







Organization Information

Organization Name *			
Focus Academy Charter School			
Telephone	Fax		
9198193435			
Address		Unit/Suite	
Zip Code	City Raleigh		
State			
North Carolina			

Primary Contact Name * Sherria Grubbs	Opening Year * 2026		
Is Management Organization Used Ves No	Primary Contact Relation To Board * Founder		
Management Organization Name	Management Organization Contact Name		
Primary Contact Email * dsherria@hotmail.com	Management Organization Phone		
Primary Contact Phone * 9198193435	Management Organization Email		
PrimaryContact Address * 716 Trout Lilly Place	Unit/Suite *		
Zip Code *	City *		
27610	Raleigh		
State *			
North Carolina			





Board Members Roster

Name	Street Address	Zip Code	Email	Expertise
Dr. Sherria Grubbs	716 Trout Lilly Place	27610	dsherria@hotmail.com	Assistant Principal





1. Application Contact Information

Q1.Name of Proposed Charter School

The name of the propose charter school is "Focus Academy Charter School."

Q2.Primary Contact's Alternate Telephone Number (xxx-xxx-xxxx)

• The primary contact will serve as the contact for follow-up, interviews, and notices regarding this Application

The primary contact's alternate phone number is (919) 819-3435.

Q3.Geographic County in which charter school will reside

The geographical county that the charter school will reside in is Wake County in the Garner area.

Q4.LEA/District Name

The LEA/District is Wake County Public Schools.

Q5.Zip code for the proposed school site, if known

The proposed zip code for the school will be 27529 or 27603.

Q6.Was this application prepared with the assistance of a third party such as a consultant or Charter Support Organization (CSO)? I. Definition - Charter Support Organization (CSO)

A for profit or nonprofit, nongovernmental entity that provides:

a. assistance to developers during the application, planning, program design, and initial implementation of a charter school; or

b. technical assistance to operating charter schools, including specific and limited services such as but not limited to professional development, nonprofit board development, payroll, and curriculum development.

O Yes

No

Q10.Projected School Opening Month





The projected school opening month is August 2026.

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

- Yes (Year-Round)
- No

Q12.Complete the Enrollment Summary table (see resources), providing grade levels and total projected student enrollment for Years 1-5. Please note: If applying as a "FACE VIRTUAL" remote academy, the applicant must provide separate enrollment figures for in-person and remote student cohorts (see resources).

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Resources		
×I		
Enrollment Summar		
Applicant Evidence :		
Focus Academy Cha		
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4/19/2024 by Sherria		
Grubbs		

Q13.At full capacity, what is your estimated student enrollment and grade spans?

We will initially start as a K-5 school. As a K-5 school at full capacity, the estimated student enrollment will be 216 students. The goal is to increase by one grade level each school year until we reach grade 8, making us a K-8 school. As a K-8 school, the estimated student enrollment at full capacity will be 462 students.

Q14.Complete the Enrollment Demographics table (see resources), providing projected enrollment for each of the following demographic groups.

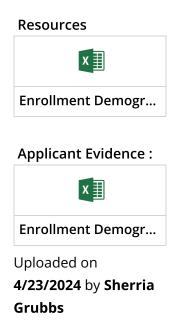
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Applicant Comments :

The enrollment Demographics table is based on the demographics of the the Garner (Southeast area). This may differ somewhat as it relates to other demographic data mentioned in the application as it is only a reflection of the Garner area and areas surrounding Garner, NC.



Q15.Describe the rationale for the number of students and grade levels served in year one and the basis for the growth plan outlined above.



The rationale for starting Focus Academy as a K-5 school with an initial enrollment of 216 students in year one is based on several factors. Beginning with a smaller cohort of students allows for a focused and manageable launch, enabling the school to establish its culture, instructional practices, and operational procedures effectively. By starting with fewer grade levels and fewer classes per grade, the school can prioritize building strong foundations in curriculum development, teacher training, and community engagement.

Additionally, limiting the grade levels served in the first year allows for intentional growth and ensures that resources and support systems are adequately in place to meet the needs of students and staff. This approach enables the school to provide personalized attention and support to each student, fostering a nurturing and inclusive learning environment conducive to academic success and social-emotional development.

The growth plan outlined to expand to a K-8 school with an enrollment of 462 students reflects a gradual and deliberate approach to scaling the school over time. As the initial cohort of students progress through the grades, additional grade levels will be added systematically, allowing for continuity of learning and providing students with a seamless transition from elementary to middle school. This phased expansion strategy also aligns with projected demand, demographic trends, and facility capacity, ensuring sustainable growth while maintaining high-quality education and student outcomes.

The decision to start Focus Academy as a K-5 school with an initial enrollment of 216 students and expand gradually to a K-8 school with 462 students is driven by the goal of establishing a strong foundation for academic excellence, fostering a supportive school community, and ensuring long-term sustainability and success.

Q16.This subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application.

I certify

I do not certify

Q17.Explanation (optional)





2. Non-Profit Corporation Information

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

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

Q18.Organization Type

- Non-Profit Corporation
- Municipality

Q19.Official name of the private, non-profit corporation as registered with the NC Secretary of State

• This is the entity that will hold the Charter if final approval is granted by the NC Charter Schools Review Board (CSRB).

The official name of the non-profit corporation as registered with the NC Secretary of State is Focus Academy Charter School, Inc

Q20.Has the organization applied for 501(c)(3) non-profit status?

- Yes
- O No

Q21.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.

- O Yes
- No





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Applicant Comments :

While we are registered as a 501(c)(3) non-profit organization, we have not received our taxexempt status yet. However, we are in the process of applying for the tax-exempt status.

Applicant Evidence :



Uploaded on 4/23/2024 by Sherria Grubbs

Q23.Name of Registered Agent and Address

• As listed with the NC Secretary of State

Rocket Corporate Serves, Inc

176 Mine Lake Ct. #100, Raleigh, NC 27615

Q24.Federal Tax ID

The Federal Tax ID is 98-2868235





3. Acceleration

Per NC Administrative Code 16 NCAC 06G .0509 (https://simbli.eboardsolutions.com/Policy/ ViewPolicy.aspx?

S=10399&revid=84R1LVelxY9lvhpKdhHt1w==&ptid=muNUlKiR2jsXcslsh28JpBkiw==&secid=x9VPtMUo9twb b6Q1kKyM7A==&PG=6&IRP=0), the State Board of Education, in its discretion, may accelerate the mandatory planning year to increase the number of high-quality charter schools.

Q26.Requirements

The State Board of Education may accelerate the mandatory planning year for a charter applicant that meets the following requirements:

(1) agrees to participate in the planning year while the charter application is being reviewed without any guarantee of charter award; and

(2) demonstrates that there is a facility identified by the applicant that is feasible for opening on an accelerated schedule. Do you want your application to be considered for acceleration?

O Yes

No





4. Conversion

Q40.Is this application a Conversion from a traditional public school or private school?

O Yes

No





5. Replication

Per NC Administrative Code 16 NCAC 06G .0512, the State Board of Education (SBE) may, in certain welldefined 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.

If applying for a replication, please review the following definitions and continue in this section.

(1) "Charter school model" or "model" mean the mission as defined in the charter application and function of a charter school, including its governance, its curriculum, its organizational structure, its targeted population, and other key characteristics of the school, such as small class size, thematic academics, and extended day.

(2) "Successful model" means a charter school model that meets the eligibility requirements in Rule .0513 of this Section.

(3) "Replication" means the act of copying, recreating, or repeating, a successful charter school model. A "replication" requires the utilization of one charter school "model" to form the creation of a new charter school.

(4) "Fast-Track Replication" is a special form of replication in which the approved applicant foregoes the planning year required of new charter school applicants.

History Note: Authority G.S. 115C-218.3;

Emergency Adoption Eff. August 20, 2019;

Eff. March 17, 2021.





Q57.Do you want this application to be considered for standard or fast-track replication?

- O Standard
- O Fast-Track
- No, this is not a replication





6. Alternative

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

*The school must, in its application, designate which of the alternative accountability options it is requesting under ACCT-038 (https://simbli.eboardsolutions.com/ePolicy/policy.aspx? PC=ACCT-038&Sch=10399&S=10399&C=ACCT&RevNo=1.02&T=A&Z=P&St=ADOPTED&PG=6&SN=true). The option selected, if approved, cannot be changed except at the time of renewal (as outlined in CHTR-020.III (https://simbli.eboardsolutions.com/ePolicy/policy.aspx? PC=CHTR-020&Sch=10399&S=10399&C=CHTR&RevNo=1.02&T=A&Z=P&St=ADOPTED&PG=6&SN=true)).

Q68.Do you want your application to be considered for an Alternative Charter School?

O Yes

No





7. EMO/CMO

Q70.Does the Charter School plan to contract for services with an "educational management organization" or "charter management organization?

O Yes

No





8. Remote Academies

§ 115C-218.120(a). Remote charter academies.

A charter that includes a remote charter academy may do any of the following:

(1) Provide only remote instruction to enrolled students served by the charter in accordance with this Part.

(2) Provide remote instruction to students enrolled in the remote charter academy and provide in-person instruction to other students served by the charter.

(3) Provide enrolled students both remote instruction and in-person instruction. A student who receives more than half of the student's instruction through remote instruction shall be classified as enrolled in the charter's remote charter academy.

Q85. Is the school you're applying to create a remote charter academy?

- O Yes
- No





9. Mission Purposes, and Goals

9.1. Mission and Vision

The mission and vision statements, taken together, should:

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

Q112.Please state the mission statement of the proposed charter school (35 words or less)

• The mission statement defines the organization's purpose and primary objectives, describing why it exists.

• The mission statement should indicate in measurable terms what the school intends to do, for whom, and to what degree.

To provide students with equal opportunity, quality instruction and social experiences that inspire them to be life-long learners who excel in academics and character by staying focused, motivated, and ready to positively contribute to society.

Q113.Please state the vision statement of the proposed school.

• What will the school look like when it is achieving the mission?

• The vision statement outlines how the school will operate and what it will achieve in the long term.





The vision of Focus Academy is to empower every student to reach their fullest potential by inspiring a passion for learning that goes beyond the classroom.

We envision a school where the focus on academic achievement is as important as the focus on character development. We believe that character impacts performance and we want to play our part in this holistic development. At Focus Academy, our students will be encouraged to think critically, solve complex problems, embrace creativity and develop a strong sense of ethical responsibility. Our inclusive curriculum will foster curiosity, encourage intellectual exploration, and promote a global perspective, preparing our students to navigate an ever-changing world with confidence and adaptability. In partnership with families, staff, and the community, we strive to create a collaborative and supportive network that empowers each student to overcome challenges, set ambitious goals, and achieve personal success. Through strong partnerships, open communication, and shared responsibility, all stakeholders work together to create a safe, nurturing, and stimulating educational environment that encourages growth, innovation and adaptability.

Q114.Educational Need and Targeted Student Population of the Proposed Charter School Does the school plan to provide services to certain targeted subgroup(s), if so please explain? Provide a description of the 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 MLL population of the district? See G.S. 115C-218.45(e) (https://www.ncleg.net/EnactedLegislation/ Statutes/PDF/BySection/Chapter_115C/GS_115C-218.45.pdf).





Focus Academy Charter School will be located in Wake County, specifically the Garner area. According to the National Center for Education Statistics (NCES) and the North Carolina Department of Education, the demographics of Wake County Public Schools is 44% white, 22% black, 19% Hispanic, 11% Asian, and 4% two or more races. Wake County Public Schools has 193 schools serving 159.421 students in grades Pre-K to grade 13. The minority enrollment of Wake County Public Schools is 56%.

We also looked at the district facts made public by Wake County Public Schools. According to Wake County Public Schools district facts, Wake County Public Schools prepared to serve 159,000 students for the 2022-2023 school year. The Average Daily Membership (ADM) for Wake County Public Schools during the 2022-2023 school year was 158,412 during month 2. During the 2022-2023 school year Wake County Public School had 198 schools. During month 2 of the 2022-2023 school year, Wake County Public Schools had 55,824 (35.10%) students participate in the free and reduced lunch program, 16,283 (10.20%) in the limited proficiency program, 19,501 (10.90%) in the EC special education program, and 25,489 (16.10%) in the AIG program. According to the Wake County District Facts the demographics for the 2022-2023 school year was White (42.80%), Black (21.90%), Hispanic (19.30%), Asian (11.60%), American Indian (.20%), Pacific Islander (.10%), Two or more races (4.00%)

Focus Academy Charter School will be open to all students regardless of ethnicity and socioeconomic status. It is our goal to create a diverse learning environment that welcomes all students regardless of academic ability. Based on the data, there is a need to provide an educational option to the parents and students that live in the town of Garner, NC. It is anticipated that the demographics of Focus Academy Charter School will be aligned to the demographics of Wake County Public Schools. While it is anticipated that the ADM for Focus Academy will be significantly lower than the ADM of Wake County Public Schools, it is also anticipated that the population of EC students and the population of EL students will be higher than that of Wake County Public Schools.

Q115.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?





Enrollment:

Our targeted population for student enrollment will be in Wake County with our focus being in Garner, NC. As of 2023, Garner has a population of 33, 232 with an annual growth rate of 2.01%. Since the 2020 census, the population has increased by 6.15% (https://worldpopulationreview.com/us-cities/garner-nc-population (https://worldpopulationreview.com/us-cities/garner-nc-population)).

There are 11 public schools in Garner, NC within the Wake County Public School System - 8 elementary schools, 2 middle schools, and 2 high schools. Garner, NC currently has one private school and no existing charter schools. However, we did learn that there is a charter school scheduled to open in Garner in 2025. Minority enrollment is 66% of the student population in Garner, NC. Based on information in publicschoolreview.com, Garner has an average math proficiency score of 37% and an average reading score of 43%. Schools in Garner, NC possess an average ranking of 5/10, which means that they are in the bottom 50% of North Carolina Public Schools. Based on data retrieved from the NC Schools Report Cards website one public school in Garner, NC had a report card grade of B, five schools had a report card grade of C, five schools had a report card grade of D, and one school had a report card grade of F for the 2021-2022 school year. For the 2022-2023 school year, two schools have a report card grade one B, three schools have a report card grade of C, five schools have a report card grade of D, and one school has a report card grade of F.

Focus Charter Academy has developed several key elements that will effectively meet the needs of our targeted population which will eventually span from kindergarten through eighth grade. with our initial student population being kindergarten through third grade. The elements designed by Focus Academy Charter School are designed to cater to the diverse range of learning styles, developmental stages, and interests of the targeted student population. The elements of Focus Academy's education model that will address the needs of our targeted population are as follows:

Integrated Arts Curriculum: The core component of our educational model is the integration of the arts into the curriculum across all academic subjects. We believe that incorporating music, visual arts, dance, theater, and other forms of the arts enhances the learning experiences, creativity, and helps to develop critical thinking and problem-solving skills. We believe that by integrating the arts into the curriculum, we are providing students with opportunities to explore their interests, express themselves, develop a sense of aesthetics, and foster a well-rounded education.

Individualized Instruction - Recognizing that students have diverse learning needs, our model emphasizes individualized instruction. Our activities, materials, and teaching methods are tailored to meet the unique needs, abilities, and interests of all students. Our teachers will use various strategies such as flexible grouping, differentiated instruction, and personalized learning plans to ensure that all students are appropriately challenged and supported through their learning journey.



Project-Based Instruction - the educational model of focus academy incorporates project-based learning as a primary instructional approach. Through hands-on projects, activities, and real-world applications, students will engage in collaborative critical thinking, problem solving, and creativity. This will allow students to deepen their understanding of concepts being taught and promote practical application of knowledge. Project-based learning will also enable students to develop essential skills such as communication, teamwork, and project management.

Social and Emotional Learning (SEL)Support - Focus Academy will prioritize the social and emotional well-being of our students and provide explicit support in this area. The educational model of focus academy integrates social and emotional learning strategies into the curriculum to help students develop social awareness, self-awareness, relationship skills, self-management, and responsible decision-making skills. We will create a positive and inclusive learning environment that supports the overall development of our students by nurturing their social and emotional competencies.

Community Engagement - Focus academy believes that education requires a collaborative effort which involves students, families, and the community. The education model of Focus Academy fosters will actively foster partnerships with parents, local organizations, and professionals in the arts field. We will organize community events, invite guest artists, and require parental involvement to create an enriched learning experience for our students. This collaboration will help our students connect their learning to the real world while helping them develop an appreciation for the arts and strengthening the school community bond.

By implementing these elements, our educational model will effectively address the needs of our targeted student population. Through our integrated arts curriculum, project-based learning, individualized instruction, social and emotional support, and community engagement activities, Focus Academy will provide a well-rounded education that nurtures critical thinking, problem-solving, creativity, social-emotional development, and academic excellence.

Q116.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).





Our targeted population for student enrollment will be in Wake County with our focus being in Garner, NC. As of 2023, Garner has a population of 33, 232 with an annual growth rate of 2.01%. Since the 2020 census, the population has increased by 6.15% (https://worldpopulationreview.com/us-cities/garner-nc-population (https://worldpopulationreview.com/us-cities/garner-nc-population)).

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Focus Charter Academy has developed several key elements that will effectively meet the needs of our targeted population which will eventually span from kindergarten through eighth grade. with our initial student population being kindergarten through third grade. The elements designed by Focus Academy Charter School are designed to cater to the diverse range of learning styles, developmental stages, and interests of the targeted student population. The elements of Focus Academy's education model that will address the needs of our targeted population are as follows:

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Project-Based Instruction - the educational model of focus academy incorporates project-based learning as a primary instructional approach. Through hands-on projects, activities, and real-world





applications, students will engage in collaborative critical thinking, problem solving, and creativity. This will allow students to deepen their understanding of concepts being taught and promote practical application of knowledge. Project-based learning will also enable students to develop essential skills such as communication, teamwork, and project management.

Social and Emotional Learning (SEL)Support - Focus Academy will prioritize the social and emotional well-being of our students and provide explicit support in this area. The educational model of focus academy integrates social and emotional learning strategies into the curriculum to help students develop social awareness, self-awareness, relationship skills, self-management, and responsible decision-making skills. We will create a positive and inclusive learning environment that supports the overall development of our students by nurturing their social and emotional competencies.

Community Engagement - Focus academy believes that education requires a collaborative effort which involves students, families, and the community. The education model of Focus Academy fosters will actively foster partnerships with parents, local organizations, and professionals in the arts field. We will organize community events, invite guest artists, and require parental involvement to create an enriched learning experience for our students. This collaboration will help our students connect their learning to the real world while helping them develop an appreciation for the arts and strengthening the school community bond.

By implementing these elements, our educational model will effectively address the needs of our targeted student population. Through our integrated arts curriculum, project-based learning, individualized instruction, social and emotional support, and community engagement activities, Focus Academy will provide a well-rounded education that nurtures critical thinking, problem-solving, creativity, social-emotional development, and academic excellence.

Q117.Summarize what the proposed school will do differently than the surrounding schools serving the same population of students. What will make this school unique and more effective than the currently available public-school options?



Focus Academy aims to differentiate from other schools serving the targeted student population through several key components that we believe will make our school unique and more effective.

We are committed to provide students with equal opportunities, regardless of their backgrounds or circumstances to ensure that every child has access to a high-quality education. Focus Academy's commitment to inclusivity and equity sets us apart from other options in the public school system.

Focus Academy places a strong emphasis on the delivery of exceptional instruction with an integration of the arts. Through a combination of innovative teaching methods and personalized learning plans provided by highly qualified educators, Focus Academy will ensure that students receive the highest standard of education. Our commitment to quality instruction strives to foster academic excellence and prepare students for future success.

In addition to academic achievement, Focus Academy recognizes the importance of holistic development in students. Focus Academy aims to create an environment that is nurturing and supportive. It is our goal to create an environment that focuses on social and emotional learning, character development, and the cultivation of important life skills. Focus Academy will address the whole child by equipping students with the tools they need to excel personally and academically.

Focus Academy emphasizes the cultivation of intrinsic readiness and motivation in the students we will serve. Through tailored approaches to personalized learning and student engagement, Focus Academy intends to keep students motivated, actively involved in their education, and prepared for any challenges that may arise. This approach to fostering motivation and readiness, sets Focus Academy apart from other schools.

Focus Academy recognizes and understands the importance of having strong partnerships between the school, families, and the community. By actively engaging with community resources and involving families, we will create a supportive and collaborative network that enhances the educational experience of the targeted student population. Creating a culture of strong community engagement, will provide a unique and enriching educational environment for the students we will serve.

Focus academy sets itself apart from currently available public school options by combining quality instruction, holistic development, equal opportunity, a focus on motivation and readiness, and community engagement. This student -centered approach strives to create a better educational experience that will empower students to develop strong character, positively contribute to society, and succeed academically.

Q118.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



To establish and generate support for Focus Academy Charter School, we have assessed demand for the school by creating a website that includes an interest page for parents to complete. We have also created a survey to gain interest from parents in the community. In addition to creating a survey, we have created fliers to leave at local businesses and community centers. We have established social media pages through Facebook and Instagram to highlight the school and gain interest.

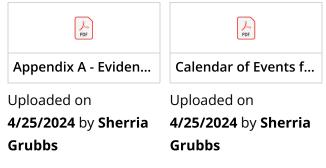
In addition to the above, we have scheduled opportunities to speak about the school at churches and community events in and around the Garner area.

Q119.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).

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

Applicant Evidence :



9.2. Purposes of the Proposed Charter School

Q120.Select one or more of the six legislative purposes the proposed charter will achieve, 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:

- Create new professional opportunities for teachers, including the opportunities to be responsible for the learning program at the school site.
- Hold schools accountable for meeting measurable student achievement results.
- Provide parents and students with expanded choices in the types of educational opportunities that are available within the public-school system.





- Improving student learning.
- Increasing learning opportunities for all students, with a special emphasis on at-risk or gifted students.
- Encourage the use of different and innovative teaching methods.

Q121.Provide a brief narrative to coincide with <u>each</u> applicable legislative purpose(s).





1. Create new professional opportunities for teachers, including the opportunities to be responsible for the learning program at the school site.

Focus Academy understands the importance of empowering teachers and providing them with enhanced professional learning opportunities. Therefore, we will foster a culture of collaboration and ownership among teachers by providing teachers with the opportunity to help with designing and implementing the learning program at the school site. This approach will promote innovation, teacher growth, and the ability to tailor instruction to meet the individual needs of each student. Focus Academy will create an environment where teaching professionals can thrive and make a significant impact on student achievement.

2.Hold schools accountable for meeting measurable student achievement results.

Focus Academy strongly believes in the importance of accountability to drive student achievement. We are committed to setting high expectations for both educators and students. We will also hold ourselves accountable for meeting measurable student achievement results. Through regular assessments, transparent reporting, and data analysis, we will ensure that the progress of our students' is monitored effectively and that interventions are provided and implemented when needed. By providing a culture of accountability, we will create a learning environment where continuous improvement is embraced at all levels and student success is a priority.

3. Provide parents and students with expanded choices in the types of educational opportunities that are available within the public-school system.

Focus Academy strongly believes in providing parents with options as it relates to their children's education. It is our desire to provide an educational environment for our students that exceeds the traditional public schools by offering an integration of arts into the curriculum which includes music, dance, art, and theater, providing students with individualized instruction, hands-on learning experiences, and project-based learning. Focus Academy believes in taking a holistic approach and therefore will also provide opportunities for students such as field trips, tutoring, social and emotional learning, and character development, and individualized instruction.

4. Improving student learning.

Improving student learning is the heart of Focus Academy's mission. We are committed to providing an engaging and dynamic educational experience that fosters the personal development and academic growth of each student. Through differentiated learning approaches, evidence-based instructional practices, and ongoing support, we are determined to ensure that every student that enrolls in Focus Academy reaches their full academic potential. We will continuously evaluate and evaluate our curricula and teaching methods to ensure alignment with best practices, which will enable students to thrive academically and become lifelong learners.

5. Increasing learning opportunities for all students, with a special emphasis on at-risk or gifted students.



Focus Academy is devoted to ensuring equitable access to learning opportunities for all students. We understand that students have unique learning needs and we value diversity. It is the goal of Focus Academy to provide an inclusive and supportive environment where all students can thrive, with intentional focus on at-risk and gifted students. Our curriculum is tailored to meet the specific needs of each student and will include differentiated instruction, individualized support, and enrichment programs. Focus Academy strives to narrow the achievement gap and create equal pathways to success for all students by providing enrichment activities and targeted interventions for students.

6. Encourage the use of different and innovative teaching methods.

Focus Academy embraces innovation in teaching and learning. Teachers at Focus Academy will be encouraged to explore different and innovative teaching methods that foster problem solving skills, critical thinking skills, and creativity. It is our intention to stay at the forefront of educational practices and adapt instructional strategies to meet the unique learning needs of the students we serve by promoting a culture of innovation at our school. Teachers will be provided with ongoing professional development to equip them with the skills needed to implement new instructional practices effectively. Focus Academy will create an engaging and stimulating learning environment that prepares students for the challenges of the future by empowering our teachers to think outside of the box.

9.3. Goals for the Proposed Charter School

Q122.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.





Focus Academy will ensure ongoing communication and accountability to the governing board and stakeholders, through these specific and measurable goals. Regular reports, meetings, and channels of communication will provide transparency, updates, and opportunities for engagement.

First Year Goals:

1. Operations: Establish a safe and supportive learning environment, ensuring efficient school operations and effective management of resources. Regular communication regarding operational updates, school policies, and procedures will be provided to the governing board and stakeholders quarterly.

2. Academics: Implement a rigorous and comprehensive curriculum aligned with state standards, with a focus on differentiated instruction and student-centered learning. Monitor student progress through ongoing assessment and provide regular academic updates to the governing board and stakeholders every semester.

3. Finance: Maintain sound financial practices, adhere to budgetary guidelines, and ensure responsible fiscal management. Quarterly financial reports will be presented to the governing board and stakeholders to ensure transparency and accountability.

4. Governance: Establish effective governance structures and procedures, promoting collaboration and shared decision-making. Regular meetings between the governing board and school leadership will occur monthly, with reports on school performance, planning, and policy recommendations.

5. Stakeholder Communication: Establish open and transparent communication channels with parents, staff, and the community. Regular newsletters, town hall meetings, and parent-teacher conferences will provide opportunities to share important updates, academic progress reports, and engage stakeholders in dialogue.

Second Year Goals:

1. Operations: Continuously improve operational efficiency, ensuring the smooth functioning of the school's facilities, transportation services, and safety protocols. Monthly operational reports will be presented to the governing board and stakeholders.

2. Academics: Enhance instructional practices through professional development opportunities for teachers, fostering a culture of continuous improvement and innovation. Annual academic reports will be shared with the governing board and stakeholders, highlighting student achievements, areas of growth, and academic goals for the upcoming year.

3. Finance: Maintain fiscal stability by implementing regular financial audits and seeking opportunities for financial growth through grants and partnerships. Bi-annual financial reports will be provided to the governing board and stakeholders, including a year-end report with a comprehensive analysis of the school's financial status.

4. Governance: Strengthen the governing board's understanding of school operations and academic achievement, ensuring effective oversight and strategic decision-making. Monthly meetings will continue, with in-depth presentations on specific governance topics and data-driven discussions.

5. Stakeholder Communication: Increase community engagement through various outreach



initiatives, including local events, volunteer opportunities, and partnerships with community organizations. Regular stakeholder surveys will be conducted to gather feedback and assess satisfaction levels, with results shared with the governing board and stakeholders annually.

Third to Fifth Year Goals:

1. Operations: Sustain and improve operational effectiveness, leveraging feedback and datadriven insights to optimize school processes. Quarterly operational reports will be presented to the governing board and stakeholders, along with an annual review and action plans for enhancement.

2. Academics: Maintain a strong academic program while incorporating best practices and innovative approaches. Annual academic reports and standardized test results will be shared with the governing board and stakeholders to ensure transparency and track progress towards academic goals.

3. Finance: Ensure long-term financial sustainability, exploring opportunities for growth, and maintaining responsible financial practices. Bi-annual financial reports will continue to be shared with the governing board and stakeholders, including updates on budget allocations, fundraising efforts, and financial projections.

4. Governance: Conduct regular performance evaluations of the governing board and school leadership to ensure accountability and effectiveness. Continue monthly meetings to discuss strategic planning, policy updates, and progress towards achieving the school's mission and vision.

5. Stakeholder Communication: Strengthen communication channels with families, staff, and community members, utilizing online platforms, social media, and regular surveys to gather feedback, share updates, and promote transparency. Annual stakeholder reports will summarize the school's progress, achievements, and future plans.

Q123.How will the governing board know that the proposed public charter school is working toward attaining their mission statement?



The governing board of Focus Academy Charter School will have a comprehensive understanding of the school's progress towards attaining the schools mission statement by leveraging the evaluation and monitoring strategies listed below. These strategies will enable the board to make informed decisions and ensure the schools ongoing alignment with its mission.

Annual Review - Comprehensive annual reviews will be conducted by the governing board to evaluate the progress and the alignment of the school's activities with the mission statement. The reviews will consist of analyzing academic performance data, reviewing student outcomes, assessing program effectiveness, and evaluating the overall impact of the school's initiatives.

Mission Driven Goals and Metrics - Specific goals and metrics that reflect the mission statement of Focus Academy, will be established by the governing board. These goals may include academic achievement targets, character development objectives, and measures of community engagement. Regular progress reports will be provided to the governing board to keep them informed of how the school is progressing and ensure ongoing alignment with the mission.

Stakeholder Feedback - The governing board will actively seek input from stakeholders such as parents, teachers, students, and community members. The board will gather perspectives on how well the school is fulfilling its mission through surveys, town hall meetings, and individual feedback sessions. The feedback collected will be considered in decision making and also used to identify areas of improvement or alignment with the mission.

Collaboration with school leadership - The governing board will collaborate closely with the leadership team of Focus Academy Charter School to monitor the implementation of initiatives and programs. Regular meetings with the school administrators such as the executive director, principal, and other key staff members will allow the governing board to stay informed about progress towards mission-oriented goals, day-to-day operations of the school, and also about any challenges that the school may face.

Data Analysis - The governing board will review and analyze important data pertaining to the school such as academic data, student outcomes, attendance data, and stakeholder feedback. A review of this data will provide evidence of the school's effectiveness in fulfilling its mission statement and guide decision making to adjust or improve strategies as needed.





10. Educational Plan

10.1. Instructional Program

Q124.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



Focus Academy will incorporate a variety of instructional methods to create an engaging and dynamic learning environment for all of the students that attend the school. These instructional methods will cater to the diverse learning needs of our students and will help foster their academic growth and personal development. The instructional methods that will be implemented for the proposed charter school, Focus Academy are as follows:

Integration of the Arts into the curriculum - By integrating the arts into the curriculum will provide students in all grade levels with learning experiences that will lead to self-discovery and enhance student learning. Students will participate in art, music, dance, and theater. Collaboration between classroom teachers and special teachers to ensure the integration of arts and the academic curriculum is taking place within the classroom as well as the special classes. BY integrating the arts into the curriculum we will be able to address various learning styles.

Differentiated Instruction - Focus Academy recognizes that students have unique learning needs, styles, interest, and abilities. Therefore we will aim to implement differentiated instruction by assessing students strengths, weaknesses, and learning preferences to make sure that we are tailoring instruction accordingly. This method will provide individualized learning plans, flexible grouping, strategies, and adapting teaching methods to meet the various learning needs of our students.

Project-Based Learning (PBL) - Focus Academy considers project-based learning an instructional method that is very effective. Students will work collaboratively on interdisciplinary projects that require problem solving skills, critical thinking skills, and real-world application of knowledge. Project-Based learning will help to foster the creativity of students, independent thinking of students, and the communication skills of students while addressing core content areas and helping to develop a students ability to apply their learning in practical context.

Technology Integration - Focus Academy will incorporate technology as a tool for learning by utilizing interactive multimedia, digital resources, online platforms, and educational software. Focus Academy understands the role that technology plays in enhancing instruction and preparing students for the digital age. With the integration of technology we aim to promote active learning, engage students, facilitate research, and provide access to a wide range of educational resources.

Focus Academy will employ a balanced approach as it relates to assessments to monitor student growth, to make continuous improvements, and to inform decision making. The assessment strategies that will be implemented at Focus Academy are as follows:

Formative Assessments - Formative assessments will be implemented to gather real-time feedback on student learning and to adjust instruction accordingly. Formative assessments will be embedded throughout instruction. These assessments will allow teachers to monitor students' understanding of the content being taught, identify areas of strengths and weaknesses, and provide feedback for improvement in a timely manner.





Summative Assessments - Focus Academy will utilize summative assessments at the end of units taught, and academic years to measure students mastery of skills and content. The summative assessments will be aligned to the state standards and grade level expectations and will provide a comprehensive evaluation of student achievement.

Performance-Based Assessments - Focus Academy will incorporate performance-based assessments that will require students to demonstrate knowledge and skills through tasks and projects.

By providing a supportive and inclusive learning environment that addresses their diverse learning needs, the instructional program and model of Focus Academy is designed to meet the specific needs of the targeted student population.

Focus Academy places a special emphasis on supporting students that are at-risk as well as those who exhibit gifted abilities. Our instructional program will provide additional resources, interventions, and enrichment activities to help students reach their full academic potential. Gifted students will be offered a challenging and enriched curriculum that helps to nurture their talents and explore their areas of interest.

Focus Academy recognizes the importance of the social and emotional well being of students. Our instructional model incorporates strategies that help promote resilience, positive relationships, and self-advocacy skills. By creating an educational environment that is safe and supportive, students' emotional needs are addressed, along with their academic growth, which ensures a holistic approach to their development.

Differentiated instruction, individualized learning plans, and personalized learning plans are also key components of our instructional model and are designed to meet the needs of our targeted student population.

Q125.Will the proposed charter school serve a single-sex student population?

O Yes

No

Q129.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.





Focus Academy Charter School will provide a diverse and inclusive learning environment that caters to the needs of students in elementary and middle school. We will start out as a K-5 school and expand one grade level a year until we become a K-8 school. The basic learning environment and class size for each grade span are as follows:

Elementary Grade Spans (K-5)

Learning Environment - Focus Academy's elementary classrooms will be designed as engaging and vibrant spaces that foster collaboration and active learning for students. The learning environment will provide a balance between individual and group work, while offering various opportunities for student -centered activities and hands-on exploration with an integration of the arts.

Class Structure - Focus Academy will implement the required student teacher ratio required in grades K-3 by the Department of Public Instruction (DPI) and expand those requirements to grades 4 and 5. It is the intent of Focus Academy to have a minimum of two classrooms per grade level. Our kindergarten classrooms will consist of 18 students, our first grade classrooms will consist of 16 students, our second and third grade classes will consist of 17 students, our fourth and fifth grade classes will consist of 20 students. This structure will allow for meaningful interactions and personalized attention between students and teachers. The elementary classrooms will have one primary teacher supported by teacher assistants.

Middle Grade Span (6-8)

Learning Environment - Focus Academy's middle school classrooms will provide an environment that fosters critical thinking, collaboration, and independence. Our middle school will promote a gradual transition from the more structured elementary environment to an increase in selfdirected learning that promotes independent inquiry with an integration of the arts..

Class Structure - Focus Academy middle school classrooms will continue with the trend of small class sizes. The class sizes for our middle school will range from 20-25 students, which will allow us to provide a balance between individualized instruction and collaborative learning. Each subject area will have specialized teachers who teach in their respective areas of expertise. The students will rotate among classrooms for different subjects, which will enable them to experience different teachers and different teaching styles while developing greater autonomy.

Q130.Identify how this curriculum aligns with the proposed charter school's mission, targeted student population, and North Carolina Accountability Model. Provide evidence that the chosen curriculum has been successful with the target student population, how the plan will drive academic improvement for all students, and how it has been successful in closing achievement gaps.





The curriculum of proposed charter school, Focus Academy Charter School aligns with the mission, targeted population, and the North Carolina Accountability Model. Here is how the curriculum aligns with each of these aspects:

Mission - The curriculum is designed to align with the mission of the school which includes goals to provide an inclusive and rigorous education for students, promotes character development, and also prepares students for college and career readiness. The curriculum of Focus Academy Charter School places a strong emphasis on the integration of the arts into the curriculum, academic excellence, social-emotional learning, and instruction that is personalized to meet the needs of the students. This aligns with our mission of developing well-rounded and successful students.

Targeted Student Population - The curriculum of Focus Academy Charter School is tailored to meet the needs of our targeted population by taking into account the diverse learning styles, interests, abilities, and backgrounds. The curriculum employs individualized learning plans, differentiated instruction, and support services to ensure that all students are provided with the necessary resources and academic support for their success. This includes students with exceptional abilities and at-risk students.

North Carolina Accountability Model - The curriculum of Focus Academy Charter School aligns with the North Carolina Accountability model, which sets guidelines and standards for curriculum frameworks, instructional strategies, and assessments. The curriculum of Focus Academy Charter School is designed to align with the state standards and grade level expectations which will ensure that students are provided with the necessary knowledge and skills required by the state education system.

Data will be collected to determine if the chosen curriculum is successful with the targeted student population, to plan for academic improvements, and to determine if the implementation of the chosen curriculum is helping to close the achievement gaps. In order to determine if the chosen curriculum is successful, the following approaches and strategies will be implemented:

Monitor Student Achievement - A system will be implemented to track student achievement data such as standardized test scores, formative and summative assessments, and other performance indicators. We will analyze the data on a regular and consistent basis to identify trends, patterns, and areas of needed improvement. We will also compare the performance of the students at Focus Academy against district, state, and/or national average to assess the effectiveness of the curriculum in improving student academic outcomes.

Conduct Surveys and Interviews - Interviews will be conducted and surveys will be administered with parents, students, and teachers to gather qualitative feedback on curriculums impact and effectiveness on student achievement. This method will allow Focus Academy to seek insight into how the curriculum has influenced student engagement, motivation, and student outcomes.

Student Work Samples and Portfolios - We will collect and analyze student work samples that





demonstrate growth, critical thinking, depth of understanding, and mastery of content. Focus Academy will evaluate the progression of student work over time, and compare it to grade level expectations and standards. This will showcase the effectiveness of the curriculum in fostering academic improvement while providing opportunities for applied learning.

Use Growth Assessments - Focus Academy will implement growth assessments or measures that track student progress overtime. These assessments will help determine individual student growth and identify specific areas where interventions may be needed. The effectiveness of the curriculum in supporting academic improvement for all students can be assessed by monitoring their growth and progress.

Analyze Achievement Gaps - Focus Academy will identify and analyze achievement gaps among the different subgroups to assess whether the chosen curriculum is effectively closing these gaps. Important insights can be gained regarding the effectiveness of the curriculum in promoting equitable outcomes and reducing disparities by comparing the performance of the different subgroups.

Q131.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.





At Focus Academy, teachers will be expected to master a variety of instructional strategies to enhance the academic achievement among the targeted student population. The primary instructional strategies for each grade span and how they contribute to increased academic achievement are as follows:

Elementary Grade Span

Differentiated Instruction: Mastery of differentiated instruction allows teachers to personalize learning experiences based on students' unique needs, interests, and abilities. By providing tailored instruction, teachers can engage students at their appropriate level, address learning gaps, and provide opportunities for accelerated learning. This individualized approach maximizes student engagement and promotes academic achievement.

Active Learning: Incorporating active learning strategies, such as hands-on activities, group work, and experiential learning, enhances student participation and understanding. Active learning enables students to construct their own knowledge, apply concepts to real-world situations, and develop critical thinking skills. By actively engaging students in the learning process, teachers can create an environment that fosters academic achievement.

Middle School Grade Span

Project-Based Learning (PBL): PBL engages students in relevant, real-world projects that promote critical thinking, problem-solving, and collaboration. By mastering PBL strategies, teachers can provide students with opportunities to apply their knowledge, develop research and presentation skills, and work collaboratively. This approach fosters deeper understanding, motivation, and academic achievement.

Inquiry-Based Learning: Encouraging inquiry-based learning allows students to explore and investigate meaningful questions. Teachers will implement this strategy to provide students with opportunities for independent thinking, problem-solving, and self-directed learning. Inquiry-based learning enhances students' curiosity, critical thinking, and communication skills, resulting in increased academic achievement.

Q132.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 proposed instructional plan and graduation requirements of Focus Academy are designed to ensure student readiness for successful transitions from grade to grade and from one grade span to the next.

The instructional plan at Focus Academy ensures alignment and consistency across grade level and grade spans. The curriculum is vertically aligned which means that it will build on prior knowledge and skills which will ensure a smooth progression of learning. By providing a coherent and scaffolded educational experience, the alignment will facilitate a seamless transition between grades and grade spans.

The instructional plan establishes clear learning objectives and standards for each grade level. The learning objectives define the skills, knowledge, and competencies that students should acquire in each grade level.

Formative assessments are integrated into the instructional plan to provide timely feedback and monitor student progress. The assessments will help teachers identify areas of strength and areas needing improvement, which will enable them to adjust instruction accordingly. Summative assessments will be provided at the end of each grade span to evaluate students' mastery of the content and skills to ensure that they are ready to progress to the next grade level.





Q133.Describe in a brief narrative how the yearly academic calendar coincides with the tenets of the proposed mission and education plan.

The yearly academic calendar of Focus Academy will be designed to align with the tenets of the proposed education plan and mission. The academic calendar will be designed with the mission of providing a comprehensive and inclusive education for all students.

The academic calendar will begin with a thorough planning phase, where teachers and administrators will collaborate to review and revise if needed a curriculum that is in alignment with the schools mission and educational goals for each grade span.

The academic calendar will also provide dedicated periods for professional development throughout the academic year. Embedding these days into the calendar will allow teachers to refine their instructional practices on a continuous basis. Providing professional development activities aligns with the mission of the school because these opportunities will equip the teachers of Focus Academy with the necessary strategies, tools, and resources needed to effectively engage students and promote academic success

The academic calendar will also include opportunities for student engagement and enrichment. The academic schedule will also include opportunities for events, field trips, and possibly guest speakers.

Q134.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.





Focus Academy will operate with a start time of 8:00 AM and a dismissal time of 3:15 PM Monday through Friday. However, early release days and teacher workdays will be built within our school calendar for Staff Professional Development along with federal holidays and academic breaks for students such as winter and spring breaks.

The instructional times for our core subjects are as follows

Language Arts (Reading) and writing - 120 minutes (K-2) and 120 minutes (3-5)

Mathematics - 60 minutes (K-5)

Science/Social Studies - 45 minutes (K-5)

Intervention - 30 minutes (K-5)

Specials - Art, PE, Music, Media, Dance - 45 minutes (K-5)

Lunch - 30 minutes, Recess - 30 minutes

The school's daily and weekly schedule will be optimal for student learning because it will contribute to a positive and effective learning experience for students by supporting their academic, social, and emotional development within the school community.

Q135.Describe a typical day for a teacher and a student in the school's first year of operation.





A typical day for teachers and students will consist of collaboration, purposeful learning , and meaningful student engagement. Below is what a typical day will look like in the first year of operation at Focus Academy:

For teachers:

Morning Preparation - Teachers will arrive early to review lesson plans, organize materials for the day, and set up the classroom.

Morning Meetings - The day will begin with a school-wide morning meeting, which will set a positive tone for the day and foster a sense of community

Morning Greetings - Teachers will greet students at the door as they enter the classroom

Instructional Blocks - Teachers will engage students in a variety of instructional activities that are aligned to the curriculum and the North Carolina Standards for each grade level. These instructional activities will include group work, hands-on learning opportunities, technology integration, arts integration, and differentiated instruction strategies and activities to meet the diverse learning needs of the students.

Collaboration and Professional Development - Teachers will collaborate with their grade level peers and colleagues to analyze student data and participate in professional development activities to enhance their teaching skills during their planning periods.

Individual Support - Individual support will be provided to students by teachers which will allow for one-on-one conferences, addressing questions, and feedback being provided on individual assignments.

Enrichment Activities - Extra curricular activities may be included after school or embedded into the schedule such as clubs or special projects that align with student interests.

Reflection and Lesson Planning - Teachers will end their day by reflecting on the day's activities, assessing student progress, and planning future lessons for continued improvement.

For Students:

Morning Arrival - During morning arrival students will start their day by receiving breakfast and participating in the morning meeting where they will engage in community building activities.

Morning Greeting - Students will exchange wholesome greetings with the teacher as they enter the classroom for a day of learning.

Core Instruction - Students will engage in core subjects such as math, reading, science, and social studies. The arts will be integrated into the curriculum to enhance student learning. They will actively engage in interactive lessons, student collaboration, and complete assignments that build their knowledge and skills.





Specialized Classes - Students will participate in specialized classes such as physical education, art, music, dance, theater, media/library. The academic curriculum will be implemented into these classes to expand student knowledge and provide them with interactive learning opportunities.

After school - Students will have an opportunity to participate in tutoring instruction where they will receive extra services to enhance or improve their academic performance.

Q136.Will this proposed school include a high school?

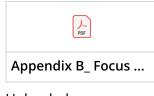
- O Yes
- No

Q142.Attach Appendix B: Curriculum Outline per Grade Span (for each grade span the school would ultimately serve). One sample curriculum outline (in graph form) in the Appendices for one core subject (specific to the school's purpose) for each grade span the school would ultimately serve.

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30

Total Files Count: 5

Applicant Evidence :



Uploaded on 4/22/2024 by Sherria Grubbs





Q143.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

Applicant Evidence : Appendix D - Focus ... Uploaded on

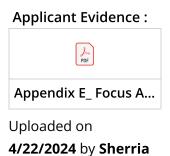
4/22/2024 by Sherria Grubbs

Q144.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.

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30

Total Files Count: 15



Grubbs

10.2. Special Populations and "At-Risk" Students

Q145.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.



The school will track students' academic performance with the use of data gathered from universal screeners such as I-Ready assessments and progress monitoring. Once learning needs are identified, a Multi-tiered System of Support(MTSS) will be used to provide students with intervention strategies that can bridge the identified learning gaps. To effectively implement and monitor the MTSS process, the school leader will appoint a MTSS team. This school wide process will be monitored by the appointed MTSS team who will facilitate professional development sessions with teachers to support their tiered instruction in the classroom. This team will outline the MTSS process inclusive of tier identification, progress monitoring, parent partnership and EC referrals for students who may be suspected of having a disability.

Once students are identified as needing tier 2(supplemental) or tier 3 (intensive) support, they will participate in an initial 6 week cycle of progress monitoring using I-Ready resources and standards based curriculum. At the end of the 6 -week cycle, decisions to continue progress monitoring, exit the tier, move up a tier or be referred to EC will be made based on data. Tier 3 students may receive additional support from reading or math interventionists. Intervention will be a block of time in the master schedule to ensure that teachers are implementing the MTSS process with fidelity. Teachers will receive ongoing training on MTSS, differentiation and data analysis in order to equip them with the skills to collect and analyze student data with the need to plan differentiated instruction.

Q146.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, MLs, 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 founding board members have experience working with special populations (students with disabilities, students with 504 Plans, ELs, students identified as gifted, and students at risk of dropping out). One member is a retired principal who served as an LEA during IEP and 504 meetings. She also was the overseer of the implementation of the MTSS process as well as supervised EC and EL case managers. Another member serves as an Assistant principal where she works with students belonging to the special population.

Q147.Explain how the instructional plan and curriculum will meet the needs of Multilingual Learners (ML), including the following:

- 1. Methods for identifying ML students (and avoiding misidentification).
- 2. Specific instructional programs, practices, and strategies the school will employ to ensure academic success and equitable access to the core academic program for ML students.
- 3. Plans for monitoring and evaluating the progress and success of ML students,





including exiting students from ML services.

4. Means for providing qualified staffing for ML students.



Focus Academy will provide EL students with the support they need to effectively use the English Language in reading, writing and speaking. The North Carolina identification and exit criteria will be used as a guide NCDPI EL Guide (https://www.dpi.nc.gov/documents/publications/catalog/el102-parentcaregiver-guide-english-language-development/

open#:~:text=North%20Carolina%20uses%20the%20WIDA,requires%20EL%20services%20or%20n ot.). The Information from the Home Language Survey that parents complete as part of their enrollment documents, will be used to identify students whose household speak a language other than English. Families may be contacted if the school needs to clarify some of the information in the Home Language Survey and determine if the student needs to be assessed. Students who need to be assessed will be screened using the WIDA screener within 30 days of enrollment to determine their proficiency levels in listening, speaking, reading, and writing, and their EL status. Parents will be notified of the outcome of students' EL status.

Once EL status has been determined, a Language Instruction Educational Program (LIEP) will be developed to determine the services EL students will need. Focus Academy believes in the importance of partnership so the EL instructor will work with classroom teachers, parents, staff and other stakeholders to determine the best plan for students. Through that plan, Focus academy will provide one or more of the following EL services/support:

• Testing accommodations on all state tests for students who score below level 5.0 Bridging on the reading domain of the WIDA Screener. These accommodations may be Read Aloud, extended time, separate setting, etc.

- Small group/ "pull out" sessions facilitated by an EL instructor who will provide instruction that caters to students' language learning needs.
- 'Push-in' sessions where the EL instructor joins EL students in their regular classes to provide academic support
- Classroom accommodations based on language proficiency such as modified assignments and use of first language resources(dictionaries, google translate, bi-lingual online platforms)
- Access to the school's tutoring programs
- Differentiated instruction to ensure their is equity in classroom instruction

To effectively monitor and evaluate the progress and success of EL students, Focus Academy will implement these best practices:

• El students will be given an annual English language Proficiency(ELP) test known as ACCESS for ELLs or alternate ACCESS for ELLs for students instructed using the NC extended Content Standards.This test will serve as a progress monitoring tool. Parents will be given a report

• Administrators will develop a schedule to routinely review students' EL plans with the EL instructor to determine students' progress towards English Proficiency.

• Students will exit the program once they have demonstrated proficiency per the guidelines of NCDPI guidelines(reach an overall composite score of 4.8 or above on the ACCESS for ELLs assessment or score an overall composite P1 or higher for two consecutive years on the Alternate ACCESS assessment

• Qualified staff will be employed to provide instruction for ELL students. Staff will have EL certification and expertise to support English Language Learners. Title III funds will be used to





employ an EL instructor as well as provide the necessary resources to facilitate EL instruction.

Q148.Explain how the school will identify and meet the needs of gifted students, including the following:

 Specific research-based instructional programs, practices, strategies, and opportunities the school will employ or provide to enhance their abilities.
 Plans for monitoring and evaluating the progress and success of gifted students; and means for providing qualified staffing for gifted students.

Focus Academy understands the importance of providing instruction that is tailored to the needs of all students. Students who are identified as gifted students are no exception to this level of differentiated instruction. Hence, we will use the NC AIG program standards to guide the implementation of the AIG program : NC AIG standards (https://www.dpi.nc.gov/nc-aig-programstandards-0/download?attachment)

Identification: Data collected through formative and summative assessments, universal screeners, and state assessments will be used to identify gifted students. Iready provides adaptive assessments and creates a learner profile for each student based on their academic performance. Classroom teachers and administrators will review learner profiles to identify students who demonstrate advanced competence (1 or more grade levels above their current placement) and also show curricular content mastery to the Academically and Intellectual Gifted (AIG) program.

Instruction: All teachers will provide differentiated instruction to students. If desired, AIG students will participate in an accelerated program where the pacing of the curriculum to be adaptive to their advanced skills. AIG students in grades 7-8 will also be given an opportunity to take honors classes. To successfully support these students, teachers would participate in professional development opportunities to inform their practice on how to effectively teach AIG students. We will recruit and retain highly qualified professionals who can cater to the diverse needs of AIG students.

Monitor/Evaluation: The admin team and AIG teachers will review the AIG program and make adjustments as needed. Through the use of individual learning targets and progress monitoring procedures for students, the team can assess student growth and program effectiveness.

10.3. Exceptional Children

The public charter school cannot deny admission to any child eligible for special education services as identified under the federal legislation *Individuals with Disabilities Education Improvement Act (IDEA), IDEA regulations, and Article 9 115C of the North Carolina General Statutes, North Carolina Policies Governing Services for Children with Disabilities.* **All public** *schools are responsible for hiring licensed and 'highly qualified' special education*





teachers pursuant to law. Public schools are required to provide a full continuum of services to meet the unique needs of ALL students with disabilities.

Q149.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.

Focus Academy will abide by Child Find requirements to identify students eligible for special education services or who are protected under Section 504 of the Rehabilitation Act. We will also use the ECATS system to identify students already found eligible.

Q150.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.

Focus Academy will utilize the MTSS framework to assist with the identification of students in need of special education and/or related services.

The school will comply with the NC Policies Governing Students with Disabilities. The NC screenings and evaluations required to determine eligibility will be identified. The screenings and evaluations will be conducted by certified/licensed evaluators, such as psychologists.

Q151.Provide a plan detailing how the records of students with disabilities and 504 Accommodation plans will be properly managed, including the following:

- 1. Requesting Records from previous schools
- 2. Record Confidentiality (on-site)
- 3. Record Compliance (on-site)





1. Requesting Records from previous schools:

Focus Academy will require the use of consent forms and records request forms to request records from previous schools.

2. Record Confidentiality (on-site):

Records will be maintained in locked file cabinets in a designated Exceptional Children office

3. Record Compliance (on-site):

Record compliance will be monitored by the lead EC staff person. Ongoing monitoring by the lead staff person will include monthly compliance reports, announced and unannounced folder audits, as well as meeting audits

Q152.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.

Highly qualified Exception Children teachers with valid licenses in the areas of Mild/Moderate disabilities will be hired. Highly qualified teachers holding an Adaptive Curriculum license will be hired to instruct in the severe disabilities environment. Development and revision of IEPs will include evaluation of student needs to allow for the most amount of instruction in the general education environment needed to assure students successfully access the appropriate curriculum

Q153.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?

Qualified related services personnel will be hired to support students in need of additional support to assure success in accessing the appropriate curriculum. Appropriate accommodations and modifications will be incorporated in every child's IEP, to support acquisition of the general education curriculum.

Q154.Describe the methods and support systems that will be in place to ensure students with disabilities receive a Free and Appropriate Public Education (FAPE).



Focus Academy Charter School will ensure students with disabilities receive a Free and Appropriate Public Education (FAPE) through a comprehensive approach. A dedicated Special Education Services Team will collaborate to develop Individualized Education Programs (IEPs) tailored to each student's needs, incorporating measurable goals, accommodations, and support services. Inclusive classroom practices will promote full integration into general education settings, with teachers trained in evidence-based strategies and Universal Design for Learning (UDL) principles. Specialized instruction, progress monitoring, and regular communication with parents/guardians will ensure student success, supported by ongoing professional development for faculty and staff. Collaboration with external agencies will provide additional resources and support beyond the school's capabilities, ensuring equitable access and opportunities for students with disabilities to thrive academically and socially in an inclusive environment.

Q155.Describe how implementation of the Individualized Education Plan (IEP) will be monitored and reported to the student, parents, and relevant staff.

Focus Academy will closely monitor the implementation of Individualized Education Plans (IEPs) through regular progress monitoring meetings involving students, parents/guardians, teachers, and special education staff. These meetings, typically held quarterly, will review the student's progress towards IEP goals, address challenges, and adjust interventions as needed. Progress reports will be provided to students, parents/guardians, and relevant staff members at the end of each grading period, outlining academic achievements and social-emotional development. Open communication channels, including parent-teacher conferences and online platforms, will facilitate ongoing dialogue and support. Students will actively participate in goal-setting discussions, while accurate documentation of progress and interventions will inform decision-making and ensure accountability in achieving IEP goals. IEPs will be developed/revised annually and reevaluations conducted triannually.

Q156.Describe the proposed plan for providing related services and to have qualified staffing adequate for the anticipated special needs population.

Initially, related service providers will be contracted to provide support as indicated on IEPs. As the student enrollment increases and the need for additional related service providers arises, fulltime and contracted fully licensed related service providers will be employed.

10.4. Student Performance Standards

Q157.Describe the student performance standards for the school as a whole.



Students at Focus Academy will be held to a high standard of excellence in academics and behavior. The standards for the school as a whole are designed to ensure that students meet high academic expectations, demonstrate mastery of essential skills, and develop the skills and abilities necessary to be successful in college, careers, and beyond.

Students are expected to attain proficiency in the core academic subjects such as math, reading, science, and social studies by applying critical thinking skills and by demonstrating mastery in all core subject areas through projects and assessments.

Focus Academy priority will be placed on developing students character, responsible citizenship, and social-emotional skills. Students at Focus Academy are expected to be able to effectively collaborate with peers and adults, demonstrate self-discipline, have empathy for others, and respect diversity.

Proficiency is technology and literacy are crucial in education. Students are expected to effectively use technology, leverage digital tools for collaboration, research, and communication.

Students will be encouraged to develop critical thinking and problem solving skills through the application of creativity, reasoning, analysis, and the ability to solve complex problems through real world applications.

Focus Academy aims to prepare students for post-secondary education or meaningful careers by helping them to acquire the knowledge and skills needed to make informed decisions about college majors and career pathways.

Students will be expected to articulate their ideas, engage in discussions that are productive, and deliver well organized presentations. Focus Academy will aid students in developing excellent verbal and written communication skills.

The student performance standards are a roadmap for academic success, character development, and a guide of students' educational journey at Focus Academy.

Q158.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.





Students will complete diagnostic screeners each semester through iready. The expectation is that students will show a 10% growth each semester. This strive for excellence will be incentivized to boost student morale as they make academic strides. When the data indicates learning gaps, students will be supported through the multi-tiered system of support (MTSS) program. Data dives will be intentionally scheduled during PLCS to ensure the school is data driven and decisions are informed by data. We expect that our students will show proficiency as measured by the summative EOG Math, Science and Reading tests or EOC for students engaging in the advanced curriculum.

Q159.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 policies and standards for promoting students, including students with special needs from one grade level to the next will be based on a comprehensive and holistic approach that takes various factors into account.

Focus Academy will establish clear and transparent promotion criteria and standards that are aligned to the district and state requirements. The criteria will include academic proficiency, social-emotional development, and other skills necessary for success at the next grade level.

For students with special needs who have individualized education plans (IEP's), promotion decisions will be considered based on their progress towards their IEP goals, accommodations, modifications, and whether or not they have met the goals included in their plans. Consultation with the IEP team will be implemented to ensure appropriate considerations are made to determine promotion decisions.

Student progress will be continually monitored through formative and summative assessments, observations, and evaluations. Focus Academy will provide assessments such as the IReady diagnostic, MClass, and NC Check-Ins throughout the school year to monitor student progress. This ongoing process will provide valuable data that will help in determining readiness for promotion. Teachers will use a variety of assessment measures to assess proficiency in academic subjects and other relevant skills.

Focus Academy promotes transparency to ensure active involvement of parents and students. Promotion criteria will be clearly stated and provided for parents, families, and students of Focus Academy.

Q160.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.



Exit standards for students graduating Focus Academy are designed to ensure that students will leave with a solid foundation of skills, knowledge, and attributes that will prepare them for success in high school and beyond.

Students will demonstrate proficiency in core subject areas such as math, reading, science, and social studies as evidenced by standardized assessments and project-based evaluations. Students will exhibit advanced critical thinking and problem solving skills, and be able to propose effective solutions.

Students that graduate from Focus Academy will possess strong written and verbal communication skills. They will also be proficient in utilizing technology for communication, research, and problem-solving purposes.

Students graduating from Focus Academy will exhibit a sense of social responsibility. They will understand the importance of respecting diversity and contributing to their communities in positive ways. The students will demonstrate the ability to work with a diverse group of people in teams collaboratively, while valuing the contributions of others.

For students that may be at-risk for dropping out of school, Focus Academy will implement early intervention plans to identify and support those students. Additional academic and emotional support will be provided to our at-risk students.

Individualized plans that include targeted interventions, mentorship, and additional resources will be implemented for students at risk of dropping out of school.

Focus Academy will actively involve families and the community in supporting our at risk students to address challenges and provide necessary resources.

10.5. School Culture and Discipline

Q161.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.



We believe that culture is key to setting up a school for success. In keeping with our vision, Focus Academy will implement school-wide behavior and classroom management practices that align with the U.S. Department of Education's Positive Behavioral Interventions and Support (PBIS) model. The school's student handbook will govern the practices that engender school norms that promote a school culture of equity and self development in order to build community. This helps students to take responsibility for their own actions as they understand how their actions can impact the group. The following character traits will be embedded in our PBIS program and serve as our moral focus throughout the year:

- F- Fairness (treat others the way you want to be treated)
- **O** Optimism(remain hopeful and confident that you can do anything.)
- **C** Courtesy (be kind and thoughtful)
- **U** Unity (together everyone achieves more)
- **S**-self awareness (be mindful of what you do and how it affects others)

Q162.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.

• All staff will receive training before the beginning of the school year. They will participate in professional development sessions focused on school norms, classroom management processes, PBIS, etc.

• Homeroom teachers will host moral focus meetings during homeroom time at the start of each day. They will be provided with a moral focus handbook that serves as a school-wide behavior resource.

• Students will participate in PBIS activities each semester. Students who enter the school mid year may be partnered with a class representative who embodies the values of Focus Academy as a peer council. Additionally, new students will participate in daily moral focus meetings to be better acclimatized to the culture of Focus Academy

Q163.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:

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

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

3. 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.

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



The foundation of Focus Academy's student conduct plan is rooted in the belief that a respectful and positive school culture is essential for favorable learning outcomes. Our students will be expected to adhere to a set of core values that reflect our commitment to academic excellence, personal responsibility, and community building. Our conduct plan is woven into our mission and education plan and emphasizes these key principals:

Respect and Inclusion - Students will be expected to treat each other, teachers, and staff with respect, embrace each other's differences, and create an inclusive environment where everyone feels valued.

Responsibility and Accountability - Students will be expected and encouraged to take responsibility for their actions, decisions, and academic progress.

Conflict Resolution - Students will be taught problem solving skills and effective communication skills in order to navigate through disagreements effectively. We will work with students to promote a culture of understanding and empathy.

Academic Integrity - We will be accountable for their work while being taught the importance of intellectual integrity.

1. Focus Academy will implement various practices to promote effective discipline to ensure that students understand the expectations and also so that they have the support needed to meet those expectations. The practices we will use to promote effective discipline are as follows:

• **Clear expectations and rules** - The school will develop a comprehensive code of conduct that is communicated to students, parents, and staff. This code will outline behavioral expectations, consequences for violations, and the rationale behind each rule. Making sure we establish clear and consistent expectations is essential for our plan of conduct.

• **Positive behavior reinforcement** - We will recognize and celebrate students that demonstrate positive behavior and that consistently abide by the student code of conduct.

• **Restorative practices** - Circles, conferences, and other restorative methods will be used to address issues and help students understand the impact of their actions.

• Student support services - Students will be provided with access to counseling and support services to address behavioral issues that may stem from underlying issues.

• **Character education** - Character education will be incorporated into our curriculum to help students develop necessary social-emotional skills.

• **Progressive discipline** - focus academy will implement a progressive discipline approach which allows for flexibility in addressing different behavior situations. This also means that consequences will escalate based on the repetition and severity of the behavior.

• **Peer meditation** - Students will be empowered to resolve conflicts among their peers with guidance from trained adults.

• **Parental involvement** - We will maintain open lines of communication with the parents/ guardians of our students. We will keep the parents informed of the students behavior and also involve them in discussions about solutions to help eliminate any negative behaviors that may exist.





• Professional development for staff - Staff members will have consistent and ongoing training to ensure that they are equipped with the knowledge and skills needed to effectively handle discipline. The professional development will include training in restorative practices, conflict resolution, and understanding the social and emotional needs of our students.

1. The following is a preliminary list of some offenses that may lead to suspension or expulsion from Focus Academy Charter School. The school's disciplinary policies will be developed in accordance with local, state, and federal laws. It is important to mention that this is not an exhaustive list and that a final code of conduct will be developed with stakeholders which will include educators, parents, and legal professionals. It is also important to note that the severity of consequences will vary based on factors such as the student's age, the frequency of the behavior, and any mitigating circumstances.

2. **Physical Violence** - inflicting harm or attempting to harm another person physically.

3. **Bullying or Harassment** - Repeated, intentional, and harmful behavior, and cyberbullying directed towards another individual or group.

4. **Verbal Threats and Intimidation** - Expressing intent to harm, use menacing language, or engaging in behavior intended to intimidate others verbally.

5. **Disruption of the Learning Environment** - Engaging in behavior that substantially disrupts the learning environment, including repeated class disruptions, defiance of authority, or refusal to follow the school rules and expectations.

6. **Repeated Violations of School Policies** - Consistent and willful disregard for school policies and rules, despite previous warnings or interventions.

7. **Theft or Burglary** - Stealing, attempting to steal, or unlawfully entering property with the intent to commit theft.

8. **Vandalism or Destruction of Property** - Willful damage or destruction of school property or the property of others.

9. **Hate Crimes or Discrimination** - Committing acts of violence, threats, intimidation, or harassment based on ethnicity, race, sexual orientation, gender, or other characteristics.

10. **Cybersecurity Violations** - Unauthorized access to computer systems, hacking, or engaging in activities that compromise the security and integrity of digital resources.

11. **Sexual Misconduct** - Engaging in inappropriate or non-consensual sexual behavior, including assault, harassment, or any form of sexual exploitation.

12. **Drugs or Alcohol Possession or Use** - Possession, distribution, use, or being under the influence of illegal substances or alcohol on school property or during school sponsored events.

13. **Gang-Related Activity** - Promoting or participating in activities associated with gang involvement.

14. **Terrorist Threats** - Communicating threats of violence or acts of terrorism that may cause fear or disrupt the normal operation of the school.

15. **Possession or Use of Weapons** - Having in possession or using any object, including but not limited to firearms, knives, or other dangerous instruments, with the intent or potential to cause harm.

1. Focus Academy will ensure that all disciplinary actions are handled with sensitivity, fairness, and compliance with applicable laws such as Section 504 of the Rehabilitations Act and the Individuals





with Disabilities Education Act (IDEA). Below details how Focus Academy will take into account the rights of students with disabilities as it relates to actions that may lead to suspension or expulsion from school.

• 504 Plans and Individualized Education Plans (IEP's) - for students that have an IEP or 504 plan, Focus Academy will consider these plans when addressing disciplinary situations to ensure that any proposed actions are aligned with the students individualized plans.

• Behavior Intervention Plans (BIP"s) and Functional Behavior Assessments (FBA's) - In order to understand the underlying causes of behavior for students with disabilities who exhibit challenging behaviors a FBA will be conducted. A BIP will be developed to provide proactive strategies and support for the individual exhibiting the challenging behaviors. Any disciplinary actions will be consistent with the strategies detailed in the BIP.

• Procedural Safeguards - Focus Academy will adhere to procedures that are outlined in the IDEA and Section 504 to protect the rights of students with disabilities. These procedures will include notifying parents of disciplinary actions, the right to participate in meetings related to disciplinary actions, and the right to appeal any disciplinary actions.

• Alternate Discipline Measures - In order to address the root causes of behavior of students with disabilities, Focus Academy will explore and implement alternate discipline measures. Some of these alternate discipline measures would include targeted support services, counseling, and/or modified instructional strategies aligned to the students individualized plan.

• Collaboration with key staff members - One key component will be making sure that special education staff and general education staff collaborate regularly. Special education teachers will be involved in providing insight into the individual needs of students with disabilities, with assisting with the development and implementation of interventions, and be actively involved in the disciplinary process.

• Staff Training - To make sure that Focus Academy embodies a schoolwide culture that values inclusion and diversity, faculty and staff will receive training on understanding and supporting students with disabilities, recognizing signs of behavioral challenges, and implementing effective and inclusive discipline strategies.

• Parental Involvement - Parents will be actively involved in the disciplinary process. Focus Academy will seek the input of parents and collaborate with parents of students with disabilities to ensure that decisions are made with a comprehensive understanding of the student's needs.

Focus Academy aims to create a learning environment that recognizes and respects the rights of students with disabilities, promotes inclusive practices of all students, and supports the academic success of all students regardless of any challenges or disabilities they may have.

10.6. Certify





Q164.This subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application.

- Yes
- O No

Q165.Explanation (optional):





11. Governance and Capacity

11.1. School Governing Body

- Q166.Organization Street Address (if you have one)
- On the Organization Information page, you already provided the mailing address.

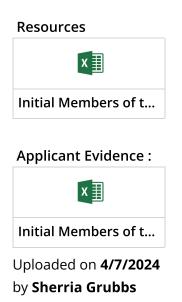
The address for the organization currently is 716 Trout Lilly Place, Raleigh, NC 27610. This will change once we obtain a facility for the school.

11.2. 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.

Q167.Using the attached resource as a template, please complete the table depicting the initial members of the nonprofit organization.

Upload Required File Type: excel Max File Size: 30 Total Files Count: 3



Q168.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 governing board of Focus Academy School will be composed of a minimum of 5 members and a maximum of 11 members as stated in the school's bylaws. The board will consist of a chairman, a secretary, and a treasurer. The remaining members of the board will be voting members with the exception of the executive director/principal who will be an *ex-officio* member of the board.

The governing board is responsible for ensuring that Focus Academy is academically successful, that the school is in compliance with the charter school laws, and that the school is financially solvent.

The primary functions of the governing board is the following:

- Develop and oversee policies this includes policies for the operations of the school, academic standards, student conduct, and financial management. The board also makes sure that policies are aligned to the school mission, state regulations, and charter agreements.
- Monitors the school budget, financial health, and expenditures to ensure the school is being financially responsible
- Develops long term strategic goals and plans for the schools growth and improvements
- Fosters positive relationships within the community with all stakeholders including parents, staff, students, and local organizations
- Seek input from the community on important decisions and initiatives.
- Ensures that the school is in compliance with all applicable laws, regulations, and charter provisions.
- Addresses legal and challenging issues as they arise and seeks appropriate counsel when necessary.
- Evaluates the performance of the principal or lead administrator and holds them accountable for making sure the goals of the school are achieved.
- Provides support and guidance to the principal or lead administrator as needed.

Initially the founder of Focus Academy will serve as the school's lead administrator. However, in the event that the founder steps down or resigns from the position, the governing board will recruit, hire, and supervise the lead administrator by implementing the following:

Recruitment - Based on the school's needs and priorities, the governing board will establish criteria for the lead administrator. The board will utilize a process for recruitment that is transparent and inclusive to attract qualified candidates for the position. This will include advertisement of the position, conducting interviews, and engaging stakeholders in the selection process for the lead administrator position.

Hiring - The governing board will make the final decision on hiring the lead administrator based on the candidate's experience, qualifications, and fit with the schools vision and culture, and input from stakeholders. The board will also make sure that all legal requirements and charter provisions in the hiring process are met.

Supervision - Clear expectations, goals for performance, ongoing supervision, and support will be provided to the lead administrator by the governing board. Regular evaluations will be conducted





of the lead administrator's performance based on predetermined criteria and feedback will be provided on a consistent basis for areas that may need improvement. In order to help the lead administrator be successful in their role, professional development opportunities and resources will be provided.

Q169.Describe the size, current and desired composition, powers, and duties of the governing board.



As outlined in our bylaws, Focus Academy Charter School's governing board will have a minimum of 5 members and a maximum of 9 members. The executive director will become a non-voting member of the board once the school opens.

The current composition of the school board consists of expertise in financing, elementary, middle, and high school education, school leadership, facilities, special education, business, knowledge of governance, community engagement, and some real estate knowledge and other areas of expertise. Members of the governing board also possess a commitment to the school vision and a willingness to contribute time to making sure the school mission is implemented. It is our desire to include a member on our board that is knowledgeable in law. Focus Academy's board consists of professional, ethnic, and gender diversity.

The governing board of Focus Academy Charter School, serves as the primary decision making body that is responsible for the overall operation of the school. The powers and duties of the board shall be to oversee the operations of Focus Academy Charter School. The duties of the governing board include the following:

• Developing and approving policies governing the operations of the school which includes academic standards, financial management, and student conduct. The board is also responsible for making sure all policies are aligned with the school's mission, charter agreements, and state regulations.

• The board will monitor the school's budget, financial health, and expenditures to ensure fiscal responsibility. The board will also approve financial reports, annual budgets, and oversee financial audits.

• The governing board will develop long term strategic plans and goals for the school's growth and for improvement of the school by setting priorities, establishing objectives, and evaluating progress towards achieving the strategic plans and initiatives.

• The governing board will represent Focus Academy Charter School within the community and develop and foster positive relationships with stakeholders. This includes local organizations, parents, students, and staff. Input will be sought from the community on important decisions and initiatives for the school.

- The governing board will ensure that Focus Academy Charter School is in compliance with all state regulations, charter provisions, and all applicable laws.
- The board will seek appropriate counsel as necessary and address all challenges and legal issues as they arise.
- The governing board will evaluate the performance of the lead administrator/principal and hold them accountable for implementing the school's mission and achieving the goals of the school. Ongoing support will be provided to the lead administrator/principal as needed.

Q170.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.



Dr. Sherria Grubbs - has over 33 years of experience as an educator. She has a doctorate degree in Educational Leadership, a master's degree in educational management, a master's degree in school administration, a bachelor's degree in elementary education, and an associate's degree in early childhood education. Dr. Grubbs began working in the public school system in 2004. Dr. Grubbs has served as an assistant principal for North Carolina public schools since 2016. She was an assistant principal for two years in an elementary school and has been an assistant principal in a middle school for the last 5 years. Dr. Grubbs served as a North Carolina Principal Fellow and she has participated in the Future Ready Leadership Program and the Educational Policy Fellowship Program. Dr. Grubbs has also served as an elementary school teacher where she taught kindergarten and first grade in Person County Schools and Durham County Schools. Previously she taught early childhood education where she worked as a lead teacher in the Head Start Program. Dr. Grubbs has also written and received numerous educational grants to enhance student learning such as the "Experience Grant", "The Performing and Visual Arts Grant", and "The Success Through Technology Grant." Dr. Grubbs is also a published author of the book, "Deep Connections: A Book of Poetry Straight From the Heart." As an assistant principal she has served on numerous district committees such as the Finance Committee, the AIG committee, Portrait of a Graduate Committee, and the Strategic Planning Committee.

Dr. Greg Young - Until his retirement in the summer of 2019, Dr. Greg Young taught business strategy and the management of ethics in organizations in the Poole College of Management. He has been a Certified SCORE Mentor since 2023; in this capacity he provides strategic management guidance to entrepreneurs and private-sector educators. He served on the editorial board of the Academy's premier journal on management theory, the Academy of Management Review from 2000 through 2002. He also was on the Editorial Board of the Encyclopedia of Business Ethics and Society, published by Sage in 2007 and recognized with three awards for best business reference resource.

He has published and presented papers on industry structure, organizational resources, strategic activity, decision-making, the competitive advantage of the firm, and organizational reputation. His work on strategy has been published in prestigious journals including the Strategic Management Journal, the Journal of Management, Organization Science, the Competitive Intelligence Review, Journal of Business Research, and the Journal of Management Inquiry.

Dr. Young has consulted on various economic and business issues including business valuation, business development, and economic impact. He also has conducted a series of presentations for practicing managers and academic scholars on the topics of business ethics, competitive intelligence, and competitive advantage.

Mona Parks - Mona Parks is a resident of Garner North Carolina who has a shared passion for community Service, child welfare, and education. My personal values have been influenced by my faith in God which was initially instilled in me by my parents. Early in life, my parents taught me to apply the Golden Rule: "Do unto others as you would have others do unto you." Following this rule has always allowed me to blindly accept cultural and socio-economic differences and freely love



every individual. Like my parents, I have instilled these values into my two daughters and grandson with hopes that it will continue from generation to generation. Mona attended North Carolina Central University in Durham. North Carolina where she studied biology and minored in Chemistry. Shortly after graduation, Mona accepted a job as research scientist with the Bayer Corporation focusing on the analytical development of test methods that identified chemical characteristics of the drug product that could potentially offer cures for congenital diseases. Throughout her working career, Mona has always found time to incorporate educational needs of children in her daily routine whether through mentoring or tutoring. children in her. Her greatest accomplishment was to witness the academic achievements of children when basic educational principles were applied during the one to one mentoring or tutoring sessions.

Tara M. Batemon, MBA -

has been an educator at the University level for over 15 years, teaching adult students who are early-career learners and students returning to school later in life. The courses taught include Personal Finance and Corporate Finance. Her expertise is a result of obtaining an MBA with a concentration in Finance and years of working as a financial assistant and grant administrator. Working in both the private and corporate sector provides an encompassing perspective of how finances work, management of financial statements, the importance of thoughtful and robust financial policies, and integrity in reporting.

Her commitment to quality and equitable education was demonstrated when she served as the vice-president and president of Swift Creek Elementary PTA while her children attended the school. She also serves as the Dean for the Young Life Education Department at Southside Church of Christ. She was a contributor to the establishment of the department and an advisor for the curriculum selection. Currently, she serves on the Board of Directors for This Girls Story, which is a non-profit organization that showcases writing and art contributions from teen girls.

Timothy Grubbs - Tim brings a wealth of experience and leadership skills to the organization. Tim began his journey in the senior living community in 2002 at Kisco Senior Living where he started as a maintenance technician. He demonstrated unwavering commitment and dedication, working his way up the ranks, becoming the Environmental Services Director in 2008. In this role he was responsible for maintaining the facilities, overseeing the housekeeping areas and staff, general maintenance, and safety of the community ensuring a comfortable environment for residents, family members, associates, and guests. In 2016, Tim showcased his entrepreneurial spirit by founding "Right on Time Home Repair and Maintenance, LLC, a company dedicated to providing top-notch home repair and maintenance services.

Tim has a strong commitment to the community and it is evident through his volunteer work. In 2010 he volunteered in Princeville, NC, following the devastating impact of hurricane Floyd. He also participated in a mission trip to Haiti in 2011, where he provided assistance in the aftermath of the 2010 earthquake in Haiti. Tim also served as the chairperson of the men's ministry at his church and voluntarily helps people with maintenance issues through his neighborhood and surrounding communities.





Mrs. Robin Nicole Lyons - Mrs. Lyons was born in Raleigh, North Carolina and was educated in the Wake County Public School System. She received her bachelor's degree and a master's degree in Criminal Justice from North Carolina Wesleyan University in Rocky Mount, North Carolina after graduating from Garner Senior High School. Mrs. Lyons received her Paralegal Certification from Meredith College and has been a Paralegal for over 20 years. Mrs. Lyons is currently a Real Estate Paralegal for Bagwell, Holt, Smith, P.A. in Chapel Hill, North Carolina.

Mrs. Lyons is a member of Junior League of Raleigh where she trains women in developing their potential to serve their community through volunteerism. She is also a member of the Garner Woman's Club, which is the oldest civic club in Garner.

Mrs. Lyons is married to the Rev. Dr. Steven L. Lyons and together they have three children: Joshua, Saivon (Maya), and Michala. She is the proud GiGi to Zyra Rose, Isiah, and Malachi which she refers to as her "Grand kisses".

She enjoys traveling, visiting museums, aquariums, and volunteering with non-profit organizations.

Mrs. Sheila Atkins - Is a retired educator with 9 years of principalship. As an educator, she strived to provide a nurturing and inclusive learning environment for all students. Mrs. Atkins is passionate about empowering young minds to reach their full potential and instilling a love for learning. Throughout her time as a principal, she worked tirelessly to create a positive school culture where every student felt valued and supported. Her dedication to education extends beyond the classroom, she is also committed to advocating for educational equity and access for all students. Mrs. Atkins is excited to continue making a positive impact in the field of education and is grateful for the opportunity to share her knowledge and experience with others. She received her undergraduate from North Carolina Central University, a Master in Reading from East Carolina University, and a Master in Administration from North Carolina State University.

Q171.Explain how this governance structure and composition will help ensure that

1. The school will be an educational and operational success;

2. The board will evaluate the success of the school and school leader; and

3. There will be active and effective representation of key stakeholders, including parents.





The governance structure and composition of Focus Academy Charter School have been designed with specific features to ensure the operational and educational success of the school, facilitate effective evaluation of the school, and to actively promote representation of key stakeholders. Including parents.

Operational and Educational Success

The board will consist of individuals that have diverse expertise in education, finance, and community engagement, and will provide strategic oversight. Having a board with a diverse skill set will ensure a well-rounded approach to addressing operational and educational challenges.

The governance structure of Focus Academy emphasizes collaboration between school leadership and the board of directors. This will allow a partnership that facilitates educational priorities of the school, alignment of the governance with the day to day operations of the school, and effective decision making.

The board of Focus Academy Charter School will be committed to regular evaluations of its own governing practices. This will ensure that the governance structure evolves in response to operational challenges or educational needs.

Evaluation of Leadership and School Success:

The board of Focus Academy Charter School will work with the school leadership to establish performance metrics that are clear and measurable and tied to educational outcomes and operational effectiveness. The metrics will be used to evaluate the school and the school leadership.

The governance structure of Focus Academy Charter School will use data to make informed decisions. The board will be able to objectively assess the schools success through regular data reviews, academic performance data, and operational metrics.

To gain a comprehensive understanding of the schools impact, the board of Focus Academy Charter School will actively seek input and feedback from stakeholders. The input and feedback provided by stakeholders will be instrumental in evaluating the effectiveness of the school's leadership.

Active and Effective Representation of Key Stakeholders

The governing board of Focus Academy Charter School is committed to being transparent and having open communication with all stakeholders. This will include providing regular updates, town hall meetings, and any other mechanisms to help keep parents informed about decisions, school activities, and academic performance.

The governance structure will include mechanisms for parent representation to ensure that concerns and perspectives of parents are actively considered in decision making for the school.





The governing board of Focus Academy Charter School will engage the community to ensure diverse perspectives are considered. We will do so by either establishing an advisory committee or holding regular community forums to gather input from the community.

The governance structure of Focus Academy Charter School is designed to create an inclusive and collaborative school environment that provides effective mechanisms to evaluate school leadership and school performance, promotes operational and educational success of the school, and that ensures active representation of all stakeholders, with a specific emphasis on parents. The board aims to contribute to the overall success and impact of the charter school through strategic oversight, a commitment to inclusivity, and data driven decision making.

Q172.Explain the procedure by which the founding board members have been recruited and selected. If a position is vacant, how and on what timeline will new members be recruited and added to the board?





The recruitment and selection of the founding board members involved careful consideration of individuals that possessed the necessary skills, experience, professional background, expertise in specific areas, and also a commitment to fulfill the responsibilities of governing Focus Academy. While some of the founding members were directly selected by the executive director, others were referred, screened, and then selected based on the aforementioned qualifications. The founding board members were selected based on their qualifications and their commitment to the success of Focus Academy.

The process of filing vacancies on the governing board is as follows:

Notice of Vacancy - When a vacancy occurs due to term expiration, resignation, or any other reason, the board will notify stakeholders and the community of the vacancy and the opportunity to either nominate someone or apply.

Recruitment Timeline - A timeline will be established by the board for filling the vacancy. The board will take into consideration legal requirements, the urgency of the position, legal requirements, and upcoming board meetings.

Efforts of Recruitment - The board may provide public announcements, vacancy on the school website, targeted invitations, and reach out to community organizations.

Evaluation and Selection - The same criteria used for the founding members will also be used for the possible candidates for the board. Interviews or meetings may be conducted to determine if a candidate is suitable to serve on the board. Consideration of the needs of the board, the candidates qualifications, and their commitment to serve will also be taken into consideration during the evaluation and selection process.

Appointment and Onboarding - The board will appoint a candidate once a suitable candidate has been identified to fill the vacancy through either a formal vote or consensus decision. The newly appointed board member will undergo an onboarding process to familiarize themselves with the schools mission, vision, policies and procedures, and governance structure.

Continuous Board Development - To ensure that the board is effectively representing the interests of the school, will periodically evaluate the skills, composition, and diversity of the board. Recruitment efforts may be ongoing to fill vacancies and ensure a strong dynamic board for Focus Academy.

Q173.Describe the group's ties to and/or knowledge of the target community.





The group behind Focus Academy has deep-rooted ties to the Garner community, with members actively engaged in various aspects of community life. Many of them conduct business, attend church, and participate in local activities and events within the Garner area, fostering strong connections and relationships. Notably, one member served as the former director of a church summer camp, where they spearheaded the recruitment of participants, solidifying existing ties and networks within the community.

Furthermore, the board benefits from the direct involvement of two members who reside in Garner and are deeply ingrained in community affairs. One board member's previous candidacy for mayor of Garner highlights a strong commitment to civic leadership and community service, further bolstering the board's credibility and influence. Additionally, another board member enjoys widespread recognition and respect within the community, further enhancing the board's ability to leverage existing relationships and garner support for Focus Academy. These collective ties and experiences position the board strategically to effectively engage with and serve the Garner community, ensuring a strong foundation for the school's success and impact.

Q174.Outline the strategic board calendar detailing how often the board will meet according to the bylaws established.

In accordance with the state laws and the charter school board by-laws, the board will meet a minimum of eight times a year, this will include the annual meeting. A calendar consisting of the meeting day and the meeting time for each month will be established at the annual meeting of each fiscal school year. The board will create a calendar of meetings to be shared as part of the process that takes place when the school is ready to open.

Q175.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.





Upon appointment, new members will be provided with orientation and onboarding sessions to ensure they are knowledgeable and have a clear understanding of their duties from the beginning. The orientation and onboarding will include topics such as an introduction to the school's governance, overview of the school's mission, vision, and goals, bylaws, board operations, financial management, and legal and compliance matters.

Each board member will be required to complete a minimum of nine hours of professional development annually. Professional development may consist of training or workshops offered by the Office of Charter Schools, participation in charter school conferences, online training and webinars related to governance topics.

The board of Focus Academy will also participate in board training on an annual basis which will include topics such as leadership and governance best practices, financial management and oversight updates, legal and regulatory updates, equity, diversity, and inclusion training.

Q176.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.



Focus Academy will implement a Code of Ethics that is aligned with the school's mission and is supported by an ethics management program that ensures that all of our stakeholders - students, teachers, staff, administration, and families - understand the Code and are in compliance with it.

The core principles in our Code of Ethics are intended to develop positive character traits, motivate desirable conduct, and prevent violations such as conflicts of interest.

To avoid conflicts of interest, the board will require annual completion of a Conflicts Disclosure Form and that it be kept up to date in real-time. Each employee will complete the form to disclose information about their financial interests, relationships, and situations that might actually, potentially, or be perceived to impair objectivity while performing their duties and responsibilities with Focus Academy.

The Focus Academy board will charge a Compliance Committee with the implementation and monitoring of the Conflicts Disclosure process. When this Committee identifies an actual or potential or perception of a conflict of interest, the board will require a management plan that outlines and implements measures to reduce, mitigate or eliminate the employee's conflict of interest. The plan may include disclosures to third parties and/or government regulators, specification of the scope of permissible activities, and acknowledgment of requirements for compliance with law and school policy.

Beyond the monitoring and prevention of violations of ethical behavior, Focus Academy will apply a principles-based approach to develop positive character traits and motivate desirable conduct. These principles include :

- Fairness.
- Integrity.
- Honesty.
- Trustworthiness.
- Respect.
- Confidentiality.
- Health and Safety.
- Life-long learning.
- Community engagement.
- Accountability.
- Leadership.
- Critical thinking.
- Legal compliance.
- Continuous improvement.
- Professionalism.
- Responsibility.
- Empathy.

The core principles listed above will be applied to every school activity including:





- Class-room teaching.
- Adult-student relationships.
- Student testing.
- Student discipline.
- School engagement with families and legal-guardians.
- Teacher recruiting, training, and advancement.
- Administrative decision-making and policy.
- Operations and facility management.
- Extracurricular programs and events.
- Internal and external communication.
- Information technology.
- Financial management.

A Focus Academy Handbook will clearly communicate the application of our core principles to the specifics of school conduct in each of the activities listed above.

Focus Academy will have a team-based approach to manage the implementation of our Code of Ethics and Handbook. These teams will develop materials, metrics, and reports that show the status and trends in our principle-based conduct. This ethics management program is ultimately governed by our board, audited by an independent advisory group, and transparently communicated to our stakeholders.

Q177.Explain the decision-making processes the board will use to develop school policies.



The governing board of Focus Academy Charter School aims to create an inclusive and robust framework of policies that will promote safety, success, and the well-being of students, staff, and the school community while making sure we stay in compliance with legal requirements. Therefore, the following decision m-making processes will be implemented:

Needs Assessment - A needs assessment will be conducted before developing or revising policies. This will include identifying areas where new policies may need to be created and existing policies may need to be updated. Research will be conducted to gather information on the experience of other charter schools, best practices, and legal requirements.

Stakeholder Engagement - To ensure that we have a diversity of perspectives, stakeholder input will be provided through surveys, school or town hall meetings, and focus groups.

Legal Compliance - The board will seek legal experts to provide guidance on the interpretation and implementation of laws that are relevant to education. We will work closely with legal counsel to ensure that the policies comply with federal, state, and local laws. This includes regulations that may be specific to charter schools.

Drafting of Policies - The policies will be drafted by specific committees. These committees may include board members, legal experts, administrators, and educators. The drafting process will include alignment with legal requirements and ensuring there is consistency and clarity in the language of the policies.

Internal Review - To assess the practical implications and the feasibility of the proposed policies, a thorough internal review will be conducted. In order to identify potential challenges or specific areas that may require clarification, the board may seek input from staff members, teachers and administrators.

Public Comment - Policy drafts will be made available for public review and comment. This will allow for transparency and feedback on the proposed policies from stakeholders such as parents, staff, and community members. Any input from stakeholders will be considered by the board before the finalization of any policies.

Board Deliberations - To discuss proposed policies, the board will engage in deliberation. The discussions during the deliberations will include legal compliance, considerations of stakeholder input, alignment with the schools mission, and the possible impact on the students and the school community.

Revisions and Refinement - Policies may be revised and refined based on board deliberations and consideration of public feedback. To ensure that the policies are effective in achieving the intended goal, the board will work collaboratively to address any concerns.

Formal Adoption - The policies will be formally adopted through a board resolution once the board is satisfied with the final draft of the policies. The policies will be adopted in official board minutes and communicated to relevant stakeholders.





Implementation and Monitoring - The board will oversee the implementation of policies after the adoption of the policies. To assess the effectiveness of the policies and identify areas of improvement, regular monitoring and evaluation processes will be established. Adjustments will be made based on evolving needs and ongoing feedback.

Continued Improvement - To ensure policies remain effective, relevant, and aligned with the school mission and evolving needs of the school community, periodic reviews of the policies will be conducted.

Q178.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.





In addition to the governing board and the school leadership team, Focus Academy Charter School will form a parent advisory board or/and a parent-teacher association, and a community advisory board.

Parent Advisory Board/Parent-Teacher Association (PTA)

Roles & Duties - facilitate communication between parents, teachers, and students, organize family engagement events, fundraising activities to support the school, and volunteer opportunities. Provide input and feedback on school initiatives, programs, and policies from the parent perspective.

Reporting Structure - The PTA will report to the school principal or designated administrator. The principal or designee will attend PTA meetings and provide school updates and address parent concerns. The PTA at times may collaborate with the governing board on parent advocacy issues.

Community Advisory Board

Roles & Duties - Provide guidance and input on community needs, resources, and opportunities that can enhance the educational experiences of the students enrolled in Focus Academy. Foster partnerships that support the schools mission and goals by engaging with community stakeholders, local businesses, residents in the community, and community organizations. To identify community needs, leverage community assets, services, and expertise for the benefit of the school, collaboration with school leaders will take place on a regular basis.

Reporting Structure - The Community Advisory will report to the school leader. At times they may report to the governing board. The board will meet regularly with the school leader to discuss opportunities for partnerships, develop collaborative initiatives, and assess community needs. Members of the Community Advisory Board may include representatives from local businesses, residents that live in the community, government agencies, nonprofits, and other community organizations.

Along with the above listed, smaller committees will be created to address the overall operation of the school, finances, and the educational plan.

Q179.Discuss the school's grievance process for parents and staff members.



Focus Academy Charter School aims to provide a school culture that consists of transparency, accountability, and continuous improvements by establishing a clear and well defined grievance process to ensure that concerns are addressed fairly and promptly for parents and staff members. Grievances will be addressed in a timely manner, prioritize confidentiality to the extent of the law, and will prohibit retaliation against individuals who choose to file a grievance. We want to make sure that the school community feels, heard, supported, and respected. Below is the grievance process for parents and staff members for Focus Academy Charter School:

Grievance Process for Parents:

Informal resolution - parents will be encouraged to initiate the process by attempting to resolve concerns informally. This could involve having direct communication with teachers, administrators, or staff members to discuss concerns and seek resolutions.

Formal Grievance - Parents may submit a formal written grievance to the school administrator or appropriate designated school official if an informal issue remains unresolved. The written grievance should include a clear and detailed description of the issue and any steps taken to informally address the issue.

Meeting for Resolution - To discuss the findings of the investigation and explore potential resolutions pertaining to the issue, a meeting may be convened. The meeting may consist of school personnel and parties involved.

Investigate - Focus Academy will initiate an impartial and thorough investigation into a formal grievance which may consist of gathering information, conducting interviews, and reviewing documentation.

Written Response - The school administrator or designated school official will provide a written response to the parent outlining the findings, actions taken if any, and the rationale for the decision. This will take place after the investigation and the resolution meeting.

Appeal Process - An appeal process may be available if the parent is not satisfied with the outcome. The school will provide details on the steps needed for filing an appeal to the parents.

Board Review - Parents may have the option for their grievance to be presented to the schools governing board for review, in cases where the appeal is not resolved to the satisfaction of the parent.

Grievance Process for Staff Members

Informal Resolution - Staff members will be encouraged to address any concerns they have informally discussing them with their immediate supervisor or the school administrator. 1

Formal Grievance - Staff members may submit a formal written grievance to the designated school official or the human resources department if the concern remains unresolved. The written grievance should clearly outline the issue, include details related to the issue and include



any prior attempts to resolve the issue.

Investigate - An impartial and thorough investigation will be conducted by a designated school official or school administrator. The investigation may consist of interviews of parties involved, a review of documentation, and any other necessary steps.

Meeting - A meeting may take place to discuss the findings of the investigation and to explore possible resolutions. The meeting may include the staff member, other involved parties, and relevant school administrators or supervisors.

Written Response - A written response summarizing the findings, actions taken, and the rationale for the decision will be provided to the staff member. The written response will be provided by a designated school official and/or the human resource department.

Appeal Process - An appeal process may be available if a staff member is not satisfied with the outcome. The school will provide specific steps for filing an appeal, which will include any additional documentation or information needed.

Board Review - Staff may have the option for their concern or grievance to be presented to the school board for review, if the appeal is not resolved to the satisfaction of the staff member.

Q180.Attach as 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

Applicant Evidence :

	PDF					
	Appendix G - Organi					
	Uploaded on					
4/22/2024 by Sherria						

Grubbs

Q181.Attach as 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





Applicant Evidence :

POF	w	w	w
Appendix H - Charte	2024 Board Member	2024 Charter School	2024 Charter School
Uploaded on 4/23/2024 by Sherria Grubbs	Uploaded on 4/23/2024 by Sherria Grubbs	Uploaded on 4/23/2024 by Sherria Grubbs	Uploaded on 4/23/2024 by Sherria Grubbs
w	w	w	w
2024 Charter School	2024 Charter School	2024 Charter School	2024 Charter School
Uploaded on 4/23/2024 by Sherria Grubbs	Uploaded on 4/23/2024 by Sherria Grubbs	Uploaded on 4/23/2024 by Sherria Grubbs	Uploaded on 4/23/2024 by Sherria Grubbs
w	w	w	w
Robin Nicole Johnso	Resume for Dr. Sher	Sheila Atkins Resum	Mona Parks Resum
	Resume for Dr. Sher Uploaded on 4/23/2024 by Sherria Grubbs		
Robin Nicole Johnso Uploaded on 4/23/2024 by Sherria	Uploaded on 4/23/2024 by Sherria	Sheila Atkins Resum Uploaded on 4/23/2024 by Sherria	Mona Parks Resum Uploaded on 4/23/2024 by Sherria
Robin Nicole Johnso Uploaded on 4/23/2024 by Sherria Grubbs	Uploaded on 4/23/2024 by Sherria Grubbs	Sheila Atkins Resum Uploaded on 4/23/2024 by Sherria Grubbs	Mona Parks Resum Uploaded on 4/23/2024 by Sherria





Q182.Attach Appendix I For Each Board Member

- 1. Charter School Board Member Background Certification Statement and
- 2. Completed Background Check

PLEASE NOTE: A background check that does not meet the following requirements will be deemed incomplete and could jeopardize the submission status of your application.

- **Background check must include a Social Security Trace** (which scans his/her SSN and lists every county/state of residence where that SSN has been used).
- Background check must include any additional aliases that have been used by the individual.

• Background check must include a completed county level check for any county returned in the Social Security Trace.

• Background check must include a completed nationwide check.

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

Resources



Applicant Evidence :

PDF	J., PDF	PDF	PDF
Appendix I - Board	Appendix I - Backgr	Appendix I - Backgr	Appendix I - Backgr
Uploaded on 4/22/2024 by Sherria Grubbs	Uploaded on 4/24/2024 by Sherria Grubbs	Uploaded on 4/19/2024 by Sherria Grubbs	Uploaded on 4/19/2024 by Sherria Grubbs
Appendix I - Backgr	کی Appendix I - Backgr	کی Appendix I - Backgr	کی Appendix I - Backgr

Q183.Attach as 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.





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Total Files Count: 3

Applicant Evidence :

Appendix J - Propos... Uploaded on

4/22/2024 by Sherria Grubbs

Q184.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



4/25/2024 by Sherria Grubbs

11.3. Staffing Plans, Hiring, and Management

Q185.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.

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Resources







Applicant Evidence :



Uploaded on 4/26/2024 by Sherria Grubbs

Q186.Staffing Plans, Hiring, and Management Explain the board's strategy for recruiting and retaining high-performing teachers.

We understand that it is crucial to recruit and retain quality teachers for the success of the students that attend Focus Academy Charter School. Our goal is to attract high performing teachers but also to nurture their professional growth, recognize their contributions as educators, and foster a commitment to the mission and vision of Focus Academy Charter School. Therefore, our recruitment efforts will encompass the following:

• Establishing a partnership with universities and colleges and their teacher/education programs to attract and recruit new graduates.

• We will also partner with colleges and universities to offer student teacher internships for students in teacher/education programs.

• Advertising positions on career platforms such as Indeed, Career Builders, Linkedin, and on local job boards or other career platforms.

- All positions will also be posted on the school website
- We will also participate in local and external job fairs to recruit qualified individuals. Focus Academy will also host a job fair to recruit staff/teachers.
- We will also ensure that job descriptions are accurate, clear, and reflect the expectations of the role.

• We will offer a competitive benefits package which will include healthcare, retirement, dental, and vision plans.

• We will review salaries within the local LEA to remain competitive with compensation to attract teachers.

Q187.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.



The candidate that will serve as the principal of the school is the founder, Dr. Sherria Grubbs. This individual is qualified to lead the school as she has served in education for over 34 years. She has worked as an early childhood educator, a public school teacher, and a public school administrator. It is her vision, mission, and skills as a school administrator that helps to qualify her to lead a high performing charter school. She has served as an assistant principal for the last eight years. As a school administrator, Dr, Grubbs holds high expectations for both students and staff and has demonstrated that throughout her career as an educator.

Dr. Grubbs educational background is rooted in education. She received an Associates Degree in Early Childhood Education from the Borough of Manhattan Community College in 1996. In 2004, Dr, Grubbs received a Bachelor's Degree in Elementary Education K-6 from Shaw University. She went on to further her education by receiving a Master's Degree in Educational Management from Strayer University in 2009. In 2014 Dr. Grubbs was accepted into the NC Principal Fellows Program and admitted into North Carolina Central University(NCCU). She received a Master's Degree in school administration from North Carolina Central University and completed the NC Principal Fellows Program in 2016.While at NCCU, Dr. Grubbs also served as the president of Kappa Pi Delta Honor Society. In May of 2023, Dr. Grubbs earned and received a Doctorate Degree in Educational Leadership from Gardner-Webb University. She successfully defended her dissertation on

Dr. Grubbs has participated in the NC Principal Fellows Program, the Future-Ready Leadership Program, and the North Carolina Education Policy Fellowship Program. She has written and received various educational grants throughout her educational career and has been a vital contributor to student growth throughout her tenure as a school administrator. Dr. Grubbs has received the Performing and Visual Arts Grant four times, Success Through Technology Grant, and The Experience Grant. Each grant received was used to enhance the learning experiences of students.

Dr. Grubbs has also served on several school and district committees. At the school level she has served on the School Leadership Team, the MTSS committee, the Event Planning Committee, and the Safety Committee. At the district level, Dr. Grubbs has served on the Finance Committee, the AIG Committee, the Portrait of a Graduate Committee, and the Strategic Planning Committee.

Through her educational experiences and her professional experiences as an early childhood teacher, and elementary school teacher, and elementary school assistant principal, and a middle school assistant principal, and site coordinator for summer school, Dr. Grubbs is well-qualified to lead Focus Academy Charter School in achieving its mission.

Q188.If the school leader has been identified, attach the school leader's one-page resume as Appendix O.

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





Applicant Evidence :



Uploaded on 3/13/2024 by Sherria Grubbs

Q189.Provide a description of the relationship that will exist between the charter school employees and the school's board of directors.



It is crucial to the success of Focus Academy Charter School that the relationship between the board of Directors and the employee's of Focus Academy foster a collaborative and effective educational environment. The goal is to create a positive, respectful, and collaborative relationship between the board of directors and the school employees where all stakeholders feel supported, valued, and motivated to contribute to the success of Focus Academy Charter School.

Focus Academy will promote a culture of open communication between the board of directors and the school employee's through board meetings, leadership meetings, regular school communication, and any other direct communication channels.

While the board is responsible for the overall governance and policy making of the school, opportunities will be provided for employee input in the decision making process, especially as it relates to decisions that may impact the teaching and learning environment.

To ensure representation and diverse perspectives, the board may include designated positions for employee representatives such as having staff members serve as non-voting liaisons to the board.

Policies will be developed to foster a school environment that is positive, that recognizes achievements, and that addresses concerns in a fair manner. To celebrate the hard work and dedication of teachers and staff, recognition programs and appreciation initiatives will be implemented. Also, a fair and transparent process will be in place to ensure that conflicts are addressed and resolved in a fair and constructive manner.

Collaboration between the board and school employees will include strategic planning processes which will include review of the schools mission and vision, and long term goals. Employee input will be included to ensure that strategic priorities are aligned to the needs of the school community.

The board of Focus Academy Charter School will create transparent budgeting processes that are transparent and that consider the needs of the school and the school employees. When making decisions related to resource allocations, input from teachers and staff will be taken into consideration.

Regular updates to employees on developments, school-wide initiatives, and key decisions will be provided by the board. To keep staff informed about governance activities and decisions that impact the school community, the board will establish transparent reporting mechanisms.

For continuous improvement in the governance and operations of Focus Academy Charter School, the board will conduct regular evaluations of its own governance practices while seeking feedback from school employees.

Q190.Outline the board's procedures for hiring and dismissing school personnel, including conducting criminal background checks.



Below is an outline of the procedures for the hiring and dismissal of school personnel:

Hiring Procedures:

• Job recruitment and posting - In collaboration with school leadership, the board will determine staffing needs and approve job descriptions. Any open positions will be posted both externally and internally and recruitment efforts will be conducted to attract qualified candidates.

• Review of Application - A designated hiring committee will review candidate applications and select possible candidates based on qualifications, experience, and alignment with the schools mission.

• Interview Process - Potential candidates selected by the hiring committee will be invited for interviews. The interview process may include multiple rounds which will involve administrators, teachers, and parents.

• Reference Checks - Thorough reference checks will be conducted to verify a candidate's professional background, qualifications, and work history before making a final hiring decision.

• Criminal Background Checks - As part of the hiring process, a criminal background check will be conducted for all final candidates.

• The hiring committee will recommend candidates to the board for approval. Qualifications of the recommended candidate will be reviewed by the board to ensure alignment with the school's needs.

• The school will provide a formal offer of employment to the selected candidates upon board approval. The formal offer will include details such as benefits, salary, and other relevant terms of employment.

• Onboarding and Orientation - To familiarize new hires with the schools policies, procedures, and expectations, new hires will undergo an orientation and an onboarding process.

Dismissal Procedures

• Performance Evaluation - School personnel will undergo regular performance evaluations based on established criteria. The process will include feedback from administrators, supervisors, mentors, and peers.

• Performance Improvement Plan - Focus Academy will implement a performance improvement plan (PIP) to provide support and guidance for improvement, in cases of concerns about performance. The plan will include support mechanisms, clear expectations, and a timeline.

• Any concerns about performance issues, along with support provided and actions taken will be thoroughly documented and maintained in the personnel file.

• Legal Compliance - Dismissal procedures will comply with all employment laws and regulations. To ensure that the process adheres to relevant employment laws and regulations, the board may sek legal counsel.

• Board Review and Decision - In cases of dismissal consideration, the matter will be brought before the board to review. All relevant documentation, legal advice, and potential impacts will be carefully reviewed by the board before making a final decision.

• Notification of Dismissal - The affected employee will be notified of the board's decision in writing. The written notification will include the reason for dismissal and any other pertinent information needed.





Q191.Outline the school's proposed salary range and employment benefits for all levels of employment.

• Focus Academy will follow the NC salary schedule for all teaching and support staff positions.

• For support staff, Focus Academy will follow the same NC salary schedule. Focus Academy will offer stipend based incentives to staff members who fill additional leadership or supplemental position roles, to increase pay opportunities. Examples include veteran staff who are mentors, and School Extracurricular involvement.

• For the School Director/Principal position, the salary will be driven by criteria set forth by the board of directors, taking into account years of experience, previous growth at other schools, and degree achieved.

EMPLOYMENT BENEFITS

- 1. Medical
- 2. Dental
- 3. Vision
- 4. Long-Term Disability
- 5. Short-Term Disability
- 6. Accidental Death
- 7. Life Insurance (Both Focus Academy paid and voluntary)
- 8. A Matching 401(k) Program

Notes to Benefits:

• Full-time employees are regularly scheduled to work in excess of 30 hours per week as long as the Principal deems the work necessary. They are eligible for benefits on the first of the month after a 30-day introductory period. These benefits will include a health insurance package, vacation and sick days, and a retirement savings plan.

• Non-exempt (non-salaried) full-time employees will be paid overtime for hours worked in excess of 40 hours per week. Overtime hours will be paid at 1.5 times hourly rate. We define non-exempt full-time staff (non-salaried) in compliance with the Fair Labor Standards Act.

• Part-time: Any employee who works less than 30 hours per week is considered a part-time employee. Part-time employees are not eligible for most benefits. However, after 12 months of service those part-time employees who work 1,000 hours per year are eligible to participate in Focus Academy's 401(K) plan.

• Temporary: Temporary employees are hired for a specific period or a specific work project; their work is scheduled "as needed". Temporary employees are not eligible for benefits.

• Substitutes: Substitutes may be hired to help cover absences of other employees, as necessary. Substitutes are not eligible for benefits.





Applicant Evidence :



Uploaded on 4/20/2024 by Sherria Grubbs

Q192.Provide the procedures for handling employee grievances and/or termination.





Focus Academy aims to ensure a fair, transparent, and legal process for handling employee grievances and/or termination. The procedures outlined below are to ensure that employee grievances and termination are handled appropriately:

Employee Grievance Procedures:

• Informal Resolution - Employees will be encouraged to address any concerns with their immediate supervisor informally.

• Formal Grievance Submission - If after addressing the concern informally, if the concern remains unresolved, an employee may submit a formal written grievance to the human resource department. The written grievance should include a clear description of the concern, relevant details, and steps taken for a resolution informally.

• Grievance Review - In collaboration with the appropriate administrators or supervisors, the human resources department will review the written grievance. This may involve gathering more from the relevant parties.

• Investigation - In order to gather facts relevant to the grievance, an impartial and thorough investigation will be conducted.

• Resolution Meeting - To discuss the findings of the investigation and potential resolutions a meeting will be convened. The meeting may include the employee, relevant supervisors or administrators, and a human resources representative.

• Written Response - The human resources department will provide a written response to the employee summarizing the findings, actions taken, and a rationale for the decision, following the investigation and the resolution meeting.

• Appeal Process - An appeal process may be available if the employee is not satisfied with the final outcome. Focus Academy will provide the steps necessary for filing an appeal.

Termination Procedures:

• Performance Evaluation - Regular performance evaluations will be conducted and addressed throughout the school year. Termination decisions will be based on documented performance issues.

• Documentation - All issues with performance will be documented and will include the issue, actions taken, and support provided. This documentation will be kept in the employees personnel file.

• Legal Compliance - Termination procedures will comply with all relevant laws and regulations for employment.

• Board Review - The board will review and consider all relevant documentation, legal advice, and possible impacts before making a final decision about termination. This procedure will take place in cases where a termination decision may require review and approval by the board.

• Notification - AN employee being terminated will be notified of the decision which will include the reason for termination, applicable timelines, and final pay and benefits information.

• Exit Interview - Focus Academy will conduct an exit interview to gather feedback from the employee about their experience with the school.

• Confidentiality - Confidentiality will be maintained throughout the termination process. Personnel matters will only be shared with individuals that are directly involved in the decision-





making process.

• Return of Property - Employees will be instructed on the return of all property belonging to the school. This includes keys, electronic devices, identification, and all other school property.

Q193.Identify any positions that will have dual responsibilities and the funding source for each position.

Focus Academy Charter School does not anticipate staff having dual responsibilities. In the event that there is a need for dual responsibilities, we will track assignments and responsibilities to make sure that funding required meets state and federal requirements.

Q194.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.

Focus Academy will require all EC teachers, EL teachers, and AIG teachers to have and maintain the appropriate licensure for the position. Evaluations and assessments will be conducted by the proper teams and/or personnel. Focus Academy will monitor the number of students that fall into these categories to ensure that adequate staffing is provided to serve our EC, EL, And AIG students. Any budget adjustments that may be needed to ensure adequate staffing will be approved by the board if necessary.

Q195.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).



The executive director/school principal will ensure that staff are hired in accordance with the North Carolina laws for hiring related to K-12 schools. While the principal will select candidates to be hired based on the criteria outlined by the governing board, all recommendations of hiring candidates must be approved by the governing board of directors. However, the governing board will be responsible for selecting and hiring the lead administrator/principal for Focus Academy Charter School.

School Principal - This position will consist of the following responsibilities:

- Oversee and manage the day-to-day operations of the school.
- Supervise all instructional personnel and all non-instructional personnel.
- Implement the mission and the vision of Focus Academy Charter School
- Ensure that the academic curriculum and school policies are being followed.
- Establish and create an educational environment that is safe and conducive to learning.
- Recruit and retain qualified staff for instructional and non-instructional positions.
- Serve as the primary contact for matters or concerns involving the school.
- Attend regular board meetings, school and community events, and functions.
- Serve as an ex-officio member of the Focus Academy Board of Directors.
- Conduct regular and consistent classroom walk-throughs and observations to evaluate the performance of certified and non-certified staff members.
- Network and collaborate with the local community to develop and support activities at the school.
- Promote the development of each student through academics, social and emotional learning, and character development.
- Plan and implement professional development by providing instructional staff with activities that enhance the quality of the instructional program and facilitate professional growth and development of staff members.
- Consistently collect and analyze students data to ensure that data is being used to drive instruction.
- Consistently enforce the student code of conduct.
- Ensure that Focus Academy is in compliance with all testing requirements.
- Make recommendations to the board as it relates to the hiring and terminations of certified and non-certified staff members.
- Develop a school improvement plan to address areas of concern.
- Provide the Board with regular reports of the schools progress.

The school principal must hold a Master's Degree in school administration obtained from an accredited university. The school administrator must also hold a NC Educator's License is School Administration. Additionally the school principal must have a minimum of five years of teaching experience and a minimum of three years serving as a school administrator.

Assistant Principal - This position shall consist of the following responsibilities:

- Assists the school principal with the day-to-day operations of the school.
- Assist with the supervision of all instructional personnel and all non-instructional personnel.



- Implement the vision and the mission of Focus Academy Charter School.
- Helps to plan and implement staff development and provide instructional staff with activities that enhance the quality of the instructional program and facilitate professional growth and development of staff members.
- Recruit and retain qualified staff for instructional and non-instructional positions.
- Conduct regular classroom walk-throughs and observations to evaluate teacher performance.
- Ensure that Focus Academy is in compliance with all testing requirements.
- Consistently enforce the student code of conduct.
- Develop and implement curricular activities for students.
- Help to promote the development of each student through academics, social and emotional learning, and character development.
- Ensure that Focus Academy is in compliance with the regulations and requirements of the North Carolina Department of Public Instruction and The Office of Charter Schools.

• Consistently collect and analyze students data to ensure that data is being used to drive instruction.

- Provide a positive school climate for students, staff, and all stakeholders
- Ensure the safety of students and staff.

The assistant principal is required to hold a master's degree in school administration from an accredited university and should have a minimum of 3 years of teaching experience. The assistant principal must also possess a nc educators license in school administration.

Financial Officer- This person will be responsible for managing the school finances. This person should possess strong skills in data analysis and technical skills. They should ensure that the school is in compliance with all accounting and reporting requirements of the school finances.

The financial officer must possess a bachelor's degree in accounting from an accredited college or university. It is preferred that candidates for this position have experience in school finance. Preference will also be provided for candidates that possess a CPA.

Data Manager - The data manager will be responsible for managing and maintaining student records. This person will enter student data into the electronic tracking system and will be responsible for registering and withdrawing students from the school. The data manager must have strong clerical and strong communication skills. The data manager must be able to multitask and also be able to address parent concerns professionally.

The data manager must possess a high school diploma or its equivalent. The data manager must also have a minimum of two years experience working as a data manager or related field.

Office Manager - The office manager must possess strong interpersonal communication skills and must be approachable to students, parents, staff, and all stakeholders. The office manager must also effectively be able to address concerns. The office manager must be able to multi-task and should possess strong clerical experience. This person should also possess professional phone etiquette and be organized.





The office manager must possess a high school diploma or its equivalent. Preference will be given to candidates with experience in the position or a related field.

Teachers - Teachers must be highly motivated and highly qualified. Preference will be given to candidates that possess a strong background in teaching the grade level or the subject matter in which they apply for. Teachers are responsible for implementing the curriculum and teaching the NC standards will also provide individualized instruction to meet the individual needs of the students. Teachers are responsible for managing and communicating high classroom expectations. Teachers are also responsible for delivering quality instruction and content that peaks student curiosity and encourages self-discovery and self-directed learning.

Teachers must hold a bachelor's degree in education or their educational specialty from an accredited college or university. Focus Academy will seek candidates that hold a NC Educator's License and /or are certified by the state.

Assistant Teachers - Teacher assistants will be responsible for assisting classroom teachers with all aspects of the classroom. They should assist with managing the classroom expectations and the implementation of all aspects of the curriculum. Teacher assistants should also possess some clerical skills.

Teacher assistants must possess a high school diploma or its equivalent. Preference will be given to candidates that have an associates degree in education or a higher degree in education. Teacher assistants should have a minimum of one year of experience working with children or working within an educational setting.

Instructional Coach - The instructional coach will play a critical role in supporting educators' professional growth by providing targeted guidance to improve teaching practices and student engagement. The instructional coach should possess strong communication skills and a deep understanding of educational theory and best practices.

Responsibilities include conducting observations, providing feedback, modeling effective strategies, and facilitating professional learning communities to foster continuous improvement among teachers. The instructional coach should empower educators to enhance student learning outcomes and contribute to a culture of excellence within the school community.

The instructional coach should possess a bachelor's or master's degree in education, with teaching experience and training in instructional coaching.

Dean of Students - The role of a Dean of Students encompasses various responsibilities focused on student behavior, safety, and well-being within a school environment. The Dean of Students collaborates with students, parents, teachers, and administrators to promote a positive school culture and address student needs.

Responsibilities of the Dean of Students include overseeing disciplinary procedures, implementing behavior management strategies, and coordinating interventions for at-risk students. The Dean of





Students also plays a role in student support services, such as counseling, mentoring, and conflict resolution.

The dean of Students should possess a bachelor's or master's degree in education or a related field.

School Counselor - The School Counselor must have strong interpersonal skills, empathy, and a genuine desire to help students succeed. The School counselor collaborates with students, parents, teachers, and administrators to address a variety of academic, personal, and social issues.

Responsibilities of a school counselor include providing individual and group counseling sessions, conducting assessments, and developing personalized plans to support students' academic and personal goals. The School Counselor also facilitates workshops and presentations on topics such as college and career readiness, mental health awareness, and conflict resolution. The School Counselor serves as an advocate for students, connecting them with resources and services within the school and community to address their needs effectively. The School Counselor plays a crucial role in fostering a positive and inclusive school climate while supporting students in achieving their full potential academically and personally.

The School Counselor must possess a master's degree in school counseling or a related field, along with state licensure or certification as a school counselor.

11.4. Staff Evaluations and Professional Development

Q196.Identify the positions responsible for maintaining teacher license requirements and professional development.

Focus Academy Charter School will comply with the state law that requires at least 50% of the teaching staff to have a valid teaching license. While the law requires 50% of the teaching staff to be certified, it is the desire of Focus Academy Charter School to have at least 75% of their teaching staff certified. Teachers will be responsible for maintaining and renewing their teaching licenses. The school director/principal will ensure that the license requirements for teachers are met. All non-certified teachers will be encouraged to pursue their teaching certification.

Q197.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. The plan should also describe how the school will meet the teacher certification and licensure requirements for teachers as prescribed by state and federal law. Be sure this overview matches with the projected staff and funding of the proposed budget section.



Initially licensed teachers will participate in the Beginning Teachers Program where they will be assigned a mentor to guide and support them throughout their first three years. The BT program will consist of professional development meetings and monthly mentor/mentee sessions conducted by highly qualified educators who are paired with novice teachers to facilitate conversations about school policies, procedures, classroom management strategies and instructional best practices. Mentor teachers will undergo a series of training to ensure they are equipped to execute the mentorship program with fidelity. As mentors, teachers will observe beginning teachers in their classrooms and coach them through a coaching cycle in the hope of boosting teachers' self-confidence and competence as an educator. Teachers will be evaluated by administrators with the use of the North Carolina Educator Effectiveness System (NCEES). Through NCEES, teachers will complete a self-assessment and develop their professional development plan (PDP) to identify goals geared towards their professional and personal development.Teachers will participate in one of the three observation cycles:

- Abbreviated: for teachers who are not in their renewal year and have more than three years of experience. They will receive two formal observations based on two of the five NC professional teacher standards.
- Comprehensive: Beginning teachers of 0-3 years will participate in the comprehensive cycle. They will receive three observations from administrators and one from their peer
- Standard: Teachers with more than 3 years experience and within a renewal year will receive three observations based on all five NC professional teacher standards.

As part of the evaluation process, administrators will meet with teachers mid year and end of year to review their progress towards their PDPgoals. By providing coaching and support for teachers throughout the year, Focus Academy considers this to be a good strategy to build capacity and empower teachers to remain with the institution.

Q198.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.



Focus Academy is committed to fostering continuous professional growth among our faculty and staff to ensure the effective implementation of our educational program. Our professional development plan comprises several core components aimed at enhancing teaching practices, fostering collaboration, and staying abreast of best practices in education.

Curriculum Alignment and Instructional Strategies: Professional development sessions will focus on aligning the curriculum with the state standards, integrating the arts and adopting researchbased instructional strategies. This ensures that our teachers have the tools and knowledge necessary to deliver high-quality instruction that meets the diverse needs of our student body.

Data Analysis and Assessment Literacy: Educators will receive training in data analysis and assessment literacy to effectively interpret student data and adjust instruction accordingly. This component is crucial for promoting data-driven decision-making and targeting areas for improvement.

Technology Integration: Given the increasingly digital nature of education, professional development will include training on integrating technology into instruction effectively. This encompasses both familiarizing teachers with new tools and platforms and exploring innovative ways to leverage technology for student engagement and learning.

Cultural Competence and Equity: We recognize the importance of fostering a culturally responsive and equitable learning environment. Therefore, professional development will include sessions on cultural competence, diversity, equity, and inclusion to help educators create inclusive classrooms where all students feel valued and supported.

Collaborative Learning Communities: Professional development will promote collaboration among teachers through the establishment of professional learning communities (PLCs). These PLCs provide opportunities for educators to share best practices, analyze student work, and collaborate on instructional planning and the integration of the arts.

In terms of delivery, professional development will be a combination of internal and external resources. Internal professional development opportunities will be tailored to the specific needs and goals of our school community, drawing on the expertise of our own educators and instructional leaders. External professional development, such as workshops, conferences, and partnerships with educational organizations will provide opportunities for teachers to access specialized training and stay updated on the latest trends and research in education.

Furthermore, professional development will be both individualized and uniform to some extent. While there will be core training sessions that all staff members are required to attend to ensure consistency in instructional practices and school-wide initiatives, there will also be opportunities for personalized professional growth based on teachers' interests, strengths, and areas for improvement. This balance between uniformity and individualization allows us to meet the diverse needs of our educators while maintaining a shared vision and commitment to excellence in education.





Q199.Provide a schedule and explanation of professional development that will take place prior to the 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.

Professional development will begin 9 days prior to the first day of school for students. All faculty and staff will participate in a series of professional development activities which will take place each day prior to the start of school from 8:00 AM to 3:00 PM. Teachers will receive one hour of lunch each day and three ½ days will be reserved for classroom set-up. The remaining time will be utilized for professional development where teachers will be trained on the following:

- Operating policies and procedures
- Safety Procedures
- Code of Ethics
- Review of Employee Handbook
- Classroom Management/Discipline Procedures
- Procedures related to special education
- School Expectations of students and staff
- Academic Requirements
- Lesson Plan requirements

Training will also consist of team building, grade-level and small group collaboration, ice breakers, and break-out sessions.

Q200.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 school calendar consists of 14 required teacher workdays. The first 9 days are mandatory professional development workdays. School will not be in session for students during the required workdays which will consist of professional development based on the needs of the school and the teachers. Additionally, 8 early release days have been incorporated into the calendar where teachers will receive a half- day of professional development. These professional development opportunities will be based on teacher needs.

11.5. 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.

Q201.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)).

Focus Academy intends to create a marketing plan that is reflective of the schools commitment to inclusivity and equity, but also effective in reaching a diverse audience. Therefore we will regularly assess our marketing plan and make adjustments as needed. Here is an outline of our marketing plan below:

Market Research - We will conduct a competitor analysis by identifying other educational options in the area and analyze their strengths and weaknesses so that we can effectively position our charter school. A demographic analysis will also be conducted of the target population to understand the needs of the community.

Brand Development - We will develop material that is visually appealing and informative. These materials will include the school logo, brochures, and promotional videos..

Website and Social Media Presence - We will ensure that the schools website is user friendly, accessible, and informative. Social media platforms will be utilized to share information such as updates, and accomplishments.

Community Partnerships - We will develop relationships with local churches, businesses, and community organizations to extend marketing efforts. We will also attend and participate in community events to raise awareness about the school and connect with families.

Multilingual Marketing - Marketing materials such as brochures and fliers will be provided in multiple languages to cater to the linguistic diversity of the community.

Media Outreach - We will develop relationships with local media outlets to extend our marketing efforts.

Q202.Describe how parents and other members of the community will be informed about the school.



Focus Academy will employ a multi-faceted communication strategy to ensure that we are effectively marketing the school and reaching a broad audience. In order to provide this information to parents and other members of the community, the following procedures will be implemented:

Website and Online Platforms - Focus Academy will have a regularly updated website that serves as a central hub for information. The website will include the schools mission and vision, curriculum, events, and contact information. A social media account will also be created and will be utilized for real-time updates and community engagements.

Information Sessions and Open House - To provide parents and community members with opportunities to learn information about the school, periodic information sessions and open house events will be organized.

Printed Materials - Brochures and informal flyers will be distributed in the community and placed at local businesses, libraries, and community centers. The brochures and flyers will contain important information about the school.

Collaboration with local media - Focus Academy will develop relationships with local media outlets, local radio stations, the local newspaper and community newsletter.

Parent-Teacher Association - Focus Academy will create and establish a parent-teacher association to establish communication between parents, teachers, and school leadership.

Newsletters - Regular newsletter will be provided to keep parents and the community informed about school activities, achievements, and upcoming events. Based on the preference of the community, newsletters will be provided in print or electronically.

Automated Communication - Focus Academy will utilize automated communication systems such as emails, SMS, or mobile apps to provide important information to parents and community members.

Student Showcase and Exhibitions - To highlight student achievements and projects, periodic student showcases will be organized.

Q203.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.





Below is a timeline for how Focus Academy Charter School plans to recruit students during the planning year.

3-6 months before the school year - Pre-Planning Phase

• We will identify the target area by analyzing demographics and identify neighborhoods with a high population of families with young children.

• We will develop marketing materials by creating flyers, brochures, and digital content that will highlight the school's features, curriculum, and some of the benefits for students.

• Focus Academy will establish partnerships with local daycare centers, preschools, and community centers to reach out to families with young children.

• We will provide the recruitment team with training sessions on effective communication, enrollment procedures, and school benefits.

3 months before enrollment - Launch Phase

• Host information sessions and open house events for parents to learn about the school's programs, facilities, and faculty.

• Attend community events such as local fairs, festivals, and community gatherings to engage with families and distribute marketing materials. Booths or tables will be set up at these events to distribute the marketing materials and gather interest.

• Offer virtual tours of the school campus and classrooms to accommodate families that may be unable to visit in person.

During the Enrollment Period - Enrollment Phase

• Provide personalized follow=ups by reaching out to families who attended information sessions or expressed interest to provide assistance with the enrollment process.

• Schedule meetings with families to answer questions, express concerns, and guide them through the enrollment paperwork.

After Enrollment Period - Post Enrollment Phase

• Organize orientation sessions for students and their families that are enrolled to familiarize them with school policies, school procedures, and school staff.

• Prepare welcome packets containing important information, school calendars, and resources to be distributed to families enrolled in the school.

• Establish a feedback mechanism to gather input from enrolled families regarding their enrollment experiences and areas for improvement.

Timeline:

- Pre-Planning Phase: 3-6 months
- Launch Phase: 4-6 months
- Enrollment Phase: 7-9 months
- Post-Enrollment Phase: 10-12 months

Parties Responsible:





- School Leader/Principal Overall supervision and coordination
- Marketing Team Developing marketing materials and social media campaigns
- Recruitment Team Conduct information sessions, community outreach, and enrollment assistance
- Administrative Staff Handle enrollment paperwork and logistics

Benchmarks:

- Increase in attendance at community events and information sessions
- Growth in social media engagement and website traffic
- Percentage of enrolled students compared to the targeted enrollment numbers
- Feedback provided from families enrolled in the school using the feedback mechanism indicating satisfaction with the enrollment process.

Q204.Describe how students will be given an equal opportunity to attend the school. Specifically, describe any plans for outreach to: families in poverty, academically lowachieving students, students with disabilities, English learners, and other students atrisk of academic failure. If your school has a specific area of focus, describe the plan to market that focus.

Focus Academy will provide an equal opportunity to attend the school. Marketing efforts will be made to ensure that students in the targeted area, receive information and marketing materials about the school to ensure that there is an equal opportunity to enroll. Marketing efforts will be provided in both digital and printed formats. Focus Academy will offer a transportation plan and a meal plan to remove any barriers that may prevent students that are in poverty from enrolling in the school. Focus Academy will also distribute marketing material such as flyers and brochures to organizations such as the YMCA, the Boys and Girls Club, churches, child care centers, housing developments, and other community organizations. Focus Academy will use a weighted lottery to specifically target students that are low income, academically low achieving, EL learners, learners with disabilities, and other students that may be at risk of failing academically. Focus Academy will use marketing materials to draw students and families in by placing an emphasis on the integration of the arts into the curriculum by hosting information sessions in the community. Students that are at risk of academic failure will be provided an opportunity to receive free tutoring through hope ministries after school program. This information will also be shared with parents and families in the community through face-to-face presentations and distributed marketing materials.

Q205.What established community organizations would you target for marketing and recruitment?





The established community organizations that Focus Academy will target for marketing and recruitment are local churches, community centers, the Boys and Girls Club, the YMCA, libraries, daycare centers, and summer camp programs.

11.6. Parent and Community Involvement

Q206.Describe how you will communicate with and engage parents and community members from the time that the school is approved through opening.

Focus Academy will communicate with and engage parents and the community members from the time the school is approved through the opening of the school through our website and social media platforms, through information sessions, through announcements at local churches, and through brochures and fliers. We will also communicate and engage with parents and community members through community events.

Q207.Describe how you will engage parents in the life of the public charter school. Explain the plan for building engaging partnerships between the family and school that strengthen support for student learning.

We are looking forward to providing parents with significant and rewarding opportunities to be engaged with student learning at Focus Academy via school administration, classroom curriculum, and extracurricular activities. Focus Academy's administrators, teachers, and students will reach out to parents by email, physical hand-outs such as notes and newsletters, and via school website to invite parents to participate in our Parent-Teacher Organization and in Parent Voluntary Advisory Councils for Policy, Library, Curriculum, Field Trips, Recruiting, and Special Projects. Parents also will be invited to serve as Parent Advisory Council representatives on the school board and as Parent Volunteers in the Classroom.

Q208.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.

Depending on parents' interest, Focus Academy may offer financial literacy classes, computer classes, and workshops on how to help their students be successful in school at home. Focus Academy will also ask parents to assist with school activities such as beautifying the school campus, volunteering, marketing and recruitment.

11.7. Admissions Policy

Q209.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.

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

O No

Q210.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

Focus Academy will use a Weighted Lottery Drawing System whenever the number of student applicants exceeds the school's maximum capacity for: (1). a grade-level; or (2). a school program; or (3). a building; or (4). the school.

Focus Academy will use a Weighted Lottery that aligns with the mission of the school and is in compliance with the guidance of North Carolina Office of Charter Schools (https://www.dpi.nc.gov/documents/fbs/charterschools/amendments/weighted-lottery-guidance-01-23-20-revised/download).

Q211.2) A thorough description of the processes and procedures the applicant intends to use to effectuate the lottery.

According to this guidance, weighted lotteries "give additional weight to individual students who are identified as part of a specified set of students falling under the educationally disadvantaged definition". The guidance describes two approaches that are typically applied to conduct a weighted lottery -- (1). Weighting a student's individual chances in the general lottery; or (2). Conducting the weighted lottery prior to the general lottery.





Q212.3) The underlying research, pedagogical, educational, psychometric, and legal, that supports the request and the procedures the applicant is requesting.

Focus Academy understands that weighted lotteries must be approved by the State Board of Education. To increase the likelihood of our success in this application process and in our school administration, we will seek review and approval of our weighted lottery policy by the Office of Charter Schools prior to seeking approval of the policy by the Focus Academy board.

We include the board-approved weighted lottery system in this original charter application and, if required, later through the amendment process.

Q213.Provide the school's proposed policies and the procedures for admitting students to the proposed charter school, including:

1. 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.

2. Clear policies and procedures detailing the open enrollment lottery plan, including policies regarding statutory permitted student enrollment preferences.

3. Clear policies and procedures for student waiting lists, withdrawals, re-enrollment, and transfers.

4. Explanation of the purpose of any pre-admission activities (if any) for students or parents.

5. Clear policies and procedures for student withdrawals and transfers.





This part of our application draws on the guidance presented by NCDPI (September 2018.; https://www.dpi.nc.gov/documents/fbs/charterschools/planning/sessions/1/admissions-policies-procedures/open).

1. ENROLLMENT APPLICATION PROCESS

Focus Academy's board understands that according to State Board Policy:CHTR-003, the length of the open enrollment period is to be not less than 30 consecutive calendar days. We propose that our first open enrollment period be considerably longer: starting September 15, 2025 and going to January 31, 2026. During that time parents or legal guardians may apply online, by mail, or in person. Any application submitted after the open enrollment period will be put in the Aspirational Lottery described below.

School officials will provide an Application Form and an Eligibility Form to all interested people. During the enrollment period, applicants will have an opportunity to use these forms to submit their information. A receipt for successful submission will be sent both to the application's contact email and mailing address.

Each application will be assigned a unique Application Identification (ID) Number; however, the same Application ID Number will be assigned to siblings applying at the same time.

School officials will review each submitted Application and Eligibility Form and send notification of the application's enrollment status to the applicant's contact email and mailing address.

2. ENROLLMENT PRIORITIES

Focus Academy offers priority preference in some categories including:

- Children of current board members, full-time teachers, and full-time staff (not to exceed 15% of total enrollment).

- Siblings of students who have: (1) completed the last grade level offered by Focus Academy, and (2) attended for four years or for all grade offerings if less than four.

- Students who reside in the district.

Applicants can fill out Focus Academy's Priority Applicant Information Form; the form will include space for applicants to attest to their status on all of the school's priority preferences for enrollment. After Focus Academy officials review an application, they will assign one additional weight unit for no more than one of the applicant's eligible Priority Preference Categories.

If a lottery is not required, then priority students will be admitted in accordance with the preferences described above. If a lottery is required, all affected priority students will be entered into the lottery process described below and selected in accordance with its procedures and the conditions described above.





APPLICATION WEIGHTING

Focus Academy will have a weighted lottery that aligns with the mission of the school and is in compliance with the guidance of North Carolina Office of Charter Schools (https://www.dpi.nc.gov/documents/fbs/charterschools/amendments/weighted-lottery-guidance-01-23-20-revised/download)

Prior to an enrollment period, Focus Academy's board may approve application Weighting Categories that fit with the school's mission, are in compliance with school bylaws, and comply with regulatory requirements.

The board understands that weighted lotteries must be approved by the State Board of Education. To increase the likelihood of our success in this application process and in our school administration, we will seek review and approval of our weighted lottery policy by the Office of Charter Schools prior to seeking approval of the policy by our board.

If applicants wish, they can fill out Focus Academy's Applicant Eligibility Form; the form will include space for applicants to attest to their status on all Weighting Categories. Examples of proposed weighting categories include:

children of board members, full-time staff members, and siblings of currently enrolled students,

For example, economic disadvantage is given weight in Focus Academy's Lottery process; this process is described in more detail below.

preference will be given to students who are

After Focus Academy officials review an application, they will assign one additional weight unit for each of the applicant's eligible Weighting Categories. For example, an applicant who has Economic Disadvantage status earns one weight (1X); they earn an additional weight (1X) if they also satisfy the eligibility requirements for Artistic Accomplishment. In sum, this applicant has two weight units more than an applicant that has not satisfied the criteria for any Weighting Category.

ENROLLMENT

Admissions.

All applications from eligible students that are submitted during the open enrollment period will be approved for admission as long as the number of applications for a grade-level does not exceed the allowed capacity for a program, class, grade-level, or building. In this case, Focus Academy will accept students, including priority preference applicants, in accordance with the school's approved lottery process.

Students who are offered a place will be given at least 30 days to enroll.

Admission Refusal.





Notwithstanding any law to the contrary, Focus Academy may refuse admission to any student who has been expelled or suspended from a public school under G.S. 115C-390.5 through G.S. 115C-390.11 until the period of suspension or expulsion has expired.

LOTTERY PROCESS

General Lottery.

If there are more applications for a grade-level than there are spots available, then we will schedule a Grade-level General Lottery in which an applicant's individual chances are weighted. Our Weighted Lottery procedure is as follows:

(1). School officials place each unique Application ID Number one time (1X) in the Lottery Pool for that grade-level.

(2). Each Application with approved eligibility on one or more weight categories will have its Application ID Number added again to the Lottery Pool for that grade-level. For each unique Application ID Number, the number of additional entries must equal the total number of unique weight categories approved by the school for the applicant. For example, an applicant who has two different Weight Categories approved will have their Application ID Number placed in the grade-level's Lottery Pool a total of three times (once in Step 1 and two more times in Step 2 for their approved weighting categories). In the case of siblings applying to the affected grade-level at the same time, the number of times their unique Application ID Number is added to the gradelevel's Lottery Pool is equal to the total unique weight categories for the siblings together.

(3). School officials select application IDs from the Lottery Pool one at a time until all of the available spots in that grade-level are filled. In this step, siblings will be admitted simultaneously if they are applying to the affected grade-level at the same time because they have the same Application ID Number.

(4). School officials notify all applicants of their enrollment status after the completion of Step 3.

3. Wait List Lottery.

After Step 4 of the general lottery is finished, Focus Academy officials will:

(1). Initiate a Grade-Level Waitlist Lottery, if necessary, that includes in its pool all unique Application IDs that were assigned during the open enrollment period but have not been selected for a class seat.

(2). As seats become available in a Grade-Level, school officials will select Application IDs from the WaitList Lottery Pool one at a time until all of the available spots in that grade-level are filled. In this step, siblings will be admitted simultaneously if they are on the same Grade-Level Wait List because they have the same Application ID Number. However, if a family has remaining siblings on the WaitList for a different Grade-Level then they will remain in their Grade-Level Waitlist Lottery.





(3). School officials notify in real-time each applicant as they are selected for enrollment from the WaitList.

Aspirational Lottery.

When a grade-level has no applicants on its wait list, Focus Academy officials will initiate a Grade-Level Aspirational Lottery in which Focus Academy officials will:

(1). Include all unique Application IDs that were assigned to applications submitted after the open enrollment period.

(2). As seats become available in a Grade-Level, school officials will select Application IDs from the Aspirational Lottery Pool one at a time until all of the available spots in that grade-level are filled. In this step, siblings will be admitted simultaneously if they are on the same Grade-Level Aspirational List because they have the same Application ID Number. However, if a family has remaining siblings on the WaitList or Aspirational List for a different Grade-Level then the remaining siblings will keep their place in their respective Grade-Level List.

(3). School officials notify in real-time each applicant as they are selected for enrollment from the Aspirational List.

Re-Enrollment Policy.

Once enrolled, students are not required to reapply in subsequent enrollment periods. To help Focus Academy accurately determine the number of available seats each enrollment period, the school may ask families to complete and return an Intent to Return Form. However, there are no negative consequences if the form is not returned by its deadline.

Withdrawal Policy.

Students who withdraw from Focus Academy but desire to be enrolled again must submit an application and go through the admissions and lottery process like a regular applicant.

11.8. Certify

Q214.This subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application.

O Yes

No





We researched various by-laws from other charter schools (Neuse Charter School, Uwharrie Charter School, Bear Grass Charter School, Inc, Steel Creek Charter School, and Triad Math and Science Academy Company) and used some of the language in By-Laws already created to help us with the implementation of our proposed by-Laws. Also to make sure we were in line with the lottery process, we researched and utilized language related to the process of the lottery for enrollment.





12. Operations

12.1. Transportation Plan

Q216.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:

1. 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.

2. Describe how the school will transport students with special transportation needs and how that will impact your budget.

3. Describe how the school will ensure compliance with state and federal laws and regulations related to transportation services

It is the goal of Focus Academy to receive any barriers that may interfere with students receiving a quality education. Due to Focus Academy starting out as a small school, we will not purchase school buses during our first two years of operation. However, our plan is to partner with Poplar Springs Christian church and use their buses to transport students to and from school. Drivers will be provided by Poplar Springs Christian Church. In the event that there are not enough drivers, Focus Academy will hire drivers to transport students to and from school. The executive director will handle the oversight for transportation which will include the hiring of drivers if needed, the cost of gas, and if necessary additional insurance requirements.

Focus Academy will contract with a transportation company to provide transportation for students with special transportation needs if the buses supplied by Poplar Springs Christian Church cannot accommodate those students.

We will also organize a carpool share to ensure that any transportation barriers are removed.

Focus Academy plans to purchase buses in the third year of operation based on the transportation needs of the school.

Focus Academy will ensure that we are in compliance with state laws, federal laws, and regulations related to transportation services.





12.2. School Lunch Plan

Q217.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:

1. How the school will comply with applicable local, state, and federal guidelines and regulations;

2. Any plans to meet the needs of low-income students; and

3. 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.



Focus Academy intends to participate in and will apply for the National Lunch Program, which provides students with free or reduced priced meal opinions based on their economic needs. We will also consider participating in the Community Eligibility Provision. By participating in the National Lunch Program and considering the Community Eligibility Provision, Focus Academy can ensure that all students will have access to nutritious meals while meeting the nutrition requirements and addressing the needs of our low-income students.

1. Focus Academy will adhere to all federal, state, and local regulations and guidelines regarding school lunch programs. We will follow any specific guidelines and requirements outlined by the state and local authorities, as well as the nutritional standards set by the USDA's National School Lunch Program (NSLP).

2. Focus Academy plans to implement strategies that will help reduce the stigma that is sometimes associated with receiving free or reduced lunch. This may include building our own food pantry to address those needs and possibly applying for and offering a universal free breakfast and lunch program that allows all students to receive meals at no cost regardless of their economic status.

Focus Academy will address the needs of low-income students by actively participating in the NSLP. Reimbursement is provided to schools for each meal served by the National School Lunch Program. Higher reimbursements are provided for meals served to students that are eligible to receive free and reduced lunch.

3. Focus Academy will use multiple methods to collect free-and reduced-priced lunch information from qualified families. Paper application forms will be distributed to parents at the beginning of the school year. Online applications will be provided for convenience and will be accessible to parents through the school's website. Focus Academy will also work closely with community organizations to reach families that may qualify for free-and reduced priced meals.

Focus Academy will respect the privacy and confidentiality of families seeking assistance by ensuring the application process is accessible and confidential. Families facing language barriers will be provided with translation services and additional support to facilitate the application process.

Focus Academy will consider participating in the Community Eligibility Provision. If we choose to participate in the provision, the methodology we will use to determine eligibility will involve analyzing income data, participation in other assistance programs, and other factors that may be relevant to identify and determine the percentage of students that may be eligible

12.3. 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 employee 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

Q218.Complete the attached table, indicating the amount of each type of coverage as outlined in a quote obtained from an insurance provider.

Upload Required File Type: excel Max File Size: 30 Total Files Count: 10

Resources			
×			
Insurance Coverage			
Applicant Evidence :			
Insurance Coverage			
Uploaded on 4/18/2024 by Sherria			

Q219.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





Applicant Evidence :



Uploaded on 4/22/2024 by Sherria Grubbs

12.4. 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.

Q220.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 Departments. **The Board Chair must sign this question.** Signature

Signature

uila atkino

12.5. Start-Up Plan

Q221.Provide a detailed start-up plan for the proposed school, specifying tasks, timelines, and responsible individuals (including compensation for those individuals, if applicable).

Focus Academy has provided a detailed start-up plan, specifying tasks, timelines, and responsible individuals.





Applicant Evidence :

PDF
Focus Academy Star

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Q222.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.

We believe starting a new school will come with several challenges. However, as a Board we plan to actively address the possible challenges. By addressing these challenges proactively and strategically, we can navigate the complexities of starting a new school and lay a strong foundation for long-term success and sustainability. Collaboration, creativity, and resilience will be the key to overcoming obstacles that we face and achieving the vision and goals of Focus Academy Charter Schools. Some of the challenges we believe we may possibly face as a new school are:

Finding a suitable facility and infrastructure to accommodate the needs of the school. The board will conduct thorough research to identify potential facility options, negotiate favorable lease or purchase agreements, and coordinate with regulatory agencies to obtain necessary permits and approvals. This may involve renovating or repurposing existing buildings to meet the school's requirements and collaborating with community stakeholders to address infrastructure needs.

Recruitment and enrollment may be a challenge due to being a new school with limited awareness. The board will implement targeted marketing and outreach campaigns to raise awareness about the school, engage with prospective families through informational sessions and open houses, and collaborate with community organizations and local businesses.

Recruiting and retaining staff that are qualified can possibly be a challenge for us as a new school in Wake County. The board will build strong relationships with local universities, educational programs, and professional networks to help us to obtain qualified candidates. The board will develop a comprehensive recruiting and hiring that includes targeted outreach to attract diverse talent, competitive compensation and benefits packages, professional development opportunities, and a supportive work environment.

12.6. Facility

Note that the SBE may approve a charter school prior to the school's obtaining a facility; however, students may not attend school and no funds will be allocated until the school has





obtained a valid Certificate of Occupancy for Educational use to the Office of Charter Schools.

Q223.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.



Focus Academy is aware that acquiring a building is a main priority and involves several steps and even coordination with various stakeholders. Below are the steps that the Board will take to obtain a facility and to obtain the Educational Certificate of Occupancy:

Facility Selection - The board will work with area realtors and/or organizations that assist charter schools with obtaining a facility. In doing so we will:

• Identify the specific needs, requirements, and preferences for the facility which would include the size, location, amenities, and accessibility.

• We will conduct a thorough research for available properties that meet the schools criteria while also considering factors such as cost, zoning, the condition of the facility, and the suitability for educational use.

• The Board will visit potential properties to provide an assessment on the condition, suitability for educational use, and alignment with the needs of the school.

• Once a facility has been selected, we will negotiate with the property owners or real estate agents to secure favorable terms for lease or purchase agreements which will include the duration of the lease, rent or sale price, and any necessary renovations or modifications that need to be made.

Requisition and Inspections - The Board will submit a requisition.

• We will prepare and submit a formal requisition or offer to purchase or lease the selected property which will outline the terms and conditions of the agreement.

• Coordinate with the state fire marshal's office to schedule an inspection of the property to ensure compliance with fire safety regulations and obtain necessary approvals.

• We will arrange an inspection to be conducted by the local health department to assess the compliance of the facility with health and sanitation standards which will include restroom facilities, food service areas, and environmental health concerns.

• We will address any issues identified during the inspections conducted by completing any necessary renovations or modifications needed to ensure the facility is in compliance with regulatory requirements and to ensure a safe and functional learning environment.

Educational Certificate of Occupancy - Once the Board has completed the steps outlined above we will begin the process of obtaining the Educational Certificate of Occupancy.

- Prepare and submit an application for the Educational Certificate of Occupancy.
- Provide all required documentation such as inspection reports, building plans, permits, and any other relevant information needed to support the application.
- Schedule a final inspection of the facility to verify and ensure compliance with educational facility standards and requirements.
- Obtain the Educational Certificate of Occupancy upon completion of all requirements.

Timeline

- Facility Selection: 2-3 months
- Requisition and Inspections: 1-2 months
- Renovations and modifications (depending on the scope of work needed): 2-4 months





- Certificate of Occupancy Application: 1 month
- Inspection and approval: 2-4 weeks
- Occupancy of Facility: Immediately once approval of the Educational Occupancy of Certificate has been obtained.

Focus Academy recognizes that assumptions may vary based on different factors such as the availability of the property, negotiation timelines, issues with renovations, and regulatory requirements. The timeline provided is based on proactive planning, and a timely completion of the necessary tasks. By following this timeline, the board can effectively obtain a facility for the school that is suitable for educational purposes.

Q224.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.



For a kindergarten to fifth-grade school with 216 students and 25 staff members, we will need quite a bit of space to accommodate everyone comfortably. Typically, you'd want to allocate around 35 to 50 square feet per student for classrooms, plus additional space for common areas, administrative offices, staff rooms, etc.

Considering these factors, Focus Academy would need a facility with a total square footage requirement of around 30,000 to 40,000. depending on the specific needs of the school and any special facilities like a gymnasium, cafeteria, or outdoor play areas.

As we are scouting for a facility, we are making sure to factor in zoning regulations, accessibility, parking space, and other essential amenities that would be important for a school environment.

Classrooms: With 216 students, we would likely need around 16 classrooms, depending on class sizes and any additional space needed for specialized programs. Each classroom could range from 600 to 900 square feet, so let's estimate an average of 750 square feet per classroom. That gives us around 12,000 square feet for classrooms.

Administrative Offices: we will need space for administrative offices for staff, including the principal's office, administrative assistants, guidance counselors, etc. Allocate around 150 to 200 square feet per office, totaling around 1,000 to 1,500 square feet.

Common Areas: Include spaces like a library, cafeteria, gymnasium, multipurpose rooms, and hallways. These areas could add another 10,000 to 15,000 square feet, depending on the size and number of each space.

Restrooms: For a school of this size, we will need multiple restrooms for students and staff. Typically, you'd want at least 1 restroom per gender per floor, plus additional facilities in common areas. Our plan is for around 1 restroom per 25 students and 1 per 10 staff members. Each restroom could be around 150 to 200 square feet in size with each bathroom having an ADA stall.

Staff Rooms: Consider areas for staff lounges, break rooms, and meeting rooms. Allocate around 15 to 20 square feet per staff member, totaling around 375 to 500 square feet.

Storage: storage areas for supplies, equipment, and maintenance. Allocate around 5-10% of the total square footage for storage space.

Long term, as the student enrollment of Focus Academy increases we will also need a larger facility of approximately to accommodate the increase enrollment. We estimate we will eventually need a facility of approximately, 100,00sauare feet.

Q225.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 workrooms, and other spaces.



In its first year of operation, Focus Academy will need 16 classrooms, restrooms, an area for the receptionist, and 3 office spaces, along with a work room for teachers and staff. We will also need additional classrooms for EL, EC, and AIG services to be provided.

Focus Academy will also need a cafeteria or area for students to eat lunch, a recreational area such as a gym, and also rooms or areas for P.E classes, dance classes, music, theater, and art classes. We will also need a space for a library/media area for students.

Ideally, it is our goal to secure a location in which we can grow our student population. This would require additional classrooms, office spaces, storage areas, workrooms, and additional restrooms.

Q226.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.

Focus Academy can not provide an estimate of the cost per square foot at this time because a facility has not yet been secured.

Q227.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 will work with a professional real estate service to rent temporary commercial space on a monthly basis if the commercial space it has chosen is not ready in time for the school to open. We recognize that we may need to look at smaller facilities with the understanding that we will need to relocate as our enrollment increases and we outgrow the building.

Q228.Describe the board's capacity and experience in facilities acquisition and management, including managing build-out and/or renovations, as applicable.





The current board does not have experience in facilities acquisition and management, including managing. However, we do have a member of our board that is experienced with renovations and maintenance of facilities. We are also in search of a member for our board that does have experience in these areas.

While the Focus Academy Board of Directors does not currently include members with direct experience or qualifications in facilities acquisition and management, the board recognizes the critical importance of this aspect in the successful operation of the school. To ensure competent handling of facilities-related matters, the board will develop a plan to partner with experienced professionals and consultants in the field of real estate, construction, and project management.

The board will engage with reputable real estate agents to identify suitable properties and explore lease or purchase options. Additionally, professional project managers and architects will be consulted to guide the planning, design, and build-out or renovation processes. These partnerships will ensure that all facility-related decisions are made with expert guidance and adhere to relevant safety codes, building regulations, and educational requirements.

The board will establish a Facilities Committee composed of external advisors with experience in real estate, construction, and school facility management. This committee will work closely with the board to oversee facility acquisition, monitor progress, and manage budgets. The committee will also ensure effective communication and coordination among all stakeholders involved in the facilities development process.

By leveraging external expertise and forming strategic partnerships, the board is confident in its ability to manage facilities acquisition and build-out or renovations, providing a safe and conducive environment for learning at Focus Academy.

12.7. Certify

Q229.I certify that this subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application.

Yes

O No

Q230.Explanation (optional):









13. Financial Plan

13.1. Charter School Budget

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

Q231.If applicable, attach as Appendix M: Revenue Assurances. Assurances are needed to confirm the commitment of any additional sources of revenue.

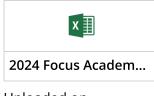
Not applicable at this time.

Q232.Attach as Appendix N: Proposed Budget for Year 1 through Year 5 <u>Click here to</u> access and download the Budget Template. (https://www.dpi.nc.gov/2024-budgettemplate/download?attachment)

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30

Total Files Count: 5

Applicant Evidence :



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13.2. Budget Narrative





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

Q233.How was the student enrollment number projected?

Focus Academy Charter School's projected student enrollment is grounded in the North Carolina Department of Public Instruction's student-teacher ratio requirements for grades K-5, ensuring compliance with state guidelines and optimal classroom dynamics. Our strategic focus on the early grades reflects a commitment to fostering a strong academic foundation from the start. By prioritizing smaller class sizes, Focus Academy creates an environment conducive to personalized learning, where students receive the individual attention they need to thrive.

This approach not only supports academic success but also contributes to a cohesive school culture. A strong early academic base helps students build confidence and develop essential skills, setting them on a path to success as they progress through higher grade levels. By maintaining a consistent student-teacher ratio, we create a more unified school environment, where students are well-integrated into the school's culture and academic expectations. This alignment with educational best practices positions Focus Academy to cultivate a nurturing and effective learning environment that promotes both academic achievement and a strong sense of community.

Q234.Provide an explanation as to why you believe there is a demand for the school that will meet this enrollment projection.





Public Schools located in the desired location of Garner, North Carolina have consistently received low grades on the North Carolina Report Cards which is based on a calculation of proficiency and growth. Garner, North Carolina does not currently have a charter school and therefore parents do not have another affordable option outside of the traditional public schools located in the Garner area. Also, the Town of Garner is growing exponentially with continued projected growth for the foreseeable future. This growth includes many families with young children. Therefore, based on the low performance status of the public schools located in the Garner area, and its growing more populous, we believe that there is a demand for Focus Academy that will meet this enrollment projection.

School	NC Report Card Grade 21-22	NC Report Card Grade 22-23
Aversboro Elementary	D	D
East Garner Elementary	D	D
Bryan Road Elementary	В	В
Timber Drive Elementary	D	D
Vandora Springs Elementary	D	D
Creech Road Elementary	С	С
Rand Road Elementary	С	В
North Garner Middle	D	D
East Garner Middle	F	F
South Garner High School	С	С
Garner High School	С	С





Q235.Provide the break-even point of student enrollment.

The break-even point of student enrollment is 216 students with a minimum of two classes in grades kindergarten - third grade based on the required teacher-student ratio required by the NC Department Instruction. Kindergarten - 1:18, First Grade - 1:16, Second Grade - 1:17, Third Grade - 1:17. Fourth and Fifth grade will have two classes each with 20 students per class.

In the event that we do not meet our projected enrollment of 216 students in our first year of operation, we will reduce the number of teachers and staff accordingly.

Q236.Discuss the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated.

If the anticipated revenues of Focus Academy are not received or lower than estimated, we will seek ways to reduce expenses or cost without compromising providing a quality education for our students. We will review and reduce estimated expenses such as equipment, and supplies. We may also look at service contractors and either negotiate pricing and or choose a less expensive service contractor.

Focus Academy will also seek ways to increase revenue by applying for grants that are available to charter schools, implement fundraising activities and seek donations and contributions from organizations and local businesses.

Q237.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 of Focus Academy does not include any other sources of funding other than state, local, and federal funds. We will need to secure loans and/or grants to purchase or lease a facility. At this time we are still looking into this.





Q238.Provide the student to teacher ratio that the budget is built on.

The budget is built on the following student to teacher ratio. These student to teacher ratios are the required ratios provided by the NC Department of Instruction (NCDPI) for grades K-3. Although NCDPI does not have a limit on student-teacher ratios for grades 4-8, it is the desire of Focus Academy to provide adequate class sizes in the higher grades for the purpose of providing quality instruction and ensuring students academic success.

Kindergarten - 1:18

First Grade - 1:16

Second Grade - 1: 17

Third Grade 1:17

Fourth Grade 1:20

Fifth Grade 1:20

Q239.Describe the board's individual and collective qualifications and capacity for implementing the financial plan successfully.

The board of Focus Academy Charter School is composed of individuals with various professional backgrounds which makes them well suited to govern a charter school. Below are the professional backgrounds the Focus Academy Board is comprised of:

- Retired School Principal Elementary School
- Assistant Principal Elementary and Middle School
- K-5 Teacher Background
- Environmental Services Director
- Real Estate Paralegal
- Scientist
- Associate Professor: Business Policy and Strategy; ethics management
- Financial management instructor.

Some of our board members have served on non-profit boards already and are familiar with the process as it relates to finances, oversight, budgeting, and the review of the finances. Our Board Treasurer has a background in Finances. She has an MBA, with a concentration in Finance. She has also worked as a financial assistant, a grant administrator and taught classes in business finance, personal finance and marketing.

Q240.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.





Focus Academy Charter School's budget can be greatly impacted by high needs children with disabilities, who demand more funding for individualized education programs (IEPs), specific equipment, trained staff, and facility adaptations. These costs include transportation services as well as continuous observation to guarantee efficacy and compliance. In order to satisfy these demands, a thorough assessment that identifies particular requirements will be carried out. This will be followed by budget reallocation and the pursuit of additional money through partnerships or grants. In order to effectively manage financial restrictions and provide high-quality education and assistance for high-needs kids with disabilities, it is imperative that Focus Academy invest in staff training, collaborate with community organizations, and conduct ongoing evaluations of interventions.

Q241.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.

While Focus Academy believes it may be in our best interest to outsource any and all areas of financial management such as payroll, benefits, audits, fundraising, accounting, etc; we also believe that any final decisions to outsource any and all areas of financial management should be made during the Ready to Open planning year. During this time, the Board of Directors for Focus Academy School will investigate and review organizations that handle financial management of charter schools. After investigating and reviewing the pros and cons of the service contractors, the board will vote on the service contractor. Once a service contractor has been selected, the board will annually evaluate the service contractor's performance to ensure services being provided are aligned with the schools mission.

Q242.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.

Focus Academy will possibly seek contracting services such as financial, custodial, transportation, and exceptional children instructional support. During the Ready to Open planning year, we will investigate and make final decisions as it relates to contracting services. One or more board members may make a recommendation to the Board of Directors for service contractors. The board will investigate any service contractors. After investigating and reviewing the pros and cons of the service contractors, the board will vote on the service contractor. Once a service contractor has been selected, the board will annually evaluate the service contractor's performance to ensure services being provided are aligned with the schools mission.

Q243.Explain how the budget aligns with the school's mission, curricular offerings, transportation plans, and facility needs.



The budget of Focus Academy is meticulously designed to align with its mission of providing equal opportunities and quality instruction. This involves substantial investment in diverse educational resources, teacher training, and student support services. Additionally, significant resources are allocated to curricular development and enrichment programs, ensuring a wide range of courses that cater to different learning styles and interests.

Furthermore, the budget takes into account the transportation and facility needs of the students. The Town of Garner has robust urban and rural areas and we want to be able to serve both communities. As our budget reflects, serving them includes maintaining school buses, subsidizing public transport costs, and investing in eco-friendly transportation solutions. It also involves maintaining and upgrading school facilities to provide a safe, clean, and stimulating environment for effective learning. We have also budgeted a meaningful amount for food costs for students who will need breakfast and lunch provided for them. Every aspect of the budget is aimed at contributing to the mission of Focus Academy.

Q244.What percentage of expenditures will be the school's goal for a general fund balance? Describe how the school will develop the fund balance.

Focus Academy plans to carry a fund balance of approximately 3% - 5% within our first five years of operation. It is our plan to build our general fund through our business and community partnerships, donations provided by individuals and sponsors, as well as various educational grants provided for charter schools.

Our principal, Board of Directors, and external finance team will regularly and consistently monitor and analyze our spending to be sure we are on track to meet our fund goals.

Q245.Provide a description of proposed financing structure. Include financing of facilities, other asset financing, and leases.

The Board of Directors is actively seeking a facility to house Focus Academy Charter School.

Our initial approach has been to reach out to churches that have the allotted space needed to house a school with our projected enrollment within the first three years. The next approach for acquiring a facility for the school is to reach out to the Town of Garner for any vacant facilities that may be able to be leased. State and local allotments provided will be used to lease or rent a facility.

We will also seek guidance from organizations that help with either building or leasing charter school facilities from organizations such as Grow Schools and Self-Help Credit Union.

Q246.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 time, Focus Academy Charter School does not have assets from another source. However, we will be actively soliciting donations of goods and services once our application is approved.

13.3. Financial Compliance

Q247.How will the school ensure adequate internal controls, including segregation of duties, safeguarding of assets, accurate and adequate record keeping?





To ensure adequate internal controls, including segregation of duties, safeguarding of assets, and accurate and adequate record keeping, Focus Academy will implement the following measures below. By implementing these measures Focus Academy can ensure the effectiveness of internal controls, mitigate the risk of fraud, errors, or misuse of resources, and maintain the integrity and reliability of financial reporting and operations.

• Segregation of Duties:

• Assign specific roles and responsibilities to different staff members to ensure no single individual has control over all aspects of a transaction.

• For example, separate individuals will be responsible for initiating transactions, approving transactions, and recording transactions in the accounting system.

• Regularly review and update job descriptions to clearly delineate roles and responsibilities and prevent overlaps or gaps in duties.

• Safeguarding of Assets:

• Implement physical and digital security measures to safeguard assets, including cash, equipment, supplies, and sensitive information.

 Secure physical assets in locked storage areas with restricted access to authorized personnel only.

• Use password protection, encryption, firewalls, and access controls to protect digital assets and prevent unauthorized access or data breaches.

• Conduct regular inventories and audits to verify the existence and condition of assets and identify any discrepancies or losses.

• Accurate and Adequate Record-Keeping:

• Establish standardized procedures and formats for record-keeping to ensure consistency, accuracy, and completeness of documentation.

• Maintain detailed records of financial transactions, including receipts, invoices, bank statements, and accounting journals.

• Implement a robust accounting system or software to facilitate accurate recording, tracking, and reporting of financial data.

 Train staff members responsible for record-keeping on proper procedures, documentation requirements, and best practices to ensure adherence to accounting principles and regulatory standards.

• Conduct regular reconciliations and reviews of financial records to identify errors, discrepancies, or irregularities and take corrective action as needed.

• Internal Controls Monitoring and Oversight:

• Designate a designated staff member or committee responsible for monitoring and overseeing internal controls effectiveness.

• Conduct periodic assessments or audits of internal controls to evaluate their adequacy, effectiveness, and compliance with policies and regulations.

 $\circ\,$ Document findings and recommendations from internal control assessments and implement corrective actions or improvements as necessary.

 Provide ongoing training and professional development opportunities to staff members to enhance their understanding of internal controls and their role in maintaining them.





Q248.Provide any known or possible related party transactions (relationship, description of transaction, and estimated dollars involved).

Focus Academy will not have any known or possible related party transactions, nor do we expect to have any.

Q249.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.

The board has investigated:

Faith Bynum, CPA, PC

5800 Faringdon Place

Raleigh, North Carolina 27609

13.4. Certify

Q250.I certify that this subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application.

Yes

O No

Q251.Explanation (optional):

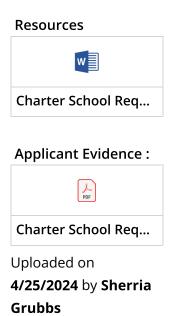




14. Other Forms

Q252.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







15. Third-party Application Preparation

Q253.Was this application prepared with the assistance of a third-party person or group?

O Yes

No





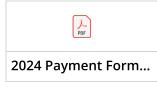
16. Application Fee

Pursuant to G.S. 115C-218.1(c) the charter school applicant must submit a \$1000 application fee to the Office of Charter Schools. The applicant must submit their application fee by **April 26, 2024, at 5:00 pm EDT** for Fast Track and Accelerated applications, and **April 26, 2024, at 5:00 pm EDT** for traditional timeline applications. Payments will be accepted in the form of a certified check. Cash nor credit cards are accepted.

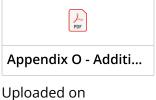
Q256.*Application Note: The applicant must mail the certified check or money order along with the Application Fee Payment Form (see the resources to download Payment Form) before or on the due date of April 26, 2024, at 5:00 pm EDT.

Payments should be made payable to the North Carolina Department of Public Instruction: North Carolina Department of Public Instruction Office of Charter Schools 6307 Mail Service Center Raleigh, NC 27699-6307

Resources



Applicant Evidence :



4/23/2024 by Sherria Grubbs

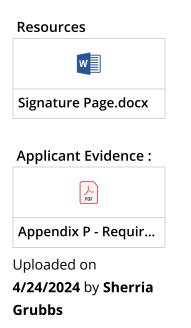




17. Signature page

Q257.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



Q258.Board chair, please digitally sign your application here. Signature







Approver Comments

Academic School Year		Grade Levels	Total Projected Student Enrollment
Year 1	K,1,2,3,4,5		216
Year 2	K,1,2,3,4,5,6		252
Year 3	K,1,2,3,4,5,6,7		302
Year 4	K,1,2,3,4,5,6,7,8		372
Year 5	k,1,2,3,4,5,6,7,8		462

Academic
School YearTotal Projected
Student EnrollmentYear 1Year 2Year 3Year 4Year 5

Board Member Name	Board Title Phone Number	Email Address County of Residence	Current Occupation	Past or Present Professional Licenses Held	Any disciplinary action taken against any of these professional licenses?
Dr. Sherria Grubbs	Exceutive Dire 919-819-3435	<pre>dsherria@hotmail.co</pre> Wake (Raleigh)	Assistant Principal	Elementary Education (K-6), School Administrator: Pr	i No diciplinary actions taken
Robin Lyons	Secretary 919-410-9566	msrobinnicole72@gn Wake (Garner)	Real Estate Paralegal	Paralegal Certificate, Notary License	No diciplinary actions taken
Tara Batemon	Treasurer 919-538-0941	tarabatemon@gmail. Wake (Raleigh)	Lead Learning and Devel	lc Microsoft Office Specialist	No disciplinary action taken
Dr. Greg Young	Vice Chairpers 919-607-4426	gregsyoung@ncsu.ed Wake (Apex)	Score Mentor	None	No disciplinary action taken
Mona Parks	Member 919-412-6264	<u>monaparks1@gmail.</u> Wake (Garner)	Scientist	None	No disciplinary action taken
Tim Grubbs	Member 919-760-9656	<u>tgrubbshere@gmail.c</u> Wake (Raleigh)	Maintenance Technician	None	No disciplinary action taken
Sheila Atkins	Chairperson 919-475-9760	<u>satkinss27@gmail.co</u> Granville (Stem)	Retired Principal	Elementary Education (K-6), School Administrator: Pr	i No disciplinary action taken

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 Other Coverage Total Cost

Proposed Amount of Coverage

\$1,000,000.00/occurrence \$1,000,000.00/occurrence \$324,000.00 \$1,000,000.00/occurrence \$250,000.00 | \$250,000.00 \$500000/\$500,000/\$500,000 \$1,000,000

<u>Cost (Quote)</u>

\$1,399.00 \$3,057.00 \$486.00 \$250.00 \$332.00 \$8,067.00 \$2,469.00 \$16,060

Ethnicity/Race	# of Students	Percentage (%)
American Indian or Alaska Native	21	0%
Asian	319	4%
Black or African American	3387	38%
Hispanic	2806	31%
Native HI or Pacific Islander	17	0%
Two or More Races	304	3%
White	2086	23%
EDS Subgroups		0%
Economically Disadvantaged Students	5356	40%
Students with Disabilities	1374	10%
English Language Learners	1474	11%
Students Experiencing Homelessness	5143	39%



North Carolina State Salary Schedules

FY 2023-2024 STATE BOARD OF EDUCATION

Updated: October 5, 2023

BACHELOR'S DEGREE

CERTIFIED TEACHER SALARY SCHEDULE

Years	Bachelor's Teacher		Bachelor's w/ NB	PTS Certification
of	Monthly	Annual Salary	Monthly	Annual Salary
<u>Exp</u>	<u>Salary</u>	<u>(10 months)</u>	Salary	<u>(10 months)</u>
0	\$3,900	\$39,000	N/A	N/A
1	\$3,984	\$39,840	N/A	N/A
2	\$4,085	\$40,850	N/A	N/A
3	\$4,187	\$41,870	\$4,689	\$46,890
4	\$4,289	\$42,890	\$4,804	\$48,040
5	\$4,391	\$43,910	\$4,918	\$49,180
6	\$4,481	\$44,810	\$5,019	\$50,190
7	\$4,572	\$45,720	\$5,121	\$51,210
8	\$4,662	\$46,620	\$5,221	\$52,210
9	\$4,753	\$47,530	\$5,323	\$53,230
10	\$4,843	\$48,430	\$5,424	\$54,240
11	\$4,933	\$49,330	\$5,525	\$55,250
12	\$5,024	\$50,240	\$5,627	\$56,270
13	\$5,114	\$51,140	\$5,728	\$57,280
14	\$5,205	\$52,050	\$5,830	\$58,300
15	\$5,306	\$53,060	\$5,943	\$59,430
16	\$5,306	\$53,060	\$5,943	\$59,430
17	\$5,306	\$53,060	\$5,943	\$59,430
18	\$5,306	\$53,060	\$5,943	\$59,430
19	\$5,306	\$53,060	\$5,943	\$59,430
20	\$5,306	\$53,060	\$5,943	\$59,430
21	\$5,306	\$53,060	\$5,943	\$59,430
22	\$5,306	\$53,060	\$5,943	\$59,430
23	\$5,306	\$53,060	\$5,943	\$59,430
24	\$5,306	\$53,060	\$5,943	\$59,430
25+	\$5,510	\$55,100	\$6,171	\$61,710

Effective July 1, 2023

MASTER'S DEGREE

CERTIFIED TEACHER SALARY SCHEDULE

Effective July 1, 2023

Years	Master	's Teacher	Master's w/NBPTS Certification		
of	Monthly	Monthly Annual Salary		Annual Salary	
<u>Exp</u>	<u>Salary</u>	<u>(10 months)</u>	<u>Salary</u>	<u>(10 months)</u>	
0	\$4,290	\$42,900	N/A	N/A	
1	\$4,382	\$43,820	N/A	N/A	
2	\$4,494	\$44,940	N/A	N/A	
3	\$4,606	\$46,060	\$5,108	\$51,080	
4	\$4,718	\$47,180	\$5,233	\$52,330	
5	\$4,830	\$48,300	\$5,357	\$53,570	
6	\$4,929	\$49,290	\$5,467	\$54,670	
7	\$5,029	\$50,290	\$5,578	\$55,780	
8	\$5,128	\$51,280	\$5,687	\$56,870	
9	\$5,228	\$52,280	\$5,798	\$57,980	
10	\$5,327	\$53,270	\$5,908	\$59,080	
11	\$5,426	\$54,260	\$6,018	\$60,180	
12	\$5,526	\$55,260	\$6,129	\$61,290	
13	\$5,625	\$56,250	\$6,239	\$62,390	
14	\$5,726	\$57,260	\$6,351	\$63,510	
15	\$5,837	\$58,370	\$6,474	\$64,740	
16	\$5,837	\$58,370	\$6,474	\$64,740	
17	\$5,837	\$58,370	\$6,474	\$64,740	
18	\$5,837	\$58,370	\$6,474	\$64,740	
19	\$5,837	\$58,370	\$6,474	\$64,740	
20	\$5,837	\$58,370	\$6,474	\$64,740	
21	\$5,837	\$58,370	\$6,474	\$64,740	
22	\$5,837	\$58,370	\$6,474	\$64,740	
23	\$5,837	\$58,370	\$6,474	\$64,740	
24	\$5,837	\$58,370	\$6,474	\$64,740	
25+	\$6,061	\$60,610	\$6,722	\$67,220	

NOTE: "NBPTS" stands for National Board for Professional Teacher Standards.

For eligibility to be paid on Master's, Advanced or Doctoral Teacher Salary Schedule refer to N.C. Public School Personnel State Salary Manual, SECTION D, Subsection D, I. B. -Salary Schedule Placement

ADVANCED AND DOCTORAL DEGREE

CERTIFIED TEACHER SALARY SCHEDULE

Effective July 1, 2023

	ADVANCED	(SIXTH YEAR)	DOC	TORATE
Years	Adv. Teacher	Adv. w/ NBPTS Cert.	PhD Teacher	PhD w/ NBPTS Cert.
of	10	10	10	10
<u>Exp</u>	<u>Month</u>	<u>Month</u>	<u>Month</u>	<u>Month</u>
0	\$4,416	N/A	\$4,543	N/A
1	\$4,508	N/A	\$4,635	N/A
2	\$4,620	N/A	\$4,747	N/A
3	\$4,732	\$5,234	\$4,859	\$5,361
4	\$4,844	\$5,359	\$4,971	\$5,486
5	\$4,956	\$5,483	\$5,083	\$5,610
6	\$5,055	\$5,593	\$5,182	\$5,720
7	\$5,155	\$5,704	\$5,282	\$5,831
8	\$5,254	\$5,813	\$5,381	\$5,940
9	\$5,354	\$5,924	\$5,481	\$6,051
10	\$5,453	\$6,034	\$5,580	\$6,161
11	\$5,552	\$6,144	\$5,679	\$6,271
12	\$5,652	\$6,255	\$5,779	\$6,382
13	\$5,751	\$6,365	\$5,878	\$6,492
14	\$5,852	\$6,477	\$5,979	\$6,604
15	\$5,963	\$6,600	\$6,090	\$6,727
16	\$5,963	\$6,600	\$6,090	\$6,727
17	\$5,963	\$6,600	\$6,090	\$6,727
18	\$5,963	\$6,600	\$6,090	\$6,727
19	\$5,963	\$6,600	\$6,090	\$6,727
20	\$5,963	\$6,600	\$6,090	\$6,727
21	\$5,963	\$6,600	\$6,090	\$6,727
22	\$5,963	\$6,600	\$6,090	\$6,727
23	\$5,963	\$6,600	\$6,090	\$6,727
24	\$5,963	\$6,600	\$6,090	\$6,727
25+	\$6,187	\$6,848	\$6,314	\$6,975

NOTE: "NBPTS" stands for National Board for Professional Teacher Standards.

For eligibility to be paid on Master's, Advanced or Doctoral Teacher Salary Schedule refer to N.C. Public School Personnel State Salary Manual, SECTION D, Subsection D, I. B. -Salary Schedule Placement

FY 2023-24 **BACHELOR'S DEGREE CERTIFIED SALARY SCHEDULE** INSTRUCTIONAL SUPPORT

Bachelor's w/ NBPTS Certification Years **Bachelor's Instructional Support** of Annual Salary Annual Salary Monthly Monthly (10 months) Salary (10 months) Exp Salary \$3,900 \$39,000 N/A N/A 0 1 \$3.984 N/A N/A \$39.840 2 N/A N/A \$4.085 \$40.850 3 \$4,689 \$4,187 \$41,870 \$46,890 4 \$4,289 \$42,890 \$4,804 \$48,040 5 \$4,391 \$43,910 \$4,918 \$49,180 6 \$4,481 \$44,810 \$5.019 \$50,190 7 \$45,720 \$5,121 \$51,210 \$4,572 8 \$4,662 \$46,620 \$5,221 \$52,210 9 \$4,753 \$47,530 \$5.323 \$53.230 10 \$4.843 \$48,430 \$5.424 \$54.240 11 \$5.525 \$55.250 \$4,933 \$49,330 12 \$5.024 \$50,240 \$5.627 \$56,270 13 \$5,114 \$51,140 \$5,728 \$57,280 14 \$5,205 \$52,050 \$5.830 \$58,300 15 \$5,943 \$5,306 \$53,060 \$59,430 16 \$5,306 \$53,060 \$5,943 \$59,430 17 \$5.306 \$53,060 \$5,943 \$59,430 18 \$5,306 \$53,060 \$5.943 \$59.430 19 \$5,943 \$5,306 \$53,060 \$59,430 20 \$5,306 \$53,060 \$5,943 \$59,430 21 \$5,306 \$53,060 \$5,943 \$59,430 22 \$53,060 \$5.943 \$59.430 \$5,306 23 \$5,306 \$53,060 \$5,943 \$59,430 24 \$5.306 \$53.060 \$5.943 \$59.430 25+ \$5,510 \$55,100 \$6,171 \$61,710

Effective July 1, 2023

NOTE: "NBPTS" stands for National Board for Professional Teacher Standards.

CERTIFIED SALARY SCHEDULE MASTERS DEGREE INSTRUCTIONAL

SUPPORT

Effective July 1, 2023 **Master's Instructional Support** Master's w/NBPTS Certification Years Monthly Annual Salary Monthly Annual Salary of Exp Salary (10 months) Salary <u>(10 months)</u> \$4,290 N/A 0 \$42,900 N/A 1 \$4,382 \$43,820 N/A N/A 2 \$4,494 \$44,940 N/A N/A 3 \$4,606 \$46,060 \$5,108 \$51,080 4 \$4,718 \$47,180 \$5.233 \$52,330 5 \$4,830 \$48,300 \$5.357 \$53,570 6 \$4,929 \$49,290 \$5,467 \$54,670 7 \$5.029 \$50.290 \$55,780 \$5,578 8 \$5,128 \$51,280 \$56,870 \$5,687 9 \$5,228 \$52,280 \$5,798 \$57,980 10 \$5.327 \$53,270 \$5,908 \$59,080 11 \$5,426 \$54,260 \$6,018 \$60,180 12 \$5.526 \$55,260 \$6,129 \$61,290 13 \$5.625 \$56,250 \$6,239 \$62,390 14 \$5,726 \$57,260 \$63,510 \$6,351 15 \$5,837 \$58,370 \$6,474 \$64,740 16 \$5,837 \$58,370 \$6,474 \$64,740 17 \$5,837 \$6,474 \$64,740 \$58,370 18 \$5,837 \$58,370 \$6,474 \$64,740 19 \$5,837 \$58,370 \$6,474 \$64,740 20 \$5,837 \$58,370 \$6,474 \$64,740 21 \$5,837 \$58,370 \$6,474 \$64,740 22 \$5,837 \$58,370 \$64,740 \$6,474 23 \$5,837 \$58,370 \$6,474 \$64,740 24 \$5,837 \$58,370 \$64,740 \$6,474 25+ \$6,061 \$60.610 \$6,722 \$67,220

NOTE: "NBPTS" stands for National Board for Professional Teacher Standards. For eligibility to be paid on Master's, Advanced or Doctoral Teacher Salary Schedule refer to N.C. Public School Personnel State Salary Manual, SECTION D, Subsection D, I. B - Salary Schedule Placement

FY 2023-24 CERTIFIED SALARY SCHEDULE ADVANCED AND DOCTORAL DEGREE INSTRUCTIONAL SUPPORT

Effective July 1, 2023

	ADVANCE	ED (SIXTH YEAR)	DOC	TORATE
Years	Adv. Adv. w/ NBPTS Cert.		PhD	PhD w/ NBPTS Cert.
of	10	10	10	10
<u>Exp</u>	<u>Month</u>	Month	Month	<u>Month</u>
0	\$4,416	N/A	\$4,543	N/A
1	\$4,508	N/A	\$4,635	N/A
2	\$4,620	N/A	\$4,747	N/A
3	\$4,732	\$5,234	\$4,859	\$5,361
4	\$4,844	\$5,359	\$4,971	\$5,486
5	\$4,956	\$5,483	\$5,083	\$5,610
6	\$5,055	\$5,593	\$5,182	\$5,720
7	\$5,155	\$5,704	\$5,282	\$5,831
8	\$5,254	\$5,813	\$5,381	\$5,940
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12	\$5,652	\$6,255	\$5,779	\$6,382
13	\$5,751	\$6,365	\$5,878	\$6,492
14	\$5,852	\$6,477	\$5,979	\$6,604
15	\$5,963	\$6,600	\$6,090	\$6,727
16	\$5,963	\$6,600	\$6,090	\$6,727
17	\$5,963	\$6,600	\$6,090	\$6,727
18	\$5,963	\$6,600	\$6,090	\$6,727
19	\$5,963	\$6,600	\$6,090	\$6,727
20	\$5,963	\$6,600	\$6,090	\$6,727
21	\$5,963	\$6,600	\$6,090	\$6,727
22	\$5,963	\$6,600	\$6,090	\$6,727
23	\$5,963	\$6,600	\$6,090	\$6,727
24	\$5,963	\$6,600	\$6,090	\$6,727
25+	\$6,187	\$6,848	\$6,314	\$6,975

NOTE: "NBPTS" stands for National Board for Professional Teacher Standards.

For eligibility to be paid on Master's, Advanced or Doctoral Teacher Salary Schedule refer to N.C. Public School Personnel State Salary Manual, SECTION D, Subsection D, I. B -Salary Schedule Placement

DAILY RATE SCHEDULES

DAILY RATES FOR TEACHERS AND SUPPORT SERVICE PERSONNEL

(Based on 21.5 Days)

Effective July 1, 2023

Years	Bachelor's Degree Maste		Master'	s Degree	Advance	d Degree	Doctor	ate Degree
of								
<u>Exp</u>	Bachelor's	with NBPTS	Master's	with NBPTS	Advanced	with NBPTS	<u>Doctorate</u>	with NBPTS
0	\$181.40	N/A	\$199.53	N/A	\$205.40	N/A	\$211.30	N/A
1	\$185.30	N/A	\$203.81	N/A	\$209.67	N/A	\$215.58	N/A
2	\$190.00	N/A	\$209.02	N/A	\$214.88	N/A	\$220.79	N/A
3	\$194.74	\$218.09	\$214.23	\$237.58	\$220.09	\$243.44	\$226.00	\$249.35
4	\$199.49	\$223.44	\$219.44	\$243.40	\$225.30	\$249.26	\$231.21	\$255.16
5	\$204.23	\$228.74	\$224.65	\$249.16	\$230.51	\$255.02	\$236.42	\$260.93
6	\$208.42	\$233.44	\$229.26	\$254.28	\$235.12	\$260.14	\$241.02	\$266.05
7	\$212.65	\$238.19	\$233.91	\$259.44	\$239.77	\$265.30	\$245.67	\$271.21
8	\$216.84	\$242.84	\$238.51	\$264.51	\$244.37	\$270.37	\$250.28	\$276.28
9	\$221.07	\$247.58	\$243.16	\$269.67	\$249.02	\$275.53	\$254.93	\$281.44
10	\$225.26	\$252.28	\$247.77	\$274.79	\$253.63	\$280.65	\$259.53	\$286.56
11	\$229.44	\$256.98	\$252.37	\$279.91	\$258.23	\$285.77	\$264.14	\$291.67
12	\$233.67	\$261.72	\$257.02	\$285.07	\$262.88	\$290.93	\$268.79	\$296.84
13	\$237.86	\$266.42	\$261.63	\$290.19	\$267.49	\$296.05	\$273.40	\$301.95
14	\$242.09	\$271.16	\$266.33	\$295.40	\$272.19	\$301.26	\$278.09	\$307.16
15	\$246.79	\$276.42	\$271.49	\$301.12	\$277.35	\$306.98	\$283.26	\$312.88
16	\$246.79	\$276.42	\$271.49	\$301.12	\$277.35	\$306.98	\$283.26	\$312.88
17	\$246.79	\$276.42	\$271.49	\$301.12	\$277.35	\$306.98	\$283.26	\$312.88
18	\$246.79	\$276.42	\$271.49	\$301.12	\$277.35	\$306.98	\$283.26	\$312.88
19	\$246.79	\$276.42	\$271.49	\$301.12	\$277.35	\$306.98	\$283.26	\$312.88
20	\$246.79	\$276.42	\$271.49	\$301.12	\$277.35	\$306.98	\$283.26	\$312.88
21	\$246.79	\$276.42	\$271.49	\$301.12	\$277.35	\$306.98	\$283.26	\$312.88
22	\$246.79	\$276.42	\$271.49	\$301.12	\$277.35	\$306.98	\$283.26	\$312.88
23	\$246.79	\$276.42	\$271.49	\$301.12	\$277.35	\$306.98	\$283.26	\$312.88
24	\$246.79	\$276.42	\$271.49	\$301.12	\$277.35	\$306.98	\$283.26	\$312.88
25+	\$256.28	\$287.02	\$281.91	\$312.65	\$287.77	\$318.51	\$293.67	\$324.42

SCHOOL GUIDANCE COUNSELORS SALARY SCHEDULE CERTIFIED SALARY SCHEDULE

Effective July 1, 2023

-									
Years	Master's	Advanced	Doctorate	Master's w/NBPTS	Advanced w/NBPTS	Doctorate w/NBPTS			
of	Monthly	Monthly	Monthly	Monthly	Monthly	Monthly			
<u>Exp</u>	<u>Salary</u>	<u>Salary</u>	<u>Salary</u>	Salary	<u>Salary</u>	<u>Salary</u>			
0	\$4,390	\$4,516	\$4,643	NA	NA	NA			
1	\$4,482	\$4,608	\$4,735	NA	NA	NA			
2	\$4,594	\$4,720	\$4,847	NA	NA	NA			
3	\$4,706	\$4,832	\$4,959	\$5,208	\$5,334	\$5,461			
4	\$4,818	\$4,944	\$5,071	\$5,333	\$5,459	\$5,586			
5	\$4,930	\$5,056	\$5,183	\$5,457	\$5,583	\$5,710			
6	\$5,029	\$5,155	\$5,282	\$5,567	\$5,693	\$5,820			
7	\$5,129	\$5,255	\$5,382	\$5,678	\$5,804	\$5,931			
8	\$5,228	\$5,354	\$5,481	\$5,787	\$5,913	\$6,040			
9	\$5,328	\$5,454	\$5,581	\$5,898	\$6,024	\$6,151			
10	\$5,427	\$5,553	\$5,680	\$6,008	\$6,134	\$6,261			
11	\$5,526	\$5,652	\$5,779	\$6,118	\$6,244	\$6,371			
12	\$5,626	\$5,752	\$5,879	\$6,229	\$6,355	\$6,482			
13	\$5,725	\$5,851	\$5,978	\$6,339	\$6,465	\$6,592			
14	\$5,826	\$5,952	\$6,079	\$6,451	\$6,577	\$6,704			
15	\$5,937	\$6,063	\$6,190	\$6,574	\$6,700	\$6,827			
16	\$5,937	\$6,063	\$6,190	\$6,574	\$6,700	\$6,827			
17	\$5,937	\$6,063	\$6,190	\$6,574	\$6,700	\$6,827			
18	\$5,937	\$6,063	\$6,190	\$6,574	\$6,700	\$6,827			
19	\$5,937	\$6,063	\$6,190	\$6,574	\$6,700	\$6,827			
20	\$5,937	\$6,063	\$6,190	\$6,574	\$6,700	\$6,827			
21	\$5,937	\$6,063	\$6,190	\$6,574	\$6,700	\$6,827			
22	\$5,937	\$6,063	\$6,190	\$6,574	\$6,700	\$6,827			
23	\$5,937	\$6,063	\$6,190	\$6,574	\$6,700	\$6,827			
24	\$5,937	\$6,063	\$6,190	\$6,574	\$6,700	\$6,827			
25+	\$6,161	\$6,287	\$6,414	\$6,822	\$6,948	\$7,075			

DAILY RATES FOR SCHOOL GUIDANCE COUNSELORS

	NBPTS								
Years	BASE	Sch	nool Counse	elors	YEARS	BASE	School Co	School Counselors with NBP	
<u>of Exp</u>	<u>SALARY</u>	Masters	Advanced	Doctorate	<u>OF EXP</u>	<u>SALARY</u>	Masters	Advanced	Doctorate
0	\$4,390	\$204.19	\$210.05	\$215.95	0	NA	NA	NA	NA
1	\$4,482	\$208.47	\$214.33	\$220.23	1	NA	NA	NA	NA
2	\$4,594	\$213.67	\$219.53	\$225.44	2	NA	NA	NA	NA
3	\$4,706	\$218.88	\$224.74	\$230.65	3	\$5,208	\$242.23	\$248.09	\$254.00
4	\$4,818	\$224.09	\$229.95	\$235.86	4	\$5,333	\$248.05	\$253.91	\$259.81
5	\$4,930	\$229.30	\$235.16	\$241.07	5	\$5,457	\$253.81	\$259.67	\$265.58
6	\$5,029	\$233.91	\$239.77	\$245.67	6	\$5,567	\$258.93	\$264.79	\$270.70
7	\$5,129	\$238.56	\$244.42	\$250.33	7	\$5,678	\$264.09	\$269.95	\$275.86
8	\$5,228	\$243.16	\$249.02	\$254.93	8	\$5,787	\$269.16	\$275.02	\$280.93
9	\$5,328	\$247.81	\$253.67	\$259.58	9	\$5,898	\$274.33	\$280.19	\$286.09
10	\$5,427	\$252.42	\$258.28	\$264.19	10	\$6,008	\$279.44	\$285.30	\$291.21
11	\$5,526	\$257.02	\$262.88	\$268.79	11	\$6,118	\$284.56	\$290.42	\$296.33
12	\$5,626	\$261.67	\$267.53	\$273.44	12	\$6,229	\$289.72	\$295.58	\$301.49
13	\$5,725	\$266.28	\$272.14	\$278.05	13	\$6,339	\$294.84	\$300.70	\$306.60
14	\$5,826	\$270.98	\$276.84	\$282.74	14	\$6,451	\$300.05	\$305.91	\$311.81
15	\$5,937	\$276.14	\$282.00	\$287.91	15	\$6,574	\$305.77	\$311.63	\$317.53
16	\$5,937	\$276.14	\$282.00	\$287.91	16	\$6,574	\$305.77	\$311.63	\$317.53
17	\$5,937	\$276.14	\$282.00	\$287.91	17	\$6,574	\$305.77	\$311.63	\$317.53
18	\$5,937	\$276.14	\$282.00	\$287.91	18	\$6,574	\$305.77	\$311.63	\$317.53
19	\$5,937	\$276.14	\$282.00	\$287.91	19	\$6,574	\$305.77	\$311.63	\$317.53
20	\$5,937	\$276.14	\$282.00	\$287.91	20	\$6,574	\$305.77	\$311.63	\$317.53
21	\$5,937	\$276.14	\$282.00	\$287.91	21	\$6,574	\$305.77	\$311.63	\$317.53
22	\$5,937	\$276.14	\$282.00	\$287.91	22	\$6,574	\$305.77	\$311.63	\$317.53
23	\$5,937	\$276.14	\$282.00	\$287.91	23	\$6,574	\$305.77	\$311.63	\$317.53
24	\$5,937	\$276.14	\$282.00	\$287.91	24	\$6,574	\$305.77	\$311.63	\$317.53
25+	\$6,161	\$286.56	\$292.42	\$298.33	25+	\$6,822	\$317.30	\$323.16	\$329.07

(Based on 21.5 Days) Effective July 01, 2023

SCHOOL PSYCHOLOGIST SALARY SCHEDULE

(INCLUDING MASTER'S LEVEL SPEECH-LANGUAGE PATHOLOGISTS

AND MASTER'S LEVEL AUDIOLOGISTS)

Years	Master's	Advanced	Doctorate					
of	Monthly	Monthly	Monthly					
Exp	<u>Salary</u>	<u>Salary</u>	<u>Salary</u>					
0	\$5,180	\$5,306	\$5,433					
1	\$5,279	\$5,405	\$5,532					
2	\$5,379	\$5,505	\$5,632					
3	\$5,478	\$5,604	\$5,731					
4	\$5,578	\$5,704	\$5,831					
5	\$5,677	\$5,803	\$5,930					
6	\$5,776	\$5,902	\$6,029					
7	\$5,876	\$6,002	\$6,129					
8	\$5,975	\$6,101	\$6,228					
9	\$6,076	\$6,202	\$6,329					
10	\$6,187	\$6,313	\$6,440					
11	\$6,187	\$6,313	\$6,440					
12	\$6,187	\$6,313	\$6,440					
13	\$6,187	\$6,313	\$6,440					
14	\$6,187	\$6,313	\$6,440					
15	\$6,187	\$6,313	\$6,440					
16	\$6,187	\$6,313	\$6,440					
17	\$6,187	\$6,313	\$6,440					
18	\$6,187	\$6,313	\$6,440					
19	\$6,187	\$6,313	\$6,440					
20	\$6,411	\$6,537	\$6,664					
21	\$6,411	\$6,537	\$6,664					
22	\$6,411	\$6,537	\$6,664					
23	\$6,411	\$6,537	\$6,664					
24	\$6,411	\$6,537	\$6,664					
25+	\$6,892	\$7,018	\$7,145					

Effective July 1, 2023

NOTE: Speech-language pathologists and audiologists who are not certified at the master's level in their field are to be paid on the teacher salary schedule according to their highest level of certification.

DAILY RATES FOR SCHOOL PSYCHOLOGISTS

Including Masters Level Speech-Language Pathologists

and Masters Level Audiologists

(Based on 21.5 Days)

Effective July 1, 2023

Years	BASE		Psychologists	
	SALARY	Masters	Advanced	Doctorate
of Exp				
0	\$5,180	\$240.93	\$246.79	\$252.70
1	\$5,279	\$245.53	\$251.40	\$257.30
2	\$5,379	\$250.19	\$256.05	\$261.95
3	\$5,478	\$254.79	\$260.65	\$266.56
4	\$5,578	\$259.44	\$265.30	\$271.21
5	\$5,677	\$264.05	\$269.91	\$275.81
6	\$5,776	\$268.65	\$274.51	\$280.42
7	\$5,876	\$273.30	\$279.16	\$285.07
8	\$5,975	\$277.91	\$283.77	\$289.67
9	\$6,076	\$282.60	\$288.47	\$294.37
10	\$6,187	\$287.77	\$293.63	\$299.53
11	\$6,187	\$287.77	\$293.63	\$299.53
12	\$6,187	\$287.77	\$293.63	\$299.53
13	\$6,187	\$287.77	\$293.63	\$299.53
14	\$6,187	\$287.77	\$293.63	\$299.53
15	\$6,187	\$287.77	\$293.63	\$299.53
16	\$6,187	\$287.77	\$293.63	\$299.53
17	\$6,187	\$287.77	\$293.63	\$299.53
18	\$6,187	\$287.77	\$293.63	\$299.53
19	\$6,187	\$287.77	\$293.63	\$299.53
20	\$6,411	\$298.19	\$304.05	\$309.95
21	\$6,411	\$298.19	\$304.05	\$309.95
22	\$6,411	\$298.19	\$304.05	\$309.95
23	\$6,411	\$298.19	\$304.05	\$309.95
24	\$6,411	\$298.19	\$304.05	\$309.95
25+	\$6,892	\$320.55	\$326.41	\$332.32

ASSISTANT PRINCIPALS

SALARY SCHEDULE

Effective July 1, 2023

Years	Assist. Principals (MASTER)		Assist. Prine	Assist. Principals (ADVANCED)		Assist. Principals (DOCTORATE)	
of	10	Annual Salary	10	Annual Salary	10	Annual Salary	
Exp	<u>Month</u>	<u>(10 months)</u>	<u>Month</u>	<u>(10 months)</u>	<u>Month</u>	<u>(10 months)</u>	
0	\$4,641	\$46,410	\$4,767	\$47,670	\$4,894	\$48,940	
1	\$4,741	\$47,410	\$4,867	\$48,670	\$4,994	\$49,940	
2	\$4,861	\$48,610	\$4,987	\$49,870	\$5,114	\$51,140	
3	\$4,983	\$49,830	\$5,109	\$51,090	\$5,236	\$52,360	
4	\$5,104	\$51,040	\$5,230	\$52,300	\$5,357	\$53,570	
5	\$5,225	\$52,250	\$5,351	\$53,510	\$5,478	\$54,780	
6	\$5,332	\$53,320	\$5,458	\$54,580	\$5,585	\$55,850	
7	\$5,441	\$54,410	\$5,567	\$55,670	\$5,694	\$56,940	
8	\$5,548	\$55,480	\$5,674	\$56,740	\$5,801	\$58,010	
9	\$5,656	\$56,560	\$5,782	\$57,820	\$5,909	\$59,090	
10	\$5,763	\$57,630	\$5,889	\$58,890	\$6,016	\$60,160	
11	\$5,870	\$58,700	\$5,996	\$59,960	\$6,123	\$61,230	
12	\$5,979	\$59,790	\$6,105	\$61,050	\$6,232	\$62,320	
13	\$6,086	\$60,860	\$6,212	\$62,120	\$6,339	\$63,390	
14	\$6,194	\$61,940	\$6,320	\$63,200	\$6,447	\$64,470	
15	\$6,314	\$63,140	\$6,440	\$64,400	\$6,567	\$65,670	
16	\$6,314	\$63,140	\$6,440	\$64,400	\$6,567	\$65,670	
17	\$6,314	\$63,140	\$6,440	\$64,400	\$6,567	\$65,670	
18	\$6,314	\$63,140	\$6,440	\$64,400	\$6,567	\$65,670	
19	\$6,314	\$63,140	\$6,440	\$64,400	\$6,567	\$65,670	
20	\$6,314	\$63,140	\$6,440	\$64,400	\$6,567	\$65,670	
21	\$6,314	\$63,140	\$6,440	\$64,400	\$6,567	\$65,670	
22	\$6,314	\$63,140	\$6,440	\$64,400	\$6,567	\$65,670	
23	\$6,314	\$63,140	\$6,440	\$64,400	\$6,567	\$65,670	
24	\$6,314	\$63,140	\$6,440	\$64,400	\$6,567	\$65,670	
25+	\$6,557	\$65,570	\$6,683	\$66,830	\$6,810	\$68,100	

NOTE: Assistant Principals no longer qualify for Longevity

PRINCIPAL SALARY (Monthly Schedules) FY 2023-24 Effective July 1, 2023

_		Base		Growth Met		Growth Exceeded
ADM	Schedule/	Monthly	Schedule/	Monthly	Schedule/	Monthly
Range	Pay Level	<u>Salary</u>	Pay Level	<u>Salary</u>	Pay Level	<u>Salary</u>
up to 200	B0	\$6,293.83	G0	\$6,923.17	E0	\$7,552.58
201 to 400	B1	\$6,608.50	G1	\$7,269.33	E1	\$7,930.17
401 to 700	B2	\$6,923.17	G2	\$7,615.50	E2	\$8,307.83
701 to 1,000	B3	\$7,237.92	G3	\$7,961.67	E3	\$8,685.50
1,001 to 1,600	B4	\$7,552.58	G4	\$8,307.83	E4	\$9,063.08
over 1,600	B5	\$7,867.25	G5	\$8,654.00	E5	\$9,440.67

PRINCIPAL SALARY (Annual Schedules) FY 2023-24 Effective July 1, 2023

		Base		Growth Met		Growth Exceeded
ADM	Schedule/	Annual	Schedule/	Annual	Schedule/	Annual
Range	Pay Level	<u>Salary</u>	Pay Level	<u>Salary</u>	Pay Level	<u>Salary</u>
up to 200	B0	\$75,526	G0	\$83,078	E0	\$90,631
201 to 400	B1	\$79,302	G1	\$87,232	E1	\$95,162
401 to 700	B2	\$83,078	G2	\$91,386	E2	\$99,694
701 to 1,000	B3	\$86,855	G3	\$95,540	E3	\$104,226
1,001 to 1,600	B4	\$90,631	G4	\$99,694	E4	\$108,757
over 1,600	B5	\$94,407	G5	\$103,848	E5	\$113,288

PRINCIPAL DAILY RATES FY 2023-24 Effective July 1, 2023

		Base - Daily Rates			
SCHEDULE/	BASE	Day	/s in Pay Pei	riod	
PAY LEVEL	Monthly Salary	<u>20</u>	<u>21</u>	<u>22</u>	<u>23</u>
B0	\$6,293.83	\$314.69	\$299.71	\$286.08	\$273.64
B1	\$6,608.50	\$330.43	\$314.69	\$300.39	\$287.33
B2	\$6,923.17	\$346.16	\$329.67	\$314.69	\$301.01
B3	\$7,237.92	\$361.90	\$344.66	\$329.00	\$314.69
B4	\$7,552.58	\$377.63	\$359.65	\$343.30	\$328.37
B5	\$7,867.25	\$393.36	\$374.63	\$357.60	\$342.05

		Met Growth - Daily Rates			
SCHEDULE/	MET GROWTH		Days in Pay F	Period	
PAY LEVEL	Monthly Salary	<u>20</u>	<u>21</u>	<u>22</u>	<u>23</u>
G0	\$6,923.17	\$346.16	\$329.67	\$314.69	\$301.01
G1	\$7,269.33	\$363.47	\$346.16	\$330.42	\$316.06
G2	\$7,615.50	\$380.78	\$362.64	\$346.16	\$331.11
G3	\$7,961.67	\$398.08	\$379.13	\$361.89	\$346.16
G4	\$8,307.83	\$415.39	\$395.61	\$377.63	\$361.21
G5	\$8,654.00	\$432.70	\$412.10	\$393.36	\$376.26

		Exceeded Growth - Daily Rates			
SCHEDULE/	EXCEEDED GROWTH	Da	ays in Pay Po	eriod	
PAY LEVEL	Monthly Salary	<u>20</u>	<u>21</u>	<u>22</u>	<u>23</u>
E0	\$7,552.58	\$377.63	\$359.65	\$343.30	\$328.37
E1	\$7,930.17	\$396.51	\$377.63	\$360.46	\$344.79
E2	\$8,307.83	\$415.39	\$395.61	\$377.63	\$361.21
E3	\$8,685.50	\$434.28	\$413.60	\$394.80	\$377.63
E4	\$9,063.08	\$453.15	\$431.58	\$411.96	\$394.05
E5	\$9,440.67	\$472.03	\$449.56	\$429.12	\$410.46

FY2023-24 Salary Schedules

CENTRAL OFFICE ADMINISTRATOR SALARY RANGES ASSOCIATE SUPERINTENDENTS, ASSISTANT SUPERINTENDENTS, DIRECTORS, SUPERVISORS, COORDINATORS, AND FINANCE OFFICERS

Classification	Maximum Monthly Salary
School Administrator I	\$7,352
School Administrator II	\$7,790
School Administrator III	\$8,254
School Administrator IV	\$8,577
School Administrator V	\$8,919
School Administrator VI	\$9,448
School Administrator VII	\$9,825

Effective July 1, 2023

NOTES:

- 1. Salary determinations shall be made by the local board of education within the salary range which corresponds to the School Administrator assignment.
- 2. ADD \$126 per month for an appropriate advanced license.
- 3. ADD \$253 per month for an appropriate advanced license and an earned doctorate.
- 4. The range maximums do not include advanced (\$126) or doctoral (\$253) monthly supplements.

FY 2023-24 Salary Schedules SUPERINTENDENT SALARY RANGES

Effective July 1, 2023

	Maximum
Classification	Monthly Salary
Superintendent I (Up to 2,500 ADM)	\$10,415
Superintendent II (2,501 - 5, 000 ADM)	\$11,035
Superintendent III (5,001 - 10,000 ADM)	\$11,698
Superintendent IV (10, 001 - 25,000 ADM)	\$12,401
Superintendent V (Over 25,000 ADM)	\$13,147

Notes:

- Salary Assignment: Superintendents are paid within salary ranges determined by the ADM of the local education agency (LEA) to which they are assigned. ADM is based on the higher of the best one of the first two months projected ADM, or the best one of the first two months prior year actual ADM. Placement within the ADM salary ranges is determined by the local board of education.
- 2. ADD \$126 per month for an advanced superintendent's certificate (AS).
- 3. ADD \$253 per month for an advanced superintendent's certificate based on an earned doctorate degree (DAS).
- 4. The range maximums do not include advanced (\$126) or doctoral (\$253) monthly supplements.

FY2023 Substitute Rate

Effective July 1, 2023

22 days in month

		Non Cert		Certif	ied
		50.00%		65.00%	
		*** Min	Max	Min	Max
A00	3,900.00	89	177	115	177

*** Note: Minimum salary for substitute paid with state funds shall also meet the required \$15/hour per SL2021-180, SB105. It is responsibility of each district to verify that they are in compliance with this legislation.

For Most Classified Positions at the Public Schools

Be reminded these are only minimum and maximum. Local Boards of Education should have scales for these staff and should update them as may be required for State Budget actions.

-All Scales are based on Full-Time Personnel and a 40 hour work week.

-The \$15 minimum wage for Full-Time State personnel goes into effect July 1, 2022

-Other than the required \$15 minimum (\$2,600), the new range minimums are being recommended to go into effect July 1, 2024. -The new range maximums being recommended may be paid from state/federal funds beginning July 1, 2022.

-These recommendations provide the range of salary that may be paid from state and/or federal funds allocated to the school district by NCDPI as required in GS 115C-12 (16).

-These scales do not cover ALL classified positions that may be used or employed at a school district (PSU), as such the Local Boards of Education may adopt their own local salary schedules per GS 115C-47 (21).

-Local funds may be used to supplement these ranges as needed by the Local Boards of Education.

Office Administration

Classification	Salary Grade	Monthly Minimum	Monthly Maximum
Office Support	NC01-NC10	2,600	5,754
Student Information Data Managers	NC04-NC10	2,600	5,754

Transportation

Classification	Salary Grade	Monthly Minimum	Monthly Maximum
Transportation Safety Assistant	NC01	2,600	3,709
Bus Driver	NC04-NC06	2,600	4,734
Transportation Mechanic	NC06-NC10	2,705	5,754
Transportation Supervisor	NC14-NC15	3,997	6,994
Transportation Director	NC17-NC19	4,627	8,926

School Nutrition Services

Classification	Salary Grade	Monthly Minimum	Monthly Maximum
School Nutrition Assistant	NC04-NC05	2,600	4,508
School Nutrition Site Manager	NC05-NC06	2,600	4,734
School Nutrition Supervisor - CO	NC07-NC08	2,840	5,219
School Nutrition Director	NC17-NC19	4,627	8,926

FY2022-2023 – Salary Grade Placements

Curriculum Support

Classification	Salary Grade	Monthly Minimum	Monthly Maximum
Distance Learning Instructional Asst	NC05	2,600	4,509
Educational Interpreter I	NC05	2,600	4,509
Educational Interpreter II	NC07	2,840	4,971
School Health Assistant	MH01	2,600	3,505
Teacher Assistant	NC04-NC06	2,600	4,734
Therapeutic Recreation Specialist	MH03	2,600	3,864
Vocational Technical Assistant	NC04-NC06	2,600	4,734
Deaf/Blind intervener	NC12	3,625	6,344

Other Licensed Professionals

Classification	Salary Grade	Monthly Minimum	Monthly Maximum
Occupational Therapist	MH17-MH18	5,044	8,947
Occupational Therapy Assistant	MH10-MH12	3,625	5,995
Physical Therapist	MH17-MH18	5,044	8,947
Physical Therapist Assistant	MH10-MH12	3,625	5,995
Registered Nurse (Not Holding)	MH15	4,627	6,940
Driver Education Instructor - DMV only	NC08	2,982	5,219
Driver Education Instructor - DMV + educator license, but no License 096 Safety and Driver Education	NC09	3,131	5,480
Driver Education Instructor - DMV + educator license, with License 096 Safety and Driver Education	NC11	3,452	6,042

FY 2023-2024 – Salary Grade Placements

Maintenance/Operations

Classification	Salary Grade	Monthly Minimum	Monthly Maximum	
Carpenter/Cabinet Maker	NC03-NC08	NC03-NC08 2,600		
Carpenter Supervisor	NC10	3,288	5,754	
Custodian	NC01	2,600	3,709	
Custodian Supervisor (Site-Based)	NC05	2,600	4,508	
Custodian Supervisor	NC07	2,840	4,971	
Electrician	NC08-NC09	2,982	5,480	
Electrician Supervisor	NC11	3,452	6,042	
Electronic Technician	NC11	3,452	6,042	
Grounds Keeper	NC01-NC03	2,600	4,089	
Grounds Supervisor	NC05	2,600	4,508	
HVAC Mechanic	NC08-NC10	2,982	5,754	
HVAC Supervisor	NC12	3,625	6,344	
Laborer	NC01	2,600	3,709	
Locksmith	NC05	2,600	4,508	
Machine Operator	NC04	2,600	4,294	
Plumber	NC07-NC08	2,840	5,219	
Plumber Supervisor	NC09	3,131	5,480	
Warehouse Manager	NC05	2,600	4,508	
Waste Water Plant Operator	NC05	2,600	4,508	
Welder	NC09	3,131	5,480	
Maintenance Supervisor	NC13-NC17	3,806	8,096	
Maintenance Director	NC17-NC19	4,627	8,926	
Maintenance/Construction Technician I	NC03	2,600	4,089	
Maintenance/Construction Technician II	NC06	2,705	4,734	
Maintenance/Construction Technician III	NC09	3,131	5,480	
Maintenance/Construction Technician IV	NC11	3,452	6,042	

FY 2023-24 Salary Schedules Public School Employees Salary Grades Effective July 1, 2023

For Most Classified Position at the Public Schools The State NC and MH Scales have been modified to reflect the state minimum wage of \$15 per hour for full-time employees.

STATE SCALE based on 40 Hour Work Week						
Pay Grade	<u>Monthly</u> <u>Minimum</u>	<u>Monthly</u> <u>Maximum</u>	<u>Hourly</u> <u>Minimum</u>	<u>Hourly</u> <u>Maximum</u>		
NC01	2,600.00	3,709.00	15.00	21.40		
NC02	2,600.00	3,895.00	15.00	22.47		
NC03	2,600.00	4,089.00	15.00	23.59		
NC04	2,600.00	4,294.00	15.00	24.77		
NC05	2,600.00	4,508.00	15.00	26.01		
NC06	2,750.00	4,734.00	15.87	27.31		
NC07	2,840.00	4,971.00	16.38	28.68		
NC08	2,982.00	5,219.00	17.20	30.11		
NC09	3,131.00	5,480.00	18.06	31.62		
NC10	3,288.00	5,754.00	18.97	33.20		
NC11	3,452.00	6,042.00	19.92	34.86		
NC12	3,625.00	6,344.00	20.91	36.60		
NC13	3,806.00	6,661.00	21.96	38.43		
NC14	3,997.00	6,994.00	23.06	40.35		
NC15	4,196.00	7,344.00	24.21	42.37		
NC16	4,406.00	7,711.00	25.42	44.49		
NC17	4,627.00	8,096.00	26.69	46.71		
NC18	4,858.00	8,501.00	28.03	49.04		
NC19	5,101.00	8,926.00	29.43	51.50		

FY 2023-24 Salary Schedules Public School Employees Salary Grades Effective July 1, 2023

For Most Classified Position at the Public Schools

The State NC and MH Scales have been modified to reflect the state minimum wage of \$15 per hour for full-time employees.

STATE SCALE based on 40 Hour Work Week						
Pay Grade	<u>Monthly</u> <u>Minimum</u>	<u>Monthly</u> <u>Maximum</u>	<u>Hourly</u> <u>Minimum</u>	<u>Hourly</u> <u>Maximum</u>		
MH01	2,600	3,505	15.00	20.22		
MH02	2,600	3,680	15.00	21.23		
MH03	2,600	3,864	15.00	22.29		
MH04	2,705	4,058	16.23	23.41		
MH05	2,840	4,260	17.04	24.58		
MH06	2,982	4,474	17.89	25.81		
MH07	3,131	4,697	18.79	27.10		
MH08	3,288	4,932	19.73	28.45		
MH09	3,452	5,179	20.71	29.88		
MH10	3,625	5,438	21.75	31.37		
MH11	3,806	5,709	22.84	32.94		
MH12	3,997	5,995	23.98	34.59		
MH13	4,196	6,295	25.18	36.32		
MH14	4,406	6,609	26.44	38.13		
MH15	4,627	6,940	27.76	40.04		
MH16	4,692	7,742	28.15	44.67		
MH17	5,044	8,322	30.26	48.01		
MH18	5,422	8,947	32.53	51.62		

Focus Academy Charter School

Appendix A: Evidence of Parent/Community Support





Date: March 19, 2024

TO: Charter School Review Board

- FROM: JoAnne Woodard, PhD, Executive Director Sallie B. Howard School of Arts and Science Wilson, NC 27893
- RE: Recommendation to Support the Charter Application for Focus Academy Charter School, Sherria Grubb, Founder

It is my honor to offer this letter of endorsement in support of the charter application submitted by Focus Academy Charter School, Sherria Grubbs, Founder. Dr. Grubbs is a highly accomplished educator, earning Bachelor's degree in elementary education, Master's degree in educational management, Master's degree in school administration, and Doctorate degree in educational leadership. Her love and passion for education and student academic success is incomparable. While serving in leadership as assistant principal, Dr. Grubbs found time to write, receive, and implement grants to enhance student learning. Some of these extra learning opportunities included performance and visual arts grants, Success through Technology grant, and experience learning grant. Dr. Grubbs is a published author, participated in NC Principal Fellow Program, Future Ready Leadership Program, the NC Policy Fellowship Program and served as President of Kappa Delta Pi Honor Society for NCCU in 2015-2016 school year. Dr. Grubbs works tirelessly demonstrating her commitment to serving the wholistic interest of students above and beyond what is required in the position she holds. She is exceedingly well qualified and equipped to successfully lead the first public charter school in Garner, NC along with like-minded educators to accomplish the mission, goals, and values articulated in the Focus Academy Charter School application. I recommend Dr. Grubbs without any reservation whatsoever.

JoAnne Coble Woodard, PhD. Founder/Executive DirectorYEP/Sallie B. Howard School 1004 Herring Avenue Wilson, NC 27893 252-293-4150 (work) 252-245-2182 (cell) www.salliebhowardschool.com

Mission: We are here to create opportunities for all students to achieve a successful future in school and in life.

Grova L. Bridgers and Associates Educational Consultants

TO: N.C. Office of Charter School Review Board

DATE: March 25, 2024

FROM: Grova L. Bridgers

RE: Support for Focus Academy Charter School Application

As a former director of the North Carolina Office of Charter Schools (1987-1993) with the North Carolina Department of Public Instruction, I fully endorse and support the application for Focus Academy Charter School. I was invited to attend one of the meetings of a group of parents, community leaders and initial board members for this proposed charter school.

I addressed this group on January 13, 2024 in regards to their interest in making an application for a charter school. In my remarks to the group, I outlined four pillars of a great application. I discussed the importance of:

- (a) A strong Education Plan
- (b) An Effective Business Plan
- (c) A committed and diverse Board of Directors
- (d) An outreach plan that would target the need for the school in an underserved area of Wake County.

I was impressed with the vision and commitment of those in attendance. The research and data collected by the group was impressive. Garner Ministers who know the needs of a charter school for this community were in involved in this endeavor.

They are: Rev. Tracy Bell, Pastor of New Bethel Missionary Baptist Church

Rev. Charles Brooks, Pastor of Poplar Springs Christian Church

Having administered the application and opening of more than one hundred charter schools, I am confident that this group can operate an effective school, if their charter is approved by the North Carolina Department of Public Instruction.

In review of its application, I find that the application has:

- A clear school mission
- Student-focused instructional planning
- Several levels of parental engagement
- "Real-time" site based decisions
- Strategic personnel decisions

I, finally, believe that this group and the initial board members of Focus Academy Charter School have a great desire to do something for the Garner Community that's different and better than traditional offerings. They have the experience, the skills, the commitment, the perseverance and the patience to operate an effective charter school.

Sincerely,

Grova L. Bridgers, President

Grova L. Bridgers and Associates

Education Consultants



FellowshipBapCh.com info@FellowshipBapCh.com 919.772.2423 April 8, 2024

5029 Old Stage Road Raleigh, NC 27603 Charter School Review Board 301 Wilmington Street Raleigh, NC 27601

Dear Charter School Review Board,

I would ask you to consider your approval and support for Focus Academy Charter School in the Garner area.

I have had the privilege of meeting with several of the board members of Focus Academy to talk about their vision for the school. They are extremely knowledgeable and clearly passionate about the vision for Focus Academy.

I also believe they are attempting to offer an option for schooling that is certainly needed for our students today.

Therefore, I would like to recommend Focus Academy to you for consideration of your approval and support.

Thank you for taking your time and prayerfully considering Focus Academy to help support them in moving their vision into a reality.

For His Glory Alone

Pastor Bryan Chapman

COMMUNITY OF HINISTRIES

April 9, 2024

North Carolina Charter School Review Board Bruce Friend, Chairman Office of Charter Schools 6307 Mail Service Center Raleigh, NC 27699-6307

Dear Chairman Friend,

Focus Academy is a new charter school applicant seeking approval in the 2024 charter application cycle. Recently I had an in-person conversation with Dr. Sherria Grubbs, the executive director for the Focus Academy Board of Directors. During that meeting, Dr. Grubbs shared her passion for meeting both the academic needs and the socio-emotional needs of the students who may attend her school. We jointly reviewed multiple years of student academic performance data. We expanded our examination to include student demographic statistics which indicate significant numbers of students attending the Garner area schools are economically disadvantaged. Community of Hope Ministries and Dr. Grubbs are aligned in ensuring all students in the greater Garner area have every opportunity to have successful learning outcomes. Our shared vision is for Garner, NC to have a charter school which expands school choice for all students and families living in the area.

Community of Hope Ministries exists to eliminate barriers to success at home, at school, at work and in the community for at-risk children and families in the greater Garner area. Community of Hope has operated a free, after school tutoring program for economically disadvantaged elementary aged students who are below grade level in reading and math for 19 years. We have existing partnerships with the eight surrounding public elementary schools. Community of Hope Ministries is willing to include Focus Academy in its free, after school tutoring service plan and will provide free transportation for students from Focus Academy to our location if the school locates a permanent site within a 5 mile radius of our tutoring program. In addition, Community of Hope Ministries also offers an eight-week summer day camp and Community of Hope Ministries is willing to offer five scholarships for camp for qualifying students with proven economic hardship. Finally, Community of Hope Ministries operates the largest food pantry in the greater Garner area. We provide direct service to the social workers in the 11 public schools in the Garner area. Focus Academy will be included in that service as well. Any pre-approved Focus Academy school representative shall be qualified to pick up food for food insecure families at any time.

Community of Hope Ministries is excited about the possibility of a charter school in Garner, NC. We firmly believe in school choice and the opportunity for every parent to choose the educational learning environment which best meets the needs of the individual student. Should you or any member of the Charter School Review Board have any questions about Community of Hope Ministries or this letter of support, please do not hesitate to contact me.

With Every Kindness,

Amy ta white

Amy White Executive Director To: The Office of Charter Schools

April 10, 2024

Re: Focus Academy

I am writing this as the guardian of a child that is in pre-K. We will be moving into the Raleigh area soon. I am thinking about my options as it relates to where I would like my child to be educated when I am living in Raleigh.

I have a child that is currently in middle school at a charter school, after completing his elementary education in public school. In my experience I have found that the charter school that my child attends currently has been able to adapt to the needs of their current students regardless of learning differences, socioeconomic backgrounds as well as cultural backgrounds.

I have researched the current schools in the area and have found that they have not developed the ability to cater to the whole child.

This letter serves as support for **Focus Academy** as I believe that it will be a benefit to the community as it supports the whole development of students living in the Raleigh/ Garner area. I do believe that the school will have the ability to develop the multiple intelligences of each child, ensuring that all graduates from this institute will have the required skills for the next level while creating lifelong learners in the process.

I am encouraging you to approve the Focus Academy Charter School as it can be a significant addition to the education opportunities offered in the Raleigh/ Garner area.

Yours truly, **Beth Ann Nelson** Beth Ann Nelson



CHARLES W. BROOKS, PASTOR 6115 Old Stage Road Raleigh, NC 27603 P: 919.772.5151 = F: 919.772.3238

www.poplar-springs.org

April 10, 2024

To Whom It May Concern,

I am writing to express my enthusiastic support for the establishment of Focus Academy Charter School within our community. As the Pastor of Poplar Springs Christian Church, I have witnessed firsthand the transformative power of education and the profound impact it has on the lives of our youth. It is with great conviction that I endorse the efforts of Focus Academy to provide additional educational choices for families in Garner, North Carolina.

Poplar Springs Christian Church has been an integral part of our community for over a century, and during this time, we have been committed to supporting initiatives that empower our youth and enrich their educational experiences. In 2016 and 2019. Dr. Sherria Grubbs and her dedicated staff spearheaded our summer day camp program, demonstrating exceptional organizational skills and unwavering dedication to the well-being and development of our children.

Dr. Grubbs not only managed the day-to-day operations of the camp but also exhibited exemplary leadership in coordinating sign-up processes, arranging enriching field trips, and establishing a scholarship fund to ensure that all families, regardless of financial means, could access this invaluable opportunity. Her commitment to inclusivity and accessibility aligns closely with the ethos of Focus Academy, and I am confident that under her guidance, the school will thrive as a beacon of educational excellence within our community.

As a church, we wholeheartedly support Focus Academy's mission and vision. We are eager to collaborate with the school in various capacities, including facilitating communication with our congregation, providing space for informational sessions and events, and actively promoting the Academy within our network. Our commitment to fostering a nurturing and supportive environment for our youth extends to our partnership with Focus Academy, and we are committed to ensuring its success.

I am available to address any inquiries or concerns you may have regarding our endorsement of Focus Academy Charter School. I am confident that the Charter School Advisory Board will recognize the immense value of this initiative and the positive impact it will have on the educational landscape of our community. We eagerly anticipate the opportunity to cultivate a long-lasting partnership with Focus Academy and witness the countless achievements of our students in the years to come.

Thank you for considering our support, and please do not hesitate to reach out if you require any further information.

Sincerely,

Charles W. Brooks



Pastor/CEO Cell: 919-272-3852 April 12, 2024

Dr. Grubbs:

We write this letter hoping that it makes a difference. We have four-year old twins, a son and a daughter, who will be entering what they call "big" school soon. As they are two different little people, we choose what is best for them based on their individual needs. This is why we would love to have Focus Academy Charter School in Garner. Focus Academy Charter School will allow our children an educational option that best fits the needs of our child. To be able to choose Focus Academy Charter School at no cost to us and be opened to all students regardless of what neighborhood they reside in is truly ideal for our family.

Thank you for all that you are doing to make this happen for our family and all families of Garner, NC.

Sincerely, wheel

Saivon & Maya Bucksell



TRUST ~ SERVICE ~ COMPASSION

April 12, 2024

Dr. Grubbs,

As a lifetime student and educator, I am delighted to know that you are working diligently to start Focus Academy Charter School in Garner, North Carolina. I am excited that the families and students of Garner will have the flexibility for teachers to provide innovative and high-quality instruction to design classrooms personalized for students. Being a leader in the community, I like how this unique charter school will be guided by leaders who have the flexibility to try new ideas and create a school culture that mirrors and supports the surrounding community.

Thank you, Dr. Grubbs, for your vision and I look forward to Focus Academy Charter School producing our future leaders.

Warm Regards,

Rev. Dr. Steven L. Lyons

Rev. Dr. Steven L. Lyons

To: The North Carolina Office of Charter Schools Review Board Date of Letter: April 20, 2024 From: Ms. Jasmine Daniels

Re: Support Letter for Focus Academy Charter School

To Whom It May Concern,

I am writing to express my support for Focus Academy Charter School. As the parent of a child that will be school aged in 2026, and as a resident of the South Raleigh/Garner area I believe Focus Academy Charter School will be an asset to my community.

Based on my knowledge of Focus Academy Charter School, I believe they will prepare students for success in their educational endeavors. I believe the combination of critical thinking, ethical responsibility, and creativity will give the children a chance to explore who they are and how they will be able to contribute positively to society in the future.

I support the approval for Focus Academy Charter School to serve the families in our community. The mission and approach that Focus Academy Charter School is taking is something that aligns very well with our family and other families in the community for academic excellence. I would be pleased to see Focus Academy Charter School as a choice for education in our community.

Sincerely, Lashune & Daniels. Jasmine J. Daniels.

STEPHEN L. KORNEGAY

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APRIL 24, 2024

To The Office of Charter Schools **Review Board**

Re: Focus Academy Charter School

Dear Members of the Board & Interested Parties:

Please accept this letter of my support for Focus Academy Charter School.

I am excited about the possibility of bringing Focus Academy Charter School to Garner, North Carolina, and its surrounding area.

The School will provide parents an educational option for their children as students that not only meets their educational needs, but also offers them hands-on, and engaging, learning experiences.

Please consider Focus Academy Charter School for approval.

Thank you for your consideration.

Sincerely.

Stephen L. Kornegay, CPA

To: The Office of Charter Schools (Review Board) From: Le' Donna Dewberry Date: April 24, 2024

Dear Office of Charter Schools,

As the mother of 3 school aged children, Focus Academy Charter School has my full support. I have lived in the Wake County area for most of my life. I believe Focus Academy Charter School will be a staple to the community based on the values they strive to put on the focus of academics and life skills.

Focus Academy Charter School's mission aligns very well with my goals as a parent. Their will to enhance the community through education, resources, and critical thinking skills is admirable and very much welcomed.

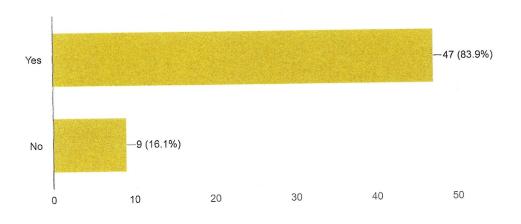
I support the approval of Focus Academy Charter school and I am looking forward to enrolling my children into this establishment in order to enhance their life skills and educational achievement.

Sincerely Le' Donna Dewberry

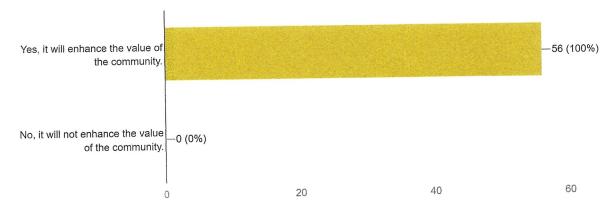
FOCUS ACADEMY CHARTER SCHOOL SURVEY RESULTS

Would you be interested in enrolling your child/children into a new free public charter school in the Garner, N.C area?

56 responses

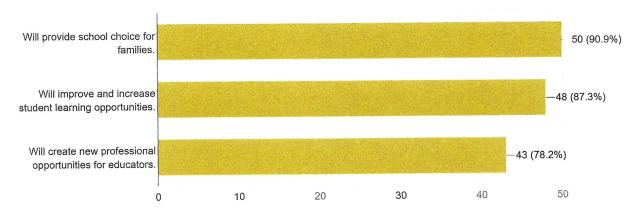


Do you believe a new public charter school will enhance the value of your community? ⁵⁶ responses



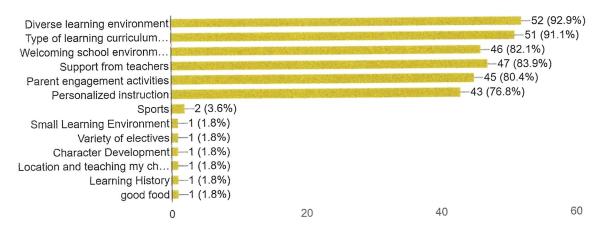
In what ways do you think a new charter school will add value to the community? (Check all that apply)

55 responses



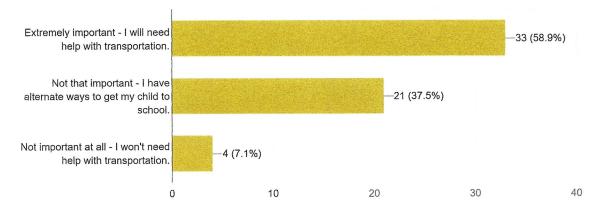
When choosing a school, which are important to you regarding your child's education? (Check all that apply)

56 responses

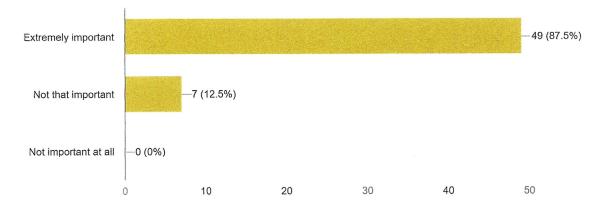


When choosing a school for your child to attend, how important is it to you for the school to offer transportation?

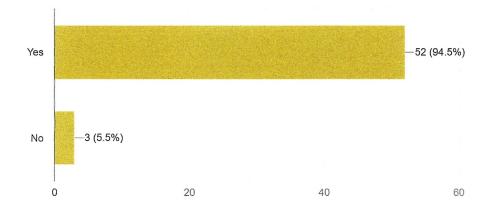




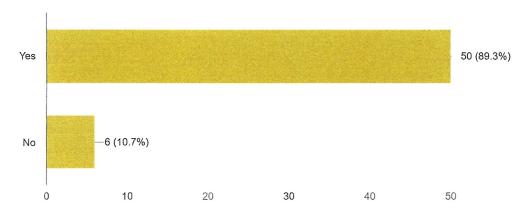
When choosing a school for your child to attend, how important is it for the school to provide lunch? ⁵⁶ responses



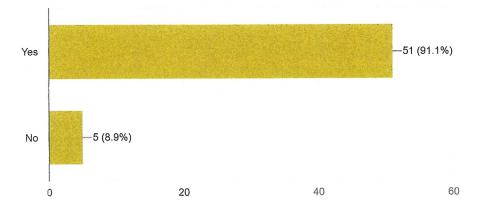
Would your family be interested in enrolling your child into a school that integrates the arts into the curriculum such as dance, music, art, and drama? ⁵⁵ responses



Are you a resident of Wake County? 56 responses



Do you live in, near, or around the Garner area? ⁵⁶ responses



Focus Academy Charter School

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



Focus Academy Charter School Curriculum Map Kindergarten Math (Eureka Math)

Unit Pacing	Learning Targets	NC Standards	Assessments
Counting & Cardinality Know number names and recognize patterns in a sequence by *Counting to 100 by ones . *Counting to 100 by tens.	 K M1 Lesson 4: Classify objects into three categories and count. K M1 Lesson 6: Organize, count, and represent a collection of objects. K M1 Lesson 12: Write numerals 4 and 5 to answer how many questions. K M1 Lesson 19: Organize, count, and represent a collection of objects. K M1 Lesson 26: Write numeral 8. K M1 Lesson 28: Order numerals 1–10 and reason about an unknown number in the number sequence. K M1 Lesson 33: Organize, count, and represent a collection of objects. K M6 Lesson 2: Find 10 ones in a teen number. K M6 Lesson 5: Reason about a number's position in the number sequence. K M6 Lesson 14: Count by tens. K M6 Lesson 15: Count by tens by using math tools. K M6 Lesson 16: Use the structure of ten to count to 100. K M6 Lesson 18: Count within and across decades when counting by ones, part 1. K M6 Lesson 19: Count within and across decades when counting by ones, part 2. 	NC.K.CC.1	Unit Assessments
Count forward beginning from a given number within the known sequence, instead of having to begin at 1.	 K M5 Lesson 18: Count starting from a number other than 1 to find the total. K M5 Lesson 22: Identify and extend linear patterns. K M5 Lesson 23: Use a pattern to make a prediction. K M6 Lesson 5: Reason about a number's position in the number sequence. K M6 Lesson 16: Use the structure of ten to count to 100. K M6 Lesson 17: Use patterns in the number sequence to count by ones within 100. K M6 Lesson 18: Count within and across decades when counting by ones, part 1. K M6 Lesson 19: Count within and across decades when counting by ones, part 2 	NC.K.CC.2	Unit Assessments
Write numbers from 0 to 20. Represent a number of objects with a written numeral 0–20, with 0 representing a count of no objects.	 K M1 Lesson 5: Classify objects into three categories, count, and match to a numeral. K M1 Lesson 7: Practice counting accurately. K M1 Lesson 11: Write numerals 1–3 to answer how many questions. K M1 Lesson 12: Write numerals 4 and 5 to answer how many questions. 	NC.K.CC.3	Unit Assessments

Counting & Cardinality Count and tell the number of objects. Understand the relationship between numbers and quantities . • When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object (one-to-one correspondence). • Recognize that the last number named tells the number of objects counted regardless of their arrangement (cardinality). • State the number of objects in a group of up to 5 objects, without counting the objects	 K M1 Lesson 14: Understand the meaning of zero and write the numeral. K M1 Lesson 21: Count sets in circular configurations and match to a numeral. K M1 Lesson 22: Count sets in scattered configurations and match to a numeral. K M1 Lesson 25: Write numerals 6 and 7. K M1 Lesson 26: Write numerals 9 and 10. K M6 Lesson 27: Write numerals 9 and 10. K M6 Lesson 17: Use patterns in the number sequence to count by ones within 100. K M1 Lesson 6: Organize, count, and represent a collection of objects. K M1 Lesson 9: Conserve number regardless of the arrangement of objects. K M1 Lesson 13: Count out enough objects and write the numeral. K M1 Lesson 20: Count objects in 5-group and array configurations and match to a numeral. K M1 Lesson 23: Conserve number regardless of the order in which objects are counted. K M1 Lesson 33: Organize, count, and represent a collection of objects. 	NC.K.CC.4	Unit Assessments
 (perceptual subitizing). Count to answer "How many?" in the following situations: Given a number from 1–20, count out that many objects. Given up to 20 objects, name the next successive number when an object is added, recognizing the quantity is one more/greater. Given 20 objects arranged in a line, a rectangular array, and a circle, identify how many. Given 10 objects in a scattered arrangement, identify how many. 	 K M1 Lesson 3: Classify objects into two categories and count. K M1 Lesson 6: Organize, count, and represent a collection of objects. K M1 Lesson 7: Practice counting accurately. K M1 Lesson 8: Count sets in linear, array, and scattered configurations. K M1 Lesson 10: Count out a group of objects to match a numeral. K M1 Lesson 19: Organize, count, and represent a collection of objects. K M1 Lesson 20: Count objects in 5-group and array configurations and match to a numeral. K M1 Lesson 21: Count sets in circular configurations and match to a numeral. K M1 Lesson 22: Count sets in scattered configurations and match to a numeral. K M1 Lesson 24: Count out a group of objects to match a numeral. K M1 Topic G: Analyze the Count Sequence K M6 Lesson 4: Order numerals 0–20. K M6 Lesson 6: Count out a group of objects to match a numeral. 	NC.K.CC.5	Unit Assessments

	K M6 Lesson 7: Decompose numbers 10–20 with 10 as a part. K M6 Lesson 12: Investigate different ways to decompose teen n		
Counting & Cardinality Comparing Numbers Identify whether the number of objects, within 10, in one group is greater than, less than, or equal to the number of objects in another group, by using matching and counting strategies.	 K M3 Lesson 12: Relate more and fewer to length. K M3 Lesson 13: Compare sets by using more than, fewer than, and the same number as. K M3 Lesson 14: Use numbers to compare sets with like units. K M3 Lesson 16: Count and compare sets with unlike units. K M3 Lesson 17: Count and compare sets in pictures. K M3 Lesson 21: Describe and compare several measurable attributes of objects and sets. K M6 Lesson 20: Compare totals in story situations. K M6 Lesson 21: Count and compare sets with more than 10 objects. K M6 Lesson 22: Compare area by comparing numbers. K M6 Lesson 23: Compare lengths of objects by using 10-sticks and individual cubes. 	NC.K.CC.6	Unit Assessments
Compare two numbers, within 10, presented as written numerals.	K M3 Lesson 18: Compare the capacity of containers by using numerals. K M3 Lesson 19: Compare numbers by using greater than, less than, and equal to. K M3 Lesson 20: Compare two numbers in story situations.	NC.K.CC.7	Unit Assessments
 Operations & Algebraic Thinking Understand addition and subtraction Represent addition and subtraction, within 10: Use a variety of representations such as objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, or expressions. Demonstrate understanding of addition and subtraction by making connections among representations. 	 K M4 Lesson 4: Decompose a group and record parts and total by using a number bond. K M4 Lesson 6: Decompose a number in more than one way and record. K M4 Lesson 7: Find partners to 5. K M4 Lesson 10: Sort and record the decomposition with a number bond. K M4 Lesson 11: Model put together with total unknown story problems. K M4 Lesson 15: Choose a math tool to solve take apart with both addends unknown situations. K M5 Topic A: Represent Addition K M5 Lesson 15: Identify the action in a problem to represent and solve it. K M5 Lesson 16: Relate addition and subtraction through word problems. K M5 Lesson 19: Represent and solve <i>take from with change</i> unknown problems. K M5 Lesson 21: Organize drawings to solve problems efficiently. K M5 Lesson 24: Solve story problems by using repeated reasoning. K M5 Lesson 26: Reason about numbers to add and subtract. 	NC.K.OA.1	Unit Assessments
 Solve addition and subtraction word problems, within 10, using objects or drawings to represent the problem, when solving: Add to/Take From-Result Unknown Put Together/Take Apart (Total Unknown and Two Addends Unknown) 	 K M4 Lesson 11: Model put together with total unknown story problems. K M4 Lesson 12: Draw to represent put together with total unknown story problems. K M4 Lesson 13: Choose a math tool to solve put together with total unknown story problems. K M4 Lesson 14: Model take apart with both addends unknown situations. K M4 Lesson 15: Choose a math tool to solve take apart with both addends unknown situations. K M4 Lesson 16: Compose and decompose numbers and shapes. K M5 Lesson 3: Represent and solve add to with result unknown story 	NC.K.OA.2	

	 problems. K M5 Lesson 10: Represent and solve take from with result unknown story problems. K M5 Lesson 12: Relate parts to total in subtraction situations. K M5 Lesson 15: Identify the action in a problem to represent and solve it. K M5 Lesson 16: Relate addition and subtraction through word problems. K M5 Lesson 17: Reason about different units to solve story problems. K M6 Lesson 8: Represent teen number compositions and decompositions as addition sentences. K M6 Lesson 9: Represent teen number decompositions as subtraction sentences. K M6 Lesson 10: Make sense of word problems involving teen numbers. K M6 Lesson 11: Represent teen number decompositions as 10 ones and some ones and find a hidden part. 		
Decompose numbers less than or equal to 10 into pairs in more than one way using objects or drawings, and record each decomposition by a drawing or expression.	K M4 Lesson 6: Decompose a number in more than one way and record. K M4 Lesson 7: Find partners to 5. K M4 Lesson 8: Find partners to 10. K M4 Lesson 18: Use the structure of 5 and 10 to build a rekenrek. K M5 Lesson 4: Represent decomposition situations by using number bonds and addition sentences.	NC.K.OA.3	Unit Assessments
For any number from 0 to 10, find the number that makes 10 when added to the given number using objects or drawings, and record the answer with a drawing or expression.	K M5 Lesson 20: Find the number that makes 10 and record with a number sentence. K M5 Lesson 26: Reason about numbers to add and subtract.	NC.K.OA.4	Unit Assessments
Demonstrate fluency with addition and subtraction within 5.	K M5 Lesson 7: Find the total in an addition sentence. K M5 Lesson 14: Find the difference in a subtraction sentence.	NC.K.OA.5	Unit Assessments
Recognize and combine groups with totals up to 5 (conceptual subitizing).	K M1 Lesson 20: Count objects in 5-group and array configurations and match to a numeral. K M4 Lesson 7: Find partners to 5. Conceptual subitizing is fully addressed through recurring fluency acti	NC.K.OA.6	Unit Assessments
 Numbers and Operation in Base Ten Build Foundation for Place Value Compose and decompose numbers from 11 to 19 into ten ones and some further ones by: Using objects or drawings. Recording each composition or decomposition by a drawing or expression. Understanding that these numbers are composed of ten ones and one, two, three, four, 	 K M6 Lesson 1: Describe teen numbers as 10 ones and ones. K M6 Lesson 2: Find 10 ones in a teen number. K M6 Lesson 3: Write numerals 11–20. K M6 Lesson 4: Order numerals 0–20. K M6 Lesson 6: Count out a group of objects to match a numeral. K M6 Lesson 7: Decompose numbers 10–20 with 10 as a part. K M6 Lesson 8: Represent teen number compositions and decompositions as addition sentences. K M6 Lesson 9: Represent teen number decompositions as subtraction sentences. K M6 Lesson 10: Make sense of word problems involving teen numbers. K M6 Lesson 11: Represent teen number decompositions as 10 ones and some ones and find a hidden part. 	NC.K.NBT.1	Unit Assessments

five, six, seven, eight, or nine ones.			
Measurement and Data Describe and compare measurable attributes Describe measurable attributes of objects; and describe several different measurable attributes of a single object.	K M3 Lesson 2: Compare lengths of simple straight objects by using longer than, shorter than, and about the same length as. K M3 Lesson 7: Compare weights by using heavier than, lighter than, and about the same weight as. K M3 Lesson 12: Relate more and fewer to length. K M3 Lesson 21: Describe and compare several measurable attribute	NC.K.MD.1	Unit Assessments
Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference.	K M3 Topic A: Compare Heights and Lengths K M3 Topic B: Compare Weights K M3 Lesson 21: Describe and compare several measurable attribute	NC.K.MD.2	Unit Assessments
Measurement and Data Classify Objects and count the number of objects in each category Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.	K M1 Topic A: Classify to Make Categories and Count K M1 Lesson 15: Sort the same group of objects in more than one way and count. K M1 Lesson 16: Decompose a set shown in a picture. K M3 Lesson 15: Classify flat shapes into groups and compare the number of shapes in each group.	NC.K.MD.3	Unit Assessments
Geometry Identify and describe shapes Describe objects in the environment using names of shapes, and describe the relative positions of objects using positional terms	 K M2 Lesson 2: Classify shapes as triangles or non-triangles. K M2 Lesson 3: Classify shapes as circles, hexagons, or neither. K M2 Lesson 4: Classify shapes as rectangles or non-rectangles, with square rectangles as a special case. K M2 Lesson 5: Communicate the position of flat shapes by using position words. K M2 Lesson 14: Compose flat shapes. 	NC.K.G.1	Unit Assessments
Correctly name squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres regardless of their orientations or overall size.	 K M2 Lesson 2: Classify shapes as triangles or non-triangles. K M2 Lesson 3: Classify shapes as circles, hexagons, or neither. K M2 Lesson 4: Classify shapes as rectangles or non-rectangles, with square rectangles as a special case. K M2 Lesson 7: Name solid shapes and discuss their attributes. K M2 Lesson 11: Construct and classify polygons. K M2 Lesson 14: Compose flat shapes. 	NC.K.G.2	Unit Assessments
Identify squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres as two-dimensional or three-dimensional.	K M2 Lesson 6: Distinguish between flat and solid shapes. K M2 Lesson 9: Match solid shapes to their two-dimensional faces.	NC.K.G.3	Unit Assessments
Geometry Analyze, compare, create, and compose shapes Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences,	 K M2 Lesson 1: Find and describe attributes of flat shapes. K M2 Lesson 2: Classify shapes as triangles or non-triangles. K M2 Lesson 3: Classify shapes as circles, hexagons, or neither. K M2 Lesson 4: Classify shapes as rectangles or non-rectangles, with square rectangles as a special case. K M2 Lesson 8: Classify solid shapes based on the ways they can be moved. K M2 Lesson 9: Match solid shapes to their two-dimensional faces. 	NC.K.G.4	Unit Assessments

attributes and other properties.	K M2 Lesson 10: Construct a circle. K M2 Lesson 12: Construct solid shapes by using a square base. K M2 Lesson 13: Draw flat shapes. K M2 Lesson 15: Compose solid shapes to create a structure that can		
Model shapes in the world by: • Building and drawing triangles, rectangles, squares, hexagons, circles. • Building cubes, cones, spheres, and cylinders.	K M2 Lesson 10: Construct a circle. K M2 Lesson 11: Construct and classify polygons. K M2 Lesson 12: Construct solid shapes by using a square base. K M2 Lesson 13: Draw flat shapes.	NC.K.G.5	Unit Assessments
Compose larger shapes from simple shapes	K M4 Lesson 1: Compose flat shapes and count the parts. K M4 Lesson 2: Decompose flat shapes and count the parts. K M4 Lesson 9: Compose shapes in more than one way. K M5 Lesson 25: Extend growing patterns.	NC.K.G.6	Unit Assessments

Focus Academy Charter School Curriculum Map First Grade Math (Eureka Math)					
Unit Pacing	Learning Targets	NC Standards	Assessments		
Operations and Algebraic Thinking Represent and solve problems Represent and solve addition and subtraction word problems, within 20, with unknowns, by using objects, drawings, and equations with a symbol for the unknown number to represent the problem, when solving: • Add to/Take from-Change Unknown • Put together/Take Apart-Addend Unknown • Compare-Difference Unknown	 1 M2 Lesson 1: Represent result unknown problems and record as addition or subtraction number sentences. 1 M2 Topic B: Relate and Distinguish Addition and Subtraction 1 M2 Lesson 8: Interpret and find an unknown change. 1 M2 Lesson 9: Represent and solve add to with change unknown problems. 1 M2 Lesson 11: Represent and solve take from with change unknown problems. 1 M2 Lesson 13: Represent and solve add to and take from with change unknown problems. 1 M2 Lesson 14: Represent and solve put together/take apart with addend unknown problems. 1 M2 Lesson 21: Represent and solve compare with difference unknown problems. 1 M2 Lesson 21: Represent and solve compare with difference unknown problems, part 1. 1 M3 Lesson 11: Represent and compare related situation equations, part 2. 1 M3 Lesson 19: Solve take from with change unknown problems and compare related situation equations, part 2. 1 M3 Lesson 20: Represent and compare related situation equations, part 2. 1 M3 Lesson 19: Solve take from with change unknown problems unknown problems. 1 M4 Lesson 10: Compare to find how much longer. 1 M4 Lesson 12: Find the unknown longer length. 	NC.1.OA.1			

			1
	1 M4 Lesson 13: Find the unknown shorter length. 1 M6 Topic E: Deepening Problem Solving		
Represent and solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, by using objects, drawings, and equations with a symbol for the unknown number.	 M3 Lesson 2: Make ten with three addends. M3 Lesson 3: Represent and solve three-addend word problems. M3 Lesson 11: Represent and compare related situation equations, part 1. M3 Lesson 12: Represent and compare related situation equations, part 2. M3 Lesson 26: Pose and solve varied word problems. 	NC.1.OA.2	Unit Assessments
Operations and Algebraic Thinking Understand and apply the properties of operations Apply the commutative and associative properties as strategies for solving addition problems.	 M1 Lesson 9: Count on from both parts and record part-total relationships. M1 Lesson 15: Use the commutative property to count on from the larger addend. M1 Lesson 16: Use the commutative property to find larger totals. M3 Topic A: Make Easier Problems with Three Addends M3 Topic B: Make Easier Problems to Add 1 M3 Topic C: Make Easier Addition Problems with a Linear Model M3 Lesson 26: Pose and solve varied word problems. 	NC.1.OA.3	Unit Assessments
Solve an unknown-addend problem, within 20, by using addition strategies and/or changing it to a subtraction problem.	1 M2 Lesson 17: Use related addition facts to subtract from 10. 1 M2 Lesson 18: Use related addition facts to subtract. 1 M2 Lesson 19: Determine the value of the unknown in various positions.	NC.1.OA.4	Unit Assessments
Operations and Algebraic Thinking Add and subtract within 20 Add and subtract, within 20, using strategies such as: • Counting on • Making ten • Decomposing a number leading to a ten • Using the relationship between addition and subtraction • Using a number line • Creating equivalent but simpler or known sums	 1 M1 Lesson 14: Count on to find the total of an addition expression. 1 M1 Lesson 17: Add 0 and 1 to any number. 1 M1 Lesson 20: Find all two-part expressions equal to 6. 1 M1 Lesson 21: Find all two-part expressions equal to 7 and 8. 1 M1 Lesson 22: Find all two-part expressions equal to 9 and 10. 1 M1 Lesson 23: Find the totals of doubles +1 facts. 1 M1 Lesson 24: Use known facts to make easier problems. 1 M2 Lesson 2: Subtract all or subtract 0. 1 M2 Lesson 3: Subtract 1 or subtract 1 less than the total. 1 M2 Lesson 7: Count on or count back to solve related addition and subtraction problems. 1 M2 Lesson 16: Compare the efficiency of counting on and counting back to subtract. 1 M3 Lesson 11: Group to make ten when there are three parts. 1 M3 Lesson 13: Count on to make the next ten within 100. 1 M3 Lesson 17: Add a two-digit number and a one-digit number. 1 M3 Lesson 20: Use strategies to subtract from a teen number. 1 M3 Lesson 21: Take from ten to subtract from a teen number. 	NC.1.OA.6	Unit Assessments

	 M3 Lesson 23: Subtract by counting on. M3 Lesson 24: Decompose the subtrahend to count back. M3 Lesson 25: Choose a strategy to make an easier problem. Supplemental material is necessary to fully address the use of number lines 		
Operations and Algebraic Thinking Analyze addition and subtraction equations within 20 Apply understanding of the equal sign to determine if equations involving addition and subtraction are true.	 M1 Lesson 18: Determine whether number sentences are true or false. M1 Lesson 19: Reason about the meaning of the equal sign. M1 Lesson 24: Use known facts to make easier problems. M2 Lesson 20: Add or subtract to make groups equal. 1 M5 Lesson 18: Determine if number sentences involving addition and subtraction are true or false. M5 Lesson 22: Decompose both addends and add like units. M5 Lesson 23: Decompose an addend and add tens first. M5 Lesson 24: Decompose an addend to make the next ten. M5 Lesson 25: Compare equivalent expressions used to solve two-digit addition equations. 	NC.1.OA.7	Unit Assessments
Determine the unknown whole number in an addition or subtraction equation involving three whole numbers.	 M2 Lesson 10: Represent and find an unknown addend in equations. M2 Lesson 12: Represent and find an unknown subtrahend in equations. M2 Lesson 13: Represent and solve add to and take from with change unknown problems. M2 Lesson 15: Relate counting on and counting back to find an unknown part. M2 Lesson 19: Determine the value of the unknown in various positions. 	NC.1.OA.8	Unit Assessments
Operations and Algebraic Thinking Add and subtract within 20 Demonstrate fluency with addition and subtraction within 10.	 M1 Lesson 14: Count on to find the total of an addition expression. M1 Lesson 17: Add 0 and 1 to any number. M1 Lesson 20: Find all two-part expressions equal to 6. M1 Lesson 21: Find all two-part expressions equal to 7 and 8. M1 Lesson 22: Find all two-part expressions equal to 9 and 10. M1 Lesson 23: Find the totals of doubles +1 facts. M1 Lesson 24: Use known facts to make easier problems. M2 Lesson 3: Subtract all or subtract 0. M2 Lesson 4: Use fingers to subtract 4, 5, and 6 efficiently. M2 Lesson 7: Count on or count back to solve related addition and subtraction problems. M2 Lesson 16: Compare the efficiency of counting on and counting back to subtract. 	NC.1.OA.9	Unit Assessments
Numbers and Operations in Base Ten Extend and recognize patterns in the counting sequence Count to 150, starting at any number less than 150.	 M3 Lesson 15: Count and record a collection of objects. M3 Lesson 16: Identify ten as a unit. M5 Lesson 2: Count a collection and record the total in units of tens and ones. M5 Lesson 3: Recognize the place value of digits in a two-digit number. M5 Lesson 5: Reason about equivalent representations of a number. M6 Topic D: Count and Represent Numbers Beyond 100 	NC.1.NBT.1	Unit Assessments

Read and write numerals, and represent a number of objects with a written numeral, to 100.	 M3 Lesson 15: Count and record a collection of objects. M3 Lesson 16: Identify ten as a unit. M5 Lesson 2: Count a collection and record the total in units of tens and ones. M5 Lesson 3: Recognize the place value of digits in a two-digit number. M5 Lesson 5: Reason about equivalent representations of a number. M6 Topic D: Count and Represent Numbers Beyond 100 	NC.1.NBT.7	Unit Assessments
 Numbers and Operation in the Base Ten Understand Place Value Understand that the two digits of a two-digit number represent amounts of tens and ones. Unitize by making a ten from a collection of ten ones. Model the numbers from 11 to 19 as composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones. Demonstrate that the numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens, with 0 ones. 	 M1 Lesson 12: Count on from 10 to find an unknown total. M3 Topic D: Reason about Ten as a Unit to Add or Subtract M4 Lesson 8: Draw to represent a length measurement. M4 Lesson 9: Represent a total length as units of tens and ones. M5 Lesson 2: Count a collection and record the total in units of tens and ones. M5 Lesson 3: Recognize the place value of digits in a two-digit number. M5 Lesson 4: Represent a number in multiple ways by trading 10 ones for a ten. M5 Lesson 5: Reason about equivalent representations of a number. M5 Lesson 8: Use place value reasoning to write and compare 2 two-digit numbers. 	NC.1.NBT.2	Unit Assessments
Compare two two-digit numbers based on the value of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <.	 M1 Lesson 2: Organize and represent data to compare two categories. M1 Lesson 3: Sort to represent and compare data with three categories. M1 Lesson 4: Find the total number of data points and compare categories in a picture graph. M1 Lesson 6: Use tally marks to represent and compare data. M4 Lesson 5: Measure and compare lengths. M5 Topic B: Use Place Value to Compare 	NC.1.NBT.3	Unit Assessments
 Numbers and Operation in the Base Ten Use place value understanding and properties of operations. Using concrete models or drawings, strategies based on place value, properties of operations, and explaining the reasoning used, add, within 100, in the following situations: A two-digit number and a one-digit number A two-digit number and a multiple of 10 	 M5 Topic C: Addition of One-Digit and Two-Digit Numbers M5 Topic D: Addition and Subtraction of Tens M5 Topic E: Addition of Two-Digit Numbers M6 Topic F: Extending Addition to 100 	NC.1.NBT.4	Unit Assessments
Given a two-digit number, mentally find 10 more or 10 less than the number, without	1 M5 Lesson 6: Add 10 or take 10 from a two-digit number.	NC.1.NBT.5	Unit Assessments

having to count; explain the reasoning used.			
Subtract multiples of 10 in the range 10–90 from multiples of 10 in the range 10–90, explaining the reasoning, using: • Concrete models and drawings • Number lines • Strategies based on place value • Properties of operations • The relationship between addition and subtraction	 M5 Lesson 15: Count on and back by tens to add and subtract. M5 Lesson 16: Use related single-digit facts to add and subtract multiples of ten. M5 Lesson 17: Use tens to find an unknown part. M5 Lesson 18: Determine if number sentences involving addition and subtraction are true or false. Supplemental material is necessary to fully address the use of number lines. 	NC.1.NBT.6	Unit Assessments
Measurement and Data Measure lengths. Order three objects by length; compare the lengths of two objects indirectly by using a third object.	 M4 Topic A: Direct and Indirect Length Comparison 1 M4 Lesson 5: Measure and compare lengths. M4 Lesson 6: Measure and order lengths. 	NC.1.MD.1	Unit Assessments
 Measure lengths with non-standard units. Express the length of an object as a whole number of non-standard length units. Measure by laying multiple copies of a shorter object (the length unit) end to end (iterating) with no gaps or overlaps. 	 M4 Topic B: Length Measurement and Comparison M4 Lesson 10: Compare to find how much longer. M4 Lesson 11: Compare to find how much shorter. M4 Lesson 14: Measure to find patterns. 	NC.1.MD.2	Unit Assessments
Measurement and Data Build understanding of time and money. Tell and write time in hours and half-hours using analog and digital clocks.	 M5 Lesson 1: Tell time to the hour and half hour by using digital and analog clocks. M6 Lesson 14: Tell time to the half hour with the term half past. M6 Lesson 15: Reason about the location of the hour hand to tell time. 	NC.1.MD.3	Unit Assessments
Identify quarters, dimes, and nickels and relate their values to pennies.	Supplemental material is necessary to address this standard.	NC.1.MD.5	Unit Assessments
 Measurement and Data Represent and interpret data. Organize, represent, and interpret data with up to three categories. Ask and answer questions about the total number of data points. Ask and answer questions about how many in 	 M1 Lesson 2: Organize and represent data to compare two categories. M1 Lesson 3: Sort to represent and compare data with three categories. M1 Lesson 4: Find the total number of data points and compare categories in a picture graph. M1 Lesson 5: Organize and represent categorical data. M1 Lesson 6: Use tally marks to represent and compare data. M2 Lesson 23: Compare categories in a graph to figure out how many more. 	NC.1.MD.4	Unit Assessments

each category.Ask and answer questions about how many more or less are in one category than in another.			
Geometry Reason with shapes and their attributes.	1 M6 Topic A: Attributes of Shapes	NC.1.G.1	Unit Assessments
Distinguish between defining and non-defining attributes and create shapes with defining attributes by:			
• Building and drawing triangles, rectangles, squares, trapezoids, hexagons, circles.			
• Building cubes, rectangular prisms, cones, spheres, and cylinders.			
Create composite shapes by:	1 M6 Topic B: Composition of Shapes	NC.1.G.2	Unit Assessments
• Making a two-dimensional composite shape using rectangles, squares, trapezoids, triangles, and half-circles naming the components of the new shape.			
• Making a three-dimensional composite shape using cubes, rectangular prisms, cones, and cylinders, naming the components of the new shape.			
Partition circles and rectangles into two and four equal shares.	1 M6 Lesson 10: Reason about equal and not equal shares. 1 M6 Lesson 11: Name equal shares as halves or fourths.	NC.1.G.3	Unit Assessments
• Describe the shares as halves and fourths, as half of and fourth of.	 M6 Lesson 12: Partition shapes into halves, fourths, and quarters. M6 Lesson 13: Relate the number of equal shares to the size of the shares. 		
• Describe the whole as two of, or four of the shares.			
• Explain that decomposing into more equal shares creates smaller shares.			

Focus Academy Charter School Curriculum Map Second Grade Math (Eureka Math)

Unit Pacing	Learning Targets	NC Standards	Assessments
 Operations and Algebraic Thinking Represent and solve problems Represent and solve addition and subtraction word problems, within 100, with unknowns in all positions, by using representations and equations with a symbol for the unknown number to represent the problem, when solving: One-Step problems: - Add to/Take from-Start Unknown - Compare-Bigger Unknown - Compare-Smaller Unknown Two-Step problems involving single digits: - Add to/Take from-Change Unknown - Add to/Take from-Result Unknown 	 2 M1 Lesson 22: Use counting strategies to solve add to with change unknown word problems. 2 M2 Lesson 7: Solve word problems by using simplifying strategies for addition. 2 M2 Lesson 13: Represent and solve take from word problems. 2 M2 Lesson 19: Solve word problems with simplifying strategies for subtraction. 2 M2 Lesson 26: Solve add to and take from with start unknown word problems. 2 M4 Lesson 3: Solve multi-step word problems and reason about equal expressions. 2 M4 Lesson 4: Represent and solve compare with bigger unknown word problems. 2 M4 Lesson 23: Solve two-step addition and subtraction word problems. 2 M4 Lesson 1: Compose equal groups and write repeated addition equations. 2 M6 Lesson 17: Solve word problems that involve equal groups and arrays. 	NC.2.OA.1	Unit Assessments
Operations and Algebraic Thinking Add and subtract within 20 Demonstrate fluency with addition and subtraction, within 20, using mental strategies.	 2 M4 Lesson 7: Use concrete models to add and relate them to written recordings. 2 M4 Lesson 8: Use place value drawings to represent addition and relate them to written recordings, part 1. 2 M4 Lesson 9: Use place value drawings to represent addition and relate them to written recordings, part 2. 2 M4 Lesson 10: Choose and defend efficient solution strategies for addition. 2 M4 Lesson 11: Choose and defend efficient strategies to add up to four two-digit numbers. 2 M4 Topic D: Strategies for Decomposing Tens and Hundreds Within 1,000 	NC.2.OA.2	Unit Assessments
 Operations and Algebraic Thinking Work with equal groups Determine whether a group of objects, within 20, has an odd or even number of members by: Pairing objects, then counting them by 2s. Determining whether objects can be placed into two equal groups. Writing an equation to express an even number as a sum of two equal addends. 	Supplemental material is necessary to address this standard.	NC.2.OA.3	Unit Assessments

Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.	 2 M6 Topic A: Count and Problem Solve with Equal Groups 2 M6 Topic B: Arrays and Equal Groups 2 M6 Topic C: Rectangular Arrays as a Foundation for Multiplication and Division 2 M6 Lesson 17: Solve word problems that involve equal groups and arrays. 	NC.2.OA.4	Unit Assessments
 Numbers and Operations in Base Ten Understand Place Value Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones. Unitize by making a hundred from a collection of ten tens. Demonstrate that the numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds, with 0 tens and 0 ones. Compose and decompose numbers using various groupings of hundreds, tens, and ones. 	 2 M1 Lesson 20: Count and bundle ones, tens, and hundreds to 1,000. 2 M1 Lesson 23: Organize, count, and record a collection of objects. 2 M1 Lesson 24: Count up to 1,000 by using place value units. 2 M1 Lesson 25: Write three-digit numbers in unit form and show the value that each digit represents. 2 M1 Lesson 27: Read, write, and relate base-ten numbers in all forms. 2 M1 Lesson 28: Use place value understanding to count and exchange \$1, \$10, and \$100 bills. 2 M1 Lesson 30: Determine how many \$10 bills are equal to \$1,000. 2 M1 Topic H: Compose and Decompose with Place Value Disks 	NC.2.NBT.1	Unit Assessments
Count within 1,000; skip-count by 5s, 10s, and 100s	 2 M1 Lesson 21: Count efficiently within 1,000 by using ones, tens, and hundreds. 2 M1 Lesson 22: Use counting strategies to solve add to with change unknown word problems. 2 M1 Lesson 23: Organize, count, and record a collection of objects. 2 M1 Lesson 24: Count up to 1,000 by using place value units. 2 M1 Lesson 29: Count by \$1, \$10, and \$100. 2 M1 Lesson 30: Determine how many \$10 bills are equal to \$1,000. 2 M1 Lesson 37: Organize, count, represent, and compare a collection of objects. 2 M3 Lesson 17: Relate the clock to a number line to count by fives. 2 M3 Lesson 18: Tell time to the nearest 5 minutes. 	NC.2.NBT.2	Unit Assessments
Read and write numbers, within 1,000, using base-ten numerals, number names, and expanded form	 2 M1 Lesson 23: Organize, count, and record a collection of objects. 2 M1 Lesson 26: Write base-ten numbers in expanded form. 2 M1 Lesson 27: Read, write, and relate base-ten numbers in all forms. 2 M1 Lesson 31: Count the total value of ones, tens, and hundreds with place value disks. 2 M1 Lesson 38: Compare numbers in different forms. 	NC.2.NBT.3	Unit Assessments
Compare two three-digit numbers based on the	2 M1 Topic I: Compare Two Three-Digit Numbers in Different Forms	NC.2.NBT.4	Unit Assessments

value of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons			
Numbers and Operation in Base Ten Using place value understanding and properties of operationsDemonstrate fluency with addition and subtraction, within 100, by:• Flexibly using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction strategies, and explaining why they work.• Selecting an appropriate strategy in order to 	 2 M4 Lesson 4: Represent and solve compare with bigger unknown word problems. 2 M4 Lesson 5: Use the associative property to make a benchmark number to add within 1,000. 2 M4 Lesson 6: Use compensation to add within 1,000. 2 M4 Lesson 10: Choose and defend efficient solution strategies for addition. 2 M4 Lesson 11: Choose and defend efficient strategies to add up to four two-digit numbers. 2 M4 Lesson 12: Take from a ten or a hundred to subtract. 2 M4 Lesson 13: Use compensation to subtract within 1,000. 2 M4 Lesson 20: Subtract by using multiple strategies and defend an efficient strategy. 2 M4 Lesson 22: Solve compare with smaller unknown word problems. 2 M4 Lesson 23: Solve two-step addition and subtraction word problems 	NC.2.NBT.5	Unit Assessments
Add up to three two-digit numbers using strategies based on place value and properties of operations.	2 M2 Lesson 1: Reason about addition with four addends.2 M4 Lesson 11: Choose and defend efficient strategies to add up to four two-digit numbers.	NC.2.NBT.6	Unit Assessments
Add and subtract, within 1,000, relating the strategy to a written method, using: • Concrete models or drawings • Strategies based on place value • Properties of operations • Relationship between addition and subtraction	 2 M2 Lesson 2: Break apart and add like units. 2 M2 Lesson 3: Use compensation to add within 100. 2 M2 Lesson 4: Use compensation to add within 200. 2 M2 Lesson 5: Make a ten to add within 200. 2 M2 Lesson 6: Make a ten to add within 200. 2 M2 Lesson 7: Solve word problems by using simplifying strategies for addition. 2 M2 Topic B: Strategies for Composing a Ten and a Hundred to Add 2 M2 Lesson 14: Use addition and subtraction strategies to find an unknown part. 2 M2 Lesson 15: Use compensation to subtract within 100. 2 M2 Lesson 16: Use compensation to subtract within 200. 2 M2 Lesson 17: Take from a ten to subtract within 200. 2 M2 Lesson 18: Take from a hundred to subtract within 200. 2 M2 Lesson 19: Solve word problems with simplifying strategies for subtraction. 2 M2 Lesson 20: Reason about when to unbundle a ten to subtract. 2 M2 Lesson 21: Use concrete models to decompose a ten and relate them to written recordings. 2 M2 Lesson 23: Use concrete models and drawings to decompose a hundred. 2 M2 Lesson 24: Use place value drawings to decompose a hundred and 	NC.2.NBT.7	Unit Assessments

	 relate them to written recordings. 2 M2 Lesson 25: Use place value drawings to subtract with two decompositions. 2 M4 Lesson 5: Use the associative property to make a benchmark number to add within 1,000. 2 M4 Lesson 6: Use compensation to add within 1,000. 2 M4 Lesson 7: Use concrete models to add and relate them to written recordings. 2 M4 Lesson 8: Use place value drawings to represent addition and relate them to written recordings, part 1. 2 M4 Lesson 9: Use place value drawings to represent addition and relate them to written recordings, part 2. 2 M4 Lesson 10: Choose and defend efficient solution strategies for addition. 2 M4 Topic C: Simplifying Strategies for Subtracting Within 1,000 2 M4 Topic D: Strategies for Decomposing Tens and Hundreds Within 1,000 2 M4 Lesson 21: Apply strategies to find sums and differences and relate addition to subtraction. 2 M4 Lesson 24: Organize, count, and represent a collection of objects 		
Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.	2 M4 Lesson 1: Organize, count, and represent a collection of objects.2 M4 Lesson 2: Mentally add and subtract multiples of 10 and 100 with unknowns in various positions.2 M4 Lesson 3: Solve multi-step word problems and reason about equal expressions.	NC.2.NBT.8	Unit Assessments
Measurement and Data Measure and Estimate Lengths Measure the length of an object in standard units by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.	 2 M1 Lesson 5: Connect measurement to physical units by iterating a centimeter cube. 2 M1 Lesson 6: Make a 10 cm ruler and measure objects. 2 M1 Lesson 7: Measure lengths and relate 10 cm and 1 cm. 2 M1 Lesson 8: Make a meter stick and measure with various tools. 2 M1 Lesson 13: Estimate and measure height to model metric relationships. 2 M5 Lesson 8: Iterate an inch tile to create a unit ruler and measure to the nearest inch. 2 M5 Lesson 9: Use an inch ruler and a yard stick to estimate and measure the length of various objects. 	NC.2.MD.1	Unit Assessments
Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.	2 M5 Lesson 10: Measure an object twice by using different length units and compare and relate measurement to unit size	NC.2.MD.2	Unit Assessments
Estimate lengths in using standard units of inches, feet, yards, centimeters, and meters.	 2 M1 Lesson 11: Estimate and compare lengths. 2 M1 Lesson 13: Estimate and measure height to model metric relationships. 2 M5 Lesson 9: Use an inch ruler and a yard stick to estimate and measure the length of various objects. 	NC.2.MD.3	Unit Assessments

Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.	 2 M1 Lesson 11: Estimate and compare lengths. 2 M1 Lesson 12: Model and reason about the difference in length. 2 M1 Lesson 14: Represent and compare students' heights. 2 M5 Lesson 11: Measure to compare differences in lengths. 	NC.2.MD.4	Unit Assessments
Measure and Data Relate addition and subtraction to length	 2 M1 Lesson 17: Represent and solve comparison problems by using measurement contexts. 2 M1 Lesson 18: Solve compare with difference unknown word problems by using measurement contexts. 2 M1 Lesson 19: Solve compare with difference unknown word problems in various contexts. 2 M5 Lesson 13: Solve word problems that involve measurements and reason about estimates. 2 M5 Lesson 14: Solve addition and subtraction two-step word problems that involve length. 	NC.2.MD.5	Unit Assessments
Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points and represent whole-number sums and differences, within 100, on a number line.	2 M1 Topic D: Solve Compare Problems by Using the Ruler as a Number Line 2 M5 Lesson 12: Identify unknown numbers on a number line by using the interval as a reference point.	NC.2.MD.6	Unit Assessments
Measurement and Data Build understanding of time and money Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.	 2 M3 Lesson 14: Distinguish between a.m. and p.m. 2 M3 Lesson 16: Use a clock to tell time to the half hour or quarter hour. 2 M3 Lesson 17: Relate the clock to a number line to count by fives. 2 M3 Lesson 18: Tell time to the nearest 5 minutes. 	NC.2.MD.7	Unit Assessments
Solve word problems involving: • Quarters, dimes, nickels, and pennies within 99¢, using ¢ symbols appropriately. • Whole dollar amounts, using the \$ symbol appropriately	2 M5 Topic A: Problem Solving with Coins and Bills	NC.2.MD.8	Unit Assessments
Measurement and Data Represent and interpret data	2 M1 Topic A: Represent Data to Solve Problems	NC.2.MD.10	Unit Assessments
Organize, represent, and interpret data with up to four categories. • Draw a picture graph and a bar graph with a single-unit scale to represent a data set. • Solve simple put-together, take-apart, and compare problems using information presented in a picture and a bar graph.			
Geometry Reason with shapes and their attributes Recognize and draw triangles, quadrilaterals,	 2 M3 Topic A: Attributes of Geometric Shapes 2 M3 Lesson 6: Recognize that a whole polygon can be decomposed into smaller parts and the parts can be composed to make a whole. 2 M3 Lesson 7: Combine shapes to create a composite shape and create a 	NC.2.G.1	Unit Assessments

pentagons, and hexagons, having specified attributes; recognize and describe attributes of rectangular prisms and cubes.	new shape from composite shapes.		
 Partition circles and rectangles into two, three, or four equal shares. Describe the shares using the words halves, thirds, half of, a third of, fourths, fourth of, quarter of. Describe the whole as two halves, three thirds, four fourths. Explain that equal shares of identical wholes need not have the same shape. 	 2 M3 Lesson 8: Create composite shapes by using equal parts and name them as halves, thirds, and fourths. 2 M3 Lesson 9: Interpret equal shares in composite shapes as halves, thirds, and fourths. 2 M3 Topic C: Halves, Thirds, and Fourths of Circles and Rectangles 	NC.2.G.3	Unit Assessments

Focus Academy Charter School Curriculum Map Third Grade Math (Eureka Math)			
Unit Pacing	Learning Targets	Nc State Standards	Assessments
 Operations and Algebraic Thinking Represent and solve problems involving multiplication and division For products of whole numbers with two factors up to and including 10: Interpret the factors as representing the number of equal groups and the number of objects in each group. Illustrate and explain strategies including arrays, repeated addition, decomposing a factor, and applying the commutative and associative properties. 	 3 M1 Lesson 2: Interpret equal groups as multiplication. 3 M1 Lesson 3: Relate multiplication to the array model. 3 M1 Lesson 4: Interpret the meaning of factors as number of groups or number in each group. 3 M1 Topic C: Properties of Multiplication 3 M1 Lesson 19: Use the distributive property to break apart multiplication problems into known facts. 3 M3 Lesson 1: Organize, count, and represent a collection of objects. 3 M3 Lesson 4: Decompose pictorial arrays to create expressions with three factors. 3 M3 Lesson 5: Use the break apart and distribute strategy to multiply with units of 6 and 8. 3 M3 Lesson 8: Use the break apart and distribute strategy to multiply with units of 7. 3 M3 Lesson 9: Model the associative property as a strategy to multiply. 3 M3 Lesson 11: Use the break apart and distribute strategy to divide with units of 7. 3 M3 Lesson 11: Use the break apart and distribute strategy to divide with units of 7. 	NC.3.OA.1	Unit Assessments

	 units of 9. 3 M3 Lesson 15: Reason about and explain patterns of multiplication and division with units of 1 and 0. 3 M3 Lesson 18: Create multiplication and division word problems. 3 M3 Lesson 21: Multiply by multiples of 10 by using place value strategies and the associative property. 3 M3 Lesson 23: Identify patterns and apply strategies to multiply with units of 11 and 12. 3 M3 Lesson 24: Organize, count, and represent a collection of objects. 		
 For whole-number quotients of whole numbers with a one-digit divisor and a one-digit quotient: Interpret the divisor and quotient in a division equation as representing the number of equal groups and the number of objects in each group. Illustrate and explain strategies including arrays, repeated addition or subtraction, and decomposing a factor. 	 3 M1 Topic B: Conceptual Understanding of Division 3 M1 Topic D: Two Interpretations of Division 3 M3 Lesson 15: Reason about and explain patterns of multiplication and division with units of 1 and 0. 3 M3 Lesson 18: Create multiplication and division word problems. 	NC.3.OA.2	Unit Assessments
Represent, interpret, and solve one-step problems involving multiplication and division. • Solve multiplication word problems with factors up to and including 10. Represent the problem using arrays, pictures, and/or equations with a symbol for the unknown number to represent the problem . • Solve division word problems with a divisor and quotient up to and including 10. Represent the problem using arrays, pictures, repeated subtraction and/or equations with a symbol for the unknown number to represent the problem.	 3 M1 Lesson 5: Represent and solve multiplication word problems by using drawings and equations. 3 M1 Lesson 8: Model measurement and partitive division by drawing arrays. 3 M1 Lesson 9: Represent and solve division word problems using drawings and equations. 3 M1 Lesson 9: Represent and solve two-step word problems using the properties of multiplication. 3 M1 Lesson 22: Represent and solve two-step word problems using the properties of multiplication. 3 M1 Lesson 23: Represent and solve two-step word problems using drawings and equations. 3 M3 Lesson 2: Count by units of 6 to multiply and divide by using arrays. 3 M3 Lesson 7: Count by units of 8 to multiply and divide by using arrays. 3 M3 Lesson 8: Use the break apart and distribute strategy to multiply with units of 7. 3 M3 Lesson 12: Solve one-step word problems involving multiplication and division. 3 M3 Lesson 25: Apply multiplication and division concepts to complete a multi-part task 	NC.3.OA.3	Unit Assessments
Operations and Algebraic Thinking Understanding properties of multiplication and the relationship between multiplication and	3 M1 Lesson 15: Model division as an unknown factor problem. 3 M1 Lesson 16: Model the quotient as the number of groups using units of 2, 3, 4, 5, and 10.	NC.3.OA.6	Unit Assessments

division. Solve an unknown-factor problem, by using division strategies and/or changing it to a multiplication problem.	 3 M1 Lesson 17: Model the quotient as the size of each group using units of 2, 3, 4, 5, and 10. 3 M1 Lesson 20: Use the distributive property to break apart division problems into known facts. 3 M3 Lesson 2: Count by units of 6 to multiply and divide by using arrays. 3 M3 Lesson 7: Count by units of 7 to multiply and divide by using arrays and tape diagrams. 		
 Operations and Algebraic Thinking Multiply and divide within 100 Demonstrate fluency with multiplication and division with factors, quotients and divisors up to and including 10. Know from memory all products with factors up to and including 10. Illustrate and explain using the relationship between multiplication and division. Determine the unknown whole number in a multiplication or division equation relating three whole numbers. 	 3 M1 Lesson 12: Demonstrate the distributive property using a unit of 4. 3 M1 Lesson 14: Demonstrate the distributive property using units of 2, 3, 4, 5, and 10. 3 M1 Topic E: Application of Multiplication and Division Concepts 3 M3 Lesson 1: Organize, count, and represent a collection of objects. 3 M3 Lesson 14: Apply strategies and identify patterns to multiply with units of 9. 3 M3 Lesson 17: Identify and complete patterns with input–output tables. 3 M3 Lesson 24: Organize, count, and represent a collection of objects. 	NC.3.OA.7	Unit Assessments
Operations and Algebraic Thinking Solve Two-Step Problems Solve two-step word problems using addition, subtraction, and multiplication, representing problems using equations with a symbol for the unknown number.	 3 M1 Lesson 22: Represent and solve two-step word problems using the properties of multiplication. 3 M1 Lesson 23: Represent and solve two-step word problems using drawings and equations. 3 M2 Lesson 25: Solve two-step word problems. 3 M3 Lesson 19: Solve two-step word problems involving all four operations and assess the reasonableness of solutions. 3 M3 Lesson 22: Solve two-step word problems involving multiplication of single-digit factors and multiples of 10. 3 M3 Lesson 25: Apply multiplication and division concepts to complete a multi-part task. 3 M6 Lesson 7: Count coins and create money word problems 	NC.3.OA.8	Unit Assessments
Operations and Algebraic Thinking Explore Patterns of Numbers Interpret patterns of multiplication on a hundreds board and/or multiplication table.	 3 M3 Lesson 13: Count by units of 9 to multiply. 3 M3 Lesson 14: Apply strategies and identify patterns to multiply with units of 9. 3 M3 Lesson 15: Reason about and explain patterns of multiplication and division with units of 1 and 0. 3 M3 Lesson 16: Identify patterns using the multiplication table. 3 M3 Lesson 17: Identify and complete patterns with input–output tables. 3 M3 Lesson 23: Identify patterns and apply strategies to multiply with units of 11 and 12 	NC.3.OA.9	Unit Assessments
Numbers and Operations in Base Ten	3 M2 Lesson 12: Estimate sums and differences by rounding.	NC.3.NBT.2	Unit Assessments

			1
Use place value to add and subtract. Add and subtract whole numbers up to and including 1,000. • Use estimation strategies to assess reasonableness of answers. • Model and explain how the relationship between addition and subtraction can be applied to solve addition and subtraction problems .• Use expanded form to decompose numbers and then find sums and differences.	 3 M2 Lesson 14: Use place value understanding to add and subtract like units. 3 M2 Lesson 15: Use the associative property to make the next ten to add. 3 M2 Lesson 16: Use compensation to add. 3 M2 Lesson 17: Use place value understanding to subtract efficiently using take from a ten. 3 M2 Lesson 18: Use place value understanding to subtract efficiently using take from a hundred. 3 M2 Lesson 19: Use compensation to subtract. 3 M2 Lesson 20: Add measurements using the standard algorithm to compose larger units once. 3 M2 Lesson 21: Add measurements using the standard algorithm to decompose larger units once. 3 M2 Lesson 23: Subtract measurements using the standard algorithm to decompose larger units twice. 3 M2 Lesson 24: Subtract measurements using the standard algorithm to decompose larger units twice. 		
Numbers and Operations in Base Ten Generalize place value understanding for multi-digit numbers Use concrete and pictorial models, based on place value and the properties of operations, to find the product of a one-digit whole number by a multiple of 10 in the range 10–90.	3 M3 Lesson 20: Multiply by multiples of 10 by using the place value chart. 3 M3 Lesson 21: Multiply by multiples of 10 by using place value strategies and the associative property. 3 M3 Lesson 22: Solve two-step word problems involving multiplication of single-digit factors and multiples of 10.	NC.3.NBT.3	Unit Assessments
 Numbers and Operations - Fractions Understand fractions as numbers Interpret unit fractions with denominators of 2, 3, 4, 6, and 8 as quantities formed when a whole is partitioned into equal parts. Explain that a unit fraction is one of those parts . • Represent and identify unit fractions using area and length models. 	3 M5 Topic A: Partition a Whole into Equal Parts 3 M5 Topic B: Unit Fractions and Their Relationship to the Whole 3 M5 Lesson 27: Apply fraction concepts to complete a multi-part task.	NC.3.NF.1	Unit Assessments
 Interpret fractions with denominators of 2, 3, 4, 6, and 8 using area and length models. Using an area model, explain that the numerator of a fraction represents the number of equal parts of the unit fraction. 	 3 M5 Lesson 11: Locate fractions from 0 to 1 on a number line by using fraction tiles. 3 M5 Lesson 12: Represent fractions from 0 to 1 on a number line. 3 M5 Lesson 15: Identify fractions on a ruler as numbers on a number line. 	NC.3.NF.2	Unit Assessments

• Using a number line, explain that the numerator of a fraction represents the number of lengths of the unit fraction from 0.	 3 M5 Lesson 18: Compare fractions with like units by using a number line. 3 M5 Lesson 26: Create a ruler with 1-inch, half-inch, and quarter-inch intervals. 3 M5 Lesson 27: Apply fraction concepts to complete a multi-part task. 		
 Represent equivalent fractions with area and length models by: Composing and decomposing fractions into equivalent fractions using related fractions: halves, fourths and eighths; thirds and sixths Explaining that a fraction with the same numerator and denominator equals one whole. Expressing whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. 	 3 M5 Lesson 8: Identify and represent a whole as two non-unit fractions. 3 M5 Lesson 17: Represent fractions greater than 1 on a number line and identify fractions equivalent to whole numbers. 3 M5 Lesson 22: Identify fractions equivalent to whole numbers by using number lines. 3 M5 Lesson 23: Reason to find fractions equivalent to whole numbers by using patterns and number lines. 3 M5 Lesson 24: Generate equivalent fractions greater than 1 by using a number line. 3 M5 Lesson 25: Express whole numbers as fractions with a denominator of 1. 	NC.3.NF.3	Unit Assessments
Compare two fractions with the same numerator or the same denominator by reasoning about their size, using area and length models, and using the >, <, and = symbols. Recognize that comparisons are valid only when the two fractions refer to the same whole with denominators: halves, fourths and eighths; thirds and sixths.	 3 M5 Lesson 9: Compare unit fractions by reasoning about their size concretely. 3 M5 Lesson 10: Compare non-unit fractions less than 1 with the same numerator by using tape diagrams. 3 M5 Lesson 18: Compare fractions with like units by using a number line. 3 M5 Lesson 19: Compare fractions with unlike units but the same numerator by using number lines. 3 M5 Lesson 20: Compare fractions with related units by using a number line. 3 M5 Lesson 21: Compare various fractions by representing them on number lines. 3 M5 Lesson 27: Apply fraction concepts to complete a multi-part task. 	NC.3.NF.4	Unit Assessments
Measurement and Data Solve problems involving measurement Tell and write time to the nearest minute. Solve word problems involving addition and subtraction of time intervals within the same hour.	 3 M6 Lesson 1: Relate skip-counting by fives on the clock to telling time on the number line. 3 M6 Lesson 2: Count by fives and ones on the number line as a strategy for telling time to the nearest minute on the clock. 3 M6 Lesson 3: Solve time word problems where the end time is unknown. 3 M6 Lesson 4: Solve time word problems where the start time is unknown. 3 M6 Lesson 5: Solve time word problems where the change in time is unknown. 3 M6 Lesson 6: Solve time word problems and use time data to create a line plot. 	NC.3.MD.1	Unit Assessments
Solve problems involving customary measurement. • Estimate and measure lengths in customary units to the quarter-inch and half-inch, and feet	Supplemental materials will be used to address this standard	NC.3.MD.2	Quizzes Teacher-made assessments

 and yards to the whole unit. Estimate and measure capacity and weight in customary units to a whole number: cups, pints, quarts, gallons, ounces, and pounds. Add, subtract, multiply, or divide to solve one-step word problems involving whole number measurements of length, weight, and capacity in the same customary units. 			
 Measurement and Data Represent and interpret data Represent and interpret scaled picture and bar graphs: Collect data by asking a question that yields data in up to four categories. Make a representation of data and interpret data in a frequency table, scaled picture graph, and/or scaled bar graph with axes provided. Solve one and two-step "how many more" and "how many less" problems using information from these graphs 	 3 M2 Lesson 13: Collect and represent data in a scaled bar graph and solve related problems. 3 M6 Lesson 22: Generate categorical data and represent it by using a scaled picture graph. 3 M6 Lesson 23: Solve word problems by creating scaled picture graphs and scaled bar graphs. 	NC.3.MD.3	Unit Assessments
Measurement and Data Understand the concept of area. Find the area of a rectangle with whole-number side lengths by tiling without gaps or overlaps and counting unit squares.	 3 M4 Topic A: Foundations for Understanding Area 3 M4 Lesson 6: Tile rectangles with squares to make arrays and relate the side lengths to the area. 3 M4 Lesson 7: Draw rows and columns to complete a rectangular array and determine its area. 3 M4 Lesson 16: Solve historical math problems involving area. 3 M4 Lesson 18: Find the area of shapes and represent area data on a line plot. 	NC.3.MD.5	Unit Assessments
 Relate area to the operations of multiplication and addition. Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths. Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving problems, and represent whole-number products as rectangular areas in mathematical reasoning. 	 3 M4 Topic B: Concepts of Area Measurement 3 M4 Topic C: Applying Properties of Operations to Area 3 M4 Lesson 13: Apply area understanding to real-world situations. 3 M4 Lesson 14: Reason to find the area of composite shapes by using grids. 3 M4 Lesson 15: Reason to find the area of composite shapes by using rectangles. 3 M4 Lesson 17: Apply area concepts to a real-world context. 3 M4 Lesson 18: Find the area of shapes and represent area data on a line plot. 3 M4 Lesson 19: Apply area concepts to complete a multi-part task. 	NC.3.MD.7	

• Use tiles and/or arrays to illustrate and explain that the area of a rectangle can be found by partitioning it into two smaller rectangles, and that the area of the large rectangle is the sum of the two smaller rectangles.			
Measurement and Data Understand the concept of perimeter Solve problems involving perimeters of polygons, including finding the perimeter given the side lengths, and finding an unknown side length.	3 M6 Topic C: Problem Solving with Perimeter 3 M6 Lesson 19: Measure the perimeter of various circles to the nearest quarter inch by using string.	NC.3.MD.8	Unit Assessments
 Geometry Reason with shapes and their attributes Reason with two-dimensional shapes and their attributes • Investigate, describe, and reason about composing triangles and quadrilaterals and decomposing quadrilaterals. • Recognize and draw examples and non-examples of types of quadrilaterals including rhombuses, rectangles, squares, parallelograms, and trapezoids. 	 3 M4 Lesson 1: Explore attributes of squares, rectangles, and trapezoids. 3 M4 Lesson 5: Relate side lengths to the number of tiles on a side. 3 M6 Topic B: Attributes of Two-Dimensional Figures Supplemental materials will be needed to address some areas of this standard. 	NC.3.G.1	Unit assessments Quizzes Teacher-made assessments

Focus Academy Charter School Curriculum Map Fourth Grade Math (Eureka Math)				
Unit Pacing	Learning Targets	NC Standards	Assessments	
Operations and Algebraic Thinking Represent and solve problems involving multiplication and division.	4 M1 Topic A: Multiplication as Multiplicative Comparison 4 M1 Lesson 6: Demonstrate that a digit represents 10 times the value of what it represents in the place to its right. 4 M2 Lesson 9: Solve multiplication word problems.	NC.4.OA.1	Unit Assessments	
Interpret a multiplication equation as a comparison. Multiply or divide to solve word problems involving multiplicative comparisons	4 M2 Lesson 20: Solve word problems involving additive and multiplicative comparisons.			

using models and equations with a symbol for the unknown number. Distinguish multiplicative comparison from additive comparison.			
 Operations and Algebraic Thinking Use the four operations with whole numbers to solve problems. Solve two-step word problems involving the four operations with whole numbers. Use estimation strategies to assess reasonableness of answers Interpret remainders in word problems. Represent problems using equations with a letter standing for the unknown quantity. 	 4 M1 Lesson 15: Apply estimation to real-world situations by using rounding. 4 M1 Lesson 16: Add by using the standard algorithm. 4 M1 Lesson 17: Solve multi-step addition word problems by using the standard algorithm. 4 M1 Lesson 21: Solve two-step word problems by using addition and subtraction. 4 M1 Lesson 22: Solve multi-step word problems by using addition and subtraction. 4 M3 Topic F: Remainders, Estimating, and Problem Solving 	NC.4.OA.3	Unit Assessments
 Operations and ALgebraic Thinking Gain familiarity with factors and multiples. Find all factor pairs for whole numbers up to and including 50 to: Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number is a multiple of a given one-digit number. Determine if the number is prime or composite 	 4 M2 Lesson 21: Find factor pairs for numbers up to 100 and use factors to identify numbers as prime or composite. 4 M2 Lesson 22: Use division and the associative property of multiplication to find factors. 4 M2 Lesson 23: Determine whether a whole number is a multiple of another number. 4 M2 Lesson 24: Recognize that a number is a multiple of each of its factors. 4 M2 Lesson 25: Explore properties of prime and composite numbers up to 100 by using multiples. 	NC.4.OA.4	Unit Assessments
Operations and Algebraic Thinking Generate and analyze problems. Generate and analyze a number or shape pattern that follows a given rule.	4 M2 Lesson 26: Use relationships within a pattern to find an unknown term in the sequence.	NC.4.OA.5	Unit Assessments
Numbers and Operations in Base Ten Generalize place value understanding multi-digit whole numbers. Explain that in a multi-digit whole number, a digit in one place represents 10 times as much as it represents in the place to its right, up to 100,000.	4 M1 Lesson 6: Demonstrate that a digit represents 10 times the value of what it represents in the place to its right.	NC.4.NBT.1	Unit Assessments

Read and write multi-digit whole numbers up to and including 100,000 using numerals, number names, and expanded form.	 4 M1 Lesson 5: Organize, count, and represent a collection of objects. 4 M1 Lesson 7: Write numbers to 1,000,000 in unit form and expanded form by using place value structure. 4 M1 Lesson 8: Write numbers to 1,000,000 in standard form and word form. 4 M1 Lesson 9: Compare numbers within 1,000,000 by using >, =, and <. 4 M1 Lesson 10: Name numbers by using place value understanding. 4 M1 Lesson 11: Find 1, 10, and 100 thousand more than and less than a given number 	NC.4.NBT.2	Unit Assessments
Compare two multi-digit numbers up to and including 100,000 based on the values of the digits in each place, using >, =, and < symbols to record the results of comparisons.	 4 M1 Lesson 5: Organize, count, and represent a collection of objects. 4 M1 Lesson 7: Write numbers to 1,000,000 in unit form and expanded form by using place value structure. 4 M1 Lesson 8: Write numbers to 1,000,000 in standard form and word form. 4 M1 Lesson 9: Compare numbers within 1,000,000 by using >, =, and <. 4 M1 Lesson 10: Name numbers by using place value understanding. 4 M1 Lesson 11: Find 1, 10, and 100 thousand more than and less than a given number. 	NC.4.NBT.7	Unit Assessments
Numbers and Operations in Base Ten Use place value understanding and properties of operations to perform multi-digit arithmetic. Add and subtract multi-digit whole numbers up to and including 100,000 using the standard algorithm with place value understanding.	4 M1 Topic D: Multi-Digit Whole Number Addition and Subtraction	NC.4.NBT.4	Unit Assessments
Multiply a whole number of up to three digits by a one-digit whole number, and multiply up to two two-digit numbers with place value understanding using area models, partial products, and the properties of operations. Use models to make connections and develop the algorithm.	 4 M2 Lesson 1: Multiply multiples of 10 by one-digit numbers by using the associative property of multiplication. 4 M2 Topic B: Multiplication of Tens and Ones by One-Digit Numbers 4 M3 Lesson 2: Multiply by multiples of 100 and 1,000. 4 M3 Lesson 3: Multiply a two-digit multiple of 10 by a two-digit multiple of 10. 4 M3 Topic C: Multiplication of up to Four-Digit Numbers by One-Digit Numbers 4 M3 Topic D: Multiplication of Two-Digit Numbers by Two-Digit Numbers 	NC.4.NBT.5	Unit Assessments
Find whole-number quotients and remainders with up to three-digit dividends and one-digit divisors with place value understanding using rectangular arrays, area models, repeated subtraction, partial quotients, properties of operations, and/or the relationship between multiplication and division.	 4 M2 Lesson 2: Divide two- and three-digit multiples of 10 by one-digit numbers. 4 M2 Topic C: Division of Tens and Ones by One-Digit Numbers 4 M3 Lesson 1: Divide multiples of 100 and 1,000. 4 M3 Topic B: Division of Thousands, Hundreds, Tens, and Ones 4 M3 Lesson 21: Find whole-number quotients and remainders. 4 M3 Lesson 22: Represent, estimate, and solve division word problems. 	NC.4.NBT.6	Unit Assessments
Numbers and Operations - Fractions	4 M4 Lesson 8: Generate equivalent fractions with smaller units for unit	NC.4.NF.1	Unit Assessments

Extend understanding of Fractions Explain why a fraction is equivalent to another fraction by using area and length fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size.	 fractions. 4 M4 Lesson 9: Generate equivalent fractions with smaller units for non-unit fractions. 4 M4 Lesson 10: Generate equivalent fractions with larger units. 4 M4 Lesson 11: Represent equivalent fractions by using tape diagrams, number lines, and multiplication or division. 4 M4 Lesson 12: Generate equivalent fractions for fractions greater than 1 and generate equivalent mixed numbers. 		
Compare two fractions with different numerators and different denominators, using the denominators 2, 3, 4, 5, 6, 8, 10, 12, and 100. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols >, =, or <, and justify the conclusions by: • Reasoning about their size and using area and length models. • Using benchmark fractions 0, _1 2, and a whole. • Comparing common numerator or common denominators.	4 M4 Topic C: Compare Fractions	NC.4.NF.2	Unit Assessments
 Number and Operations - Fractions Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers. Understand and justify decompositions of fractions with denominators of 2, 3, 4, 5, 6, 8, 10, 12, and 100. Understand addition and subtraction of fractions as joining and separating parts referring to the same whole. Decompose a fraction into a sum of unit fractions and a sum of fractions with the same denominator in more than one way using area models, length models, and equations. Add and subtract fractions, including mixed numbers with like denominators, by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction. 	 4 M4 Topic A: Fraction Decomposition and Equivalence 4 M4 Lesson 7: Rename fractions as a sum of equivalent smaller unit fractions. 4 M4 Topic D: Add and Subtract Fractions 4 M4 Lesson 23: Add a fraction to a mixed number. 4 M4 Lesson 24: Add a mixed number to a mixed number. 4 M4 Lesson 25: Subtract a fraction from a mixed number, part 1. 4 M4 Lesson 26: Subtract a fraction from a mixed number, part 2. 4 M4 Lesson 27: Subtract a mixed number from a mixed number. 4 M4 Lesson 28: Represent and solve word problems with mixed numbers by using drawings and equations. 	NC.4.NF.3	Unit Assessments

• Solve word problems involving addition and subtraction of fractions, including mixed numbers by writing equations from a visual representation of the problem.			
Numbers and Operations - Fractions Use unit fractions to understand operations of fractions	4 M4 Topic F: Repeated Addition of Fractions as Multiplication	NC.4.NF.4	Unit Assessments
Apply and extend previous understandings of multiplication to:			
• Model and explain how fractions can be represented by multiplying a whole number by a unit fraction, using this understanding to multiply a whole number by any fraction less than one.			
• Solve word problems involving multiplication of a fraction by a whole number.			
Numbers and Operations - Fractions Understand decimal notation for fractions, and compare decimal fractions.	4 M5 Topic A: Exploration of Tenths4 M5 Topic B: Tenths and Hundredths4 M5 Topic D: Addition of Tenths and Hundredths	NC.4.NF.6	Unit Assessments
Use decimal notation to represent fractions.			
• Express, model and explain the equivalence between fractions with denominators of 10 and 100.			
• Use equivalent fractions to add two fractions with denominators of 10 or 100.			
• Represent tenths and hundredths with models, making connections between fractions and decimals.			
Compare two decimals to hundredths by reasoning about their size using area and length models, and recording the results of comparisons with the symbols >, =, or <. Recognize that comparisons are valid only when the two decimals refer to the same whole.	4 M5 Topic C: Comparison of Decimal Numbers	NC.4.NF.7	Unit Assessments
Measurement and Data Solve problems involving measurement	4 M1 Topic E: Metric Measurement Conversion Tables 4 M2 Lesson 17: Express measurements of length in terms of smaller units.	NC.4.MD.1	Unit Assessments

Know relative sizes of measurement units. Solve problems involving metric measurement . • Measure to solve problems involving metric units: centimeter, meter, gram, kilogram, Liter, milliliter . • Add, subtract, multiply, and divide to solve one-step word problems involving whole-number measurements of length, mass, and capacity that are given in metric units.	 4 M2 Lesson 20: Solve word problems involving additive and multiplicative comparisons. 4 M3 Topic E: Problem Solving with Measurement 4 M4 Lesson 18: Estimate sums and differences of fractions by using benchmarks. 4 M4 Lesson 20: Subtract a fraction from a whole number. 4 M4 Lesson 21: Solve addition and subtraction word problems and estimate the reasonableness of the answers. 4 M4 Lesson 24: Add a mixed number to a mixed number. 4 M4 Lesson 27: Subtract a mixed number from a mixed number. 4 M4 Lesson 28: Represent and solve word problems with mixed numbers by using drawings and equations. 4 M4 Lesson 33: Solve word problems involving multiplication of a fraction by a whole number. 4 M5 Lesson 14: Solve word problems with tenths and hundredths. 		
Use multiplicative reasoning to convert metric measurements from a larger unit to a smaller unit using place value understanding, two-column tables, and length models.	 4 M1 Topic E: Metric Measurement Conversion Tables 4 M2 Lesson 17: Express measurements of length in terms of smaller units. 4 M3 Topic E: Problem Solving with Measurement 	NC.4.MD.2	Unit Assessments
Solve word problems involving addition and subtraction of time intervals that cross the hour.	Supplemental materials will be used to address this standard.	NC.4.MD.8	Teacher made assessments Quizzes
 Measurement and Data Solve problems involving area and perimeter. Solve problems with area and perimeter. Find areas of rectilinear figures with known side lengths. Solve problems involving a fixed area and varying perimeters and a fixed perimeter and varying areas. Apply the area and perimeter formulas for rectangles in real world and mathematical problems. 	 3 M4 Lesson 10: Compose large rectangles and reason about their areas. 3 M4 Lesson 11: Decompose to find the total area of a rectangle. 3 M4 Lesson 14: Reason to find the area of composite shapes by using grids. 3 M4 Lesson 15: Reason to find the area of composite shapes by using rectangles. 3 M4 Lesson 17: Apply area concepts to a real-world context. 3 M4 Lesson 19: Apply area concepts to complete a multi-part task. 4 M2 Lesson 3: Investigate and use a formula for the area of a rectangle. 4 M2 Lesson 18: Investigate and use formulas for the perimeter of a rectangle. 4 M2 Lesson 19: Apply area and perimeter formulas to solve problems. 4 M2 Lesson 20: Solve word problems involving additive and multiplicative comparisons. 	NC.4.MD.3	Unit Assessments
Measurement and Data Represent and interpret data.	Supplemental material will be used to address this standard.	NC.4.MD.4	Teacher-made assessments Quizzes
Represent and interpret data using whole numbers			
. • Collect data by asking a question that yields			

			,
numerical data.			
• Make a representation of data and interpret data in a frequency table, scaled bar graph, and/or line plot.			
• Determine whether a survey question will yield categorical or numerical data.			
Measurement and Data Understanding concepts of angle and measure angles.	4 M6 Topic B: Angle Measurement 4 M6 Topic C: Determine Unknown Angle Measures	NC.4.MD.6	Unit Assessments
Develop an understanding of angles and angle measurement.			
• Understand angles as geometric shapes that are formed wherever two rays share a common endpoint, and are measured in degrees.			
• Measure and sketch angles in whole-number degrees using a protractor.			
• Solve addition and subtraction problems to find unknown angles on a diagram in real-world and mathematical problems.			
Geometry Classify shapes based on lines and angles in two-dimensional figures. Draw and identify points, lines, line segments, rays, angles, and perpendicular and parallel lines.	 4 M6 Topic A: Lines and Angles 4 M6 Lesson 10: Use 180° protractors to measure angles. 4 M6 Lesson 11: Estimate and measure angles with a 180° protractor. 4 M6 Lesson 12: Use a protractor to draw angles up to 180°. 4 M6 Lesson 18: Analyze and classify triangles based on side length, angle measures, or both. 4 M6 Lesson 19: Construct and classify triangles based on given attributes. 4 M6 Lesson 20: Sort polygons based on a given rule. 	NC.4.G.1	Unit Assessments
Classify quadrilaterals and triangles based on angle measure, side lengths, and the presence or absence of parallel or perpendicular lines.	 4 M6 Lesson 18: Analyze and classify triangles based on side length, angle measures, or both. 4 M6 Lesson 19: Construct and classify triangles based on given attributes. 4 M6 Lesson 20: Sort polygons based on a given rule. 	NC.4.G.2	Unit Assessments
Recognize symmetry in a two-dimensional figure, and identify and draw lines of symmetry.	4 M6 Lesson 17: Recognize, identify, and draw lines of symmetry.	NC.4.G.3	Unit Assessments

Focus Academy Charter School Curriculum Map Fifth Grade Math (Eureka Math)			
Unit Pacing	Learning Targets	NC Standards	Assessments
 Operations and Algebraic Thinking Write and interpret numerical expressions. Write, explain, and evaluate numerical expressions involving the four operations to solve up to two-step problems. Include expressions involving: Parentheses, using the order of operations. Commutative, associative and distributive properties. 	 5 M1 Lesson 7: Multiply by using familiar methods. 5 M1 Lesson 8: Multiply two- and three-digit numbers by two-digit numbers by using the distributive property. 5 M1 Topic D: Multi-Step Problems with Whole Numbers 5 M3 Lesson 12: Divide a nonzero whole number by a unit fraction to find the number of groups. 5 M3 Lesson 16: Reason about the size of quotients of whole numbers and unit fractions and quotients of unit fractions and whole numbers. 5 M3 Lesson 18: Compare and evaluate expressions with parentheses. 5 M3 Lesson 22: Evaluate expressions involving nested grouping symbols. 5 M4 Lesson 30: Create and solve real-world problems for given numerical expressions involving decimals. 	NC.5.OA.2	Unit Assessments
 Operations and Algebraic Thinking Analyze patterns and relationships Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns. Graph the ordered pairs on a coordinate plane 	 5 M6 Lesson 7: Generate number patterns to form ordered pairs. 5 M6 Lesson 8: Identify addition and subtraction relationships between corresponding terms in number patterns. 5 M6 Lesson 9: Identify multiplication and division relationships between corresponding terms in number patterns. 5 M6 Lesson 11: Draw lines in the coordinate plane and identify points on the lines. 5 M6 Lesson 20: Reason about patterns in real-world situations. 	NC.5.OA.3	Unit Assessments
 Number and Operations in Base Ten Understand the place value system. Explain the patterns in the place value system from one million to the thousandths place. Explain that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 10 1 of what it represents in the place to its left. Explain patterns in products and quotients 	 5 M1 Lesson 1: Relate adjacent place value units by using place value understanding. 5 M1 Lesson 2: Multiply and divide by 10, 100, and 1,000 and identify patterns in the products and quotients. 5 M1 Lesson 3: Use exponents to multiply and divide by powers of 10. 5 M1 Lesson 4: Estimate products and quotients by using powers of 10 and their multiples. 5 M4 Lesson 1: Model and relate decimal place value units to thousandths. 5 M4 Lesson 3: Represent thousandths as a place value unit. 5 M4 Lesson 3: Represent decimal numbers to the thousandths place in different forms. 5 M4 Lesson 4: Relate the values of digits in a decimal number by using 	NC.5.NBT.1	Unit Assessments

when numbers are multiplied by 1,000, 100, 10, 0.1, and 0.01 and/or divided by 10 and 100.	place value understanding. 5 M4 Lesson 5: Multiply and divide decimal numbers by powers of 10.		
Read, write, and compare decimals to thousandths.	 5 M4 Lesson 1: Model and relate decimal place value units to thousandths. 5 M4 Lesson 2: Represent thousandths as a place value unit. 5 M4 Lesson 3: Represent decimal numbers to the thousandths place in different forms. 5 M4 Lesson 6: Compare decimal numbers to the thousandths place. 	NC.5.NBT.3	Unit Assessments
Number and Operations in Base Ten Perform operations with multi-digit whole numbers. Demonstrate fluency with the multiplication of two whole numbers up to a three-digit number by a two-digit number using the standard algorithm	 5 M1 Topic B: Multiplication of Whole Numbers 5 M4 Lesson 9: Add decimal numbers by using different methods. 5 M4 Lesson 12: Subtract decimal numbers by using place value understanding. 5 M4 Lesson 13: Solve word problems involving addition and subtraction of decimal numbers and fractions. 5 M4 Lesson 15: Multiply decimal numbers to hundredths by one-digit whole numbers and multiples of 10, 100, or 1,000 by using different written methods. 5 M4 Lesson 16: Multiply decimal numbers to hundredths by two-digit whole numbers by using area models and vertical form. 5 M4 Lesson 17: Multiply decimal numbers to hundredths by two-digit whole numbers by using different methods. 5 M4 Lesson 17: Multiply adecimal numbers to hundredths by two-digit whole numbers by using different methods. 5 M4 Lesson 19: Multiply a decimal number by a decimal number. 5 M4 Lesson 20: Divide decimal numbers to hundredths by one-digit whole numbers and multiples of 10, 100, or 1,000 by using unit form and place value understanding. 5 M4 Lesson 22: Divide decimal numbers to hundredths by two-digit whole numbers. 5 M4 Lesson 23: Relate division by 0.1 and 0.01 to division by a unit fraction. 5 M4 Lesson 24: Divide decimal numbers by decimal numbers, resulting in whole-number quotients. 5 	NC.5.NBT.5	Unit Assessments
Find quotients with remainders when dividing whole numbers with up to four-digit dividends and two-digit divisors using rectangular arrays, area models, repeated subtraction, partial quotients, and/or the relationship between multiplication and division. Use models to make connections and develop the algorithm.	5 M1 Topic C: Division of Whole Numbers	NC.5.NBT.6	Unit Assessments
Number and Operations in Base Ten Perform operations with decimals. Compute and solve real-world problems with multi-digit whole numbers and decimal	 5 M4 Lesson 9: Add decimal numbers by using different methods. 5 M4 Lesson 10: Add decimal numbers by using place value understanding. 5 M4 Lesson 11: Subtract decimal numbers by using different methods. 5 M4 Lesson 12: Subtract decimal numbers by using place value understanding. 	NC.5.NBT.7	Unit Assessments

 numbers. Add and subtract decimals to thousandths using models, drawings or strategies based on place value. Multiply decimals with a product to thousandths using models, drawings, or strategies based on place value. Divide a whole number by a decimal and divide a decimal by a whole number, using repeated subtraction or area models. Decimals should be limited to hundredths. Use estimation strategies to assess reasonableness of answers. 	5 M4 Topic C: Multiplication of Decimal Numbers 5 M4 Topic D: Division of Decimal Numbers		
 Number and Operations—Fractions Use equivalent fractions as a strategy to add and subtract fractions, including mixed numbers, with unlike denominators using related fractions: halves, fourths and eighths; thirds, sixths, and twelfths; fifths, tenths, and hundredths. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. Solve one- and two-step word problems in context using area and length models to develop the algorithm. Represent the word problem in an equation. 	 5 M2 Lesson 7: Add and subtract fractions with related units by finding equivalent fractions numerically. 5 M2 Lesson 8: Add and subtract fractions with unrelated units by finding equivalent fractions pictorially. 5 M2 Lesson 9: Add and subtract fractions with unrelated units by finding equivalent fractions numerically. 5 M2 Topic C: Addition and Subtraction of Fractions, Whole Numbers, and Mixed Numbers 5 M2 Lesson 17: Solve problems by equally redistributing a total amount. 	NC.5.NF.1	Unit Assessments
 Number and Operations—Fractions Apply and extend previous understandings of multiplication and division to multiply and divide fractions Use fractions to model and solve division problems. Interpret a fraction as an equal sharing context, where a quantity is divided into equal parts. 	5 M2 Topic A: Fractions and Division	NC.5.NF.3	Unit Assessments

 Model and interpret a fraction as the division of the numerator by the denominator. Solve one-step word problems involving division of whole numbers leading to answers in the form of fractions and mixed numbers, with denominators of 2, 3, 4, 5, 6, 8, 10, and 12, using area, length, and set models or equations. 			
 Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction, including mixed numbers. Use area and length models to multiply two fractions, with the denominators 2, 3, 4. Explain why multiplying a given number by a fraction greater than 1 results in a product greater than the given number by a fraction less than 1 results in a product smaller than the given number. Solve one-step word problems involving multiplication of fractions using models to develop the algorithm. 	 5 M3 Topic A: Multiplication of a Whole Number by a Fraction 5 M3 Topic B: Multiplication of Fractions 5 M3 Lesson 17: Solve word problems involving fractions with multiplication and division. 5 M3 Lesson 21: Solve multi-step word problems involving fractions. 5 M5 Topic B: Areas of Rectangular Figures with Fraction Side Lengths 5 M6 Lesson 15: Use the coordinate plane to reason about perimeters and areas of rectangles. 	NC.5.NF.4	Unit Assessments
Solve one-step word problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions using area and length models, and equations to represent the problem.	 5 M3 Topic C: Division with a Unit Fraction and a Whole Number 5 M3 Lesson 19: Create and solve one-step word problems involving fractions. 5 M3 Lesson 20: Solve multi-step word problems involving fractions and write equations with parentheses. 5 M3 Lesson 21: Solve multi-step word problems involving fractions. 	NC.5.NF.7	Unit Assessments
Measurement and Data Convert like measurement units within a given measurement system. Given a conversion chart, use multiplicative reasoning to solve one-step conversion problems within a given measurement system.	 5 M1 Lesson 5: Convert measurements and describe relationships between metric units. 5 M1 Lesson 6: Solve multi-step word problems by using metric measurement conversion. 5 M3 Lesson 5: Convert larger customary measurement units to smaller measurement units. 5 M3 Lesson 6: Convert smaller customary measurement units to larger measurement units. 5 M4 Lesson 26: Solve a real-world problem involving metric measurements. 5 M4 Lesson 27: Convert metric measurements involving decimals. 5 M4 Lesson 28: Convert customary measurements involving decimals. 	NC.5.MD.1	Unit Assessments

 Measurement and Data Represent and interpret data. Represent and interpret data. Collect data by asking a question that yields data that changes over time. Make and interpret a representation of data 	Supplemental material is necessary to address this standard.	NC.5.MD.2	Unit Assessments
 using a line graph. Determine whether a survey question will yield categorical or numerical data, or data that changes over time. 			
Measurement and Data Understand concepts of volume.	5 M5 Topic C: Volume Concepts	NC.5.MD.4	Unit Assessments
Recognize volume as an attribute of solid figures and measure volume by counting unit cubes, using cubic centimeters, cubic inches, cubic feet, and improvised units.			
Relate volume to the operations of multiplication and addition.	5 M5 Topic D: Volume and the Operations of Multiplication and Addition	NC.5.MD.5	Unit Assessments
• Find the volume of a rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths.			
• Build understanding of the volume formula for rectangular prisms with whole-number edge lengths in the context of solving problems.			
• Find volume of solid figures with one-digit dimensions composed of two non-overlapping rectangular prisms.			
Geometry Understand the coordinate plane. Graph points in the first quadrant of a coordinate plane, and identify and interpret the x and y coordinates to solve problems.	 5 M6 Topic A: Coordinate Systems 5 M6 Lesson 5: Identify properties of horizontal and vertical lines. 5 M6 Lesson 6: Use properties of horizontal and vertical lines to solve problems. 5 M6 Lesson 7: Generate number patterns to form ordered pairs. 5 M6 Lesson 8: Identify addition and subtraction relationships between corresponding terms in number patterns. 5 M6 Lesson 9: Identify multiplication and division relationships between 	NC.5.G.1	Unit Assessments

	 corresponding terms in number patterns. 5 M6 Topic C: Solve Mathematical Problems in the Coordinate Plane 5 M6 Lesson 16: Interpret graphs that represent real-world situations. 5 M6 Lesson 17: Plot data in the coordinate plane and analyze relationships. 5 M6 Lesson 18: Interpret line graphs. 5 M6 Lesson 20: Reason about patterns in real-world situations. 		
Geometry Classify quadrilaterals. Classify quadrilaterals into categories based on their properties.	 5 M5 Topic A: Drawing, Analysis, and Classification of Two-Dimensional Figures 5 M6 Lesson 12: Graph and classify quadrilaterals in the coordinate plane. 	NC.5.G.3	Unit Assessments
• Explain that attributes belonging to a category of quadrilaterals also belong to all subcategories of that category.			
• Classify quadrilaterals in a hierarchy based on properties.			

Focus Academy Charter School Curriculum Map Sixth Grade Math (Eureka Math)			
Unit Pacing	Learning Targets	NC Standards	Assessments
 Ratio and Proportional Relationships Understand ratio concepts and use ratio to solve problems. Understand the concept of a ratio and use ratio language to: Describe a ratio as a multiplicative relationship between two quantities. Model a ratio relationship using a variety of representations 	 6 M1 Lesson 2: Introduction to Ratios 6 M1 Lesson 3: Ratios and Tape Diagrams 6 M1 Lesson 4: Exploring Ratios by Making Batches 6 M1 Lesson 5: Equivalent Ratios 6 M1 Lesson 8: Addition Patterns in Ratio Relationships 6 M1 Lesson 10: Multiplicative Reasoning in Ratio Relationships 6 M1 Lesson 11: Applications of Ratio Reasoning 	NC.6.RP.1	Unit Assessments
Understand that ratios can be expressed as equivalent unit ratios by finding and interpreting both unit ratios in context.	 6 M1 Lesson 15: The Value of the Ratio 6 M1 Lesson 16: Speed 6 M1 Lesson 17: Rates 6 M1 Lesson 18: Comparing Rates 6 M1 Lesson 19: Using Rates to Convert Units 	NC.6.RP.2	Unit Assessments

	6 M1 Lesson 20: Solving Rate Problems		
Use ratio reasoning with equivalent whole-number ratios to solve real-world and mathematical problems by: • Creating and using a table to compare ratios. • Finding missing values in the tables. • Using a unit ratio. • Converting and manipulating measurements using given ratios. • Plotting the pairs of values on the coordinate	 6 M1 Lesson 1: Jars of Jelly Beans 6 M1 Lesson 3: Ratios and Tape Diagrams 6 M1 Lesson 4: Exploring Ratios by Making Batches 6 M1 Lesson 5: Equivalent Ratios 6 M1 Topic B: Collections of Equivalent Ratios 6 M1 Topic C: Comparing Ratio Relationships 6 M1 Topic D: Rates 6 M4 Lesson 22: Relationship between Two Variables 6 M4 Lesson 23: Graphs of Ratio Relationships 6 M5 Lesson 13: Surface Area in Real-World Situations 	NC.6.RP.3	Unit Assessments
plane.			
Use ratio reasoning to solve real-world and mathematical problems with percents by:	6 M1 Topic E: Percents	NC.6.RP.4	Unit Assessments
• Understanding and finding a percent of a quantity as a ratio per 100.			
 Using equivalent ratios, such as benchmark percents (50%, 25%, 10%, 5%, 1%), to determine a part of any given quantity. Finding the whole, given a part and the percent. 			
The Number System Apply and extend previous understandings of multiplication and division to divide fractions by fractions.	6 M2 Topic B: Dividing Fractions 6 M2 Topic C: Dividing Fractions Fluently	NC.6.NS.1	Unit Assessments
Use visual models and common denominators to:			
• Interpret and compute quotients of fractions.			
• Solve real-world and mathematical problems involving division of fractions.			
The Number System Compute fluently with multi-digit numbers and find common factors and multiples.	6 M2 Lesson 17: Partial Quotients6 M2 Lesson 18: The Standard Division Algorithm6 M2 Lesson 19: Expressing Quotients as Decimals	NC.6.NS.2	Unit Assessments

Fluently divide using long division with a minimum of a four-digit dividend and interpret the quotient and remainder in context.			
Apply and extend previous understandings of decimals to develop and fluently use the standard algorithms for addition, subtraction, multiplication and division of decimals.	 6 M2 Lesson 13: Decimal Addition and Subtraction 6 M2 Lesson 14: Patterns in Multiplying Decimals 6 M2 Lesson 15: Decimal Multiplication 6 M2 Topic F: Decimal Division 	NC.6.NS.3	Unit Assessments
 Understand and use prime factorization and the relationships between factors to: Find the unique prime factorization for a whole number. Find the greatest common factor of two whole numbers less than or equal to 100. Use the greatest common factor and the distributive property to rewrite the sum of two whole numbers, each less than or equal to 100. Find the least common multiple of two whole numbers less than or equal to 12 to add and subtract fractions with unlike denominators. 	6 M2 Topic A: Factors, Multiples, and Divisibility 6 M4 Lesson 13: The Distributive Property 6 M4 Lesson 14: Using the Distributive Property to Factor Expressions	NC.6.NS.4	Unit Assessments
 The Number System Apply and extend previous understandings of numbers to the system of rational numbers. Understand and use rational numbers to: Describe quantities having opposite directions or values. Represent quantities in real-world contexts, explaining the meaning of 0 in each situation. Understand the absolute value of a rational number as its distance from 0 on the number line to: Interpret absolute value as magnitude for a positive or negative quantity in a real-world context. Distinguish comparisons of absolute value from statements about order. 	 6 M3 Lesson 1: Positive and Negative Numbers 6 M3 Lesson 4: Rational Numbers in Real-World Situations 6 M3 Lesson 7: Absolute Value 6 M3 Lesson 8: Absolute Value and Order 6 M3 Lesson 9: Interpreting Order and Distance in Real-World Situations 	NC.6.NS.5	Unit Assessments

Understand rational numbers as points on the number line and as ordered pairs on a coordinate plane.	This standard is fully addressed by the lessons aligned to its subsections.	NC.6.NS.6	Unit Assessments
 On a number line: Recognize opposite signs of numbers as indicating locations on opposite sides of 0 and that the opposite of the opposite of a number is the number itself. Find and position rational numbers on a horizontal or vertical number line. 	 6 M3 Lesson 2: Integers 6 M3 Lesson 3: Rational Numbers 6 M3 Lesson 4: Rational Numbers in Real-World Situations 6 M3 Lesson 11: Plotting Points in the Coordinate Plane 6 M3 Lesson 12: Reflections in the Coordinate Plane 6 M3 Lesson 13: Constructing the Coordinate Plane 6 M3 Topic D: Solving Problems in the Coordinate Plane 	NC.6.NS.6.a	Unit Assessments
 On a coordinate plane: Understand signs of numbers in ordered pairs as indicating locations in quadrants. Recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes. Find and position pairs of rational numbers on a coordinate plane. 	 6 M3 Lesson 3: Rational Numbers 6 M3 Lesson 10: The Four Quadrants of the Coordinate Plane 6 M3 Lesson 11: Plotting Points in the Coordinate Plane 6 M3 Lesson 12: Reflections in the Coordinate Plane 6 M3 Lesson 13: Constructing the Coordinate Plane 6 M3 Topic D: Solving Problems in the Coordinate Plane 	NC.6.NS.6.b	Unit Assessments
Understand ordering of rational numbers.	This standard is fully addressed by the lessons aligned to its subsections.	NC.6.NS.7	Unit Assessments
Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram.	6 M3 Lesson 5: Comparing Rational Numbers 6 M3 Lesson 6: Ordering Rational Numbers	NC.6.NS.7.a	Unit Assessments
Write, interpret, and explain statements of order for rational numbers in real-world contexts.	6 M3 Lesson 5: Comparing Rational Numbers 6 M3 Lesson 6: Ordering Rational Numbers	NC.6.NS.7.b	Unit Assessments
Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate.	6 M3 Lesson 14: Modeling with the Coordinate Plane 6 M3 Topic D: Solving Problems in the Coordinate Plane 6 M5 Lesson 5: Perimeter and Area in the Coordinate Plane	NC.6.NS.8	Unit Assessments
Apply and extend previous understandings of addition and subtraction. •Describe situations in which opposite quantities combine to make 0.	7 M2 Topic A: Adding Rational Numbers 7 M2 Topic B: Subtracting Rational Numbers	NC.6.NS.9	Unit Assessments

 Understand p + q as the number located a distance q from p, in the positive or negative direction depending on the sign of q. Show that a number and its additive inverse create a zero pair. Understand subtraction of integers as adding the additive inverse, p - q = p + (-q). Show that the distance between two integers on the number line is the absolute value of their difference. Use models to add and subtract integers from -20 to 20 and describe real-world contexts using sums and differences. 			
Expressions and Equations Apply and extend previous understandings of arithmetic to algebraic expressions. Write and evaluate numerical expressions, with and without grouping symbols, involving whole-number exponents.	6 M4 Topic A: Numerical Expressions	NC.6.EE.1	Unit Assessments
 Write, read, and evaluate algebraic expressions. Write expressions that record operations with numbers and with letters standing for numbers. Identify parts of an expression using mathematical terms and view one or more of those parts as a single entity. Evaluate expressions at specific values of their variables using expressions that arise from formulas used in real-world problems. 	 6 M4 Lesson 7: Algebraic Expressions with Addition and Subtraction 6 M4 Lesson 8: Algebraic Expressions with Addition, Subtraction, Multiplication, and Division 6 M4 Lesson 9: Addition and Subtraction Expressions from Real-World Situations 6 M4 Lesson 11: Modeling Real-World Situations with Expressions 6 M4 Lesson 12: Applying Properties to Multiplication and Division Expressions 6 M4 Lesson 17: Equations and Solutions 6 M5 Lesson 17: The Area of a Parallelogram 6 M5 Lesson 12: From Nets to Surface Area 6 M5 Lesson 13: Surface Area in Real-World Situations 6 M5 Lesson 14: Designing a Box 6 M5 Lesson 16: Applying Volume Formulas 	NC.6.EE.2	Unit Assessments
Apply the properties of operations to generate equivalent expressions without exponents.	 6 M4 Topic C: Equivalent Expressions Using the Properties of Operations 6 M5 Lesson 4: Areas of Triangles in Real-World Situations 6 M5 Lesson 6: Problem Solving with Area in the Coordinate Plane 6 M5 Lesson 7: Area of Trapezoids and Other Polygons 	NC.6.EE.3	Unit Assessments
Identify when two expressions are equivalent	6 M4 Topic C: Equivalent Expressions Using the Properties of Operations	NC.6.EE.4	Unit Assessments

and justify with mathematical reasoning.	6 M5 Lesson 7: Area of Trapezoids and Other Polygons 6 M5 Lesson 12: From Nets to Surface Area 6 M5 Lesson 17: Problem Solving with Volume		
Expressions and Equations Reason about and solve one-variable equations. Use substitution to determine whether a given number in a specified set makes an equation true.	 6 M4 Lesson 17: Equations and Solutions 6 M4 Lesson 18: Inequalities and Solutions 6 M4 Lesson 19: Solving Equations with Addition and Subtraction 6 M4 Lesson 20: Solving Equations with Multiplication and Division 	NC.6.EE.5	Unit Assessments
Use variables to represent numbers and write expressions when solving a real-world or mathematical problem.	 6 M4 Lesson 9: Addition and Subtraction Expressions from Real-World Situations 6 M4 Lesson 10: Multiplication and Division Expressions from Real-World Situations 6 M4 Lesson 11: Modeling Real-World Situations with Expressions 6 M4 Lesson 16: Equivalent Algebraic Expressions 	NC.6.EE.6	Unit Assessments
 Solve real-world and mathematical problems by writing and solving equations of the form: •x + p = q in which p, q and x are all nonnegative rational numbers; and, •p · x = q for cases in which p, q and x are all nonnegative rational numbers. 	6 M4 Lesson 17: Equations and Solutions 6 M4 Lesson 19: Solving Equations with Addition and Subtraction 6 M4 Lesson 20: Solving Equations with Multiplication and Division 6 M4 Lesson 21: Solving Problems with Equations 6 M5 Lesson 2: The Area of a Right Triangle	NC.6.EE.7	Unit Assessments
 Expressions and Equations Reason about and solve one-variable inequalities. Reason about inequalities by: Using substitution to determine whether a given number in a specified set makes an inequality true. Writing an inequality of the form x > c or x < c to represent a constraint or condition Recognizing that inequalities of the form x > c or x < c have infinitely many solutions. Representing solutions of inequalities on number line diagrams. 	6 M4 Lesson 18: Inequalities and Solutions	NC.6.EE.8	Unit Assessments
Expressions and Equations Represent and analyze quantitative	6 M4 Topic E: Relating Variables by Using Tables, Graphs, and Equations	NC.6.EE.9	Unit Assessments

 relationships between dependent and independent variables. Represent and analyze quantitative relationships by: Using variables to represent two quantities in a real-world or mathematical context that change in relationship to one another Analyze the relationship between quantities in different representations (context, equations, 			
tables, and graphs).			
Geometry Solve real-world and mathematical problems involving area, surface area, and volume.	6 M5 Topic A: Areas of Polygons 6 M5 Topic B: Problem Solving with Area	NC.6.G.1	Unit Assessments
Create geometric models to solve real-world and mathematical problems to:			
•Find the area of triangles by composing into rectangles and decomposing into right triangles.			
• Find the area of special quadrilaterals and polygons by decomposing into triangles or rectangles			
Apply and extend previous understandings of the volume of a right rectangular prism to find the volume of right rectangular prisms with fractional edge lengths. Apply this understanding to the context of solving real-world and mathematical problems.	6 M5 Topic D: Volumes of Right Rectangular Prisms	NC.6.G.2	Unit Assessments
Use the coordinate plane to solve real-world and mathematical problems by: • Drawing polygons in the coordinate plane given coordinates for the vertices. •Using coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate.	6 M5 Lesson 5: Perimeter and Area in the Coordinate Plane 6 M5 Lesson 6: Problem Solving with Area in the Coordinate Plane	NC.6.G.3	Unit Assessments

Represent right prisms and right pyramids using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems.	6 M5 Topic C: Nets and Surface Area 6 M5 Lesson 19: Volume and Surface Area in Real-World Situations	NC.6.G.4	Unit Assessments
Statistics and Probability Develop understanding of statistical variability.	6 M6 Lesson 1: Posing Statistical Questions 6 M6 Lesson 6: Selecting a Data Display 6 M6 Lesson 17: Developing a Statistical Project	NC.6.SP.1	Unit Assessments
Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape.	 6 M6 Lesson 2: Describing a Data Distribution 6 M6 Lesson 3: Creating a Dot Plot 6 M6 Lesson 4: Creating a Histogram 6 M6 Lesson 9: Variability in a Data Distribution 6 M6 Lesson 14: Using a Box Plot to Summarize a Distribution 6 M6 Lesson 18: Connecting Graphical Representations and Summary Measures 	NC.6.SP.2	Unit Assessments
Understand that both a measure of center and a description of variability should be considered when describing a numerical data set.	 6 M6 Topic B: Mean and Mean Absolute Deviation 6 M6 Lesson 12: Using the Median to Describe the Center 6 M6 Lesson 13: Using the Interquartile Range to Describe Variability 6 M6 Lesson 15: More Practice with Box Plots 6 M6 Lesson 16: Interpreting Box Plots 6 M6 Lesson 19: Comparing Data Distributions 6 M6 Lesson 22: Presenting Statistical Projects 	NC.6.SP.3	Unit Assessments
Determine the measure of center of a data set and understand that it is a single number that • Understand that a mean is a measure of center that represents a balance point or fair share of a data set and can be influenced by the presence of extreme values within the data set. • Understand the median as a measure of center that is the numerical middle of an ordered data set.	 6 M6 Topic B: Mean and Mean Absolute Deviation 6 M6 Lesson 12: Using the Median to Describe the Center 6 M6 Lesson 13: Using the Interquartile Range to Describe Variability 6 M6 Lesson 15: More Practice with Box Plots 6 M6 Lesson 16: Interpreting Box Plots 6 M6 Lesson 19: Comparing Data Distributions 6 M6 Lesson 22: Presenting Statistical Projects 	NC.6.SP.3.a	Unit Assessments
Understand that describing the variability of a data set is needed to distinguish between data sets in the same scale, by comparing graphical representations of different data sets in the same scale that have similar measures of center, but different spreads.	 6 M6 Topic B: Mean and Mean Absolute Deviation 6 M6 Lesson 12: Using the Median to Describe the Center 6 M6 Lesson 13: Using the Interquartile Range to Describe Variability 6 M6 Lesson 15: More Practice with Box Plots 6 M6 Lesson 16: Interpreting Box Plots 6 M6 Lesson 19: Comparing Data Distributions 6 M6 Lesson 22: Presenting Statistical Projects 	NC.6.SP.3.b	Unit Assessments

 Statistics and Probability Summarize and describe distributions. Display numerical data in plots on a number line. Use dot plots, histograms, and box plots to represent data. Compare attributes of different representations of the same data. 	 6 M6 Lesson 3: Creating a Dot Plot 6 M6 Lesson 4: Creating a Histogram 6 M6 Lesson 5: Comparing Data Displays 6 M6 Lesson 6: Selecting a Data Display 6 M6 Lesson 14: Using a Box Plot to Summarize a Distribution 6 M6 Lesson 15: More Practice with Box Plots 6 M6 Lesson 16: Interpreting Box Plots 6 M6 Lesson 19: Comparing Data Distributions 6 M6 Lesson 22: Presenting Statistical Projects 	NC.6.SP.4	Unit Assessments
Summarize numerical data sets in relation to their context.	This standard is fully addressed by the lessons aligned to its subsections.	NC.6.SP.5	Unit Assessments
 Describe the data collected by: Reporting the number of observations in dot plots and histograms. Communicating the nature of the attribute under investigation, how it was measured, and the units of measurement. 	 6 M6 Lesson 1: Posing Statistical Questions 6 M6 Lesson 2: Describing a Data Distribution 6 M6 Lesson 5: Comparing Data Displays 6 M6 Lesson 17: Developing a Statistical Project 6 M6 Lesson 21: Comparing Measures of Variability 	NC.6.SP.5.a	Unit Assessments
 Analyze center and variability by: Giving quantitative measures of center, describing variability, and any overall pattern, and noting any striking deviations. Justifying the appropriate choice of measures of center using the shape of the data distribution. 	 6 M6 Lesson 7: Using the Mean to Describe the Center 6 M6 Lesson 8: The Mean as a Balance Point 6 M6 Lesson 10: The Mean Absolute Deviation 6 M6 Lesson 11: Using the Mean and Mean Absolute Deviation 6 M6 Lesson 12: Using the Median to Describe the Center 6 M6 Lesson 13: Using the Interquartile Range to Describe Variability 6 M6 Lesson 18: Connecting Graphical Representations and Summary Measures 6 M6 Lesson 20: Choosing a Measure of Center 6 M6 Lesson 21: Comparing Measures of Variability 	NC.6.SP.5.b	Unit Assessments

Focus Academy Charter School Curriculum Map Seventh Grade Math (Eureka Math)			
Unit Pacing	Learning Targets	NC Standards	Assessments
Ratio and Proportional Relationships Analyze proportional relationships and use	7 M1 Lesson 1: An Experiment with Ratios and Rates 7 M1 Lesson 2: Exploring Tables of Proportional Relationships	NC.7.RP.1	Unit Assessments

them to solve real-world and mathematical problems. Compute unit rates associated with ratios of fractions to solve real-world and mathematical problems.	7 M1 Lesson 3: Identifying Proportional Relationships in Tables		
Recognize and represent proportional relationships between quantities.	This standard is fully addressed by the lessons aligned to its subsections.	NC.7.RP.2	Unit Assessments
 Understand that a proportion is a relationship of equality between ratios. Represent proportional relationships using tables and graphs. Recognize whether ratios are in a proportional relationship using tables and graphs. Compare two different proportional relationships using tables, graphs, equations, and verbal descriptions. 	7 M1 Topic A: Understanding Proportional Relationships 7 M1 Lesson 14: Extreme Bicycles	NC.7.RP.2.a	Unit Assessments
Identify the unit rate (constant of proportionality) within two quantities in a proportional relationship using tables, graphs, equations, and verbal descriptions.	 7 M1 Lesson 4: Exploring Graphs of Proportional Relationships 7 M1 Lesson 5: Analyzing Graphs of Proportional Relationships 7 M1 Lesson 6: Identifying Proportional Relationships in Written Descriptions 7 M1 Lesson 8: Relating Representations of Proportional Relationships 7 M1 Lesson 9: Comparing Proportional Relationships 7 M1 Lesson 9: Comparing Proportional Relationships 7 M1 Lesson 11: Constant Rates 7 M1 Lesson 12: Multi-Step Ratio Problems, Part 1 7 M1 Lesson 13: Multi-Step Ratio Problems, Part 2 7 M1 Lesson 16: Using a Scale Factor 7 M1 Lesson 18: Relating Areas of Scale Drawings 	NC.7.RP.2.b	Unit Assessments
Create equations and graphs to represent proportional relationships.	 7 M1 Lesson 2: Exploring Tables of Proportional Relationships 7 M1 Lesson 3: Identifying Proportional Relationships in Tables 7 M1 Lesson 8: Relating Representations of Proportional Relationships 7 M1 Lesson 10: Applying Proportional Reasoning 7 M1 Lesson 11: Constant Rates 7 M1 Lesson 12: Multi-Step Ratio Problems, Part 1 7 M1 Lesson 13: Multi-Step Ratio Problems, Part 2 7 M5 Lesson 1: Proportionality and Scale Factor 7 M5 Lesson 4: Proportion and Percent 7 M5 Lesson 5; Common Denominators or Common Numerators 	NC.7.RP.2.c	Unit Assessments

Use a graphical representation of a proportional relationship in context to: • •Explain the meaning of any point (x, y). • Explain the meaning of (0, 0) and why it is included. • Understand that the y-coordinate of the ordered pair (1, r) corresponds to the unit rate and explain its meaning.	 7 M1 Lesson 4: Exploring Graphs of Proportional Relationships 7 M1 Lesson 5: Analyzing Graphs of Proportional Relationships 7 M1 Lesson 9: Comparing Proportional Relationships 	NC.7.RP.2.d	Unit Assessments
Use scale factors and unit rates in proportional relationships to solve ratio and percent problems.	 7 M1 Lesson 7: Handstand Sprint 7 M1 Lesson 10: Applying Proportional Reasoning 7 M1 Lesson 11: Constant Rates 7 M1 Lesson 12: Multi-Step Ratio Problems, Part 1 7 M1 Lesson 13: Multi-Step Ratio Problems, Part 2 7 M5 Lesson 2: Racing for Percents 7 M5 Lesson 3: Percent as a Rate per 100 7 M5 Lesson 4: Proportion and Percent 7 M5 Lesson 5: Common Denominators or Common Numerators 7 M5 Lesson 10: Percent Increase 7 M5 Lesson 10: Percent Increase 7 M5 Lesson 11: Percent Decrease 7 M5 Lesson 13: What Is the Best Deal? 7 M5 Lesson 20: Making Money, Day 1 7 M5 Lesson 21: Making Money, Day 2 7 M5 Lesson 23: Percents of Percents 	NC.7.RP.3	Unit Assessments
The Number System Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers. Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers, using the properties of operations, and describing real-world contexts using sums and differences.	 7 M2 Lesson 2: Adding Integers 7 M2 Lesson 3: Adding Integers Efficiently 7 M2 Lesson 4: KAKOOMA® 7 M2 Lesson 5: Decomposing Rational Numbers to Make Addition More Efficient 7 M2 Lesson 6: Adding Rational Numbers 7 M2 Lesson 6: Adding Rational Numbers 7 M2 Lesson 9: Subtracting Integers, Part 1 7 M2 Lesson 10: Subtracting Rational Numbers, Part 1 7 M2 Lesson 11: Subtracting Rational Numbers, Part 2 7 M2 Lesson 12: The Integer Game 7 M2 Lesson 24: Order of Operations with Rational Numbers 	NC.7.NS.1	Unit Assessments

Apply and extend previous understandings of multiplication and division.	This standard is fully addressed by the lessons aligned to its subsections.	NC.7.NS.2	Unit Assessments
Understand that a rational number is any number that can be written as a quotient of integers with a non-zero divisor.	7 M2 Lesson 18: Understanding Negative Divisors 7 M2 Lesson 21: Comparing and Ordering Rational Numbers	NC.7.NS.2.a	Unit Assessments
Apply properties of operations as strategies, including the standard algorithms, to multiply and divide rational numbers and describe the product and quotient in real-world contexts.	 7 M2 Topic C: Multiplying Rational Numbers 7 M2 Lesson 17: Understanding Negative Dividends 7 M2 Lesson 18: Understanding Negative Divisors 7 M2 Lesson 22: Multiplication and Division Expressions 7 M2 Lesson 24: Order of Operations with Rational Numbers 	NC.7.NS.2.b	Unit Assessments
 Use division and previous understandings of fractions and decimals. Convert a fraction to a decimal using long division. Understand that the decimal form of a rational number terminates in 0s or eventually repeats. 	7 M2 Lesson 19: Rational Numbers as Decimals, Part 1 7 M2 Lesson 20: Rational Numbers as Decimals, Part 2 7 M2 Lesson 21: Comparing and Ordering Rational Numbers	NC.7.NS.2.c	Unit Assessments
Solve real-world and mathematical problems involving numerical expressions with rational numbers using the four operations.	 7 M2 Lesson 25: Writing and Evaluating Expressions with Rational Numbers, Part 1 7 M2 Lesson 26: Writing and Evaluating Expressions with Rational Numbers, Part 2 	NC.7.NS.3	Unit Assessments
 Expressions and Equations Use properties of operations to generate equivalent expressions. Apply properties of operations as strategies to: Add, subtract, and expand linear expressions with rational coefficients. Factor linear expression with an integer GCF. 	7 M3 Topic A: Equivalent Expressions	NC.7.EE.1	Unit Assessments
.Understand that equivalent expressions can reveal real-world and mathematical relationships. Interpret the meaning of the parts of each expression in context.	 7 M3 Lesson 2: The Distributive Property and the Tabular Model 7 M3 Lesson 4: Adding and Subtracting Expressions 7 M3 Lesson 5: Factoring Expressions 7 M3 Lesson 6: Comparing Expressions 7 M3 Lesson 9: Solving Equations to Determine Unknown Angle Measures 7 M5 Lesson 10: Percent Increase 7 M5 Lesson 11: Percent Decrease 7 M5 Lesson 12: More Discounts 7 M5 Lesson 14: Scale Factor—Percent Increase and Decrease 7 M5 Lesson 15: Tips and Taxes 	NC.7.EE.2	Unit Assessments

	7 M5 Lesson 16: Markups and Discounts 7 M5 Lesson 23: Percents of Percents		
Expressions and Equations Solve real-world and mathematical problems using numerical and algebraic expressions, equations, and inequalities.	 7 M2 Lesson 25: Writing and Evaluating Expressions with Rational Numbers, Part 1 7 M2 Lesson 26: Writing and Evaluating Expressions with Rational Numbers, Part 2 7 M3 Lesson 9: Solving Equations to Determine Unknown Angle Measures 7 M3 Lesson 10: Problem Solving with Unknown Angle Measures 7 M3 Lesson 11: Dominoes and Dominoes 7 M3 Lesson 16: Using Equations to Solve Rate Problems 7 M3 Lesson 17: Using Equations to Solve Problems 	NC.7.EE.3	Unit Assessments
Use variables to represent quantities to solve real-world or mathematical problems.	This standard is fully addressed by the lessons aligned to its subsections.	NC.7.EE.4	Unit Assessments
Construct equations to solve problems by reasoning about the quantities.Fluently solve multistep equations with the variable on one side, including those generated by word problems.	 7 M3 Lesson 11: Dominoes and Dominoes 7 M3 Lesson 12: Solving Equations Algebraically and Arithmetically 7 M3 Lesson 13: Solving Equations—Puzzles 7 M3 Lesson 16: Using Equations to Solve Rate Problems 7 M3 Lesson 17: Using Equations to Solve Problems 	NC.7.EE.4.a	Unit Assessments
 Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach. Interpret the solution in context. 			
Construct inequalities to solve problems by reasoning about the quantities. • Fluently solve multi-step inequalities with the variable on one side, including those generated by word problems.	7 M3 Topic D: Inequalities	NC.7.EE.4.b	Unit Assessments
 Compare an algebraic solution process for equations and an algebraic solution process for inequalities. Graph the solution set of the inequality and interpret in context. 			
Geometry Draw, construct, and describe geometrical figures and describe the relationships between them.	 7 M1 Lesson 15: Scale Drawings 7 M1 Lesson 16: Using a Scale Factor 7 M1 Lesson 17: Finding Actual Distances from a Scale Drawing 7 M1 Lesson 18: Relating Areas of Scale Drawings 7 M1 Lesson 19: Scale and Scale Factor 	NC.7.G.1	Unit Assessments

 Solve problems involving scale drawings of geometric figures by: Building an understanding that angle measures remain the same and side lengths are proportional. Using a scale factor to compute actual lengths and areas from a scale drawing. Creating a scale drawing 	 7 M1 Lesson 20: Creating Multiple Scale Drawings 7 M5 Lesson 1: Proportionality and Scale Factor 7 M5 Lesson 14: Scale Factor—Percent Increase and Decrease Supplemental material is needed to address building an understanding that angle measures remain the same when solving problem involving scale drawings of geometric figures. 		
Understand the characteristics of angles and side lengths that create a unique triangle, more than one triangle or no triangle. Build triangles from three measures of angles and/or sides.	7 M4 Topic A: Constructing Geometric Figures7 M4 Topic B: Constructing Triangles7 M4 Lesson 9: Constructing a Circle	NC.7.G.2	Unit Assessments
 Geometry Solve real-world and mathematical problems involving angle measure, area, surface area, and volume. Understand area and circumference of a circle. Understand the relationships between the radius, diameter, circumference, and area. Apply the formulas for area and circumference of a circle to solve problems. 	 7 M4 Lesson 10: The Outside of a Circle 7 M4 Lesson 11: The Inside of a Circle 7 M4 Lesson 12: Exploring the Area and Circumference of a Circle 7 M4 Lesson 13: Finding Areas of Circular Regions 7 M4 Lesson 14: Composite Figures with Circular Regions 7 M4 Lesson 15: Watering a Lawn 	NC.7.G.4	Unit Assessments
Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve equations for an unknown angle in a figure.	7 M3 Lesson 7: Angle Relationships and Unknown Angle Measures7 M3 Lesson 8: Strategies to Determine Unknown Angle Measures7 M3 Lesson 10: Problem Solving with Unknown Angle Measures	NC.7.G.5	Unit Assessments
 Solve real-world and mathematical problems involving: Area and perimeter of two-dimensional objects composed of triangles, quadrilaterals, and polygons. Volume and surface area of pyramids, prisms, or three-dimensional objects composed of cubes, pyramids, and right prisms. 	 7 M4 Lesson 14: Composite Figures with Circular Regions 7 M4 Lesson 16: Solving Area Problems by Composition and Decomposition 7 M4 Lesson 17: Surface Area of Right Rectangular and Right Triangular Prisms 7 M4 Lesson 18: Surface Area of Right Prisms 7 M4 Lesson 20: Surface Areas of Right Pyramids 7 M4 Lesson 21: Surface Area of Other Solids 7 M4 Lesson 24: Volume of Prisms 7 M4 Lesson 25: Volume of Composite Solids 	NC.7.G.6	Unit Assessments

Statistics and Probability Use random sampling to draw inferences about a population. Understand that statistics can be used to gain information about a population by: • Recognizing that generalizations about a population from a sample are valid only if the sample is representative of that population. • Using random sampling to produce representative samples to support valid inferences.	 7 M4 Lesson 26: Designing a Fish Tank Supplementary material is needed to address solving real-world and mathematical problems involving perimeter of two-dimensional objects. 7 M6 Lesson 11: Populations and Samples 7 M6 Lesson 12: Selecting a Sample 7 M6 Lesson 13: Variability Between Samples 7 M6 Lesson 14: Sampling Variability When Estimating a Population Mean 	NC.7.SP.1	Unit Assessments
Generate multiple random samples (or simulated samples) of the same size to gauge the variation in estimates or predictions, and use this data to draw inferences about a population with an unknown characteristic of interest.	 7 M6 Lesson 13: Variability Between Samples 7 M6 Lesson 14: Sampling Variability When Estimating a Population Mean 7 M6 Lesson 15: Sampling Variability and the Effect of Sample Size 7 M6 Lesson 16: Sampling Variability When Estimating a Population Proportion 	NC.7.SP.2	Unit Assessments
Statistics and Probability Make informal inferences to compare two populations. Recognize the role of variability when comparing two populations.	This standard is fully addressed by the lessons aligned to its subsections	NC.7.SP.3	Unit Assessments
Calculate the measure of variability of a data set and understand that it describes how the values of the data set vary with a single number Understand the mean absolute deviation of a data set is a measure of variability that describes the average distance that points within a data set are from the mean of the data set. • Understand that the range describes the	7 M6 Topic D: Comparing Populations	NC.7.SP.3.a	Unit Assessments

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spread of the entire data set.			
• Understand that the interquartile range describes the spread of the middle 50% of the data			
Informally assess the difference between two data sets by examining the overlap and separation between the graphical representations of two data sets.	7 M6 Topic D: Comparing Populations	NC.7.SP.3.b	Unit Assessments
Use measures of center and measures of variability for numerical data from random samples to draw comparative inferences about two populations.	7 M6 Topic D: Comparing Populations	NC.7.SP.4	Unit Assessments
Statistics and Probability Investigate chance processes and develop, use, and evaluate probability models. Understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring.	7 M6 Lesson 1: What Is Probability?	NC.7.SP.5	Unit Assessments
Collect data to calculate the experimental probability of a chance event, observing its long-run relative frequency. Use this experimental probability to predict the approximate relative frequency	 7 M6 Lesson 2: Empirical Probability 7 M6 Lesson 3: Outcomes of Chance Experiments 7 M6 Lesson 6: Outcomes That Are Not Equally Likely 7 M6 Lesson 8: Picking Blue 	NC.7.SP.6	Unit Assessments
Develop a probability model and use it to find probabilities of simple events.	This standard is fully addressed by the lessons aligned to its subsections.	NC.7.SP.7	Unit Assessments
Develop a uniform probability model by assigning equal probability to all outcomes, and use the model to determine probabilities of events.	7 M6 Lesson 4: Theoretical Probability 7 M6 Lesson 7: The Law of Large Numbers	NC.7.SP.7.a	Unit Assessments
Develop a probability model (which may not be uniform) by repeatedly performing a chance process and observing frequencies in the data generated.	7 M6 Lesson 7: The Law of Large Numbers 7 M6 Lesson 8: Picking Blue	NC.7.SP.7.b	Unit Assessments
Compare theoretical and experimental probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy.	7 M6 Lesson 7: The Law of Large Numbers	NC.7.SP.7.c	Unit Assessments

Determine probabilities of compound events using organized lists, tables, tree diagrams, and simulation.	This standard is fully addressed by the lessons aligned to its subsections.	NC.7.SP.8	Unit Assessments
Understand that, just as with simple events, the probability of a compound event is the fraction of outcomes in the sample space for which the compound event occurs.	7 M6 Lesson 5: Multistage Experiments	NC.7.SP.8.a	Unit Assessments
For an event described in everyday language, identify the outcomes in the sample space which compose the event, when the sample space is represented using organized lists, tables, and tree diagrams.	7 M6 Lesson 5: Multistage Experiments	NC.7.SP.8.b	Unit Assessments
Design and use a simulation to generate frequencies for compound events.	7 M6 Lesson 9: Probability Simulations 7 M6 Lesson 10: Simulations with Random Number Tables	NC.7.SP.8.c	Unit Assessments

Focus Academy Charter School Curriculum Map Eighth Grade Math (Eureka Math)							
Unit Pacing Learning Targets NC Standards Ass							
The Number System Know that there are numbers that are not rational, and approximate them by rational numbers. Understand that every number has a decimal expansion. Building upon the definition of a rational number, know that an irrational number is defined as a non-repeating, non-terminating decimal.	8 M4 Lesson 5: An Interesting Application of Linear Equations, Part 1 8 M4 Lesson 6: An Interesting Application of Linear Equations, Part 2	NC.8.NS.1	Unit Assessments				
Use rational approximations of irrational numbers to compare the size of irrational numbers and locate them approximately on a number line. Estimate the value of expressions involving: • Square roots and cube roots to the tenths.	8 M1 Lesson 21: Approximating Values of Roots and π2 8 M1 Lesson 23: Ordering Irrational Numbers	NC.8.NS.2	Unit Assessments				

• π to the hundredths.			
Expressions and Equations Work with radicals and integer exponents.	8 M1 Topic B: Properties and Definitions of Exponents	NC.8.EE.1	Unit Assessments
Develop and apply the properties of integer exponents to generate equivalent numerical expressions.			
Use square root and cube root symbols to:	8 M1 Lesson 16: Perfect Squares and Perfect Cubes 8 M1 Lesson 17: Solving Equations with Squares and Cubes	NC.8.EE.2	Unit Assessments
 Represent solutions to equations of the form x2 = p and x3 = p, where p is a positive rational number. Evaluate square roots of perfect squares and cube roots of perfect cubes for positive numbers less than or equal to 400. 	 8 M1 Lesson 20: Square Roots 8 M1 Lesson 22: Familiar and Not So Familiar Numbers 8 M1 Lesson 24: Revisiting Equations with Squares and Cubes 		
Use numbers expressed in scientific notation to estimate very large or very small quantities and to express how many times as much one is than the other.	mate very large or very small quantities and express how many times as much one is than8 M1 Lesson 2: Comparing Large Numbers 8 M1 Lesson 3: Time to Be More Precise—Scientific Notation		Unit Assessments
Perform multiplication and division with numbers expressed in scientific notation to solve real-world problems, including problems where both decimal and scientific notation are used.	 8 M1 Lesson 2: Comparing Large Numbers 8 M1 Lesson 12: Operations with Numbers in Scientific Notation 8 M1 Lesson 13: Applications with Numbers in Scientific Notation 8 M1 Lesson 14: Choosing Units of Measurement 8 M1 Lesson 15: Get to the Point 	NC.8.EE.4	Unit Assessments
Expressions and Equations Analyze and solve linear equations and inequalities.	8 M4 Topic A: Linear Equations in One Variable 8 M4 Topic B: The Structure of Linear Equations in One Variable	NC.8.EE.7	Unit Assessments
Solve real-world and mathematical problems by writing and solving equations and inequalities in one variable.			
• Recognize linear equations in one variable as having one solution, infinitely many solutions, or no solutions.			
• Solve linear equations and inequalities including multi-step equations and inequalities with the same variable on both sides.			
Expressions and Equations Analyze and solve pairs of simultaneous linear	8 M5 Topic A: Solving Systems of Linear Equations Graphically 8 M5 Topic B: Solving Systems of Equations Algebraically	NC.8.EE.8	Unit Assessments

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equations.	8 M5 Topic C: Writing and Solving Systems of Linear Equations		
Analyze and solve a system of two linear equations in two variables in slope-intercept form.			
• Understand that solutions to a system of two linear equations correspond to the points of intersection of their graphs because the point of intersection satisfies both equations simultaneously.			
• Solve real-world and mathematical problems leading to systems of linear equations by graphing the equations. Solve simple cases by inspection.			
Functions Define, evaluate, and compare functions.	8 M6 Lesson 1: Motion and Speed 8 M6 Lesson 2: Definition of a Function 8 M6 Lesson 4: More Examples of Functions	NC.8.F.1	Unit Assessments
Understand that a function is a rule that assigns to each input exactly one output.	8 M6 Lesson 5: Graphs of Functions and Equations		
• Recognize functions when graphed as the set of ordered pairs consisting of an input and exactly one corresponding output.			
• Recognize functions given a table of values or a set of ordered pairs.			
Compare properties of two linear functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions).	8 M6 Lesson 7: Interpreting Rate of Change and Initial Value 8 M6 Lesson 8: Comparing Functions	NC.8.F.2	Unit Assessments
Identify linear functions from tables, equations, and graphs.	8 M6 Lesson 3: Linear Functions and Proportionality 8 M6 Lesson 6: Linear Functions and Rate of Change 8 M6 Lesson 10: Graphs of Nonlinear Functions	NC.8.F.3	Unit Assessments
Functions Use functions to model relationships between quantities. Analyze functions that model linear	 8 M3 Lesson 17: Similar Triangles on a Line 8 M4 Lesson 16: Proportional Relationships and Slope 8 M4 Lesson 17: Slopes of Rising Lines 8 M4 Lesson 18: Slopes of Falling Lines 8 M4 Lesson 19: Using Coordinates to Find Slope 	NC.8.F.4	Unit Assessments
 relationships. Understand that a linear relationship can be generalized by y = mx + b. 	 8 M4 Lesson 20: Slope-Intercept Form of the Equation of a Line 8 M6 Lesson 6: Linear Functions and Rate of Change 8 M6 Lesson 7: Interpreting Rate of Change and Initial Value 8 M6 Lesson 25: Applications of Volume 		

 Write an equation in slope-intercept form to model a linear relationship by determining the rate of change and the initial value, given at least two (x, y) values or a graph. Construct a graph of a linear relationship given an equation in slope-intercept form. Interpret the rate of change and initial value of a linear function in terms of the situation it models, and in terms of the slope and 			
y-intercept of its graph or a table of values.			
 Qualitatively analyze the functional relationship between two quantities. Analyze a graph determining where the function is increasing or decreasing; linear or nonlinear. Sketch a graph that exhibits the qualitative 	8 M6 Lesson 9: Increasing and Decreasing Functions 8 M6 Lesson 10: Graphs of Nonlinear Functions	NC.8.F.5	Unit Assessments
features of a real-world function.			
 Geometry Understand congruence and similarity using physical models, transparencies, or geometry software. Use transformations to define congruence. Verify experimentally the properties of rotations, reflections, and translations that create congruent figures. Understand that a two-dimensional figure is congruent to another if the second can be obtained from the first by a sequence of rotations, reflections, and translations. Given two congruent figures, describe a sequence that exhibits the congruence between them. 	 8 M2 Lesson 1: Motions of the Plane 8 M2 Lesson 2: Translations 8 M2 Lesson 3: Reflections 8 M2 Lesson 5: Rotations 8 M2 Topic B: Rigid Motions and Congruent Figures 8 M2 Lesson 12: Lines Cut by a Transversal 	NC.8.G.2	Unit Assessments
Describe the effect of dilations about the origin, translations, rotations about the origin in 90 degree increments, and reflections across the x-axis and y-axis on two-dimensional figures using coordinates.	 8 M2 Lesson 4: Translations and Reflections on the Coordinate Plane 8 M2 Lesson 6: Rotations on the Coordinate Plane 8 M2 Lesson 9: Ordering Sequences of Rigid Motions 8 M3 Topic A: Dilations 8 M3 Topic B: Properties of Dilations 8 M3 Lesson 9: Describing Dilations 	NC.8.G.3	Unit Assessments

	8 M3 Lesson 10: Sequencing Transformations 8 M3 Lesson 16: Similar Right Triangles		
Use transformations to define similarity.	8 M3 Lesson 11: Similar Figures	NC.8.G.4	Unit Assessments
• Verify experimentally the properties of dilations that create similar figures.	8 M3 Lesson 12: Exploring Angles in Similar Triangles8 M3 Lesson 13: Similar Triangles8 M3 Lesson 17: Similar Triangles on a Line		
• Understand that a two-dimensional figure is similar to another if the second can be obtained from the first by a sequence of rotations, reflections, translations, and dilations.			
• Given two similar two-dimensional figures, describe a sequence that exhibits the similarity between them.			
Geometry Analyze angle relationships.	8 M2 Topic C: Angle Relationships 8 M3 Lesson 12: Exploring Angles in Similar Triangles 8 M3 Lesson 13: Similar Triangles	NC.8.G.5	Unit Assessments
Use informal arguments to analyze angle relationships.	8 M3 Lesson 14: Using Similar Figures to Find Unknown Side Lengths 8 M3 Lesson 15: Applications of Similar Figures		
• Recognize relationships between interior and exterior angles of a triangle.	8 M3 Lesson 16: Similar Right Triangles Supplemental material is needed to address solving real-world problems involving angles.		
• Recognize the relationships between the angles created when parallel lines are cut by a transversal.			
• Recognize the angle-angle criterion for similarity of triangles.			
• Solve real-world and mathematical problems involving angles.	Supplemental material is needed to address solving real-world problems involving angles.		
Geometry Understand and apply the Pythagorean Theorem.	 8 M2 Lesson 17: Proving the Pythagorean Theorem 8 M2 Lesson 18: Proving the Converse of the Pythagorean Theorem 8 M2 Lesson 19: Using the Pythagorean Theorem and Its Converse 	NC.8.G.6	Unit Assessments
Explain the Pythagorean Theorem and its converse.			
Apply the Pythagorean Theorem and its converse to solve real-world and mathematical problems.	 8 M1 Lesson 18: The Pythagorean Theorem 8 M1 Lesson 19: Using the Pythagorean Theorem 8 M1 Lesson 20: Square Roots 8 M2 Lesson 19: Using the Pythagorean Theorem and Its Converse 8 M2 Lesson 21: Applying the Pythagorean Theorem 	NC.8.G.7	Unit Assessments

	8 M2 Lesson 22: On the Right Path 8 M3 Lesson 16: Similar Right Triangles		
Apply the Pythagorean Theorem to find the distance between two points in a coordinate system.	8 M2 Lesson 20: Distance in the Coordinate Plane 8 M2 Lesson 22: On the Right Path	NC.8.G.8	Unit Assessments
Geometry Solve real-world and mathematical problems involving volume of cylinders, cones, and spheres.	8 M6 Topic E: Volume	NC.8.G.9	Unit Assessments
Understand how the formulas for the volumes of cones, cylinders, and spheres are related and use the relationship to solve real-world and mathematical problems.			
Statistics and Probability Investigate patterns of association in bivariate data.	8 M6 Lesson 11: Scatter Plots 8 M6 Lesson 12: Patterns in Scatter Plots	NC.8.SP.1	Unit Assessments
Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Investigate and describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association.			
 Model the relationship between bivariate quantitative data to: Informally fit a straight line for a scatter plot that suggests a linear association. Informally assess the model fit by judging the closeness of the data points to the line 	 8 M6 Lesson 13: Informally Fitting a Line to Data 8 M6 Lesson 15: Linear Models 8 M6 Lesson 16: Using the Investigative Process 8 M6 Lesson 17: Analyzing the Model 	NC.8.SP.2	Unit Assessments
Use the equation of a linear model to solve problems in the context of bivariate quantitative data, interpreting the slope and y-intercept.	 8 M6 Lesson 6: Linear Functions and Rate of Change 8 M6 Lesson 7: Interpreting Rate of Change and Initial Value 8 M6 Lesson 14: Determining an Equation of a Line Fit to Data 8 M6 Lesson 15: Linear Models 8 M6 Lesson 16: Using the Investigative Process 8 M6 Lesson 17: Analyzing the Model 	NC.8.SP.3	Unit Assessments
Understand that patterns of association can also be seen in bivariate categorical data by displaying frequencies and relative frequencies	8 M6 Topic D: Bivariate Categorical Data	NC.8.SP.4	Unit Assessments

in a two-way table.		
• Construct and interpret a two-way table summarizing data on two categorical variables collected from the same subjects.		
• Use relative frequencies calculated for rows or columns to describe possible association between the two variables.		

Focus Academy Charter School

Appendix D: Yearly Academic Calendar



Focus Academy Charter School 2026-2027 CALENDAR

August 3-13 - Teacher workdays (PD) AUgust 14 - Open House August 17 - First Day of School

AUGUST 2026						
S	М	Т	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

FEBRUARY 2027							
S	М	Т	W	Th	F	S	
	1	2	3	4	5	6	
7	8	9	10	11	12	13	
14	15	16	17	18	19	20	
21	22	23	24	25	26	27	
28							

February 15 - No School: President's Day

September 7 - No School: Labor Day September 18 - Early Release

SEPTEMBER 2026							
S	М	Т	W	Th	F	S	
		1	2	3	4	5	
6	7	8	9	10	11	12	
13	14	15	16	17	18	19	
20	21	22	23	24	25	26	
27	28	29	30				

MARCH 2027									
S	М	Т	W	Th	F	S			
	1	2	3	4	5	6			
7	8	9	10	11	12	13			
14	15	16	17	18	19	20			
21	22	23	24	25	26	27			
28	29	30	31						

March 8 - Teacher Workday (PD) March 19 - Early Release March 23 - End of 3rd Quarter March 26-31: No School - Spring Break

October 12 - Teacher Workday (PD) October 21 - Quarter 1 ends

	OCTOBER 2026								
S	Μ	Т	W	Th	F	S			
				1	2	3			
4	5	6	7	8	9	10			
11	12	13	14	15	16	17			
18	19	20	21	22	23	24			
25	26	27	28	29	30	31			

APRIL 2027									
S	Μ	Т	W	Th	F	S			
				1	2	3			
4	5	6	7	8	9	10			
11	12	13	14	15	16	17			
18	19	20	21	22	23	24			
25	26	27	28	29	30				

April 1-2: No School - Spring Break April 19 - Teacher Workday (PD)

November 11 - No School: Veteran's	
Day	

November 25-27: Thanksgiving Break

I	NOVEMBER 2026								
I	S	М	Т	W	Th	F	S		
	1	2	3	4	5	6	7		
I	8	9	10	11	12	13	14		
	15	16	17	18	19	20	21		
I	22	23	24	25	26	27	28		
I	29	30							
I									

MAY 2027									
М	Т	W	Th	F	S				
					1				
З	4	5	6	7	8				
10	11	12	13	14	15				
17	18	19	20	21	22				
24	25	26	27	28	29				
31									
	3 10 17 24	M T 3 4 10 11 17 18 24 25	M T W J J J 3 4 5 10 11 12 17 18 19 24 25 26	M T W Th Image: Constraint of the state of the stat	M T W Th F J J J J J 3 4 5 6 7 10 11 12 13 14 17 18 19 20 21 24 25 26 27 28				

May 31 - No School: Memorial Day

December 21-31: Winter Break

	DECEMBER 2026								
S	М	Т	W	Th	F	S			
		1	2	3	4	5			
6	7	8	9	10	11	12			
13	14	15	16	17	18	19			
20	21	22	23	24	25	26			
27	28	29	30	31					

JUNE 2027									
S	М	Т	W	Th	F	S			
		1	2	3	4	5			
6	7	8	9	10	11	12			
13	14	15	16	17	18	19			
20	21	22	23	24	25	26			
27	28	29	30						

FS

9 10

June 8 - Last Day of School June 9-10 - Teacher Workday

January 1 - No School: New Years Day January 13 - End of 2nd Quarter January 15 - Early Release

W	Th	F	S
		1	2
6	7	8	9
13	14	15	16
20	21	22	23
27	28	29	30
	13 20	13 14 20 21	13 14 15 20 21 22

	JULY 2027					
S	S	Μ	Т	W	Th	
2					1	
9	4	5	6	7	8	
16	11	12	13	14	15	
23	18	19	20	21	22	
30	25	26	27	28	29	

First and Last Day of School

Teacher Workdays

End of Quarter

Early Release Days



Focus Academy Charter School

Appendix E: Daily and Weekly Schedule for Each Grade Band the School Will Ultimately Serve



	İ.			, -	
Kindergarte n	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
8:00-8:15	8:00-8:15	8:00-8:15	8:00-8:15	8:00-8:15	8:00-8:15
Meeting	Meeting	Meeting	Meeting	Meeting	Meeting
Morning	Morning	Morning	Morning	Morning	Morning
8:20-9:55	8:20-9:50	8:20-9:50	8:20-9:50	8:20-9:05	8:20-9:05
Reading/	Reading/	Reading/	Reading/	Specials	Science/S.S
Language arts	Language	Language	Language arts	1	
	arts	arts			
10:00-10:45	9:55-10:40	9:55 - 10:55	9:55 - 10:55	9:10-10:40	9:10-9:55
Specials	Science/S.S	Math	Math	Reading/	Specials
-				Language arts	1
10:45-11:15	10:45-11:15	10:55-11:25	10:55-11:25	10:45-11:30	10:00-11:30
Lunch	Lunch	Recess	Writing	Science/S.S	Reading/
					Language arts
11:20-12:20	11:20-12:05	11:30 -11:55	11:30 -11:55	11:35-12:00	11:30-12:00
Math	Specials	Lunch	Lunch	Recess	Writing
12:25-12:55	12:10 -12:40	11:55 -12:25	11:55-12:25	12:00-12:25	12:00-12:25
Recess	Writing	Writing	Recess	Lunch	Lunch
1:00-1:30	12:45 - 1:15	12:30-1:15	12:30-1:15	12:30-1:00	12:30-1:30
Writing	Recess	Specials	Science/S.S	Writing	Math
1:35-2:20	1:20 - 2:20	1:20-2:05	1:20 -2:05	1:05-2:05	1:35-2:05
Science/S.S	Math	Science/S.S	Specials	Math	Recess
2:25-3:00	2:25-3:00	2:10 -2:30	2:10 -2:30	2:10 -2:30	2:10 -2:30
Interventions	Interventions	Math Lab	Math Lab	Math Lab	Math Lab
		2:35-3:00	2:35-3:00	2:35-3:00	2:35-3:00
		Interventions	Interventions	Interventions	Intervention
3:00-3:15	3:00-3:15	3:00-3:15	3:00-3:15	3:00-3:15	3:00-3:15
Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal

Focus Academy K-5 Daily and weekly Schedule

Focus Academy Lunch Schedule

Times	Grades
10:45 - 11:15	Kindergarten and Grade 1
11:30 - 11:55	Grades 2 and 3
12:00 - 12:25	Grades 4 and 5
12:35 - 1:00	Grades 6 and 7
1:10 - 1:35	Grades 8

Focus Academy Elementary Specials Schedule

Times	Grades
8:20 - 9:05	Grade 4
9:10 - 9:55	Grade 5
10:00 - 10:45	Kindergarten
11:20 - 12:05	Grade 1
12:30 - 1:15	Grade 2
1:20 - 2:05	Grade 3

Focus Academy Elementary Recess Schedule

Times	Grades
10:55 - 11:25	Grade 2
11:35 - 12:05	Grade 4
11:55 - 12:25	Grade 3
12:25 - 12:55	Kindergarten
12:45 - 1:15	Grade 1
1:35 - 2:05	Grade 5

6th Grade	7th Grade	8th Grade
8:00-8:15	8:00-8:15	8:00- 8:15
Homeroom	Homeroom	Homeroom
8:15 - 9:15	8:20 - 9:00	8:15 - 9:15
Core 1- ELA	Elective 1	Core 1 - ELA
9:20 - 10:20	9:05 - 9:45	9:20 - 10:20
Core 2 - Math	Elective 2	Core 2 - Math
10:25 - 11:05	9:50 - 10:50	10:25 - 11:25
Elective 1	Core 1 - ELA	Core 3 - Science
11:10 - 11: 50	10:55 - 11:55	11:30 - 12:30
Elective 2	Core 2 - Math	Core 4 - S.S
11:55 - 12:30	12:00 - 12:30	12:35 - 1:05
Intervention	Intervention	Intervention
12:35 - 1:00	12:35 - 1:00	1:10 - 1:35
<mark>LUNCH</mark>	<mark>LUNCH</mark>	<mark>LUNCH</mark>
1:05 - 2:05	1:05 - 2:05	1:40 - 2:20
Core 3 - Science	Core 3 - Science	Elective 1
2:10 - 3:10	2:10 - 3:10	2:25 - 3:05
Core 4 - S.S	Core 4 - S.S	Elective 1
3:10 - 3:30	3:10 - 3:30	3:10 - 3:30
Personal Development	Personal Development	Personal Development

Specials and Elective Classes will include - music, dance, drama, art, PE, and Media (4th-8th grade students will be able to participate in drama)

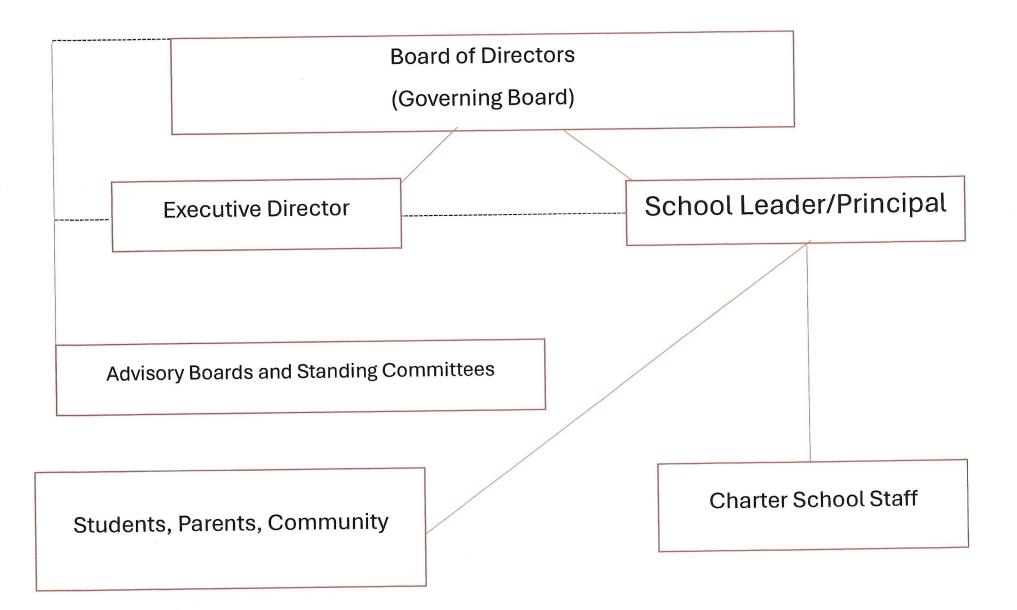
6th-8th grade students will choose which electives they would like to participate in.

Focus Academy Charter School

Appendix G: Organizational Chart



Focus Academy Charter School Organizational Chart



Focus Academy Charter School

Appendix I: Board Member Background Certification Statements and Completed Background Checks





Board Member Background Check

Each member of the founding board must submit a completed background check that meets the following parameters:

1) Background check must include a <u>Social Security Trace</u> (which scans his/her SSN and lists every county/state of residence where that SSN has been used).

2) Background check must include any additional aliases that have been used by the individual.

3) Background check must include a completed county level check for any county returned in the Social Security Trace.

4) Background check must include a completed <u>nationwide check.</u>

Certification Statement:

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

		ve not been convicted of any misdemeanor or felony other than a minor traffic violation.
Signature Theria	Alubbo Date	3/9/2024
I,		ve been convicted of a misdemeanor or felony other than a minor traffic violation.
Signature	Date	



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Certification Statement:

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

1 Aprile At	R.M, certify that I have	not been convicted of any misdemeanor or felony other than a minor traffic violation.
Signature Reile	<u> Alkem</u> Date_	3/9/2024
I,	, certify that I have	been convicted of a misdemeanor or felony other than a minor traffic violation.
Signature	Date	



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4) Background check must include a completed nationwide check.

Certification Statement:

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

I, <u> </u>	$\frac{5}{6}$ $\frac{1}{2}$, certify that I have not been convicted of any misdemeanor or felony other than a minor traffic violation.
Signature _	Breg Joung Date 3/9/2024
I,	C certify that I have been convicted of a misdemeanor or felony other than a minor traffic violation.
Signature	Date



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	certify that I have not been convicted of any misdemeanor or felony other than a minor traffic violation.
Signature Rom Amon	Date 3-9-2024
	certify that I have been convicted of a misdemeanor or felony other than a minor traffic violation.
Signature	Date



Board Member Background Cheel

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2) Background check must include any additional aliases that have been used by the individual.

3) Background check must include a completed county level check for any county returned in the Social Security Trace.

4) Background check must include a completed <u>nationwide check.</u>

Certification Statement:

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

I, [Qral	hBateman, certify that I have not been convicted of any misdemeanor or felony other than a minor traffic violation. MMMM Date <u>3336324</u>
Signature	
I,	, certify that I have been convicted of a misdemeanor or felony other than a minor traffic violation.
Gianatura	Date
Signature	



Board Member Background Check

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2) Background check must include any <u>additional aliases</u> that have been used by the individual.

3) Background check must include a completed county level check for any county returned in the Social Security Trace.

4) Background check must include a completed <u>nationwide check.</u>

Certification Statement:

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

	certify that I have not been convicted of any misdemeanor or felony other than a minor traffic violation.
Signature Morie Park	Date 09 Mar 2024
I,	certify that I have been convicted of a misdemeanor or felony other than a minor traffic violation.
Signature	Date



Board Member Background Check

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Certification Statement:

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

I. TIMOTHY R.C.	RUBBS, certify that I have not been convicted of any misdemeanor or felony other than a minor traffic violation.
Signature 7	<u>Alls</u> Date <u>3/9/24</u>
I,	, certify that I have been convicted of a misdemeanor or felony other than a minor traffic violation.
Signature	Date

Focus Academy Charter School

Appendix J: Proposed By-Laws of the Charter School's Board of Directors



FOCUS ACADEMY CHARTER SCHOOL, INC BYLAWS A Non-Profit Corporation

ARTICLE I: NAME

Section 1: Name

The name of the nonprofit corporation is FOCUS ACADEMY CHARTER SCHOOL, INC, duly authorized under the statutes of the State of North Carolina.

Section 2: Principal Office

The Executive Director and principal office of the Corporation is located in the city of Raleigh, in Wake County, in the State of North Carolina. The street address of the initial registered office of the Corporation is 716 Trout Lilly Place, Raleigh, North Carolina 27610 and the name of the initial registered agent at such address is Dr. Sherria Grubbs

The board of directors may change the principal office in the State of North Carolina from time to time.

ARTICLE II: PURPOSES

Section 1: Purpose

The purpose of the non-profit corporation is to establish, govern, and service a charter school under the North Carolina Charter School Statutes and to pursue other related educational endeavors.

Section 2: Mission

To provide students with equal opportunity, quality instruction and social experiences that inspire them to be life-long learners who excel in academics and character by staying focused, motivated, and ready to positively contribute to society.

ARTICLE III: MEMBERSHIP

Section 1: The corporation shall have no members

Section 2: For any actions that may require approval by a majority or all members, approval by the board of directors is sufficient.

ARTICLE IV: BOARD OF DIRECTORS

Section 1: Powers

The Board of Directors will manage the affairs, business, and activities of the corporation. This includes the operation of a charter school pursuant to North Carolina Law.

Section 2: Numbers and Qualifications, Election and Tenure

- (a) The number of persons constituting the Board of Directors shall not be less than five (5) and shall not exceed more than nine (9).
- (b) To be qualified as a director to serve on the Board of Directors, a person must be at least twenty-five (25) years old and in good standing.
- (c) The election procedures to the Board of Directors are outlined below:
 - The board of Directors will elect its directors during the annual meeting of the Board of Directors at the conclusion of a directors term.
 - Nominations may be made by any board member.
 - A director can also nominate themselves to serve on the board.
 - A nominee is declared a Director as long as she/he receives the majority of the votes by the Board of Directors.
 - A director shall serve a two (2) year term once elected. A director may not serve more than two consecutive terms.
 - Each director shall serve until his or her successor has been elected or until his or her resignation, removal, or death.

Section 3: Resignation

Subject to the provisions of North Carolina law, a director may resign at any time by giving notice in writing to the Secretary of the corporation. The resignation is effective once the written notice has been received by the secretary, unless the written notice specifies that the resignation will be effective at a later date.

Section 4: Vacancies

When a vacancy occurs due to term expiration, resignation, or any other reason, the board will notify stakeholders and the community of the vacancy and the opportunity to either nominate someone or apply.

If a vacancy is caused by resignation, removal, or death of a Director, the remaining Directors, will elect a successor to hold office for the remaining term of the Director

whose place is vacant by a majority vote. The successor will serve as a Director until the next regular election of the Board of Directors.

Section 5: Removal of Directors

A director may be removed with or without cause by a majority of Directors then in office.

Section 6: Compensation

The Board of Directors shall serve without compensation for their services to the Board except for travel and related expenses incurred on behalf of the corporation as authorized by the Board for in-state or national conferences.

This section does not preclude any Director from serving the non-profit corporation in any other capacity and receiving compensation for services in that capacity as long as the Corporations Conflict of Interest Policy is adhered to by the Board of Directors.

Section 7: Ex-Officio Directors

The Executive Director and/or the School Administrator of the Corporation shall serve as an Ex-Officio member of the Board of Directors. In addition, there may be other ex-officio Directors as elected by the Board of Directors in office. Each Ex-Officio member of the Board of Directors, shall be entitled to enter into all deliberations and to receive notice of all meetings, but he or she shall not vote or be counted in determining the existence of a quorum.

Section 8: Duties

The governing board of Focus Academy Charter School, serves as the primary decision making body that is responsible for the overall operation of the school. The powers and duties of the board shall be to oversee the operations of Focus Academy Charter School. The duties of the governing board include the following:

- Developing and approving policies governing the operations of the school which includes academic standards, financial management, and student conduct. The board is also responsible for making sure all policies are aligned with the school's mission, charter agreements, and state regulations.
- The board will monitor the school's budget, financial health, and expenditures to ensure fiscal responsibility. The board will also approve financial reports, annual budgets, and oversee financial audits.
- The governing board will develop long term strategic plans and goals for the school's growth and for improvement of the school by setting priorities, establishing objectives, and evaluating progress towards achieving the strategic plans and initiatives.
- The governing board will represent Focus Academy Charter School within the community and develop and foster positive relationships with stakeholders. This

includes local organizations, parents, students, and staff. Input will be sought from the community on important decisions and initiatives for the school.

- The governing board will ensure that Focus Academy Charter School is in compliance with all state regulations, charter provisions, and all applicable laws.
- The board will seek appropriate counsel as necessary and address all challenges and legal issues as they arise.
- The governing board will evaluate the performance of the lead administrator/principal and hold them accountable for implementing the school's mission and achieving the goals of the school. Ongoing support will be provided to the lead administrator/principal as needed.

ARTICLE V: OFFICERS

Section 1: Designation of Officers

The officers of the nonprofit organization shall be the Chairperson, Vice Chairperson, Secretary, and the Treasurer. The board may designate and fill other offices as needed. Any two offices except for the Chairperson may be held by one person. No officer shall sign or execute any document in more than one capacity.

Section 2: Election, Tenure, Qualifications, and Compensation

Officers will be elected at the annual board of directors meeting each year. If for any reason an election is not held during the annual meeting, the election will be held as soon as possible after the scheduled meeting date. Each officer of the board will serve until his or her successor has been elected or until his or her resignation, removal, or death.

No officer of the Board of Directors may sign, acknowledge, or verify any instruments in more than one capacity if the law or bylaws require that the instrument be signed, acknowledged, or verified by two or more officers of the Board of Directors.

Section 3: Subordinate Officers and Agents

The board may appoint other officers or agents to chair committees or to perform other duties. Each officer or agent shall hold office for such a period, have such authority, and perform such duties as the board determines. The board may decide to delegate to any officer or agent the authority to appoint subordinate officers or agents and to prescribe their respective authorities or duties.

Section 4: Executive Director/School Administrator

The Executive director, with compensation as the amount will be decided by the board, shall manage all business and affairs of the corporation and control over its employee's. The Executive Director/School Administrator shall perform other duties as assigned by

the Board of Directors, including managing day-to-day operations, oversee the planning, implementation, and development of the corporation in a manner that aligns with the mission, vision, and educational purpose of the corporation. The Executive Director/School Administrator shall be a principal officer of the corporation, and subject to the control of the Board of Directors, shall supervise and control the management of the corporation in accordance with these bylaws.

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

The Executive Director/School Administrator shall serve as an ex-officio member of the Board of Directors.

Section 5: Chairperson

The Chairperson, who shall serve without compensation, shall have general charge of managing, supervising, organizing the business and affairs of the Board of Directors. The chairperson shall have the responsibility of conducting board meetings and shall perform such other duties as assigned by the board.

Section 6: Vice Chairperson

At the request of the Chairperson, or in the absence or disability of the Chairperson, the Vice Chairperson, who shall serve without compensation, shall perform the duties of the Chairperson and when so acting shall have all the powers of and be subject to all the restrictions upon the Chairperson.

Section 7: Secretary

The secretary, who shall serve without compensation, shall keep the minutes of the board and shall see that all notices are given in accordance with the provisions of these bylaws or as required by the law. The secretary shall be the custodian of the statements, books, records, reports, certificates, and other documents of the Corporation and the seal of the Corporation, and shall see that the seal is affixed to all documents requiring such seal. The secretary shall sign such instruments as may require the signature of the secretary, and in general perform all duties and incident to

the office of Secretary, and shall perform such other duties and have such authority as may be assigned by the Board of Directors.

Section 9: Treasurer

The treasurer, who shall serve without compensation, shall have supervision over the funds, receipts, disbursements, and securities of the corporation. The treasurer shall perform such other duties and have such authority as may be assigned or granted by the Executive Director or by the Board of Directors. The treasurer may be required to give bond for the faithful performance of the duties of the office in such form and amount as the Board of Directors may determine.

ARTICLE VI - MEETINGS

Section 1: Place of Meetings

The Board of Directors will hold meetings at the nonprofit principal office or at any place the Board of Directors may from time to time select.

Section 2: Annual Meetings

The Board of Directors will hold its annual meeting during the month of May at the usual meeting time as established by the Board of Directors for the purpose of electing officers for the ensuing year, approving financial reports, and to transact other business that may be specified in the notice of the meeting.

Section 3: Regular Meetings

The board will meet a minimum of eight (8) times a per year with a date, time, and place being designated by the Chairperson or the Chairperson's designee. One of these meetings shall be the annual meeting (section 2) of the Board of Directors. <u>The North</u> <u>Carolina open meeting laws will be followed during all meetings of the Board of Directors.</u>

Section 4: Special Meetings

In accordance with state law, special meetings may be called by the Board Chairperson or by the request of three or more board members. All board members must be notified not less than four (4) days in advance of the place and time of the special meeting and the topics to be addressed. Due notice of such meetings shall be given to the public and shall include at a minimum the posting of a written notice at least 48 hours at the place of regular meetings.

Section 5: Notice of Meetings

Notice of any regular meeting, including the annual meeting of the Board of Directors, shall be given to Board members at least one week (seven (7) days) prior thereto. Notice of any special meeting of the board of directors shall be given at least four(4) days prior thereto. All notices shall be provided in writing delivered through email (electronically), personally, or sent by mail to the address of each director shown on the records of the corporation with a confirmation from each director that the notice was received and to be sent to the secretary.

Section 6: Emergency Meetings

When special circumstances occur and are so declared by the Board, the Board may meet on less than 24 hours notice. Board members and the public shall be given as much notice of the meeting and subjects expected to be considered as reasonable under the circumstances. The minutes of the meeting shall reflect the reason for holding the meeting on the less than 24 hours notice and the nature of the notice given.

Section 7: Quorum

The presence of a majority of the Board of Directors having voting authority and currently in office shall constitute a quorum for the transaction of business. If a quorum is not present at the time and place of any meeting, the Directors present shall adjourn the meeting until a quorum shall be present.

Section 8 Meetings By Telephone or Video Conference

Any annual, regular, or special meeting may be held by telephone or video conference, if all Directors participating in the meeting can hear one another. All participating directors will be considered present in person at the meeting for all purposes.

Section 9: Decision Making/Voting

Except as otherwise expressed by the statute, or by the Charter of the Corporation or by these Bylaws, the actions of the majority of the Directors present at a meeting in which there is a quorum shall be the action of the Board of Directors.

ARTICLE VII - COMMITTEES

Section 1: General

The Board shall have an Executive Committee and five (5) standing committees-Finance, Personnel, Audit, Resource Development, and Board Development. Committees shall meet and conduct business between board meetings and make reports and recommendations at board meetings. Each Director shall serve on at least one standing committee.

Section 2: Executive Committee

The Executive Committee shall be composed of the officers of the Board of Directors, and will include the immediate past Chairperson. The Executive Committee is commissioned by and responsible to the Board of Directors to function on behalf of the Board of Directors in matters of emergency and in interim periods between regularly scheduled board meetings. The Executive Committee shall have and exercise the authority of the Board of Directors provided that such authority shall not operate to circumvent the responsibility and authority vested in the Board of Directors by the by-laws, and any action taken is to be ratified by the Board of Directors at its first subsequent meeting.

Section 3: Finance Committee

The Chair of the Board shall nominate and the Board of Directors shall elect a Finance Committee. Membership on this committee will not be restricted to the Board of Directors. The Chairperson of the Board of Directors and the School Administrator/Executive Director shall serve as Ex-officio members of the Finance Committee. The Finance Committee shall supervise the financial affairs of the School and shall make recommendations from time to time in regard to the operating and capital budgets, salaries, and other business affairs.

Section 4: Personnel Committee

The Chair of the Board shall nominate and the Board of Directors shall elect a Personnel Committee. Membership on this committee will not be restricted to the Board of Directors. The Chairperson of the Board of Directors and the School Administrator/Executive Director shall serve as Ex-officio members of the Personnel Committee. The Personnel Committee will advise the Board of Directors on matters pertaining to personnel administration and staffing. This responsibility shall, in no way, interfere with the authority of the School Administrator/Executive Director to hire, supervise, and in accordance with personnel policies, terminate the remaining staff of the charter school. The Board of Directors hires the charter school administrator.

Section 5: Audit Committee

The Chair of the Board shall nominate and the Board of Directors shall elect an Audit Committee. Membership on this committee will not be restricted to the Board of Directors. The Chairperson of the Board of Directors and the School Administrator/Executive Director shall serve as Ex-officio members of the Audit Committee. The Audit Committee shall monitor student records and teacher performance. It will also assure that folders for exceptional children are maintained to be in compliance with state and federal guidelines.

Section 6: Resource Development Committee

The Chair of the Board shall nominate and the Board of Directors shall elect a Resource Development Committee. Membership on this committee will not be restricted to the Board of Directors. The Chairperson of the Board of Directors and the School Administrator/ Executive Director shall serve as Ex-officio members of the Resource Development Committee. The resource Development Committee will work to forge and maintain school-community partnerships and coordinate fun-raising and social events to promote the school's mission and maintain positive morale.

Section 7: Board Development Committee

The Chair of the Board shall nominate and the Board of Directors shall elect a Board Development Committee. Membership on this committee will not be restricted to the Board of Directors. The Chairperson of the Board of Directors and the School Administrator/Executive Director shall serve as Ex-officio members of the Board Development Committee. The Board Development Committee will be responsible for matters pertaining to the Board of Directors' recruitment, nomination, orientation, training, and evaluation in accordance with the by-laws of the charter school as well as established policies and practices approved by the Board of Directors.

ARTICLE VIII: Conflict of Interest

Section 1: Definition

"Conflict of interest transaction" means any transaction in which a director has a direct interest or an indirect interest. A director has a direct interest in a transaction if the director or a member of the director's immediate family has either a material financial interest in the transaction or a relationship with the other parties to the transaction that might reasonably be expected to affect his or her judgment. A director has an indirect interest in a transaction if either (i) another entity in which the director has a material financial interest or in which the director is a general partner is a party to the transaction, or (ii) another entity of which the director is also a director or is an officer or trustee is a party to the transaction and the transaction is of sufficient importance that it should be considered by the Board of Directors of the School.

Section 2: Special Requirements

A conflict of interest transaction is not voidable by the School solely because of a director's interest in the transaction if (1) the material facts of the transaction and the director's interest were disclosed or known to the Board of Directors or a committee of

the Board and the Board or Committee authorized, approved or ratified the transaction, or (2) the transaction was fair to the School.

Section 3: Disclosure

A director who has a direct or indirect interest in any transaction presented to the Board of Directors or any committee of the Board shall disclose his or her interest.

Section 4: Approval

A conflict of interest transaction must be authorized, approved or ratified by the affirmative vote of a majority of the directors (not less than two) on the Board of Directors (or the appropriate committee) who have no direct or indirect interest in the transaction and to whom the material facts of the transaction and of any director's interest in the transaction were disclosed or known. If a majority of the directors, who have no direct or indirect interest in the transaction vote to authorize, approve or ratify the transaction, a quorum is present for the purpose of taking such action. The presence of, or a vote cast by, a director with a direct or indirect interest in the transaction does not affect the validity of any action taken in accordance with this paragraph.

ARTICLE IX: LIABILITY AND INDEMNIFICATION

Section 1: Indemnification by the Corporation

No Director or Officer of the nonprofit corporation will be personally liable for the payment of the nonprofit corporation's debts and liabilities except as any Director or Officer may be liable by reason of his or her own conduct or acts. However, relief from liability for the nonprofit corporation's debts will not apply in any instance where that relief is inconsistent with any provisions of the Internal Revenue Code applicable to organizations described in Section 501(c)(3).

Subject to the previous paragraph, the nonprofit corporation shall indemnify every Director or Officer and his or her heirs, executors, and administrators, against expenses actually and reasonably incurred by him or her, as well as any amount paid upon judgment, connection with any civil or criminal action, suit, or proceeding to which he or she may be made a party because of his or her role as a Director or Officer of the nonprofit corporation. This indemnification is being given since the Directors will be requested to act by the nonprofit corporation for the nonprofit corporation's benefit. This indemnification is exclusive of all other rights to which a Director may be entitled.

Section 2: Entitlement to Indemnification

Every person claiming indemnification under this Article IX (other than one who has been wholly successful with respect to any claim, action, suit, or proceeding) shall be entitled to indemnification if (a) special independent legal counsel, which may be regular counsel of the corporation or any other disinterested person or persons, in either case selected by the Board of Directors, whether or not a disinterested quorum exists (such counsel or person or persons being hereinafter called the "referee"), shall deliver to the Corporation a written finding that such person has met the standards of conduct set forth in Section 1 of this Article IX and (b) the Board of Directors, acting upon such written finding, so determines. The person claiming indemnification shall, if requested, appear before the referee and answer questions that the referee deems relevant and shall be given ample opportunity to present to the referee evidence upon which he or she relies for indemnification. The Corporation shall, at the request of the referee, make available facts, opinions, or other evidence in any way relevant to the referee's findings that is within the possession or control of the Corporation.

Section 3: Relationship to Other Rights

The right of indemnification provided in this Article IX shall be in addition to any rights to which any person may otherwise be entitled.

Section 4: Extent of Indemnification

Irrespective of the provisions of this Article IX, the Board of Directors may, at any time and from time to time, approve indemnification of directors, officers, employees, agents, or other persons to the fullest extent permitted by applicable law, or, if not permitted, then to any extent not prohibited by such law, whether on account of past or future transactions.

Section 5: Advancement of Expenses

Expenses incurred with respect to any claim, action, suit, or proceeding may be advanced by the Corporation (by action of the Board of Directors, whether or not a disinterested quorum exists) prior to the final disposition thereof upon receipt of an undertaking by or on behalf of the recipient to repay such amount unless he or she is entitled to indemnification.

Section 6: Purchase of Insurance

The Board of Directors is authorized and empowered to purchase insurance covering the Corporations' liabilities and obligations under this Article IX and insurance protecting the Corporation's directors, officers, employees, agents, or other persons.

ARTICLE X: FISCAL MATTERS

Section 1: Delegation by the Board of Directors

The Board of Directors may authorize any officer, employee or agent to enter into any contracts or to sign and deliver any instruments in the name of the nonprofit corporation. The authority granted by the Board of Directors may be general or specific instances.

Section 2: Authority over certain funds

If at any time the nonprofit corporation is a beneficiary of a charitable lead trust, a charitable remainder trust, or other similar trust and the Charitable Trust was established by Director, an officer, or a substantial contributor to the nonprofit corporation, the Director, officer, or substantial contributor who established the Charitable Trust is prohibited from acting on matters concerning funds coming to nonprofit corporation from the Charitable Trust.

The Director who establishes a Charitable Trust must adhere to the Conflict of Interest Policy.

Any funds received from a Charitable Trust must be segregated into a separate accounting line item in the nonprofit corporation's financial records.

For all purposes concerning any funds received from a Charitable Trust described above, the term substantial contributor has the same meaning as provided in **(IRS)** Internal Revenue Code Section 507(d)(2)(A).

Section 3: Deposits

All nonprofit corporation funds will be deposited to the nonprofit corporation at those banks, trust companies or other depositories selected by the Board of Directors. But the Board of Directors may authorize any officer, employee or agent to select the banks, trust companies or other depositories into which the funds of the nonprofit corporation will be deposited.

Section 4: Checks and Drafts

All checks, drafts and other orders for payments of money, notes, or other evidence of indebtedness by the nonprofit corporation must be signed by those officers, agents or employees selected by the Board of Directors, and in the manner determined by majority resolution of the Board of Directors.

Section 5: Loans

The nonprofit corporation is prohibited from making any loans or borrowing any funds unless specifically authorized by a resolution of the Board of Directors. The authority granted by the Board of Directors may be general or confined to specific instances. The nonprofit corporation will not make any loans to its Directors or officers.

Section 6: Investments

The nonprofit corporation's funds may be invested in any investments selected by the Board of Directors or any investment manager appointed by the Board of Directors for that purpose. In making any investments, the Board of Directors or investment manager (as the case may be) should give due regard to balancing the need to preserve principal, to produce income and capital gains, and to achieve long-term growth of the nonprofit corporation's assets.

Section 7: Separate Account

The nonprofit corporation must segregate any funds received from a Charitable Trust into a separate accounting line item in the nonprofit corporation's financial records. The nonprofit corporation shall administer the separate account in such a manner as to allow tracing of the funds into and out of that account. The separate account must be administered and distributed by a separate fund committee, and the Director, the officer, or the substantial contributor who established the Charitable Trust from which the nonprofit corporation received the fund may not process any power over this account or this separate fund committee.

Section 8: Expenses

The Board of Directors will pay all expenses of the nonprofit corporation including, but not limited to, custodian, management fees, legal fees, and accounting fees and charges first from revenue and then from the principal assets of the nonprofit corporation.

Section 9: Third Party Contracts

All third-party contracts must include the following language:

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.

ARTICLE XI: OTHER PROVISIONS

Section 1: Corporate Seal

The corporate seal shall be in such form as shall be approved by the Board.

Section 2: Fiscal Year

The fiscal year of the Corporation will commence on July 1st of each year and conclude on June 30 of each year.

Section 3: Amendments to Bylaws

These bylaws may be altered, amended, or repealed, or new bylaws adopted at any regular or special meeting upon a majority of the vote of the Board members having voting authority and currently in office.

Section 4: Books and Records

The corporation shall keep correct and complete books and records of accounts and shall keep minutes of the proceedings of its Board.

Section 5: Officer and Director Indemnification

The Corporation shall indemnify any present or former members of the Board, Officers, Executive Director, Principal or other employee or agent against liabilities and reasonable litigation expenses, including attorneys' fees, incurred in connection with any action, suit or proceeding in which that person is made or threatened to be made a party by reason of being or having been such Board member, Officer, Superintendent, Principal or other employee except in relation to matters as to which the person shall be adjudged in such action, suit or proceeding:

- to have acted in bad faith,
- to have been liable or guilty by reason of willful misconduct in the performance of duty,
- to have taken actions known or believed by the person to be clearly in conflict with the best interests of the Corporation,
- to have received an improper personal benefit, or
- in connection with a proceeding by or in the right of the Corporation, where the person was adjudged liable to the Corporation.

The indemnification authorized by this section shall be in addition to that permitted by the North Carolina General Statutes or otherwise as authorized in these by-laws. The Corporation may purchase and maintain insurance on behalf of any person who is or was a member of the Board, Officer, Superintendent, Principal or other employee or

agent of the Corporation or is or was serving at the request of the Corporation as a Director, Officer, employee, or agent of another corporation, partnership, joint venture, trust, or other enterprise, against any liability asserted against and incurred by the person in such capacity, or arising out of the person's (Board member's, Officer's, employee's or agent's) status as such, whether or not the Corporation would have the power to indemnify that person against such liability.

Expenses incurred by a Director, Officer, Superintendent, Principal or other employee or agent in defending a civil suit or criminal action or other proceeding may be paid by the Corporation in advance of the final disposition of such action, suit or proceeding as authorized by the Board upon receipt of an undertaking by or on behalf of the Board member, Officer, Superintendent, Principal or other employee or agent to repay such amount unless it shall ultimately be determined that the person is entitled to be indemnified by the Corporation as authorized by Section 55A- 17.2 or 55A- 17.3 of North Carolina General Statutes or otherwise as authorized in these by-laws.

Section 6: Meeting Regulation

All meetings of the Board shall be in compliance with the North Carolina Open Meetings Law, Article 33C. While the Board may elect not to proceed in full compliance with the Roberts Rules of Order, it will serve as a guideline for the conduct of all meetings.

Section 7: Prohibited Activities

The Corporation shall comply with all prohibitions against substantial lobbying and involvement in political campaigns for public candidates, contained in Section 501(c)3 of the Internal Revenue Code of 1986, or the corresponding provisions of any later federal tax laws. No part of the net earnings of the Corporation shall insure to the benefit of or be distributable to its Board members or Officers.

Notwithstanding any other provisions of these articles, the Corporation shall not carry on any other activities not permitted to be carried on:

- by corporations exempt from federal income tax under Section 501(c)3 of the Internal Revenue Code of 1986, or the corresponding provisions of any later federal tax laws,
- by a corporation, contributions to which are deductible under Section 17Q(c)2 of the Code.

Section 8: Disposal of Assets

Upon the dissolution of the Corporation, the Board of Directors shall, after paying or making provision for the payment of all the liabilities of the corporation, dispose of all of the assets of the Corporation as directed pursuant to North Carolina General Statutes.

The undersigned persons certify the foregoing by-laws have been adopted for the Corporation, in accordance with the requirements of the North Carolina Nonprofit Corporation Act.

We the undersigned are the initial Board of Directors, or incorporators of Focus Academy Charter School, Inc, and we consent to, and hereby do, adopt the foregoing bylaws, consisting of the preceding pages, as the Bylaws of this Corporation.

Adopted and Approved by the Board of Directors on this $-\underline{4}^{H}$ day of

, 2024. ðr. Grubbs Robin Johnson-Lyon's Dr. Greg Young Sheila Atkins

, 2024

_____, 2024

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Tara Batemon

Mona Parks

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Tim Grubbs

Focus Academy Charter School

Appendix L: Insurance Quotes



INSURANCE PEOPLE

Below are the <u>estimated annual premiums</u> for Focus Academy Charter School Inc

Property Premium Esti	mate		\$486
Contents		\$324,000	
Deductible		\$2,500	
Form		Special	
Equipment	Breakdown	Included	
General Liability Prem	ium Estima	nte	\$1,399
Rating Basis:	Students	216	
Truing 20000	Faculty	28	
Limits:			
Per Occurrence L	imit	\$1,000,000	
Annual Aggregate	9	\$3,000,000	
Sexual Abuse & N	Molestation	\$1,000,000 per occurren	nce
		\$3,000,000 aggregate	
Employee Benefit	ts	\$1,000,000 per occurrer	nce
		\$3,000,000 aggregate	

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

\$3,057

0400

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

Additional Defense

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

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

INSURANCE PEOPLE

Fidelity Bond Estimate Limit	\$250,000	\$332
Auto Premium Estimate Hired & Non-owned A Limit of Liability	Auto Liability \$1,000,000	\$250
Head of Class Endorsemen	t	\$82
Workers Compensation Pr Statutory State - NC Employers Liability Payroll Estimate	emium Estimate \$500/ \$500/ \$500 \$1,358,000	\$8,067
Umbrella Premium Estima Limit of Liability	s1,000,000	\$2,387
TOTAL ESTIMATED PR	EMIUM	\$16,060

TOTAL ESTIMATED PREMIUM

Student Accident Coverage

\$7.00/ student

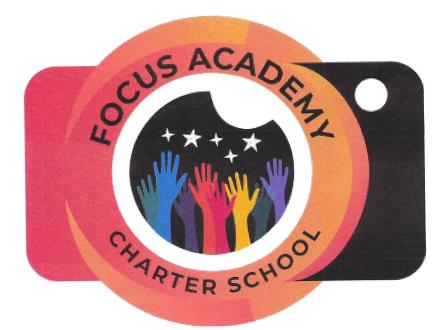
These premiums are subject to change based on Underwriter review and approval of completed applications.

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

04/16/2024

Focus Academy Charter School

Appendix O: Additional Appendices Provided by Applicant





NORTH CAROLINA DEPARTMENT OF PUBLIC INSTRUCTION

Catherine Truitt, Superintendent of Public Instruction www.dpi.nc.gov

2024 Charter Applic Payment For	
***Form must accompany payment (certified check	or money order) for processing.
(Please Type or Print Legibly	0
(Please Type of Time Euglish	
Jame: Sherria Grubbs	Phone: (919) 819-3435
Name of Charter School: Focus Academy Chart	er School
E-mail: dShennia @ hotmail. com	
General Information	
New Defundable Application E	
Non-Refundable Application F Acceleration/Fast Track /Traditional Timeline Applicants: The Offic	ce of Charter Schools must receive your
Acceleration/Fast Track /Traditional Timeline Applicants: The Offic application fee and fee payment form no later than 5:	ce of Charter Schools must receive your
Acceleration/Fast Track /Traditional Timeline Applicants: The Offic application fee and fee payment form no later than 5: Payment Information	ce of Charter Schools must receive your 00 pm. (EDT) April 26, 2024.
 Acceleration/Fast Track /Traditional Timeline Applicants: The Offic application fee and fee payment form no later than 5:0 Payment Information Mail in Application Fee Payment Form with Certified Check or Money Order 	ce of Charter Schools must receive your
 Acceleration/Fast Track /Traditional Timeline Applicants: The Office application fee and fee payment form no later than 5:0 Payment Information Mail in Application Fee Payment Form with Certified Check or Money Order Facsimiles will NOT be accepted One registration form and fee per charter school NOTE: Applications submitted without the non-refundable fee, rest bank as insufficient funds, or submitted after 5:00 pm EDT on the deemed incomplete. 	ce of Charter Schools must receive your 00 pm. (EDT) April 26, 2024. Payable To: NC DPI Office of Charter Schools 6307 Mail Service Center Raleigh, NC 27699-6307 sult in fee being declined by the
 Acceleration/Fast Track /Traditional Timeline Applicants: The Offic application fee and fee payment form no later than 5:0 Payment Information Mail in Application Fee Payment Form with Certified Check or Money Order Facsimiles will NOT be accepted One registration form and fee per charter school NOTE: Applications submitted without the non-refundable fee, rest bank as insufficient funds, or submitted after 5:00 pm EDT on the 	ce of Charter Schools must receive your 00 pm. (EDT) April 26, 2024. Payable To: NC DPI Office of Charter Schools 6307 Mail Service Center Raleigh, NC 27699-6307 sult in fee being declined by the

OFFICE OF CHARTER SCHOOLS

Ashley Baquero, Executive Director | Ashley.baquero@dpi.nc.gov 6307 Mail Service Center, Raleigh, North Carolina 27699-6307 | (984) 236-2700 AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER



Official Check Customer Copy Non-Negotiable

FOCUS ACADEMY CHARTER SCHOOL **ONE THOUSAND DOLLARS and 00 CENTS**

NC DPI OFFICE OF CHARTER SCHOOLS

APPLICATION FEE

April 18, 2024 \$1000.00

OCS0037430429 / 03-01-2021

APPLICATION FEE

Payable at Truist Bank

TRUIST HH

Purchaser

1340007622197 1:0514023691 III 5 3 0 3 0 6 8 2 3 6 III

FOCUS ACADEMY CHARTER SCHOOL IN

ONE THOUSAND DOLLARS and 00 CENTS

Official Check

Cost Center

April 18, 2024 6013101 \$1000.00

Details on back

0

Security Features

5303068236

68-236/514

Truist Bank is an Authorized Agent Truist Bank

Mihl B Hogen

Authorized Signature

Date

Focus Academy Charter School

Appendix F: Federal Documentation of Tax-Exempt Status



IRS DEPARTMENT OF THE TREASURY INTERNAL REVENUE SERVICE PHILADELPHIA PA 19255-0 19255-0023

002473.355086.338563.28044 1 MB 0.561 916

716 TROUT LILLY PL RALEIGH NC 2761

FOCUS ACADEMY CHARTER SCHOOL INC

27610

Date of this notice: 08-17-2023

Employer Identification Number: 93-2868235

Form: SS-4

Number of this notice: CP 575 A

For assistance you may call us at: 1-800-829-4933

IF YOU WRITE, ATTACH THE STUB OF THIS NOTICE.

WE ASSIGNED YOU AN EMPLOYER IDENTIFICATION NUMBER

Thank you for applying for an Employer Identification Number (EIN). We assigned you EIN 93-2868235. This EIN will identify your entity, accounts, tax returns, and documents, even if you have no employees. Please keep this notice in your permanent records.

Taxpayers request an EIN for their business. Some taxpayers receive CP575 notices when another person has stolen their identity and are opening a business using their information. If you did not apply for this EIN, please visit, www.irs.gov/ einnotrequested.

When filing tax documents, making payments, or replying to any related correspondence, it is very important that you use your EIN and complete name and address exactly as shown above. Any variation may cause a delay in processing, result in incorrect information in your account, or even cause you to be assigned more than one EIN. If the information is not correct as shown above, please make the correction using the attached tear-off stub and return it to us.

Based on the information received from you or your representative, you must file the following forms by the dates shown.

Form 1120

04/15/2024

If you have questions about the forms or the due dates shown, you can call us at the phone number or write to us at the address shown at the top of this notice. If you need help in determining your annual accounting period (tax year), see Publication 538, Accounting Periods and Methods.

We assigned you a tax classification (corporation, partnership, etc.) based on we assigned you a tax classification (corporation, partnership, etc.) pased on information obtained from you or your representative. It is not a legal determination of your tax classification and is not binding of the IRS. If you want a legal determination of your tax classification, you may request a private letter ruling from the IRS under the guidelines in Revenue Procedure 2020-1, 2020-1 I.R.B. 1 (or superseding Revenue Procedure for the year at issue). Note: Certain tax classification elections can be requested by filing Form 8832, Entity Classification Election. See Form 8832 and its instructions for additional information.

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002473

Focus Academy Charter School

Appendix H: Charter School Board Member Response and Resume



Focus Academy Charter School

Appendix K: Articles of Incorporation/Municipal Charter





NORTH CAROLINA Department of the Secretary of State

To all whom these presents shall come, Greetings:

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

ARTICLES OF INCORPORATION

OF

FOCUS ACADEMY CHARTER SCHOOL, INC

the original of which was filed in this office on the 10th day of August, 2023.





IN WITNESS WHEREOF, I have hereunto set my hand and affixed my official seal at the City of Raleigh, this 10th day of August, 2023.

Elaine I. Marshall

Secretary of State

Certification# C202320501523-1 Reference# C202320501523-1 Page: 1 of 6 Verify this certificate online at https://www.sosnc.gov/verification

SOSID: 2685264 Date Filed: 8/10/2023 12:46:00 PM Elaine F. Marshall North Carolina Secretary of State C2023 205 01523

State of North Carolina Department of the Secretary of State

ARTICLES OF INCORPORATION NONPROFIT CORPORATION

Pursuant to §	55A-2-02 of the General Statutes of North n for the purpose of forming a nonprofit cor	Carolina, the undersigned corporation does hereby poration.	submit these Articles of
1.		Focus Academy Chart	er School, Inc
T	The name of the nonprofit corporation is:		
2. X	(Check only if applicable.) The corpo §55A-1-40(4).	ration is a charitable or religious corporation	as defined in NCGS
3.	The name of the initial registered agen	nt is: Rocket Corporate Serv	ices Inc.
4.	The street address and county of the initial registered agent's office of the corporation is:		
	Number and Street: 176 Mine Lake Ct #100		
	City: <u>Raleigh</u> State: <u>NO</u>	C Zip Code:27615 County: Wake	
	The mailing address if different from the street address of the initial registered agent's office is:		
	Number and Street or PO Box: 176 Mine Lake Ct #100		
		C Zip Code: 27615 County:	Wake
5.			
	Name Dr. Sherria Grubbs	716 Trout Lilly Place Raleigh NC, 27610	-4971 United States
6.	(Check either "a" or "b" below.)		
	a. The corporation will have members.		
	b The corporation will not have	ve members.	
7.	✓ Attached are provisions regarding	the distribution of the corporation's assets up	oon its dissolution.
8.	\checkmark Attached are provisions regarding the limitation of activities of the corporation.		
	REGISTRATION DIVISION ugust, 2017)	P. O. BOX 29622	RALEIGH, NC 27626-0622 Form N-01

- 9. Any other provisions which the corporation elects to include are attached.
- 12. (Optional): Listing of Officers (See instructions for why this is important)

Name	Address	Title
Dr. Sherria Grubbs	716 Trout Lilly Place Raleigh NC, 27610-4971 United States	Executive Director
Dr. Quincy Scott	5464 Brushy Meadow Drive Fuquay-Varina NC, 27526-8489	Chairperson of the Board

13. (Optional): Please provide a business e-mail address: _____ Privacy Redaction The Secretary of State's Office will e-mail the business automatically at the address provided at no charge when a document is filed. The e-mail provided will not be viewable on the website. For more information on why this service is being offered, please see the instructions for this document.

14. These articles will be effective upon filing, unless a future time and/or date is specified:

This is the 24th day of July ,2023.

Incorporator Business Entity Name

Dr. Sherria Grubbs

Signature of Incorporator

Dr. Sherria Grubbs Incorporator

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

NOTES:

1. Filing fee is \$60. This document must be filed with the Secretary of State.

BUSINESS REGISTRATION DIVISION (Revised August, 2017) P. O. BOX 29622

State of North Carolina Department of the Secretary of State

ARTICLES OF AMENDMENT NONPROFIT CORPORATION

Pursuant to §55A-10-05 of the General Statutes of North Carolina, the undersigned corporation hereby submits the following Articles of Amendment for the purpose of amending its Articles of Incorporation.

- 1. The name of the corporation is: Focus Academy Charter School, Inc
- The text of each amendment adopted is as follows (*state below or attach*): Removing directors: Quincy Scott, Measha Wilmer, Terrance Ruth, Pamela Criswell, and Russell Bryant

Adding Directors: Sheila Atkins 3031 Blackley Rd Oxford NC 27565 (Chairperson of the Board)

Mona Parks 104 Stockett Ct Garner NC 27529

Greggry Young 4006 Buckingham Way Apex NC 27610 (Vice Chairperson)

Robin Lyons 936 Oak Crossing St. Garner NC 27529 (Secretary)

3. The date of adoption of each amendment was as follows: 04/15/2024

4. (Check a, b, and/or c, as applicable)

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a. _____ The amendment(s) was (were) approved by a sufficient vote of the board of directors or incorporators, and member approval was not required because (*set forth a brief explanation of why member approval was not required*)

The amendment(s) was (were) approved by the members as required by Chapter 55A.

c. x Approval of the amendment(s) by some person or persons other than the members, the board, or the incorporators was required pursuant to N.C.G.S. \$55A-10-30, and such approval was obtained.

These articles will be effective upon filing, unless a date and/or time is specified: 5.

This the <u>15</u> day of <u>April</u>, 20 <u>24</u>

Focus Academy Charter School, Inc

Name of Corporation Signature Sherria L. Grubbs, Executive Director Type or Print Name and Title

Notes:

1. Filing fee is \$25. This document and one exact or conformed copy of these articles must be filed with the Secretary of State.



NORTH CAROLINA Department of the Secretary of State

To all whom these presents shall come, Greetings:

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

ARTICLES OF AMENDMENT

OF

FOCUS ACADEMY CHARTER SCHOOL, INC

the original of which was filed in this office on the 23rd day of April, 2024.





Scan to verify online.

Certification# C202410707387-1 Reference# C202410707387-1 Page: 1 of 3 Verify this certificate online at https://www.sosnc.gov/verification

IN WITNESS WHEREOF, I have hereunto set my hand and affixed my official seal at the City of Raleigh, this 23rd day of April, 2024.

Elaine I. Marshall

Secretary of State

State of North Carolina Department of the Secretary of State

ARTICLES OF AMENDMENT NONPROFIT CORPORATION

Pursuant to §55A-10-05 of the General Statutes of North Carolina, the undersigned corporation hereby submits the following Articles of Amendment for the purpose of amending its Articles of Incorporation.

- 1. The name of the corporation is: Focus Academy Charter School, Inc
- 2. The text of each amendment adopted is as follows (*state below or attach*):

Removing directors: Quincy Scott, Measha Wilmer, Terrance Ruth, Pamela Criswell, and Russell Bryant

Adding Directors: Sheila Atkins 3031 Blackley Rd Oxford NC 27565 (Chairperson of the Board)

Mona Parks 104 Stockett Ct Garner NC 27529

Greggry Young 4006 Buckingham Way Apex NC 27610 (Vice Chairperson)

Robin Lyons 936 Oak Crossing St. Garner NC 27529 (Secretary)

3. The date of adoption of each amendment was as follows: 04/15/2024

4. (Check a, b, and/or c, as applicable)

h

a. _____ The amendment(s) was (were) approved by a sufficient vote of the board of directors or incorporators, and member approval was not required because (set forth a brief explanation of why member approval was not required)

The amendment(s) was (were) approved by the members as required by Chapter 55A.

c. x Approval of the amendment(s) by some person or persons other than the members, the board, or the incorporators was required pursuant to N.C.G.S. \$55A-10-30, and such approval was obtained.

BUSINESS REGISTRATION DIVISION (Revised August 2016) P.O. BOX 29622

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

This the <u>15</u> day of <u>April</u>, 20 <u>24</u>

Focus Academy Charter School, Inc

Name of Corporation <u>Sherria L. Grubbs, Executive Director</u> Type or Print Name and Title

Notes:

1. Filing fee is \$25. This document and one exact or conformed copy of these articles must be filed with the Secretary of State.

BUSINESS REGISTRATION DIVISION (Revised August 2016)

P.O. BOX 29622



Note: To be completed individually by each proposed founding charter school board member. Please include a one-page resume with this form and sign 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.

School Information	
Name of charter school	Focus Academy Charter School

Board Member's Information	
Board Members	Full name: Dr. Sherria Grubbs
	Home Address: 716 Trout Lilly Place, Raleigh, NC 27610
	Business Name & Address:
	Granville County Public Schools 101 Delacroix Street Oxford, NC 27565

Telephone No.: (919) 819-3435
E-mail address: dsherria@hotmail.com

Board Member Application		
Have you previously served on a board of a school district, another charter school, a non-public school, or any non-profit corporation?	No: X Yes:	
Educational History	Gardner-Webb University, Boiling Spring, NC202Doctorate - Educational Leadership	23
	North Carolina Central University, Durham, NC201Masters of School Administration	16
	Strayer University, Online, Raleigh, NC200Master of Educational Management)9
	Shaw University, Raleigh, NC200Bachelor of Science in Elementary Education)4
	Borough of Manhattan Community College, NY, NY 199 Associates Degree in Early Childhood Education	96
Employment History	Granville County Public Schools – Assistant Principal2018 –Wilson County Schools – Assistant Principal2016 –Poplar Springs Christian Church – Camp Director2015 –Wake County Public Schools – Principal Intern2015 –University of Phoenix – Online Adjunct Instructor2010 –Durham Public Schools – Elementary School Teacher2007 –Piedmont Community College – Adjunct Instructor2006 –Person County Schools – Elementary School Teacher2004 –	- 2017 - 2016 - 2015 - 2014 - 2007

How were you recruited to join this Board of Directors?	I am the visionary and the founder of Focus Academy Charter School.
Why do you wish to serve on the board of the proposed charter school?	I believe that students deserve a quality education and to be successful academically and Focus Academy's mission and vision is aligned to making sure that happens. Therefore serving on the board will allow me to be a part of implementing the mission and vision of the school.
How were you recruited to join this Board of Directors?	I am the visionary and the founder of the Charter School.
Why do you wish to serve on the board of the proposed charter school?	I believe that students deserve a quality education and to be successful academically and Focus Academy's mission and vision is aligned to making sure that happens. Therefore serving on the board will allow me to be a part of implementing the mission and vision of the school.
What is your understanding of the appropriate role of a public charter school board member?	My understanding of the appropriate role of a public charter school board member is that the board member serves on the board to ensure that the school is operating and abiding by the NC Charter School laws as well as the bylaws created by the governing board. The member is responsible for overseeing the academic performance of the school, the finances, and making sure the school is within compliance of polices and state law while also making sure the vision and mission of the school is being implemented.
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 can be an effective board member.	While I have not served on a charter school board before, my experience as a school administrator has afforded me an opportunity to serve on many district level committees such as the Finance, the AIG committee, Portrait of a Graduate Committee, the Discipline Committee, and the Strategic Planning Committee. I have also served on the MTSS Committee, the School Improvement Team, and the Leadership Team Committee. Serving as an assistant principal along with my educational background and the committee's I have served on is why I would be an effective board member for Focus Academy Charter School.
Describe the specific knowledge and experience that you would bring to the board.	I would bring my knowledge as an experienced school administrator and teacher to the board.

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School Mission and Program	
What is your understanding of the school's mission and guiding beliefs?	My understating of the school's mission is that every student should be provided with the opportunity to a quality education that extends beyond the classroom.
What is your understanding of the school's proposed educational program?	My understanding of the school's proposed educational program is that the school will use the North Carolina Standard Course of Study for its core subjects with an integration of the arts into the curriculum.
What do you believe to be the characteristics of a successful school?	I believe a characteristic of a successful school is one where every students is provided with an opportunity to excel by making sure their individual needs are met, along with passion, dedication, and commitment to serving those students.
How will you know that the school is succeeding (or not) in its mission?	I will know that the school is succeeding (or not) in its mission by reviewing and analyzing qualitive and quantitative data such as staff and parent surveys, assessment scores, enrollment, and feedback from the community.

Governance	
Describe the role that the board will play in the school's operation.	The board will create the school policies, oversee school leadership and govern the operations of the school such as finance, academic performance, and ensure that the school is in compliance with all state and legal requirements.
How will you know if the school is successful at the end of the first year of operation?	We will know if the school is successful at the end of the first year based on the academic performance of the students, state test scores, student enrollment, teacher and staff retention, review of finances, and compliance with state law for charter schools.

How will you know at the end of five years of the schools is successful?	We will know if the school is successful at the end of five years by reviewing academic progress, proficiency levels based on state test scores, increased student enrollment, consistent retention of teachers, regular audits of our finances, and feedback from the staff, parents, and the community.
What specific steps will the charter school board need to take to ensure that the school is successful?	The charter school board of Focus Academy will need to meet on a monthly basis to review and analyze finances, academic performance, policies, and feedback from parents and the community to ensure that the school is successful. In doing so, the board may need to make adjustments or changes as necessary to ensure the success of the school.
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 the executive director/founder of the school, I would initially meet with the chairman of the board to discuss the situation and then meet with the entire board to address the issues by adhering to the policies on handling the situation. If there is no resolution, I would then reach out to the office of charter schools for guidance.

 Certification

 I, __Dr. Sherria Grubbs______, 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 __Focus Academy_____ Charter School is true and correct in every respect.

Board Member's Signature	
Signature Dr. Sherria Grubbs	Date 2/24/2024



Note: To be completed individually by each proposed founding charter school board member. Please include a one-page resume with this form and sign 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.

School Information	
Name of charter school	Focus Academy Charter School

Board Member's Information	
Board Members	Full name: Tara M. Batemon
	Home Address: 1441 Ujamaa Drive
	Business Name & Address: N/A
	Telephone No.: 919-538-0941
	E-mail address: tarabatemon@gmail.com

Board Member Application	
Have you previously served on a board of a school district, another charter school, a non-public school, or any non-profit corporation?	No: 🗆 Yes: 🗹
Educational History	Arcadia University BA Health Administration 2001 Clark Atlanta University MBA, Finance 2006
Employment History	Lead Learning and Development Specialist at Elder Research 1/2024 - present Faculty at ECPI University 4/2017 – 1/2024 Center for Reconciliation - Staff Assistant (CFR) 01/2015 – 02/2018 Office of Black Church Studies - Staff Assistant (OBCS) 12/2012 – 12/2014 Global Health Institute - Financial Assistant 06/2011 – 03/2012 Associate Instructor – University of Phoenix Online 2009 – 2014 Associate Instructor – University of Phoenix, Ground Campus 2008 – 2014

How were you recruited to join this Board of Directors?	Personally requested to join by Dr. Sherria Grubbs, Executive Director, based on my experience in finance, years of teaching in higher education, experience as a board member of other non-profit organizations and my commitment to education and passionate desire to serve.
Why do you wish to serve on the board of the proposed charter school?	I believe in children having access to quality education in a fair and equitable manner. Focus Academy's mission supports this.
How were you recruited to join this Board of Directors?	See above
Why do you wish to serve on the board of the proposed charter school?	See above
What is your understanding of the appropriate role of a public charter school board member?	As a public charter school board member, I need to believe in and support the mission of the charter school. I also need to attend board meetings and actively participate and contribute to the organization and daily activities of the school.
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 can be an effective board member.	I have served on previous boards – Advance Health – as a board member and committee member, Emerald Quarry – as a board member, Swift Creek PTA – as President and Vice President. Currently, I serve on the Board of Directors for This Girls Story and serve in the role of Secretary.
Describe the specific knowledge and experience that you would bring to the board.	I have knowledge and experience in the finance industry regarding grant management, corporate finance, and personal finance. Also, my vast experience serving on previous boards helps me to understand proper board conduct.

School Mission and Program	
What is your understanding of the school's mission and guiding beliefs?	Focus Academy is concerned about all children having an opportunity to learn and have access to needed resources to grow as a person.

What is your understanding of the school's proposed educational program?	All choices regarding the education and development of the students and teachers reflect Focus Academy Charter School's mission and vision.
What do you believe to be the characteristics of a successful school?	A school that values education for all of its students and has internal systems in place to keep track of their goals and objectives.
How will you know that the school is succeeding (or not) in its mission?	As a Board, we will meet regularly to evaluate the Focus Academy's progress, challenges, and needs to be sure we are in tandem with the school's mission and goals.

Governance	
Describe the role that the board will play in the school's operation.	The board will provide oversight and governance regarding the school's overall operation.
How will you know if the school is successful at the end of the first year of operation?	There will be consistent dialogue throughout the year to evaluate if Focus Academy is meeting its proposed goals and metrics.
How will you know at the end of five years of the schools is successful?	There will be an in-depth review of Focus Academy's activities to see if it is meeting its proposed goals and metrics.
What specific steps will the charter school board need to take to ensure that the school is successful?	Specifically, the board will need to commit to attending all meetings and actively participate during those meetings. Also, the board will need to be an advocate for Focus Academy while out and about in the community.
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 refer to the Code of Ethics of the board and address the issue in that manner.

I, Tara M. Batemon, 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 Focus Academy Charter School is true and correct in every respect.

Board Member's Signature			
Signature	Tara M. Batemon	Date 3/3/2024	



Note: To be completed individually by each proposed founding charter school board member. Please include a one-page resume with this form and sign 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.

School Information	
Name of charter school	Focus Academy Charter School

Board Member's Information	
Board Members	Full name: Greggry Steven Young
	Home Address: 4006 Buckingham Way, Apex, NC 27502
	Business Name & Address: n/a
	Telephone No.: 919-607-4426
	E-mail address: gsyoung@ncsu.edu

Board Member Application	
Have you previously served on a board of a school district, another charter school, a non-public school, or any non-profit corporation?	No
Educational History	University of Maryland, College Park; Ph.D, December 1993. George Washington University, Washington, D.C.; MBA, May, 1984. State University of New York, Plattsburgh, NY.; BA, May, 1978.
Employment History	 2000-2019: Associate Professor; Poole College of Management, NCSU-Raleigh. 2019-present: <i>retired</i>.
How were you recruited to join this Board of Directors?	Before I was invited to join the board, in my capacity as a Certified SCORE Mentor and drawing on my experience as an Associate Professor of business strategy and ethics, I regularly provided planning guidance and advice to Dr. Sherria Grubbs, Executive Director of Focus Academy in areas including charter school budgeting, marketing, NC educational industry analysis and best practice, organizational governance, and legal and regulatory compliance. After six months in this role, Dr. Grubbs invited me to join the Focus Academy Board. I then verified that I had no conflicts of interest and board members were notified that I would be attending their next scheduled board meeting. At that meeting, I introduced myself to board members and expressed my enthusiasm for charter schools in general and Focus Academy in particular. The board members discussed my candidacy and approved my appointment. Dr. Grubbs then gave me training in board procedures and invited me to attend all subsequent board meetings.

Why do you wish to serve on the board of the proposed charter school?	I believe that charter schools can make important contributions as part of an effective response to problems of declining student test scores and inequitably distributed educational opportunities. I want to serve on the board of Focus Academy because our accomplished and dedicated group of professionals will bring Garner its first charter school. Dr. Sherria Grubbs, the school's Executive Director, is a highly effective leader with deep roots in the community and a compelling vision. The board is poised to bring real value to the future of families and children. My service on the board is my contribution to supporting their path to success.
How were you recruited to join this Board of Directors?	See answer above.
Why do you wish to serve on the board of the proposed charter school?	See answer above.
What is your understanding of the appropriate role of a public charter school board member?	A public charter school board member has legal and fiduciary responsibility for the oversight, monitoring, and control of the school's activities and governance. A board member accomplishes this by participating in: (1). approval of the school's strategic plan; (2). decision making that is aligned with the strategic plan and legal compliance; (3). recruitment, training, and review of the performance of board members and chief-level executive officers; (4). meaningful engagement with teachers, staff, students, families, and the community in board activities and decision making; (5) transparent communication of board activities; (6) service on the board's committees; and (7). conduct that is in accordance with the highest values and principles of personal and organizational ethics.
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 can be an effective board member.	My 26 years of teaching and service at the college- and university-level is particularly relevant and useful for service on the Focus Academy board because it gave me experience in teaching and educational institution operations and governance. During my career in education, I designed and delivered courses for every level of student including undergraduates, graduate school, professionals and university managers. I integrated classroom and distance-education technology to be effective in hybrid course delivery. My service included counseling students on their Plan for Progress on Degree Requirements, as well as participation

	on departmental, college, and university-level committees. My service on the curriculum committees at these levels gave me an understanding of the role of policy and standards in teaching. I was twice elected to the faculty senate as a college-level representative, deepening my engagement with and appreciation for the complexities of an educational institution; the needs of its different stakeholders including students, families, faculty, staff, administrators, and regulators; the importance of frequent and transparent communication with all these stakeholders; the significance of ethical conduct; and the critical role of a leadership focus on continuous improvement.
Describe the specific knowledge and experience that you would bring to the board.	In addition to my experience in teaching, counseling, institutional governance, and stakeholder engagement discussed above, I bring to the board my education, scholarship, and experience in strategy-making, business planning, ethics management, and risk management. In fact, in my ongoing volunteer service as a Certified SCORE Mentor, I provide free counseling and guidance in these areas to small businesses and non- profits (SCORE is a nonprofit, national association that partners with the U.S. Small Business Administration).

School Mission and Program	
What is your understanding of the school's mission and guiding beliefs?	I understand, as stated in our application, that "the mission of Focus Academy is to provide students with equal opportunity, quality instruction and social experiences that inspire them to be life-long learners who excel in academics and character by staying focused, motivated, and ready to positively contribute to society".

What is your understanding of the school's proposed educational program?	I understand, as stated in our application, that our proposed educational program integrates the arts - music, visual arts, dance, theater, and other forms - into the curriculum across all academic subjects. Our program proposes to be responsive to students diverse learning needs by using Project-Based Instruction - hands-on projects, activities, and real-world applications- and emphasizing individualized instruction strategies such as flexible grouping, differentiated instruction, and personalized learning plans. Further, our educational program integrates technology as a tool for learning by utilizing interactive multimedia, digital resources, online platforms, and educational software.
What do you believe to be the characteristics of a successful school?	I believe that a school is successful if it provides a safe space for all of its students to learn, feel nurtured, participate in fun, creative, and valuable educational activities, practice critical thinking, build confidence, and develop communication and emotional skills. A school must have dedicated and compassionate teachers with the skills, training, credentials, supportive administration, and resources to accomplish these goals.
How will you know that the school is succeeding (or not) in its mission?	The school's mission focuses on providing students with opportunity, quality instruction, and social experiences that inspire them to excel in academics and become life-long learners who positively contribute to society. As a board member, I will monitor formative, summative, and performance-based assessments of our current students in order to know if the school is succeeding in its mission for them. To assess Focus Academy's contribution to life-long learning and social contribution, I will diligently monitor the results of surveys of alumni, families, and the community.

Governance

Describe the role that the board will play in the school's operation.	As discussed above and shown in the proposed organizational chart, the board will set the strategic plan that guides school operations and have oversight, monitoring, and control of the school's operations. To accomplish this, members of the board are assigned to board committees that are tasked with exercising these responsibilities for specific operational areas of the school. Depending on the charge, board committees may include teachers, staff, students, families, or community representatives. In addition, the school's chief executive officer has management responsibility for school operations and sits on the board ex officio. Finally, the board recruits, trains, and reviews the performance of board members and chief-level executive officers in order to ensure the quality of school operations.
How will you know if the school is successful at the end of the first year of operation?	As a member of the board, I will attend board meetings, participate on its committees, and have formal and informal communication that will let me know if the school is successfully achieving its goals at the end of the first year of operation. Formal communication includes reports from key personnel and tools that measure short-term metrics addressing academic, financial, operational, and governance performance and comparing them to goals for the first year. I will broaden and deepen my understanding of our first-year's performance by informally engaging with stakeholders – such as students, teachers, and families – during committee meetings and school events and activities.
How will you know at the end of five years of the schools is successful?	I will analyze trends-over-time on key metrics and compare these to the school's goals in order to assess if the school has been successful at the end of five years.
What specific steps will the charter school board need to take to ensure that the school is successful?	The board needs be active in exercising due diligence to ensure the success of Focus Academy. Specific steps include establishing a strategic plan, assigning individual responsibility and target dates for the plan's implementation, monitoring performance metrics that measure the status of accomplishment on the plan's goals, recruiting chief-level managers that have the required experiences and skills, and ensure that the school has the resources to be sustainably successful.
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 handle this situation in accordance with Focus Academy's proposed Ethics Management Program which will state that all such behavior be reported to the school's Ethics Management Officer. This

officer will investigate the facts, speak to the parties involved, and document the outcome of the investigation. Possible outcomes may be that no further action is required, or warning letters issued, or further training is required, or personnel action is required, or legal action is required. The proposed Ethics Management Program requires clear communication of acceptable and unacceptable conduct, defines and give examples, requires that all school employees receive ethics training, and specifies the response when unethical conduct or conduct not in the best interest of the school is observed.

Certification

I, Greggry Steven Young, 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 Focus Academy Charter School is true and correct in every respect.

Board Member's Signature	
Signature: Greggry Steven YoungDate: March 1, 2024	



Note: To be completed individually by each proposed founding charter school board member. Please include a one-page resume with this form and sign 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.

School Information	
Name of charter school	Focus Academy Charter School

Board Member's Information	
Board Members	Full name: Sheila Atkins
	Home Address: 3031 Blackley Rd. Oxford, NC 27565
	Business Name & Address:
	Telephone No.: (919) 475-9760
	E-mail address: satkinss27@gmail.com

Board Member Application	
Have you previously served on a board of a school district, another charter school, a non-public school, or any non-profit corporation?	No: X Yes:
Educational History	North Carolina State University , Raleigh NC2012Master of School Administration
	East Carolina University, Greenville NC2004Masters of School Administration
	North Carolina Central University , Durham NC2000Bachelor of Science2000
	Vance Granville Community College, Henderson, NC 1991 Associates Degree in Early Childhood Education
Employment History	Granville County Schools 1991-2022
How were you recruited to join this Board of Directors?	The founder recruited me to join the board.
Why do you wish to serve on the board of the proposed charter school?	I believe that students deserve a quality education and to be successful academically and Focus Academy's mission and vision is aligned to making sure that happens. Therefore serving on the board will allow me to be a part of implementing the mission and vision of the school.

How were you recruited to join this Board of Directors?	The founder recruited me to join the board.
Why do you wish to serve on the board of the proposed charter school?	I believe that students deserve a quality education and to be successful academically and Focus Academy's mission and vision is aligned to making sure that happens. Therefore serving on the board will allow me to be a part of implementing the mission and vision of the school.
What is your understanding of the appropriate role of a public charter school board member?	The appropriate role of a public charter school board member is to ensure that the academic program is successful.
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 can be an effective board member.	My background as a former Principal overseeing managing a school as well as implementing programs to increase academic growth will serve as support to the board.
Describe the specific knowledge and experience that you would bring to the board.	I have served as a teacher, Assistant Principal and Principal which correlates with the role of a board member.

School Mission and Program	
What is your understanding of the school's mission and guiding beliefs?	To provide students with equal opportunity, quality instruction and social experiences that inspire them to be lifelong learners.
What is your understanding of the school's proposed educational program?	Focus Academy Charter School will be open to all students regardless of ethnicity and socio-economic status. It is our goal to create a diverse learning environment that welcomes all students regardless of academic ability. Based on the data, there is a need to provide an educational option to the parents and students that live in the town of Garner, NC. It is anticipated that the demographics of Focus Academy Charter School will be aligned to the demographics of Wake County Public Schools. While it is anticipated that the ADM for Focus Academy will be significantly lower than the ADM of Wake County Public Schools, it is also anticipated that the population of EC students and the population of EL students will be higher than that of Wake County Public Schools.

What do you believe to be the characteristics of a successful school?	*Clear and Shared Focus *High Standards and Expectations *Effective School Leadership *High Levels of Collaboration *High Levels of Community and Parent Involvement
How will you know that the school is succeeding (or not) in its mission?	Success will be demonstrated in the *Financial management and performance *Strength and stability of the board *Facilities and other operational functions

Governance	
Describe the role that the board will play in the school's operation.	I will act as a board member with interaction with the Focus Academy Leadership Team.
How will you know if the school is successful at the end of the first year of operation?	Focus Academy first year success will be measured by regular reports, meetings, and channels of communication.
How will you know at the end of five years of the schools is successful?	Annual stakeholder reports will summarize the school's progress, achievements, and future plans.
What specific steps will the charter school board need to take to ensure that the school is successful?	The school board will be held accountable for the overall implementation of policies and procedures.
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?	An investigation would occur, and obtain facts. Meet with the board and discuss the severity of the situation and how to maintain the best interest of Focus Academy.

I, _Sheila Atkins____, 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 Focus Academy Charter School is true and correct in every respect.

Board Member's Signature	
Signature Sheila Alkins. Date March 22, 2024	



Note: To be completed individually by each proposed founding charter school board member. Please include a one-page resume with this form and sign 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.

School Information	
Name of charter school	Focus Academy Charter School

Board Member's Information	
Board Members	Full name: Mona Faye Parks
	Home Address: 104 Stockett Court Garner, NC 27529
	KBI 1101 Hamlin Road Durham, North Carolina 27704
	Telephone No.: 919 412 6264

|--|

Board Member Application	
Have you previously served on a board of a school district, another charter school, a non-public school, or any non-profit corporation?	No: X Yes:
Educational History	BS, Biology, North Carolina Central University - Durham, NC
	Advanced Technical Writing, North Carolina State University - Raleigh, NC
	Technical Report Writing Workshop , Bayer Pharmaceutical - Clayton, NC
	Project Leadership, Integrated Management, Talecris Biotherapeutics - Raleigh, NC
	Profitable Persuasion: Universal Strategies for Effective Fundraising, Duke University School of Continuing Studies - Durham, NC
	Medical Coding, Wake Technical College
Employment History	KBI Pharmaceuticals Inc (Piper Companies- Life Sciences) Senior QA Specialist, March 2023- Present
	KBI Pharmaceuticals Inc (Piper Companies- Life Sciences) Contract Manufacturing Specialist/Hybrid, September 2022- March 2023
	Acella Pharmaceuticals Inc (Oxford Global Services) Sr QA Product Complaint Investigator/REMOTE, April 2022- August 2022
	Moderna (Judge Group-Contractor) Sr QA Product Complaint Investigator/REMOTE, January 2022- Jun 2022
	Seqirus (R&D Partners-Contractor) Sr. Specialist, QA Supplier Management, March 2021- December 2021

	Apex Systems (Catalent) Senior Compliance Specialist, July 2020- March 2021 Pfizer (Aerotek Contractor) Quality Investigator, February 2019 – May 2020 Brevitas Consulting, Durham. NC 27713 (Compliance Specialist)- August 2018 to February 2019 HatchBeauty Labs, Durham, NC 27713 Quality Systems Manager - October 2015 to June 2018 Ascent Services Group (Novartis-Contractor) QA Specialist- May 2015 to September 2015 Merck-Contractor Deviation Management- September 2014 to March 2015 Consultant –Product Complaints Engineer-September 2013 to September 2014 Sr. Associate Research Scientist - Talecris/Grifols Biotherapeutics, Raleigh, NC-2001 to 2012
How were you recruited to join this Board of Directors?	I was recruited by the Executive Director, Dr. Sherria Grubbs
Why do you wish to serve on the board of the proposed charter school?	As a board member I can be instrumental in empowering meaningful learning challenges that will provide targeted instruction for the individual needs of children.
How were you recruited to join this Board of Directors?	I was recruited by the Executive Director, Dr. Sherria Grubbs
Why do you wish to serve on the board of the proposed charter school?	As a board member I can be instrumental in empowering meaningful learning challenges that will provide targeted instruction for the individual needs of children.
What is your understanding of the appropriate role of a public charter school board member?	A board member is accountable for the academic and financial success of the school.

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 can be an effective board member.	My experience as a board member of a different type of organization taught me the importance of persistently and diligently working to establish fundamental principles and policies for the successful launch of a sustainable product. After launch, metrics were analyzed and monitored to ensure that we consistently stayed on track for meeting targeted goals.
Describe the specific knowledge and experience that you would bring to the board.	Basic analytic knowledge for measuring success of product.

School Mission and Program	
What is your understanding of the school's mission and guiding beliefs?	To provide students with an opportunity to have quality instruction and life-long learning experiences.
What is your understanding of the school's proposed educational program?	Click or tap here to The school will provide all students with an opportunity to have a quality education that promotes learning, meets the students' individual needs, and that promotes learning beyond the classroom.
What do you believe to be the characteristics of a successful school?	Student engagement, parent-involvement, and community involvement. These are the key elements that help make schools successful.
How will you know that the school is succeeding (or not) in its mission?	Through the effectiveness of the governing board, a strong school leader, and through formative and informative evaluations of the students academic performance as well as the overall operation of the school.

Governance	
Describe the role that the board will play in the school's operation.	Seamless progression of learning through the various grad levels.

How will you know if the school is successful at the end of the first year of operation?	The success of the school will be measured by the academic outcomes as guided by metrics that include test scores, student enrollment and retainment, and curriculum.
How will you know at the end of five years of the schools is successful?	We measure success by increase student test scores, graduation rate, and enrollment increases.
What specific steps will the charter school board need to take to ensure that the school is successful?	Consistently measure the academic success of the students as well as to attend to the immediate academic needs of each student as they occur.
How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?	The board should meet to collectively discuss each situation and handle appropriately if proof of the unethical behavior is justified.

Certif	cation
I,Mona Parks, certify t providing to the North Carolina State Board of Education as a prospective School is true and correct in every respect.	the best of my knowledge and ability that the information I am board member forFocus AcademyCharter

Board Member's Signature	
Signature Mona Parks	Date 01March 2024

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



Charter School Board Member Information Form

Note: To be completed individually by each proposed founding charter school board member. Please include a one-page resume with this form and sign 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.

School Information	
Name of charter school	Focus Academy Charter School

Board Member's Information	
Board Members	Full name: Timothy R. Grubbs
	Home Address: 716 Trout Lilly PL Raleigh NC 27610
	Business Name & Address:
	Telephone No.: 919 760-9656
	E-mail address: Tgrubbshere@gmail.com

Board Member Application		
Have you previously served on a board of a school district, another charter school, a non-public school, or any non-profit corporation?	No: x Yes: □	
Educational History	Seward Park HS. NYC NY	
Employment History		
	The Forest at Duke	
	Maintenance Tech 2022 – present	
	Right On Time Home Repair and Maintenance LLC	
	Owner / Operator 2017 - present	
	Pegasus Residential	
	Maintenance Tech 2015 -2016	
	Kisco Retirement Community 2001 - 2015	
	Area Supervisor (2014 – 2015)	
	Environmental Services Director (2008-2014)	
	Director of Maintenance (2003 – 2008)	

	Maintenance Tech 2001 -2003
How were you recruited to join this Board of Directors?	I was asked to join the board based on my experience in facility operations and desire to change my community.
Why do you wish to serve on the board of the proposed charter school?	I believe in a child's right to a good education without bullying. I believe that focus Academy will provide this for each student that walks through the door.
How were you recruited to join this Board of Directors?	I was asked to join the board based on my experience in facility operations and desire to change my community.
Why do you wish to serve on the board of the proposed charter school?	I believe in a child's right to a good education without bullying. I believe that focus Academy will provide this for each student that walks through the door.
What is your understanding of the appropriate role of a public charter school board member?	The member is responsible for overseeing the overall operations of the school. This includes academic, finances and compliance of the charter school laws.
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 can be an effective board member.	While I have no previous board experience. As a parent of a child that had an IEP, the success of all students is important to me. Serving on the board provides me with an opportunity to advocate for students and ensure they are provided with a quality education.
Describe the specific knowledge and experience that you would bring to the board.	As a former environmental services director, I would bring my knowledge of safety and maintenance of facilities to the board.

School Mission and Program	
What is your understanding of the school's mission and guiding beliefs?	All students will be provided with an equal opportunity of public instruction
What is your understanding of the school's proposed educational program?	My understanding is that Focus Academy will integrate art into the curriculum.

What do you believe to be the characteristics of a successful school?	Passion, I desire to serve, and a belief that all students can learn.
How will you know that the school is succeeding (or not) in its mission?	Through the academic performance of the students and a regular review of the school's overall operation.

Governance	
Describe the role that the board will play in the school's operation.	The board will ensure that everything that the school is aligned to it mission.
How will you know if the school is successful at the end of the first year of operation?	We will know based on student proficiency scores, enrollment, review of finances and compliance of charter school laws
How will you know at the end of five years of the schools is successful?	The board will consistently review student enrollment, proficiency levels finances, compliance of charter school laws.
What specific steps will the charter school board need to take to ensure that the school is successful?	The charter school board will need to meet to review the overall operations of the school.
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 bring the situation to the attention of the board to ensure that it is handled appropriately and that it is in the best interest of the school.

Certification

I, Timothy R. Grubbs, 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 Focus Academy Charter School is true and correct in every respect.

Board Member's Signature

Signature Timothy R. Grubbs	Date 3/8/24

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

Sherria L. Grubbs, Ed.D 716 Trout Lilly Place, Raleigh, North Carolina 27610 (919)819-3435 dsherria@hotmail.com

<u>EDUCATION</u> Gardner-Webb University, Boiling Spring, NC	2023
Doctorate - Educational Leadership	
North Carolina Central University, Durham, NC Masters of School Administration	2016
Strayer University, Online, Raleigh, NC Master of Educational Management	2009
Waster of Educational Management	
Shaw University, Raleigh, NC	2004
Bachelor of Science in Elementary Education	
Borough of Manhattan Community College, New York, NY	1996
Associates Degree in Early Childhood Education	
PROFESSIONAL EXPERIENCE	
Granville County Public Schools	
Assistant Principal, Mary Potter/Northern Granville Middle School	2018-Present
• Work collaboratively with the school improvement team	
• Work collaboratively with the principal to create a positive school climate	
• I serve as the assistant principal responsible for 7 th and 8 th grade teachers and students	
 Testing Coordinator – Responsible for all aspects of state and district assessments 	
 Observe and evaluate teachers using the NCEES observation tool 	
• Serve on the school district's finance committee, AIG committee, Strategic Planning Committee,	and Portrait of a
Graduate Committee	
Responsible for the implementation of student clubs	
Responsible for the implementation and ongoing process of MTSS	
 Lead district-wide and in-school professional development workshops Wrote and received and received various grants to enhance student learning. 	
 Assist with organizing, planning, and implementing parent engagement activities. Coach struggling and beginning teachers on classroom management and instructional strategies. 	
Wilson County Schools Assistant Principal, Margaret Hearne Elementary	2016-2018
• Collaborated with the principal to develop strategies for increased academic proficiency, teacher	leadership, and overall
school improvements.	
Participated in the hiring of new faculty	
 Observed and evaluated teacher performance using the NCEES tool. 	
 Served as the Bus Coordinator: supervised bus drivers and handled all bus discipline. 	
 Mentor Coordinator: Oversaw mentors and advised on providing feedback to mentees. 	
• Testing Coordinator: Handled and coordinated all aspects of state and district mandated testing.	
• Served on the School Improvement Team, School Climate and Academic Committee's, and serve Coordinator.	e as the PBIS

Durham Public Schools Teacher, R.N. Harris Elementary

- Served as a kindergarten and first grade teacher.
- Developed lesson plans for kindergartners and 1st graders, which were aligned with the NC Standard Course of Study, • Core Knowledge Curriculum, and the Common Core Standards.
- Utilized various instructional strategies such as differentiation, inquiry, small and whole group instruction. •
- Incorporated the arts, such as music, dance, art, and drama into the curriculum. •
- Applied for and received a mini-grant to create and implement a transitional camp for incoming kindergarteners. •
- Served as Grade Level Chairperson for 5 years. Also served on the School Improvement Team, the Positive Behavior • Support Committee, and as the Coordinator for the Terrific Kids Program.

Person County Public Schools

Teacher, North Elementary

- Developed lesson plans and instructional activities for kindergarten and 1st graders, which provided group and individualized instruction in order to meet the needs of the students.
- Worked collaboratively with the grade level team to analyze data and develop plans to increase the proficiency levels . of struggling students.
- Implemented a classroom behavior plan to create an environment conducive to learning. •

2007-2014

2004-2007

Robin Nicole Johnson 936 Oak Crossing Street Garner, NC 27529 msrobinnicole72@gmail.com Phone: 984.272.5638

PROFESSIONAL EXPERIENCES

Real Estate Paralegal Bagwell Holt Smith, PA – Chapel Hill, NC March 2021 to Present

• Examine and verify real estate title, search real estate records, and summarize legal documents

- Ensure that the title to a property has no restrictions that may prevent or hinder its sale or use
- Examine deeds, deeds of trust, liens, judgments, easements, and plats/maps to determine ownership, encumbrances, and to

verify legal descriptions of property

• Prepare property reports and title opinions

- Analyze chain of title and preparation of reports outlining title-related matters
- Assist Real Estate Attorneys in the process of real estate closings

• Conducting title searches and analyzing title documents, review and preparation of closing packages and real estate documents; record real estate documents Corporate Paralegal

Howard, Stallings, From, P.A. - Raleigh, NC

August 2018 to March 2021 • Provide support to the firm's Managing Partner, a Partner and a Senior Associate

• Assist with formation of business entities

• Maintain and dissolve different types of businesses, and mergers and acquisitions

• Ensure all corporation and LLC formations for business entities were filed including amendments, dissolutions, as well as annual reports with NC Secretary of State

• Preparation of the annual director and officer questionnaires, and other corporate transactional legal matters. Review (and in some cases prepare) minutes, resolutions, and corporate organizational documents

• Preparation of stock certificates and ledgers. Requesting Employer Identification Number (EIN) for entities. This role also required some support in assisting Personal Injury and Estate Planning (i.e. preparing wills, power of attorneys, HIPAA) Attorneys

Personal Injury Paralegal

In Goode Company Consultants - Raleigh, NC

February 2008 to August 2018

Managing Owner and Freelance Paralegal providing Solo Attorneys with paralegal services within the legal specialties of Personal Injury, Social Security Disability, and Workers Compensation. Responsibilities included, but not limited to: meeting with clients, keeping track of medical progress, opening insurance claims, facilitate ordering medical records, drafting and sending of legal correspondence (providers, insurance carriers, employers), preparing demand packages for medical damages, requesting medical records and billing, proofreading documents and communicating with clients and adjusters. preparing waiver and reduction letters, communication with providers and insurance carriers to verify treatment, and kept attorneys informed of case progress. Assisted attorneys in managing settlements and preparation of settlement disclosure statements.

Commercial Real Estate Paralegal

The Banks Law Firm, P.A – Durham, NC

July 2005 to February 2008

Assist Attorneys with providing superior legal services in the areas of commercial real estate,

foreclosures, affordable housing and community economic development, bankruptcy, nonprofit

corporations, and real estate law. General knowledge of all the above legal specialty to which

assigned. Specialize in Commercial Real Estate and Foreclosure Procedures, such as follows, but not

limited to: • Assist attorneys with drafting real estate, finance, purchase and sale, transfer, and lease documents for buyers, sellers and lenders

Prepare UCC Financing Statements

• Draft closing documents (Notes, Deeds, Deeds of Trust, Loan Agreements, Loan

Modifications, Commitment Letters, Guaranties, Assignment documents, etc.)

• Perform title searches, record documents, coordinate title work, and obtain title insurance

• Knowledge of Foreclosure procedures and Bankruptcy rules

• Legal research using PACER, Lexis/Nexis, and Accurint regarding bankruptcy issues

• Electronic filings via Case Management/Electronic Case File (CM/ECF) system and provides substantial assistance in managing files

• Review and draft short documentation, including default letters, introduction letters, loan modification documents and transmittal documents, and proofs of claim

· Assisted new Entities with creating and filing Organizational documents with NC Secretary of State using computer literacy

• Assist in Foreclosure case management and hearing preparation

• Perform factual and legal research in accordance with preliminary instructions with the ability to summarize facts and evidence, and prepare legal reports and instruments

EDUCATION AND TRAINING

Master of Science, Criminal Justice Administration, North Carolina Wesleyan University, Rocky Mount, NC May 2012

Paralegal Certificate, Meredith College, Raleigh, NC An ABA-approved and North Carolina State Bar Qualified post-baccalaureate certificate program May 2010

Bachelor of Art, Criminal Justice, North Carolina Wesleyan University, Rocky Mount, NC December 2008 – 3.78 Overall GPA – President's Honors List

Sherria L. Grubbs, Ed.D 716 Trout Lilly Place, Raleigh, North Carolina 27610 (919)819-3435 dsherria@hotmail.com

<u>EDUCATION</u> Gardner-Webb University, Boiling Spring, NC	2023
Doctorate - Educational Leadership	
North Carolina Central University, Durham, NC Masters of School Administration	2016
Strayer University, Online, Raleigh, NC Master of Educational Management	2009
Waster of Educational Management	
Shaw University, Raleigh, NC	2004
Bachelor of Science in Elementary Education	
Borough of Manhattan Community College, New York, NY	1996
Associates Degree in Early Childhood Education	
PROFESSIONAL EXPERIENCE	
Granville County Public Schools	
Assistant Principal, Mary Potter/Northern Granville Middle School	2018-Present
• Work collaboratively with the school improvement team	
• Work collaboratively with the principal to create a positive school climate	
• I serve as the assistant principal responsible for 7 th and 8 th grade teachers and students	
 Testing Coordinator – Responsible for all aspects of state and district assessments 	
 Observe and evaluate teachers using the NCEES observation tool 	
• Serve on the school district's finance committee, AIG committee, Strategic Planning Committee,	and Portrait of a
Graduate Committee	
Responsible for the implementation of student clubs	
Responsible for the implementation and ongoing process of MTSS	
 Lead district-wide and in-school professional development workshops Wrote and received and received various grants to enhance student learning. 	
 Assist with organizing, planning, and implementing parent engagement activities. Coach struggling and beginning teachers on classroom management and instructional strategies. 	
Wilson County Schools Assistant Principal, Margaret Hearne Elementary	2016-2018
• Collaborated with the principal to develop strategies for increased academic proficiency, teacher	leadership, and overall
school improvements.	
Participated in the hiring of new faculty	
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 Served as the Bus Coordinator: supervised bus drivers and handled all bus discipline. 	
 Mentor Coordinator: Oversaw mentors and advised on providing feedback to mentees. 	
• Testing Coordinator: Handled and coordinated all aspects of state and district mandated testing.	
• Served on the School Improvement Team, School Climate and Academic Committee's, and serve Coordinator.	e as the PBIS

Durham Public Schools Teacher, R.N. Harris Elementary

- Served as a kindergarten and first grade teacher.
- Developed lesson plans for kindergartners and 1st graders, which were aligned with the NC Standard Course of Study, • Core Knowledge Curriculum, and the Common Core Standards.
- Utilized various instructional strategies such as differentiation, inquiry, small and whole group instruction. •
- Incorporated the arts, such as music, dance, art, and drama into the curriculum. •
- Applied for and received a mini-grant to create and implement a transitional camp for incoming kindergarteners. •
- Served as Grade Level Chairperson for 5 years. Also served on the School Improvement Team, the Positive Behavior • Support Committee, and as the Coordinator for the Terrific Kids Program.

Person County Public Schools

Teacher, North Elementary

- Developed lesson plans and instructional activities for kindergarten and 1st graders, which provided group and individualized instruction in order to meet the needs of the students.
- Worked collaboratively with the grade level team to analyze data and develop plans to increase the proficiency levels . of struggling students.
- Implemented a classroom behavior plan to create an environment conducive to learning. •

2007-2014

2004-2007

satkinss27@gmail.com

SHEILA D. ATKINS

Professional Summary

Retired organizational leader and educational administrator offering 9 years of experience as an Elementary School Principal. Dedicated to the success of students, faculty, and families with focus on addressing individuals while maintaining overall compliance with procedures and academic performance.

EXPERIENCE

Granville County Schools - Instructional Coach

August 2023 - PRESENT

- Mentoring new or struggling teachers by offering constructive advice about pedagogical approaches.
- Assist in the collection of analysis to determine the best instructional strategies.
- Observed classrooms to provide feedback to teachers regarding their teaching methods and classroom management techniques.
- Analyze data from observations, assessments, and other sources to create action plans for improvement.
- Used a vast number of teaching strategies in coordination of lesson creation and planning to meet diverse groups of students' specific needs.
- Developed rubrics for evaluating teacher performance based on established criteria and standards.
- Trained teachers on effective teaching techniques, classroom management strategies, and behavior modification.

Granville County Schools - Principal

July 2013 - June 2022

- Cultivated positive relationships between community members, school students, and teachers.
 Trained teachers on effective teaching techniques, classroom management strategies, and behavior
- modification.
- Performed classroom evaluations to assess teacher strategies and effectiveness.
- Mentored newly hired educators and provided encouragement and feedback.
 Observed teachers, documented activities and implemented improvement plans to optimize classrooms.
- Communicated with parents to encourage active parental participation in education.
- Kept school in full compliance with established policies, legal requirements and student safety standards.
- Coordinated staff and student activities to promote a safe and productive learning environment.
- Verified student grades, attendance and schedules.
- Proven record of developing and implementing school policies to ensure compliance with state and federal regulations.

Granville County Schools— Assistant Principal

July 2011 - June 2013

- Partnered with the principal to administer a school program in alignment with vision and goals, providing a positive, high-expectation academic environment.
- Monitored student behavior and enforced discipline policies.
- Performed classroom evaluations to assess teacher strategies and effectiveness.
 Supervised and evaluated teaching and support staff through instructional leadership and professional
- development.
 Trained teacher on effective teaching techniques, classroom management strategies, and behavior modification.
- Built and maintained positive relationships with diverse stakeholders, such as parents, school volunteers and outside agencies.
- Led meetings to convey policy changes, gather information, and assess employee thoughts.

Granville County Schools- Teacher

August 2000 - June 2011

- Worked cooperatively with other teachers, administrators, and parents to help students reach learning objectives.
- Incorporated multiple types of teaching strategies into the classroom.
- Communicated frequently with parents, students, and faculty to provide feedback and discuss instructional strategies.
- Supported student physical, mental, and social development using classroom games and activities.
- Kept students on-task with proactive behavior modification and positive reinforcement strategies
- Incorporated exciting and engaging activities to achieve student participation and hands-on learning.
 Conducted evaluations to measure performance and progress of students, providing guidance for areas requiring improvement.
- Participated in a parent teacher conference to discuss developments of students and increase support.
- Advised and counseled students to help them develop skills and knowledge required to succeed.
- Registered student progress and attendance on database to enable tracking history and maintain accurate records.

EDUCATION

North Carolina State University, Raleigh, NC — Master of School Administration, December 2012

East Carolina University, Greenville, NC -M.Ed., December 2004

North Carolina Central University, Durham, NC — Bachelor of Science, May 2000

Mona Parks (919) 412-6264 monaparks1@gmail.com

QUALIFICATIONS SUMMARY

A results-oriented, skilled professional with more than 10 years of progressive experience in Quality Assurance, Quality Control and Manufacturing. Proven strengths in meeting goals and producing bottom line team efforts through excellent verbal and written communication skills, project management, leadership, community engagement, and building customer relationships. Ability to develop, implement and oversee assigned projects. Successfully able to set up and support effective working relationships with coworkers, managers, and clients.

Relevant Experience and Skills

- Bachelor's Degree in a scientific discipline with more than 10 years of experience in Biotech/Pharmaceutical industry.
- Strong oral and effective written communication that includes organizational, presentation, and people skills.
- Strong technical and investigational writing skills to include root cause analysis.
- Experience with leading and directing Quality Assurance teams that support Analytical testing operations.
- Proficient in Microsoft Office: Word, Excel, Access, Publisher, and PowerPoint

EMPLOYMENT HISTORY

-KBI Pharmaceuticals Inc (Piper Companies- Life Sciences)-Senior QA Specialist, March 2023- Present

-KBI Pharmaceuticals Inc (Piper Companies- Life Sciences)-Contract Manufacturing Specialist/Hybrid,

September 2022- March 2023

-Acella Pharmaceuticals Inc (Oxford Global Services) -Sr QA Product Complaint Investigator/REMOTE, April 2022- August 2022

-Moderna (Judge Group-Contractor)-Sr QA Product Complaint Investigator/REMOTE, January 2022- Jun 2022

-Seqirus (R&D Partners-Contractor)-Sr. Specialist, QA Supplier Management, March 2021- December 2021

-Apex Systems (Catalent)-July 2020-February-2021

-Pfizer (Aerotek Contractor)-Quality Investigator, February 2019 - May 2020

-Brevitas Consulting, Durham. NC 27713-(Compliance Specialist)- August 2018 to February 2019

-HatchBeauty Labs, Durham, NC 27713-Quality Systems Manager - October 2015 to June 2018

-Ascent Services Group (Novartis-Contractor)-QA Specialist- May 2015 to September 2015

-Merck-Contractor-Deviation Management- September 2014 to March 2015

-Consultant –Product Complaints Engineer-September 2013 to September 2014

Talecris/Grifols Biotherapeutics, Sr. Associate Research Scientist, Raleigh, NC-2001 to 2012

EDUCATION

BS, Biology, North Carolina Central University - Durham, NC Advanced Technical Writing, North Carolina State University - Raleigh, NC Technical Report Writing Workshop, Bayer Pharmaceutical - Clayton, NC Project Leadership, Integrated Management, Talecris Biotherapeutics - Raleigh, NC Profitable Persuasion: Universal Strategies for Effective Fundraising, Duke University School of Continuing Studies - Durham, NC Medical Coding, Wake Technical College

Memberships

North Carolina Regulatory Affairs Forum North Carolina Hemophilia Association

TARA M. BATEMON, MBA

Raleigh, NC • (919) 538-0941 • tmbatemon@yahoo.com

Professional Summary

Dedicated educator with a proven track record of guiding non-traditional students towards success. Seeking a dynamic role as a Learning Engagement Coordinator, leveraging expertise in technology, communication, and teaching to enhance learner satisfaction and support the company's growth.

Skills & Abilities

Technology

- Learning Management Systems (LMS): Proficient in Canvas, Blackboard, Moodle •
- Collaboration Platforms: Experienced in Zoom and MS Teams •
- Educational Technology: Skilled in Loom, Renderforest, Kahoot, Nearpod •
- Web 3/AI: IBM Blockchain Essentials V2 certificate; Creator on NightCafé AI art generator •
- Microsoft Office Specialist: Word 2016, Excel 2016, PowerPoint 2016

Communication

- Engaging Presentations: Deliver compelling training presentations for diverse audiences
- Virtual Instruction: Facilitate effective teaching and training in virtual environments

Teaching/Training Experience

Faculty at ECPI University Raleigh, NC

- Deliver quality, student-centered instruction, fostering hands-on and active learning
- Provide individualized support, guiding and counseling students on academic progress
- Utilize various learning platforms, including Zoom, to enhance the virtual classroom experience •
- Actively contribute to curriculum improvement and serve on academic groups

Associate Instructor – University of Phoenix Online

- Specialized in Personal Finance instruction for academically under-prepared adults
- Developed lesson plans incorporating diverse teaching techniques
- Evaluated and reported students' progress •

Associate Instructor – University of Phoenix, Ground Campus

- Taught Business Finance and Marketing to adult learners
- Mentored adjunct faculty candidates, providing guidance and support

Professional Experience

Duke University, Durham, NC,

- Center for Reconciliation Staff Assistant (CFR)
- Managed and reconciled complex financials for the CFR
- Served as a liaison with administrative personnel, faculty, students, alumni, churches, and donors on behalf of CFR
- Assisted in project management and execution of special programs and events
- Provided administrative, and academic support for students

Office of Black Church Studies - Staff Assistant (OBCS)

- Served as a liaison with administrative personnel, faculty, students, alumni, churches, and donors on behalf of OBCS
- Provided academic support and resources for students
- Managed projects and executed special programs and events

Global Health Institute - Financial Assistant

Reconciled over 40 sponsored awards monthly Provided financial administrative support to Grants and Contracts Specialists

Education

MBA, Concentration: Finance	Clark Atlanta University, Atlanta, GA
Bachelor of Arts in Health Administration	Arcadia University, Glenside, PA

01/2015 - 02/2018

12/2012 - 12/2014

06/2011 - 03/2012

2009 - 2014

2017 - Present

2008 - 2014

(email) gsyoung@ncsu.edu

Greg Young

Associate Professor (*retired*) Poole College of Management North Carolina State University Raleigh, NC 27695-7229

CAPSULE BIOGRAPHY:

Until his retirement in the summer of 2019, Dr. Greg Young taught business strategy and the management of ethics in organizations in the Poole College of Management. He has been a Certified SCORE Mentor since 2023; in this capacity he provides strategic management guidance to entrepreneurs and private-sector educators.

He served on the editorial board of the Academy's premier journal on management theory, the <u>Academy of Management Review</u> from 2000 through 2002. He also was on the Editorial Board of the <u>Encyclopedia of Business Ethics and Society</u>, published by Sage in 2007 and recognized with three awards for best business reference resource.

He has published and presented papers on industry structure, organizational resources, strategic activity, decision-making, the competitive advantage of the firm, and organizational reputation. His work on strategy has been published in prestigious journals including the <u>Strategic Management Journal</u>, the <u>Journal of Management</u>, <u>Organization Science</u>, the <u>Competitive Intelligence Review</u>, <u>Journal of Business Research</u>, and the <u>Journal of Management Inquiry</u>.

Dr. Young has consulted on various economic and business issues including business valuation, business development, and economic impact. He also has conducted a series of presentations for practicing managers and academic scholars on the topics of business ethics, competitive intelligence, and competitive advantage.

LAST ACADEMIC POSITION:

2000-2019: Associate Professor; Poole College of Management, NCSU-Raleigh.

COURSES TAUGHT:

Business Policy and Strategy (BUS480; MIE480; Poole College of Management; 1994-2019). Managing Ethics in Organizations (MIE306; Poole College of Management; 2006-2019).

EDUCATION:

University of Maryland, College Park; **Ph.D**, December 1993: Strategic Management; Dissertation: *The effect of industry structure and firm characteristics on firm conduct*. George Washington University, Washington, D.C.; **MBA**, May, 1984: Information Systems Management.

State University of New York, Plattsburg, NY.; BA, May, 1978: Political Science.

NOTABLE ACTIVITY:

Young, G. (2014-2015). Facilitator for Strategic Transformational Leadership Program (STLP), "Ethics in University Leadership"; NCSU

Timothy R. Grubbs 919 760 9656

20 Years of Residential and Commercial Experience

11 years of experience developing and managing department operations and capital improvement budgets

11 years of managing and directing entire maintenance activities for an organization

6 years of managing the entire housekeeping department

The Forest at Duke April 2022 - Present

Maintenance Tech

Responsible for completing work orders to maintain and repair physical structures of the buildings and grounds.

Responsible for keeping apartments and community buildings in a clean and orderly condition. Key Areas of Expertise: Installing, maintaining, and repairing machinery, equipment, physical structures, plumbing, and electrical systems in residents' apartments.

Right on Time Home Repair & Maintenance (June 2016 - Present)

Owner / operator

Managed all aspects of residential and commercial property maintenance, including basic repairs, preventative maintenance, and cleaning. Provided expert services in carpentry, plumbing, and electrical work to address clients' needs promptly and efficiently. Utilized pressure washing techniques to clean roofs, windows, and doors, enhancing property aesthetics and longevity. Conducted thorough inspections to identify maintenance needs and scheduled repairs, accordingly, ensuring property functionality and safety. Implemented effective billing processes and marketing strategies to maintain client satisfaction and drive business growth.

Kisco Senior living Retirement Communities 2002 - 2015

Maintenance Tech 2002 -2003, Maintenance Director 2003- 2008, Environmental Services Director 2008 – 2014, Area Supervisor 2014 – 2015

Managed the general maintenance, housekeeping, and safety of the community for residents, family members, guests, and associates.

Oversaw the repair and maintenance of buildings, grounds, and support equipment.

Responsible for ensuring that the safety and health standards are being met.

Responsible for the direct supervision of associates in the following roles: Maintenance Technicians, Housekeeping Supervisor, Housekeepers, Custodians, and Laundry Aides.

Responsible for the hiring of maintenance and housekeeping associates.

Complied with all county, city, state rules regulations and policies. Responsible for installing, maintaining, and repairing machinery, equipment, physical structures, plumbing, and electrical systems in residents' apartments.

Seward High School

1978 - 1982

New York, New York

.

Focus Academy Charter School Detailed Start-Up Plan

Category	Task/Activity	Person/People Responsible	Timeline	Compensation
Community Engagement and Recruitment	Hold monthly parent and community meetings	Board chair, Principal	Ongoing	None
Community Engagement and Recruitment	Develop marketing materials	Board chair, Board, Principal	Ongoing	None
Community Engagement and Recruitment	Launch student recruitment campaign	Board chair, Board, Principal	09/2024 – 05/2025	None
Community Engagement and Recruitment	Accept and acknowledge student applications	Board chair, Principal	05/2025 - 07/2026	None
Community Engagement and Recruitment	Hold Open Houses for prospective students and parents	Board chair, Principal	01/2026 – 08/2026	None
Community Engagement and Recruitment	Notify parents of admission status	Board chair, Principal	03/2026 - 07/2026	None
Community Engagement and Recruitment	Register students	Board chair, Principal	05/2026 – 08/2026	None
Community Engagement and Recruitment	Hold student and parent orientation	Board chair, Principal	07/2026 – 08/2026	None
Governance	Develop Board Orientation Handbook	Board secretary	05/2024 – 09/2024	None
Governance	Orient New Board Members	Board Chair, Secretary, Governance Committee	As needed	None
Governance	Finalize and Adopt Policies	Board Chair, Secretary, Governance Committee	03/2025 – 03/2026	None
Governance	Establish Board committees and select committee chairs	Board Chair	05/2024 – 09/2024	None

Governance	Hold monthly board meetings	Board Chair	Ongoing	None
Human Resources	Finalize and Adopt Policies – personnel and procedures	Board Chair, Board	03/2025 – 03/2026	None
Human Resources	Coordinate Benefits	Board Chair, Board Treasurer	07/2026 – 09/2026	None
Human Resources	Recruit office staff, teachers, support staff	Principal and CFO	09/2025 – 06/2026	None
Fiscal Management	Finalize and implement fiscal management policies and procedures	Board Treasurer	05/2024 – 09/2024	None
Fiscal Management	Hire auditor	Board Treasurer	06/2024 – 09/2024	None
Fiscal Management	Secure non-employee insurance	Board Treasurer	06/2024 – 12/2024	None
Operations and Administration	Develop safety plan and manual	Principal, CFO	01/2025 – 09/2025	None
Operations and Administration	Finalize student handbook	Principal, CFO	01/2025 – 09/2025	None
Operations and Administration	Create internal compliance calendar	Principal, CFO	01/2025 – 09/2025	None
Operations and Administration	Develop school-wide policies	Principal, CFO	01/2025 – 09/2025	None
Operations and Administration	Coordinate food services	Principal, CFO	07/2025 – 11/2025	None

Operations and Administration	Research vendors: furniture etc.	Principal, CFO	12/2024 – 06/2025	None
Academics	Standards and competencies analysis	Principal, Teachers	Ongoing	None
Academics	Select curriculum, collaborative planning	Principal, Teachers	11/2025 – 06/2026	None
Academics	Begin to build assessments	Principal, Teachers	11/2025 – 06/2026	None
Academics	Engage with partners on project design	Principal, Teachers	11/2025 – 06/2026	None
Academics	Purchase curriculum materials	Teachers, CFO	11/2025 – 06/2026	None
Facilities	Select a permanent facility	Board Chair, CFO, Treasurer	07/2024 – 02/2025	None
Facilities	Negotiate acquisition	Board Chair, CFO, Treasurer	07/2024 – 02/2025	None
Facilities	Negotiate financing	Board Chair, CFO, Treasurer	07/2024 – 02/2025	None
Facilities	Inspections	Board Chair, CFO, Treasurer	07/2024 – 02/2025	None
Facilities	Secure certificate of occupancy	Board Chair, CFO, Treasurer	07/2024 – 02/2025	None

Calendar of Events for Focus Academy Charter

12/30/2023 - Met with Pastor Tracy Bell - shared the mission and vision with Pastor Bell. Pastor Bell provided names of people that could either assist or provide support through the process. He connected me with Dr. Bridges

1/13/2024 - Met with Dr. Grover Bridges - Members of the Board met with Dr. Bridges where he provided support and advice on how to navigate through the process of starting a charter school.

1/13/2024 - Telephone chat with Paulette Leaven - Mrs. Leaven shared that she helped to open Preeminent Charter School and offered advice on completing the application and offered to provide help with the application if needed.

1/23/2024 - Met with Amy White - Founder of Hope Ministries in Garner, NC. Amy offered to provide free tutoring to the students of Focus Academy Charter School that may struggle academically. She also offered to provide five scholarships for students of Focus Academy Charter School to attend her arts summer program.

3/9/2024 - New Bethel Christian Church - presented information about Focus Academy during announcements. Members of the church completed the survey for Focus Academy Charter School.

3/11/2024 - Meeting with Pastor Charles Brooks - Discussed Focus Academy Charter School's mission and vision, and approach. Pastor Brooks agreed to allow me to present the school to the congregation during announcements and ask people to complete the survey. Pastor Brooks asked the secretary to make 100 copies of the survey.

3/13/2024 - Passed out surveys to some daycare centers - many were not willing to accept the surveys deemed it solicitation.

3/15/2024 - Meeting with Dr. Joanne Woodard - Sallie B. Howard School - met with Mrs. Woodard and shared the mission and vision of Focus Academy Charter School. She provided some feedback and insight to help me through the process and agreed to provide a letter of support.

3/19/2024 - Met with the Pastor Bryan Chapman and the Deacons of Fellowship Baptist Church and presented information about the school such as the mission and the vision

and discuss the possibility of housing Focus Academy School at their location in their education building.

3/23/2024 - Board of Directors Working Session - worked on the By-Laws for Focus Academy Charter School

3/30/2024 - Met with Mrs. Parler. She provided insight and advice on the charter school process during the meeting. Provided advice on board governance, enrollment, and using a CMO to help with the initial opening.

3/31/2024 - Poplar Springs Christian Church - Presented information about Focus Academy during announcements to the congregation and asked them to complete the survey for Focus Academy School. Members and guests completed the survey after church services.

4/3/2024 - Met with the Mayor of Garner, NC: Mayor Gumpton and John Hodges, Assistant Town Manager of Garner, NC. We discussed the proposed school and the mission and vision of Focus Academy School. They agreed to have the Development Services Committee of Garner help Focus Academy Board of Directors in their search for a facility to house the school in the Garner area. Both also agreed to share the information that we discussed with the Town Council to get their feedback as it relates to providing a letter of support.

4/1- 4/5/2024 - visited businesses, libraries, community centers and left Focus Academy fliers with each organization.

4/6/2024 - Board of Directors Working Session - Review of Application Sections

4/23/2024 - Received email from John Hodges, Assistant Town Manager of Garner, NC. He shared the space and facility needs of Focus Academy with the Economic Development Director and will update us if they are able to identify a space that may work for the school.

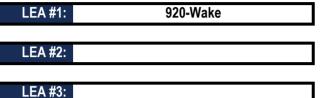
Position	Year 0	<u>Year 1</u>	
Principal/School Leader		1	1
Assistant Principal		0	0
Dean(s)		0	0
Additional School Leadership		0	0
Core Classroom Teachers		0	12
Specialized Classroom Teachers (e.g. special education,			
ELL, foreign language, etc.)		0	2
Student Support Positions (e.g. social workers,			
psychologists, etc.)		0	1
Specialized School Staff		0	6
Teaching Aides or Assistants		0	6
School Operations Support Staff		0	3

<u>Year 2</u>	Year 3	Year 4	<u>Year 5</u>
1	1	1	1
0	1	1	1
1	1	2	2
0	0	0	0
14	16	20	26
2	3	4	4
2	2	2	2
6	8	10	12
6	6	8	8
3	3	4	4

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 expe please indicate any plans to increase the grade levels offered by the school over time and be sure these figures match the page.

If applying as 'Statewide Virtual', select 1000-Statewide Avg as LEA 1 only. If applying as 'Regional Virtual', select a max The numbers in the following tables are projections, or estimates, and do not bind the State to fund the school at any par



What percentage of students from t

What percentage of students from t

What percentage of students from t

Grade		Year 1			Year 2		
	LEA #1	LEA #2	LEA #3	LEA #1	LEA #2	LEA #3	LEA #1
	920			920			920
Kindergarten	36			36			36
Grade 1	32			36			36
Grade 2	34			32			36
Grade 3	34			34			34
Grade 4	40			34			40
Grade 5	40			40			40
Grade 6				40			40
Grade 7							40
Grade 8							
Grade 9							
Grade 10							
Grade 11							
Grade 12							
LEA Totals:	216	0	0	252	0	0	302

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

ects to enroll. In addition, nose on the initial cover

imum of three LEAs.

ticular level.

he LEA selected above will qualify for EC funding? 12%

he LEA selected above will qualify for EC funding?

he LEA selected above will qualify for EC funding?

Year 3			Year 4			Year 5	
LEA #2	LEA #3	LEA #1	LEA #2	LEA #3	LEA #1	LEA #2	LEA #3
		920			920		
		36			54		
		36			54		
		36			54		
		34			48		
		40			51		
		40			51		
		40			50		
		40			50		
		40			50		
0	0	342	0	0	462	0	0

set forth and approved in the projected enrollment tables. However, in

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:		920-Wake	
Revenue	Approximate Per Pupil Funding	Projected LEA ADM	Approximate funding for Year 1
State Funds	\$6,329.29	216	\$1,367,126.64
Local Funds	\$3,652.08	216	\$788,849.28
State EC Funds	\$5,309.31	26	\$137,617.32
Federal EC Funds	\$1,514.35	26	\$39,251.95
		Total:	\$2,332,845.19

LEA #2:			
Revenue	Approximate Per Pupil Funding	Projected LEA ADM	Approximate funding for Year 1
State Funds		0	
Local Funds		0	
State EC Funds		0	
Federal EC Funds		0	
	•	Total:	\$0.00

LEA #3:			
Revenue	Approximate Per Pupil Funding	Projected LEA ADM	Approximate funding for Year 1
State Funds			
Local Funds			
State EC Funds			
Federal EC Funds			
		Total:	\$0.00

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 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
State ADM Funds	\$ 1,367,127	\$ 1,594,981	\$ 1,911,446	\$ 2,164,617
Local Per Pupil Funds	\$ 788,849	\$ 920,324	\$ 1,102,928	\$ 1,249,011
State EC Funds	\$ 137,617	\$ 160,554	\$ 192,409	\$ 217,894
Federal EC Funds	-	\$ 39,252	\$ 54,880	\$ 62,149
Other Funds*				
Working Capital*				
TOTAL REVENUE:	\$ 2,293,593	\$ 2,715,111	\$ 3,261,663	\$ 3,693,672

*All budgets should balance indicating strong budgetary skills. Any negative fund balances will, more than likely, generate a by those evaluating the application. If the applicant is depending on other funding sources or working capital to balance the please provide documentation such as signed statements from donors, foundations, bank documents, etc., on the commitn 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 Appen

on federal funding in

Year 5
\$ 2,924,132
\$ 1,687,261
\$ 294,348
\$ 83,956
\$ 4,989,697

additional questions • operating budget, nent of these funds. If

dix M.

Personnel Budget: Expenditure Projections

		Year 1			Year	2			Year 3			Year	1		١	rear 5	
Budget Expenditure Projections	Number of	of		Number o	f		Number o	of			Number o	F		Number of	of		
	Staff	Average Salary	Total Salary	Staff	Average Salary	Total Salary	Staff	Aver	rage Salary	Total Salary	Staff	Average Salary	Total Salary	Staff	Average Sa	lary	Total Salary
Administrative & Support Personnel																	
Lead Administrator	1	\$ 95,000 \$	95,000	1	\$ 96,900	\$ 96,900	1	\$	98,838	\$ 98,838	1	\$ 100,815		1	\$ 102,8		102,831
Assistant Administrator	0	\$ - \$	-	0		\$-	1	\$	70,000	\$ 70,000	1	\$ 71,400	\$ 71,400	1	\$ 72,8	828 \$	72,828
Finance Officer	1	\$ 60,000 \$	60,000	1	\$ 61,200	\$ 61,200	1	\$	62,424	\$ 62,424	1	\$ 63,672	\$ 63,672	1	\$ 64,9	946 \$	64,946
Clerical	3	\$ 31,200 \$	93,600	3	\$ 31,824	\$ 95,472	3	\$	32,460	\$ 97,380	4	\$ 33,109	\$ 132,436	4	\$ 33,	771 \$	135,084
Food Service Staff	1	\$ 30,160 \$	30,160	1	\$ 30,763	\$ 30,763	2	\$	31,738	\$ 63,476	2	\$ 32,005	\$ 64,010	3	\$ 32,0	645 \$	97,935
Custodians	1	\$ 30,160 \$	30,160	1	\$ 30,763	\$ 30,763	2	\$	31,378	\$ 62,756	2	\$ 32,005	\$ 64,010	3	\$ 32,6	645 \$	97,935
Transportation Staff		\$	-			\$ -	2		:	\$ -	2		\$ -	3		\$	
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Total Admin and Su	oport: 7	\$	308,920	7		\$ 315,098	12		:	\$ 454,874	13		\$ 496,343	16		\$	571,559
					_				_	· · ·							
Instructional Personnel																	
Core Content Teacher(s)	12	\$ 39,000 \$	468,000	14	\$ 39,780	\$ 556,920	16	\$	40,575	\$ 649,200	20	\$ 41,386	\$ 827,720	26	\$ 42,2	213 \$	1,097,538
Electives/Specialty Teacher(s)	6	\$ 39,000 \$	234,000	6	\$ 39,780	\$ 238,680	8	\$	40,575	\$ 324,600	10	\$ 41,386	\$ 413,860	12	\$ 42,2	213 \$	506,556
Exceptional Children Teacher(s)	2	\$ 41,870 \$	83,740	2	\$ 42,707	\$ 85,414	3	\$	43,561	\$ 130,683	4	\$ 44,432	\$ 177,728	4	\$ 45,3	320 \$	181,280
Instructional Support	1	\$ 43,910 \$	43,910	2	\$ 44,788	\$ 89,576	2	\$	45,683	\$ 91,366	2	\$ 46,596	\$ 93,192	2	\$ 47,	527 \$	95,054
Teacher Assistants	6	\$ 31,540 \$	189,240	6	\$ 32,170	\$ 193,020	6	\$	32,813	\$ 196,878	8	\$ 33,469	\$ 267,752	8	\$ 34,	138 \$	273,104
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Total Instructional Perso	onnel: 27	\$	1,018,890	30		\$ 1,163,610	35		:	\$ 1,392,727	44	1	\$ 1,780,252	52		\$	2,153,532
									-			- 1					
Total Admin, Support and Instructional Perso	onnel: 34	\$	1.327.810	37		\$ 1.478.708	47			\$ 1.847.601	57	ו ר	\$ 2.276.595.00	68		\$	2.725.091

		Year	1		Year	2		Year	3			Year 4			Year 5	
Benefits	Number of Staff	Cost Per	Total	Number of Staff	Cost Per	Total	Number of Staff	Cost Per	Total	Number Staff	of Co	ost Per	Total	Number of Staff	Cost Per	Total
Administrative & Support Benefits	otan			otan			otan			Otan				otan		
Health Insurance	7	\$ 6.000	\$ 42.000	7	\$ 6.000	\$ 42.000	12	\$ 6.000	\$ 7	.000 13	\$	6.000 \$	78.000	16	\$ 6.000 \$	96.000
Retirement PlanNC State			s -			\$ -			\$	-		\$	-		S	
Retirement PlanOther	7	\$ 7.160	\$ 50.120	7	\$ 7.160	\$ 50.120	12	\$ 7,160	\$ 8	.920 13	\$	7.160 \$	93.080	16	\$ 7.160 \$	114.560
Life Insurance	7	\$ 50	\$ 350	7	\$ 50	\$ 350	12	\$ 50	\$	600 13	\$	50 \$	650	16	\$ 50 \$	800
Disability	7	\$ 213	\$ 1.491	7	\$ 213	\$ 1.491	12	\$ 213	\$.556 13	\$	213 \$	2.769	16	\$ 213 \$	3.408
Medicare	7	\$ 619	\$ 4.333	7	\$ 619	\$ 4.333	12	\$ 619	\$.428 13	\$	619 \$	8.047	16	\$ 619 \$	9,904
Social Security	7	\$ 893	\$ 6.251	7	\$ 893		12	\$ 893	\$ 1	.716 13	\$	893 \$	11.609	16	\$ 893 \$	14.288
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Total Admin and Support Benefits	:		\$ 104,545			\$ 104,545			\$ 17	.220		Ś	194,155		Ś	238.960
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Instructional Personnel Benefits																
Health Insurance	27	\$ 6,000	\$ 162,000	30	\$ 6,000	\$ 180,000	35	\$ 6,000	\$ 21	.000 44	\$	6,000 \$	264,000	52	\$ 6,000 \$	312,000
Retirement PlanNC State			s -			\$ -			\$	-		\$			S	
Retirement PlanOther	27	\$ 7,133	\$ 192,591	30	\$ 7,133	\$ 213,990	35	\$ 7,133	\$ 24	.655 44	\$	7,133 \$	313,852	52	\$ 7,133 \$	370,916
Social Security	27	\$ 2,640	\$ 71.280	30	\$ 2,640	\$ 79.200	35	\$ 2,640	\$ 9	.400 44	\$	2.640 \$	116,160	52	\$ 2,640 \$	137,280
Disability	27	\$ 213	\$ 5,751	30	\$ 213	\$ 6,390	35	\$ 213	\$	455 44	\$	213 \$	9,372	52	\$ 213 \$	11,076
Medicare	27	\$ 617	\$ 16,659	30	\$ 617	\$ 18,510	35	\$ 617	\$ 2	,595 44	\$	617 \$	27,148	52	\$ 617 \$	32,084
Life Insurance	27	\$ 50	\$ 1,350	30	\$ 50	\$ 1,500	35	\$ 50	\$,750 44	\$	50 \$	2,200	52	\$ 50 \$	2,600
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Total Instructional Personnel Benefits	:		\$ 449.631			\$ 499.590			\$ 58	.855		S	732.732		S	865.956
							-4					<u> </u>				,
Total Personnel Benefits	:		\$ 554.176			\$ 604.135	1		\$ 76	.075		\$	926.887		S	1,104,916
												Ť	,		Ŧ	, . ,
Total Admin & Support Personnel (Salary & Benefits)	7		\$ 413.465	7		\$ 419,643	12		\$ 63	,094 13		\$	690,498.00	16	S	810,519
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Total Instructional Personnel (Salary & Benefits)	27		\$ 1,468,521	30		\$ 1,663,200	35		\$ 1,97	,582 44		\$	2,512,984	52	\$	3,019,488
											-		0.000.000			
TOTAL PERSONNEL	34		\$ 1,881,986	37		\$ 2,082,843	47		\$ 2,60	,676 57		\$	3,203,482	68	\$	3,830,007

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

Operations Budget: Expenditure Projections

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

OPERATIONS BUDGET: Administrative and Support		Year 1		Year 2		Year 3
Office		0.400.00	A	0.400.00	A	0,400,00
Office Supplies	\$	2,400.00	\$	3,400.00		3,400.00
Paper	\$	5,000.00	\$	5,000.00	\$	6,000.00
Computers & Software	\$ \$	53,784.00	\$ \$	62,748.00	\$ \$	75,198.00
Communications & Telephone	۶ \$	8,160.00 3,600.00	\$ \$	8,880.00 3,600.00	ֆ \$	11,280.00 7,200.00
Copier leases Other	φ	3,000.00	φ	3,000.00	Ъ	7,200.00
*** Insert rows and edit text as needed. ***						
insert tows and edit text as needed.						
Management Company						
Contract Fees						
Other						
*** Insert rows and edit text as needed. ***						
Professional Contract	•	0.000.00		0.000.00		0.000.00
Legal Counsel	\$	8,000.00	\$	8,000.00	\$	8,000.00
Student Accounting	\$	-	\$	-	\$	-
Financial						
Other	¢	40.000.00	¢	10,000,00	ŕ	40.000.00
Insurance	\$	16,060.00	\$	16,060.00	\$	16,060.00
Facilities						
Facility Lease/Mortgage						
Maintenance						
Custodial Supplies						
Custodial Contract						
Insurance (pg19)						
Other						
*** Insert rows and edit text as needed. ***						
Utilities					-	
Electric						
Gas						
Water/Sewer						
Trash						
Other						
*** Insert rows and edit text as needed. ***						
T						
Transportation						
Buses						
Gas Oil/Tires & Maintenance						

Other *** Insert rows and edit text as needed. ***			
Other			
Marketing	\$ 6,000.00	\$ 5,000.00	\$ 5,000.00
Child nutrition			
Travel			
Other			
*** Insert rows and edit text as needed. ***			
Total Administrative & Support Operations:	\$ 103,004.00	\$ 112,688.00	\$ 132,138.00

OPERATIONS BUDGET: Instructional	Year 1	Year 2	Year 3
Classroom Technology			
Software	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00
Other			
*** Insert rows and edit text as needed. ***			
Instructional Contract			
Staff Development	\$ 20,000.00	\$ 20,000.00	\$ 30,000.00
Other			
*** Insert rows and edit text as needed. ***			
Books and Supplies			
Instructional Materials	\$ 27,000.00	\$ 31,500.00	\$ 37,750.00
Curriculum/Texts	\$ 16,200.00	\$ 18,900.00	\$ 22,650.00
Copy Paper			
Testing Supplies	\$ 7,000.00	\$ 7,000.00	\$ 8,000.00
Classroom Supplies	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00
*** Insert rows and edit text as needed. ***			
Total Instructional Operations:	\$ 85,200.00	\$ 92,400.00	\$ 113,400.00
TOTAL OPERATIONS:	\$ 188,204.00	\$ 205,088.00	\$ 245,538.00

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

	Year 4	Year 5
\$	5,400.00	\$ 7,400.00
\$ \$ \$	6,000.00	\$ 6,000.00
\$	85,158.00	\$ 6,000.00 \$ 115,038.00 \$ 16,320.00 \$ 14,400.00
\$	13,680.00	\$ 16,320.00
\$	7,200.00	\$ 14,400.00
\$	8,000.00	\$ 8,000.00
\$	-	\$-
	40.000.00	* * * *
\$	16,060.00	\$ 16,060.00
<u> </u>		
<u> </u>		

\$ 5,000.00	\$ 5,000.00
\$ 146,498.00	\$ 188,218.00

	Year 4	Year 5
\$	10,000.00	\$ 10,000.00
<u> </u>	40.000.00	50 000 00
\$	40,000.00	\$ 50,000.00
\$	42,750.00	\$ 57,750.00
\$	25,650.00	\$ 34,650.00
\$	8,000.00	\$ 8,000.00
\$	5,000.00	\$ 5,000.00
_	404 400 00	
\$	131,400.00	\$ 165,400.00
\$	277,898.00	\$ 353,618.00

Overall Budget

SUMMARY	Logic	Year 1	Year 2	Year 3	Year 4	Year 5
Total Personnel	J	\$ 1,881,986.00	\$ 2,082,843.00	\$ 2,609,676.00	\$ 3,203,482.00	\$ 3,830,007.00
Total Operations	М	\$ 188,204.00	\$ 205,088.00	\$ 245,538.00	\$ 277,898.00	\$ 353,618.00
Total Expenditures	N = J + M	\$ 2,070,190.00	\$ 2,287,931.00	\$ 2,855,214.00	\$ 3,481,380.00	\$ 4,183,625.00
Total Revenue	Z	\$ 2,293,593.24	\$ 2,715,110.73	\$ 3,261,663.18	\$ 3,693,671.55	\$ 4,989,696.65
Surplus / (Deficit)	= Z - N	\$ 223,403.24	\$ 427,179.73	\$ 406,449.18	\$ 212,291.55	\$ 806,071.65



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: Ward and Smith PA
 - Date of Review:
 - 4-21-2024
 - Signature of Board Members Present (Add Signature Lines as Needed):
 - · Inam. Frankon
 - · Mona Larks
 - Hula alan Hula alan Hom Aujons
- 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: ¥aith Bynum, CPA, PC
 - Date of Review: 4-21-2024
 - Signature of Board Members Present (Add Signature Lines as Needed):
 - · Thena Montemon
 - · Monay Parks

 - · All All Alla
 - · Konn N (1100)

- ✤ If contracting with a CMO/EMO, that the selected management company has reviewed with the full Board of Directors, listed within the application, all the items required and the associated management contract and operations.
 - Name of the Contact for Selected EMO/CMO:
 - Not Applicable (we have not contracted with a CMO/Emo) Date of Review: 0

Signature of Board Members Present (Add Signature Lines as Needed): 0 MAIMON rubb m

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

• Name of the Contact:

Name of the Selected Financial Service Provider: 0

- Date of Review: 0
- Signature of Board Members Present (Add Signature Lines as Needed): 0
 - Datemon
 - ma Mubbs
- ✤ If the proposed Board of Directors, listed within the application, is contracting with a service provider to operate PowerSchool that the service provider has reviewed all of the financial processes and services provided.
 - Name of the Contact:

Not Applicable (Still researching have not selected yet)

- Name of the Selected PowerSchool Service Provider: 0
- Date of Review: 0

Signature of Board Members Present (Add Signature Lines as Needed): 0

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Certification

Sheila AttKins _____, as Board Chair, certify that each Board I, 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 FOCUS Academy

Charter School is true and correct in every respect.

Signature Mula Attkim Date 4/22/2024

Focus Academy Charter School

Appendix P: Required Signed and Notarized Documents



Signature Page

The foregoing application is submitted on behalf of the Board of Directors for Focus Academy Charter School. 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: Sherria Grubbs

Board Posi	ition fixe autive prector	
Signature:	Sherra Z. Druktos	
Date:	1 4-23-2024	

Sworn to and subscribed before me this <u>23</u> day of <u>phi</u> , 20	2 <u>94</u> .
Notary Public: ALCER. N. Hapfficial Seal:	111000
My commission expires: 18, 20, 20	NIN AND OLL

