





Organization Information

Organization Name *

Little Rock Preparatory Academy for Young Men

Telephone

4058211333

Fax

Address

401 North Myers Street

Unit/Suite

Zip Code

28204

City

Charlotte

State

North Carolina



Primary Contact Name *

John Taylor

Opening Year *

2026

Is Management Organization Used

Yes No

Primary Contact Relation To Board *

Application Writer

Management Organization Name

Elevate Charter Schools

Management Organization Contact Name

John Taylor

Primary Contact Email *

john.taylor@elevatecharterschools.org

Management Organization Phone

4752022814

Primary Contact Phone *

4752022814

Management Organization Email

john.taylor@elevatecharterschools.org

Primary Contact Address *

2666 State Street

Unit/Suite *

Suite 2B

Zip Code *

06517

City *

Hamden

State *

Connecticut

Board Members Roster

Name	Street Address	Zip Code	Email	Expertise
Paula Bryant Blue	17212 Patron Drive, Charlotte, NC	28273	paulabryantblue@gmail.com	Education
Cordell Riley	1124 Baltusrol Lane, Waxhaw NC	28173	kontoulasc@yahoo.com	Finance
Dr. Derrill Blue	17212 Patron Drive, Charlotte, NC	28273	derrillblue@gmail.com	Leadership
Dr. Sheldon Shipman	8804 Waldren Ridge Drive, Charlotte, NC	28216	srsel7@gmail.com	Governance



Name	Street Address	Zip Code	Email	Expertise
Ms. Christy Bryant	8940 Prudence Estates Court, Charlotte, NC	28270	christybryant@windstream.net	Finance
Dr. Janet Evelyn	7808 Hummingbird Lane, Charlotte, NC	28212	jvelynconsulting@gmail.com	Leadership
Dr. Angelia Fryer	5943 The Plaza, Charlotte NC	28215	afryer@carolina.rr.com	Education



1. Application Contact Information

Q1. Name of Proposed Charter School

Little Rock Preparatory Academy for Young Men

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

(405) 821-1333

Q3. Geographic County in which charter school will reside

Mecklenburg County

Q4. LEA/District Name

Charlotte-Mecklenburg School District

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

28201



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.

Yes

No

Q7. Give the name of the third-party consultant or CSO:

John Taylor

Q8. Describe any fees provided to the third-party person or CSO as reflected in the budget.

The fees paid to the third party consultant/writer was \$12,500. This money was raised independent of the budget that was submitted as part of the application.

Q9. Provide a full detailed response of the assistance provided by the third-party consultant or group while preparing this application and when the assistance will end:

In preparing this charter school application, we engaged the services of a highly experienced third-party consultant to assist with the writing and development of the application. The consultant provided comprehensive support throughout the application process, including facilitating the conducting a thorough needs assessment, and assisting in the development of our educational program and operational plans. We needed this expertise to ensure that our application aligns with state regulations and best practices. The consultant will continue to provide guidance until the application is submitted and will offer post-submission support for a period of three months to assist with any follow-up inquiries from the State.

Q10. Projected School Opening Month



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).

Upload Required File Type: excel Max File Size: 30 Total Files Count: 1

Resources

Enrollment Summar...

Applicant Evidence :

Little Rock Prep Enro...

Uploaded on **4/11/2025**
by **John Taylor**

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

At full capacity, we estimate the student enrollment to be 500 scholars in grades 9-12.

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

Upload Required File Type: excel Max File Size: 30 Total Files Count: 1

Resources

Enrollment Demogra...



Applicant Evidence :



Uploaded on **3/22/2025**
by **John Taylor**

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 limiting enrollment to grades 9-12 and capping enrollment at 500 students are follows:

For starters, a smaller enrollment cap allows for a more personalized and focused educational environment. Research indicates that single-gender education can enhance academic performance and engagement among boys, particularly when tailored to their unique learning styles. By starting with a manageable cohort, we can ensure that each student receives individualized attention and support, fostering a strong sense of community and belonging.

Secondly, limiting enrollment to 500 students enables us to maintain high standards of educational quality and resource allocation. With a smaller student body, we can provide more robust extracurricular programs, mentorship opportunities, and targeted interventions, which are essential for the holistic development of our students. This approach also allows us to effectively manage classroom sizes, ensuring that teachers can engage with students more meaningfully.

Additionally, starting with one 9th grade cohort allows us to gradually build our school culture and curriculum, ensuring that foundational programs are established effectively before expanding to subsequent grades. This phased approach minimizes the risk of overwhelming our resources and allows for continuous assessment and improvement of our educational offerings based on the needs and feedback of our initial cohort.

Finally, this enrollment strategy aligns with our commitment to creating a safe and supportive learning environment that addresses the specific challenges faced by young men today. By focusing on a limited number of students, we can cultivate a positive school culture that promotes academic excellence, character development, and social responsibility.

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 (CSR).

Little Rock Preparatory Academy for Young Men

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

- Yes
- 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.

- Yes
- No



Applicant Comments :

The non-profit organization has yet to obtain 510(c)(3) status and will provide evidence of its non-profit status within 24 months of the date the Charter Application is given final approval.

Q22. Attach as Appendix F Federal Documentation of Tax-Exempt Status

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

Total Files Count: 10

Applicant Comments :

The non-profit organization has yet to obtain 510(c)(3) status and will provide evidence of its non-profit status within 24 months of the date the Charter Application is given final approval.

Applicant Evidence :


EIN - LITTLE ROCK PR...

Uploaded on **4/25/2025**

by **John Taylor**

Q23. Name of Registered Agent and Address

- **As listed with the NC Secretary of State**

Dr. Derrill A. Blue

17212 Patron Drive

Charlotte, NC 28273

Q24. Federal Tax ID

33-4734028



3. Acceleration

Per NC Administrative Code 16 NCAC 06G .0509 (<https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=10399&revid=84R1LVelxY9lvhpKdhHt1w==&ptid=muNUIKiR2jsXcslsh28JpBkiw==&secid=x9VPtMUo9twbb6Q1kKyM7A==&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?

Yes

No



4. Conversion

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

Yes

No



5. Replication

Per NC Administrative Code 16 NCAC 06G .0512, the State Board of Education (SBE) may, in certain well-defined instances, grant permission for a non-profit corporation board of directors (board) to replicate either its own successful model or to employ an educational management company (EMO) or a charter management organization (CMO) to replicate a successful model currently being operated under the management of the EMO or CMO. The SBE may also, in certain well-defined instances, grant permission for a non-profit corporation board to "fast track" such a replication by foregoing the planning year normally required for newly-approved charter applicants.

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?

- Standard
- 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 at-risk 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?

- Yes
- No



7. EMO/CMO

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

Yes

No

Q71. EMO/CMO Mailing Address City, State, Zip

Elevate Charter Schools

2666 State Street, Suite 2B

Hamden, CT 06517

Q72. EMO/CMO Website

www.elevatecharterschools.org

Q73. Explain how the contract with the specified EMO or CMO will be in the best educational and financial interest of the charter school.



Little Rock Preparatory Academy for Young Men chose Elevate Charter Schools (ECS) as the Education Management Organization (EMO) because we believe that this partnership will be in the best educational and financial interest of our charter school for several compelling reasons.

1. Proven Track Record of Success- Elevate Charter Schools has demonstrated a strong commitment to educational excellence, as evidenced by their successful management of the Booker T Washington Academy in New Haven, CT. Under ECS's leadership, this school achieved significant improvements, earning a School of Distinction designation from the Connecticut State Department of Education and a Category 2 (B) rating within just two years. This track record indicates ECS's ability to implement effective strategies that lead to measurable educational outcomes, which is crucial for our mission at Little Rock Preparatory Academy.
2. Expertise in Male Education-The unique focus of our charter school on young men aligns perfectly with ECS's experience in developing and operating single-gender schools. The CEO of ECS, who has a rich background as the founding Principal/Executive Director of Green Tech High in Albany, NY, brings invaluable insights into the specific needs and challenges faced by male students. This expertise will enable us to create a tailored educational environment that fosters engagement, motivation, and achievement among our students.
3. Strong Leadership Team- ECS's senior leadership team boasts over 50 years of combined experience in education and nonprofit management. The Chief Schools Officer's background as a Principal and Regional Superintendent in Connecticut, along with the Chief Operating Officer's extensive experience in nonprofit organizations, ensures that we will benefit from a well-rounded approach to school management. Their collective expertise will provide us with the guidance necessary to navigate the complexities of running a charter school effectively.
4. Commitment to Equity and Access- Elevate's mission emphasizes providing equitable access to educational opportunities for all children. This commitment resonates deeply with our goals at Little Rock Preparatory Academy, where we aim to empower our students to realize their full potential in a multicultural world. By partnering with ECS, we can leverage their strategies and resources to ensure that our students receive a rigorous and personalized educational experience that prepares them for future success.
5. Financial Viability- ECS's experience in supporting high-performing schools in urban centers with demographics similar to those in Charlotte positions them as a financially savvy partner. Their operational expertise will help us optimize resource allocation, streamline processes, and implement cost-effective solutions that enhance our financial sustainability. This partnership will not only improve educational outcomes but also ensure that we are making the most of our financial resources.

In conclusion, partnering with Elevate Charter Schools represents a strategic decision that aligns with our educational mission and financial goals. Their proven success, specialized expertise, strong leadership, commitment to equity, and financial acumen make them an ideal partner for Little Rock Preparatory Academy for Young Men. We are excited about the potential of this collaboration and look forward to the opportunity to work together to create a transformative educational experience for the students we serve.



Q74. Attach as Appendix A4.1: Executed or Draft Management Contract

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

Total Files Count: 5

Applicant Evidence :


Charlotte Little Rock...

Uploaded on **4/1/2025**

by **John Taylor**

Q75. What other EMO/CMOs were pursued and why did the applicant select this one? Please include information regarding other management organizations' fees and financial/academic records that led to the selection of the proposed EMO/CMO as the best fit for this proposed school.



In our comprehensive search for a charter management organization (CMO) to partner with for our proposed charter school, we evaluated several prominent organizations based on their academic performance, management fees, and alignment with our educational vision. The CMOs we considered included KIPP North Carolina, Achievement First, and Charter Schools USA (CSUSA).

1. KIPP North Carolina

KIPP typically charges management fees ranging from 5% to 10% of a school's total revenue, depending on the specific services required. KIPP schools in North Carolina have demonstrated impressive academic growth, with KIPP Charlotte consistently outperforming district averages in standardized testing and boasting a 90% college acceptance rate among graduates. While KIPP's track record is commendable, we noted that their model is primarily focused on replication, which may not align with our unique vision for a single-gender educational environment.

2. Achievement First

Achievement First charges a management fee of approximately 7% of total revenue, which encompasses a wide array of support services, including curriculum development and professional development. Their schools have shown strong academic performance, with many achieving above state averages in reading and math proficiency rates, and a reported 95% graduation rate. However, similar to KIPP, Achievement First's approach is heavily centered on a standardized model that may not provide the flexibility we seek for our school's specific needs.

3. Charter Schools USA (CSUSA)

CSUSA typically charges a management fee of 10% of gross revenue, offering extensive services from academic support to financial management. Their schools in North Carolina have achieved commendable academic results, with proficiency rates in math and reading exceeding state averages by 15%. Despite these positive outcomes, CSUSA's business model also leans towards replication, which does not cater to the individualized approach we envision for our school.

After careful consideration of these organizations, we concluded that none of them had experience operating a single-gender school, which is a critical component of our educational model.

In contrast, we found Elevate Charter Schools to be a compelling choice. Elevate allows its partners to determine the school model, providing tailored support to ensure high performance and a rigorous, personalized educational experience for each student. Their flexible partnership options, ranging from a menu of discrete services to full school management, enable us to customize our approach to best fit our community's needs. This adaptability, combined with Elevate's commitment to fostering high-performing educational environments, made them the ideal partner for our proposed charter school.



In summary, while we explored several reputable CMOs, Elevate Charter Schools stood out as the best fit due to their flexibility, support for individualized school models, and commitment to academic excellence. We believe that this partnership will empower us to create a unique and effective educational experience for our students.

Q76. Provide and discuss student performance, governance performance, and financial data from other schools managed by the management company to demonstrate how this organization is a good fit for the targeted student population. Nationally, what are the highest and lowest-performing schools of the EMO/CMO? Why are these two schools so different in overall achievement?



The Board of Directors of Little Rock Preparatory Academy for Young Men (Little Rock Prep) understands the importance of demonstrating its commitment to excellence in student performance, governance, and financial management. Elevate Charter Schools (ECS), founded in 2022, has a proven track record through its management of Booker T Washington Academy (BTWA) and the upcoming Edmonds Cofield Preparatory Academy for Young Men (EC Prep), as well as the Danbury International Academy Charter School. Below, we provide a comprehensive overview of ECS' performance metrics and governance practices, which illustrate its alignment with the needs of our targeted student population.

Student Performance

Booker T Washington Academy (BTWA)

Since its inception in 2014, BTWA has consistently outperformed state averages in reading and math, particularly among high-needs populations. Under the leadership of John Taylor, CEO of Elevate Charter Schools, BTWA achieved the prestigious School of Distinction designation from the Connecticut State Department of Education in 2018.

BTWA faced significant challenges during the COVID-19 pandemic— consistent with serving an 80+ percent FRL student population- which lead to a notable decline in academic outcomes and increased chronic absenteeism. BTWA engaged Elevate Charter Schools prior to the 2022-2023 school year, and within 2 years experienced remarkable improvements:

- Reading Scores yielded a net positive performance gap of +15% compared to local district averages.
- Math Scores yielded a net positive performance gap of +20% compared to local district averages.
- Chronic Absenteeism was reduced by 10% within one year, showcasing effective strategies that led to BTWA's leadership being invited to present best practices at the State Attendance Summit.

Additionally, on the measure of On Track to High School Graduation, BTWA boasts a graduation readiness rate of 90.3% for alumni, surpassing the state average of 84.5%. This achievement underscores BTWA/Elevate's commitment to ensuring that students are not only academically prepared but also social-emotionally prepared for high school.

Governance Performance

Elevate Charter Schools emphasizes strong governance practices to ensure accountability and transparency. BTWA has successfully completed ten financial audits since its inception, consistently ending each fiscal year "in the black" with no material findings reported.

Consistent with prior audits, the most recent audit, conducted for the year ended June 30, 2023, further underscores BTWA/Elevate's commitment to financial integrity. The audit results revealed:



- Type of Auditor's Report: Unmodified, indicating a clean opinion on BTWA's financial statements.
- Internal Control Over Financial Reporting: No material weaknesses or significant deficiencies identified.
- Noncompliance: No instances of noncompliance material to the financial statements noted.

In addition to its financial audit, BTWA also underwent a single audit of federal awards. The findings from this audit were equally positive:

- Internal Control Over Major Federal Programs: No material weaknesses or significant deficiencies identified.
- Type of Auditor's Report on Compliance for Major Federal Programs: Unmodified, indicating compliance with federal requirements.
- No Audit Findings: There were no findings disclosed that are required to be reported in accordance with Section 510(a) of the Uniform Guidance.

The major federal programs identified included Title I Part A, ESSER II, and ARP ESSER, with a dollar threshold of \$750,000 used to distinguish between Type A and Type B programs. While BTWA did not qualify as a low-risk auditee, the absence of findings in both its financial and federal award audits reflects its robust governance framework and commitment to maintaining high standards of accountability.

Financial Stability

The financial stability of BTWA over the last two school years is a testament to its effective management and strategic planning. The Statements of Financial Position for the years ended June 30, 2023, and 2022, illustrate its strong financial health:

- Total Assets: Increased from \$2,897,472 in 2022 to \$3,619,478 in 2023, demonstrating a growth of 25% year-over-year.
- Current Assets: Rose from \$2,617,870 in 2022 to \$2,736,393 in 2023, reflecting a solid cash position and improved receivables.
- Net Property and Equipment: Increased significantly from \$279,602 in 2022 to \$883,085 in 2023, primarily due to the addition of right-of-use assets from operating leases, indicating investment in its facilities and resources.

On the liabilities side, while current liabilities increased from \$688,872 in 2022 to \$1,127,160 in 2023, this is primarily due to the establishment of short-term operating lease liabilities, which are offset by its growing asset base.

- Net Assets: Increased from \$2,208,600 in 2022 to \$2,387,707 in 2023, reflecting its ability to maintain a positive net asset position and ensure long-term sustainability.

This financial stability allows BTWA to invest in educational resources, support systems, and infrastructure that directly benefit its students and enhance their learning experiences.



Comparison with Other Schools

Elevate Charter Schools currently manages one operational school- Booker T. Washington Academy. The other schools under contract are not currently operational, with EC Prep opening in August of 2025, and the Danbury "International Academy" Charter School awaiting funding from the CT State Legislature. Nonetheless, ECS is committed to providing high-quality education tailored to the needs of all students. Its successful management of BTWA, evidenced by significant improvements in student performance, strong governance practices, and sound financial management, positions ECS as a strong CMO candidate for serving the students who attend Little Rock Preparatory Academy for Young Men.

Q77. Describe how the governance structure will be affected, if at all, by the EMO/CMO, and particularly discuss how the board of directors of the charter school will govern the school independently of the EMO/CMO.



The partnership with Elevate Charter Schools (ECS) as our Charter Management Organization (CMO), will have no effect on the governance structure of Little Rock Preparatory Academy for Young Men as the services agreement will ensure that our Board of Directors maintains its independence in governing the school.

- **Governance Authority and Structure-** The governance of Little Rock Preparatory Academy is vested in the School Board, which will have been granted a Charter by the Authorizer to operate as a public charter school. This authority includes the power to enter into agreements with private entities, such as ECS, for management services. However, it is crucial to note that the relationship established by this Agreement is that of an independent contractor, not an employer-employee relationship. ECS is a separate entity, and the School Board retains ultimate authority over the school's operations and educational program.
- **Independent Oversight-** The School Board will continue to govern the school independently of ECS. While ECS will provide specified educational and management services under the direction of the School Board, the Board retains the responsibility to ensure that these services meet the requirements set forth by applicable laws and the Authorizer. This oversight includes monitoring ECS's performance in delivering academic services, operational support, and compliance with the educational goals outlined in our Charter.
- **Defined Roles and Responsibilities-** The Agreement clearly delineates the roles and responsibilities of both the School Board and ECS. While ECS will handle various operational and educational functions—such as the implementation of the educational program, administration of extracurricular activities, and oversight of school support services—the School Board will maintain control over critical governance aspects, including financial management, strategic planning, and compliance with regulatory requirements.
- **Accountability and Reporting-** ECS will be responsible for providing the School Board with necessary information to assist in budget preparation and pupil accounting, as well as preparing routine authorizer reports. However, these reports will be subject to prior review by the School Board, ensuring that the Board retains control over the information presented to the Authorizer and other stakeholders. This process reinforces the Board's role in governance and accountability.
- **Strategic Planning and Collaboration-** The partnership with ECS will involve collaboration in strategic planning for the school's educational and financial benefit. However, the School Board will lead this strategic planning process, ensuring that decisions align with the school's mission and vision. ECS will participate as a partner, providing insights and expertise, but the final decisions will rest with the School Board.
- **Designation of School Officials-** While ECS employees may be designated as "school officials" for purposes of accessing student records under FERPA, this designation does not alter the governance structure. The School Board remains the governing body of the school, and ECS employees will not be considered agents of the School or the School Board. This distinction is vital in maintaining the independence of the Board in its governance role.



In conclusion, the governance structure of Little Rock Preparatory Academy for Young Men will remain intact and independent, even with the involvement of Elevate Charter Schools as our EMO. The School Board will continue to exercise its authority and oversight responsibilities, ensuring that the school operates in alignment with its mission and the requirements of the Authorizer. This partnership is designed to enhance our educational offerings while preserving the autonomy and governance integrity of our Board.

Q78. Provide a description of the relationship that will exist between the charter school employees and the Management Organization.



The relationship between the employees of Little Rock Preparatory Academy for Young Men and Elevate Charter Schools (ECS), will be as follows:

- **Employment Structure-** The School Board retains the authority to employ all staff for the school, including principals, teachers, instructional support staff, and other necessary personnel. This structure ensures that the School Board has direct control over hiring, evaluating, assigning, disciplining, and transferring school employees, which is critical for maintaining accountability and alignment with our educational mission.
- **ECS's Role in Personnel Management-** While the School Board holds the ultimate authority over employment decisions, ECS will play a supportive role in personnel management. ECS will assist the School Board in various tasks, including preparing job applications, posting job descriptions, interviewing candidates, and managing the criminal history background check process. This collaborative approach allows ECS to leverage its expertise in recruitment and management while ensuring that the final hiring decisions rest with the School Board.
- **Oversight and Recommendations-** ECS will provide oversight of school employees and make recommendations regarding hiring, promotion, demotion, or termination. However, these recommendations will be made in consultation with the School Board, which retains the final decision-making authority. This ensures that the School Board can align staffing decisions with the school's strategic goals and community needs.
- **Chief Schools Officer and Principals-** The Chief Schools Officer, an employee of ECS, will be responsible for the overall success of the school and will work closely with the School Board. While ECS has the authority to hire and fire the Chief Schools Officer, it will solicit input from the School Board regarding the desired qualities and traits for this position. Similarly, ECS will recommend candidates for principal positions, but the School Board will make the final selection. This collaborative process fosters a strong partnership while ensuring that the School Board's vision is reflected in leadership appointments.
- **Teacher and Support Staff Recruitment-** ECS will recommend the number of highly qualified teachers and support staff needed for the school as part of the annual budgeting process. The School Board will ultimately approve these recommendations and ensure that all staff meet the necessary qualifications and licensure requirements. This collaborative approach allows ECS to provide valuable insights while ensuring that the School Board maintains control over staffing levels and qualifications.
- **Employee Records and Compliance-** The School Board is responsible for maintaining employment records for all school personnel, while ECS will manage these records during the term of the Agreement. This division of responsibilities ensures that all personnel records are kept in compliance with applicable laws and regulations, while also allowing for efficient management of employee information.
- **Employee Complaints and Grievances-** Employees will follow the complaint and grievance policies of their respective employers. This means that ECS employees will adhere to ECS's policies, while



School Board employees will follow the School Board's policies. This structure helps to clarify the lines of authority and responsibility, ensuring that employees have a clear process for addressing concerns.

Q79. Explain how the contract includes measurable objectives whereby the charter school board can evaluate annually the performance of the EMO/CMO, and if necessary, terminate the contract without significant obstacles.

In our partnership with Elevate Charter Schools (ECS) as our Education Management Organization (EMO), we will establish a framework that allows the School Board to evaluate ECS's performance effectively and, if necessary, terminate the contract without significant obstacles. The contract includes specific measurable objectives and clear termination provisions that facilitate this process.

Measurable Objectives for Performance Evaluation- The contract outlines measurable objectives that the School Board can use to assess ECS's performance annually. These objectives are designed to align with the educational goals and operational standards set forth in the Charter. Key performance indicators (KPIs) may include:

- Academic Performance Metrics: Evaluation of student achievement data, including standardized test scores, graduation rates, and other relevant academic indicators.
- Operational Efficiency: Assessment of ECS's ability to manage resources effectively, including budget adherence, timely reporting, and compliance with operational guidelines.
- Compliance with Reporting Requirements: Regular submission of required reports to the School Board, including financial statements, performance reports, and compliance documentation.
- Stakeholder Satisfaction: Surveys and feedback from parents, students, and staff regarding the quality of education and support services provided by ECS.

These measurable objectives will be reviewed annually, allowing the School Board to make informed decisions regarding ECS's performance and the overall effectiveness of the partnership.

Termination for Cause- The contract includes provisions that allow the School Board to terminate the Agreement for cause if ECS fails to meet its obligations. A material breach may include, but is not limited to:

- Failure to fulfill responsibilities outlined in the Agreement.
- Inability to provide required reports or account for expenditures.

Q80. Is the facility provided by the EMO/CMO?

- Yes
- No



Q81. Attach as Appendix A4.2 Facility Buyout Agreement, if applicable

N/A

Q82. List the fund balance and surpluses for each school managed by the EMO/CMO over the last three years in North Carolina.

N/A

Q83. **Attach Appendix A4.3: EMO/CMO Financial History** Provide as Appendix A4.3 the financial history and statements of the EMO/CMO over the last three years. Specifically, if contracting with an EMO, provide confirmation that the EMO is in good standing by providing bank statements from the prior three years.

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

Total Files Count: 6

Applicant Evidence :

Elevate FY22 Financi...	2023 financial state...	ELEVATE FY24 FINAL ...
Uploaded on 3/28/2025 by John Taylor	Uploaded on 3/28/2025 by John Taylor	Uploaded on 3/28/2025 by John Taylor

Q84. **Attach Appendix A4.4: IRS Form 990** Provide as Appendix A4.4 the IRS Form 990 (or equivalent documents if the organization does not file a 990) for the prior three years

Upload Required File Type: pdf, image, word Max File Size: 30 Total Files Count: 10

Applicant Evidence :

2024 ELEVATE 990 fi...	Form 990 2023 final ...	2021US XELEVA01 CI...
Uploaded on 3/28/2025 by John Taylor	Uploaded on 3/28/2025 by John Taylor	Uploaded on 3/28/2025 by John Taylor





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?

- 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.

At Little Rock Preparatory Academy for Young Men, our mission is to empower young men to become fearless explorers and independent thinkers who embrace challenges with humility and courage. We are dedicated to fostering positive contributors who value their unique identities while committing to continuous learning and making meaningful impacts in their communities and the world.

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.

Our vision at Little Rock Preparatory Academy for Young Men is to be a leading all-boys charter high school that transforms young men into compassionate leaders and innovative thinkers. We envision a community where students thrive as fearless explorers of knowledge and culture, equipped with the skills to tackle complex challenges and make ethical decisions. By fostering a culture of continuous learning and personal growth, we aim to create a generation of young men who are not only grounded in their individuality but also committed to making a positive impact on society and the environment. Together, we will shape a brighter future, one student at a time.



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).



Little Rock Preparatory Academy for Young Men is committed to serving a diverse population of boys in grades 9-12, specifically targeting those from under-resourced communities across the City of Charlotte. Our mission is to create an educational environment that reflects the racial and ethnic composition of the Charlotte-Mecklenburg School District (CMS) while addressing the unique challenges faced by our students.

Demographic Breakdown

The Charlotte-Mecklenburg School District serves approximately 147,000 students, with a demographic breakdown that includes:

- African American: 36%
- Hispanic: 30%
- White: 25%
- Asian: 5%
- Native American: 1%
- Two or More Races: 3%

In alignment with these demographics, Little Rock Preparatory Academy will aim to enroll a student body that mirrors this racial and ethnic diversity. Our targeted population will primarily consist of boys from the African American and Hispanic communities, which together represent over two-thirds of the student population in CMS. This focus not only reflects the demographics of the district but also addresses the specific educational needs and cultural backgrounds of these communities.

Socioeconomic Status

Approximately 60% of students in CMS are classified as economically disadvantaged, which includes those who qualify for free or reduced-price lunch programs. Little Rock Preparatory Academy will prioritize enrollment of boys from economically disadvantaged backgrounds, ensuring that our student body reflects this critical aspect of the local community. By providing tailored support services, mentorship programs, and resources, we aim to empower these students to overcome socioeconomic barriers and achieve academic success.

Special Education and English Language Learners

In CMS, about 12% of the student population consists of students with disabilities (SWD), and roughly 10% are identified as English Language Learners (ELL). Little Rock Preparatory Academy is dedicated to inclusivity and will implement programs that support students with disabilities and those who are English Language Learners. Our goal is to ensure that our school environment is accessible and supportive for all students, reflecting the district's commitment to serving these populations.

In summary, Little Rock Preparatory Academy for Young Men will serve a targeted population of



boys in grades 9-12 that mirrors the racial, ethnic, and socioeconomic demographics of the Charlotte-Mecklenburg School District. By focusing on under-resourced communities and providing specialized support for students with disabilities and English Language Learners, we aim to create an educational institution that not only reflects the diversity of our city but also fosters academic excellence and personal growth for all our students.

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?



Across the City of Charlotte there are a large number of high schools from which families can choose to enroll their children. The schools vary widely in size, with Ardrey Kell High School being the largest (3,569 students) and several schools like Harding University High School, Garinger High School, and West Mecklenburg High School having smaller student bodies (around 1,200 students each). The list of schools, enrollment, performance rating are below:

School Name	Enrollment	Performance Rating
1. Ardrey Kell High School	3,569	A
2. William Amos High School	2,500	B
3. Julius L. Chambers High School	2,200	D
4. Providence High School	2,100	A
5. Myers Park High School	2,000	B
6. Mallard Creek High School	2,000	C
7. Independence High School	1,900	C
8. Butler High School	1,800	B
9. South Mecklenburg High School	1,800	C
10. Hopewell High School	1,700	C
11. East Mecklenburg High School	1,600	C
12. Olympic High School	1,600	C



13. North Mecklenburg High School	1,500	C
14. Rocky River High School	1,450	D
15. West Charlotte High School	1,300	C
16. Harding University High School	1,200	C
17. Garinger High School	1,200	D
18. West Mecklenburg High School	1,200	D

Graduation Rates

An examination of the graduation rates at the various high schools over a four-year period, focusing on various demographic groups, including race and economic status, yielded the following:

The graduation rates across the schools vary significantly, with the highest rate observed at Providence High School (97.4%) and the lowest at Garinger High School (64.8%). The average graduation rate across the schools is approximately 80%. Schools like Ardrey Kell and Providence lead with rates above 95%, while Garinger and West Charlotte fall below 70%.

Generally, schools with higher overall graduation rates also show strong performance among Asian students, with Mallard Creek (100%) and Providence (98.5%) at the top.

Graduation rates for Black students are notably lower in several schools, with Garinger (68.2%) and West Charlotte (70.9%) showing significant challenges.

School Name	Black	Hispanic	White
Ardrey Kell High School	96%	94.6%	97.5%
North Mecklenburg High School	90.6%	76.9%	85.4%
Providence High School	89.1%	88.9%	97.5%



Butler High School	88.3%	83.2%	89.9%
Independence High School	87.5%	86.2%	96.2%
Mallard Creek High School	87.2%	81.5%	78.3%
Rocky River High School	86.9%	74.6%	*
William Amos High School	85.7%	94.9%	96.3%
West Mecklenburg High School	82.3%	77.8%	86.4%
East Mecklenburg High School	82%	80.6%	85.0%
Harding University High School	81.7%	57.6%	*
Hopewell High School	81%	67.8%	80.8%
Julius L. Chambers High School	78.4%	65.6%	*
South Mecklenburg High School	76.3%	70.3%	*
Olympic High School	74.9%	65.7%	83.0%
West Charlotte High School	70.9%	52.3%	*
Myers Park High School	70.4%	65.2%	97.8%
Garinger High School	68.2%	62.4%	*

The rates for Hispanic students also reflect disparities, with Garinger (62.4%) and Harding (57.6%) indicating a need for significant improvement. There are significant variances between Black and



Hispanic graduation rates within specific schools, such as West Charlotte High School, that may be attributed to several potential factors, including language barriers, the availability of effective support programs (mentoring, counseling and academic support), or differing levels of parental involvement due to various factors, including work schedules, language barriers, or cultural differences in the perception of the role of parents in education.

White students generally have higher graduation rates, with Providence (97.5%) and Ardrey Kell (97.5%) leading. There were a number of schools where the enrollment of asian and white students were not reported, presumably due to low sample size.

Schools like Garinger (34.9%) and Harding (64.7%) show alarmingly low graduation rates for economically disadvantaged students, suggesting a correlation between economic status and graduation outcomes. Graduation rates for English Language Learners are particularly low in schools like Garinger (42.1%) and Olympic (45.5%). Students with disabilities also face challenges, with rates as low as 34.9% at Harding.

Math Performance

Charlotte High School performance ratings range from A to D, with the following schools achieving the highest ratings:

- Ardrey Kell High School (A): Highest overall performance (68.6) with strong scores across all racial/ethnic groups, particularly among Asian (84.8) and White (69.4) students.
- Providence High School (A): Also high performance (71.7), with notable scores among Asian (86.3) and White (76.3) students.
- Myers Park High School (B): Strong performance (56.7) with high scores for Asian students (90.3) but lower scores for Black (23.8) and Hispanic (27.1) students.

The math performance of “students of color” varied significantly across the schools, with black students attending Ardrey Kell (38.9) and Providence (44.2) showing the highest scores, while those attending Garinger (9.0) and Julius L. Chambers (15.3) exhibit very low performance, suggesting systemic issues affecting Black students in these schools.

Black Students Math Performance (Highest to Lowest)

1. Providence High School - 48.6
2. Ardrey Kell High School - 44.6
3. East Mecklenburg High School - 30.2
4. William Amos High School - 26.2
5. West Mecklenburg High School - 22.6
6. Butler High School - 22.2
7. Independence High School - 19.4
8. Myers Park High School - 19.4



9. North Mecklenburg High School - 19.1
10. Hopewell High School - 18.8
11. Mallard Creek High School - 16.4
12. Olympic High School - 13.7
13. Rocky River High School - 13.2
14. Garinger High School - 11.8
15. West Charlotte High School - 11.8
16. South Mecklenburg High School - 10.5
17. Harding University High School - 7.2
18. Julius L. Chambers High School - 4.5

Hispanic student performance was generally lower across the board, with the highest score at Providence (55.3) and the lowest at Garinger (5.8). Schools like Hopewell (24.1) and Independence (21.8) also show low performance, indicating a need for targeted support.

Hispanic Students Math Performance (Highest to Lowest)

1. Providence High School - 71.0
2. Ardrey Kell High School - 49.3
3. East Mecklenburg High School - 34.5
4. William Amos High School - 31.9
5. Myers Park High School - 28.9
6. Harding University High School - 24.1
7. South Mecklenburg High School - 24.0
8. Mallard Creek High School - 22.7
9. North Mecklenburg High School - 22.0
10. Hopewell High School - 18.6
11. Independence High School - 18.3
12. Rocky River High School - 17.8
13. Olympic High School - 16.5
14. West Charlotte High School - 15.9
15. Julius L. Chambers High School - 15.3
16. Butler High School - 15.2
17. Garinger High School - 14.0
18. West Mecklenburg High School - 12.1

White students generally have higher reading performance than their black and hispanic peers, achieving the highest performance at Providence High School (82.1) and the lowest at Julius Chambers High school (7.8).

White Students Math Performance (Highest to Lowest)

1. Providence High School - 82.1



2. Myers Park High School - 76.5
3. East Mecklenburg High School - 75.2
4. Ardrey Kell High School - 69.6
5. Hopewell High School - 64.8
6. William Amos High School - 61.6
7. Mallard Creek High School - 60.0
8. North Mecklenburg High School - 56.7
9. South Mecklenburg High School - 56.3
10. Olympic High School - 56.8
11. Independence High School - 55.7
12. Butler High School - 53.0
13. Garinger High School - 43.6
14. West Mecklenburg High School - 12.1
15. Harding University High School - 11.3
16. West Charlotte High School - 11.2
17. Rocky River High School - 8.1
18. Julius L. Chambers High School - 7.8

Schools with higher percentages of economically disadvantaged students (e.g., Garinger, Butler) tend to have lower math performance. For instance, Garinger has math performance at 7.2% proficiency with 50% economically disadvantaged students, indicating a potential correlation between economic disadvantage and lower academic performance. Schools with higher percentages of ELL students, such as Butler (12%) and Olympic (9.5%), show varied performance. However, the correlation is not straightforward, as some schools with lower ELL percentages still perform poorly (e.g., Garinger). The performance of students with disabilities is generally lower across the board. For example, schools like Garinger (4.0) and Julius L. Chambers (3.5) have low performance ratings, suggesting that these schools may lack adequate support systems for students with disabilities.

Reading Performance

There are significant disparities in reading performance across high schools, particularly when disaggregated by race, economic disadvantage, ELL status, and disability. Similar to math, the reading performance for all students across the schools vary significantly, with Ardrey Kell High School achieving the highest score (68.6) and Garinger High School the lowest (7.2). Generally, Asian students tend to perform well across most schools.

Performance for black students ranges from 5.8 at Garinger High School to 48.1 at Ardrey Kell High School. Notably low scores in schools like Garinger and Julius L. Chambers highlight significant achievement gaps.

Black Student Reading Performance (Highest to Lowest)



1. Providence High School - 44.2
2. Ardrey Kell High School - 38.9
3. East Mecklenburg High School - 36.9
4. Butler High School - 35.2
5. North Mecklenburg High School - 31.4
6. Independence High School - 26.3
7. South Mecklenburg High School - 25.3
8. Olympic High School - 22.4
9. Hopewell High School - 22.1
10. Myers Park High School - 23.8
11. Mallard Creek High School - 17.2
12. West Charlotte High School - 16.4
13. Rocky River High School - 15.8
14. Julius L. Chambers High School - 15.3
15. Harding University High School - 11.9
16. West Mecklenburg High School - 9.5
17. Garinger High School - 9.0

Hispanic students performance ranges from 17.3 at Mallard Creek High School to 55.3 at Providence High School. The performance of Hispanic students is generally lower than that of their White and Asian counterparts.

Hispanic Student Reading Performance (Highest to Lowest)

1. Providence High School - 55.3
2. Ardrey Kell High School - 48.1
3. William Amos High School - 47.9
4. East Mecklenburg High School - 31.9
5. Myers Park High School - 27.1
6. Olympic High School - 24.8
7. North Mecklenburg High School - 23.4
8. Hopewell High School - 24.1
9. Butler High School - 22.8
10. Independence High School - 21.8
11. West Charlotte High School - 19.5
12. South Mecklenburg High School - 19.0
13. Mallard Creek High School - 17.3
14. Rocky River High School - 13.6
15. Julius L. Chambers High School - 13.7
16. Harding University High School - 11.3
17. West Mecklenburg High School - 8.4
18. Garinger High School - 5.8



White student performance is relatively high across the board, with Myers Park High School achieving the highest reading performance (95.8).

White Student Performance (Highest to Lowest)

1. Myers Park High School - 95.8
2. Providence High School - 76.3
3. East Mecklenburg High School - 70.8
4. Ardrey Kell High School - 69.4
5. South Mecklenburg High School - 66.8
6. William Amos High School - 65.3
7. Hopewell High School - 62.9
8. Independence High School - 62.7
9. Mallard Creek High School - 57.5
10. Olympic High School - 56.1
11. Butler High School - 54.0
12. North Mecklenburg High School - 44.7
13. West Mecklenburg High School - 40.5
14. Garinger High School - No data
15. Harding University High School - No data
16. Julius L. Chambers High School - No data
17. Rocky River High School - No data
18. West Charlotte High School - No data

Schools with a higher percentage of economically disadvantaged students tend to have lower reading performance scores. For instance, Garinger High School (7.2) and West Mecklenburg High School (9.5) have some of the lowest scores and also report high percentages of economically disadvantaged students. In contrast, Ardrey Kell High School (68.6) and Providence High School (71.7) show better performance despite having economically disadvantaged populations, suggesting effective support systems in place.

The performance of ELL students is notably low across most schools, with the highest score being 33.3 at Providence High School. Schools like Butler High School (4.5) and Garinger High School (4.5) show particularly concerning results, indicating a need for enhanced language support programs. The performance of students with disabilities is generally lower than that of their peers. The highest score is 18.9 at Providence High School, while several schools report scores as low as 3.5 (Julius L. Chambers High School) and 4.5 (multiple schools). This highlights the necessity for tailored educational strategies to support students with disabilities effectively.

Little Rock Prep will focus its recruitment of students in the communities feeding the schools with the lowest graduation and academic outcomes, although accepting enrollment of any student wishing to attend. In direct response to the low academic performance of students in many of the



high schools across the city, we will intentionally, implement the following strategic levers:

1. Targeted Literacy and Math Programs- The school will implement structured literacy and math programs that are research-based and proven to be effective for diverse learners. Programs like Orton-Gillingham or Wilson Reading System are beneficial for students with reading difficulties, while programs like Math Recovery or Number Worlds have been proven to be beneficial for students with math difficulties. Teachers will be trained to tailor reading and math instruction to meet the varying needs of students, providing different levels of support based on individual assessments.
2. Culturally Relevant Curriculum- Teachers will use texts that reflect the diverse backgrounds and experiences of the students. This can increase engagement and motivation to read. Additionally, teachers will use math problems and examples that reflect the diverse backgrounds and experiences of the students. This will increase engagement and motivation to learn math. The school will intentionally incorporate literature from various cultures to foster a sense of belonging and relevance in the curriculum and will also incorporate real world math applications from various cultures to foster a sense of belonging and relevance in the curriculum.
3. Strong Support for ELL Students- The school will develop programs specifically designed to support English Language Learners, focusing on both language development and content comprehension, and will intentionally develop programs specifically designed to support English Language Learners in math, focusing on both language development and math comprehension.
4. Family and Community Engagement- The school will create programs that encourage parents to participate in their children's education, such as workshops on how to support reading and math at home, and will also collaborate with local libraries, literacy organizations, and community centers to provide additional resources and support for students and families.
5. Professional Development for Educators- Ongoing Training: Provide teachers with continuous professional development focused on effective literacy and math instruction, culturally responsive teaching, and strategies for supporting diverse learners. The school will also establish a mentorship program where experienced educators can support new teachers in implementing best practices in literacy and math instruction.
6. Data-Driven Instruction- The school will implement frequent formative assessments to monitor student progress in reading and math and adjust instruction accordingly, and will use data to identify trends, strengths, and areas for improvement, allowing for targeted interventions for students who are struggling.
7. Extended Learning Opportunities- The school will offer additional reading support through after-school tutoring and summer programs to help students catch up and reinforce skills, and will create reading and math focused clubs that promote a love for reading and math through engaging activities and incentives for achievements.
8. Social-Emotional Support- The school will provide access to counseling services and mentorship programs to address the social-emotional needs of students, which can impact their academic performance, while fostering a school culture that emphasizes respect, inclusivity, and support, helping students feel safe and motivated to learn.
9. Technology Integration- The school will utilize technology to enhance reading and math



instruction, such as interactive e-books, interactive reading and math apps, and online resources that can provide personalized learning experiences, while ensuring that all students have access to the necessary technology to engage with digital literacy resources, both in school and at home.

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).

Little Rock Preparatory Academy for Young Men projects an enrollment of 500 students in grades 9-12. The academy plans to implement a phased recruitment strategy, starting with 125 students in grade 9 during the first year. Each subsequent year, the school will add one additional grade level until it reaches full capacity in year four, serving all four grades with a total of 500 students. Currently, there are approximately 32,619 students enrolled in public high schools throughout Charlotte, with males representing 49.5 percent of that population. As such, Little Rock Prep aims to capture a 3 percent market share of male students attending public high schools in Charlotte by the time it reaches full maturity.

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?



At Little Rock Prep, our male single-gender high school will offer a distinctive educational experience that prioritizes the unique needs of young men, the majority of whom will be "of color" and from under-resourced communities across the City of Charlotte. By fostering a focused learning environment, providing tailored support, and emphasizing holistic development, we will empower our students to achieve academic success and become leaders in their communities. Our approach will be designed to cultivate a sense of identity, purpose, and belonging, ensuring that every student is equipped to thrive in an ever-changing world.

Distinctive Features

1. **Focused Learning Environment:** Our single-gender setting will create a focused and supportive atmosphere where young men can thrive academically and socially. By eliminating distractions often present in coeducational environments, we will foster a culture of respect, collaboration, and mutual support among students.
2. **Tailored Curriculum for Male Learners:** Our curriculum will be specifically designed to engage and inspire young men, incorporating teaching methods and materials that resonate with their learning styles. We will emphasize hands-on, experiential learning in STEAM fields, ensuring that students are not only prepared for college but also equipped with practical skills for the workforce.
3. **Mentorship and Role Models:** We will prioritize mentorship by connecting students with male role models from diverse backgrounds and professions. This access to guidance and support will help students navigate their educational journeys, build confidence, and develop a sense of identity and purpose.
4. **Holistic Development:** Our school will emphasize the importance of self-awareness and personal growth. Through a variety of extracurricular activities, leadership programs, and community service opportunities, we will encourage students to explore their interests, develop their passions, and cultivate essential life skills.
5. **Culturally Relevant Education:** We recognize the unique challenges faced by young men of color and are committed to providing a culturally relevant education that reflects their experiences and aspirations. Our curriculum will include diverse perspectives and promotes discussions around identity, equity, and social justice, empowering students to become informed and engaged citizens.
6. **Strong Community and Support Network:** Our school will foster a close-knit community where students, families, and educators work collaboratively to support each other. This sense of belonging will enhance student engagement and motivation, creating a positive school culture that prioritizes academic achievement and personal development.

Benefits to Students

1. **Increased Academic Performance:** Research shows that single-gender education can lead to improved academic outcomes, particularly for male students. Our tailored approach will ensure that students are engaged and motivated to excel in their studies.
2. **Enhanced Self-Confidence:** By providing a safe space for young men to express themselves and explore their interests, we will help build self-esteem and confidence, essential traits for success in



both academic and personal endeavors.

3. Preparation for Future Success: With a strong emphasis on college readiness and access to STEAM fields, our students will be well-prepared to pursue higher education and career opportunities, breaking the cycle of underachievement often faced by their peers in traditional public schools.

4. Lifelong Connections: The relationships formed within our school community will extend beyond graduation, providing students with a network of support that can benefit them throughout their lives.

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

As the pastor of Little Rock AME Zion Church and the founding board chair of Little Rock Preparatory Academy for Young Men, Dr. Derrill Blue has shown a deep commitment to addressing the educational challenges faced by students of color in Charlotte's public high schools. He has been particularly concerned with the performance disparities affecting boys. Motivated by this concern, Dr. Blue reached out to the County Commissioners to gather detailed information about the city's lowest-performing schools and to understand the factors contributing to these challenges.

In collaboration with the county manager, Dr. Blue conducted an assessment of how violence, crime, and poverty are impacting these struggling schools. He then engaged with the community, adopting a Solutions Focused approach to discuss their concerns and needs, aiming to identify effective strategies to improve the educational outcomes for disengaged students.

Dr. Blue's leadership at the church, which has a long-standing history in education through a successful tutoring program funded by Mecklenburg County for over a decade, laid the groundwork for this initiative. The establishment of a charter school specifically for young boys of color is a significant extension of the church's commitment to the Charlotte community, aiming to make a meaningful difference in the lives of these students.

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 Comments :

The establishment of the Little Rock Preparatory Academy for Young Men is rooted in a clear and demonstrated need for a single-gender educational environment tailored specifically for young men in our community. The Board of Directors has actively engaged with potential families and community stakeholders to assess interest and gather support for this initiative. Find below the evidence of commitment from parents and guardians, as well as the community's enthusiasm for the proposed charter school.

Community Engagement Tactics

Public Meetings

The Board of Directors organized two public meetings to engage with families and community members, providing a platform for discussion and feedback regarding the proposed charter school. The details of these meetings are as follows:

- Meeting 1
 - Date: December 19, 2024
 - Location: Little Rock AME Zion Church, 401 N. McDowell Street, Charlotte, NC 28273
 - Attendance: 102 attendees
 - Purpose: To introduce the concept of the Little Rock Preparatory Academy for Young Men, discuss its mission, and gather input from the community.
- Meeting 2
 - Date: February 24, 2025
 - Location: Little Rock AME Zion Church, 401 N. McDowell Street, Charlotte, NC 28273
 - Attendance: 88 attendees
 - Purpose: To provide updates on the charter application process, address community concerns, and further solicit feedback and support.

The high attendance at both meetings indicates a strong interest in the proposed school and a commitment from families to explore educational options for their sons.

Request for Letters of Support

The Board reached out to influential community members and stakeholders to garner letters of support for the Little Rock Preparatory Academy for Young Men. Notable endorsements include:

- Joy Springs - Johnson C. Smith University
- Mark Jerrell - Mecklenburg County Commissioner
- Donnie Hoover - Retired Mecklenburg County Superior Court Judge
- Vilma Leake - Mecklenburg County Commissioner

These endorsements reflect a broad base of community support and recognition of the need for a



dedicated educational institution for young men.

Evidence of Parental Commitment

To further demonstrate the commitment of parents and guardians to enroll their children in the Little Rock Preparatory Academy for Young Men, we collected feedback during the public meetings. The following points summarize the findings:

Verbal Commitments- During the meetings, several parents voiced their commitment to enrolling their children, emphasizing the need for a supportive and nurturing educational environment that fosters both academic and personal growth.

Community Testimonials- Parents and guardians provided testimonials about their experiences and the challenges they face in the current educational landscape, reinforcing the need for a single-gender school that can cater specifically to the needs of young men.

The Little Rock Preparatory Academy for Young Men is not just a concept; it is a community-driven initiative backed by strong evidence of interest and commitment from parents and guardians. The public meetings, and letters of support collectively illustrate a demand for this educational opportunity. The Board of Directors is dedicated to creating a school that will empower young men to achieve their full potential, and the community's enthusiastic response underscores the importance of this mission.

Applicant Evidence :



Signed Petition 1.pdf

Uploaded on **4/24/2025**
by **John Taylor**



1st Public Meeting 1...

Uploaded on **4/23/2025**
by **John Taylor**



Little Rock Prep Lett...

Uploaded on **4/23/2025**
by **John Taylor**



2nd Public Meeting 2...

Uploaded on **4/23/2025**
by **John Taylor**



Signed petition 2.pdf

Uploaded on **4/25/2025**
by **John Taylor**

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 each 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

At Little Rock Preparatory Academy for Young Men, we believe that the foundation of a transformative educational experience lies not only in empowering our students but also in fostering an environment where educators can thrive as professionals. Our commitment to creating new professional opportunities for teachers is integral to our mission of cultivating fearless explorers and independent thinkers.

In our single-gender charter school, we recognize that teachers are not just facilitators of knowledge; they are mentors, role models, and architects of a supportive learning environment. By granting educators the autonomy to design and implement innovative learning programs tailored to the unique needs of our young men, we will empower them to take ownership of their teaching practices. This responsibility not only enhances their professional growth but also enriches the educational experience for our students.

Our collaborative approach will encourage teachers to engage in continuous professional development, share best practices, and participate in leadership roles within the school community. By fostering a culture of shared responsibility, we will create a dynamic environment where educators can experiment with new teaching methodologies, integrate culturally relevant content, and develop programs that resonate with our students' experiences and aspirations.

Moreover, our focus on mentorship will extend to our educators, as we will connect them with experienced professionals and thought leaders in education. This network of support not only will enhance their teaching strategies but will also inspires them to become advocates for their students, driving positive change within the school and the broader community.

2. Providing parents and students with expanded choices in educational opportunities

At Little Rock Preparatory Academy for Young Men, we are committed to providing families with expanded choices in educational opportunities that empower their sons to thrive. Our unique all-boys charter school is designed to meet the specific needs of young men, offering a tailored educational experience that fosters academic excellence, personal growth, and community engagement.

In a landscape where educational options can often feel limited, we will stand as a beacon of choice for parents seeking an environment that prioritizes the development of their sons as compassionate leaders and innovative thinkers. Our single-gender setting will create a focused and supportive atmosphere, allowing students to engage deeply with their studies and explore their interests without the distractions that can arise in coeducational environments.

We understand that every student is unique, and our curriculum will be thoughtfully designed to



resonate with the learning styles of young men. By emphasizing hands-on, experiential learning in STEAM fields, we will not only prepare our students for college but will also equip them with practical skills that are essential for success in today's workforce. This approach ensures that parents can trust their sons are receiving an education that is both relevant and impactful.

Additionally, our commitment to culturally relevant education will empower students to connect their learning to their identities and experiences. By fostering discussions around equity, social justice, and community engagement, we will provide a platform for young men to become informed and active citizens, ready to make a positive impact in their communities.

We also believe that education should be a partnership between families and schools. We will actively engage parents in the educational journey, offering opportunities for involvement and collaboration that strengthen our school community. This partnership will not only enhance student engagement but also ensures that families feel supported and valued in their choices.

3. Improving student learning

At Little Rock Preparatory Academy for Young Men, our unwavering commitment to improving student learning will be at the heart of everything we do. We believe that every young man deserves an educational experience that not only challenges him academically but also nurtures his personal growth and development as a compassionate leader and innovative thinker.

Our tailored curriculum will be designed specifically for male learners, incorporating engaging teaching methods that resonate with their unique learning styles. By emphasizing hands-on, experiential learning, particularly in STEAM fields, we will create an environment where students are not just passive recipients of information but active participants in their education. This approach fosters critical thinking, problem-solving skills, and a genuine love for learning, ensuring that our students are well-prepared for the complexities of the modern world.

We recognize that improving student learning goes beyond academics; it encompasses the holistic development of each individual. Our school will emphasize self-awareness and personal growth through a variety of extracurricular activities, leadership programs, and community service opportunities. By encouraging students to explore their interests and passions, we will help them cultivate essential life skills that are crucial for success both in and out of the classroom.

Additionally, our strong mentorship program will connect students with male role models from diverse backgrounds, providing guidance and support that enhances their educational journeys. These relationships will not only build confidence but will also inspire students to set high expectations for themselves, increasing awareness of how large the world is outside of their communities, gaining exposure to the diversity of opportunities, fostering a culture of achievement and resilience.



At Little Rock Prep, we are dedicated to creating a positive and inclusive learning environment where every student feels valued and empowered. By prioritizing continuous improvement and innovation in our teaching practices, we will ensure that our students are not only achieving academic success but are also developing the character and skills necessary to make meaningful contributions to their communities.

4. Encourage the use of different and innovative teaching methods

At Little Rock Preparatory Academy for Young Men, we are dedicated to fostering an educational environment that embraces innovation and creativity in teaching. We understand that the key to engaging young men and enhancing their learning experiences lies in the use of diverse and innovative teaching methods that resonate with their unique strengths and interests.

Our commitment to innovative education is reflected in our tailored curriculum, which incorporates hands-on, experiential learning opportunities across various disciplines, particularly in STEAM fields. By integrating project-based learning, collaborative group work, and real-world problem-solving scenarios, we will empower our students to take ownership of their education and develop critical thinking skills that are essential for success in today's rapidly evolving world.

We will also prioritize the integration of technology in the classroom, utilizing digital tools and resources that enhance learning and foster creativity. Our educators will be encouraged to explore new teaching methodologies, from flipped classrooms to inquiry-based learning, ensuring that each student's learning style is addressed. This flexibility allows us to create a dynamic and responsive educational environment where students are motivated to explore, question, and innovate.

Moreover, our school culture will promote a spirit of experimentation among our educators. We will provide opportunities for professional development that focus on the latest pedagogical strategies and will encourage teachers to share their successes and challenges with one another. This collaborative approach not only enhances teaching practices but also cultivates a community of lifelong learners among our staff, who are committed to continuously improving their craft.

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.



In the first five years of operation, Little Rock Preparatory Academy for Young Men will focus on establishing a strong foundation and achieving sustainable growth across four key areas: operations, finance, academics, and governance. The operational goals aim to ensure a successful launch with full enrollment, efficient facility management, and the integration of technology to enhance the learning environment. Financially, the school will prioritize securing diverse funding sources, maintaining a balanced budget, and building a reserve fund to ensure long-term sustainability. Academically, the focus will be on developing a rigorous curriculum that fosters independent thinking and empowers students to embrace challenges, with measurable targets for student proficiency and graduation rates. Governance will emphasize the establishment of a strong, engaged board that promotes transparency, stakeholder engagement, and continuous improvement in governance practices.

Year 1: Establishment and Foundation

Focus Area	Goal	Measurement	Communication
Operations	Successfully opened the school with a full enrollment capacity of 125 students.	Enrollment records and attendance rates.	Monthly updates to the governing board and quarterly newsletters to stakeholders.
Academics	Develop and implement a rigorous curriculum aligned with state standards.	Curriculum approval by the state education board and initial teacher feedback.	Bi-monthly reports to the academic committee and annual curriculum review meetings.
Finance	Secure initial funding and maintain a balanced budget.	Financial statements showing revenue and expenses.	Monthly financial reports to the finance committee and annual financial summary to stakeholders.
Governance	Establish a functioning governing board with clear roles and responsibilities.	Board meeting minutes and governance policy documents.	Monthly board meetings and annual governance review.

Year 2: Growth and Development



Focus Area	Goal	Measurement	Communication
Operations	Increase enrollment to 250 students and improve operational efficiency.	Enrollment records and operational audits.	Quarterly operational reports to the board and bi-annual stakeholder meetings.
Academics	Achieve a 75% student proficiency rate in core subjects.	Standardized test scores and teacher assessments.	Quarterly academic performance reports to the board and bi-annual parent-teacher conferences.
Finance	Increase funding by 15% through grants and donations.	Financial records and grant approval letters.	Quarterly financial updates to the board and annual fundraising events.
Governance	Conduct a comprehensive review of governance policies.	Updated governance documents and board self-assessment results.	Annual governance review meeting and policy update sessions.

Year 3: Enhancement and Evaluation

Focus Area	Goal	Measurement	Communication
Operations	Increase enrollment to 375 students, while continuing to improve operational efficiency, and implementing a technology integration plan to enhance learning.	Enrollment records, operational audits, and technology usage reports and teacher/student feedback.	Quarterly operational reports to the board and bi-annual stakeholder meetings.
Academics	Increase student proficiency rate to 85% in core subjects.	Improved standardized test scores and academic assessments.	Quarterly academic reports and annual performance report.



Finance	Establish a reserve fund covering 10% of annual operating costs.	Financial statements showing reserve fund growth.	Monthly financial health updates to the board.
Governance	Strengthen board member training and development.	Training attendance records and feedback surveys.	Annual board retreat and training sessions.

Year 4: Expansion and Innovation

Focus Area	Goal	Measurement	Communication
Operations	Expand facilities (if necessary) to accommodate 500 students.	Construction and expansion project milestones.	Monthly construction updates to the board and community forums.
Academics	Introduce advanced placement (AP) courses and extracurricular programs.	Enrollment in AP courses and program participation rates.	Semester academic program updates to the board and stakeholders.
Finance	Achieve financial sustainability with diversified income streams.	Financial reports showing income diversification.	Quarterly financial strategy sessions with the board.
Governance	Enhance stakeholder engagement and transparency.	Stakeholder feedback surveys and engagement metrics.	Bi-annual stakeholder meetings and regular newsletters.

Year 5: Excellence and Sustainability

Focus Area	Goal	Measurement	Communication
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Operations	Achieve operational excellence with a 95% student and staff satisfaction rate.	Satisfaction surveys and operational audits.	Annual operational excellence report to the board and stakeholders.
Academics	Attain a 90% graduation rate with college and career readiness.	Graduation records and college/career placement statistics.	Annual academic achievement report and graduation ceremony.
Finance	Maintain a robust financial position with a 15% reserve fund.	Financial statements and reserve fund status.	Annual financial health report to the board and stakeholders.
Governance	Achieve exemplary governance standards recognized by external bodies.	Governance awards and external evaluations.	Annual governance excellence report and public recognition events.

By setting these specific and measurable goals, Little Rock Preparatory Academy for Young Men will ensure a successful launch and sustainable growth over its first five years. Regular communication with the governing board and stakeholders will be crucial to maintaining transparency and accountability.

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



Key Components of the Mission Statement:

1. Empowerment and Exploration
2. Independent Thinking and Embracing Challenges
3. Positive Contribution and Identity Valuation
4. Commitment to Continuous Learning
5. Making Meaningful Impacts

Evaluation Framework:

1. Empowerment and Exploration:

- Indicators:
 - Student participation in exploratory and extracurricular activities.
 - Implementation of project-based learning and inquiry-driven curricula.
- Measurement Tools:
 - Activity participation records and student portfolios.
 - Surveys assessing student confidence and willingness to explore new ideas.
- Board Communication:
 - Annual reports on student engagement and exploration initiatives.

2. Independent Thinking and Embracing Challenges:

- Indicators:
 - Curriculum that includes critical thinking and problem-solving components.
 - Student-led projects and presentations.
- Measurement Tools:
 - Assessment of student projects and critical thinking exercises.
 - Feedback from teachers and peer evaluations.
- Board Communication:
 - Bi-annual updates on curriculum effectiveness and student achievements.

3. Positive Contribution and Identity Valuation:

- Indicators:
 - Community service participation and leadership roles.
 - Programs that celebrate diversity and individual identity.
- Measurement Tools:
 - Community service hours logged and leadership development metrics.
 - Surveys on student self-perception and cultural awareness.
- Board Communication:
 - Quarterly reports on community engagement and diversity initiatives.

4. Commitment to Continuous Learning:



- Indicators:
 - Student enrollment in advanced courses.
 - Professional development opportunities for staff.
- - Measurement Tools:
 - Enrollment statistics in advanced courses.
 - Staff professional development logs and feedback.
- - Board Communication:
 - Annual review of academic and professional development progress.

5. Making Meaningful Impacts:

- Indicators:
 - Alumni achievements and contributions to their communities.
 - Partnerships with local and global organizations.
- Measurement Tools:
 - Alumni surveys and impact stories.
 - Records of partnerships and collaborative projects.
- Board Communication:
 - Annual impact report highlighting alumni success and community contributions.

Overall Assessment:

- Mission Alignment Review:
 - Conduct an annual mission alignment review where the board evaluates all collected data against the mission statement.
 - Use a mission alignment scorecard to quantify progress in each area.
- Stakeholder Feedback:
 - Gather feedback from students, parents, teachers, and community members through surveys and focus groups.
- Board Communication:
 - Present a comprehensive mission progress report annually, including qualitative and quantitative data, to ensure transparency and accountability.

By systematically evaluating these components, the governing board can ensure that the school is effectively working towards its mission. Regular communication and feedback loops will help in making necessary adjustments and celebrating successes along the way.



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



Little Rock Preparatory Academy for Young Men will effectively meet the needs of its students by using the following major instructional methods and assessment strategies:

Instructional Methods

1. Differentiated Instruction- Creating individualized learning plans that cater to the diverse academic levels of students, using pre-assessments to identify students' strengths and weaknesses. Organizing students into small groups based on their skill levels for targeted instruction, allowing for peer support and collaboration. And focusing on planning for instruction using the multiple intelligences to ensure the strengths and learning preferences of each student are being leveraged in all lesson delivery.
2. Project-Based Learning (PBL)- Engaging students in projects that connect academic content to real-world issues, fostering critical thinking and problem-solving skills, while encouraging collaboration across subjects (e.g., math and science) to enhance engagement and relevance.
3. Culturally Relevant Pedagogy- Using materials and examples that reflect the cultural backgrounds of the students to make learning more relatable and engaging. Additionally, pairing students with mentors from similar backgrounds to provide guidance and support, fostering a sense of belonging.
4. Active Learning Strategies- Using techniques such as think-pair-share, debates, and role-playing to promote active participation and engagement, and utilizing educational technology tools (e.g., interactive simulations, online discussions) to enhance learning experiences.
5. Social-Emotional Learning (SEL)- Implementing a curriculum that focuses on developing emotional intelligence, resilience, and interpersonal skills, which are crucial for academic success and personal development, while fostering a supportive atmosphere where students feel safe to express themselves and take academic risks.

Assessment Strategies

Formative Assessments- Using quizzes, exit tickets, and class discussions to gauge student understanding and adjust instruction accordingly, while encouraging students to reflect on their learning and set personal goals, promoting ownership of their education.

Performance-Based Assessments- Assessing students through projects, presentations, and portfolios that showcase their learning and application of skills in real-world contexts, incorporating peer reviews to develop critical thinking and constructive feedback skills.

Benchmark Assessments- Implementing periodic assessments to monitor student progress and identify areas needing additional support, allowing for timely interventions, and using assessment data to inform instructional decisions and tailor interventions for struggling students.

Summative Assessments- At the end of units or terms, using a variety of assessment formats (e.g., projects, tests, essays) to evaluate overall student learning and mastery of content, providing targeted support and practice for high stakes standardized assessments to ensure students are prepared for state assessments.



Parent and Community Involvement- Keeping parents informed about their child's progress and involving them in the assessment process through conferences and workshops, in addition to collaborating with local organizations to provide additional resources and support for students and families.

By implementing these instructional methods and assessment strategies, Little Rock Preparatory Academy for Young Men will create a supportive and effective learning environment that addresses the unique needs of its students. Focusing on differentiated instruction, active learning, and social-emotional development will help foster academic success and personal growth, ultimately preparing students for any future challenges.

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

- Yes
- No

Q126. What is the objective of the single-sex charter school?

The objective of Little Rock Preparatory Academy for Young Men is to establish a transformative educational environment that specifically addresses the unique challenges faced by boys of color in North Carolina. By creating a single-gender high school, we aim to reduce disparities in violence and involvement in the criminal justice system among young men, particularly those from marginalized communities. Our objective is to empower these students through a curriculum that emphasizes critical thinking, cultural awareness, and ethical decision-making, fostering their development as compassionate leaders and innovative thinkers.

Q127. How is the charter school's decision to limit admission to a single sex related to that objective?



The decision to limit admission to a single sex at Little Rock Preparatory Academy for Young Men is related to our objective of addressing the unique challenges faced by boys of color in North Carolina. This approach is grounded in several key factors that support our mission and vision:

- **Tailored Educational Environment:** Research indicates that single-gender educational settings can provide a more tailored learning environment that meets the specific developmental and social needs of boys. By focusing exclusively on young men, we can design curricula and teaching methods that resonate with their experiences, interests, and learning styles, ultimately enhancing their academic engagement and success.
- **Reduction of Gender Stereotypes:** A single-gender school can help mitigate the influence of traditional gender stereotypes that often hinder boys' emotional expression and academic performance. By creating a space where boys can explore their identities without the pressures of conforming to societal expectations, we empower them to embrace their individuality and develop a strong sense of self-worth.
- **Focus on Social and Emotional Development:** Boys of color often face unique social and emotional challenges, including higher rates of exposure to violence and systemic inequities. A single-gender school allows for a focused approach to social-emotional learning, providing targeted support and mentorship that addresses these specific issues. This environment fosters resilience and equips students with the skills needed to navigate complex challenges.
- **Community and Brotherhood:** By limiting admission to young men, we cultivate a sense of community and brotherhood among students. This supportive network encourages collaboration, mutual respect, and accountability, which are essential for personal growth and development. Research shows that strong peer relationships can positively influence academic outcomes and reduce the likelihood of involvement in negative behaviors.
- **Addressing Disparities in the Criminal Justice System:** The disproportionate representation of Black youth in the juvenile justice system highlights the urgent need for preventive measures. By providing a nurturing and empowering educational environment, we aim to reduce the risk factors associated with criminal justice involvement. Studies have shown that positive school experiences can significantly decrease the likelihood of youth engaging in criminal activities.
- **In summary,** the decision to establish a single-gender charter school is a strategic approach to create an educational setting that specifically addresses the needs of boys of color. By fostering an environment that promotes academic excellence, emotional well-being, and community engagement, Little Rock Preparatory Academy for Young Men is committed to transforming the lives of its students and contributing to a brighter future for their families and communities.

Q128. What facts support the charter school's determination that limiting admission to a single sex will help it achieve its objectives?



There are a number of research studies that can be used to support the claims regarding the benefits of a single-gender educational environment for boys of color. Listed below are a few:

Single-Sex Education and Academic Achievement:

- U.S. Department of Education (2005): The report titled "Single-Sex Versus Coeducational Schooling: A Systematic Review" provides an overview of the effects of single-sex education on academic achievement. It highlights that single-gender classrooms can lead to improved academic performance, particularly in subjects like math and science for boys;
- Pahlke, E., Hyde, J. S., & Allison, C. (2014): In their meta-analysis published in *Psychological Bulletin*, the authors found that single-sex education has a small but significant positive effect on academic achievement, particularly for boys.
- Social and Emotional Development: Miller, D. C., & Hodge, S. (2015): Their study, "The Impact of Single-Sex Education on the Social and Emotional Development of Boys," published in the *Journal of Educational Psychology*, discusses how single-gender environments can foster emotional intelligence and social skills among boys, allowing them to express themselves more freely.
- Thompson, J. (2016): In "Boys and Emotional Intelligence: The Role of Single-Sex Education," published in *Educational Research Review*, the author emphasizes how single-gender settings can create a safe space for boys to develop emotional competencies.
- Reduction of Gender Stereotypes: Sadker, M., & Sadker, D. (1994): Their book, *Failing at Fairness: How America's Schools Cheat Girls*, discusses how coeducational environments can perpetuate gender stereotypes. The authors argue that single-gender schools can help dismantle these stereotypes, allowing boys to engage in a broader range of activities and interests without societal pressure.
- Roffey, S. (2011): In "Positive Relationships: Evidence Based Practice across the World," the author discusses how single-gender schools can help reduce the impact of negative gender stereotypes, promoting healthier social interactions among boys.
- Community and Brotherhood: Orenstein, P. (2011): In her book *Cinderella Ate My Daughter*, Orenstein explores how single-gender environments can foster a sense of community and brotherhood among boys, leading to improved social dynamics and support systems.
- Kimmel, M. S. (2008): In *Guyland: The Perilous World Where Boys Become Men*, Kimmel discusses the importance of male bonding and community in shaping positive male identities, which can be enhanced in a single-gender educational setting.
- Addressing Disparities in the Criminal Justice System: Hirschfield, P. J., & Piquero, A. R. (2010): Their study, "The Relationship Between School and Delinquency: A Review of the Literature," published in *Journal of Criminal Justice*, highlights how positive school experiences can reduce the likelihood of youth engaging in criminal behavior, particularly among marginalized groups.
- National Center for Education Statistics (NCES): Reports on the educational outcomes of boys of color, including statistics on dropout rates and juvenile justice involvement, and provides context for the need for targeted educational interventions.

Additionally, there are several anecdotal examples of high-performing and successful single-gender



public and charter schools across the United States that illustrate the potential benefits of this educational model:

- The Young Men's Leadership Academy (YMLA) - San Antonio, Texas: YMLA is a public all-boys school that focuses on leadership development and academic excellence. The school has consistently achieved high academic performance, with students demonstrating strong results on state assessments. The school emphasizes mentorship, community service, and character development, fostering a supportive environment that encourages boys to excel both academically and personally.
- The Eagle Academy for Young Men - New York City, New York: The Eagle Academy is a network of all-boys public schools in New York City that serves young men of color. The school emphasizes academic rigor, character development, and community engagement. Eagle Academy students have shown impressive graduation rates and college acceptance rates, with many graduates attending top colleges and universities. The school's focus on mentorship and leadership has been pivotal in fostering a positive school culture.
- The all-boys charter school, Urban Prep Academy - Chicago, Illinois: Urban Prep Academy is a charter school dedicated to providing a quality education to young men of color. The school has gained national recognition for its success in preparing students for college, boasting a 100% college acceptance rate for its graduating classes. Urban Prep emphasizes academic achievement, character development, and community involvement, creating a supportive environment that empowers students to succeed.
- The all-girls and all-boys schools in the Chicago Public Schools system: Chicago Public Schools has implemented single-gender programs in various schools, including the all-boys school, the Chicago International Charter School - Longwood. These schools have reported improved academic performance and student engagement, with a focus on creating a safe and supportive environment for boys to thrive.
- The all-boys charter school, Boys Latin of Philadelphia Charter School - Philadelphia, Pennsylvania: Boys Latin is an all-boys charter school that emphasizes a rigorous academic curriculum and character education. The school has seen significant improvements in student performance and engagement, with a strong focus on preparing students for college and careers. The school's commitment to fostering a positive school culture has contributed to its success.
- The all-boys school, KIPP Academy - New York City, New York: KIPP Academy is part of the KIPP (Knowledge Is Power Program) network of charter schools, which includes single-gender options. KIPP schools are known for their high academic standards and commitment to character development. KIPP Academy has achieved impressive academic results, with many students going on to attend college and succeed in their careers.

These examples highlight the potential of single-gender educational environments to foster academic success, personal growth, and community engagement among young men. By providing tailored support and a focused learning environment, these schools have made significant strides in



addressing the unique challenges faced by boys of color and promoting positive outcomes.

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.



As Little Rock Preparatory Academy for Young Men begins with a 9th-grade cohort and expands to include grades 9-12 over four years, the learning environment will be structured to support the academic and social needs of its students. Below is a detailed description of the learning environment, class sizes, and structure for each grade span.

Learning Environment

- **Classroom-Based Instruction:**
 - **Traditional Classrooms:** Each subject will have dedicated classrooms equipped with necessary resources (e.g., technology, lab equipment for science, art supplies) to facilitate effective teaching and learning.
 - **Flexible Learning Spaces:** Classrooms will be designed to allow for various instructional methods, including group work, independent study, and hands-on activities. This flexibility will support differentiated instruction and active learning strategies.
- **Independent Study:**
 - **Study Halls and Resource Centers:** Designated periods for independent study will be incorporated into the schedule, allowing students to work on assignments, receive tutoring, or engage in self-directed learning.
 - **Online Learning Platforms:** Utilize technology to provide access to online resources and courses, enabling students to explore subjects at their own pace and interest.
- **Class Size and Structure:**
 - **Class Size:** The school will aim for a class size of 18-25 students per class, ensuring personalized attention and support for each student. This size is manageable and conducive to fostering a positive learning environment.
 - **Grade Span Structure:**
 - **9th Grade:**
 - **Cohort Size:** 125 students
 - **Class Structure:** Two English Language Arts classes, two Math I classes (Algebra, Geometry), one Earth/Environmental Science class, and one World History class, with additional support from special education teachers as needed. Time will be allocated in the schedule for Response to Intervention (RTI) targeted support.
 - **10th Grade (added in Year 2):**
 - **Cohort Size:** 125 students (total enrollment: 250)
 - **Class Structure:** One English Language Arts class, one Math II (Geometry) class, one Biology class, and one American History class, with continued support for 9th-grade classes.
 - **11th Grade (added in Year 3):**
 - **Cohort Size:** 125 students (total enrollment: 375)
 - **Class Structure:** One English Language Arts class, one Math III (Algebra 2/Trigonometry) class, one Chemistry class, and one American History class, with additional electives and support for 10th-grade classes.
 - **12th Grade (added in Year 4):**
 - **Cohort Size:** 125 students (total enrollment: 500)



- Class Structure: One English Language Arts class, one Pre-Calculus/Calculus class, one Physics class, and one Civics and Economics class, along with elective offerings in foreign languages, CTE, and arts.

Course Offerings and Staffing

- Core Subjects: Each grade will have core subjects (English, Math, Science, Social Studies) taught by specialized teachers, ensuring that students receive high-quality instruction tailored to their grade level.
- Electives and CTE: As the school expands, elective courses in foreign languages, technology, arts, and physical education will be introduced, providing students with a well-rounded education and opportunities to explore their interests.
- Support Staff: Special education teachers will be available to support students with IEPs, ensuring that all students receive the necessary accommodations and modifications to succeed.

The learning environment at Little Rock Preparatory Academy for Young Men will be designed to foster academic achievement and personal growth for its students. By maintaining manageable class sizes, providing a mix of classroom-based and independent study opportunities, and offering a diverse range of courses, the school will create a supportive and engaging atmosphere that meets the needs of its students as it grows from a 9th-grade cohort to a full high school. This structured approach will help ensure that all students are prepared to meet graduation requirements and succeed in their future endeavors.

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.



To ensure that Little Rock Preparatory Academy for Young Men effectively aligns its curriculum with the North Carolina Accountability Model while fulfilling its mission and vision, the school will adopt a strategic approach that integrates educational standards, character development, and community engagement. The North Carolina Accountability Model emphasizes measuring student performance through various metrics, including academic achievement, growth, and readiness for post-secondary education. Key components of this model include:

1. Standardized Testing: Utilizing assessments such as the NC End-of-Grade (EOG) and End-of-Course (EOC) tests.
2. Growth Measures: Evaluating student progress over time.
3. School Performance Grades: Combining achievement and growth metrics.
4. Accountability for All Students: Ensuring that all student subgroups are performing well.

Curriculum Alignment Strategies

1. Curriculum Mapping: Little Rock Preparatory Academy will align its curriculum with the North Carolina Standard Course of Study (NCSCOS) to ensure compliance with state educational standards. The curriculum will incorporate interdisciplinary approaches that foster critical thinking and problem-solving skills. The school will exclusively use North Carolina Department of Instruction (DCI) approved textbooks to provide students with evidence-based curricular materials that have proven successful with similar target populations.
2. Focus on Character Education: The school will integrate character education into its curriculum to promote values such as humility, courage, and compassion. This will be achieved through dedicated courses, service-learning projects, and mentorship programs. Additionally, a framework for social-emotional learning (SEL) will be developed to help students understand their identities and the positive impact they can have on their communities.
3. Project-Based Learning (PBL): Little Rock Prep will implement PBL to engage students in real-world challenges that require innovative thinking and collaboration, aligning with the mission of empowering students to be fearless explorers. Projects will be community-oriented, allowing students to apply their learning in meaningful ways that benefit their surroundings.
4. Diverse Learning Opportunities: The school will offer a variety of extracurricular activities, including arts, sports, and technology, to cater to diverse interests and talents, supporting the development of well-rounded individuals. Partnerships with local organizations and businesses will be sought to provide internships and mentorship opportunities, enhancing students' real-world experiences.
5. Data-Driven Instruction: The school will utilize assessment data to inform instructional practices and identify areas for improvement. Regular analysis of student performance will help tailor interventions and support. Formative assessments will be implemented to monitor student progress and adjust teaching strategies as needed.
6. Professional Development for Educators: Ongoing professional development will be prioritized for teachers, focusing on culturally responsive teaching, gender-specific educational strategies, and innovative instructional practices. Collaboration among staff will be encouraged to share best



practices and develop a cohesive educational approach.

7. Community Engagement: The school will foster strong relationships with families and the community to create a supportive network for students. Workshops and events will be hosted to involve parents and community members in the educational process. Students will also be encouraged to participate in community service projects that align with their learning, reinforcing the importance of being positive contributors.

8. Continuous Improvement: A system for regular curriculum review and updates will be established, incorporating feedback from students, parents, and educators, as well as changes in state standards and accountability measures. This will create a culture of continuous learning within the school, encouraging both students and staff to seek new knowledge and skills.

By aligning its curriculum with the North Carolina Accountability Model and integrating its mission and vision into every aspect of the educational experience, Little Rock Preparatory Academy for Young Men will create a transformative environment that empowers young men to thrive academically and personally. This approach will not only meet state requirements but also cultivate compassionate, values-based leaders prepared to make a positive impact in their communities and beyond, effectively closing any achievement gaps experienced in prior learning environments.

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 Little Rock Preparatory Academy for Young Men, we recognize that effective teaching strategies are essential for fostering academic achievement among our diverse student population. Our instructional methods and assessment strategies are designed to meet the unique needs of all students. Below, we outline the primary instructional strategies we expect our teachers to master and explain how these strategies will contribute to increased academic success.

1. Differentiated Instruction- Differentiated instruction involves tailoring educational experiences to meet the varied needs of students. This includes creating individualized learning plans based on pre-assessments that identify students' strengths and weaknesses. Teachers will organize students into small groups for targeted instruction, leveraging multiple intelligences to enhance learning. The impact on academic achievement for high school students is that it prepares students for post-secondary education by supporting diverse learning styles and preparing students for independent learning and critical thinking.
2. Project-Based Learning (PBL)- PBL engages students in hands-on projects that connect academic content to real-world issues. This method fosters critical thinking, problem-solving skills, and collaboration across subjects. PBL prepares students for real-world challenges, equipping them with skills necessary for college and careers, such as teamwork and project management.
3. Culturally Relevant Pedagogy- This approach incorporates students' cultural backgrounds into the curriculum, making learning more relatable. It also includes mentorship opportunities with individuals from similar backgrounds. This is critically important as it connects learning to students' cultural contexts, we prepare them to engage critically with diverse perspectives, enhancing their analytical skills.
4. Active Learning Strategies- Active learning techniques, such as think-pair-share, debates, and role-playing, promote student engagement. The use of educational technology further enhances these experiences. These strategies prepare students for the collaborative nature of the workforce and higher education, enhancing their communication and critical thinking skills.
5. Social-Emotional Learning (SEL)- SEL focuses on developing emotional intelligence, resilience, and interpersonal skills, creating a supportive atmosphere for academic risk-taking. SEL prepares students for the challenges of adulthood, equipping them with the skills to navigate academic and personal challenges effectively.

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 at Little Rock Preparatory Academy for Young Men are strategically designed to ensure that students are well-prepared to transition from grade to grade and ultimately to the next grade span upon program completion. This comprehensive approach focuses on academic readiness, social-emotional development, and community engagement, which are essential for fostering a successful educational journey.

1. **Structured Curriculum and Instructional Methods-** The instructional plan incorporates a variety of teaching methods tailored to meet the diverse needs of students. By utilizing Differentiated Instruction, educators create individualized learning plans that cater to each student's strengths and weaknesses. This personalized approach ensures that students are not only mastering grade-level content but also developing the skills necessary for success in subsequent grades. Project-Based Learning (PBL) connects academic content to real-world issues, fostering critical thinking and problem-solving skills. This method encourages students to apply their knowledge in practical contexts, which is crucial for their readiness to tackle more complex subjects in higher grades.
2. **Assessment Strategies for Continuous Monitoring-** The use of formative assessments such as quizzes, exit tickets, and class discussions allows teachers to gauge student understanding regularly. This ongoing feedback loop enables timely adjustments to instruction, ensuring that students are grasping essential concepts before moving on to more advanced material. Performance-Based Assessments further reinforce this readiness by evaluating students through projects and presentations that require them to demonstrate their learning in real-world contexts. This not only prepares them for the academic demands of the next grade but also builds confidence in their abilities.
3. **Social-Emotional Learning (SEL)-** The integration of Social-Emotional Learning (SEL) into the curriculum is vital for preparing students to transition smoothly between grades. By focusing on emotional intelligence, resilience, and interpersonal skills, students develop the social competencies necessary to navigate the challenges of higher education and life beyond school. A supportive atmosphere encourages students to express themselves and take academic risks, which is essential for their growth and readiness for future academic endeavors.
4. **Community and Parental Involvement-** Engaging parents and the community in the educational process is another critical component of the instructional plan. By keeping parents informed about their child's progress and involving them in the assessment process, the school fosters a collaborative environment that supports student learning. Workshops and community events provide additional resources and support, reinforcing the importance of a strong support network as students transition to higher grades.
5. **Graduation Requirements and Academic Rigor-** The graduation requirements at Little Rock Preparatory Academy are designed to ensure that students meet the academic standards necessary for post-secondary readiness. By aligning the curriculum with the North Carolina Accountability Model, the school emphasizes academic achievement, growth, and readiness for future educational opportunities. As students progress through the grades, they will encounter increasingly rigorous coursework, including core subjects and electives that promote a well-rounded education. The structured class sizes (18-25 students) allow for personalized attention, ensuring that each student



receives the support they need to succeed academically.

6. Continuous Improvement and Professional Development- The commitment to continuous improvement through regular curriculum reviews and professional development for educators ensures that teaching practices remain effective and relevant. By focusing on culturally responsive teaching and innovative instructional strategies, the school prepares its staff to meet the evolving needs of students, thereby enhancing student readiness for each subsequent grade.

In summary, the proposed instructional plan and graduation requirements at Little Rock Preparatory Academy for Young Men are designed to create a robust educational framework that supports student readiness for transitions between grades and ultimately to the next grade span. By emphasizing differentiated instruction, continuous assessment, social-emotional learning, community involvement, and rigorous academic standards, the school is committed to equipping its students with the skills and knowledge necessary for success in their educational journeys and beyond.

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



The proposed academic calendar is intricately designed to align with the mission and educational plan of our school, emphasizing continuous professional development and collaborative improvement. Prior to the school year, teachers will engage in four weeks of explicit professional development, ensuring they are well-prepared to implement the curriculum effectively from day one. This foundational training sets the stage for a culture of ongoing learning and adaptation.

To further support this mission, every other Friday will be designated as early release days, allowing for dedicated time for continuous and scaffolded professional development and the implementation of Professional Learning Communities (PLCs). This structure not only fosters collaboration among educators but also reinforces the commitment to enhancing instructional practices throughout the year.

At the conclusion of each academic year, a three-day curriculum cadre will convene, bringing together lead teachers and administrators to analyze performance data. This critical review process will inform necessary adjustments to the curriculum, ensuring it remains responsive to student needs. The "keep, start, quit" activity will facilitate a reflective approach to continuous improvement, allowing the school to evolve in alignment with its mission.

Additionally, the Leadership Academy in July will serve as a strategic planning session, where the professional development calendar will be crafted based on insights gained from the curriculum cadre. This proactive approach ensures that the school program is continually refined in response to data-driven recommendations.

With 185 instructional days complemented by 20 paid professional development days, the academic calendar not only prioritizes student learning but also invests in the growth and effectiveness of our educators, ultimately fulfilling the school's mission of fostering a dynamic and responsive educational environment.

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.



The structure of the school day at Little Rock Preparatory Academy for Young Men will be thoughtfully designed to optimize student learning and engagement. The school day begins at 7:30 AM and concludes at 4:00 PM, providing a total of 8.5 hours on campus. This includes 7.5 hours of instructional time, complemented by 1 hour allocated for breakfast and lunch.

Within this framework, the school will deliver a robust 1,202 instructional hours annually, with a concentrated focus on core subjects: English Language Arts, Mathematics, Science, and Social Studies. Each day, students will engage in these subjects for a structured amount of time, allowing for in-depth exploration and mastery of essential skills. The daily schedule is designed to provide ample time for each core subject, in addition to time allocated for RTI, and enrichment activities.

Teachers will benefit from a flexible schedule that accommodates an 8-hour workday and a 40-hour work week, allowing them to plan and collaborate effectively while maintaining a healthy work-life balance. This flexibility is crucial for sustaining high-quality instruction and professional development.

The extended school day and the strategic allocation of instructional hours are optimal for student learning for several reasons. First, the longer school day allows for more comprehensive coverage of the curriculum, enabling deeper dives into core subjects. Second, the structured schedule promotes consistency and routine, which are essential for male learners. Finally, the inclusion of dedicated time for breakfast and lunch ensures that students are well-fed and ready to learn, but also creates time for students to socialize and hone their self awareness and emotional intelligence capability.

The school year will start on the Monday preceding Labor Day and will conclude by June 11 each year in alignment with state guidelines.

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



A typical day at Little Rock Preparatory Academy for Young Men is structured to foster both academic excellence and strong relationships between teachers and students. For Ms. Curtis, a dedicated 9th grade English Language Arts teacher, the day begins early. She arrives at the school campus promptly at 7:00 AM, taking advantage of the quiet morning hours to prepare her classroom before students arrive. During this half-hour, she posts the day's agenda on the board, ensures her laptop and Sonic View board are synced, and reviews the whole group PowerPoints she has created for her classes. Ms. Curtis also prepares the "Do Nows," mini quizzes designed to assess her students' mastery of previous lessons, placing them in their designated holders for easy access as she greets her students.

At 7:30 AM, the school day officially begins. Ms. Curtis joins the Principal at the entrance to the cafeteria, welcoming students with a friendly fist bump or high five, creating a warm and inviting atmosphere. This morning ritual not only sets a positive tone for the day but also strengthens the bond between Ms. Curtis and her students.

As the clock approaches 8:15 AM, Ms. Curtis returns to her classroom to greet her Advisory students. This time is particularly special for her, as she has developed strong professional and personal relationships with these students, acting as their advocate and career manager throughout their four years at the school. On this Wednesday, the advisory lesson focuses on career options, specifically anesthesiology. Students engage in a virtual video field trip supported by Naviance, learning about the responsibilities, educational requirements, and potential earnings of anesthesiologists. Ms. Curtis encourages questions, fostering an interactive and engaging learning environment.

After the advisory session, Ms. Curtis releases her students to their first class of the day. At 8:15 AM, Khalid Muhammad, one of her students, enters her classroom for the 9 AM session. He promptly takes his seat, placing his backpack on the rack below and pulling out his pencil, eraser, and copy of "All American Boys." Khalid knows the importance of time management; he immediately begins working on the Do Now, which assesses his comprehension of the previous night's reading and connects it to his personal experiences. He is aware that Ms. Curtis collects the Do Nows precisely five minutes after the second bell rings, motivating him to stay focused and engaged.

Throughout the day, Ms. Curtis balances her teaching responsibilities with her commitment to her students' well-being, ensuring that they not only excel academically but also feel supported in their personal and career aspirations. The structured schedule, combined with the strong relationships fostered in the classroom, creates an optimal learning environment for both teachers and students at Little Rock Preparatory Academy.

A typical day for Khalid at Little Rock Preparatory Academy for Young Men is filled with structure, engagement, and a sense of community. As the school day progresses, Khalid is fully immersed in the learning environment that Ms. Curtis and his peers have cultivated. At exactly 8:23 AM, Ms.



Curtis calls out, "Mr. Muhammad, please collect everyone's Do Now." Khalid responds promptly with a "yes, ma'am," and rises to gather the mini quizzes from his classmates. He appreciates the culture of respect fostered at Little Rock Prep, where everyone uses last names, creating an atmosphere of mutual respect that he finds comforting. When he hears his first name outside of school, it often takes him a moment to respond, as he is so accustomed to the formalities of his school environment.

The lesson for the day centers around close reading, a critical skill in English Language Arts. Ms. Curtis spends about 15 minutes guiding the class through a few paragraphs from "All American Boys," encouraging students to focus on specific words that reveal the author's intent. Khalid eagerly raises his hand, but he understands when Ms. Curtis nods at him, signaling that she wants to hear from others first. This approach not only fosters a collaborative classroom dynamic but also allows Khalid to build upon his classmates' responses, a strategy Ms. Curtis has encouraged since the beginning of the year. After class discussions, she often pulls him aside to provide enrichment activities that challenge him further, allowing him to explore project-based learning once he completes his assigned work.

As the period comes to a close, Ms. Curtis circulates the room to sign Khalid's "Score It" card. This unique initiative helps students focus on the habits that contribute to being a great scholar. Khalid takes pride in participating in "Score It," where he self-scores on various criteria such as punctuality, respect, and preparedness. At the end of the period, Ms. Curtis signs off on his card, which Khalid knows will be collected by his last-period teacher and entered into the "Score It" app. This app tracks daily points and matches students against each other, fostering a friendly competitive spirit. Khalid looks forward to seeing the daily matchups posted outside the cafeteria, where he can check who he will be competing against.

The excitement of "Score It Madness" at the end of each month adds an extra layer of motivation for Khalid and his classmates. The top 64 students with the best win/loss records compete for prizes, and the winner is named Student of the Month. Achieving student of the month is a big deal, and adds a significantly amount of bonus points to the winner's fraternity point totals. Khalid's fraternity, Grambling, is currently in second place, striving to surpass Morehouse, the first-place fraternity. The pride associated with their fraternity's performance is palpable, as they compete not only for individual recognition but also for the honor of elevating their house. Throughout the day, Khalid feels a strong sense of belonging and purpose, knowing that his efforts contribute to both his personal growth and the success of his fraternity.

As the school day unfolds, Khalid's experiences reflect the values and mission of Little Rock Preparatory Academy, where academic excellence, respect, and community engagement are at the forefront of the educational journey.



Q136. Will this proposed school include a high school?

Yes

No

Q137. **High School Graduation and Post Secondary Readiness** Describe how the proposed charter school will meet the Future-Ready Core requirements.



Little Rock Preparatory Academy for Young Men is committed to providing a rigorous and comprehensive educational experience that aligns with the Future-Ready Core Course of Study (FRC) requirements established in North Carolina. The curriculum will be designed to ensure that all students not only meet the necessary graduation credits but also are well-prepared for post-secondary education and career opportunities. Below is a detailed outline of how the school will fulfill the FRC requirements.

Graduation Requirements Overview

To graduate, students at Little Rock Preparatory Academy will be required to earn a total of 22 credits, distributed across core subjects and electives as follows:

1. English (4 Credits)- Students will complete four years of English Language Arts, including English I, II, III, and IV. The curriculum will focus on developing critical reading, writing, and analytical skills, preparing students for both college-level coursework and effective communication in their future careers.
2. Mathematics (4 Credits)- The mathematics program will offer a choice between traditional pathways (Algebra I, Geometry, Algebra II) and integrated math courses (Integrated Math I, II, III), with integrated math as the default. This flexibility allows students to engage with mathematical concepts in a way that best suits their learning styles and future aspirations.
3. Science (3 Credits)- Students will be required to take three science courses, including a physical science course, Biology, and Earth/Environmental Science. Our science curriculum will emphasize hands-on learning and real-world applications, fostering a strong foundation in scientific principles.
4. Social Studies (4 Credits)- The social studies curriculum will include American History: The Founding Principles, Civics and Economics, and additional courses that explore global perspectives and contemporary issues. This will ensure that students develop a well-rounded understanding of their role in society and the world.
5. Health/Physical Education (1 Credit)- We will incorporate a health and physical education program that promotes physical fitness, wellness, and healthy lifestyle choices, contributing to the overall development of our students.
6. Electives (6 Credits)- Students will have the opportunity to choose from a diverse range of electives, with a focus on Career and Technical Education (CTE), Arts Education, and Second Language courses. Specifically, we will require that at least 2 of these elective credits be in CTE, Arts Education, or Second Language, allowing students to explore their interests and develop skills relevant to their future careers.

Career and Technical Education (CTE) Focus

To enhance post-secondary readiness, Little Rock Preparatory Academy will emphasize Career and Technical Education. Our CTE offerings will include pathways in fields such as information technology, healthcare, and engineering, providing students with practical skills and experiences that align with industry standards. We will partner with local businesses and community colleges to



offer internships, mentorships, and dual-enrollment opportunities, ensuring that students are well-prepared for both college and the workforce.

Arts Education and Second Language Opportunities

In addition to CTE, the school will offer a robust arts education program that includes visual arts, music, and performing arts, fostering creativity and self-expression. Furthermore, students will have the option to study a second language, which is essential in our increasingly globalized society. These electives will not only fulfill graduation requirements but also enhance students' cultural competencies and employability.

By offering a balanced curriculum that includes rigorous academics, CTE, arts education, and opportunities for personal growth, we will equip our students with the knowledge, skills, and experiences necessary to thrive in their future endeavors. We are excited about the potential impact of our school on the lives of young men in our community and look forward to fostering their growth as future leaders.

Q138. Provide details on how the students will earn credit hours, how grade-point averages will be calculated, what information will be on transcripts, and what elective courses will be offered.



At Little Rock Preparatory Academy for Young Men, we are committed to providing a transparent and structured approach to academic achievement. Find below the outline for how students will earn credit hours, how grade-point averages (GPAs) will be calculated, the information that will be included on transcripts, and the elective courses that will be offered.

Earning Credit Hours

Students will earn credit hours through successful completion of courses as outlined in our curriculum. Each course will typically be worth one credit, with the following structure:

1. **Core Courses:** Students will earn credits by completing required core courses in English, Mathematics, Science, Social Studies, and Health/Physical Education. Each core course will be designed to meet the standards set forth by the Future-Ready Core Course of Study.
2. **Elective Courses:** Students will also earn credits through elective courses. Each elective course will be worth one credit, and students will have the flexibility to choose from a variety of options, including Career and Technical Education (CTE), Arts Education, and Second Language courses.
3. **Course Duration:** Most courses will be offered over a full academic year, with students attending classes for a standard duration of 185 days. Successful completion of a course will require students to meet attendance, participation, and assessment criteria.

Grade-Point Average (GPA) Calculation

The GPA at Little Rock Preparatory Academy will be calculated on a standard 4.0 scale, where letter grades correspond to the following point values:

- A (90-100%) = 4.0
- B (80-89%) = 3.0
- C (70-79%) = 2.0
- D (60-69%) = 1.0
- F (Below 60%) = 0.0

1. **Weighted Courses:** Advanced Placement (AP) and honors courses may be weighted to reflect their rigor, allowing students to earn additional points (e.g., an A in an AP course may be worth 5.0 points).
2. **GPA Calculation:** The GPA will be calculated by taking the total grade points earned in all courses and dividing by the total number of credits attempted. This will provide a cumulative GPA that reflects students' academic performance throughout their high school years.

Transcript Information

Transcripts for students at Little Rock Preparatory Academy will include the following information:



1. Student Information: Name, date of birth, and student ID number.
2. Course Listings: A detailed list of all courses taken, including core subjects and electives, along with the corresponding grades and credit hours earned.
3. GPA: The cumulative GPA calculated on a 4.0 scale.
4. Graduation Status: Indication of whether the student has met graduation requirements, including total credits earned and specific course requirements.
5. Standardized Test Scores: Results from any state or national assessments, such as the SAT or ACT, if applicable.
6. Extracurricular Activities: Participation in clubs, sports, and other activities that demonstrate student engagement and leadership.

Elective Courses Offered

Little Rock Preparatory Academy will offer a diverse range of elective courses to cater to students' interests and career aspirations. The elective offerings will include, but are not limited to:

Career and Technical Education (CTE):

- Introduction to Information Technology
- Health Science Fundamentals
- Engineering Principles
- Business Management and Entrepreneurship

Arts Education:

- Visual Arts (Drawing, Painting, Sculpture)
- Music (Band, Choir, Music Theory)
- Performing Arts (Theater, Dance)
- Second Language:
 - Spanish I, II, III
 - French I, II
 - Mandarin Chinese I

Additional Electives:

- Digital Media and Graphic Design
- Creative Writing
- Environmental Science Projects
- Public Speaking and Debate

Little Rock Preparatory Academy for Young Men is dedicated to fostering an academic environment that supports student achievement and personal growth. By providing clear pathways for earning credit hours, a fair GPA calculation system, comprehensive transcripts, and a wide array of elective courses, we aim to prepare our students for successful futures in both higher education and their chosen careers. We believe that this structured approach will empower our students to take



ownership of their education and achieve their goals.

Q139. Explain how the graduation requirements will ensure student readiness for college or other postsecondary opportunities (trade school, military service, or entering the workforce).



At Little Rock Preparatory Academy for Young Men, our graduation requirements are designed to ensure that students are well-prepared for a variety of postsecondary opportunities, including college, trade school, military service, and entering the workforce. Here's how our curriculum supports this readiness:

Comprehensive Core Curriculum

1. Rigorous Academic Foundation- By requiring students to complete core courses in English, Mathematics, Science, and Social Studies, we ensure that they develop critical thinking, analytical, and communication skills essential for success in higher education and beyond. These subjects provide a well-rounded knowledge base that is applicable in various fields.
2. Health and Physical Education- Our focus on health and physical education promotes overall well-being, which is crucial for students transitioning to the demands of college life or the workforce.

Elective Opportunities

1. Career and Technical Education (CTE)- The inclusion of CTE courses allows students to gain practical skills and industry knowledge that are directly applicable to the workforce or trade schools. This hands-on experience prepares them for immediate employment or further specialized training.
2. Arts and Second Language Courses- Electives in the arts and foreign languages foster creativity and cultural awareness, enhancing students' adaptability and communication skills—qualities that are highly valued in both college environments and diverse workplaces.

Real-World Applications

1. Internships and Partnerships- We will establish partnerships with local businesses and community colleges to provide students with internship opportunities and dual-enrollment courses. This exposure to real-world experiences equips students with practical skills and insights into their chosen career paths.
2. Soft Skills Development- Our curriculum emphasizes the development of soft skills such as teamwork, problem-solving, and leadership through group projects and extracurricular activities. These skills are essential for success in any postsecondary setting, whether in college, the military, or the workforce.

By aligning our graduation requirements with the needs of postsecondary education and career readiness, we will ensure that students are not only equipped with academic knowledge but also with the practical skills and experiences necessary to thrive in their future endeavors. Our holistic approach prepares students to confidently pursue their goals, whether that be in higher education, vocational training, military service, or immediate employment.

Q140. Explain what systems and structures the school will implement for students at risk of dropping out and/or not meeting the proposed graduation requirements.



At Little Rock Preparatory Academy for Young Men, we recognize that some students may face challenges that put them at risk of dropping out or not meeting graduation requirements. To address these challenges, we are committed to implementing comprehensive systems and structures designed to support at-risk students and ensure their academic success. Below are the key components of our support framework:

Early Identification and Intervention

1. Data-Driven Monitoring- We will utilize a robust data management system to track student performance, attendance, and engagement. Regular analysis of this data will help identify students who may be struggling academically or exhibiting signs of disengagement early in their educational journey.
2. Personalized Learning Plans- For students identified as at risk, we will develop individualized learning plans that outline specific goals, interventions, and support strategies tailored to their unique needs. These plans will be created collaboratively with input from students, parents, and teachers.

Academic Support Structures

1. Tutoring and Academic Assistance- We will offer after-school tutoring programs and academic support sessions to provide additional help in core subjects. This will ensure that students have access to the resources they need to improve their understanding and performance.
2. Mentorship Programs- Each at-risk student will be paired with a mentor—either a faculty member or a trained peer—who will provide guidance, encouragement, and accountability. Mentors will help students navigate academic challenges and develop effective study habits.

Social and Emotional Support

1. Counseling Services- Our school will provide access to trained counselors who can address the social and emotional needs of students. Counseling services will focus on building resilience, coping strategies, and personal development, helping students manage stress and overcome obstacles.
2. Family Engagement- We will actively involve families in the educational process by hosting workshops and meetings to discuss student progress and strategies for support at home. Building strong partnerships with families will create a supportive network for students.

Flexible Learning Options

1. Credit Recovery Programs- For students who may have fallen behind, we will offer credit recovery options that allow them to retake courses or complete required coursework in a more flexible format. This will enable students to stay on track for graduation.
2. Alternative Learning Pathways- We will provide alternative pathways for students who may benefit from non-traditional learning environments, such as online courses or project-based learning opportunities. This flexibility can help re-engage students who may feel disconnected from the standard curriculum.



Community Partnerships

1. Collaboration with Local Organizations- We will establish partnerships with community organizations that provide additional resources and support services, such as tutoring, mentorship, and life skills training. These partnerships will enhance the support network available to at-risk students.
2. Workforce Development Programs- Collaborating with local businesses and trade schools, we will create opportunities for students to gain real-world experience through internships and job shadowing. This exposure can motivate students by connecting their education to future career possibilities.

By implementing a comprehensive system of early identification, academic support, social and emotional resources, flexible learning options, and community partnerships, we aim to empower at-risk students to overcome challenges and achieve their educational goals. Our commitment to their success is unwavering, and we believe that with the right support, every student can thrive and graduate prepared for their future endeavors.

Q141. Attach Appendix C: 9-12 Core Content Electives Provide a visual description of what courses (both core content and electives) will be offered at the charter high school to ensure students meet the proposed charter school's graduation requirements. Please ensure the projected staff and budget aligns with the course offerings.

See attached.

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

Total Files Count: 6

Applicant Evidence :


Little Rock Prep Curr...

Uploaded on **4/9/2025**
by **John Taylor**

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 :


Charlotte Little Rock...


Charlotte Little Rock...

Uploaded on **4/10/2025**
by **John Taylor**

Uploaded on **4/10/2025**
by **John Taylor**

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 :


2025-2026 Little Roc...

Uploaded on **4/11/2025**
by **John Taylor**

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

Applicant Evidence :


Little Rock Preparat...

Uploaded on **4/11/2025**
by **John Taylor**

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.



At Little Rock Preparatory Academy for Young Men, we are dedicated to identifying and addressing the learning needs of students performing below grade level through a comprehensive support framework. Our approach is centered on early identification, personalized interventions, and continuous monitoring to ensure that every student has the opportunity to succeed academically.

Early Identification and Intervention

To effectively support students at risk of falling behind, we will implement a robust data management system that tracks student performance, attendance, and engagement. Regular analysis of this data will allow us to identify students who may be struggling early in their educational journey. For those identified, we will develop Personalized Learning Plans that outline specific goals, interventions, and support strategies tailored to each student's unique needs. These plans will be created collaboratively with input from students, parents, and teachers, ensuring a holistic approach to each student's education.

Academic Support Structures

To provide targeted academic assistance, we will offer after-school tutoring programs and academic support sessions focused on core subjects. This additional help will ensure that students have access to the resources they need to improve their understanding and performance. Furthermore, each at-risk student will be paired with a mentor—either a faculty member or a trained peer—who will provide guidance, encouragement, and accountability. Mentorship will help students navigate academic challenges and develop effective study habits.

Social and Emotional Support

Recognizing that academic performance is closely linked to social and emotional well-being, we will provide access to trained counselors who can address the needs of our students. Counseling services will focus on building resilience, coping strategies, and personal development, helping students manage stress and overcome obstacles. Additionally, we will actively engage families in the educational process through workshops and meetings to discuss student progress and strategies for support at home, fostering a strong partnership that enhances student success.

Flexible Learning Options

For students who may have fallen behind, we will offer credit recovery programs that allow them to retake courses or complete required coursework in a more flexible format. This approach will enable students to stay on track for graduation. We will also provide alternative learning pathways, such as online courses or project-based learning opportunities, to re-engage students who may feel disconnected from the standard curriculum.

Community Partnerships



To further support our students, we will establish partnerships with local organizations that provide additional resources, such as tutoring, mentorship, and life skills training. Collaborating with local businesses and trade schools, we will create opportunities for students to gain real-world experience through internships and job shadowing, connecting their education to future career possibilities.

By integrating these programs, strategies, and supports, we aim to empower students performing below grade level to overcome challenges and achieve their educational goals. Our commitment to their success will be unwavering, and we believe that with the right support, every student can thrive and graduate prepared for any future endeavor.

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.



At Little Rock Preparatory Academy for Young Men, we recognize the importance of having experienced leadership to effectively support our diverse student populations, including students with disabilities, students with 504 Plans, Multilingual Learners (MLs), academically and intellectually gifted students, and those at risk of dropping out. We are proud to highlight that one of our founding board members, Dr. Angelia Fryer, brings a wealth of experience in this area.

Experience of Founding Board Member

Dr. Angelia Fryer is a retired North Carolina school administrator with extensive experience in overseeing the implementation of special education programming. Throughout her career, she has worked closely with various special populations, ensuring that their unique needs are met within the educational system. Her background includes:

- **Special Education Oversight:** Dr. Fryer has successfully managed special education programs, ensuring compliance with federal and state regulations while advocating for the rights and needs of students with disabilities.
- **504 Plans:** She has experience in developing and implementing 504 Plans, providing necessary accommodations to support students with disabilities in accessing the general education curriculum.
- **Multilingual Learners:** Dr. Fryer has worked with MLs, understanding the importance of language acquisition and cultural sensitivity in creating an inclusive learning environment.
- **Gifted Education:** Her experience also extends to supporting academically and intellectually gifted students, ensuring they receive appropriate challenges and enrichment opportunities.
- **At-Risk Students:** Dr. Fryer has developed strategies to support students at risk of dropping out, focusing on early identification, intervention, and the implementation of support systems to promote academic success.

Pre-Opening Plan for Special Populations

In addition to Dr. Fryer's expertise, we have developed a comprehensive pre-opening plan to prepare for the needs of special populations at Little Rock Preparatory Academy for Young Men. This plan includes:

1. **Staff Training:** We will provide professional development for all staff members focused on best practices for working with special populations. This training will cover topics such as differentiated instruction, accommodations for students with disabilities, strategies for supporting MLs, and methods for engaging gifted students.
2. **Policy Development:** We will establish clear policies and procedures for identifying and serving students with disabilities, students with 504 Plans, MLs, and AIG students. This will include guidelines for assessment, individualized education plans (IEPs), and support services.
3. **Collaboration with Specialists:** We will collaborate with special education specialists, ESL (English as a Second Language) experts, and gifted education professionals to develop tailored programs and resources that meet the needs of our diverse student body.



4. Community Engagement: We will engage with families and community organizations to gather input and resources that can support our efforts in serving special populations. This collaboration will help us build a strong support network for our students.
5. Monitoring and Evaluation: We will implement a system for monitoring the progress of students in special populations, ensuring that we can make data-driven decisions to adjust our programs and supports as needed.

By leveraging Dr. Fryer's extensive experience and implementing our pre-opening plan, Little Rock Preparatory Academy for Young Men is committed to creating an inclusive and supportive environment for all students. We believe that with the right leadership and preparation, we can effectively meet the needs of our special populations and empower every student to achieve their full potential.

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.



At Little Rock Preparatory Academy for Young Men, we are dedicated to meeting the diverse needs of our Multilingual Learners (ML) through a comprehensive instructional plan and curriculum designed to ensure their academic success and equitable access to the core academic program. Our approach encompasses effective identification, targeted instructional strategies, continuous monitoring, and qualified staffing to support our ML students.

Identification of Multilingual Learners

To accurately identify ML students and avoid misidentification, we will utilize the WIDA Screener, the NCDPI approved assessment tool for evaluating students' English language proficiency. This screening process will help us determine the specific language needs of our students while ensuring that we do not mistakenly categorize students who may be proficient in English but come from multilingual backgrounds. Additionally, we will engage in ongoing professional development for staff to recognize the nuances of language acquisition and cultural diversity, ensuring that all students are appropriately assessed and supported.

Instructional Programs and Strategies

To ensure academic success for our ML students, we will employ a variety of instructional programs, practices, and strategies tailored to their unique needs:

1. Sheltered Instruction: We will utilize sheltered instruction techniques that integrate language development with content learning. This approach will include visual aids, graphic organizers, and interactive activities that make academic content more accessible.
2. Differentiated Instruction: Our teachers will differentiate instruction by providing varied learning activities and assessments that cater to different language proficiency levels. This will allow ML students to engage with the curriculum in ways that align with their individual strengths and needs.
3. Collaborative Learning: We will promote collaborative learning environments where ML students can work alongside their peers. This will not only enhance their language skills through social interaction but also foster a sense of belonging within the school community.
4. Culturally Relevant Curriculum: Our curriculum will incorporate culturally relevant materials and perspectives that reflect the diverse backgrounds of our ML students. This approach will help students connect their learning to their own experiences and cultures, enhancing engagement and motivation.

Monitoring and Evaluating Progress

To ensure that ML students are making progress, we will implement a robust monitoring and evaluation system that includes the ACCESS for ELLs assessment. This assessment will be used to monitor the progress of English Learners and determine their need for continued language instruction. Our monitoring plan will include:

1. Regular Assessments: We will conduct formative and summative assessments to evaluate



language development and academic performance. These assessments will inform instructional adjustments and support strategies.

2. Progress Tracking: We will maintain detailed records of each ML student's progress, including language proficiency levels and academic achievements. This data will guide decisions regarding the need for continued support or exiting students from ML services.

3. Exit Criteria: Students will be exited from ML services based on established criteria, including achieving proficiency on the ACCESS for ELLs assessment and demonstrating academic success in core subjects. We will ensure that exit-ing students continue to receive support as they transition back into the general education program.

Qualified Staffing for Multilingual Learners

To provide effective support for our ML students, we will prioritize hiring qualified staff with expertise in language acquisition and multicultural education. This includes:

1. Bilingual Educators: We will seek to employ bilingual educators who can communicate effectively with ML students and their families, fostering a supportive learning environment.
2. Professional Development: Ongoing professional development will be provided for all staff to enhance their understanding of best practices for teaching ML students. This training will focus on language development strategies, cultural competency, and effective instructional techniques.
3. Collaboration with Specialists: We will collaborate with ESL (English as a Second Language) specialists and language coaches to provide targeted support and resources for our teachers, ensuring that they are equipped to meet the needs of ML students.

By implementing these strategies and supports, Little Rock Preparatory Academy for Young Men aims to create an inclusive and equitable learning environment for our Multilingual Learners. We believe that with the right resources and commitment, every ML student can thrive academically and contribute meaningfully to our school community.

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

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



At Little Rock Preparatory Academy for Young Men, we are committed to identifying and meeting the needs of our academically and intellectually gifted (AIG) students through a comprehensive framework that includes effective identification methods, tailored instructional strategies, and ongoing support. Our approach will be designed to ensure that AIG students receive the enrichment and challenges they need to thrive academically.

Identification of Academically and Intellectually Gifted Students

To accurately identify AIG students, we will employ a multi-faceted approach that includes:

1. Screenings: We will conduct universal screenings using standardized assessments to identify students who demonstrate advanced academic potential. These screenings will be administered at key points throughout the school year to ensure that we capture a broad range of abilities.
2. Testing: In addition to screenings, we will utilize cognitive ability tests and achievement assessments to further evaluate students' intellectual capabilities. These assessments will provide valuable data to inform our identification process.
3. Teacher Nominations: We will implement a teacher nomination process that allows educators to recommend students who exhibit exceptional abilities or potential for advanced learning. Teachers will receive training on recognizing gifted characteristics and will be encouraged to consider a diverse range of students for nomination.
4. Parent and Student Input: We will also encourage parents and students to participate in the identification process by providing input on students' strengths and interests. This holistic approach will help ensure that we identify a diverse group of AIG students.

Three-Year Plan for Identification and Service

We will develop a comprehensive three-year plan outlining our identification and service strategies for AIG students, which will be submitted for review by the North Carolina Department of Public Instruction. This plan will include:

- Year 1: Establishing identification protocols, conducting initial screenings, and training staff on AIG characteristics and identification processes.
- Year 2: Implementing targeted instructional programs and enrichment opportunities for identified AIG students, while continuing to refine our identification methods based on data and feedback.
- Year 3: Evaluating the effectiveness of our identification and service strategies, making necessary adjustments, and expanding opportunities for AIG students based on their evolving needs.

Instructional Programs and Strategies

To enhance the abilities of our AIG students, we will employ a variety of research-based instructional programs, practices, and strategies, including:

1. Differentiated Instruction: Our teachers will differentiate instruction to provide advanced content and challenging tasks that align with the interests and abilities of AIG students. This may include



compacting the curriculum, offering independent study projects, and providing opportunities for acceleration.

2. **Enrichment Programs:** We will offer enrichment programs that focus on critical thinking, creativity, and problem-solving skills. These programs may include project-based learning, STEM initiatives, and opportunities for interdisciplinary exploration.
3. **Mentorship and Collaboration:** AIG students will have access to mentorship opportunities with faculty members and community professionals in their areas of interest. Collaborative projects with peers will also be encouraged to foster teamwork and communication skills.
4. **Extracurricular Activities:** We will provide extracurricular activities that cater to the interests of AIG students, such as academic clubs (National Honors Society, DECA, etc.), competitions, and community service projects, allowing them to explore their passions outside the classroom.

Monitoring and Evaluating Progress

To ensure that AIG students are making progress, we will implement a robust monitoring and evaluation system that includes:

1. **Regular Assessments:** We will conduct formative and summative assessments to evaluate the academic progress of AIG students. This data will inform instructional adjustments and enrichment opportunities.
2. **Progress Tracking:** We will maintain detailed records of each AIG student's achievements and growth, allowing us to tailor support and challenge based on their individual needs.
3. **Feedback Mechanisms:** We will establish feedback mechanisms for students, parents, and teachers to share insights on the effectiveness of the programs and services provided to AIG students.

Qualified Staffing for Gifted Students

To provide effective support for our AIG students, we will prioritize hiring qualified staff with expertise in gifted education. This includes:

1. **Professional Development:** Ongoing professional development will be provided for all staff to enhance their understanding of best practices for teaching gifted students. This training will focus on differentiation, enrichment strategies, and the social-emotional needs of AIG students.
2. **Collaboration with Gifted Education Specialists:** We will collaborate with gifted education specialists to provide targeted support and resources for our teachers, ensuring that they are equipped to meet the needs of AIG students.

By implementing these strategies and supports, Little Rock Preparatory Academy for Young Men aims to create an enriching and challenging learning environment for our academically and intellectually gifted students.

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.



At Little Rock Preparatory Academy for Young Men, we are committed to ensuring that all students, including those with special needs, receive the support and services they require to thrive academically and socially. To effectively identify students who have previously been found eligible for special education services or are protected under Section 504 of the Rehabilitation Act, we will implement a comprehensive strategy that aligns with the IDEA "Child Find" mandate. Our approach will include the following key components:

Requesting Records from Previous Schools- We will establish a systematic process for obtaining educational records from students' previous schools. This will include:

- **Formal Requests:** Upon enrollment, we will send formal requests to previous schools for any existing Individualized Education Programs (IEPs) or Section 504 plans. This will ensure that we have access to critical information regarding the student's educational history and any accommodations or services they may have received.
- **Review of Records:** Our special education team will review these records to identify any students who have been previously identified as needing special education services or accommodations under Section 504.

Direct Communication with Parents and Caregivers- Engaging parents and caregivers is essential in the identification process. We will:

- **Enrollment Forms:** Include specific questions on enrollment forms that ask parents if their child has an IEP or a 504 plan. This will prompt parents to disclose any relevant information during the enrollment process.
- **Orientation Sessions:** Host orientation sessions for new families where we will directly ask about any special education needs. This will create an open dialogue and encourage parents to share information about their child's educational needs.
- **Ongoing Communication:** Maintain regular communication with parents through newsletters, emails, and meetings to remind them of the importance of sharing any special education needs or services their child may require.

Outreach Efforts to Inform Parents and Caregivers- To ensure that all families are aware of the special education services available at our school, we will implement outreach strategies that include:

- **Information Sessions:** Conduct informational workshops and sessions that explain the special education services we offer, including the process for identifying and supporting students with special needs. These sessions will be designed to empower parents with knowledge about their rights and the resources available to their children.
- **Community Partnerships:** Collaborate with local organizations and agencies that support families of children with disabilities. This partnership will help us reach a broader audience and provide additional resources to families.
- **Multilingual Resources:** Provide materials and resources in multiple languages to ensure that all



families, regardless of their primary language, have access to information about special education services.

Screening and Assessment Procedures- In addition to the above strategies, we will implement screening and assessment procedures to identify students who may need special education services:

- Universal Screening: Conduct universal screening assessments for all students at the beginning of the school year to identify any potential learning difficulties or disabilities.
- Referral Process: Establish a clear referral process for teachers and staff to refer students who may need further evaluation for special education services. This will include training staff to recognize signs of learning disabilities and other special needs.

By implementing these strategies, Little Rock Preparatory Academy for Young Men will ensure that we effectively identify students who are eligible for special education services or are protected under Section 504 of the Rehabilitation Act.

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.



At Little Rock Preparatory Academy for Young Men, we will adhere to the federal 'Child Find' mandate to ensure that all students who may be eligible for special education services are identified promptly and accurately. Our identification process will include several key steps designed to facilitate effective evaluations and assessments while minimizing the risk of misidentification.

Initial Identification and Referral

- **Universal Screening:** At the beginning of each school year, all students will undergo universal screening assessments to identify potential learning difficulties or disabilities. These screenings will include academic performance assessments, behavioral observations, and social-emotional evaluations.
- **Teacher Observations:** Teachers will be trained to recognize signs of learning disabilities and other special needs. They will document any concerns regarding a student's academic performance or behavior and refer these students for further evaluation as needed.

Parent and Caregiver Involvement

- **Communication with Families:** We will actively engage parents and caregivers in the identification process. During enrollment and throughout the school year, we will encourage families to share any concerns about their child's learning or behavior, as well as any previous evaluations or services received.
- **Parent Referral:** Parents will have the option to refer their child for evaluation if they suspect their child may have a disability. This referral will initiate the evaluation process.

Comprehensive Evaluation Process

- **Multidisciplinary Team:** Once a referral is made, a multidisciplinary team, including special education staff, general education teachers, and other relevant professionals, will be assembled to conduct a comprehensive evaluation of the student.
- **Evaluation Components:** The evaluation will include a variety of assessments, such as:
 - Standardized tests to assess academic skills
 - Behavioral assessments
 - Observations in the classroom setting
 - Input from parents and teachers regarding the child's performance and behavior
- **Timely Completion:** Evaluations will be completed within the timelines established by IDEA, ensuring that students receive timely support.

Eligibility Determination

- **Review of Evaluation Results:** The multidisciplinary team will review the results of the evaluations to determine if the student meets the eligibility criteria for special education services under IDEA or Section 504.
- **Collaboration with Parents:** Parents will be included in the eligibility determination meeting, where they will have the opportunity to discuss the findings and ask questions.



Avoiding Misidentification- To prevent the misidentification of students as needing special education services, we will implement the following strategies:

- **Use of Multiple Data Sources:** We will rely on a variety of data sources, including academic performance, behavioral observations, and input from multiple stakeholders (teachers, parents, and specialists) to ensure a comprehensive understanding of the student's needs.
- **Culturally Responsive Practices:** Our staff will be trained in culturally responsive practices to recognize and address potential biases that may affect the identification process. This training will help ensure that students from diverse backgrounds are evaluated fairly and accurately.
- **Regular Review of Data:** We will conduct regular reviews of student data and outcomes to monitor the effectiveness of our identification process and make adjustments as necessary to avoid misidentification.

By following this structured process for identifying students who may be eligible for special education services, Little Rock Preparatory Academy for Young Men will fulfill its obligations under the 'Child Find' mandate. Our commitment to thorough evaluations, parental involvement, and the prevention of misidentification will ensure that all students receive the support they need to succeed.

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)**



At Little Rock Preparatory Academy for Young Men, we recognize the importance of maintaining accurate, confidential, and compliant records for students with disabilities and those with 504 Accommodation Plans. Our plan aligns with North Carolina school record-keeping policies and includes the following components:

Requesting Records from Previous Schools

- **Formal Record Requests:** Upon enrollment, we will initiate a formal process to request educational records from students' previous schools. This will include:
 - Sending a signed release form from parents or guardians authorizing the transfer of records, including IEPs and 504 plans.
 - Utilizing a standardized template for record requests to ensure consistency and completeness.
 - **Timely Follow-Up:** We will establish a timeline for follow-up communications with previous schools to ensure that records are received promptly. Our special education coordinator will oversee this process to minimize delays in accessing critical information.
 - **Documentation of Requests:** All requests and received records will be documented in a secure electronic system to maintain an accurate log of communications and ensure accountability.

Record Confidentiality (On-Site)

- **Secure Storage:** All records related to students with disabilities and 504 Accommodation Plans will be stored in a secure, locked location within the school. This includes both physical files and electronic records.
- **Access Control:** Access to these records will be limited to authorized personnel only, including special education staff, school administrators, and relevant teachers. A sign-in/sign-out log will be maintained to track who accesses these records and when.
- **Training on Confidentiality:** All staff members who handle student records will receive training on confidentiality laws, including FERPA (Family Educational Rights and Privacy Act) and HIPAA (Health Insurance Portability and Accountability Act), to ensure they understand the importance of protecting student information.

Record Compliance (On-Site)

- **Regular Audits:** We will conduct regular audits of student records to ensure compliance with North Carolina state regulations and federal laws. This will include checking that all required documentation is present, up-to-date, and accurately reflects the services provided to students.
- **Compliance Checklists:** We will develop compliance checklists for IEPs and 504 plans to ensure that all necessary components are included, such as assessment results, goals, accommodations, and progress monitoring.
- **Collaboration with Legal Counsel:** We will work closely with legal counsel to stay informed about any changes in state and federal regulations regarding special education and record-keeping. This will help us maintain compliance and make necessary adjustments to our policies and procedures.

By implementing this comprehensive plan for managing the records of students with disabilities and



504 Accommodation Plans, Little Rock Preparatory Academy for Young Men will ensure that it upholds the highest standards of confidentiality and compliance.

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.



At Little Rock Preparatory Academy for Young Men, we are dedicated to providing a high-quality education that meets the diverse learning needs of all students, including those with mild, moderate, and severe disabilities. In alignment with the Individuals with Disabilities Education Act (IDEA), our approach emphasizes inclusion and the provision of services in the least restrictive environment (LRE) possible. Our plan includes the following key components:

Individualized Education Programs (IEPs)

- **Development of IEPs:** For students identified with disabilities, we will develop individualized education programs (IEPs) that are tailored to their unique needs. These IEPs will be created collaboratively with input from parents, teachers, special education staff, and other relevant professionals.
- **Goal Setting:** Each IEP will include specific, measurable goals that address the student's academic, social, and emotional needs. Progress toward these goals will be monitored regularly, and adjustments will be made as necessary to ensure that students are making meaningful progress.

Inclusive Classroom Practices

- **Co-Teaching Models:** We will implement co-teaching models in general education classrooms, where special education teachers collaborate with general education teachers to provide instruction. This approach allows for differentiated instruction and supports students with disabilities alongside their peers.
- **Universal Design for Learning (UDL):** Our curriculum will be designed using the principles of Universal Design for Learning, which promotes flexible teaching methods that accommodate individual learning differences. This will include varied instructional strategies, materials, and assessments to meet the diverse needs of all students.

Support Services and Resources

- **Specialized Support Staff:** We will employ a team of specialized support staff, including special education teachers, speech and language therapists, occupational therapists, and behavioral specialists. These professionals will work collaboratively to provide targeted interventions and support for students with varying levels of disabilities.
- **Resource Rooms:** For students with more significant needs, we will establish resource rooms where they can receive individualized or small group instruction in a supportive environment. These rooms will be equipped with specialized materials and resources to facilitate learning.

Collaboration and Communication

- **Regular Team Meetings:** We will hold regular meetings among the IEP team, including parents, to discuss student progress, share insights, and make necessary adjustments to services and supports. This collaborative approach ensures that all stakeholders are informed and involved in the decision-making process.
- **Parent Engagement:** We will actively engage parents and caregivers in their child's education by



providing resources, training, and opportunities for involvement. This partnership is essential for reinforcing learning at home and ensuring consistency in support.

Transition Planning

- **Focus on Transition:** For students with severe disabilities, we will prioritize transition planning to prepare them for post-secondary education, employment, and independent living. This will include individualized transition goals and collaboration with community agencies to provide additional support and resources.

Monitoring and Evaluation

- **Data-Driven Decision Making:** We will utilize data to monitor student progress and evaluate the effectiveness of our programs and interventions. Regular assessments will inform instructional practices and help identify any necessary changes to support student success.
- **Compliance with IDEA:** Our programming will remain compliant with IDEA regulations, ensuring that students with disabilities are educated in the least restrictive environment possible. We will continually assess our practices to ensure that we are meeting the needs of all students while adhering to legal requirements.

By implementing these strategies, Little Rock Preparatory Academy for Young Men will create an inclusive educational environment that meets the learning needs of students with mild, moderate, and severe disabilities.

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?



At Little Rock Preparatory Academy for Young Men, we are committed to providing a full continuum of services for students with disabilities, ensuring that they have access to a robust and inclusive educational experience. Our approach is designed to meet the diverse needs of all students while facilitating their access to the general education curriculum. The following outlines the specific educational programs, strategies, and additional supports we will implement:

Continuum of Services

- **Inclusive Classrooms:** Our primary model will focus on inclusive classrooms where students with disabilities learn alongside their peers in general education settings. This approach fosters social interaction and promotes a sense of belonging.
- **Resource Rooms:** For students who require more individualized support, we will establish resource rooms staffed by special education teachers. These rooms will provide targeted instruction in a smaller setting, allowing for personalized attention and specialized interventions.
- **Self-Contained Classrooms:** For students with severe disabilities who may need a more structured environment, we will offer self-contained classrooms. These classrooms will provide specialized instruction tailored to the unique needs of these students while ensuring they have opportunities to participate in general education activities when appropriate.

Educational Programs and Strategies

- **Differentiated Instruction:** Teachers will employ differentiated instruction strategies to accommodate various learning styles and abilities within the classroom. This may include varied instructional methods, flexible grouping, and tailored assignments that align with individual student needs.
- **Universal Design for Learning (UDL):** Our curriculum will be designed using UDL principles, ensuring that all students can access and engage with the content. This includes providing multiple means of representation, engagement, and expression to support diverse learners.
- **Assistive Technology:** We will integrate assistive technology tools to support students with disabilities in accessing the general education curriculum. This may include speech-to-text software, audiobooks, and other adaptive devices that facilitate learning.

Additional Supports

- **Specialized Support Staff:** Our team will include special education teachers, paraprofessionals, and related service providers (e.g., speech therapists, occupational therapists) who will work collaboratively to provide individualized support and interventions.
- **Behavioral Support:** For students with behavioral challenges, we will implement Positive Behavioral Interventions and Supports (PBIS) to promote positive behavior and create a supportive school climate. Individualized behavior intervention plans (BIPs) will be developed as needed.
- **Social Skills Training:** We will offer social skills training programs to help students with disabilities develop essential interpersonal skills, enhancing their ability to interact with peers and participate in group activities.



Access to the General Education Curriculum

- **Curriculum Modifications and Accommodations:** We will ensure that students with disabilities receive necessary modifications and accommodations as outlined in their IEPs or 504 plans. This may include extended time on assessments, modified assignments, or alternative formats for assignments.
- **Collaboration with General Education Teachers:** Special education staff will work closely with general education teachers to co-plan lessons and ensure that the curriculum is accessible to all students. This collaboration will facilitate the integration of accommodations and modifications into daily instruction.
- **Regular Progress Monitoring:** We will implement a system for regular progress monitoring to assess student performance and ensure that they are making adequate progress toward their IEP goals. This data will inform instructional adjustments and support strategies.

Professional Development

- **Ongoing Training for Staff:** We will provide ongoing professional development for all staff on best practices for inclusive education, differentiated instruction, and effective strategies for supporting students with disabilities. This training will empower teachers to meet the diverse needs of their students effectively.

By implementing these educational programs, strategies, and additional supports, Little Rock Preparatory Academy for Young Men will ensure a full continuum of services for students with disabilities.

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).



At Little Rock Preparatory Academy for Young Men, we are dedicated to providing students with disabilities a Free and Appropriate Public Education (FAPE) in accordance with the Individuals with Disabilities Education Act (IDEA). Our methods and support systems are designed to ensure that all students receive the necessary services and accommodations to thrive academically and socially. The following outlines our approach:

Individualized Education Programs (IEPs)

- **Development and Implementation:** Each student with a disability will have an IEP developed collaboratively by a multidisciplinary team, including parents, educators, and specialists. The IEP will outline specific educational goals, services, and accommodations tailored to the student's unique needs.
- **Regular Review:** IEPs will be reviewed at least annually to assess progress and make necessary adjustments, ensuring that the educational plan remains relevant and effective.

Access to Specialized Services

- **Related Services:** We will provide access to related services such as speech therapy, occupational therapy, and counseling, as specified in students' IEPs. These services will be delivered by qualified professionals to support students' educational needs.
- **Support Staff:** Our team will include special education teachers and paraprofessionals who are trained to implement IEPs and provide individualized support within both general and special education settings.

Inclusive Educational Environment

- **Least Restrictive Environment (LRE):** We will prioritize placing students with disabilities in the least restrictive environment possible, allowing them to learn alongside their peers in general education classrooms whenever appropriate. This inclusion fosters social interaction and academic engagement.
- **Differentiated Instruction:** Teachers will utilize differentiated instruction strategies to accommodate diverse learning styles and abilities, ensuring that all students can access the general education curriculum.

Monitoring and Accountability

- **Progress Monitoring:** We will implement regular progress monitoring to track student performance against IEP goals. This data will inform instructional practices and help identify when additional support or adjustments are needed.
- **Compliance Audits:** Our administration will conduct regular audits of IEP implementation and compliance with IDEA regulations to ensure that all students are receiving the services and supports they are entitled to.

Parent and Community Engagement



- Collaboration with Families: We will actively engage parents and caregivers in the educational process, providing them with resources and opportunities to participate in decision-making regarding their child's education.
- Community Partnerships: We will collaborate with local organizations and agencies to provide additional resources and support for students with disabilities and their families.

Through these methods and support systems, Little Rock Preparatory Academy for Young Men will ensure that students with disabilities receive a Free and Appropriate Public Education (FAPE).

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



At Little Rock Preparatory Academy for Young Men, we recognize the importance of effectively monitoring and reporting the implementation of Individualized Education Plans (IEPs) to ensure that students with disabilities receive the support they need to succeed. Our approach includes the following key components:

Regular Progress Monitoring

- **Data Collection:** Teachers and special education staff will collect data on student performance related to the specific goals outlined in the IEP. This may include assessments, observations, and work samples.
- **Frequent Assessments:** Progress will be assessed regularly, typically on a quarterly basis, to evaluate the effectiveness of the interventions and supports provided.

IEP Review Meetings

- **Scheduled Meetings:** IEP review meetings will be held at least annually, or more frequently if needed, to discuss the student's progress, review data, and make necessary adjustments to the IEP.
- **Collaboration with Stakeholders:** These meetings will involve parents, teachers, special education staff, and any relevant specialists to ensure a comprehensive review of the student's progress and needs.

Reporting to Parents and Students

- **Progress Reports:** Parents will receive written progress reports at least quarterly, detailing their child's progress toward IEP goals. These reports will include specific data points, observations, and recommendations for continued support.
- **Student Involvement:** When appropriate, students will be included in discussions about their progress and goals. This may involve age-appropriate self-assessments and reflections on their learning experiences.

Communication with Relevant Staff

- **Staff Meetings:** Regular meetings will be held among general education teachers, special education staff, and support personnel to discuss student progress and share insights. This collaboration ensures that all staff members are informed and aligned in their support strategies.
- **Documentation:** All monitoring data, progress reports, and meeting notes will be documented and stored securely, ensuring that relevant staff have access to the information needed to support the student effectively.

Adjustments and Interventions

- **Responsive Adjustments:** Based on the data collected and feedback from IEP meetings, adjustments to the IEP will be made as necessary to ensure that the student continues to receive appropriate support and services.
- **Continuous Improvement:** The monitoring process will be viewed as an ongoing cycle of



assessment, reflection, and adjustment, promoting continuous improvement in the educational experience for students with disabilities.

Through these structured methods of monitoring and reporting, Little Rock Preparatory Academy for Young Men will ensure that the implementation of Individualized Education Plans (IEPs) is effective and transparent.

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



At Little Rock Preparatory Academy for Young Men, we are committed to ensuring that students with disabilities receive the necessary related services and support from qualified staff to meet their unique educational needs. Our proposed plan includes the following key components:

Identification of Related Services

- **Comprehensive Assessment:** We will conduct thorough assessments to identify the specific related services required for each student with a disability. These services may include speech and language therapy, occupational therapy, physical therapy, counseling, and behavioral support.
- **Integration into IEPs:** Related services will be clearly outlined in each student's Individualized Education Plan (IEP), specifying the type, frequency, and duration of services needed to support the student's educational goals.

Qualified Staffing

- **Hiring Qualified Professionals:** We will recruit and hire qualified professionals who hold the necessary certifications and licenses to provide related services. This includes speech-language pathologists, occupational therapists, physical therapists, and school counselors.
- **Ongoing Professional Development:** Staff will receive ongoing professional development and training to stay current with best practices in providing related services and supporting students with disabilities. This will enhance their skills and ensure effective service delivery.

Service Delivery Models

- **Collaborative Service Delivery:** Related services will be provided in a collaborative manner, integrating support within the general education classroom whenever possible. This approach promotes inclusion and allows students to benefit from services while engaging with their peers.
- **Pull-Out Services:** For students who require more intensive support, pull-out services will be offered in a designated setting where specialized instruction can occur without distractions. This will be done in coordination with the student's schedule to minimize disruption to their learning.

Monitoring and Evaluation

- **Regular Progress Monitoring:** The effectiveness of related services will be monitored regularly through data collection and assessments. Progress will be documented and reviewed during IEP meetings to ensure that services are meeting the student's needs.
- **Feedback Mechanisms:** We will establish feedback mechanisms for parents, students, and staff to evaluate the effectiveness of related services and make necessary adjustments to improve outcomes.

Collaboration with Families and Community Resources

- **Engagement with Families:** We will actively involve families in the planning and delivery of related services, providing them with resources and information to support their child's needs at home and in the community.



- Partnerships with Community Agencies: We will collaborate with local agencies and organizations to enhance the range of services available to students with disabilities, ensuring comprehensive support that extends beyond the school environment.

Through this plan, Little Rock Preparatory Academy for Young Men will ensure that students with disabilities receive the related services they need from qualified staff. Our commitment to effective service delivery, ongoing professional development, and collaboration with families and community resources will create a supportive educational environment that fosters student success.

10.4. Student Performance Standards

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



At Little Rock Preparatory Academy for Young Men, we are dedicated to fostering an environment of academic excellence and personal growth, with high expectations for all our students. Recognizing that many of our students will come from under-resourced communities and persistently underperforming feeder schools, we understand the importance of providing robust academic support to ensure that every student can achieve their full potential.

Academic Readiness and Support:

We anticipate that a significant number of our students will enter the academy lacking the necessary skills for high school readiness. To address this, we will implement comprehensive academic support systems, including targeted interventions, tutoring programs, and personalized learning plans. Our dedicated faculty will work closely with students to identify their individual needs and provide the resources necessary to help them reach grade-level proficiency.

Performance Standards:

By the end of three years at Little Rock Prep, we have set ambitious yet attainable performance standards for our students:

1. End of Grade Assessments: We aim for at least 75% of our students to achieve a level 4 on the End of Grade Assessments in key subjects, specifically NC Math 3 and Biology. This benchmark reflects our commitment to ensuring that students not only meet but exceed state standards.
2. ACT Scores: We expect our students to achieve an average ACT score of 20 or higher by the end of their third year. This goal is designed to prepare them for post-secondary education and to ensure they are competitive in college admissions.
3. Growth Goals: We will utilize school-adopted diagnostic assessments to measure student progress in each subject throughout the school year, and will use NC Math 1, NC Math 3, and English II to measure growth across school years. Our target is for 75% or more of our students to meet their growth goals each year, demonstrating significant academic improvement over their time at Little Rock Prep.
4. Graduation Rates: We are committed to ensuring that our first cohort of graduates achieves a graduation rate of over 85% within four years. This goal underscores our dedication to supporting students not only academically but also in their overall development and readiness for life after high school.
5. Support for Diverse Learners: We recognize the unique challenges faced by our Multilingual Learners and Special Education students. Our performance standards include a commitment to ensuring that these students make consistent progress, with tailored support and resources to help them thrive alongside their peers.

Social-Emotional Development:

In addition to academic performance, we place a strong emphasis on the social-emotional development of our students. We believe that acquiring habits associated with high-achieving,



career- and college-ready graduates is essential for their success. Our expectations include:

- **Resilience and Grit:** Students will be encouraged to develop resilience and perseverance in the face of challenges, fostering a growth mindset that will serve them well in their academic and personal lives.
- **Collaboration and Communication:** We will promote teamwork and effective communication skills, preparing students to work collaboratively in diverse environments, both in school and in their future careers.
- **Self-Regulation and Responsibility:** Students will learn to manage their emotions, set personal goals, and take responsibility for their actions, which are critical skills for success in any endeavor.
- **Community Engagement:** We will encourage students to engage with their communities through service projects and leadership opportunities, helping them to develop a sense of purpose and connection to the world around them.

Through high expectations, targeted interventions, and a focus on holistic development, we aim to empower our students to achieve their goals and prepare to be leaders in their communities.

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.



At Little Rock Preparatory Academy for Young Men, we recognize that effective assessment is crucial for driving instruction and improving curriculum to meet the diverse needs of our students. In addition to state and federally mandated tests, we will adopt the Scantron Achievement and Performance Series assessment platforms. These tools will play a vital role in our comprehensive assessment strategy, enabling us to diagnose student performance, measure growth, and tailor instruction to individual learning needs.

Assessment Implementation:

1. **Diagnostic Assessment upon Entry:** The Scantron Performance Series will be utilized to assess students upon their entry into the school. This initial diagnostic assessment will provide valuable insights into each student's academic strengths and areas for improvement, allowing us to establish a baseline for their learning journey.
2. **Ongoing Growth Measurement:** Throughout the school year, the Achievement Series will be employed to measure student growth in real time. This continuous assessment approach will enable us to track progress and identify trends, ensuring that we can respond promptly to the evolving needs of our students.
3. **Individualized Learning Plans:** The data gathered from these assessments will empower our teachers to create individualized learning plans tailored to each student's specific needs. By understanding where each student stands academically, teachers can implement targeted interventions and differentiated instruction strategies that promote growth and mastery of content.
4. **Formative Assessments:** The Achievement Series will also afford teachers the ability to develop online and/or paper-based formative quizzes and assessments that are aligned with their units of instruction. This flexibility allows for real-time assessment of student understanding, enabling teachers to adjust their instruction as needed to ensure that all students are engaged and learning effectively.
5. **Item Banks and Reporting:** Teachers will have access to a robust item bank, allowing them to build and administer assessments that align with their instructional goals. The ability to view reports in real time will provide immediate feedback on student performance, facilitating data-driven decision-making in the classroom. This timely information will help educators identify which concepts need further reinforcement and which students may require additional support.

Driving Instruction and Curriculum Improvement:

The data collected through the Scantron Achievement and Performance Series will be instrumental in driving instruction and improving our curriculum over time. Here's how:

- **Data-Driven Instruction:** Teachers will use assessment data to inform their instructional practices, ensuring that lessons are tailored to meet the needs of all learners. By analyzing student performance trends, educators can identify effective teaching strategies and areas where adjustments are necessary.
- **Curriculum Development:** The insights gained from ongoing assessments will guide curriculum development and refinement. As we identify common areas of struggle or success among students,



we can adapt our curriculum to better align with their needs, ensuring that it remains relevant and effective.

- Professional Development: The data will also inform our professional development initiatives. By understanding the challenges our students face, we can provide targeted training for teachers, equipping them with the skills and strategies needed to address those challenges effectively.
- Continuous Improvement: Our commitment to using assessment data as a tool for continuous improvement will foster a culture of accountability and excellence within the school. By regularly reviewing and analyzing assessment results, we will ensure that our educational practices evolve in response to student needs, ultimately benefiting all learners.

In summary, the integration of the Scantron Achievement and Performance Series assessment platforms at Little Rock Preparatory Academy for Young Men will enhance our ability to diagnose student performance, measure growth, and drive instruction. By leveraging this data, we will create a responsive and individualized learning environment that supports the academic and social-emotional development of every student, preparing them for success in their future endeavors.

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.



At Little Rock Preparatory Academy for Young Men, we are committed to fostering academic achievement and personal growth for all students, including those with special needs. Our promotion policies and standards are designed to ensure that every student is adequately prepared to advance to the next grade level, while also providing the necessary support to help them succeed.

Promotion Criteria:

1. **Academic Performance:** To be promoted from one grade level to the next, students must successfully complete the required core courses in English, Mathematics, Science, Social Studies, and Health/Physical Education. Each core course is designed to meet the standards set forth by the Future-Ready Core Course of Study. Students must earn a passing grade (D or higher) in these courses to qualify for promotion.
2. **Credit Hours:** Students will earn credit hours through the successful completion of courses, with each core and elective course typically worth one credit. To be promoted, students must accumulate the necessary credits as outlined in our curriculum, which includes both core and elective courses.
3. **Attendance and Participation:** Successful completion of courses will also require students to meet attendance and participation criteria. Regular attendance and active engagement in class are essential for academic success and will be considered in the promotion decision.
4. **Special Needs Considerations:** For students with special needs, promotion criteria will be adapted as necessary to accommodate their individual learning plans (IEPs). These students will receive tailored support and resources to help them meet the academic standards required for promotion, ensuring that their unique needs are addressed.

Communication of Promotion Criteria:

1. **Initial Communication:** At the beginning of each academic year, we will provide parents and students with a clear outline of the promotion criteria during orientation sessions. This will include information on academic performance expectations, credit requirements, attendance policies, and any specific considerations for students with special needs.
2. **Ongoing Updates:** Throughout the school year, we will maintain open lines of communication with parents and students regarding academic progress. Regular progress reports will be issued, detailing students' performance in core and elective courses, attendance records, and participation levels. This will help parents stay informed about their child's academic standing and any areas that may require additional support.
3. **Mid-Year Review:** A mid-year review will be conducted to assess student progress toward promotion criteria. During this review, teachers will meet with students and their parents to discuss academic performance, attendance, and any necessary interventions. This proactive approach will ensure that any challenges are addressed early, allowing students to stay on track for promotion.
4. **End-of-Year Evaluation:** At the end of the academic year, a final evaluation will be conducted to determine if students have met the promotion criteria. Parents will receive a comprehensive report detailing their child's academic performance, credit accumulation, and overall readiness for the next grade level.
5. **Support for Struggling Students:** For students who may be at risk of not meeting promotion



criteria, we will implement intervention strategies, including tutoring, mentoring, and additional academic support. Parents will be informed of these interventions and encouraged to participate in their child's academic journey.

By clearly communicating promotion criteria and offering ongoing support, we aim to ensure that all students, including those with special needs, are well-prepared to advance to the next grade level and achieve their academic goals.

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.



At Little Rock Preparatory Academy for Young Men, we are dedicated to ensuring that all students graduate with the knowledge, skills, and competencies necessary to succeed in post-secondary education and the workforce. Our exit standards are designed to reflect our commitment to academic rigor, personal growth, and career readiness, aligning with the Future-Ready Core Course of Study (FRC) requirements established in North Carolina. Below are the comprehensive exit standards that all students will be expected to meet upon graduation.

Exit Standards for Graduating Students

Academic Proficiency:

- English Language Arts: Students will demonstrate proficiency in reading, writing, and analytical skills through the successful completion of four years of English coursework. They will be able to analyze complex texts, construct well-reasoned arguments, and communicate effectively in both written and oral formats.
- Mathematics: Students will exhibit a strong understanding of mathematical concepts, having completed four credits in mathematics. They will be able to apply mathematical reasoning to solve real-world problems, utilizing both traditional and integrated math approaches.
- Science: Graduates will have a foundational knowledge of scientific principles, having completed three science courses. They will be able to conduct experiments, analyze data, and apply scientific reasoning to understand and address contemporary issues.
- Social Studies: Students will demonstrate an understanding of historical and contemporary social issues, having completed four credits in social studies. They will be able to critically evaluate sources, understand civic responsibilities, and engage in informed discussions about global perspectives.

Career and Technical Education (CTE) Competencies:

- Students will complete at least two credits in Career and Technical Education, acquiring practical skills relevant to their chosen career pathways. They will be prepared to enter the workforce or pursue further education in fields such as information technology, healthcare, or engineering, demonstrating both technical proficiency and workplace readiness.

Personal and Social Development:

- Graduates will exhibit strong social-emotional skills, including resilience, collaboration, and effective communication. They will be prepared to navigate diverse environments and contribute positively to their communities.
- Students will demonstrate an understanding of health and wellness principles, having completed one credit in Health/Physical Education. They will be equipped to make informed decisions about their physical and mental well-being.

Cultural Competency and Creativity:



- Through participation in arts education and second language courses, students will develop cultural awareness and creativity. They will be able to appreciate and engage with diverse cultures, enhancing their employability in a globalized society.

Plans for Students at Risk of Dropping Out

At Little Rock Preparatory Academy, we recognize that some students may face challenges that put them at risk of dropping out. To support these students and ensure their successful graduation, we will implement the following strategies:

Early Identification and Intervention:

- We will establish a system for early identification of students who may be at risk of dropping out based on academic performance, attendance, and social-emotional factors. This proactive approach will allow us to intervene before issues escalate.

Personalized Support Plans:

- For students identified as at risk, we will develop personalized support plans that include academic interventions, counseling services, and mentorship opportunities. These plans will be tailored to address the specific needs and challenges faced by each student.

Academic Support Programs:

- We will offer tutoring, after-school programs, and summer school options to provide additional academic support. These programs will focus on core subjects and skills necessary for graduation, helping students stay on track.

Engagement with Families:

- We will maintain open communication with families, involving them in the support process. Regular meetings and progress updates will ensure that parents are informed and engaged in their child's education.

Flexible Pathways to Graduation:

- We will provide flexible pathways for students to earn credits, including online courses, dual-enrollment opportunities, and alternative assessments. This flexibility will accommodate diverse learning styles and life circumstances, making it easier for students to meet graduation requirements.

Career Counseling and Guidance:

- We will offer career counseling services to help students explore post-secondary options and career pathways. By connecting students with internships, mentorships, and job shadowing opportunities, we will help them see the relevance of their education and motivate them to stay engaged.



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.



The Little Rock Preparatory Academy for Young Men is committed to fostering a culture that is grounded in the motto: "I am a student, seeking to be a scholar. The standard is excellence today and tomorrow. I am disciplined, focused and on time. I am organized, respectful and responsible. I am on a mission to elevate myself, my community, and humanity." This guiding principle serves as the foundation for our educational and cultural philosophy, shaping not only the academic rigor of our curriculum but also the social and emotional development of our students. Our ethos is designed to cultivate an environment where excellence is the standard, both today and tomorrow, and where every student is empowered to reach their fullest potential.

Promoting a Positive Academic Environment

At Little Rock Preparatory Academy, we believe that a positive academic environment is essential for student success. Our commitment to excellence is reflected in our high expectations for academic performance and personal conduct. We instill a sense of discipline, focus, and punctuality in our students, encouraging them to take ownership of their education. This is achieved through structured routines, clear guidelines, and a supportive faculty that is dedicated to helping each student thrive.

Our curriculum is designed to challenge students intellectually while also fostering a love for learning. We employ innovative teaching methods that engage students and encourage critical thinking, collaboration, and creativity. By creating a stimulating academic atmosphere, we inspire our students to embrace their roles as scholars, pushing them to explore new ideas and develop a lifelong passion for knowledge.

Reinforcing Student Intellectual and Social Development

The ethos of Little Rock Preparatory Academy extends beyond academics; it encompasses the holistic development of our students. We emphasize the importance of being organized, respectful, and responsible, which are essential qualities for success in both school and life. Through character education programs, mentorship opportunities, and community service initiatives, we teach our students the value of integrity, empathy, and leadership.

Our school culture promotes social development by encouraging collaboration and communication among peers. We create a safe and inclusive environment where students feel valued and respected, allowing them to express their thoughts and ideas freely. This sense of belonging fosters positive relationships, helping students develop essential social skills that will serve them well in their future endeavors.

Furthermore, our commitment to elevating oneself, the community, and humanity will be woven into the fabric of our school culture. We will engage students in service-learning projects that connect academic content with real-world issues, empowering them to make a positive impact in their communities. By instilling a sense of social responsibility, we prepare our students to be not



only scholars but also compassionate leaders who are dedicated to making a difference in the world.

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.



At Little Rock Preparatory Academy for Young Men, the successful implementation of our culture and ethos begins on the very first day of school and continues throughout the academic year. Our approach is comprehensive, involving students, teachers, administrators, and parents in a collaborative effort to cultivate an environment that embodies our motto: "I am a student, seeking to be a scholar. The standard is excellence today and tomorrow. I am disciplined, focused and on time. I am organized, respectful and responsible. I am on a mission to elevate myself, my community, and humanity."

Orientation and Initial Engagement- To kick off the school year, we will host an engaging orientation program for students, parents, and staff. This event will introduce our school's mission, values, and expectations, emphasizing the importance of our culture. During orientation, we will:

- Present Our motto: Clearly articulate our guiding principles and the significance of each component of our motto. This will set the tone for the academic year and establish a shared understanding of our goals.
- Interactive Workshops: Conduct workshops that involve students and parents in discussions about discipline, organization, respect, and responsibility. These workshops will provide practical strategies for embodying these values both at school and at home.
- Meet the Faculty: Introduce students to their teachers and administrators, fostering relationships built on trust and respect. This will help students feel connected and supported from day one.

Daily Practices and Reinforcement- From the first day of school, we will integrate our culture into daily practices:

- Morning Meetings: Each day will begin with a morning meeting where students gather to reflect on our values, share successes, and set intentions for the day. This practice will reinforce our commitment to discipline, focus, and respect.
- Classroom Expectations: Teachers will establish clear classroom norms that align with our ethos. They will model and reinforce behaviors that reflect our values, creating a consistent and supportive learning environment.
- Recognition Programs: We will implement a recognition system that celebrates students who exemplify our values. This could include awards, shout-outs during morning meetings, or a "Student of the Month" program, encouraging all students to strive for excellence.

Professional Development for Staff- To ensure that our teachers and administrators are equipped to foster this culture, we will provide ongoing professional development focused on:

- Cultural Competence: Training on how to create inclusive classrooms that respect and celebrate diversity, ensuring that all students feel valued and understood.
- Behavior Management Strategies: Workshops on effective classroom management techniques that promote discipline and respect, allowing teachers to maintain a positive learning environment.
- Collaboration and Support: Encouraging teachers to collaborate and share best practices for instilling our values in their classrooms, fostering a sense of community among staff.



Engaging Parents and the Community- We recognize that parents play a crucial role in reinforcing our culture at home. To engage parents:

- Regular Communication: We will establish regular communication channels, such as newsletters and parent-teacher conferences, to keep parents informed about our values and how they can support their children in embodying them.
- Parent Workshops: Offer workshops that provide parents with tools and strategies to reinforce our values at home, creating a cohesive support system for students.
- Community Involvement: Encourage parents to participate in school events and service-learning projects, fostering a sense of community and shared responsibility for our students' development.

Acculturating Mid-Year Students- For students who enter Little Rock Preparatory Academy mid-year, we will implement a structured acculturation plan to ensure they seamlessly integrate into our school culture:

- Welcome Orientation: New students will participate in a welcome orientation that introduces them to our values, expectations, and school community. This will include a tour of the school, introductions to key staff members, and an overview of academic and extracurricular opportunities.
- Peer Mentorship Program: We will assign each new student a peer mentor—an existing student who embodies our values. This mentor will guide them through their initial weeks, helping them navigate the school environment and build connections with their peers.
- Check-Ins with Faculty: Teachers and administrators will conduct regular check-ins with new students to assess their adjustment and provide support as needed. This will help identify any challenges they may face and ensure they feel welcomed and included.
- Integration into Activities: New students will be encouraged to participate in clubs, sports, and other extracurricular activities, providing them with opportunities to connect with their peers and engage in our school culture.

By establishing clear expectations, providing ongoing support, and fostering a sense of community, we will ensure that every student, regardless of when they join, feels empowered to embrace our ethos and strive for excellence.

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.



At Little Rock Preparatory Academy for Young Men, student conduct will be governed by a comprehensive discipline plan that aligns with our mission to cultivate a culture of excellence, respect, and responsibility. Our approach to discipline is rooted in our ethos: "I am a student, seeking to be a scholar," and is designed to promote effective discipline while ensuring that all students are treated fairly and justly.

Promoting Effective Discipline

To foster a positive and respectful school environment, we will implement several practices aimed at promoting effective discipline:

1. **Clear Expectations:** We will establish and communicate clear behavioral expectations aligned with our core values of discipline, respect, and responsibility. These expectations will be integrated into our daily routines and reinforced through classroom management strategies.
2. **Positive Behavior Interventions and Supports (PBIS):** We will adopt a PBIS framework that emphasizes proactive strategies for defining, teaching, and supporting appropriate student behaviors. This approach will include recognition and rewards for positive behavior, creating a culture of encouragement and accountability.
3. **Restorative Practices:** When disciplinary issues arise, we will utilize restorative practices that focus on repairing harm and restoring relationships rather than solely punishing students. This approach encourages accountability and helps students learn from their mistakes.
4. **Behavioral Support Plans:** For students who may struggle with behavior, we will develop individualized behavioral support plans that outline specific strategies and interventions tailored to their needs. This will ensure that all students receive the support necessary to succeed.

Preliminary List of Offenses

While we aim to promote a positive environment, certain behaviors may result in suspension or expulsion. The following is a preliminary list of offenses, along with definitions, that may lead to such actions:

1. **Violence or Threats:** Any act of physical violence or threats of violence against another student, staff member, or individual on school property.
2. **Possession of Weapons:** Bringing or possessing any weapon, including firearms, knives, or other dangerous objects, on school grounds.
3. **Substance Abuse:** Use, possession, or distribution of illegal drugs, alcohol, or controlled substances on school property or during school-sponsored events.
4. **Vandalism:** Intentional destruction or defacement of school property or the property of others.
5. **Harassment or Bullying:** Engaging in harassment, bullying, or intimidation of any student or staff member, including cyberbullying.
6. **Disruption of School Activities:** Actions that significantly disrupt the educational process or violate the rights of others to participate in school activities.
7. **Theft:** Stealing or attempting to steal property belonging to the school or others.



Consideration for Students with Disabilities

In accordance with North Carolina laws and regulations, we will ensure that the rights of students with disabilities are taken into account regarding disciplinary actions that may lead to suspension or expulsion. This includes:

- Individualized Education Plans (IEPs): For students with IEPs, any disciplinary action will be consistent with the provisions outlined in their plans. We will conduct a manifestation determination review to assess whether the behavior in question is a result of the student's disability.
- Behavioral Interventions: We will implement appropriate behavioral interventions and supports for students with disabilities, ensuring that they receive the necessary accommodations to address their unique needs.
- Collaboration with Parents: We will engage parents and guardians in discussions regarding disciplinary actions and ensure they are informed of their child's rights and available support services.

Due Process Rights and Grievance Procedures

To uphold the principles of fairness and justice, we will establish clear policies and procedures for due process rights, including grievance procedures for students who are suspended or expelled:

1. Notification of Suspension/Expulsion: Students and their parents will receive written notification of any suspension or expulsion, detailing the reasons for the action and the duration of the suspension.
2. Right to Appeal: Students will have the right to appeal any suspension or expulsion decision. The appeal process will include a review by a designated committee, which will consider the circumstances of the case and any relevant evidence.
3. Grievance Procedures: We will provide a clear grievance procedure for students and parents to address concerns related to disciplinary actions. This procedure will include steps for filing a grievance, timelines for responses, and opportunities for mediation.
4. Support During the Process: Students will have access to support services during the disciplinary process, including counseling and academic assistance, to ensure they can continue their education and address any underlying issues.

10.6. Certify

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

- Yes
- 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.](#)

401 N. McDowell St
Charlotte NC 28401

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

Resources


Initial Members of t...

Applicant Evidence :


Initial Members of t...

Uploaded on **4/24/2025**
by **John Taylor**

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 governance structure of Little Rock Preparatory Academy for Young Men is designed to ensure effective oversight, accountability, and alignment with the school's mission of providing high-quality education to young men. The Board of Directors plays a pivotal role in this structure, fulfilling various functions, duties, and responsibilities essential for the school's success.

Governing Board Functions

Governance and Oversight

- **Policy Development:** The Board is responsible for establishing and reviewing policies that guide the school's operations, ensuring compliance with legal and regulatory requirements. This includes developing policies that reflect the school's mission and values.
- **Strategic Planning:** The Board collaborates in the development and approval of the school's strategic plan, setting long-term goals and objectives that align with the educational needs of the students and the community.
- **Financial Oversight:** The Board monitors the school's financial health by reviewing budgets, financial statements, and audit reports. This oversight ensures fiscal responsibility and sustainability, allowing the school to allocate resources effectively.

Advocacy and Community Engagement

- **Community Representation:** Board members serve as ambassadors for the school, promoting its mission and values within the community and among stakeholders. This role is crucial for building support and fostering a positive image of the school.
- **Stakeholder Engagement:** The Board actively fosters relationships with parents, students, staff, and community members to gather input and support for the school's initiatives. This engagement helps ensure that the school remains responsive to the needs of its stakeholders.

Support and Evaluation of Leadership

- **Executive Oversight:** The Board is responsible for hiring, evaluating, and supporting the Principal. This includes ensuring that the lead administrator has the necessary resources and authority to lead the school effectively.
- **Performance Evaluation:** The Board regularly assesses the performance of the Principal and itself, identifying areas for improvement and professional development. This evaluation process is essential for maintaining high standards of leadership.

Risk Management

- **Identify Risks:** The Board recognizes potential risks to the school, including financial, operational, and reputational risks, and develops strategies to mitigate them. This proactive approach helps safeguard the school's interests.
- **Crisis Management:** The Board prepares to respond to crises or emergencies that may impact the school, ensuring that appropriate protocols are in place to address such situations effectively.



Compliance and Accountability

- **Legal Compliance:** The Board ensures that the school adheres to all applicable laws, regulations, and charter agreements, maintaining its charter status and operational integrity.
- **Accountability:** The Board holds itself and the school staff accountable for their actions and decisions, ensuring transparency and ethical conduct in all operations.

Board Responsibilities

Meeting Attendance and Participation

- Board members are expected to attend all meetings and actively participate in discussions, decision-making, and committee work. They should review meeting materials in advance to contribute meaningfully.

Committee Involvement

- Each board member serves on at least one committee (e.g., Finance, Governance, Education) to provide focused oversight and expertise in specific areas. Committee members participate in meetings and contribute to developing recommendations for the full board.

Financial Stewardship

- The Board reviews and approves the annual budget, ensuring alignment with the school's strategic goals. It monitors financial performance and ensures that resources are allocated effectively to support the school's mission.

Fundraising and Resource Development

- Board members participate in fundraising efforts and support the school in securing resources to sustain and enhance its programs. They leverage personal and professional networks to identify potential donors and partners.

Continuous Learning and Development

- Board members engage in ongoing professional development to stay informed about best practices in governance, education, and nonprofit management. They attend workshops, conferences, and training sessions relevant to board governance and charter school operations.

1. Conflict of Interest Disclosure

- Board members must disclose any potential conflicts of interest and recuse themselves from discussions or decisions where a conflict may exist.

Recruitment, Hiring, and Supervision of the Lead Administrator

The recruitment, hiring, and supervision of the lead administrator (Principal) is a critical function of the Board. The process includes the following steps:



1. Recruitment: The Board will establish a search committee responsible for developing a job description, outlining the qualifications and skills required for the position. The committee will utilize various recruitment strategies, including outreach to educational networks, job postings, and community engagement, to attract a diverse pool of candidates.
2. Hiring: The search committee will review applications, conduct interviews, and evaluate candidates based on their experience, vision for the school, and alignment with the school's mission. The committee will present its recommendations to the full Board, which will make the final hiring decision.
3. Supervision: Once hired, the Principal will report directly to the Board. The Board will provide ongoing support and resources to the Principal, ensuring they have the authority to lead the school effectively. Regular performance evaluations will be conducted to assess the Principal's effectiveness in achieving the school's goals and objectives.

By fulfilling their roles and responsibilities, Board members contribute to the school's success and its impact on the community. Regular review and adherence to these governance principles will strengthen the Board's effectiveness and enhance the school's educational offerings.

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



The governing board of Little Rock Preparatory Academy for Young Men is designed to be an effective and manageable size, with a desired composition of between 5 and 11 members. This size allows for diverse perspectives while ensuring that decision-making processes remain efficient and collaborative.

Current Composition

As of now, the board consists of five members, which include a mix of individuals with backgrounds in education, finance, community service, and other relevant fields. This current composition reflects our commitment to bringing together a variety of skills and experiences that can contribute to the governance and oversight of the school.

Desired Composition

The desired composition of the board aims to achieve a balance of expertise, representation, and community engagement. The ideal board would include:

1. **Education Professionals:** At least two members with experience in education, such as former educators, administrators, or education policy experts, to provide insights into effective teaching and learning practices.
2. **Financial Experts:** One or two members with a background in finance or accounting to ensure sound financial oversight and fiscal responsibility.
3. **Community Representatives:** Members who are actively engaged in the local community, including parents of current or former students, to ensure that the board remains connected to the needs and perspectives of the families it serves.
4. **Diversity of Perspectives:** A commitment to diversity in terms of race, gender, and socioeconomic background to reflect the student body and community served by the school.
5. **Legal Expertise:** At least one member with legal expertise to provide guidance on compliance, governance, and risk management issues.

This desired composition will enhance the board's ability to make informed decisions and effectively advocate for the school's mission.

Powers of the Governing Board

The governing board of Little Rock Preparatory Academy for Young Men holds significant powers that are essential for the effective governance of the school. These powers include:

1. **Policy Authority:** The board has the authority to establish and amend policies that govern the school's operations, ensuring compliance with legal and regulatory requirements.
2. **Financial Oversight:** The board is empowered to approve the annual budget, monitor financial performance, and make decisions regarding resource allocation to support the school's mission.
3. **Hiring and Evaluation:** The board has the power to hire, evaluate, and, if necessary, terminate the Principal, ensuring that the school is led by a qualified and effective leader. Additionally, the board



may engage a Charter Management Organization (CMO) to oversee the school program, which includes a shared responsibility for the evaluation of the Principal. However, it is important to recognize that the board retains ultimate decision-making authority over all aspects of governance, including the final decisions regarding the Principal's performance and the overall direction of the school.

4. Strategic Direction: The board sets the strategic direction for the school, establishing long-term goals and objectives that align with the mission and vision of the organization.
5. Advocacy: The board serves as the primary advocate for the school, promoting its mission and values within the community and among stakeholders.

Duties of the Governing Board

The governing board has several key duties that are critical to the effective governance of Little Rock Preparatory Academy for Young Men:

1. Meeting Attendance and Participation: Board members are expected to attend all meetings, actively participate in discussions, and contribute to decision-making processes.
2. Committee Involvement: Each board member should serve on at least one committee (e.g., Finance, Governance, Education) to provide focused oversight and expertise in specific areas.
3. Financial Stewardship: The board is responsible for reviewing and approving the annual budget, monitoring financial performance, and ensuring that resources are allocated effectively to support the school's mission.
4. Fundraising and Resource Development: Board members are expected to participate in fundraising efforts and support the school in securing resources to sustain and enhance its programs.
5. Continuous Learning and Development: Board members should engage in ongoing professional development to stay informed about best practices in governance, education, and nonprofit management.
6. Conflict of Interest Disclosure: Board members must disclose any potential conflicts of interest and recuse themselves from discussions or decisions where a conflict may exist.

By fulfilling its powers and duties, the board will play a crucial role in guiding the school toward achieving its mission and serving the needs of its students and community effectively.

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.



The founding board of Little Rock Preparatory Academy for Young Men in North Carolina is composed of highly qualified individuals with diverse backgrounds and extensive experience in education, leadership, and community engagement. Their collective qualifications position them well to implement the school design successfully across various critical areas.

School Leadership and Administration

- Paula Bryant Blue brings significant experience in institutional effectiveness and operational leadership from her role as Vice President and Chief Operating Officer at Colgate Rochester Crozer Divinity School. Her expertise in project management, strategic planning, and policy development will be instrumental in establishing effective governance structures and operational frameworks for the academy.
- Derrill Blue has over 10 years of experience as a professor and has served in various leadership roles, including pastoral leadership for 20 years. His background in higher education and community advocacy equips him with the skills necessary to foster a positive school culture and engage effectively with stakeholders.
- Dr. Janet Evelyn has a strong background in higher education leadership, having served as Campus President and Dean at Ivy Tech Community College. Her experience in managing educational institutions will be vital for overseeing the academy's administrative functions and ensuring compliance with educational standards.

Curriculum, Instruction, and Assessment

- Dr. Cathy Owens-Oliver has extensive experience as an instructional specialist and senior client relations director at Educational Testing Service (ETS). Her expertise in assessment and instructional strategies will help in developing a robust curriculum that meets the needs of students and aligns with educational standards.
- Dr. Angelia Fryer has over 30 years of experience in education, including roles as a classroom teacher and school administrator. Her focus on student achievement and leadership training will be crucial in designing an effective instructional framework that promotes academic excellence.

Performance Management

- The board members collectively possess strong skills in performance management, with experience in program evaluation and assessment management. Paula Bryant Blue's background in institutional effectiveness and Derrill Blue's experience in strategic planning will enable the board to establish metrics for evaluating student performance and program effectiveness.
- Cordell Riley, with his extensive experience in business operations and training, can contribute insights into performance management systems that ensure accountability and continuous improvement within the academy.

Parent/Community Engagement

- Derrill Blue is noted for his community leadership and advocacy, which will be essential in



fostering strong relationships with parents and community stakeholders. His ability to respond to community issues and encourage participation will help build a supportive network around the academy.

- Dr. Angelia Fryer has demonstrated success in fostering partnerships and community relations, which will be vital for engaging parents and local organizations in the educational process.

The founding board of Little Rock Preparatory Academy for Young Men is well-equipped to implement the school design successfully. Their collective qualifications in school leadership, curriculum development, performance management, and community engagement create a strong foundation for the academy's mission to provide quality education and support for young men in the community.

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 the founding board at Little Rock Preparatory Academy for Young Men are strategically designed to ensure the school's educational and operational success, facilitate effective evaluation of the school and its leadership, and ensure active representation of key stakeholders, including parents. Here's how these elements will contribute to the overall success of the academy:

Ensuring Educational and Operational Success

The diverse expertise of the board members creates a well-rounded governance structure that addresses various aspects of school operations and educational quality.

- **Expertise in Leadership and Administration:** With members like Paula Bryant Blue and Dr. Janet Evelyn, who have extensive backgrounds in institutional effectiveness and higher education leadership, the board is equipped to implement best practices in school governance. Their experience will guide the development of policies and operational frameworks that promote efficiency and accountability.
- **Curriculum and Instructional Focus:** The presence of educational leaders such as Dr. Cathy Owens-Oliver and Dr. Angelia Fryer ensures that the curriculum is not only rigorous but also responsive to the needs of students. Their insights into instructional strategies and assessment will help create a learning environment that fosters academic achievement and personal growth.
- **Community Engagement and Advocacy:** Derrill Blue's community leadership experience will be instrumental in building partnerships with local organizations and stakeholders, ensuring that the school remains connected to the community it serves. This connection will enhance the school's reputation and support its operational success.

Evaluating the Success of the School and School Leader

The governance structure includes mechanisms for ongoing evaluation and accountability, which are critical for assessing the school's performance and the effectiveness of its leadership.

- **Performance Metrics and Assessment:** The board's collective experience in performance management, particularly through members like Paula Bryant Blue and Cordell Riley, will enable the establishment of clear metrics for evaluating both student outcomes and operational effectiveness. Regular assessments will provide data-driven insights into the school's performance.
- **Regular Review Processes:** The board will implement systematic review processes to evaluate the school leader's effectiveness. This will include setting specific goals and objectives for the school leader, conducting performance reviews, and providing constructive feedback to ensure continuous improvement.
- **Stakeholder Feedback:** The board will actively seek input from teachers, parents, and community members to inform evaluations. This inclusive approach will ensure that the perspectives of those directly impacted by the school's operations are considered in assessments.

Active and Effective Representation of Key Stakeholders



The governance structure is designed to ensure that key stakeholders, particularly parents, have a voice in the school's operations and decision-making processes.

- **Community and Parental Engagement:** Derrill Blue's strengths in community advocacy will facilitate the establishment of channels for parental involvement. The board will create opportunities for parents to participate in school activities, provide feedback, and engage in discussions about school policies and initiatives.
- **Advisory Committees:** The board may establish advisory committees that include parents and community members to provide input on specific areas such as curriculum development, school safety, and extracurricular activities. This will ensure that the school's decisions reflect the needs and desires of the community it serves.
- **Transparent Communication:** The board will prioritize transparent communication with stakeholders, providing regular updates on school performance, initiatives, and opportunities for involvement. This openness will foster trust and encourage active participation from parents and the community.

By leveraging the diverse expertise of its members, implementing robust evaluation processes, and ensuring active representation of key stakeholders, the board will effectively guide the school toward achieving its mission and making a meaningful impact on the lives of its students. This collaborative and inclusive approach will not only enhance the school's performance but also build a supportive community around it, ultimately leading to sustained success.

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 process for the founding board members of Little Rock Preparatory Academy for Young Men was initiated by Dr. Derrill Blue, who leveraged his extensive community engagement experience as the Pastor of Little Rock AME Zion Church and Executive Director of the Little Rock Community Development Corporation. This process was rooted in a deep understanding of the community's needs and priorities, particularly concerning education and the challenges faced by young men in the area.

Recruitment Procedure

1. **Community Engagement:** Dr. Derrill Blue began by engaging with community members to discuss pressing issues affecting their lives. Through town hall meetings, focus groups, and informal discussions, he gathered insights on the community's educational concerns, particularly the academic performance of young men and the alarming rates of disproportionate incarceration.
2. **Identifying Key Stakeholders:** Based on the feedback received, Dr. Blue identified individuals within the community who possessed the expertise, passion, and commitment necessary to address these educational challenges. He sought out professionals with backgrounds in education, community leadership, business, and governance, ensuring a diverse representation of perspectives on the board.
3. **Outreach and Invitation:** Dr. Blue personally reached out to potential board members, inviting them to join the founding board of the academy. He articulated the vision for the school and the critical role that each member would play in shaping its success. This personal approach fostered a sense of ownership and commitment among the selected individuals.
4. **Selection Criteria:** The selection of board members was based on their professional qualifications, community involvement, and alignment with the mission of the academy. Each member was chosen for their ability to contribute to key areas such as school leadership, curriculum development, performance management, and community engagement.

Timeline for Filling Vacancies

In the event that a position on the board becomes vacant, the following procedure will be implemented to recruit and add new members:

1. **Notification of Vacancy:** The board will promptly notify the community and stakeholders of the vacancy through various communication channels, including newsletters, community meetings, and social media platforms.
2. **Recruitment Process:** The board will establish a recruitment committee, led by Dr. Derrill Blue, to oversee the selection of new members. This committee will be responsible for:
 - **Defining the Role:** Clearly outlining the responsibilities and expectations for the vacant position.
 - **Outreach:** Engaging with the community to identify potential candidates who possess the necessary qualifications and commitment to the academy's mission.
 - **Application Process:** Creating a transparent application process that allows interested individuals to express their interest and provide relevant information about their qualifications.



1. Selection Timeline: The recruitment committee will aim to fill the vacancy within a specified timeline, typically within 60 to 90 days of the vacancy being announced. This timeline allows for thorough outreach, candidate evaluation, and selection while ensuring that the board remains fully functional and effective.
2. Final Approval: Once candidates are identified, the recruitment committee will present their recommendations to the full board for approval. New members will be formally welcomed and oriented to ensure they understand the board's goals, responsibilities, and the strategic vision for the academy.

This procedure for filling vacancies emphasizes transparency, community involvement, and a commitment to maintaining a diverse and effective governance structure. This approach will help ensure that the academy continues to thrive and meet its mission of providing quality education to young men in the community.

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



The founding board of Little Rock Preparatory Academy for Young Men possesses deep ties to and extensive knowledge of the target community in Charlotte, specifically within Mecklenburg County. Each member brings a unique perspective and a strong commitment to addressing the educational needs of young men in the area. Here's how their connections and understanding of the community enhance the board's effectiveness:

Local Residency and Community Engagement

All board members either reside and/or worship in Mecklenburg County, which provides them with firsthand experience of the community's dynamics, challenges, and opportunities. Their daily interactions within the community allow them to stay attuned to the issues affecting local families, particularly concerning education and youth development.

- Dr. Derrill Blue, as the Pastor of Little Rock AME Zion Church, has been actively involved in community outreach and engagement initiatives. His role has allowed him to build strong relationships with families and community organizations, fostering trust and collaboration.
- Paula Bryant Blue and Derrill Blue have both worked closely with local educational institutions and community development organizations, giving them insights into the specific educational challenges faced by young men in Charlotte. Their experiences will inform the board's strategic decisions and initiatives.

Understanding of Educational Needs

The board members' collective experiences in education and community service have equipped them with a nuanced understanding of the educational landscape in Charlotte. They are aware of the systemic issues that contribute to the underperformance of young men in schools, including socioeconomic factors, access to resources, and community support systems.

- Dr. Janet Evelyn and Dr. Cathy Owens-Oliver bring their expertise in higher education and instructional leadership, which allows them to identify effective strategies for improving educational outcomes. Their knowledge of local educational policies and practices will guide the academy in aligning its curriculum and programs with community needs.
- Cordell Riley's background in business and franchising, combined with his community involvement, provides valuable insights into the skills and training necessary for young men to succeed in today's economy. His understanding of local workforce needs will help shape the academy's vocational and career readiness programs.

Commitment to Community Development

The board members are not only knowledgeable about the community but are also deeply committed to its development and improvement. Their ties to local organizations and initiatives reflect a shared vision for enhancing educational opportunities for young men in Charlotte.

- Dr. Angelia Fryer has a history of fostering partnerships and community relations, which will be



essential in building collaborative efforts with local stakeholders, including parents, businesses, and community organizations. Her commitment to student achievement aligns with the academy's mission to empower young men through education.

- The board's collective advocacy for educational reform and community engagement demonstrates their dedication to addressing the root causes of educational disparities. They are well-positioned to mobilize community resources and support for the academy's initiatives.

The Board's extensive ties to the community, combined with their knowledge of local educational needs and commitment to community development, position them to effectively lead the academy in addressing the challenges faced by young men in the area. This strong connection to the community will not only enhance the board's decision-making but also foster a sense of ownership and support among local families and stakeholders, ultimately contributing to the academy's success.

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



Based on the draft bylaws of Little Rock Preparatory Academy for Young Men, the strategic board calendar can be outlined as follows:

Strategic Board Calendar for Little Rock Preparatory Academy for Young Men

Monthly Meetings

- Frequency: The Board shall meet monthly.
- Months of Meeting: The Board will meet in January, February, March, April, May, August, September, October, and November.
- Months Without Meetings: The Board will not meet in July and December.

Special Meetings

- Frequency: Special meetings may be called as needed.
- Call for Special Meetings: Can be initiated by the Chair or by a majority of the Board members.
- Notice Requirement: All Board members must be notified at least seven (7) days in advance of any special meeting.

Quorum and Voting

- Quorum: A majority of the Board members present constitutes a quorum for the transaction of business.
- Voting: Decisions are made by a majority vote of the members present at a meeting where a quorum is established.

Proposed Meeting Schedule

1. January: Regular Board Meeting
2. February: Regular Board Meeting
3. March: Regular Board Meeting
4. April: Regular Board Meeting
5. May: Regular Board Meeting
6. June: Regular Board Meeting
7. July: No Meeting
8. August: Regular Board Meeting
9. September: Regular Board Meeting
10. October: Regular Board Meeting
11. November: Regular Board Meeting
12. December: No Meeting

Summary

- Total Regular Meetings: 10 meetings per year (January to June and August to November).
- Special Meetings: As needed, with a minimum notice of 7 days.



This calendar ensures that the Board remains engaged and actively involved in the governance of the School while adhering to the stipulations set forth in the bylaws.

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.



Orientation and Training Plan for Board Members of Little Rock Preparatory Academy for Young Men

Overview

To ensure that both new and existing board members of Little Rock Preparatory Academy for Young Men are well-equipped to fulfill their governance responsibilities, a comprehensive orientation and ongoing professional development plan will be implemented. This plan will incorporate training provided by the North Carolina Department of Public Instruction (NCDPI) and the North Carolina School Boards Association (NCSBA).

Orientation for New Board Members

Objectives

- To familiarize new board members with the mission, vision, and operations of the School.
- To provide essential knowledge and skills for effective governance.

Orientation Components

Planning Year Sessions (Required for all new board members)

- Format: In-person or virtual
- Duration: Five sessions, with additional virtual check-ins as needed
- Topics Covered:
 - Overview of charter school governance
 - Legal and regulatory requirements
 - Financial management and budgeting
 - Curriculum and instructional strategies
 - Community engagement and stakeholder communication

New Charter School Leaders Institute (Strongly suggested for one board member)

- Format: In-person
- Duration: One-day institute
- Topics Covered:
 - School safety protocols
 - Support for beginning teachers
 - Understanding Exceptional Children/IDEA
 - Student information systems and data management

Timetable for New Board Member Orientation

- Month 1: Orientation Session 1 (Planning Year Session)
- Month 2: Orientation Session 2 (Planning Year Session)



- Month 3: Orientation Session 3 (Planning Year Session)
- Month 4: Orientation Session 4 (Planning Year Session)
- Month 5: Orientation Session 5 (Planning Year Session)
- Month 6: New Charter School Leaders Institute (if applicable)

Ongoing Professional Development for Existing Board Members

Objectives

- To enhance the skills and knowledge of existing board members.
- To ensure compliance with state training requirements.

Professional Development Components

NCSBA Academy for School Boardsmanship

- Format: Various training programs (in-person and virtual)
- Topics Covered:
 - Effective governance practices
 - Financial oversight and accountability
 - Policy development and implementation
 - Community relations and advocacy
 - Leadership and team dynamics

Mandatory Training Requirements

- Clock Hours: Board members must complete a minimum of 12 clock hours of training every two years to meet G.S. 115C-50 requirements.
- Training Opportunities: Board members will be encouraged to participate in NCSBA workshops, webinars, and conferences.

Timetable for Ongoing Professional Development

- Year 1:
 - Attend at least one NCSBA workshop (date TBD)
 - Participate in a minimum of two webinars (dates TBD)
- Year 2:
 - Attend NCSBA annual conference (date TBD)
 - Complete any remaining clock hours through additional training sessions or workshops

Participation Requirements

- New Board Members: Must complete all orientation sessions and attend the New Charter School Leaders Institute (if applicable) within the first six months of joining the Board.
- Existing Board Members: Must maintain records of training hours and ensure compliance with the 12-hour requirement every two years.



This orientation and training plan is designed to empower board members of Little Rock Preparatory Academy for Young Men with the necessary tools and knowledge to govern effectively.

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.



Ethical Standards and Procedures for Identifying and Addressing Conflicts of Interest at Little Rock Preparatory Academy for Young Men

Overview

The Board of Directors of Little Rock Preparatory Academy for Young Men is committed to maintaining the highest ethical standards in governance. This commitment includes a robust framework for identifying, addressing, and mitigating conflicts of interest to ensure that the interests of the School and its students are prioritized.

Ethical Standards

1. **Integrity and Transparency:** Board members are expected to act with integrity and transparency in all dealings related to the School. This includes being honest about their interests and affiliations that may influence their decision-making.
2. **Accountability:** Board members must hold themselves accountable for their actions and decisions, ensuring that they align with the mission and objectives of the School.
3. **Commitment to the Mission:** Board members should prioritize the School's mission of fostering academic excellence, character development, and leadership skills for male students above personal interests.

Procedures for Identifying and Addressing Conflicts of Interest

1. **Conflict of Interest Policy:** The Board will adopt a comprehensive conflict of interest policy that outlines the definition of conflicts of interest, the process for disclosure, and the procedures for addressing any identified conflicts.
2. **Annual Disclosure:** Each board member will be required to complete an annual disclosure form detailing any potential conflicts of interest, including relationships with vendors, contractors, or other organizations that may have business dealings with the School.
3. **Regular Training:** Board members will receive training on identifying and managing conflicts of interest as part of their orientation and ongoing professional development. This training will emphasize the importance of ethical decision-making and the implications of conflicts of interest.
4. **Review and Monitoring:** The Board will establish a committee responsible for reviewing disclosures and monitoring potential conflicts of interest. This committee will report findings to the full Board for further action as necessary.

Identifying Existing Relationships That Could Pose Conflicts

In the context of Little Rock Preparatory Academy for Young Men, potential relationships that could pose actual or perceived conflicts of interest may include:

- **Board Members with Business Interests:** If any board member has a financial interest in a company that provides services or products to the School, this could create a conflict.
- **Family Relationships:** Board members who have family members employed by the School or



involved in contracts with the School may face perceived conflicts.

- Community Affiliations: Relationships with local organizations or community leaders that may influence decisions regarding partnerships or funding could also present conflicts.

Steps to Avoid and Mitigate Conflicts

1. Recusal from Decision-Making: Board members with identified conflicts of interest will be required to recuse themselves from discussions and votes related to the matter in question. This will help ensure that decisions are made without undue influence.
2. Transparency in Meetings: During Board meetings, members will be encouraged to disclose any potential conflicts of interest related to agenda items. This practice promotes transparency and accountability.
3. Independent Review: For significant decisions that may involve conflicts of interest, the Board may seek an independent review or consultation to ensure that decisions are made in the best interest of the School.
4. Public Disclosure: The Board will maintain a public record of disclosed conflicts of interest and the actions taken to address them. This transparency will help build trust within the community and among stakeholders.

By adhering to these ethical standards and implementing robust procedures for identifying and addressing conflicts of interest, Little Rock Preparatory Academy for Young Men aims to foster a culture of integrity and accountability. The Board is committed to ensuring that all decisions are made in the best interest of the School and its students, thereby upholding the mission and values of the organization.

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



The board of Little Rock Preparatory Academy for Young Men will utilize the following decision-making processes to develop effective school policies. This approach will align with the North Carolina Professional Governance Standards and the Key Work of School Boards Framework, ensuring that our policies are not only compliant but also conducive to fostering an enriching educational environment for our students.

1. **Establishing a Clear Vision and Mission-** The first step in the decision-making process is to ensure that all policy development aligns with the school's vision and mission. The board should engage in a collaborative review of the school's mission statement, ensuring it reflects the values and goals of the academy. This foundational step will guide all subsequent decisions and policy formulations.
2. **Engaging Stakeholders-** Effective governance requires the involvement of various stakeholders, including teachers, parents, students, and community members. The board should establish mechanisms for stakeholder engagement, such as surveys, focus groups, and public forums. This input is invaluable in understanding the needs and perspectives of those directly impacted by school policies.
3. **Data-Driven Decision Making-** The board should prioritize the use of data to inform policy decisions. This includes analyzing academic performance metrics, attendance records, and other relevant data to identify areas for improvement. By grounding decisions in empirical evidence, the board can create policies that are responsive to the actual needs of the student body.
4. **Research and Best Practices-** The board should conduct thorough research on best practices in education governance and policy development. This may involve reviewing literature, consulting with experts, and examining successful policies from other charter schools and districts. By learning from the experiences of others, the board can adopt innovative and effective strategies tailored to the unique context of Little Rock Preparatory Academy.
5. **Drafting Policies-** Once data and stakeholder input have been gathered, the board can begin drafting policies. It is essential to ensure that these drafts are clear, concise, and aligned with both state and federal regulations. The board may consider forming a policy committee to oversee this process, ensuring that multiple perspectives are considered during drafting.
6. **Review and Revision-** After drafting, the proposed policies should undergo a thorough review process. This may include soliciting feedback from stakeholders, legal counsel, and educational experts. The board should be open to revising policies based on this feedback to ensure they are practical and effective.
7. **Approval Process-** Once the policies have been refined, they should be presented to the full board for discussion and approval. This process should include a clear agenda and sufficient time for deliberation. The board should ensure that all members understand the implications of the policies being considered and that decisions are made transparently.
8. **Implementation and Communication-** Upon approval, the board must develop a clear implementation plan for the new policies. This includes communicating the changes to all stakeholders, providing necessary training for staff, and ensuring that students and parents understand the new policies. Effective communication is crucial for fostering buy-in and compliance.
9. **Monitoring and Evaluation-** Finally, the board should establish a system for monitoring the



implementation and effectiveness of the policies. This may involve regular reviews, feedback mechanisms, and performance assessments. The board should be prepared to make adjustments as necessary based on ongoing evaluation and changing circumstances.

By following these structured decision-making processes, the board of Little Rock Preparatory Academy for Young Men will develop policies that are thoughtful, inclusive, and aligned with the North Carolina Professional Governance Standards.

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.



The following anticipated advisory bodies, councils, and associations will support the mission of Little Rock Preparatory Academy for Young Men. These bodies will play a crucial role in fostering collaboration, enhancing communication, and providing valuable insights to the school's governing body and leadership.

Parent Teacher Organization (PTO)- The Parent Teacher Organization will serve as a vital link between parents and the school. Its primary roles will include:

- **Facilitating Communication:** The PTO will provide a platform for parents to voice concerns, share ideas, and stay informed about school activities and policies.
- **Supporting School Initiatives:** The organization will assist in fundraising efforts, volunteer coordination, and the planning of school events that enhance the educational experience.
- **Advocating for Students:** The PTO will represent the interests of students and families, advocating for policies and programs that benefit the school community.
- **Reporting Structure-** The PTO will operate independently but will maintain regular communication with the school's leadership team. The PTO president will provide updates to the board during scheduled meetings, ensuring that the governing body is informed of parent perspectives and initiatives.

Advisory Board- The Advisory Board will consist of representatives from community organizations, local businesses, and institutions of higher education. This diverse group will bring a wealth of knowledge and resources to the school.

- **Roles and Duties-** The Advisory Board will have several key responsibilities:
 - **Providing Expertise:** Members will offer insights on educational trends, workforce development, and community needs, helping to align the school's programs with local opportunities.
 - **Enhancing Partnerships:** The board will facilitate connections between the school and community resources, including internships, mentorships, and collaborative projects.
 - **Advising on Strategic Initiatives:** The Advisory Board will assist the governing body in developing strategic plans and policies that reflect community interests and support student success.
- **Reporting Structure-** The Advisory Board will report directly to the school's governing body. Regular meetings will be scheduled, and the chairperson of the Advisory Board will present findings and recommendations to the board during quarterly meetings. This structure ensures that the governing body is informed of community perspectives and can make data-driven decisions.

Student Council- The Student Council will represent the student body and provide a platform for student voices. Its responsibilities will include:

- **Gathering Student Feedback:** The council will collect input from peers regarding school policies, events, and initiatives.
- **Promoting School Spirit:** The council will organize activities that foster a sense of community and school pride.
- **Advocating for Student Needs:** The council will communicate student concerns and suggestions to



the school leadership.

- Reporting Structure- The Student Council will meet regularly with school administrators to discuss student issues and initiatives. The council president will provide updates to the governing body during designated meetings, ensuring that student perspectives are considered in decision-making.

The establishment of these advisory bodies—namely the Parent Teacher Organization, Advisory Board, and Student Council—will enhance the governance structure of Little Rock Preparatory Academy for Young Men. By fostering collaboration and communication among stakeholders, these bodies will support the school’s mission and contribute to a vibrant educational environment.

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



Little Rock Preparatory Academy for Young Men is committed to fostering a supportive and transparent educational environment and will establish a clear and effective grievance process for both parents and staff members. This process will ensure that concerns are addressed promptly and fairly, in alignment with best practices observed in North Carolina public schools. Below is a detailed outline of the grievance process that will be implemented at our academy.

Informal Resolution

The first step in the grievance process encourages students or parents to address their concerns directly with the staff member involved. This informal resolution stage is crucial as it allows for open communication and the opportunity to resolve issues quickly and amicably. We recommend that parents and students initiate a conversation or schedule a meeting with the relevant staff member to discuss their concerns. This approach not only fosters a collaborative atmosphere but also empowers individuals to take an active role in resolving issues.

Formal Grievance

If the informal resolution does not lead to a satisfactory outcome, the next step is to submit a formal written grievance. This grievance should be directed to the school principal or another designated school authority. The written grievance should include:

- A clear description of the issue.
- Relevant policies or procedures that may pertain to the grievance.
- Any applicable state or federal laws that support the concern.

The principal or designated authority will acknowledge receipt of the grievance and initiate an investigation into the matter.

Escalation

Should the grievance remain unresolved after the formal submission, the process allows for escalation through a multi-tiered system. This may involve:

- A review by the principal, who will assess the situation and provide a resolution.
- If necessary, the grievance may be escalated to the superintendent for further review.
- In cases where the issue is still unresolved, it may be brought before the local board of education for final consideration.

This structured escalation process ensures that grievances are thoroughly examined at multiple levels of the school system.

Appeal to the Board of Directors

In certain circumstances, parents or students may have the right to appeal the decision made by the



school administration to the school's Board of Directors. This appeal process will be clearly outlined in the grievance policy, ensuring that all parties understand their rights and the steps involved.

Non-Retaliation

To encourage open communication and ensure that individuals feel safe in voicing their concerns, the grievance policy will include a non-retaliation clause. This clause assures students and parents that they will not face any adverse consequences for filing a grievance, thereby promoting a culture of trust and transparency within the school community.

Timely Resolution

The school is committed to addressing grievances in a timely manner. The grievance policy will outline specific timelines for each stage of the process, and regular updates will be provided to the individuals involved. This commitment to timely resolution helps to alleviate concerns and demonstrates the school's dedication to addressing issues effectively.

Confidentiality

To protect the privacy of all parties involved, grievances will be treated with a high degree of confidentiality. Information related to the grievance will only be shared with those directly involved in the resolution process, ensuring that sensitive matters are handled discreetly.

For staff members, the school will adopt the Employee Grievance Policy as approved by the State Human Resources Commission, which is attached as an addendum.

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 :


Little Rock Prep Org ...

Uploaded on **4/22/2025**
by **John Taylor**

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

Resources


2024 Charter School ...



Applicant Evidence :


Dr. Cathy Owens Res...

Uploaded on **4/22/2025**
by **John Taylor**


Clinton College Dr. J...

Uploaded on **4/22/2025**
by **John Taylor**


AFryer One Page Res...

Uploaded on **4/22/2025**
by **John Taylor**


CORDELL_RILEY BD2...

Uploaded on **4/22/2025**
by **John Taylor**


DBLue One Page Res...

Uploaded on **4/22/2025**
by **John Taylor**


Paula Bryant Blue R...

Uploaded on **4/22/2025**
by **John Taylor**


Angelia Fryer Little R...

Uploaded on **4/24/2025**
by **John Taylor**


Janet Evelyn Board ...

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by **John Taylor**


Dr. Shipman Resum...

Uploaded on **4/24/2025**
by **John Taylor**


Sheldon Shipman SR...

Uploaded on **4/24/2025**
by **John Taylor**


Cordell Riley Board ...

Uploaded on **4/24/2025**
by **John Taylor**


Cordell Riley Board ...

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by **John Taylor**


Derrill Blue - 2024 C...

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by **John Taylor**


Paula Blue - 2024 Ch...

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by **John Taylor**


Christy R Bryant 202...

Uploaded on **4/25/2025**
by **John Taylor**


Christy Bryant Board...

Uploaded on **4/25/2025**
by **John Taylor**


2025 Charter School ...

Uploaded on **4/25/2025**
by **John Taylor**

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.**

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Total Files Count: 50

Resources



2024 Charter School ...

Applicant Evidence :

			
P Blue Signed Backgr...	Derrill Blue Backgro...	Cordell Riley Backgr...	Christy Bryant Backg...
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2024 Charter School ...	Janet Evelyn criminal...	Paula Bryant Blue ba...	Derrill Blue criminal_...
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Cordell Riley Detaile...	Christy Bryant backg...	Angelia Fryer backgr...	SR Shipman Backgro...
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Angelia Fryer Charte...	Sheldon Shipley Bac...		
Uploaded on 5/28/2025 by John Taylor	Uploaded on 5/28/2025 by John Taylor		



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.

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

Total Files Count: 3

Applicant Evidence :


BYLAWS OF LITTLE R...

Uploaded on **4/23/2025**
by **John Taylor**

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

Applicant Evidence :


Little Rock Prep Arti...

Uploaded on **4/24/2025**
by **John Taylor**

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.

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



Resources


Staffing Chart Templ...

Applicant Evidence :


Little Rock Prep Staff...

Uploaded on **4/21/2025**
by **John Taylor**

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



Little Rock Preparatory Academy for Young Men's talent philosophy will be centered on attracting, developing, and retaining high-performing educators who are committed to fostering an inclusive and engaging learning environment. Our near-term development focuses on three key areas: compensation, onboarding, and staffing structure.

- **Compensation:** We will conduct a market analysis to benchmark state salary schedules against other public charter schools' compensation schedules. This will ensure that we offer competitive salaries and benefits that attract top talent while also aligning with our budgetary constraints.
- **Onboarding:** We recognize that a well-structured onboarding process is critical for new employee integration and engagement. We will design our onboarding program to include comprehensive training, mentorship opportunities, and a clear introduction to our school culture and values.
- **Staffing Structure:** To ensure consistency and sustainability, we will ensure our staffing structure clearly defines roles and responsibilities. This will help create a cohesive team environment where educators can thrive.

To further define our talent philosophy, we will consistently engage key stakeholders, including leadership, HR, and employee representatives, to codify best practices. This collaborative effort will allow us to gather diverse perspectives and create a unified approach to talent management that reflects our school's mission and values.

To attract a diverse pool of candidates, we will develop strategic partnerships with local universities, teacher preparation programs, and organizations like Teach For America (TFA). These partnerships will facilitate recruitment and internship opportunities, allowing us to connect with recent college graduates and mid-career professionals interested in transitioning to teaching.

We will launch a targeted recruitment campaign aimed at recent college graduates and mid-career professionals. This campaign will highlight the unique opportunities available at our academy, including professional development, mentorship, and the chance to make a meaningful impact in the lives of young men.

To support mid-career professionals and career changers, we will design a mentorship program that pairs them with experienced educators. This initiative will provide guidance, support, and a smoother transition into the teaching profession.

To increase teacher retention and acquire diverse talent, we will implement a clear talent management strategy that includes the following components:

- **Retention Analysis:** We will perform a comprehensive analysis of retention rates and gather feedback from existing teachers to identify key factors influencing their decision to stay or leave. This data will inform our strategies for improvement.
- **Professional Development:** A robust professional development program will be created to support teachers' growth and address their needs. This program will include workshops, coaching, and opportunities for collaboration, fostering a culture of continuous learning.



- Positive Workplace Culture: We will cultivate a positive workplace culture that emphasizes collaboration, support, and recognition. By creating an environment where teachers feel valued and appreciated, we aim to enhance job satisfaction and retention.

By focusing on these key areas, we aim to create a thriving educational environment that attracts and retains exceptional educators dedicated to the success of our students.

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.



As the school leader has not been identified at the time of the submission of the charter school application, it is crucial to establish a clear and structured approach to ensure a successful recruitment process. The Little Rock Preparatory Academy Board of Directors will engage Elevate Charter Schools as a launch partner for a variety of services, including Talent Recruitment and HR support. Elevate will lead the search for the Principal/Head of School.

Timeline

November 2025 - February 2026: Recruitment Phase

- November 2025: Begin the recruitment process by defining the position and developing a detailed job description. This includes outlining responsibilities, qualifications, and expectations for the Principal role.
- December 2025: Launch the recruitment campaign, utilizing various channels to attract a diverse pool of candidates. Elevate will leverage its expertise to promote the job opening through online job boards, education-specific websites, social media, and partnerships with local universities and education organizations.
- January 2026: Continue outreach efforts, attend job fairs, and engage in networking events to connect with potential candidates. Elevate will assist in the initial screening of applications.
- February 2026: Conduct initial phone or video interviews with shortlisted candidates. Schedule in-person interviews with top candidates to assess their fit for the role.
- March 1, 2026: Anticipated start date for the selected Principal.

Criteria for Selection

Qualifications:

- A valid administrative credential or license in educational leadership.
- A minimum of 5 years of experience in educational settings, with at least 3 years in a leadership role.
- Proven track record of improving student outcomes and fostering a positive school culture.

Leadership Skills:

- Strong communication and interpersonal skills to engage with students, staff, parents, and the community.
- Ability to inspire and motivate staff and students towards achieving the school's mission and vision.
- Experience in strategic planning, curriculum development, and staff development.

Cultural Fit:

- Alignment with the school's mission, vision, and values, particularly in promoting excellence in education for young men.
- Commitment to diversity, equity, and inclusion within the school community.



1. Vision for the School:

- A clear and compelling vision for the future of LR Prep, including innovative ideas for curriculum, student engagement, and community involvement.

Recruiting/Selection Process

Position Definition:

- Develop a comprehensive job description that includes the responsibilities, qualifications, and expectations for the Principal role, along with the school's mission and values.

Recruitment Channels:

- Utilize a mix of recruitment channels, including:
 - Online job boards (e.g., Indeed, Glassdoor)
 - Education-specific websites (e.g., EdJoin, SchoolSpring)
 - Social media platforms (e.g., LinkedIn, Facebook)
 - Partnerships with local universities and charter school associations.

Marketing Strategy:

- Create a compelling recruitment campaign that highlights the school's mission and commitment to excellence. Elevate will design promotional materials and leverage targeted advertising on social media to reach a wider audience.

Screening Process:

- Form a selection committee comprising board members, staff, parents, and community representatives, with guidance from Elevate.
- Review applications, resumes, and cover letters to shortlist candidates who meet the qualifications and align with the school's values.

Interview Process:

- Conduct initial phone or video interviews to assess candidates' fit, facilitated by Elevate.
- Schedule in-person interviews with top candidates to evaluate their leadership skills, experience, and vision for the school.

Onboarding:

- Develop an onboarding plan that includes orientation sessions, training opportunities, and mentorship to support the new Principal's integration into the school community.

By adhering to this structured timeline and selection criteria, and with the support of Elevate Charter Schools, Little Rock Prep will be well-positioned to attract and select a qualified and visionary Principal who can lead the school effectively and positively impact the lives of its students



and the broader community.

Applicant Evidence :


Principal-Head of Sc...

Uploaded on **4/13/2025**
by **John Taylor**

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 :


Little Rock Prep Sch...

Uploaded on **4/25/2025**
by **John Taylor**

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



The relationship between the employees of Little Rock Preparatory Academy for Young Men and the school's board of directors will be characterized by collaboration, transparency, and mutual respect, with the Principal/Head of School serving as the key liaison and a teacher representative providing direct staff input on the board.

1. Collaborative Governance: The board will engage with the Principal/Head of School to ensure that the insights and experiences of staff inform decision-making processes. The inclusion of a teacher representative on the board will facilitate direct communication between employees and board members, fostering a sense of shared purpose and community.
2. Supportive Leadership: The board will prioritize creating a supportive environment for employees by empowering the Principal to provide necessary resources, professional development opportunities, and mentorship programs. This commitment will enable the Principal to effectively support teachers and staff in their roles.
3. Clear Communication: Open lines of communication will be maintained through the Principal and the teacher representative, ensuring that employees feel heard and valued. The board will encourage feedback from staff regarding school policies, initiatives, and overall school climate, promoting a culture of transparency and trust.
4. Accountability and Performance: The board will hold the Principal accountable for the school's performance while supporting the Principal in evaluating and managing all other employees. The teacher representative will play a crucial role in providing insights into staff needs and concerns, ensuring that employee perspectives are considered in board discussions. Regular evaluations and feedback mechanisms will be implemented to assess both employee performance and board effectiveness, ensuring alignment with the school's mission and objectives.
5. Shared Vision: Both the board and the Principal, along with the teacher representative, will work together to uphold the school's mission, vision, and values. This shared commitment will create a cohesive and unified approach to education, ultimately benefiting the students and the broader school community.

In summary, the relationship between charter school employees and the board of directors will be built on collaboration, support, and open communication, with the Principal/Head of School managing staff and the teacher representative ensuring that employee voices are directly represented in board discussions, fostering a positive and productive educational environment.

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



At Little Rock Preparatory Academy for Young Men, the board follows established procedures for hiring and dismissing school personnel, ensuring compliance with North Carolina state regulations regarding criminal background checks and overall personnel management.

Hiring Procedures

Initial Screening:

- The hiring process begins with a thorough review of applications, resumes, and cover letters to identify candidates who meet the qualifications and requirements for the Teacher position. A preliminary screening is conducted to assess candidates' alignment with the school's mission, vision, and values.

Criminal Background Checks:

- In accordance with North Carolina law, all applicants for licensure must undergo a criminal history check before receiving an unconditional license. This is a mandatory step in the hiring process to ensure the safety and well-being of students and staff.

Fingerprinting and Information Submission:

- Applicants are required to be fingerprinted and provide other necessary information as mandated by the North Carolina Department of Public Safety. This process is essential for conducting thorough background checks.

Interviews:

- Selected candidates will participate in initial phone interviews or video calls to further evaluate their qualifications, experience, and leadership skills. Top candidates will then be invited for in-person interviews to assess their fit with the school's culture, vision, and goals. A panel interview will include key stakeholders, such as board members, staff, parents, and community representatives, to gather diverse perspectives on the candidates.

Reference Checks:

- The board will contact references provided by the candidates, including previous supervisors, colleagues, and other professional contacts, to verify their qualifications and performance. Specific questions will focus on the candidates' leadership abilities, communication skills, problem-solving capabilities, and overall suitability for the Teacher role.

Performance Tasks:

- Candidates will be administered performance tasks or simulations to assess their ability to handle real-world challenges and scenarios relevant to the Teaching position. Tasks will require strategic thinking, decision-making, problem-solving, and collaboration to evaluate candidates' leadership potential and skills.



Final Selection:

- Candidates will be evaluated based on their performance in interviews, reference checks, and performance tasks to determine the best fit for the Teacher role. Feedback from the selection committee and key stakeholders will be considered to make an informed decision on the final candidate. A formal job offer will then be extended to the selected candidate, outlining the terms of employment, responsibilities, and expectations for the role.

Dismissal Procedures

1. Performance Evaluation- The Principal/Head of School will conduct regular performance evaluations of all staff members. These evaluations will assess job performance, adherence to school policies, and alignment with the school's mission and values.
2. Improvement and Corrective Action Plans- If performance issues are identified, the Principal will implement improvement and corrective action plans, providing support and resources to help the employee meet performance expectations. This process will include clear communication of expectations and timelines for improvement.
3. Recommendations for Dismissal- Recommendations for dismissal based on performance will come from the Principal/Head of School. If an employee fails to improve despite support and corrective action, the Principal will initiate the dismissal process in accordance with local board policies.
4. Criminal Convictions- A conviction in any state, federal, or territorial court can also be grounds for dismissal. The board is committed to maintaining a safe and secure environment for all students and staff.
5. Reporting to the State Board- The Principal/Head of School is responsible for reporting any criminal histories of licensed individuals to the State Board of Education. This ensures compliance with state regulations and maintains accountability within the school.

The board's procedures for hiring and dismissing school personnel are designed to uphold the highest standards of safety and integrity. By adhering to state regulations regarding criminal background checks and implementing a comprehensive hiring and dismissal process, Little Rock Preparatory Academy for Young Men aims to create a secure and supportive educational environment for its students and staff.

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



The Board of Directors of Little Rock Preparatory Academy for Young Men will establish the salary and employment benefits for the Principal/Head of School, taking into account their level of experience and educational qualifications. For all other staff positions, salary ranges will be determined in accordance with the North Carolina State Salary Schedule. Additionally, all staff members will receive the following benefits:

- Medical Insurance
- Dental Insurance
- Vision Insurance
- Long-Term Disability Insurance
- Life Insurance (Burial Coverage)
- 401(k) Program (Optional Enrollment)

This structure ensures that compensation and benefits are competitive and aligned with state standards while providing essential support to all employees.

Applicant Evidence :


NC State Salary Sche...

Uploaded on **4/13/2025**
by **John Taylor**

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



Employee Grievance Procedures

Informal Resolution

- Employees are encouraged to first address their grievances informally by discussing the issue directly with their immediate supervisor or the Principal/Head of School. This step aims to resolve the issue quickly and amicably.

Formal Grievance Filing:

- If the informal resolution does not resolve the issue, the employee may file a formal grievance. This involves submitting a written complaint to the Principal/Head of School, detailing the nature of the grievance, relevant facts, and any supporting documentation.

Investigation:

- Upon receiving the formal grievance, the Principal/Head of School will initiate an investigation. This may include interviewing the employee, relevant witnesses, and reviewing pertinent documents related to the grievance.

Response:

- After completing the investigation, the Principal/Head of School will provide a written response to the employee, outlining the findings and any actions that will be taken to address the grievance.

Appeal Process:

- If the employee is dissatisfied with the outcome, they may appeal the decision to the school's Board of Directors. The appeal should be submitted in writing and must include the reasons for the appeal and any additional evidence or information that supports the employee's position.
- The Board of Directors will review the appeal, which may involve a hearing where the employee can present their case. The Board will then issue a final decision regarding the grievance.

Termination Procedures

At-Will Employment:

- Most employees are considered "at-will," meaning they can be terminated for any lawful reason. However, certain positions may have additional protections.

Progressive Discipline:

- The school may follow a progressive discipline policy, which includes a series of steps such as verbal warnings, written reprimands, and suspensions before termination is considered, unless the situation warrants immediate termination.

Termination Process:



- If termination is deemed necessary, the Principal/Head of School will provide the employee with a written notice of termination, outlining the reasons for the decision.
- The employee will be given an opportunity to respond to the allegations or reasons for termination during a meeting with the Principal/Head of School.

Appeal Rights:

- Employees have the right to appeal their termination to the school's Board of Directors. The appeal must be submitted in writing and should include the reasons for the appeal and any supporting documentation.
- The Board will review the appeal and may conduct a hearing where the employee can present their case. The Board will then issue a final decision regarding the termination.

Final Pay and Benefits:

- Upon termination, employees are entitled to receive their final paycheck, including any accrued vacation or sick leave, in accordance with state law and school policy.

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

As of the development of this application, Little Rock Preparatory Academy for Young Men does not foresee any positions that will have dual responsibilities.

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.



Little Rock Preparatory Academy for Young Men is committed to ensuring that we have qualified staffing to adequately support our anticipated special needs population, as well as our English Learners (EL) and gifted students. Our plans include the following components:

Staffing for Special Education

1. **Qualified Personnel:** We will employ certified special education teachers who are trained in best practices for supporting students with diverse needs. These educators will hold appropriate licensure in special education as required by North Carolina state regulations.
2. **Professional Development:** Ongoing professional development will be provided to all staff to enhance their understanding of special education laws, instructional strategies, and individualized education plans (IEPs). This will ensure that all teachers are equipped to meet the needs of students with disabilities.
3. **Collaboration with Specialists:** We will collaborate with school psychologists, speech therapists, occupational therapists, and other specialists to provide comprehensive support for our special needs population. This multidisciplinary approach will help address the varied needs of our students.
4. **Individualized Support Plans:** Each student with special needs will have an IEP developed in collaboration with parents, teachers, and specialists. These plans will outline specific goals and the necessary accommodations to support the student's learning.

Staffing for English Learners (EL)

1. **Bilingual and ESL Certified Staff:** We will hire teachers who are certified in English as a Second Language (ESL) and/or bilingual education to effectively support our EL students. These educators will be trained in culturally responsive teaching practices and language acquisition strategies.
2. **Language Support Programs:** We will implement language support programs that focus on both academic language development and social language skills. This will include targeted instruction and resources to help EL students succeed in the classroom.
3. **Professional Development:** Staff will receive training on best practices for teaching EL students, including differentiation strategies and the use of technology to support language learning.

Staffing for Gifted Students

1. **Gifted Education Specialists:** We will employ educators who are specifically trained in gifted education to identify and support our gifted students. These specialists will be responsible for developing and implementing enrichment programs that challenge and engage these learners.
2. **Differentiated Instruction:** All teachers will be trained in differentiated instruction techniques to ensure that gifted students receive appropriate challenges within the general curriculum. This will include opportunities for advanced coursework, independent projects, and mentorship programs.

Our commitment to meeting the diverse needs of all students aligns with the requirements of the state of North Carolina and reflects our dedication to fostering an equitable educational experience.



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).



Little Rock Preparatory Academy for Young Men, will ensure to hire staff with appropriate licenses required for key positions incorporating the flexibility regarding teacher certification requirements in North Carolina charter schools.

Principal/Head of School

Roles and Responsibilities:

- Provide overall leadership and direction for the school.
- Ensure compliance with state and federal education regulations.
- Oversee curriculum development and implementation.
- Foster a positive school culture and community engagement.
- Manage staff recruitment, development, and evaluation.

Qualifications:

- Master's degree in Educational Leadership, Administration, or a related field.
- Extensive experience in educational settings, with a focus on leadership roles.

Licenses:

- Valid North Carolina Principal License.

Special Education Teacher

Roles and Responsibilities:

- Develop and implement Individualized Education Plans (IEPs) for students with disabilities.
- Provide specialized instruction and support to meet the diverse needs of students.
- Collaborate with general education teachers and specialists to ensure inclusive practices.
- Monitor student progress and adjust instructional strategies as needed.

Qualifications:

- Bachelor's degree in Special Education or a related field.
- Experience working with students with disabilities.

Licenses:

- Valid North Carolina Special Education License. However, in alignment with charter school flexibility, the school may also consider candidates with relevant experience and skills who are not fully licensed, provided that at least 50% of the teaching staff holds a state-issued license.

English as a Second Language (ESL) Teacher

Roles and Responsibilities:

- Provide targeted instruction to English Learners (EL) to develop language proficiency.



- Assess and monitor the progress of EL students.
- Collaborate with classroom teachers to support language acquisition across the curriculum.
- Develop culturally responsive teaching strategies to engage EL students.

Qualifications:

- Bachelor's degree in Education, Linguistics, or a related field.
- Experience working with diverse student populations.

Licenses:

- Valid North Carolina ESL License or Bilingual Education License. Similar to special education, the school may also consider candidates with relevant experience who do not hold a formal license, ensuring that at least 50% of the teaching staff is licensed.

Gifted Education Specialist

Roles and Responsibilities:

- Identify and assess gifted students using multiple criteria.
- Develop and implement enrichment programs tailored to the needs of gifted learners.
- Provide professional development for teachers on differentiation and gifted education strategies.
- Collaborate with parents and community resources to support gifted students.

Qualifications:

- Master's degree in Gifted Education, Curriculum and Instruction, or a related field.
- Experience in teaching gifted students and developing enrichment programs.

Licenses:

- Valid North Carolina Gifted Education License or endorsement. The school may also consider candidates with significant experience in gifted education who do not hold a formal license, in line with the charter school flexibility.

School Counselor

Roles and Responsibilities:

- Provide academic, social, and emotional support to students.
- Assist in the development of IEPs and 504 plans for students with special needs.
- Facilitate conflict resolution and provide crisis intervention as needed.
- Collaborate with teachers and parents to support student well-being.

Qualifications:

- Master's degree in School Counseling or a related field.
- Experience in counseling within an educational setting.



Licenses:

- Valid North Carolina School Counselor License. The school may also consider candidates with relevant experience who do not hold a formal license, ensuring compliance with the 50% licensed staff requirement.

Support Staff (e.g., Paraprofessionals)

Roles and Responsibilities:

- Assist teachers in the classroom with instructional and administrative tasks.
- Provide support to students with special needs and English Learners.
- Help create a positive and inclusive learning environment.

Qualifications:

- High school diploma or equivalent; some positions may require an associate's degree or higher.
- Experience working with children in an educational setting is preferred.

Licenses:

- No specific license is required, but completion of training in special education or child development is beneficial.

Little Rock Preparatory Academy for Young Men is committed to hiring qualified professionals who can effectively support our diverse student population. While we will prioritize hiring staff with the appropriate licenses, we also recognize the flexibility afforded to charter schools in North Carolina, allowing us to consider candidates with valuable skills and experience who may not meet traditional certification standards. This approach ensures that at least 50% of our teaching staff holds state-issued licenses while maintaining high standards of accountability through state assessments and testing requirements.

11.4. Staff Evaluations and Professional Development

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



At Little Rock Preparatory Academy for Young Men, the following positions will be responsible for maintaining teacher license requirements and professional development:

1. Principal/Head of School: The Principal is ultimately responsible for ensuring that all staff members maintain their professional licenses. This includes overseeing compliance with licensing requirements and ensuring that teachers are held accountable for their professional development. Additionally, the Principal will develop the Professional Development Calendar in collaboration with the CMO's Senior Director of Teaching and Learning, ensuring that the calendar aligns with the school's goals and the needs of the staff.
2. Business Manager: The Business Manager will support the Principal by tracking and monitoring the current status of staff licenses. This role will involve maintaining records, sending reminders for renewals, and ensuring that all documentation is up to date.
3. Chief Management Officer (CMO) - Elevate Charter Schools: The CMO will provide guidance and support to both the Principal and the Business Manager. This includes offering expertise on HR policies related to professional development and licensing, as well as ensuring that the school adheres to state and federal regulations regarding teacher qualifications.
4. Senior Director of Teaching and Learning (CMO): This position will collaborate with the Principal to develop the Professional Development Calendar, ensuring that the professional development opportunities offered are relevant and effective in enhancing teaching practices.
5. Teachers: Each teacher is responsible for actively monitoring and updating their own professional licenses. They must engage in ongoing professional development to meet the requirements set forth by the school and state licensing boards.

By clearly defining these roles, Little Rock Preparatory Academy for Young Men will create a structured approach to maintaining teacher license requirements and fostering a culture of continuous professional development.

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.



Little Rock Preparatory Academy for Young Men is committed to fostering a supportive and effective educational environment that aligns with our mission, vision, and philosophy (MVP). Our approach to mentoring, retaining, and evaluating staff is designed to enhance teacher effectiveness, promote professional growth, and ensure compliance with state and federal certification and licensure requirements.

Mentoring Program

New Staff Onboarding:

- Duration: All newly hired staff will participate in a comprehensive 3-week pre-opening onboarding/training program.

Content: The onboarding will cover:

- Mission-Vision-Philosophy (MVP): Introduction to the school's core values and educational goals.
- Classroom Management: Strategies for creating a positive and productive classroom environment.
- Culturally Relevant Instructional Strategies: Training on how to engage students from diverse backgrounds effectively.
- Content Training: Subject-specific training to ensure teachers are well-prepared to deliver the curriculum.
- Lesson Planning: Guidance on developing effective lesson plans that align with the school's educational program.
- Data Team Protocol Training: Instruction on using data to inform instruction and improve student outcomes.

Ongoing Mentorship:

- Each new teacher will be paired with a mentor (an experienced teacher) who will provide support throughout the school year. Mentors will meet regularly with their mentees to discuss challenges, share resources, and provide feedback.

Professional Development

Ongoing Training:

- Frequency: All staff will engage in ongoing professional development twice monthly on Fridays, aligned with early release days.
- Content: Professional development sessions will build on the previous year's agenda, focusing on areas identified for growth through evaluations and feedback. Topics will include advanced instructional strategies, assessment practices, and culturally responsive teaching.

Annual Pre-Opening Professional Development:

- Returning teachers will receive 1 week of pre-opening professional development each year, which will build off the prior year's agenda to ensure continuity and growth in teaching practices.



Integration of NCEES:

- The school plans to opt into the North Carolina Educator Evaluation System (NCEES) to support teacher observations and the management of educator effectiveness and development.

Components of NCEES:

- Educator Evaluation Component: This includes effective evaluation instruments based on NC teacher and administrator standards, observations that inform teacher/staff growth, and end-of-year evaluation ratings.
- Professional Development Component: This includes use of NCEES' self-paced Canvas and Moodle modules aligned with staff standards and focus areas, as well as staff dashboards to track Continuing Education Units (CEUs) earned through DPI and local professional development course modules.

Staff Retention Strategies

- Supportive Environment: Create a positive school culture that values collaboration, respect, and professional growth.
- Recognition Programs: Implement recognition programs to celebrate teacher achievements and contributions to the school community.
- Career Advancement Opportunities: Provide pathways for career advancement, including leadership roles and specialized training.

Evaluation Process

- Regular Observations: Conduct regular classroom observations using the NCEES framework, which includes structured evaluation rubrics aligned with the school's mission and educational program.
- Feedback Mechanism: Provide constructive feedback to teachers following observations, focusing on strengths and areas for improvement.
- Self-Assessment: Encourage teachers to engage in self-assessment and reflection on their practice, fostering a growth mindset.

Meeting Certification and Licensure Requirements

- Tracking and Monitoring: The Business Manager will maintain a comprehensive tracking system for teacher licenses and certifications, ensuring that all staff meet state and federal requirements.
- Professional Development Alignment: All professional development activities will be designed to meet the requirements for license renewal, ensuring that teachers engage in relevant training that supports their professional growth.
- Support for New Teachers: Newly hired teachers will receive guidance on the certification process, including information on required assessments and documentation.

Budget Alignment

- Projected Staff: The plan will align with the projected staffing needs outlined in the proposed



budget, ensuring that sufficient resources are allocated for mentoring, professional development, and evaluation processes.

- Funding for Professional Development: The budget will include funding for professional development sessions, materials, and mentor stipends to support the ongoing growth of staff.

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.



Core Components of the Professional Development Plan

Comprehensive Onboarding for New Staff:

- A 3-week pre-opening training program covering the school's mission-vision-philosophy (MVP), classroom management, culturally relevant instructional strategies, content training, lesson planning, and data team protocol training. This foundational training ensures that new teachers are well-prepared to implement the educational program effectively.

Ongoing Professional Development:

- Staff will participate in professional development sessions twice monthly on Fridays, aligned with early release days. These sessions will focus on advanced instructional strategies, assessment practices, and culturally responsive teaching, building on the previous year's agenda to ensure continuity and growth.

Integration of NCEES:

- The North Carolina Educator Evaluation System (NCEES) will be utilized for educator evaluations and professional development tracking. This system provides structured evaluation rubrics, observation tools, and access to self-paced modules, supporting ongoing professional growth aligned with state standards.

Mentorship Program:

- New teachers will be paired with experienced mentors for ongoing support throughout the school year, fostering a collaborative environment and enhancing instructional practices.

Implementation of the Educational Program

These components will support the effective implementation of the educational program by ensuring that all staff are well-trained, continuously developing their skills, and receiving feedback that aligns with the school's mission and educational goals. The structured approach to professional development will enhance teacher effectiveness, ultimately leading to improved student outcomes.

Internal vs. External Professional Development

- **Internal Professional Development:** The majority of professional development will be conducted internally, utilizing in-house expertise and resources to create a tailored experience that aligns with the school's specific needs and goals.
- **External Professional Development:** While the primary focus will be on internal development, opportunities for external training will be provided, particularly through NCEES resources and partnerships with educational organizations.

Individualized vs. Uniform Professional Development



- Uniform Professional Development: Many sessions will be uniform, ensuring that all staff receive the same foundational training and are aligned with the school's educational program.
- Individualized Professional Development: There will also be opportunities for individualized professional development based on teacher evaluations, self-assessments, and specific areas of growth identified through the NCEES framework, allowing for personalized learning experiences that cater to individual teacher needs.

This balanced approach ensures that professional development is both comprehensive and responsive, supporting the overall effectiveness of the educational program at Little Rock Preparatory Academy for Young Men.

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 Schedule Prior to School Opening

Schedule:

The professional development for newly hired staff will take place over a 3-week period prior to the school opening. Below is a proposed schedule:

Week 1: Introduction and Foundation

- Day 1: Orientation to the School's Mission-Vision-Philosophy (MVP)
 - Overview of the school's values, goals, and expectations.
- Day 2: Classroom Management Strategies
 - Techniques for creating a positive and productive classroom environment.
- Day 3: Culturally Relevant Instructional Strategies
 - Training on engaging diverse student populations effectively.
- Day 4: Content Training
 - Subject-specific training to ensure teachers are well-prepared to deliver the curriculum.
- Day 5: Lesson Planning Workshop
 - Guidance on developing effective lesson plans that align with the school's educational program.

Week 2: Data and Instructional Methods

- Day 6: Data Team Protocol Training
 - Instruction on using data to inform instruction and improve student outcomes.
- Day 7: Introduction to NCEES
 - Overview of the North Carolina Educator Evaluation System and its components.
- Day 8: Effective Use of Technology in the Classroom
 - Training on integrating technology into instruction to enhance learning.
- Day 9: Differentiated Instruction Techniques
 - Strategies for meeting the diverse needs of students within the classroom.
- Day 10: Collaborative Planning Sessions
 - Opportunities for teachers to collaborate on lesson planning and share best practices.

Week 3: Practical Application and Reflection

- Day 11: Classroom Simulations and Role-Playing
 - Practicing classroom scenarios to build confidence and readiness.
- Day 12: Peer Observations and Feedback
 - Opportunities for teachers to observe each other and provide constructive feedback.
- Day 13: Finalizing Lesson Plans
 - Time allocated for teachers to finalize their lesson plans with mentor support.
- Day 14: Preparing for the First Day of School
 - Strategies for creating a welcoming environment and engaging students from day one.
- Day 15: Reflection and Goal Setting



- Reflection on the onboarding experience and setting professional goals for the year.

Explanation of Induction Period Coverage

During this induction period, teachers will receive comprehensive training that covers essential aspects of the school's educational program. The focus will be on:

1. **Mission-Vision-Philosophy (MVP):** Ensuring that all staff understand and can articulate the school's core values and educational goals, which will guide their teaching practices.
2. **Classroom Management and Culturally Relevant Instruction:** Preparing teachers to create inclusive and effective learning environments that respect and respond to the diverse backgrounds of students.
3. **Content and Lesson Planning:** Providing teachers with the necessary content knowledge and skills to develop engaging and effective lesson plans that align with the curriculum.
4. **Data-Driven Instruction:** Training teachers on how to use data to inform their instructional decisions, allowing them to tailor their teaching to meet the needs of their students.
5. **NCEES Familiarization:** Introducing teachers to the NCEES framework, which will support their ongoing professional development and evaluation throughout the school year.
6. **Practical Application:** Engaging teachers in simulations, peer observations, and collaborative planning to ensure they are prepared to implement the curriculum effectively and address any unique or challenging aspects of instruction.

Preparation for Unique or Challenging Aspects of the Curriculum

To prepare teachers for any unique or particularly challenging aspects of the curriculum and instructional methods, the professional development plan includes:

- **Targeted Training:** Specific sessions focused on the unique challenges of the curriculum, such as differentiated instruction and culturally relevant teaching strategies, will equip teachers with the tools they need to address diverse learning needs.
- **Mentorship Support:** Each new teacher will be paired with a mentor who can provide ongoing guidance and support as they navigate the complexities of the curriculum.
- **Collaborative Planning:** Teachers will have opportunities to collaborate with their peers, sharing insights and strategies for overcoming challenges in curriculum delivery.
- **Reflection and Feedback:** Regular opportunities for reflection and feedback will help teachers identify areas for improvement and adjust their instructional methods accordingly.

By the end of the induction period, teachers will be well-prepared to deliver the curriculum effectively, equipped with the knowledge, skills, and support necessary to foster a positive learning environment for their students.



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.



Throughout the school year, professional development at Little Rock Preparatory Academy for Young Men is structured as follows:

Ongoing Professional Development Sessions:

- Frequency: Twice monthly on Fridays, aligned with early release days.
- Duration: Each session will last approximately 2 hours.
- Total Hours: Over the course of the school year (approximately 10 months), this results in about 20 sessions, totaling 40 hours of professional development.

Annual Pre-Opening Professional Development:

- Duration: 1 week (5 days) of pre-opening professional development for returning teachers.
- Total Hours: Assuming 6 hours per day, this adds an additional 30 hours.

Total Professional Development Hours

- Total for New Staff Onboarding: 3 weeks (15 days) of pre-opening training, totaling 75 hours.
- Total for Returning Staff: 30 hours from pre-opening and 40 hours from ongoing sessions.
- Overall Total: Approximately 145 hours of professional development throughout the school year.

Accommodation in School Calendar, Daily Schedule, and Staffing Structure

School Calendar:

- The school calendar includes designated early release days, which are strategically placed to allow for professional development sessions without disrupting student learning. These early release days provide built-in time for staff training.

Daily Schedule:

- The daily schedule incorporates time for professional development on Fridays, ensuring that teachers can participate without conflicting with instructional time. This allows for focused professional growth while maintaining a consistent learning environment for students.

Staffing Structure:

- The staffing structure supports professional development by ensuring that there are sufficient personnel available to cover classes during training sessions. This may include utilizing substitute teachers or reassigning staff to maintain classroom coverage while teachers engage in professional development.

By integrating professional development into the school calendar and daily schedule, Little Rock Preparatory Academy for Young Men ensures that teachers have ample opportunities for growth and collaboration, ultimately enhancing the effectiveness of the educational program.



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)).



To effectively market Little Rock Preparatory Academy for Young Men (LC Prep) to potential students and parents while ensuring that the school's demographic composition reflects the surrounding district, we will implement a comprehensive marketing plan that emphasizes inclusivity, community engagement, and targeted outreach.

Marketing Plan to Reflect Racial/Ethnic and Demographic Composition

Define Target Audience

- **Demographic Analysis:** Conduct a thorough analysis of the racial, ethnic, and socioeconomic demographics of the district. Identify key groups that are underrepresented in the current student body and tailor outreach efforts to engage these communities.
- **Focus Groups:** Organize focus groups with parents and community leaders from diverse backgrounds to understand their needs, concerns, and aspirations for their children's education.

Develop Inclusive Messaging

- **Culturally Relevant Branding:** Create marketing materials that reflect the diversity of the community. Use images, testimonials, and stories that resonate with various cultural backgrounds.
- **Mission Statement:** Emphasize the school's commitment to diversity, equity, and inclusion in all messaging, highlighting how LC Prep supports the academic and personal growth of all students.

Utilize Targeted Recruitment Channels

- **Community Partnerships:** Collaborate with local organizations, churches, and community centers that serve diverse populations. Leverage their networks to disseminate information about the school.
- **Multilingual Materials:** Provide marketing materials in multiple languages to reach non-English speaking families. This includes brochures, flyers, and digital content.

Host Culturally Relevant Events

- **Open Houses and Information Sessions:** Organize events that celebrate cultural diversity, such as multicultural nights, where families can learn about the school in a welcoming environment.
- **Community Engagement Events:** Participate in local festivals, fairs, and community gatherings to raise awareness about LC Prep and its offerings.

Leverage Social Media and Digital Marketing

- **Targeted Social Media Campaigns:** Use platforms like Facebook, Instagram, and Twitter to run targeted ads that reach specific demographic groups based on location, interests, and behaviors.
- **Engaging Content:** Share success stories, student achievements, and community involvement on social media to build a positive image and attract interest from diverse families.

Implement a Referral Program



- **Incentivize Current Families:** Encourage current students and families to refer friends and relatives by offering incentives, such as discounts on fees or school merchandise, to promote word-of-mouth marketing.

Personalized Outreach

- **Direct Mail Campaigns:** Send personalized letters or postcards to families in the district, highlighting the school's unique programs and inviting them to visit.
- **Follow-Up Calls:** After events, follow up with attendees to answer questions and provide additional information about the enrollment process.

Engage with Local Schools and Educators

- **Collaboration with Counselors:** Build relationships with school counselors in neighboring districts to facilitate referrals and share information about LC Prep's offerings.
- **Workshops and Seminars:** Offer workshops for educators and parents on topics relevant to the community, such as college readiness, financial literacy, and personal development.

Monitor and Evaluate Marketing Efforts

- **Data Analysis:** Track enrollment data and demographic information to assess the effectiveness of marketing strategies. Adjust tactics based on what is working and what is not.
- **Feedback Mechanism:** Collect feedback from families about their awareness of the school and the effectiveness of marketing efforts to continuously improve outreach strategies.

By implementing this marketing plan, LC Prep can effectively reach potential students and families from diverse backgrounds, ensuring that the school reflects the racial and ethnic composition of the district while promoting an inclusive and supportive educational environment.

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



To effectively inform parents and other members of the community about Little Rock Preparatory Academy for Young Men (LC Prep), we will implement a multi-faceted communication strategy that emphasizes inclusivity, engagement, and accessibility. Below are the key methods we will use to ensure that the community is well-informed about the school:

Community Partnerships

- **Collaboration with Local Organizations:** We will partner with community organizations, churches, and community centers that serve diverse populations. These partnerships will help disseminate information about LC Prep through their established networks, ensuring that we reach families who may not be aware of the school.

Culturally Relevant Events

- **Open Houses and Information Sessions:** We will host open houses and information sessions that celebrate cultural diversity. These events will provide an opportunity for families to learn about the school's mission, academic programs, and extracurricular activities in a welcoming environment.
- **Community Engagement Events:** Participation in local festivals, fairs, and community gatherings will allow us to engage directly with families, share information about the school, and answer any questions they may have.

Targeted Marketing Campaigns

- **Direct Mail Campaigns:** We will send personalized letters or postcards to families in the district, highlighting the unique offerings of LC Prep and inviting them to visit the school.
- **Multilingual Materials:** To reach non-English speaking families, we will provide marketing materials in multiple languages, including brochures and flyers that convey important information about the school.

Social Media and Digital Outreach

- **Targeted Social Media Campaigns:** We will utilize platforms like Facebook, Instagram, and Twitter to run targeted ads aimed at specific demographic groups. Engaging content, such as success stories and community involvement, will be shared to build a positive image of the school.
- **School Website:** Our website will serve as a central hub for information, featuring details about academic programs, enrollment processes, and upcoming events. It will be regularly updated to reflect the latest news and achievements.

Personalized Communication

- **Follow-Up Calls:** After attending events, we will follow up with attendees through phone calls to answer questions and provide additional information about the enrollment process.
- **Feedback Mechanism:** We will establish a system for collecting feedback from families about their awareness of the school and the effectiveness of our communication efforts, allowing us to continuously improve our outreach strategies.



Engagement with Local Schools and Educators

- Collaboration with School Counselors: Building relationships with counselors in neighboring schools will facilitate referrals and help spread the word about LC Prep's offerings.
- Workshops and Seminars: We will offer workshops for educators and parents on relevant topics, such as college readiness and personal development, further establishing our presence in the community.

Referral Program

- Incentivizing Current Families: We will encourage students and families to refer friends and relatives to the school by offering incentives, such as discounts on fees or school merchandise, which will help generate word-of-mouth marketing.

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.



LR Prep, in an effort to recruit students during the planning year will implement strategic outreach, engagement activities, and events that highlight the unique offerings of LR Prep, to attract a diverse and engaged student body.

Recruitment Strategies and Activities

Community Outreach

- Engagement with Local Organizations:
 - Activities: Attend community events, fairs, and meetings to connect with families and share information about LR Prep.
 - Responsible Parties: Board members, Community Outreach Worker, and volunteers.
 - Timeline: Ongoing throughout the planning year.
 - Benchmarks: Participation in at least 10 community events by the end of the year.
- Pastor Engagement:
 - Activities: Collaborate with local pastors to create opportunities for presentations about the school during services.
 - Responsible Parties: Community Outreach Worker and board members.
 - Timeline: Monthly outreach to different churches.
 - Benchmarks: Secure speaking opportunities in at least 5 churches by the end of the year.
- Athletic Engagement:
 - Activities: Have representatives at athletic practices and games to engage with parents.
 - Responsible Parties: Board members and volunteers.
 - Timeline: Ongoing during sports seasons.
 - Benchmarks: Engage with at least 100 parents at athletic events by the end of the year.
- Nonprofit Partnerships:
 - Activities: Establish relationships with Charlotte nonprofits that serve young students.
 - Responsible Parties: Community Outreach Worker.
 - Timeline: Ongoing throughout the planning year.
 - Benchmarks: Partner with at least 3 nonprofits by the end of the year.

School Visits and Presentations

- Middle School Engagement:
 - Activities: Organize visits and presentations at local middle schools to introduce LR Prep.
 - Responsible Parties: Community Outreach Worker and board members.
 - Timeline: September to December.
 - Benchmarks: Conduct presentations at 5 local middle schools.
- Flyer Distribution:
 - Activities: Set up tables outside schools and distribute flyers to parents.
 - Responsible Parties: Volunteers and board members.
 - Timeline: Ongoing during school dismissal times.



- Benchmarks: Distribute flyers to at least 500 parents by the end of the year.

Parent Information Sessions

- Host Information Sessions:
 - Activities: Organize sessions for parents to learn about the curriculum and support services.
 - Responsible Parties: School administration and board members.
 - Timeline: Monthly sessions starting in October.
 - Benchmarks: Host at least 4 information sessions by the end of the year.

Targeted Marketing Campaigns

- Marketing Development:
 - Activities: Create campaigns highlighting the benefits of single-gender education.
 - Responsible Parties: Marketing team and Community Outreach Worker.
 - Timeline: Launch campaigns by November.
 - Benchmarks: Reach at least 1,000 families through social media and local ads.

Open House Events

- Host Open Houses:
 - Activities: Organize open house events and campus tours for prospective families.
 - Responsible Parties: School administration and volunteers.
 - Timeline: Schedule events for January and March.
 - Benchmarks: Attract at least 100 families to each open house.

Referral Programs

- Implement Referral Program:
 - Activities: Encourage current families and staff to refer new students with incentives.
 - Responsible Parties: School administration.
 - Timeline: Launch program in December.
 - Benchmarks: Achieve at least 50 successful referrals by the end of the year.

Timeline Overview

Month	Activities
September	Begin community outreach; engage with local organizations and middle schools.
October	Host first parent information session; launch targeted marketing campaigns.



November	Continue community outreach; distribute flyers; host second parent information session.
December	Launch referral program; engage with pastors; host third parent information session.
January	Host first open house event; continue school visits and presentations.
February	Ongoing community engagement; distribute flyers; host fourth parent information session.
March	Host second open house event; evaluate recruitment efforts and adjust strategies as needed.
April	Final push for referrals and community engagement; assess enrollment numbers and feedback.
May	Review overall recruitment success; prepare for the next recruitment cycle based on data.

Monitoring and Evaluation

- **Data Tracking:** Regularly track enrollment numbers, demographic data, and feedback from families to assess the effectiveness of recruitment strategies.
- **Feedback Collection:** Implement surveys for parents and community members to gather insights on awareness and perceptions of the school.
- **Adjustments:** Based on collected data and feedback, make necessary adjustments to recruitment strategies to enhance effectiveness.

By following this comprehensive recruitment plan, LR Prep aims to attract a diverse and talented group of students, ensuring that the school reflects the community it serves while fostering a strong sense of belonging and academic success.

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 low-achieving students, students with disabilities, English learners, and other students at-



risk of academic failure. If your school has a specific area of focus, describe the plan to market that focus.



Equal Opportunity Outreach Plan for Little Rock Preparatory Academy for Young Men (LR Prep)

At Little Rock Preparatory Academy for Young Men (LR Prep), we are committed to ensuring that all students, regardless of their background or circumstances, have equal opportunities to attend our school. Our outreach plan specifically targets families in poverty, academically low-achieving students, students with disabilities, English learners, and other students at risk of academic failure. Below is a detailed description of our strategies for outreach and engagement with these groups.

Outreach to Families in Poverty

- **Community Partnerships:** Collaborate with local nonprofits and community organizations that serve low-income families. These partnerships will help us disseminate information about LR Prep and its offerings.
- **Targeted Marketing:** Develop marketing materials that highlight financial aid options, scholarships, and support services available to families in need. Distribute these materials through community centers, food banks, and social service agencies.
- **Information Sessions:** Host information sessions specifically designed for low-income families, addressing their unique concerns and providing guidance on the enrollment process and available resources.

Outreach to Academically Low-Achieving Students

- **School Visits and Presentations:** Conduct presentations at local middle schools, particularly those with higher populations of academically low-achieving students. Emphasize the supportive learning environment and tailored academic programs at LR Prep.
- **Academic Support Programs:** Promote our academic support services, such as tutoring and mentoring programs, during outreach efforts to reassure families that their children will receive the assistance they need to succeed.
- **Engagement with Educators:** Build relationships with teachers and counselors at local schools to facilitate referrals of students who may benefit from our programs.

Outreach to Students with Disabilities

- **Inclusive Marketing Materials:** Ensure that all marketing materials highlight our commitment to inclusivity and the support services available for students with disabilities, including individualized education plans (IEPs) and specialized programs.
- **Collaboration with Special Education Organizations:** Partner with local organizations that support students with disabilities to reach families and provide information about the resources available at LR Prep.
- **Information Sessions:** Host dedicated sessions for families of students with disabilities to discuss the school's accommodations, support services, and inclusive practices.

Outreach to English Learners



- Multilingual Materials: Provide marketing materials in multiple languages to ensure that non-English speaking families can access information about the school and its offerings.

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

For marketing and recruitment, Little Rock Preparatory Academy for Young Men will target the following established community organizations:

Local Nonprofits: Organizations that serve low-income families and at-risk youth, such as:

- Charlotte Family Housing
- Communities in Schools of Charlotte-Mecklenburg

Youth Organizations: Groups focused on youth development and education, including:

- Boys & Girls Clubs of Greater Charlotte
- YMCA of Greater Charlotte

1. Churches and Faith-Based Organizations: Engaging with local churches to reach families within their congregations.

2. Community Centers: Centers that provide resources and support to families, such as:

- The Urban League of Central Carolinas
- Charlotte Mecklenburg Library branches

1. Sports Teams and Leagues: Local youth sports organizations to connect with parents during practices and games.

2. Schools and Educational Institutions: Collaborating with local middle schools and special education programs to reach academically low-achieving students and students with disabilities.

3. Cultural Organizations: Groups that support English learners and diverse populations, such as:

- Latin American Coalition
- Southeast Asian Coalition

By partnering with these organizations, LR Prep will effectively reach and engage families from diverse backgrounds, ensuring equal opportunities for all students.

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.



Little Rock Preparatory Academy for Young Men will prioritize focusing on engaging parents and community members throughout the entire process leading up to the opening of the school. The plan is as follows:

Establish a Comprehensive Communication Plan

- **Timeline:** Develop a clear timeline of communication that outlines key milestones, such as the school's approval, hiring of staff, enrollment periods, and the school opening.
- **Modes of Communication:** Utilize a variety of communication channels, including emails, newsletters, social media, community forums, and local media outlets to ensure we reach as many community members as possible.

Community Involvement and Engagement

- **Community Advisory Board:** Form a Community Advisory Board composed of parents, local leaders, and representatives from various community organizations. This board will provide valuable feedback and help guide the school's offerings to meet community needs.
- **Regular Town Hall Meetings:** Host monthly town hall meetings (both in-person and virtually) where parents and community members can ask questions, provide input, and stay informed about the school's progress. This will foster transparency and build trust.

Culturally Responsive Communication

- **Diverse Representation:** Ensure that communication materials reflect the diversity of the community, using multiple languages and culturally relevant images and messages.
- **Tailored Messaging:** Develop specific messaging strategies that resonate with different cultural groups within the community, addressing their unique concerns and aspirations for their sons' education.

Educational Workshops and Informational Sessions

- **Workshops for Parents:** Organize workshops focused on topics such as adolescent development, academic success strategies, and supporting boys in education, to empower parents and keep them engaged.

Feedback Mechanisms

- **Surveys and Polls:** Regularly distribute surveys and polls to gather input from parents and community members regarding their expectations and needs. This will guide the school's development and improve engagement.

Consistent Updates and Celebrations

- **Regular Newsletters:** Send out a monthly newsletter updating families on the school's progress, upcoming events, and important deadlines, celebrating successes along the way.
- **Community Celebrations:** Organize events to celebrate milestones, such as groundbreaking



ceremonies or fundraising achievements, fostering a sense of community ownership and pride.

Utilizing Technology

- **Interactive Website:** Develop a user-friendly website that serves as a central hub for information, updates, resources, and a platform for community engagement.
- **Social Media Engagement:** Actively use social media platforms to connect with families and the community, sharing success stories, updates, and engaging in conversations relevant to stakeholders.

By implementing this multifaceted communication strategy, Little Rock Preparatory Academy for Young Men can ensure that parents and community members feel informed, involved, and invested in the school's establishment and success.

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.



Little Rock Preparatory Academy for Young Men will leverage the following strategies to actively involve parents and build partnerships that strengthen support for student learning:

Creating a Welcoming School Environment

- **Open-Door Policy:** Establish an open-door policy that encourages parents to visit the school, meet staff, and engage with educators regularly. This will help create an inviting atmosphere where parents feel comfortable participating in school activities.
- **Family Orientation Programs:** Host orientation sessions at the beginning of the school year to familiarize parents with the school's mission, expectations, and resources available to them and their children.

Parent Volunteer Opportunities

- **Volunteer Program:** Develop a structured volunteer program that offers various opportunities for parents to engage, such as helping in classrooms, organizing events, leading workshops, or serving on committees. This involvement allows parents to contribute to the school community and support their children's educational experiences.
- **Family Engagement Events:** Host family engagement nights centered around academic themes, where parents can participate in activities that mirror their children's learning experiences, thus reinforcing academic concepts at home.

Regular Communication and Updates

- **Personalized Communication:** Use personalized communication methods, such as phone calls or targeted emails, to keep parents informed about their child's progress, school events, and any resources available to support them.
- **Monthly Family Newsletters:** Send out monthly newsletters that highlight upcoming events, achievements, and educational resources, providing families with the information they need to support their children's learning at home.

Educational Workshops and Training

- **Parent Education Workshops:** Organize workshops that cover topics such as effective parenting strategies, understanding the curriculum, and supporting college and career readiness. These sessions empower parents with knowledge and skills to support their children's education effectively.
- **Parent-Teacher Conferences:** Implement regular parent-teacher conferences that focus not only on academic performance but also on creating collaborative action plans for each student's success.

Building a Parent-Teacher Association (PTO)

- **Establish a PTO:** Create a Parent-Teacher Organization that serves as a formal structure for parents to engage with teachers and school leadership. This association will provide a platform for collaboration, idea-sharing, and active involvement in school governance and events.



- PTO Committees: Form committees within the PTO focused on various areas such as fundraising, community outreach, and special events, allowing parents to leverage their skills and interests while supporting the school.

Leverage Technology for Engagement

- Parent Portal: Develop an online parent portal where families can access important information, track student progress, and communicate easily with teachers. This portal can serve as a comprehensive resource for parents to remain involved.
- Virtual Family Engagement: Offer virtual meetings and workshops to accommodate parents' busy schedules. This ensures that all parents have opportunities to participate, regardless of their circumstances.

Celebrate Student Success Together

- Recognition Events: Host events that celebrate student achievements and progress. Inviting families to these celebrations fosters a sense of pride and encourages ongoing support for students' academic journeys.
- Showcasing Student Work: Create opportunities for students to showcase their work to families, such as art exhibits, science fairs, or performances, allowing parents to see firsthand the fruits of their children's labor.

Through these engagement strategies, Little Rock Preparatory Academy for Young Men will foster a strong partnership with families that enhances student learning and development. By actively involving parents, the school community can collectively work towards creating an environment that prioritizes academic success, personal growth, and resilience for all students.

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.



Little Rock Preparatory Academy for Young Men will offer several programs designed to benefit parents and the community, directly supporting the school's mission and vision:

Parent Education Workshops

- Description: These workshops will cover topics such as adolescent development, academic support strategies, and college/career readiness.
- Benefits: Parents will gain the knowledge and tools needed to effectively support their sons' educational journeys, aligning with the mission of fostering academic success.

Family Engagement Nights

- Description: Interactive events where parents engage in activities that reflect their sons' classroom learning.
- Benefits: Strengthened parent-child connections and reinforcement of academic concepts at home, promoting a collaborative educational environment.

Mentorship Programs

- Description: Partnering with local organizations to provide mentorship opportunities for students.
- Benefits: Students will gain guidance and support from community mentors, helping to instill confidence and foster personal and academic growth.

Community Resource Fairs

- Description: Events featuring local agencies that provide resources such as tutoring, mental health services, and extracurricular programs.
- Benefits: Families will have access to valuable resources that support the holistic development of students, reinforcing the school's vision of nurturing well-rounded young men.

Parent-Teacher Association (PTO)

- Description: A formal body for parents to collaborate with teachers and school leadership.
- Benefits: Facilitates communication, fosters a sense of community ownership, and promotes shared responsibility for student success, aligning with the school's commitment to family engagement.

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

No

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.



Proposed Policies and Procedures for Student Admission

Open Enrollment Application Period

- **Tentative Dates:** The open enrollment application period will be set from January 15 to March 15 each year. This timeline allows families ample time to prepare and submit applications.
- **Enrollment Deadlines:** All applications must be submitted by March 15. Late applications will not be considered for the current enrollment cycle.

Enrollment Procedures

- **Application Submission:** Parents or guardians must submit applications through the school's online portal or via paper applications available at the school's administrative office.
- **Eligibility Verification:** The school will verify the eligibility of all applicants based on the criteria outlined in G.S. 115C-218.45.

Open Enrollment Lottery Plan

- **Lottery Implementation:** If the number of applications exceeds the school's capacity, a public lottery will be conducted on April 1. This lottery will be open to the public and will be conducted in a transparent manner.
- **Notification:** Families will be notified of their child's enrollment status within one week of the lottery. Accepted students will receive enrollment packets with further instructions.

Enrollment Preferences

- **Statutory Preferences:** The school may give enrollment preference to:
 - Siblings of currently enrolled students (up to 15% of total enrollment).
 - Children of staff members (up to 15% of total enrollment).
- **Documentation:** Families seeking enrollment preference must provide appropriate documentation to verify eligibility.

Waiting Lists

- **Establishment of Waiting Lists:** If a student is not selected in the lottery, they will be placed on a waiting list in the order drawn during the lottery.
- **Notification of Openings:** Families on the waiting list will be notified as openings become available throughout the school year.

Withdrawals and Re-enrollment

- **Withdrawal Procedures:** Parents wishing to withdraw their child must submit a written request to the school administration. The school will provide a withdrawal form that must be completed.
- **Re-enrollment:** Students who withdraw may apply for re-enrollment in the next application cycle. They will not be guaranteed a spot and must go through the lottery process again.

Transfers



- Transfer Policies: Students wishing to transfer from another school must submit a transfer request along with their application. The school will review the request based on capacity and eligibility.
- Documentation: Transferring students must provide academic records and any other relevant documentation as part of the application process.

1. Pre-Admission Activities

- Purpose of Pre-Admission Activities: The school will host informational sessions for prospective students and their families during the open enrollment period. These sessions will provide:
 - An overview of the school's mission, vision, and educational programs.
 - Opportunities for parents and students to ask questions and meet faculty and staff.
 - Guidance on the application process and what to expect during the school year.

These proposed policies and procedures aim to create a fair and equitable enrollment process for Little Rock Preparatory Academy for Young Men. By adhering to the guidelines set forth in G.S. 115C-218.45, the school will ensure that all eligible students have the opportunity to apply and enroll, fostering an inclusive educational environment.

11.8. Certify

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

- Yes
- No

Q215. Explanation (optional):



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



The transportation plan for Little Rock Preparatory Academy for Young Men is designed to ensure that no child is denied access to education due to a lack of transportation. This plan aligns with our mission to provide equitable educational opportunities for all students, particularly those from underserved communities. By leveraging existing resources and community partnerships, we aim to create a comprehensive transportation solution that meets the needs of our targeted student population while remaining within budgetary constraints.

Transportation Options Overview:

Primary Transportation Provider: Charlotte Area Transit System (CATS)

- The primary mode of transportation for our students will be the Charlotte Area Transit System (CATS), which offers free transit services to students with a valid school identification. This partnership will significantly reduce transportation costs and ensure that students have reliable access to school.
- We will work closely with CATS to provide students with information on routes, schedules, and how to obtain their school IDs.
- Parent Drop-off and Carpooling Initiatives
- Recognizing that some parents may prefer to drop off their children, we will encourage this option by creating a structured drop-off system that ensures safety and efficiency.
- To further support families, we will facilitate carpooling opportunities by connecting parents through a dedicated communication platform. This initiative will not only ease transportation burdens but also foster community engagement among families.

Transportation for Students with Special Needs

- For students with special transportation needs, we will partner with Little Rock AME Zion Church to utilize their vehicles for transportation. This partnership will ensure that all vehicles meet ADA requirements and comply with state and federal regulations.
- We will designate a staff member, likely the Special Education Coordinator, to oversee this transportation service, ensuring that all students receive the necessary accommodations and support.

Budgetary Assumptions and Impact

- CATS Partnership Costs: The partnership with CATS will incur minimal costs, primarily related to administrative expenses for coordinating schedules and communication with families. We anticipate these costs to be approximately \$5,000 annually.
- Carpooling Initiatives: The carpooling program will require minimal funding, primarily for promotional materials and communication tools, estimated at \$1,000 annually.
- Special Needs Transportation: Partnering with Little Rock AME Zion Church will involve costs associated with vehicle maintenance and fuel. We estimate these costs to be around \$15,000 annually, which includes a contingency for any additional needs that may arise.



- **Total Transportation Budget:** The total estimated budget for transportation services will be approximately \$21,000 annually. This budget will be closely monitored and adjusted as necessary to ensure compliance with our overall financial plan.

Compliance with State and Federal Regulations

To ensure compliance with all state and federal laws and regulations related to transportation services, we will implement the following measures:

1. **Regular Training and Oversight:** Staff responsible for transportation oversight will receive regular training on legal requirements, including ADA compliance and safety regulations. This will include training for drivers and staff involved in transporting students with special needs.
2. **Documentation and Reporting:** We will maintain thorough documentation of all transportation services, including student ridership, vehicle maintenance records, and compliance checks. This documentation will be reviewed regularly to ensure adherence to all regulations.
3. **Collaboration with Local Authorities:** We will maintain open lines of communication with local transportation authorities and agencies to stay informed about any changes in regulations and best practices.

This transportation plan is designed to ensure that all students have access to our school, regardless of their transportation needs. By leveraging community resources, fostering parental involvement, and ensuring compliance with regulations, we are committed to providing a safe and reliable transportation solution that aligns with our mission and budgetary goals.

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.



Little Rock Preparatory Academy for Young Men is committed to ensuring that no child goes without a daily meal. Our school lunch plan is designed to align with the needs of our targeted student population while adhering to the budget proposal and regulations set forth by local, state, and federal guidelines. By participating in the National School Lunch Program (NSLP) and utilizing the Community Eligibility Provision (CEP) offered by the Charlotte-Mecklenburg School District (CMS), we aim to provide nutritious meals to all students at no cost.

Compliance with Guidelines and Regulations

To ensure compliance with applicable local, state, and federal guidelines, Little Rock Preparatory Academy will:

1. Participate in the National School Lunch Program (NSLP): We will adhere to the nutritional standards set by the USDA, ensuring that all meals served meet the required guidelines for calories, portion sizes, and food groups.
2. Engage with CMS: We will work closely with the Charlotte-Mecklenburg School District to align our meal offerings with their established protocols and standards, ensuring that we meet all necessary health and safety regulations.
3. Regular Training: Staff involved in food preparation and service will receive regular training on food safety, nutrition standards, and compliance requirements to maintain high standards in meal service.

Meeting the Needs of Low-Income Students

Recognizing that many of our students come from low-income families, our plan includes the following components to meet their needs:

1. Community Eligibility Provision (CEP): By participating in the CEP, we will provide breakfast and lunch to all students at no charge, eliminating the stigma associated with free or reduced-price meals and ensuring that every child has access to nutritious food.
2. Nutritional Education: We will implement programs that educate students about healthy eating habits, the importance of nutrition, and how to make healthy food choices, fostering a culture of wellness within the school.
3. Feedback Mechanism: We will establish a feedback system where students and parents can share their thoughts on meal offerings, allowing us to adjust menus to better meet the preferences and dietary needs of our student population.

Collecting Free- and Reduced-Price Lunch Information

To effectively collect information regarding free- and reduced-price lunch eligibility, we will:

1. Outreach to Families: We will conduct outreach initiatives to inform families about the importance of submitting applications for free and reduced-price lunch, even if we are participating in the CEP. This will help us gather data for future funding and program planning.



2. Simplified Application Process: We will provide a simplified application process that can be completed online or via paper forms, ensuring accessibility for all families. Assistance will be available for families who may need help completing the application.
3. Confidentiality Assurance: We will ensure that all information collected is kept confidential and used solely for the purpose of determining eligibility for free and reduced-price meals.

Methodology for Determining Eligibility under CEP

If we choose to participate in the Community Eligibility Provision, our methodology for determining eligibility will include:

1. Identifying Directly Certified Students: We will work with local agencies to identify students who are directly certified for free meals through programs such as SNAP (Supplemental Nutrition Assistance Program) or TANF (Temporary Assistance for Needy Families).
2. Utilizing Data from CMS: We will collaborate with CMS to access data on students who qualify for free meals, ensuring that we accurately capture the number of eligible students.
3. Annual Review: We will conduct an annual review of our eligibility data to ensure that we maintain compliance with CEP requirements and adjust our participation as necessary based on student enrollment and eligibility changes.

Commitment to Infrastructure and Equipment

To support our lunch program, Little Rock Preparatory Academy is committed to:

1. Investing in Equipment: We will purchase the necessary equipment to store, heat, and serve breakfast and lunch, ensuring that we can provide high-quality meals to our students.
2. Partnership with CMS: We will maintain an open line of communication with CMS to address any logistical challenges related to meal preparation and service.
3. Alternative Plan: Should the need arise, we will apply directly to the USDA to become a School Food Authority, allowing us to manage our own child nutrition program and further enhance our ability to serve our students effectively.

Little Rock Preparatory Academy for Young Men is dedicated to ensuring that every student has access to nutritious meals through a comprehensive school lunch plan. By leveraging the Community Eligibility Provision and adhering to all relevant guidelines, we will create an inclusive environment where no child is left hungry, fostering both academic success and overall well-being.

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. 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 :


Little Rock Insuranc...

Uploaded on **4/12/2025**
by **John Taylor**

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



Derrill B. Bane

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).



The attached start-up plan for Little Rock Preparatory Academy for Young Men outlines the key tasks, timelines, and responsible individuals involved in launching the school in partnership with Elevate Charter Schools. This plan will ensure a smooth and efficient opening, leveraging Elevate's expertise in curriculum, operations, talent recruitment, HR, facilities management, and leadership development.

The plan includes details aligned to the following task descriptions:

1. Establish Governance Structure: Form the Board of Directors and define roles and responsibilities to ensure effective governance (Pre-Start Up).
2. Finalize Partnership with CMO: Confirm the partnership agreement with Elevate Charter Schools, outlining the support services they will provide (Pre-Start Up).
3. Engage in Strategic Planning: The CMO will collaborate with the Board and leadership team to refine the mission and vision that reflects the school's values and goals and engage in Board Training specific to charter school governance.
4. Secure Facility: Work with CMO's Facilities Manager will work with the school's leadership to identify and secure a suitable location for the school, ensuring it meets all safety and accessibility standards.
5. Obtain Necessary Licenses and Permits: The CMO Operations Manager will work with the school's leadership to handle the application process for all required licenses and permits to operate the school legally.
6. Curriculum Development: Collaborate with CMO's Curriculum Director to develop the rigorous and engaging curriculum scope and sequence that meets state standards and the needs of all students.
7. Talent Recruitment: The CMO Director of Talent Recruitment and HR Manager will lead the recruitment process for teaching and administrative staff, ensuring that we attract qualified candidates who align with our mission.
8. Marketing and Community Outreach: The CMO Marketing Coordinator will work with the school's leadership to develop and implement a marketing strategy to promote the school and engage the community, including hosting informational sessions for prospective families.
9. Enrollment Process Implementation: The CMO Student Recruitment Coordinator will work with the school's leadership to establish a streamlined enrollment process, including application forms, deadlines, and communication with families.
10. Staff Training and Development: The school's leadership will conduct comprehensive training sessions for all staff, focusing on school policies, curriculum implementation, and student engagement strategies.
11. Finalize School Policies and Procedures: The leadership team will develop and finalize all necessary policies and procedures, including student conduct, attendance, and safety protocols.
12. Launch School Website and Social Media: The CMO's IT Coordinator will work with the school to create a user-friendly website and establish social media accounts to keep families informed and engaged.
13. Prepare for Opening Day: The leadership team will ensure that all logistical aspects are in place



for a successful opening day, including classroom setup, supply distribution, and staff readiness.
14. Opening Day: Welcome students and families to the school, ensuring a positive and organized start to the academic year.

By clearly defining tasks, timelines, and responsible individuals, we will create a strong foundation for the school, ultimately leading to a positive educational experience for our students. This structured approach will facilitate effective communication, accountability, and collaboration among all stakeholders involved in the school's establishment.

Applicant Evidence :


Little Rock Prep Cha...

Uploaded on **4/23/2025**
by **John Taylor**

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.



As the Board of Directors for Little Rock Preparatory Academy for Young Men prepares to launch the school, we recognize that starting a new educational institution comes with a unique set of challenges. Below, we outline the anticipated challenges and our strategies for addressing them effectively.

Funding and Budget Management Challenge: Securing adequate funding to cover start-up costs and ongoing operational expenses can be a significant hurdle, especially in the initial phases before enrollment numbers stabilize.

- Proposed Solutions:
 - Great Schools North Carolina Startup Grant: We will apply for this grant, which provides up to \$250,000 over two years to support key start-up costs. This funding is tied to the grant award and school opening, allowing us to cover initial expenses effectively.
 - Diverse Funding Sources: In addition to the grant, we will actively pursue multiple funding sources, including grants, donations, and partnerships with local businesses and community organizations. Engaging with Elevate Charter Schools will also provide access to their network of funding opportunities.
 - Transparent Budgeting: Implementing a transparent budgeting process will allow us to monitor expenses closely and make adjustments as needed. Regular financial reviews will help ensure we remain on track.

Recruiting Qualified Staff Challenge: Attracting and retaining qualified educators and administrative staff can be challenging, particularly in a competitive job market.

- Proposed Solutions:
 - Partnership with Elevate: Leveraging Elevate Charter Schools' expertise in talent recruitment will help us identify and attract high-quality candidates. Their established recruitment strategies and resources will be invaluable.
 - Competitive Compensation and Benefits: We will offer competitive salaries and benefits packages to attract top talent. Additionally, we will promote a positive school culture and professional development opportunities to enhance staff retention.

Building Community Trust and Engagement Challenge: Establishing trust and engagement within the community is crucial for enrollment and support, and will take time to build these relationships.

- Proposed Solutions:
 - Community Outreach Initiatives: We will implement proactive outreach initiatives, including informational sessions, open houses, and community events, to engage families and stakeholders. This will help us communicate our mission and vision effectively.
 - Feedback Mechanisms: Establishing channels for community feedback will allow us to address concerns and adapt our approach based on community input, fostering a sense of ownership and partnership.

Compliance with Regulations and Standards Challenge: Navigating the complex landscape of local,



state, and federal regulations can be daunting, especially for a new school.

- Proposed Solutions:
 - Dedicated Compliance Team: We will establish a compliance team, including members from the Board and Elevate, to ensure that all regulatory requirements are met. This team will stay informed about changes in legislation and best practices.
 - Training and Resources: Providing training for staff on compliance issues and utilizing resources from Elevate will help ensure that everyone is aware of and adheres to necessary regulations.

Logistical Challenges in Facilities and Operations Challenge: Securing a suitable facility and managing operational logistics, such as transportation and meal services, can pose significant challenges.

- Proposed Solutions:
 - Collaboration with Elevate: Elevate's expertise in facilities management will be instrumental in identifying and securing a suitable location that meets our needs. Their experience will help streamline the process of setting up the school.
 - Operational Planning: We will develop a comprehensive operational plan that addresses transportation, meal services, and other logistical needs. Regular assessments will help us identify and resolve any issues that arise.

Establishing a Strong School Culture Challenge: Creating a positive and inclusive school culture from the outset is essential for student success but can be difficult to achieve in a new environment.

- Proposed Solutions:
 - Clear Vision and Values: We will establish and communicate a clear set of values and expectations for behavior and engagement within the school community. This will help set the tone for the school culture.
 - Student and Family Involvement: Involving students and families in the development of school traditions and activities will foster a sense of belonging and investment in the school community.

Little Rock Preparatory Academy for Young Men's Board of Directors are committed to proactively addressing the challenges associated with starting a new school. By leveraging the Great Schools North Carolina Startup Grant, along with a CMO and other partnerships, implementing strategic solutions, and fostering community engagement, we believe we can overcome these challenges and create a thriving educational environment for our students.

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.



To secure a suitable facility for the Little Rock Preparatory Academy for Young Men, ensuring compliance with all necessary regulations and obtaining the Educational Certificate of Occupancy, the Board of Directors, in partnership with the CMO will operationalize the following step-by-step plan:

Identify Potential Locations (Month 1-2)

- **Engage with County Officials:** Continue discussions with county officials regarding the status of the 25 lowest performing schools in the Charlotte Mecklenburg School District. This will help identify potential facilities that may become available.
- **Monitor Charter Schools:** Keep track of currently operating charter schools that are at risk of closure. This may provide opportunities for acquisition or lease.
- **Search for Vacant Properties:** Conduct a thorough search for vacant commercial properties that can be converted into educational spaces. Utilize real estate platforms, local listings, and community outreach to identify potential sites.

Facility Selection (Month 3)

- **Site Visits:** Organize visits to shortlisted properties to assess their suitability based on size, location, accessibility, and condition.
- **Community Input:** Gather feedback from stakeholders, including parents, educators, and community members, to ensure the selected facility meets the needs of the students and the community.

Negotiation and Acquisition (Month 4-5)

- **Engage Real Estate Professionals:** Work with real estate agents specializing in commercial properties to negotiate lease or purchase agreements for the selected facility.
- **Legal Review:** Ensure all contracts are reviewed by legal counsel to protect the interests of the academy.

Obtain Educational Certificate of Occupancy (Month 6-7)

- **Prepare for Inspections:** Once the facility is secured, prepare for necessary inspections by the state fire marshal and health department. This includes ensuring compliance with safety codes, health regulations, and educational standards.
- **Schedule Inspections:** Coordinate with the state fire marshal and health department to schedule inspections. Address any issues identified during these inspections promptly.

Renovation and Setup (Month 8-9)

- **Renovation Planning:** If renovations are needed, develop a detailed plan and timeline for any necessary modifications to the facility to meet educational standards.
- **Procurement of Supplies:** Order furniture, educational materials, and technology needed for the school.



Final Approval and Occupation (Month 10)

- Final Inspection: After renovations, schedule a final inspection to ensure all requirements are met for the Educational Certificate of Occupancy.
- Obtain Certificate: Once all inspections are passed, obtain the Educational Certificate of Occupancy from the local authorities.

By following this structured plan, Little Rock Preparatory Academy for Young Men can effectively secure a facility that meets educational requirements and is conducive to learning. The timeline provides a clear roadmap for each phase of the process, ensuring that all necessary steps are taken to achieve a successful launch of the school.

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.



Little Rock Preparatory Academy for Young Men anticipates its facility Our proposed (Long Term) facility needs to accommodate 500 high school students is as follows:

Total Classrooms Required: 20 – 25 classrooms

- Standard Size: Each classroom should accommodate 25 students.
- Specialized Classrooms: Include spaces for science labs, computer labs, and art studios.
- Allocation:
 - General Education Classrooms: 15 (including 2 science labs and 1 computer lab)
 - Specialized Education Classrooms: 5 (art, music, etc.)

Total Common Spaces: 4 – 6 spaces

- Cafeteria: 1 large cafeteria to accommodate seating for 250 students at a time.
- Media Center/Library: 1 space that can serve as a study area and resource center.
- Student Lounge: 1 informal area for students to gather.
- Multipurpose Room: 1 space for events, meetings, and performances (can also serve as additional cafeteria seating during high-traffic times).

Gymnasium

- 1 Large Gymnasium: Designed to accommodate both physical education classes and extracurricular activities, such as sports events, with seating for spectators.
 - Facilities: Basketball courts, locker rooms, storage for equipment.

Office Space

- Administrative Offices: 1 main office for the principal and administrative staff.
- Counselor Offices: 2-3 dedicated offices for student counselors and support staff.
- Faculty Room: 1 space for teachers to collaborate and plan.
- Reception Area: 1 area to welcome visitors and manage inquiries.

Total Small Pullout Rooms: 4-6 small rooms

- Designed for one-on-one or small group instruction, support services, and special education needs.
 - Flexible spaces that can be used for tutoring, therapy, or meetings.

Additional Facilities

- Restrooms: Adequate facilities for students and staff, including ADA compliance.
- Storage Areas: Sufficient storage for classroom materials and sports equipment.
- Parking: Sufficient parking space for staff and visitors.
- Outdoor Spaces: Playgrounds or athletic fields for recess and physical activities.

In the event a facility meeting these specifications cannot be delivered for the launch of the school,



the short term facility plan is as follows:

Total Classrooms Required: 10 – 12 classrooms

- Standard Size: Each classroom should accommodate approximately 25 students.
- Allocation:
 - General Education Classrooms: 8 (including 1 science lab and 1 computer lab)
 - Specialized Classrooms: 2-4 (for subjects such as art, music, and foreign languages)

Total Common Space: 1 space

- - Cafeteria: 1 cafeteria that can accommodate half of the student body at a time (seating for 125 students).

Gymnasium

- 1 Gymnasium: A versatile gymnasium that can host physical education classes, team sports, and school events.
 - Facilities: Include a basketball court, and storage for athletic equipment.

Office Space

- Administrative Offices: 1 main office for the principal and key administrative staff.
- Counselor Offices: 1-2 office spaces dedicated to guidance counselors.
- Faculty Room: 1 collaborative space for teachers to meet and plan.
- Reception Area: 1 welcoming space to assist visitors, manage enrollments, and inquiries.

Small Pullout Rooms

- Total Pullout Rooms: 2-3 small rooms
- Designed for focused instruction, individual support, and small group learning.
- Suitable for tutoring, special education services, and therapy sessions.

Additional Facilities

- Restrooms: Adequate facilities, compliant with ADA requirements, accessible for both students and staff.
- Storage Areas: Designated storage for classroom supplies and sports equipment.
- Parking: Sufficient parking for staff and visitors, considering local zoning laws.
- Outdoor Spaces: Outdoor play fields and recreational areas to promote physical activity and wellness.

This alternate (short term) facility plan will be adequate to serve ninth and tenth-grade students while we work towards implementing the plan to meet the school's long term needs.

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.



To effectively accommodate the educational program for 500 students at Little Rock Preparatory Academy for Young Men we anticipate needing the following:

Facility Needs Based on Educational Program and Projected Enrollment

Classrooms

- Total Classrooms Required: 20 – 25 classrooms
- Square Footage per Classroom: Approximately 900 square feet per classroom (standard size to accommodate 25 students comfortably).
- Classroom Types:
 - General Education Classrooms: 15 classrooms (including 2 science labs and 1 computer lab).
 - Specialized Education Classrooms: 5 classrooms (art, music, etc.).
- Total Classroom Square Footage:
 - General Education: 15 classrooms x 900 sq. ft. = 13,500 sq. ft.
 - Specialized Classrooms: 5 classrooms x 900 sq. ft. = 4,500 sq. ft.
 - Total Classroom Area: 18,000 sq. ft.

Common Areas

- Total Common Spaces: 4 – 6 spaces
 - Cafeteria: 1 large cafeteria (approximately 3,000 sq. ft.) to accommodate 250 students at a time.
 - Media Center/Library: 1 space (approximately 2,000 sq. ft.) serving as a study area and resource center.
 - Student Lounge: 1 informal area (approximately 1,500 sq. ft.) for student gatherings.
 - Multipurpose Room: 1 space (approximately 2,500 sq. ft.) for events, meetings, and performances.
- Total Common Area Square Footage:
 - Cafeteria: 3,000 sq. ft.
 - Media Center: 2,000 sq. ft.
 - Student Lounge: 1,500 sq. ft.
 - Multipurpose Room: 2,500 sq. ft.
 - Total Common Area: 9,000 sq. ft.

Gymnasium

- 1 Large Gymnasium: Approximately 6,000 sq. ft. designed for physical education classes and extracurricular activities, including:
 - Basketball courts, locker rooms, and storage for equipment.

Office Space

- Administrative Offices: 1 main office (approximately 1,000 sq. ft.) for the principal and administrative staff.
- Counselor Offices: 2-3 dedicated offices (approximately 300 sq. ft. each).
- Faculty Room: 1 space (approximately 800 sq. ft.) for teacher collaboration.



- Reception Area: 1 area (approximately 500 sq. ft.) for visitor management.
- Total Office Space Square Footage:
 - Main Office: 1,000 sq. ft.
 - Counselor Offices: 3 x 300 sq. ft. = 900 sq. ft.
 - Faculty Room: 800 sq. ft.
 - Reception Area: 500 sq. ft.
 - Total Office Area: 3,200 sq. ft.

Small Pullout Rooms

- Total Pullout Rooms: 4-6 small rooms (approximately 200 sq. ft. each).
- Total Pullout Room Square Footage: 5 rooms x 200 sq. ft. = 1,000 sq. ft.

Additional Facilities

- Restrooms: Adequate facilities for students and staff, including ADA compliance (approximately 1,500 sq. ft. total).
- Storage Areas: Sufficient storage for classroom materials and sports equipment (approximately 1,000 sq. ft.).
- Parking: Sufficient parking space for staff and visitors (approximately 5,000 sq. ft.).
- Outdoor Spaces: Playgrounds or athletic fields for recess and physical activities (approximately 10,000 sq. ft.).

Summary of Overall Square Footage

- Total Classroom Area: 18,000 sq. ft.
- Total Common Area: 9,000 sq. ft.
- Gymnasium: 6,000 sq. ft.
- Total Office Area: 3,200 sq. ft.
- Total Pullout Room Area: 1,000 sq. ft.
- Restrooms: 1,500 sq. ft.
- Storage Areas: 1,000 sq. ft.
- Parking: 5,000 sq. ft.
- Outdoor Spaces: 10,000 sq. ft.

Total Estimated Square Footage:

- 55,000 sq. ft.

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.



Little Rock Preparatory Academy for Young Men anticipates paying from \$10 to \$15 per square foot to lease a building that will accommodate the school as designed. The building square footage will be approximately 40,000 square feet, resulting in an annual cost of approximately \$400,000 - \$600,000.

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.



In the event that the identified facility is not ready by the time the public charter school is scheduled to open, we have developed a comprehensive short-term facility plan to ensure that we can effectively serve our ninth and tenth-grade students. This plan addresses our immediate spatial needs and outlines the programs that may be temporarily unavailable due to the lack of a permanent facility.

Total Classrooms Required: 10 – 12 classrooms

- Standard Size: Each classroom should accommodate approximately 25 students.
- Allocation:
 - General Education Classrooms: 8 (including 1 science lab and 1 computer lab)
 - Specialized Classrooms: 2-4 (for subjects such as art, music, and foreign languages)

Total Common Space: 1 space

- - Cafeteria: 1 cafeteria that can accommodate half of the student body at a time (seating for 125 students).

Gymnasium

- 1 Gymnasium: A versatile gymnasium that can host physical education classes, team sports, and school events.
 - Facilities: Include a basketball court, and storage for athletic equipment.

Office Space

- Administrative Offices: 1 main office for the principal and key administrative staff.
- Counselor Offices: 1-2 office spaces dedicated to guidance counselors.
- Faculty Room: 1 collaborative space for teachers to meet and plan.
- Reception Area: 1 welcoming space to assist visitors, manage enrollments, and inquiries.

Small Pullout Rooms

- Total Pullout Rooms: 2-3 small rooms
- Designed for focused instruction, individual support, and small group learning.
- Suitable for tutoring, special education services, and therapy sessions.

Additional Facilities

- Restrooms: Adequate facilities, compliant with ADA requirements, accessible for both students and staff.
- Storage Areas: Designated storage for classroom supplies and sports equipment.
- Parking: Sufficient parking for staff and visitors, considering local zoning laws.
- Outdoor Spaces: Outdoor play fields and recreational areas to promote physical activity and wellness.



While the short-term facility plan is designed to accommodate the essential needs of our ninth and tenth-grade students, there may be certain programs that will not be immediately available due to the limitations of the temporary facility. These may include:

- Extracurricular Activities- Some clubs and sports may be limited until a permanent facility is established.
- Full Arts Program- While we will offer art and music classes, the full range of arts programming may be restricted until we have dedicated spaces.
- Interscholastic Sports- Hosting sports events that include other schools may need to be postponed until a permanent facility is established.

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



The board members of Little Rock Preparatory Academy for Young Men possess a robust capacity and extensive experience in facilities acquisition and management, including expertise in managing build-out and renovations. Their diverse backgrounds in education, business, and community engagement equip them with the necessary skills to oversee and enhance the physical environment of the academy.

Angelia J. Fryer, Ed. D.

Dr. Fryer's extensive experience in educational leadership includes strategic planning and organizational management, which are critical in facilities acquisition and management. Her role as a school administrator and assistant superintendent has provided her with insights into the operational needs of educational facilities, ensuring that they align with the goals of enhancing student achievement and community engagement.

Cordell Riley

With over two decades of experience in business management and franchising, Cordell Riley brings a wealth of knowledge in operational oversight and strategic resource allocation. His background in overseeing training and education firms, along with his experience in managing multi-location operations, equips him with the skills necessary to navigate the complexities of facilities acquisition and renovation projects. Cordell's ability to implement innovative strategies and optimize resources will be invaluable in ensuring that the academy's facilities meet the highest standards of functionality and accessibility.

Dr. Cathy Owens-Oliver

Dr. Owens-Oliver's experience as a Senior Consultant and her previous roles in educational administration have involved guiding schools in program alignment and policy implementation, which often includes considerations for facilities management. Her strategic thinking and visionary leadership will be essential in assessing the needs of the academy's facilities and ensuring that they support the educational mission. Additionally, her work in developing leadership initiatives and training programs can inform the design and functionality of learning spaces.

Janet Evelyn

Janet Evelyn's background in executive-level higher education administration includes significant experience in managing operational budgets and overseeing large-scale projects. As Campus President at Ivy Tech Community College, she successfully directed a \$20 million project that involved relocating the School of Business to a new facility, demonstrating her capability in managing build-out and renovations. Her strategic planning skills and experience in fostering community partnerships will be instrumental in ensuring that the academy's facilities are not only functional but also conducive to a positive learning environment.



Together, the board members' collective expertise in educational leadership, business management, and community engagement positions them well to effectively manage facilities acquisition and renovations at Little Rock Preparatory Academy for Young Men. Their diverse experiences will ensure that the academy's physical environment supports its mission of fostering academic excellence and personal growth among its students.

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

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.

Q230. If applicable, attach as Appendix M: Revenue Assurances. Assurances are needed to confirm the commitment of any additional sources of revenue.

N/A

Q231. Attach as Appendix N: Proposed Budget for Year 1 through Year 5 [Click here to access and download the Budget Template \(https://www.dpi.nc.gov/2025-nc-charter-application-budget-template/download?attachment\)](https://www.dpi.nc.gov/2025-nc-charter-application-budget-template/download?attachment) **"Please be advised that Google Sheets is not supported for use with the NC charter budget template. Additionally, due to the functions running on the back end of the workbook, it is required that applicants use:**

[Excel 2021 or later \(PC and Mac\)](#)

[Excel for Microsoft 365 Subscriptions \(PC and Mac Versions\)](#)

[Excel Online"](#)

Upload Required File Type: excel Max File Size: 30 Total Files Count: 5

Applicant Evidence :



Uploaded on **4/21/2025**

by **John Taylor**



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?

The student enrollment number for Little Rock Preparatory Academy for Young Men was projected using a combination of demographic analysis, community engagement, and market research.

Demographic Analysis: We examined the population data in the surrounding area, focusing on the number of school-aged children, particularly those in the target demographic for the charter school. This included assessing trends in population growth and shifts in the local community.

Community Engagement: Community meetings were conducted to gauge interest among families in the area regarding interest in enrolling their children in a male single gender charter school. This helped us understand parental preferences, educational needs, and potential enrollment interest.

Market Research: We analyzed enrollment trends in existing local schools, including traditional public schools and other charter schools, to identify gaps in graduation, attendance, academic performance and the potential demand for a new educational option.

By synthesizing these data points, we arrived at a well-informed projection of student enrollment that aligns with the mission and goals of Little Rock Preparatory Academy for Young Men.

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



The demand for Little Rock Preparatory Academy for Young Men is underscored by several critical factors that highlight the need for a dedicated educational environment tailored specifically for young males in the Charlotte area.

Consistent Low Performance: Data indicates that male students in surrounding Charlotte high schools have historically underperformed academically. This trend suggests a gap in educational strategies that effectively engage and support male learners. By establishing a single-gender school, we aim to create a focused environment that addresses the unique learning styles and needs of boys, fostering academic success and personal growth.

Disproportionate Involvement in the Criminal Justice System: The alarming rates of young males, particularly from underserved communities, becoming involved in the criminal justice system further emphasize the urgent need for intervention through education. By providing a supportive and structured educational setting, Little Rock Preparatory Academy for Young Men can serve as a proactive measure to redirect these young men towards positive life choices, reducing the likelihood of future criminal involvement.

Community Interest and Support: Our community canvassing has revealed a strong interest among parents and guardians for an educational option that specifically caters to young males. Families are seeking alternatives that not only focus on academic achievement but also emphasize character development, leadership skills, and mentorship. This demand is further supported by the recognition of the need for role models and positive male influences in the lives of these students.

Our school aims to meet this demand by providing a nurturing and focused environment that promotes educational success and personal development, ultimately contributing to a brighter future for our students and the community at large.

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



The break-even point for student enrollment at Little Rock Preparatory Academy for Young Men is established at 500 students. This figure is critical for ensuring the school can operate sustainably using state and local funding sources.

A detailed financial analysis has been conducted to determine the fixed and variable costs associated with running the school. Fixed costs include rent or mortgage payments, utilities, and administrative salaries, while variable costs encompass instructional materials, extracurricular activities, and support services. By calculating these costs against the expected per-pupil funding, we have identified that an enrollment of 500 students will allow the school to meet its financial obligations without relying on additional funding sources, such as grants or private donations.

This enrollment target will enable the school to operate effectively on state and local funding, ensuring a stable and supportive educational environment for our students while laying the groundwork for future success and expansion.

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



Little Rock Preparatory Academy for Young Men has developed a comprehensive contingency plan to address potential financial shortfalls if anticipated revenues are not received or are lower than estimated. This plan includes several key strategies:

Diversified Funding Sources: While the primary funding will come from state and local sources, the school will actively pursue additional funding opportunities, including grants from educational foundations, local businesses, and community organizations.

Cost Management: The school will implement strict budget controls to monitor expenditures closely. This includes prioritizing essential services and programs while identifying areas where costs can be reduced without compromising the quality of education. Regular financial reviews will ensure that the school remains agile and can adapt to changing financial circumstances.

Enrollment Strategies: If initial enrollment numbers fall short, the school will enhance its recruitment efforts through targeted outreach campaigns, community engagement, and partnerships with local organizations. This proactive approach aims to boost enrollment numbers and, consequently, funding.

Flexible Staffing Models: In the event of lower-than-expected revenues, the school will consider flexible staffing models, such as part-time positions or temporary contracts, to adjust personnel costs in line with available funding while still maintaining a high-quality educational experience.

By implementing this contingency plan, Little Rock Preparatory Academy for Young Men aims to ensure financial stability and sustainability, allowing the school to fulfill its mission of providing a supportive and effective educational environment for young males, even in the face of unforeseen financial challenges.

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.



Little Rock Preparatory Academy for Young Men does intend to rely on sources of funds other than state, county, and federal funding during its first 3 years of operation. We are actively seeking various grants, donations, and in-kind contributions to enhance our financial viability. Below is a summary of these sources:

Great Schools NC (Start-Up Grant): Upon approval, we will apply for this start up grant, which, if approved, will provide \$250,000 over 2 years to support initial operational costs and program development. This funding is contingent upon approval but is a key component of our financial strategy.

Bank of America: We are working to leverage existing relationships with decision makers at Bank of America to secure a funding commitment to be used for educational resources and community engagement initiatives.

City of Charlotte: Founding board members are planning to engage with the City of Charlotte for potential funding support aimed at community outreach and partnership development. This funding is not yet committed but is a priority for our fundraising efforts.

Advocate Health: Founding board members will be pursuing a partnership with Advocate Health, which may provide up to \$30,000 in funding for health and wellness programs.

Local Churches: The Found Board Chair, Dr. Derrill Blue, plans to engage with several local churches to secure donations and support. These contributions are still being negotiated.

High Net Worth Community Members: Founding board members have many established relationships with several high net worth individuals in the community, with a target of raising an additional \$200,000 annually in unrestricted donations for each of the 1st 3 years of the school's operation. While these contributions are not yet committed, the board will actively work to secure their support.

Additional Funding: Elevate Charter Schools, the CMO partner, will be applying for the Federal Charter School Program CMO Replication and Expansion of High-Quality Charter Schools grant. A portion of this funding, valued at approximately \$150,000 each year for the first three years of operation, will be allocated to cover expenses associated with the purchase of supplies and instructional equipment. This grant will significantly enhance our capacity to provide high-quality educational resources from the outset.

As described, Little Rock Preparatory Academy for Young Men will proactively seek and secure additional financial support through various sources. The combination of committed contributions, planned fundraising efforts, and the potential grant from Elevate Charter Schools will play a crucial role in ensuring the financial viability of Little Rock Preparatory Academy for Young Men.



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

Little Rock Preparatory Academy for Young Men anticipates student-to-teacher ratios for the first five years to be as follows:

- Year 1: 12:1
- Year 2: 14:1
- Year 3: 14:1
- Year 4: 15:1
- Year 5: 15:1

These student-to-teacher ratios illustrate our commitment to maintaining manageable class sizes as the school grows.

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



The board of Little Rock Preparatory Academy for Young Men possesses a diverse and robust set of qualifications and experiences that collectively enhance its capacity to implement the financial plan successfully.

Paula Bryant Blue brings extensive experience in institutional effectiveness and operational leadership from her role as Vice President and Chief Operating Officer at Colgate Rochester Crozer Divinity School. Her skills in project management, strategic planning, and policy development are critical for overseeing the financial aspects of the charter school, ensuring that resources are allocated efficiently and effectively.

Derrill Blue contributes a strong background in finance and education, with over a decade of experience as a professor and a history of leadership in community engagement. His understanding of financial systems, combined with his experience in strategic planning and curriculum development, positions him well to guide the school's financial strategy and foster stakeholder participation.

Dr. Janet Evelyn adds a wealth of knowledge in higher education leadership, having served as Campus President and Dean at Ivy Tech Community College. Her expertise in business management and educational leadership will be instrumental in developing sound financial practices and ensuring compliance with state regulations.

Cordell Riley brings a unique perspective from the business and franchising sectors, with a focus on operational excellence and training. His experience in customer relations and business system stewardship will aid in establishing a financially sustainable model for the school, while his involvement in various educational boards demonstrates his commitment to educational effectiveness.

Dr. Cathy Owens-Oliver has a strong background in educational consulting and administration, with experience in client relations and instructional leadership. Her insights into educational effectiveness will support the financial plan by aligning educational goals with budgetary considerations.

Dr. Angelia Fryer rounds out the board with her extensive experience in educational leadership and community relations. Her focus on student achievement and leadership training will ensure that the financial plan is not only sustainable but also aligned with the school's mission to enhance student outcomes.

Together, the board members' collective expertise in finance, education, strategic planning, and community engagement equips Little Rock Preparatory Academy for Young Men with the necessary qualifications to implement its financial plan successfully, ensuring a strong foundation for the school's future.



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.

The presence of high-needs students with disabilities can significantly impact the budget of Little Rock Preparatory Academy for Young Men, particularly if their specific needs require additional resources, specialized staff, or tailored programs. Without detailed information about individual students and their unique requirements, it is challenging to predict the exact financial implications. However, we recognize that accommodating these students may necessitate increased expenditures in areas such as:

1. **Specialized Services:** Hiring additional special education teachers, therapists, or aides to provide individualized support.
2. **Curriculum Modifications:** Developing or purchasing specialized instructional materials and resources that cater to diverse learning needs.
3. **Training and Professional Development:** Investing in training for staff to effectively support students with disabilities and implement inclusive practices.

To address potential budgetary challenges, we plan to do the following:

- **Flexible Budgeting:** Allocating a portion of the budget for unexpected expenses related to high-needs students, allowing for adjustments as specific needs are identified.
- **Grant Applications:** Actively seeking grants and funding opportunities specifically aimed at supporting students with disabilities, which can help offset costs.
- **Collaboration with Local Agencies:** Partnering with local organizations and agencies that provide resources and support for students with disabilities, potentially reducing the financial burden on the school.

By proactively planning for these potential needs and maintaining flexibility in our budget, we aim to ensure that all students, regardless of their challenges, receive the support necessary for their success.

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 Little Rock Preparatory Academy for Young Men intends to manage all financial operations in-house, including payroll, benefits, and accounting, we recognize the importance of maintaining high standards of fidelity and compliance. In collaboration with our Charter Management Organization (CMO), Elevate Charter Schools, we will ensure that our financial management processes are robust and transparent.

Should the need arise to outsource specific financial management areas such as audits or specialized accounting services, the selection of vendors will follow a structured process:

1. **Vendor Selection Criteria:** We will establish clear criteria for vendor selection, focusing on experience, reputation, compliance with state regulations, and cost-effectiveness. Preference will be given to vendors with a proven track record in the education sector.
2. **Request for Proposals (RFP):** We will issue RFPs to solicit bids from potential vendors, allowing us to compare services and pricing comprehensively.
3. **Board Oversight:** The Board of Directors will play an active role in overseeing vendor activities. This will include regular reviews of vendor performance, compliance with contractual obligations, and alignment with the school's financial goals. The board will receive periodic reports from the CMO and school based financial management team to ensure transparency and accountability.
4. **Regular Audits:** We will implement a schedule for regular audits of outsourced services to ensure compliance with financial regulations and best practices.

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.



Little Rock Preparatory Academy for Young Men is committed to managing key financial operations in-house; however, we recognize that contracting for certain services may enhance our operational efficiency and effectiveness. Services such as exceptional children instructional support, and custodial services may be considered for contracting based on our needs and capacity.

Criteria for Contractor Selection:

1. Experience and Expertise: Contractors must demonstrate a proven track record in their respective fields, particularly in the education sector, with relevant experience in providing similar services.
2. Compliance and Accreditation: Contractors must comply with all applicable state and federal regulations and possess any necessary certifications or accreditations relevant to their services.
3. Cost-Effectiveness: Proposals will be evaluated based on cost, ensuring that the services provided offer value for money while meeting the school's quality standards.
4. References and Reputation: We will seek references from other educational institutions or organizations that have utilized the contractor's services to assess their reliability and performance.
5. Alignment with School Mission: Contractors should demonstrate an understanding of and commitment to the school's mission and values, ensuring that their services support our educational goals.

Procedures for Selection:

1. Request for Proposals (RFP): We will issue RFPs to solicit bids from potential contractors, clearly outlining the scope of services required, evaluation criteria, and submission deadlines.
2. Evaluation Committee: An evaluation committee, including board members and relevant staff, will review proposals based on the established criteria. This committee will conduct interviews or presentations with shortlisted candidates as necessary.
3. Board Approval: The final selection of contractors will be presented to the Board of Directors for approval, ensuring transparency and accountability in the decision-making process.
4. Contract Negotiation: Once approved, we will negotiate contracts that clearly define the scope of work, performance expectations, timelines, and payment terms.
5. Monitoring and Evaluation: After contracting, we will implement a system for ongoing monitoring and evaluation of contractor performance, including regular feedback and assessments to ensure compliance with contractual obligations.

By following these criteria and procedures, Little Rock Preparatory Academy for Young Men aims to establish strong partnerships with contractors that enhance our operational capabilities while maintaining a focus on our educational mission.

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



The budget for Little Rock Preparatory Academy for Young Men is strategically aligned with the school's mission, curricular offerings, transportation plans, and facility needs, ensuring that we empower our students to become fearless explorers and independent thinkers.

Alignment with Mission

Our mission emphasizes fostering positive contributors who value their unique identities and commit to continuous learning. The budget reflects this commitment by allocating resources to core academic subjects, electives, and Career and Technical Education (CTE) programs that promote critical thinking, problem-solving, and real-world applications. By investing in a diverse curriculum, we ensure that students are equipped with the skills necessary to embrace challenges with humility and courage.

Curricular Offerings

The budget supports a comprehensive curriculum that includes:

- **Core Academic Subjects:** Funding is allocated for qualified teachers, instructional materials, and technology to enhance learning in English Language Arts, Mathematics, Science, and Social Studies. This investment is crucial for developing critical thinking and analytical skills.
- **Electives and CTE:** Resources are dedicated to offering a variety of electives and CTE courses, which provide students with practical skills and industry certifications. This aligns with our mission to prepare students for meaningful impacts in their communities and future careers.
- **Personal Finance and Life Skills:** The budget includes provisions for teaching personal finance and health education, ensuring students are prepared for adult life and understand the importance of physical and mental health.

Transportation Plans

The transportation budget of approximately \$21,000 annually is designed to ensure equitable access to education, particularly for underserved communities. Key components include:

1. **Partnership with CATS:** By utilizing the Charlotte Area Transit System, we minimize transportation costs while providing reliable access to school. This partnership aligns with our mission of ensuring that no child is denied education due to transportation barriers.
2. **Parent Drop-off and Carpooling Initiatives:** The budget allocates minimal funds for promoting carpooling and a structured drop-off system, fostering community engagement and supporting families.
3. **Transportation for Students with Special Needs:** Collaborating with Little Rock AME Zion Church ensures that we meet the transportation needs of all students, including those with special requirements. This partnership is budgeted to cover maintenance and fuel costs, ensuring compliance with ADA regulations.

Facility Needs



The budget also considers facility needs to support our curricular offerings and transportation plans. Adequate classroom space, technology infrastructure, and safe transportation access are essential for creating an environment conducive to learning. Investments in facilities will ensure that we can deliver our educational programs effectively and safely.

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.



In line with best practices for school finance in North Carolina, Little Rock Preparatory Academy for Young Men will aim for a general fund balance of approximately 15% of total expenditures. This target aligns with recommendations from the North Carolina Department of Public Instruction and is considered a prudent financial practice to ensure fiscal stability and sustainability.

Development of the Fund Balance

To effectively develop and maintain the fund balance, the school will implement the following strategies:

1. **Conservative Budgeting Practices:** The school will adopt a conservative approach to budgeting, ensuring that revenue projections are realistic and expenditures are carefully monitored. By avoiding overestimation of income and underestimating costs, we can create a surplus that contributes to the fund balance.
2. **Regular Financial Monitoring:** The finance team will conduct monthly reviews of the budget versus actual expenditures and revenues. This ongoing analysis will allow the school to identify any variances early and make necessary adjustments to spending, ensuring that we remain on track to meet our fund balance goals.
3. **Cost Control Measures:** The school will implement cost control measures across all departments. This includes negotiating contracts, seeking competitive bids for services, and regularly reviewing operational expenses to identify areas for potential savings.
4. **Revenue Diversification:** To enhance the fund balance, the school will explore various revenue sources beyond state funding, such as grants, donations, and community partnerships. Actively pursuing grants and fundraising initiatives will provide additional financial resources that can be allocated to the fund balance.
5. **Emergency Reserve Allocation:** A portion of the fund balance will be designated as an emergency reserve to address unforeseen circumstances, such as unexpected expenses or funding shortfalls. This reserve will help maintain financial stability and ensure that the school can continue to operate effectively in challenging situations.
6. **Community Engagement and Support:** Engaging the community and fostering strong relationships with local businesses and organizations can lead to increased support and donations. By building a strong community presence, the school can enhance its fundraising efforts and contribute to the fund balance.
7. **Annual Review and Adjustment:** The school will conduct an annual review of its financial policies and fund balance goals. This review will assess the effectiveness of current strategies and make adjustments as necessary to ensure that the fund balance remains aligned with the school's financial health and operational needs.

This proactive approach to fund balance development will not only enhance the school's fiscal stability but also support its mission of empowering young men to become independent thinkers and positive contributors to their communities.



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



Proposed Financing Structure for Little Rock Preparatory Academy for Young Men

As Little Rock Preparatory Academy for Young Men anticipates leasing a facility initially, the proposed financing structure will be designed to ensure fiscal responsibility while allowing for the flexibility needed to support the school's mission and growth. The financing structure will encompass facility leasing, asset financing, and future purchasing strategies.

Facility Leasing

The school will enter into a lease agreement for a suitable facility that meets its operational needs. Key components of the leasing strategy include:

- **Lease Terms:** The lease will be structured to provide favorable terms, including a reasonable monthly rental rate that aligns with the school's budget. The lease duration will be flexible, allowing for renewal options as the school's financial position improves.
- **Budget Allocation:** A dedicated portion of the annual budget will be allocated for lease payments, ensuring that these costs are manageable and do not impede the school's ability to maintain its fund balance and invest in educational programs.
- **Facility Maintenance and Upgrades:** The lease agreement will include provisions for maintenance responsibilities, ensuring that the facility remains in good condition. The school will budget for any necessary upgrades or modifications to create a conducive learning environment.

Other Asset Financing

In addition to leasing a facility, the school will consider financing options for other essential assets, including:

- **Furniture and Equipment:** The school will explore financing options for purchasing furniture, technology, and educational materials. This may include low-interest loans or leasing agreements that allow for the acquisition of necessary assets without straining the budget.
- **Technology Infrastructure:** Investing in technology is crucial for enhancing the educational experience. The school may seek grants or partnerships with technology providers to secure funding for computers, software, and other digital resources.
- **Capital Expenditures:** For larger capital expenditures, such as renovations or significant equipment purchases, the school will consider financing options that align with its long-term financial strategy. This may include securing loans with favorable terms or utilizing grant funding specifically designated for educational facilities.

Future Purchasing Strategy

As the school becomes financially stable and builds its fund balance, it will develop a strategy for purchasing a permanent facility:

- **Long-Term Financial Planning:** The school will create a long-term financial plan that outlines the



timeline and financial goals for purchasing a facility. This plan will include projections for revenue growth, anticipated enrollment increases, and potential funding sources.

- **Capital Campaigns:** To support the future purchase of a facility, the school will consider launching capital campaigns aimed at raising funds from the community, alumni, and local businesses. These campaigns will be designed to engage stakeholders and emphasize the importance of investing in a permanent home for the school.
- **Partnerships and Grants:** The school will actively seek partnerships with local organizations and apply for grants that support facility acquisition for educational institutions. This approach will help secure additional funding to facilitate the purchase.
- **Debt Management:** If financing through loans is necessary for the purchase, the school will ensure that any debt incurred is manageable within its budget. A debt service plan will be developed to outline repayment strategies that align with the school's revenue projections.

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.



Little Rock Preparatory Academy for Young Men will primarily rely on leased facilities and will not have assets from other sources at the outset. However, the school will anticipate acquiring essential assets necessary for its core operations through strategic planning and partnerships. Below is a detailed overview of the anticipated assets, categorized into secured and anticipated assets, along with evidence of commitment for those assets critical to the school's operations.

Secured Assets

Currently, the school does not have any secured assets, as it will be leasing its facility and acquiring necessary items through planned financing and partnerships. However, the following assets are anticipated to be secured through the leasing agreement and initial funding efforts:

- **Leased Facility:** The school will secure a lease for a facility that meets its operational needs, including classrooms, administrative offices, and common areas. The lease agreement will provide the school with a dedicated space for educational activities.

Anticipated Assets

The following assets are anticipated to be acquired through budgeting, partnerships, and fundraising efforts:

Furniture:

- **Classroom Desks and Chairs:** Anticipated to be purchased through budget allocations and potential donations from local businesses or community members.
- **Administrative Office Furniture:** Expected to be acquired through initial funding efforts or partnerships with local suppliers.

Technology:

- **Computers and Tablets:** The school plans to secure funding through grants and community partnerships to provide students with access to technology for learning. This includes computers for classrooms and tablets for student use.
- **Interactive Whiteboards:** Anticipated to be funded through technology grants or partnerships with educational technology companies.

Educational Materials:

- **Textbooks and Learning Resources:** The school will budget for the purchase of core textbooks and supplementary learning materials. Additionally, partnerships with publishers may provide access to discounted or donated resources.

Sports and Physical Education Equipment:

- Anticipated to be funded through fundraising efforts and community donations to support physical education programs.



Evidence of Commitment

While the school does not currently possess assets from other sources, the following strategies will be employed to secure commitments for the anticipated assets:

1. **Partnerships with Local Businesses:** The school will actively seek partnerships with local businesses and organizations that may be willing to donate furniture, technology, or educational materials. Letters of intent or memorandums of understanding (MOUs) will be established to formalize these commitments.
2. **Grant Applications:** The school will apply for grants specifically aimed at supporting educational institutions. Evidence of commitment will include grant proposals and letters of support from community stakeholders.
3. **Fundraising Campaigns:** The school will launch fundraising campaigns to engage the community and raise funds for essential assets. Commitment from community members and local organizations will be documented through pledges and sponsorship agreements.
4. **Budget Allocations:** The school's financial plan will include specific budget allocations for acquiring necessary assets, demonstrating a commitment to securing the resources needed for effective operations.

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 for Little Rock Preparatory Academy for Young Men, the following best practices will be implemented, aligned with North Carolina public school finance standards:

1. Segregation of Duties- Key financial responsibilities will be divided among multiple staff members to reduce the risk of errors or fraud. For example, the individual responsible for processing payments will not be the same person who reconciles bank statements. This separation will help ensure that no single individual has control over all aspects of any financial transaction.
2. Safeguarding of Assets- Physical and digital assets will be secured through appropriate measures. This includes locked storage for cash and sensitive documents, as well as password-protected access to financial software and records. Regular inventory checks will be conducted to ensure that all assets are accounted for.
3. Accurate and Adequate Record Keeping- The school will maintain comprehensive financial records, including budgets, expenditures, and revenue sources. A standardized accounting system will be utilized to ensure consistency and accuracy in record-keeping. Monthly financial reports will be generated and reviewed by the finance committee to monitor the school's financial health.
4. Regular Audits and Reviews- The school will engage an independent auditor annually to review financial practices and ensure compliance with state regulations. Internal audits will also be conducted periodically to assess the effectiveness of internal controls and identify areas for improvement.
5. Training and Policies- Staff will receive training on financial policies and procedures to ensure they understand their roles in maintaining internal controls. Clear written policies will be established regarding financial transactions, asset management, and reporting requirements.
6. Board Oversight- The school's governing board will play an active role in overseeing financial practices, including reviewing financial statements and approving budgets. Regular updates will be provided to the board to ensure transparency and accountability.

By implementing these measures, Little Rock Preparatory Academy for Young Men will establish a strong financial foundation that promotes integrity, accountability, and compliance with North Carolina public school finance standards.

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



As of the current assessment, there are no known related party transactions for Little Rock Preparatory Academy for Young Men.

In the event that any related party transactions arise, Little Rock Preparatory Academy for Young Men will adhere to the following best practices:

- Disclosure: All related party transactions will be fully disclosed to the governing board and documented in the meeting minutes.
- Approval Process: Transactions involving related parties will require approval from the board, ensuring that they are in the best interest of the school.
- Competitive Bidding: Whenever possible, the school will seek competitive bids for services to ensure fairness and transparency.

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.

J. Welton and Associates

PO Box 16880

Charlotte NC 28214

Phone- 704-577-7341

Fax- 866-838-4912

13.4. Certify

Q249. I certify that this subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application.

Yes

No

Q250. 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: 2

Resources


2025 Charter School ...

Applicant Evidence :


Signed - 2025 Charte...

Uploaded on **4/24/2025**
by **John Taylor**



15. Third-party Application Preparation

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

Yes

No

Q254. Give the name of the third-party person or group:

John Taylor

Q255. Fees provided to the third-party person or group:

The writing consultant for the application was paid a fee of \$12,500.



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

I understand

Resources


2025 Payment Form....

Applicant Evidence :


2025 Payment Form....

Uploaded on **4/24/2025**
by **John Taylor**



17. Signature page

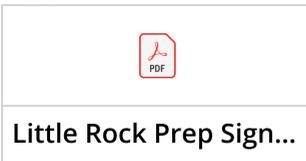
Q257. Fill out the attached resource and get it signed and notarized. Then upload as a PDF or image file.

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

Resources



Applicant Evidence :



Uploaded on **4/23/2025**
by **John Taylor**

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

Signature

Final Status



Reject Approve

Approver Comments

Academic School Year	Grade Levels	Total Projected Student Enrollment
Year 1	Grade 9	125
Year 2	Grades 9-10	250
Year 3	Grades 9-11	375
Year 4	Grades 9-12	500
Year 5	Grades 9-12	500

**Academic
School Year**

Grade Levels

**Total Projected
Student Enrollment**

Year 1

Year 2

Year 3

Year 4

Year 5



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

LITTLE ROCK PREPARATORY ACADEMY FOR YOUNG MEN

the original of which was filed in this office on the 23rd day of April, 2025.



Scan to verify online.

IN WITNESS WHEREOF, I have hereunto set my hand and affixed my official seal at the City of Raleigh, this 23rd day of April, 2025.

Elaine F. Marshall

Secretary of State

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 Carolina, the undersigned corporation does hereby submit these Articles of Incorporation for the purpose of forming a nonprofit corporation.

1. The name of the nonprofit corporation is: Little Rock Preparatory Academy for Young Men.

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

3. The name of the initial registered agent is: Derrill A. Blue.

4. The street address and county of the initial registered agent's office of the corporation is:

Number and Street: 17212 Patron Drive
City: Charlotte State: NC Zip Code: 28273 County: Mecklenburg

The mailing address *if different from the street address* of the initial registered agent's office is:

Number and Street or PO Box: 401 N McDowell Street
City: Charlotte State: NC Zip Code: 28401 County: Mecklenburg

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

Name	Address
<u>Derrill A. Blue</u>	<u>17212 Patron Drive, Charlotte, NC 28273</u>
<u> </u>	<u> </u>
<u> </u>	<u> </u>

6. (Check either "a" or "b" below.)

a. The corporation will have members.

b. The corporation will not have members.

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

See attachment

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

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

Principal Office Telephone Number: (704) 334-3782

Number and Street: 401 N McDowell Street

City: Charlotte State: NC Zip Code: 28204 County: Mecklenburg

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

Number and Street or PO Box: _____

City: _____ State: _____ Zip Code: _____ County: _____

10. **(Optional):** Listing of Officers (See instructions for why this is important)

Name	Address	Title
Angela Fryer	5943 The Plaza Charlotte, NC 28215	Secretary
Christy Bryant	8940 Providence Estates Court, Charlotte, NC 28270	Treasurer

11. **(Optional):** Please provide a business e-mail address: contact@littlerockamezion.org

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.

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

This is the 22 day of April, 2025.

Little Rock Preparatory Academy for Young Men

Incorporator Business Entity Name

Derrill Blue

Digitally signed by Derrill Blue
Date: 2025.04.22 22:27:42 -04'00'

Signature of Incorporator

Derrill A. Blue, Chairman

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.

Attached Provisions

Prohibited Activities

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

Distributions Upon Dissolution

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

BYLAWS OF LITTLE ROCK PREPARATORY ACADEMY FOR YOUNG MEN

ARTICLE I: NAME AND LOCATION

1.1 Name

The name of the organization shall be Little Rock Preparatory Academy for Young Men (hereinafter referred to as the "School").

1.2 Location

The principal office of the School shall be located in Charlotte, North Carolina.

ARTICLE II: PURPOSE

2.1 Mission Statement

The mission of Little Rock Preparatory Academy for Young Men is to provide a high-quality educational experience for male students, fostering academic excellence, character development, and leadership skills in a supportive and engaging environment.

2.2 Objectives

The objectives of the School shall include:

- Offering a rigorous academic curriculum tailored to the needs of male students.
- Promoting social and emotional development through mentorship and community engagement.
- Preparing students for post-secondary education and career opportunities.

ARTICLE III: BOARD OF DIRECTORS

3.1 Authority

The governance of the School shall be vested in a Board of Directors (hereinafter referred to as the "Board"), which shall have the authority to manage the affairs of the School.

3.2 Composition

The Board shall consist of no fewer than five (5) and no more than fifteen (15) members. Members shall be appointed based on their expertise, commitment to education, and ability to contribute to the mission of the School.

3.3 Term of Office

Members of the Board shall serve a term of three (3) years and may be reappointed for additional terms.

3.4 Meetings

The Board shall meet at least monthly, except in July and December. Special meetings may be called by the Chair or by a majority of the Board members. Notice of meetings shall be provided to all Board members at least seven (7) days in advance.

3.5 Quorum

A majority of the Board members present shall constitute a quorum for the transaction of business.

3.6 Voting

Decisions shall be made by a majority vote of the members present at a meeting where a quorum is established.

3.7 Open Meetings Compliance

The Board shall conduct its meetings in accordance with the North Carolina Open Meetings Law, ensuring transparency and public access to meetings, except as otherwise permitted by law.

ARTICLE IV: OFFICERS

4.1 Officers

The officers of the Board shall consist of a Chair, Vice Chair, Secretary, and Treasurer. Officers shall be elected by the Board from among its members.

4.2 Duties of Officers

- Chair: Presides over meetings, represents the Board, and ensures the Board fulfills its responsibilities.
- Vice Chair: Assists the Chair and assumes the Chair's duties in their absence.
- Secretary: Maintains records of meetings, oversees correspondence, and ensures compliance with public notice requirements.
- Treasurer: Oversees the financial affairs of the School, including budgeting and financial reporting.

ARTICLE V: COMMITTEES

5.1 Establishment of Committees

The Board may establish committees as necessary to carry out its responsibilities. Each committee shall have a specific purpose and shall report to the Board.

5.2 Committee Membership

Committee members may include Board members and other individuals with relevant expertise, as determined by the Board.

ARTICLE VI: AMENDMENTS

6.1 Amendments to Bylaws

These Bylaws may be amended by a two-thirds (2/3) vote of the Board members present at a meeting where a quorum is established, provided that written notice of the proposed amendment has been given to all Board members at least fourteen (14) days prior to the meeting.

ARTICLE VII: DISSOLUTION

7.1 Dissolution

In the event of dissolution of the School, any remaining assets after the payment of debts shall be distributed to a nonprofit organization with a similar mission, as determined by the Board.

ARTICLE VIII: MISCELLANEOUS

8.1 Conflict of Interest

Board members shall adhere to a conflict of interest policy to ensure that personal interests do not interfere with the interests of the School.

8.2 Indemnification

The School shall indemnify its Board members and officers to the fullest extent permitted by law against any liability incurred in connection with the School.

8.3 Adoption of Bylaws

These Bylaws were adopted by the Board of Directors of Little Rock Preparatory Academy for Young Men on [Date].

Date of this notice: 04-23-2025

Employer Identification Number:
33-4734028

Form: SS-4

Number of this notice: CP 575 E

LITTLE ROCK PREPARATORY ACADEMY FOR
YOUNG MEN
401 N MCDOWELL ST
CHARLOTTE, NC 28204

For assistance you may call us at:
1-800-829-4933

IF YOU WRITE, ATTACH THE
STUB AT THE END OF THIS NOTICE.

WE ASSIGNED YOU AN EMPLOYER IDENTIFICATION NUMBER

Thank you for applying for an Employer Identification Number (EIN). We assigned you EIN 33-4734028. This EIN will identify your entity, accounts, tax returns, tax returns, and documents, even if you have no employees. Please keep this notice in your permanent records.

Taxpayers request an EIN for business and tax purposes. Some taxpayers receive CP575 notices when another person has stolen their identity and are operating using their information. If you did **not** apply for this EIN, please contact us at the phone number or address listed on the top of this notice.

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.

When you submitted your application for an EIN, you checked the box indicating you are a non-profit organization. Assigning an EIN does not grant tax-exempt status to non-profit organizations. Publication 557, Tax-Exempt Status for Your organization, has details on the application process, as well as information on returns you may need to file. To apply for recognition of tax-exempt status, organizations must complete an application on one of the following forms: Form 1023, Application for Recognition of Exemption Under Section 501(c)(3) of the Internal Revenue Code; Form 1023-EZ, Streamlined Application for Recognition of Exemption Under Section 501(c)(3) of the Internal Revenue Code; Form 1024, Application for Recognition Under Section 501(a); or Form 1024-A, Application for Recognition of Exemption Under Section 501(c)(4) of the Internal Revenue Code.

Nearly all organizations claiming tax-exempt status must file a Form 990-series annual information return (Form 990, 990-EZ, or 990-PF) or notice (Form 990-N) beginning with the year they legally form, even if they have not yet applied for or received recognition of tax-exempt status.

If you become tax-exempt, you will lose tax-exempt status if you fail to file a required return or notice for three consecutive years, unless a filing exception applies to you (search www.irs.gov for Annual Exempt Organization Return: Who Must File). We start calculating this three-year period from the tax year we assigned the EIN to you. If that first tax year isn't a full twelve months, you're still responsible for submitting a return for that year. If you didn't legally form in the same tax year in which you obtained your EIN, contact us at the phone number or address listed at the top of this letter. For the most current information on your filing requirements and other important information, visit www.irs.gov/charities.

Ethnicity/Race	# of Students	Percentage (%)
American Indian or Alaska Native		0%
Asian	3	1%
Black or African American	150	50%
Hispanic	105	35%
Native HI or Pacific Islander		0%
Two or More Races	13	4%
White	30	10%
EDS Subgroups		0%
Economically Disadvantaged Students	210	72%
Students with Disabilities	36	12%
English Language Learners	30	10%
Students Experiencing Homelessness	15	5%

Petition in Support of the Male Single-Gender Charter High School in Charlotte, NC

We, the undersigned members of the Charlotte community, support the establishment of a male single-gender charter high school designed to address the disparities in violence and involvement in the criminal justice system for boys of color. This school will provide targeted support, positive role models, mentorship, a culturally relevant curriculum, and a safe and supportive environment, with a strong focus on social-emotional learning and awareness.

By signing this petition, we express our commitment to fostering educational opportunities that empower our youth and promote their success.

Name	Address	Email	Phone Number	Signature	Date
Ruby Taylor	7010 Maple St	rtaylor@AOL.com	704-578-1306	Ruby Taylor	4/23/25
Melissa Gills	721 E 7th St	melissa.gills@gmail.com	605-471-5035	Melissa Gills	4/23/25
Ernest McClain Jr	7522 Hounslow Lane	emcclainjr@att.net	704-597-7985	Ernest McClain Jr.	4/23/25
Antoinette D. Cody	1460 Tom's Farm Rd Matthews, NC	acody13@yahoo.com	704-591-2765	Antoinette D. Cody	4/23/25
Constancia M. McClain	238 Matthews St Charlotte, NC 28216	ConstanciaMcClain@gmail.com	704-569-4288	Constancia M. McClain	4/23/25
Teresa Barrow	809 E. 8th St. Charlotte, NC 28202	tbarrowye@gmail.com	718-809-8750	Teresa Barrow	4/23/25
Sonya Campbell	555 Clearwater	mscampbell2@hotmail.com	704-858-4161	Sonya Campbell	4/23/25
Rutha Aaron	11794 Red Leaf Dr Charlotte, NC 28125	aroonrutha@gmail.com	704-705-9717	Rutha Aaron	4/23/25
Diane Commander	6628 Pueblo Ln	John Commander works@gmail.com	704-858-1444	Diane Commander	4/13/25
Frances McClain	7522 Hounslow	fmccclain42@gmail.com	704-597-7985	Frances McClain	4/23/25
Diana Davis	6628 Pueblo Ln Charlotte, NC	dcharddave@yahoo.com	704-777-9928	Diana Davis	4/23/25
Kay Frazier	704 Edmond	KayFrazier@gmail.com	704-607-4537	Kay Frazier	4/23/25
Kym Johnson	1900 Sir Barton Ct Charlotte, NC 28215	Kymbj1991@gmail.com	704-560-1755	Kym Johnson	4/23/25

Thank you for your support! Together, we can create a brighter future for our youth.
For more information or to get involved, please contact: [Your Contact Information]

Petition in Support of the Male Single-Gender Charter High School in Charlotte, NC

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By signing this petition, we express our commitment to fostering educational opportunities that empower our youth and promote their success.

Name	Address	Email	Phone Number	Signature	Date
G. Rebecca Warren	Charlotte, NC 28227 7620 Prindle Lake Dr	grebecca.warren@gmail.com	704 333-3326	G. Rebecca Warren	4/18/2025
Derrill A. Blue	17212 Patron Drive Charlotte, NC 28273	derrillblue@gmail.com	405-821-1333	Derrill Blue	4/18/2025
Glain H. Lewis	1629 SILVERBERRY CT CHARLOTTE, NC 28214	GLAIN HEYNES YMAIL.COM	980-214-6920	Glain H Lewis	4/22/2025
Hazel Marie Smith	2028 Syracuse Dr. Charlotte, NC 28216	Hazel Marie Smith 49 GMAIL.COM	980-755-5832	Hazel Marie Smith	4/22/2025
CHARLESE FRAZIER	6130 T MAURICE AVE CHARLOTTE, NC 28205	CHARLESEFRAZIER@gmail.com	803-491-9015	Charlese Frazier	4/22/2025
JESSE MASSEY	2209 GAINES ST CHARLOTTE, NC 28206	JESSE MASSEY GMAIL.COM	980-230-3718	Jesse F. Massey	4/22/2025
Ladocia Crowder	1012 Edgegreen Dr Charlotte, NC 28217	LABOECIAC@ HOTMAIL.COM	704-527-3760	Ladocia Crowder	4/22/2025
Michael W	1900 Terry Brook Ln Charlotte, NC 28205	michael.washington@gmail.com	203-565-4034	Michael Washington	4/22/2025
SANDRA J. LEE	4515 GAINESBOROUGH RD 28205	sanilee@hotmail.com	704-493-2334	Sandra Lee	4/22/2025
Rochelle Bell	4306 Conore St 28209 Charlotte	onlybroodrey2@gmail.com	704-901-4159	Rochelle Bell	4/22/2025
Daphnie Miller	12672 Persimmon Tree Dr Charlotte, NC 28273	damiller64@gmail.com	980-267-8679	Daphnie Miller	4/22/2025
Dharmiyah Crowder	8012 Lamplighter Pkwy Charlotte, NC 28217	dejarri011@gmail.com	704-390-1589	Dharmiyah Crowder	4/23/2025
Latoya Potts	8212 Lamplighter Pkwy Charlotte, NC 28217	LCrowder27@yahoo.com	704-421-8382	Latoya Potts	4/23/2025
Belinda Avatan	7527 B Nestar Ln Charlotte 28226	bgaustin03@hotmail.com	704-4174	Belinda Avatan	4/23/25

Thank you for your support! Together, we can create a brighter future for our youth.
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Name	Address	Email	Phone Number	Signature	Date
Samuel Crowder	215 Short Hills Dr	S.Crowder ³⁴⁷ yahoo.com	704-979-2912	Samuel Crowder	4/23/2025
Willetta Crowder	215 Short Hills Dr	Wscrowder@aol.net	704-561-9557	Samuel Crowder	4/23/2025
Anne Young	3126 Villanova Ln WLN	younganne.lg@gmail.com	704-942-6622	Anne S. Young	4/23/2025
Gilbert McRae	1201 Kelston Dr.	mcrae.jg@bell.net	704-567-7588	Gilbert McRae	4/23/2025
Paula Blue	17212 Paton Drive	paulabryantblue@gmail.com	405-821-1337	Paula Blue	4/22/2025
Elouise Cummings	3205 Manchester ^{ave} Mnncastle, NC	ecummings57@yahoo.com	704-973-0884	Elouise Cummings	4-23-2025
Beverly Reynolds	7017 The Greens	berREV36@gmail.com	909-618-8732	Beverly Reynolds	4-23-2025
Carlotta Freeman	6714 Phogamy Hills Dr.	Ccfreeman3@gmail.com	704-552-5700	C.F. Freeman	4-23-25
Gardenia Wets	F. Flywath Ave	f.flywath@aol.com	704-519-6162	Gardenia Wets	4-23-25
Gloria Joyner Johnson	5734 Bradford ^{Rothmore}	gloriaj06812@gmail.com	(301) 332-6111	Gloria Johnson	4/23/25
Ronald Nelson	7234 ^{Charlotte}	RonnioNelson@yahoo.com	704-455-1488	Ronald Nelson	4/23/25
Erica B. D.	3115 Laurelwood ^{na}	ericabridges@yahoo.com	704-492-0711	Erica B. D.	4/23/25
Juanita Jones	2733 LaSalle St		704-398-2588	Juanita Jones	
Blake Mangum	2209 Gilbert St	BlakeMangum@gmail.com	704-352-9802	Blake Mangum	4/23/25

Thank you for your support! Together, we can create a brighter future for our youth.
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Petition in Support of the Male Single-Gender Charter High School in Charlotte, NC

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Name	Address	Email	Phone Number	Signature	Date
Brenda Williamson	3643 Melrose Cottage NC 28205	wbb3912@gmail.com	704-726-6773		4/23/25
Randy Freeman	5914 Mahogany Wood 7620 Prindle Lake Dr. Charlotte NC 28227	randyfreeman@comcast.net	704-552-5716		4-23-25
Shera Warren	718 Mountain Lookout Bostic NC 28019	shera.warren@gmail.com	704-341-5721		4-23-25
Brenda Holt	5945 The Plaza Charlotte NC 28215	bhstudies@gmail.com	704-907-8293		4-24-25
Francis O'Leary	7620 Prindle Lake Dr Charlotte NC 28227	francisoleary@gmail.com	704-572-8517		4-24-25
Angelia Fryer	7620 Prindle Lake Dr Charlotte NC 28227	angeliafryer@gmail.com	704-644-8372		4-24-25
Charles W. Dancer	Charlotte, NC 28227	charlesdancer1@gmail.com	704-965-9100		4-25-25
Denise Williams	3737 Wendover Ln Charlotte NC 28211	denisewilliams@gmail.com	704-223-8941		4/25/25
Artien Collins	346 Yarnold Cir Charlotte NC 28205	artien.collins@gmail.com	704-375-9796		4/25/2025
Mathie Klutts	7808 Hummingbird Crawotte Rd Charlotte NC 28215	mathieklutts@gmail.com	704-519-7212		4/25/25
Sybarba Ellis	1124 Balthuse Ln Merrimack NC 28135	sybarbaellis@gmail.com	704-756-2881		4/24/25
Corbell Riley	1124 Balthuse Ln Merrimack NC 28135	corbellriley@gmail.com	704-905-1624		4/24/25
Donna Riley	1124 Balthuse Ln Merrimack NC 28135	donnariley2@gmail.com	704-905-1624		4/24/25
SIMON DELVA	12534 THURS MILL LW	simondelva@gmail.com	910-818-5299		4-24-25



Johnson C. Smith University

Division of Institutional Advancement

April 22, 2025

Dr. Derrill Blue, Pastor
Little Rock AME Zion Church
401 North McDowell Street
Charlotte, NC 28204

Dear Dr. Blue,

It is my pleasure to write this letter of support for the establishment of the Little Rock Preparatory Academy for Young Men, a charter high school. I'm aware of the critical need to educate boys to become explorers and critical thinkers. A male single gender high school can provide students with access to educators and mentors who can serve as positive role models. Johnson C. Smith University has seen the benefits mentorship programs can have to help students navigate personal and academic challenges, providing resilience and positive decision-making.

Throughout our university's history, we have been engaged with the families and schools in our surrounding community. We work as partners to help ensure that the needs of the students served are met. The partnerships enhance educational opportunities and provide additional resources for students and their families.

I look forward to working with Little Rock AME Zion Church on this endeavor to empower the next generation of men. If I can be of any further assistance, my contact information is jpsprings@jcsu.edu or work#704-378-1024.

Sincerely,

A handwritten signature in black ink, appearing to read "Joy Springs".

Joy Paige Springs

Vice President for Institutional Advancement and External Affairs



BOARD OF COUNTY COMMISSIONERS

April 6, 2025

Dear Colleagues,

I hope this letter finds you well. As a County Commissioner committed to fostering equitable educational opportunities for all students, I am writing to express my strong support for the establishment of a new male single-gender charter high school in Charlotte, North Carolina. This innovative educational initiative aims to address the critical disparities in violence and involvement in the criminal justice system that disproportionately affect boys of color in our community.

The proposed charter school is designed to provide targeted support and resources that are essential for the success of these young men. By focusing on mentorship, positive role models, and a culturally relevant curriculum, this school will create an environment where students can thrive academically, socially, and emotionally. The emphasis on social-emotional learning and awareness will equip our students with the skills they need to navigate challenges and make positive life choices.

In light of the alarming statistics surrounding youth violence and incarceration rates among boys of color, it is imperative that we take proactive steps to create educational pathways that empower these young men. This charter school will not only serve as a safe and supportive environment but will also foster a sense of community and belonging, which is crucial for their development.

I invite my fellow elected officials and decision-makers to join me in supporting this vital initiative. Together, we can champion a project that has the potential to transform lives and break the cycle of violence and incarceration. By investing in the education and well-being of our youth, we are investing in the future of our community and our state.

I encourage you to reach out to the founders of this charter school to learn more about their vision and the positive impact they aim to achieve. Let us come together to support this important endeavor and ensure that every child in Charlotte has access to a high-quality education that meets their unique needs.

I appreciate your consideration; this letter of support is being offered by me as an individual county commissioner and is not intended to reflect or suggest any official action taken by the Board of Commissioners or by Mecklenburg County.

Sincerely,

A handwritten signature in black ink that reads "Vilma D. Leake". The signature is fluid and cursive, with the first letters of the first and last names being capitalized and prominent.

Vilma D. Leake
County Commissioners
District 2

LIVE • LEARN • WORK • RECREATE



BOARD OF COUNTY COMMISSIONERS

April 22, 2025

Dear Colleagues,

I hope this letter finds you well. As a County Commissioner committed to fostering equitable educational opportunities for all students, I am writing to express my strong support for the establishment of a new male single-gender charter high school in Charlotte, North Carolina. This innovative educational initiative aims to address the critical disparities in violence and involvement in the criminal justice system that disproportionately affect boys of color in our community.

The proposed charter school is designed to provide targeted support and resources that are essential for the success of these young men. By focusing on mentorship, positive role models, and a culturally relevant curriculum, this school will create an environment where students can thrive academically, socially, and emotionally. The emphasis on social-emotional learning and awareness will equip our students with the skills they need to navigate challenges and make positive life choices.

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I invite my fellow elected officials and decision-makers to join me in supporting this vital initiative. Together, we can champion a project that has the potential to transform lives and break the cycle of violence and incarceration. By investing in the education and well-being of our youth, we are investing in the future of our community and our state.

I encourage you to reach out to the founders of this charter school to learn more about their vision and the positive impact they aim to achieve. Let us come together to support this important endeavor and ensure that every child in Charlotte has access to a high-quality education that meets their unique needs.

Thank you for your attention to this pressing issue. I look forward to your support and collaboration in making this vision a reality.

Please note, that while I fully support this request, this letter of support is being offered by me as an individual county commissioner and is not intended to reflect or suggest any official action taken by the Board of Commissioners or by Mecklenburg County.

Sincerely,

A handwritten signature in black ink that reads "Mark D. Jerrell". The signature is fluid and cursive, with the first letters of the first and last names being capitalized and prominent.

Mark D. Jerrell
Chairman
Mecklenburg County Commissioner | District 4

LIVE · LEARN · WORK · RECREATE

DONNIE HOOVER
2525 Tanglebrook Lane
Charlotte, North Carolina 28216-4353
Telephone: (704) 904-4220 – cell
Email: dhooverlaw@gmail.com

April 21, 2025

Dr. Derrill Blue
Little Rock A.M.E. Zion Church
401 North McDowell Street
Charlotte, NC 28204

Re: All Male STEAM Charter School

Dear Dr. Blue:

It has come to my attention that Little Rock A.M.E. Zion Church is contemplating opening an all-male Charter School. This is a wonderful idea for which I commend you and your congregation. This letter is to show my support for this project.

I am a retired Superior Court Judge, where I served four years. Prior to that I served over nine years on the Mecklenburg County District Court. I worked for the U.S. Department of Justice for over nine years at the beginning of my career and then as a private practice attorney in Charlotte for over 24 years before going on the District Court. I am a life-long member of Steele Creek A.M.E Zion Church and presently serve on the Board of Directors of the Greater Enrichment Program, Inc., an afterschool program started by one of our former A.M.E. Zion Bishops, Bishop George E. Battle, Jr.

In the capacities in which I have worked and served, it has become abundantly clear to me that there is a serious need for more specialized education for young men. I have seen too many young men go astray and become entangled in our legal system. I attribute much of this to the inability of our educational system to adequately address the specific needs of these young men. As a result, many of them have become helpless and hopeless.

Accordingly, I applaud your plan to start a Charter School for young men, particularly a “STEAM” school. As I am sure you are aware, STEAM goes a step beyond “STEM,” and incorporates the Arts in addition to the integration of Science, Technology, Engineering and Math into a holistic educational approach. That adds a totally different dynamic to this educational approach by not only emphasizing cognitive skills, but also incorporating social, emotional and communication skills. The STEAM education teaches students to take well thought out risks, concentrate on problem solving, work creatively and master the art of working with others. These are all traits that will benefit these young men and help keep them out of the prison system.

Dr. Derrill Blue
Little Rock A.M.E. Zion Church
Page 2 of 2
April 21, 2025

Re: All Male STEAM Charter School

If there is anything that I can do to help you to get this program off the ground, please do not hesitate to contact me. I wish you the best of luck with this project.

Very truly yours,

A handwritten signature in blue ink that reads "Donnie Hoover". The signature is written in a cursive style with a large initial "D".

Donnie Hoover

Little Rock Preparatory Academy for Young Men
Public Meeting Attendance List
12.19.2024

1. Dr. Derrill A. Blue
2. Rev. Belinda Austin
3. Dr. Sonya Campbell
4. Rev. Anthony Redfearn
5. Rev. Michelle Courtney
6. Rev. Diane Commander
7. Rev. Linwood Shaw
8. Adrienne Baker
9. Alicia Howard
10. Alice Christian
11. Angela Aiken
12. Angela T. Caldwell
13. Anika Robinson
14. Anne Young
15. Antoinette Cody
16. Artie Collins Beatrice
17. Bernard Cummings
18. Carletta Freeman
19. Carol Staley
20. Carolyn Harrison
21. Carl Daniel
22. Cathy Oliver
23. Charles McDonald
24. Chella Mills
25. Christy Bryant
26. Cordell Riley
27. Danielle Davis
28. Delphia Daniel
29. Dianna Davis
30. Dirk Clark
31. Donna Riley
32. Donte Hooker
33. Dorothy Cousar
34. Dr. Angelia Fryer
35. Dr. Vilma Leake
36. Ella Turner
37. Eloise Cummings
38. Erica Bridges
39. Ernest McClain
40. Frances McClain
41. Gardenia Watts
42. Geraldine Lowe
43. Gilbert McRae
44. Glain Lewis
45. Gloria Joyner Johnson
46. Gloria Varner
47. Greg Goodwin

48. Hazeline Smith
49. Jada Goodwin
50. Jeanelle Crump
51. Jeanelle Perry
52. Jennifer Mitchell
53. Jesse Massey
54. Jimmy Hackett
55. John Moore Jr.
56. Juliette Wilson
57. Kay Frazier
58. Keith Powe
59. Kym Johnson
60. Ladocia Crowder
61. Larry Staley
62. Lynn Crump
63. Mary Ann Walker
64. Mary Davis
65. Mattie Kluttz
66. Melony Looper
67. Michael Gregory
68. Michelle Scott
69. Mitzi Porter
70. Narcissus Lowery
71. Payton Colclough
72. Phillip Polk
73. Racquel Kornegay
74. Randy Freeman
75. Rhonda Smith
76. Robbie Thompson
77. Robert Horsley
78. Robin Bradford
79. Rogercarole Rogers
80. Ronald Johnson
81. Ronald Metz
82. Ronald Nelson
83. Ruby Tarver
84. Samuel Crowder
85. Sandra J. Lee
86. Sid Oliver
87. Selita Weathers
88. Sharbara Ellis
89. Shatia Lee

90. Stafford Mackey
91. Stephanie Ford
92. Tasha Powell
93. Thomas Porter
94. Tracie Gregory
95. Trina Hackett
96. Ty Humes
97. Valencia Tims
98. Vangela Witherspoon
99. Vernon Powell
100. Wade Witherspoon
101. Willette Crowder
102. Yolanda Riley

Submitted By:

Ladocia Crowder

Ladocia Crowder, Secretary

Little Rock Preparatory Academy for Young Men
Public Meeting Attendance List
2.24.2025

1. Dr. Wardell Henderson
2. Dr. Derrill A. Blue
3. Rev. Belinda Austin
4. Dr. Sonya Campbell
5. Rev. Anthony Redfearn
6. Rev. Michelle Courtney
7. Rev. Paula Blue
8. Adrienne Baker
9. Alice Christian
10. Angela Aiken
11. Angela T. Caldwell
12. Anika Robinson
13. Anne Young
14. Antoinette Cody
15. Artie Collins Beatrice
16. Bernard Cummings
17. Carletta Freeman
18. Carol Staley
19. Carolyn Harrison
20. Chella Mills
21. Christy Bryant
22. Cordell Riley
23. Delphia Daniel
24. Dianna Davis
25. Donna Riley
26. Dorothy Cousar
27. Dr. Angelia Fryer
28. Dr. Vilma Leake
29. Eloise Cummings
30. Erica Bridges
31. Ernest McClain
32. Evelyn
33. Gardenia Watts
34. Geraldine Lowe
35. Gilbert McRae
36. Glain Lewis
37. Gloria Joyner Johnson
38. Gloria Varner
39. Greg Goodwin
40. Hazeline Smith
41. Jada Goodwin
42. Jeanelle Crump
43. Jeanelle Perry
44. Jennifer Mitchell

45. Jesse Massey
46. Jimmy Hackett
47. John Moore Jr.
48. Juliette Wilson
49. Kay Frazier
50. Keith Powe
51. Kym Johnson
52. Ladocia Crowder
53. Larry Staley
54. Lynn Crump
55. Mary Ann Walker
56. Mary Davis
57. Mattie Kluttz
58. Melony Looper
59. Michelle Scott
60. Mitzi Porter
61. Mr. Varner
62. Narcissus Lowery
63. Payton Colclough
64. Racquel Kornegay
65. Randy Freeman
66. Rhonda Smith
67. Robbie Thompson
68. Robert Horsley
69. Robin Bradford
70. Rogercarole Rogers
71. Ronald Johnson
72. Ronald Nelson
73. Ruby Tarver
74. Samuel Crowder
75. Sandra J. Lee
76. Selita Weathers
77. Sharbara Ellis
78. Shatia Lee
79. Stafford Mackey
80. Tasha Powell
81. Thomas Porter
82. Trina Hackett
83. Ty Humes
84. Valencia Tims
85. Vangela Witherspoon

- 86. Vernon Powell
- 87. Wade Witherspoon
- 88. Willette Crowder

Submitted By:

Ladocia Crowder

Ladocia Crowder, Secretary

CHARTER SCHOOL OPENING KEY MILESTONE ACTIVITY CHECKLIST

Category	Task	Status	Estimated Due Date	Date Completed
Facilities & Operations				
a. Site	<ul style="list-style-type: none"> ▪ Secure and finalize adequate site location and facility ▪ Develop/execute construction and renovation project plan which meets school opening date and budget ▪ Obtain all necessary local building, fire, health permits, and certificate of occupancy ▪ Signed lease ▪ Obtain adequate property and general liability insurance ▪ Secure necessary building utilities and services ▪ Acquire furniture, fixtures, equipment and supplies 			
b. Food Service	<ul style="list-style-type: none"> ▪ Develop food service plan and secure provider agreement(s) ▪ Incorporate federal/state FRPL grant opportunities, applications and guidelines into food service plan 			

	<ul style="list-style-type: none"> Disseminate information and applications to parents for meal program participation 			
c. Transportation	<ul style="list-style-type: none"> Complete transportation program MOU and plan with district 	N/A		
	<ul style="list-style-type: none"> Disseminate information and applications to parents for transportation program participation 	N/A		

Category	Task	Verification for NCDPI	Estimated Due Date	Date Completed
Governance & Management	<ul style="list-style-type: none"> ▪ Appoint Board members; elect officers and chairs; conduct background checks per North Carolina General Statutes 			
	<ul style="list-style-type: none"> ▪ Adopt board by-laws, roles/responsibilities, and calendar of board and committee meetings 			
	<ul style="list-style-type: none"> ▪ SDE to receive board membership, including name, position, and email address 			
	<ul style="list-style-type: none"> ▪ Draft contract/agreement with CMO, if applicable, in compliance with Chapter 115C of the North Carolina General Statutes for whole school management services, as well as CMO background checks; delineate segregation of CMO responsibilities 			
	<ul style="list-style-type: none"> ▪ Complete board training on responsibilities, governance, and transparency, including FOIA and open meeting rules 			
	<ul style="list-style-type: none"> ▪ Conduct board meetings and post public meeting schedule, agenda, and minutes on school website 			
	<ul style="list-style-type: none"> ▪ Draft/adopt anti-nepotism and conflict-of-interest (both personal and financial) policies per NCDPI guidelines 			
	<ul style="list-style-type: none"> ▪ Assess need for additional insurance coverages including director's and/or educator's liability, auto, sexual abuse, bond surety, and other umbrella coverage 			

	<ul style="list-style-type: none"> ▪ SBE approval of Charter Contract 			
Policies & Procedures	<ul style="list-style-type: none"> ▪ Board approves comprehensive school policies & procedures 			
	<ul style="list-style-type: none"> ▪ Develop student/family handbook and orientation, including, but not limited to attendance and conduct expectations, and discipline and complaint procedures 			
	<ul style="list-style-type: none"> ▪ Develop employee handbook and orientation 			
	<ul style="list-style-type: none"> ▪ Establish/publish school calendar 			
	<ul style="list-style-type: none"> ▪ Establish student cume/academic, medical, and SPED files; maintain, secure, and retain per statutory guidelines 			

Category	Task	Verification for NCDPI	Estimated Due Date	Date Completed
Talent & Staffing	<ul style="list-style-type: none"> ▪ Board hires CEO/ED and/or principal/school leader; conduct background checks 			
	<ul style="list-style-type: none"> ▪ Hire and negotiate contracts for qualified teaching, paraprofessional and administrative staff; conduct background checks 			
	<ul style="list-style-type: none"> ▪ Ensure comprehensive talent role descriptions/expectations, evaluation, and professional training & development plans are in place 			
	<ul style="list-style-type: none"> ▪ Ensure adequate data collection and analysis capacity exists for school 			
	<ul style="list-style-type: none"> ▪ Ensure compliance with all federal and state employment laws, and collective bargaining agreements (if applicable) regarding compensation, benefits, workers comp, and respective required documentation and postings; maintain compliant personnel files 			
Health & Safety	<ul style="list-style-type: none"> ▪ Develop comprehensive emergency response plan including emergency preparedness training to all school personnel 			
	<ul style="list-style-type: none"> ▪ Establish fire drill and emergency evacuation procedures 			
	<ul style="list-style-type: none"> ▪ Hire/contract school nurse 			
	<ul style="list-style-type: none"> ▪ Establish plan/procedure for provision of health services, emergency treatment, screenings, and for administration of medications 			

	<ul style="list-style-type: none"> Collect immunization histories; maintain/retain medical records per state statutes 			
	<ul style="list-style-type: none"> Ensure building facility and operating procedures meet requirements for disability accessibility, food handling/storage, controlled building access, security, and safety 			
Student Enrollment	<ul style="list-style-type: none"> Establish plan to recruit, enroll, and retain students, with special attention to high-needs subgroups, host district benchmarks and school targets 			
	<ul style="list-style-type: none"> Establish and communicate fair and equitable enrollment, free, open access recruitment processes (e.g., admissions, lottery, and waiting lists) 			
	<ul style="list-style-type: none"> Create, publicize, and conduct student lottery; notify parents 			
	<ul style="list-style-type: none"> Track and verify enrollment projection against planned NCDPI seat allocation prior to school opening 			
	<ul style="list-style-type: none"> Register students; request and receive student transfer files 			

Category	Task	Verification for NCDPI	Estimated Due Date	Date Completed
Family & Community Involvement	<ul style="list-style-type: none"> ▪ Establish parent/community updates and incorporate student progress conferences into school calendar 			
	<ul style="list-style-type: none"> ▪ Build community relations and publicity plan to build/maintain public awareness and support 			
	<ul style="list-style-type: none"> ▪ Incorporate multi-lingual communication in family materials, as appropriate 			
Instructional Program	<ul style="list-style-type: none"> ▪ Adopt scope & sequence, curriculum, instruction, and assessment programs consistent with charter and mission. The curriculum must align (or be developed in accordance) with education standards adopted by the North Carolina State Board of Education, which include North Carolina Core Standards (CCS) for English language arts and mathematics, Next Generation Science Standards (NGSS) for science, National School Library Standards, and the North Carolina State Frameworks for all other areas of study. 			
	<ul style="list-style-type: none"> ▪ Develop a robust student information system; collect/analyze baseline educational and demographic data, including all key subgroups; develop a tracking procedure for at-risk students 			
	<ul style="list-style-type: none"> ▪ Define/set appropriate student achievement benchmarks, metrics, and objectives 			
	<ul style="list-style-type: none"> ▪ Define/set appropriate attendance and culture/climate benchmarks, metrics, and objectives 			
	<ul style="list-style-type: none"> ▪ Acquire necessary curricula, texts, and instructional software, equipment, and supplies 			

	<ul style="list-style-type: none"> ▪ Formalize instructional plan to serve Multilingual Learners/English Learners (MLs/ELs), and students with disabilities/special needs (including IEP and 504-eligible) 			
	<ul style="list-style-type: none"> ▪ Participate in NCDPI ML/EL Performance Data Collection and Assessments technical assistance trainings when offered 			

Category	Task	Verification for NCDPI	Estimated Due Date	Date Completed
Special Education	<ul style="list-style-type: none"> ▪ Hire certified SPED staff and administrator(s) 			
	<ul style="list-style-type: none"> ▪ Obtain and create separate SPED student files, including IEP and 504 plans; maintain/retain per statutory guidelines 			
	<ul style="list-style-type: none"> ▪ Ensure proper SPED service staffing and delivery plan in conjunction with host district (via MOU or agreement), as applicable 			
	<ul style="list-style-type: none"> ▪ Incorporate federal/state SPED grant opportunities, applications and guidelines into SPED service plan 			
	<ul style="list-style-type: none"> ▪ Ensure full compliance with ADA, IDEA, and all applicable federal and state regulations 			
	<ul style="list-style-type: none"> ▪ Participate in North Carolina Special Education Data System technical assistance trainings when offered 			
	<ul style="list-style-type: none"> ▪ Arrange for the provision of related services per student IEPs, i.e. speech and language, physical and occupational therapy, psychology, counseling and social work as necessary 			
Multilingual learners/ English Learners	<ul style="list-style-type: none"> ▪ Ensure compliance with Title III of the Elementary and Secondary Education Act (ESEA) as amended by Every Student Succeeds Act (ESSA), U.S. Department of Education authorities, Title VI of the Civil Rights Act of 1964, and the Equal Educational Opportunities Act of 1974 (EEOA) relating to requirements regarding and related to the service of Multilingual learners/English learners (MLs/ELs) and all applicable federal and state regulations 			
	<ul style="list-style-type: none"> ▪ Required policies related to steps for identification of students in need of ML/EL services 			

	<ul style="list-style-type: none"> ▪ Required policies related to the provision of services of ML/EL students 			
	<ul style="list-style-type: none"> ▪ Compliance with native-language communication requirements 			
	<ul style="list-style-type: none"> ▪ Appropriate and equitable delivery of services to identified students 			
	<ul style="list-style-type: none"> ▪ Equitable access to instructional programming 			
	<ul style="list-style-type: none"> ▪ Appropriate accommodations on assessments 			
	<ul style="list-style-type: none"> ▪ Exiting of students from ML/EL services 			
	<ul style="list-style-type: none"> ▪ Ongoing monitoring of exited students 			

Category	Task	Verification for NCDPI	Estimated Due Date	Date Completed
External Contracted Programs/Services	<ul style="list-style-type: none"> ▪ Secure certified auditor, and financial service providers (eg., bank, accountant, payroll, benefits administrator) ▪ Establish vendor/supplier contracts and leases, including IT, telecom, building/grounds/maintenance, legal, insurance, equipment, and other services ▪ Ensure collection of background check information for external contractors, if and as applicable 			
Finance	<ul style="list-style-type: none"> ▪ Create/approve capital and operating budgets, and financing plan, in line with school's financial model and NCDPI funding guidelines ▪ Create/approve stringent fiscal policies and procedures with appropriate internal controls, including but not limited to payroll, cash control, check authorizations, purchasing/receiving, and segregation of CMO control (if applicable) ▪ File appropriate tax-exempt paperwork. ▪ Develop sustainable fund-raising/development and grant procurement strategy 			
Compliance & Documentation	<ul style="list-style-type: none"> ▪ NCDPI-approved charter ▪ Federal/state grants, bonds, and program documentation ▪ NCDPI receipt of non-profit entity 			

	<ul style="list-style-type: none"> ▪ NCDPI receipt schools state and federal not-for-profit entity incorporation docs and tax-exempt status 			
	<ul style="list-style-type: none"> ▪ New Charter School District/ School Codes Form 			
	<ul style="list-style-type: none"> ▪ Agency Vendor Form SP-26NB-IPDF 			
	<ul style="list-style-type: none"> ▪ Form W-9 Request for Taxpayer Identification Number and Cert 			

ELEVATE CHARTER SCHOOLS

***FINANCIAL STATEMENTS
AND INDEPENDENT AUDITORS' REPORT***

FOR THE YEAR ENDED JUNE 30, 2023

ELEVATE CHARTER SCHOOLS

*FINANCIAL STATEMENTS
AND INDEPENDENT AUDITORS' REPORT
FOR THE YEAR ENDED JUNE 30, 2023
TABLE OF CONTENTS*

Independent Auditors' Report 1

Audited Financial Statements

Statement of Financial Position 3

Statement of Activities and Changes in Net Assets for the year ended June 30, 2023 4

Statement of Functional Expenses for the year ended June 30, 2023 5

Statement of Cash Flows 6

Notes to Financial Statements 7

INDEPENDENT AUDITORS' REPORT

To the Board of Directors of
Elevate Charter Schools
2666 State Street, Suite B
Hamden, CT 06517



Opinion

We have audited the accompanying financial statements of Elevate Charter Schools (a not-for-profit corporation, "Elevate") which comprise the statement of financial position as of June 30, 2023, and the related statements of activities, changes in net assets, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements.

In our opinion, the accompanying financial statements present fairly, in all material respects, the financial position of Elevate as of June 30, 2023, and the changes in its net assets and its cash flows for the year of America.

Basis for Opinion

We conducted our audit in accordance with auditing standards generally accepted in the United States of America ("GAAS"). Our responsibilities under those standards are further described in the Auditors' Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of Elevate and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about Elevate's ability to continue as a going concern for one year after the date that the financial statements are issued.

Auditors' Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditors' report that includes our opinion. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS will always detect a material misstatement when it exists.

The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

In performing an audit in accordance with GAAS, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of Elevate's internal control. Accordingly, no such opinion is expressed.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.
- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about Elevate's ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audits, significant audit findings, and certain internal control-related matters that we identified during the audits.

Corini & Associates LLP

November 9, 2023
Bohemia, New York

ELEVATE CHARTER SCHOOLS

**STATEMENT OF FINANCIAL POSITION
JUNE 30, 2023**

ASSETS

Current Assets:

Cash.....	\$	2,433,296
Computers and furniture, net		<u>6,490</u>
TOTAL ASSETS	\$	<u><u>2,439,786</u></u>

LIABILITIES AND NET ASSETS

Current Liabilities:

Accounts payable.....	\$	52,203
Accrued salaries.....		<u>15,362</u>
TOTAL LIABILITIES		67,565

Net Assets:

Without donor restrictions.....		<u>2,372,221</u>
TOTAL NET ASSETS		<u><u>2,372,221</u></u>
TOTAL LIABILITIES AND NET ASSETS	\$	<u><u>2,439,786</u></u>

ELEVATE CHARTER SCHOOLS

**STATEMENT OF ACTIVITIES AND CHANGES IN NET ASSETS
FOR THE YEAR ENDED JUNE 30, 2023**

SUPPORT AND REVENUE:

Private grants.....	\$ 2,025,000
TOTAL SUPPORT AND REVENUE	2,025,000

EXPENSES:

Program services.....	1,521,750
General and administrative.....	246,049
TOTAL EXPENSES	1,767,799

CHANGE IN NET ASSETS 257,201

Net Assets, beginning of year.....	2,115,020
Net Assets, end of year.....	\$ 2,372,221

ELEVATE CHARTER SCHOOLS

**STATEMENT OF FUNCTIONAL EXPENSES
FOR THE YEAR ENDED JUNE 30, 2023**

	Program Services	General and Administrative	Total Expenses
Salaries and wages.....	\$ 650,595	\$ 130,854	\$ 781,449
Charitable donations.....	276,500	-	276,500
Payroll taxes and fringes.....	140,837	28,326	169,163
Occupancy.....	66,845	13,691	80,536
Office expenses.....	12,478	9,642	22,120
Computers and software.....	10,181	7,868	18,049
Bank service fees.....	-	787	787
Advertising.....	-	13,931	13,931
Staff travel.....	-	14,574	14,574
Professional fees.....	364,314	12,773	377,087
Insurance expense.....	-	11,110	11,110
Depreciation and amortization.....	-	2,493	2,493
Total.....	<u>\$ 1,521,750</u>	<u>\$ 246,049</u>	<u>\$ 1,767,799</u>

The accompanying notes are an integral part of these financial statements.

ELEVATE CHARTER SCHOOLS

STATEMENT OF CASH FLOWS
FOR THE YEAR ENDED JUNE 30, 2023

CASH FLOWS FROM OPERATING ACTIVITIES:	
Change in net assets.....	\$ 257,201
<u>Adjustment to reconcile change in net assets to net cash provided by operating activities</u>	
Depreciation and amortization expense.....	2,493
<u>Changes in operating assets and liabilities:</u>	
Accounts payable.....	16,616
Accrued salaries.....	15,362
	<hr/>
NET CASH PROVIDED BY OPERATING ACTIVITIES	291,672
 CASH FLOWS USED IN INVESTING ACTIVITIES:	
Purchase of property and equipment.....	<u>(4,292)</u>
Net increase in cash and cash equivalents.....	287,380
Cash, beginning of year.....	<u>2,145,916</u>
Cash, end of year.....	<u><u>\$ 2,433,296</u></u>

**NOTES TO FINANCIAL STATEMENTS
FOR THE YEAR ENDED JUNE 30, 2023**

NOTE 1 - NATURE OF ORGANIZATION

Elevate Charter Schools (“Elevate”) is a not-for-profit charter school management organization (“CMO”) founded in 2022. The mission of Elevate is to develop and operate high-performing charter schools, that relentlessly provide each child with a rigorous and personalized educational experience, enabling them to reach their full potential in an ever-changing, multicultural world.

For the year ended June 30, 2023, Elevate’s revenues were primarily derived from private foundation grants.

NOTE 2 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

This summary of significant accounting policies of Elevate is presented to assist in understanding Elevate’s financial statements. These financial statements and notes are representations of Elevate’s management, which is responsible for the integrity and objectivity of the financial statements. These accounting policies conform to accounting principles generally accepted in the United States of America (“GAAP”) and have been consistently applied in the preparation of the financial statements.

Income Taxes:

Elevate was incorporated in February 2022. During December 2022, Elevate received tax exempt status from the Internal Revenue Service (“IRS”) and is therefore exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code and is publicly supported, as described in Section 509(a). Elevate is also exempt from state and local taxes. Elevate has evaluated for uncertain tax positions and has determined that there were no uncertain tax positions for 2023.

Elevate files the IRS Form 990 and respective state and local tax returns. These returns are subject to review and examination by federal, state, and local taxing authorities. Elevate has determined that it has registered in all states where it is required to be registered.

Basis of Accounting:

These financial statements are presented on the accrual basis of accounting. Revenue is recorded when earned and expenses are recorded when incurred.

Basis of Presentation:

Elevate is required to report information regarding its financial position and activities according to the following net asset classifications:

Net assets without donor restrictions - Net assets that are not subject to donor-imposed stipulations.

Net assets with donor restrictions - Net assets subject to donor-imposed stipulations or other stipulations that may or will be met, either by action of Elevate and/or the passage of time. When a restriction expires, these net assets are reclassified annually to net assets without donor restrictions and reported in the statement of activities as net assets released from restrictions. Other donor restrictions are perpetual in nature, whereby the donors may stipulate the funds be maintained in perpetuity. Elevate had no net assets with donor restrictions as of June 30, 2023.

**NOTES TO FINANCIAL STATEMENTS
FOR THE YEAR ENDED JUNE 30, 2023**

NOTE 2 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES *(continued)*

Cash Equivalents:

For purposes of the financial statements, Elevate considers all highly liquid investments (including money market accounts) with an initial maturity of three months or less to be cash equivalents. As of June 30, 2023, Elevate did not have any cash equivalents.

Property and Equipment:

Property and equipment are stated at original cost or estimated fair market value, if donated. Major renewals and improvements, which substantially increase the useful lives of the related assets, are capitalized, while repairs, maintenance, and minor renewals are charged to expense as incurred. Depreciation and amortization are computed using the straight-line method over the assets' estimated useful lives as follows:

Computers.....	3 years
Furniture and Fixtures.....	7 years

Revenue Recognition:

Contributions and grants from private foundations, or individuals, are recognized when Elevate satisfies any restrictions on the funds provided by the donor. If there are no restrictions placed on the grant, revenue is recognized at the time of receipt.

Elevate recognizes revenue in accordance with Financial Accounting Standards Board ("FASB") Accounting Standards Update ("ASU") No. 2014-09, Revenue from Contracts with Customers (Topic 606). The core principle under ASU 2014-09 is that revenues are recognized to depict the transfer of promised goods or services to customers in an amount that reflects the consideration at which the entity expects to be entitled in exchange for those goods or services.

In accordance with the ASU, Elevate is required to include disclosure of the remaining performance obligations. Due to the nature of Elevate's contracts, these reporting requirements are not applicable. The majority of Elevate's contracts meet the exemption as defined in Accounting Standards Codification ("ASC") 606-10-50-14 because the performance obligations are part of a contract that has an original expected duration of one year or less. Performance obligations are satisfied over time as they are rendered at which point Elevate will recognize revenue. Payments are due upon receipts of related billing.

Functional Allocation of Expenses:

Functional expenses for shared costs have been allocated between program services and general and administrative expenses based on an analysis of personnel time, space utilized, and other equitable bases for the related activities. The allocation methodologies utilized for Elevate's major expenses are as follows:

Expense	Method of Allocation
Salaries and wages	Time and effort
Payroll taxes and fringe benefits	Based upon salaries
Occupancy	Square footage utilized

**NOTES TO FINANCIAL STATEMENTS
FOR THE YEAR ENDED JUNE 30, 2023**

NOTE 2 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

Use of Estimates:

The preparation of financial statements in conformity with GAAP requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates.

NOTE 3 - EQUIPMENT

Equipment was comprised of the following as of June 30, 2023:

Computers.....	\$	5,612
Furniture and Fixtures.....		3,714
Total		<u>9,326</u>
Less: Accumulated depreciation.....		(2,836)
Equipment, net	\$	<u>6,490</u>

NOTE 4 - CONCENTRATION OF RISK

Cash:

Elevate maintains its bank accounts with several financial institutions. The Federal Deposit Insurance Corporation (“FDIC”) insures bank deposits up to a certain level. Due to recent bank failures and other uncertainties affecting the banking sector, there may be greater financial and liquidity risk for uninsured deposits held at financial institutions. Although the FDIC has taken significant steps to protect uninsured deposits impacted by these bank failures, there are no assurances surrounding any potential future failures and their impacts on uninsured deposits in terms of both guarantees and the ability to access funds timely.

Revenue:

During the period ended June 30, 2023, 100% of Elevate’s revenue was from one private foundation.

NOTE 5 - LEASING ARRANGEMENTS

Elevate leases office space at two locations on a month-to-month basis with monthly lease payments ranging from \$355 to \$1,438 per month. Total rent expense for these leases for the period ended June 30, 2023 was \$66,049 and is included in occupancy expense on the accompanying statement of functional expenses.

NOTE 6 - LIQUIDITY

Elevate has cash of \$2,433,296 available to meet general expenditures over the next 12 months.

**NOTES TO FINANCIAL STATEMENTS
FOR THE YEAR ENDED JUNE 30, 2023**

NOTE 7 - RELATED PARTY TRANSACTIONS

For the year ended June 30, 2023, Elevate hired one of its Board members to provide legal services in conjunction with the development of Elevate's governance related documents, business planning, and other legal matters in the amount of \$92,100.

NOTE 8 - SUBSEQUENT EVENTS

Elevate has evaluated all subsequent events and transactions between July 1, 2023 and November 9, 2023, which is the date the financial statements were available to be issued, for possible disclosure and recognition in the financial statements.



ELEVATE CHARTER SCHOOLS

*FINANCIAL STATEMENTS
AND INDEPENDENT AUDITORS' REPORT
FOR THE YEARS ENDED JUNE 30, 2024 AND 2023*

ELEVATE CHARTER SCHOOLS

*FINANCIAL STATEMENTS
AND INDEPENDENT AUDITORS' REPORT
FOR THE YEARS ENDED JUNE 30, 2024 AND 2023
TABLE OF CONTENTS*

Independent Auditors' Report 1

Audited Financial Statements

Statements of Financial Position 3

Statements of Activities and Changes in Net Assets..... 4

Statement of Functional Expenses for the year ended June 30, 2024 5

Statement of Functional Expenses for the year ended June 30, 2023 6

Statements of Cash Flows 7

Notes to Financial Statements 8

INDEPENDENT AUDITORS' REPORT

To the Board of Directors of
Elevate Charter Schools
2666 State Street, Suite B
Hamden, CT 06517



Opinion

We have audited the accompanying financial statements of Elevate Charter Schools ("Elevate") which comprise the statements of financial position as of June 30, 2024 and 2023, and the related statements of activities, changes in net assets, functional expenses, and cash flows for the years then ended, and the related notes to the financial statements.

In our opinion, the accompanying financial statements present fairly, in all material respects, the financial position of Elevate as of June 30, 2024 and 2023, and the changes in its net assets and its cash flows for the years then ended in accordance with accounting principles generally accepted in the United States of America.

Basis for Opinion

We conducted our audits in accordance with auditing standards generally accepted in the United States of America ("GAAS"). Our responsibilities under those standards are further described in the Auditors' Responsibilities for the Audits of the Financial Statements section of our report. We are required to be independent of Elevate and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audits. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about Elevate's ability to continue as a going concern for one year after the date that the financial statements are issued.

Auditors' Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditors' report that includes our opinion. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS will always detect a material misstatement when it exists.

The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

In performing an audit in accordance with GAAS, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.
- Obtain an understanding of internal control relevant to the audits in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of Elevate's internal control. Accordingly, no such opinion is expressed.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.
- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about Elevate's ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audits, significant audit findings, and certain internal control-related matters that we identified during the audits.

Corini & Associates LLP

October 22, 2024
Bohemia, New York

STATEMENTS OF FINANCIAL POSITION
FOR THE YEARS ENDED JUNE 30,

ASSETS	<u>2024</u>	<u>2023</u>
Current Assets:		
Cash.....	\$ 2,279,207	\$ 2,433,296
Accounts receivable.....	343,759	-
TOTAL CURRENT ASSETS	2,622,966	2,433,296
Non-Current Assets:		
Security deposits.....	50,000	-
Operating lease asset.....	816,062	-
Computers and furniture, net	5,601	6,490
Construction in progress.....	1,455,222	-
TOTAL ASSETS	\$ 4,949,851	\$ 2,439,786
LIABILITIES AND NET ASSETS		
Current Liabilities:		
Accounts payable.....	\$ 518,834	\$ 52,203
Accrued salaries.....	-	15,362
Current portion of lease liability.....	277,003	-
TOTAL CURRENT LIABILITIES	795,837	67,565
Long-term Liabilities:		
Lease liability, net of current portion.....	690,368	-
TOTAL LIABILITIES	1,486,205	67,565
Net Assets:		
Without donor restrictions.....	3,463,646	2,372,221
TOTAL NET ASSETS	3,463,646	2,372,221
TOTAL LIABILITIES AND NET ASSETS	\$ 4,949,851	\$ 2,439,786

ELEVATE CHARTER SCHOOLS

**STATEMENTS OF ACTIVITIES AND CHANGES IN NET ASSETS
FOR THE YEARS ENDED JUNE 30,**

	2024	2023
SUPPORT AND REVENUE:		
Private grants.....	\$ 3,468,025	\$ 2,025,000
Management services.....	318,759	-
Program fee revenue.....	25,000	-
TOTAL SUPPORT AND REVENUE	3,811,784	2,025,000
 EXPENSES:		
Program services.....	2,155,737	1,521,750
General and administrative.....	564,622	246,049
TOTAL EXPENSES	2,720,359	1,767,799
CHANGE IN NET ASSETS	1,091,425	257,201
Net Assets, beginning of year.....	2,372,221	2,115,020
Net Assets, end of year.....	\$ 3,463,646	\$ 2,372,221

ELEVATE CHARTER SCHOOLS

**STATEMENT OF FUNCTIONAL EXPENSES
FOR THE YEAR ENDED JUNE 30, 2024**

	<u>Program Services</u>	<u>General and Administrative</u>	<u>Total Expenses</u>
Salaries and wages.....	\$ 1,015,704	\$ 253,926	\$ 1,269,630
Charitable donations.....	450,000	-	450,000
Payroll taxes and fringes.....	191,688	47,922	239,610
Occupancy.....	250,193	62,548	312,741
Office expenses.....	9,475	7,321	16,796
Computers and software.....	15,688	12,123	27,811
Bank service fees.....	-	78	78
Advertising.....	-	15,504	15,504
Staff travel.....	-	18,320	18,320
Professional fees.....	188,263	108,242	296,505
Insurance expense.....	-	33,734	33,734
Depreciation and amortization.....	-	2,695	2,695
Professional development.....	25,890	-	25,890
Other payroll expenses.....	8,836	2,209	11,045
Total.....	<u>\$ 2,155,737</u>	<u>\$ 564,622</u>	<u>\$ 2,720,359</u>

The accompanying notes are an integral part of these financial statements.

ELEVATE CHARTER SCHOOLS

**STATEMENT OF FUNCTIONAL EXPENSES
FOR THE YEAR ENDED JUNE 30, 2023**

	<u>Program Services</u>	<u>General and Administrative</u>	<u>Total Expenses</u>
Salaries and wages.....	\$ 650,595	\$ 130,854	\$ 781,449
Charitable donations.....	276,500	-	276,500
Payroll taxes and fringes.....	140,837	28,326	169,163
Occupancy.....	66,845	13,691	80,536
Office expenses.....	12,478	9,642	22,120
Computers and software.....	10,181	7,868	18,049
Bank service fees.....	-	787	787
Advertising.....	-	13,931	13,931
Staff travel.....	-	14,574	14,574
Professional fees.....	364,314	12,773	377,087
Insurance expense.....	-	11,110	11,110
Depreciation and amortization.....	-	2,493	2,493
Professional development.....	-	-	-
Other payroll expenses.....	-	-	-
Total.....	<u>\$ 1,521,750</u>	<u>\$ 246,049</u>	<u>\$ 1,767,799</u>

The accompanying notes are an integral part of these financial statements.

**STATEMENTS OF CASH FLOWS
FOR THE YEARS ENDED JUNE 30,**

	<u>2024</u>	<u>2023</u>
CASH FLOWS FROM OPERATING ACTIVITIES:		
Change in net assets.....	\$ 1,091,425	\$ 257,201
<u>Adjustment to reconcile change in net assets to net cash provided by operating activities</u>		
Depreciation and amortization expense.....	2,695	2,493
Noncash lease expenses.....	231,255	-
<u>Changes in operating assets and liabilities:</u>		
Accounts receivable.....	(343,759)	-
Accounts payable.....	466,631	16,616
Accrued salaries.....	(15,362)	15,362
Operating lease liability.....	(79,946)	-
Security deposits.....	(50,000)	-
NET CASH PROVIDED BY OPERATING ACTIVITIES	1,302,939	291,672
CASH FLOWS USED IN INVESTING ACTIVITIES:		
Purchase of property and equipment.....	(1,457,028)	(4,292)
Net (decrease)/increase in cash and cash equivalents.....	(154,089)	287,380
Cash, beginning of year.....	2,433,296	2,145,916
Cash, end of year.....	<u>\$ 2,279,207</u>	<u>\$ 2,433,296</u>
SUPPLEMENTAL DISCLOSURES OF CASH FLOW INFORMATION:		
Capitalization of right of use asset.....	<u>\$ 1,351,038</u>	<u>\$ -</u>

**NOTES TO FINANCIAL STATEMENTS
FOR THE YEARS ENDED JUNE 30, 2024 AND 2023**

NOTE 1 - NATURE OF ORGANIZATION

Elevate Charter Schools (“Elevate”) is a not-for-profit charter school management organization (“CMO”) founded in 2022. The mission of Elevate is “to develop and operate high-performing charter schools, who relentlessly provide each child with a rigorous and personalized educational experience, enabling them to reach their full potential in an ever-changing, multicultural world.”

For the years ended June 30, 2024 and 2023, Elevate’s revenues were primarily derived from grants.

NOTE 2 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

This summary of significant accounting policies is presented to assist in understanding Elevate’s financial statements. These financial statements and notes are representations of Elevate’s management, which is responsible for the integrity and objectivity of the financial statements. These accounting policies conform to accounting principles generally accepted in the United States of America (“GAAP”) and have been consistently applied in the preparation of the financial statements.

Income Taxes:

Elevate was incorporated in February 2022. During December 2022, Elevate received tax exempt status from the Internal Revenue Service (“IRS”) and is therefore exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code and is publicly supported, as described in Section 509(a). Elevate is also exempt from state and local taxes. Elevate has evaluated for uncertain tax positions and has determined that there were no uncertain tax positions for 2024 and 2023.

Elevate files the IRS Form 990 and respective state and local tax returns. These returns are subject to review and examination by federal, state, and local taxing authorities. Elevate has determined that it has registered in all states where it is required to be registered.

Basis of Accounting:

These financial statements are presented on the accrual basis of accounting. Revenue is recorded when earned and expenses are recorded when incurred.

Basis of Presentation:

Elevate is required to report information regarding its financial position and activities according to the following net asset classifications:

Net assets without donor restrictions - Net assets that are not subject to donor-imposed stipulations.

Net assets with donor restrictions - Net assets subject to donor-imposed stipulations or other stipulations that may or will be met, either by action of Elevate and/or the passage of time. When a restriction expires, these net assets are reclassified annually to net assets without donor restrictions and reported in the statement of activities as net assets released from restrictions.

NOTES TO FINANCIAL STATEMENTS
FOR THE YEARS ENDED JUNE 30, 2024 AND 2023

NOTE 2 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

Other donor restrictions are perpetual in nature, whereby the donors may stipulate the funds be maintained in perpetuity. Elevate had no net assets with donor restrictions as of June 30, 2024 and 2023.

Recent Accounting Pronouncements:

Effective for the year ending June 30, 2024, Elevate adopted Accounting Standard Codification ("ASC") 326, *Measurement of Credit losses on Financial Instruments*, for all assets held at amortized cost basis. Under this new accounting approach, the pronouncement required organizations to record an estimate of all expected future credit losses. The allowance for credit losses will be a valuation account that is deducted from the amortized cost basis of the financial assets to present the net amount expected to be collected.

During the year ended June 30, 2024, Elevate adopted FASB ASU 2016-02, *Leases (Topic 842) Section A – Leases: Amendments to The FASB Accounting Standards Codification* using the modified retrospective approach. Under ASU 2016-02, Elevate is required to recognize leases on its statement of financial position and disclose key information about leasing arrangements. Topic 842 was subsequently amended by ASU 2018-01, *Land Easement Practical Expedient for Transition to Topic 842*; ASU 2018-10, *Codification Improvements to Topic 842, Leases*; and ASU 2018-11, *Targeted Improvements*. The new standard establishes a right-of-use model ("ROU") that requires a lessee to recognize a ROU asset and lease liability on the statement of financial position for all leases with a term longer than 12 months.

Leases will be classified as finance or operating, with classification affecting the pattern and classification of expense recognition in the income statement. As a result of the adoption of this ASU, Elevate has recorded a ROU asset and a corresponding lease liability. See Note 7 for additional details.

Operating Leases:

In accordance with ASC 842, for all operating leases, Elevate has recognized a ROU asset and a ROU liability at the commencement date. The right of use asset will initially be equal to the present value of the fair market value of the rented space over the period Elevate has the right to use the rented space.

Under this approach, amortization of ROU assets is charged to lease expense which is recorded on the straight-line basis over the term of the right to use term, unless another systematic and rational basis is more representative of the time pattern in which the use benefit is derived from the use of the property, in which case that basis will be used.

The ROU asset, at any given time, is measured as the ROU asset balance at the beginning of the period, adjusted by the current-period ROU asset amortization, which is calculated as the value of the current-period lease payment adjusted by the amortization of the straight-line lease payment. Changes in present value discount on operating leases are charged to the respective lease expense based upon the nature of the ROU asset that gave rise to the discount.

**NOTES TO FINANCIAL STATEMENTS
FOR THE YEARS ENDED JUNE 30, 2024 AND 2023**

NOTE 2 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES *(continued)*

For the years ended June 30, 2024, lease expense is included in occupancy expense on the statements of functional expenses. There were no leases under ASC 842 for the year ended June 30, 2023. The components of lease expense are as follows for the year ended June 30, 2024:

Amortization of ROU Asset.....	\$ 231,255
Accretion of lease payments.....	79,547
Total lease expense.....	<u>\$ 310,802</u>

Cash Equivalents:

For purposes of the financial statements, Elevate considers all highly liquid investments (including money market accounts) with an initial maturity of three months or less to be cash equivalents. As of June 30, 2024 and 2023, Elevate did not have any cash equivalents.

Property and Equipment:

Property and equipment are stated at original cost or estimated fair market value, if donated. Major renewals and improvements, which substantially increase the useful lives of the related assets, are capitalized, while repairs, maintenance, and minor renewals are charged to expense as incurred. Depreciation and amortization are computed using the straight-line method over the assets' estimated useful lives as follows:

Computers.....	3 years
Furniture and fixtures	7 years

Accounts Receivable:

For the year ended June 30, 2024, accounts receivable consists primarily of uncollected management fees. Elevate considers receivables past due or delinquent when payments have not been received in a timely manner, and receivables are written off when management deems the possibility of collecting amounts due as completely unlikely. Elevate closely monitors outstanding balances for all receivables and adheres to a standard set of protocols for collection activities to be undertaken at certain times based upon delinquency status. Due to collections on this receivable subsequent to year end, there was no allowance recorded as of June 30, 2024. There was no receivable for the year ended June 30, 2023.

Revenue Recognition:

Contributions and grants from private foundations, or individuals, are recognized when Elevate satisfies any restrictions on the funds provided by the donor. If there are no restrictions placed on the grant, revenue is recognized at the time of receipt. For cost based reimbursement grants, revenue is recognized as allowable expenses are incurred.

ELEVATE CHARTER SCHOOLS

NOTES TO FINANCIAL STATEMENTS FOR THE YEARS ENDED JUNE 30, 2024 AND 2023

NOTE 2 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

Elevate recognizes revenue in accordance with Financial Accounting Standards Board (“FASB”) Accounting Standards Update (“ASU”) No. 2014-09, Revenue from Contracts with Customers (Topic 606). The core principle under ASU 2014-09 is that revenues are recognized to depict the transfer of promised goods or services to customers in an amount that reflects the consideration at which the entity expects to be entitled in exchange for those goods or services.

In accordance with the ASU, Elevate is required to include disclosure of the remaining performance obligations. Due to the nature of Elevate’s contracts, these reporting requirements are not applicable. The majority of Elevate’s contracts meet the exemption as defined in Accounting Standards Codification (“ASC”) 606-10-50-14 because the performance obligations are part of a contract that has an original expected duration of one year or less. Performance obligations are satisfied over time as they are rendered at which point Elevate will recognize revenue. Payments are due upon receipts of related billing.

Functional Allocation of Expenses:

Functional expenses for shared costs have been allocated between program services and general and administrative expenses based on an analysis of personnel time, space utilized, and other equitable bases for the related activities. The allocation methodologies utilized for Elevate’s major expenses are as follows:

<u>Expense</u>	<u>Method of Allocation</u>
Salaries and wages	Time and effort
Payroll taxes and fringe benefits	Based upon salaries
Occupancy	Square footage utilized

Use of Estimates:

The preparation of financial statements in conformity with GAAP requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates.

NOTE 3 - PROPERTY AND EQUIPMENT

Equipment was comprised of the following as of June 30,:

	<u>2024</u>	<u>2023</u>
Computers	\$ 7,418	\$ 5,612
Furniture and fixtures	3,714	3,714
Total	11,132	9,326
Less: Accumulated depreciation	(5,531)	(2,836)
Computers and furniture, net	<u>\$ 5,601</u>	<u>\$ 6,490</u>

ELEVATE CHARTER SCHOOLS

NOTES TO FINANCIAL STATEMENTS FOR THE YEARS ENDED JUNE 30, 2024 AND 2023

NOTE 4 - CONSTRUCTION IN PROGRESS

During the year ended June 30, 2024, Elevate entered into a four-year lease agreement for a school building (See Note 7). In conjunction with this new lease agreement, Elevate has incurred costs relating to renovations of the building. The construction on the building is expected to be completed by June 30, 2025. There was no construction in progress as of June 30, 2023.

NOTE 5 - CONCENTRATION OF RISK

Cash:

Elevate maintains its bank accounts with several financial institutions. The Federal Deposit Insurance Corporation ("FDIC") insures bank deposits up to a certain level. Due to recent bank failures and other uncertainties affecting the banking sector, there may be greater financial and liquidity risk for uninsured deposits held at financial institutions. Although the FDIC has taken significant steps to protect uninsured deposits impacted by these bank failures, there are no assurances surrounding any potential future failures and their impacts on uninsured deposits in terms of both guarantees and the ability to access funds timely.

Revenue:

Elevate's grant revenue was from the following sources for the year ended June 30:

	<u>2024</u>	<u>2024</u>	<u>2023</u>	<u>2023</u>
The Peter and Carmen Lucia Buck Foundation	\$ 2,000,000	58%	\$ 2,025,000	100%
The PCW Management Center, LLC	1,250,025	36%	-	-
Charter School Growth Fund	218,000	6%	-	-
Total.....	<u>\$ 3,468,025</u>	<u>100%</u>	<u>\$ 2,025,000</u>	<u>100%</u>

NOTE 6 - MANAGEMENT SERVICES

During the year ended June 30, 2024, Elevate entered into a Management Service Agreement (the "Agreement") with a Connecticut based charter school (the "Charter School"). Pursuant to the Agreement, Elevate will provide direct educational and whole school management services to the Charter School which includes academic, operational, charter reauthorization, and other services. In addition, Elevate will implement the educational goals and programs set forth in the charter, oversee and ensure implementation of pupil performance evaluations, and oversee the student recruitment process, among other responsibilities. In exchange, Elevate will receive compensation for its services in the amount of 10% of the funding received by the Charter School as defined in the agreement (the "Service Fee"). The Service Fee percentage may be adjusted annually, with Charter School Board approval, to account for increased services, inflation, market adjustments, or other factors. Elevate has agreed to credit back to the Charter School 50% of its Service Fee through the term of the agreement and through the first five years of any renewals to the Agreement. The Agreement expires on June 30, 2025, and is automatically renewed unless written notice of intent to terminate or renegotiate is provided by either party at least 120 days prior to the expiration of the agreement. For the year ended June 30, 2024, Elevate collected \$318,759 of management services under this Agreement. There was no Agreement in place as of June 30, 2023.

ELEVATE CHARTER SCHOOLS

NOTES TO FINANCIAL STATEMENTS FOR THE YEARS ENDED JUNE 30, 2024 AND 2023

NOTE 7 - LEASING ARRANGEMENTS

Below is a listing of all the leases effective for the year ended June 30, 2024. There were no leases subject to ASC 842 for the year ended June 30, 2023.

Lease A:

During the year ended June 30, 2024, Elevate entered into a four-year lease agreement for a school building. The agreement began on July 1, 2023, and ends on June 30, 2027. The lease agreement calls for monthly installments for the first year of the lease of \$12,500 per month and payments of \$29,167 per month for the balance of the lease. Elevate has the option to purchase the building after the lease is over for approximately \$3,500,000.

Lease B:

During the year ended June 30, 2024, Elevate entered into a thirty-two month lease agreement for administrative space. This lease calls for monthly rent starting at \$1,575 and escalating to \$1,614 over the life of the lease. The lease commenced in December 2023 and expires in July 2026.

	<u>Lease A</u>	<u>Lease B</u>	<u>Total</u>
2025.....	\$ 350,000	\$ 18,900	\$ 368,900
2026.....	350,000	19,373	369,373
2027.....	350,000	1,614	351,614
Total.....	<u>1,050,000</u>	<u>39,887</u>	<u>1,089,887</u>
Less: Present value discount.....	(119,239)	(3,277)	(122,516)
Present value.....	<u>\$ 930,761</u>	<u>\$ 36,610</u>	<u>\$ 967,371</u>
Short-term.....	\$ 261,819	\$ 15,184	\$ 277,003
Long-term.....	668,942	21,426	690,368
Total lease.....	<u>\$ 930,761</u>	<u>\$ 36,610</u>	<u>\$ 967,371</u>
Months remaining.....	36	25	
Discount rate.....	8%	8%	

NOTE 8 - LIQUIDITY

The following represents Elevate's financial assets at June 30,:

	<u>2024</u>	<u>2023</u>
Cash and cash equivalents - without donor restrictions.....	\$ 2,279,207	\$ 2,433,296
Accounts receivable.....	<u>343,759</u>	<u>-</u>
Financial assets available to meet general expenditures over the next twelve months.....	<u>\$ 2,622,966</u>	<u>\$ 2,433,296</u>

**NOTES TO FINANCIAL STATEMENTS
FOR THE YEARS ENDED JUNE 30, 2024 AND 2023**

NOTE 8 - LIQUIDITY (continued)

Elevate regularly monitors liquidity required to meet its operating needs, while also conservatively investing its available funds to preserve capital. Elevate's principal sources of liquidity include cash and cash equivalents, and receivables. For purposes of analyzing resources available to meet general expenditures over a 12-month period, Elevate considers all expenditures related to its ongoing activities, as well as services undertaken to support those activities to be general expenditures.

NOTE 9 - RELATED PARTY TRANSACTIONS

For the year ended June 30, 2024, there are no related party transactions. For the year ended June 30, 2023, Elevate hired one of its Board members to provide consulting services in conjunction with the development of Elevate's governance related documents, business planning, and other legal matters in the amount of \$92,100.

NOTE 10 - SUBSEQUENT EVENTS

Elevate has evaluated all subsequent events and transactions between July 1, 2024 and October 22, 2024 which is the date the financial statements were available to be issued, for possible disclosure and recognition in the financial statements.

CERINI & ASSOCIATES, LLP
3340 VETERANS MEMORIAL HWY
BOHEMIA, NY 11716

ELEVATE CHARTER SCHOOLS, INC.
2666 STATE STREET, SUITE B2
HAMDEN, CT 06517

|||||

CLIENT COPY

Caution: Forms printed from within Adobe Acrobat products may not meet IRS or state taxing agency specifications. When using Acrobat, select the "Actual Size" in the Adobe "Print" dialog.

CLIENT'S COPY

CLIENT COPY

May 13, 2024

ELEVATE CHARTER SCHOOLS, INC.
2666 STATE STREET, SUITE B2
HAMDEN, CT 06517

S T A T E M E N T

PREPARATION OF 2022 EXEMPT ORGANIZATION TAX RETURN(S).....

CLIENT COPY

TAX RETURN FILING INSTRUCTIONS

FORM 990

FOR THE YEAR ENDING

JUNE 30, 2023

PREPARED FOR:

ELEVATE CHARTER SCHOOLS, INC.
2666 STATE STREET SUITE B2
HAMDEN, CT 06517

PREPARED BY:

CERINI & ASSOCIATES, LLP
3340 VETERANS MEMORIAL HWY
BOHEMIA, NY 11716

AMOUNT DUE OR REFUND:

NOT APPLICABLE

MAKE CHECK PAYABLE TO:

NOT APPLICABLE

MAIL TAX RETURN AND CHECK (IF APPLICABLE) TO:

NOT APPLICABLE

RETURN MUST BE MAILED ON OR BEFORE:

NOT APPLICABLE

SPECIAL INSTRUCTIONS:

THIS RETURN HAS BEEN PREPARED FOR ELECTRONIC FILING. IF YOU WISH TO HAVE IT TRANSMITTED ELECTRONICALLY TO THE IRS, PLEASE SIGN, DATE, AND RETURN FORM 8879-TE TO OUR OFFICE. WE WILL THEN SUBMIT THE ELECTRONIC RETURN TO THE IRS. DO NOT MAIL A PAPER COPY OF THE RETURN TO THE IRS. RETURN FORM 8879-TE TO US BY MAY 15, 2024.

Form **8879-TE**

IRS e-file Signature Authorization for a Tax Exempt Entity

OMB No. 1545-0047

For calendar year 2022, or fiscal year beginning JUL 1, 2022, and ending JUN 30, 2023

2022

Department of the Treasury
Internal Revenue Service

Do not send to the IRS. Keep for your records.
Go to www.irs.gov/Form8879TE for the latest information.

Name of filer **ELEVATE CHARTER SCHOOLS, INC.** EIN or SSN **87-4783048**

Name and title of officer or person subject to tax **JOHN TAYLOR
CEO**

Part I Type of Return and Return Information

Check the box for the return for which you are using this Form 8879-TE and enter the applicable amount, if any, from the return. Form 8038-CP and Form 5330 filers may enter dollars and cents. For all other forms, enter whole dollars only. If you check the box on line 1a, 2a, 3a, 4a, 5a, 6a, 7a, 8a, 9a, or 10a below, and the amount on that line for the return being filed with this form was blank, then leave line 1b, 2b, 3b, 4b, 5b, 6b, 7b, 8b, 9b, or 10b, whichever is applicable, blank (do not enter -0-). But, if you entered -0- on the return, then enter -0- on the applicable line below. **Do not complete more than one line in Part I.**

1a Form 990 check here <input checked="" type="checkbox"/>	b Total revenue, if any (Form 990, Part VIII, column (A), line 12)	1b <u>2,025,000.</u>
2a Form 990-EZ check here <input type="checkbox"/>	b Total revenue, if any (Form 990-EZ, line 9)	2b _____
3a Form 1120-POL check here <input type="checkbox"/>	b Total tax (Form 1120-POL, line 22)	3b _____
4a Form 990-PF check here <input type="checkbox"/>	b Tax based on investment income (Form 990-PF, Part V, line 5)	4b _____
5a Form 8868 check here <input type="checkbox"/>	b Balance due (Form 8868, line 3c)	5b _____
6a Form 990-T check here <input type="checkbox"/>	b Total tax (Form 990-T, Part III, line 4)	6b _____
7a Form 4720 check here <input type="checkbox"/>	b Total tax (Form 4720, Part III, line 1)	7b _____
8a Form 5227 check here <input type="checkbox"/>	b FMV of assets at end of tax year (Form 5227, Item D)	8b _____
9a Form 5330 check here <input type="checkbox"/>	b Tax due (Form 5330, Part II, line 19)	9b _____
10a Form 8038-CP check here <input type="checkbox"/>	b Amount of credit payment requested (Form 8038-CP, Part III, line 22)	10b _____

Part II Declaration and Signature Authorization of Officer or Person Subject to Tax

Under penalties of perjury, I declare that I am an officer of the above entity or I am a person subject to tax with respect to (name of entity) _____, (EIN) _____ and that I have examined a copy of the 2022 electronic return and accompanying schedules and statements, and, to the best of my knowledge and belief, they are true, correct, and complete. I further declare that the amount in Part I above is the amount shown on the copy of the electronic return. I consent to allow my intermediate service provider, transmitter, or electronic return originator (ERO) to send the return to the IRS and to receive from the IRS (a) an acknowledgement of receipt or reason for rejection of the transmission, (b) the reason for any delay in processing the return or refund, and (c) the date of any refund. If applicable, I authorize the U.S. Treasury and its designated Financial Agent to initiate an electronic funds withdrawal (direct debit) entry to the financial institution account indicated in the tax preparation software for payment of the federal taxes owed on this return, and the financial institution to debit the entry to this account. To revoke a payment, I must contact the U.S. Treasury Financial Agent at 1-888-353-4537 no later than 2 business days prior to the payment (settlement) date. I also authorize the financial institutions involved in the processing of the electronic payment of taxes to receive confidential information necessary to answer inquiries and resolve issues related to the payment. I have selected a personal identification number (PIN) as my signature for the electronic return and, if applicable, the consent to electronic funds withdrawal.

PIN: check one box only

I authorize **CERINI & ASSOCIATES, LLP** to enter my PIN **75221**
ERO firm name Enter five numbers, but do not enter all zeros

as my signature on the tax year 2022 electronically filed return. If I have indicated within this return that a copy of the return is being filed with a state agency(ies) regulating charities as part of the IRS Fed/State program, I also authorize the aforementioned ERO to enter my PIN on the return's disclosure consent screen.

As an officer or person subject to tax with respect to the entity, I will enter my PIN as my signature on the tax year 2022 electronically filed return. If I have indicated within this return that a copy of the return is being filed with a state agency(ies) regulating charities as part of the IRS Fed/State program, I will enter my PIN on the return's disclosure consent screen.

Signature of officer or person subject to tax _____

Date _____

Part III Certification and Authentication

ERO's EFIN/PIN. Enter your six-digit electronic filing identification number (EFIN) followed by your five-digit self-selected PIN.

11371175221

Do not enter all zeros

I certify that the above numeric entry is my PIN, which is my signature on the 2022 electronically filed return indicated above. I confirm that I am submitting this return in accordance with the requirements of Pub. 4163, Modernized e-File (MeF) Information for Authorized IRS e-file Providers for Business Returns.

ERO's signature _____

Date 05/13/24

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

LHA For Privacy Act and Paperwork Reduction Act Notice, see instructions.

Form **8879-TE** (2022)

Application for Automatic Extension of Time To File an Exempt Organization Return

Department of the Treasury
Internal Revenue Service

▶ **File a separate application for each return.**
▶ **Go to www.irs.gov/Form8868 for the latest information.**

Electronic filing (e-file). You can electronically file Form 8868 to request a 6-month automatic extension of time to file any of the forms listed below with the exception of Form 8870, Information Return for Transfers Associated With Certain Personal Benefit Contracts, for which an extension request must be sent to the IRS in paper format (see instructions). For more details on the electronic filing of this form, visit www.irs.gov/e-file-providers/e-file-for-charities-and-non-profits.

Automatic 6-Month Extension of Time. Only submit original (no copies needed).

All corporations required to file an income tax return other than Form 990-T (including 1120-C filers), partnerships, REMICs, and trusts must use Form 7004 to request an extension of time to file income tax returns.

Type or print	Name of exempt organization or other filer, see instructions. ELEVATE CHARTER SCHOOLS, INC.	Taxpayer identification number (TIN) 87-4783048
File by the due date for filing your return. See instructions.	Number, street, and room or suite no. If a P.O. box, see instructions. 2666 STATE STREET, SUITE B2	
	City, town or post office, state, and ZIP code. For a foreign address, see instructions. HAMDEN, CT 06517	

Enter the Return Code for the return that this application is for (file a separate application for each return) 0 | 1

Application Is For	Return Code	Application Is For	Return Code
Form 990 or Form 990-EZ	01	Form 1041-A	08
Form 4720 (individual)	03	Form 4720 (other than individual)	09
Form 990-PF	04	Form 5227	10
Form 990-T (sec. 401(a) or 408(a) trust)	05	Form 6069	11
Form 990-T (trust other than above)	06	Form 8870	12
Form 990-T (corporation)	07		

THE ORGANIZATION

- The books are in the care of ▶ **2666 STATE STREET - HAMDEN, CT 06517**
- Telephone No. ▶ **203-843-4890** Fax No. ▶ _____
- If the organization does not have an office or place of business in the United States, check this box
- If this is for a Group Return, enter the organization's four digit Group Exemption Number (GEN) _____. If this is for the whole group, check this box . If it is for part of the group, check this box and attach a list with the names and TINs of all members the extension is for.

1 I request an automatic 6-month extension of time until **MAY 15, 2024**, to file the exempt organization return for the organization named above. The extension is for the organization's return for:
 ▶ calendar year _____ or
 ▶ tax year beginning **JUL 1, 2022**, and ending **JUN 30, 2023**.

2 If the tax year entered in line 1 is for less than 12 months, check reason: Initial return Final return
 Change in accounting period

3a If this application is for Forms 990-PF, 990-T, 4720, or 6069, enter the tentative tax, less any nonrefundable credits. See instructions.	3a	\$	0.
b If this application is for Forms 990-PF, 990-T, 4720, or 6069, enter any refundable credits and estimated tax payments made. Include any prior year overpayment allowed as a credit.	3b	\$	0.
c Balance due. Subtract line 3b from line 3a. Include your payment with this form, if required, by using EFTPS (Electronic Federal Tax Payment System). See instructions.	3c	\$	0.

Caution: If you are going to make an electronic funds withdrawal (direct debit) with this Form 8868, see Form 8453-TE and Form 8879-TE for payment instructions.

Return of Organization Exempt From Income Tax

OMB No. 1545-0047

Form **990**

Under section 501(c), 527, or 4947(a)(1) of the Internal Revenue Code (except private foundations)

Do not enter social security numbers on this form as it may be made public.

Go to www.irs.gov/Form990 for instructions and the latest information.

2022

Open to Public Inspection

A For the 2022 calendar year, or tax year beginning **JUL 1, 2022** and ending **JUN 30, 2023**

B Check if applicable: <input type="checkbox"/> Address change <input type="checkbox"/> Name change <input type="checkbox"/> Initial return <input type="checkbox"/> Final return/terminated <input type="checkbox"/> Amended return <input type="checkbox"/> Application pending	C Name of organization ELEVATE CHARTER SCHOOLS, INC. Doing business as Number and street (or P.O. box if mail is not delivered to street address) Room/suite 2666 STATE STREET SUITE City or town, state or province, country, and ZIP or foreign postal code HAMDEN, CT 06517 F Name and address of principal officer: JOHN TAYLOR SAME AS C ABOVE	D Employer identification number 87-4783048 E Telephone number 203-843-4890 G Gross receipts \$ 2,025,000. H(a) Is this a group return for subordinates? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No H(b) Are all subordinates included? <input type="checkbox"/> Yes <input type="checkbox"/> No If "No," attach a list. See instructions H(c) Group exemption number
I Tax-exempt status: <input checked="" type="checkbox"/> 501(c)(3) <input type="checkbox"/> 501(c) () (insert no.) <input type="checkbox"/> 4947(a)(1) or <input type="checkbox"/> 527		
J Website: ELEVATECS.ENSCHOOL.ORG		
K Form of organization: <input checked="" type="checkbox"/> Corporation <input type="checkbox"/> Trust <input type="checkbox"/> Association <input type="checkbox"/> Other		L Year of formation: 2022 M State of legal domicile: CT

Part I Summary

	1 Briefly describe the organization's mission or most significant activities: THE MISSION OF ELEVATE CHARTER SCHOOLS IS TO DEVELOP AND OPERATE HIGH-PERFORMING CHARTER SCHOOLS,		
	2 Check this box <input type="checkbox"/> if the organization discontinued its operations or disposed of more than 25% of its net assets.		
Activities & Governance	3 Number of voting members of the governing body (Part VI, line 1a)	3	5
	4 Number of independent voting members of the governing body (Part VI, line 1b)	4	4
	5 Total number of individuals employed in calendar year 2022 (Part V, line 2a)	5	9
	6 Total number of volunteers (estimate if necessary)	6	0
	7a Total unrelated business revenue from Part VIII, column (C), line 12	7a	0.
	b Net unrelated business taxable income from Form 990-T, Part I, line 11	7b	0.
	Revenue	8 Contributions and grants (Part VIII, line 1h)	Prior Year 2,360,005.
9 Program service revenue (Part VIII, line 2g)		0.	0.
10 Investment income (Part VIII, column (A), lines 3, 4, and 7d)		0.	0.
11 Other revenue (Part VIII, column (A), lines 5, 6d, 8c, 9c, 10c, and 11e)		0.	0.
12 Total revenue - add lines 8 through 11 (must equal Part VIII, column (A), line 12)		2,360,005.	2,025,000.
Expenses		13 Grants and similar amounts paid (Part IX, column (A), lines 1-3)	0.
	14 Benefits paid to or for members (Part IX, column (A), line 4)	0.	0.
	15 Salaries, other compensation, employee benefits (Part IX, column (A), lines 5-10)	123,350.	950,612.
	16a Professional fundraising fees (Part IX, column (A), line 11e)	0.	0.
	b Total fundraising expenses (Part IX, column (D), line 25)	0.	0.
	17 Other expenses (Part IX, column (A), lines 11a-11d, 11f-24e)	121,635.	540,687.
18 Total expenses. Add lines 13-17 (must equal Part IX, column (A), line 25)	244,985.	1,767,799.	
19 Revenue less expenses. Subtract line 18 from line 12	2,115,020.	257,201.	
Net Assets or Fund Balances	20 Total assets (Part X, line 16)	Beginning of Current Year 2,150,607.	End of Year 2,439,786.
	21 Total liabilities (Part X, line 26)	35,587.	67,565.
	22 Net assets or fund balances. Subtract line 21 from line 20	2,115,020.	2,372,221.

Part II Signature Block

Under penalties of perjury, I declare that I have examined this return, including accompanying schedules and statements, and to the best of my knowledge and belief, it is true, correct, and complete. Declaration of preparer (other than officer) is based on all information of which preparer has any knowledge.

Sign Here	Signature of officer JOHN TAYLOR, CEO Type or print name and title	Date
Paid Preparer Use Only	Print/Type preparer's name KEN CERINI	Preparer's signature
	Firm's name CERINI & ASSOCIATES, LLP	Date 05/13/24
	Firm's address 3340 VETERANS MEMORIAL HWY BOHEMIA, NY 11716	Check if self-employed <input type="checkbox"/> PTIN P00223556
		Firm's EIN 11-3066459
		Phone no. 631-582-1600

May the IRS discuss this return with the preparer shown above? See instructions Yes No

Part III Statement of Program Service Accomplishments

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

1 Briefly describe the organization's mission: THE MISSION OF ELEVATE CHARTER SCHOOLS IS TO DEVELOP AND OPERATE HIGH-PERFORMING CHARTER SCHOOLS, WHO RELENTLESSLY PROVIDE EACH CHILD WITH A RIGOROUS AND PERSONALIZED EDUCATIONAL EXPERIENCE, ENABLING THEM TO REACH THEIR FULL POTENTIAL IN AN EVER-CHANGING, MULTICULTURAL

2 Did the organization undertake any significant program services during the year which were not listed on the prior Form 990 or 990-EZ? [] Yes [X] No If "Yes," describe these new services on Schedule O.

3 Did the organization cease conducting, or make significant changes in how it conducts, any program services? [] Yes [X] No If "Yes," describe these changes on Schedule O.

4 Describe the organization's program service accomplishments for each of its three largest program services, as measured by expenses. Section 501(c)(3) and 501(c)(4) organizations are required to report the amount of grants and allocations to others, the total expenses, and revenue, if any, for each program service reported.

4a (Code:) (Expenses \$ 1,521,750. including grants of \$ 276,500.) (Revenue \$ 2,025,000.) DEVELOPING AND OPERATING HIGH-PERFORMING CHARTER SCHOOLS, THAT RELENTLESSLY PROVIDE EACH CHILD WITH A RIGOROUS AND PERSONALIZED EDUCATIONAL EXPERIENCE, ENABLING THEM TO REACH THEIR FULL POTENTIAL IN AN EVER-CHANGING, MULTICULTURAL WORLD. DURING FISCAL 2023, ELEVATE CHARTER SCHOOLS WAS STILL IN THE SET-UP AND DEVELOPMENT STAGE WITH LIMITED OPERATIONS.

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

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

4d Other program services (Describe on Schedule O.) (Expenses \$ including grants of \$) (Revenue \$)

4e Total program service expenses 1,521,750.

Part IV Checklist of Required Schedules

	Yes	No
1 Is the organization described in section 501(c)(3) or 4947(a)(1) (other than a private foundation)? <i>If "Yes," complete Schedule A</i>	X	
2 Is the organization required to complete <i>Schedule B, Schedule of Contributors</i> ? See instructions	X	
3 Did the organization engage in direct or indirect political campaign activities on behalf of or in opposition to candidates for public office? <i>If "Yes," complete Schedule C, Part I</i>		X
4 Section 501(c)(3) organizations. Did the organization engage in lobbying activities, or have a section 501(h) election in effect during the tax year? <i>If "Yes," complete Schedule C, Part II</i>		X
5 Is the organization a section 501(c)(4), 501(c)(5), or 501(c)(6) organization that receives membership dues, assessments, or similar amounts as defined in Rev. Proc. 98-19? <i>If "Yes," complete Schedule C, Part III</i>		X
6 Did the organization maintain any donor advised funds or any similar funds or accounts for which donors have the right to provide advice on the distribution or investment of amounts in such funds or accounts? <i>If "Yes," complete Schedule D, Part I</i>		X
7 Did the organization receive or hold a conservation easement, including easements to preserve open space, the environment, historic land areas, or historic structures? <i>If "Yes," complete Schedule D, Part II</i>		X
8 Did the organization maintain collections of works of art, historical treasures, or other similar assets? <i>If "Yes," complete Schedule D, Part III</i>		X
9 Did the organization report an amount in Part X, line 21, for escrow or custodial account liability, serve as a custodian for amounts not listed in Part X; or provide credit counseling, debt management, credit repair, or debt negotiation services? <i>If "Yes," complete Schedule D, Part IV</i>		X
10 Did the organization, directly or through a related organization, hold assets in donor-restricted endowments or in quasi endowments? <i>If "Yes," complete Schedule D, Part V</i>		X
11 If the organization's answer to any of the following questions is "Yes," then complete Schedule D, Parts VI, VII, VIII, IX, or X, as applicable.		
a Did the organization report an amount for land, buildings, and equipment in Part X, line 10? <i>If "Yes," complete Schedule D, Part VI</i>	X	
b Did the organization report an amount for investments - other securities in Part X, line 12, that is 5% or more of its total assets reported in Part X, line 16? <i>If "Yes," complete Schedule D, Part VII</i>		X
c Did the organization report an amount for investments - program related in Part X, line 13, that is 5% or more of its total assets reported in Part X, line 16? <i>If "Yes," complete Schedule D, Part VIII</i>		X
d Did the organization report an amount for other assets in Part X, line 15, that is 5% or more of its total assets reported in Part X, line 16? <i>If "Yes," complete Schedule D, Part IX</i>		X
e Did the organization report an amount for other liabilities in Part X, line 25? <i>If "Yes," complete Schedule D, Part X</i>		X
f Did the organization's separate or consolidated financial statements for the tax year include a footnote that addresses the organization's liability for uncertain tax positions under FIN 48 (ASC 740)? <i>If "Yes," complete Schedule D, Part X</i>	X	
12a Did the organization obtain separate, independent audited financial statements for the tax year? <i>If "Yes," complete Schedule D, Parts XI and XII</i>	X	
b Was the organization included in consolidated, independent audited financial statements for the tax year? <i>If "Yes," and if the organization answered "No" to line 12a, then completing Schedule D, Parts XI and XII is optional</i>		X
13 Is the organization a school described in section 170(b)(1)(A)(ii)? <i>If "Yes," complete Schedule E</i>		X
14a Did the organization maintain an office, employees, or agents outside of the United States?		X
b Did the organization have aggregate revenues or expenses of more than \$10,000 from grantmaking, fundraising, business, investment, and program service activities outside the United States, or aggregate foreign investments valued at \$100,000 or more? <i>If "Yes," complete Schedule F, Parts I and IV</i>		X
15 Did the organization report on Part IX, column (A), line 3, more than \$5,000 of grants or other assistance to or for any foreign organization? <i>If "Yes," complete Schedule F, Parts II and IV</i>		X
16 Did the organization report on Part IX, column (A), line 3, more than \$5,000 of aggregate grants or other assistance to or for foreign individuals? <i>If "Yes," complete Schedule F, Parts III and IV</i>		X
17 Did the organization report a total of more than \$15,000 of expenses for professional fundraising services on Part IX, column (A), lines 6 and 11e? <i>If "Yes," complete Schedule G, Part I.</i> See instructions		X
18 Did the organization report more than \$15,000 total of fundraising event gross income and contributions on Part VIII, lines 1c and 8a? <i>If "Yes," complete Schedule G, Part II</i>		X
19 Did the organization report more than \$15,000 of gross income from gaming activities on Part VIII, line 9a? <i>If "Yes," complete Schedule G, Part III</i>		X
20a Did the organization operate one or more hospital facilities? <i>If "Yes," complete Schedule H</i>		X
b If "Yes" to line 20a, did the organization attach a copy of its audited financial statements to this return?		
21 Did the organization report more than \$5,000 of grants or other assistance to any domestic organization or domestic government on Part IX, column (A), line 1? <i>If "Yes," complete Schedule I, Parts I and II</i>	X	

Part IV Checklist of Required Schedules (continued)

	Yes	No
22 Did the organization report more than \$5,000 of grants or other assistance to or for domestic individuals on Part IX, column (A), line 2? <i>If "Yes," complete Schedule I, Parts I and III</i>		X
23 Did the organization answer "Yes" to Part VII, Section A, line 3, 4, or 5, about compensation of the organization's current and former officers, directors, trustees, key employees, and highest compensated employees? <i>If "Yes," complete Schedule J</i>	X	
24a Did the organization have a tax-exempt bond issue with an outstanding principal amount of more than \$100,000 as of the last day of the year, that was issued after December 31, 2002? <i>If "Yes," answer lines 24b through 24d and complete Schedule K. If "No," go to line 25a</i>		X
b Did the organization invest any proceeds of tax-exempt bonds beyond a temporary period exception?		
c Did the organization maintain an escrow account other than a refunding escrow at any time during the year to defease any tax-exempt bonds?		
d Did the organization act as an "on behalf of" issuer for bonds outstanding at any time during the year?		
25a Section 501(c)(3), 501(c)(4), and 501(c)(29) organizations. Did the organization engage in an excess benefit transaction with a disqualified person during the year? <i>If "Yes," complete Schedule L, Part I</i>		X
b Is the organization aware that it engaged in an excess benefit transaction with a disqualified person in a prior year, and that the transaction has not been reported on any of the organization's prior Forms 990 or 990-EZ? <i>If "Yes," complete Schedule L, Part I</i>		X
26 Did the organization report any amount on Part X, line 5 or 22, for receivables from or payables to any current or former officer, director, trustee, key employee, creator or founder, substantial contributor, or 35% controlled entity or family member of any of these persons? <i>If "Yes," complete Schedule L, Part II</i>		X
27 Did the organization provide a grant or other assistance to any current or former officer, director, trustee, key employee, creator or founder, substantial contributor or employee thereof, a grant selection committee member, or to a 35% controlled entity (including an employee thereof) or family member of any of these persons? <i>If "Yes," complete Schedule L, Part III</i>		X
28 Was the organization a party to a business transaction with one of the following parties (see the Schedule L, Part IV, instructions for applicable filing thresholds, conditions, and exceptions):		
a A current or former officer, director, trustee, key employee, creator or founder, or substantial contributor? <i>If "Yes," complete Schedule L, Part IV</i>	X	
b A family member of any individual described in line 28a? <i>If "Yes," complete Schedule L, Part IV</i>		X
c A 35% controlled entity of one or more individuals and/or organizations described in line 28a or 28b? <i>If "Yes," complete Schedule L, Part IV</i>		X
29 Did the organization receive more than \$25,000 in non-cash contributions? <i>If "Yes," complete Schedule M</i>		X
30 Did the organization receive contributions of art, historical treasures, or other similar assets, or qualified conservation contributions? <i>If "Yes," complete Schedule M</i>		X
31 Did the organization liquidate, terminate, or dissolve and cease operations? <i>If "Yes," complete Schedule N, Part I</i>		X
32 Did the organization sell, exchange, dispose of, or transfer more than 25% of its net assets? <i>If "Yes," complete Schedule N, Part II</i>		X
33 Did the organization own 100% of an entity disregarded as separate from the organization under Regulations sections 301.7701-2 and 301.7701-3? <i>If "Yes," complete Schedule R, Part I</i>		X
34 Was the organization related to any tax-exempt or taxable entity? <i>If "Yes," complete Schedule R, Part II, III, or IV, and Part V, line 1</i>		X
35a Did the organization have a controlled entity within the meaning of section 512(b)(13)?		X
b If "Yes" to line 35a, did the organization receive any payment from or engage in any transaction with a controlled entity within the meaning of section 512(b)(13)? <i>If "Yes," complete Schedule R, Part V, line 2</i>		
36 Section 501(c)(3) organizations. Did the organization make any transfers to an exempt non-charitable related organization? <i>If "Yes," complete Schedule R, Part V, line 2</i>		X
37 Did the organization conduct more than 5% of its activities through an entity that is not a related organization and that is treated as a partnership for federal income tax purposes? <i>If "Yes," complete Schedule R, Part VI</i>		X
38 Did the organization complete Schedule O and provide explanations on Schedule O for Part VI, lines 11b and 19?	X	

Note: All Form 990 filers are required to complete Schedule O

Part V Statements Regarding Other IRS Filings and Tax Compliance

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

	Yes	No
1a Enter the number reported in box 3 of Form 1096. Enter -0- if not applicable		
b Enter the number of Forms W-2G included on line 1a. Enter -0- if not applicable		
c Did the organization comply with backup withholding rules for reportable payments to vendors and reportable gaming (gambling) winnings to prize winners?	X	

Part V Statements Regarding Other IRS Filings and Tax Compliance (continued)

Table with columns for question number, question text, and Yes/No response columns. Includes questions 2a through 17 regarding employee reporting, tax returns, unrelated business income, foreign accounts, prohibited transactions, and charitable contributions.

Part VI Governance, Management, and Disclosure. For each "Yes" response to lines 2 through 7b below, and for a "No" response to line 8a, 8b, or 10b below, describe the circumstances, processes, or changes on Schedule O. See instructions.

Check if Schedule O contains a response or note to any line in this Part VI [X]

Section A. Governing Body and Management

Table with 3 columns: Question, Yes, No. Rows include: 1a Enter the number of voting members of the governing body at the end of the tax year; 1b Enter the number of voting members included on line 1a, above, who are independent; 2 Did any officer, director, trustee, or key employee have a family relationship or a business relationship with any other officer, director, trustee, or key employee?; 3 Did the organization delegate control over management duties customarily performed by or under the direct supervision of officers, directors, trustees, or key employees to a management company or other person?; 4 Did the organization make any significant changes to its governing documents since the prior Form 990 was filed?; 5 Did the organization become aware during the year of a significant diversion of the organization's assets?; 6 Did the organization have members or stockholders?; 7a Did the organization have members, stockholders, or other persons who had the power to elect or appoint one or more members of the governing body?; 7b Are any governance decisions of the organization reserved to (or subject to approval by) members, stockholders, or persons other than the governing body?; 8 Did the organization contemporaneously document the meetings held or written actions undertaken during the year by the following: a The governing body? b Each committee with authority to act on behalf of the governing body?; 9 Is there any officer, director, trustee, or key employee listed in Part VII, Section A, who cannot be reached at the organization's mailing address? If "Yes," provide the names and addresses on Schedule O.

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

Table with 3 columns: Question, Yes, No. Rows include: 10a Did the organization have local chapters, branches, or affiliates?; 10b If "Yes," did the organization have written policies and procedures governing the activities of such chapters, affiliates, and branches to ensure their operations are consistent with the organization's exempt purposes?; 11a Has the organization provided a complete copy of this Form 990 to all members of its governing body before filing the form?; 11b Describe on Schedule O the process, if any, used by the organization to review this Form 990.; 12a Did the organization have a written conflict of interest policy? If "No," go to line 13; 12b Were officers, directors, or trustees, and key employees required to disclose annually interests that could give rise to conflicts?; 12c Did the organization regularly and consistently monitor and enforce compliance with the policy? If "Yes," describe on Schedule O how this was done; 13 Did the organization have a written whistleblower policy?; 14 Did the organization have a written document retention and destruction policy?; 15 Did the process for determining compensation of the following persons include a review and approval by independent persons, comparability data, and contemporaneous substantiation of the deliberation and decision?; 15a The organization's CEO, Executive Director, or top management official; 15b Other officers or key employees of the organization; 16a Did the organization invest in, contribute assets to, or participate in a joint venture or similar arrangement with a taxable entity during the year?; 16b If "Yes," did the organization follow a written policy or procedure requiring the organization to evaluate its participation in joint venture arrangements under applicable federal tax law, and take steps to safeguard the organization's exempt status with respect to such arrangements?

Section C. Disclosure

- 17 List the states with which a copy of this Form 990 is required to be filed CT
18 Section 6104 requires an organization to make its Forms 1023 (1024 or 1024-A, if applicable), 990, and 990-T (section 501(c)(3)s only) available for public inspection. Indicate how you made these available. Check all that apply. [X] Own website [X] Another's website [X] Upon request [] Other (explain on Schedule O)
19 Describe on Schedule O whether (and if so, how) the organization made its governing documents, conflict of interest policy, and financial statements available to the public during the tax year.
20 State the name, address, and telephone number of the person who possesses the organization's books and records
THE ORGANIZATION - 203-843-4890
2666 STATE STREET, HAMDEN, CT 06517

Part VIII Statement of Revenue

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

			(A)	(B)	(C)	(D)	
			Total revenue	Related or exempt function revenue	Unrelated business revenue	Revenue excluded from tax under sections 512 - 514	
Contributions, Gifts, Grants and Other Similar Amounts	1 a	Federated campaigns	1a				
	b	Membership dues	1b				
	c	Fundraising events	1c				
	d	Related organizations	1d				
	e	Government grants (contributions)	1e				
	f	All other contributions, gifts, grants, and similar amounts not included above ...	1f	2,025,000.			
	g	Noncash contributions included in lines 1a-1f	1g	\$			
	h	Total. Add lines 1a-1f		2,025,000.			
Program Service Revenue	2 a	_____	Business Code				
	b	_____					
	c	_____					
	d	_____					
	e	_____					
	f	All other program service revenue					
	g	Total. Add lines 2a-2f					
Other Revenue	3	Investment income (including dividends, interest, and other similar amounts)					
	4	Income from investment of tax-exempt bond proceeds					
	5	Royalties					
	6 a	Gross rents	6a	(i) Real	(ii) Personal		
	b	Less: rental expenses ...	6b				
	c	Rental income or (loss)	6c				
	d	Net rental income or (loss)					
	7 a	Gross amount from sales of assets other than inventory	7a	(i) Securities	(ii) Other		
	b	Less: cost or other basis and sales expenses	7b				
	c	Gain or (loss)	7c				
	d	Net gain or (loss)					
8 a	Gross income from fundraising events (not including \$ _____ of contributions reported on line 1c). See Part IV, line 18	8a					
b	Less: direct expenses	8b					
c	Net income or (loss) from fundraising events						
9 a	Gross income from gaming activities. See Part IV, line 19	9a					
b	Less: direct expenses	9b					
c	Net income or (loss) from gaming activities						
10 a	Gross sales of inventory, less returns and allowances	10a					
b	Less: cost of goods sold	10b					
c	Net income or (loss) from sales of inventory						
Miscellaneous Revenue	11 a	_____	Business Code				
	b	_____					
	c	_____					
	d	All other revenue					
	e	Total. Add lines 11a-11d					
12	Total revenue. See instructions		2,025,000.	0.	0.	0.	

Part IX Statement of Functional Expenses

Section 501(c)(3) and 501(c)(4) organizations must complete all columns. All other organizations must complete column (A).

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

Do not include amounts reported on lines 6b, 7b, 8b, 9b, and 10b of Part VIII.	(A) Total expenses	(B) Program service expenses	(C) Management and general expenses	(D) Fundraising expenses
1 Grants and other assistance to domestic organizations and domestic governments. See Part IV, line 21	276,500.	276,500.		
2 Grants and other assistance to domestic individuals. See Part IV, line 22				
3 Grants and other assistance to foreign organizations, foreign governments, and foreign individuals. See Part IV, lines 15 and 16				
4 Benefits paid to or for members				
5 Compensation of current officers, directors, trustees, and key employees	299,207.	249,105.	50,102.	
6 Compensation not included above to disqualified persons (as defined under section 4958(f)(1)) and persons described in section 4958(c)(3)(B)				
7 Other salaries and wages	482,242.	401,490.	80,752.	
8 Pension plan accruals and contributions (include section 401(k) and 403(b) employer contributions)				
9 Other employee benefits				
10 Payroll taxes	169,163.	140,837.	28,326.	
11 Fees for services (nonemployees):				
a Management				
b Legal	55,033.	55,033.		
c Accounting	56,734.	56,734.		
d Lobbying				
e Professional fundraising services. See Part IV, line 17				
f Investment management fees				
g Other. (If line 11g amount exceeds 10% of line 25, column (A), amount, list line 11g expenses on Sch O.)	265,320.	252,547.	12,773.	
12 Advertising and promotion	13,931.		13,931.	
13 Office expenses	22,120.	12,478.	9,642.	
14 Information technology				
15 Royalties				
16 Occupancy	80,536.	66,845.	13,691.	
17 Travel	14,574.		14,574.	
18 Payments of travel or entertainment expenses for any federal, state, or local public officials				
19 Conferences, conventions, and meetings				
20 Interest				
21 Payments to affiliates				
22 Depreciation, depletion, and amortization	2,493.		2,493.	
23 Insurance	11,110.		11,110.	
24 Other expenses. Itemize expenses not covered above. (List miscellaneous expenses on line 24e. If line 24e amount exceeds 10% of line 25, column (A), amount, list line 24e expenses on Schedule O.)				
a COMPUTERS & SOFTWARE	18,049.	10,181.	7,868.	
b BANK CHARGES	787.		787.	
c				
d				
e All other expenses				
25 Total functional expenses. Add lines 1 through 24e	1,767,799.	1,521,750.	246,049.	0.
26 Joint costs. Complete this line only if the organization reported in column (B) joint costs from a combined educational campaign and fundraising solicitation. Check here <input type="checkbox"/> if following SOP 98-2 (ASC 958-720)				

Part X Balance Sheet

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

		(A) Beginning of year		(B) End of year
Assets	1 Cash - non-interest-bearing	2,145,916.	1	2,433,296.
	2 Savings and temporary cash investments		2	
	3 Pledges and grants receivable, net		3	
	4 Accounts receivable, net		4	
	5 Loans and other receivables from any current or former officer, director, trustee, key employee, creator or founder, substantial contributor, or 35% controlled entity or family member of any of these persons		5	
	6 Loans and other receivables from other disqualified persons (as defined under section 4958(f)(1)), and persons described in section 4958(c)(3)(B)		6	
	7 Notes and loans receivable, net		7	
	8 Inventories for sale or use		8	
	9 Prepaid expenses and deferred charges		9	
	10a Land, buildings, and equipment: cost or other basis. Complete Part VI of Schedule D	10a 9,326.		
	b Less: accumulated depreciation	10b 2,836.	4,691.	10c 6,490.
	11 Investments - publicly traded securities		11	
	12 Investments - other securities. See Part IV, line 11		12	
	13 Investments - program-related. See Part IV, line 11		13	
	14 Intangible assets		14	
	15 Other assets. See Part IV, line 11		15	
16 Total assets. Add lines 1 through 15 (must equal line 33)		2,150,607.	16	2,439,786.
Liabilities	17 Accounts payable and accrued expenses	35,587.	17	67,565.
	18 Grants payable		18	
	19 Deferred revenue		19	
	20 Tax-exempt bond liabilities		20	
	21 Escrow or custodial account liability. Complete Part IV of Schedule D		21	
	22 Loans and other payables to any current or former officer, director, trustee, key employee, creator or founder, substantial contributor, or 35% controlled entity or family member of any of these persons		22	
	23 Secured mortgages and notes payable to unrelated third parties		23	
	24 Unsecured notes and loans payable to unrelated third parties		24	
	25 Other liabilities (including federal income tax, payables to related third parties, and other liabilities not included on lines 17-24). Complete Part X of Schedule D		25	
	26 Total liabilities. Add lines 17 through 25		35,587.	26
Net Assets or Fund Balances	Organizations that follow FASB ASC 958, check here <input checked="" type="checkbox"/> and complete lines 27, 28, 32, and 33.			
	27 Net assets without donor restrictions	2,115,020.	27	2,372,221.
	28 Net assets with donor restrictions		28	
	Organizations that do not follow FASB ASC 958, check here <input type="checkbox"/> and complete lines 29 through 33.			
	29 Capital stock or trust principal, or current funds		29	
	30 Paid-in or capital surplus, or land, building, or equipment fund		30	
	31 Retained earnings, endowment, accumulated income, or other funds		31	
	32 Total net assets or fund balances	2,115,020.	32	2,372,221.
	33 Total liabilities and net assets/fund balances	2,150,607.	33	2,439,786.

Part XI Reconciliation of Net Assets

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

1	Total revenue (must equal Part VIII, column (A), line 12)	1	2,025,000.
2	Total expenses (must equal Part IX, column (A), line 25)	2	1,767,799.
3	Revenue less expenses. Subtract line 2 from line 1	3	257,201.
4	Net assets or fund balances at beginning of year (must equal Part X, line 32, column (A))	4	2,115,020.
5	Net unrealized gains (losses) on investments	5	
6	Donated services and use of facilities	6	
7	Investment expenses	7	
8	Prior period adjustments	8	
9	Other changes in net assets or fund balances (explain on Schedule O)	9	0.
10	Net assets or fund balances at end of year. Combine lines 3 through 9 (must equal Part X, line 32, column (B))	10	2,372,221.

Part XII Financial Statements and Reporting

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

		Yes	No
1	Accounting method used to prepare the Form 990: <input type="checkbox"/> Cash <input checked="" type="checkbox"/> Accrual <input type="checkbox"/> Other If the organization changed its method of accounting from a prior year or checked "Other," explain on Schedule O.		
2a	Were the organization's financial statements compiled or reviewed by an independent accountant? If "Yes," check a box below to indicate whether the financial statements for the year were compiled or reviewed on a separate basis, consolidated basis, or both: <input type="checkbox"/> Separate basis <input type="checkbox"/> Consolidated basis <input type="checkbox"/> Both consolidated and separate basis		X
2b	Were the organization's financial statements audited by an independent accountant? If "Yes," check a box below to indicate whether the financial statements for the year were audited on a separate basis, consolidated basis, or both: <input checked="" type="checkbox"/> Separate basis <input type="checkbox"/> Consolidated basis <input type="checkbox"/> Both consolidated and separate basis	X	
2c	If "Yes" to line 2a or 2b, does the organization have a committee that assumes responsibility for oversight of the audit, review, or compilation of its financial statements and selection of an independent accountant? If the organization changed either its oversight process or selection process during the tax year, explain on Schedule O.	X	
3a	As a result of a federal award, was the organization required to undergo an audit or audits as set forth in the Uniform Guidance, 2 C.F.R. Part 200, Subpart F?		X
3b	If "Yes," did the organization undergo the required audit or audits? If the organization did not undergo the required audit or audits, explain why on Schedule O and describe any steps taken to undergo such audits		

Form 990 (2022)

SCHEDULE A
(Form 990)

Department of the Treasury
Internal Revenue Service

Public Charity Status and Public Support

Complete if the organization is a section 501(c)(3) organization or a section 4947(a)(1) nonexempt charitable trust.
Attach to Form 990 or Form 990-EZ.

Go to www.irs.gov/Form990 for instructions and the latest information.

OMB No. 1545-0047

2022

Open to Public Inspection

Name of the organization ELEVATE CHARTER SCHOOLS, INC.	Employer identification number 87-4783048
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Part I Reason for Public Charity Status. (All organizations must complete this part.) See instructions.

The organization is not a private foundation because it is: (For lines 1 through 12, check only one box.)

- 1 A church, convention of churches, or association of churches described in **section 170(b)(1)(A)(i).**
- 2 A school described in **section 170(b)(1)(A)(ii).** (Attach Schedule E (Form 990).)
- 3 A hospital or a cooperative hospital service organization described in **section 170(b)(1)(A)(iii).**
- 4 A medical research organization operated in conjunction with a hospital described in **section 170(b)(1)(A)(iii).** Enter the hospital's name, city, and state: _____
- 5 An organization operated for the benefit of a college or university owned or operated by a governmental unit described in **section 170(b)(1)(A)(iv).** (Complete Part II.)
- 6 A federal, state, or local government or governmental unit described in **section 170(b)(1)(A)(v).**
- 7 An organization that normally receives a substantial part of its support from a governmental unit or from the general public described in **section 170(b)(1)(A)(vi).** (Complete Part II.)
- 8 A community trust described in **section 170(b)(1)(A)(vi).** (Complete Part II.)
- 9 An agricultural research organization described in **section 170(b)(1)(A)(ix)** operated in conjunction with a land-grant college or university or a non-land-grant college of agriculture (see instructions). Enter the name, city, and state of the college or university: _____
- 10 An organization that normally receives (1) more than 33 1/3% of its support from contributions, membership fees, and gross receipts from activities related to its exempt functions, subject to certain exceptions; and (2) no more than 33 1/3% of its support from gross investment income and unrelated business taxable income (less section 511 tax) from businesses acquired by the organization after June 30, 1975. See **section 509(a)(2).** (Complete Part III.)
- 11 An organization organized and operated exclusively to test for public safety. See **section 509(a)(4).**
- 12 An organization organized and operated exclusively for the benefit of, to perform the functions of, or to carry out the purposes of one or more publicly supported organizations described in **section 509(a)(1)** or **section 509(a)(2).** See **section 509(a)(3).** Check the box on lines 12a through 12d that describes the type of supporting organization and complete lines 12e, 12f, and 12g.
 - a **Type I.** A supporting organization operated, supervised, or controlled by its supported organization(s), typically by giving the supported organization(s) the power to regularly appoint or elect a majority of the directors or trustees of the supporting organization. **You must complete Part IV, Sections A and B.**
 - b **Type II.** A supporting organization supervised or controlled in connection with its supported organization(s), by having control or management of the supporting organization vested in the same persons that control or manage the supported organization(s). **You must complete Part IV, Sections A and C.**
 - c **Type III functionally integrated.** A supporting organization operated in connection with, and functionally integrated with, its supported organization(s) (see instructions). **You must complete Part IV, Sections A, D, and E.**
 - d **Type III non-functionally integrated.** A supporting organization operated in connection with its supported organization(s) that is not functionally integrated. The organization generally must satisfy a distribution requirement and an attentiveness requirement (see instructions). **You must complete Part IV, Sections A and D, and Part V.**
 - e Check this box if the organization received a written determination from the IRS that it is a Type I, Type II, Type III functionally integrated, or Type III non-functionally integrated supporting organization.
 - f Enter the number of supported organizations
- g Provide the following information about the supported organization(s).

(i) Name of supported organization	(ii) EIN	(iii) Type of organization (described on lines 1-10 above (see instructions))	(iv) Is the organization listed in your governing document?		(v) Amount of monetary support (see instructions)	(vi) Amount of other support (see instructions)
			Yes	No		
Total						

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

(Complete only if you checked the box on line 5, 7, or 8 of Part I or if the organization failed to qualify under Part III. If the organization fails to qualify under the tests listed below, please complete Part III.)

Section A. Public Support

Calendar year (or fiscal year beginning in)	(a) 2018	(b) 2019	(c) 2020	(d) 2021	(e) 2022	(f) Total
1 Gifts, grants, contributions, and membership fees received. (Do not include any "unusual grants.")						
2 Tax revenues levied for the organization's benefit and either paid to or expended on its behalf						
3 The value of services or facilities furnished by a governmental unit to the organization without charge						
4 Total. Add lines 1 through 3						
5 The portion of total contributions by each person (other than a governmental unit or publicly supported organization) included on line 1 that exceeds 2% of the amount shown on line 11, column (f)						
6 Public support. Subtract line 5 from line 4.						

Section B. Total Support

Calendar year (or fiscal year beginning in)	(a) 2018	(b) 2019	(c) 2020	(d) 2021	(e) 2022	(f) Total
7 Amounts from line 4						
8 Gross income from interest, dividends, payments received on securities loans, rents, royalties, and income from similar sources						
9 Net income from unrelated business activities, whether or not the business is regularly carried on						
10 Other income. Do not include gain or loss from the sale of capital assets (Explain in Part VI.)						
11 Total support. Add lines 7 through 10						
12 Gross receipts from related activities, etc. (see instructions)					12	
13 First 5 years. If the Form 990 is for the organization's first, second, third, fourth, or fifth tax year as a section 501(c)(3) organization, check this box and stop here						<input type="checkbox"/>

Section C. Computation of Public Support Percentage

14 Public support percentage for 2022 (line 6, column (f), divided by line 11, column (f))	14	%
15 Public support percentage from 2021 Schedule A, Part II, line 14	15	%
16a 33 1/3% support test - 2022. If the organization did not check the box on line 13, and line 14 is 33 1/3% or more, check this box and stop here. The organization qualifies as a publicly supported organization		<input type="checkbox"/>
b 33 1/3% support test - 2021. If the organization did not check a box on line 13 or 16a, and line 15 is 33 1/3% or more, check this box and stop here. The organization qualifies as a publicly supported organization		<input type="checkbox"/>
17a 10% -facts-and-circumstances test - 2022. If the organization did not check a box on line 13, 16a, or 16b, and line 14 is 10% or more, and if the organization meets the facts-and-circumstances test, check this box and stop here. Explain in Part VI how the organization meets the facts-and-circumstances test. The organization qualifies as a publicly supported organization		<input type="checkbox"/>
b 10% -facts-and-circumstances test - 2021. If the organization did not check a box on line 13, 16a, 16b, or 17a, and line 15 is 10% or more, and if the organization meets the facts-and-circumstances test, check this box and stop here. Explain in Part VI how the organization meets the facts-and-circumstances test. The organization qualifies as a publicly supported organization		<input type="checkbox"/>
18 Private foundation. If the organization did not check a box on line 13, 16a, 16b, 17a, or 17b, check this box and see instructions		<input type="checkbox"/>

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

(Complete only if you checked the box on line 10 of Part I or if the organization failed to qualify under Part II. If the organization fails to qualify under the tests listed below, please complete Part II.)

Section A. Public Support

Calendar year (or fiscal year beginning in)	(a) 2018	(b) 2019	(c) 2020	(d) 2021	(e) 2022	(f) Total
1 Gifts, grants, contributions, and membership fees received. (Do not include any "unusual grants.")				2360005.	2025000.	4385005.
2 Gross receipts from admissions, merchandise sold or services performed, or facilities furnished in any activity that is related to the organization's tax-exempt purpose						
3 Gross receipts from activities that are not an unrelated trade or business under section 513						
4 Tax revenues levied for the organization's benefit and either paid to or expended on its behalf						
5 The value of services or facilities furnished by a governmental unit to the organization without charge						
6 Total. Add lines 1 through 5				2360005.	2025000.	4385005.
7a Amounts included on lines 1, 2, and 3 received from disqualified persons						0.
b Amounts included on lines 2 and 3 received from other than disqualified persons that exceed the greater of \$5,000 or 1% of the amount on line 13 for the year						0.
c Add lines 7a and 7b						0.
8 Public support. (Subtract line 7c from line 6.)						4385005.

Section B. Total Support

Calendar year (or fiscal year beginning in)	(a) 2018	(b) 2019	(c) 2020	(d) 2021	(e) 2022	(f) Total
9 Amounts from line 6				2360005.	2025000.	4385005.
10a Gross income from interest, dividends, payments received on securities loans, rents, royalties, and income from similar sources						
b Unrelated business taxable income (less section 511 taxes) from businesses acquired after June 30, 1975						
c Add lines 10a and 10b						
11 Net income from unrelated business activities not included on line 10b, whether or not the business is regularly carried on						
12 Other income. Do not include gain or loss from the sale of capital assets (Explain in Part VI.)						
13 Total support. (Add lines 9, 10c, 11, and 12.)				2360005.	2025000.	4385005.

14 First 5 years. If the Form 990 is for the organization's first, second, third, fourth, or fifth tax year as a section 501(c)(3) organization, check this box and **stop here**

Section C. Computation of Public Support Percentage

15 Public support percentage for 2022 (line 8, column (f), divided by line 13, column (f))	15	%
16 Public support percentage from 2021 Schedule A, Part III, line 15	16	%

Section D. Computation of Investment Income Percentage

17 Investment income percentage for 2022 (line 10c, column (f), divided by line 13, column (f))	17	%
18 Investment income percentage from 2021 Schedule A, Part III, line 17	18	%

19a 33 1/3% support tests - 2022. If the organization did not check the box on line 14, and line 15 is more than 33 1/3%, and line 17 is not more than 33 1/3%, check this box and **stop here**. The organization qualifies as a publicly supported organization

b 33 1/3% support tests - 2021. If the organization did not check a box on line 14 or line 19a, and line 16 is more than 33 1/3%, and line 18 is not more than 33 1/3%, check this box and **stop here**. The organization qualifies as a publicly supported organization

20 Private foundation. If the organization did not check a box on line 14, 19a, or 19b, check this box and see instructions

Part IV Supporting Organizations

(Complete only if you checked a box on line 12 of Part I. If you checked box 12a, Part I, complete Sections A and B. If you checked box 12b, Part I, complete Sections A and C. If you checked box 12c, Part I, complete Sections A, D, and E. If you checked box 12d, Part I, complete Sections A and D, and complete Part V.)

Section A. All Supporting Organizations

	Yes	No
1 Are all of the organization's supported organizations listed by name in the organization's governing documents? <i>If "No," describe in Part VI how the supported organizations are designated. If designated by class or purpose, describe the designation. If historic and continuing relationship, explain.</i>		
2 Did the organization have any supported organization that does not have an IRS determination of status under section 509(a)(1) or (2)? <i>If "Yes," explain in Part VI how the organization determined that the supported organization was described in section 509(a)(1) or (2).</i>		
3a Did the organization have a supported organization described in section 501(c)(4), (5), or (6)? <i>If "Yes," answer lines 3b and 3c below.</i>		
b Did the organization confirm that each supported organization qualified under section 501(c)(4), (5), or (6) and satisfied the public support tests under section 509(a)(2)? <i>If "Yes," describe in Part VI when and how the organization made the determination.</i>		
c Did the organization ensure that all support to such organizations was used exclusively for section 170(c)(2)(B) purposes? <i>If "Yes," explain in Part VI what controls the organization put in place to ensure such use.</i>		
4a Was any supported organization not organized in the United States ("foreign supported organization")? <i>If "Yes," and if you checked box 12a or 12b in Part I, answer lines 4b and 4c below.</i>		
b Did the organization have ultimate control and discretion in deciding whether to make grants to the foreign supported organization? <i>If "Yes," describe in Part VI how the organization had such control and discretion despite being controlled or supervised by or in connection with its supported organizations.</i>		
c Did the organization support any foreign supported organization that does not have an IRS determination under sections 501(c)(3) and 509(a)(1) or (2)? <i>If "Yes," explain in Part VI what controls the organization used to ensure that all support to the foreign supported organization was used exclusively for section 170(c)(2)(B) purposes.</i>		
5a Did the organization add, substitute, or remove any supported organizations during the tax year? <i>If "Yes," answer lines 5b and 5c below (if applicable). Also, provide detail in Part VI, including (i) the names and EIN numbers of the supported organizations added, substituted, or removed; (ii) the reasons for each such action; (iii) the authority under the organization's organizing document authorizing such action; and (iv) how the action was accomplished (such as by amendment to the organizing document).</i>		
b Type I or Type II only. Was any added or substituted supported organization part of a class already designated in the organization's organizing document?		
c Substitutions only. Was the substitution the result of an event beyond the organization's control?		
6 Did the organization provide support (whether in the form of grants or the provision of services or facilities) to anyone other than (i) its supported organizations, (ii) individuals that are part of the charitable class benefited by one or more of its supported organizations, or (iii) other supporting organizations that also support or benefit one or more of the filing organization's supported organizations? <i>If "Yes," provide detail in Part VI.</i>		
7 Did the organization provide a grant, loan, compensation, or other similar payment to a substantial contributor (as defined in section 4958(c)(3)(C)), a family member of a substantial contributor, or a 35% controlled entity with regard to a substantial contributor? <i>If "Yes," complete Part I of Schedule L (Form 990).</i>		
8 Did the organization make a loan to a disqualified person (as defined in section 4958) not described on line 7? <i>If "Yes," complete Part I of Schedule L (Form 990).</i>		
9a Was the organization controlled directly or indirectly at any time during the tax year by one or more disqualified persons, as defined in section 4946 (other than foundation managers and organizations described in section 509(a)(1) or (2))? <i>If "Yes," provide detail in Part VI.</i>		
b Did one or more disqualified persons (as defined on line 9a) hold a controlling interest in any entity in which the supporting organization had an interest? <i>If "Yes," provide detail in Part VI.</i>		
c Did a disqualified person (as defined on line 9a) have an ownership interest in, or derive any personal benefit from, assets in which the supporting organization also had an interest? <i>If "Yes," provide detail in Part VI.</i>		
10a Was the organization subject to the excess business holdings rules of section 4943 because of section 4943(f) (regarding certain Type II supporting organizations, and all Type III non-functionally integrated supporting organizations)? <i>If "Yes," answer line 10b below.</i>		
b Did the organization have any excess business holdings in the tax year? <i>(Use Schedule C, Form 4720, to determine whether the organization had excess business holdings.)</i>		

Part IV Supporting Organizations (continued)

Table with 3 columns: Question, Yes, No. Row 11: Has the organization accepted a gift or contribution from any of the following persons? a A person who directly or indirectly controls... b A family member... c A 35% controlled entity...

Section B. Type I Supporting Organizations

Table with 3 columns: Question, Yes, No. Row 1: Did the governing body, members of the governing body, officers acting in their official capacity... Row 2: Did the organization operate for the benefit of any supported organization other than the supported organization(s)...

Section C. Type II Supporting Organizations

Table with 3 columns: Question, Yes, No. Row 1: Were a majority of the organization's directors or trustees during the tax year also a majority of the directors or trustees of each of the organization's supported organization(s)?

Section D. All Type III Supporting Organizations

Table with 3 columns: Question, Yes, No. Row 1: Did the organization provide to each of its supported organizations, by the last day of the fifth month of the organization's tax year... Row 2: Were any of the organization's officers, directors, or trustees either (i) appointed or elected... Row 3: By reason of the relationship described on line 2, above, did the organization's supported organizations have a significant voice...

Section E. Type III Functionally Integrated Supporting Organizations

Table with 3 columns: Question, Yes, No. Row 1: Check the box next to the method that the organization used to satisfy the Integral Part Test during the year (see instructions). a The organization satisfied the Activities Test... b The organization is the parent of each of its supported organizations... c The organization supported a governmental entity... Row 2: Activities Test. Answer lines 2a and 2b below. a Did substantially all of the organization's activities during the tax year directly further the exempt purposes... b Did the activities described on line 2a, above, constitute activities that, but for the organization's involvement... Row 3: Parent of Supported Organizations. Answer lines 3a and 3b below. a Did the organization have the power to regularly appoint or elect a majority of the officers, directors, or trustees... b Did the organization exercise a substantial degree of direction over the policies, programs, and activities of each of its supported organizations?

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

1 Check here if the organization satisfied the Integral Part Test as a qualifying trust on Nov. 20, 1970 (explain in Part VI). See instructions.
All other Type III non-functionally integrated supporting organizations must complete Sections A through E.

Section A - Adjusted Net Income		(A) Prior Year	(B) Current Year (optional)
1	Net short-term capital gain	1	
2	Recoveries of prior-year distributions	2	
3	Other gross income (see instructions)	3	
4	Add lines 1 through 3.	4	
5	Depreciation and depletion	5	
6	Portion of operating expenses paid or incurred for production or collection of gross income or for management, conservation, or maintenance of property held for production of income (see instructions)	6	
7	Other expenses (see instructions)	7	
8	Adjusted Net Income (subtract lines 5, 6, and 7 from line 4)	8	

Section B - Minimum Asset Amount		(A) Prior Year	(B) Current Year (optional)
1	Aggregate fair market value of all non-exempt-use assets (see instructions for short tax year or assets held for part of year):		
a	Average monthly value of securities	1a	
b	Average monthly cash balances	1b	
c	Fair market value of other non-exempt-use assets	1c	
d	Total (add lines 1a, 1b, and 1c)	1d	
e	Discount claimed for blockage or other factors (explain in detail in Part VI):		
2	Acquisition indebtedness applicable to non-exempt-use assets	2	
3	Subtract line 2 from line 1d.	3	
4	Cash deemed held for exempt use. Enter 0.015 of line 3 (for greater amount, see instructions).	4	
5	Net value of non-exempt-use assets (subtract line 4 from line 3)	5	
6	Multiply line 5 by 0.035.	6	
7	Recoveries of prior-year distributions	7	
8	Minimum Asset Amount (add line 7 to line 6)	8	

Section C - Distributable Amount			Current Year
1	Adjusted net income for prior year (from Section A, line 8, column A)	1	
2	Enter 0.85 of line 1.	2	
3	Minimum asset amount for prior year (from Section B, line 8, column A)	3	
4	Enter greater of line 2 or line 3.	4	
5	Income tax imposed in prior year	5	
6	Distributable Amount. Subtract line 5 from line 4, unless subject to emergency temporary reduction (see instructions).	6	
7	<input type="checkbox"/> Check here if the current year is the organization's first as a non-functionally integrated Type III supporting organization (see instructions).		

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

Section D - Distributions		Current Year
1	Amounts paid to supported organizations to accomplish exempt purposes	1
2	Amounts paid to perform activity that directly furthers exempt purposes of supported organizations, in excess of income from activity	2
3	Administrative expenses paid to accomplish exempt purposes of supported organizations	3
4	Amounts paid to acquire exempt-use assets	4
5	Qualified set-aside amounts (prior IRS approval required - provide details in Part VI)	5
6	Other distributions (describe in Part VI). See instructions.	6
7	Total annual distributions. Add lines 1 through 6.	7
8	Distributions to attentive supported organizations to which the organization is responsive (provide details in Part VI). See instructions.	8
9	Distributable amount for 2022 from Section C, line 6	9
10	Line 8 amount divided by line 9 amount	10

Section E - Distribution Allocations (see instructions)	(i) Excess Distributions	(ii) Underdistributions Pre-2022	(iii) Distributable Amount for 2022
1	Distributable amount for 2022 from Section C, line 6		
2	Underdistributions, if any, for years prior to 2022 (reasonable cause required - explain in Part VI). See instructions.		
3	Excess distributions carryover, if any, to 2022		
a	From 2017		
b	From 2018		
c	From 2019		
d	From 2020		
e	From 2021		
f	Total of lines 3a through 3e		
g	Applied to underdistributions of prior years		
h	Applied to 2022 distributable amount		
i	Carryover from 2017 not applied (see instructions)		
j	Remainder. Subtract lines 3g, 3h, and 3i from line 3f.		
4	Distributions for 2022 from Section D, line 7: \$		
a	Applied to underdistributions of prior years		
b	Applied to 2022 distributable amount		
c	Remainder. Subtract lines 4a and 4b from line 4.		
5	Remaining underdistributions for years prior to 2022, if any. Subtract lines 3g and 4a from line 2. For result greater than zero, explain in Part VI. See instructions.		
6	Remaining underdistributions for 2022. Subtract lines 3h and 4b from line 1. For result greater than zero, explain in Part VI. See instructions.		
7	Excess distributions carryover to 2023. Add lines 3j and 4c.		
8	Breakdown of line 7:		
a	Excess from 2018		
b	Excess from 2019		
c	Excess from 2020		
d	Excess from 2021		
e	Excess from 2022		

Part VI

Supplemental Information. Provide the explanations required by Part II, line 10; Part II, line 17a or 17b; Part III, line 12; Part IV, Section A, lines 1, 2, 3b, 3c, 4b, 4c, 5a, 6, 9a, 9b, 9c, 11a, 11b, and 11c; Part IV, Section B, lines 1 and 2; Part IV, Section C, line 1; Part IV, Section D, lines 2 and 3; Part IV, Section E, lines 1c, 2a, 2b, 3a, and 3b; Part V, line 1; Part V, Section B, line 1e; Part V, Section D, lines 5, 6, and 8; and Part V, Section E, lines 2, 5, and 6. Also complete this part for any additional information. (See instructions.)

Horizontal lines for supplemental information input.

CLIENT COPY

Schedule B
(Form 990)

Department of the Treasury
Internal Revenue Service

Schedule of Contributors

Attach to Form 990 or Form 990-PF.
Go to www.irs.gov/Form990 for the latest information.

OMB No. 1545-0047

2022

Name of the organization

ELEVATE CHARTER SCHOOLS, INC.

Employer identification number

87-4783048

Organization type (check one):

Filers of:

Section:

Form 990 or 990-EZ

501(c)(3) (enter number) organization

4947(a)(1) nonexempt charitable trust **not** treated as a private foundation

527 political organization

Form 990-PF

501(c)(3) exempt private foundation

4947(a)(1) nonexempt charitable trust treated as a private foundation

501(c)(3) taxable private foundation

Check if your organization is covered by the **General Rule** or a **Special Rule**.

Note: Only a section 501(c)(7), (8), or (10) organization can check boxes for both the General Rule and a Special Rule. See instructions.

General Rule

For an organization filing Form 990, 990-EZ, or 990-PF that received, during the year, contributions totaling \$5,000 or more (in money or property) from any one contributor. Complete Parts I and II. See instructions for determining a contributor's total contributions.

Special Rules

For an organization described in section 501(c)(3) filing Form 990 or 990-EZ that met the 33 1/3% support test of the regulations under sections 509(a)(1) and 170(b)(1)(A)(vi), that checked Schedule A (Form 990), Part II, line 13, 16a, or 16b, and that received from any one contributor, during the year, total contributions of the greater of **(1)** \$5,000; or **(2)** 2% of the amount on (i) Form 990, Part VIII, line 1h; or (ii) Form 990-EZ, line 1. Complete Parts I and II.

For an organization described in section 501(c)(7), (8), or (10) filing Form 990 or 990-EZ that received from any one contributor, during the year, total contributions of more than \$1,000 exclusively for religious, charitable, scientific, literary, or educational purposes, or for the prevention of cruelty to children or animals. Complete Parts I (entering "N/A" in column (b) instead of the contributor name and address), II, and III.

For an organization described in section 501(c)(7), (8), or (10) filing Form 990 or 990-EZ that received from any one contributor, during the year, contributions *exclusively* for religious, charitable, etc., purposes, but no such contributions totaled more than \$1,000. If this box is checked, enter here the total contributions that were received during the year for an *exclusively* religious, charitable, etc., purpose. Don't complete any of the parts unless the **General Rule** applies to this organization because it received *nonexclusively* religious, charitable, etc., contributions totaling \$5,000 or more during the year \$ _____

Caution: An organization that isn't covered by the General Rule and/or the Special Rules doesn't file Schedule B (Form 990), but it **must** answer "No" on Part IV, line 2, of its Form 990; or check the box on line H of its Form 990-EZ or on its Form 990-PF, Part I, line 2, to certify that it doesn't meet the filing requirements of Schedule B (Form 990).

LHA For Paperwork Reduction Act Notice, see the instructions for Form 990, 990-EZ, or 990-PF.

Schedule B (Form 990) (2022)

Name of organization ELEVATE CHARTER SCHOOLS, INC.	Employer identification number 87-4783048
--	---

Part I Contributors (see instructions). Use duplicate copies of Part I if additional space is needed.

(a) No.	(b) Name, address, and ZIP + 4	(c) Total contributions	(d) Type of contribution
1	PETER AND CARMEN LUCIA BUCK FOUNDATION 633 THIRD AVENUE, 16TH FLOOR NEW YORK, NY 10017	\$ 2,025,000.	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
		\$ _____	Person <input type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
		\$ _____	Person <input type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
		\$ _____	Person <input type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
		\$ _____	Person <input type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
		\$ _____	Person <input type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
		\$ _____	Person <input type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)

Name of organization ELEVATE CHARTER SCHOOLS, INC.	Employer identification number 87-4783048
--	---

Part II Noncash Property (see instructions). Use duplicate copies of Part II if additional space is needed.

(a) No. from Part I	(b) Description of noncash property given	(c) FMV (or estimate) (See instructions.)	(d) Date received
		\$ _____	
		\$ _____	
		\$ _____	
		\$ _____	
		\$ _____	
		\$ _____	
		\$ _____	

Name of organization ELEVATE CHARTER SCHOOLS, INC.	Employer identification number 87-4783048
--	---

Part III Exclusively religious, charitable, etc., contributions to organizations described in section 501(c)(7), (8), or (10) that total more than \$1,000 for the year from any one contributor. Complete columns (a) through (e) and the following line entry. For organizations completing Part III, enter the total of exclusively religious, charitable, etc., contributions of **\$1,000 or less** for the year. (Enter this info. once.) \$ _____
Use duplicate copies of Part III if additional space is needed.

(a) No. from Part I	(b) Purpose of gift	(c) Use of gift	(d) Description of how gift is held
(e) Transfer of gift			
Transferee's name, address, and ZIP + 4		Relationship of transferor to transferee	
(a) No. from Part I	(b) Purpose of gift	(c) Use of gift	(d) Description of how gift is held
(e) Transfer of gift			
Transferee's name, address, and ZIP + 4		Relationship of transferor to transferee	
(a) No. from Part I	(b) Purpose of gift	(c) Use of gift	(d) Description of how gift is held
(e) Transfer of gift			
Transferee's name, address, and ZIP + 4		Relationship of transferor to transferee	
(a) No. from Part I	(b) Purpose of gift	(c) Use of gift	(d) Description of how gift is held
(e) Transfer of gift			
Transferee's name, address, and ZIP + 4		Relationship of transferor to transferee	

SCHEDULE D
(Form 990)

Department of the Treasury
Internal Revenue Service

Supplemental Financial Statements

Complete if the organization answered "Yes" on Form 990,
Part IV, line 6, 7, 8, 9, 10, 11a, 11b, 11c, 11d, 11e, 11f, 12a, or 12b.
Attach to Form 990.

Go to www.irs.gov/Form990 for instructions and the latest information.

OMB No. 1545-0047

2022

Open to Public
Inspection

Name of the organization **ELEVATE CHARTER SCHOOLS, INC.** Employer identification number **87-4783048**

Part I Organizations Maintaining Donor Advised Funds or Other Similar Funds or Accounts. Complete if the organization answered "Yes" on Form 990, Part IV, line 6.

	(a) Donor advised funds	(b) Funds and other accounts
1 Total number at end of year		
2 Aggregate value of contributions to (during year)		
3 Aggregate value of grants from (during year)		
4 Aggregate value at end of year		
5 Did the organization inform all donors and donor advisors in writing that the assets held in donor advised funds are the organization's property, subject to the organization's exclusive legal control?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
6 Did the organization inform all grantees, donors, and donor advisors in writing that grant funds can be used only for charitable purposes and not for the benefit of the donor or donor advisor, or for any other purpose conferring impermissible private benefit?	<input type="checkbox"/> Yes	<input type="checkbox"/> No

Part II Conservation Easements. Complete if the organization answered "Yes" on Form 990, Part IV, line 7.

1 Purpose(s) of conservation easements held by the organization (check all that apply).
 Preservation of land for public use (for example, recreation or education) Preservation of a historically important land area
 Protection of natural habitat Preservation of a certified historic structure
 Preservation of open space

2 Complete lines 2a through 2d if the organization held a qualified conservation contribution in the form of a conservation easement on the last day of the tax year.

	Held at the End of the Tax Year
a Total number of conservation easements	2a
b Total acreage restricted by conservation easements	2b
c Number of conservation easements on a certified historic structure included in (a)	2c
d Number of conservation easements included in (c) acquired after July 25, 2006, and not on a historic structure listed in the National Register	2d

3 Number of conservation easements modified, transferred, released, extinguished, or terminated by the organization during the tax year _____

4 Number of states where property subject to conservation easement is located _____

5 Does the organization have a written policy regarding the periodic monitoring, inspection, handling of violations, and enforcement of the conservation easements it holds?

6 Staff and volunteer hours devoted to monitoring, inspecting, handling of violations, and enforcing conservation easements during the year _____

7 Amount of expenses incurred in monitoring, inspecting, handling of violations, and enforcing conservation easements during the year _____

8 Does each conservation easement reported on line 2(d) above satisfy the requirements of section 170(h)(4)(B)(i) and section 170(h)(4)(B)(ii)?

9 In Part XIII, describe how the organization reports conservation easements in its revenue and expense statement and balance sheet, and include, if applicable, the text of the footnote to the organization's financial statements that describes the organization's accounting for conservation easements.

Part III Organizations Maintaining Collections of Art, Historical Treasures, or Other Similar Assets.

Complete if the organization answered "Yes" on Form 990, Part IV, line 8.

1a If the organization elected, as permitted under FASB ASC 958, not to report in its revenue statement and balance sheet works of art, historical treasures, or other similar assets held for public exhibition, education, or research in furtherance of public service, provide in Part XIII the text of the footnote to its financial statements that describes these items.

b If the organization elected, as permitted under FASB ASC 958, to report in its revenue statement and balance sheet works of art, historical treasures, or other similar assets held for public exhibition, education, or research in furtherance of public service, provide the following amounts relating to these items:

(i) Revenue included on Form 990, Part VIII, line 1 \$ _____

(ii) Assets included in Form 990, Part X \$ _____

2 If the organization received or held works of art, historical treasures, or other similar assets for financial gain, provide the following amounts required to be reported under FASB ASC 958 relating to these items:

a Revenue included on Form 990, Part VIII, line 1 \$ _____

b Assets included in Form 990, Part X \$ _____

LHA For Paperwork Reduction Act Notice, see the Instructions for Form 990.

Schedule D (Form 990) 2022

Part III Organizations Maintaining Collections of Art, Historical Treasures, or Other Similar Assets (continued)

- 3 Using the organization's acquisition, accession, and other records, check any of the following that make significant use of its collection items (check all that apply):
- a Public exhibition
 - b Scholarly research
 - c Preservation for future generations
 - d Loan or exchange program
 - e Other _____
- 4 Provide a description of the organization's collections and explain how they further the organization's exempt purpose in Part XIII.
- 5 During the year, did the organization solicit or receive donations of art, historical treasures, or other similar assets to be sold to raise funds rather than to be maintained as part of the organization's collection? Yes No

Part IV Escrow and Custodial Arrangements. Complete if the organization answered "Yes" on Form 990, Part IV, line 9, or reported an amount on Form 990, Part X, line 21.

- 1a Is the organization an agent, trustee, custodian or other intermediary for contributions or other assets not included on Form 990, Part X? Yes No
- b If "Yes," explain the arrangement in Part XIII and complete the following table:
- | | Amount |
|---------------------------------|--------|
| c Beginning balance | 1c |
| d Additions during the year | 1d |
| e Distributions during the year | 1e |
| f Ending balance | 1f |
- 2a Did the organization include an amount on Form 990, Part X, line 21, for escrow or custodial account liability? Yes No
- b If "Yes," explain the arrangement in Part XIII. Check here if the explanation has been provided on Part XIII

Part V Endowment Funds. Complete if the organization answered "Yes" on Form 990, Part IV, line 10.

	(a) Current year	(b) Prior year	(c) Two years back	(d) Three years back	(e) Four years back
1a Beginning of year balance					
b Contributions					
c Net investment earnings, gains, and losses					
d Grants or scholarships					
e Other expenditures for facilities and programs					
f Administrative expenses					
g End of year balance					

- 2 Provide the estimated percentage of the current year end balance (line 1g, column (a)) held as:
- a Board designated or quasi-endowment _____ %
 - b Permanent endowment _____ %
 - c Term endowment _____ %
- The percentages on lines 2a, 2b, and 2c should equal 100%.
- 3a Are there endowment funds not in the possession of the organization that are held and administered for the organization by:
- | | Yes | No |
|---|--------|----|
| (i) Unrelated organizations | 3a(i) | |
| (ii) Related organizations | 3a(ii) | |
| b If "Yes" on line 3a(ii), are the related organizations listed as required on Schedule R? <input type="checkbox"/> | 3b | |
- 4 Describe in Part XIII the intended uses of the organization's endowment funds.

Part VI Land, Buildings, and Equipment.

Complete if the organization answered "Yes" on Form 990, Part IV, line 11a. See Form 990, Part X, line 10.

Description of property	(a) Cost or other basis (investment)	(b) Cost or other basis (other)	(c) Accumulated depreciation	(d) Book value
1a Land				
b Buildings				
c Leasehold improvements				
d Equipment		9,326.	2,836.	6,490.
e Other				
Total. Add lines 1a through 1e. (Column (d) must equal Form 990, Part X, column (B), line 10c.)				6,490.

Part VII Investments - Other Securities.

Complete if the organization answered "Yes" on Form 990, Part IV, line 11b. See Form 990, Part X, line 12.

(a) Description of security or category (including name of security)	(b) Book value	(c) Method of valuation: Cost or end-of-year market value
(1) Financial derivatives		
(2) Closely held equity interests		
(3) Other		
(A)		
(B)		
(C)		
(D)		
(E)		
(F)		
(G)		
(H)		
Total. (Col. (b) must equal Form 990, Part X, col. (B) line 12.)		

Part VIII Investments - Program Related.

Complete if the organization answered "Yes" on Form 990, Part IV, line 11c. See Form 990, Part X, line 13.

(a) Description of investment	(b) Book value	(c) Method of valuation: Cost or end-of-year market value
(1)		
(2)		
(3)		
(4)		
(5)		
(6)		
(7)		
(8)		
(9)		
Total. (Col. (b) must equal Form 990, Part X, col. (B) line 13.)		

Part IX Other Assets.

Complete if the organization answered "Yes" on Form 990, Part IV, line 11d. See Form 990, Part X, line 15.

(a) Description	(b) Book value
(1)	
(2)	
(3)	
(4)	
(5)	
(6)	
(7)	
(8)	
(9)	
Total. (Column (b) must equal Form 990, Part X, col. (B) line 15.)	

Part X Other Liabilities.

Complete if the organization answered "Yes" on Form 990, Part IV, line 11e or 11f. See Form 990, Part X, line 25.

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

2. Liability for uncertain tax positions. In Part XIII, provide the text of the footnote to the organization's financial statements that reports the organization's liability for uncertain tax positions under FASB ASC 740. Check here if the text of the footnote has been provided in Part XIII ...

Part XI Reconciliation of Revenue per Audited Financial Statements With Revenue per Return.

Complete if the organization answered "Yes" on Form 990, Part IV, line 12a.

Table with 5 main rows and sub-rows (a-e) for adjustments. Total revenue reported as 2,025,000.

Part XII Reconciliation of Expenses per Audited Financial Statements With Expenses per Return.

Complete if the organization answered "Yes" on Form 990, Part IV, line 12a.

Table with 5 main rows and sub-rows (a-e) for adjustments. Total expenses reported as 1,767,799.

Part XIII Supplemental Information.

Provide the descriptions required for Part II, lines 3, 5, and 9; Part III, lines 1a and 4; Part IV, lines 1b and 2b; Part V, line 4; Part X, line 2; Part XI, lines 2d and 4b; and Part XII, lines 2d and 4b. Also complete this part to provide any additional information.

PART X, LINE 2:

ELEVATE HAS EVALUATED FOR UNCERTAIN TAX POSITIONS AND HAS DETERMINED THAT THERE WERE NO UNCERTAIN TAX POSITIONS FOR 2023.

**SCHEDULE I
(Form 990)**

Department of the Treasury
Internal Revenue Service

**Grants and Other Assistance to Organizations,
Governments, and Individuals in the United States**
Complete if the organization answered "Yes" on Form 990, Part IV, line 21 or 22.
Attach to Form 990.
Go to www.irs.gov/Form990 for the latest information.

OMB No. 1545-0047

2022

**Open to Public
Inspection**

Name of the organization **ELEVATE CHARTER SCHOOLS, INC.** Employer identification number **87-4783048**

Part I General Information on Grants and Assistance

- 1** Does the organization maintain records to substantiate the amount of the grants or assistance, the grantees' eligibility for the grants or assistance, and the selection criteria used to award the grants or assistance? Yes No
- 2** Describe in Part IV the organization's procedures for monitoring the use of grant funds in the United States.

Part II Grants and Other Assistance to Domestic Organizations and Domestic Governments. Complete if the organization answered "Yes" on Form 990, Part IV, line 21, for any recipient that received more than \$5,000. Part II can be duplicated if additional space is needed.

1 (a) Name and address of organization or government	(b) EIN	(c) IRC section (if applicable)	(d) Amount of cash grant	(e) Amount of noncash assistance	(f) Method of valuation (book, FMV, appraisal, other)	(g) Description of noncash assistance	(h) Purpose of grant or assistance
BOOKER T WASHINGTON ACADEMY 804 STATE ST NEW HAVEN, CT 06511	27-2924625		276,500.	0.			GENERAL CONTRIBUTION

- 2** Enter total number of section 501(c)(3) and government organizations listed in the line 1 table
- 3** Enter total number of other organizations listed in the line 1 table

LHA For Paperwork Reduction Act Notice, see the Instructions for Form 990.

Schedule I (Form 990) 2022

**SCHEDULE J
(Form 990)**

Department of the Treasury
Internal Revenue Service

Compensation Information

For certain Officers, Directors, Trustees, Key Employees, and Highest
Compensated Employees
Complete if the organization answered "Yes" on Form 990, Part IV, line 23.
Attach to Form 990.
Go to www.irs.gov/Form990 for instructions and the latest information.

OMB No. 1545-0047

2022

Open to Public
Inspection

Name of the organization

ELEVATE CHARTER SCHOOLS, INC.

Employer identification number

87-4783048

Part I Questions Regarding Compensation

1a Check the appropriate box(es) if the organization provided any of the following to or for a person listed on Form 990, Part VII, Section A, line 1a. Complete Part III to provide any relevant information regarding these items.

- | | |
|--|--|
| <input type="checkbox"/> First-class or charter travel | <input type="checkbox"/> Housing allowance or residence for personal use |
| <input type="checkbox"/> Travel for companions | <input type="checkbox"/> Payments for business use of personal residence |
| <input type="checkbox"/> Tax indemnification and gross-up payments | <input type="checkbox"/> Health or social club dues or initiation fees |
| <input type="checkbox"/> Discretionary spending account | <input type="checkbox"/> Personal services (such as maid, chauffeur, chef) |

b If any of the boxes on line 1a are checked, did the organization follow a written policy regarding payment or reimbursement or provision of all of the expenses described above? If "No," complete Part III to explain

2 Did the organization require substantiation prior to reimbursing or allowing expenses incurred by all directors, trustees, and officers, including the CEO/Executive Director, regarding the items checked on line 1a?

3 Indicate which, if any, of the following the organization used to establish the compensation of the organization's CEO/Executive Director. Check all that apply. Do not check any boxes for methods used by a related organization to establish compensation of the CEO/Executive Director, but explain in Part III.

- | | |
|--|--|
| <input type="checkbox"/> Compensation committee | <input type="checkbox"/> Written employment contract |
| <input type="checkbox"/> Independent compensation consultant | <input type="checkbox"/> Compensation survey or study |
| <input type="checkbox"/> Form 990 of other organizations | <input type="checkbox"/> Approval by the board or compensation committee |

4 During the year, did any person listed on Form 990, Part VII, Section A, line 1a, with respect to the filing organization or a related organization:

- a** Receive a severance payment or change-of-control payment?
- b** Participate in or receive payment from a supplemental nonqualified retirement plan?
- c** Participate in or receive payment from an equity-based compensation arrangement?
- If "Yes" to any of lines 4a-c, list the persons and provide the applicable amounts for each item in Part III.

Only section 501(c)(3), 501(c)(4), and 501(c)(29) organizations must complete lines 5-9.

5 For persons listed on Form 990, Part VII, Section A, line 1a, did the organization pay or accrue any compensation contingent on the revenues of:

- a** The organization?
- b** Any related organization?
- If "Yes" on line 5a or 5b, describe in Part III.

6 For persons listed on Form 990, Part VII, Section A, line 1a, did the organization pay or accrue any compensation contingent on the net earnings of:

- a** The organization?
- b** Any related organization?
- If "Yes" on line 6a or 6b, describe in Part III.

7 For persons listed on Form 990, Part VII, Section A, line 1a, did the organization provide any nonfixed payments not described on lines 5 and 6? If "Yes," describe in Part III

8 Were any amounts reported on Form 990, Part VII, paid or accrued pursuant to a contract that was subject to the initial contract exception described in Regulations section 53.4958-4(a)(3)? If "Yes," describe in Part III

9 If "Yes" on line 8, did the organization also follow the rebuttable presumption procedure described in Regulations section 53.4958-6(c)?

	Yes	No
1a		
1b		
2		
3		
4a		X
4b		X
4c		X
5a		X
5b		X
6a		X
6b		X
7		X
8		X
9		

LHA For Paperwork Reduction Act Notice, see the Instructions for Form 990.

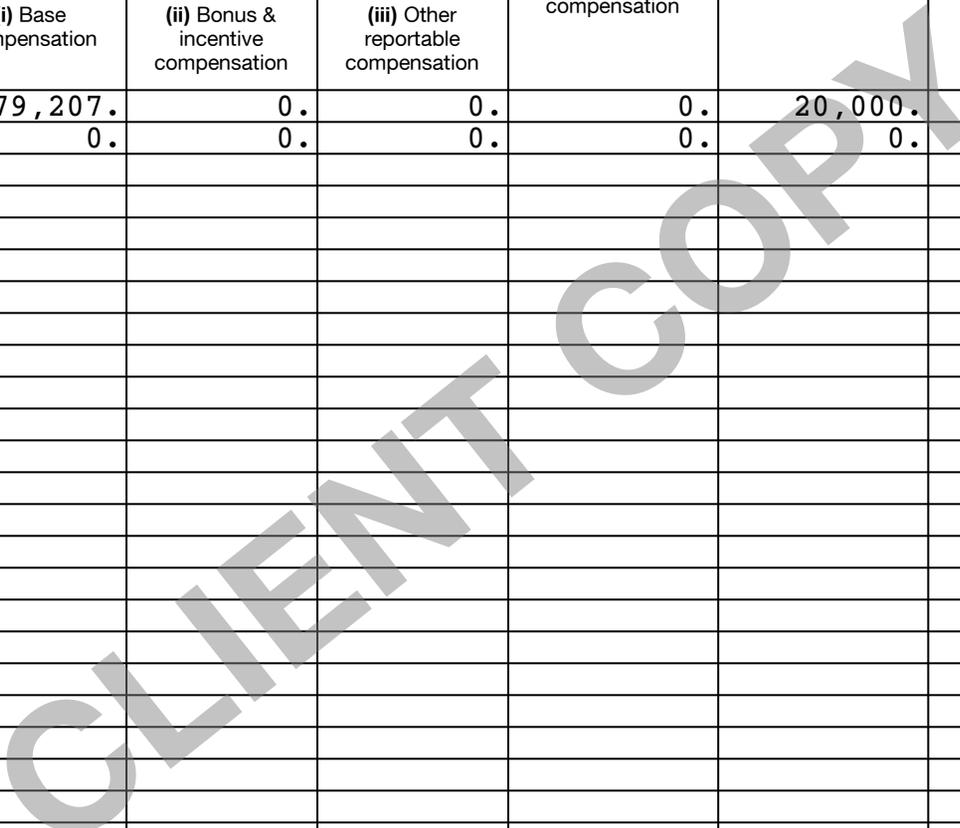
Schedule J (Form 990) 2022

Part II Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees. Use duplicate copies if additional space is needed.

For each individual whose compensation must be reported on Schedule J, report compensation from the organization on row (i) and from related organizations, described in the instructions, on row (ii). Do not list any individuals that aren't listed on Form 990, Part VII.

Note: The sum of columns (B)(i)-(iii) for each listed individual must equal the total amount of Form 990, Part VII, Section A, line 1a, applicable column (D) and (E) amounts for that individual.

(A) Name and Title		(B) Breakdown of W-2 and/or 1099-MISC and/or 1099-NEC compensation			(C) Retirement and other deferred compensation	(D) Nontaxable benefits	(E) Total of columns (B)(i)-(D)	(F) Compensation in column (B) reported as deferred on prior Form 990
		(i) Base compensation	(ii) Bonus & incentive compensation	(iii) Other reportable compensation				
(1) JOHN TAYLOR CHIEF EXECUTIVE OFFICER	(i)	179,207.	0.	0.	0.	20,000.	199,207.	0.
	(ii)	0.	0.	0.	0.	0.	0.	0.
	(i)							
	(ii)							
	(i)							
	(ii)							
	(i)							
	(ii)							
	(i)							
	(ii)							
	(i)							
	(ii)							
	(i)							
	(ii)							
	(i)							
	(ii)							
	(i)							
	(ii)							
	(i)							
	(ii)							
	(i)							
	(ii)							



Part IV Business Transactions Involving Interested Persons.

Complete if the organization answered "Yes" on Form 990, Part IV, line 28a, 28b, or 28c.

(a) Name of interested person	(b) Relationship between interested person and the organization	(c) Amount of transaction	(d) Description of transaction	(e) Sharing of organization's revenues?	
				Yes	No
PEYTON PATTERSON	BOARD MEMBER	92,100.	PAYMENTS FO		X

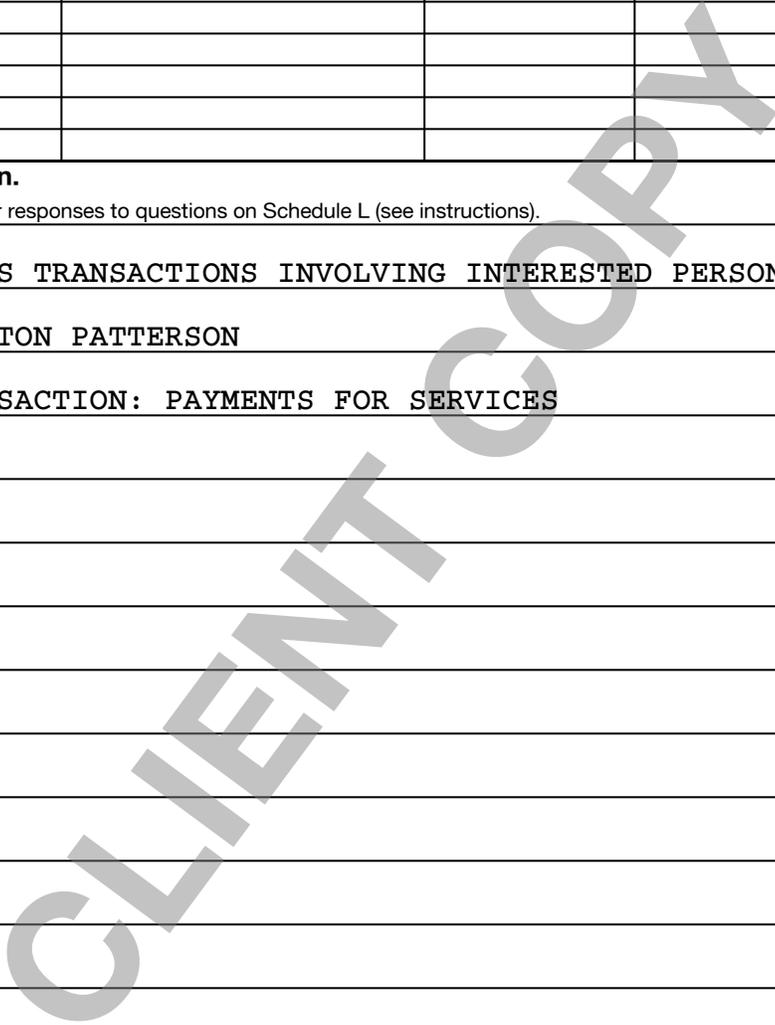
Part V Supplemental Information.

Provide additional information for responses to questions on Schedule L (see instructions).

SCH L, PART IV, BUSINESS TRANSACTIONS INVOLVING INTERESTED PERSONS:

(A) NAME OF PERSON: PEYTON PATTERSON

(D) DESCRIPTION OF TRANSACTION: PAYMENTS FOR SERVICES



**SCHEDULE O
(Form 990)**

Department of the Treasury
Internal Revenue Service

Supplemental Information to Form 990 or 990-EZ

Complete to provide information for responses to specific questions on
Form 990 or 990-EZ or to provide any additional information.
Attach to Form 990 or Form 990-EZ.
Go to www.irs.gov/Form990 for the latest information.

OMB No. 1545-0047

2022

Open to Public
Inspection

Name of the organization

ELEVATE CHARTER SCHOOLS, INC.

Employer identification number

87-4783048

FORM 990, PART I, LINE 1, DESCRIPTION OF ORGANIZATION MISSION:

WHO RELENTLESSLY PROVIDE EACH CHILD WITH A RIGOROUS AND PERSONALIZED
EDUCATIONAL EXPERIENCE, ENABLING THEM TO REACH THEIR FULL POTENTIAL IN
AN EVER-CHANGING, MULTICULTURAL WORLD.

FORM 990, PART III, LINE 1, DESCRIPTION OF ORGANIZATION MISSION:

WORLD.

FORM 990, PART VI, SECTION B, LINE 11B:

A COPY OF THE 990 IS PROVIDED TO THE BOARD FOR THEIR REVIEW. ALL BOARD
MEMBERS CAN DIRECT QUESTIONS TO THE EXECUTIVE DIRECTOR AND CHIEF FINANCIAL
OFFICER, WHO WILL DISCUSS, WHERE NECESSARY WITH THE OUTSIDE AUDITORS IN
GETTING ANSWERS TO THE BOARD. THE RETURN IS SUBSEQUENTLY FILED.

FORM 990, PART VI, SECTION B, LINE 12C:

BOARD MEMBERS AND KEY EMPLOYEES ARE REQUIRED TO SIGN A CONFLICT OF INTEREST
STATEMENT. ANY CONFLICTS ARE BROUGHT TO THE ATTENTION OF THE PRESIDENT SO
THAT THEY ARE APPROPRIATELY ADDRESSED.

FORM 990, PART VI, SECTION B, LINE 15:

COMPENSATION IS REVIEWED AND APPROVED BY BOARD MEMBERS.

FORM 990, PART VI, SECTION C, LINE 19:

GOVERNING DOCUMENTS ARE AVAILABLE ON THE ORGANIZATION'S WEBSITE AND UPON
REQUEST. IN ADDITION, THE ANNUAL 990 IS POSTED ON GUIDESTAR.ORG.

Name of the organization ELEVATE CHARTER SCHOOLS, INC.	Employer identification number 87-4783048
--	---

FORM 990, PART IX, LINE 11G, OTHER FEES:

PROFESSIONAL FEES:

PROGRAM SERVICE EXPENSES	122,250.
MANAGEMENT AND GENERAL EXPENSES	12,773.
FUNDRAISING EXPENSES	0.
TOTAL EXPENSES	135,023.

RECRUITMENT FEES:

PROGRAM SERVICE EXPENSES	38,197.
MANAGEMENT AND GENERAL EXPENSES	0.
FUNDRAISING EXPENSES	0.
TOTAL EXPENSES	38,197.

PEYTON PATTERSON LLC CONSULTING:

PROGRAM SERVICE EXPENSES	92,100.
MANAGEMENT AND GENERAL EXPENSES	0.
FUNDRAISING EXPENSES	0.
TOTAL EXPENSES	92,100.

TOTAL OTHER FEES ON FORM 990, PART IX, LINE 11G, COL A	265,320.
--	----------

CERINI & ASSOCIATES, LLP
3340 VETERANS MEMORIAL HWY
BOHEMIA, NY 11716

ELEVATE CHARTER SCHOOLS, INC.
2666 STATE STREET, SUITE B2
HAMDEN, CT 06517

|||||

CLIENT COPY

Caution: Forms printed from within Adobe Acrobat products may not meet IRS or state taxing agency specifications. When using Acrobat, select the "Actual Size" in the Adobe "Print" dialog.

CLIENT'S COPY

CLIENT COPY

January 15, 2025

ELEVATE CHARTER SCHOOLS, INC.
2666 STATE STREET, SUITE B2
HAMDEN, CT 06517

S T A T E M E N T

PREPARATION OF 2023 EXEMPT ORGANIZATION TAX RETURN(S).....

CLIENT COPY

TAX RETURN FILING INSTRUCTIONS

FORM 990

FOR THE YEAR ENDING

JUNE 30, 2024

PREPARED FOR:

ELEVATE CHARTER SCHOOLS, INC.
2666 STATE STREET SUITE B2
HAMDEN, CT 06517

PREPARED BY:

CERINI & ASSOCIATES, LLP
3340 VETERANS MEMORIAL HWY
BOHEMIA, NY 11716

AMOUNT DUE OR REFUND:

NOT APPLICABLE

MAKE CHECK PAYABLE TO:

NOT APPLICABLE

MAIL TAX RETURN AND CHECK (IF APPLICABLE) TO:

NOT APPLICABLE

RETURN MUST BE MAILED ON OR BEFORE:

NOT APPLICABLE

SPECIAL INSTRUCTIONS:

THIS RETURN HAS BEEN PREPARED FOR ELECTRONIC FILING. IF YOU WISH TO HAVE IT TRANSMITTED ELECTRONICALLY TO THE IRS, PLEASE SIGN, DATE, AND RETURN FORM 8879-TE TO OUR OFFICE. WE WILL THEN SUBMIT THE ELECTRONIC RETURN TO THE IRS. DO NOT MAIL A PAPER COPY OF THE RETURN TO THE IRS. RETURN FORM 8879-TE TO US BY MAY 15, 2025.

Form **8879-TE**

IRS E-file Signature Authorization for a Tax Exempt Entity

OMB No. 1545-0047

For calendar year 2023, or fiscal year beginning JUL 1, 2023, and ending JUN 30, 2024

2023

Department of the Treasury
Internal Revenue Service

Do not send to the IRS. Keep for your records.
Go to www.irs.gov/Form8879TE for the latest information.

Name of filer

ELEVATE CHARTER SCHOOLS, INC.

EIN or SSN

87-4783048

Name and title of officer or person subject to tax **JOHN TAYLOR
CEO**

Part I Type of Return and Return Information

Check the box for the return for which you are using this Form 8879-TE and enter the applicable amount, if any, from the return. Form 8038-CP and Form 5330 filers may enter dollars and cents. For all other forms, enter whole dollars only. If you check the box on line 1a, 2a, 3a, 4a, 5a, 6a, 7a, 8a, 9a, or 10a below, and the amount on that line for the return being filed with this form was blank, then leave line 1b, 2b, 3b, 4b, 5b, 6b, 7b, 8b, 9b, or 10b, whichever is applicable, blank (do not enter -0-). But, if you entered -0- on the return, then enter -0- on the applicable line below. **Do not complete more than one line in Part I.**

1a Form 990 check here	<input checked="" type="checkbox"/>	b Total revenue , if any (Form 990, Part VIII, column (A), line 12)	1b <u>3,811,784.</u>
2a Form 990-EZ check here	<input type="checkbox"/>	b Total revenue , if any (Form 990-EZ, line 9)	2b _____
3a Form 1120-POL check here	<input type="checkbox"/>	b Total tax (Form 1120-POL, line 22)	3b _____
4a Form 990-PF check here	<input type="checkbox"/>	b Tax based on investment income (Form 990-PF, Part V, line 5)	4b _____
5a Form 8868 check here	<input type="checkbox"/>	b Balance due (Form 8868, line 3c)	5b _____
6a Form 990-T check here	<input type="checkbox"/>	b Total tax (Form 990-T, Part III, line 4)	6b _____
7a Form 4720 check here	<input type="checkbox"/>	b Total tax (Form 4720, Part III, line 1)	7b _____
8a Form 5227 check here	<input type="checkbox"/>	b FMV of assets at end of tax year (Form 5227, Item D)	8b _____
9a Form 5330 check here	<input type="checkbox"/>	b Tax due (Form 5330, Part II, line 19)	9b _____
10a Form 8038-CP check here	<input type="checkbox"/>	b Amount of credit payment requested (Form 8038-CP, Part III, line 22)	10b _____

Part II Declaration and Signature Authorization of Officer or Person Subject to Tax

Under penalties of perjury, I declare that I am an officer of the above entity or I am a person subject to tax with respect to (name of entity) _____, (EIN) _____ and that I have examined a copy of the 2023 electronic return and accompanying schedules and statements, and, to the best of my knowledge and belief, they are true, correct, and complete. I further declare that the amount in Part I above is the amount shown on the copy of the electronic return. I consent to allow my intermediate service provider, transmitter, or electronic return originator (ERO) to send the return to the IRS and to receive from the IRS (a) an acknowledgement of receipt or reason for rejection of the transmission, (b) the reason for any delay in processing the return or refund, and (c) the date of any refund. If applicable, I authorize the U.S. Treasury and its designated Financial Agent to initiate an electronic funds withdrawal (direct debit) entry to the financial institution account indicated in the tax preparation software for payment of the federal taxes owed on this return, and the financial institution to debit the entry to this account. To revoke a payment, I must contact the U.S. Treasury Financial Agent at 1-888-353-4537 no later than 2 business days prior to the payment (settlement) date. I also authorize the financial institutions involved in the processing of the electronic payment of taxes to receive confidential information necessary to answer inquiries and resolve issues related to the payment. I have selected a personal identification number (PIN) as my signature for the electronic return and, if applicable, the consent to electronic funds withdrawal.

PIN: check one box only

I authorize **CERINI & ASSOCIATES, LLP** to enter my PIN **75221**
ERO firm name Enter five numbers, but do not enter all zeros

as my signature on the tax year 2023 electronically filed return. If I have indicated within this return that a copy of the return is being filed with a state agency(ies) regulating charities as part of the IRS Fed/State program, I also authorize the aforementioned ERO to enter my PIN on the return's disclosure consent screen.

As an officer or person subject to tax with respect to the entity, I will enter my PIN as my signature on the tax year 2023 electronically filed return. If I have indicated within this return that a copy of the return is being filed with a state agency(ies) regulating charities as part of the IRS Fed/State program, I will enter my PIN on the return's disclosure consent screen.

Signature of officer or person subject to tax

Date

Part III Certification and Authentication

ERO's EFIN/PIN. Enter your six-digit electronic filing identification number (EFIN) followed by your five-digit self-selected PIN.

11371175221

Do not enter all zeros

I certify that the above numeric entry is my PIN, which is my signature on the 2023 electronically filed return indicated above. I confirm that I am submitting this return in accordance with the requirements of **Pub. 4163**, Modernized e-File (MeF) Information for Authorized IRS e-file Providers for Business Returns.

ERO's signature

Date 01/15/25

ERO Must Retain This Form - See Instructions

Do Not Submit This Form to the IRS Unless Requested To Do So

For Privacy Act and Paperwork Reduction Act Notice, see instructions.

Form **8879-TE** (2023)

LHA 302521 01-05-24

**Application for Extension of Time To File an Exempt Organization
Return or Excise Taxes Related to Employee Benefit Plans**

Department of the Treasury
Internal Revenue Service

File a separate application for each return.
Go to www.irs.gov/Form8868 for the latest information.

Electronic filing (e-file). You can electronically file Form 8868 to request up to a 6-month extension of time to file any of the forms listed below except for Form 8870, Information Return for Transfers Associated With Certain Personal Benefit Contracts. An extension request for Form 8870 must be sent to the IRS in a paper format (see instructions). For more details on the electronic filing of Form 8868, visit www.irs.gov/e-file-providers/e-file-for-charities-and-non-profits.

Caution: If you are going to make an electronic funds withdrawal (direct debit) with this Form 8868, see Form 8453-TE and Form 8879-TE for payment instructions.

All corporations required to file an income tax return other than Form 990-T (including 1120-C filers), partnerships, REMICs, and trusts must use Form 7004 to request an extension of time to file income tax returns.

Part I - Identification

Type or Print <small>File by the due date for filing your return. See instructions.</small>	Name of exempt organization, employer, or other filer, see instructions. ELEVATE CHARTER SCHOOLS, INC.	Taxpayer identification number (TIN) 87-4783048
	Number, street, and room or suite no. If a P.O. box, see instructions. 2666 STATE STREET, SUITE B2	
	City, town or post office, state, and ZIP code. For a foreign address, see instructions. HAMDEN, CT 06517	

Enter the Return Code for the return that this application is for (file a separate application for each return) 01

Application Is For	Return Code	Application Is For	Return Code
Form 990 or Form 990-EZ	01	Form 4720 (other than individual)	09
Form 4720 (individual)	03	Form 5227	10
Form 990-PF	04	Form 6069	11
Form 990-T (sec. 401(a) or 408(a) trust)	05	Form 8870	12
Form 990-T (trust other than above)	06	Form 5330 (individual)	13
Form 990-T (corporation)	07	Form 5330 (other than individual)	14
Form 1041-A	08		

• After you enter your Return Code, complete either Part II or Part III. Part III, including signature, is applicable only for an extension of time to file Form 5330.

• If this application is for an extension of time to file Form 5330, you must enter the following information.

Plan Name _____
 Plan Number _____
 Plan Year Ending (MM/DD/YYYY) _____

Part II - Automatic Extension of Time To File for Exempt Organizations (see instructions)

The books are in the care of **THE ORGANIZATION**
2666 STATE STREET - HAMDEN, CT 06517

Telephone No. **203-843-4890** Fax No. _____

- If the organization does not have an office or place of business in the United States, check this box
- If this is for a Group Return, enter the organization's four-digit Group Exemption Number (GEN) _____. If this is for the whole group, check this box . If it is for part of the group, check this box and attach a list with the names and TINs of all members the extension is for.

1 I request an automatic 6-month extension of time until **MAY 15**, 20 **25**, to file the exempt organization return for the organization named above. The extension is for the organization's return for:
 calendar year 20 ____ or
 tax year beginning **JUL 1**, 20 **23**, and ending **JUN 30**, 20 **24**

2 If the tax year entered in line 1 is for less than 12 months, check reason: Initial return Final return
 Change in accounting period

3a If this application is for Forms 990-PF, 990-T, 4720, or 6069, enter the tentative tax, less any nonrefundable credits. See instructions.	3a	\$ 0.
b If this application is for Forms 990-PF, 990-T, 4720, or 6069, enter any refundable credits and estimated tax payments made. Include any prior year overpayment allowed as a credit.	3b	\$ 0.
c Balance due. Subtract line 3b from line 3a. Include your payment with this form, if required, by using EFTPS (Electronic Federal Tax Payment System). See instructions.	3c	\$ 0.

For Privacy Act and Paperwork Reduction Act Notice, see instructions.

Return of Organization Exempt From Income Tax

Form 990

Under section 501(c), 527, or 4947(a)(1) of the Internal Revenue Code (except private foundations)

2023

Department of the Treasury Internal Revenue Service

Do not enter social security numbers on this form as it may be made public.

Go to www.irs.gov/Form990 for instructions and the latest information.

Open to Public Inspection

A For the 2023 calendar year, or tax year beginning JUL 1, 2023 and ending JUN 30, 2024

Form sections B through M: B Check if applicable; C Name of organization (ELEVATE CHARTER SCHOOLS, INC.); D Employer identification number (87-4783048); E Telephone number (203-843-4890); F Name and address of principal officer (JOHN TAYLOR); G Gross receipts (\$3,811,784); H(a) Is this a group return?; H(b) Are all subordinates included?; I Tax-exempt status; J Website (ELEVATECS.ENSCHOOL.ORG); K Form of organization; L Year of formation (2022); M State of legal domicile (CT)

Part I Summary

Table with 3 columns: Description, Prior Year, Current Year. Rows include: 1-7a Activities & Governance; 8-12 Revenue; 13-19 Expenses; 20-22 Net Assets or Fund Balances.

Part II Signature Block

Under penalties of perjury, I declare that I have examined this return, including accompanying schedules and statements, and to the best of my knowledge and belief, it is true, correct, and complete.

Signature and preparer information: Sign Here (JOHN TAYLOR, CEO); Paid (KEN CERINI); Preparer Use Only (CERINI & ASSOCIATES, LLP)

May the IRS discuss this return with the preparer shown above? See instructions [X] Yes [] No

Part III Statement of Program Service Accomplishments

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

1 Briefly describe the organization's mission: THE MISSION OF ELEVATE CHARTER SCHOOLS IS TO DEVELOP AND OPERATE HIGH-PERFORMING CHARTER SCHOOLS, WHO RELENTLESSLY PROVIDE EACH CHILD WITH A RIGOROUS AND PERSONALIZED EDUCATIONAL EXPERIENCE, ENABLING THEM TO REACH THEIR FULL POTENTIAL IN AN EVER-CHANGING, MULTICULTURAL

2 Did the organization undertake any significant program services during the year which were not listed on the prior Form 990 or 990-EZ? [] Yes [X] No If "Yes," describe these new services on Schedule O.

3 Did the organization cease conducting, or make significant changes in how it conducts, any program services? [] Yes [X] No If "Yes," describe these changes on Schedule O.

4 Describe the organization's program service accomplishments for each of its three largest program services, as measured by expenses. Section 501(c)(3) and 501(c)(4) organizations are required to report the amount of grants and allocations to others, the total expenses, and revenue, if any, for each program service reported.

4a (Code:) (Expenses \$ 2,155,737. including grants of \$) (Revenue \$ 3,811,784.) DEVELOPING AND OPERATING HIGH-PERFORMING CHARTER SCHOOLS, THAT RELENTLESSLY PROVIDE EACH CHILD WITH A RIGOROUS AND PERSONALIZED EDUCATIONAL EXPERIENCE, ENABLING THEM TO REACH THEIR FULL POTENTIAL IN AN EVER-CHANGING, MULTICULTURAL WORLD. DURING FISCAL 2024, ELEVATE CHARTER SCHOOLS WAS STILL IN THE SET-UP AND DEVELOPMENT STAGE WITH LIMITED OPERATIONS.

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

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

4d Other program services (Describe on Schedule O.) (Expenses \$ including grants of \$) (Revenue \$)

4e Total program service expenses 2,155,737.

Part IV Checklist of Required Schedules

Table with 3 columns: Question ID, Question Text, and Yes/No checkboxes. Rows include questions 1 through 21, with sub-questions a-f for questions 11 and 12. 'X' marks are present in the Yes/No columns for various questions.

Part IV Checklist of Required Schedules (continued)

Table with 3 columns: Question ID, Question Text, and Yes/No columns. Rows include questions 22 through 38 regarding organizational reporting and compliance.

Part V Statements Regarding Other IRS Filings and Tax Compliance

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

Table with 3 columns: Question ID, Question Text, and Yes/No columns. Rows include questions 1a, 1b, and 1c regarding Form 1096 and backup withholding rules.

Part V Statements Regarding Other IRS Filings and Tax Compliance (continued)

Table with columns for question number, question text, and Yes/No columns. Includes questions 2a through 17 regarding employee reporting, tax returns, gross income, foreign accounts, prohibited transactions, and charitable contributions.

Part VI Governance, Management, and Disclosure. For each "Yes" response to lines 2 through 7b below, and for a "No" response to line 8a, 8b, or 10b below, describe the circumstances, processes, or changes on Schedule O. See instructions.

Check if Schedule O contains a response or note to any line in this Part VI [X]

Section A. Governing Body and Management

Table with 3 columns: Question, Yes, No. Rows include: 1a Enter the number of voting members... 1b Enter the number of voting members... 2 Did any officer, director, trustee... 3 Did the organization delegate control... 4 Did the organization make any significant changes... 5 Did the organization become aware... 6 Did the organization have members... 7a Did the organization have members... 7b Are any governance decisions... 8 Did the organization contemporaneously document... 8a The governing body? 8b Each committee... 9 Is there any officer, director, trustee...

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

Table with 3 columns: Question, Yes, No. Rows include: 10a Did the organization have local chapters... 10b If "Yes," did the organization have written policies... 11a Has the organization provided a complete copy... 11b Describe on Schedule O the process... 12a Did the organization have a written conflict of interest policy... 12b Were officers, directors, or trustees... 12c Did the organization regularly and consistently monitor... 13 Did the organization have a written whistleblower policy... 14 Did the organization have a written document retention... 15 Did the process for determining compensation... 15a The organization's CEO... 15b Other officers or key employees... 16a Did the organization invest in, contribute assets to... 16b If "Yes," did the organization follow a written policy...

Section C. Disclosure

- 17 List the states with which a copy of this Form 990 is required to be filed CT
18 Section 6104 requires an organization to make its Forms 1023 (1024 or 1024-A, if applicable), 990, and 990-T (section 501(c)(3)s only) available for public inspection. Indicate how you made these available. Check all that apply.
[X] Own website [X] Another's website [X] Upon request [] Other (explain on Schedule O)
19 Describe on Schedule O whether (and if so, how) the organization made its governing documents, conflict of interest policy, and financial statements available to the public during the tax year.
20 State the name, address, and telephone number of the person who possesses the organization's books and records
THE ORGANIZATION - 203-843-4890
2666 STATE STREET, HAMDEN, CT 06517

Part VII Compensation of Officers, Directors, Trustees, Key Employees, Highest Compensated Employees, and Independent Contractors

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

Section A. Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees

1a Complete this table for all persons required to be listed. Report compensation for the calendar year ending with or within the organization's tax year.

- List all of the organization's **current** officers, directors, trustees (whether individuals or organizations), regardless of amount of compensation. Enter -0- in columns (D), (E), and (F) if no compensation was paid.
 - List all of the organization's **current** key employees, if any. See the instructions for definition of "key employee."
 - List the organization's five **current** highest compensated employees (other than an officer, director, trustee, or key employee) who received reportable compensation (box 5 of Form W-2, box 6 of Form 1099-MISC, and/or box 1 of Form 1099-NEC) of more than \$100,000 from the organization and any related organizations.
 - List all of the organization's **former** officers, key employees, and highest compensated employees who received more than \$100,000 of reportable compensation from the organization and any related organizations.
 - List all of the organization's **former directors or trustees** that received, in the capacity as a former director or trustee of the organization, more than \$10,000 of reportable compensation from the organization and any related organizations.
- See the instructions for the order in which to list the persons above.

Check this box if neither the organization nor any related organization compensated any current officer, director, or trustee.

(A) Name and title	(B) Average hours per week (list any hours for related organizations below line)	(C) Position (do not check more than one box, unless person is both an officer and a director/trustee)						(D) Reportable compensation from the organization (W-2/1099-MISC/1099-NEC)	(E) Reportable compensation from related organizations (W-2/1099-MISC/1099-NEC)	(F) Estimated amount of other compensation from the organization and related organizations
		Individual trustee or director	Institutional trustee	Officer	Key employee	Highest compensated employee	Former			
(1) JOHN TAYLOR CHIEF EXECUTIVE OFFICER	40.00	X		X			218,726.	0.	22,737.	
(2) EMILY JACKSON CHIEF OPERATING OFFICER	40.00			X			165,000.	0.	12,367.	
(3) MARISOL RIVERA DIRECTOR OF FINANCE	20.00			X			70,620.	0.	0.	
(4) PEYTON PATTERSON SECRETARY	1.00			X			0.	0.	0.	
(5) JEFFREY CIRILLO PRESIDENT	2.00	X		X			0.	0.	0.	
(6) PAUL MCCRAVEN VICE CHAIR	1.00	X		X			0.	0.	0.	
(7) REVEREND ELDREN MERRISON DIRECTOR	1.00	X					0.	0.	0.	
(8) SARAH BLANTON DIRECTOR	1.00	X					0.	0.	0.	

Part VIII Statement of Revenue

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

			(A)	(B)	(C)	(D)	
			Total revenue	Related or exempt function revenue	Unrelated business revenue	Revenue excluded from tax under sections 512 - 514	
Contributions, Gifts, Grants and Other Similar Amounts	1 a	Federated campaigns	1a				
	b	Membership dues	1b				
	c	Fundraising events	1c				
	d	Related organizations	1d				
	e	Government grants (contributions)	1e				
	f	All other contributions, gifts, grants, and similar amounts not included above	1f	3,468,025.			
	g	Noncash contributions included in lines 1a-1f	1g	\$			
	h	Total. Add lines 1a-1f		3,468,025.			
Program Service Revenue	2 a	MANAGEMENT FEE REVENUE	Business Code 611600	318,759.	318,759.		
	b	PROGRAM FEE REVENUE	611600	25,000.	25,000.		
	c						
	d						
	e						
	f	All other program service revenue					
	g	Total. Add lines 2a-2f		343,759.			
Other Revenue	3	Investment income (including dividends, interest, and other similar amounts)					
	4	Income from investment of tax-exempt bond proceeds					
	5	Royalties					
	6 a	Gross rents	6a	(i) Real			
				(ii) Personal			
	b	Less: rental expenses	6b				
	c	Rental income or (loss)	6c				
	d	Net rental income or (loss)					
	7 a	Gross amount from sales of assets other than inventory	7a	(i) Securities			
				(ii) Other			
	b	Less: cost or other basis and sales expenses	7b				
	c	Gain or (loss)	7c				
d	Net gain or (loss)						
8 a	Gross income from fundraising events (not including \$ _____ of contributions reported on line 1c). See Part IV, line 18	8a					
b	Less: direct expenses	8b					
c	Net income or (loss) from fundraising events						
9 a	Gross income from gaming activities. See Part IV, line 19	9a					
b	Less: direct expenses	9b					
c	Net income or (loss) from gaming activities						
10 a	Gross sales of inventory, less returns and allowances	10a					
b	Less: cost of goods sold	10b					
c	Net income or (loss) from sales of inventory						
Miscellaneous Revenue	11 a		Business Code				
	b						
	c						
	d	All other revenue					
	e	Total. Add lines 11a-11d					
12	Total revenue. See instructions		3,811,784.	343,759.	0.	0.	

Part IX Statement of Functional Expenses

Section 501(c)(3) and 501(c)(4) organizations must complete all columns. All other organizations must complete column (A).

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

Do not include amounts reported on lines 6b, 7b, 8b, 9b, and 10b of Part VIII.	(A) Total expenses	(B) Program service expenses	(C) Management and general expenses	(D) Fundraising expenses
1 Grants and other assistance to domestic organizations and domestic governments. See Part IV, line 21 ...	450,000.	450,000.		
2 Grants and other assistance to domestic individuals. See Part IV, line 22				
3 Grants and other assistance to foreign organizations, foreign governments, and foreign individuals. See Part IV, lines 15 and 16				
4 Benefits paid to or for members				
5 Compensation of current officers, directors, trustees, and key employees	454,436.	363,549.	90,887.	
6 Compensation not included above to disqualified persons (as defined under section 4958(f)(1)) and persons described in section 4958(c)(3)(B)				
7 Other salaries and wages	815,194.	652,155.	163,039.	
8 Pension plan accruals and contributions (include section 401(k) and 403(b) employer contributions)				
9 Other employee benefits				
10 Payroll taxes	239,610.	191,688.	47,922.	
11 Fees for services (nonemployees):				
a Management				
b Legal				
c Accounting	19,000.	19,000.		
d Lobbying				
e Professional fundraising services. See Part IV, line 17				
f Investment management fees				
g Other. (If line 11g amount exceeds 10% of line 25, column (A), amount, list line 11g expenses on Sch O.)	303,395.	195,153.	108,242.	
12 Advertising and promotion	15,504.		15,504.	
13 Office expenses	16,796.	9,475.	7,321.	
14 Information technology				
15 Royalties				
16 Occupancy	312,741.	250,193.	62,548.	
17 Travel	18,320.		18,320.	
18 Payments of travel or entertainment expenses for any federal, state, or local public officials ...				
19 Conferences, conventions, and meetings				
20 Interest				
21 Payments to affiliates				
22 Depreciation, depletion, and amortization	2,695.		2,695.	
23 Insurance	33,734.		33,734.	
24 Other expenses. Itemize expenses not covered above. (List miscellaneous expenses on line 24e. If line 24e amount exceeds 10% of line 25, column (A), amount, list line 24e expenses on Schedule O.)				
a COMPUTERS & SOFTWARE	27,811.	15,688.	12,123.	
b OTHER PAYROLL EXPENSES	11,045.	8,836.	2,209.	
c BANK CHARGES	78.		78.	
d _____				
e All other expenses _____				
25 Total functional expenses. Add lines 1 through 24e	2,720,359.	2,155,737.	564,622.	0.
26 Joint costs. Complete this line only if the organization reported in column (B) joint costs from a combined educational campaign and fundraising solicitation. Check here <input type="checkbox"/> if following SOP 98-2 (ASC 958-720)				

Part X Balance Sheet

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

		(A) Beginning of year		(B) End of year
Assets	1 Cash - non-interest-bearing	2,433,296.	1	2,279,207.
	2 Savings and temporary cash investments		2	
	3 Pledges and grants receivable, net		3	
	4 Accounts receivable, net		4	343,759.
	5 Loans and other receivables from any current or former officer, director, trustee, key employee, creator or founder, substantial contributor, or 35% controlled entity or family member of any of these persons		5	
	6 Loans and other receivables from other disqualified persons (as defined under section 4958(f)(1)), and persons described in section 4958(c)(3)(B)		6	
	7 Notes and loans receivable, net		7	
	8 Inventories for sale or use		8	
	9 Prepaid expenses and deferred charges		9	
	10a Land, buildings, and equipment: cost or other basis. Complete Part VI of Schedule D	10a 1,466,354.		
	b Less: accumulated depreciation	10b 5,531.	6,490.	10c 1,460,823.
	11 Investments - publicly traded securities		11	
	12 Investments - other securities. See Part IV, line 11		12	
	13 Investments - program-related. See Part IV, line 11		13	
	14 Intangible assets		14	
	15 Other assets. See Part IV, line 11		0.	15 866,062.
16 Total assets. Add lines 1 through 15 (must equal line 33)		2,439,786.	16 4,949,851.	
Liabilities	17 Accounts payable and accrued expenses	67,565.	17	518,834.
	18 Grants payable		18	
	19 Deferred revenue		19	
	20 Tax-exempt bond liabilities		20	
	21 Escrow or custodial account liability. Complete Part IV of Schedule D		21	
	22 Loans and other payables to any current or former officer, director, trustee, key employee, creator or founder, substantial contributor, or 35% controlled entity or family member of any of these persons		22	
	23 Secured mortgages and notes payable to unrelated third parties		23	
	24 Unsecured notes and loans payable to unrelated third parties		24	
	25 Other liabilities (including federal income tax, payables to related third parties, and other liabilities not included on lines 17-24). Complete Part X of Schedule D		0.	25 967,371.
	26 Total liabilities. Add lines 17 through 25		67,565.	26 1,486,205.
Net Assets or Fund Balances	Organizations that follow FASB ASC 958, check here <input checked="" type="checkbox"/> and complete lines 27, 28, 32, and 33.			
	27 Net assets without donor restrictions	2,372,221.	27	3,463,646.
	28 Net assets with donor restrictions		28	
	Organizations that do not follow FASB ASC 958, check here <input type="checkbox"/> and complete lines 29 through 33.			
	29 Capital stock or trust principal, or current funds		29	
	30 Paid-in or capital surplus, or land, building, or equipment fund		30	
	31 Retained earnings, endowment, accumulated income, or other funds		31	
	32 Total net assets or fund balances	2,372,221.	32	3,463,646.
	33 Total liabilities and net assets/fund balances	2,439,786.	33	4,949,851.

Part XI Reconciliation of Net Assets

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

1	Total revenue (must equal Part VIII, column (A), line 12)	1	3,811,784.
2	Total expenses (must equal Part IX, column (A), line 25)	2	2,720,359.
3	Revenue less expenses. Subtract line 2 from line 1	3	1,091,425.
4	Net assets or fund balances at beginning of year (must equal Part X, line 32, column (A))	4	2,372,221.
5	Net unrealized gains (losses) on investments	5	
6	Donated services and use of facilities	6	
7	Investment expenses	7	
8	Prior period adjustments	8	
9	Other changes in net assets or fund balances (explain on Schedule O)	9	0.
10	Net assets or fund balances at end of year. Combine lines 3 through 9 (must equal Part X, line 32, column (B))	10	3,463,646.

Part XII Financial Statements and Reporting

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

		Yes	No
1	Accounting method used to prepare the Form 990: <input type="checkbox"/> Cash <input checked="" type="checkbox"/> Accrual <input type="checkbox"/> Other		
If the organization changed its method of accounting from a prior year or checked "Other," explain on Schedule O.			
2a	Were the organization's financial statements compiled or reviewed by an independent accountant?		X
If "Yes," check a box below to indicate whether the financial statements for the year were compiled or reviewed on a separate basis, consolidated basis, or both:			
<input type="checkbox"/> Separate basis <input type="checkbox"/> Consolidated basis <input type="checkbox"/> Both consolidated and separate basis			
2b	Were the organization's financial statements audited by an independent accountant?	X	
If "Yes," check a box below to indicate whether the financial statements for the year were audited on a separate basis, consolidated basis, or both:			
<input checked="" type="checkbox"/> Separate basis <input type="checkbox"/> Consolidated basis <input type="checkbox"/> Both consolidated and separate basis			
2c	If "Yes" to line 2a or 2b, does the organization have a committee that assumes responsibility for oversight of the audit, review, or compilation of its financial statements and selection of an independent accountant?	X	
If the organization changed either its oversight process or selection process during the tax year, explain on Schedule O.			
3a	As a result of a federal award, was the organization required to undergo an audit or audits as set forth in the Uniform Guidance, 2 C.F.R. Part 200, Subpart F?		X
3b	If "Yes," did the organization undergo the required audit or audits? If the organization did not undergo the required audit or audits, explain why on Schedule O and describe any steps taken to undergo such audits		

Form 990 (2023)

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

(Complete only if you checked the box on line 5, 7, or 8 of Part I or if the organization failed to qualify under Part III. If the organization fails to qualify under the tests listed below, please complete Part III.)

Section A. Public Support

Calendar year (or fiscal year beginning in)	(a) 2019	(b) 2020	(c) 2021	(d) 2022	(e) 2023	(f) Total
1 Gifts, grants, contributions, and membership fees received. (Do not include any "unusual grants.")						
2 Tax revenues levied for the organization's benefit and either paid to or expended on its behalf						
3 The value of services or facilities furnished by a governmental unit to the organization without charge						
4 Total. Add lines 1 through 3						
5 The portion of total contributions by each person (other than a governmental unit or publicly supported organization) included on line 1 that exceeds 2% of the amount shown on line 11, column (f)						
6 Public support. Subtract line 5 from line 4.						

Section B. Total Support

Calendar year (or fiscal year beginning in)	(a) 2019	(b) 2020	(c) 2021	(d) 2022	(e) 2023	(f) Total
7 Amounts from line 4						
8 Gross income from interest, dividends, payments received on securities loans, rents, royalties, and income from similar sources						
9 Net income from unrelated business activities, whether or not the business is regularly carried on						
10 Other income. Do not include gain or loss from the sale of capital assets (Explain in Part VI.)						
11 Total support. Add lines 7 through 10						
12 Gross receipts from related activities, etc. (see instructions)					12	
13 First 5 years. If the Form 990 is for the organization's first, second, third, fourth, or fifth tax year as a section 501(c)(3) organization, check this box and stop here						<input type="checkbox"/>

Section C. Computation of Public Support Percentage

14 Public support percentage for 2023 (line 6, column (f), divided by line 11, column (f))	14	%
15 Public support percentage from 2022 Schedule A, Part II, line 14	15	%
16a 33 1/3% support test - 2023. If the organization did not check the box on line 13, and line 14 is 33 1/3% or more, check this box and stop here. The organization qualifies as a publicly supported organization		<input type="checkbox"/>
b 33 1/3% support test - 2022. If the organization did not check a box on line 13 or 16a, and line 15 is 33 1/3% or more, check this box and stop here. The organization qualifies as a publicly supported organization		<input type="checkbox"/>
17a 10% -facts-and-circumstances test - 2023. If the organization did not check a box on line 13, 16a, or 16b, and line 14 is 10% or more, and if the organization meets the facts-and-circumstances test, check this box and stop here. Explain in Part VI how the organization meets the facts-and-circumstances test. The organization qualifies as a publicly supported organization		<input type="checkbox"/>
b 10% -facts-and-circumstances test - 2022. If the organization did not check a box on line 13, 16a, 16b, or 17a, and line 15 is 10% or more, and if the organization meets the facts-and-circumstances test, check this box and stop here. Explain in Part VI how the organization meets the facts-and-circumstances test. The organization qualifies as a publicly supported organization		<input type="checkbox"/>
18 Private foundation. If the organization did not check a box on line 13, 16a, 16b, 17a, or 17b, check this box and see instructions		<input type="checkbox"/>

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

(Complete only if you checked the box on line 10 of Part I or if the organization failed to qualify under Part II. If the organization fails to qualify under the tests listed below, please complete Part II.)

Section A. Public Support

Calendar year (or fiscal year beginning in)	(a) 2019	(b) 2020	(c) 2021	(d) 2022	(e) 2023	(f) Total
1 Gifts, grants, contributions, and membership fees received. (Do not include any "unusual grants.")			2360005.	2025000.	3468025.	7853030.
2 Gross receipts from admissions, merchandise sold or services performed, or facilities furnished in any activity that is related to the organization's tax-exempt purpose					343,759.	343,759.
3 Gross receipts from activities that are not an unrelated trade or business under section 513						
4 Tax revenues levied for the organization's benefit and either paid to or expended on its behalf						
5 The value of services or facilities furnished by a governmental unit to the organization without charge						
6 Total. Add lines 1 through 5			2360005.	2025000.	3811784.	8196789.
7a Amounts included on lines 1, 2, and 3 received from disqualified persons					1250025.	1250025.
b Amounts included on lines 2 and 3 received from other than disqualified persons that exceed the greater of \$5,000 or 1% of the amount on line 13 for the year						0.
c Add lines 7a and 7b					1250025.	1250025.
8 Public support. (Subtract line 7c from line 6.)						6946764.

Section B. Total Support

Calendar year (or fiscal year beginning in)	(a) 2019	(b) 2020	(c) 2021	(d) 2022	(e) 2023	(f) Total
9 Amounts from line 6			2360005.	2025000.	3811784.	8196789.
10a Gross income from interest, dividends, payments received on securities loans, rents, royalties, and income from similar sources						
b Unrelated business taxable income (less section 511 taxes) from businesses acquired after June 30, 1975						
c Add lines 10a and 10b						
11 Net income from unrelated business activities not included on line 10b, whether or not the business is regularly carried on						
12 Other income. Do not include gain or loss from the sale of capital assets (Explain in Part VI.)						
13 Total support. (Add lines 9, 10c, 11, and 12.)			2360005.	2025000.	3811784.	8196789.

14 First 5 years. If the Form 990 is for the organization's first, second, third, fourth, or fifth tax year as a section 501(c)(3) organization, check this box and **stop here**

Section C. Computation of Public Support Percentage

15 Public support percentage for 2023 (line 8, column (f), divided by line 13, column (f))	15	%
16 Public support percentage from 2022 Schedule A, Part III, line 15	16	%

Section D. Computation of Investment Income Percentage

17 Investment income percentage for 2023 (line 10c, column (f), divided by line 13, column (f))	17	%
18 Investment income percentage from 2022 Schedule A, Part III, line 17	18	%

19a 33 1/3% support tests - 2023. If the organization did not check the box on line 14, and line 15 is more than 33 1/3%, and line 17 is not more than 33 1/3%, check this box and **stop here**. The organization qualifies as a publicly supported organization

b 33 1/3% support tests - 2022. If the organization did not check a box on line 14 or line 19a, and line 16 is more than 33 1/3%, and line 18 is not more than 33 1/3%, check this box and **stop here**. The organization qualifies as a publicly supported organization

20 Private foundation. If the organization did not check a box on line 14, 19a, or 19b, check this box and see instructions

Part IV Supporting Organizations

(Complete only if you checked a box on line 12 of Part I. If you checked box 12a, Part I, complete Sections A and B. If you checked box 12b, Part I, complete Sections A and C. If you checked box 12c, Part I, complete Sections A, D, and E. If you checked box 12d, Part I, complete Sections A and D, and complete Part V.)

Section A. All Supporting Organizations

	Yes	No
1 Are all of the organization's supported organizations listed by name in the organization's governing documents? <i>If "No," describe in Part VI how the supported organizations are designated. If designated by class or purpose, describe the designation. If historic and continuing relationship, explain.</i>		
2 Did the organization have any supported organization that does not have an IRS determination of status under section 509(a)(1) or (2)? <i>If "Yes," explain in Part VI how the organization determined that the supported organization was described in section 509(a)(1) or (2).</i>		
3a Did the organization have a supported organization described in section 501(c)(4), (5), or (6)? <i>If "Yes," answer lines 3b and 3c below.</i>		
b Did the organization confirm that each supported organization qualified under section 501(c)(4), (5), or (6) and satisfied the public support tests under section 509(a)(2)? <i>If "Yes," describe in Part VI when and how the organization made the determination.</i>		
c Did the organization ensure that all support to such organizations was used exclusively for section 170(c)(2)(B) purposes? <i>If "Yes," explain in Part VI what controls the organization put in place to ensure such use.</i>		
4a Was any supported organization not organized in the United States ("foreign supported organization")? <i>If "Yes," and if you checked box 12a or 12b in Part I, answer lines 4b and 4c below.</i>		
b Did the organization have ultimate control and discretion in deciding whether to make grants to the foreign supported organization? <i>If "Yes," describe in Part VI how the organization had such control and discretion despite being controlled or supervised by or in connection with its supported organizations.</i>		
c Did the organization support any foreign supported organization that does not have an IRS determination under sections 501(c)(3) and 509(a)(1) or (2)? <i>If "Yes," explain in Part VI what controls the organization used to ensure that all support to the foreign supported organization was used exclusively for section 170(c)(2)(B) purposes.</i>		
5a Did the organization add, substitute, or remove any supported organizations during the tax year? <i>If "Yes," answer lines 5b and 5c below (if applicable). Also, provide detail in Part VI, including (i) the names and EIN numbers of the supported organizations added, substituted, or removed; (ii) the reasons for each such action; (iii) the authority under the organization's organizing document authorizing such action; and (iv) how the action was accomplished (such as by amendment to the organizing document).</i>		
b Type I or Type II only. Was any added or substituted supported organization part of a class already designated in the organization's organizing document?		
c Substitutions only. Was the substitution the result of an event beyond the organization's control?		
6 Did the organization provide support (whether in the form of grants or the provision of services or facilities) to anyone other than (i) its supported organizations, (ii) individuals that are part of the charitable class benefited by one or more of its supported organizations, or (iii) other supporting organizations that also support or benefit one or more of the filing organization's supported organizations? <i>If "Yes," provide detail in Part VI.</i>		
7 Did the organization provide a grant, loan, compensation, or other similar payment to a substantial contributor (as defined in section 4958(c)(3)(C)), a family member of a substantial contributor, or a 35% controlled entity with regard to a substantial contributor? <i>If "Yes," complete Part I of Schedule L (Form 990).</i>		
8 Did the organization make a loan to a disqualified person (as defined in section 4958) not described on line 7? <i>If "Yes," complete Part I of Schedule L (Form 990).</i>		
9a Was the organization controlled directly or indirectly at any time during the tax year by one or more disqualified persons, as defined in section 4946 (other than foundation managers and organizations described in section 509(a)(1) or (2))? <i>If "Yes," provide detail in Part VI.</i>		
b Did one or more disqualified persons (as defined on line 9a) hold a controlling interest in any entity in which the supporting organization had an interest? <i>If "Yes," provide detail in Part VI.</i>		
c Did a disqualified person (as defined on line 9a) have an ownership interest in, or derive any personal benefit from, assets in which the supporting organization also had an interest? <i>If "Yes," provide detail in Part VI.</i>		
10a Was the organization subject to the excess business holdings rules of section 4943 because of section 4943(f) (regarding certain Type II supporting organizations, and all Type III non-functionally integrated supporting organizations)? <i>If "Yes," answer line 10b below.</i>		
b Did the organization have any excess business holdings in the tax year? <i>(Use Schedule C, Form 4720, to determine whether the organization had excess business holdings.)</i>		

Part IV Supporting Organizations (continued)

	Yes	No
11 Has the organization accepted a gift or contribution from any of the following persons?		
a A person who directly or indirectly controls, either alone or together with persons described on lines 11b and 11c below, the governing body of a supported organization?		
b A family member of a person described on line 11a above?		
c A 35% controlled entity of a person described on line 11a or 11b above? <i>If "Yes" to line 11a, 11b, or 11c, provide detail in Part VI.</i>		
11a		
11b		
11c		

Section B. Type I Supporting Organizations

	Yes	No
1 Did the governing body, members of the governing body, officers acting in their official capacity, or membership of one or more supported organizations have the power to regularly appoint or elect at least a majority of the organization's officers, directors, or trustees at all times during the tax year? <i>If "No," describe in Part VI how the supported organization(s) effectively operated, supervised, or controlled the organization's activities. If the organization had more than one supported organization, describe how the powers to appoint and/or remove officers, directors, or trustees were allocated among the supported organizations and what conditions or restrictions, if any, applied to such powers during the tax year.</i>		
2 Did the organization operate for the benefit of any supported organization other than the supported organization(s) that operated, supervised, or controlled the supporting organization? <i>If "Yes," explain in Part VI how providing such benefit carried out the purposes of the supported organization(s) that operated, supervised, or controlled the supporting organization.</i>		
1		
2		

Section C. Type II Supporting Organizations

	Yes	No
1 Were a majority of the organization's directors or trustees during the tax year also a majority of the directors or trustees of each of the organization's supported organization(s)? <i>If "No," describe in Part VI how control or management of the supporting organization was vested in the same persons that controlled or managed the supported organization(s).</i>		
1		

Section D. All Type III Supporting Organizations

	Yes	No
1 Did the organization provide to each of its supported organizations, by the last day of the fifth month of the organization's tax year, (i) a written notice describing the type and amount of support provided during the prior tax year, (ii) a copy of the Form 990 that was most recently filed as of the date of notification, and (iii) copies of the organization's governing documents in effect on the date of notification, to the extent not previously provided?		
2 Were any of the organization's officers, directors, or trustees either (i) appointed or elected by the supported organization(s) or (ii) serving on the governing body of a supported organization? <i>If "No," explain in Part VI how the organization maintained a close and continuous working relationship with the supported organization(s).</i>		
3 By reason of the relationship described on line 2, above, did the organization's supported organizations have a significant voice in the organization's investment policies and in directing the use of the organization's income or assets at all times during the tax year? <i>If "Yes," describe in Part VI the role the organization's supported organizations played in this regard.</i>		
1		
2		
3		

Section E. Type III Functionally Integrated Supporting Organizations

1 Check the box next to the method that the organization used to satisfy the Integral Part Test during the year (see instructions).			
a <input type="checkbox"/> The organization satisfied the Activities Test. Complete line 2 below.			
b <input type="checkbox"/> The organization is the parent of each of its supported organizations. Complete line 3 below.			
c <input type="checkbox"/> The organization supported a governmental entity. Describe in Part VI how you supported a governmental entity (see instructions).			
2 Activities Test. Answer lines 2a and 2b below.			
a Did substantially all of the organization's activities during the tax year directly further the exempt purposes of the supported organization(s) to which the organization was responsive? <i>If "Yes," then in Part VI identify those supported organizations and explain how these activities directly furthered their exempt purposes, how the organization was responsive to those supported organizations, and how the organization determined that these activities constituted substantially all of its activities.</i>	Yes	No	
b Did the activities described on line 2a, above, constitute activities that, but for the organization's involvement, one or more of the organization's supported organization(s) would have been engaged in? <i>If "Yes," explain in Part VI the reasons for the organization's position that its supported organization(s) would have engaged in these activities but for the organization's involvement.</i>			
3 Parent of Supported Organizations. Answer lines 3a and 3b below.			
a Did the organization have the power to regularly appoint or elect a majority of the officers, directors, or trustees of each of the supported organizations? <i>If "Yes" or "No" provide details in Part VI.</i>			
b Did the organization exercise a substantial degree of direction over the policies, programs, and activities of each of its supported organizations? <i>If "Yes," describe in Part VI the role played by the organization in this regard.</i>			
2a			
2b			
3a			
3b			

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

1 Check here if the organization satisfied the Integral Part Test as a qualifying trust on Nov. 20, 1970 (explain in Part VI). See instructions.
All other Type III non-functionally integrated supporting organizations must complete Sections A through E.

Section A - Adjusted Net Income		(A) Prior Year	(B) Current Year (optional)
1	Net short-term capital gain	1	
2	Recoveries of prior-year distributions	2	
3	Other gross income (see instructions)	3	
4	Add lines 1 through 3.	4	
5	Depreciation and depletion	5	
6	Portion of operating expenses paid or incurred for production or collection of gross income or for management, conservation, or maintenance of property held for production of income (see instructions)	6	
7	Other expenses (see instructions)	7	
8	Adjusted Net Income (subtract lines 5, 6, and 7 from line 4)	8	

Section B - Minimum Asset Amount		(A) Prior Year	(B) Current Year (optional)
1	Aggregate fair market value of all non-exempt-use assets (see instructions for short tax year or assets held for part of year):		
a	Average monthly value of securities	1a	
b	Average monthly cash balances	1b	
c	Fair market value of other non-exempt-use assets	1c	
d	Total (add lines 1a, 1b, and 1c)	1d	
e	Discount claimed for blockage or other factors (explain in detail in Part VI):		
2	Acquisition indebtedness applicable to non-exempt-use assets	2	
3	Subtract line 2 from line 1d.	3	
4	Cash deemed held for exempt use. Enter 0.015 of line 3 (for greater amount, see instructions).	4	
5	Net value of non-exempt-use assets (subtract line 4 from line 3)	5	
6	Multiply line 5 by 0.035.	6	
7	Recoveries of prior-year distributions	7	
8	Minimum Asset Amount (add line 7 to line 6)	8	

Section C - Distributable Amount			Current Year
1	Adjusted net income for prior year (from Section A, line 8, column A)	1	
2	Enter 0.85 of line 1.	2	
3	Minimum asset amount for prior year (from Section B, line 8, column A)	3	
4	Enter greater of line 2 or line 3.	4	
5	Income tax imposed in prior year	5	
6	Distributable Amount. Subtract line 5 from line 4, unless subject to emergency temporary reduction (see instructions).	6	
7	<input type="checkbox"/> Check here if the current year is the organization's first as a non-functionally integrated Type III supporting organization (see instructions).		

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

Section D - Distributions		Current Year
1	Amounts paid to supported organizations to accomplish exempt purposes	1
2	Amounts paid to perform activity that directly furthers exempt purposes of supported organizations, in excess of income from activity	2
3	Administrative expenses paid to accomplish exempt purposes of supported organizations	3
4	Amounts paid to acquire exempt-use assets	4
5	Qualified set-aside amounts (prior IRS approval required - provide details in Part VI)	5
6	Other distributions (describe in Part VI). See instructions.	6
7	Total annual distributions. Add lines 1 through 6.	7
8	Distributions to attentive supported organizations to which the organization is responsive (provide details in Part VI). See instructions.	8
9	Distributable amount for 2023 from Section C, line 6	9
10	Line 8 amount divided by line 9 amount	10

Section E - Distribution Allocations (see instructions)	(i) Excess Distributions	(ii) Underdistributions Pre-2023	(iii) Distributable Amount for 2023
1	Distributable amount for 2023 from Section C, line 6		
2	Underdistributions, if any, for years prior to 2023 (reasonable cause required - explain in Part VI). See instructions.		
3	Excess distributions carryover, if any, to 2023		
a	From 2018		
b	From 2019		
c	From 2020		
d	From 2021		
e	From 2022		
f	Total of lines 3a through 3e		
g	Applied to underdistributions of prior years		
h	Applied to 2023 distributable amount		
i	Carryover from 2018 not applied (see instructions)		
j	Remainder. Subtract lines 3g, 3h, and 3i from line 3f.		
4	Distributions for 2023 from Section D, line 7: \$		
a	Applied to underdistributions of prior years		
b	Applied to 2023 distributable amount		
c	Remainder. Subtract lines 4a and 4b from line 4.		
5	Remaining underdistributions for years prior to 2023, if any. Subtract lines 3g and 4a from line 2. For result greater than zero, explain in Part VI. See instructions.		
6	Remaining underdistributions for 2023. Subtract lines 3h and 4b from line 1. For result greater than zero, explain in Part VI. See instructions.		
7	Excess distributions carryover to 2024. Add lines 3j and 4c.		
8	Breakdown of line 7:		
a	Excess from 2019		
b	Excess from 2020		
c	Excess from 2021		
d	Excess from 2022		
e	Excess from 2023		

Schedule B
(Form 990)

Department of the Treasury
Internal Revenue Service

Schedule of Contributors

Attach to Form 990, 990-EZ, or 990-PF.
Go to www.irs.gov/Form990 for the latest information.

OMB No. 1545-0047

2023

Name of the organization

ELEVATE CHARTER SCHOOLS, INC.

Employer identification number

87-4783048

Organization type (check one):

Filers of:

Section:

Form 990 or 990-EZ

501(c)(3) (enter number) organization

4947(a)(1) nonexempt charitable trust **not** treated as a private foundation

527 political organization

Form 990-PF

501(c)(3) exempt private foundation

4947(a)(1) nonexempt charitable trust treated as a private foundation

501(c)(3) taxable private foundation

Check if your organization is covered by the **General Rule** or a **Special Rule**.

Note: Only a section 501(c)(7), (8), or (10) organization can check boxes for both the General Rule and a Special Rule. See instructions.

General Rule

For an organization filing Form 990, 990-EZ, or 990-PF that received, during the year, contributions totaling \$5,000 or more (in money or property) from any one contributor. Complete Parts I and II. See instructions for determining a contributor's total contributions.

Special Rules

For an organization described in section 501(c)(3) filing Form 990 or 990-EZ that met the 33 1/3% support test of the regulations under sections 509(a)(1) and 170(b)(1)(A)(vi), that checked Schedule A (Form 990), Part II, line 13, 16a, or 16b, and that received from any one contributor, during the year, total contributions of the greater of **(1)** \$5,000; or **(2)** 2% of the amount on (i) Form 990, Part VIII, line 1h; or (ii) Form 990-EZ, line 1. Complete Parts I and II.

For an organization described in section 501(c)(7), (8), or (10) filing Form 990 or 990-EZ that received from any one contributor, during the year, total contributions of more than \$1,000 *exclusively* for religious, charitable, scientific, literary, or educational purposes, or for the prevention of cruelty to children or animals. Complete Parts I (entering "N/A" in column (b) instead of the contributor name and address), II, and III.

For an organization described in section 501(c)(7), (8), or (10) filing Form 990 or 990-EZ that received from any one contributor, during the year, contributions *exclusively* for religious, charitable, etc., purposes, but no such contributions totaled more than \$1,000. If this box is checked, enter here the total contributions that were received during the year for an *exclusively* religious, charitable, etc., purpose. Don't complete any of the parts unless the **General Rule** applies to this organization because it received *nonexclusively* religious, charitable, etc., contributions totaling \$5,000 or more during the year \$ _____

Caution: An organization that isn't covered by the General Rule and/or the Special Rules doesn't file Schedule B (Form 990), but it **must** answer "No" on Part IV, line 2, of its Form 990; or check the box on line H of its Form 990-EZ or on its Form 990-PF, Part I, line 2, to certify that it doesn't meet the filing requirements of Schedule B (Form 990).

For Paperwork Reduction Act Notice, see the instructions for Form 990, 990-EZ, or 990-PF.

Schedule B (Form 990) (2023)

Name of organization ELEVATE CHARTER SCHOOLS, INC.	Employer identification number 87-4783048
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Part I Contributors (see instructions). Use duplicate copies of Part I if additional space is needed.

(a) No.	(b) Name, address, and ZIP + 4	(c) Total contributions	(d) Type of contribution
1	PETER AND CARMEN LUCIA BUCK FOUNDATION 633 THIRD AVENUE, 16TH FLOOR NEW YORK, NY 10017	\$ 2,000,000.	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
2	CHARTER SCHOOL GROWTH FUND 10901 WEST 120TH AVENUE 450 BROOMFIELD, CO 80021	\$ 218,000.	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
3	PCW MANAGEMENT CENTER LLC 7 MASON'S ISLAND ROAD, SUITE 3 MYSTIC, CT 06355	\$ 1,250,025.	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
_____	_____ _____ _____	\$ _____	Person <input type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
_____	_____ _____ _____	\$ _____	Person <input type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
_____	_____ _____ _____	\$ _____	Person <input type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)

Name of organization ELEVATE CHARTER SCHOOLS, INC.	Employer identification number 87-4783048
--	---

Part II Noncash Property (see instructions). Use duplicate copies of Part II if additional space is needed.

(a) No. from Part I	(b) Description of noncash property given	(c) FMV (or estimate) (See instructions.)	(d) Date received
		\$ _____	
		\$ _____	
		\$ _____	
		\$ _____	
		\$ _____	
		\$ _____	
		\$ _____	

Name of organization ELEVATE CHARTER SCHOOLS, INC.	Employer identification number 87-4783048
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Part III Exclusively religious, charitable, etc., contributions to organizations described in section 501(c)(7), (8), or (10) that total more than \$1,000 for the year from any one contributor. Complete columns (a) through (e) and the following line entry. For organizations completing Part III, enter the total of exclusively religious, charitable, etc., contributions of **\$1,000 or less** for the year. (Enter this info. once.) \$ _____
Use duplicate copies of Part III if additional space is needed.

(a) No. from Part I	(b) Purpose of gift	(c) Use of gift	(d) Description of how gift is held
(e) Transfer of gift			
Transferee's name, address, and ZIP + 4		Relationship of transferor to transferee	
(a) No. from Part I	(b) Purpose of gift	(c) Use of gift	(d) Description of how gift is held
(e) Transfer of gift			
Transferee's name, address, and ZIP + 4		Relationship of transferor to transferee	
(a) No. from Part I	(b) Purpose of gift	(c) Use of gift	(d) Description of how gift is held
(e) Transfer of gift			
Transferee's name, address, and ZIP + 4		Relationship of transferor to transferee	
(a) No. from Part I	(b) Purpose of gift	(c) Use of gift	(d) Description of how gift is held
(e) Transfer of gift			
Transferee's name, address, and ZIP + 4		Relationship of transferor to transferee	

SCHEDULE D (Form 990)

Department of the Treasury Internal Revenue Service

Supplemental Financial Statements

Complete if the organization answered "Yes" on Form 990, Part IV, line 6, 7, 8, 9, 10, 11a, 11b, 11c, 11d, 11e, 11f, 12a, or 12b. Attach to Form 990.

Go to www.irs.gov/Form990 for instructions and the latest information.

OMB No. 1545-0047

2023

Open to Public Inspection

Name of the organization: ELEVATE CHARTER SCHOOLS, INC. Employer identification number: 87-4783048

Part I Organizations Maintaining Donor Advised Funds or Other Similar Funds or Accounts. Complete if the organization answered "Yes" on Form 990, Part IV, line 6.

Table with 2 columns: (a) Donor advised funds, (b) Funds and other accounts. Rows include: 1 Total number at end of year, 2 Aggregate value of contributions to (during year), 3 Aggregate value of grants from (during year), 4 Aggregate value at end of year, 5 Did the organization inform all donors... Yes/No, 6 Did the organization inform all grantees... Yes/No

Part II Conservation Easements. Complete if the organization answered "Yes" on Form 990, Part IV, line 7.

Table with 2 columns: Held at the End of the Tax Year. Rows include: 1 Purpose(s) of conservation easements, 2 Complete lines 2a through 2d, 3 Number of conservation easements modified, 4 Number of states where property subject to conservation easement is located, 5 Does the organization have a written policy..., 6 Staff and volunteer hours..., 7 Amount of expenses..., 8 Does each conservation easement..., 9 In Part XIII, describe how the organization reports...

Part III Organizations Maintaining Collections of Art, Historical Treasures, or Other Similar Assets. Complete if the organization answered "Yes" on Form 990, Part IV, line 8.

Table with 2 columns: Revenue, Assets. Rows include: 1a If the organization elected, as permitted under FASB ASC 958, not to report..., 1b If the organization elected, as permitted under FASB ASC 958, to report..., 2 If the organization received or held works of art, historical treasures, or other similar assets for financial gain...

LHA For Paperwork Reduction Act Notice, see the Instructions for Form 990. Schedule D (Form 990) 2023

Part III Organizations Maintaining Collections of Art, Historical Treasures, or Other Similar Assets (continued)

- 3 Using the organization's acquisition, accession, and other records, check any of the following that make significant use of its collection items (check all that apply).
- a Public exhibition
 - b Scholarly research
 - c Preservation for future generations
 - d Loan or exchange program
 - e Other _____
- 4 Provide a description of the organization's collections and explain how they further the organization's exempt purpose in Part XIII.
- 5 During the year, did the organization solicit or receive donations of art, historical treasures, or other similar assets to be sold to raise funds rather than to be maintained as part of the organization's collection? Yes No

Part IV Escrow and Custodial Arrangements Complete if the organization answered "Yes" on Form 990, Part IV, line 9, or reported an amount on Form 990, Part X, line 21.

- 1a Is the organization an agent, trustee, custodian, or other intermediary for contributions or other assets not included on Form 990, Part X? Yes No
- b If "Yes," explain the arrangement in Part XIII and complete the following table:
- | | Amount |
|---------------------------------|--------|
| c Beginning balance | 1c |
| d Additions during the year | 1d |
| e Distributions during the year | 1e |
| f Ending balance | 1f |
- 2a Did the organization include an amount on Form 990, Part X, line 21, for escrow or custodial account liability? Yes No
- b If "Yes," explain the arrangement in Part XIII. Check here if the explanation has been provided in Part XIII

Part V Endowment Funds Complete if the organization answered "Yes" on Form 990, Part IV, line 10.

	(a) Current year	(b) Prior year	(c) Two years back	(d) Three years back	(e) Four years back
1a Beginning of year balance					
b Contributions					
c Net investment earnings, gains, and losses					
d Grants or scholarships					
e Other expenditures for facilities and programs					
f Administrative expenses					
g End of year balance					

- 2 Provide the estimated percentage of the current year end balance (line 1g, column (a)) held as:
- a Board designated or quasi-endowment _____ %
 - b Permanent endowment _____ %
 - c Term endowment _____ %
- The percentages on lines 2a, 2b, and 2c should equal 100%.
- 3a Are there endowment funds not in the possession of the organization that are held and administered for the organization by:
- | | Yes | No |
|--|--------|----|
| (i) Unrelated organizations? | 3a(i) | |
| (ii) Related organizations? | 3a(ii) | |
| b If "Yes" on line 3a(ii), are the related organizations listed as required on Schedule R? | 3b | |
- 4 Describe in Part XIII the intended uses of the organization's endowment funds.

Part VI Land, Buildings, and Equipment

Complete if the organization answered "Yes" on Form 990, Part IV, line 11a. See Form 990, Part X, line 10.

Description of property	(a) Cost or other basis (investment)	(b) Cost or other basis (other)	(c) Accumulated depreciation	(d) Book value
1a Land				
b Buildings				
c Leasehold improvements				
d Equipment		11,132.	5,531.	5,601.
e Other		1,455,222.		1,455,222.
Total. Add lines 1a through 1e. (Column (d) must equal Form 990, Part X, line 10c, column (B))				1,460,823.

Part VII Investments - Other Securities

Complete if the organization answered "Yes" on Form 990, Part IV, line 11b. See Form 990, Part X, line 12.

(a) Description of security or category (including name of security)	(b) Book value	(c) Method of valuation: Cost or end-of-year market value
(1) Financial derivatives		
(2) Closely held equity interests		
(3) Other		
(A)		
(B)		
(C)		
(D)		
(E)		
(F)		
(G)		
(H)		
Total. (Col. (b) must equal Form 990, Part X, line 12, col. (B))		

Part VIII Investments - Program Related.

Complete if the organization answered "Yes" on Form 990, Part IV, line 11c. See Form 990, Part X, line 13.

(a) Description of investment	(b) Book value	(c) Method of valuation: Cost or end-of-year market value
(1)		
(2)		
(3)		
(4)		
(5)		
(6)		
(7)		
(8)		
(9)		
Total. (Col. (b) must equal Form 990, Part X, line 13, col. (B))		

Part IX Other Assets

Complete if the organization answered "Yes" on Form 990, Part IV, line 11d. See Form 990, Part X, line 15.

(a) Description	(b) Book value
(1) SECURITY DEPOSITS	50,000.
(2) OPERATING LEASE ASSET	816,062.
(3)	
(4)	
(5)	
(6)	
(7)	
(8)	
(9)	
Total. (Column (b) must equal Form 990, Part X, line 15, col. (B))	866,062.

Part X Other Liabilities

Complete if the organization answered "Yes" on Form 990, Part IV, line 11e or 11f. See Form 990, Part X, line 25.

1. (a) Description of liability	(b) Book value
(1) Federal income taxes	
(2) CURRENT PORTION OF LEASE	
(3) LIABILITIES	277,003.
(4) LEASE LIABILITY, NET OF CURRENT	
(5) PORTION	690,368.
(6)	
(7)	
(8)	
(9)	
Total. (Column (b) must equal Form 990, Part X, line 25, col. (B))	967,371.

2. Liability for uncertain tax positions. In Part XIII, provide the text of the footnote to the organization's financial statements that reports the organization's liability for uncertain tax positions under FASB ASC 740. Check here if the text of the footnote has been provided in Part XIII ...

Part XI Reconciliation of Revenue per Audited Financial Statements With Revenue per Return

Complete if the organization answered "Yes" on Form 990, Part IV, line 12a.

Table with 5 main rows and sub-rows (a-e) for adjustments. Columns include descriptions and numerical values for lines 1, 2e, 3, 4c, and 5.

Part XII Reconciliation of Expenses per Audited Financial Statements With Expenses per Return

Complete if the organization answered "Yes" on Form 990, Part IV, line 12a.

Table with 5 main rows and sub-rows (a-e) for adjustments. Columns include descriptions and numerical values for lines 1, 2e, 3, 4c, and 5.

Part XIII Supplemental Information

Provide the descriptions required for Part II, lines 3, 5, and 9; Part III, lines 1a and 4; Part IV, lines 1b and 2b; Part V, line 4; Part X, line 2; Part XI, lines 2d and 4b; and Part XII, lines 2d and 4b. Also complete this part to provide any additional information.

PART X, LINE 2:

ELEVATE HAS EVALUATED FOR UNCERTAIN TAX POSITIONS AND HAS DETERMINED THAT THERE WERE NO UNCERTAIN TAX POSITIONS FOR 2023.

**SCHEDULE J
(Form 990)**

Department of the Treasury
Internal Revenue Service

Compensation Information

For certain Officers, Directors, Trustees, Key Employees, and Highest
Compensated Employees
Complete if the organization answered "Yes" on Form 990, Part IV, line 23.
Attach to Form 990.
Go to www.irs.gov/Form990 for instructions and the latest information.

OMB No. 1545-0047

2023

Open to Public
Inspection

Name of the organization

ELEVATE CHARTER SCHOOLS, INC.

Employer identification number

87-4783048

Part I Questions Regarding Compensation

1a Check the appropriate box(es) if the organization provided any of the following to or for a person listed on Form 990, Part VII, Section A, line 1a. Complete Part III to provide any relevant information regarding these items.

- | | |
|--|--|
| <input type="checkbox"/> First-class or charter travel | <input type="checkbox"/> Housing allowance or residence for personal use |
| <input type="checkbox"/> Travel for companions | <input type="checkbox"/> Payments for business use of personal residence |
| <input type="checkbox"/> Tax indemnification and gross-up payments | <input type="checkbox"/> Health or social club dues or initiation fees |
| <input type="checkbox"/> Discretionary spending account | <input type="checkbox"/> Personal services (such as maid, chauffeur, chef) |

b If any of the boxes on line 1a are checked, did the organization follow a written policy regarding payment or reimbursement or provision of all of the expenses described above? If "No," complete Part III to explain

2 Did the organization require substantiation prior to reimbursing or allowing expenses incurred by all directors, trustees, and officers, including the CEO/Executive Director, regarding the items checked on line 1a?

3 Indicate which, if any, of the following the organization used to establish the compensation of the organization's CEO/Executive Director. Check all that apply. Do not check any boxes for methods used by a related organization to establish compensation of the CEO/Executive Director, but explain in Part III.

- | | |
|--|---|
| <input type="checkbox"/> Compensation committee | <input type="checkbox"/> Written employment contract |
| <input type="checkbox"/> Independent compensation consultant | <input type="checkbox"/> Compensation survey or study |
| <input type="checkbox"/> Form 990 of other organizations | <input checked="" type="checkbox"/> Approval by the board or compensation committee |

4 During the year, did any person listed on Form 990, Part VII, Section A, line 1a, with respect to the filing organization or a related organization:

- a** Receive a severance payment or change-of-control payment?
- b** Participate in or receive payment from a supplemental nonqualified retirement plan?
- c** Participate in or receive payment from an equity-based compensation arrangement?
- If "Yes" to any of lines 4a-c, list the persons and provide the applicable amounts for each item in Part III.

Only section 501(c)(3), 501(c)(4), and 501(c)(29) organizations must complete lines 5-9.

5 For persons listed on Form 990, Part VII, Section A, line 1a, did the organization pay or accrue any compensation contingent on the revenues of:

- a** The organization?
- b** Any related organization?
- If "Yes" on line 5a or 5b, describe in Part III.

6 For persons listed on Form 990, Part VII, Section A, line 1a, did the organization pay or accrue any compensation contingent on the net earnings of:

- a** The organization?
- b** Any related organization?
- If "Yes" on line 6a or 6b, describe in Part III.

7 For persons listed on Form 990, Part VII, Section A, line 1a, did the organization provide any nonfixed payments not described on lines 5 and 6? If "Yes," describe in Part III

8 Were any amounts reported on Form 990, Part VII, paid or accrued pursuant to a contract that was subject to the initial contract exception described in Regulations section 53.4958-4(a)(3)? If "Yes," describe in Part III

9 If "Yes" on line 8, did the organization also follow the rebuttable presumption procedure described in Regulations section 53.4958-6(c)?

	Yes	No
1b		
2		
4a		X
4b		X
4c		X
5a		X
5b		X
6a		X
6b		X
7		X
8		X
9		

For Paperwork Reduction Act Notice, see the Instructions for Form 990.

Schedule J (Form 990) 2023

Part II Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees. Use duplicate copies if additional space is needed.

For each individual whose compensation must be reported on Schedule J, report compensation from the organization on row (i) and from related organizations, described in the instructions, on row (ii). Do not list any individuals that aren't listed on Form 990, Part VII.

Note: The sum of columns (B)(i)-(iii) for each listed individual must equal the total amount of Form 990, Part VII, Section A, line 1a, applicable column (D) and (E) amounts for that individual.

(A) Name and Title		(B) Breakdown of W-2 and/or 1099-MISC and/or 1099-NEC compensation			(C) Retirement and other deferred compensation	(D) Nontaxable benefits	(E) Total of columns (B)(i)-(D)	(F) Compensation in column (B) reported as deferred on prior Form 990
		(i) Base compensation	(ii) Bonus & incentive compensation	(iii) Other reportable compensation				
(1) JOHN TAYLOR CHIEF EXECUTIVE OFFICER	(i)	218,726.	0.	0.	0.	22,737.	241,463.	0.
	(ii)	0.	0.	0.	0.	0.	0.	0.
(2) EMILY JACKSON CHIEF OPERATING OFFICER	(i)	165,000.	0.	0.	0.	12,367.	177,367.	0.
	(ii)	0.	0.	0.	0.	0.	0.	0.
	(i)							
	(ii)							
	(i)							
	(ii)							
	(i)							
	(ii)							
	(i)							
	(ii)							
	(i)							
	(ii)							
	(i)							
	(ii)							
	(i)							
	(ii)							
	(i)							
	(ii)							
	(i)							
	(ii)							
	(i)							
	(ii)							

**SCHEDULE O
(Form 990)**

Department of the Treasury
Internal Revenue Service

Supplemental Information to Form 990 or 990-EZ

Complete to provide information for responses to specific questions on
Form 990 or 990-EZ or to provide any additional information.
Attach to Form 990 or Form 990-EZ.
Go to www.irs.gov/Form990 for the latest information.

OMB No. 1545-0047

2023

Open to Public
Inspection

Name of the organization

ELEVATE CHARTER SCHOOLS, INC.

Employer identification number

87-4783048

FORM 990, PART I, LINE 1, DESCRIPTION OF ORGANIZATION MISSION:

WHO RELENTLESSLY PROVIDE EACH CHILD WITH A RIGOROUS AND PERSONALIZED
EDUCATIONAL EXPERIENCE, ENABLING THEM TO REACH THEIR FULL POTENTIAL IN
AN EVER-CHANGING, MULTICULTURAL WORLD.

FORM 990, PART III, LINE 1, DESCRIPTION OF ORGANIZATION MISSION:

WORLD.

FORM 990, PART VI, SECTION B, LINE 11B:

A COPY OF THE 990 IS PROVIDED TO THE BOARD FOR THEIR REVIEW. ALL BOARD
MEMBERS CAN DIRECT QUESTIONS TO THE EXECUTIVE DIRECTOR AND CHIEF FINANCIAL
OFFICER, WHO WILL DISCUSS, WHERE NECESSARY WITH THE OUTSIDE AUDITORS IN
GETTING ANSWERS TO THE BOARD. THE RETURN IS SUBSEQUENTLY FILED.

FORM 990, PART VI, SECTION B, LINE 12C:

BOARD MEMBERS AND KEY EMPLOYEES ARE REQUIRED TO SIGN A CONFLICT OF INTEREST
STATEMENT. ANY CONFLICTS ARE BROUGHT TO THE ATTENTION OF THE PRESIDENT SO
THAT THEY ARE APPROPRIATELY ADDRESSED.

FORM 990, PART VI, SECTION B, LINE 15:

COMPENSATION IS REVIEWED AND APPROVED BY BOARD MEMBERS.

FORM 990, PART VI, SECTION C, LINE 19:

GOVERNING DOCUMENTS ARE AVAILABLE ON THE ORGANIZATION'S WEBSITE AND UPON
REQUEST. IN ADDITION, THE ANNUAL 990 IS POSTED ON GUIDESTAR.ORG.

Name of the organization ELEVATE CHARTER SCHOOLS, INC.	Employer identification number 87-4783048
--	---

FORM 990, PART IX, LINE 11G, OTHER FEES:

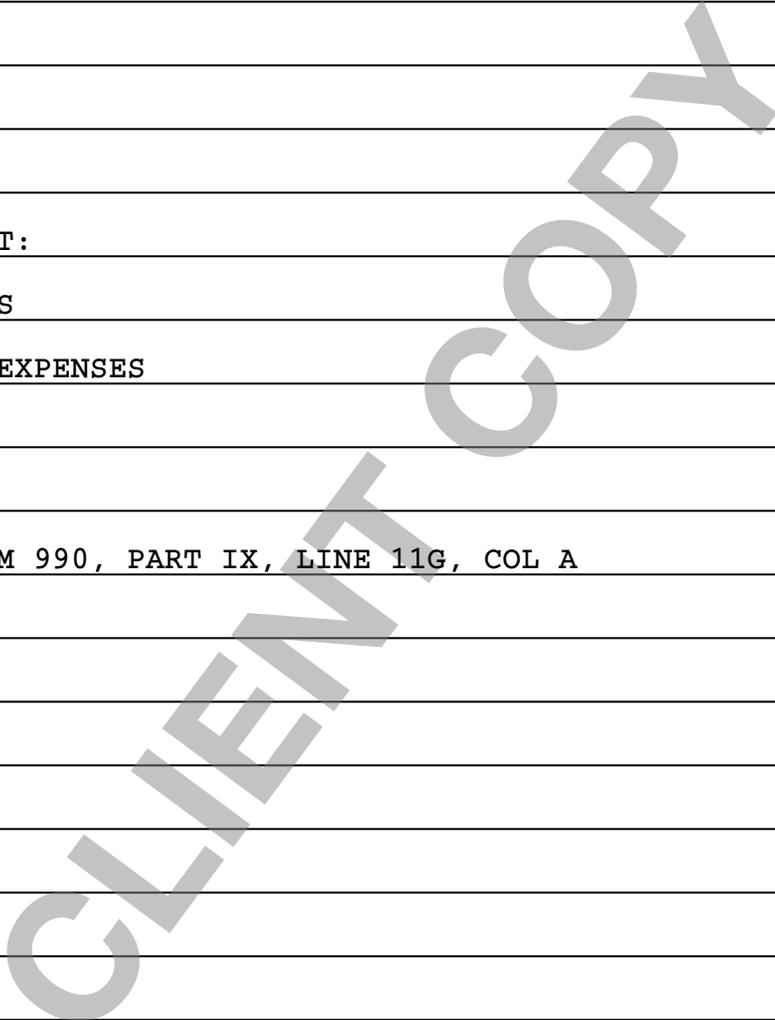
PROFESSIONAL FEES:

PROGRAM SERVICE EXPENSES	169,263.
MANAGEMENT AND GENERAL EXPENSES	108,242.
FUNDRAISING EXPENSES	0.
TOTAL EXPENSES	277,505.

PROFESSIONAL DEVELOPMENT:

PROGRAM SERVICE EXPENSES	25,890.
MANAGEMENT AND GENERAL EXPENSES	0.
FUNDRAISING EXPENSES	0.
TOTAL EXPENSES	25,890.

TOTAL OTHER FEES ON FORM 990, PART IX, LINE 11G, COL A	303,395.
--	----------



CERINI & ASSOCIATES, LLP
3340 VETERANS MEMORIAL HWY
BOHEMIA, NY 11716

ELEVATE CHARTER SCHOOLS, INC.
2666 STATE STREET, SUITE B2
HAMDEN, CT 06517



COPY

Caution: Forms printed from within Adobe Acrobat products may not meet IRS or state taxing agency specifications. When using Acrobat, select the "Actual Size" in the Adobe "Print" dialog.

CLIENT'S COPY

COPY

April 27, 2023

ELEVATE CHARTER SCHOOLS, INC.
2666 STATE STREET, SUITE B2
HAMDEN, CT 06517

S T A T E M E N T

PREPARATION OF 2021 EXEMPT ORGANIZATION TAX RETURN(S).....

COPY

TAX RETURN FILING INSTRUCTIONS

FORM 990

FOR THE YEAR ENDING

JUNE 30, 2022

PREPARED FOR:

ELEVATE CHARTER SCHOOLS, INC.
2666 STATE STREET SUITE B2
HAMDEN, CT 06517

PREPARED BY:

CERINI & ASSOCIATES, LLP
3340 VETERANS MEMORIAL HWY
BOHEMIA, NY 11716

AMOUNT DUE OR REFUND:

NOT APPLICABLE

MAKE CHECK PAYABLE TO:

NOT APPLICABLE

MAIL TAX RETURN AND CHECK (IF APPLICABLE) TO:

NOT APPLICABLE

RETURN MUST BE MAILED ON OR BEFORE:

NOT APPLICABLE

SPECIAL INSTRUCTIONS:

THIS RETURN HAS BEEN PREPARED FOR ELECTRONIC FILING. IF YOU WISH TO HAVE IT TRANSMITTED ELECTRONICALLY TO THE IRS, PLEASE SIGN, DATE, AND RETURN FORM 8879-TE TO OUR OFFICE. WE WILL THEN SUBMIT THE ELECTRONIC RETURN TO THE IRS. DO NOT MAIL A PAPER COPY OF THE RETURN TO THE IRS. RETURN FORM 8879-TE TO US BY MAY 15, 2023.

Form **8879-TE**

IRS e-file Signature Authorization for a Tax Exempt Entity

OMB No. 1545-0047

For calendar year 2021, or fiscal year beginning JUL 1, 2021, and ending JUN 30, 2022

2021

Department of the Treasury
Internal Revenue Service

▶ **Do not send to the IRS. Keep for your records.**
▶ **Go to www.irs.gov/Form8879TE for the latest information.**

Name of filer ELEVATE CHARTER SCHOOLS, INC.	EIN or SSN 87-4783048
Name and title of officer or person subject to tax JOHN TAYLOR CEO	

Part I Type of Return and Return Information

Check the box for the return for which you are using this Form 8879-TE and enter the applicable amount, if any, from the return. Form 8038-CP and Form 5330 filers may enter dollars and cents. For all other forms, enter whole dollars only. If you check the box on line 1a, 2a, 3a, 4a, 5a, 6a, 7a, 8a, 9a, or 10a below, and the amount on that line for the return being filed with this form was blank, then leave line 1b, 2b, 3b, 4b, 5b, 6b, 7b, 8b, 9b, or 10b, whichever is applicable, blank (do not enter -0-). But, if you entered -0- on the return, then enter -0- on the applicable line below. **Do not complete more than one line in Part I.**

1a Form 990 check here <input checked="" type="checkbox"/>	b Total revenue , if any (Form 990, Part VIII, column (A), line 12)	1b <u>2,360,005.</u>
2a Form 990-EZ check here <input type="checkbox"/>	b Total revenue , if any (Form 990-EZ, line 9)	2b _____
3a Form 1120-POL check here <input type="checkbox"/>	b Total tax (Form 1120-POL, line 22)	3b _____
4a Form 990-PF check here <input type="checkbox"/>	b Tax based on investment income (Form 990-PF, Part V, line 5)	4b _____
5a Form 8868 check here <input type="checkbox"/>	b Balance due (Form 8868, line 3c)	5b _____
6a Form 990-T check here <input type="checkbox"/>	b Total tax (Form 990-T, Part III, line 4)	6b _____
7a Form 4720 check here <input type="checkbox"/>	b Total tax (Form 4720, Part III, line 1)	7b _____
8a Form 5227 check here <input type="checkbox"/>	b FMV of assets at end of tax year (Form 5227, Item D)	8b _____
9a Form 5330 check here <input type="checkbox"/>	b Tax due (Form 5330, Part II, line 19)	9b _____
10a Form 8038-CP check here <input type="checkbox"/>	b Amount of credit payment requested (Form 8038-CP, Part III, line 22)	10b _____

Part II Declaration and Signature Authorization of Officer or Person Subject to Tax

Under penalties of perjury, I declare that I am an officer of the above entity or I am a person subject to tax with respect to (name of entity) _____, (EIN) _____ and that I have examined a copy of the 2021 electronic return and accompanying schedules and statements, and, to the best of my knowledge and belief, they are true, correct, and complete. I further declare that the amount in Part I above is the amount shown on the copy of the electronic return. I consent to allow my intermediate service provider, transmitter, or electronic return originator (ERO) to send the return to the IRS and to receive from the IRS (a) an acknowledgement of receipt or reason for rejection of the transmission, (b) the reason for any delay in processing the return or refund, and (c) the date of any refund. If applicable, I authorize the U.S. Treasury and its designated Financial Agent to initiate an electronic funds withdrawal (direct debit) entry to the financial institution account indicated in the tax preparation software for payment of the federal taxes owed on this return, and the financial institution to debit the entry to this account. To revoke a payment, I must contact the U.S. Treasury Financial Agent at 1-888-353-4537 no later than 2 business days prior to the payment (settlement) date. I also authorize the financial institutions involved in the processing of the electronic payment of taxes to receive confidential information necessary to answer inquiries and resolve issues related to the payment. I have selected a personal identification number (PIN) as my signature for the electronic return and, if applicable, the consent to electronic funds withdrawal.

PIN: check one box only

I authorize CERINI & ASSOCIATES, LLP to enter my PIN 75221
ERO firm name Enter five numbers, but do not enter all zeros

as my signature on the tax year 2021 electronically filed return. If I have indicated within this return that a copy of the return is being filed with a state agency(ies) regulating charities as part of the IRS Fed/State program, I also authorize the aforementioned ERO to enter my PIN on the return's disclosure consent screen.

As an officer or person subject to tax with respect to the entity, I will enter my PIN as my signature on the tax year 2021 electronically filed return. If I have indicated within this return that a copy of the return is being filed with a state agency(ies) regulating charities as part of the IRS Fed/State program, I will enter my PIN on the return's disclosure consent screen.

Signature of officer or person subject to tax Date ▶

Part III Certification and Authentication

ERO's EFIN/PIN. Enter your six-digit electronic filing identification number (EFIN) followed by your five-digit self-selected PIN.

11371175221
Do not enter all zeros

I certify that the above numeric entry is my PIN, which is my signature on the 2021 electronically filed return indicated above. I confirm that I am submitting this return in accordance with the requirements of **Pub. 4163**, Modernized e-File (MeF) Information for Authorized IRS e-file Providers for Business Returns.

ERO's signature ▶ _____ Date ▶ 04/27/23

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

LHA For Privacy act and Paperwork Reduction Act Notice, see instructions. Form **8879-TE** (2021)

Application for Automatic Extension of Time To File an Exempt Organization Return

Department of the Treasury
Internal Revenue Service

▶ **File a separate application for each return.**
▶ **Go to www.irs.gov/Form8868 for the latest information.**

Electronic filing (e-file). You can electronically file Form 8868 to request a 6-month automatic extension of time to file any of the forms listed below with the exception of Form 8870, Information Return for Transfers Associated With Certain Personal Benefit Contracts, for which an extension request must be sent to the IRS in paper format (see instructions). For more details on the electronic filing of this form, visit www.irs.gov/e-file-providers/e-file-for-charities-and-non-profits.

Automatic 6-Month Extension of Time. Only submit original (no copies needed).

All corporations required to file an income tax return other than Form 990-T (including 1120-C filers), partnerships, REMICs, and trusts must use Form 7004 to request an extension of time to file income tax returns.

Type or print	Name of exempt organization or other filer, see instructions. ELEVATE CHARTER SCHOOLS, INC.	Taxpayer identification number (TIN) 87-4783048
File by the due date for filing your return. See instructions.	Number, street, and room or suite no. If a P.O. box, see instructions. 2666 STATE STREET, SUITE B2	
	City, town or post office, state, and ZIP code. For a foreign address, see instructions. HAMDEN, CT 06517	

Enter the Return Code for the return that this application is for (file a separate application for each return) 0 | 1

Application Is For	Return Code	Application Is For	Return Code
Form 990 or Form 990-EZ	01	Form 1041-A	08
Form 4720 (individual)	03	Form 4720 (other than individual)	09
Form 990-PF	04	Form 5227	10
Form 990-T (sec. 401(a) or 408(a) trust)	05	Form 6069	11
Form 990-T (trust other than above)	06	Form 8870	12
Form 990-T (corporation)	07		

THE ORGANIZATION

- The books are in the care of ▶ **2666 STATE STREET - HAMDEN, CT 06517**
- Telephone No. ▶ **203-843-4890** Fax No. ▶ _____
- If the organization does not have an office or place of business in the United States, check this box
- If this is for a Group Return, enter the organization's four digit Group Exemption Number (GEN) _____. If this is for the whole group, check this box . If it is for part of the group, check this box and attach a list with the names and TINs of all members the extension is for.

1 I request an automatic 6-month extension of time until **MAY 15, 2023**, to file the exempt organization return for the organization named above. The extension is for the organization's return for:
 ▶ calendar year _____ or
 ▶ tax year beginning **JUL 1, 2021**, and ending **JUN 30, 2022**.

2 If the tax year entered in line 1 is for less than 12 months, check reason: Initial return Final return
 Change in accounting period

3a If this application is for Forms 990-PF, 990-T, 4720, or 6069, enter the tentative tax, less any nonrefundable credits. See instructions.	3a	\$	0.
b If this application is for Forms 990-PF, 990-T, 4720, or 6069, enter any refundable credits and estimated tax payments made. Include any prior year overpayment allowed as a credit.	3b	\$	0.
c Balance due. Subtract line 3b from line 3a. Include your payment with this form, if required, by using EFTPS (Electronic Federal Tax Payment System). See instructions.	3c	\$	0.

Caution: If you are going to make an electronic funds withdrawal (direct debit) with this Form 8868, see Form 8453-TE and Form 8879-TE for payment instructions.

Form **990**

Return of Organization Exempt From Income Tax

OMB No. 1545-0047

Under section 501(c), 527, or 4947(a)(1) of the Internal Revenue Code (except private foundations)

2021

Department of the Treasury
Internal Revenue Service

▶ Do not enter social security numbers on this form as it may be made public.
▶ Go to www.irs.gov/Form990 for instructions and the latest information.

Open to Public Inspection

A For the 2021 calendar year, or tax year beginning **JUL 1, 2021** and ending **JUN 30, 2022**

B Check if applicable: <input type="checkbox"/> Address change <input type="checkbox"/> Name change <input checked="" type="checkbox"/> Initial return <input type="checkbox"/> Final return/terminated <input type="checkbox"/> Amended return <input checked="" type="checkbox"/> Application pending	C Name of organization ELEVATE CHARTER SCHOOLS, INC. Doing business as Number and street (or P.O. box if mail is not delivered to street address) Room/suite 2666 STATE STREET SUITE City or town, state or province, country, and ZIP or foreign postal code HAMDEN, CT 06517 F Name and address of principal officer: JOHN TAYLOR SAME AS C ABOVE	D Employer identification number 87-4783048 E Telephone number 203-843-4890 G Gross receipts \$ 2,360,005. H(a) Is this a group return for subordinates? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No H(b) Are all subordinates included? <input type="checkbox"/> Yes <input type="checkbox"/> No If "No," attach a list. See instructions H(c) Group exemption number ▶
I Tax-exempt status: <input checked="" type="checkbox"/> 501(c)(3) <input type="checkbox"/> 501(c) () ◀ (insert no.) <input type="checkbox"/> 4947(a)(1) or <input type="checkbox"/> 527		
J Website: ▶ ELEVATECS.ENSCHOOL.ORG		
K Form of organization: <input checked="" type="checkbox"/> Corporation <input type="checkbox"/> Trust <input type="checkbox"/> Association <input type="checkbox"/> Other ▶		L Year of formation: 2022
		M State of legal domicile: CT

Part I Summary

1	Briefly describe the organization's mission or most significant activities: THE MISSION OF ELEVATE CHARTER SCHOOLS IS TO DEVELOP AND OPERATE HIGH-PERFORMING CHARTER SCHOOLS,		
2	Check this box <input type="checkbox"/> if the organization discontinued its operations or disposed of more than 25% of its net assets.		
3	Number of voting members of the governing body (Part VI, line 1a)	3	3
4	Number of independent voting members of the governing body (Part VI, line 1b)	4	3
5	Total number of individuals employed in calendar year 2021 (Part V, line 2a)	5	4
6	Total number of volunteers (estimate if necessary)	6	10
7a	Total unrelated business revenue from Part VIII, column (C), line 12	7a	0.
7b	Net unrelated business taxable income from Form 990-T, Part I, line 11	7b	0.
8	Contributions and grants (Part VIII, line 1h)	Prior Year	Current Year
9	Program service revenue (Part VIII, line 2g)		2,360,005.
10	Investment income (Part VIII, column (A), lines 3, 4, and 7d)		0.
11	Other revenue (Part VIII, column (A), lines 5, 6d, 8c, 9c, 10c, and 11e)		0.
12	Total revenue - add lines 8 through 11 (must equal Part VIII, column (A), line 12)		2,360,005.
13	Grants and similar amounts paid (Part IX, column (A), lines 1-3)		0.
14	Benefits paid to or for members (Part IX, column (A), line 4)		0.
15	Salaries, other compensation, employee benefits (Part IX, column (A), lines 5-10)		123,350.
16a	Professional fundraising fees (Part IX, column (A), line 11e)		0.
b	Total fundraising expenses (Part IX, column (D), line 25) ▶ 0.		
17	Other expenses (Part IX, column (A), lines 11a-11d, 11f-24e)		121,635.
18	Total expenses. Add lines 13-17 (must equal Part IX, column (A), line 25)		244,985.
19	Revenue less expenses. Subtract line 18 from line 12		2,115,020.
20	Total assets (Part X, line 16)	Beginning of Current Year	End of Year
21	Total liabilities (Part X, line 26)		2,150,607.
22	Net assets or fund balances. Subtract line 21 from line 20		35,587.
			2,115,020.

Part II Signature Block

Under penalties of perjury, I declare that I have examined this return, including accompanying schedules and statements, and to the best of my knowledge and belief, it is true, correct, and complete. Declaration of preparer (other than officer) is based on all information of which preparer has any knowledge.

Sign Here	Signature of officer JOHN TAYLOR, CEO Type or print name and title	Date _____
Paid Preparer Use Only	Print/Type preparer's name KEN CERINI	Preparer's signature _____
	Date 04/27/23	Check if self-employed <input type="checkbox"/> PTIN P00223556
	Firm's name ▶ CERINI & ASSOCIATES, LLP	Firm's EIN ▶ 11-3066459
	Firm's address ▶ 3340 VETERANS MEMORIAL HWY BOHEMIA, NY 11716	Phone no. 631-582-1600

May the IRS discuss this return with the preparer shown above? See instructions Yes No

Part III Statement of Program Service Accomplishments

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

1 Briefly describe the organization's mission: THE MISSION OF ELEVATE CHARTER SCHOOLS IS TO DEVELOP AND OPERATE HIGH-PERFORMING CHARTER SCHOOLS, WHO RELENTLESSLY PROVIDE EACH CHILD WITH A RIGOROUS AND PERSONALIZED EDUCATIONAL EXPERIENCE, ENABLING THEM TO REACH THEIR FULL POTENTIAL IN AN EVER-CHANGING, MULTICULTURAL

2 Did the organization undertake any significant program services during the year which were not listed on the prior Form 990 or 990-EZ? [] Yes [X] No If "Yes," describe these new services on Schedule O.

3 Did the organization cease conducting, or make significant changes in how it conducts, any program services? [] Yes [X] No If "Yes," describe these changes on Schedule O.

4 Describe the organization's program service accomplishments for each of its three largest program services, as measured by expenses. Section 501(c)(3) and 501(c)(4) organizations are required to report the amount of grants and allocations to others, the total expenses, and revenue, if any, for each program service reported.

4a (Code:) (Expenses \$ 93,437. including grants of \$) (Revenue \$ 2,360,005.) DEVELOPING AND OPERATING HIGH-PERFORMING CHARTER SCHOOLS, THAT RELENTLESSLY PROVIDE EACH CHILD WITH A RIGOROUS AND PERSONALIZED EDUCATIONAL EXPERIENCE, ENABLING THEM TO REACH THEIR FULL POTENTIAL IN AN EVER-CHANGING, MULTICULTURAL WORLD. DURING FISCAL 2022, ELEVATE CHARTER SCHOOLS WAS STILL IN THE SET-UP AND DEVELOPMENT STAGE WITH LIMITED OPERATIONS.

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

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

4d Other program services (Describe on Schedule O.) (Expenses \$ including grants of \$) (Revenue \$)

4e Total program service expenses 93,437.

Part IV Checklist of Required Schedules

	Yes	No
1 Is the organization described in section 501(c)(3) or 4947(a)(1) (other than a private foundation)? <i>If "Yes," complete Schedule A</i>	X	
2 Is the organization required to complete <i>Schedule B, Schedule of Contributors</i> ? See instructions	X	
3 Did the organization engage in direct or indirect political campaign activities on behalf of or in opposition to candidates for public office? <i>If "Yes," complete Schedule C, Part I</i>		X
4 Section 501(c)(3) organizations. Did the organization engage in lobbying activities, or have a section 501(h) election in effect during the tax year? <i>If "Yes," complete Schedule C, Part II</i>		X
5 Is the organization a section 501(c)(4), 501(c)(5), or 501(c)(6) organization that receives membership dues, assessments, or similar amounts as defined in Rev. Proc. 98-19? <i>If "Yes," complete Schedule C, Part III</i>		X
6 Did the organization maintain any donor advised funds or any similar funds or accounts for which donors have the right to provide advice on the distribution or investment of amounts in such funds or accounts? <i>If "Yes," complete Schedule D, Part I</i>		X
7 Did the organization receive or hold a conservation easement, including easements to preserve open space, the environment, historic land areas, or historic structures? <i>If "Yes," complete Schedule D, Part II</i>		X
8 Did the organization maintain collections of works of art, historical treasures, or other similar assets? <i>If "Yes," complete Schedule D, Part III</i>		X
9 Did the organization report an amount in Part X, line 21, for escrow or custodial account liability, serve as a custodian for amounts not listed in Part X; or provide credit counseling, debt management, credit repair, or debt negotiation services? <i>If "Yes," complete Schedule D, Part IV</i>		X
10 Did the organization, directly or through a related organization, hold assets in donor-restricted endowments or in quasi endowments? <i>If "Yes," complete Schedule D, Part V</i>		X
11 If the organization's answer to any of the following questions is "Yes," then complete Schedule D, Parts VI, VII, VIII, IX, or X, as applicable.		
a Did the organization report an amount for land, buildings, and equipment in Part X, line 10? <i>If "Yes," complete Schedule D, Part VI</i>	X	
b Did the organization report an amount for investments - other securities in Part X, line 12, that is 5% or more of its total assets reported in Part X, line 16? <i>If "Yes," complete Schedule D, Part VII</i>		X
c Did the organization report an amount for investments - program related in Part X, line 13, that is 5% or more of its total assets reported in Part X, line 16? <i>If "Yes," complete Schedule D, Part VIII</i>		X
d Did the organization report an amount for other assets in Part X, line 15, that is 5% or more of its total assets reported in Part X, line 16? <i>If "Yes," complete Schedule D, Part IX</i>		X
e Did the organization report an amount for other liabilities in Part X, line 25? <i>If "Yes," complete Schedule D, Part X</i>		X
f Did the organization's separate or consolidated financial statements for the tax year include a footnote that addresses the organization's liability for uncertain tax positions under FIN 48 (ASC 740)? <i>If "Yes," complete Schedule D, Part X</i>	X	
12a Did the organization obtain separate, independent audited financial statements for the tax year? <i>If "Yes," complete Schedule D, Parts XI and XII</i>	X	
b Was the organization included in consolidated, independent audited financial statements for the tax year? <i>If "Yes," and if the organization answered "No" to line 12a, then completing Schedule D, Parts XI and XII is optional</i>		X
13 Is the organization a school described in section 170(b)(1)(A)(ii)? <i>If "Yes," complete Schedule E</i>		X
14a Did the organization maintain an office, employees, or agents outside of the United States?		X
b Did the organization have aggregate revenues or expenses of more than \$10,000 from grantmaking, fundraising, business, investment, and program service activities outside the United States, or aggregate foreign investments valued at \$100,000 or more? <i>If "Yes," complete Schedule F, Parts I and IV</i>		X
15 Did the organization report on Part IX, column (A), line 3, more than \$5,000 of grants or other assistance to or for any foreign organization? <i>If "Yes," complete Schedule F, Parts II and IV</i>		X
16 Did the organization report on Part IX, column (A), line 3, more than \$5,000 of aggregate grants or other assistance to or for foreign individuals? <i>If "Yes," complete Schedule F, Parts III and IV</i>		X
17 Did the organization report a total of more than \$15,000 of expenses for professional fundraising services on Part IX, column (A), lines 6 and 11e? <i>If "Yes," complete Schedule G, Part I.</i> See instructions		X
18 Did the organization report more than \$15,000 total of fundraising event gross income and contributions on Part VIII, lines 1c and 8a? <i>If "Yes," complete Schedule G, Part II</i>		X
19 Did the organization report more than \$15,000 of gross income from gaming activities on Part VIII, line 9a? <i>If "Yes," complete Schedule G, Part III</i>		X
20a Did the organization operate one or more hospital facilities? <i>If "Yes," complete Schedule H</i>		X
b If "Yes" to line 20a, did the organization attach a copy of its audited financial statements to this return?		
21 Did the organization report more than \$5,000 of grants or other assistance to any domestic organization or domestic government on Part IX, column (A), line 1? <i>If "Yes," complete Schedule I, Parts I and II</i>		X

Part IV Checklist of Required Schedules (continued)

Table with 3 columns: Question ID, Question Text, Yes, No. Rows include questions 22 through 38 regarding grants, compensation, tax-exempt bonds, excess benefit transactions, and controlled entities.

Part V Statements Regarding Other IRS Filings and Tax Compliance

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

Table with 3 columns: Question ID, Question Text, Yes, No. Rows include questions 1a, 1b, and 1c regarding Form 1096, Forms W-2G, and backup withholding rules.

Part V Statements Regarding Other IRS Filings and Tax Compliance (continued)

Table with columns for question number, question text, and Yes/No checkboxes. Includes questions 2a through 17 regarding employee counts, tax returns, unrelated business income, foreign accounts, prohibited transactions, and charitable contributions.

Part VI Governance, Management, and Disclosure. For each "Yes" response to lines 2 through 7b below, and for a "No" response to line 8a, 8b, or 10b below, describe the circumstances, processes, or changes on Schedule O. See instructions.

Check if Schedule O contains a response or note to any line in this Part VI [X]

Section A. Governing Body and Management

Table with 3 columns: Question, Yes, No. Rows include: 1a Enter the number of voting members of the governing body at the end of the tax year; 1b Enter the number of voting members included on line 1a, above, who are independent; 2 Did any officer, director, trustee, or key employee have a family relationship or a business relationship with any other officer, director, trustee, or key employee?; 3 Did the organization delegate control over management duties customarily performed by or under the direct supervision of officers, directors, trustees, or key employees to a management company or other person?; 4 Did the organization make any significant changes to its governing documents since the prior Form 990 was filed?; 5 Did the organization become aware during the year of a significant diversion of the organization's assets?; 6 Did the organization have members or stockholders?; 7a Did the organization have members, stockholders, or other persons who had the power to elect or appoint one or more members of the governing body?; 7b Are any governance decisions of the organization reserved to (or subject to approval by) members, stockholders, or persons other than the governing body?; 8 Did the organization contemporaneously document the meetings held or written actions undertaken during the year by the following: a The governing body? b Each committee with authority to act on behalf of the governing body?; 9 Is there any officer, director, trustee, or key employee listed in Part VII, Section A, who cannot be reached at the organization's mailing address? If "Yes," provide the names and addresses on Schedule O.

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

Table with 3 columns: Question, Yes, No. Rows include: 10a Did the organization have local chapters, branches, or affiliates? b If "Yes," did the organization have written policies and procedures governing the activities of such chapters, affiliates, and branches to ensure their operations are consistent with the organization's exempt purposes?; 11a Has the organization provided a complete copy of this Form 990 to all members of its governing body before filing the form? b Describe on Schedule O the process, if any, used by the organization to review this Form 990.; 12a Did the organization have a written conflict of interest policy? If "No," go to line 13 b Were officers, directors, or trustees, and key employees required to disclose annually interests that could give rise to conflicts? c Did the organization regularly and consistently monitor and enforce compliance with the policy? If "Yes," describe on Schedule O how this was done; 13 Did the organization have a written whistleblower policy?; 14 Did the organization have a written document retention and destruction policy?; 15 Did the process for determining compensation of the following persons include a review and approval by independent persons, comparability data, and contemporaneous substantiation of the deliberation and decision? a The organization's CEO, Executive Director, or top management official b Other officers or key employees of the organization; 16a Did the organization invest in, contribute assets to, or participate in a joint venture or similar arrangement with a taxable entity during the year? b If "Yes," did the organization follow a written policy or procedure requiring the organization to evaluate its participation in joint venture arrangements under applicable federal tax law, and take steps to safeguard the organization's exempt status with respect to such arrangements?

Section C. Disclosure

- 17 List the states with which a copy of this Form 990 is required to be filed CT
18 Section 6104 requires an organization to make its Forms 1023 (1024 or 1024-A, if applicable), 990, and 990-T (section 501(c)(3)s only) available for public inspection. Indicate how you made these available. Check all that apply. [X] Own website [X] Another's website [X] Upon request [] Other (explain on Schedule O)
19 Describe on Schedule O whether (and if so, how) the organization made its governing documents, conflict of interest policy, and financial statements available to the public during the tax year.
20 State the name, address, and telephone number of the person who possesses the organization's books and records THE ORGANIZATION - 203-843-4890 2666 STATE STREET, HAMDEN, CT 06517

Part VIII Statement of Revenue

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

			(A)	(B)	(C)	(D)	
			Total revenue	Related or exempt function revenue	Unrelated business revenue	Revenue excluded from tax under sections 512 - 514	
Contributions, Gifts, Grants and Other Similar Amounts	1 a	Federated campaigns	1a				
	b	Membership dues	1b				
	c	Fundraising events	1c				
	d	Related organizations	1d				
	e	Government grants (contributions)	1e				
	f	All other contributions, gifts, grants, and similar amounts not included above ...	1f	2,360,005.			
	g	Noncash contributions included in lines 1a-1f	1g	\$			
	h	Total. Add lines 1a-1f		2,360,005.			
Program Service Revenue	2 a	_____	Business Code				
	b	_____					
	c	_____					
	d	_____					
	e	_____					
	f	All other program service revenue					
	g	Total. Add lines 2a-2f					
Other Revenue	3	Investment income (including dividends, interest, and other similar amounts)					
	4	Income from investment of tax-exempt bond proceeds					
	5	Royalties					
	6 a	Gross rents	6a	(i) Real	(ii) Personal		
	b	Less: rental expenses ...	6b				
	c	Rental income or (loss)	6c				
	d	Net rental income or (loss)					
	7 a	Gross amount from sales of assets other than inventory	7a	(i) Securities	(ii) Other		
	b	Less: cost or other basis and sales expenses	7b				
	c	Gain or (loss)	7c				
d	Net gain or (loss)						
8 a	Gross income from fundraising events (not including \$ _____ of contributions reported on line 1c). See Part IV, line 18	8a					
b	Less: direct expenses	8b					
c	Net income or (loss) from fundraising events						
9 a	Gross income from gaming activities. See Part IV, line 19	9a					
b	Less: direct expenses	9b					
c	Net income or (loss) from gaming activities						
10 a	Gross sales of inventory, less returns and allowances	10a					
b	Less: cost of goods sold	10b					
c	Net income or (loss) from sales of inventory						
Miscellaneous Revenue	11 a	_____	Business Code				
	b	_____					
	c	_____					
	d	All other revenue					
	e	Total. Add lines 11a-11d					
12	Total revenue. See instructions		2,360,005.	0.	0.	0.	

Part IX Statement of Functional Expenses

Section 501(c)(3) and 501(c)(4) organizations must complete all columns. All other organizations must complete column (A).

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

Do not include amounts reported on lines 6b, 7b, 8b, 9b, and 10b of Part VIII.	(A) Total expenses	(B) Program service expenses	(C) Management and general expenses	(D) Fundraising expenses
1 Grants and other assistance to domestic organizations and domestic governments. See Part IV, line 21 ...				
2 Grants and other assistance to domestic individuals. See Part IV, line 22				
3 Grants and other assistance to foreign organizations, foreign governments, and foreign individuals. See Part IV, lines 15 and 16				
4 Benefits paid to or for members				
5 Compensation of current officers, directors, trustees, and key employees	59,736.	29,868.	29,868.	
6 Compensation not included above to disqualified persons (as defined under section 4958(f)(1)) and persons described in section 4958(c)(3)(B)				
7 Other salaries and wages	45,497.	41,032.	4,465.	
8 Pension plan accruals and contributions (include section 401(k) and 403(b) employer contributions)				
9 Other employee benefits				
10 Payroll taxes	18,117.	12,206.	5,911.	
11 Fees for services (nonemployees):				
a Management				
b Legal				
c Accounting				
d Lobbying				
e Professional fundraising services. See Part IV, line 17				
f Investment management fees				
g Other. (If line 11g amount exceeds 10% of line 25, column (A), amount, list line 11g expenses on Sch O.)	102,074.		102,074.	
12 Advertising and promotion	304.		304.	
13 Office expenses	1,252.	706.	546.	
14 Information technology				
15 Royalties				
16 Occupancy	8,312.	4,689.	3,623.	
17 Travel	346.		346.	
18 Payments of travel or entertainment expenses for any federal, state, or local public officials ...				
19 Conferences, conventions, and meetings				
20 Interest				
21 Payments to affiliates				
22 Depreciation, depletion, and amortization	343.		343.	
23 Insurance				
24 Other expenses. Itemize expenses not covered above. (List miscellaneous expenses on line 24e. If line 24e amount exceeds 10% of line 25, column (A), amount, list line 24e expenses on Schedule O.)				
a COMPUTERS & SOFTWARE	8,750.	4,936.	3,814.	
b BANK CHARGES	254.		254.	
c _____				
d _____				
e All other expenses _____				
25 Total functional expenses. Add lines 1 through 24e	244,985.	93,437.	151,548.	0.
26 Joint costs. Complete this line only if the organization reported in column (B) joint costs from a combined educational campaign and fundraising solicitation.				

Check here if following SOP 98-2 (ASC 958-720)

Part X Balance Sheet

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

		(A) Beginning of year		(B) End of year	
Assets	1 Cash - non-interest-bearing	0.	1	2,145,916.	
	2 Savings and temporary cash investments		2		
	3 Pledges and grants receivable, net		3		
	4 Accounts receivable, net		4		
	5 Loans and other receivables from any current or former officer, director, trustee, key employee, creator or founder, substantial contributor, or 35% controlled entity or family member of any of these persons		5		
	6 Loans and other receivables from other disqualified persons (as defined under section 4958(f)(1)), and persons described in section 4958(c)(3)(B)		6		
	7 Notes and loans receivable, net		7		
	8 Inventories for sale or use		8		
	9 Prepaid expenses and deferred charges		9		
	10a Land, buildings, and equipment: cost or other basis. Complete Part VI of Schedule D	10a 5,034.			
	b Less: accumulated depreciation	10b 343.	0.	10c	4,691.
	11 Investments - publicly traded securities		11		
	12 Investments - other securities. See Part IV, line 11		12		
	13 Investments - program-related. See Part IV, line 11		13		
	14 Intangible assets		14		
	15 Other assets. See Part IV, line 11		15		
16 Total assets. Add lines 1 through 15 (must equal line 33)		0.	16	2,150,607.	
Liabilities	17 Accounts payable and accrued expenses	0.	17	35,587.	
	18 Grants payable		18		
	19 Deferred revenue		19		
	20 Tax-exempt bond liabilities		20		
	21 Escrow or custodial account liability. Complete Part IV of Schedule D		21		
	22 Loans and other payables to any current or former officer, director, trustee, key employee, creator or founder, substantial contributor, or 35% controlled entity or family member of any of these persons		22		
	23 Secured mortgages and notes payable to unrelated third parties		23		
	24 Unsecured notes and loans payable to unrelated third parties		24		
	25 Other liabilities (including federal income tax, payables to related third parties, and other liabilities not included on lines 17-24). Complete Part X of Schedule D		25		
	26 Total liabilities. Add lines 17 through 25		0.	26	35,587.
Net Assets or Fund Balances	Organizations that follow FASB ASC 958, check here <input checked="" type="checkbox"/> and complete lines 27, 28, 32, and 33.				
	27 Net assets without donor restrictions		27	2,115,020.	
	28 Net assets with donor restrictions		28		
	Organizations that do not follow FASB ASC 958, check here <input type="checkbox"/> and complete lines 29 through 33.				
	29 Capital stock or trust principal, or current funds		29		
	30 Paid-in or capital surplus, or land, building, or equipment fund		30		
	31 Retained earnings, endowment, accumulated income, or other funds		31		
	32 Total net assets or fund balances		0.	32	2,115,020.
	33 Total liabilities and net assets/fund balances		0.	33	2,150,607.

Part XI Reconciliation of Net Assets

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

1	Total revenue (must equal Part VIII, column (A), line 12)	1	2,360,005.
2	Total expenses (must equal Part IX, column (A), line 25)	2	244,985.
3	Revenue less expenses. Subtract line 2 from line 1	3	2,115,020.
4	Net assets or fund balances at beginning of year (must equal Part X, line 32, column (A))	4	0.
5	Net unrealized gains (losses) on investments	5	
6	Donated services and use of facilities	6	
7	Investment expenses	7	
8	Prior period adjustments	8	
9	Other changes in net assets or fund balances (explain on Schedule O)	9	0.
10	Net assets or fund balances at end of year. Combine lines 3 through 9 (must equal Part X, line 32, column (B))	10	2,115,020.

Part XII Financial Statements and Reporting

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

	Yes	No
1 Accounting method used to prepare the Form 990: <input type="checkbox"/> Cash <input checked="" type="checkbox"/> Accrual <input type="checkbox"/> Other		
If the organization changed its method of accounting from a prior year or checked "Other," explain on Schedule O.		
2a Were the organization's financial statements compiled or reviewed by an independent accountant?		X
If "Yes," check a box below to indicate whether the financial statements for the year were compiled or reviewed on a separate basis, consolidated basis, or both:		
<input type="checkbox"/> Separate basis <input type="checkbox"/> Consolidated basis <input type="checkbox"/> Both consolidated and separate basis		
b Were the organization's financial statements audited by an independent accountant?	X	
If "Yes," check a box below to indicate whether the financial statements for the year were audited on a separate basis, consolidated basis, or both:		
<input checked="" type="checkbox"/> Separate basis <input type="checkbox"/> Consolidated basis <input type="checkbox"/> Both consolidated and separate basis		
c If "Yes" to line 2a or 2b, does the organization have a committee that assumes responsibility for oversight of the audit, review, or compilation of its financial statements and selection of an independent accountant?	X	
If the organization changed either its oversight process or selection process during the tax year, explain on Schedule O.		
3a As a result of a federal award, was the organization required to undergo an audit or audits as set forth in the Single Audit Act and OMB Circular A-133?		X
b If "Yes," did the organization undergo the required audit or audits? If the organization did not undergo the required audit or audits, explain why on Schedule O and describe any steps taken to undergo such audits		

Form 990 (2021)

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

(Complete only if you checked the box on line 5, 7, or 8 of Part I or if the organization failed to qualify under Part III. If the organization fails to qualify under the tests listed below, please complete Part III.)

Section A. Public Support

Table with 7 columns: (a) 2017, (b) 2018, (c) 2019, (d) 2020, (e) 2021, (f) Total. Rows include: 1 Gifts, grants, contributions, and membership fees received; 2 Tax revenues levied for the organization's benefit; 3 The value of services or facilities furnished by a governmental unit; 4 Total. Add lines 1 through 3; 5 The portion of total contributions by each person (other than a governmental unit or publicly supported organization) included on line 1 that exceeds 2% of the amount shown on line 11, column (f); 6 Public support. Subtract line 5 from line 4.

Section B. Total Support

Table with 7 columns: (a) 2017, (b) 2018, (c) 2019, (d) 2020, (e) 2021, (f) Total. Rows include: 7 Amounts from line 4; 8 Gross income from interest, dividends, payments received on securities loans, rents, royalties, and income from similar sources; 9 Net income from unrelated business activities, whether or not the business is regularly carried on; 10 Other income. Do not include gain or loss from the sale of capital assets (Explain in Part VI.); 11 Total support. Add lines 7 through 10; 12 Gross receipts from related activities, etc. (see instructions); 13 First 5 years. If the Form 990 is for the organization's first, second, third, fourth, or fifth tax year as a section 501(c)(3) organization, check this box and stop here.

Section C. Computation of Public Support Percentage

Table with 2 columns: Line number, Percentage. Rows include: 14 Public support percentage for 2021 (line 6, column (f), divided by line 11, column (f)); 15 Public support percentage from 2020 Schedule A, Part II, line 14; 16a 33 1/3% support test - 2021. If the organization did not check the box on line 13, and line 14 is 33 1/3% or more, check this box and stop here. The organization qualifies as a publicly supported organization; b 33 1/3% support test - 2020. If the organization did not check a box on line 13 or 16a, and line 15 is 33 1/3% or more, check this box and stop here. The organization qualifies as a publicly supported organization; 17a 10% -facts-and-circumstances test - 2021. If the organization did not check a box on line 13, 16a, or 16b, and line 14 is 10% or more, and if the organization meets the facts-and-circumstances test, check this box and stop here. Explain in Part VI how the organization meets the facts-and-circumstances test. The organization qualifies as a publicly supported organization; b 10% -facts-and-circumstances test - 2020. If the organization did not check a box on line 13, 16a, 16b, or 17a, and line 15 is 10% or more, and if the organization meets the facts-and-circumstances test, check this box and stop here. Explain in Part VI how the organization meets the facts-and-circumstances test. The organization qualifies as a publicly supported organization; 18 Private foundation. If the organization did not check a box on line 13, 16a, 16b, 17a, or 17b, check this box and see instructions.

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

(Complete only if you checked the box on line 10 of Part I or if the organization failed to qualify under Part II. If the organization fails to qualify under the tests listed below, please complete Part II.)

Section A. Public Support

Calendar year (or fiscal year beginning in) ▶	(a) 2017	(b) 2018	(c) 2019	(d) 2020	(e) 2021	(f) Total
1 Gifts, grants, contributions, and membership fees received. (Do not include any "unusual grants.")					2360005.	2360005.
2 Gross receipts from admissions, merchandise sold or services performed, or facilities furnished in any activity that is related to the organization's tax-exempt purpose						
3 Gross receipts from activities that are not an unrelated trade or business under section 513						
4 Tax revenues levied for the organization's benefit and either paid to or expended on its behalf						
5 The value of services or facilities furnished by a governmental unit to the organization without charge						
6 Total. Add lines 1 through 5					2360005.	2360005.
7a Amounts included on lines 1, 2, and 3 received from disqualified persons						0.
b Amounts included on lines 2 and 3 received from other than disqualified persons that exceed the greater of \$5,000 or 1% of the amount on line 13 for the year						0.
c Add lines 7a and 7b						0.
8 Public support. (Subtract line 7c from line 6.)						2360005.

Section B. Total Support

Calendar year (or fiscal year beginning in) ▶	(a) 2017	(b) 2018	(c) 2019	(d) 2020	(e) 2021	(f) Total
9 Amounts from line 6					2360005.	2360005.
10a Gross income from interest, dividends, payments received on securities loans, rents, royalties, and income from similar sources						
b Unrelated business taxable income (less section 511 taxes) from businesses acquired after June 30, 1975						
c Add lines 10a and 10b						
11 Net income from unrelated business activities not included on line 10b, whether or not the business is regularly carried on						
12 Other income. Do not include gain or loss from the sale of capital assets (Explain in Part VI.)						
13 Total support. (Add lines 9, 10c, 11, and 12.)					2360005.	2360005.

14 First 5 years. If the Form 990 is for the organization's first, second, third, fourth, or fifth tax year as a section 501(c)(3) organization, check this box and **stop here**

Section C. Computation of Public Support Percentage

15 Public support percentage for 2021 (line 8, column (f), divided by line 13, column (f))	15	%
16 Public support percentage from 2020 Schedule A, Part III, line 15	16	%

Section D. Computation of Investment Income Percentage

17 Investment income percentage for 2021 (line 10c, column (f), divided by line 13, column (f))	17	%
18 Investment income percentage from 2020 Schedule A, Part III, line 17	18	%

19a 33 1/3% support tests - 2021. If the organization did not check the box on line 14, and line 15 is more than 33 1/3%, and line 17 is not more than 33 1/3%, check this box and **stop here**. The organization qualifies as a publicly supported organization

b 33 1/3% support tests - 2020. If the organization did not check a box on line 14 or line 19a, and line 16 is more than 33 1/3%, and line 18 is not more than 33 1/3%, check this box and **stop here**. The organization qualifies as a publicly supported organization

20 Private foundation. If the organization did not check a box on line 14, 19a, or 19b, check this box and see instructions

Part IV Supporting Organizations

(Complete only if you checked a box in line 12 on Part I. If you checked box 12a, Part I, complete Sections A and B. If you checked box 12b, Part I, complete Sections A and C. If you checked box 12c, Part I, complete Sections A, D, and E. If you checked box 12d, Part I, complete Sections A and D, and complete Part V.)

Section A. All Supporting Organizations

	Yes	No
1 Are all of the organization's supported organizations listed by name in the organization's governing documents? <i>If "No," describe in Part VI how the supported organizations are designated. If designated by class or purpose, describe the designation. If historic and continuing relationship, explain.</i>		
2 Did the organization have any supported organization that does not have an IRS determination of status under section 509(a)(1) or (2)? <i>If "Yes," explain in Part VI how the organization determined that the supported organization was described in section 509(a)(1) or (2).</i>		
3a Did the organization have a supported organization described in section 501(c)(4), (5), or (6)? <i>If "Yes," answer lines 3b and 3c below.</i>		
b Did the organization confirm that each supported organization qualified under section 501(c)(4), (5), or (6) and satisfied the public support tests under section 509(a)(2)? <i>If "Yes," describe in Part VI when and how the organization made the determination.</i>		
c Did the organization ensure that all support to such organizations was used exclusively for section 170(c)(2)(B) purposes? <i>If "Yes," explain in Part VI what controls the organization put in place to ensure such use.</i>		
4a Was any supported organization not organized in the United States ("foreign supported organization")? <i>If "Yes," and if you checked box 12a or 12b in Part I, answer lines 4b and 4c below.</i>		
b Did the organization have ultimate control and discretion in deciding whether to make grants to the foreign supported organization? <i>If "Yes," describe in Part VI how the organization had such control and discretion despite being controlled or supervised by or in connection with its supported organizations.</i>		
c Did the organization support any foreign supported organization that does not have an IRS determination under sections 501(c)(3) and 509(a)(1) or (2)? <i>If "Yes," explain in Part VI what controls the organization used to ensure that all support to the foreign supported organization was used exclusively for section 170(c)(2)(B) purposes.</i>		
5a Did the organization add, substitute, or remove any supported organizations during the tax year? <i>If "Yes," answer lines 5b and 5c below (if applicable). Also, provide detail in Part VI, including (i) the names and EIN numbers of the supported organizations added, substituted, or removed; (ii) the reasons for each such action; (iii) the authority under the organization's organizing document authorizing such action; and (iv) how the action was accomplished (such as by amendment to the organizing document).</i>		
b Type I or Type II only. Was any added or substituted supported organization part of a class already designated in the organization's organizing document?		
c Substitutions only. Was the substitution the result of an event beyond the organization's control?		
6 Did the organization provide support (whether in the form of grants or the provision of services or facilities) to anyone other than (i) its supported organizations, (ii) individuals that are part of the charitable class benefited by one or more of its supported organizations, or (iii) other supporting organizations that also support or benefit one or more of the filing organization's supported organizations? <i>If "Yes," provide detail in Part VI.</i>		
7 Did the organization provide a grant, loan, compensation, or other similar payment to a substantial contributor (as defined in section 4958(c)(3)(C)), a family member of a substantial contributor, or a 35% controlled entity with regard to a substantial contributor? <i>If "Yes," complete Part I of Schedule L (Form 990).</i>		
8 Did the organization make a loan to a disqualified person (as defined in section 4958) not described on line 7? <i>If "Yes," complete Part I of Schedule L (Form 990).</i>		
9a Was the organization controlled directly or indirectly at any time during the tax year by one or more disqualified persons, as defined in section 4946 (other than foundation managers and organizations described in section 509(a)(1) or (2))? <i>If "Yes," provide detail in Part VI.</i>		
b Did one or more disqualified persons (as defined on line 9a) hold a controlling interest in any entity in which the supporting organization had an interest? <i>If "Yes," provide detail in Part VI.</i>		
c Did a disqualified person (as defined on line 9a) have an ownership interest in, or derive any personal benefit from, assets in which the supporting organization also had an interest? <i>If "Yes," provide detail in Part VI.</i>		
10a Was the organization subject to the excess business holdings rules of section 4943 because of section 4943(f) (regarding certain Type II supporting organizations, and all Type III non-functionally integrated supporting organizations)? <i>If "Yes," answer line 10b below.</i>		
b Did the organization have any excess business holdings in the tax year? <i>(Use Schedule C, Form 4720, to determine whether the organization had excess business holdings.)</i>		

Part IV Supporting Organizations (continued)

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

Section B. Type I Supporting Organizations

Table with 3 columns: Question, Yes, No. Row 1: Did the governing body, members of the governing body, officers acting in their official capacity, or membership of one or more supported organizations have the power to regularly appoint or elect at least a majority of the organization's officers, directors, or trustees at all times during the tax year? Row 2: Did the organization operate for the benefit of any supported organization other than the supported organization(s) that operated, supervised, or controlled the supporting organization?

Section C. Type II Supporting Organizations

Table with 3 columns: Question, Yes, No. Row 1: Were a majority of the organization's directors or trustees during the tax year also a majority of the directors or trustees of each of the organization's supported organization(s)?

Section D. All Type III Supporting Organizations

Table with 3 columns: Question, Yes, No. Row 1: Did the organization provide to each of its supported organizations, by the last day of the fifth month of the organization's tax year, (i) a written notice describing the type and amount of support provided during the prior tax year, (ii) a copy of the Form 990 that was most recently filed as of the date of notification, and (iii) copies of the organization's governing documents in effect on the date of notification, to the extent not previously provided? Row 2: Were any of the organization's officers, directors, or trustees either (i) appointed or elected by the supported organization(s) or (ii) serving on the governing body of a supported organization? Row 3: By reason of the relationship described on line 2, above, did the organization's supported organizations have a significant voice in the organization's investment policies and in directing the use of the organization's income or assets at all times during the tax year?

Section E. Type III Functionally Integrated Supporting Organizations

Table with 3 columns: Question, Yes, No. Row 1: Check the box next to the method that the organization used to satisfy the Integral Part Test during the year (see instructions). Sub-rows a, b, c. Row 2: Activities Test. Answer lines 2a and 2b below. Sub-rows a, b. Row 3: Parent of Supported Organizations. Answer lines 3a and 3b below. Sub-rows a, b.

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

1 Check here if the organization satisfied the Integral Part Test as a qualifying trust on Nov. 20, 1970 (explain in Part VI). See instructions.
All other Type III non-functionally integrated supporting organizations must complete Sections A through E.

Section A - Adjusted Net Income		(A) Prior Year	(B) Current Year (optional)
1	Net short-term capital gain	1	
2	Recoveries of prior-year distributions	2	
3	Other gross income (see instructions)	3	
4	Add lines 1 through 3.	4	
5	Depreciation and depletion	5	
6	Portion of operating expenses paid or incurred for production or collection of gross income or for management, conservation, or maintenance of property held for production of income (see instructions)	6	
7	Other expenses (see instructions)	7	
8	Adjusted Net Income (subtract lines 5, 6, and 7 from line 4)	8	

Section B - Minimum Asset Amount		(A) Prior Year	(B) Current Year (optional)
1	Aggregate fair market value of all non-exempt-use assets (see instructions for short tax year or assets held for part of year):		
a	Average monthly value of securities	1a	
b	Average monthly cash balances	1b	
c	Fair market value of other non-exempt-use assets	1c	
d	Total (add lines 1a, 1b, and 1c)	1d	
e	Discount claimed for blockage or other factors (explain in detail in Part VI):		
2	Acquisition indebtedness applicable to non-exempt-use assets	2	
3	Subtract line 2 from line 1d.	3	
4	Cash deemed held for exempt use. Enter 0.015 of line 3 (for greater amount, see instructions).	4	
5	Net value of non-exempt-use assets (subtract line 4 from line 3)	5	
6	Multiply line 5 by 0.035.	6	
7	Recoveries of prior-year distributions	7	
8	Minimum Asset Amount (add line 7 to line 6)	8	

Section C - Distributable Amount		(A) Prior Year	Current Year
1	Adjusted net income for prior year (from Section A, line 8, column A)	1	
2	Enter 0.85 of line 1.	2	
3	Minimum asset amount for prior year (from Section B, line 8, column A)	3	
4	Enter greater of line 2 or line 3.	4	
5	Income tax imposed in prior year	5	
6	Distributable Amount. Subtract line 5 from line 4, unless subject to emergency temporary reduction (see instructions).	6	
7	<input type="checkbox"/> Check here if the current year is the organization's first as a non-functionally integrated Type III supporting organization (see instructions).		

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

Section D - Distributions		Current Year
1	Amounts paid to supported organizations to accomplish exempt purposes	1
2	Amounts paid to perform activity that directly furthers exempt purposes of supported organizations, in excess of income from activity	2
3	Administrative expenses paid to accomplish exempt purposes of supported organizations	3
4	Amounts paid to acquire exempt-use assets	4
5	Qualified set-aside amounts (prior IRS approval required - provide details in Part VI)	5
6	Other distributions (describe in Part VI). See instructions.	6
7	Total annual distributions. Add lines 1 through 6.	7
8	Distributions to attentive supported organizations to which the organization is responsive (provide details in Part VI). See instructions.	8
9	Distributable amount for 2021 from Section C, line 6	9
10	Line 8 amount divided by line 9 amount	10

Section E - Distribution Allocations (see instructions)	(i) Excess Distributions	(ii) Underdistributions Pre-2021	(iii) Distributable Amount for 2021
1 Distributable amount for 2021 from Section C, line 6			
2 Underdistributions, if any, for years prior to 2021 (reasonable cause required - explain in Part VI). See instructions.			
3 Excess distributions carryover, if any, to 2021			
a From 2016			
b From 2017			
c From 2018			
d From 2019			
e From 2020			
f Total of lines 3a through 3e			
g Applied to underdistributions of prior years			
h Applied to 2021 distributable amount			
i Carryover from 2016 not applied (see instructions)			
j Remainder. Subtract lines 3g, 3h, and 3i from line 3f.			
4 Distributions for 2021 from Section D, line 7: \$			
a Applied to underdistributions of prior years			
b Applied to 2021 distributable amount			
c Remainder. Subtract lines 4a and 4b from line 4.			
5 Remaining underdistributions for years prior to 2021, if any. Subtract lines 3g and 4a from line 2. For result greater than zero, explain in Part VI. See instructions.			
6 Remaining underdistributions for 2021. Subtract lines 3h and 4b from line 1. For result greater than zero, explain in Part VI. See instructions.			
7 Excess distributions carryover to 2022. Add lines 3j and 4c.			
8 Breakdown of line 7:			
a Excess from 2017			
b Excess from 2018			
c Excess from 2019			
d Excess from 2020			
e Excess from 2021			

Schedule A (Form 990) 2021

Part VI

Supplemental Information. Provide the explanations required by Part II, line 10; Part II, line 17a or 17b; Part III, line 12; Part IV, Section A, lines 1, 2, 3b, 3c, 4b, 4c, 5a, 6, 9a, 9b, 9c, 11a, 11b, and 11c; Part IV, Section B, lines 1 and 2; Part IV, Section C, line 1; Part IV, Section D, lines 2 and 3; Part IV, Section E, lines 1c, 2a, 2b, 3a, and 3b; Part V, line 1; Part V, Section B, line 1e; Part V, Section D, lines 5, 6, and 8; and Part V, Section E, lines 2, 5, and 6. Also complete this part for any additional information. (See instructions.)

COPY

Schedule B
(Form 990)

Department of the Treasury
Internal Revenue Service

Schedule of Contributors

▶ Attach to Form 990 or Form 990-PF.
▶ Go to www.irs.gov/Form990 for the latest information.

OMB No. 1545-0047

2021

Name of the organization

ELEVATE CHARTER SCHOOLS, INC.

Employer identification number

87-4783048

Organization type (check one):

Filers of:

Section:

Form 990 or 990-EZ

501(c)(3) (enter number) organization

4947(a)(1) nonexempt charitable trust **not** treated as a private foundation

527 political organization

Form 990-PF

501(c)(3) exempt private foundation

4947(a)(1) nonexempt charitable trust treated as a private foundation

501(c)(3) taxable private foundation

Check if your organization is covered by the **General Rule** or a **Special Rule**.

Note: Only a section 501(c)(7), (8), or (10) organization can check boxes for both the General Rule and a Special Rule. See instructions.

General Rule

For an organization filing Form 990, 990-EZ, or 990-PF that received, during the year, contributions totaling \$5,000 or more (in money or property) from any one contributor. Complete Parts I and II. See instructions for determining a contributor's total contributions.

Special Rules

For an organization described in section 501(c)(3) filing Form 990 or 990-EZ that met the 33 1/3% support test of the regulations under sections 509(a)(1) and 170(b)(1)(A)(vi), that checked Schedule A (Form 990), Part II, line 13, 16a, or 16b, and that received from any one contributor, during the year, total contributions of the greater of **(1)** \$5,000; or **(2)** 2% of the amount on (i) Form 990, Part VIII, line 1h; or (ii) Form 990-EZ, line 1. Complete Parts I and II.

For an organization described in section 501(c)(7), (8), or (10) filing Form 990 or 990-EZ that received from any one contributor, during the year, total contributions of more than \$1,000 exclusively for religious, charitable, scientific, literary, or educational purposes, or for the prevention of cruelty to children or animals. Complete Parts I (entering "N/A" in column (b) instead of the contributor name and address), II, and III.

For an organization described in section 501(c)(7), (8), or (10) filing Form 990 or 990-EZ that received from any one contributor, during the year, contributions *exclusively* for religious, charitable, etc., purposes, but no such contributions totaled more than \$1,000. If this box is checked, enter here the total contributions that were received during the year for an *exclusively* religious, charitable, etc., purpose. Don't complete any of the parts unless the **General Rule** applies to this organization because it received *nonexclusively* religious, charitable, etc., contributions totaling \$5,000 or more during the year ▶ \$ _____

Caution: An organization that isn't covered by the General Rule and/or the Special Rules doesn't file Schedule B (Form 990), but it **must** answer "No" on Part IV, line 2, of its Form 990; or check the box on line H of its Form 990-EZ or on its Form 990-PF, Part I, line 2, to certify that it doesn't meet the filing requirements of Schedule B (Form 990).

Name of organization ELEVATE CHARTER SCHOOLS, INC.	Employer identification number 87-4783048
--	---

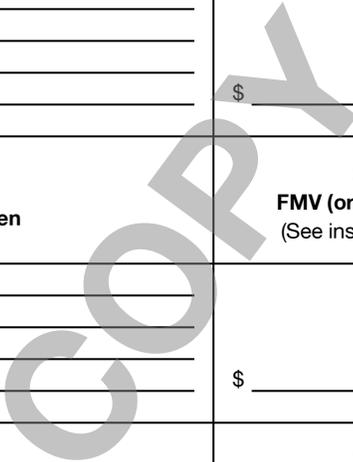
Part I Contributors (see instructions). Use duplicate copies of Part I if additional space is needed.

(a) No.	(b) Name, address, and ZIP + 4	(c) Total contributions	(d) Type of contribution
1	PETER AND CARMEN LUCIA BUCK FOUNDATION 633 THIRD AVENUE, 16TH FLOOR NEW YORK, NY 10017	\$ 2,360,000.	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
		\$ _____	Person <input type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
		\$ _____	Person <input type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
		\$ _____	Person <input type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
		\$ _____	Person <input type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
		\$ _____	Person <input type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
		\$ _____	Person <input type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)

Name of organization ELEVATE CHARTER SCHOOLS, INC.	Employer identification number 87-4783048
--	---

Part II Noncash Property (see instructions). Use duplicate copies of Part II if additional space is needed.

(a) No. from Part I	(b) Description of noncash property given	(c) FMV (or estimate) (See instructions.)	(d) Date received
	<div style="border-bottom: 1px solid black; margin-bottom: 2px;"> </div> <div style="border-bottom: 1px solid black; margin-bottom: 2px;"> </div> <div style="border-bottom: 1px solid black; margin-bottom: 2px;"> </div>	\$ _____	_____
	<div style="border-bottom: 1px solid black; margin-bottom: 2px;"> </div> <div style="border-bottom: 1px solid black; margin-bottom: 2px;"> </div> <div style="border-bottom: 1px solid black; margin-bottom: 2px;"> </div>	\$ _____	_____
	<div style="border-bottom: 1px solid black; margin-bottom: 2px;"> </div> <div style="border-bottom: 1px solid black; margin-bottom: 2px;"> </div> <div style="border-bottom: 1px solid black; margin-bottom: 2px;"> </div>	\$ _____	_____
	<div style="border-bottom: 1px solid black; margin-bottom: 2px;"> </div> <div style="border-bottom: 1px solid black; margin-bottom: 2px;"> </div> <div style="border-bottom: 1px solid black; margin-bottom: 2px;"> </div>	\$ _____	_____
	<div style="border-bottom: 1px solid black; margin-bottom: 2px;"> </div> <div style="border-bottom: 1px solid black; margin-bottom: 2px;"> </div> <div style="border-bottom: 1px solid black; margin-bottom: 2px;"> </div>	\$ _____	_____
	<div style="border-bottom: 1px solid black; margin-bottom: 2px;"> </div> <div style="border-bottom: 1px solid black; margin-bottom: 2px;"> </div> <div style="border-bottom: 1px solid black; margin-bottom: 2px;"> </div>	\$ _____	_____
	<div style="border-bottom: 1px solid black; margin-bottom: 2px;"> </div> <div style="border-bottom: 1px solid black; margin-bottom: 2px;"> </div> <div style="border-bottom: 1px solid black; margin-bottom: 2px;"> </div>	\$ _____	_____



Name of organization ELEVATE CHARTER SCHOOLS, INC.	Employer identification number 87-4783048
--	---

Part III Exclusively religious, charitable, etc., contributions to organizations described in section 501(c)(7), (8), or (10) that total more than \$1,000 for the year from any one contributor. Complete columns (a) through (e) and the following line entry. For organizations completing Part III, enter the total of exclusively religious, charitable, etc., contributions of \$1,000 or less for the year. (Enter this info. once.) ▶ \$ _____
Use duplicate copies of Part III if additional space is needed.

(a) No. from Part I	(b) Purpose of gift	(c) Use of gift	(d) Description of how gift is held

(e) Transfer of gift	
Transferee's name, address, and ZIP + 4	Relationship of transferor to transferee

(a) No. from Part I	(b) Purpose of gift	(c) Use of gift	(d) Description of how gift is held

(e) Transfer of gift	
Transferee's name, address, and ZIP + 4	Relationship of transferor to transferee

(a) No. from Part I	(b) Purpose of gift	(c) Use of gift	(d) Description of how gift is held

(e) Transfer of gift	
Transferee's name, address, and ZIP + 4	Relationship of transferor to transferee

(a) No. from Part I	(b) Purpose of gift	(c) Use of gift	(d) Description of how gift is held

(e) Transfer of gift	
Transferee's name, address, and ZIP + 4	Relationship of transferor to transferee

SCHEDULE D (Form 990)

Department of the Treasury Internal Revenue Service

Supplemental Financial Statements

Complete if the organization answered "Yes" on Form 990, Part IV, line 6, 7, 8, 9, 10, 11a, 11b, 11c, 11d, 11e, 11f, 12a, or 12b. Attach to Form 990.

Go to www.irs.gov/Form990 for instructions and the latest information.

OMB No. 1545-0047

2021

Open to Public Inspection

Name of the organization: ELEVATE CHARTER SCHOOLS, INC. Employer identification number: 87-4783048

Part I Organizations Maintaining Donor Advised Funds or Other Similar Funds or Accounts. Complete if the organization answered "Yes" on Form 990, Part IV, line 6.

Table with 2 columns: (a) Donor advised funds, (b) Funds and other accounts. Rows include: 1 Total number at end of year, 2 Aggregate value of contributions to (during year), 3 Aggregate value of grants from (during year), 4 Aggregate value at end of year, 5 Did the organization inform all donors and donor advisors in writing that the assets held in donor advised funds are the organization's property, subject to the organization's exclusive legal control? (Yes/No), 6 Did the organization inform all grantees, donors, and donor advisors in writing that grant funds can be used only for charitable purposes and not for the benefit of the donor or donor advisor, or for any other purpose conferring impermissible private benefit? (Yes/No)

Part II Conservation Easements. Complete if the organization answered "Yes" on Form 990, Part IV, line 7.

Form with multiple sections: 1 Purpose(s) of conservation easements held by the organization (check all that apply), 2 Complete lines 2a through 2d if the organization held a qualified conservation contribution in the form of a conservation easement on the last day of the tax year (table with 2 columns: Held at the End of the Tax Year, rows 2a-2d), 3 Number of conservation easements modified, transferred, released, extinguished, or terminated by the organization during the tax year, 4 Number of states where property subject to conservation easement is located, 5 Does the organization have a written policy regarding the periodic monitoring, inspection, handling of violations, and enforcement of the conservation easements it holds? (Yes/No), 6 Staff and volunteer hours devoted to monitoring, inspecting, handling of violations, and enforcing conservation easements during the year, 7 Amount of expenses incurred in monitoring, inspecting, handling of violations, and enforcing conservation easements during the year, 8 Does each conservation easement reported on line 2(d) above satisfy the requirements of section 170(h)(4)(B)(i) and section 170(h)(4)(B)(ii)? (Yes/No), 9 In Part XIII, describe how the organization reports conservation easements in its revenue and expense statement and balance sheet, and include, if applicable, the text of the footnote to the organization's financial statements that describes the organization's accounting for conservation easements.

Part III Organizations Maintaining Collections of Art, Historical Treasures, or Other Similar Assets. Complete if the organization answered "Yes" on Form 990, Part IV, line 8.

Form with multiple sections: 1a If the organization elected, as permitted under FASB ASC 958, not to report in its revenue statement and balance sheet works of art, historical treasures, or other similar assets held for public exhibition, education, or research in furtherance of public service, provide in Part XIII the text of the footnote to its financial statements that describes these items. b If the organization elected, as permitted under FASB ASC 958, to report in its revenue statement and balance sheet works of art, historical treasures, or other similar assets held for public exhibition, education, or research in furtherance of public service, provide the following amounts relating to these items: (i) Revenue included on Form 990, Part VIII, line 1, (ii) Assets included in Form 990, Part X. 2 If the organization received or held works of art, historical treasures, or other similar assets for financial gain, provide the following amounts required to be reported under FASB ASC 958 relating to these items: a Revenue included on Form 990, Part VIII, line 1, b Assets included in Form 990, Part X.

LHA For Paperwork Reduction Act Notice, see the Instructions for Form 990. Schedule D (Form 990) 2021

Part III Organizations Maintaining Collections of Art, Historical Treasures, or Other Similar Assets (continued)

- 3 Using the organization's acquisition, accession, and other records, check any of the following that make significant use of its collection items (check all that apply):
- a Public exhibition
 - b Scholarly research
 - c Preservation for future generations
 - d Loan or exchange program
 - e Other _____
- 4 Provide a description of the organization's collections and explain how they further the organization's exempt purpose in Part XIII.
- 5 During the year, did the organization solicit or receive donations of art, historical treasures, or other similar assets to be sold to raise funds rather than to be maintained as part of the organization's collection? Yes No

Part IV Escrow and Custodial Arrangements. Complete if the organization answered "Yes" on Form 990, Part IV, line 9, or reported an amount on Form 990, Part X, line 21.

- 1a Is the organization an agent, trustee, custodian or other intermediary for contributions or other assets not included on Form 990, Part X? Yes No
- b If "Yes," explain the arrangement in Part XIII and complete the following table:
- | | Amount |
|---------------------------------|--------|
| c Beginning balance | 1c |
| d Additions during the year | 1d |
| e Distributions during the year | 1e |
| f Ending balance | 1f |
- 2a Did the organization include an amount on Form 990, Part X, line 21, for escrow or custodial account liability? Yes No
- b If "Yes," explain the arrangement in Part XIII. Check here if the explanation has been provided on Part XIII

Part V Endowment Funds. Complete if the organization answered "Yes" on Form 990, Part IV, line 10.

	(a) Current year	(b) Prior year	(c) Two years back	(d) Three years back	(e) Four years back
1a Beginning of year balance					
b Contributions					
c Net investment earnings, gains, and losses					
d Grants or scholarships					
e Other expenditures for facilities and programs					
f Administrative expenses					
g End of year balance					

- 2 Provide the estimated percentage of the current year end balance (line 1g, column (a)) held as:
- a Board designated or quasi-endowment _____ %
 - b Permanent endowment _____ %
 - c Term endowment _____ %
- The percentages on lines 2a, 2b, and 2c should equal 100%.
- 3a Are there endowment funds not in the possession of the organization that are held and administered for the organization by:
- | | Yes | No |
|---|--------|----|
| (i) Unrelated organizations | 3a(i) | |
| (ii) Related organizations | 3a(ii) | |
| b If "Yes" on line 3a(ii), are the related organizations listed as required on Schedule R? <input type="checkbox"/> | 3b | |
- 4 Describe in Part XIII the intended uses of the organization's endowment funds.

Part VI Land, Buildings, and Equipment.

Complete if the organization answered "Yes" on Form 990, Part IV, line 11a. See Form 990, Part X, line 10.

Description of property	(a) Cost or other basis (investment)	(b) Cost or other basis (other)	(c) Accumulated depreciation	(d) Book value
1a Land				
b Buildings				
c Leasehold improvements				
d Equipment		5,034.	343.	4,691.
e Other				
Total. Add lines 1a through 1e. (Column (d) must equal Form 990, Part X, column (B), line 10c.)				4,691.

Part VII Investments - Other Securities.

Complete if the organization answered "Yes" on Form 990, Part IV, line 11b. See Form 990, Part X, line 12.

Table with 3 columns: (a) Description of security or category, (b) Book value, (c) Method of valuation. Rows include (1) Financial derivatives, (2) Closely held equity interests, (3) Other, and sub-rows (A) through (H).

Part VIII Investments - Program Related.

Complete if the organization answered "Yes" on Form 990, Part IV, line 11c. See Form 990, Part X, line 13.

Table with 3 columns: (a) Description of investment, (b) Book value, (c) Method of valuation. Rows (1) through (9).

Part IX Other Assets.

Complete if the organization answered "Yes" on Form 990, Part IV, line 11d. See Form 990, Part X, line 15.

Table with 2 columns: (a) Description, (b) Book value. Rows (1) through (9).

Part X Other Liabilities.

Complete if the organization answered "Yes" on Form 990, Part IV, line 11e or 11f. See Form 990, Part X, line 25.

Table with 2 columns: (a) Description of liability, (b) Book value. Row 1 includes sub-rows (1) Federal income taxes, (2) through (9).

2. Liability for uncertain tax positions. In Part XIII, provide the text of the footnote to the organization's financial statements that reports the organization's liability for uncertain tax positions under FASB ASC 740. Check here if the text of the footnote has been provided in Part XIII ... [X]

Part XI Reconciliation of Revenue per Audited Financial Statements With Revenue per Return.

Complete if the organization answered "Yes" on Form 990, Part IV, line 12a.

1	Total revenue, gains, and other support per audited financial statements		1	2,360,005.
2	Amounts included on line 1 but not on Form 990, Part VIII, line 12:			
a	Net unrealized gains (losses) on investments	2a		
b	Donated services and use of facilities	2b		
c	Recoveries of prior year grants	2c		
d	Other (Describe in Part XIII.)	2d		
e	Add lines 2a through 2d		2e	0.
3	Subtract line 2e from line 1		3	2,360,005.
4	Amounts included on Form 990, Part VIII, line 12, but not on line 1:			
a	Investment expenses not included on Form 990, Part VIII, line 7b	4a		
b	Other (Describe in Part XIII.)	4b		
c	Add lines 4a and 4b		4c	0.
5	Total revenue. Add lines 3 and 4c . (This must equal Form 990, Part I, line 12.)		5	2,360,005.

Part XII Reconciliation of Expenses per Audited Financial Statements With Expenses per Return.

Complete if the organization answered "Yes" on Form 990, Part IV, line 12a.

1	Total expenses and losses per audited financial statements		1	244,985.
2	Amounts included on line 1 but not on Form 990, Part IX, line 25:			
a	Donated services and use of facilities	2a		
b	Prior year adjustments	2b		
c	Other losses	2c		
d	Other (Describe in Part XIII.)	2d		
e	Add lines 2a through 2d		2e	0.
3	Subtract line 2e from line 1		3	244,985.
4	Amounts included on Form 990, Part IX, line 25, but not on line 1:			
a	Investment expenses not included on Form 990, Part VIII, line 7b	4a		
b	Other (Describe in Part XIII.)	4b		
c	Add lines 4a and 4b		4c	0.
5	Total expenses. Add lines 3 and 4c . (This must equal Form 990, Part I, line 18.)		5	244,985.

Part XIII Supplemental Information.

Provide the descriptions required for Part II, lines 3, 5, and 9; Part III, lines 1a and 4; Part IV, lines 1b and 2b; Part V, line 4; Part X, line 2; Part XI, lines 2d and 4b; and Part XII, lines 2d and 4b. Also complete this part to provide any additional information.

PART X, LINE 2:

ELEVATE HAS EVALUATED FOR UNCERTAIN TAX POSITIONS AND HAS DETERMINED THAT THERE WERE NO UNCERTAIN TAX POSITIONS FOR 2022.

Part IV Business Transactions Involving Interested Persons.

Complete if the organization answered "Yes" on Form 990, Part IV, line 28a, 28b, or 28c.

(a) Name of interested person	(b) Relationship between interested person and the organization	(c) Amount of transaction	(d) Description of transaction	(e) Sharing of organization's revenues?	
				Yes	No
PEYTON PATTERSON	BOARD MEMBER	42,260.	PAYMENTS FO		X

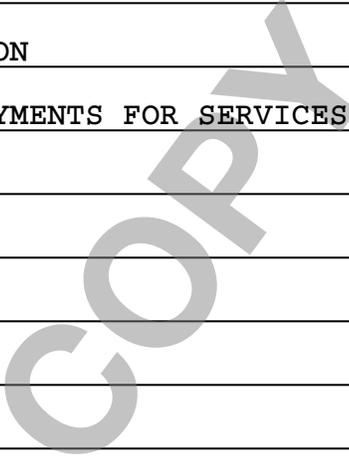
Part V Supplemental Information.

Provide additional information for responses to questions on Schedule L (see instructions).

SCH L, PART IV, BUSINESS TRANSACTIONS INVOLVING INTERESTED PERSONS:

(A) NAME OF PERSON: PEYTON PATTERSON

(D) DESCRIPTION OF TRANSACTION: PAYMENTS FOR SERVICES



**SCHEDULE O
(Form 990)**

Department of the Treasury
Internal Revenue Service

Supplemental Information to Form 990 or 990-EZ

Complete to provide information for responses to specific questions on
Form 990 or 990-EZ or to provide any additional information.
▶ Attach to Form 990 or Form 990-EZ.
▶ Go to www.irs.gov/Form990 for the latest information.

OMB No. 1545-0047

2021

Open to Public
Inspection

Name of the organization

ELEVATE CHARTER SCHOOLS, INC.

Employer identification number

87-4783048

FORM 990, PART I, LINE 1, DESCRIPTION OF ORGANIZATION MISSION:

WHO RELENTLESSLY PROVIDE EACH CHILD WITH A RIGOROUS AND PERSONALIZED
EDUCATIONAL EXPERIENCE, ENABLING THEM TO REACH THEIR FULL POTENTIAL IN
AN EVER-CHANGING, MULTICULTURAL WORLD.

FORM 990, PART III, LINE 1, DESCRIPTION OF ORGANIZATION MISSION:

WORLD.

FORM 990, PART VI, SECTION B, LINE 11B:

A COPY OF THE 990 IS PROVIDED TO THE BOARD FOR THEIR REVIEW. ALL BOARD
MEMBERS CAN DIRECT QUESTIONS TO THE EXECUTIVE DIRECTOR AND CHIEF FINANCIAL
OFFICER, WHO WILL DISCUSS, WHERE NECESSARY WITH THE OUTSIDE AUDITORS IN
GETTING ANSWERS TO THE BOARD. THE RETURN IS SUBSEQUENTLY FILED.

FORM 990, PART VI, SECTION B, LINE 12C:

BOARD MEMBERS AND KEY EMPLOYEES ARE REQUIRED TO SIGN A CONFLICT OF INTEREST
STATEMENT. ANY CONFLICTS ARE BROUGHT TO THE ATTENTION OF THE PRESIDENT SO
THAT THEY ARE APPROPRIATELY ADDRESSED.

FORM 990, PART VI, SECTION B, LINE 15:

COMPENSATION IS REVIEWED AND APPROVED BY BOARD MEMBERS.

FORM 990, PART VI, SECTION C, LINE 19:

GOVERNING DOCUMENTS ARE AVAILABLE ON THE ORGANIZATION'S WEBSITE AND UPON
REQUEST. IN ADDITION, THE ANNUAL 990 IS POSTED ON GUIDESTAR.ORG.

Name of the organization ELEVATE CHARTER SCHOOLS, INC.	Employer identification number 87-4783048
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FORM 990, PART IX, LINE 11G, OTHER FEES:

PROFESSIONAL FEES:

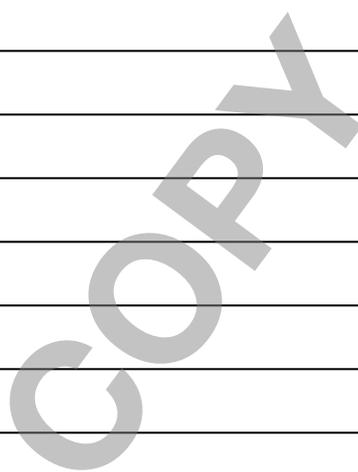
PROGRAM SERVICE EXPENSES 0.

MANAGEMENT AND GENERAL EXPENSES 102,074.

FUNDRAISING EXPENSES 0.

TOTAL EXPENSES 102,074.

TOTAL OTHER FEES ON FORM 990, PART IX, LINE 11G, COL A 102,074.



SERVICES AGREEMENT TERM SHEET BY AND BETWEEN
ELEVATE CHARTER SCHOOLS
AND
LITTLE ROCK PREPARATORY ACADEMY FOR YOUNG MEN

1. Term:

This Agreement shall be effective upon signature and will run concurrently with the Charter term. The initial term shall commence on the Effective Date and conclude on _____. This Agreement shall automatically renew for an additional term commencing on the last day of the initial term unless either party provides written notice of intent to terminate or renegotiate at least one hundred twenty (120) days prior to the expiration of the Agreement.

2. Board Oversight and Responsibility:

The Board of Little Rock Preparatory Academy for Young Men (LRP) shall retain ultimate oversight of all functions of the School and shall be responsible to the Authorizer as required by state statute and the Charter agreement with the Authorizer.

3. School Staff:

The LRP Board shall employ all staff for the School, including principals, teachers, instructional support staff, pupil support staff, food service staff, custodial staff, secretarial support, security staff, and any other staff necessary for the operation of the School.

4. Retirement Plans:

Charter Schools (ECS) shall, on behalf of the Board, make payments to the state retirement plan for eligible School Employees. Additionally, ECS shall facilitate payments to a private retirement plan approved by the School Board for non-eligible School Employees.

5. Chief Schools Officer:

ECS shall have the authority to select, employ, and supervise the Chief Schools Officer, holding that individual accountable for the success of the School. The Chief Schools

Officer shall be an employee of ECS and serve at ECS's discretion. Prior to hiring a new Chief Schools Officer, ECS will solicit input from the School Board regarding desired qualities and traits. ECS retains sole authority to hire and fire the Chief Schools Officer. ECS agrees to inform the School Board in advance of any actions that would alter the employment status of the Chief Schools Officer, except in cases where immediate action is necessary to protect the safety and welfare of students and staff.

6. Principals:

Before selecting any principal, ECS shall recommend three (3) candidates to the School Board. The School Board shall select highly qualified principals as required by the School Board and the State Board of Education, following the annual budgeting process.

7. Responsibility:

Under the direction of the School Board, ECS shall be responsible for providing direct educational and school management services to the School. The Parties acknowledge that the School Board retains responsibility for ensuring that services are provided in compliance with applicable laws and the Authorizer. ECS shall not be responsible for financial services to the School unless otherwise specified in this Agreement or a separate written agreement between the Parties.

8. Educational Goals and Program:

ECS shall implement the educational goals and programs outlined in the Charter, including methods of pupil assessment, admission policies, school calendar, and performance monitoring. Any proposed modifications to the educational goals and programs must be communicated in writing to the School Board, and no changes shall be implemented without prior written approval from the School Board and any necessary Charter amendments.

9. School Board Policy Authority:

The School Board shall determine the fiscal and academic policies governing the operation of the School, including student conduct and procurement policies. The School Board shall consider ECS's recommendations in good faith regarding policies, rules, regulations, procedures, curriculum, and budgets, subject to legal constraints and Charter requirements.

10. Service Fee:

ECS shall be entitled to compensation for its services in the range of three percent (3%) to seven percent (7%) of “Funding or Funding Sources,” as specified in the approved Annual Budget, dependent upon the determination by the School Board of the Scope of Services to be provided by ECS.

This term sheet serves as a summary of the key terms and conditions of the Services Agreement between Elevate Charter Schools and Little Rock Preparatory Academy for Young Men. Further details and specific provisions will be outlined in the final Services Agreement.

DRAFT

<u>Board Member Name</u>	<u>Board Title</u>	<u>Phone Number</u>	<u>Email Address</u>	<u>County of Residence</u>	<u>Current Occupation</u>	<u>Past or Present Professional Licenses Held</u>	<u>Any disciplinary action taken against any of these professional licenses?</u>
Dr. Derrill Blue	Chair	405-821-1333	derrillblue@gmail.co	Mecklenburg	Pastor	Finance	No
Dr. Angelia Fryer	Vice Chair	704-572-8517	afryer@carolina.rr.cc	Mecklenburg	Leadership Consultant	School Administration	No
Christy Bryant	Secretary	704-321-2902	christybryant@winds	Mecklenburg	Retired	Banking	No
Dr. Janet Evelyn	Member	315-525-5946	jelylynconsulting@gi	Mecklenburg	Leadership Coach	School Administration	No
Cordell Riley	Treasurer	704-756-2895	kontoulasc@yahoo.c	Mecklenburg	Executive Coach	Business Administration	No
Paula Bryant Blue	Member	910-515-3601	paulabryantblue@gn	Mecklenburg	Chief Operating Officer	Instructiona and Curriculum Leadership	No
Dr. Sheldon Shipman	Member	704-577-7490	srsel7@gmail.com	Mecklenburg	Pastor	Radio Sports Broadcaster	No



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	Little Rock Preparatory Academy for Young Men
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Board Member's Information

Board Members	Full name: Cordell Riley
	Home Address: 1124 Baltusrol Lane, Marvin NC 28173
	Business Name & Address: NA
	Telephone No.: 704-756-2895
	E-mail address: cordellriley10@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: X

Educational History

BBS – Mississippi State University

Employment History

Adjunct Professor – Jun 2021 - Current
Franchising Corporate Professional - Jan 1993 - Current

How were you recruited to join this Board of Directors?

I was asked to serve as an educational advisor and subsequently invited to serve on the Board.

Why do you wish to serve on the board of the proposed charter school?

Because the mission of empowering young men to become fearless explorers and independent thinkers resonates with the current chapter of life I am in.

I desire to do things that make an “impact.”

How were you recruited to join this Board of Directors?

I was asked to serve as an educational advisor and subsequently invited to serve on the Board by Dr. Blue.

Why do you wish to serve on the board of the proposed charter school?

Because the mission of empowering young men to become fearless explorers and independent thinkers resonates with the current chapter of life I am in.

I desire to do things that make an “impact.”

<p>What is your understanding of the appropriate role of a public charter school board member?</p>	<p>Ensuring the quality of the school’s entire program Competent stewardship of public funds Oversight of the school’s fulfillment of its public obligations and all terms of its charter.</p>
<p>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.</p>	<p>I am currently an adjunct university professor and also serve on the Board of Advisors for the Shelton Leadership Center at NC State. I believe this association with institutions of higher learning can be insightful for our charter school.</p> <p>My professional career as been in franchising which is form of entrepreneurship. I will encourage our charter to find way to provide “exposure” to path.</p> <p>I currently serve of two Boards and have served on many others through my career. I look forward to sharing governing and Board best practices here.</p>
<p>Describe the specific knowledge and experience that you would bring to the board.</p>	<p>Prior Board service Training and operations background Current efforts with instructions of higher learning Entrepreneurship and franchising experience Professional and personal networks and connections Experience in needs of current and future workforces</p>

School Mission and Program

<p>What is your understanding of the school’s mission and guiding beliefs?</p>	<p>Our mission is to empower young men to become fearless explorers and independent thinkers who embrace challenges with humility and courage. We are dedicated to fostering positive contributors who value their unique identities while committing to continuous learning and making meaningful impacts in their communities, country and the world.</p>
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<p>What is your understanding of the school’s proposed educational program?</p>	<p>It is my understanding that the school will meet the needs of students by following the instructional methods below: Differentiated instruction Project-Based Learning Culturally relevant pedagogy Active Learning Strategies Social-Emotional Learning</p>
<p>What do you believe to be the characteristics of a successful school?</p>	<p>A clear and focused mission Making meaning impacts Commitment to student achievement Strong parent and community engagement Flexible and innovative approach to curriculum and instruction Commitment to continuous learning</p>
<p>How will you know that the school is succeeding (or not) in its mission?</p>	<p>By systematically evaluating the identified components.</p>

Governance

<p>Describe the role that the board will play in the school’s operation.</p>	<p>Ensure the schools educational and operational success Facilitate effective evaluation of the school and its leadership Ensure active representation of key stakeholders</p>
<p>How will you know if the school is successful at the end of the first year of operation?</p>	<p>By evaluating established goals and objectives against actual outcomes for the period in question.</p>
<p>How will you know at the end of five years of the schools is successful?</p>	<p>By evaluating established goals and objectives against actual outcomes for the period in question.</p>
<p>What specific steps will the charter school board need to take to ensure that the school is successful?</p>	<p>Ensuring educational and operational success Evaluating the success of the school and school leaders Active and effective representation of key stakeholders</p>

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

Follow any by-laws in place to address such occurrences
Bring such matter to Board leadership for discussion and actioning

Certification

I, Cordell Riley, 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 Little Rock Preparatory Academy for Young Men Charter School is true and correct in every respect.

Board Member's Signature

Signature

Date 4/23/25

**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	Little Rock Preparatory Academy
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Board Member’s Information

Board Members	Dr. Angelia J. Fryer
	5943 The Plaza Charlotte, NC 28215
	Business Name & Address: N/A
	704-572-8517

	afryer@carolina.rr.com
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Board Member Application	
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Have you previously served on a board of a school district, another charter school, a non-public school, or any non-profit corporation?	No: <input type="checkbox"/> Yes: <input checked="" type="checkbox"/>
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Educational History	Myers Park High School East Carolina University: BS. Degree University of North Carolina at Charlotte: Master Degree and Doctorate
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Employment History	School Teacher School Administrator School System Asst. Superintendent
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How were you recruited to join this Board of Directors?	Asked to join by Dr. Derrill Blue, pastor of Little Rock AME Zion Church
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Why do you wish to serve on the board of the proposed charter school?	Very interested in sharing my knowledge about education
How were you recruited to join this Board of Directors?	Asked to join by Dr. Derrill Blue, pastor of Little Rock AME Zion Church
Why do you wish to serve on the board of the proposed charter school?	Very interested in sharing my knowledge about education
What is your understanding of the appropriate role of a public charter school board member?	To provide oversight, guidance, and support to successfully fulfill the school's mission
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.	Serve on the Little Rock Community Development Board of Directors
Describe the specific knowledge and experience that you would bring to the board.	Over thirty years of experience in the field of education. Knowledgeable about school operation, curriculum, policy, and personnel.

School Mission and Program

What is your understanding of the school's mission and guiding beliefs?	The mission of Little Rock Preparatory Academy is to empower young men to become explorers and independent thinkers that embrace challenges with humility and courage.
What is your understanding of the school's proposed educational program?	The school program will center around a focus on science, technology, engineering, arts, math: STEAM
What do you believe to be the characteristics of a successful school?	Successful schools are safe, with a student-oriented environment and a high level of student achievement.
How will you know that the school is succeeding (or not) in its mission?	Student achievement data, various survey results, community input and feedback

Governance

Describe the role that the board will play in the school's operation.	Ensure the school operates legally and ethically and fulfills the terms of the charter contract
How will you know if the school is successful at the end of the first year of operation?	The charter is renewed
How will you know at the end of five years of the schools is successful?	The charter has been renewed, student achievement data are high, and community support is positive
What specific steps will the charter school board need to take to ensure that the school is successful?	Hire excellent school leaders, provide financial oversight, and review student assessment data to provide support when needed
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 share my concerns with the board and ask for an investigation.

Certification

I, Angelia J. Fryer, 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 Little Rock Preparatory Academy Charter School is true and correct in every respect.

Board Member's Signature

Signature *Angelia J. Fryer*

Date April 23, 2025

**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	Little Rock Preparatory Academy for Young Men
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Board Member’s Information

Board Members	Full name: Christy R Bryant
	Home Address: 8940 Providence Estates Court
	Business Name & Address: N/A
	Telephone No.: 980-229-3110
	E-mail address: christybryant@windstream.net

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

Bachelor of Science – Mathematics/Physics, Johnson C. Smith University, Charlotte, NC
 North Carolina School of Banking, UNC Chapel Hill, NC

Employment History

Wells Fargo Bank - Charlotte, NC (Dec. 2012 – July 2023)
 Vice President, Credit Risk Analytics Officer, Corporate Credit – Regulatory Credit Capital Oversight

Premier Alliance - Charlotte, NC (Jan. 2011 - Dec. 2012)
 Business Consultant

Bank of America - Charlotte, NC (1977 – Dec. 2010)
 Senior Vice President, 2001-2010, Vice President, 1992-2001, roles as application programmer to executive technology manager

How were you recruited to join this Board of Directors?

Current Board member of Little Rock Community Development Corporation and Little Rock AME Zion Church Board of Trustees

Why do you wish to serve on the board of the proposed charter school?

I support the mission of the Charter school and I'm willing to provide any knowledge and expertise that will be of value to this endeavor.

How were you recruited to join this Board of Directors?	Recruited by Dr. Derrill Blue. I currently serve on the boards of Little Rock CDC and Little Rock AME Zion Church
Why do you wish to serve on the board of the proposed charter school?	I believe in the mission and vision of the proposed charter school.
What is your understanding of the appropriate role of a public charter school board member?	<ul style="list-style-type: none"> - Adopting and properly maintaining governing policies - Being positive ambassadors for the school - Being versed in their responsibilities as stewards of public funds - Conducting oversight - Setting clear priorities - Ensuring the viability of the organization
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.	No prior experience serving on a charter school board. However, multiple board experience on local, regional, national and international organizations. This includes Board experience at the University level.
Describe the specific knowledge and experience that you would bring to the board.	Understanding the importance of knowing and accepting board responsibilities as well as the accountability related to governance and oversight.

School Mission and Program

What is your understanding of the school's mission and guiding beliefs?	<p>Mission</p> <ul style="list-style-type: none"> - To empower young men to become fearless explorers and independent thinkers who embrace challenges with humility and courage - Dedicated to fostering positive contributors who value their unique identities while committing to continuous learning and making meaningful impacts in their communities, country and the world.
What is your understanding of the school's proposed educational program?	Education of young black boys in high school

<p>What do you believe to be the characteristics of a successful school?</p>	<ul style="list-style-type: none"> - A clear and shared focus - High standards and expectations for all students - Effective school leadership - High levels of collaboration and communication - Curriculum, instruction and assessments aligned with state standards - Frequent monitoring of learning and teaching - Focused professional development - A supportive learning environment - A culture of strong professional development and feedback
<p>How will you know that the school is succeeding (or not) in its mission?</p>	<p>Based on the objectives set forth for the school and the tracking of metrics supporting the objectives</p>

Governance

<p>Describe the role that the board will play in the school's operation.</p>	<p>Oversight and advisory role</p>
<p>How will you know if the school is successful at the end of the first year of operation?</p>	<p>Based on the base line metrics set forth for the school for the first year objectives of operation</p>
<p>How will you know at the end of five years of the schools is successful?</p>	<p>Based on the base line metrics set forth for the first five year objectives</p>
<p>What specific steps will the charter school board need to take to ensure that the school is successful?</p>	<p>Set, define and measurement of success metrics. Ensuring the resources (human, capital and infrastructure) are available to meet the needs of the school.</p>
<p>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?</p>	<p>Follow the documented process and procedures defined in the Board's policy manual or addressing a situation of this type.</p>

Certification

I, _____Christy R Bryant, 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 _ Little Rock Preparatory Academy for Young Men Charter School is true and correct in every respect.

Board Member's Signature

Signature

Date 4/24/2025

**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 Required Signature Certification

Note: Outlined below is a list of areas that must be certified by the proposed Board of Directors. Signatures of all Board Members must be provided in Section VII. The Board Chair must certify and provide signature in Section VIII. Any section 'Not Applicable' to the proposed charter school, indicate below with N/A and provide a brief explanation for providing such response in the corresponding text boxes.

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.

I. School Information

Name of charter school

Little Rock Preparatory Academy For Young Men

II. Selected Board Attorney

❖ The selected Board Attorney 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.

No: Yes: Not yet identified:

Name of Selected Board Attorney:

Tony Lathrop

Business/Law Firm Name: Moore & Van Allen, PLLC

Business Address: 100 North Tryon Street, Suite 4700, Charlotte, NC 28202

Telephone No.: 704-3313596

E-mail address: tonylathrop@mvalaw.com

III. Selected Board Auditor

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

No: Yes: Not yet identified:

Name of Selected Board Auditor: John W. Spann Jr.

Business/Firm Name: J Welton & Associates, PLLC

Business Address: PO BOX 16880, Charlotte, NC 28297

Telephone No.: 704-577-7341

Email address: N/A

IV. Selected CMO/EMO

❖ 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.

No: Yes: Not yet identified:

Name of Selected Management Organization:

Elevate Charter Schools

Business Address: 2666 States Street, Suite 2B, Hamden, Ct 06518

Telephone No.: 475-202-2814

Email address: john.taylor@elevatecharterschools.org

V. Selected Financial Management Service Provider

<p>❖ If contracting with a financial management service provider, the selected financial service provider has reviewed with the full Board of Directors, listed within the application, all the financial processes and services provided.</p> <p>No: <input type="checkbox"/> Yes: <input type="checkbox"/> Not yet identified: <input checked="" type="checkbox"/></p>	<p>Name of Selected Financial Management Service Provider:</p> <p>Click or tap here to enter text.</p>
	<p>Business Address: Click or tap here to enter text.</p>
	<p>Telephone No.: Click or tap here to enter text.</p>
	<p>Email address: Click or tap here to enter text.</p>

VI. Selected Infinite Campus Service Provider

<p>❖ If the proposed Board of Directors, listed within the application, is contracting with a service provider to operate PowerSchool, that service provider has reviewed all of the financial processes and services provided.</p> <p>No: <input type="checkbox"/> Yes: <input type="checkbox"/> Not yet identified: <input checked="" type="checkbox"/></p>	<p>Name of Selected PS or IC Service Provider:</p> <p>Click or tap here to enter text.</p>
	<p>Business Address: Click or tap here to enter text.</p>
	<p>Telephone No.: Click or tap here to enter text.</p>
	<p>Email address: Click or tap here to enter text.</p>

VII. Signatures of All Charter Board Members

1. <i>Derrill A. Blue</i>	2. 
3. <i>Cordell Riley</i>	4. <i>Sheldon Shipman</i>
5. <i>Angele J. Fryer</i>	6. <i>Janet Evelyn</i>
7. <i>Christy Bryant</i>	8.
9.	10.
11.	12.
13.	14.
15.	16.

VIII. Certification of Board Chair

I, Click or tap here to enter text., as Board Chair, certify that each Board Member has reviewed and participated in the selection of the individuals and vendors attached to this document as evidenced by the full Board of Director signatures outlined above. The information I am providing to the North Carolina Charter Schools Review Board as Click or tap here to enter text. Charter School is true and correct in every respect.

Signature <i>Dr. Derrill A. Blue</i>	Date <i>4-24-2025</i>
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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	Little Rock Preparatory Academy for Young Men
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Board Member’s Information

Board Members	Full name: Derrill A. Blue
	Home Address: 17212 Patron Drive, Charlotte, NC 28273
	Business Name & Address: Little Rock A.M.E. Zion Church 401 N McDowell Street, Charlotte, NC 28204

	Telephone No.: 704-334-3782
	E-mail address: contact@littlerockamezion.org

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: <input type="checkbox"/> Yes: <input checked="" type="checkbox"/>
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Educational History	<p>Organization Leadership — University of Memphis in Memphis, Tennessee.</p> <p>Master of Divinity — Saint Paul School of Theology in Oklahoma City, Oklahoma</p> <p>Doctor of Ministry degree (D.Min) in Transformational Leadership — Boston University in Boston, Massachusetts</p>
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Employment History	<p>Personal Banker — Branch Banking and Trust (2005 – 2007)</p> <p>Pastor — I have pastored seven churches (November 2006 – Present)</p> <p>University Assessment and Accreditation Director — Mid America Christian University (2011 – 2014)</p> <p>Adjunct Professor — Northeastern Seminary (2017 – Present)</p> <p>Cultural Ambassador — Yale University (2014 – Present)</p> <p>Pastor — Little Rock AME Zion Church (October 2024 – Present)</p>
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How were you recruited to join this Board of Directors?	I am the founding board member that recruited individuals to serve on the charter school board.
Why do you wish to serve on the board of the proposed charter school?	I know the importance of education and I work in higher education. I want to help to shape student for success and the world.
How were you recruited to join this Board of Directors?	I am the founding board member that recruited individuals to serve on the charter school board.
Why do you wish to serve on the board of the proposed charter school?	I will lead the Board of Directors as we help to cultivate an environment that assist in positively impacting young men for academic and personal success.
What is your understanding of the appropriate role of a public charter school board member?	My role would be to ensure the school's success and accountability, acting as a governing body with oversight over its mission, operations, and academic performance.
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 numerous boards that have been geared toward oversight of mission, operations, and organizational performance.
Describe the specific knowledge and experience that you would bring to the board.	I have chaired three nonprofit boards and served on executive committees. My strengths are leadership, strategic planning, and finance.

School Mission and Program

What is your understanding of the school's mission and guiding beliefs?	Our mission is to empower young men to become fearless explorers and independent thinkers who embrace challenges with humility and courage. We are dedicated to fostering positive contributors who value their unique identities while committing to continuous learning and making meaningful impacts in their communities, country and the world.
What is your understanding of the school's proposed educational program?	The school program will center around a focus on science, technology, engineering, arts, math: STEAM

What do you believe to be the characteristics of a successful school?	A successful school has a clear and shared focus, high expectations for all students, effective leadership, collaboration, aligned curriculum and instruction, frequent monitoring of learning, and strong community involvement.
How will you know that the school is succeeding (or not) in its mission?	Our school will have KPI's and we will track test scores.

Governance

Describe the role that the board will play in the school's operation.	The nonprofit board of directors plays a crucial role in guiding and overseeing the school's operation. They are responsible for setting the strategic direction, ensuring the school's mission is fulfilled, and providing financial and legal oversight.
How will you know if the school is successful at the end of the first year of operation?	I will consider student performance (test scores, grades, attendance), school climate (positive and safe environment), and teacher engagement. Look at data, collect feedback, and engage with the school community to understand its overall effectiveness.
How will you know at the end of five years of the schools is successful?	At the end of five years, a successful school can be determined by analyzing various student outcomes and school-related factors. These include standardized test scores, graduation rates, student attendance, and student engagement.
What specific steps will the charter school board need to take to ensure that the school is successful?	To ensure that our charter school is successful the board will focus on strategic planning, strong governance, financial stability, and effective school leadership. We will also prioritize academic performance, community engagement, and creating a positive school culture.
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 situation will be handled based on our bylaws and this type of behavior will not be tolerated. Our Board will be a model for staff and students.

Certification

I, Derrill A. Blue, 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 Little Rock Preparatory Academy for Young Men Charter School is true and correct in every respect.

Board Member's Signature

Signature *Derrill A. Blue*

Date April 22, 2025

**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.](#)*

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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	Little Rock Preparatory Academy for Young Men
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Board Member’s Information

Board Members	Full name: Paula B. Blue
	Home Address: 17212 Patron Drive, Charlotte, NC 28273
	Business Name & Address: Little Rock A.M.E. Zion Church 401 N McDowell Street, Charlotte, NC 28204

	Telephone No.: 704-334-3782
	E-mail address: contact@littlerockamezion.org

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

Mathematics and Minor in Physics— Fayetteville State University in Fayetteville, North Carolina (Bachelor of Science)

Instruction and Curriculum — University of Memphis in Memphis, Tennessee. (Master of Education)

Master of Theology — Southern Nazarene University in Oklahoma City, Oklahoma

Doctor of Education (Ed.D) in Educational Technology — Boise State University in Boise, Idaho

Employment History

Vice President for Institutional Effectiveness/Chief Operating Officer (2020 – Present) - Colgate Rochester Crozer Divinity School

Training and Instructional Support Specialist (2018-2019) - Monroe Community College

Instructional Technologist (2015-2018) - Wesleyan University

Instructional Design Specialist (2013-2015) - Mid-America Christian University

Curriculum, Learning and Technology Specialist - (2011-2013) - Mid-America Christian University

Adjunct Professor — Mid America Christian University (2011 – 2015)

How were you recruited to join this Board of Directors?	Dr. Blue asked me to serve on the board because of my experience in Education.
Why do you wish to serve on the board of the proposed charter school?	I am a mother of two school-aged children who was raised by an educator myself, and I have always believed in the importance of quality education for young people. Prior to relocating from New York, I was in the process of applying to serve on the board of an all-girls school in our local community.
What is your understanding of the appropriate role of a public charter school board member?	As a board member, I would be responsible for offering insight based on my experience, supporting the school financially, and collaborating with other members of the board to provide oversight for the school's successful and effective operation, specifically its focus on fulfilling its mission.
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 am not a full board member on any boards, but I serve on two board committees at the graduate school where I serve as COO/VP. The board committees I work closely with are board practices and strategic planning.
Describe the specific knowledge and experience that you would bring to the board.	I have experience in the following areas: strategic planning, institutional assessment, regulatory compliance and reporting, operations management, instructional technology, professional development and training, and policy development.

School Mission and Program

What is your understanding of the school's mission and guiding beliefs?	The school's mission is to empower young men to become fearless explorers and independent thinkers who embrace challenges with humility and courage. We are dedicated to fostering an environment wherein these young men can evolve into persons who can be proud of who they are and can also appreciate the differences of other. We are committed to nurturing young men who are dedicated to continuous learning and making meaningful impacts in their communities, country and the world.
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What is your understanding of the school's proposed educational program?	The school's programming will focus on the components of STEAM education: science, technology, engineering, arts, and math.
What do you believe to be the characteristics of a successful school?	A successful school establishes an attainable mission and then strives wholeheartedly to fulfill that mission. A successful school also shows genuine concern and care for its students as well as its staff and other stakeholders. A successful school cultivates a culture of continuous growth and improvement and seeks to not only educate, but to also empower, encourage, and enhance the lives of others.
How will you know that the school is succeeding (or not) in its mission?	The school's missional success is directly tied to its efforts to live into its core values and its commitment to meeting the needs of its students, staff, and the broader community. In addition to what data tells us about our success, I believe that the school's impact on its various stakeholders also contributes to its missional success.

Governance

Describe the role that the board will play in the school's operation.	The board will provide operational, fiscal, administrative, and legal oversight for the school. The board will do so by collaborating with school administrators to ensure that the school is successful in fulfilling its mission.
How will you know if the school is successful at the end of the first year of operation?	The school's success after one year will be determined based on its achievement of goals established through strategic planning and institutional assessment and evaluation, both academic and administrative.
How will you know at the end of five years of the schools is successful?	The school's success after five years will be determined based on its achievement of goals established through strategic planning and institutional assessment and evaluation, both academic and administrative.

<p>What specific steps will the charter school board need to take to ensure that the school is successful?</p>	<p>To ensure the success of the school, the board would need to establish strong working relationships with one another, with members of the school staff and administration, and with the broader community. The board would also contribute to strategic planning, institutional culture, financial sustainability, as well as other governance responsibilities.</p>
<p>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?</p>	<p>First, I would consult our bylaws and policies to determine the best way to address the situation. From there, I would follow the protocol to ensure that the matter is resolved appropriately as not to jeopardize the school's operations or teaching and learning.</p>

Certification

I, Paula Blue, 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 Little Rock Preparatory Academy for Young Men Charter School is true and correct in every respect.

Board Member's Signature

<p>Signature </p>	<p>Date April 24, 2025</p>
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**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

Little Rock Preparatory Academy for Young Men

Board Member's Information

Board Members

Full name: Sheldon R. Shipman

Home Address: 8804 Walden Ridge Drive

Business Name & Address: Greenville Memorial A.M.E. Zion Church
Charlotte, North Carolina 28213

Telephone No.: 704-577-7490

E-mail address: SRSEL7@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

Salisbury High School (1972)
University of North Carolina Charlotte (UNCC) (1976) B.A. Degree
Double Major: Political Science & Religious Studies
Hood Theological Seminary (1980) Master of Divinity Degree
Virginia Union Theological Seminary (2002) Doctor of Ministry

Employment History

Belk Stores (Retail Sales)
WBTV (Sports Broadcaster, Reporter)
WBT-FM – Big WAYS Radio (Sales Representative)
Word Power, Inc. & Sears Business Systems (Sales Representative)
IBM (Account Manager)
Pastor – Reeves Temple AMEZ, Columbus Chapel AMEZ, Clement Memorial AMEZ, Walls Memorial AMEZ, Currently Serving as Senior Minister and Pastor of Greenville Memorial AMEZ Church

How were you recruited to join this Board of Directors?

Personal Conversations with Rev. Dr. Derrill A. Blue

Why do you wish to serve on the board of the proposed charter school?

My personal experiences and recognition of the importance and value of education, especially for our youth

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?	To participate with the overall governance 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 had experience serving as the Secretary for the Board of Trustees for the Hood Theological Seminary (over ten years), and I have served as a member of the Board of Directors for Urban League, UNCC Alumni Association; Advisory Committees for the Superintendent of Charlotte Mecklenburg Schools, United Way, NAACP
Describe the specific knowledge and experience that you would bring to the board.	45 years of Teaching & Pastoral Ministry experience, 10+ years of Trustee Governance experience of an HBCU Seminary.

School Mission and Program

What is your understanding of the school's mission and guiding beliefs?	At Little Rock Preparatory Academy for Young Men, our mission is to empower young men to become fearless explorers and independent thinkers who embrace challenges with humility and courage. We are dedicated to fostering positive contributors who value their unique identities while committing to continuous learning and making meaningful impacts in their communities, country and the world.
What is your understanding of the school's proposed educational program?	Our proposed educational focus and rationale for the school's program includes: 1) Targeted Support for Young Men of Color 2) Use of Positive Role Models and Strategic Mentorship 3) Usage of Culturally Relevant Curriculum 4) Providing a Safe and Supportive Environment and 5) A Strategic Focus on Social-Emotional Learning
What do you believe to be the characteristics of a successful school?	Relational Teaching Strategies, Consistency, Relevant Standards, Guidelines and Curriculum, Dedicated, Compassionate Principal, Administrators and Teachers

How will you know that the school is succeeding (or not) in its mission?	Student Performance and Preparation for Career and/or College Readiness
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Governance

Describe the role that the board will play in the school's operation.	(See By-Laws)
How will you know if the school is successful at the end of the first year of operation?	When we meet the collective goals and benchmarks established and agreed upon by the Board
How will you know at the end of five years of the schools is successful?	When we meet the collective goals and benchmarks established and agreed upon by the Board
What specific steps will the charter school board need to take to ensure that the school is successful?	Monitoring the overall progress carefully, with specific and regular periods of review (and adjustments as needed)
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?	Bring this situation to the attention of the Chair and/or Officers of the Board for their review and appropriate action

Certification

I, Rev. Dr. Sheldon R. Shipman, 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 Little Rock Preparatory Academy for Young Men Charter School is true and correct in every respect.

Board Member's Signature

Signature	
Date	<u>April 23, 2025</u>

**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.*



John Taylor <john.taylor@elevatecharterschools.org>

Attachments - RE- Little Rock Preparatory Academy for Young Men

3 messages

Janet Evelyn <jevelynconsulting@gmail.com>

Thu, Apr 24, 2025 at 5:44 PM

To: john.taylor@elevatecharterschools.org, revderrillblue@gmail.com

Dear Mr. Taylor, as per the above caption, please see attached. Please note, I was unable to attach the document, as such, I've copied and pasted. I will do the same thing for the other document. Please advise. Thank you
Janet J. Evelyn

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	Click or tap here to enter text.
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Board Member's Information	
Board Members	Full name: Dr. Janet J. Evelyn
	Home Address: 3618 Oriole Place, Charlotte, NC 28269
	Business Name & Address: JEvelynConsulting, LLC, 3618 Oriole Place, Charlotte, NC
	Telephone No.:315-525-5946

E-mail [address:jvelynconsulting@gmail.com](mailto:jvelynconsulting@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: <input type="checkbox"/> Yes: <input checked="" type="checkbox"/> X
Educational History	<p>Certifications -</p> <p>PhD, Leadership In Higher Education, Capella University, (Focus, Community College)</p> <p>MBA, Business Management, Long Island University</p> <p>BA, H. Lehman College,</p> <p>Click or tap here to enter text.</p>
Employment History	<p>Entrepreneur - Focus on small businesses, startups; management; business plan development; teacher - focus high schools - 9 - 12th grades</p> <p>President - Ivy Tech Community College, South Bend, IN Dean of Business & Technology - Ivy Tech Community College Dean of Business & technology - State University of NY</p>
How were you recruited to join this Board of Directors?	<p>Click or tap here to enter text.</p> <p>Directly recruited by Rev. Blue., based on my experiences; also, as a leader/officer/member within the AME Zion Church with 25 years of experience in different roles including Christian Education, Sunday School Teacher; Lay Council/Activities/ Training etc.</p>
Why do you wish to serve on the board of the proposed charter school?	<p>First after more than 3 decades first as a student; employee; leader; business owner; advocate; within the State of New York and Indiana, I recently relocated to Charlotte and based on my experiences and advocacy within the AME Zion Church and an active Zionite, I was interviewed by Rev Blue and invited to join the Board. In addition, I am currently a NC Certified Substitute Teacher and after teaching in several schools, I have committed to West Mecklenburg High School where I teach 9 – 12th Graders, the target group for the High Schools.</p>

	My experiences here will expand my thought process regarding helping to create and build a successful Charter School.
How were you recruited to join this Board of Directors?	Having connected with Rev. Blue and other Pastors in the area, he shared his plan and invited me to join this unique opportunity based on my background and experiences.
Why do you wish to serve on the board of the proposed charter school?	I am confident that under Rev. Blue's leadership and that of this Team, that this is a great opportunity for our young men in their effort to become successful leaders.
What is your understanding of the appropriate role of a public charter school board member?	My understanding of a public charter school board member is that the key role that they each play is essential and important to the success of the school. In this role they as a body, provide the "strategic vision for the school, hire leaders and staff and hold the leaders accountable for the academic success of all students and they are also responsible for financial oversight. They also are the key advocates for 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.	Service on a number of School Boards and organizations with after School Programs and Boarding School as a Parent/Advocate/Volunteer. Also, was instrumental in creating an Excel Center in South Bend IN., in collaboration with Goodwill Education Initiatives. Above all. I have been working with this target market grades 9 – 12 for the past 5 years both in IN and now NC
Describe the specific knowledge and experience that you would bring to the board.	*Educational Background; Wide Experience on Boards with Similar programs; experience with similar educational environments e.g. private and boarding schools. Current experience within the Charlotte Mecklenburg Schools teaching/supporting, mentoring and advocating for similar groups of students

School Mission and Program

What is your understanding of the school's mission and guiding beliefs?	That as a Board Member, we have to promote, practice and put into place the mission and guiding beliefs as the leaders, advocates and practitioners of these stated beliefs, as all times and places in spite of the issue. We have to lead by example.
What is your understanding of the school's proposed educational program?	It meets the standard and requirements as stated to ensure success for all students, in preparing them for life beyond high school armed with a solid educational background.

What do you believe to be the characteristics of a successful school?	The characteristics of a successful school is one that has met its goals and standards as stated, where all students have been successful, at their own pace, understanding and have gathered and can display critical skills necessary for ongoing success at the next level
How will you know that the school is succeeding (or not) in its mission?	Ongoing review of its mission, goals regarding its student body. Addressing and reminding all stakeholders of the mission as outlined and ongoing reviews.

Governance

Describe the role that the board will play in the school's operation.	Click or tap here to enter text.
The role of the Board is that of advocates, supporters, encouragers, problem solvers at all times, regardless of the issue, working on ensuring that the good name of the School is maintained and if and when there's issues to address in a timely manner and always keeping all stakeholders update especially parents, donors and the chartering organization under which the School is registered.	
How will you know if the school is successful at the end of the first year of operation?	Click or tap here to enter text.
In depth review of the outcomes, having addressed issues as they came up. Basically reviewing the outcomes that were identified at the beginning e.g. # of students; students level of success based on the goals that were set. Teacher and staff reviews, if any pre-stated changes/improvements/ etc. have these outcomes achieved. Overall, a SWAT Analysis, resulting in potential changes geared towards these outcomes	
How will you know at the end of five years of the schools is successful?	Click or tap here to enter text.
Based on the Reviews of the past 4 years and the ongoing updates to the SWAT analysis etc, and the outcomes. Reviews from stakeholders, parents, community partners and the Governing Body through which the School is chartered – the process members of the Independent Board Of Directors (the group) and the North Carolina State Board of Education	
What specific steps will the charter school board need to take to ensure that the school is successful?	Click or tap here to enter text.
Working closely with the Charter Schools Review Board Addressing critical issues as they arise Transparency Keeping all stakeholders informed Parents involvement and ensuring that their 'Voices' are heard Ensuring that all rules and regulations are followed based on the rules of the Charter The Board of Directors have the background and experience specific to the Requirements	
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?	Click or tap here to enter text.
I would first make the Board Chairperson aware of what I have gathered, and allow him/her to address accordingly.	

Certification

I, Dr Janet J. Evelyn, 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 _____ Charter School is true and correct in every respect.

Board Member's Signature

Janet J.Evelyn | **04/24/25**Date

**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.*



Janet Evelyn, PhD

*Instructor & Trainer
Facilitator
Project Manager
Life Coach*

315.525.5946

JEVELYNCONSULTING@GMAIL.COM

John Taylor <john.taylor@elevatecharterschools.org>
To: Janet Evelyn <jevelynconsulting@gmail.com>
Cc: revderrillblue@gmail.com

Thu, Apr 24, 2025 at 5:51 PM

Dr. Evelyn-

This works. I can create the pdf from the email.

Thanks

John A. Taylor Jr.
Chief Executive Officer
Elevate Charter Schools

Education is the most powerful weapon that you can use to change the world.

Nelson Mandela

[Quoted text hidden]

Mail Delivery Subsystem <mailer-daemon@googlemail.com>
To: john.taylor@elevatecharterschools.org

Thu, Apr 24, 2025 at 5:51 PM



Address not found

Your message wasn't delivered to **revderrillblue@gmail.com** because the address couldn't be found, or is unable to receive mail.

[LEARN MORE](#)

The response was:

550 5.1.1 The email account that you tried to reach does not exist. Please try double-checking the recipient's email address for typos or unnecessary spaces. For more information, go to <https://support.google.com/mail/?p=NoSuchUser> 38308e7fff4ca-317cf754839sor5256641fa.3 - gsmt

Final-Recipient: rfc822; revderrillblue@gmail.com

Action: failed

Status: 5.1.1

Diagnostic-Code: smtp; 550-5.1.1 The email account that you tried to reach does not exist. Please try

550-5.1.1 double-checking the recipient's email address for typos or

550-5.1.1 unnecessary spaces. For more information, go to

550 5.1.1 <https://support.google.com/mail/?p=NoSuchUser> 38308e7fff4ca-317cf754839sor5256641fa.3 - gsmt

Last-Attempt-Date: Thu, 24 Apr 2025 14:51:45 -0700 (PDT)

----- Forwarded message -----

From: John Taylor <john.taylor@elevatecharterschools.org>

To: Janet Evelyn <jvelynconsulting@gmail.com>

Cc: revderrillblue@gmail.com

Bcc:

Date: Thu, 24 Apr 2025 17:51:34 -0400

Subject: Re: Attachments - RE- Little Rock Preparatory Academy for Young Men

----- Message truncated -----

Cordell Riley

Results-driven C-suite executive and strategic communicator with a proven track record in entrepreneurship and franchising. Expert in coaching teams and leaders to maximize performance and drive organizational success.

Impacted successful mergers, acquisitions, and integrations during private equity expansion, aligning multi-location operations to enhance franchisee success and corporate value.

Skilled in improving communication, relationships, and strategic alignment across diverse environments. Consistently delivered growth in sales and profits by implementing innovative strategies, setting clear goals, optimizing resources, and enhancing overall performance.

Cordell is a top business and franchising professional who has spent many years helping companies achieve outstanding success. After graduating from Mississippi State University and serving state-side during Desert Shield, Cordell began a career with Driven Brands (owner of Meineke and Maaco). Cordell spent 20 years there, with increasing levels of responsibility for operations, business system stewardship, customer relations and training. After overseeing training internally for Driven Brands, Cordell founded a full-service training and education firm in 2000. Today Cordell teaches franchising at the Univ of Tennessee Knoxville.

Cordell is now recognized as a pioneer who was among the first to focus on the critical role that training and education plays in cultivating great brands.

Cordell is very active with the International Franchise Association (IFA). In addition to speaking at many IFA functions, he has served on the Educational Foundation of the IFA, the Board of Governors for Certified Franchise Executives (CFE) and the Supplier Advisory Board. Cordell is a current board member for Youth Commission International and General Shelton's Leadership Center at NC State University. Additional board service includes, the Education Committee of the Automotive Aftermarket Association, and as a Trustee of the Motorist Assurance Program.

Cordell is a citizen of Charlotte, NC, where he lives with his beautiful wife Donna. He is the proud father of two amazing young adults, Jackson and Ashley.

EDUCATION

- B.S., Business Administration, Mississippi State University
- Certified Franchise Executive, International Franchise Association

BOARD AFFILIATIONS

- Youth Commission International
- Shelton Leadership – Values Based Leadership - North Carolina State University
- International Franchise Association: Past Board Member:
 - Supplier Board, Education Foundation, Certified Franchise Executive Program
- Past Board Member – Automotive Aftermarket Industry Association Education
- Past Board Member – Motorist Assurance Program

MILITARY **Mississippi Army National Guard 1987 – 1992**

- Veteran - Active Army during Desert Storm / Desert Shield Camp Shelby MS, Ft. Hood, TX, Ft. Irwin, CA

What specific steps will the charter school board need to take to ensure that the school is successful?	Ensuring educational and operational success Evaluating the success of the school and school leaders Active and effective representation of key stakeholders
How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?	Follow any by-laws in place to address such occurrences Bring such matter to Board leadership for discussion and actioning

Certification

I, Cordell Riley, 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 Little Rock Preparatory Academy for Young Men Charter School is true and correct in every respect.

Board Member's Signature

Signature 	Date 4/23/25
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**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.*

Christy R. Bryant, PMP®

Christy Bryant is a retired information technology and business professional with years of employment with two major financial institutions. Previous roles included development and implementation of strategic process improvement initiatives, portfolio management, information data quality, business management support, service delivery and relationship management, strategic planning, project management, application development, production support, leadership development and training facilitation. She was previously employed as a Credit Risk Analytics Officer with Wells Fargo Bank, NA supporting regulatory reporting requirements, internal operations and leading department initiatives. Also, employed by Bank of American for thirty-four years and retired as a technology executive.

Career Profile:

- A recognized Senior Manager focused on delivering timely and high impact performance improvements. Numerous years of Information Technology (IT) management and staff leadership roles executing across technology and business organizations, and teams
- A strategic thought leader that dissects business & technology problems to deliver fiscally responsible, high-value and integrated solutions
- A leader who creates trusted relationships to quickly syndicate simple, effective, integrated capabilities across organizations, teams, and individuals
- A single contributor with knowledge and expertise to mentor and train teammates and support senior management key initiatives at the departmental and enterprise levels

Professional Qualifications:

- Project Management Professional certification from Project Management Institute (PMI)
- Six Sigma Black Belt certification: Integrated Process Design & Improvement, Management by Fact (MBF), Six Sigma - Just-Do-It, & RACI
- IT Strategic Planning: Hoshin strategies, tactics, goals, and execution
- Benchmarking Certification
- Twenty-six years of mainframe, PC and web-based Applications management, development & support

Tools/Skills: Proficient in Microsoft office products (Word, Excel, PowerPoint, Visio), strong written and verbal communication skills.

Work History:

Wells Fargo Bank - Charlotte, NC (Dec. 2012 – July 2023)

Vice President, Credit Risk Analytics Officer, Corporate Credit – Regulatory Credit Capital Oversight

Premier Alliance - Charlotte, NC (Jan. 2011 - Dec. 2012)

Business Consultant

Bank of America - Charlotte, NC (1977 – Dec. 2010)

Senior Vice President, 2001-2010, Vice President, 1992-2001, roles as application programmer to executive technology manager

Community Affiliations

- Johnson C. Smith University, member of the Board of Trustees
- Johnson C. Smith University Alumni Association, Past National President
- Urban Financial Services Coalition, local chapter board, regional liaison, national secretary and board member
- Little Rock A.M. E. Zion Church, member and Comptroller
- Little Rock Community Development Corporation, board member, Finance Committee Chair
- Altrusa International, Inc., local club board, Past District Governor, past International committee chair
- Mecklenburg County - Information Systems Technology Advisory Board (ISTAC), past chair

Education

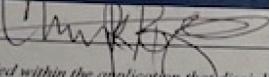
- Bachelor of Science – Mathematics/Physics, Johnson C. Smith University, Charlotte, NC
- North Carolina School of Banking, UNC Chapel Hill, NC

Certification

I, Christy R Bryant, 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 Little Rock Preparatory Academy for Young Men Charter School is true and correct in every respect.

Board Member's Signature

Signature



Date 4/25/2025

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.

Dr. Cathy Owens

PROFESSIONAL SUMMARY

Dynamic educational leader with extensive experience in training and coaching teachers, school leaders, and higher education faculty across the U.S. and Canada. Proven change agent in national and state education policy, with a strong record of visionary leadership, strategic thinking, and delivering results. Expertise in program alignment, policy implementation, and teacher retention initiatives.

EDUCATION

- Ed.D. in Educational Leadership, Management, & Policy
Seton Hall University, 2014

- M.S. in English and Secondary Education
North Carolina A&T State University, 1998

- B.A. in English Education
University of North Carolina at Greensboro, 1994

EMPLOYMENT HISTORY

Senior Consultant Educational Effectiveness Group, Charlotte, NC
2021 - Present

Assistant Principal/Interim School Leader Guilford Preparatory Academy, Greensboro, NC
2021 - 2022

Senior Client Relations Director Educational Testing Service (ETS), Princeton, NJ
2009 - 2020

Instructional Specialist MI Association for Intermediate School Administrators, Lansing, MI
2008 - 2009

Senior Director of Learning Learning Forward, Dallas, TX
2006 - 2008

Senior Director of Teacher Leadership Initiatives National Board for Professional Teaching Standards, Arlington, VA
2000 - 2006

Coach-to-Coach Regional Facilitator NC Department of Public Instruction, Raleigh, NC
1998 - 2000

English Teacher Guilford County Schools, High Point, NC
1994

Rev. Dr. Sheldon R. Shipman

Rev. Dr. Sheldon R. Shipman is a motivational speaker, community activist, Afrocentric educator, senior minister and pastor for the past forty (40) years. He is currently in his twenty-first year as the pastor of the ***Greenville Memorial African Methodist Episcopal Zion Church*** (Charlotte, NC) the denomination known as the "***Freedom Church***", the church of Frederick Douglass, Sojourner Truth, Paul Robeson, Booker T. Washington and Harriet Tubman. He is grateful for his pastoral journey: Reeves Temple, Columbus Chapel, Clement Memorial, Walls Memorial, and Greenville Memorial – and for the wonderful people and valuable experiences that have blessed and impacted his family and ministry.

Dr. Shipman is a graduate of the **University of N.C. - Charlotte** (double major in Religious Studies and Political Science, 1976), received his *Masters of Divinity* degree from **Hood Theological Seminary, Livingstone College** (1980, Salisbury, NC), and completed his *doctoral work* at the **Samuel DeWitt Proctor School of Theology**, at **Virginia Union University** (Richmond, VA) in 2002. A *native of Durham, North Carolina*, Dr. Shipman's career experiences include being a news reporter, sports commentator and an Account Manager for sales for **IBM**. His professional and community services are numerous and include boards and organizations such as the Urban League, United Way, NAACP, and UNCC. In addition to being a Master Mason, and a member of the Kappa Alpha Psi Fraternity, Inc., he was selected twice as one of the "*Outstanding Young Men of America.*"

He is the son of the late ***Dr. F. George Shipman and Louise McKoy Shipman***, former president and first lady of Livingstone College (1969-1982). He is married to the former **Teresa L. McNair**, retired Executive Director for Licensure and Personnel Staffing for Charlotte-Mecklenburg Schools, and they are the blessed parents of twenty-eight year old twins, Joshua McKoy and Jamiel Baker Shipman, and an energetic, college junior, Joy Scott Shipman, twenty years old.

Sample ELA Units(Grades 9-12)

9th Grade: English I

Course Title: Introduction to Literature - Writing Fundamentals

Key Focus Area: Critical Reading, Basic Writing Skills

Skills Developed: Literary Analysis, Vocabulary Development, Analytic Thinking, Communication Skills

Sample Unit: "Exploring Identity through Literature"

- Duration: 4 weeks
- Essential Questions:
 - How do authors convey identity through their characters?
 - In what ways can literature reflect our own identities?
- Key Texts:
 - "The House on Mango Street" by Sandra Cisneros
 - Selected short stories (e.g., "The Secret Life of Walter Mitty" by James Thurber)
- Activities:
 - Literary circles to discuss themes of identity
 - Writing personal narratives reflecting individual identity
 - Vocabulary building through context in readings
- Assessment:
 - Literary analysis essay on a character's journey of self-discovery
 - Presentation on identity themes in selected texts

10th Grade: English II

Course Title: Diverse Texts - Advanced Writing Techniques

Key Focus Area: Textual Analysis, Argumentative Writing

Skills Developed: Poetry and Drama, Research Skills, Research and Citation Skills

Sample Unit: "Voices of Change: Literature and Social Justice"

- Duration: 5 weeks
- Essential Questions:
 - How can literature serve as a tool for social change?
 - What role does perspective play in understanding social issues?
- Key Texts:
 - "The Hate U Give" by Angie Thomas
 - Selected poems from diverse authors (e.g., Maya Angelou, Langston Hughes)
- Activities:
 - Group discussions on social justice themes
 - Writing argumentative essays on a contemporary social issue

- Research project on the historical context of selected texts
 - **Assessment:**
 - Argumentative essay with citations from texts
 - Creative presentation on a social justice theme using multimedia
-

11th Grade: English III

Course Title: American Literature - Historical Context

Key Focus Area: Comparative Analysis, Persuasive Writing

Skills Developed: Thematic Studies, Creative Writing, Critical Thinking

Sample Unit: "The American Dream: Myth or Reality?"

- **Duration:** 6 weeks
 - **Essential Questions:**
 - What does the American Dream mean in different historical contexts?
 - How do various authors portray the American Dream?
 - **Key Texts:**
 - "The Great Gatsby" by F. Scott Fitzgerald
 - "Their Eyes Were Watching God" by Zora Neale Hurston
 - **Activities:**
 - Comparative analysis of the American Dream in both texts
 - Persuasive writing on the relevance of the American Dream today
 - Creative writing assignment: a short story reflecting personal dreams
 - **Assessment:**
 - Comparative analysis essay
 - Persuasive speech on the evolution of the American Dream
-

12th Grade: English IV

Course Title: World Literature - Global Themes

Key Focus Area: Synthesis of Ideas, Advanced Writing Skills

Skills Developed: College Preparation, Capstone Projects, Presentation Skills, Independent Research

Sample Unit: "Global Perspectives: Understanding Cultures through Literature"

- **Duration:** 8 weeks
- **Essential Questions:**
 - How does literature reflect cultural values and beliefs?
 - In what ways can literature foster empathy and understanding across cultures?
- **Key Texts:**
 - "Things Fall Apart" by Chinua Achebe
 - "One Hundred Years of Solitude" by Gabriel García Márquez
- **Activities:**
 - Group discussions on cultural themes in literature

- Independent research project on a global issue reflected in literature
 - Capstone project: create a multimedia presentation synthesizing research findings
 - **Assessment:**
 - Research paper on a global theme
 - Capstone presentation to peers and faculty
-

Resume

Derrill A. Blue, D. Min.
17212 Patron Drive
Charlotte, NC 28273
(405) 821-1333
derrillblue@gmail.com

STRENGTHS

A community leader, advocate, professional educator, consultant, and pastor who has exhibited exceptional leadership that facilitates effective collaborations and community engagement. Responds to community issues in a way that encourages more participation from stakeholders and gives them the tools they need to improve their lives.

HISTORY AND EXPERIENCES

I have experience working in the banking industry, and I have a firm understanding of finance. In addition, I have worked in higher education with experience in curriculum development, teaching, strategic planning, assessment, and accreditation. A professional educator with over 10 years of experience as a professor. Also, I serve as a doctoral advisor for theology postgraduate candidates. I have been in pastoral leadership for 20 years and served as CDC board chairman for three organizations.

EDUCATION

Doctor of Ministry Degree: Transformational Leadership: Boston University
Master of Divinity Degree: Divinity: Saint Paul School of Theology
Bachelor of Liberal Studies Degree: Organizational Leadership: University of Memphis
Bachelor of Science Degree: Management: North Carolina A&T State University

AFFILIATIONS

Chairman, Board of Directors, Little Rock Community Development Corporation
Cultural Ambassador, Yale University
Past Executive Secretary, Urban League of Rochester
Adjunct Professor, Northeastern Seminary
Denominational Financial Chairman, African Methodist Episcopal Zion Church
Past Chairman, Beyond the Sanctuary, Inc.

PUBLISHED WORK

Doctoral Dissertation: Transformative Leadership through Theology-Centered Evaluation: Building Missional Congregations. 2024

Resume

Angelia J. Fryer, Ed. D.
5943 The Plaza
Charlotte, NC 28215
(704) 572-8517
afryer@carolina.rr.com

STRENGTHS

A professional educator, consultant, and community volunteer who has continually demonstrated outstanding leadership ability. Fosters successful partnerships and community relations. Highly effective leadership, communication, and public relations skills. Works well with others, and inspires individuals to exceed.

HISTORY AND EXPERIENCES

Founder and owner of Fryer Leadership Consultants; offering customized leadership training, coaching, mentoring, instructional and organizational planning with a focus on student achievement. A professional educator, and motivational speaker, with over 30 years of experience as a classroom teacher, school administrator, and school system assistant superintendent.

EDUCATION

Doctor of Education Degree: Educational Leadership: University of North Carolina at Charlotte
Master of Human Development and Learning Degree: Intermediate Education: University of North Carolina at Charlotte
Bachelor of Science Degree: Speech, Language, Auditory Pathology: East Carolina University

ACHIEVEMENTS AND HONORS

Charlotte-Mecklenburg Principal of The Year
Wachovia Principal of The Year Finalist
Maya Angelou Women Who Lead Award
United Negro College Fund Award for Community Service
United Way Leadership Circle

AFFILIATIONS

Secretary, Board of Directors, Little Rock Community Development Corporation
President, Charlotte Chapter of National Epicureans Social Club
Recommendations Chairperson, Charlotte Chapter of The Moles Social Club
Past Chairperson, Mecklenburg County Women's Advisory Committee (Appointed by Board of County Commissioners)
Past President, Charlotte Chapter of The Links, Incorporated Public Service Organization
Delta Sigma Theta Sorority, Incorporated
Board of Stewards, Class Leader, Little Rock AME Zion Church

PUBLISHED WORK

L'Esperance, M., Farrington, V.T., & Fryer, A. "Middle Schools in the Age of Accountability: The Winston-Salem Forsyth County Story." Middle Ground. 2005
Doctoral Dissertation: Perceived Leadership Support of Elementary Principals in a Large Urban School District. 2000

JANET EVELYN

 315-525-5946

 janetjevelyn@gmail.com

 Charlotte, NC | South Bend, IN

 [LinkedIn](#)

EDUCATION

Capella University

Minneapolis, Minnesota

PhD, Higher Education Leadership

Long Island University-Brooklyn

Brooklyn, New York

M.B.A

Lehman College, CUNY

Bronx, New York

B.A., Business Management

CERTIFICATIONS

The Leadership Challenge

Trained Facilitator & Coach

Charlotte, North Carolina

Center for Credentialing & Educ.

Global Career Dev. Facilitator

Greensboro, North Carolina

GRANTS, FUNDRAISING & PHILANTHROPY

Secured \$1M Gift for Ivy Tech Muncie

Secured \$115K Gift for Ivy Tech SB

Secured \$100K Gift for Ivy Tech SB

Secured \$2.5M TAACCCT Grant

Raised \$10K for Center for Homeless SB

Raised \$8.5K for Harriet Tubman Home

EXECUTIVE SUMMARY

High impact and results driven professional with a strong background in executive level higher education administration, business management and leadership. Tenaciously driven to build tangible pathways to fostering environments centering inclusion, academic excellence, global thinking and community. Bringing over 30 years of multi-faceted experiences spanning banking, higher education, secondary education, political campaigns, nonprofits and entrepreneurial industries. Believes in the power of education. Proven track record for strategic thinking, short and long term action based vision planning, climate assessments and innovative ideating.

PROFESSIONAL EXPERIENCE

Founder

J.Evelyn Consulting LLC | South Bend, IN & Charlotte, NC | June 2018 - Present

Current and Former Partnerships:

Education Portfolio: guest teaching, adjunct instruction, tutoring, recruitment

- EduStaff (South Bend, IN)
- Empowerment Zone (South Bend, IN)
- Ivy Tech Community College (Remote/South Bend, IN)
- Indiana Quality Education (Indianapolis, IN)
- Coop Di Leu Diversity Leadership Consulting Associate (Charlotte, NC)
- Providence Day School Teaching Fellowship Recruiter (Charlotte, NC)
- Charleston Southern University (Remote/Charleston, SC)
- Sugar Creek Charter School (Charlotte, NC)

Workforce Development Portfolio: training, leadership development

- MossLight Consulting (South Bend, IN)
- South Bend Police Department (South Bend, IN)
- South Bend Inclusive Talent Network (South Bend, IN)
- Young Professionals Network (South Bend, IN)
- Chamber of Commerce (South Bend, IN)

Entrepreneurship Portfolio: advising, small business planning, mentoring

- University of Notre Dame (South Bend, IN)
- City of South Bend Entrepreneurship Program (South Bend, IN)
- Figurative Space Architecture LLC (Remote/New York City)

Paula Bryant Blue

PROFESSIONAL SUMMARY

Dynamic educational leader with extensive experience in educational technology, project development, assessment, and faculty training. Proven track record in institutional effectiveness, strategic planning, and compliance with accreditation standards. Passionate about enhancing learning environments through innovative technology integration and effective program evaluation.

PROFESSIONAL EXPERIENCE

- Colgate Rochester Crozer Divinity School - Vice President for Institutional Effectiveness/Chief Operating Officer July 2020 - Present
- Executive Director of Institutional Effectiveness/Special Assistant to the President September 2019 - June 2020
- Monroe Community College - Training and Instructional Support Specialist August 2018 – September 2019
- Wesleyan University Instructional Technologist July 2015 – June 2018
- Mid-America Christian University Instructional Design Specialist September 2013 – July 2015
- Curriculum, Learning and Technology Specialist September 2011 – September 2013
- Adjunct Professor, College of Adult and Graduate Studies July 2011 – August 2015
- Memphis City Schools, Hamilton High School Algebra I Instructor January 2009 – May 2010

EDUCATION

Boise State University
Doctor of Education, Expected 2025
Field: Educational Technology

Southern Nazarene University
Master of Arts, 2014
Major: Theology | GPA: 3.3/4.0

The University of Memphis
Master of Science, 2011
Major: Instruction and Curriculum Leadership | GPA: 3.9/4.0

Fayetteville State University
Bachelor of Science, 2006
Major: Mathematics | Minor: Physics | GPA: 3.0/4.0

Little Rock Preparatory Academy for Young Men 2026-2027 School Calendar



First and Last Day for Students



School Closed/Holidays



Special Events

**1 Instructional Day*

August 2026						
Su	M	Tu	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					

**21 Instructional Days*

September 2026						
Su	M	Tu	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
12	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

**22 Instructional Days*

October 2026						
Su	M	Tu	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

**19 Instructional Days*

November 2026						
Su	M	Tu	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					

**17 Instructional Days*

December 2026						
Su	M	Tu	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		

**19 Instructional Days*

January 2027						
Su	M	Tu	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						

**20 Instructional Days*

February 2027						
Su	M	Tu	W	Th	F	S
	1	3	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						

**22 Instructional Days*

March 2027						
Su	M	Tu	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			

**17 Instructional Days*

April 2027						
Su	M	Tu	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	

**20 Instructional Days*

May 2027						
Su	M	Tu	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					

**8 Instructional Days*

June 2027						
Su	M	Tu	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			

**0 Instructional Days*

July 2027						
Su	M	Tu	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	

Total: **186 Instructional Day*

Important Dates and Information

First Day of School: August 30, 2026	Labor Day: September 7, 2026	Thanksgiving Break: November 26-27, 2026	Winter Break: December 24, 2026 - January 1, 2027
Good Friday: March 26, 2027	Spring Break: April 12, 2027 - April 16, 2027	Memorial Day: May 31, 2027	Last Day of School: June 11, 2027

Little Rock Preparatory Academy for Young Men
ELA Curriculum Outline

Grade Level	Course Title	Key Focus Area	Skills Developed
9th Grade	English I	Introduction to Literature-Writing Fundamentals	<ul style="list-style-type: none"> ● Critical Reading ● Basic Writing Skills ● Literary Analysis ● Vocabulary Development ● Analytic Thinking ● Communications Skills
10th Grade	English II	Diverse Texts-Advanced Writing Techniques	<ul style="list-style-type: none"> ● Textual Analysis ● Argumentative Writing ● Poetry and Drama ● Research Skills ● Research and Citation Skills
11th Grade	English III	American Literature-Historical Context	<ul style="list-style-type: none"> ● Comparative Analysis ● Persuasive Writing ● Thematic Studies ● Creative Writing ● Creative Expression ● Critical Thinking
12th Grade	English IV	World Literature-Global Themes	<ul style="list-style-type: none"> ● Synthesis of Ideas ● Advanced Writing Skills ● College Preparation ● Capstone Projects ● Presentation Skills ● Independent Research

Little Rock Preparatory Academy for Young Men
Daily Schedule

Start Time: 7:30 AM

End Time: 4:12 PM

Tardy: 8:00 AM

Time	Activity
7:30 AM - 8:00 AM	Breakfast (30 minutes)
8:03 AM - 8:30 AM	Advisory
8:33 AM - 9:18 AM	Period 1 (Core Subject)
9:21 AM - 10:06 AM	Period 2 (Core Subject)
10:09 AM - 10:54 AM	Period 3 (Core Subject)
10:57 AM - 11:42 AM	Period 4 (Elective)
11:45 AM - 12:30 PM	Period 5 (Elective)
12:30 PM - 1:00 PM	Lunch (30 minutes)
1:03 PM - 1:48 PM	Period 6 (Core Subject)
1:51 PM - 2:36 PM	Period 7 (Core Subject)
2:39 PM - 3:24 PM	Period 8 (Elective)
3:27 PM - 4:12 PM	Period 9 (Elective)

Little Rock Preparatory Academy for Young Men
Daily Schedule

Start Time: 7:30 AM

End Time: 4:12 PM

Tardy: 8:00 AM

Week A	Monday	Tuesday	Wednesday	Thursday	Friday
7:30 AM - 8:00 AM	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
8:03 AM - 8:30 AM	Advisory	Advisory	Advisory	Advisory	Advisory
8:33 AM - 9:18 AM	Period 1 (Core Subject)				
9:21 AM - 10:06 AM	Period 2 (Core Subject)				
10:09 AM - 10:54 AM	Period 3 (Core Subject)				
10:57 AM - 11:42 AM	Period 4 (Elective)				
11:45 AM - 12:30 PM	Period 5 (Elective)				
12:30 PM - 1:00 PM	Lunch (30 minutes)				
1:03 PM - 1:48 PM	Period 6 (Core Subject)				
1:51 PM - 2:36 PM	Period 7 (Core Subject)				
2:39 PM - 3:24 PM	Period 8 (Elective)				
3:27 PM - 4:12 PM	Period 9 (Elective)				

Week B	Monday	Tuesday	Wednesday	Thursday	Friday
7:30 AM - 8:00 AM	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
8:03 AM - 8:30 AM	Advisory	Advisory	Advisory	Advisory	Advisory
8:33 AM - 9:18 AM	Period 1 (Core Subject)				
9:21 AM - 10:06 AM	Period 2 (Core Subject)				
10:09 AM - 10:54 AM	Period 3 (Core Subject)				
10:57 AM - 11:42 AM	Period 4 (Elective)	Period 4 (Elective)	Period 4 (Elective)	Period 4 (Elective)	Period 4 (Core Subject)
11:45 AM - 12:30 PM	Period 5 (Elective)				
12:30 PM - 1:00 PM	Lunch (30 minutes)				
1:03 PM - 1:48 PM	Period 6 (Core Subject)	Early Release			
1:51 PM - 2:36 PM	Period 7 (Core Subject)	Early Release			
2:39 PM - 3:24 PM	Period 8 (Elective)	Period 8 (Elective)	Period 8 (Elective)	Period 8 (Elective)	Early Release
3:27 PM - 4:12 PM	Period 9 (Elective)	Period 9 (Elective)	Period 9 (Elective)	Period 9 (Elective)	Early Release

For: Little Rock Preparatory Academy for Young Men		Date Prepared: 04/02/25		
Coverage		Limits	Premium	
1	Property – Choice Form Business Personal Property (BPP) including Improvements & Betterments, Computer Hardware & Software Replacement Cost & Agreed Value Earthquake & Flood	250,000	\$4,300	
		1,000,000		
	<i>Property Deductible:</i>	2,500		
	<i>Earthquake/Flood Deductible:</i>	25,000		
	<i>Wind Deductible:</i>	50,000		
	Equipment Breakdown	Included		
	Business Income with Extra Expense No Coinsurance Provision	750,000		
	Crime Employee Theft	250,000		
	Forgery	250,000		
	Money & Securities- Inside / Outside	50,000/50,000		
Computer Fraud	250,000			
Automobile Hired & Non-Owned Liability Hired Physical Damage - \$500 deductible	1,000,000 ACV	\$900		
2	Excess Crime Employee Theft	250,000	\$600	
		250,000		
	<i>Retention:</i>	250,000		
	ERISA	250,000		
	Computer Fraud	250,000		
	<i>Retention:</i>	250,000		
	Funds Transfer Fraud	250,000		
	<i>Retention:</i>	2,500		
	Cyber Risk Coverage Privacy & Security Cyber Extortion Public Relations Data Restoration Social Engineering			\$3,500
<i>Retention:</i>				
Full Prior Acts Total Aggregate Limit				
3	Directors & Officers Including Educators Legal Liability Workplace Violence Employment Practices Liability Third Party Liability	1,000,000 100,000 1,000,000 Included	\$5,000	
		35,000		
	<i>*Retention:</i>	1,000,000		
	Fiduciary Liability**	0		
	<i>*Retention:</i>	Yes		
	Defense Cost Inside Limit of Liability			

For: Little Rock Preparatory Academy for Young Men		Date Prepared: 04/02/25	
Coverage		Limits	Premium
4	General Liability Any One Occurrence Annual Aggregate Abuse & Molestation Coverage Corporal Punishment Telehealth Coverage Employee Benefits Liability Pandemic Exclusion <i>Enrollment:</i>	1,000,000 3,000,000 Included Included Included Included Yes 75	\$8,000
	Excess Liability Any One Occurrence Annual Aggregate Abuse & Molestation Coverage Corporal Punishment Foreign Hostilities Pandemic Exclusion	10,000,000 10,000,000 Included Included 5,000,000 Yes	\$4,000
	Excess Directors & Officers / ELL Including Educators Legal Liability Employment Practices Failure to Educate	10,000,000	\$3,500
6	Student Accident Accident Medical Expense Accident Dental Expense <i>Deductible (Per Accident):</i> Online Learning - Worldwide Coverage Type of Coverage	50,000 Included 0 Yes Full Excess	\$300
7	Catastrophic Student Accident Accident Medical Expense Accident Dental Expense <i>Deductible:</i> Online Learning - Worldwide Coverage Type of Coverage	3,000,000 Included 50,000 No Full Excess	\$300
8	Workers' Compensation & Employers Liability 8868-Schools Professional	1,000,000 750,000	\$6,000
Total Annual Estimated Premium			\$36,400

Job Title: Principal/Head of School

Organization: Little Rock Preparatory Academy for Young Men (LR Prep)

Location: North Carolina

Overview:

Little Rock Preparatory Academy for Young Men (LR Prep) is a start-up all-boys charter school in North Carolina dedicated to providing a rigorous and supportive educational environment for young men. We are seeking a dynamic and visionary leader to serve as the Executive Director/Principal of our school, responsible for overseeing all aspects of school operations, academic programs, and student support services.

Responsibilities:

1. Provide strategic leadership and direction to ensure the successful launch and ongoing growth of LR Prep.
2. Develop and implement a comprehensive academic program that aligns with state standards and the school's mission and values.
3. Recruit, hire, and retain a high-performing team of educators and staff members who are committed to the success of all students.
4. Establish a positive and inclusive school culture that promotes academic excellence, character development, and social-emotional learning.
5. Collaborate with the board of directors, community partners, and stakeholders to build strong relationships and support the school's mission and goals.
6. Manage the school budget and resources effectively to ensure financial sustainability and accountability.
7. Oversee the enrollment and admissions process, ensuring equitable access for all students and families.
8. Implement data-driven decision-making processes to monitor student progress, assess program effectiveness, and drive continuous improvement.
9. Serve as the primary spokesperson for LR Prep, representing the school in the community and advocating for the needs of young men in education.
10. Uphold high standards of professionalism, ethics, and integrity in all interactions and decision-making processes.

Qualifications:

- Master's degree in Education, Educational Leadership, or a related field (Doctorate preferred).
- North Carolina State Certification as a School Administrator or Principal.
- Minimum of 5 years of experience in school leadership, preferably in a charter school or urban education setting.
- Demonstrated success in developing and implementing innovative educational programs and initiatives.
- Strong communication, interpersonal, and organizational skills.
- Commitment to equity, diversity, and inclusion in education.
- Ability to work collaboratively with diverse stakeholders and build strong partnerships within the community.

To apply for the position of Executive Director/Principal at Little Rock Preparatory Academy for Young Men (LR Prep), please submit a cover letter, resume, and three professional references to _____. Applications will be reviewed on a rolling basis until the position is filled. Thank you for your interest in joining our team and making a difference in the lives of young men in North Carolina.

North Carolina State Salary Schedules

FY 2024-2025

STATE BOARD OF EDUCATION

FY 2024-25
BACHELOR'S DEGREE
CERTIFIED TEACHER SALARY SCHEDULE

Effective July 1, 2024

Years of Exp	Bachelor's Teacher		Bachelor's w/ NBPTS Certification	
	Monthly Salary	Annual Salary (10 months)	Monthly Salary	Annual Salary (10 months)
0	\$4,100	\$41,000	N/A	N/A
1	\$4,175	\$41,750	N/A	N/A
2	\$4,250	\$42,500	N/A	N/A
3	\$4,325	\$43,250	\$4,844	\$48,440
4	\$4,400	\$44,000	\$4,928	\$49,280
5	\$4,475	\$44,750	\$5,012	\$50,120
6	\$4,572	\$45,720	\$5,121	\$51,210
7	\$4,663	\$46,630	\$5,223	\$52,230
8	\$4,753	\$47,530	\$5,323	\$53,230
9	\$4,844	\$48,440	\$5,425	\$54,250
10	\$4,935	\$49,350	\$5,527	\$55,270
11	\$5,025	\$50,250	\$5,628	\$56,280
12	\$5,116	\$51,160	\$5,730	\$57,300
13	\$5,206	\$52,060	\$5,831	\$58,310
14	\$5,297	\$52,970	\$5,933	\$59,330
15	\$5,388	\$53,880	\$6,035	\$60,350
16	\$5,388	\$53,880	\$6,035	\$60,350
17	\$5,388	\$53,880	\$6,035	\$60,350
18	\$5,388	\$53,880	\$6,035	\$60,350
19	\$5,388	\$53,880	\$6,035	\$60,350
20	\$5,388	\$53,880	\$6,035	\$60,350
21	\$5,388	\$53,880	\$6,035	\$60,350
22	\$5,388	\$53,880	\$6,035	\$60,350
23	\$5,388	\$53,880	\$6,035	\$60,350
24	\$5,388	\$53,880	\$6,035	\$60,350
25+	\$5,595	\$55,950	\$6,266	\$62,660

NOTE: "NBPTS" stands for National Board for Professional Teacher Standards.
"NBPTS" salary difference is based on the "A" (Bachelors) scale + 12% differential

FY 2024-25
MASTER'S DEGREE
CERTIFIED TEACHER SALARY SCHEDULE
Effective July 1, 2024

Years of Exp	Master's Teacher		Master's w/NBPTS Certification	
	Monthly Salary	Annual Salary (10 months)	Monthly Salary	Annual Salary (10 months)
0	\$4,510	\$45,100	N/A	N/A
1	\$4,593	\$45,930	N/A	N/A
2	\$4,675	\$46,750	N/A	N/A
3	\$4,758	\$47,580	\$5,277	\$52,770
4	\$4,840	\$48,400	\$5,368	\$53,680
5	\$4,923	\$49,230	\$5,460	\$54,600
6	\$5,029	\$50,290	\$5,578	\$55,780
7	\$5,129	\$51,290	\$5,689	\$56,890
8	\$5,228	\$52,280	\$5,798	\$57,980
9	\$5,328	\$53,280	\$5,909	\$59,090
10	\$5,429	\$54,290	\$6,021	\$60,210
11	\$5,528	\$55,280	\$6,131	\$61,310
12	\$5,628	\$56,280	\$6,242	\$62,420
13	\$5,727	\$57,270	\$6,352	\$63,520
14	\$5,827	\$58,270	\$6,463	\$64,630
15	\$5,927	\$59,270	\$6,574	\$65,740
16	\$5,927	\$59,270	\$6,574	\$65,740
17	\$5,927	\$59,270	\$6,574	\$65,740
18	\$5,927	\$59,270	\$6,574	\$65,740
19	\$5,927	\$59,270	\$6,574	\$65,740
20	\$5,927	\$59,270	\$6,574	\$65,740
21	\$5,927	\$59,270	\$6,574	\$65,740
22	\$5,927	\$59,270	\$6,574	\$65,740
23	\$5,927	\$59,270	\$6,574	\$65,740
24	\$5,927	\$59,270	\$6,574	\$65,740
25+	\$6,155	\$61,550	\$6,826	\$68,260

NOTE: "NBPTS" stands for National Board for Professional Teacher Standards.
"NBPTS" salary difference is based on the "A" (Bachelors) scale + 12% differentia

FY 2024-25
ADVANCED AND DOCTORAL DEGREE
CERTIFIED TEACHER SALARY SCHEDULE

Effective July 1, 2024

Years of Exp	ADVANCED (SIXTH YEAR)		DOCTORATE	
	Adv. Teacher	Adv. w/ NBPTS Cert.	PhD Teacher	PhD w/ NBPTS Cert.
	10 Month	10 Month	10 Month	10 Month
0	\$4,636	N/A	\$4,763	N/A
1	\$4,719	N/A	\$4,846	N/A
2	\$4,801	N/A	\$4,928	N/A
3	\$4,884	\$5,403	\$5,011	\$5,530
4	\$4,966	\$5,494	\$5,093	\$5,621
5	\$5,049	\$5,586	\$5,176	\$5,713
6	\$5,155	\$5,704	\$5,282	\$5,831
7	\$5,255	\$5,815	\$5,382	\$5,942
8	\$5,354	\$5,924	\$5,481	\$6,051
9	\$5,454	\$6,035	\$5,581	\$6,162
10	\$5,555	\$6,147	\$5,682	\$6,274
11	\$5,654	\$6,257	\$5,781	\$6,384
12	\$5,754	\$6,368	\$5,881	\$6,495
13	\$5,853	\$6,478	\$5,980	\$6,605
14	\$5,953	\$6,589	\$6,080	\$6,716
15	\$6,053	\$6,700	\$6,180	\$6,827
16	\$6,053	\$6,700	\$6,180	\$6,827
17	\$6,053	\$6,700	\$6,180	\$6,827
18	\$6,053	\$6,700	\$6,180	\$6,827
19	\$6,053	\$6,700	\$6,180	\$6,827
20	\$6,053	\$6,700	\$6,180	\$6,827
21	\$6,053	\$6,700	\$6,180	\$6,827
22	\$6,053	\$6,700	\$6,180	\$6,827
23	\$6,053	\$6,700	\$6,180	\$6,827
24	\$6,053	\$6,700	\$6,180	\$6,827
25+	\$6,281	\$6,952	\$6,408	\$7,079

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

"NBPTS" salary difference is based on the "A" (Bachelors) scale + 12% differential

FY 2024-25
BACHELOR'S DEGREE
CERTIFIED TEACHER SALARY SCHEDULE - INSTRUCTIONAL SUPPORT
Effective July 1, 2024

Years of Exp	Bachelor's Teacher		Bachelor's w/ NBPTS Certification	
	Monthly Salary	Annual Salary (10 months)	Monthly Salary	Annual Salary (10 months)
0	\$4,100	\$41,000	N/A	N/A
1	\$4,175	\$41,750	N/A	N/A
2	\$4,250	\$42,500	N/A	N/A
3	\$4,325	\$43,250	\$4,844	\$48,440
4	\$4,400	\$44,000	\$4,928	\$49,280
5	\$4,475	\$44,750	\$5,012	\$50,120
6	\$4,572	\$45,720	\$5,121	\$51,210
7	\$4,663	\$46,630	\$5,223	\$52,230
8	\$4,753	\$47,530	\$5,323	\$53,230
9	\$4,844	\$48,440	\$5,425	\$54,250
10	\$4,935	\$49,350	\$5,527	\$55,270
11	\$5,025	\$50,250	\$5,628	\$56,280
12	\$5,116	\$51,160	\$5,730	\$57,300
13	\$5,206	\$52,060	\$5,831	\$58,310
14	\$5,297	\$52,970	\$5,933	\$59,330
15	\$5,388	\$53,880	\$6,035	\$60,350
16	\$5,388	\$53,880	\$6,035	\$60,350
17	\$5,388	\$53,880	\$6,035	\$60,350
18	\$5,388	\$53,880	\$6,035	\$60,350
19	\$5,388	\$53,880	\$6,035	\$60,350
20	\$5,388	\$53,880	\$6,035	\$60,350
21	\$5,388	\$53,880	\$6,035	\$60,350
22	\$5,388	\$53,880	\$6,035	\$60,350
23	\$5,388	\$53,880	\$6,035	\$60,350
24	\$5,388	\$53,880	\$6,035	\$60,350
25+	\$5,595	\$55,950	\$6,266	\$62,660

NOTE: "NBPTS" stands for National Board for Professional Teacher Standards.
"NBPTS" salary difference is based on the "A" (Bachelors) scale + 12% differential

FY 2024-25

MASTER'S DEGREE - INSTRUCTIONAL SUPPORT

Effective July 1, 2024

Years of Exp	Master's Teacher		Master's w/NBPTS Certification	
	Monthly Salary	Annual Salary (10 months)	Monthly Salary	Annual Salary (10 months)
0	\$4,510	\$45,100	N/A	N/A
1	\$4,593	\$45,930	N/A	N/A
2	\$4,675	\$46,750	N/A	N/A
3	\$4,758	\$47,580	\$5,277	\$52,770
4	\$4,840	\$48,400	\$5,368	\$53,680
5	\$4,923	\$49,230	\$5,460	\$54,600
6	\$5,029	\$50,290	\$5,578	\$55,780
7	\$5,129	\$51,290	\$5,689	\$56,890
8	\$5,228	\$52,280	\$5,798	\$57,980
9	\$5,328	\$53,280	\$5,909	\$59,090
10	\$5,429	\$54,290	\$6,021	\$60,210
11	\$5,528	\$55,280	\$6,131	\$61,310
12	\$5,628	\$56,280	\$6,242	\$62,420
13	\$5,727	\$57,270	\$6,352	\$63,520
14	\$5,827	\$58,270	\$6,463	\$64,630
15	\$5,927	\$59,270	\$6,574	\$65,740
16	\$5,927	\$59,270	\$6,574	\$65,740
17	\$5,927	\$59,270	\$6,574	\$65,740
18	\$5,927	\$59,270	\$6,574	\$65,740
19	\$5,927	\$59,270	\$6,574	\$65,740
20	\$5,927	\$59,270	\$6,574	\$65,740
21	\$5,927	\$59,270	\$6,574	\$65,740
22	\$5,927	\$59,270	\$6,574	\$65,740
23	\$5,927	\$59,270	\$6,574	\$65,740
24	\$5,927	\$59,270	\$6,574	\$65,740
25+	\$6,155	\$61,550	\$6,826	\$68,260

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

"NBPTS" salary difference is based on the "A" (Bachelors) scale + 12% differential

FY 2024-25
ADVANCED AND DOCTORAL DEGREE INSTRUCTIONAL SUPPORT

Effective July 1, 2024

Years of Exp	ADVANCED (SIXTH YEAR)		DOCTORATE	
	Adv. Teacher	Adv. w/ NBPTS Cert.	PhD Teacher	PhD w/ NBPTS Cert.
	10 Month	10 Month	10 Month	10 Month
0	\$4,636	N/A	\$4,763	N/A
1	\$4,719	N/A	\$4,846	N/A
2	\$4,801	N/A	\$4,928	N/A
3	\$4,884	\$5,403	\$5,011	\$5,530
4	\$4,966	\$5,494	\$5,093	\$5,621
5	\$5,049	\$5,586	\$5,176	\$5,713
6	\$5,155	\$5,704	\$5,282	\$5,831
7	\$5,255	\$5,815	\$5,382	\$5,942
8	\$5,354	\$5,924	\$5,481	\$6,051
9	\$5,454	\$6,035	\$5,581	\$6,162
10	\$5,555	\$6,147	\$5,682	\$6,274
11	\$5,654	\$6,257	\$5,781	\$6,384
12	\$5,754	\$6,368	\$5,881	\$6,495
13	\$5,853	\$6,478	\$5,980	\$6,605
14	\$5,953	\$6,589	\$6,080	\$6,716
15	\$6,053	\$6,700	\$6,180	\$6,827
16	\$6,053	\$6,700	\$6,180	\$6,827
17	\$6,053	\$6,700	\$6,180	\$6,827
18	\$6,053	\$6,700	\$6,180	\$6,827
19	\$6,053	\$6,700	\$6,180	\$6,827
20	\$6,053	\$6,700	\$6,180	\$6,827
21	\$6,053	\$6,700	\$6,180	\$6,827
22	\$6,053	\$6,700	\$6,180	\$6,827
23	\$6,053	\$6,700	\$6,180	\$6,827
24	\$6,053	\$6,700	\$6,180	\$6,827
25+	\$6,281	\$6,952	\$6,408	\$7,079

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

"NBPTS" salary difference is based on the "A" (Bachelors) scale + 12% differential

FY 2024-25
DAILY RATE SCHEDULES
DAILY RATES FOR TEACHERS AND SUPPORT SERVICE PERSONNEL
(Based on 21.5 Days)

Effective July 1, 2024

Years of Exp	Bachelor's Degree		Master's Degree		Advanced Degree		Doctorate Degree	
	Bachelor's with NBPTS	with NBPTS	Master's	with NBPTS	Advanced	with NBPTS	Doctorate	with NBPTS
0	\$190.70	N/A	\$209.77	N/A	\$215.63	N/A	\$221.53	N/A
1	\$194.19	N/A	\$213.63	N/A	\$219.49	N/A	\$225.40	N/A
2	\$197.67	N/A	\$217.44	N/A	\$223.30	N/A	\$229.21	N/A
3	\$201.16	\$225.30	\$221.30	\$245.44	\$227.16	\$251.30	\$233.07	\$257.21
4	\$204.65	\$229.21	\$225.12	\$249.67	\$230.98	\$255.53	\$236.88	\$261.44
5	\$208.14	\$233.12	\$228.98	\$253.95	\$234.84	\$259.81	\$240.74	\$265.72
6	\$212.65	\$238.19	\$233.91	\$259.44	\$239.77	\$265.30	\$245.67	\$271.21
7	\$216.88	\$242.93	\$238.56	\$264.60	\$244.42	\$270.47	\$250.33	\$276.37
8	\$221.07	\$247.58	\$243.16	\$269.67	\$249.02	\$275.53	\$254.93	\$281.44
9	\$225.30	\$252.33	\$247.81	\$274.84	\$253.67	\$280.70	\$259.58	\$286.60
10	\$229.53	\$257.07	\$252.51	\$280.05	\$258.37	\$285.91	\$264.28	\$291.81
11	\$233.72	\$261.77	\$257.12	\$285.16	\$262.98	\$291.02	\$268.88	\$296.93
12	\$237.95	\$266.51	\$261.77	\$290.33	\$267.63	\$296.19	\$273.53	\$302.09
13	\$242.14	\$271.21	\$266.37	\$295.44	\$272.23	\$301.30	\$278.14	\$307.21
14	\$246.37	\$275.95	\$271.02	\$300.60	\$276.88	\$306.47	\$282.79	\$312.37
15	\$250.60	\$280.70	\$275.67	\$305.77	\$281.53	\$311.63	\$287.44	\$317.53
16	\$250.60	\$280.70	\$275.67	\$305.77	\$281.53	\$311.63	\$287.44	\$317.53
17	\$250.60	\$280.70	\$275.67	\$305.77	\$281.53	\$311.63	\$287.44	\$317.53
18	\$250.60	\$280.70	\$275.67	\$305.77	\$281.53	\$311.63	\$287.44	\$317.53
19	\$250.60	\$280.70	\$275.67	\$305.77	\$281.53	\$311.63	\$287.44	\$317.53
20	\$250.60	\$280.70	\$275.67	\$305.77	\$281.53	\$311.63	\$287.44	\$317.53
21	\$250.60	\$280.70	\$275.67	\$305.77	\$281.53	\$311.63	\$287.44	\$317.53
22	\$250.60	\$280.70	\$275.67	\$305.77	\$281.53	\$311.63	\$287.44	\$317.53
23	\$250.60	\$280.70	\$275.67	\$305.77	\$281.53	\$311.63	\$287.44	\$317.53
24	\$250.60	\$280.70	\$275.67	\$305.77	\$281.53	\$311.63	\$287.44	\$317.53
25+	\$260.23	\$291.44	\$286.28	\$317.49	\$292.14	\$323.35	\$298.05	\$329.26

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

FY 2024-25
SCHOOL GUIDANCE COUNSELORS SALARY SCHEDULE
CERTIFIED SALARY SCHEDULE

Effective July 1, 2024

Years of <u>Exp</u>	Master's	Advanced	Doctorate	Master's w/NBPTS	Advanced w/NBPTS	Doctorate w/NBPTS
	Monthly Salary	Monthly Salary	Monthly Salary	Monthly Salary	Monthly Salary	Monthly Salary
0	\$4,610	\$4,736	\$4,863	NA	NA	NA
1	\$4,693	\$4,819	\$4,946	NA	NA	NA
2	\$4,775	\$4,901	\$5,028	NA	NA	NA
3	\$4,858	\$4,984	\$5,111	\$5,377	\$5,503	\$5,630
4	\$4,940	\$5,066	\$5,193	\$5,468	\$5,594	\$5,721
5	\$5,023	\$5,149	\$5,276	\$5,560	\$5,686	\$5,813
6	\$5,129	\$5,255	\$5,382	\$5,678	\$5,804	\$5,931
7	\$5,229	\$5,355	\$5,482	\$5,789	\$5,915	\$6,042
8	\$5,328	\$5,454	\$5,581	\$5,898	\$6,024	\$6,151
9	\$5,428	\$5,554	\$5,681	\$6,009	\$6,135	\$6,262
10	\$5,529	\$5,655	\$5,782	\$6,121	\$6,247	\$6,374
11	\$5,628	\$5,754	\$5,881	\$6,231	\$6,357	\$6,484
12	\$5,728	\$5,854	\$5,981	\$6,342	\$6,468	\$6,595
13	\$5,827	\$5,953	\$6,080	\$6,452	\$6,578	\$6,705
14	\$5,927	\$6,053	\$6,180	\$6,563	\$6,689	\$6,816
15	\$6,027	\$6,153	\$6,280	\$6,674	\$6,800	\$6,927
16	\$6,027	\$6,153	\$6,280	\$6,674	\$6,800	\$6,927
17	\$6,027	\$6,153	\$6,280	\$6,674	\$6,800	\$6,927
18	\$6,027	\$6,153	\$6,280	\$6,674	\$6,800	\$6,927
19	\$6,027	\$6,153	\$6,280	\$6,674	\$6,800	\$6,927
20	\$6,027	\$6,153	\$6,280	\$6,674	\$6,800	\$6,927
21	\$6,027	\$6,153	\$6,280	\$6,674	\$6,800	\$6,927
22	\$6,027	\$6,153	\$6,280	\$6,674	\$6,800	\$6,927
23	\$6,027	\$6,153	\$6,280	\$6,674	\$6,800	\$6,927
24	\$6,027	\$6,153	\$6,280	\$6,674	\$6,800	\$6,927
25+	\$6,255	\$6,381	\$6,508	\$6,926	\$7,052	\$7,179

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

"NBPTS" salary difference is based on the "A" (Bachelors) scale + 12% differential

Scale includes a \$100 salary supplement for School Counselors, licensed as counselors at the master's degree level or higher.

FY 2024-25
DAILY RATES FOR SCHOOL GUIDANCE COUNSELORS

(Based on 21.5 Days)

Effective July 01, 2024

Years of Exp	BASE SALARY	School Counselors			YEARS OF EXP	NBPTS BASE SALARY	School Counselors with NBPTS		
		Masters	Advanced	Doctorate			Masters	Advanced	Doctorate
0	\$4,610	\$214.42	\$220.28	\$226.19	0	NA	NA	NA	NA
1	\$4,693	\$218.28	\$224.14	\$230.05	1	NA	NA	NA	NA
2	\$4,775	\$222.09	\$227.95	\$233.86	2	NA	NA	NA	NA
3	\$4,858	\$225.95	\$231.81	\$237.72	3	\$5,377	\$250.09	\$255.95	\$261.86
4	\$4,940	\$229.77	\$235.63	\$241.53	4	\$5,468	\$254.33	\$260.19	\$266.09
5	\$5,023	\$233.63	\$239.49	\$245.40	5	\$5,560	\$258.60	\$264.47	\$270.37
6	\$5,129	\$238.56	\$244.42	\$250.33	6	\$5,678	\$264.09	\$269.95	\$275.86
7	\$5,229	\$243.21	\$249.07	\$254.98	7	\$5,789	\$269.26	\$275.12	\$281.02
8	\$5,328	\$247.81	\$253.67	\$259.58	8	\$5,898	\$274.33	\$280.19	\$286.09
9	\$5,428	\$252.47	\$258.33	\$264.23	9	\$6,009	\$279.49	\$285.35	\$291.26
10	\$5,529	\$257.16	\$263.02	\$268.93	10	\$6,121	\$284.70	\$290.56	\$296.47
11	\$5,628	\$261.77	\$267.63	\$273.53	11	\$6,231	\$289.81	\$295.67	\$301.58
12	\$5,728	\$266.42	\$272.28	\$278.19	12	\$6,342	\$294.98	\$300.84	\$306.74
13	\$5,827	\$271.02	\$276.88	\$282.79	13	\$6,452	\$300.09	\$305.95	\$311.86
14	\$5,927	\$275.67	\$281.53	\$287.44	14	\$6,563	\$305.26	\$311.12	\$317.02
15	\$6,027	\$280.33	\$286.19	\$292.09	15	\$6,674	\$310.42	\$316.28	\$322.19
16	\$6,027	\$280.33	\$286.19	\$292.09	16	\$6,674	\$310.42	\$316.28	\$322.19
17	\$6,027	\$280.33	\$286.19	\$292.09	17	\$6,674	\$310.42	\$316.28	\$322.19
18	\$6,027	\$280.33	\$286.19	\$292.09	18	\$6,674	\$310.42	\$316.28	\$322.19
19	\$6,027	\$280.33	\$286.19	\$292.09	19	\$6,674	\$310.42	\$316.28	\$322.19
20	\$6,027	\$280.33	\$286.19	\$292.09	20	\$6,674	\$310.42	\$316.28	\$322.19
21	\$6,027	\$280.33	\$286.19	\$292.09	21	\$6,674	\$310.42	\$316.28	\$322.19
22	\$6,027	\$280.33	\$286.19	\$292.09	22	\$6,674	\$310.42	\$316.28	\$322.19
23	\$6,027	\$280.33	\$286.19	\$292.09	23	\$6,674	\$310.42	\$316.28	\$322.19
24	\$6,027	\$280.33	\$286.19	\$292.09	24	\$6,674	\$310.42	\$316.28	\$322.19
25+	\$6,255	\$290.93	\$296.79	\$302.70	25+	\$6,926	\$322.14	\$328.00	\$333.91

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"NBPTS" salary difference is based on the "A" (Bachelors) scale + 12% differential

FY 2024-25

SCHOOL PSYCHOLOGIST SALARY SCHEDULE

(INCLUDING MASTER'S LEVEL SPEECH-LANGUAGE PATHOLOGISTS
AND MASTER'S LEVEL AUDIOLOGISTS)

Effective July 1, 2024

Years of Exp	Master's	Advanced	Doctorate
	Monthly Salary	Monthly Salary	Monthly Salary
0	\$5,273	\$5,399	\$5,526
1	\$5,379	\$5,505	\$5,632
2	\$5,479	\$5,605	\$5,732
3	\$5,578	\$5,704	\$5,831
4	\$5,678	\$5,804	\$5,931
5	\$5,779	\$5,905	\$6,032
6	\$5,878	\$6,004	\$6,131
7	\$5,978	\$6,104	\$6,231
8	\$6,077	\$6,203	\$6,330
9	\$6,177	\$6,303	\$6,430
10	\$6,277	\$6,403	\$6,530
11	\$6,277	\$6,403	\$6,530
12	\$6,277	\$6,403	\$6,530
13	\$6,277	\$6,403	\$6,530
14	\$6,277	\$6,403	\$6,530
15	\$6,277	\$6,403	\$6,530
16	\$6,277	\$6,403	\$6,530
17	\$6,277	\$6,403	\$6,530
18	\$6,277	\$6,403	\$6,530
19	\$6,277	\$6,403	\$6,530
20	\$6,505	\$6,631	\$6,758
21	\$6,505	\$6,631	\$6,758
22	\$6,505	\$6,631	\$6,758
23	\$6,505	\$6,631	\$6,758
24	\$6,505	\$6,631	\$6,758
25+	\$6,993	\$7,119	\$7,246

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.

- (1) The first step of the salary schedule shall be equivalent sixth step of the "A" salary schedule
- (2) This scale includes a supplement of ten percent (10%) of the monthly salary.
- (3) This scale includes an additional three hundred fifty dollars (\$350).

FY 2024-25
DAILY RATES FOR SCHOOL PSYCHOLOGISTS
Including Masters Level Speech-Language Pathologists
and Masters Level Audiologists
(Based on 21.5 Days)

Effective July 1, 2024

Years of Exp	BASE SALARY	Psychologists		
		Masters	Advanced	Doctorate
0	\$5,273	\$245.26	\$251.12	\$257.02
1	\$5,379	\$250.19	\$256.05	\$261.95
2	\$5,479	\$254.84	\$260.70	\$266.60
3	\$5,578	\$259.44	\$265.30	\$271.21
4	\$5,678	\$264.09	\$269.95	\$275.86
5	\$5,779	\$268.79	\$274.65	\$280.56
6	\$5,878	\$273.40	\$279.26	\$285.16
7	\$5,978	\$278.05	\$283.91	\$289.81
8	\$6,077	\$282.65	\$288.51	\$294.42
9	\$6,177	\$287.30	\$293.16	\$299.07
10	\$6,277	\$291.95	\$297.81	\$303.72
11	\$6,277	\$291.95	\$297.81	\$303.72
12	\$6,277	\$291.95	\$297.81	\$303.72
13	\$6,277	\$291.95	\$297.81	\$303.72
14	\$6,277	\$291.95	\$297.81	\$303.72
15	\$6,277	\$291.95	\$297.81	\$303.72
16	\$6,277	\$291.95	\$297.81	\$303.72
17	\$6,277	\$291.95	\$297.81	\$303.72
18	\$6,277	\$291.95	\$297.81	\$303.72
19	\$6,277	\$291.95	\$297.81	\$303.72
20	\$6,505	\$302.56	\$308.42	\$314.33
21	\$6,505	\$302.56	\$308.42	\$314.33
22	\$6,505	\$302.56	\$308.42	\$314.33
23	\$6,505	\$302.56	\$308.42	\$314.33
24	\$6,505	\$302.56	\$308.42	\$314.33
25+	\$6,993	\$325.25	\$331.11	\$337.02

FY 2024-25
ASSISTANT PRINCIPALS
SALARY SCHEDULE

Effective July 1, 2024

Years of Exp	Assist. Principals (MASTER)		Assist. Principals (ADVANCED)		Assist. Principals (DOCTORATE)	
	10 Month	Annual Salary (10 months)	10 Month	Annual Salary (10 months)	10 Month	Annual Salary (10 months)
0	\$4,879	\$48,790	\$5,005	\$50,050	\$5,132	\$51,320
1	\$4,968	\$49,680	\$5,094	\$50,940	\$5,221	\$52,210
2	\$5,058	\$50,580	\$5,184	\$51,840	\$5,311	\$53,110
3	\$5,147	\$51,470	\$5,273	\$52,730	\$5,400	\$54,000
4	\$5,236	\$52,360	\$5,362	\$53,620	\$5,489	\$54,890
5	\$5,325	\$53,250	\$5,451	\$54,510	\$5,578	\$55,780
6	\$5,441	\$54,410	\$5,567	\$55,670	\$5,694	\$56,940
7	\$5,549	\$55,490	\$5,675	\$56,750	\$5,802	\$58,020
8	\$5,656	\$56,560	\$5,782	\$57,820	\$5,909	\$59,090
9	\$5,764	\$57,640	\$5,890	\$58,900	\$6,017	\$60,170
10	\$5,873	\$58,730	\$5,999	\$59,990	\$6,126	\$61,260
11	\$5,980	\$59,800	\$6,106	\$61,060	\$6,233	\$62,330
12	\$6,088	\$60,880	\$6,214	\$62,140	\$6,341	\$63,410
13	\$6,195	\$61,950	\$6,321	\$63,210	\$6,448	\$64,480
14	\$6,303	\$63,030	\$6,429	\$64,290	\$6,556	\$65,560
15	\$6,412	\$64,120	\$6,538	\$65,380	\$6,665	\$66,650
16	\$6,412	\$64,120	\$6,538	\$65,380	\$6,665	\$66,650
17	\$6,412	\$64,120	\$6,538	\$65,380	\$6,665	\$66,650
18	\$6,412	\$64,120	\$6,538	\$65,380	\$6,665	\$66,650
19	\$6,412	\$64,120	\$6,538	\$65,380	\$6,665	\$66,650
20	\$6,412	\$64,120	\$6,538	\$65,380	\$6,665	\$66,650
21	\$6,412	\$64,120	\$6,538	\$65,380	\$6,665	\$66,650
22	\$6,412	\$64,120	\$6,538	\$65,380	\$6,665	\$66,650
23	\$6,412	\$64,120	\$6,538	\$65,380	\$6,665	\$66,650
24	\$6,412	\$64,120	\$6,538	\$65,380	\$6,665	\$66,650
25+	\$6,658	\$66,580	\$6,784	\$67,840	\$6,911	\$69,110

NOTE: Assistant Principals no longer qualify for Longevity

**PRINCIPAL SALARY
(Monthly Schedules)**

FY 2024-25

Effective July 1, 2024

ADM Range	Base		Growth Met		Growth Exceeded	
	Schedule/ Pay Level	Monthly Salary	Schedule/ Pay Level	Monthly Salary	Schedule/ Pay Level	Monthly Salary
up to 200	B0	\$6,482.67	G0	\$7,130.83	E0	\$7,779.17
201 to 400	B1	\$6,806.75	G1	\$7,487.42	E1	\$8,168.08
401 to 700	B2	\$7,130.83	G2	\$7,844.00	E2	\$8,557.08
701 to 1,000	B3	\$7,455.08	G3	\$8,200.50	E3	\$8,946.08
1,001 to 1,600	B4	\$7,779.17	G4	\$8,557.08	E4	\$9,335.00
over 1,600	B5	\$8,103.25	G5	\$8,913.58	E5	\$9,723.92

**PRINCIPAL SALARY
(Annual Schedules)**

FY 2024-25

Effective July 1, 2024

ADM Range	Base		Growth Met		Growth Exceeded	
	Schedule/ Pay Level	Annual Salary	Schedule/ Pay Level	Annual Salary	Schedule/ Pay Level	Annual Salary
up to 200	B0	\$77,792	G0	\$85,570	E0	\$93,350
201 to 400	B1	\$81,681	G1	\$89,849	E1	\$98,017
401 to 700	B2	\$85,570	G2	\$94,128	E2	\$102,685
701 to 1,000	B3	\$89,461	G3	\$98,406	E3	\$107,353
1,001 to 1,600	B4	\$93,350	G4	\$102,685	E4	\$112,020
over 1,600	B5	\$97,239	G5	\$106,963	E5	\$116,687

PRINCIPAL DAILY RATES

FY 2024-25

Effective July 1, 2024

		Base - Daily Rates			
<u>SCHEDULE/ PAY LEVEL</u>	<u>BASE Monthly Salary</u>	Days in Pay Period			
		<u>20</u>	<u>21</u>	<u>22</u>	<u>23</u>
B0	\$6,482.67	\$324.13	\$308.70	\$294.67	\$281.86
B1	\$6,806.75	\$340.34	\$324.13	\$309.40	\$295.95
B2	\$7,130.83	\$356.54	\$339.56	\$324.13	\$310.04
B3	\$7,455.08	\$372.75	\$355.00	\$338.87	\$324.13
B4	\$7,779.17	\$388.96	\$370.44	\$353.60	\$338.22
B5	\$8,103.25	\$405.16	\$385.87	\$368.33	\$352.32

		Met Growth - Daily Rates			
<u>SCHEDULE/ PAY LEVEL</u>	<u>MET GROWTH Monthly Salary</u>	Days in Pay Period			
		<u>20</u>	<u>21</u>	<u>22</u>	<u>23</u>
G0	\$7,130.83	\$356.54	\$339.56	\$324.13	\$310.04
G1	\$7,487.42	\$374.37	\$356.54	\$340.34	\$325.54
G2	\$7,844.00	\$392.20	\$373.52	\$356.55	\$341.04
G3	\$8,200.50	\$410.03	\$390.50	\$372.75	\$356.54
G4	\$8,557.08	\$427.85	\$407.48	\$388.96	\$372.05
G5	\$8,913.58	\$445.68	\$424.46	\$405.16	\$387.55

		Exceeded Growth - Daily Rates			
<u>SCHEDULE/ PAY LEVEL</u>	<u>EXCEEDED GROWTH Monthly Salary</u>	Days in Pay Period			
		<u>20</u>	<u>21</u>	<u>22</u>	<u>23</u>
E0	\$7,779.17	\$388.96	\$370.44	\$353.60	\$338.22
E1	\$8,168.08	\$408.40	\$388.96	\$371.28	\$355.13
E2	\$8,557.08	\$427.85	\$407.48	\$388.96	\$372.05
E3	\$8,946.08	\$447.30	\$426.00	\$406.64	\$388.96
E4	\$9,335.00	\$466.75	\$444.52	\$424.32	\$405.87
E5	\$9,723.92	\$486.20	\$463.04	\$442.00	\$422.78

FY 2024-25 Salary Schedules
CENTRAL OFFICE ADMINISTRATOR SALARY RANGES
ASSOCIATE SUPERINTENDENTS, ASSISTANT SUPERINTENDENTS,
DIRECTORS, SUPERVISORS, COORDINATORS AND FINANCE OFFICERS
Effective July 1, 2024

Classification	Maximum Monthly Salary
School Administrator I	\$7,573
School Administrator II	\$8,024
School Administrator III	\$8,502
School Administrator IV	\$8,834
School Administrator V	\$9,187
School Administrator VI	\$9,731
School Administrator VII	\$10,120

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.

NOTE: FINANCE OFFICERS

1. State Board Policy FINO-000 requires the State Board of Education shall classify the finance officers in terms of uniform pay grades include the salary schedule of the State Human Resources Commission
2. The salary of the finance officer is aligned to the Accounting Director I and II.
3. Pay Grade Minimum NC24 (\$82,011)
4. Maximum pay grade NC24 (\$188,429)
5. The maximum salary paid from State Funds shall not exceed the maximum allowable per legislation paid for the superintendent at the Local Education Agency.

FY 2024-25 Salary Schedules
SUPERINTENDENT SALARY RANGES
Effective July 1, 2024

Classification	Maximum Monthly Salary
Superintendent I (Up to 2,500 ADM)	\$10,727
Superintendent II (2,501 - 5,000 ADM)	\$11,366
Superintendent III (5,001 - 10,000 ADM)	\$12,049
Superintendent IV (10,001 - 25,000 ADM)	\$12,773
Superintendent V (Over 25,000 ADM)	\$13,541

Notes:

1. 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.

FY2024 Substitute Rate

Effective July 1, 2024

22 days in month

		Non Cert		Certified	
		50.00%		65.00%	
		*** Min	Max	Min	Max
A00	4,100.00	93	186	121	186

*** Note: *Minimum salary for substitute paid with state funds shall also meet the required \$15/hour per SL2021-180, SB105. It is the responsibility of each district to verify that they are in compliance with this legislation.*

Salary Grade Placements Guidelines

For Most Classified Positions at the Public Schools

These grades and scales are maintained by the State Board of Education (SBE). Please cross-reference to the SBE website to see any changes implemented for the State Budget actions. 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.

No eligible State-funded employee shall be prohibited from receiving the full salary increases provided in this section solely because the employee's salary after applying the legislative increase is above the maximum of the salary range prescribed by the State Human Resources Commission. (SL 2023-134 Sec. 39.1.(d))

- 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 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 January 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.

Reference Materials that may be useful:

NC Office of State Human Resources – Classification and Compensation Website:

[NC OSHR: Classification and Compensation](#)

Salary Grade Placements

Reference Materials that may be useful:

NC Office of State Human Resources – Classification and Compensation website:

[NC OSHR: Classification and Compensation](#)

Office Administration

Classification	Salary Grade	Monthly Minimum	Monthly Maximum
Office Support	NC01-NC10	2,600	5,898
Student Information Data Managers	NC04-NC10	2,600	5,898

Transportation

Classification	Salary Grade	Monthly Minimum	Monthly Maximum
Transportation Safety Assistant	NC01-NC01	2,600	3,802
Bus Driver	NC04-NC06	2,600	4,852
Transportation Mechanic	NC06-NC10	2,773	5,898
Transportation Supervisor	NC14-NC15	4,097	7,527
Transportation Director	NC17-NC19	4,742	9,150

School Nutrition Services

Classification	Salary Grade	Monthly Minimum	Monthly Maximum
School Nutrition Assistant	NC04-NC05	2,600	4,621
School Nutrition Site Manager	NC05-NC06	2,641	4,852
School Nutrition Supervisor - CO	NC07-NC08	2,911	5,350
School Nutrition Director	NC17-NC19	4,742	9,150

Curriculum Support

Classification	Salary Grade	Monthly Minimum	Monthly Maximum
Distance Learning Instructional Asst	NC05-NC05	2,641	4,621
Educational Interpreter I	NC05-NC05	2,641	4,621
Educational Interpreter II	NC07-NC07	2,911	5,095
Educational Interpreter III	NC09-NC09	3,210	5,617
School Health Assistant	MH01-MH01	2,600	3,593
Teacher Assistant	NC04-NC06	2,600	4,852
Therapeutic Recreation Specialist	MH03-MH03	2,641	3,961
Vocational Technical Assistant	NC04-NC06	2,600	4,852
Deaf/Blind Intervener I/II	NC12-NC14	3,716	7,169

Note: To determine monthly rate, use the OSHR annual salary and divide by 52 (weeks) and 40 (hours)

$$\$31,200.00 / 12 = \$2,600.00$$

To determine hourly rate, use the OSHR annual salary and divide by 12

$$(months). \$31,200.00 / 52 / 40 = \$15.00$$

Salary Grade Placements

Reference Materials that may be useful:

NC Office of State Human Resources – Classification and Compensation website:

[NC OSHR: Classification and Compensation](#)

Other Licensed Professionals

Classification	Salary Grade	Monthly Minimum	Monthly Maximum
Occupational Therapist	MH17-MH18	5,170	9,170
Occupational Therapist Assistant	MH10-MH12	3,716	6,145
Physical Therapist	MH17-MH18	5,170	9,170
Physical Therapist assistant	MH10--M12	3,716	6,145
Registered Nurse (Not Holding)	MH15-MH15	4,742	7,113
Driver Education instructor- D MV only	NC08	3,057	5,350
Driver Education Instructor- DMV plus educator license, but no license 096 safety and driver education	NC09-NC09	3,210	5,617
Driver Education Instructor- DMV plus educator license, with license 096 safety and driver education	NC11-NC11	3,539	6,193

Maintenance/Operations

Classification	Salary Grade	Monthly Minimum	Monthly Maximum
Carpenter/Cabinet Maker	NC03-NC08	2,600	5,350
Carpenter Supervisor	NC10-NC10	3,370	5,898
Custodian	NC01-NC01	2,600	3,802
Custodian Supervisor (Site-Based)	NC05-NC05	2,641	4,621
Custodian Supervisor	NC07-NC07	2,911	5,095
Electrician	NC08-NC09	3,057	5,617
Electrician Supervisor	NC11-NC11	3,539	6,193
Electronic Technician	NC11-NC11	3,539	6,193
Grounds Keeper	NC01-NC03	2,600	4,192
Grounds Supervisor	NC05-NC05	2,641	4,621
HVAC Mechanic	NC08-NC10	3,057	5,898
HVAC Supervisor	NC12-NC12	3,716	6,502
Laborer	NC01-NC01	2,600	3,802
Locksmith	NC05-NC05	2,641	4,621
Machine Operator	NC04-NC04	2,600	4,401
Plumber	NC07-NC08	2,911	5,350
Plumber Supervisor	NC09-NC09	3,210	5,617
Warehouse Manager	NC05-NC05	2,641	4,621
Waste Water Plant Operator	NC05-NC05	2,641	4,621
Welder	NC09-NC09	3,210	5,617
Maintenance Supervisor	NC13-NC17	3,901	8,299
Maintenance Director	NC17-NC19	4,742	9,150
Maintenance/Construction Technician I	NC03-NC03	2,600	4,192
Maintenance/Construction Technician II	NC06-NC06	2,773	4,852
Maintenance/Construction Technician III	NC09-NC09	3,210	5,617
Maintenance/Construction Technician IV	NC11-NC11	3,539	6,193

Note: To determine monthly rate, use the OSHR annual salary and divide by 52 (weeks) and 40 (hours). $\$31,200.00 / 12 = \$2,600.00$

To determine hourly rate, use the OSHR annual salary and divide by 12 (months).

$\$31,200.00 / 52 / 40 = \15.00

FY 2024-25 Salary Schedules
Public School Employees Salary Grades
Effective July 1, 2024

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.

OSHR-STATE SCALE based on 40 Hour Work Week				
<u>Pay Grade</u>	<u>Monthly Minimum</u>	<u>Monthly Maximum</u>	<u>Hourly Minimum</u>	<u>Hourly Maximum</u>
NC01	2,600.00	3,801.83	15.00	21.93
NC02	2,600.00	3,991.92	15.00	23.03
NC03	2,600.00	4,191.50	15.00	24.18
NC04	2,600.00	4,401.08	15.00	25.39
NC05	2,640.67	4,621.08	15.23	26.66
NC06	2,772.67	4,852.17	16.00	27.99
NC07	2,911.33	5,094.75	16.80	29.39
NC08	3,056.83	5,349.50	17.64	30.86
NC09	3,209.67	5,617.00	18.52	32.41
NC10	3,370.17	5,897.83	19.44	34.03
NC11	3,538.67	6,192.75	20.42	35.73
NC12	3,715.67	6,502.33	21.44	37.51
NC13	3,901.42	6,827.50	22.51	39.39
NC14	4,096.50	7,168.83	23.63	41.36
NC15	4,301.33	7,527.33	24.82	43.43
NC16	4,516.42	7,903.67	26.06	45.60
NC17	4,742.17	8,298.83	27.36	47.88
NC18	4,979.33	8,713.83	28.73	50.27
NC19	5,228.25	9,149.50	30.16	52.79

Note : To determine monthly rate, use the OSHR annual salary and divide by 52 (weeks) and 40 (hours).

$$\$31,200.00 / 12 = \$2,600.00$$

To determine hourly rate, use the OSHR annual salary and divide by 12 (months).

$$\$31,200.00 / 52 / 40 = \$15.00$$

**FY 2024-25 Salary Schedules
Public School Employees Salary Grades
Effective July 1, 2024**

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.

OSHR-STATE SCALE based on 40 Hour Work Week				
<u>Pay Grade</u>	<u>Monthly Minimum</u>	<u>Monthly Maximum</u>	<u>Hourly Minimum</u>	<u>Hourly Maximum</u>
MH01	2,600.00	3,592.67	15.00	20.73
MH02	2,600.00	3,772.42	15.00	21.76
MH03	2,640.67	3,960.92	15.23	22.85
MH04	2,772.67	4,159.00	16.00	23.99
MH05	2,911.33	4,366.92	16.80	25.19
MH06	3,056.83	4,585.33	17.64	26.45
MH07	3,209.67	4,814.58	18.52	27.78
MH08	3,370.17	5,055.25	19.44	29.16
MH09	3,538.67	5,308.08	20.42	30.62
MH10	3,715.67	5,573.42	21.44	32.15
MH11	3,901.42	5,852.17	22.51	33.76
MH12	4,096.50	6,144.75	23.63	35.45
MH13	4,301.33	6,452.00	24.82	37.22
MH14	4,516.42	6,774.58	26.06	39.08
MH15	4,742.17	7,113.33	27.36	41.04
MH16	4,809.33	7,935.33	27.75	45.78
MH17	5,170.00	8,530.50	29.83	49.21
MH18	5,557.75	9,170.33	32.06	52.91

Note: To determine monthly rate, use the OSHR annual salary and divide by 12 (months) and 40 (hours).

$$\$31,200.00 / 12 = \$2,600.00$$

To determine hourly rate, use the OSHR annual salary and divide by 12 (months).

$$\$31,200.00 / 12 / 40 = \$15.00$$

Little Rock Prep Curriculum Outline

9th Grade	10th Grade	11th Grade	12th Grade
English I- Introduction to literature, writing, and critical analysis.	English II- Diverse texts and advanced writing techniques	English III- American literature and research skills	English IV- World literature and preparation for college-level writing
Integrated Math I or Algebra I	Integrated Math II or Geometry	Integrated Math III or Algebra II	Intro to Calculus or Statistics
Physical Science	Biology	Earth/Environment Science	Chemistry (Elective)
American History: The Founding Principles	Civics and Economics	World History- Courses on contemporary global issues and cultural studies	World History- Courses on contemporary global issues and cultural studies
Physical Education/Health	Physical Education/Health or Elective	Physical Education/Health or Elective	Physical Education/Health or Elective
Arts Education (Elective)- visual arts, music, and performing arts	Arts Education (Elective)- visual arts, music, and performing arts	Career and Technical Education (CTE)	Career and Technical Education (CTE)
World Language(Elective)	World Language(Elective)	World Language or Arts Education (Elective)	World Language or Arts Education (Elective)

<u>Position</u>	<u>Year 0</u>	<u>Year 1</u>
Principal/School Leader	1	1
Assistant Principal		0
Dean(s)	2	1
Additional School Leadership (Finance)	0.5	1
Core Classroom Teachers		6
Specialized Classroom Teachers (e.g. special education, ELL, foreign language, etc.)		3.5
Student Support Positions (e.g. social workers, psychologists, etc.)		0.5
Specialized School Staff (CTE/Tech)		0
Teaching Aides or Assistants		
School Operations Support Staff	1.5	3.5

Year 2

Year 3

Year 4

Year 5

1	1	1	1	1
1	1	1	1	1
2	2	2	2	2
1	1	1	1	1
10	14	18	18	18
6	7	8	8	8
1	1.5	1.5	1.5	1.5
1	2	3	3	3
6	7	9.5	9.5	9.5

Enrollment Projections Year 1 through Year 5

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

If applying as 'Statewide Virtual', select 1000-Statewide Avg as LEA 1 only. If applying as 'Regional Virtual', select a maximum of 3 LEAs. The numbers in the following tables are projections, or estimates, and do not bind the State to fund the school at any part

LEA #1:

What percentage of students from

LEA #2:

What percentage of students from

LEA #3:

What percentage of students from

Grade	Year 1			Year 2			
	LEA #1	LEA #2	LEA #3	LEA #1	LEA #2	LEA #3	LEA #1
	600			600			600
Kindergarten							
Grade 1							
Grade 2							
Grade 3							
Grade 4							
Grade 5							
Grade 6							
Grade 7							
Grade 8							
Grade 9	125			125			125
Grade 10				125			125
Grade 11							125
Grade 12							

LEA Totals:	125	0	0	250	0	0	375
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For the first two years the State will fund the school up to the maximum projected enrollment for each of those years as shown. In subsequent years, the school may increase its enrollment only as permitted by NCGS 115C-218.7(b).

Budget: Revenue Projections from each LEA Year 1

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

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

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

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

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

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

REFER TO RESOURCE GUIDE FOR ADDITIONAL INFORMATION AND SOURCE DOCUMENTS

LEA #1:		600-Char.-Mecklenburg		
Revenue	Approximate Per Pupil Funding	Projected LEA ADM	Approximate funding for Year 1	
State Funds	\$6,390.31	125	\$798,788.75	
Local Funds	\$3,840.20	125	\$480,025.00	
State EC Funds	\$5,365.09	13	\$67,063.63	
Federal EC Funds	\$1,514.35	13	\$18,929.38	
Total:			\$1,364,806.75	

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 on federal funding in year one to meet budgetary goals.

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

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

Income: Revenue Projections	Year 1	Year 2	Year 3	Year 4	Year 5
State ADM Funds	\$ 798,789	\$ 1,597,578	\$ 2,396,366	\$ 3,195,155	\$ 3,195,155
Local Per Pupil Funds	\$ 480,025	\$ 960,050	\$ 1,440,075	\$ 1,920,100	\$ 1,920,100
State EC Funds	\$ 67,064	\$ 134,127	\$ 201,191	\$ 268,255	\$ 268,255
Federal EC Funds	-	\$ 18,929	\$ 56,788	\$ 75,718	\$ 75,718
Other Funds*	\$ 840,000	\$ 400,000	\$ 175,000		\$ 10,000
Working Capital*					
TOTAL REVENUE:	\$ 2,185,877	\$ 3,110,684	\$ 4,269,420	\$ 5,459,227	\$ 5,469,227

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

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

Personnel Budget: Expenditure Projections

Budget Expenditure Projections	Year 1			Year 2			Year 3			Year 4			Year 5		
	Number of Staff	Average Salary	Total Salary	Number of Staff	Average Salary	Total Salary	Number of Staff	Average Salary	Total Salary	Number of Staff	Average Salary	Total Salary	Number of Staff	Average Salary	Total Salary
Administrative & Support Personnel															
Lead Administrator	1	\$ 110,000	\$ 110,000	1	\$ 113,300	\$ 113,300	1	\$ 116,699	\$ 116,699	1	\$ 120,200	\$ 120,200	1	\$ 123,806	\$ 123,806
Assistant Administrator	0		\$ -	1	\$ 65,000	\$ 65,000	1	\$ 66,950	\$ 66,950	1	\$ 68,959	\$ 68,959	1	\$ 71,027	\$ 71,027
Finance Officer	1	\$ 100,000	\$ 100,000	1	\$ 103,000	\$ 103,000	1	\$ 106,090	\$ 106,090	1	\$ 109,273	\$ 109,273	1	\$ 112,551	\$ 112,551
Clerical	1.5	\$ 40,000	\$ 60,000	1.5	\$ 41,200	\$ 61,800	1.5	\$ 42,436	\$ 63,654	1.5	\$ 43,709	\$ 65,564	1.5	\$ 45,020	\$ 67,531
Food Service Staff			\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
Custodians	1	\$ 35,000	\$ 35,000	2	\$ 36,050	\$ 72,100	2	\$ 37,132	\$ 74,263	3	\$ 38,245	\$ 114,736	3	\$ 39,393	\$ 118,178
Transportation Staff			\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
Instructional Technology Facilitator (Remote Applicants ONLY)	0		\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
IT Support	0.5	\$ 55,000	\$ 27,500	1	\$ 56,650	\$ 56,650	1	\$ 58,350	\$ 58,350	1	\$ 60,100	\$ 60,100	1	\$ 61,903	\$ 61,903
Counselor	0.5	\$ 60,000	\$ 30,000	1	\$ 61,800	\$ 61,800	1	\$ 63,654	\$ 63,654	1.5	\$ 65,564	\$ 98,345	1.5	\$ 67,531	\$ 101,296
Dean - Culture	1	\$ 60,000	\$ 60,000	1	\$ 61,800	\$ 61,800	1	\$ 63,654	\$ 63,654	1	\$ 65,564	\$ 65,564	1	\$ 67,531	\$ 67,531
Nurse	0.5	\$ 60,000	\$ 30,000	1	\$ 61,800	\$ 61,800	1	\$ 63,654	\$ 63,654	1	\$ 65,564	\$ 65,564	1	\$ 67,531	\$ 67,531
Total Admin and Support:	7		\$ 452,500	10.5		\$ 657,250	10.5		\$ 676,968	12		\$ 768,304	12		\$ 791,353
Instructional Personnel															
Core Content Teacher(s)	6	\$ 50,000	\$ 300,000	10	\$ 51,500	\$ 515,000	14	\$ 53,045	\$ 742,630	18	\$ 54,636	\$ 983,454	18	\$ 56,275	\$ 1,012,958
Electives/Specialty Teacher(s)	3	\$ 50,000	\$ 150,000	3	\$ 51,500	\$ 154,500	4	\$ 53,045	\$ 212,180	5	\$ 54,636	\$ 273,182	5	\$ 56,275	\$ 281,377
Exceptional Children Teacher(s)	1.5	\$ 60,000	\$ 90,000	2.5	\$ 61,800	\$ 154,500	3	\$ 63,654	\$ 190,962	3	\$ 65,564	\$ 196,691	3	\$ 67,531	\$ 202,592
Instructional Support			\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
Teacher Assistants			\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
Dean of Academic Instruction			\$ -	1	\$ 60,000	\$ 60,000	1	\$ 60,000	\$ 60,000	1	\$ 60,000	\$ 60,000	1	\$ 60,000	\$ 60,000
CTE/Tech Teachers			\$ -	1	\$ 50,000	\$ 50,000	2	\$ 51,500	\$ 103,000	3	\$ 53,045	\$ 159,135	3	\$ 54,636	\$ 163,909
Foreign Language			\$ -	1	\$ 55,000	\$ 55,000	2	\$ 56,650	\$ 113,300	3	\$ 58,350	\$ 175,049	3	\$ 60,100	\$ 180,300
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Total Instructional Personnel:	10.5		\$ 540,000	18.5		\$ 989,000	26		\$ 1,422,072	33		\$ 1,847,510	33		\$ 1,901,136
Total Admin, Support and Instructional Personnel:	17.5		\$ 992,500	29		\$ 1,646,250	36.5		\$ 2,099,040	45		\$ 2,615,814.19	45		\$ 2,692,489

Benefits	Year 1			Year 2			Year 3			Year 4			Year 5		
	Number of Staff	Cost Per	Total	Number of Staff	Cost Per	Total	Number of Staff	Cost Per	Total	Number of Staff	Cost Per	Total	Number of Staff	Cost Per	Total
Administrative & Support Benefits															
Health Insurance	7	\$ 10,800	\$ 75,600	10.5	\$ 11,340	\$ 119,070	10.5	\$ 11,907	\$ 125,024	12	\$ 12,502	\$ 150,028	12	\$ 13,127	\$ 157,530
Retirement Plan--NC State	1	\$ 13,575	\$ 13,575	1	\$ 19,718	\$ 19,718	1	\$ 20,309	\$ 20,309	1	\$ 23,049	\$ 23,049	1	\$ 23,741	\$ 23,741
Retirement Plan--Other		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
Life Insurance	7	\$ 36	\$ 252	10.5	\$ 36	\$ 378	10.5	\$ 36	\$ 378	12	\$ 36	\$ 432	12	\$ 36	\$ 432
Disability		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
Medicare	1	\$ 6,558	\$ 6,558	1	\$ 9,530	\$ 9,530	1	\$ 9,816	\$ 9,816	1	\$ 11,140	\$ 11,140	1	\$ 11,475	\$ 11,475
Social Security	1	\$ 28,055	\$ 28,055	1	\$ 40,750	\$ 40,750	1	\$ 41,972	\$ 41,972	1	\$ 47,635	\$ 47,635	1	\$ 49,064	\$ 49,064
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Total Admin and Support Benefits:		\$ 124,040	\$ 124,040		\$ 189,445	\$ 189,445		\$ 197,499	\$ 197,499		\$ 232,285	\$ 232,285		\$ 242,241	\$ 242,241
Instructional Personnel Benefits															
Health Insurance	10.5	\$ 10,800	\$ 113,400	18.5	\$ 11,340	\$ 209,790	26	\$ 11,907	\$ 309,582	33	\$ 12,502	\$ 412,578	33	\$ 13,127	\$ 433,206
Retirement Plan--NC State	1	\$ 16,200	\$ 16,200	1	\$ 29,670	\$ 29,670	1	\$ 42,662	\$ 42,662	1	\$ 55,425	\$ 55,425	1	\$ 57,034	\$ 57,034
Retirement Plan--Other		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
Social Security	1	\$ 33,480	\$ 33,480	1	\$ 61,318	\$ 61,318	1	\$ 88,168	\$ 88,168	1	\$ 114,546	\$ 114,546	1	\$ 117,870	\$ 117,870
Disability		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
Medicare	1	\$ 7,830	\$ 7,830	1	\$ 14,341	\$ 14,341	1	\$ 20,620	\$ 20,620	1	\$ 26,789	\$ 26,789	1	\$ 27,566	\$ 27,566
Life Insurance	10.5	\$ 36	\$ 378	18.5	\$ 36	\$ 666	26	\$ 36	\$ 936	33	\$ 36	\$ 1,188	33	\$ 36	\$ 1,188
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Total Instructional Personnel Benefits:		\$ 171,288	\$ 171,288		\$ 315,785	\$ 315,785		\$ 461,969	\$ 461,969		\$ 610,525	\$ 610,525		\$ 636,865	\$ 636,865
Total Personnel Benefits:		\$ 295,328	\$ 295,328		\$ 505,230	\$ 505,230		\$ 659,467	\$ 659,467		\$ 842,810	\$ 842,810		\$ 879,106	\$ 879,106
Total Admin & Support Personnel (Salary & Benefits):	7		\$ 576,540	10.5		\$ 846,695	10.5		\$ 874,466	12		\$ 1,000,588.36	12		\$ 1,033,594
Total Instructional Personnel (Salary & Benefits):	10.5		\$ 711,288	18.5		\$ 1,304,785	26		\$ 1,884,041	33		\$ 2,458,036	33		\$ 2,538,001
TOTAL PERSONNEL:	17.5		\$ 1,287,828	29		\$ 2,151,480	36.5		\$ 2,758,507	45		\$ 3,458,624	45		\$ 3,571,595

*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			
Office Supplies	\$ 15,000.00	\$ 20,000.00	\$ 30,000.00
Paper	\$ 500.00	\$ 500.00	\$ 500.00
Computers & Software	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00
Communications & Telephone	\$ 1,500.00	\$ 1,500.00	\$ 1,500.00
Copier leases	\$ 7,500.00	\$ 12,000.00	\$ 12,500.00
Other			
*** Insert rows and edit text as needed. ***			
Management Company			
Contract Fees	\$ 40,376.31	\$ 81,320.52	\$ 204,721.00
Other			
*** Insert rows and edit text as needed. ***			
Professional Contract			
Legal Counsel	\$ 15,000.00	\$ 15,000.00	\$ 15,000.00
Student Accounting			
Financial			
Other		\$ 25,000.00	\$ 30,000.00
*** Insert rows and edit text as needed. ***			
Facilities			
Facility Lease/Mortgage	\$ 225,000.00	\$ 231,750.00	\$ 500,000.00
Maintenance	\$ 50,000.00	\$ 60,000.00	\$ 70,000.00
Custodial Supplies	\$ 35,000.00	\$ 40,000.00	\$ 40,000.00
Custodial Contract	\$ 50,000.00	\$ 51,500.00	\$ 75,000.00
Insurance (pg19)	\$ 36,500.00	\$ 38,000.00	\$ 40,000.00
Other			
*** Insert rows and edit text as needed. ***			
Utilities			
Electric	\$ 15,000.00	\$ 15,450.00	\$ 15,913.50
Gas	\$ 5,000.00	\$ 5,150.00	\$ 5,304.50
Water/Sewer	\$ 2,500.00	\$ 2,575.00	\$ 2,652.25
Trash	\$ 8,000.00	\$ 8,240.00	\$ 8,487.20
Other			

*** Insert rows and edit text as needed. ***

Transportation			
Buses			
Gas	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00
Oil/Tires & Maintenance	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00
Other	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00
CATS Partnership Costs	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00
Other			
Marketing	\$ 25,000.00	\$ 20,000.00	\$ 20,000.00
Child nutrition	\$ 12,000.00	\$ 12,000.00	\$ 12,000.00
Travel	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00
Other			
Total Administrative & Support Operations:	\$ 579,876.31	\$ 675,985.52	\$ 1,119,578.45

OPERATIONS BUDGET:			
Instructional	Year 1	Year 2	Year 3
Classroom Technology			
Classroom/Student Devices	\$ 60,000.00	\$ 60,000.00	\$ 60,000.00
Software (LMS, SIS, etc.)	\$ 60,000.00	\$ 8,000.00	\$ 10,000.00
Wifi Access (Remote Applicants ONLY)			
Viewsonic Classroom	\$ 24,000.00	\$ 24,000.00	\$ 24,000.00
Instructional Contract			
Staff Development	\$ 10,000.00	\$ 15,000.00	\$ 25,000.00
Other			
Student Services	\$ 5,000.00	\$ 10,000.00	\$ 15,000.00
Books and Supplies			
Instructional Materials	\$ 100,000.00	\$ 100,000.00	\$ 200,000.00
Curriculum/Texts	\$ 50,000.00	\$ 50,000.00	\$ 50,000.00
Copy Paper	\$ 2,500.00	\$ 2,250.00	\$ 2,500.00
Testing Supplies	\$ 2,500.00	\$ 3,000.00	\$ 4,000.00
Other			
*** Insert rows and edit text as needed. ***			
Total Instructional Operations:	\$ 314,000.00	\$ 272,250.00	\$ 390,500.00
TOTAL OPERATIONS:	\$ 893,876.31	\$ 948,235.52	\$ 1,510,078.45

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

Year 4	Year 5
\$ 30,000.00	\$ 30,000.00
\$ 500.00	\$ 500.00
\$ 10,000.00	\$ 10,000.00
\$ 1,500.00	\$ 1,500.00
\$ 13,000.00	\$ 13,250.00
\$ 491,330.43	\$ 491,330.43
\$ 15,000.00	\$ 15,000.00
\$ 50,000.00	\$ 50,000.00
\$ 515,000.00	\$ 530,450.00
\$ 75,000.00	\$ 80,000.00
\$ 45,000.00	\$ 50,000.00
\$ 77,250.00	\$ 79,567.50
\$ 42,500.00	\$ 45,000.00
\$ 16,390.91	\$ 16,882.63
\$ 5,463.64	\$ 5,627.54
\$ 2,731.82	\$ 2,813.77
\$ 8,741.82	\$ 9,004.07

\$	10,000.00	\$ 10,000.00
\$	5,000.00	\$ 5,000.00
\$	1,000.00	\$ 1,000.00
\$	5,000.00	\$ 5,000.00
\$	20,000.00	\$ 20,000.00
\$	12,000.00	\$ 12,000.00
\$	5,000.00	\$ 5,000.00
\$	1,457,408.60	\$ 1,488,925.95

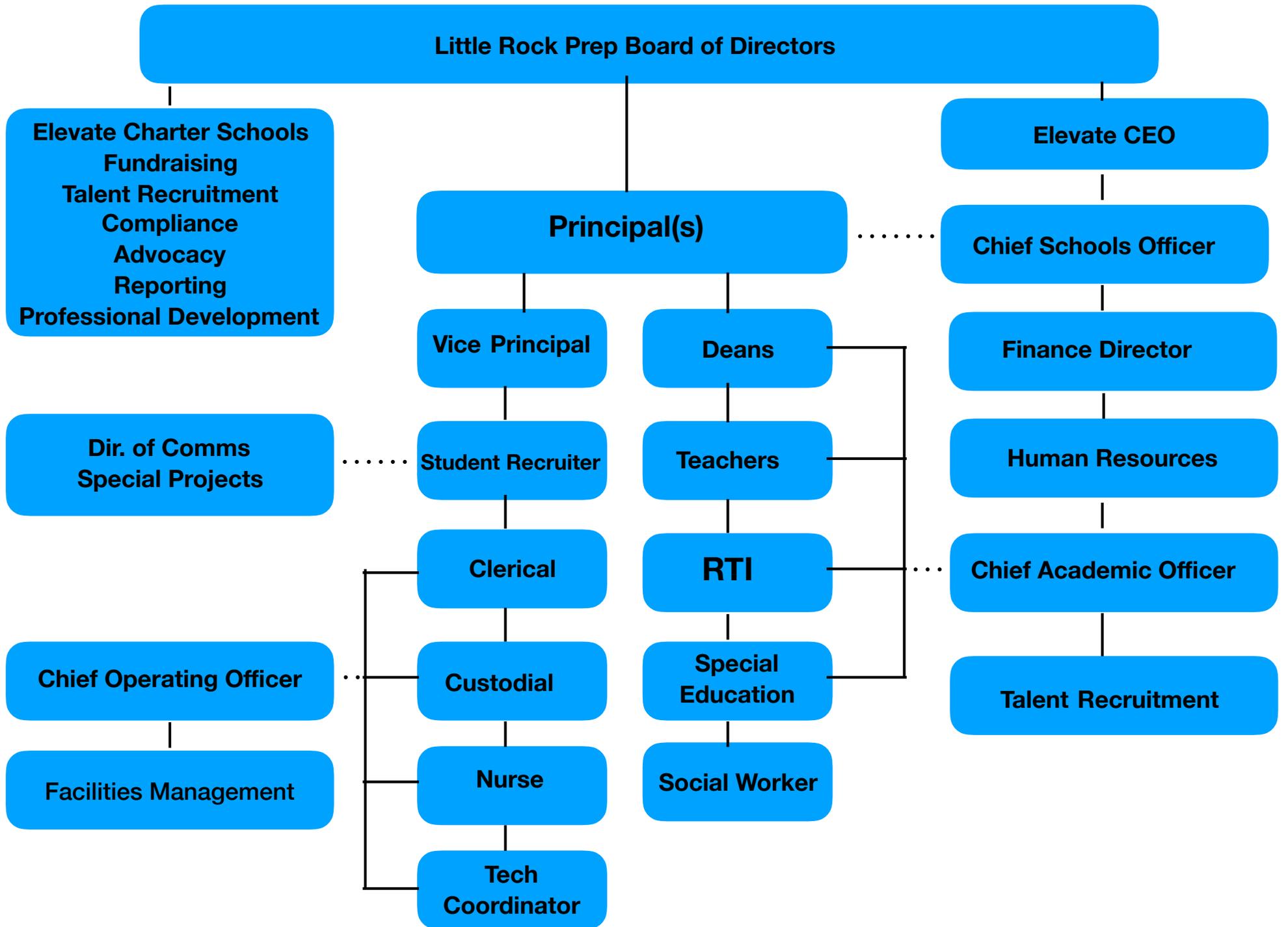
Year 4		Year 5	
\$	75,000.00	\$	60,000.00
\$	12,000.00	\$	12,000.00
\$	24,000.00	\$	24,000.00
\$	30,000.00	\$	30,000.00
\$	20,000.00	\$	20,000.00
\$	250,000.00	\$	200,000.00
\$	50,000.00	\$	50,000.00
\$	2,750.00	\$	3,000.00
\$	5,000.00	\$	5,000.00
\$	468,750.00	\$	404,000.00

\$	1,926,158.60	\$	1,892,925.95
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Overall Budget

SUMMARY	Logic	Year 1	Year 2	Year 3	Year 4	Year 5
Total Personnel	J	\$ 1,287,827.63	\$ 2,151,479.63	\$ 2,758,506.76	\$ 3,458,624.13	\$ 3,571,594.73
Total Operations	M	\$ 893,876.31	\$ 948,235.52	\$ 1,510,078.45	\$ 1,926,158.60	\$ 1,892,925.95
Total Expenditures	N = J + M	\$ 2,181,703.94	\$ 3,099,715.15	\$ 4,268,585.21	\$ 5,384,782.73	\$ 5,464,520.68
Total Revenue	Z	\$ 2,185,877.38	\$ 3,110,684.13	\$ 4,269,420.25	\$ 5,459,227.00	\$ 5,469,227.00
Surplus / (Deficit)	= Z - N	\$ 4,173.44	\$ 10,968.98	\$ 835.04	\$ 74,444.27	\$ 4,706.32

Little Rock Prep Organization Chart





**NORTH CAROLINA
DEPARTMENT OF PUBLIC INSTRUCTION**

Maurice "Mo" Green, Superintendent of Public Instruction

www.dpi.nc.gov

2025 Charter Application Fee Payment Form

***Form must accompany payment (certified check or money order) for processing.

(Please Type or Print Legibly)

Name:	Phone:
Derrill A. Blue	405-821-1333
Name of Charter School:	
Little Rock Preparatory Academy for Young Men	
E-mail:	
derrillblue@gmail.com	

General Information

Non-Refundable Application Fee: \$1,000.00

Acceleration/Fast Track /Traditional Timeline Applicants: The Office of Charter Schools must receive your application fee and fee payment form no later than 5:00 pm. (EDT) April 25, 2025.

Payment Information

<ul style="list-style-type: none"> ➤ 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 	<p><u>Payable To:</u> NC DPI Office of Charter Schools 6307 Mail Service Center Raleigh, NC 27699-6307</p>
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NOTE: Applications submitted without the non-refundable fee, result in fee being declined by the bank as insufficient funds, or submitted after 5:00 pm EDT on the appropriate deadline, will be deemed incomplete.

FOR DPI USE ONLY

Budget Code: 201908 45100047 08A0000 0821345 2000

OFFICE OF CHARTER SCHOOLS

Ashley Baquero, Director of the Office of Charter Schools | ashley.baquero@dpi.nc.gov
6307 Mail Service Center, Raleigh, North Carolina 27699-6307 | (984) 236-2708

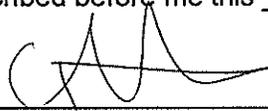
The Little Rock Preparatory Academy for Young Men has not identified its school leader at the time of the submission of this application.

Signature Page

The foregoing application is submitted on behalf of *Little Rock Preparatory Academy for Young Men*. 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: Derrill A. Blue
Board Position: Chairman of Board
Signature: Derrill Blue
Date: April 23, 2025

Sworn to and subscribed before me this 23 day of April, 2025.

Notary Public: 

Official Seal:

My commission expires: April 16, 2029.

