digital instruction will be a mainstay -- technology will be utilized daily in each classroom -- there will be no need for any traditional computer labs. CCA will, however, have two oversized multipurpose instructional areas, serving



as digital learning labs, peer tutoring area and mastery learning focus groups. The larger high school building will house the primary administrative offices, with a smaller satellite administrative office also in the middle school building. There will be a work room and copy room in each building, as well as storage close on each floor. The gymnasium will have two full-sized basketball courts that can be divided both for after school practices and during the day physical education classes. CCA will also have a baseball field, softball field and soccer field, although some of the athletic construction may come in Phase 2 or 3 of the facility plan. In the meantime, the Board will cultivate a relationship with Lee County Parks and Recreation and City of Sanford officials to share some of their abundant and adequate facilities until all phases are complete.

Q137. 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

Per preliminary conversations with Bob Kemp of Vance Construction, cost is an average of approximately \$175 per square foot. Specificity of costs also will be highly dependent upon site work, which cannot be determined until property has been purchased. CCA will ensure that cost is competitive and comparable to other educational and commercial spaces in the area via a competitive bidding process.

Q138. Facility Contingency Plan: Describe the method of finding a facility if the one the board has identified will not be ready by the time the public charter school will be opening. Include information regarding the immediate spatial needs of the school and identify any programs that will not be immediately offered because a permanent facility has yet to open

The Board is in contingency conversation with commercial real estate and various business leaders to obtain a temporary if for some reason Phase 1 of the construction plan is not complete at the time of the school opening. CCA will need a minimum of approximately 20,000 square feet for possible temporary instructional space. Preliminary discussions have already started regarding the possibility of leasing significant vacant retail space at Riverbirch Plaza, conveniently located off of US 1 bypass in west Sanford. Furthermore, the Board will apply for the NC ACCESS grant, which would serve as a financial boost in opening the school. To that end, the Board has contingency plans that also might involve leasing temporary mobile classroom facilities. At this point, CCA plans to offer all planned programs in the first year, regardless if Phase 1 is complete or not.

Q139. Describe the board's capacity and experience in facilities acquisition and management, including managing build-out and/or renovations, as applicable.

One board member is a commercial real estate broker with extensive knowledge of Lee County area properties. Another board member renovates houses and commercial property in the area. She coordinates all contractors involved in the process.



12. Financial Plan

Powered by EdLusion

8/5/2020

Q140. I certify that this subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application.

☒ Yes

☐ No

Comments :

The board shall adopt policies that outline the procedures for parent grievances. These policies will be found in the student handbook and will be posted online under the board of directors information. The same chain of command is used for parents grievances as is used for employees. The grievance shall be brought by the parents to the teacher or staff member first. However, in the event that reconciliation does not occur, the immediate supervisor will be notified and will become involved in the dispute. If the immediate supervisor cannot resolve the dispute, the employees will put their grievance in writing and submit them to the head of school. If the head of school is unable to resolve the issue, the board of directors will be notified and a date and time will be set for the issue to be heard by the board. If the grievance is with the head of school and is unable to be resolved, the board will investigate the issue and respond in a timely manner to all parties involved in the grievance. If necessary, the board may seek legal counsel to help bring resolution to the situation with the ultimate goal of resolving the matter in a fair and equitable manner for all parties involved. The board of directors has the final authority with regard to matters pertaining to grievances.

Q141. [Explanation \(optional\):](#)

12.1. Charter School Budget

Q142. [If applicable, attach Appendix M: Revenue Assurances.](#) Assurances are needed to confirm the commitment of any additional sources of revenue.

NA

Evidence :



Appendix M Revenue Assurance...

Q143. [Attach Appendix N: Proposed Budget for Year 1 through Year 5](#)

[Click "Resources" \(to the right of this text\) to access and download the Budget Template.](#)

☒ Upload Required File Type: pdf, image, excel, word, text Max File Size: 30 Total Files Count: 5



Evidence :



Appendix N.Proposed Budget Y...

12.2. Budget Narrative

Q144. How was the student enrollment number projected?

Central Carolina Academy's first year will be for grades 6-10, and will add grades 11 and 12 over the next two years. In the first year, the middle grades will have two grades per level with 22 students in each class for a total of 132 students in grades 6-8. For every year after, there will be four classes per grade level for a total of 264 students. In year one, the high school will have 150 students in grades 9 and 10, and will add 100 students per grade level each consecutive year. When the school is at planned capacity, there will be 664 students 6-12. After surveying members of the community and evaluating the waitlists of other charter schools, and reviewing the number of homeschooled students in the area, the Board of Directors and school administration feel the projected numbers are accurate.

Q145. Provide an explanation as to why you believe there is a demand for the school that will meet this enrollment projection

Currently, there are waiting lists for each of the charter schools in the area. The leadership of Central Carolina Community College also noted waiting lists for the early colleges they serve. It was noted by leadership at CCCC that there will be significant interest in expanding the North Carolina Career and College Promise Pathway programs in Lee County and surrounding areas.

Q146. Provide the break-even point of student enrollment

The break-even point of student enrollment is approximately 350 students. Variable costs have been identified in the budget as areas that will be reduced if enrollment is at the break-even level of enrollment.

Q147. Discuss the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated



Although Central Carolina Academy feels confident in the projected enrollment numbers based on the demand and current wait listed students at charter schools in the vicinity, the school has developed a contingency plan in the event revenues are lower than projected. The budget comprises approximately 85-90% of variable expenses that directly correlate to student enrollment. Budget line items subject to review and reorganization as part of the contingency plan include in part staff/salaries/wages, office supplies, copy paper, computers, tech equipment, software, athletic programs, curriculum/texts, custodial supplies, among others.

Q148. 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.

The budget does not rely on sources of funds other than state, county, and federal. In addition to budgeted revenue, the school will be applying for the NC ACCESS grant focusing on the replication of Chatham Charter School. If successful in receiving the NC ACCESS grant, funding will assist in meeting financial goals. Central Carolina Academy plans to open Phase 1 of new construction in August 2022, but if the facility is not ready, a contingency plan for a temporary home is being considered. As a result, the Board is committed to taking an extremely flexible budgetary approach for the startup school year.. This will allow the Board to divert funds to other areas of the budget should the need arise.

Q149. Provide the student to teacher ratio that the budget is built on

Classes will have 18 - 25 students.

Q150. Describe the board's individual and collective qualifications and capacity for implementing the financial plan successfully

The Board is apprised of five members with a unique blend of business, financial, and/or fiscal experience. The board is composed of Board Chair Jeff Frye, an active community member who brings a strong business acumen to the Board. The five-person Board is made up of members with expertise ranging from commercial real estate, to medical equipment sales, to commercial and residential design, to the nursing field. More importantly though, the Board members have a strong connection to education in the Lee County area, either via their own extended families or the student-age children in their own families. Furthermore, CCA will have the consultary benefit of Chatham Charter founding Board member Julia-Brent Crawford Milholen, who brings fourteen years of Charter Board experience and additional nonprofit and charitable board service. The collective experience of the board qualifies its members to implement a successful financial plan.



Q151. 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

8/5/2020

The budget will reflect that if there is a need, it will be addressed utilizing federal and state funding designated for students with disabilities along with other appropriate funding sources within the budget. If a situation arose with high needs EC students joining the student body, the board and school administration would work to find funds in the budget to ensure the student(s) received the services needed to help them be successful.

Q152. 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.

Chatham Charter School, the school Central Carolina Academy is replicating, highly recommends the accounting, audits, benefits, monthly reports, and payroll go through Acadia Northstar, LLC. The board will oversee Acadia Northstar's activities with a monthly review of financial statements and an annual review of an independent audit to ensure fidelity and compliance.

Q153. 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

The school intends to contract for services including accounting and financial services, custodial services, and lawn care. The board will establish procedures for soliciting, reviewing, and accepting bids for contracted services. Procedures will include steps for soliciting contracts, the review process, conflict of interest policies, budget limitations, and will outline an annual review process of contracts.

Q154. Explain how the budget aligns with the school's mission, curricular offerings, transportation plans, and facility needs

The budget aligns with the school's mission by directing the majority of funding toward a highly qualified teaching and support staff. In order for students to be prepared for college coursework in high school and to also be prepared to compete in a globally competitive world, students must have skilled teachers and the support programs to keep them focused on continual growth. The budget aligns with curricular offerings found in the master schedule. CCA will offer the core courses needed to meet graduation standards, but it also provides a variety of electives for the students to choose from. By the time students reach their junior and senior years of high school, the budget will reflect that books, supplies, and transportation needed to participate in the North Carolina Career and College Promise will be paid for by the Central Carolina Academy Board of Directors. The budget aligns with transportation plans by providing transportation for area counties included in the budget. Buses are included in a lease of



facilities and assets from a third party. The budget aligns with facility needs in the form of a lease agreement for facilities that include classroom buildings and personal property, gymnasium, gymnasium, cafeteria, media center, and athletic fields. 8/5/2020

Q155. What percentage of expenditures will be the school's goal for a general fund balance? Describe how the school will develop the fund balance.

By doing this, budget lines stay consistent from year to year, while revenue has actually increased. If funding from the state is flat, or decreases, the Board of Directors and school administration will take appropriate steps to keep spending below the revenue coming in to the school budget. The increasing fund balance will be available for unforeseen expenses and to The school's goal is for 10% of expenditures to be retained in a general fund balance. The model Chatham Charter School has used to create a healthy fund balance is to use a zero increase mentality when planning the budget from one year to the next. If the state or local funding increases, the Chatham Charter Board of Directors does not reflect these increases in the budget. improve program offerings of the school.

Q156. Provide a description of proposed financing structure. Include financing of facilities, other asset financing and leases

Central Carolina Academy, with a targeted opening date of August, 2022, plans to obtain financing for a planned facility at a to be determined site. The Board also plans to apply for an NC ACCESS grant to aid in opening for students.

Q157. 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.

At this stage, plans are for CCA plans to be self-sufficient in terms of buildings & grounds, furniture, chairs, tables, computers, cafeteria equipment, and athletic facilities. However, the Board will keep all options open in order to be fiscally sound in delivering an effective education to CCA students.

12.3. Financial Compliance

Q158. How will the school ensure adequate internal controls, including segregation of duties, safeguarding of assets, accurate and adequate recording keeping?

There will be monthly checks and balances between the head of school, business manager, and financial contractor. The board will review monthly financial reports provided by the financial contractor evaluating revenue and expenditures. Annual reports will be utilized for fiscal planning and forecasting budget totals for subsequent years.

Q159. Provide any known or possible related party transactions (relationship, description of transaction and estimated dollars involved)

There are no known or possible related party transactions.

Powered by  EdLusion

8/5/2020

Q160. 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

Petway Mills & Pearson, PA

806 North Arendell Avenue

Zebulon, NC 27597

Phone: (919) 269-7405

Fax: (919) 269-8728

13. Other Forms

Powered by  EdLusion

8/5/2020

Q161. [Sign the attached Charter School Required Signature Certification document and upload it as a PDF or image file.](#)

☒ Upload Required File Type: pdf, image Max File Size: 30 Total Files Count: 1

Resources :



Evidence :


CCA Signature Page.pdf

Q162. [Sign the attached Contracting Certification Form document and upload it as a PDF or image file.](#)

☒ Upload Required File Type: pdf, image Max File Size: 30 Total Files Count: 1

Resources :



Evidence :


Appendix P - Required Signed a...

14. Third-party Application Preparation

Powered by  EdLusion

8/5/2020

Q163. Was this application prepared with the assistance of a third-party person or group?

☐ Yes

☒ No



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 24, 2020 at 5:00 pm EST** for Fast Track and Accelerated applications, and **July 24, 2020 at 5:00 pm EST** for traditional timeline applications. Payments will be accepted in the form of a certified check. Cash is not accepted.

Q164. ***Application Note:** The applicant must mail the certified check along with the Application Fee Payment Form before or on the due date of July 24, 2020 at 5:00 pm EST for Fast Track and Accelerated applicants, and July 24, 2020 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

☒ I understand



16. Signature page

Powered by EdLusion

8/5/2020

Q165. Fill out the attached resource and get it signed and notarized. Then upload as a PDF or image file.

☒ Upload Required File Type: pdf, image Max File Size: 30 Total Files Count: 1

Resources :



Evidence :

CCA Signature Page.pdf

Q166. Complete

☒ I have finished the application

* Q167. Outline the board's procedures for hiring and dismissing school personnel, including conducting criminal background checks.

The school will use an online job advertising tool (i.e. JazzHR, etc.) to advertise open positions. A link to an application managed by an will be posted on the school's website. An online job advertising tool will allow the school to use Facebook, Twitter, LinkedIn, and other online resources to advertise job openings in a manner that reaches out to as many applicants as possible. The Board will give the head of school the authority to manage the entire hiring process, including bringing hiring recommendations to the Board for final approval. The head of school will work with the appropriate staff members when interviewing candidates for available positions and will identify the final candidate who then will receive an offer of employment. Once the Board has approved the candidate, a criminal background check will be conducted by Background Investigation Bureau, LLC . Upon the positive result of the background check, a one year contract will be offered to the candidate which will outline the terms and conditions of employment, salary, benefits, job expectations, etc. The school administration will use the NC Educator Effectiveness System (NCEES) to establish professional goals and to evaluate teachers which will provide a framework for continued professional development and growth. Teachers/staff who do not meet expectations will receive the appropriate level of support. If improvement in performance does not occur, the teacher/staff member may not be renewed at the end of his/her contract.



Appendix A: Evidence of Community/Parent Support

Central Carolina Academy

SURVEY QUESTIONS

1. Would you be interested in your child attending a charter school that focuses on a college preparatory curriculum eventually allowing students to earn college credits while in high school?

_____ Yes _____ No

2. Which grade configuration would best meet your family's needs?

_____ K-12 _____ K-8 _____ 6-12

3. Would you consider your child attending a middle and high school that focuses on college and career readiness utilizing and maximizing work based preparatory courses and internships?

_____ Yes _____ No

4. Would you be interested in this type of academic and career readiness program that also offers extensive extracurricular activities including athletics?

_____ Yes _____ No

5. If you are interested in this type of school, what general location in the Lee County area would you prefer? (Rank them in order.)

_____ A. US 1 North of Sanford toward Raleigh

_____ B. US 1 South of Sanford toward Southern Pines

_____ C. Hwy 87 South of Sanford toward Fayetteville

_____ D. Downtown Sanford area

Appendix B: Curriculum Outline for Each Grade Band the School Will Ultimately Serve

Central Carolina Academy

6th Grade Standards for Open Up

Unit Number	Suggested Days	Topic	Lesson	Standard
Unit 1	22 days	Area and Surface Area		
	2 days	Reasoning to Find Area	2, 3	NC.6.G.1
	3 days	Parallelograms	4, 5, 6	NC.6.G.1
	4 days	Triangles	7, 8, 9, 10	NC.6.G.1 NC.6.EE.2
	1 day	Polygons	11	NC.6.G.1
	5 days	Surface Area	12, 13, 14, 15, 16	NC.6.G.4
	2 days	Squares and Cubes	17, 18	NC.6.EE.1 NC.6.EE.2 NC.6.G.4
	2 days	Review and End of Module Test		
Unit 2	19 days	Introduction to Ratios		
	2 days	What are Ratios?	1, 2	NC.6.RP.1
	3 days	Equivalent Ratios	3, 4, 5	NC.6.RP.1
	5 days	Representing Equivalent Ratios	6, 7, 8, 9, 10	NC.6.RP.3
	4 days	Solving Ratio and Rate Problems	11, 12, 13, 14	NC.6.RP.3
	2 days	Part-Part-Whole-Ratios	15, 16	NC.6.RP.3
	2 days	Review and End of Module Test		
Unit 3	19 days	Unit Rates and Percentages		
	3 days	Unit Conversions	2, 3, 4	NC.6.RP.3
	5 days	Rates	5, 6, 7, 8, 9	NC.6.RP.2 NC.6.RP.3
	7 days	Percentages	10, 11, 12, 13, 14, 15, 16	NC.6.RP.4
	2 days	Review and End of Module Test		
Unit 4	20 days	Dividing Fractions		
	3 days	Making Sense of Division	1, 2, 3	NC.6.NS.1
	6 days	Meanings of Fraction Division	4, 5, 6, 7, 8, 9	NC.6.NS.1
	2 days	Algorithm for Fraction Division	10, 11	NC.6.NS.1
	4 days	Fractions in Lengths, Areas, and Volumes	12, 13, 14, 15	NC.6.NS.1 NC.6.G.1 NC.6.G.2
	2 days	Let's Put it to Work	16, 17	NC.6.NS.1 NC.6.G.2
	2 days	Review and End of Module Test		
Unit 5	18 days	Arithmetic in Base Ten		
	1 day	Warming up to Decimals	1	
	3 days	Adding and Subtracting Decimals	2, 3, 4	NC.6.NS.3
	4 days	Multiplying Decimals	5, 6, 7, 8	NC.6.NS.3 NC.6.EE.2
	5 days	Dividing Decimals	9, 10, 11, 12,	NC.6.NS.2

			13	NC.6.NS.3 NC.6.EE.4
	1 days	Let's Put it to Work	14	NC.6.NS.3
	2 days	Review and End of Module Test		
Unit 6	20 days	Expressions and Equations		
	5 days	Equations in One Variable	1, 2, 3, 4, 5	NC.6.EE.2 NC.6.EE.5 NC.6.EE.6 NC.6.EE.7
	6 days	Equal and Equivalent	6, 7, 8, 9, 10, 11	NC.6.EE.2 NC.6.EE.3 NC.6.EE.4 NC.6.EE.5
	4 day	Expressions with Exponents	12, 13, 14, 15	NC.6.EE.1 NC.6.EE.2 NC.6.EE.5
	3 days	Relationship between Quantities	16, 17, 18	NC.6.EE.9 NC.6.RP.3
	2 days	Review and End of Module Test		
Unit 7	26 days	Rational Numbers		
	7 days	Negative Numbers and Absolute Value	1, 2, 3, 4, 5, 6, 7	NC.6.NS.5 NC.6.NS.6 NC.6.NS.7
	5 days	Adding and Subtracting Integers	8, 9, 10, 11, 12	NC.6.NS.9
	3 days	Inequalities	13, 14, 15	NC.6.EE.2 NC.6.EE.5 NC.6.EE.6 NC.6.EE.8 NC.6.NS.7
	5 days	Coordinate Plane	16, 17, 18, 19, 20	NC.6.NS.5 NC.6.NS.6 NC.6.NS.8 NC.6.G.3
	3 days	Common Factors and Common Multiples	21, 22, 23	NC.6.NS.4
	2 days	Review and End of Module Test		

7th Grade Standards for Open Up

Unit Number	Suggested Days	Topic	Lesson	Standard
Unit 1	15 days	Scale Drawings		
	6 days	Scaled Copies	1, 2, 3, 4, 5, 6	NC.7.G.1 NC.7.G.6
	6 days	Scaled Drawings	7, 8, 9, 10, 11, 12	NC.7.G.1
	1 days	Let's Put It To Work	13	NC.7.G.1
	2 days	Review and End of Module Test		
Unit 2	21 days	Introducing Proportional Relationships		
	3 days	Representing Proportional Relationships in Tables	1, 2, 3	NC.7.RP.2 NC.7.G.1
	3 days	Representing Proportional Relationships in Equations	4, 5, 6	NC.7.RP.2
	3 days	Comparing Proportional and Non-Proportional Relationships	7, 8, 9	NC.7.RP.1 NC.7.RP.2 NC.7.G.6
	4 days	Representing Proportional Relationships with Graphs	10, 11, 12, 13	NC.7.RP.2
	2 days	Let's Put It To Work	14, 15	NC.7.RP.2
	2 days	Review and End of Module Test		
Unit 3	13 days	Measuring Circles		
	5 days	Circumference of a Circle	1, 2, 3, 4, 5	NC.7.RP.2 NC.7.RP.3 NC.7.G.2 NC.7.G.4
	4 days	Area of a Circle	6, 7, 8, 9	NC.7.G.1 NC.7.G.4 NC.7.G.6 NC.7.RP.2
	2 days	Let's Put It To Work	10, 11	NC.7. G.1 NC.7.G.4 NC.7.EE.3
	2 days	Review and End of Module Test		
Unit 4	18 days	Proportional Relationships and Percentages		
	5 days	Proportional Relationships with Fractions	1, 2, 3, 4, 5	NC.7.RP.1 NC.7.RP.2 NC.7.NS.2
	4 days	Percent Increase and Decrease	6, 7, 8, 9	NC.7.RP.3
	6 days	Applying Percentages	10, 11, 12, 13, 14, 15	NC.7.RP.3
	1 day	Let's Put it to Work	16	NC.7.RP.3
	2 days	Review and End of Module Test		
Unit 5	13 days	Rational Number Arithmetic		
	1 day	Interpreting Negative Numbers	1	NC.7.NS.1

				NC.7.NS.2
	6 days	Adding and Subtracting Rational Numbers	2, 3, 4, 5, 6, 7	NC.7.NS.1 NC.7.NS.3
	5 days	Multiplying and Dividing Rational Numbers	8, 9, 10, 11, 12	NC.7.NS.2 NC.7.NS.3 NC.7.RP.2 NC.7.EE.3
	2 days	Four Operations with Rational Numbers	13, 14	NC.7.NS.3 NC.7.RP.2
	2 days	Solving Equations When There Are Negative Numbers	15, 16	NC.7.NS.3 NC.7.EE.4
	1 days	Let's Put it to Work	17	NC.7.NS.3 NC.7.EE.3
	2 days	Review and End of Module Test		
Unit 6	25 days	Expressions, Equations, and Inequalities		
	6 days	Representation Situations of the Form $px+q=r$ and $p(x+q)=r$	1, 2, 3, 4, 5, 6	NC.7.EE.3 NC.7.EE.4
	6 days	Solving Equations $px+q=r$ and $p(x+q)=r$ and Problems that Lead to Those Equations	7, 8, 9, 10, 11, 12	NC.7.EE.2 NC.7.EE.3 NC.7.EE.4
	5 days	Inequalities	13, 14, 15, 16, 17	NC.7.EE.4
	5 days	Writing Equivalent Expressions	18, 19, 20, 21, 22	NC.7.EE.1 NC.7.NS.1
	2 days	Review and End of Module Test		
Unit 7	18 days	Angles, Triangles, and Prisms		
	5 days	Angle Relationships	1, 2, 3, 4, 5	NC.7.G.1 NC.7.G.5 NC.7.EE.4
	5 days	Drawing Polygons with Given Coordinates	6, 7, 8, 9, 10	NC.7.NS.1 NC.7.G.2
	6 days	Solid Geometry	11, 12, 13, 14, 15, 16	NC.7.G.3 NC.7.G.6
	1 day	Let's Put It To Work	17	NC.7.G.2 NC.7.G.6
	2 days	Review and End of Module Test		
Unit 8	28 days	Probability and Sampling		
	6 days	Probability of Single Step Events	1, 2, 3, 4, 5, 6	NC.7.SP.5 NC.7.SP.6 NC.7.SP.7 NC.7.SP.8
	4 days	Probability of Multi Step Events	7, 8, 9, 10	NC.7.SP.8 NC.7.RP.1
	4 days	Sampling	11, 12, 13, 14	NC.7.SP.1 NC.7.SP.2 NC.7.SP.3 NC.7.SP.7
	5 days	Using Samples	15, 16, 17, 18, 19	NC.7.SP.1 NC.7.SP.2 NC.7.SP.3 NC.7.SP.4

	1 day	Let's Put It To Work	20	NC.7.SP.1 NC.7.SP.2 NC.7.SP.4 NC.7.SP.7 NC.7.RP.1
	2 days	Review and End of Module Test		
Unit 9	13 days	Putting It All Together		
	4 days	Running a Restaurant	1, 2, 3, 4	NC.7.RP.2 NC.7.RP.3 NC.7.EE.4 NC.7.NS.2 NC.7.NS.3 NC.7.SP.4 NC.7.G.1 NC.7.G.4 NC.7.G.6
	5 days	Making Connections	5, 6, 7, 8, 9	NC.7.G.6 NC.7.G.7 NC.7.RP NC.7.NS.3 NC.7.EE.1 NC.7.EE.4
	4 days	Designing a Course	10, 11, 12, 13	NC.7.RP NC.7.G.1 NC.7.G.4

8th Grade Standards for Open Up

Unit Number	Suggested Days	Topic	Lesson	Standard
Unit 1	20 days	Rigid Transformations and Congruences		
	6 days	Rigid Transformations	1, 2, 3, 4, 5, 6	NC.8.G.1 NC.8.G.3
	4 days	Properties of Rigid Transformations	7, 8, 9, 10	NC.8.G.1
	3 days	Congruence	11, 12, 13	NC.8.G.1 NC.8.G.2
	3 days	Angles in a Triangle	14, 15, 16	NC.8.G.1 NC.8.G.5
	1 day	Let's Put It To Work	17	NC.8.G
	2 days	Review and End of Module Test		
Unit 2	15 days	Dilations, Similarity, and Introducing Slope		
	5 days	Dilations	1, 2, 3, 4, 5	NC.8.G.1 NC.8.G.3
	4 days	Similarity	6, 7, 8, 9	NC.8.G.2 NC.8.G.4 NC.8.G.5
	3 days	Slope	10, 11, 12	NC.8.G.1 NC.8.G.3 NC.8.EE.6
	1 day	Let's Put It To Work	13	NC.8.G.5
	2 days	Review and End of Module Test		
Unit 3	12 days	Linear Relationships		
	4 days	Proportional Relationships	1, 2, 3, 4	NC.8.EE.1 NC.8.EE.5
	4 days	Representing Linear Relationships	5, 6, 7, 8	NC.8.EE.1 NC.8.EE.5 NC.8.EE.6 NC.8.G.1
	3 days	Finding Slope	9, 10, 11	NC.8.EE.1 NC.8.EE.6
	2 days	Linear Equations	12, 13	NC.8.EE
	1 day	Let's Put It To Work	14	NC.8.EE.6 NC.8.EE.8
	2 days	Review and End of Module Test		
Unit 4	18 days	Linear Equations and Linear Systems		
	1 day	Puzzle Problems	1	
	8 days	Linear Equations in One Variable	2, 3, 4, 5, 6, 7, 8, 9	NC.8.EE.7 NC.EE.8
	6 days	Systems of Linear Equations	10, 11, 12, 13, 14, 15	NC.8.EE.8
	1 day	Let's Put it to Work	16	NC.8.EE.8
	2 days	Review and End of Module Test		
Unit 5	25 days	Functions and Volume		

	2 days	Inputs and Outputs	1, 2	NC.8.F.1
	5 days	Representing and Interpreting Functions	3, 4, 5, 6, 7	NC.8.F.1 NC.8.F.2 NC.8.F.3 NC.8.F.5
	3 days	Linear Functions and Rates of Change	8, 9, 10	NC.8.F.2 NC.8.F.3 NC.8.F.4 NC.8.F.5
	6 days	Cylinders and Cones	11, 12, 13, 14, 15, 16	NC.8.F.4 NC.8.G.9
	5 days	Dimensions and Spheres	17, 18, 19, 20, 21	NC.8.F.1 NC.8.F.3 NC.8.G.9
	1 day	Let's Put it to Work	22	NC.8.G.9 NC.8.F
	2 days	Review and End of Module Test		
Unit 6	13 days	Associations in Data		
	2 days	Does This Predict That?	1, 2	NC.8.SP.1
	6 days	Associations in Numerical Data	3, 4, 5, 6, 7, 8	NC.8.SP.1 NC.8.SP.2 NC.8.SP.3
	2 days	Associations in Categorical Data	9, 10	NC.8.SP.4
	1 day	Let's Put It To Work	11	NC.8.SP.4
	2 days	Review and End of Module Test		
Unit 7	18 days	Exponents and Scientific Notation		
	1 day	Exponent Review	1	
	7 days	Exponent Rules	2, 3, 4, 5, 6, 7, 8	NC.8.EE.1
	7 days	Scientific Notation	9, 10, 11, 12, 13, 14, 15	NC.8.EE.1 NC.8.EE.3 NC.8.EE.4
	1 day	Let's Put It To Work	16	NC.8.EE.3 NC.8.EE.4
	2 days	Review and End of Module Test		
Unit 8	17 days	Pythagorean Theorem and Irrational Numbers		
	1 day	The Size of Shapes	1	NC.8.NS.2
	4 days	Side Lengths and Area of Squares	2, 3, 4, 5	NC.8.NS.1 NC.8.NS.2 NC.8.EE.2 NC.8.F
	6 days	The Pythagorean Theorem	6, 7, 8, 9, 10, 11	NC.8.NS NC.8.EE.2 NC.8.G.6 NC.8.G.7 NC.8.G.8
	2 days	Side Lengths and Volumes of Cubes	12, 13	NC.8.EE.2 NC.8.NS.2
	2 days	Decimal Representations of Rational and Irrational Numbers	14, 15	NC.8.NS NC.8.EE
	2 days	Review and End of Module Test		

Unit 9	11 days	Putting It All Together		
	5 days	What Influences Temperature?		NC.8.F.1 NC.8.F.4 NC.8.F.5 NC.8.SP.1 NC.8.SP.2 NC.8.SP.3 NC.8.SP.4
	6 days	Tessellations of the Plane		NC.8.G.2 NC.8.G.3 NC.8.G.4 NC.8.G.5

NC Math 1 – High School

1st Quarter	
Unit 1: Expressions, Equations, and Functions	
NC.M1.A-SSE.1 NC.M1.A-SSE.1a NC.M1.A-SSE.1b	Interpret expressions that represent a quantity in terms of its context. a. Identify and interpret parts of a linear, exponential, or quadratic expression, including terms, factors, coefficients, and exponents. b. Interpret a linear, exponential, or quadratic expression made of multiple parts as a combination of entities to give meaning to an expression.
NC.M1.A-APR.1	Build an understanding that operations with polynomials are comparable to operations with integers by adding and subtracting quadratic expressions and by adding, subtracting, and multiplying linear expressions.
NC.M1.A-CED.4	Solve for a quantity of interest in formulas used in science and mathematics using the same reasoning as in solving equations.
NC.M1.F-BF.2	Translate between explicit and recursive forms of arithmetic and geometric sequences and use both to model situations.
Unit 2: Linear Equations	
NC.M1.A-CED.1	Create equations and inequalities in one variable that represent linear, exponential, and quadratic relationships and use them to solve problems.
NC.M1.A-CED.4	Solve for a quantity of interest in formulas used in science and mathematics using the same reasoning as in solving equations.
NC.M1.A-REI.1	Justify a chosen solution method and each step of the solving process for linear and quadratic equations using mathematical reasoning.
NC.M1.A-REI.3	Solve linear equations and inequalities in one variable.
Unit 3: Linear Functions	
NC.M1.A-SSE.1 NC.M1.A-SSE.1a NC.M1.A-SSE.1b	Interpret expressions that represent a quantity in terms of its context. a. Identify and interpret parts of a linear, exponential, or quadratic expression, including terms, factors, coefficients, and exponents. b. Interpret a linear, exponential, or quadratic expression made of multiple parts as a combination of entities to give meaning to an expression.
NC.M1.A-CED.1	Create equations and inequalities in one variable that represent linear, exponential, and quadratic relationships and use them to solve problems.
NC.M1.A-CED.2	Create and graph equations in two variables to represent linear, exponential, and quadratic relationships between quantities.
NC.M1.A-REI.10	Understand that the graph of a two variable equation represents the set of all solutions to the equation.
NC.M1.A-REI.11	Extend an understanding that the x-coordinates of the points where the graphs of two equations $y = f(x)$ and $y = g(x)$ intersect are the solutions of the equation $f(x) = g(x)$ and approximate solutions using a graphing technology or successive approximations with a table of values.
NC.M1.F-IF.1	Build an understanding that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range by recognizing that: - if f is a function and x is an element of its domain, then $f(x)$ denotes the output of f corresponding to the input x. - the graph of f is the graph of the equation $y = f(x)$.
NC.M1.F-IF.3	Recognize that recursively and explicitly defined sequences are functions whose domain is a subset of the integers, the terms of an arithmetic sequence are a subset of the range of a linear function, and the terms of a geometric sequence are a subset of the range of an exponential function.
NC.M1.F-IF.4	Interpret key features of graphs, tables, and verbal descriptions in context to describe

	functions that arise in applications relating two quantities, including: intercepts; intervals where the function is increasing, decreasing, positive, or negative; and maximums and minimums.
NC.M1.F-IF.5	Interpret a function in terms of the context by relating its domain and range to its graph and, where applicable, to the quantitative relationship it describes.
NC.M1.F-IF.6	Calculate and interpret the average rate of change over a specified interval for a function presented numerically, graphically, and/or symbolically.
NC.M1.F-IF.7	Analyze linear, exponential, and quadratic functions by generating different representations, by hand in simple cases and using technology for more complicated cases, to show key features, including: domain and range; rate of change; intercepts; intervals where the function is increasing, decreasing, positive, or negative; maximums and minimums; and end behavior.
NC.M1.F-IF.9	Compare key features of two functions (linear, quadratic, or exponential) each with a different representation (symbolically, graphically, numerically in tables, or by verbal descriptions).
NC.M1.F-BF.1	Write a function that describes a relationship between two quantities.
NC.M1.F-BF.1a	a. Build linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two ordered pairs (include reading these from a table).
NC.M1.F-BF.1b	b. Build a function that models a relationship between two quantities by combining linear, exponential, or quadratic functions with addition and subtraction or two linear functions with multiplication.
NC.M1.F-BF.2	Translate between explicit and recursive forms of arithmetic and geometric sequences and use both to model situations.
NC.M1.F-LE.1	Identify situations that can be modeled with linear and exponential functions, and justify the most appropriate model for a situation based on the rate of change over equal intervals.
NC.M1.F-LE.3	Compare the end behavior of linear, exponential, and quadratic functions using graphs and tables to show that a quantity increasing exponentially eventually exceeds a quantity increasing linearly or quadratically.
NC.M1.F-LE.5	Interpret the parameters a and b in a linear function $f(x) = ax + b$ or an exponential function $g(x) = ab^x$ in terms of a context.
NC.M1.S-ID.7	Interpret in context the rate of change and the intercept of a linear model. Use the linear model to interpolate and extrapolate predicted values. Assess the validity of a predicted value.
Unit 4: Equations and Linear Functions	
NC.M1.A-SSE.1	Interpret expressions that represent a quantity in terms of its context.
NC.M1.A-SSE.1a	a. Identify and interpret parts of a linear, exponential, or quadratic expression, including terms, factors, coefficients, and exponents.
NC.M1.A-SSE.1b	b. Interpret a linear, exponential, or quadratic expression made of multiple parts as a combination of entities to give meaning to an expression.
NC.M1.A-CED.1	Create equations and inequalities in one variable that represent linear, exponential, and quadratic relationships and use them to solve problems.
NC.M1.A-CED.2	Create and graph equations in two variables to represent linear, exponential, and quadratic relationships between quantities.
NC.M1.A-CED.4	Solve for a quantity of interest in formulas used in science and mathematics using the same reasoning as in solving equations.
NC.M1.A-REI.3	Solve linear equations and inequalities in one variable.
NC.M1.A-REI.10	Understand that the graph of a two variable equation represents the set of all solutions to the equation.
NC.M1.A-REI.11	Extend an understanding that the x-coordinates of the points where the graphs of two equations $y = f(x)$ and $y = g(x)$ intersect are the solutions of the equation $f(x) = g(x)$ and approximate solutions using a graphing technology or successive

	approximations with a table of values.
NC.M1.F-IF.1	Build an understanding that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range by recognizing that: - if f is a function and x is an element of its domain, then $f(x)$ denotes the output of f corresponding to the input x. - the graph of f is the graph of the equation $y = f(x)$.
NC.M1.F-IF.2	Use function notation to evaluate linear, quadratic, and exponential functions for inputs in their domains, and interpret statements that use function notation in terms of a context.
NC.M1.F-IF.3	Recognize that recursively and explicitly defined sequences are functions whose domain is a subset of the integers, the terms of an arithmetic sequence are a subset of the range of a linear function, and the terms of a geometric sequence are a subset of the range of an exponential function.
NC.M1.F-LE.1	Identify situations that can be modeled with linear and exponential functions, and justify the most appropriate model for a situation based on the rate of change over equal intervals.
NC.M1.F-LE.3	Compare the end behavior of linear, exponential, and quadratic functions using graphs and tables to show that a quantity increasing exponentially eventually exceeds a quantity increasing linearly or quadratically.
NC.M1.F-LE.5	Interpret the parameters a and b in a linear function $f(x) = ax + b$ or an exponential function $g(x) = ab^x$ in terms of a context.
NC.M1.S-ID.7	Interpret in context the rate of change and the intercept of a linear model. Use the linear model to interpolate and extrapolate predicted values. Assess the validity of a predicted value.
Unit 5: Linear Inequalities	
NC.M1.A-CED.1	Create equations and inequalities in one variable that represent linear, exponential, and quadratic relationships and use them to solve problems.
NC.M1.A-REI.3	Solve linear equations and inequalities in one variable.
NC.M1.A-REI.12	Represent the solutions of a linear inequality or a system of linear inequalities graphically as a region of the plane.
Unit 6: Systems of Equations	
NC.M1.A-SSE.1	Interpret expressions that represent a quantity in terms of its context.
NC.M1.A-SSE.1a	a. Identify and interpret parts of a linear, exponential, or quadratic expression, including terms, factors, coefficients, and exponents.
NC.M1.A-SSE.1b	b. Interpret a linear, exponential, or quadratic expression made of multiple parts as a combination of entities to give meaning to an expression.
NC.M1.A-CED.1	Create equations and inequalities in one variable that represent linear, exponential, and quadratic relationships and use them to solve problems.
NC.M1.A-CED.3	Create systems of linear equations and inequalities to model situations in context.
NC.M1.A-REI.5	Explain why replacing one equation in a system of linear equations by the sum of that equation and a multiple of the other produces a system with the same solutions.
NC.M1.A-REI.6	Use tables, graphs, or algebraic methods (substitution and elimination) to find approximate or exact solutions to systems of linear equations and interpret solutions in terms of a context.
NC.M1.A-REI.11	Extend an understanding that the x -coordinates of the points where the graphs of two equations $y = f(x)$ and $y = g(x)$ intersect are the solutions of the equation $f(x) = g(x)$ and approximate solutions using a graphing technology or successive approximations with a table of values.
NC.M1.A-REI.12	Represent the solutions of a linear inequality or a system of linear inequalities graphically as a region of the plane.
2nd Quarter	
Unit 7: Exponents and Exponential Functions	
NC.M1.N-RN.2	Rewrite algebraic expressions with integer exponents using the properties of exponents.

NC.M1.A-SSE.1 NC.M1.A-SSE.1a NC.M1.A-SSE.1b	Interpret expressions that represent a quantity in terms of its context. a. Identify and interpret parts of a linear, exponential, or quadratic expression, including terms, factors, coefficients, and exponents. b. Interpret a linear, exponential, or quadratic expression made of multiple parts as a combination of entities to give meaning to an expression.
NC.M1.A-CED.1	Create equations and inequalities in one variable that represent linear, exponential, and quadratic relationships and use them to solve problems.
NC.M1.A-CED.2	Create and graph equations in two variables to represent linear, exponential, and quadratic relationships between quantities.
NC.M1.A-CED.4	Solve for a quantity of interest in formulas used in science and mathematics using the same reasoning as in solving equations.
NC.M1.A-REI.10	Understand that the graph of a two variable equation represents the set of all solutions to the equation.
NC.M1.A-REI.11	Extend an understanding that the x-coordinates of the points where the graphs of two equations $y = f(x)$ and $y = g(x)$ intersect are the solutions of the equation $f(x) = g(x)$ and approximate solutions using a graphing technology or successive approximations with a table of values.
NC.M1.F-IF.2	Use function notation to evaluate linear, quadratic, and exponential functions for inputs in their domains, and interpret statements that use function notation in terms of a context.
NC.M1.F-IF.3	Recognize that recursively and explicitly defined sequences are functions whose domain is a subset of the integers, the terms of an arithmetic sequence are a subset of the range of a linear function, and the terms of a geometric sequence are a subset of the range of an exponential function.
NC.M1.F-IF.4	Interpret key features of graphs, tables, and verbal descriptions in context to describe functions that arise in applications relating two quantities, including: intercepts; intervals where the function is increasing, decreasing, positive, or negative; and maximums and minimums.
NC.M1.F-IF.5	Interpret a function in terms of the context by relating its domain and range to its graph and, where applicable, to the quantitative relationship it describes.
NC.M1.F-IF.7	Analyze linear, exponential, and quadratic functions by generating different representations, by hand in simple cases and using technology for more complicated cases, to show key features, including: domain and range; rate of change; intercepts; intervals where the function is increasing, decreasing, positive, or negative; maximums and minimums; and end behavior.
NC.M1.F-IF.8 NC.M1.F-IF.8b	Use equivalent expressions to reveal and explain different properties of a function. b. Interpret and explain growth and decay rates for an exponential function.
NC.M1.F-IF.9	Compare key features of two functions (linear, quadratic, or exponential) each with a different representation (symbolically, graphically, numerically in tables, or by verbal descriptions).
NC.M1.F-BF.1 NC.M1.F-BF.1a	Write a function that describes a relationship between two quantities. a. Build linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two ordered pairs (include reading these from a table).
NC.M1.F-BF.2	Translate between explicit and recursive forms of arithmetic and geometric sequences and use both to model situations.
NC.M1.F-LE.1	Identify situations that can be modeled with linear and exponential functions, and justify the most appropriate model for a situation based on the rate of change over equal intervals.
NC.M1.F-LE.3	Compare the end behavior of linear, exponential, and quadratic functions using graphs and tables to show that a quantity increasing exponentially eventually exceeds a quantity increasing linearly or quadratically.
NC.M1.F-LE.5	Interpret the parameters a and b in a linear function $f(x) = ax + b$ or an exponential function $g(x) = ab^x$ in terms of a context.

Unit 8: Quadratic Expressions and Equations	
NC.M1.A-SSE.3	Write an equivalent form of a quadratic expression $ax^2 + bx + c$, where a is an integer, by factoring to reveal the solutions of the equation or the zeros of the function the expression defines.
NC.M1.A-APR.1	Build an understanding that operations with polynomials are comparable to operations with integers by adding and subtracting quadratic expressions and by adding, subtracting, and multiplying linear expressions.
NC.M1.A-APR.3	Understand the relationships among the factors of a quadratic expression, the solutions of a quadratic equation, and the zeros of a quadratic function.
NC.M1.A-CED.1	Create equations and inequalities in one variable that represent linear, exponential, and quadratic relationships and use them to solve problems.
NC.M1.A-CED.4	Solve for a quantity of interest in formulas used in science and mathematics using the same reasoning as in solving equations.
NC.M1.A-REI.1	Justify a chosen solution method and each step of the solving process for linear and quadratic equations using mathematical reasoning.
NC.M1.A-REI.4	Solve for the real solutions of quadratic equations in one variable by taking square roots and factoring.
NC.M1.A-REI.10	Understand that the graph of a two variable equation represents the set of all solutions to the equation.
NC.M1.F-IF.2	Use function notation to evaluate linear, quadratic, and exponential functions for inputs in their domains, and interpret statements that use function notation in terms of a context.
Unit 9: Quadratic Functions	
NC.M1.A-SSE.1 NC.M1.A-SSE.1a NC.M1.A-SSE.1b	Interpret expressions that represent a quantity in terms of its context. a. Identify and interpret parts of a linear, exponential, or quadratic expression, including terms, factors, coefficients, and exponents. b. Interpret a linear, exponential, or quadratic expression made of multiple parts as a combination of entities to give meaning to an expression.
NC.M1.A-SSE.3	Write an equivalent form of a quadratic expression $ax^2 + bx + c$, where a is an integer, by factoring to reveal the solutions of the equation or the zeros of the function the expression defines.
NC.M1.A-APR.3	Understand the relationships among the factors of a quadratic expression, the solutions of a quadratic equation, and the zeros of a quadratic function.
NC.M1.A-CED.1	Create equations and inequalities in one variable that represent linear, exponential, and quadratic relationships and use them to solve problems.
NC.M1.A-CED.2	Create and graph equations in two variables to represent linear, exponential, and quadratic relationships between quantities.
NC.M1.A-REI.4	Solve for the real solutions of quadratic equations in one variable by taking square roots and factoring.
NC.M1.A-REI.10	Understand that the graph of a two variable equation represents the set of all solutions to the equation.
NC.M1.A-REI.11	Extend an understanding that the x -coordinates of the points where the graphs of two equations $y = f(x)$ and $y = g(x)$ intersect are the solutions of the equation $f(x) = g(x)$ and approximate solutions using a graphing technology or successive approximations with a table of values.
NC.M1.F-IF.2	Use function notation to evaluate linear, quadratic, and exponential functions for inputs in their domains, and interpret statements that use function notation in terms of a context.
NC.M1.F-IF.4	Interpret key features of graphs, tables, and verbal descriptions in context to describe functions that arise in applications relating two quantities, including: intercepts; intervals where the function is increasing, decreasing, positive, or negative; and maximums and minimums.
NC.M1.F-IF.5	Interpret a function in terms of the context by relating its domain and range to its graph and, where applicable, to the quantitative relationship it describes.
NC.M1.F-IF.7	Analyze linear, exponential, and quadratic functions by generating different

	representations, by hand in simple cases and using technology for more complicated cases, to show key features, including: domain and range; rate of change; intercepts; intervals where the function is increasing, decreasing, positive, or negative; maximums and minimums; and end behavior.
NC.M1.F-IF.8 NC.M1.F-IF.8a	Use equivalent expressions to reveal and explain different properties of a function. a. Rewrite a quadratic function to reveal and explain different key features of the function
NC.M1.F-IF.9	Compare key features of two functions (linear, quadratic, or exponential) each with a different representation (symbolically, graphically, numerically in tables, or by verbal descriptions).
NC.M1.F-BF.1 NC.M1.F-BF.1a NC.M1.F-BF.1b	Write a function that describes a relationship between two quantities. a. Build linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two ordered pairs (include reading these from a table). b. Build a function that models a relationship between two quantities by combining linear, exponential, or quadratic functions with addition and subtraction or two linear functions with multiplication.
NC.M1.F-LE.3	Compare the end behavior of linear, exponential, and quadratic functions using graphs and tables to show that a quantity increasing exponentially eventually exceeds a quantity increasing linearly or quadratically.
Unit 10: Radical Functions and Geometry	
NC.M1.A-CED.4	Solve for a quantity of interest in formulas used in science and mathematics using the same reasoning as in solving equations.
NC.M1.G-GPE.4	Use coordinates to solve geometric problems involving polygons algebraically • Use coordinates to compute perimeters of polygons and areas of triangles and rectangles. • Use coordinates to verify algebraically that a given set of points produces a particular type of triangle or quadrilateral.
NC.M1.G-GPE.5	Use coordinates to prove the slope criteria for parallel and perpendicular lines and use them to solve problems. • Determine if two lines are parallel, perpendicular, or neither. • Find the equation of a line parallel or perpendicular to a given line that passes through a given point.
NC.M1.G-GPE.6	Use coordinates to find the midpoint or endpoint of a line segment.
Unit 11: Statistics	
NC.M1.S-ID.1	Use technology to represent data with plots on the real number line (histograms, and box plots).
NC.M1.S-ID.2	Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets. Interpret differences in shape, center, and spread in the context of the data sets.
NC.M1.S-ID.3	Examine the effects of extreme data points (outliers) on shape, center, and/or spread.
NC.M1.S-ID.6 NC.M1.S-ID.6a NC.M1.S-ID.6b NC.M1.S-ID.6c	Represent data on two quantitative variables on a scatter plot, and describe how the variables are related. a. Fit a least squares regression line to linear data using technology. Use the fitted function to solve problems. b. Assess the fit of a linear function by analyzing residuals. c. Fit a function to exponential data using technology. Use the fitted function to solve problems.
NC.M1.S-ID.7	Interpret in context the rate of change and the intercept of a linear model. Use the linear model to interpolate and extrapolate predicted values. Assess the validity of a predicted value.
NC.M1.S-ID.8	Analyze patterns and describe relationships between two variables in context. Using technology, determine the correlation coefficient of bivariate data and interpret it as a measure of the strength and direction of a linear relationship. Use a scatter plot,

	correlation coefficient, and a residual plot to determine the appropriateness of using a linear function to model a relationship between two variables.
NC.M1.S-ID.9	Distinguish between association and causation.

NC Math 2 – High School

3rd Quarter	
Unit 1: Real and Complex Numbers	
NC.M2.N-RN.1	Explain how expressions with rational exponents can be rewritten as radical expressions.
NC.M2.N-RN.2	Rewrite expressions with radicals and rational exponents into equivalent expressions using the properties of exponents.
NC.M2.N-RN.3	Use the properties of rational and irrational numbers to explain why: - the sum or product of two rational numbers is rational; - the sum of a rational number and an irrational number is irrational; - the product of a nonzero rational number and an irrational number is irrational.
NC.M2.N-CN.1	Know there is a complex number i such that $i^2 = -1$, and every complex number has the form $a + bi$ where a and b are real numbers.
NC.M2.A-SSE.1	Interpret expressions that represent a quantity in terms of its context.
NC.M2.A-SSE.1a	a. Identify and interpret parts of a quadratic, square root, inverse variation, or right triangle trigonometric expression, including terms, factors, coefficients, radicands, and exponents.
NC.M2.A-SSE.1b	b. Interpret quadratic and square root expressions made of multiple parts as a combination of single entities to give meaning in terms of a context.
NC.M2.A-APR.1	Extend the understanding that operations with polynomials are comparable to operations with integers by adding, subtracting, and multiplying polynomials.
NC.M2.A-CED.1	Create equations and inequalities in one variable that represent quadratic, square root, inverse variation, and right triangle trigonometric relationships and use them to solve problems.
Unit 2: Solve Quadratic Equations	
NC.M2.A-SSE.3	Write an equivalent form of a quadratic expression by completing the square, where a is an integer of a quadratic expression, $ax^2 + bx + c$, to reveal the maximum or minimum value of the function the expression defines.
NC.M2.A-APR.1	Extend the understanding that operations with polynomials are comparable to operations with integers by adding, subtracting, and multiplying polynomials.
NC.M2.A-CED.2	Create and graph equations in two variables to represent quadratic, square root and inverse variation relationships between quantities.
NC.M2.A-CED.3	Create systems of linear, quadratic, square root, and inverse variation equations to model situations in context.
NC.M2.A-REI.1	Justify a chosen solution method and each step of the solving process for quadratic, square root and inverse variation equations using mathematical reasoning.
NC.M2.A-REI.4	Solve for all solutions of quadratic equations in one variable.
NC.M2.A-REI.4a	a. Understand that the quadratic formula is the generalization of solving $ax^2 + bx + c$ by using the process of completing the square.
NC.M2.A-REI.4b	b. Explain when quadratic equations will have non-real solutions and express complex solutions as $a \pm bi$ for real numbers a and b .
NC.M2.A-REI.7	Use tables, graphs, and algebraic methods to approximate or find exact solutions of systems of linear and quadratic equations, and interpret the solutions in terms of a context.
NC.M2.F-IF.7	Analyze quadratic, square root, and inverse variation functions by generating different representations, by hand in simple cases and using technology for more complicated cases, to show key features, including: domain and range; intercepts; intervals where the function is increasing, decreasing, positive, or negative; rate of change; maximums and minimums; symmetries; and end behavior.
NC.M2.F-IF.8	Use equivalent expressions to reveal and explain different properties of a function by

	developing and using the process of completing the square to identify the zeros, extreme values, and symmetry in graphs and tables representing quadratic functions, and interpret these in terms of a context.
NC.M2.F-IF.9	Compare key features of two functions (linear, quadratic, square root, or inverse variation functions) each with a different representation (symbolically, graphically, numerically in tables, or by verbal descriptions).
NC.M2.F-BF.1	Write a function that describes a relationship between two quantities by building quadratic functions with real solution(s) and inverse variation functions given a graph, a description of a relationship, or ordered pairs (include reading these from a table).
NC.M2.F-BF.3	Understand the effects of the graphical and tabular representations of a linear, quadratic, square root, and inverse variation function f with $k \cdot f(x)$, $f(x) + k$, $f(x + k)$ for specific values of k (both positive and negative).
Unit 3: Quadratic Functions	
NC.M2.A-SSE.1	Interpret expressions that represent a quantity in terms of its context.
NC.M2.A-SSE.1a	a. Identify and interpret parts of a quadratic, square root, inverse variation, or right triangle trigonometric expression, including terms, factors, coefficients, radicands, and exponents.
NC.M2.A-SSE.1b	b. Interpret quadratic and square root expressions made of multiple parts as a combination of single entities to give meaning in terms of a context.
NC.M2.A-SSE.3	Write an equivalent form of a quadratic expression by completing the square, where a is an integer of a quadratic expression, $ax^2 + bx + c$, to reveal the maximum or minimum value of the function the expression defines.
NC.M2.A-APR.1	Extend the understanding that operations with polynomials are comparable to operations with integers by adding, subtracting, and multiplying polynomials.
NC.M2.A-CED.1	Create equations and inequalities in one variable that represent quadratic, square root, inverse variation, and right triangle trigonometric relationships and use them to solve problems.
NC.M2.A-CED.2	Create and graph equations in two variables to represent quadratic, square root and inverse variation relationships between quantities.
NC.M2.A-CED.3	Create systems of linear, quadratic, square root, and inverse variation equations to model situations in context.
NC.M2.A-REI.1	Justify a chosen solution method and each step of the solving process for quadratic, square root and inverse variation equations using mathematical reasoning.
NC.M2.A-REI.4	Solve for all solutions of quadratic equations in one variable.
NC.M2.A-REI.4a	a. Understand that the quadratic formula is the generalization of solving $ax^2 + bx + c$ by using the process of completing the square.
NC.M2.A-REI.4b	b. Explain when quadratic equations will have non-real solutions and express complex solutions as $a \pm bi$ for real numbers a and b .
NC.M2.A-REI.7	Use tables, graphs, and algebraic methods to approximate or find exact solutions of systems of linear and quadratic equations, and interpret the solutions in terms of a context.
NC.M2.F-IF.4	Interpret key features of graphs, tables, and verbal descriptions in context to describe functions that arise in applications relating two quantities, including: domain and range, rate of change, symmetries, and end behavior.
NC.M2.F-IF.7	Analyze quadratic, square root, and inverse variation functions by generating different representations, by hand in simple cases and using technology for more complicated cases, to show key features, including: domain and range; intercepts; intervals where the function is increasing, decreasing, positive, or negative; rate of change; maximums and minimums; symmetries; and end behavior.
NC.M2.F-IF.8	Use equivalent expressions to reveal and explain different properties of a function by developing and using the process of completing the square to identify the zeros, extreme values, and symmetry in graphs and tables representing quadratic functions, and interpret these in terms of a context.

NC.M2.F-IF.9	Compare key features of two functions (linear, quadratic, square root, or inverse variation functions) each with a different representation (symbolically, graphically, numerically in tables, or by verbal descriptions).
NC.M2.F-BF.1	Write a function that describes a relationship between two quantities by building quadratic functions with real solution(s) and inverse variation functions given a graph, a description of a relationship, or ordered pairs (include reading these from a table).
NC.M2.F-BF.3	Understand the effects of the graphical and tabular representations of a linear, quadratic, square root, and inverse variation function f with $k \cdot f(x)$, $f(x) + k$, $f(x + k)$ for specific values of k (both positive and negative).
Unit 4: Radical Equations and Functions	
NC.M2.N-RN.1	Explain how expressions with rational exponents can be rewritten as radical expressions.
NC.M2.N-RN.2	Rewrite expressions with radicals and rational exponents into equivalent expressions using the properties of exponents.
NC.M2.A-SSE.1 NC.M2.A-SSE.1a NC.M2.A-SSE.1b	Interpret expressions that represent a quantity in terms of its context. a. Identify and interpret parts of a quadratic, square root, inverse variation, or right triangle trigonometric expression, including terms, factors, coefficients, radicands, and exponents. b. Interpret quadratic and square root expressions made of multiple parts as a combination of single entities to give meaning in terms of a context.
NC.M2.A-CED.1	Create equations and inequalities in one variable that represent quadratic, square root, inverse variation, and right triangle trigonometric relationships and use them to solve problems.
NC.M2.A-CED.2	Create and graph equations in two variables to represent quadratic, square root and inverse variation relationships between quantities.
NC.M2.A-CED.3	Create systems of linear, quadratic, square root, and inverse variation equations to model situations in context.
NC.M2.A-REI.1	Justify a chosen solution method and each step of the solving process for quadratic, square root and inverse variation equations using mathematical reasoning.
NC.M2.A-REI.2	Solve and interpret one variable inverse variation and square root equations arising from a context, and explain how extraneous solutions may be produced.
NC.M2.A-REI.11	Extend the understanding that the x -coordinates of the points where the graphs of two square root and/or inverse variation equations $y = f(x)$ and $y = g(x)$ intersect are the solutions of the equation $f(x) = g(x)$ and approximate solutions using graphing technology or successive approximations with a table of values.
NC.M2.F-IF.4	Interpret key features of graphs, tables, and verbal descriptions in context to describe functions that arise in applications relating two quantities, including: domain and range, rate of change, symmetries, and end behavior.
NC.M2.F-IF.7	Analyze quadratic, square root, and inverse variation functions by generating different representations, by hand in simple cases and using technology for more complicated cases, to show key features, including: domain and range; intercepts; intervals where the function is increasing, decreasing, positive, or negative; rate of change; maximums and minimums; symmetries; and end behavior.
NC.M2.F-IF.9	Compare key features of two functions (linear, quadratic, square root, or inverse variation functions) each with a different representation (symbolically, graphically, numerically in tables, or by verbal descriptions).
NC.M2.F-BF.1	Write a function that describes a relationship between two quantities by building quadratic functions with real solution(s) and inverse variation functions given a graph, a description of a relationship, or ordered pairs (include reading these from a table).
NC.M2.F-BF.3	Understand the effects of the graphical and tabular representations of a linear, quadratic, square root, and inverse variation function f with $k \cdot f(x)$, $f(x) + k$, $f(x + k)$ for specific values of k (both positive and negative).
Unit 5: Geometry and Coordinate System	
NC.M2.F-IF.1	Extend the concept of a function to include geometric transformations in the plane by

	recognizing that: - the domain and range of a transformation function f are sets of points in the plane; - the image of a transformation is a function of its pre-image.
NC.M2.F-IF.2	Extend the use of function notation to express the image of a geometric figure in the plane resulting from a translation, rotation by multiples of 90 degrees about the origin, reflection across an axis, or dilation as a function of its pre-image.
NC.M2.G-CO.2	Experiment with transformations in the plane. - Represent transformations in the plane. - Compare rigid motions that preserve distance and angle measure (translations, reflections, rotations) to transformations that do not preserve both distance and angle measure (e.g. stretches, dilations). - Understand that rigid motions produce congruent figures while dilations produce similar figures.
NC.M2.G-CO.3	Given a triangle, quadrilateral, or regular polygon, describe any reflection or rotation symmetry i.e., actions that carry the figure onto itself. Identify center and angle(s) of rotation symmetry. Identify line(s) of reflection symmetry.
NC.M2.G-CO.4	Verify experimentally properties of rotations, reflections, and translations in terms of angles, circles, perpendicular lines, parallel lines, and line segments.
NC.M2.G-CO.5	Given a geometric figure and a rigid motion, find the image of the figure. Given a geometric figure and its image, specify a rigid motion or sequence of rigid motions that will transform the pre-image to its image.
NC.M2.G-CO.6	Determine whether two figures are congruent by specifying a rigid motion or sequence of rigid motions that will transform one figure onto the other.
NC.M2.G-CO.9	Prove theorems about lines and angles and use them to prove relationships in geometric figures including: - Vertical angles are congruent. - When a transversal crosses parallel lines, alternate interior angles are congruent. - When a transversal crosses parallel lines, corresponding angles are congruent. - Points are on a perpendicular bisector of a line segment if and only if they are equidistant from the endpoints of the segment. - Use congruent triangles to justify why the bisector of an angle is equidistant from the sides of the angle.
NC.M2.G-CO.10	Prove theorems about triangles and use them to prove relationships in geometric figures including: - The sum of the measures of the interior angles of a triangle is 180°. - An exterior angle of a triangle is equal to the sum of its remote interior angles. - The base angles of an isosceles triangle are congruent. - The segment joining the midpoints of two sides of a triangle is parallel to the third side and half the length.
NC.M2.G-SRT.1	Verify experimentally the properties of dilations with given center and scale factor: a. When a line segment passes through the center of dilation, the line segment and its image lie on the same line. When a line segment does not pass through the center of dilation, the line segment and its image are parallel. b. The length of the image of a line segment is equal to the length of the line segment multiplied by the scale factor. c. The distance between the center of a dilation and any point on the image is equal to the scale factor multiplied by the distance between the dilation center and the corresponding point on the pre-image. d. Dilations preserve angle measure.
NC.M2.G-SRT.1a	
NC.M2.G-SRT.1b	
NC.M2.G-SRT.1c	
NC.M2.G-SRT.1d	
NC.M2.G-SRT.2	Understand similarity in terms of transformations. a. Determine whether two figures are similar by specifying a sequence of transformations that will transform one figure into the other.
NC.M2.G-SRT.2a	

NC.M2.G-SRT.2b	b. Use the properties of dilations to show that two triangles are similar when all corresponding pairs of sides are proportional and all corresponding pairs of angles are congruent.
NC.M2.G-SRT.3	Use transformations (rigid motions and dilations) to justify the AA criterion for triangle similarity.
4th Quarter	
Unit 6: Linear Programming	
NC.M2.A-REI.7	Use tables, graphs, and algebraic methods to approximate or find exact solutions of systems of linear and quadratic equations, and interpret the solutions in terms of a context.
NC.M2.A-REI.11	Extend the understanding that the x-coordinates of the points where the graphs of two square root and/or inverse variation equations $y = f(x)$ and $y = g(x)$ intersect are the solutions of the equation $f(x) = g(x)$ and approximate solutions using graphing technology or successive approximations with a table of values.
NC.M2.F-IF.4	Interpret key features of graphs, tables, and verbal descriptions in context to describe functions that arise in applications relating two quantities, including: domain and range, rate of change, symmetries, and end behavior.
Unit 7: Triangle Congruence and Similarity	
NC.M2.G-CO.6	Determine whether two figures are congruent by specifying a rigid motion or sequence of rigid motions that will transform one figure onto the other.
NC.M2.G-CO.7	Use the properties of rigid motions to show that two triangles are congruent if and only if corresponding pairs of sides and corresponding pairs of angles are congruent.
NC.M2.G-CO.8	Use congruence in terms of rigid motion. Justify the ASA, SAS, and SSS criteria for triangle congruence. Use criteria for triangle congruence (ASA, SAS, SSS, HL) to determine whether two triangles are congruent.
NC.M2.G-CO.9	Prove theorems about lines and angles and use them to prove relationships in geometric figures including: • Vertical angles are congruent. • When a transversal crosses parallel lines, alternate interior angles are congruent. • When a transversal crosses parallel lines, corresponding angles are congruent. • Points are on a perpendicular bisector of a line segment if and only if they are equidistant from the endpoints of the segment. • Use congruent triangles to justify why the bisector of an angle is equidistant from the sides of the angle.
NC.M2.G-CO.10	Prove theorems about triangles and use them to prove relationships in geometric figures including: • The sum of the measures of the interior angles of a triangle is 180o. • An exterior angle of a triangle is equal to the sum of its remote interior angles. • The base angles of an isosceles triangle are congruent. • The segment joining the midpoints of two sides of a triangle is parallel to the third side and half the length.
NC.M2.G-SRT.2 NC.M2.G-SRT.2a NC.M2.G-SRT.2b	Understand similarity in terms of transformations. a. Determine whether two figures are similar by specifying a sequence of transformations that will transform one figure into the other. b. Use the properties of dilations to show that two triangles are similar when all corresponding pairs of sides are proportional and all corresponding pairs of angles are congruent.
NC.M2.G-SRT.3	Use transformations (rigid motions and dilations) to justify the AA criterion for triangle similarity.
NC.M2.G-SRT.4	Use similarity to solve problems and to prove theorems about triangles. Use theorems about triangles to prove relationships in geometric figures. • A line parallel to one side of a triangle divides the other two sides proportionally and its converse.

	The Pythagorean Theorem
NC.M2.G-SRT.6	Verify experimentally that the side ratios in similar right triangles are properties of the angle measures in the triangle, due to the preservation of angle measure in similarity. Use this discovery to develop definitions of the trigonometric ratios for acute angles.
Unit 8: Right Triangle Trigonometry	
NC.M2.A-SSE.1	Interpret expressions that represent a quantity in terms of its context.
NC.M2.A-SSE.1a	a. Identify and interpret parts of a quadratic, square root, inverse variation, or right triangle trigonometric expression, including terms, factors, coefficients, radicands, and exponents.
NC.M2.A-SSE.1b	b. Interpret quadratic and square root expressions made of multiple parts as a combination of single entities to give meaning in terms of a context.
NC.M2.A-CED.1	Create equations and inequalities in one variable that represent quadratic, square root, inverse variation, and right triangle trigonometric relationships and use them to solve problems.
NC.M2.G-SRT.6	Verify experimentally that the side ratios in similar right triangles are properties of the angle measures in the triangle, due to the preservation of angle measure in similarity. Use this discovery to develop definitions of the trigonometric ratios for acute angles.
NC.M2.G-SRT.8	Use trigonometric ratios and the Pythagorean Theorem to solve problems involving right triangles in terms of a context
NC.M2.G-SRT.12	Develop properties of special right triangles (45-45-90 and 30-60-90) and use them to solve problems.
Unit 9: Probability	
NC.M2.S-IC.2	Use simulation to determine whether the experimental probability generated by sample data is consistent with the theoretical probability based on known information about the population.
NC.M2.S-CP.1	Describe events as subsets of the outcomes in a sample space using characteristics of the outcomes or as unions, intersections and complements of other events.
NC.M2.S-CP.3	Develop and understand independence and conditional probability.
NC.M2.S-CP.3a	a. Use a 2-way table to develop understanding of the conditional probability of A given B (written $P(A B)$) as the likelihood that A will occur given that B has occurred. That is, $P(A B)$ is the fraction of event B's outcomes that also belong to event A.
NC.M2.S-CP.3b	b. Understand that event A is independent from event B if the probability of event A does not change in response to the occurrence of event B. That is $P(A B)=P(A)$.
NC.M2.S-CP.4	Represent data on two categorical variables by constructing a two-way frequency table of data. Interpret the two-way table as a sample space to calculate conditional, joint and marginal probabilities. Use the table to decide if events are independent.
NC.M2.S-CP.5	Recognize and explain the concepts of conditional probability and independence in everyday language and everyday situations.
NC.M2.S-CP.6	Find the conditional probability of A given B as the fraction of B's outcomes that also belong to A, and interpret the answer in context.
NC.M2.S-CP.7	Apply the Addition Rule, $P(A \text{ or } B) = P(A) + P(B) - P(A \text{ and } B)$, and interpret the answer in context.
NC.M2.S-CP.8	Apply the general Multiplication Rule $P(A \text{ and } B) = P(A)P(B A) = P(B)P(A B)$, and interpret the answer in context. Include the case where A and B are independent: $P(A \text{ and } B) = P(A) P(B)$.

NC Math 3 – High School

1st Quarter	
Unit 1: Review	
NC.M3.A-SSE.1 NC.M3.A-SSE.1a NC.M3.A-SSE.1b	Interpret expressions that represent a quantity in terms of its context. a. Identify and interpret parts of a piecewise, absolute value, polynomial, exponential and rational expressions including terms, factors, coefficients, and exponents. b. Interpret expressions composed of multiple parts by viewing one or more of their parts as a single entity to give meaning in terms of a context.
NC.M3.A-CED.1	Create equations and inequalities in one variable that represent absolute value, polynomial, exponential, and rational relationships and use them to solve problems algebraically and graphically.
NC.M3.A-CED.3	Create systems of equations and/or inequalities to model situations in context.
NC.M3.A-REI.2	Solve and interpret one variable rational equations arising from a context, and explain how extraneous solutions may be produced.
Unit 2: Functions and Their Inverses	
NC.M3.A-SSE.1 NC.M3.A-SSE.1a NC.M3.A-SSE.1b	Interpret expressions that represent a quantity in terms of its context. a. Identify and interpret parts of a piecewise, absolute value, polynomial, exponential and rational expressions including terms, factors, coefficients, and exponents. b. Interpret expressions composed of multiple parts by viewing one or more of their parts as a single entity to give meaning in terms of a context.
NC.M3.A-CED.3	Create systems of equations and/or inequalities to model situations in context.
NC.M3.F-IF.2	Use function notation to evaluate piecewise defined functions for inputs in their domains, and interpret statements that use function notation in terms of a context.
NC.M3.F-IF.7	Analyze piecewise, absolute value, polynomials, exponential, rational, and trigonometric functions (sine and cosine) using different representations to show key features of the graph, by hand in simple cases and using technology for more complicated cases, including: domain and range; intercepts; intervals where the function is increasing, decreasing, positive, or negative; rate of change; relative maximums and minimums; symmetries; end behavior; period; and discontinuities.
NC.M3.F-IF.9	Compare key features of two functions using different representations by comparing properties of two different functions, each with a different representation (symbolically, graphically, numerically in tables, or by verbal descriptions).
NC.M3.F-BF.3	Extend an understanding of the effects on the graphical and tabular representations of a function when replacing $f(x)$ with $k \cdot f(x)$, $f(x) + k$, $f(x + k)$ to include $f(k \cdot x)$ for specific values of k (both positive and negative).
NC.M3.F-BF.4	Find an inverse function.
NC.M3.F-BF.4a	a. Understand the inverse relationship between exponential and logarithmic, quadratic and square root, and linear to linear functions and use this relationship to solve problems using tables, graphs, and equations.
NC.M3.F-BF.4b	b. Determine if an inverse function exists by analyzing tables, graphs, and equations.
NC.M3.F-BF.4c	c. If an inverse function exists for a linear, quadratic and/or exponential function, f , represent the inverse function, f^{-1} , with a table, graph, or equation and use it to solve problems in terms of a context.
NC.M3.F-LE.3	Compare the end behavior of functions using their rates of change over intervals of the same length to show that a quantity increasing exponentially eventually exceeds a quantity increasing as a polynomial function.
Unit 3: Polynomial Functions	
NC.M3.N-CN.9	Use the Fundamental Theorem of Algebra to determine the number and potential types of solutions for polynomial functions.

NC.M3.A-SSE.1 NC.M3.A-SSE.1a NC.M3.A-SSE.1b	Interpret expressions that represent a quantity in terms of its context. a. Identify and interpret parts of a piecewise, absolute value, polynomial, exponential and rational expressions including terms, factors, coefficients, and exponents. b. Interpret expressions composed of multiple parts by viewing one or more of their parts as a single entity to give meaning in terms of a context.
NC.M3.A-SSE.2	Use the structure of an expression to identify ways to write equivalent expressions.
NC.M3.A-APR.2	Understand and apply the Remainder Theorem.
NC.M3.A-APR.3	Understand the relationship among factors of a polynomial expression, the solutions of a polynomial equation and the zeros of a polynomial function.
NC.M3.A-APR.6	Rewrite simple rational expressions in different forms; write $\frac{a(x)}{b(x)}$ in the form $q(x) + \frac{r(x)}{b(x)}$, where $a(x)$, $b(x)$, $q(x)$, and $r(x)$ are polynomials with the degree of $r(x)$ less than the degree of $b(x)$.
NC.M3.A-CED.1	Create equations and inequalities in one variable that represent absolute value, polynomial, exponential, and rational relationships and use them to solve problems algebraically and graphically.
NC.M3.A-CED.2	Create and graph equations in two variables to represent absolute value, polynomial, exponential and rational relationships between quantities.
NC.M3.A-CED.3	Create systems of equations and/or inequalities to model situations in context.
NC.M3.A-REI.11	Extend an understanding that the x-coordinates of the points where the graphs of two equations $y = f(x)$ and $y = g(x)$ intersect are the solutions of the equation $f(x) = g(x)$ and approximate solutions using a graphing technology or successive approximations with a table of values.
NC.M3.F-IF.4	Interpret key features of graphs, tables, and verbal descriptions in context to describe functions that arise in applications relating two quantities to include periodicity and discontinuities.
NC.M3.F-IF.7	Analyze piecewise, absolute value, polynomials, exponential, rational, and trigonometric functions (sine and cosine) using different representations to show key features of the graph, by hand in simple cases and using technology for more complicated cases, including: domain and range; intercepts; intervals where the function is increasing, decreasing, positive, or negative; rate of change; relative maximums and minimums; symmetries; end behavior; period; and discontinuities.
NC.M3.F-IF.9	Compare key features of two functions using different representations by comparing properties of two different functions, each with a different representation (symbolically, graphically, numerically in tables, or by verbal descriptions).
NC.M3.F-BF.1 NC.M3.F-BF.1a NC.M3.F-BF.1b	Write a function that describes a relationship between two quantities. a. Build polynomial and exponential functions with real solution(s) given a graph, a description of a relationship, or ordered pairs (include reading these from a table). b. Build a new function, in terms of a context, by combining standard function types using arithmetic operations.
Unit 4: Exponential and Logarithmic Functions	
NC.M3.A-SSE.1 NC.M3.A-SSE.1a NC.M3.A-SSE.1b	Interpret expressions that represent a quantity in terms of its context. a. Identify and interpret parts of a piecewise, absolute value, polynomial, exponential and rational expressions including terms, factors, coefficients, and exponents. b. Interpret expressions composed of multiple parts by viewing one or more of their parts as a single entity to give meaning in terms of a context.
NC.M3.A-SSE.3	Write an equivalent form of an exponential expression by using the properties of exponents to transform expressions to reveal rates based on different intervals of the domain.
NC.M3.A-CED.1	Create equations and inequalities in one variable that represent absolute value, polynomial, exponential, and rational relationships and use them to solve problems algebraically and graphically.
NC.M3.A-CED.2	Create and graph equations in two variables to represent absolute value, polynomial,

	exponential and rational relationships between quantities.
NC.M3.A-CED.3	Create systems of equations and/or inequalities to model situations in context.
NC.M3.A-REI.11	Extend an understanding that the x-coordinates of the points where the graphs of two equations $y = f(x)$ and $y = g(x)$ intersect are the solutions of the equation $f(x) = g(x)$ and approximate solutions using a graphing technology or successive approximations with a table of values.
NC.M3.F-IF.4	Interpret key features of graphs, tables, and verbal descriptions in context to describe functions that arise in applications relating two quantities to include periodicity and discontinuities.
NC.M3.F-IF.7	Analyze piecewise, absolute value, polynomials, exponential, rational, and trigonometric functions (sine and cosine) using different representations to show key features of the graph, by hand in simple cases and using technology for more complicated cases, including: domain and range; intercepts; intervals where the function is increasing, decreasing, positive, or negative; rate of change; relative maximums and minimums; symmetries; end behavior; period; and discontinuities.
NC.M3.F-IF.9	Compare key features of two functions using different representations by comparing properties of two different functions, each with a different representation (symbolically, graphically, numerically in tables, or by verbal descriptions).
NC.M3.F-BF.1 NC.M3.F-BF.1a NC.M3.F-BF.1b	Write a function that describes a relationship between two quantities. a. Build polynomial and exponential functions with real solution(s) given a graph, a description of a relationship, or ordered pairs (include reading these from a table). b. Build a new function, in terms of a context, by combining standard function types using arithmetic operations.
NC.M3.F-BF.3	Extend an understanding of the effects on the graphical and tabular representations of a function when replacing $f(x)$ with $k \cdot f(x)$, $f(x) + k$, $f(x + k)$ to include $f(k \cdot x)$ for specific values of k (both positive and negative).
NC.M3.F-LE.3	Compare the end behavior of functions using their rates of change over intervals of the same length to show that a quantity increasing exponentially eventually exceeds a quantity increasing as a polynomial function.
NC.M3.F-LE.4	Use logarithms to express the solution to $ab^{ct} = d$ where a , b , c , and d are numbers and evaluate the logarithm using technology.
Unit 5: Rational Functions	
NC.M3.A-APR.6	Rewrite simple rational expressions in different forms; write $\frac{a(x)}{b(x)}$ in the form $q(x) + \frac{r(x)}{b(x)}$, where $a(x)$, $b(x)$, $q(x)$, and $r(x)$ are polynomials with the degree of $r(x)$ less than the degree of $b(x)$.
NC.M3.A-APR.7 NC.M3.A-APR.7a NC.M3.A-APR.7b	Understand the similarities between arithmetic with rational expressions and arithmetic with rational numbers. a. Add and subtract two rational expressions, $a(x)$ and $b(x)$, where the denominators of both $a(x)$ and $b(x)$ are linear expressions. b. Multiply and divide two rational expressions.
NC.M3.A-CED.1	Create equations and inequalities in one variable that represent absolute value, polynomial, exponential, and rational relationships and use them to solve problems algebraically and graphically.
NC.M3.A-CED.2	Create and graph equations in two variables to represent absolute value, polynomial, exponential and rational relationships between quantities.
NC.M3.A-CED.3	Create systems of equations and/or inequalities to model situations in context.
NC.M3.A-REI.2	Solve and interpret one variable rational equations arising from a context, and explain how extraneous solutions may be produced.
NC.M3.A-REI.11	Extend an understanding that the x-coordinates of the points where the graphs of two equations $y = f(x)$ and $y = g(x)$ intersect are the solutions of the equation $f(x) = g(x)$ and approximate solutions using a graphing technology or successive approximations with a table of values.

NC.M3.F-IF.4	Interpret key features of graphs, tables, and verbal descriptions in context to describe functions that arise in applications relating two quantities to include periodicity and discontinuities.
2nd Quarter	
Unit 6: 3-D Figures	
NC.M3.G-GMD.3	Use the volume formulas for prisms, cylinders, pyramids, cones, and spheres to solve problems.
NC.M3.G-GMD.4	Identify the shapes of two-dimensional cross-sections of three-dimensional objects, and identify three-dimensional objects generated by rotations of two-dimensional objects.
NC.M3.G-MG.1	Apply geometric concepts in modeling situations • Use geometric and algebraic concepts to solve problems in modeling situations: • Use geometric shapes, their measures, and their properties, to model real-life objects. • Use geometric formulas and algebraic functions to model relationships. • Apply concepts of density based on area and volume. • Apply geometric concepts to solve design and optimization problems.
Unit 7: Circles	
NC.M3.F-TF.1	Understand radian measure of an angle as: • The ratio of the length of an arc on a circle subtended by the angle to its radius. • A dimensionless measure of length defined by the quotient of arc length and radius that is a real number. • The domain for trigonometric functions.
NC.M3.G-CO.10	Verify experimentally properties of the centers of triangles (centroid, incenter, and circumcenter).
NC.M3.G-C.2	Understand and apply theorems about circles. • Understand and apply theorems about relationships with angles and circles, including central, inscribed and circumscribed angles. • Understand and apply theorems about relationships with line segments and circles including, radii, diameter, secants, tangents and chords.
NC.M3.G-C.5	Using similarity, demonstrate that the length of an arc, s , for a given central angle is proportional to the radius, r , of the circle. Define radian measure of the central angle as the ratio of the length of the arc to the radius of the circle, s/r . Find arc lengths and areas of sectors of circles.
NC.M3.G-GPE.1	Derive the equation of a circle of given center and radius using the Pythagorean Theorem; complete the square to find the center and radius of a circle given by an equation.
Unit 8: Trigonometry	
NC.M3.F-IF.1	Extend the concept of a function by recognizing that trigonometric ratios are functions of angle measure.
NC.M3.F-TF.1	Understand radian measure of an angle as: • The ratio of the length of an arc on a circle subtended by the angle to its radius. • A dimensionless measure of length defined by the quotient of arc length and radius that is a real number. • The domain for trigonometric functions.
NC.M3.F-TF.2	Build an understanding of trigonometric functions by using tables, graphs and technology to represent the cosine and sine functions.
NC.M3.F-TF.2a	a. Interpret the sine function as the relationship between the radian measure of an angle formed by the horizontal axis and a terminal ray on the unit circle and its y coordinate.
NC.M3.F-TF.2b	b. Interpret the cosine function as the relationship between the radian measure of an angle formed by the horizontal axis and a terminal ray on the unit circle and its x coordinate.
NC.M3.F-TF.5	Use technology to investigate the parameters, a , b , and h of a sine function, $f(x) = a \cdot \sin(b \cdot x) + h$, to represent periodic phenomena and interpret key features in

	terms of a context.
Unit 9: Statistics	
NC.M3.S-IC.1	Understand the process of making inferences about a population based on a random sample from that population.
NC.M3.S-IC.3	Recognize the purposes of and differences between sample surveys, experiments, and observational studies and understand how randomization should be used in each.
NC.M3.S-IC.4	Use simulation to understand how samples can be used to estimate a population mean or proportion and how to determine a margin of error for the estimate.
NC.M3.S-IC.5	Use simulation to determine whether observed differences between samples from two distinct populations indicate that the two populations are actually different in terms of a parameter of interest.
NC.M3.S-IC.6	Evaluate articles and websites that report data by identifying the source of the data, the design of the study, and the way the data are graphically displayed.
Unit 10: Reasoning and Proofs	
NC.M3.A-REI.1	Justify a solution method for equations and explain each step of the solving process using mathematical reasoning.
NC.M3.G-CO.11	Prove theorems about parallelograms. • Opposite sides of a parallelogram are congruent. • Opposite angles of a parallelogram are congruent. • Diagonals of a parallelogram bisect each other. • If the diagonals of a parallelogram are congruent, then the parallelogram is a rectangle.
NC.M3.G-CO.14	Apply properties, definitions, and theorems of two-dimensional figures to prove geometric theorems and solve problems.

Appendix C: 9-12 Core Content Electives

Central Carolina Academy

Core Content Courses:

English: English I, II, III, & IV

Mathematics: Math 1, 2, 3, 4 & Pre-Calculus

Science: Earth Science, Biology, & Chemistry

Social Studies: World History (seated high school)

American History: The Founding Principles, Civics and Economics (seated high school)

Economics & Personal Finance (NCVPS)

American History (NCVPS for students who do not qualify to take community college
HIS 131 and 132 as dual credit)

Elective Courses:

World Languages: One language (seated high school), others available through NCVPS

Physical Education: Health and Physical Education, Physical Fitness

Arts Education: Choral and/or Instrumental Music courses (beginning through specialization), Visual
Arts courses (beginning through specialization)

Career and Technical Education: Marketing or Business program courses

Other Potential Elective Courses:

English electives such as Creative Writing, Journalism, or Film Studies

Mathematics elective: MASK SEMINAR I (Math Academic Skills and Knowledge)

Science electives such as Forensic Science or Astronomy

Notes: 1) If not otherwise noted, courses will be seated high school classes.

2) Community college courses that qualify for dual enrollment credit may also at times be used
as elective credit.

Appendix D - Central Carolina Academy

2022-2023 Academic Calendar

Notes: 1) The instructional day will be 6.5 hours.
2) The calendar contains 86 instructional days each semester.
3) The final day of each semester is an early dismissal day (3.5 instructional hours long)
4) There are 556 instructional hours in each semester.
5) The school year has a total of 1,112 instructional hours within 172 instructional days (86 more instructional hours than is required by the state).

August, 2022

August 5 - optional teacher workday
August 8&9 - required teacher workdays
August 10 - first student day

September

September 5 - Labor Day holiday

October

October 13 - required teacher workday
October 14 - optional teacher workday

November

November 11 - Veterans Day holiday
November 23-25 - Thanksgiving break

December

December 16 - final day of first semester
(*early dismissal*)
December 19-31 - Winter Break

January, 2023

January 1 - New Year's Day holiday
January 2 - optional teacher workday
January 3 - first day of second semester
January 16 - Martin Luther King, Jr. holiday

February

February 17 - required teacher workday
February 20 - Presidents' Day holiday

March

March 27-31 - Spring Break

April

(*no workdays, holidays or breaks*)

May

May 12 - last student day
(*early dismissal*)
May 14&15 - required teacher workdays
May 16 - optional teacher workday

Appendix E: Daily and Weekly Schedule

Central Carolina Academy

Middle School Daily and Weekly Schedule

(6th Grade)

8:00-9:25am	9:30-10:55am	11:00am-12:10pm	12:15-12:45pm	12:50-1:50pm	1:55-3:05pm
Math	Language Arts	Science	lunch	elective	Social Studies

(7th and 8th Grades)

8:00-9:15am	9:20-10:30am	10:35-11:40am	11:45am-12:15pm	12:20-1:35pm	1:40-2:25pm	2:30-3:15pm
Math	Science	Social Studies	lunch	Language Arts	elective #1	elective #2

High School Daily and Weekly Schedule

8:30-10:00am	10:03-11:33am	11:36am-1:57pm	2:00-3:30pm
1st period	2nd period	3rd period (including lunch from 12:35-1:30pm)	4th period

Note: Eleventh and twelfth grader students will have hybrid schedules consisting of daily traditional high school block courses and community college courses that meet on a more typical college schedule.

Appendix G: Organizational Chart

Central Carolina Academy

Organizational Structure of Charter Conglomeration of Partner Schools

The purpose of a charter conglomeration is to maintain a unified structure amongst partner schools for students to be prepared for taking full advantage of the North Carolina Career and College Promise Pathways. Prepared in that they are socially, emotionally, and academically ready for the rigors of higher education, highly skilled workforce, or the military. The following structure will be used to support the efforts of this conglomeration of schools:

Head of Schools/Superintendent/CEO

Executive Director of Communications
and Partnerships

Executive Director of Curriculum
and Parental Engagement

Elementary Director (school based)

Secondary Director (School Based)

K-5 Staff

Athletic Director/
Operations

6-12 Staff

Custodians/Maintenance

Roles of Centralized Staff

Head of Schools - The role of head of schools for the conglomeration is to oversee the overall operation of each of the schools and work to maintain.

Executive Director of Communications and Partnerships - marketing & communications, Career & College Promise (CCP) program development, maintaining continuity between CCP programs at all schools

Executive Director of Curriculum and Parental Engagement - curriculum development, instructional staff training, addressing student and parent issues/concerns

Appendix H - Charter School Board Member Response and Resume*
Central Carolina Academy

Charter School Board Member Information Form

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

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

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

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

Background

1. Name of charter school on whose Board of Directors you intend to serve:

Central Carolina Academy

2. Full name: Jeffrey Martin Frye

Home Address: 321 WESTPORT PLACE

Business Name and Address: STERIS CORP., MENTOR, OH

Telephone No.: 919-352-8901

E-mail address: jeff_frye@steris.com

3. Brief educational and employment history.

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

No

Yes

5. How were you recruited to join this Board of Directors? Why do you wish to serve on the board of the proposed charter school? As a parent of four children, I have seen firsthand the varying needs of children regarding education and learning. I think it is extremely important to provide options, other than traditional public education, so that students can determine the best fit for them.

6. What is your understanding of the appropriate role of a public charter school board member? To provide an "outside" perspective and insight into the direction and needs of the school.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member. In the private sector, I have provided leadership on many committees. I am able to work efficiently and collaboratively in group environments while maintaining focus on the objectives and ensuring alignment with the overall strategy and mission.

8. Describe the specific knowledge and experience that you would bring to the board. Having been in leadership positions for the last 17 years, I have a sound understanding of the landscape related to training, education and interpersonal skills required to be successful.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs? To provide a program that will challenge students, utilize modern techniques and do so in a collaborative manner to ensure consistency throughout the student's career at the site. Students who perform at extremely high levels in the classroom, as well as children that are at risk or lower performers, require special consideration. This school will provide that option.

2. What is your understanding of the school's proposed educational program? Teachers and staff will organize and align their strategies to ensure consistency and appropriateness for challenging the students. The school will work closely with the local community college to maximize college preparedness via dual credit options.

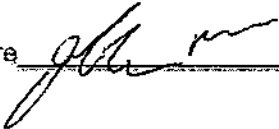
3. *What do you believe to be the characteristics of a successful school?* Successful students. Success comes in many forms but always comes down to reaching your full potential. An education, and its utility, are fundamental pillars in this progression.
4. *How will you know that the school is succeeding (or not) in its mission?* Quantitative measures exist such as standardized evaluation, or report cards, of the school. It can also be evaluated qualitatively based on feedback from participants.

Governance

5. *Describe the role that the board will play in the school's operation.* As a Board member, we will provide oversight into compliance with Bylaws, adherence to expectations, fiduciary utilization of funds and resources, staffing and administration input.
6. *How will you know if the school is successful at the end of the first year of operation?* The school will utilize the NC Accountability model. This will provide quantitative measurements related to performance. Feedback from faculty and administration will also be key in ensuring school's course is in line with the mission.
7. *How will you know at the end of five years if the school is successful?* After five years, students will have progressed through high school levels and many will be progressing through college. A collective assessment will allow comparative evaluations related to standardized testing, college performance, High School graduation rates, etc. Surpassing the "standard" model currently utilized in the county will be an indicator of success.
8. *What specific steps do you think the charter school board will need to take to ensure that the school is successful?*
Any team's success centers around the leadership and staff. Staffing with success oriented, student focused Faculty and Administration is a critical process. Collaboration between the Board and Staff will ensure continuity and dedication to achieving the school's objective.
9. *How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?* As a professional, I value integrity. I would hold my colleagues to the same standards I would expect of myself. If a colleague is not meeting that communication, I would communicate with the other members of the board, and school leadership (if necessary), to address in an appropriate manner.

Certification

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

Signature 

Date 7/20/20

JEFFREY MARTIN FRYE
321 WESTPORT PLACE, SANFORD NC
(919-352-8901)
jeffemingo@outlook.com

Professional Experience

STERIS Corporation, Mentor, OH (2010-present)

Global Account Director (2015-Present)

Responsible for global relationship with key multi-national customers. Develop and coordinate strategic initiatives to expand the share of wallet at the site level as well as collectively. Represent the Life Sciences Division in providing technical solutions to customers in Biotech and Pharma. CAGR average of 10% with key Global Customers

Account Manager (2010-2015)

Managed multi-state territory of Life Sciences Customers. Territory comprised of Biotech and Pharmaceutical Customer Base. Majority of clients operate Globally. Responsible for building relationships and cultivating new opportunities at existing sites, as well as identifying new clients and opportunities for partnership.

Biolex Therapeutics, Pittsboro, NC (2005-2010)

Associate Director, Manufacturing

Developed and executed strategic plans for progression from Phase II clinical manufacturing to Phase III readiness. Directed all operation's activities for Biologics manufacturing and materials control.

Wyeth Vaccines (Pfizer), Sanford, NC (2003-2005)

Senior Supervisor, Operations Resource Management

Ensured resources were available and properly utilized to minimize the risk of supply chain interruption of materials for use in clinical or commercial vaccine activities.

Akzo-Nobel (Diosynth), Research Triangle Park, NC (1999-2003)

Technical Services, Process Engineer

Conducted technology transfer activities for first project to be approved for Commercial sale at facility. Provided manufacturing support, coordinated facility and process start-up activities (process and equipment validation), project timelines and administered training of staff.

Education

North Carolina Wesleyan College, Rocky Mount, North Carolina
B.S., Business Administration, Transfer Honors

Charter School Board Member Information Form

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

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

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

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

Background

1. Name of charter school on whose Board of Directors you intend to serve:

Central Carolina Academy

2. Full name: Wesley Carson Wilson

Home Address: 1800 Veranda Ct Sanford NC 27330

Business Name and Address: 5121 Kingdom Way Raleigh NC
27607

Telephone No.: 919-356-9254

E-mail address: Carson.wilson15@gmail.com -
Cwilson@naicarolantic.com

3. *Brief educational and employment history.*

I graduated from the University of North Carolina at Wilmington with a Bachelor of Science in Business Administration with a concentration in Finance. Upon graduating from the Cameron School of Business at UNC-Wilmington, I began working at NAI Carolantic Commercial Realty in 2016. I've focused the majority of my Brokerage career on investment sales and land acquisition throughout the Southeast.

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

Yes

5. *How were you recruited to join this Board of Directors? Why do you wish to serve on the board of the proposed charter school?* I was asked to join the board by Jeff Frye. As a father and a real estate broker, I want to make sure there are quality school options in our community.

6. *What is your understanding of the appropriate role of a public charter school board member?* I understand that I support administration, particularly on the financial front, to carry out the mission and vision of the school.

7. *Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.* I serve as a Board Member of the Central Carolina Community College Foundation, supporting the strategic plans of the college by providing resources to advance its academic missions.

8. *Describe the specific knowledge and experience that you would bring to the board. I bring an in-depth knowledge of commercial real estate in the area. As an active member of the community and supporting member of the community college, I bring a unique perspective to the board.*

School Mission and Program

1. *What is your understanding of the school's mission and guiding beliefs? I understand the school will be based on a high flying academic approach that focuses on earning community college credits while in high school.*
2. *What is your understanding of the school's proposed educational program? My understanding is CCA will have a focus on academic achievement for all students, leading to the earning of community college credits while still in high school. It is also my understanding that CCA will work closely with local businesses to develop a career-based curriculum.*
3. *What do you believe to be the characteristics of a successful school? A successful school is where students grow academically, socially and personally throughout their experiences.*
4. *How will you know that the school is succeeding (or not) in its mission? Students and families will be obtaining their goals and enrollment will be sufficient to offer strong academic and extracurricular activities. Also, as a board member, I would expect school leadership to provide academic and school performance data detailing the successes and needs of CCA.*

Governance

5. *Describe the role that the board will play in the school's operation. The board will support plans of school-based leadership for daily operations. That being said, it is not my decision to make daily operational decisions, but to simply make sure leadership has what it needs to run an effective school.*

6. *How will you know if the school is successful at the end of the first year of operation? To me personally, I think the success of the school initially will be judged by the happiness and experiences of our first-year students and their families. Also, I think the demand for enrollment in Year 2 and beyond will be a great measure of CCA's effectiveness.*
7. *How will you know at the end of five years if the school is successful? At the end of five years, CCA will have ample data to measure success. Enrollment demand, graduation rate, earned college credits and performance on various tests are just a few of the data points that will be available.*
8. *What specific steps do you think the charter school board will need to take to ensure that the school is successful? I think one of the most important roles we will have as a collective board is to sell and support the concept of CCA to our community and business leaders, and then to make sure that our staff and students have all the tools necessary to compete with other middle and high schools across the state, and the country for that matter.*
9. *How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school? I would report that issue to the board chair and possibly, depending on the nature or severity of the action, perhaps even report the matter to the CCA school board attorney.*

Certification

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

Signature Wesley C Wilson

Date 7/22/20

Carson Wilson

1800 Veranda Ct , Sanford, NC 27330 919.356.9254

Carson.wilson15@gmail.com

www.linkedin.com/pub/carson-wilson/84/323/681

Professional Experience

Commercial Broker, NAI Carolantic Realty Inc., Raleigh, North Carolina **July 2016 - Present**

- Skilled in analyzing market trends to value land and income producing property
- Work closely with developers, appraisers, lenders, title companies and private investors
- Proficient in managing client relationships
- Acquired extensive knowledge of real estate contracts, tax credits, current market cycles and population growth/decline in markets throughout the southeast
- Significant experience in drafting and submitting proposals and offers
- Maintain active North Carolina Real Estate License

Intern, Worsley Real Estate Company, Wilmington, North Carolina **May 2015 – Dec 2015**

- Focus on market research, property analysis and administrative support
- Assist with appraising and financing
- Research potential investment opportunities
- Update company's internal database

Other Work Experience

Server, J Michael's Philly Deli, Wilmington, North Carolina **June 2014 – Dec 2015**

- Gained experience working as a valued member of a highly efficient team
- Manage multiple tasks during peak hours
- Train new employees on server and cashier duties
- Proactively handle customer service issues and complaints

Education

University of North Carolina Wilmington **Graduation: December 2015**

- Cameron School of Business
- Bachelor of Science, Business Administration
- **Concentration: Finance**

Pitt Community College, Greenville, North Carolina **May 2013**

- Associate Degree in Arts
- Associate Degree in General Education

Community Involvement and Associations

- Central Carolina Community College Foundation Board Member **2019-Present**
- Member of Triangle Commercial Associations of Realtors (TCAR) **2016-Present**

Charter School Board Member Information Form

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

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

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

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

Background

1. Name of charter school on whose Board of Directors you intend to serve:

Central Carolina Academy

2. Full name: Ashley Felthas Davenport

Home Address: 603 Valley Rd Sanford, NC 27330

Business Name and Address: Sweet Southern Home & Design
603 Valley Rd Sanford, NC 27330

Telephone No.: (828) 712-4222

E-mail address: Adavenport0415@gmail.com

3. Brief educational and employment history.

I graduated High School at Northwest Cabarrus in Cabarrus County, NC. I then attended East Carolina University where I graduated with a major in Hospitality Management with a minor in Marketing in 2004. I have spent most of my career in Medical Sales, Medical Marketing, and Medical Sales Training. In 2017 I left the medical sales field and started my own Interior Design Business.

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

Yes- American Cancer Society of Sarasota, FL for 1 year.

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

I was approached by some members of the Lee County community. I have vocalized often in social settings how I would love to see a more broad range of educational opportunities and options in the county.

While not an original Lee County native, I have quickly fallen in love with this community. I want to see the county continue to grow and flourish. As a daughter of a retired teacher and mom of two young children, education has always been a passion of mine. I would love to be a part of something that helps grow the community's educational options to allow children here to flourish in their next steps in life.

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

My understanding is that the board will be an advocate and cheerleader for the school in the community. We are to listen to the needs of both the community and school and use a business sense to make sure the school is run efficiently and with a high standard of ethics.

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

In my entire career span; strong leadership, communication, and project management have been the key attributes that I needed to possess to be successful in each job role I have taken on. I have done everything from managing billion dollar brands globally, to training large groups of over 1,000 people, to starting a business from the ground up. I believe an effective board member needs to be able to communicate, manage different projects, and work as a team to highlight each member's attributes to ensure a successful school for both students and teachers.

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

Again, I believe I bring a strong project management background. I also have a background in marketing as well as a deep sense of knowledge for construction and interior design. And most importantly I'm a mother.

School Mission and Program

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

Central Carolina Academy will establish and maintain a challenging learning environment that respects the individual learners and prepares students to succeed in a globally competitive society. It will build independent and self-motivated citizens that will hold high standards and values in their next step of life

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

Central Carolina Academy will teach its students at high levels and will provide support for those who need it in an effort to reach students at their learning levels and help them to reach their full academic potential. Teachers will work together in vertical teams to ensure the curriculum is building in such a way that the rigor and resources continue to meet students where they are emotionally and academically.

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

I believe a strong school allows teams of teachers to plan and dialogue together about curriculum and address common social/mental/emotional needs of the students. The school would offer a variety of high school courses, elective course offerings in a variety of subject areas, and a wide range of community college courses, all graduates will be well positioned to achieve a high level of postsecondary success. And most importantly it would be a school that while would challenge the students, would also offer an environment of fun and safety.

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

I believe feedback from both staff, students, and parents are important. We will know when we have chairs filled, a buzz of excitement to be there from both students and staff, and kids who feel challenged and fulfilled in their school career.

Governance

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

Strategic Planning, Support hiring and annual evaluation of the faculty, Policy and compliance adherence and management, Financial management and effective utilization of resources, Fundraising and Networking

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

School leaders and the central services team will provide a wide variety of achievement data to the board, which will meet monthly during the school year. The board will also have a three-year strategic plan.

7. *How will you know at the end of five years if the school is successful?*

School leaders and the central services team will provide a wide variety of achievement data to the board, which will meet monthly during the school year. The board will also have a three-year strategic plan. Elements will include state accountability results, graduation rates, Career and College Pathway (CCP) Pathway completions statistics and, North Carolina Teacher Working Conditions survey results. In an effort to strengthen the replication of Chatham Charter, the board of directors will have ad-hoc members of each board to attend monthly meetings of the conglomeration of partner schools.

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

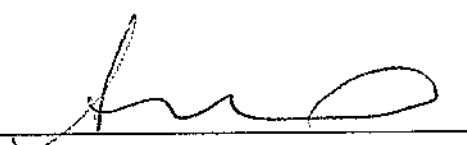
First and most importantly, we hire the most qualified faculty available to us for every position. We can use the knowledge and leverage the successful learnings of other charter schools in similar demographic areas. There also needs to be a strong marketing and awareness plan in the community.

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

I would contact the Board's lawyer and chair to put together an appropriate plan on how to take action.

Certification

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

Signature 

Date 7/19/2020

Ashley Davenport

603 Valley Rd. Sanford, NC 27330

(828) 712-4222

Adavenport0415@gmail.com

Experience

jan 2018 – Current

Owner, Sweet Southern Home & Design

Owner and principal interior designer. Completion of both commercial and residential projects in Lee County and surrounding area.

may 2015 – jan 2018

Senior Sales Representative, Eli Lilly and Company

Responsibilities included calling on Primary Care and Internal Medicine Physicians, Cardiologists, and Endocrinologists in the Sandhills NC area.

May 2013 – may 2015

National Sales Trainer, Smith & Nephew- wound Division

Responsible for the integration and coordination of Sales Training and execution of the sales training plans for both new hires and tenured sales representatives and sales management. Works with each area to develop and enhance workflow, productivity, and employee development.

aug 2010 – may 2013

North American Product Manager, Smith & Nephew- wound Division

Responsible for managing strategy implementation, product forecasts, pricing, marketing activities and collateral for surgeons, nurses, hospitals, LTC and Home Health; and building and supporting sales initiatives for the AWC product line in North America.

School

East Carolina University – 2004 Graduate

Hospitality Management with a minor in Marketing

Alpha Delta Pi- Vice President of Standards

Northwest Cabarrus High School- 2000 Graduate

Charter School Board Member Information Form

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

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

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

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

Background

1. Name of charter school on whose Board of Directors you intend to serve:

Central Carolina Academy

2. Full name: Anna Wilkinson Stinson

Home Address: 1911 Larkspur Dr, Sanford NC 27330

Business Name and Address: _____

Telephone No.: 252-412-0240

E-mail address: annawstinson@gmail.com

3. *Brief educational and employment history.*

In 1999, I graduated from the University of North Carolina - Chapel Hill with a BA in Psychology. I worked in Sports Marketing in Atlanta, GA for a few years after graduating, then received my MBA in 2004 from East Carolina University. In June 2004, I began working as a Commercial Banker for BB&T and stayed with the bank until I retired in 2019 to become a stay-at-home mom.

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

No

Yes

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

I have 6-year old twins who started Kindergarten in 2019, and after doing a lot of research into elementary/middle/high schools in Lee County, realized that we are in need of more - and better - options for students in the area. I was recruited because of my involvement in the community, having young children who attend public school, and my desire for better education for our kids. My goal for serving on the Board is to help establish this charter school in Lee County so parents/children can have another option for their education, and to hopefully continue to improve the quality of education in Lee County.

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

I believe a good board member is one who is active (both in listening and participating), promotes the cause/mission of the organization, and wholeheartedly believes in what the board is trying to accomplish.

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

I am currently the President of Westlake Swim and Racquet Club after being a Board member for the past 3 years. I also serve on the YMCA Board and am beginning my second year of co-chairing the Community Gifts portion of the "We Build People" annual campaign. I also previously served on the Board of Brunswick County(NC) Partnership For Children for 3 years. I am an active member of the St. Luke Children's Council, and have been for the past 3 years.

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

I am a Lee County native, and believe my understanding of, and involvement in, the community will have a direct impact on helping Central Carolina Academy meet the needs of the county. I am also very involved in my daughters' school, volunteering several times a week at school and in their classroom, which has helped me see first-hand what our kids need and are lacking. I hope to be able to provide some additional insight to the board. I also believe my strong financial background will be an asset to the team.

School Mission and Program

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

My understanding is the Central Carolina Academy will help prepare students to succeed in life, whether it be furthering their education at a 4-year college/university or getting an associates degree and joining the workforce. All students will be challenged in a way that respects them as individuals, but pushes them to be the best they can be.

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

Central Carolina Academy will have a rigorous, self-directed curriculum for grades 6-12. Teams of teachers will have the autonomy to plan and converse with each other to best serve the needs of their students.

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

First and foremost, one in which the students have been provided the means to reach their highest level of educational abilities. One where students, teachers, and parents all feel fulfilled, but challenged, all while operating in a safe and dynamic environment.

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

There will be several ways to measure this, even outside of the quantitative scores that are fairly black and white. Success can be measured by happiness of the students/parents/teachers/staff; willingness to give back to the school by parents and former students; promotion of the school by individuals in the community; and school growth/desire to attend, as word of mouth from parents is often a large indicator on success of a school.

Governance

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

One of our most important roles will be hiring the most qualified and energetic staff to teach our children. The Board will help oversee the start-up and on-going management of the school, but the administrators will be the ones truly running the school. It is our job to make sure the right people are in place, are happy with what they have to work with, and perform up to our expectations.

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

I believe at the end of the first year, test scores/assessments will have to be used as there will not be much more to go on. After living through my husband graduating from the first class of ECU's Dental School, there will be several bumps along the road, but the children must continue to learn and perform from day one. Additionally, the budget will need to be relatively balanced at the end of year 1, because if finances are out of control after 12 months, it will be difficult to get back within reach.

7. *How will you know at the end of five years if the school is successful?*

Continuity of staff will serve as a big indicator of success, along with student performance. If the staff/teachers/admins have all remained fairly consistent for the 1st five years, that will be a great sign that they are happy. Additionally, if there is a waitlist for the school, that means that parents are talking in a positive way about the school, which is another good indicator that it is successful. Finally, finances will need to be in very good shape at the end of year 5.

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

Initially, we need to focus on securing adequate funding to get the school off the ground, without underestimating the true costs. Once the school is open, the school board will need to be very active, both in promoting the school but also in having an understanding of what is going on inside the school. We need to be available to and engaging with the staff, so we have a handle on what is happening. Being surprised with something negative will not be a good sign.

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

I would discuss with the Board chairperson immediately and make sure I had all facts, not speculation. Being unethical or acting against the school's mission needs to be brought to the proper person's attention immediately, so it does not continue to occur and snowball out of control.

Certification

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

Signature Anna W. Stinson

Date 7-18-2020

Anna Wilkinson Stinson

1911 Larkspur Drive, Sanford, NC 27330 252-412-0240 annawstinson@gmail.com

Work Experience

- **June 2004 - January 2019: Commercial Banker, BB&T**
 - Served in several roles including commercial lender, commercial underwriter, and analyst
 - Decisioned and serviced business loans from \$10,000 up to \$50 million
 - Assisted clients with financials decisions for their respective business
 - Analyzed financials - tax returns, cash flow statements, P&Ls, balance sheets
 - Front line for business owners to seek assistance with their business loans
- **June 1999 - August 2002: Licensing Coordinator, The Collegiate Licensing Company**
 - Worked in non-apparel to ensure all collegiate merchandise was properly licensed
 - Analyzed items for accuracy of collegiate logos prior to being sold in the marketplace/retail
 - Served as liaison between business owners and the 300 colleges/universities that we represented

Education

- **August 2002 - May 2004: East Carolina University, MBA**
 - "All A" Honor Roll all semesters
 - Finished 5th in the 2004 graduating class
- **August 1995 - May 1999: University of North Carolina-Chapel Hill, BA Psychology**
 - Honor roll in my final 4 semesters
 - Finished with a 3.4 overall gpa
- **August 1992 - June 1995: Lee County Senior High School, Sanford, NC**

Community Involvement

- 2016 - present: Active member of St. Luke UMC Children's Council
- September 2019 - present: President, Westlake Swim & Racquet Club
- August 2017 - present: Board Member, Westlake Swim & Racquet Club
- August 2018 - present: Board Member, Ingram Family YMCA
- August 2019-November 2019: Co-Chair, YMCA "We Build People" Annual Campaign, Community Gifts
- March 2020 - present: Co-Chair, YMCA "We Build People" Annual Campaign, Community Gifts
- August 2011 - June 2015: Rotary member, Greenville/Pitt County
- February 2008 - February 2011: Board Member, Brunswick County (NC) Partnership For Children

Charter School Board Member Information Form

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

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

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

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

Background

1. Name of charter school on whose Board of Directors you intend to serve:

Central Carolina Academy

2. Full name: Heather Johnson Tatum

Home Address: 1036 Deep River Road, Sanford, NC 27330

Business Name and Address: n/a

Telephone No.: 919-356-3128

E-mail address: htatu4@gmail.com

3. *Brief educational and employment history.*

In 2009, I completed the licensed practical nursing program at Central Carolina Community College. Upon graduation, I was employed with Sanford Health and Rehabilitation as a charge nurse. In 2013 I transferred to Westfield Rehabilitation and Health Center and eventually moved to Central

Carolina Hospital where I worked from 2015 to 2019. Upon delivery of my third child in 2020, I elected to postpone my nursing career so that I could stay home and care for my children.

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

No

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

I was recruited by community members as I had expressed my concerns about the quality of education being offered at the middle school level in Lee County. I wish to serve on this board so that I can support its implementation and do all that I can to improve education for all children of Lee County.

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

I do not see this role as an education professional but rather as a business professional that helps govern the school. A good school board member is a team player that seeks to be informed, engaged, proactive and accountable.

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

I have previously served on the St. Luke UMC Preschool Board. As an active member of St. Luke UMC, I have also served in various leadership roles in children's ministry.

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

My experience as a pre-school board member should prove valuable in understanding the business perspective of managing a school facility and education program as well as understanding the importance of recruiting and hiring high quality staff. My knowledge and experience as a mother of three young children will help me stay focused on the needs of children and how this board can work to meet the needs of all children.

School Mission and Program

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

My understanding of the mission of Central Caroline Academy is that it will strive to bring out the best in every student and challenge them to be the best that they can be. In talking with other potential board members I get the sense that their guiding belief is that all children can succeed if they are inspired, motivated and cared for and this is also my belief.

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

I understand the proposed educational program for Central Carolina Academy to be one that is student-centered with a goal of preparing students to be life-long learners. The curriculum is rigorous and challenging so that each student reaches his or her full potential.

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

I would characterize a successful school as being a safe place where learning is evident, engaging and enthusiastic.

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

Success can be measured in many ways. Student data is one way of measuring success but I believe the most accurate way to know if a school is succeeding is simply by observing its students and staff. Observed attitudes and behaviors are equally, if not more, important than student test scores or assessments. But all factors must be evaluated as they relate to the mission and values of the school. This includes data from test scores and satisfaction surveys from parents, teachers and students as well as observation and evaluation reports. If test scores show growth and satisfaction surveys show positive feedback, then more than likely observation and evaluation reports will be positive as well. These factors will determine if Central Carolina Academy is succeeding in its mission.

Governance

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

I believe the role of a school board member in regards to operation, is to hire highly qualified staff and let them do their job. The employed administrators should operate the school as they see fit. They are the education experts. The board simply needs to work to recruit and retain strong administrative leadership.

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

Several factors should be evaluated to determine the level of success at the end of the first year. Basic questions that should be addressed include: 1 – Did pre-assessment and post-assessment data show student achievement growth? 2- Do satisfaction surveys from all stakeholders show positive results? 3 – Are finances stable? If the answer is yes to all questions, then the first year is a success.

7 *How will you know at the end of five years if the school is successful?*

A successful school should have annual reports between years 1 and 5 that show growth in all areas. Growth in enrollment. Growth in student improvement. Growth in Finances.

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

The first step is to hire strong leadership. Additionally, efforts must be made to secure funding for all capital needs. Once highly qualified staff is hired and funding is secured,

the school board should work to build community partnerships with area businesses, the local community college as well as other schools in the LEA

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

My first action would be to consult the board attorney and board chair. Responding actions would be based on their advice and guidance

Certification

I Heather Johnson Tatum, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for Central Carolina Academy Charter School is true and correct in every respect

Signature Heather J. Tatum Date 7/19/2020

Heather J Tatum

1036 Deep River Road, Sanford, NC 27330 | 919-356-3128 | htatum5@icloud.com

SUMMARY

Caring, empathetic and dedicated LPN with 10 years of experience in the long-term care/skilled nursing setting and medical/surgical hospital setting.

LICENSURE & CERTIFICATIONS

Licensure

- Licensed Practical Nurse in the State of North Carolina #72616, Active

Certifications

- American Heart Association Health Care Provider, CPR, Current

EXPERIENCE

- | | |
|---|---|
| June 2015 –
September
2019 | LPN Floor Nurse, <i>Central Carolina Hospital</i> <ul style="list-style-type: none">• Planning and managing care according to each patient's needs. Assess patient conditions, administer medications, change dressings, monitor vital signs, keep records and provide patients with emotional support. Educating patients and family members on various subjects including hand hygiene, infection prevention, dietary restrictions & medication administration. |
| November
2013 – April
2014 | LPN Charge Nurse, <i>Westfield Rehabilitation and Health Center</i> <ul style="list-style-type: none">• Providing quality and compassionate nursing care to a variety of residents including hospice, respite, long term care, post-surgical rehabilitation as well as Alzheimer/dementia residents. Collaborate with other licensed/unlicensed professionals and doctors to aid in the best outcomes for the residents. Educate residents and family members regarding resident's care. Administer medications, treatments and wound care. |
| September
2009 –
November
2013 | LPN Charge Nurse, <i>Sanford Health and Rehabilitation</i> <ul style="list-style-type: none">• Same as above. |

EDUCATION

- | | |
|---------------------------------|--|
| August 2006
– August
2009 | Diploma in Licensed Practical Nursing, <i>Central Carolina Community College</i> |
| August 2002
– June 2006 | Diploma in High School Education, <i>Lee County Senior High School</i> |

**Appendix J: Proposed Bylaws
of the School's Board of Directors
Central Carolina Academy**

BY-LAWS OF CENTRAL CAROLINA ACADEMY

ARTICLE I

Name

Section 1

The name of this organization shall be Central Carolina Academy. (hereinafter referred to as CCA).

ARTICLE II

Purpose

Section 1

The sole and exclusive purpose of CCA shall be to establish and conduct in Lee County, North Carolina, a charter school for the instruction of children.

ARTICLE III

Members

Section 1

The membership of this corporation shall be composed of one class of membership which shall be known as the general membership. General membership shall be active voting members who have paid the initial membership fee and annual dues. Membership in the corporation is not transferable. A membership may be terminated for good cause at any meeting of the Board of Directors by the majority vote of a quorum of Directors present.

Section 2

Members shall pay such initial membership fees and annual dues as the Board of Directors may periodically set and determine. These dues will be in line with dues for PTSA and will not be prohibitive.

ARTICLE IV

Board of Directors

Section 1

The business, property, and affairs of this corporation shall be managed by a Board of Directors composed of no fewer than five (5) persons and no more than eleven (11) persons who shall be members of this corporation. Each director shall hold office for the term for which he is elected until his successor is elected and qualified.

Section 2

At the first annual meeting of the members, the members of the Board of Directors shall be divided into three classes as close to equal in number as possible. The members of the first class shall hold office for a term of one year; the members of the second class shall hold office for a term of two years; the members of the third class shall hold office for a term of three years. At all annual elections, directors shall be elected by the members for a term of three years to succeed the directors whose terms then expire; provided that, nothing herein shall be constructed to prevent the election of a director to succeed himself. Directors will be nominated and elected based on geographical makeup of the school.

Section 3

Vacancies on the Board of Directors shall be filled by appointment made by a majority vote of the remaining directors. Each person so elected to fill a vacancy shall remain a director until he has served the unexpired term.

Section 4

The Board of Directors shall elect a president, a vice-president, a secretary, and a treasurer.

Section 5

The Board of Directors shall have power to appoint such other officers and staff members as the Board may deem necessary for the transaction of the business of the corporation.

Section 6

Any officer or staff member may be removed by a majority vote of the Board of Directors whenever in the judgment of the Board the business interest and objectives of the corporation will be served thereby.

Section 7

The Board shall have power to fill any vacancy in any office occurring for any reason whatsoever.

Section 8

The Board of Directors shall have power to appoint, by resolution, an Executive Committee composed of three or more directors who, to the extent provided in such resolution, shall have and exercise the authority of the Board of Directors in the management of the business of the corporation between meetings of the board.

Section 9

The directors and officers are volunteer positions. Compensation for faculty and staff members is approved annually by the board.

Section 10

The board of directors of CCA shall be committed to observing the North Carolina Open Meetings Laws. Regular meetings of the Board of Directors shall be held monthly at such date and time as the Board of Directors may determine. Said meetings shall be open to the public; however, the Board of Directors shall have the right to call an executive session during any meeting for the purpose of discussing corporation affairs inappropriate to disseminate among the public because of confidentiality rules or otherwise.

Section 11

Special meetings of the Board of Directors may be held from time to time upon the call of the President.

Section 12

All physical or virtual meetings of the Board of Directors and notice of thereof shall be e-mailed to each member of the Board not less than three days prior to such meeting. Notice of such meeting may be waived in writing by any member of the Board, and the failure of any member of the Board to receive such notice shall not invalidate any action taken at such meeting. All notices shall be authorized by the President or by the Secretary of the corporation.

Section 13

Not less than 50% of the members of the Board shall constitute a quorum at any regular or special meeting. A majority vote of the Directors present at any meeting attended by a quorum shall determine any questions presented to the Board at such meeting, unless otherwise specifically provided in these By-Laws.

Section 14

The President of the Corporation shall be the Chairman of the Board of Directors and shall preside at meetings, and the Secretary of the Corporation shall be the Secretary of the Board of Directors. In the absence of the Secretary, the presiding officer shall designate a person who shall act as Secretary of the meetings.

Section 15

Directors of the Board of Directors shall represent a general geographical cross section of the catchment area of the student body of CCA. Attendance of members of the Board of Directors at monthly meetings is therefore considered essential. Any member of the Board who is absent from three (3) consecutive meetings or fifty (50%) of the total monthly meetings in any one fiscal year shall be automatically terminated as a Board member unless unusual circumstances regarding the absences are accepted by the Board. A terminated Board member requesting re-admittance shall submit such a request for re-admittance to the Board who shall vote whether to accept or reject this request. In case of termination, the

terminated member and the remaining members of the Board shall be informed of the automatic removal by the Secretary.

ARTICLE V

Section 1

The officers of the corporation shall be the President, Vice-President, Secretary, and Treasurer. The officers shall be elected by the Board of Directors at the meeting of the Board held in May and shall hold the office for one (1) year until their successors are duly elected and qualified. Any vacancy occurring in any office by death, resignation, or otherwise, shall be filled for the remainder of the unexpired term or such officer by the Board of Directors. The newly elected officers will take office in June.

Section 2

The President shall be a member of and Chairman of the Board of Directors. The duties of the President shall include the duty to preside over all meetings of the members of the corporation and all meetings of the Board of Directors, exercise general supervision over the affairs of the corporation, and report thereon to the meetings of the directors and to the meetings of the members of the corporation. The President shall perform such other duties and exercise such other authority as may be assigned to him/her by the Board. The President may appoint special committees, either standing or time limited, with approval by a majority of the voting members of the Board of Directors.

Section 3

The Vice President shall be a member of and Vice-Chairman of the Board of Directors. He/she shall perform the duties of the President in the absence of the President and shall perform such other duties as the Board of Directors may from time to time assign to him/her.

Section 4

The Secretary shall be a member of the Board of Directors. It shall be the duty of the Secretary to prepare and give notice of all meetings of the Board of Directors and of the members of the corporation, to keep minutes of all such meetings, to sign all instruments required by law to be signed by the Secretary, to control the records of the corporation, and to perform such other duties as may be imposed upon him/her by Board of Directors.

Section 5

The Treasurer shall be a member of the Board of Directors. It shall be the duty of the Treasurer to sign all instruments required by law to be signed by the Treasurer. To maintain control over the money and securities of the corporation and to perform such other duties as may be imposed upon him/her by the Board of Directors for the faithful performance of his/her duties.

ARTICLE VI

Meetings of Members

Section 1

The members of the corporation shall meet annually in May. The meeting shall be held at such a date and time as the Board of Directors may determine.

Section 2

Special meetings of the members of the corporation may be called by the President by written notice stating the date and hour at which such meeting shall be held.

Section 3

Written notice of the annual meeting of the members of the corporation and of the special meeting shall be signed by the President or Secretary of the corporation and shall be e-mailed to the last known e-mail address of each active member of the corporation not less than three days prior to the date of such meeting. The failure of any active member to receive notice of such meeting shall not affect the validity of the meeting or of any action taken. The notice of a special meeting shall state the purpose or purposes for which such meeting is called. Notice of any meeting may be waived in writing by any member of the corporation.

Section 4

Twenty-five (25%) of the members of the corporation present in person or by written proxy shall constitute a quorum. A majority vote of those present at a meeting attended by a quorum shall be sufficient to determine any questions properly submitted at such meeting, except for questions as to which the Articles of Incorporation require the affirmative vote of a larger number of the members, in which cases the provisions of the Articles of Incorporation shall control.

Section 5

Any member of the corporation may vote at any meeting in person. Voting by proxy shall be permitted. Each family which has paid the initial membership fee and annual dues shall designate one individual as the voting member.

Section 6

The President of the corporation shall preside at all meetings of the members, and the Secretary of the corporation shall act as the Secretary of all such meetings. In the absence of the President, the Vice-President shall preside, and in the absence of the Secretary, the presiding officer shall designate the member who shall act as Secretary of the meeting.

ARTICLE VII

Execution of Instruments

Section 1

All checks, drafts, and orders for payment of money shall be signed in the name of the corporation and shall be countersigned by such officers or agents as the Board of Directors shall from time to time designate for that purpose.

Section 2

When the execution of any contract, conveyance, or other instrument has been authorized without specification of the executing officers, the president, or any vice-president and the secretary may execute the same in the name and behalf of this corporation and may affix the corporate seal thereto. The Board of Directors shall have power to designate the officers and agents who shall have authority to execute any instrument on behalf of this corporation.

ARTICLE VIII

Power of the Board to Borrow Money

The Board of Directors shall have full power and authority to borrow money whenever in the discretion of the board the exercise of said power is required in the general interest of this corporation, and in such case, the Board of Directors may authorize the proper officers of this corporation to make, execute, and deliver in the name and on behalf of this corporation such notes, bond, and other evidence of indebtedness as said Board shall deem proper, and said Board shall have full power to mortgage the property of this corporation, or any part thereof, as security for such indebtedness, and no action on the part of the membership of this corporation shall be requisite to the validity of any such note, bond, evidence of indebtedness or mortgage. "No indebtedness of any kind incurred or created by the charter school shall constitute an indebtedness of the State or its political subdivisions, and no indebtedness of the charter school shall involve or be secured by the faith, credit, or taxing power of the State or its political subdivisions," shall be included on all contracts entered into by the Board of directors with any party in conjunction with CCA.

ARTICLE IX

Conflict of Interest

A Director having a conflict of interest or a conflict of responsibility on any matter involving the Corporation and any other business or person shall refrain from voting on such matters. No director or officer shall use his or her position as a director or officer of the Corporation for his or her own direct or indirect financial gain. All directors will complete and sign a conflict of interest statement annually.

ARTICLE X

Non-Profit Nature

Section 1

No officer, member, or employee of this organization, or any other individual, shall now or hereafter, receive or be entitled to any part of the net earnings of this corporation, or to any portion of the funds contributed to it.

Section 2

Upon the dissolution of this organization for any cause, the properties then in the possession of this organization, shall be turned over to the Local Education Agency.

ARTICLE XI

Statement of Nondiscrimination

Section 1

CCA admits students of any race, national or ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, gender, national or ethnic origin in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic or other school-administered programs.

ARTICLE XII

Fiscal Year and Financial Records

Section 1

The fiscal year of the corporation shall begin on the first day of July and terminate on the thirtieth day of June each calendar year.

Section 2

All books, documents, and records of or relating to the funds, properties, contracts, and business affairs of the corporation shall be kept in its principal office except when actually in use elsewhere in the proper performance of the business of the corporation or in connection with the annual audit required by the following Section 3.

Section 3

As soon as practical after the close of each fiscal year, the President shall cause the books of the corporation to be audited by a certified public accountant who is not an officer, directors, or employee of the corporation. The President shall cause the report of such audit to be presented to the Board of Directors of the corporation at the next regular meeting following the receipt by the President of such report.

Section 4

The outgoing President and Treasurer of the corporation shall cause a written operating budget of the corporation for the coming fiscal year to be prepared for submission of the Board of Directors for consideration and approval at the regular May meeting of the Board of Directors. The budget submitted, and any amendments to the budget, shall be based upon reasonably projected revenues and expenditures.

ARTICLE XIII

Indemnification

Section 1

To the extent permitted by law, and in accord with applicable statutory requirements, CCA may indemnify or agree to indemnify any person who was or is a party or is threatened to be made a party to any threatened, pending or completed action, suit or proceeding, whether civil, criminal, administrative or investigative (other than an action by or in the right of CCA by reason of the fact that he is or was a director, officer, employee or agent of CCA, or is or was serving at the request of CCA as a director, officer, employee or agent of another corporation, domestic or foreign, nonprofit or for-profit, partnership, joint-venture, trust or other enterprise, against expenses (including attorney's fees), judgments, fines and amounts paid in settlements actually and reasonably incurred by him in connection with such action, suit or proceeding if he acted in good faith and in a manner he reasonably believed to be in or not opposed to the best interests of CCA, and with respect to any criminal action or proceeding, had not reasonable cause to believe his conduct was unlawful. The termination of any action, suit or proceeding by judgement, order, settlement, conviction, or upon a plea of nolo contendere or its equivalent, shall not, of itself, create a presumption that the person did not act in good faith and in a manner which he reasonably believed to be in or not opposed to the best interests of CCA, and, with respect to any criminal action or proceeding, had reasonable cause to believe that his conduct was unlawful.

Any indemnifications under this Article, unless ordered by a court, shall be made by CCA only as authorized in the specific case upon a determination that indemnification of the director, officer, employee or agent is proper in the circumstances because he has met the applicable standard of conduct set forth in this Section.

The indemnification provided by this Article shall be not deemed exclusive of any other rights to which those seeking indemnification may be entitled under the Articles of Incorporation or any provisions of these by-laws or any agreement, vote of members or disinterested directors, or otherwise, both as to action in his official capacity and as to action in another capacity while holding such office, and shall continue as to a person who has ceased to be a director, officer, employee or agent and shall inure to the benefit of the heirs, executors and administrators of such a person.

CCA shall have the power to purchase and maintain insurance on behalf of any person who is or was a director, officer, employee or agent of CCA, or is or was serving at the request of CCA as a director, officer, employee or agent of another corporation, domestic or foreign, nonprofit or for-profit, partnership, joint-venture, trust or their enterprise, against any liability asserted against him and incurred by him in any such capacity, or arising out of his status as such, whether or not CCA would have the power to indemnify him against such liability under the provisions of this Article.

ARTICLE XIV

Corporate Seal

The Board of Directors shall provide a suitable corporate seal showing the names of this corporation and the words “incorporated 20__ North Carolina”, or other words indicative of the State of its incorporation, and said seal, when obtained, shall be impressed in the margin of the minute book containing this article of the By-Laws.

ARTICLE XV

Amendments

Section 1

Any section of these By-Laws must be amended at any regular or special meeting of the members of the corporation, provided that the notice of said meeting shall state that one of the purposes of the meeting is to consider and vote on an amendment of the corporation's By-Laws and shall set forth verbatim both the existing language sought to be changed and the language to be inserted. The amendment or amendments to be considered shall be submitted in writing to the members of the Board of Directors in advance of any such meeting at which any amendment is to be considered and shall be approved by a majority of a quorum of members of Directors present.

Appendix K: Articles of Incorporation Central Carolina Academy

(See information regarding the Articles of Incorporation.)

I mailed the Articles of Incorporation (AOI) regarding Central Carolina Academy on July 3, 2020, and it was received by the North Carolina Secretary of State (SOS) on July 7, 2020. On Monday July 20, 2020, I called the SOS to inquire as to the status, and I was informed that they had received the AOI, they were processing it, and had already deposited the filing check. In addition, the SOS informed me that the total process would take 10-12 business days to finalize. I know you are under a time crunch, therefore, I wanted to send you this email as confirmation that all of this had taken place. Please feel free to call me or have anyone with questions to call me, as well.

Thank you,

Chas Post

Norman Charles Post III

Board Certified Specialist in State Criminal Law

POST | FOUSHEE | PATTON – TRIAL LAWYERS

205 Courtland Drive

Sanford, NC 27330

Phone: 919-775-5616

Fax: 919-774-7148

McBgroup

INSURANCE SERVICES

Serving the community for over 50 years.

<u>Coverage:</u>	<u>Coverage Limits:</u>	<u>Premium:</u>
<u>Comprehensive General Liability:</u>	\$ 1,000,000 Occurrence \$ 2,000,000 Aggregate	\$4,500 Incl
<u>Cyber Liability:</u>	\$50,000	\$350
<u>Automobile Liability:</u>	\$1,000,000 CSL	\$5,800
<u>Workers Compensation:</u>	\$1,000,000	\$7,500
<u>Umbrella:</u>	\$3,000,000	\$5,900
<u>Officers & Directors/ Errors & Omissions:</u>		\$10,900
Educators Legal Liability	\$2,000,000	Incl
Employment Practices	\$3,000,000	Incl
Fiduciary Liability	\$2,000,000	Incl
Crime	\$25,000	Incl
<u>Student Accident Policy</u>	\$25,000 Excess	\$6,800
<u>Crime/Erisa Bond</u>	\$250,000	\$500

Mark O. McBee President 7/21/2020

Mark O. McBee President



Appendix M: Revenue Assurances and/or Working Capital Report

Central Carolina Academy

Central Carolina Academy's budget is not dependent on the revenues included in Revenue Projections: Other Funds. The projected revenues included in this budget line item are meals purchased from the cafeteria by full pay students and monies collected for class field trips. These revenues will be collected from the students or generated through fundraising activities. There are balancing expense entries in the Operations Budget: Expenditure Projections for these meals and field trips. There is no overall effect to the budget's surplus.

Appendix N: Proposed Budget
for Year 1 Through Year 5
Central Carolina Academy

(See budget charts on the following pages.)

Overall Budget

SUMMARY	Logic	Year 1	Year 2	Year 3	Year 4	Year 5
Total Personnel	J	\$ 1,618,608.04	\$ 2,666,784.89	\$ 3,098,655.63	\$ 3,098,655.63	\$ 2,368,238.00
Total Operations	M	\$ 632,050.00	\$ 899,250.00	\$ 1,131,250.00	\$ 1,270,750.00	\$ 1,135,750.00
Total Expenditures	N = J + M	\$ 2,250,658.04	\$ 3,566,034.89	\$ 4,229,905.63	\$ 4,369,405.63	\$ 3,503,988.00
Total Revenue	Z	\$ 2,262,074.15	\$ 4,391,440.62	\$ 5,258,699.52	\$ 5,475,080.14	\$ 5,475,080.14
Surplus / (Deficit)	= Z - N	\$ 11,416.11	\$ 825,405.74	\$ 1,028,793.89	\$ 1,105,674.51	\$ 1,971,092.14

Operations Budget: Expenditure Projections

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

OPERATIONS BUDGET: Administrative and Support		Year 1	Year 2	Year 3	Year 4	Year 5
Office						
Office Supplies	\$	3,000.00	\$ 3,000.00	\$ 3,000.00	\$ 3,000.00	\$ 3,000.00
Paper	\$	1,200.00	\$ 1,200.00	\$ 1,200.00	\$ 1,200.00	\$ 1,200.00
Computers & Software	\$	6,000.00	\$ 6,000.00	\$ 6,000.00	\$ 6,000.00	\$ 6,000.00
Communications & Telephone	\$	12,000.00	\$ 12,000.00	\$ 12,000.00	\$ 12,000.00	\$ 12,000.00
Copier leases	\$	8,000.00	\$ 12,000.00	\$ 12,000.00	\$ 12,000.00	\$ 12,000.00
Management Company						
Contract Fees						
Other						
*** Insert rows and edit text as needed. ***						
Professional Contract						
Legal Counsel	\$	1,500.00	\$ 1,500.00	\$ 1,500.00	\$ 1,500.00	\$ 1,500.00
Student Accounting						
Financial	\$	28,200.00	\$ 53,900.00	\$ 63,900.00	\$ 66,400.00	\$ 66,400.00
Other	\$	10,000.00	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00
Facilities						
Facility Lease/Mortgage	\$	150,000.00	\$ 225,000.00	\$ 400,000.00	\$ 400,000.00	\$ 400,000.00
Maintenance	\$	50,000.00	\$ 80,000.00	\$ 80,000.00	\$ 80,000.00	\$ 80,000.00
Custodial Supplies	\$	15,000.00	\$ 25,000.00	\$ 30,000.00	\$ 30,000.00	\$ 30,000.00
Lawn Services Contract	\$	25,000.00	\$ 50,000.00	\$ 50,000.00	\$ 50,000.00	\$ 50,000.00
Insurance (pg19)	\$	42,250.00	\$ 42,250.00	\$ 42,250.00	\$ 42,250.00	\$ 42,250.00
Other						

Utilities					
Electric	\$ 50,000.00	\$ 75,000.00	\$ 75,000.00	\$ 75,000.00	\$ 75,000.00
Gas					
Water/Sewer	\$ 25,000.00	\$ 30,000.00	\$ 40,000.00	\$ 40,000.00	\$ 40,000.00
Trash	\$ 11,000.00	\$ 16,000.00	\$ 18,000.00	\$ 20,000.00	\$ 20,000.00
Transportation					
Buses	\$ 20,000.00	\$ 35,000.00	\$ 35,000.00	\$ 35,000.00	\$ 35,000.00
Gas	\$ 12,500.00	\$ 15,000.00	\$ 15,000.00	\$ 15,000.00	\$ 15,000.00
Oil/Tires & Maintenance	\$ 15,000.00	\$ 15,000.00	\$ 15,000.00	\$ 15,000.00	\$ 15,000.00
Other					
Marketing	\$ 4,000.00	\$ 4,000.00	\$ 4,000.00	\$ 4,000.00	\$ 4,000.00
Child nutrition	\$ 30,000.00	\$ 65,000.00	\$ 65,000.00	\$ 65,000.00	\$ 65,000.00
Travel	\$ 1,500.00	\$ 1,500.00	\$ 1,500.00	\$ 1,500.00	\$ 1,500.00
Graduation Supplies	\$ -	\$ -	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00
Health Supplies	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00
Bank Fees	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00
Athletic Program	\$ 45,000.00	\$ 75,000.00	\$ 75,000.00	\$ 75,000.00	\$ 75,000.00
Total Administrative & Support Operations:	\$ 524,650.00	\$ 781,850.00	\$ 993,850.00	\$ 1,133,350.00	\$ 998,350.00

OPERATIONS BUDGET: Instructional		Year 1	Year 2	Year 3	Year 4	Year 5
Classroom Technology						
Software	\$	13,000.00	\$ 13,000.00	\$ 13,000.00	\$ 13,000.00	\$ 13,000.00
Other	\$	7,000.00	\$ 7,000.00	\$ 7,000.00	\$ 7,000.00	\$ 7,000.00
*** Insert rows and edit text as needed. ***						
Instructional Contract						
Staff Development	\$	4,000.00	\$ 4,000.00	\$ 4,000.00	\$ 4,000.00	\$ 4,000.00
Books and Supplies						
Instructional Materials	\$	30,000.00	\$ 45,000.00	\$ 45,000.00	\$ 45,000.00	\$ 45,000.00
Curriculum/Texts	\$	25,000.00	\$ 20,000.00	\$ 40,000.00	\$ 40,000.00	\$ 40,000.00
Copy Paper	\$	10,000.00	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00
Testing Supplies	\$	6,000.00	\$ 6,000.00	\$ 6,000.00	\$ 6,000.00	\$ 6,000.00
Other						
EC supplies	\$	4,400.00	\$ 4,400.00	\$ 4,400.00	\$ 4,400.00	\$ 4,400.00
Non-Cap Equipment	\$	8,000.00	\$ 8,000.00	\$ 8,000.00	\$ 8,000.00	\$ 8,000.00
Total Instructional Operations:	\$	107,400.00	\$ 117,400.00	\$ 137,400.00	\$ 137,400.00	\$ 137,400.00
TOTAL OPERATIONS:		\$ 632,050.00	\$ 899,250.00	\$ 1,131,250.00	\$ 1,270,750.00	\$ 1,135,750.00

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

Personnel Budget: Expenditure Projections

Budget Expenditure Projections	Year 1			Year 2			Year 3			Year 4			Year 5		
	Number of Staff	Average Salary	Total Salary	Number of Staff	Average Salary	Total Salary	Number of Staff	Average Salary	Total Salary	Number of Staff	Average Salary	Total Salary	Number of Staff	Average Salary	Total Salary
Administrative & Support Personnel															
Lead Administrator	1	\$ 74,938	\$ 74,938	1	\$ 74,938	\$ 74,938	1	\$ 74,938	\$ 74,938	1	\$ 74,938	\$ 74,938	1	\$ 74,938	\$ 74,938
Assistant Administrator	1	\$ 47,600	\$ 47,600	2	\$ 47,600	\$ 95,200	2	\$ 47,600	\$ 95,200	2	\$ 47,600	\$ 95,200	2	\$ 47,600	\$ 95,200
Finance Officer	1	\$ 35,000	\$ 35,000	1	\$ 35,000	\$ 35,000	1	\$ 35,000	\$ 35,000	1	\$ 35,000	\$ 35,000	1	\$ 35,000	\$ 35,000
Clerical	3	\$ 30,000	\$ 90,000	3	\$ 30,000	\$ 90,000	4	\$ 30,000	\$ 120,000	4	\$ 30,000	\$ 120,000	4	\$ 30,000	\$ 120,000
Food Service Staff	0		\$ -	0		\$ -	0		\$ -	0		\$ -	0		\$ -
Custodians	2	\$ 27,000	\$ 54,000	2	\$ 27,000	\$ 54,000	3	\$ 27,000	\$ 81,000	3	\$ 27,000	\$ 81,000	3	\$ 27,000	\$ 81,000
Transportation Staff	0		\$ -	0		\$ -	0		\$ -	0		\$ -	0		\$ -
Central Services Team	3	\$ 40,000	\$ 120,000	3	\$ 40,000	\$ 120,000	3	\$ 40,000	\$ 120,000	3	\$ 40,000	\$ 120,000	3	\$ 40,000	\$ 120,000
Other Building Administration	1	\$ 40,000	\$ 40,000	1	\$ 47,600	\$ 47,600	1	\$ 47,600	\$ 47,600	1	\$ 47,600	\$ 47,600	1	\$ 47,600	\$ 47,600
Maintenance	1	\$ 35,000	\$ 35,000	1	\$ 35,000	\$ 35,000	1	\$ 35,000	\$ 35,000	1	\$ 35,000	\$ 35,000	1	\$ 35,000	\$ 35,000
*** Edit text as needed. ***			\$ -			\$ -			\$ -			\$ -			\$ -
*** Edit text as needed. ***			\$ -			\$ -			\$ -			\$ -			\$ -
Total Admin and Support:	13		\$ 496,538	14		\$ 551,738	16		\$ 608,738	16		\$ 608,738	16		\$ 608,738
Instructional Personnel															
Core Content Teacher(s)	10	\$ 45,000	\$ 450,000	23	\$ 45,000	\$ 1,035,000	28	\$ 45,000	\$ 1,260,000	28	\$ 45,000	\$ 1,260,000	28	\$ 45,000	\$ 1,260,000
Electives/Specialty Teacher(s)	3	\$ 45,000	\$ 135,000	4	\$ 45,000	\$ 180,000	5	\$ 45,000	\$ 225,000	5	\$ 45,000	\$ 225,000	5	\$ 45,000	\$ 225,000
Exceptional Children Teacher(s)	1	\$ 49,500	\$ 49,500	2	\$ 49,500	\$ 99,000	2	\$ 49,500	\$ 99,000	2	\$ 49,500	\$ 99,000	2	\$ 49,500	\$ 99,000
Instructional Support	1	\$ 49,500	\$ 49,500	2	\$ 49,500	\$ 99,000	2	\$ 49,500	\$ 99,000	2	\$ 49,500	\$ 99,000	2	\$ 49,500	\$ 99,000
Teacher Assistants	2	\$ 25,500	\$ 51,000	3	\$ 25,500	\$ 76,500	3	\$ 25,500	\$ 76,500	3	\$ 25,500	\$ 76,500	3	\$ 25,500	\$ 76,500
*** Edit text as needed. ***			\$ -			\$ -			\$ -			\$ -			\$ -
*** Edit text as needed. ***			\$ -			\$ -			\$ -			\$ -			\$ -
*** Edit text as needed. ***			\$ -			\$ -			\$ -			\$ -			\$ -
*** Edit text as needed. ***			\$ -			\$ -			\$ -			\$ -			\$ -
*** Edit text as needed. ***			\$ -			\$ -			\$ -			\$ -			\$ -
Total Instructional Personnel:	17		\$ 735,000	34		\$ 1,489,500	40		\$ 1,759,500	40		\$ 1,759,500	40		\$ 1,759,500
Total Admin, Support and Instructional Personnel:	30		\$ 1,231,538	48		\$ 2,041,238	56		\$ 2,368,238	56		\$ 2,368,238	56		\$ 2,368,238

Benefits	Year 1			Year 2			Year 3			Year 4			Year 5		
	Number of Staff	Cost Per	Total	Number of Staff	Cost Per	Total	Number of Staff	Cost Per	Total	Number of Staff	Cost Per	Total	Number of Staff	Cost Per	Total
Administrative & Support Benefits															
Health Insurance	13	\$ 8,424	\$ 109,515	14	\$ 8,424	\$ 117,939	16	\$ 8,424	\$ 134,788	16	\$ 8,424	\$ 134,788			\$ -
Retirement Plan--NC State			\$ -			\$ -			\$ -			\$ -			\$ -
Retirement Plan--Other	13	\$ 1,163	\$ 15,124	14	\$ 1,182	\$ 16,552	16	\$ 1,141	\$ 18,262	16	\$ 1,141	\$ 18,262			\$ -
Life Insurance	13	\$ 79	\$ 1,032	14	\$ 79	\$ 1,106	16	\$ 79	\$ 1,264	16	\$ 79	\$ 1,264			\$ -
Disability			\$ -			\$ -			\$ -			\$ -			\$ -
Medicare	13	\$ 562	\$ 7,310	14	\$ 571	\$ 8,000	16	\$ 552	\$ 8,827	16	\$ 552	\$ 8,827			\$ -
Social Security	13	\$ 2,404	\$ 31,257	14	\$ 2,443	\$ 34,208	16	\$ 2,359	\$ 37,742	16	\$ 2,359	\$ 37,742			\$ -
			\$ -			\$ -			\$ -			\$ -			\$ -
			\$ -			\$ -			\$ -			\$ -			\$ -
			\$ -			\$ -			\$ -			\$ -			\$ -
			\$ -			\$ -			\$ -			\$ -			\$ -
Total Admin and Support Benefits:			\$ 164,238			\$ 177,805			\$ 200,882			\$ 200,882			\$ -
Instructional Personnel Benefits															
Health Insurance	17	\$ 8,424	\$ 143,212	34	\$ 8,424	\$ 286,424	40	\$ 8,424	\$ 336,969	40	\$ 8,424	\$ 336,969			\$ -
Retirement Plan--NC State			\$ -			\$ -			\$ -			\$ -			\$ -
Retirement Plan--Other	17	\$ 1,297	\$ 22,050	34	\$ 1,314	\$ 44,685	40	\$ 1,334	\$ 53,354	40	\$ 1,334	\$ 53,354			\$ -
Social Security	17	\$ 2,681	\$ 45,570	34	\$ 2,716	\$ 92,349	40	\$ 2,757	\$ 110,265	40	\$ 2,757	\$ 110,265			\$ -
Disability			\$ -			\$ -			\$ -			\$ -			\$ -
Medicare	17	\$ 627	\$ 10,658	34	\$ 635	\$ 21,598	40	\$ 645	\$ 25,788	40	\$ 645	\$ 25,788			\$ -
Life Insurance	17	\$ 79	\$ 1,343	34	\$ 79	\$ 2,686	40	\$ 79	\$ 3,160	40	\$ 79	\$ 3,160			\$ -
			\$ -			\$ -			\$ -			\$ -			\$ -
			\$ -			\$ -			\$ -			\$ -			\$ -

		\$	-			\$	-			\$	-			\$	-
		\$	-			\$	-			\$	-			\$	-
		\$	-			\$	-			\$	-			\$	-
Total Instructional Personnel Benefits:		\$	222,832			\$	447,742			\$	529,535			\$	529,535
Total Personnel Benefits:		\$	387,070			\$	625,547			\$	730,418			\$	730,418
															\$ -
Total Admin & Support Personnel (Salary & Benefits):		13	\$ 660,776	14		\$ 729,543	16			\$ 809,620	16			\$ 809,620.28	16
															\$ 608,738
Total Instructional Personnel (Salary & Benefits):		17	\$ 957,832	34		\$ 1,937,242	40			\$ 2,289,035	40			\$ 2,289,035	40
															\$ 1,759,500
TOTAL PERSONNEL:		30	\$ 1,618,608	48		\$ 2,666,785	56			\$ 3,098,656	56			\$ 3,098,656	56
															\$ 2,368,238

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

Total Budget: Revenue Projections Year 1 through Year 5

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

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

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

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

Income: Revenue Projections	Year 1	Year 2	Year 3	Year 4	Year 5
State ADM Funds	\$ 1,523,288	\$ 2,909,899	\$ 3,449,354	\$ 3,583,613	\$ 3,583,613
Local Per Pupil Funds	\$ 612,897	\$ 1,198,219	\$ 1,427,319	\$ 1,494,494	\$ 1,494,494
State EC Funds	\$ 125,889	\$ 240,618	\$ 285,260	\$ 296,420	\$ 296,420
Federal EC Funds	-	\$ 42,705	\$ 96,767	\$ 100,553	\$ 100,553
Other Funds*					
Working Capital*					
TOTAL REVENUE:	\$ 2,262,074	\$ 4,391,441	\$ 5,258,700	\$ 5,475,080	\$ 5,475,080

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

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

Budget: Revenue Projections from each LEA Year 1

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

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

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

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

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

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

REFER TO RESOURCE GUIDE FOR ADDITIONAL INFORMATION AND SOURCE DOCUMENTS

LEA #1:		530-Lee		
Revenue	Approximate Per Pupil Funding	Projected LEA ADM	Approximate funding for Year 1	
State Funds	\$5,424.77	196	\$1,063,254.92	
Local Funds	\$1,796.00	196	\$352,016.00	
State EC Funds	\$4,464.16	20	\$87,497.54	
Federal EC Funds	\$1,514.35	20	\$29,681.26	
Total:			\$1,532,449.72	

LEA #2:		190-Chatham		
Revenue	Approximate Per Pupil Funding	Projected LEA ADM	Approximate funding for Year 1	
State Funds	\$5,464.71	43	\$234,982.53	
Local Funds	\$3,362.00	43	\$144,566.00	
State EC Funds	\$4,464.16	4	\$19,195.89	
Federal EC Funds	\$1,514.35	4	\$6,511.71	
Total:			\$405,256.12	

LEA #3:		920-Wake		
Revenue	Approximate Per Pupil Funding	Projected LEA ADM	Approximate funding for Year 1	
State Funds	\$5,233.73	43	\$225,050.39	
Local Funds	\$2,705.00	43	\$116,315.00	
State EC Funds	\$4,464.16	4	\$19,195.89	
Federal EC Funds	\$1,514.35	4	\$6,511.71	
Total:			\$367,072.98	

Enrollment Projections Year 1 through Year 5

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

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

LEA #1:	530-Lee	What percentage of students from the LEA selected above will qualify for EC funding?	10%
LEA #2:	190-Chatham	What percentage of students from the LEA selected above will qualify for EC funding?	10%
LEA #3:	920-Wake	What percentage of students from the LEA selected above will qualify for EC funding?	10%

Grade	Year 1			Year 2			Year 3			Year 4			Year 5		
	LEA #1	LEA #2	LEA #3	LEA #1	LEA #2	LEA #3	LEA #1	LEA #2	LEA #3	LEA #1	LEA #2	LEA #3	LEA #1	LEA #2	LEA #3
	530	190	920	530	190	920	530	190	920	530	190	920	530	190	920
Kindergarten															
Grade 1															
Grade 2															
Grade 3															
Grade 4															
Grade 5															
Grade 6	30	7	7	60	14	14	60	14	14	60	14	14	60	14	14
Grade 7	30	7	7	60	14	14	60	14	14	60	14	14	60	14	14
Grade 8	30	7	7	60	14	14	60	14	14	60	14	14	60	14	14
Grade 9	53	11	11	60	20	20	60	20	20	60	20	20	60	20	20
Grade 10	53	11	11	60	20	20	60	20	20	60	20	20	60	20	20
Grade 11	0	0	0	53	11	11	60	20	20	60	20	20	60	20	20
Grade 12	0	0	0	0	0	0	53	11	11	60	20	20	60	20	20
LEA Totals:	196	43	43	353	93	93	413	113	113	420	122	122	420	122	122

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

Appendix O: School Leader's Resume

Central Carolina Academy

John A. Eldridge, Ed. D

EDUCATION:

The University of North Carolina at Greensboro Greensboro, North Carolina Ed. D., Educational Leadership	2010
The University of North Carolina at Greensboro Greensboro, North Carolina Ed. S., Educational Administration	2008
The University of North Carolina at Greensboro Greensboro, North Carolina Master of School Administration	1998
University of Pittsburgh at Bradford Bradford, Pennsylvania B.A. Elementary Education K-6	1992

EMPLOYMENT:

Chatham Charter School

Head of School	2012-Present
----------------	--------------

Guilford County Schools Greensboro, North Carolina

Regional Superintendent – Enrichment Region	2005-2012
Executive Director – Enrichment Region	2010-2012
Instructional Improvement Officer for High Schools	2009-2010
	2005-2009

Chatham County Schools

Principal of Chatham Central High School	1992-2005
Assistant Principal of Bonlee Elementary School	2001-2005
Third through Sixth Grade Teacher- Bonlee Elementary School	1998-2001
	1992-1998

Leadership Activities:

NC Virtual Public Schools Advisory Council	2016- Present
Southwest Alliance of Future Superintendents	2008
Leadership Program for Future Superintendents- PEP	2006

Appendix P: Required Signed and Notarized Documents

Central Carolina Academy

(See required signed and notarized documents on the following pages.)

Charter School Required Signature Certification

Note: Outlined below is a list of areas that must be certified by the proposed Board of Directors. Any forms Not Applicable to the proposed charter school indicate below with N/A and provide a brief explanation for providing such response.

Serving on a public charter school board is a position of public trust and board members of a North Carolina public charter school; you are responsible for ensuring the quality of the school's entire program, competent stewardship of public funds, the school's fulfillment of its public obligations, all terms of its charter, and understanding/overseeing all third party contracts with individuals or companies.

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

- Name of the Selected Board Attorney:
David R. Hostetler, Esq.
- Date of Review:
7-16-2020
- Signature of Board Members Present (Add Signature Lines as Needed):

W. C. H.
g. m. h.
Heather G. Zafum
Anna W. Stinson

The selected Board Auditor that he/she has reviewed with the full Board of Directors, listed within the application, all the items required for the annual audit and 990 preparations.

- Name of the Selected Board Auditor:
Petway Mills and Pearson, PA
- Date of Review:
7-16-2020
- Signature of Board Members Present (Add Signature Lines as Needed):

W. C. H.
g. m. h.
Heather G. Zafum
Anna W. Stinson

If contracting with a CMO/EMO, that the selected management company has reviewed with the full Board of Directors, listed within the application, all the items required and the associated management contract and operations.

- o Name of the Contact for Selected EMO/CMO:

N/A

- o Date of Review:

- o Signature of Board Members Present (Add Signature Lines as Needed):

If contracting with a financial management service provider that the selected financial service provider has reviewed with the full Board of Directors, listed within the application, all the financial processes and services provided.

- o Name of the Contact:

Kathy Davies, Officer

- o Name of the Selected Financial Service Provider:

Acadia NorthStar, LLC

- o Date of Review:

7-16-2020

- o Signature of Board Members Present (Add Signature Lines as Needed):

[Signature]
[Signature]
Heather G. Zutter
Anna W. Stinson

If the proposed Board of Directors, listed within the application, is contracting with a service provider to operate PowerSchool that the service provider has reviewed all of the financial processes and services provided.

- o Name of the Contact:

N/A

- o Name of the Selected PowerSchool Service Provider:

Central Carolina Charter will have a PowerSchool

- o Date of Review:

Coordinator Kate Manages on Staff.

- o Signature of Board Members Present (Add Signature Lines as Needed):

Certification

I, Jeffrey M. Frye, as Board Chair, certify that each Board Member has reviewed and participated in the selection of the individuals and vendors attached to this document as evidenced by the full Board of Director signatures outlined above. The information I am providing to the North Carolina State Board of Education as _____ Charter School is true and correct in every respect.

Signature
Date

Jeffrey M. Frye
07/22/20



Signature Page

The foregoing application is submitted on behalf of the *Central Carolina Academy Board of Directors*. 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: Jeffrey Martin Faye

Board Position: Chairman

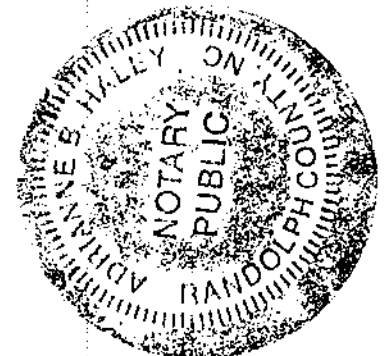
Signature: [Signature]

Date: 7/22/20

Sworn to and subscribed before me this 22 day of July, 2020.

Notary Public: Adrianne B. Haley

Official Seal:



My commission expires: October 19, 2021.



Signature Page

The foregoing application is submitted on behalf of *the Central Carolina Academy Board of Directors*. 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: Jeffrey Martin Faye

Board Position: Chairman

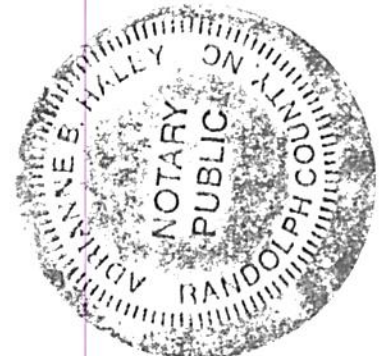
Signature: [Handwritten Signature]

Date: 7/22/20

Sworn to and subscribed before me this 22 day of July, 2020.

Notary Public: Adrianne B. Haley

Official Seal:



My commission expires: October 19, 2021.

Board Member Name

Jeffrey Frye

Heather Tatum

Ashley Davenport

Anna Stinson

Carson Wilson

Board Title

Board Chairman

Board Member

Board Member

Board Member

Board Member

County of Residence

Lee

Lee

Lee

Lee

Lee

Current Occupation

Global Account Director - STERIS Corp N

Stay at home mom

Business Owner

Stay at home mom

Commercial Real Estate Agent

Past or Present Professional Licenses Held

NA

LPN

NA

NA

Licensed real state broker in the state of NC

Any disciplinary action taken against any of these professional licenses?

NA

NA

NA

NA

NA

Area of Proposed Coverage

Comprehensive General Liability

Officers and Directors/Errors and Omissions

Property Insurance

Automobile Liability

Crime Coverage - Minimum/Maximum Amount

Worker's Compensation

Student Accident Policy

cyber liability

umbrella

Other Coverage

Total Cost

Proposed Amount of Coverage

\$1,000,000.00/occurrence

\$1,000,000.00/occurrence

\$1,000,000.00/occurrence

\$250,000.00 | \$250,000.00

\$500,000.00

25,000 excess

\$50,000.00

\$3,000,000.00



Cost (Quote)

4,500
10,900

5,800
500
7,500
6,800
350
5,900

42,250

Q105 Goals for the Proposed Charter School

Central Carolina Academy

Area	Goal	Year
Operations		
	The SCS board will have an established long-range facility plan.	5
	CCA will acquire an adequate number of buses for transportation needs.	1-5
	CCA will create a school lunch plan with provisions for needy students.	1
	CCA will pass all health and safety inspections.	1-5
	CCA will initiate online maintenance & technology request protocols.	1
Academics		
	CCA will meet its state accountability targets.	1 & 2
	CCA will exceed state accountability targets.	3-5
	CCA will have a 100% graduation rate.	1-5
	All graduates will have participated in the NC Career & College Promise.	1-5
Finance		
	CCA will meet its annual budget.	1-5
	CCA will have no audit exceptions.	1-5
Governance		
	The CCA lottery will include a weighted component.	1-5
	CCA will meet yearly student enrollment goals leading to full capacity.	1-5
	CCA staffing will reflect student capacity.	1-5
	The CCA Board will establish a timeline for addressing annual topics.	1
	All teachers will be licensed in the subject/areas in which they teach.	1-5
	CCA will provide means for certified staff to earn licensure renewal credit.	1-5
	All staff will be periodically evaluated and have an annual year-end review.	1-5
	The CCA Board will meet annually with conglomeration partner school boards.	1-5
	The CCA Board will undertake a review of its policy series.	3

Q172 Projected Staff

Central Carolina Academy

Position	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Lead Administrator	1	1	1	1	1	1
Assistant Administrator	1	2	2	2	2	2
Finance Officer	1	1	1	1	1	1
Clerical	3	3	4	4	4	4
Custodians	2	2	3	3	3	3
Central Services Team	3	3	3	3	3	3
Other Building Administrator	1	3	3	3	3	3
Maintenance	1	1	1	1	1	1
Core Content Teachers	10	23	28	28	28	28
Elective/Specialty Teachers	3	4	5	5	5	5
Exceptional Children Teacher(s)	1	2	2	2	2	2
Instructional Support	1	2	2	2	2	2
Teacher Assistants	2	3	3	3	3	3
Totals	30	48	56	56	56	56

Q189 Timeline and Plan for Student Recruitment/Engagement and Enrollment with Benchmarks

Central Carolina Academy

Month	Task	Benchmark
June 2021		
	Roll out the marketing plan	Detailed marketing action plan document and timeline
	Launch the school website	Have website basics live by the end of November
	Meet with community stakeholders	Meet with at least 10 stakeholders
September -		
December 2021		
	Hold 2-3 initial interest meetings	50 people or more in attendance at each
	Advertise January lottery opening	Have at least 75 "reaches" within 48 hours
January 2021		
	Publicize opening of the lottery	At least 50 "hits" within the first 24 hours
	Develop connections with community groups	At least 1/3 should focus on educationally disadvantaged
February 2021		
	Release second wave of application publicity	Use at least two: social media, direct mail, &/or web
	Hold another interest meeting	150 people or more in attendance
	Monitor rate of submitted applications	Reach a minimum of 50% of projected 1st year enrollment
March 2021		
	Monitor rate of submitted applications	Submissions should exceed first year enrollment goals
	Hold the lottery	Occurs as planned on set date
April & May 2021		

	Consult with families during enrollment phase	Individual interactions with all families
June 2021		
	Hold grade configuration & curriculum events	Reach a minimum of 75% of families per grade level
July 2021		
	Publicize school opening to stakeholders	Reach all families and area news media outlets
	Hold orientation events	100% of staff and majority of families participate
August 2021		
	Host Open House	At least 150 people in attendance
	Open Central Carolina Academy	First year planning enrollment reached