

NC Charter School Application for School Opening 2014:



Submitted to:
North Carolina Department of Public Instruction
NCDPI/Office of Charter Schools
301 N. Wilmington Street
Raleigh NC 27601-2825
919-807-3491

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I. APPLICATION CONTACT INFORMATION

Name of proposed charter school: Catawba Valley Preparatory Academy

Has the organization applied for 501(c)(3) non-profit status: Yes No

Name of non-profit organization under which charter will be organized or operated:
Catawba Valley Charter Education Association, Inc.

Provide the name of the person who will serve as **the primary contact** for this Application. **The primary contact** should serve as the contact for follow-up, interviews, and notices regarding this Application.

Name of contact person: Steven Alan Amos

Title/Relationship to nonprofit: Board Chair

Mailing address: 232 Louise Drive, Stanley, Gaston County, North Carolina 28164

Primary telephone: 980-275-2299 **Alternative telephone:**

E-Mail address: amos.gop@gmail.com

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

County: Gaston

LEA: Gaston

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

No:

Yes: If so, Public or Private:

If yes, please provide the current school or organization web site address: N/A

If a private school, give the name of the private school being converted: N/A

If a traditional public school, give the name and six-digit identifier of the traditional public school being converted: N/A

The Catawba Valley Charter Education Association, Inc. (the “Board”) intends to contract with Charter Schools USA, Inc. (“CSUSA” “EMO”) for the provision of certain services for Catawba Valley Preparatory Academy (the “Academy”). These services will include the use and replication of CSUSA’s educational model. This model has been successfully implemented at North Broward Academy of Excellence in Broward County, Florida, and other public charter schools throughout the country. Details regarding the CSUSA model is outlined in this application, which CSUSA helped prepare. The Board is fully aware that other applicants intend to contract with CSUSA and implement its educational model as well.

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

No: Yes:

If replication, please provide the name of the charter school and the state that charter school has been authorized to operate in. North Broward Academy of Excellence, FL

What is the name of the nonprofit organization that governs this charter school? Renaissance Charter School, Inc.

Grade Levels Served and Total Student Enrollment:

Projected School Opening: **August, 2014**

Will this school operate on a year round schedule? No: Yes:

Proposed Grade Levels Served and Total Student Enrollment (10 Years)

Academic School Year	Grade Levels	Total Projected Student Enrollment
First Year	K-6	661
Second Year	K-7	903
Third Year	K-8	1076
Fourth Year	K-9	1399
Fifth Year	K-10	1745
Sixth Year	K-11	2045
Seventh Year	K-12	2345
Eighth Year	K-12	2345
Ninth Year	K-12	2345
Tenth Year	K-12	2345

The State Board of Education provides funds to charter schools, approves the original members of the boards of directors of the charter schools, has the authority to grant, supervise, and revoke charters, and demands full accountability from charter schools for school finances and student performance.

I certify that I have the authority to submit this application and that the founding board members and I were regularly involved in the development of this application. All information contained herein is complete and accurate. I realize that any misrepresentation could result in disqualification from the application process or revocation after award. I understand that incomplete applications may not be considered. The person named as the contact person for the application is so authorized to serve as the primary contact for this application on behalf of the applicant.

Steven Amos
Signature

STEVEN AMOS
Printed Name

PRESIDENT
Title

2/26/13
Date

II. MISSION and PURPOSES

The mission of Catawba Valley Preparatory Academy (“Academy”) is to build a rigorous and productive learning environment where students can reach their academic potential and where teachers work with students and parents to set clear educational goals. We value the relationship between the teacher and student and the role the family plays in a child’s academic and social development. At their foundation, teachers, parents and students at the Academy will have the shared academic philosophy that all children can learn, become self-motivated life-long learners, function as responsible citizens, and realize their potential as productive members of the local and global societies and the 21st century workforce.

A. Educational need and Targeted Student Population of the Proposed Charter School:

1. Provide a description of Targeted Population in terms of demographics...

The Academy will be open to all students in North Carolina seeking an educational alternative, but will most likely pull its students from a population that is comparable to that of the district, and specifically the population of ex-urban Charlotte. Currently, Gaston County Schools has a demographic composition represented by the table 1.1 below.

table 1.1	Enrollment	White%	Black%	Hispanic%	FRL%	IDEA%
Gaston County	31,059	65.97%	19.81%	9.07%	59.86%	12.48%

The only other charter schools in Gaston County (Mountain Island Charter and Piedmont Community Charter) have white student enrollment proportions averaging 75.85%. The Academy, which will be located close to the Mecklenburg County line, is projected to enroll a comparable proportion of non-white and Free and reduced lunch participants than, if not more.

Catawba Valley Charter Education Association, Inc. chose Gaston County primarily because of the lack of educational alternatives in the county itself; the county contains only two charter schools. The county recently allocated \$212,415,658 over the next 5 years (into 2015-16) toward school construction, renovation, expansion, and new equipment, which will help to alleviate overcrowding currently experienced by the district. The Academy will help alleviate enrollment pressure in Gaston County during this period. Additionally the school’s anticipated proximity to Mecklenburg County, one of the most overcrowded districts in the state, will help absorb that county’s overcrowding as well.

Additionally, 3 of the state’s 160 Priority Schools, which are defined as being among the lowest 5% of Title 1 schools in the state, can be found in Gaston County. Those schools had an average Performance Composite score of 57.1%, which is almost twenty percentage points below the state average of 75.9%. Gaston County also contained one of the state’s 130 Focus Schools, which is defined as having a significant in-school achievement gap.

2. What will be the projected enrollment at the charter school and what percentage of the Average Daily Membership (ADM) does that reflect for the local LEA(s) that may be impacted?

The projected enrollment is 661 in year one. Gaston County is the 9th largest enrollment market in the state (over 31,000). The county has only two charter schools (as of 2012-13) and predicting student pull is difficult, but if all students come from within Gaston County, we anticipate that will be roughly 2.1% in year one of countywide enrollment. Since much of the

county is rural and the school will be placed near a high needs population center on the eastern side of the county, this percentage is in line with a typical Elementary, Middle, and High School feeder system.

3. Explain how the charter school’s education plan will compare to or differ from that of the local LEA(s).

The innovations that the Academy provides will differ from the local LEA by focusing on mastery of standards through offering a Guaranteed and Viable Curriculum. The Academy will also implement the CSUSA Educational Model and Personalized Learning Plans; keep students and parents involved and informed through the Student Information System; ensure professional development and learning environment accountability by utilizing Quality Education for Student and Teachers (QUEST) school visits and weekly walk-throughs. The Academy will also differ by experiences to build College and Career Readiness: College Prep periods, college visits, high expectations “to and through” college, visual tracking of data and performance, college focus and preparation beginning in Kindergarten.

4. Provide evidence through a narrative or visual of this educational need...

Please see Appendix A for evidence of educational need.

B. Purposes of the Proposed Charter School: The proposed charter school will achieve one or more of the six legislated purposes, as specifically addressed in the NC charter school statute GS 115C-238.29A, by the implementing following programs:

- ✓ The Academy will provide parents and students with expanded choices in the types of educational opportunities that are available within the public school system.

The Academy will meet the needs of families who demand more educational opportunities for their children. The Academy will help to meet that demand and expand educational choices for parents and students of the community with the creation of a K-12 college preparatory education system that has a keen focus on stakeholder satisfaction. CSUSA’s commitment to continuous measurement and improvement of stakeholder satisfaction is supported by annual surveys. Annually, more than 90% of students choose to return and parent satisfaction measures exceed 90%. The Board has chosen to partner with CSUSA as the EMO, CSUSA has a proven track record in operating high-performing charter schools and the Academy will bring that same level of quality to the parents of the community.

- ✓ The Academy will improve student learning.

The Guaranteed and Viable Curriculum ensures that students have both the time and opportunity to learn and master the content expected of them within the Common Core State Standards (CCSS) and NC Academic Standards. The Guaranteed and Viable Curriculum combined with implementation of the Educational Model through continuous assessment of student performance data and analysis of student learning gains are imperative to improving student learning and achieving the academic goals set forth in this application.

- ✓ The Academy will encourage the use of different and innovative teaching methods.

Student Information System (SIS): Teachers will be trained to integrate technology into the student learning environment to increase academic achievement for each student. The Academy

has designed innovative reporting tools through the proprietary SIS, including the standards-focused eGrade Book and Narrative Report Card, all of which assist the Academy in analyzing student assessment data and monitoring student progress to ensure academic improvement. These tools also enable the Academy to monitor progress towards meeting and exceeding school-wide goals and objectives and facilitate greater parent communication and engagement.

Personalized Learning Plans (PLP): The PLP empowers students to track their own progress, which initiates student ownership of learning goals. Through analysis and evaluation of data, administrators, teachers, parents, and students are able to devise an academic plan for each student to achieve learning gains.

C. Goals for the Proposed Charter School:

1. How will the governing board know that the proposed public charter school has attained their mission statement? What metrics will be used to gauge that success, and how often will the metrics be reviewed in your analysis?

The use of student assessment and performance data is vital to the culture of the Academy, as evidenced by the Education Model, which is a continuous improvement process that is not only used to improve student learning and achievement, but is also used to evaluate and inform instruction. The data-driven cycle of assessment, analysis, and action, which is indispensable for increasing student achievement, is deeply embedded in the Academy's culture and is a top priority for school-wide improvement. Evaluation and assessment are critical to curriculum implementation and improving student achievement. Proper assessment verifies that students have successfully acquired crucial skills and knowledge. Assessment of student performance in core academic areas will be achieved in various ways, depending on the subject area.

The Academy will monitor and evaluate specific, measurable goals regarding academic performance. As detailed in Table 1.2, academic performance will be measured by making yearly progress by increasing the percentage of students who are proficient on the SBAC assessments, aligned to CCSS for 2014 and beyond, in math, reading and science. When SBAC assessments are unavailable, state End of Grade (EOG) and/or End of Course (EOC) assessments will be used in its place. In the Academy's first year, these proficiency levels will act as the baseline for future year's assessment goals. A baseline year will also be used in years where the state introduces new state-wide assessments. Additionally, students in grades K-8 will take diagnostic benchmark assessments three times per year. Each student will demonstrate progressive growth based on differences of scale scores between diagnostic assessments.

2. Provide specific and measurable student achievement performance goals for the school's educational program and the method of demonstrating that students have attained the skills and knowledge specified for those goals.

Each year after the baseline, the Academy's goals will be to reduce the percentage of students not proficient by 10%. For example, if the percentage of students' proficient on the state Math assessment is 75%, 25% of the students are not proficient. To reduce the number of students not proficient by 10%, math proficiency should increase by 10% of 25%: $75\% + 2.5\% = 77.5\%$. This rate of growth, on average, exceeds the state of North Carolina's average year to year growth as well as the district's average year to year growth. If in any year proficiency is at or above 90%, the Academy will increase proficiency by 1% per year for the remainder of the charter term, or

meet or exceed the district’s average proficiency on state assessments. Given the average proficiency in district schools in 2012, preliminary goals for math, reading and science proficiency are detailed in Table 1.2

Table 1.2 Math, Reading and Science Goals with 2012 EOG Baseline

	Goals - GASTON District Schools				
	Baseline ¹	Year 2	Year 3	Year 4	Year 5
Attendance %	95	95	95	95	95
Matriculation %	>90	>95	>95	>95	>95
% Students at level III and above – Math	80.1	82	84	85	87
% Students at level III and above – Reading	69.1	72	75	77	80
% Students at level III and above – Science	71.6	74	77	79	81
% Students at level III and above – Algebra	76.2	79	81	83	84
% Students at level III and above – English 1	82	84	85	87	88
% Students at level III and above – Biology	81.7	84	85	87	88

READY	The Academy will meet or exceed district performance in the READY model components for all grades K-12. Elementary and middle school grades will meet or exceed the district average, among comparable student demographics, of the percent of students proficient in Math, English Language Arts and Science. At the high school level, proficiency on the Algebra 1, Integrated Math 1, Biology and English II end of course assessments will meet or exceed the district average among comparable demographics. In addition, graduates of the high school will meet or exceed the district average on the new North Carolina READY components, such as graduates’ performance on the ACT and WorkKeys assessment, and the percentage of graduates passing higher-level math courses.
AMO	The Academy will make every effort to meet national AMO targets.

¹ Baseline to be determined by the Schools first year proficiency rates on each SBAC, EOG or EOC.

III. EDUCATION PLAN

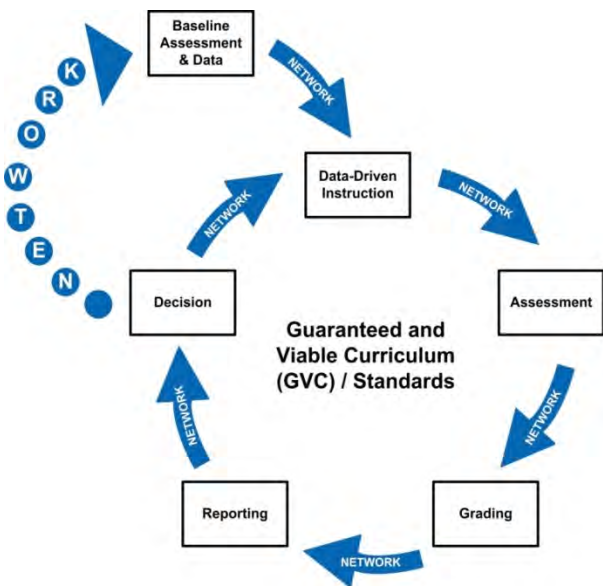
Instructional Program:

The Academy's Educational Model

The Guaranteed and Viable Curriculum (“GVC”) ensures academic excellence in every classroom and encourages steady academic progress as students build their knowledge and skills from one year to the next. After clear guidance is given to teachers regarding the content to be addressed in specific courses and at specific grade levels, the Education Team monitor learning so that the academic content necessary for achievement within each grade is not disregarded or replaced. Teachers focus on the attained curriculum through regular assessment to ensure that each student masters the content of every lesson.

Data Summit

Throughout the year, as part of professional development, a member of the leadership team will lead Data Summits by analyzing students' data to ensure that teachers have a clear understanding of the importance of providing data driven instruction. Component 1 begins with baseline assessment which includes analysis of previous year's state test data and initial administration of benchmark assessment. The Data Summits pinpoint what is needed in each classroom including recognizing skills that each individual student needs to master. By triangulating benchmark results (Component 2), standards-based grades (Component 3), and analysis of student work (Component 4), teachers align and differentiate instruction according to individual student needs. These meetings are at the helm of school-wide and classroom goal setting. The teacher then uses the analyzed data in assisting each student with individualized goal setting and developing the student's Personalized Learning Plan.



Goal-Setting & Personalized Learning Plans

Goal setting is viewed as a catalyst for the cohesion of the Academy as a team working toward the same goals. After Data Summits, teachers meet with students and parents to set personal goals. These goals are academically focused, and allow students to track their own progress. Goal setting is also used after formative assessments as a means to track improvement and areas for growth with regards to academic standards.

Guaranteed and Viable Curriculum Reflection Workshop

Based on the work of Jay McTighe, within Understanding by Design, teachers work to develop unit lessons. The Guaranteed and Viable Curriculum (samples are provided in Appendix B) is aligned to the North Carolina Accountability Model and the Academy's targeted student population and mission. Teacher-developed units contain learning outcomes that are measured by Standards Assessments, which encompasses each learning unit. These assessments are analyzed at the Academy's Data Summits; tracked within the Student Information System in the Narrative Report Card; and include learning activities aligned to the Academy's mission. For

example, a mathematics unit on area and perimeter would include students manipulating shapes on their iPads using applications such as Geogebra and constructing geometric models with applications such as Dr. Geometry.

As a culminating event for each school year, teachers meet to review the implementation of the Guaranteed and Viable Curriculum along with the data by grade level and subject area. After this period of review, any changes to the curriculum are finalized, thereby ensuring that the curriculum is dynamic and is continuously improved based upon teacher feedback.

K-8 Curriculum and Instructional Design:

1. Sample course scope and sequence for core subjects are listed in Appendix B.

2. Identify how this curriculum aligns with the proposed charter school's mission, targeted student population, and North Carolina Accountability Model.

The Academy will implement research-based instructional strategies identified by Robert Marzano in What Works in Schools in order to achieve its mission of preparing students for success to and through college.

The Academy will use the CSUSA Guaranteed and Viable Curriculum, which is aligned to the NC Accountability Model focusing on mastery of the Common Core State Standards and NC Essential Standards through the NC Standard Course of Study.

3. 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.

The Principal will monitor instruction through weekly walk-throughs to ensure implementation of the appropriate instructional strategies listed below. The Academy will provide professional development in weekly Curriculum, Instruction, and Data (CID) meetings and provide feedback based upon school visits, to support effective classroom instruction. Teachers at the Academy will utilize the following **Instructional Strategies That Affect Student Achievement** within their classrooms during the school year.

Category	Instructional Strategies
Identifying similarities and differences	<ul style="list-style-type: none"> Assigning in-class and homework tasks that involve comparison and classification Assigning in-class and homework tasks that involve metaphors and analogies
Summarizing and note taking	<ul style="list-style-type: none"> Asking students to generate verbal and written summaries and take notes in their own words Asking students to revise their notes, correct errors, and add information
Reinforcing effort and providing recognition	<ul style="list-style-type: none"> Recognizing and celebrating progress towards learning goals throughout a unit Recognizing and reinforcing the importance of effort
Homework and practice	<ul style="list-style-type: none"> Providing specific feedback on all assigned homework Assigning homework for the purpose of students practicing skills and procedures that have been the focus of instruction
Nonlinguistic representations	<ul style="list-style-type: none"> Asking students to generate mental images or draw pictures or pictographs representing content, construct graphic organizers representing content, act out content, make physical models of content Asking students to make revisions in their mental images, pictures, pictographs, graphic organizers, and physical models
Cooperative learning	<ul style="list-style-type: none"> Organizing students in cooperative groups when appropriate

Category	Instructional Strategies
Setting objectives and providing feedback	<ul style="list-style-type: none"> • Organizing students in ability groups when appropriate • Setting specific learning goals at the beginning of a unit • Asking students to set their own learning goals at the beginning of a unit • Providing feedback on learning goals throughout the unit • Asking students to keep track of their progress on learning goals • Providing summative feedback at the end of a unit • Asking students to assess themselves at the end of a unit
Generating and testing hypotheses	<ul style="list-style-type: none"> • Engaging students in projects that involve generating and testing hypotheses through problem solving tasks • Engaging students in projects that involve generating and testing hypotheses through decision-making tasks • Engaging students in projects that involve generating and testing hypotheses through investigation tasks, experimental inquiry tasks, system analysis tasks, and invention tasks
Questions, cues and advance organizers	<ul style="list-style-type: none"> • Prior to presenting new content, asking questions that help students recall what they might already know about the content • Prior to presenting new content, providing students with direct links with what they have studied previously • Prior to presenting new content, providing ways for students to organize or think about the content

The effective and systematic use of the nine research-based instructional strategies in correlation with the research of Jay McTighe provides students with a unique opportunity for their learning to be academically rigorous and challenging, yet innovative and focused on individual student learning needs.

College Prep Period: In differentiated learning teams, every staff member teaches reading, math, and “college knowledge” skills (i.e. SAT vocabulary, note-taking strategies) where each student’s specific needs and interests are targeted to ensure successful post-secondary opportunities.

The Cambridge Program offers an international, pre-university curriculum and examination system that emphasizes the value of a broad and balanced study for academically able students. The Cambridge curriculum aims to encourage the skills of independent research and investigation, the use of initiative and creativity and the application of knowledge and skills. A range of assessment techniques is used. Emphasis is placed on the use of externally marked examination papers by the University of Cambridge International Examinations (CIE) and on compulsory practical work where appropriate. An important principle of this examination system is that students are rewarded for positive achievement - what they know, understand, and can do - rather than being penalized for an accumulation of errors. This requires students to demonstrate a high level of literacy and the ability to organize knowledge and ideas to produce reasoned, written responses.

The Cambridge International Primary Program also provides guidance for classroom teaching and learning. No part of the curriculum is compulsory. Schools can choose the parts that are right for their students, while following the national curriculum, or offer the entire Program on its own. The Primary Program is designed to help teachers and parents gain a greater understanding of their children’s abilities, and their strengths and weaknesses. This is very important, as it helps

teachers to know which areas to focus on for each child. Part of the way teachers assess children's abilities, is by using Primary Program Progression Tests, which are marked by the teacher. These tests enable teachers to assess where children are in their learning. All children who complete the Primary Program receive a Certificate of Achievement at the end of their primary education. The Cambridge International Primary Program is an excellent framework for learning in the primary years and provides a solid foundation for progression to secondary education, including Cambridge IGCSE and O Level.

4. Provide a school academic calendar.

New Teacher Induction, Professional Development and Preparation	August 4-18
Bridge Orientation Days	August 19 – 22
First Day of School	August 25
Labor Day	September 1
Teacher Data Summit	October 24 - Students do not report
Veteran's Day	November 11- School Holiday
Thanksgiving Break	November 26 – 28
Winter Break	December 22 - January 2
School Holiday	January 19
Teacher Data Summit	January 20-Students do not report
Teacher Data Summit	April 2-Students do not report
Spring Break	April 3 - 10
School Holiday	May 25
Last Day for Students	June 10
GVC Reflection Workshop	June 11 -12

School Day Start/ End Time	Approximately 8:00 am - 3:30 pm
Hours in school day	Approximately 7.5 hours
Number of Instructional Minutes per day	Approximately 400
Number of Instructional School Days per year	Minimum of 185

The Academy will provide additional instructional minutes throughout the school year to ensure students are academically prepared to meet the demands of competitive universities in the College Prep intervention period. In the Bridge Orientation days before the start of school, students will complete interest and leadership surveys so that they are matched with the Communities of Character learning team that best addresses their goals and needs. The Bridge Orientation program ensures that students will have opportunities for remediation and enrichment in the school day so that all are college and career ready. The program will include college entrance readiness screening and culture building ceremonies that focus on college, naming grade levels by high school graduation date "Class of 201X" and including a college welcoming ceremony.

High School Curriculum and Instructional Design:

1. One sample course scope and sequence for one core subject is Appendix B1.
2. Appendix B2 displays the courses that will be offered in years one through five of the charter high school.

3. Identify how this curriculum aligns with the proposed charter school's mission, targeted student population, and North Carolina Accountability Model.

Please see the response to question #3 in the K-8 Curriculum and Instructional Design section.

4. Describe the primary instructional strategies that the school will expect teachers to master and explain why these strategies will result in increased academic achievement for the targeted student population.

In addition to the strategies mentioned in response to question #3 in the K-8 Curriculum and Instructional Design section, the following instructional strategies will also be implemented in the Academy:

Ninth Grade Center: Ninth grade is a pivotal year for students and the transition to high school is difficult for many teens. The Academy will develop a ninth grade center within the Academy that will create organizational structures to build student success, as well as student academic opportunities that will support students as they grow within the culture of a high school. Throughout the first quarter of the school year special activities will be developed such:

- Student to Student Discussions: Juniors and Seniors will discuss with Freshmen what they would do differently in ninth grade if they had the opportunity to redo the year;
- Self-awareness studies that help students build upon their middle school work of career choice;
- Personalized Learning Plans containing a high school graduation goal built upon intermediate goals;
- In-depth studies of life after high school, including college choices.

The ninth grade center will also include organizational and administrative features to support the student body, such as:

- Rooms clustered together for a smaller community within the larger school population;
- Common planning for core content teachers to discuss specific needs of ninth grade students, academic achievement of individual students, classroom management and absenteeism;
- An administrative peer assigned to work with the students, parents, and teachers to quickly identify and take action on the specific needs of students. (For example, changing a student's schedule to enhance performance);
- A common system of class rules, procedures and expectations.

Senior Project: The Senior Project is a culmination of a student's academic and community learning experience. Students are required to complete a synthesizing project in the second semester of their senior year. The senior project may be a comprehensive research paper, performance, exhibition, scientific demonstration, hands-on project, or other worthy endeavor that integrates the entirety of a student's learning experiences during his/her high school tenure. The student must submit a proposal including research, timelines, resources, and thesis to members of the faculty who serve on the Senior Project Committee. This Committee shall be interdisciplinary and approves all senior projects. Each project must have a faculty advisor who, with the Project Committee, interviews, reviews, and grades each student's project. Students must receive a passing grade on their senior project in order to graduate.

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

Please see the response in question #1 for high school graduation requirements below.

6. Provide a school academic calendar

Please see response to question #4 in the K-8 Curriculum and Instructional section.

Special Programs and “At-Risk” Students

1. Describe the methods and clear systems of prevention and intervention teachers will utilize to provide assistance to students that are not performing at expected levels: ensuring continued progress and academic student growth.

The Academy will identify and monitor the progress of students in need of expanded learning opportunities and remedial assistance, including the at-risk population. The Academy’s Response to Intervention (“RtI”) method is a three-tiered instructional and assessment framework designed to address the learning needs of all students through progress monitoring, data analysis, support and intervention. The Academy will utilize a process based on the student's response to scientific, research-based intervention tools, consistent with the comprehensive evaluation procedures. This is in accordance with the Response to Instruction requirement of Individuals with Disabilities in Education Act of 2004, which requires each school to identify whether appropriate instruction in reading has been offered through the use of North Carolina Standard Course of Study (NCSCS).

The Academy’s RtI model prepares struggling learners to prepare for the state adopted assessments which are designed to measure student performance on the goals, objectives, and grade-level competencies specified in the CCSS and NC Essential Standards.

TIER I – Core, Universal Academic and Behavior Support (Goal:100% of students achieve at high level) all students participate in general education learning that includes: universal screenings to target groups in need of specific instructional and/or behavioral support, implementation of the CCSS through a standards-based classroom structure, differentiation of instruction including flexible grouping, multiple means of learning, demonstration of learning, progress monitoring of learning through multiple formative assessments, and positive behavior supports. Tier I: Effective if at least 80% are meeting benchmarks with access to Core/Universal Instruction.

TIER II – Targeted, Supplemental Interventions & Supports targeted students participate in learning that is different by including: a standard intervention protocol process for identifying and providing research based interventions based on student need; on-going progress monitoring to measure student response to intervention; and guided decision-making aligned with the core academic and behavior curriculum. Tier II: Effective if at least 70-80% of students improve performance (i.e., gap is closing towards benchmark and/ or progress monitoring standards).

TIER III: Intensive, Individualized Interventions & Supports increased time, narrowed focus, reduced group size instruction and intervention based upon individual student need provided in addition to and aligned with Tier 1 & 2 academic and behavior instruction and supports,

specialized programs, methodologies, or instructional deliveries, greater frequency of progress monitoring of student response to intervention(s). Tier III: Effective if there is progress (i.e., gap closing) toward benchmark and/or progress monitoring goals.

The Academy's curriculum resources for reading, mathematics, writing, and science are embedded with differentiated instructional lessons, strategies, and assessments that are associated with the RtI Tier Model that support and prepare all learners for the **state adopted assessment**. In addition to the RtI plan discussed in the instructional programming section, the Academy will also use the following supports and programs;

Comprehensive Intervention Reading Programs-Students will receive additional instruction in a small-group setting with more frequent progress monitoring to ensure accelerated progress toward grade level expectations. Research-based programs that the teacher may utilize are: Reading Mastery (K-2); Early Success (K-2); Soar to Success (3-6) and Voyager Passport (K-6).

Tutoring-For students who require additional intervention, tutoring will be available at the Academy. Teachers use a set curriculum in a small group setting, targeted to students' skill deficiencies, as determined by diagnostic and formative data.

Additional Help-Teachers make themselves available during a time that is outside of the instructional block. This additional contact with the student is critical for those who need a structured practice environment, as well as continuous feedback throughout the learning process both at home and in school.

2. Explain how the instructional plan and curriculum will meet the needs of English Language Learner (ELL) students, including the following:

- a) **Methods for identifying ELL students.**
- b) **Specific instructional programs, practices, and strategies the school will employ to ensure academic success and equitable access to the core academic program for these students.**
- c) **Plans for monitoring and evaluating the progress and success of ELL students, including exiting students from ELL services.**

The mission of the Academy's program for ELL is to prepare and successfully equip ELL students to meet the needs of their global community. In order to support our ELL students, the Academy will equip them with targeted instructional supports necessary to achieve mastery of the NC English Language Proficiency Standards as measured by the W-APT and ACCESS for ELLs. The Academy will use a structured English immersion methodology to fulfill this goal, as this strategy has been shown to demonstrate the best results with ELL. In addition, our extended school day and school year will provide needed additional learning time for these students.

- ELL students will be identified in the initial assessments administered upon enrollment and through a Home Language Survey. Students will be selected to take the assessment if they are foreign-born or do not speak English in the home.
- If students are language-minority students, they will be scheduled to be administered the W-APT within thirty calendar days of enrollment and the parent will be notified. If a student is tested, and it is determined that the student is limited English proficient, the student will be tested annually.

- Once the assessment results are collected, an instructional plan for students who qualify will be created including the integration of scaffolding methods to address the ELL and setting goals for achieving mastery of the NC English Language Proficiency Standards.
- As prescribed by law, intervention will be administered that facilitates growth in English mastery, while promoting content knowledge.

In order to promote both literacy and proficiency, the ELL program will provide English language development instruction that is age and grade appropriate and is tailored to the student's English proficiency level. The Academy's ELL program will be in a climate that promotes not only listening, speaking and reading, but also writing skills. The Academy will offer ELL students instructional services through an English Immersion program mainstream/inclusion instructional delivery models. Instruction is supported through the use of ELL instructional strategies. In addition, the curriculum, textbooks and other instructional materials used by ELL students are comparable to those used by their non-ELL counterparts. Supplemental text and materials are also provided.

Mainstream/inclusion instruction provided to ELL students is equal in amount, sequence and scope to the instruction provided to the non-ELL students at the same grade levels, while also including specific accommodations and modifications to the curriculum. The Personalized Learning Plan will be used to show the areas of success and growth that the student maintains. The ELL strategies will be documented in the teacher's lesson plan and in the student's Personalized Learning Plan and ELL folder.

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

- a) **Specific instructional programs, practices, strategies, and opportunities the school will employ or provide to enhance their abilities.**
- b) **Plans for monitoring and evaluating the progress and success of intellectually gifted students.**

The Academy will provide a Free and Appropriate Public Education (FAPE) to those that are identified as Academically/Intellectually Gifted (AIG). The program will meet the NC AIG Program Standards in accordance with Article 9B (N. C. Gen. Stat. §§ 115C - 150.5 – 150.8). The Academy ensures that student identification procedures for AIG are clear, equitable, and comprehensive and lead towards appropriate educational services through careful monitoring during school site visits. The Academy will ensure all identification, screening, parental involvement, and procedural safeguard requirements are followed in accordance with the North Carolina AIG Program Standards.

The Academy ensures consistency in implementation of screening, referral, and identification processes. The Academy's screening procedure will provide equal opportunity for all students using the following:

- Multiple criteria for decision-making including informal assessment such as benchmark assessments, state assessments, end of course and end of grade assessments
- Assessments that go beyond a narrowed conception of giftedness
- Reliable instruments/strategies for assessing giftedness,
- Appropriate instruments to be used with underserved populations, and

- Data which provide relevant information for instructional decision-making rather than labeling

All data obtained will become part of the student's AIG Differentiation Program folder and will be used throughout the process to determine appropriate services. Screening procedures and processes as well as a list of specific assessments used to determine aptitude and achievement will be included in the folder.

Students who have been identified and qualify for AIG will each have a Differentiated Educational Plan written every four educational phases (K-3, 4-5, 6-8, 9-12) which includes a statement of the present levels of educational performance of the child, a statement of goals, including measurable short-term instructional objectives, a statement of the specific services to be provided to the child, and appropriate objectives, criteria, and evaluation procedures and schedules for determining whether the objectives are being achieved. The Academy's Gifted Curriculum objectives are focused on developing cognitive, learning, research and reference, and metacognitive skills at each grade level, using principles of differentiation, in one or more of the following content areas: mathematics, science, language arts, social studies, foreign language, fine arts and vocational/technical education which are aligned to the North Carolina AIG Program.

Exceptional Children Identification and Records

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

The Academy is aware that exceptional children must be evaluated in accordance with NC 1503-3 through NC 1503-5. A student may not be given special instruction or services as an exceptional child until after he or she has been properly evaluated, classified, and placed in the manner prescribed by rules of the IDEA and the N.C. Policies Governing Services for Children with Disabilities. The parent of an exceptional student who has been evaluated and placed or denied placement in a program of special education shall be notified of each such evaluation and placement or denial.

The Academy is aware that general education activities and interventions are required prior to referral. When general education interventions have been implemented, with indications that a student should be considered for exceptional children eligibility, a group of qualified personnel will consider if the nature or severity of the student's areas of concern makes the general education intervention procedures unsuitable in addressing the immediate needs of the student.

Written procedural safeguards for students with disabilities will be given in the native language of the parent(s), unless it is not feasible to do so, in order to notify, to make aware, and/or to offer consent for any individually administered evaluation/reevaluation; any meeting scheduled to discuss eligibility and/or placement; any time a due process hearing is filed; announcements of all Individual Education Plan (IEP) meetings; all meetings to discuss transition planning; all dismissal meetings; and any time there may be doubt or question as to procedural policy. If the native language of the parent(s) is not a written language, the explanation of the notice must be given orally or in a manner of communication the parent(s) will understand.

Academy personnel will ensure the parent(s) has understood the information. Additionally, the parent(s) may examine all records of his/her child, receive explanations and interpretations of the educational records, receive copies of the records with the understanding that a fee may be charged for the copying of the records, and/or receive a copy of the evaluation report and any other documentation used to determine a child's eligibility for an exceptional student education program or used for assessment purposes.

The IEP Team for each child must include the parent, a regular education teacher, a special education teacher, a qualified representative of the LEA, and an individual that can interpret the instructional implications of evaluation results. The IEP Team will determine a student's eligibility for services based on the results of the evaluation data. Placement of the student in student with disabilities services will be in the least restrictive environment. The IEP Team will:

- Make placement decisions and ensure that the individual instructional needs of the exceptional student are reflected in the student's IEP
- Review placement decisions annually at the IEP review meeting
- Ensure accurate placement occurs for the student based on that student's IEP and Free and Appropriate Public Education guidelines

The Academy will review and evaluate cumulative folders of all students coming from another state to determine their eligibility status for exceptional student educational services. Services will be provided through contracts with an appropriate agency if necessary or a school staff member will be employed having the appropriate certificate in that exceptionality.

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

Students who are experiencing continued poor academic performance or behavioral difficulties will be referred through the Response to Intervention (RtI) process for review (see details under section "Special Programs and "At-Risk" Students" above). In addition, all written referrals submitted by parents will be accepted and reviewed. The determination to conduct an evaluation is made based on the review of existing data.

3. Provide a plan detailing how the records of students with disabilities and 504 Accommodation plans will be properly managed.

- A) A school records release signed by the parent/legal guardian of the student will be provided to the releasing school.
- B) IEPs/504 plans will only be shared with staff that is required to have knowledge of the student's disabilities such as the classroom teacher and school administration.
- C) All IEPs/504 plans will be locked in a secure cabinet/desk at all times when not in use by the appropriate staff.

Exceptional Children's Education Programming

1. Describe the educational programs, strategies, and additional supports the school will provide to ensure a full continuum of services for students with disabilities.

The Academy will develop and oversee an annual strategic plan for exceptional children services that includes (1) how students will be identified and evaluated for exceptionalities, (2) the procedures for developing and implementing IEPs, (3) how students with exceptionalities will be integrated in the Academy's instruction and culture, and (4) specific procedures and expectations for including parents and other stakeholders in the process of delivering special services. Further, the ESE Director/Specialist's lead responsibilities will include assembling an IEP Team; coordinating the meeting and activities of the IEP Team; coordinating staff professional development regarding the delivery of special services; encouraging the participation of stakeholders such as regular education teachers, parents, and administrators in decisions about a student's exceptionality; ensuring delivery of IEP services; and ensuring compliance with all reporting and documenting requirements.

The Academy will ensure to the maximum extent appropriate, students with disabilities will be educated in the least restrictive environment by utilizing a service delivery model of inclusion. The Academy believes that it is imperative that each student has the opportunity to learn and grow within their community so that he/she will be productive citizens upon graduation from the Academy.

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

The Academy will also comply with Section 504 of the Rehabilitation Act of 1973 that states that no person with a disability can be excluded from or denied benefits of any program receiving federal financial assistance. Section 504 requires that a school evaluate "any person who, because of a disability, needs or is believed to need special education or related services." If it is determined that a student is disabled under Section 504, the Academy must develop and implement the delivery of needed services and/or accommodations. The determination of what services and/or accommodations are needed must be made by a group of people knowledgeable about the student. An appropriate accommodation for an eligible student may consist of education in general classes with accommodations and programs designed to meet the student's needs.

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

Appropriately licensed teachers will serve students meeting the eligibility criteria for special education in our educational program, as specified in the students' Individualized Education Plan (IEP). Based on the enrollment of exceptional children, the Academy will hire and train the appropriate number of teachers/para-professionals, to ensure adherence to the federal and state guidelines for class size and caseload, to ensure all necessary IEP services are being implemented.

4. Describe the proposed plan for providing related services.

The Academy will employ or contract with the necessary personnel to provide related services, including, Vision, Speech and Language services, Occupational Therapy and Physical Therapy as required by the student's IEP. In providing for the educational needs of the exceptional student, the Principal, exceptional children teacher and the general education teacher will utilize the regular school facilities, which are physically designed and adapted to meet the needs of

exceptional students as required by the Americans with Disabilities Act (ADA) and IDEA. The IEP Team will determine the least restrictive environment and proper placement within the full continuum of services offered for students with special needs.

Student Performance Standards

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

The Academy sets high expectations and seeks graduation and post-secondary opportunities for all students. Administration, guidance counselors, and faculty will work together with students to ensure each student is enrolled in the courses that he or she needs to reach his/her graduation goals. Promotion and graduation are ultimately based on successful mastery of Common Core State Standards and NC Essential Standards.

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

Listed below are measurement tools that will be used for assessment purposes to determine level of mastery of the Common Core State Standards (CCSS) and NC Essential Standards and therefore promotion. The assessment tools listed below do not limit the Academy from incorporating other measures that they might determine necessary to further support the mission of the Academy.

- State Mandated Assessments – Students participate in the administration of all state adopted assessments such as the READY End of Course exams, Smarter Balanced CCSS assessments, and ACT/PLAN/WorkKeys.
- NWEA MAP, MAP Primary Grades – Students participate in adaptive computer-based, Common Core aligned interim assessments which pin-point students instructional level and provide teachers with specific skills and learning goals to ensure more than one year’s worth of growth.
- Weekly Standards Assessments include objective based questions that are used for quick check of content material as well as open-ended performance task questions that require critical thinking and writing skills. These assessments are aligned to the curriculum maps and measure mastery of standards included in the unit.
- Writing Prompts will be administered regularly to measure progress in the four components of effective writing.
- Teacher made and curriculum based tests (including pre- and post- tests)
 - Project-Based Performance Tasks
- Inquiry Based Projects – Students participate in problem solving tasks, hands-on experiments, and other inquiry based projects described by Marzano as learning activities for Generating and Testing Hypothesis (Marzano, 2001).
- Real World Application – Teachers ensure deep understanding of standards by utilizing instructional strategies such as non-linguistic representations, cooperative learning, comparisons, and other strategies that ensure students apply knowledge to real world scenarios.
- Student Portfolios – Thematic Units of study with student work samples that focus on the development of reading, writing, and communication skills.

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

Any provision in the North Carolina policy which impacts promotion/retention will be followed when reaching a final decision on a student’s grade placement. Because the Student Information System and online Personalized Learning Plans are readily available to parents, constant communication will occur throughout the academic school year. In addition, to the extent possible, students with disabilities will be held to the same promotion standards as all other students. The Academy will meet and exceed the North Carolina Promotion and Retention Policies to include:

a) Kindergarten: students must meet the minimum CCSS in Language Arts and mathematics by receiving a grade of “Outstanding” or “Satisfactory.”

b) Grades 1-5: students must receive a passing grade of “D” or higher in Reading, Math, English, Social Studies, and Science. A mandatory retention following third grade will be required for students not meeting the mastery levels in reading (pursuant to Session Bill 2012-142 including all necessary interventions and communication and publication of annual results). A mandatory retention following fifth grade will be required for students not meeting the mastery levels in mathematics. Credit recovery opportunities will be provided for students in fifth grade not meeting mastery requirements in math. These credit recovery options will include virtual school opportunities to ensure students are adequately prepared for success in Algebra.

c) Grades 6-8: students must receive a passing grade of “D” or higher in English Language Arts, Math, English, Social Studies, and Science. A mandatory retention following eighth grade will be required for students not meeting the mastery levels in ELA and mathematics. Credit recovery opportunities will be provided for students in sixth grade not meeting mastery requirements in math. These credit recovery options will include virtual school opportunities to ensure our students are adequately prepared for success in Algebra.

d) Grades 9 -12: students must receive 6 credits to be promoted to 10th grade. In order to be promoted to 11th grade, students must receive 12 credits including passing English I, English II, and Algebra I. To move to 12th grade, students must receive 18 credits. For graduation, students must acquire a minimum of 24 credits.

4. Provide the public charter school’s exit standards for graduating students. These standards should set forth what students in the last grade served will know and be able to do.

The Academy will follow SBE Policy GCS-N-004 which dictates graduation exit standards requirements.

High School Graduation Requirements

1. If implemented, describe how the proposed charter school will meet the Future-Ready Core requirements. Provide details on how the students will earn credit hours, how grade-point averages will be calculated, what information will be on transcripts.

The Academy will adopt North Carolina graduation requirements for high school students as outlined by the Future-Ready Core requirements. Each course the student is enrolled in will earn .50 credits per semester. Grade point averages will be calculated on a 4-point scale based on all high school level coursework completed. Honors course will be calculated on a 5-point scale. All coursework attempted will be documented on transcripts.

SUBJECT	CREDITS	ADDITIONAL INFO
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English	4	
Math	4	1 credit in Algebra I or equivalent
Science	3	2 credits must have a lab component
Social Studies	4	
Physical Education	1	
Electives	8	
Total Credits	24	

IN ADDITION, STUDENTS MUST:

- ◆ Complete 80 hours of community service
- ◆ Have an overall Grade Point Average (GPA) of 2.0 (unweighted)
- ◆ Complete at least one credit through virtual or blended learning
- ◆ Earn two credits of World Languages for entrance into the University of North Carolina system.
- ◆ Complete a senior project aligned to a college readiness experience; for example if taking an AP Chemistry course, a student might attend audit a chemistry class at a local university and complete a problem set from the course and reflect on the experience or if the student is in NJROTC, the student might visit the a university ROTC recruiting office, complete an task from the assigning officer and reflect on the experience.

Additionally, Students will work to demonstrate college-readiness through taking college entrance exams ACT or SAT, and courses for college credit (dual enrollment, Cambridge, or AP).

To position students up for success, advisors will begin tracking ACT readiness in 8th grade by teaching ACT vocabulary and using EXPLORE. College Placement Specialists will track college applications and acceptances, scholarship awards, and final decisions.

2. Explain the plan for graduating students with special education needs.

All students with disabilities will participate in the NC statewide school accountability promotion standards, unless exempted by the IEP team.

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

The Academy will implement best practices from the National Drop-out Prevention Center (Center) with the firm belief that all children can and will learn and achieve their goals. Much of the Academy's instructional design aligns with the Center's best practices. The high school guidance counselor will monitor the effectiveness of strategies through regularly reaching out to at-risk students and their families through regular phone visits, conferences, and home visits.

T9 Program - The Academy provides opportunities for credit recovery for all students who have not met promotion requirements. The National Center for Drop Out Prevention states that students who have been retained are up to three times more likely to drop out. Therefore, the Academy will provide intensive support and target students in grade eight who have been retained more than one year through a transition to high school program: T9. Through support of an assigned guidance counselor and teacher, students work in an accelerated program receiving remedial instruction and support until they gain necessary mastery of Common Core State Standards and NC Essential Standards appropriate for entrance into ninth grade. After transition,

the T9 teacher and counselor continue to provide more routine monitoring of the student's PLP in order to ensure success.

Student Conduct: Provide a brief narrative that disseminates 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 regards 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.**

A draft copy of the Academy's Code of Student Conduct is attached as Appendix C. Exceptions will include areas that are integral to the successful implementation of the core academic and school-culture components outlined in this charter application. These include areas such as: school uniform policy, parent drop-off and pick-up procedures, and grading policy.

In instances where students exhibit inappropriate behavior, the Academy will utilize a Behavior Improvement Plan (BIP) in order to promote effective discipline. A BIP will take into consideration the cause of the inappropriate behavior, positive interventions that might be utilized to diminish the inappropriate behavior and necessary consequences that will take place if the behavior continues. The BIP shall be signed by all parties and copies are made for the parent and kept in the student's file. When acts of misconduct are disruptive to the school environment, the resulting consequence issued by the school administration may include suspension or other disciplinary interventions such as restitution, counseling and exclusion from school activities. In addition to this brief narrative, please see Appendix C for further detail on the Academy's approach to promoting effective discipline as well as a draft student code of conduct.

IV. GOVERNANCE, OPERATIONS and CAPACITY

Private Nonprofit Corporation:

Name of Private Nonprofit: Catawba Valley Charter Education Association, Inc.
 Mailing Address: 232 Louise Drive, Stanley, Gaston County, North Carolina 28164
 Phone: 980-275-2299
 Name of registered agent and address: Steven Alan Amos
 FEDERAL TAX ID:

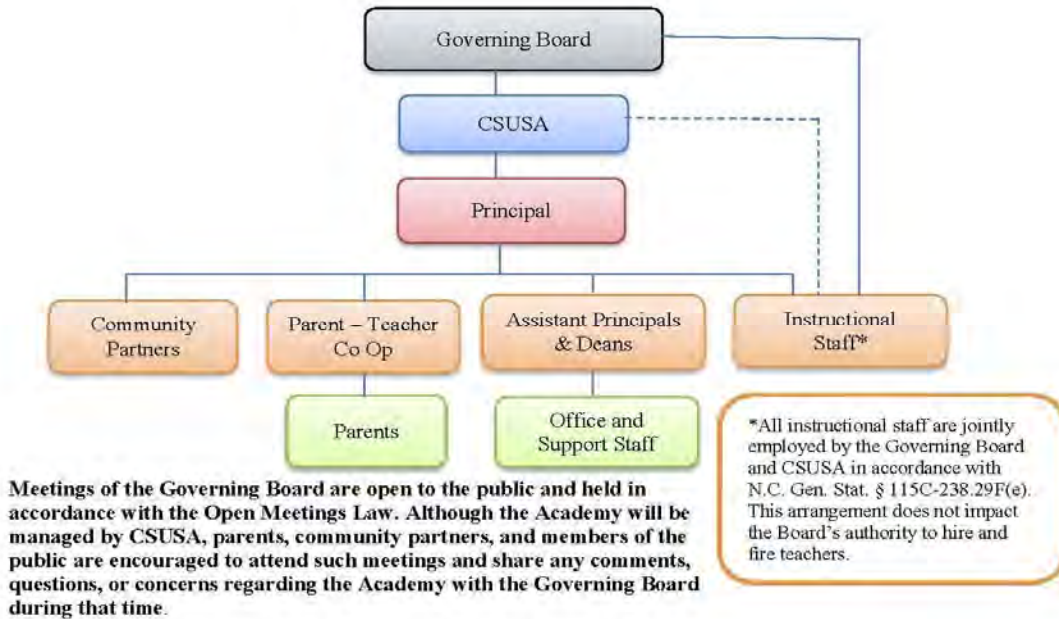
Tax-Exempt Status 501 (c)(3)

- Yes (copy of letter from federal government attached: Appendix D)
- No

Governance and Organizational Structure of Private Non-Profit Organization:

Board Member Name	Board Title	County/State of Residence	Current Occupation
Steve Amos	President	Gaston	Land Surveyor
Tim Holder	Vice President	Lincoln	VP – Energy United
Shelly Glass	Secretary	Gaston	Educator
Todd Wulforth	Treasurer	Lincoln	Attorney
Wayne Turner	Director	Gaston	CPA

1. A well-defined organizational chart showing the relationship....



2. A description of 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 Catawba Valley Charter Education Association, Inc. is a North Carolina not-for-profit entity organized exclusively for educational purposes and will hold the charter for the Academy. The Board shall be responsible for developing and outlining the mission, vision, and values of the

Academy and developing the appropriate policies to ensure those fundamentals are maintained. The Board is responsible for the legal and financial obligations of the Academy. The Board ensures that the Academy's programs and operations are faithful to the terms of the charter including compliance with statutory and regulatory requirements. The Board will continue to uphold the mission and vision of the Academy through visible leadership and stewardship of the Academy, including the following:

- Communicating the mission and vision of the Academy to the community
- Holding the EMO accountable for achieving the mission and vision of the Academy
- Participating in fund raising and other community events on behalf of the Academy
- Leading by example in their personal and professional endeavors

As per the draft management agreement, the EMO shall consult with the Board with respect to the hiring of the Principal. The Academy will use a robust recruiting process called the Leadership Assessment Center. This process is used to determine if a candidate would be a good building leader and is an important component of the interview process. The Principal will be employed by and report directly to the EMO. While the Principal will not report directly to the Board, a strong relationship will exist. The Board will ultimately hold the Principal accountable through the performance expectations defined by the Board and through the management agreement between the Board and the EMO. The Principal will provide a monthly status report for the board, and will attend all board meetings. The Principal will field any questions of the board members and conduct follow-up action items as necessary. Board members will be given the opportunity to provide input on the Principal's performance and the EMO will remove the Principal if the Board is reasonably dissatisfied with the performance of the Principal.

3. Describe the size, current and desired composition, powers, and duties of the governing board. Identify key skills, areas of expertise, and constituencies that will be represented on the governing board. Explain how this governance structure and composition will help ensure that a) the school will be an educational and operational success; b) the board will evaluate the success of the school and school leader; and c) there will be active and effective representation of key stakeholders, including parents.

The Board is comprised of a diverse and talented group of five community leaders, with a skillset that includes business, law, finance, education, technology, marketing, and community work. In addition, each board member is passionately committed to improving public education for ALL students in North Carolina and is actively involved in their communities. The Board is comprised of respected leaders that are committed to providing quality educational options in their community. The Board shall be comprised of five to nine directors at any one time, and in order to facilitate efficient and effective daily operations, board members shall define roles of board members as minimally as possible. Board members shall not have the authority or ability to formulate or implement policy on an individual basis and all decisions shall be made collectively in accordance with board procedure. Also, refer to Parent and Community Involvement section for more details.

4. 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 Catawba Valley Charter Education Association Inc. board members came together through the efforts of Steve Amos who was interested in starting a charter school in Gaston County. Steve had been unsuccessful in getting his children enrolled in one of the existing charter school in Gaston County due to the large waiting list year after year. Both Steve Amos and Tim Holder were aware of the early success in the development phase of Langtree Charter Academy and therefore contacted CSUSA to see if they would be interested in working with another board in Gaston County. Through professional contacts in the area, Steve and Tim located a group of experienced professions representing the areas of education, law and finance who agreed to join forces and form the Catawba Valley Charter Education Association, Inc.

Vacancies on the board will be filled at the annual meeting of the board by a vote of a majority of the directors then in office. The annual meeting is tentatively scheduled to take place in March of each year. However, if a vacancy results in the Board having less than five members or it is otherwise determined that it is desirable and in the best interest of the Academy to fill a vacancy before the next annual meeting, then any two members of the Board may call a special meeting for the purpose of filling the vacancy. The vacancy may then be filled at a special meeting by a vote of the majority of the directors then in office.

5. How often will the board meet?

The Board will meet regularly during the school year, usually on a monthly basis.

6. What kinds of orientation or training will new board members receive, and what kinds of ongoing professional development will existing board members receive? The plan for training and development should include a timetable, specific topics to be addressed, and requirements for participation (Board Policies Draft: Appendix H).

Board training is one of the most critical responsibilities of the Board. Proper orientation will ensure desired continuity of the Academy's mission and goals attainment. New Board members will receive an orientation and be given a thorough review of the By-Laws, Articles of Incorporation and other applicable governing documents. Please see Appendix H for training timetable.

To ensure board members are effective in their role, board members will receive training on a variety of topics. Training will be provided by Cranfill Sumner & Hartzog, LLP, which has been selected by the board as its legal counsel. In addition, board members will participate in the board training workshops provided by DPI. The board has not adopted any policies, but intends to do so in accordance with applicable law, including without limitation SBE policy TCS-U-006.

7. 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.

The Board will adopt and enforce a Conflicts of Interest policy. This policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interest applicable to nonprofit and charitable organizations. A director shall inform the board of any direct or indirect conflict of interest which the director has with regard to any transaction contemplated by the board. A conflict of interest shall exist in board actions including, but not be

limited to, actions concerning a transaction in which the Director: (a) has a material financial interest; or (b) is presently serving as a director, trustee, officer, or general partner of another party. Pursuant to the provisions of Section 55A-8-31 of the General Statutes of North Carolina, the director with a conflict of interest may participate in the discussion, but may not vote on the transaction. The transaction is authorized, approved, or ratified by the vote of a majority of the directors in office who have no conflict of interest (which must be more than one director) and when a majority of directors who have no conflict of interest so vote, a quorum is deemed to be present at the meeting for purposes of that vote. There are no existing relationships that could pose actual or perceived conflicts of interest if the application is approved.

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

The Board will develop school policies with the support of legal counsel, when necessary. All policies will be reviewed and approved at public meetings and shall be provided to parents via the Student Handbook and will also be made available through the Student Information System. Academy policies will be reviewed annually to ensure compliance with state law, local regulations and School Board of Education policies.

9. 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 Board believes that active parental participation is essential to operating high quality charter schools. Parent participation is the key to the success of the overall program and will be solicited for the development of school goals and objectives. Parent/Teacher Co-ops (PTC) will be established to provide a voice for parent and community input that can be used in the development of the Academy as well as programs. The PTC will be organized each school year at the Academy. The PTC shall be comprised of parents of enrolled students, administrators and teachers. The PTC will report direct to the Principal.

**Governance and Organizational Structure of Private Non-Profit Organization (continued)
Include in the Appendices:**

10. A one-page resume from each founding board member and responses to the questions found on the Charter School Board Member Form can be found at Appendix E.
11. The proposed by-laws can be found at Appendix F.
12. A copy of the articles of incorporation can be found in Appendix G.
13. Copy of any board policies if adopted already (Appendix H).
14. Copies of meeting minutes (if available), relevant to the development of the charter school plan, during the application process (Appendix I).

If the Charter School plans to contract for services with an educational management organization (EMO) please specify the contact information below.

Name of the Company: Charter Schools USA "CSUSA"
 Address: 6245 N. Federal Highway, 5th Floor, Fort Lauderdale, FL 33308
 Website: www.charterschoolsusa.com
 Phone Number: 954-202-3500 Fax: 954-202-3815
 Contact Person: Sandy Castro Email: scaastro@charterschoolsusa.com

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

The relationship between the Board and EMO will be governed by a performance-based management agreement. The Board has engaged the law firm of Cranfill Sumner & Hartzog, LLP as independent legal counsel during the application process. Board members have met with legal counsel to review the management agreement and are prepared to negotiate same should a charter be awarded. A letter of intent to contract with the EMO has been signed and a draft copy of the proposed management agreement can be found in Appendix J.

The management agreement will be in the best educational and financial interests of the Academy because the performance-based management agreement with the selected EMO will serve to support the Board's Mission and to assist the Board in meeting all compliance requirements in the charter. The Board will provide oversight of the EMO on compliance requirements through routine monitoring of school operations. The Board will evaluate the effectiveness of the EMO based on the Academy's performance relative to annual goals. The EMO will submit periodic reports to the Board on school performance (e.g., benchmark test results, survey data, and financial reports) and will provide the board with all compliance reports required by the charter contract. Regular board meetings will require the EMO to provide status reports of the Academy's operations. If any concerns over compliance occur, then the board would require the EMO to provide additional reporting to demonstrate compliance.

The EMO will receive compensation for its services in the form of a management fee. However, should there be insufficient funds in the Academy's operating account to pay a management fee to the EMO, then the Academy will not be obligated to pay a management fee in that fiscal year and that fee will not be carried over to a future year. The management fee must be approved by the Board each year during the annual budgeting process.

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

After attending an information sessions presented by CSUSA to hundreds of parents interested in enrolling their children in a CSUSA managed school that is soon to open in a neighboring city, the Catawba Charter Education Association board members knew they wanted to partner with CSUSA as they set out to propose a school in Gaston County. However, in an attempt to do further due diligence, board members researched a North Carolina based EMO as well as another national EMO. One of the EMO's researched, (National Heritage Academies) only operates K-8 schools and the board was proposing a K-12 model which is another reason CSUSA was selected. The board was looking for an EMO with a strong track record of success both financially and academically and their research confirmed that CSUSA met this requirement. The board chair met with CSUSA representatives on a number of occasions, reviewed the performance of their schools, spoke with their education team and ultimately chose Charter Schools USA as their EMO partner.

Currently, CSUSA's existing network of schools is comprised of 48 charter schools serving 38,000+ students in five states. Recently, CSUSA entered the Indianapolis market with the

Indiana State Department of Education's selection of CSUSA as one of three Turnaround School Operators for three of the State's chronically failing schools. A corporate staff of approximately 200 employees will dedicate hands-on guidance and support for all aspects of operations for the Academy.

A key differentiating factor for the EMO is its Corporate Southern Association of Colleges and Schools (SACS) Accreditation from AdvancED. In 2010, the EMO was the first to earn District Accreditation from AdvancED. Therefore, the Academy will be able to apply for full SACS accreditation in its first year. This was important to the Board and it will also be important to parents seeking better educational alternatives for their children. Additional factors leading to the Board's selection:

- High Academic Achievement – Collectively, the EMO's schools perform favorably against their peers. Several individual schools are the highest rated schools in their district and many schools have received high awards of distinction including the National Blue Ribbon Award.
- Financial Health - All EMO schools carry a positive fund balance.
- Customer Satisfaction – Annually more than 90% of students re-commit to return and parent satisfaction measures also exceed 90%.
- Durability –EMO has been a pioneer in the charter school movement, opening its first charter school in 1998 and experiencing steady growth ever since.
- Diversity – The EMO operates successful charter schools in inner city, suburban, and rural communities. The majority of students enrolled are of minority status; ~47% qualify for Free and Reduced Lunch; and the rate of students designated as English Language Learners and/or ESE equals or exceeds comparable district averages.

3. 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 is the highest and lowest performing school of the EMO/CMO? Why are these two schools so different in overall achievement?

One key reason the Board selected CSUSA is because of its track record of success. CSUSA has achieved outstanding results with all students particularly low-income and minority students that are significantly higher than the comparable state-wide average academic achievement results for low-income and minority students. Taken as a single group, Hispanic, Black, English Language Learners (ELL), and Free Reduced Lunch (FRL) CSUSA students outperformed state averages by approximately 11 percentage points in reading, 7 percentage points in math, and 6 percentage points in writing. The table below shows how each individual subgroup population exceeds state-wide averages when examining the percentage of students who are proficient.

Approximate rates at which percentage of proficient students at CSUSA exceeds percentage of proficient students state-wide (Florida) for 2010-2011			
Subgroup Populations	Performance vs. State Averages		
	Reading	Mathematics	Writing
Minority – Hispanic	+22%	+11%	+4%
Minority – Black	+34%	+24%	+7%
Minority – ELL	+34%	+16%	+6%
Low-income – FRL	+14%	+9%	+7%

General Population – White	+4%	+1%	+1%
General Population – Total	+14%	+9%	+3%

CSUSA’s demonstrated success in significantly increasing student academic achievement and attainment for all students—particularly minority and low-income students—is a direct reflection of the high quality charter schools it operates, and further stresses the need to replicate its proven Educational Model and practices in North Carolina. Also, there have not been any performance deficiencies or compliance violations that have led to formal authorizer intervention with any EMO schools in the last three years. For a complete list of all schools managed by CSUSA along with school grades and fund balances, please refer to Appendix R.

Lake Charles Charter Academy (LCCA) in Lake Charles, Louisiana was the lowest performing school of the 31 schools CSUSA operated in 2011-12 (the most recent year for which performance is available). For LCCA’s first year of operation, the Louisiana Department of Education required the school to obtain a School Performance Score (“SPS”) of 75. LCCA exceeded the state’s required SPS by 8 points. LCCA is the first CSUSA managed school in the state of Louisiana and serves a high poverty population (83% FRL) with many students significantly below grade level. While measurable learning gains were achieved, LCCA is CSUSA’s lowest performing school relative to the other schools under management.

The highest performing charter school in the CSUSA network for the 2011-12 school year was Aventura City of Excellence School, which opened in 2003 and was ranked as the 7th highest K-8 school in the state of Florida. There are many differences between Lake Charles and Aventura, but most notably, Lake Charles was a school in its first year of operation where early benchmark testing showed that the majority of the students arrived significantly behind grade level. CSUSA chose to manage a school in Lake Charles, Louisiana specifically because that community is severely underserved and too many students were trapped in failing traditional district schools. CSUSA believes that all children can learn and the families, students and community in Lake Charles deserve academic excellence and high performing schools of choice. CSUSA and the LCCA Board of Directors are committed to the Lake Charles community and to the success and growth of every student.

4. 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 relationship between the Board and the EMO is codified with a performance-based contract. The proposed management agreement between the Board and EMO outlines the duties and responsibilities of each party and the specific performance requirements of the EMO.

The Board shall independently adopt a comprehensive budget on an annual basis, which shall include all forms of revenue and all expenditures. Amendments to the budget will require the approval of the Board. On a monthly basis, the EMO will provide to the Board an accounting of all Academy revenues and expenditures. In addition, the EMO will report on a monthly basis the current student enrollment of the Academy and the number of students on the waiting list if any. The Academy will make available monthly financials, which will include a statement of revenues and expenditures prepared in accordance with generally accepted accounting principles.

The EMO will be responsible for the day-to-day financial management of the Academy, subject to the budget and oversight of the Board. The Board will be responsible for overall policies regarding school governance, academic, personnel, discipline and grievance policies. It is the board's responsibility to hold the EMO responsible for the successful operation of the Academy and its ability to deliver academic results.

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

Teachers will be jointly employed by the Board and CSUSA, and administrators and staff will be solely employed by CSUSA. This arrangement is necessary for the administration of employee benefits, does not reduce the Board's authority to hire and fire teachers, and complies with N.C. Gen. Stat. § 115C-238.29F(e)(1). This arrangement was reviewed and approved by legal counsel for the Department of Public Instruction and the State Board of Education prior to the submission of this application.

6. 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.

The management agreement outlines the EMO's responsibilities to the Board for the operation and performance of the Academy in accordance with the charter contract and the performance criteria outlined in this Charter Application. The EMO's responsibilities to the Board include (but are not limited to);

- Timely submission of required reports as set forth in the management agreement and in the charter contract;
- Strict adherence to the approved annual budget for the operation and management;
- Performance goals stated in the charter application and the charter contract.

The management agreement contains an article that outlines the reasons for which the Board may terminate the management agreement.

7. Is the facility provided by the EMO/CMO? If so what is the rental cost per square foot?

The facility will not be provided by the EMO; it is anticipated that the facility will be owned, constructed or renovated, and financed by a third party, private developer, who will then lease the facility to the Academy. The lease agreement will not be contingent upon the Board contracting with CSUSA for management services. Therefore, at any time, should the Board terminate its contract with CSUSA, the lease agreement will not terminate and the Board will retain its ability to operate the Academy in its facility. The lease agreement is independent of the Board's management agreement with CSUSA. At this point, a facility has not been identified. The rent rate will be based on enrollment and not solely on square footage; this ensures that the Board is not unfairly burdened with full rent payments in the first three to four years when the building is not fully enrolled (please see enrollment ramp in Section I). Once the building is at capacity, rents are approximately \$16-\$18. This rate is an estimate, as a facility has not yet been identified.

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

The EMO has been contracted to manage two North Carolina schools which will open in August 2013. These schools are Cabarrus Charter Academy and Langtree Charter Academy. For a complete list of all EMO managed schools and their fund balance, please see Appendix R.

Private School Conversions: **Not Applicable**

Charter School Replication: The proposed charter school will be governed by a new board.

1. Describe the rationale for replicating the application based upon the success of another charter school. Include documentation and evidence that the existing charter school model is successful in student achievement, charter school governance, and fiscal responsibility.

The Board has chosen to work with this particular EMO due in large part to their ability to bring to North Carolina a replication model for a high performing charter school. The replication school as listed in Section I has been designated by the Florida Department of Education (DOE) as a "High Performing Charter School." This designation means that according to Florida Statutes 1002.331, the DOE has verified the following criteria: the school received at least two school grades of "A" and no school grade below "B" for the last three years; and the school received an unqualified opinion on each annual audit in the most recent three years for which audits are available; and the school did not receive a financial audit that revealed any of the financial emergency conditions set forth in s. 218.503, F.S., in the most three recent fiscal years for which audits are available.

CSUSA uses a rigorous process for determining readiness for replication consisting of four components: 1. Track record of outstanding performance; 2. Systemic implementation of the Educational Model; 3. Support and infrastructure for replication; and 4. Vision alignment for the replicated school.

Track record of outstanding performance – The first component in determining readiness for replication is ensuring a track record of outstanding performance in both the academic and operational aspects of the existing school. School performance is measured across five strategic priorities; *Academic Excellence; Financial Health; Growth; Operational Performance; and Culture of Excellence*

Systemic implementation of the Educational Model – The second component in determining readiness for replication is ensuring that the systems and processes that yielded outstanding performance results were implemented systemically. The Educational Model provides a comprehensive process and feedback loop for identifying and addressing gaps in students' learning and teachers' instruction using a six step educational model outlined in Section IIA. The entire process depends on teachers having a Guaranteed and Viable Curriculum to ensure that skills and content can be covered in the time available for instruction.

Support and infrastructure for replication – The third component in determining readiness for replication is ensuring that the necessary support and infrastructure for replication is in place. A comprehensive plan is created to: ensure strong, stable, and effective governance and leadership; evaluate governance and leadership capacity and to ensure succession and leadership development plans are in place; allocate sufficient human resources for a successful replication without putting existing schools at a disadvantage; ensure a financial plan is in place for

addressing the needs of starting a new school; and that the educational program, professional development and data systems can be replicated.

Vision alignment for the replicated school –The fourth component in determining readiness for replication is ensuring vision alignment for the replicated school to the local community needs, target population and accredited practices. Demonstrated support for replication in the school community is critical to the success of the replicated school, as well as clearly defining the target population to be served to ensure educational programming meets their specific needs. Additionally, incorporating replication into the Academy’s mission, vision, and/or strategic plan helps to ensure successful replication of high-quality practices of the existing school.

2. Enrollment trends and student demographics of the replicated charter school model over the past three academic years.

School Year	Enrollment	Students Qualifying for FRL
2011-2012	435	53%
2010-2011	433	53%
2009-2010	451	49%

3. Explain why the governing board of the proposed charter school is a good fit for the proposed student population as noted in Section II Mission and Purposes.

Board members have a shared focus and commitment to the elements that will enable the Academy to fulfill its mission: Academic Excellence; Financial Health; Growth; Operational Performance; and a Culture of Excellence. As residents of the Gaston community, they are stakeholders and have a sense of responsibility to the target student population. In addition, their collective experiences working within the Gaston community will provide them with the insight necessary to create the enrichment programs that will complement the core curriculum. The board members bring experiences in law, finance, business, and education.

4. Appendix Q contains the last three years IRS Form 990 for replication board.

Projected Staff: Appendix K provides a list of positions anticipated for the Academy.

Staffing Plans, Hiring, and Management

1. Explain the board’s strategy for recruiting and retaining high-performing teachers.

The Academy is an equal opportunity employer and recruits quality staff throughout the year for job openings using a progressive and innovative recruiting plan. Recruitment will occur locally, state-wide, and nationally through various resources that include:

- School’s website
- Job Fairs: Holds education job fairs to seek teaching professionals
- College Recruiting: Identifies colleges and universities, both locally and nationally in order to attract and hire newly graduated teachers
- On-line Job Posting Boards: Utilizes select educational and job recruitment websites sites to advertise teaching openings
- Minority Organizations: Works closely with minority referring organizations to help ensure that the work force is reflective of the diverse community served

The Academy will manage job advertising, conduct applicant screening, and refer qualified applicants to the Principal and administration to ensure the Academy's staffing needs are met. A consistent process of screening, interviewing and selecting employees is essential to the Academy's ability to recruit qualified staff. A consistent process ensures that candidates have been provided an equal opportunity to demonstrate and/or articulate their skills and abilities. Retention of highly-qualified and effective teachers is part of each Principal's annual evaluation system. The Principal shall set goals and the annual evaluation will be based upon achieving the goals.

2. Provide a description of the relationship that will exist between the charter school employees and the nonprofit board.

Teachers will be jointly employed by the Board and CSUSA, and administrators and staff will be solely employed by CSUSA. This arrangement is necessary for the administration of employee benefits, does not reduce the Board's authority to hire and fire teachers, and complies with N.C. Gen. Stat. § 115C-238.29F(e)(1). This arrangement was reviewed and approved by legal counsel for North Carolina Department of Public Instruction and the State Board of Education prior to the submission of this application.

The Board intends to contract with the EMO for the provision of certain management services, including personnel services. As part of those services, CSUSA has provided the attached Employment Handbook to the Board for its review and consideration. The Board is currently reviewing the Employment Handbook and working with legal counsel to ensure that it complies with applicable law, including without limitation, N.C. Gen. Stat. 115C-238.29A *et seq.* The Board expressly acknowledges that the Employment Handbook may need to be revised before it is adopted. However, the Employment Handbook is being submitted with this application as evidence that the Board is working diligently to prepare for final charter approval. A draft of the employee handbook is attached as Appendix L.

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

The Board and EMO will follow the protocol established for the screening of school employees and all vendors working in and around students, including all Board Members. The Academy will be responsible to arrange for background and fingerprinting services. This will include FBI fingerprinting and background check. As a condition for continued employment, every five years the staff of the Academy will be required to be fingerprinted and pass a criminal background check.

A comprehensive criminal history background check includes both state and national criminal background checks and will be conducted on each applicant assigned to the Academy. The EMO also asks legal questions on its employment application in relation to past felony convictions, probation, pleadings, and pending disciplinary actions. If a candidate misrepresents his/her application, the Board and EMO reserve the right to end the hiring process or employment relationship.

The selection process is informed by factors identified in applied psychology, such as interview structure and the phrasing of question prompts, and it draws on effective teacher research.

Interview protocol focuses on job-related questions and thus is within the legal bounds of interviewing guidelines. Every hired employee will sign an offer of employment. Staff will be hired “at will” on a year-to-year basis. Extensions of employment offers are recommended on an annual basis. All instructional personnel will be considered 10-month employees paid over a 12-month period. Instructional personnel will begin approximately two weeks prior to the start of school and work about one week after the end of school.

The first 90 days of employment are considered an Introductory Period. The employee may resign from the Academy without reason and without notice and may terminate employment without cause and without notice. After the first 90 days, progressive discipline policies will be followed for minor performance situations and immediate termination for any violations of a serious nature. Per the employee handbook, the Academy and the Board requests two weeks’ notice of all voluntary resignations.

4. Outline the school’s proposed salary range and employment benefits for all levels of employment.

The Academy’s salaries are competitive with the surrounding area schools but structured differently, with a greater emphasis on performance-based pay. For base salaries, pay bands have been established to a minimum, midpoint, and maximum scale by which job families can grow with merit increases. How quickly an employee moves toward the maximum is determined by the budget and the level of individual performance, based on an annual performance appraisal process. The Board will work with the EMO to establish budget criteria, incentives, and other motivating factors that will attract, reward and retain the best employees. The Academy will use a salary worksheet to calculate starting salaries in a fair and consistent manner. As an example of how the Academy will determine starting salaries, the table below provides the basic criteria:

Example	Criteria	Minimum - Midpoints - Maximums
Base Salary	Teachers (190 days)	\$32,000 \$37,000 \$44,000
Positive Adjustments	Experience	Up to \$2,000
“	Education	Master’s or PhDs +\$1,000
“	Critical Shortage (if applicable)	+\$2,000
Negative Adjustments	Met all requirements, Waiting for Certification documentation	\$-3,000

Employees will be offered mandated benefits as follows: Workers Compensation; Unemployment Insurance; and Social Security Insurance. Employees will also be provided benefits with various levels of coverage and premiums to meet their needs. Eligible employees (those working a minimum average of 36 hours/week) are able to participate in the benefits plan on the first of the month following 90 days of service. If benefits are not selected during this period, enrollment changes may be made in the annual “open enrollment” sessions. Benefits available include medical, dental, vision, life insurance, supplemental life insurance, dependent life insurance, short and long term disability, 401(k) if eligible, paid leave and the Employee Assistance Program.

5. Provide the procedures for employee grievance and/or termination.

It is the Board and the EMO's purpose to provide an effective way for employees to bring problems concerning their well-being at work to the attention of management. Therefore, both an informal and formal grievance procedure has been established for the benefit and use of the employees.

When an employee believes a work condition or treatment is unjust, inequitable, a hindrance to effective operation or creates a problem; he or she is encouraged to discuss the condition or treatment with school administration. School policy provides for alternative lines of communication when the employee has such issues with his or her direct supervisor.

If the teacher or staff member feels he or she has been treated unfairly as a result of actions from the Administration, the employee can present a formal grievance with the EMO. A further investigation will be conducted. The EMO will report violations of Ethics or misconduct as required or deemed necessary. Misunderstandings or conflicts can arise in any organization and should be resolved before serious problems develop. Most incidents resolve themselves without formal intervention. However, should a situation persist that the employee believes is detrimental to himself/herself, the Board or the EMO, the employee should follow the procedure described here for bringing the complaint to school administration and/or the EMO's Human Resources department's attention.

Step 1: Discussion of the problem with the immediate supervisor is encouraged. If the employee does not believe a discussion with the supervisor is appropriate, the employee should proceed directly to Step 2.

Step 2: The aggrieved employees are encouraged to request a meeting with CSUSA's Corporate Human Resources Department. The Corporate Human Resources department will conduct an investigation and consider the facts and may review the matter with the aggrieved employee's supervisor. All employment decisions involving the hiring or termination of teachers shall be made after investigation by the Corporate Human Resources Department, which shall be presented to the Board for final decision in accordance with N.C. Gen. Stat. 115 C-238.29F(e).

6. Identify any positions that will have dual responsibilities (within or without the organization) and the funding source for each position.

In the Academy's proposed staffing model, one position is slated as dual purpose or has dual responsibilities. All instructional staff is provided Instructional Aide's if needed for additional duties. Teachers will be paid a stipend on top of the salary for any additional duties, as needed.

7. Describe the plans to have qualified staffing adequate for the anticipated special needs population, means for providing qualified staffing for ELL and gifted students.

Staffing is flexible and always subject to change based on the needs of the actual student population as identified by the Principal and the Board. Staffing needs will be constantly monitored by the Principal and Board, particularly at the beginning of year to enable the Academy to meet the needs of its students and ensure their success. Recommendations for staffing additions or adjustments that will affect the approved annual budget will be presented to the Board for approval as needed.

8. Provide a narrative detailing the roles and responsibilities, qualifications and appropriate licenses that each position must have to be hired by the non-profit organization and effectively perform the job function(s).

The Board and CSUSA will ensure during the hiring process that 100% of instructional teachers hired at the Academy will have North Carolina Professional Educator Licenses of either Standard Professional 1 (SP1) or Standard Professional 2 (SP2).

Before employing any teacher and with the teacher's prior written consent, the Academy will obtain from DPI and review a copy of the teacher's professional license. The Academy will assist its teachers in meeting the licensure requirements established by DPI and the SBE. The Board and CSUSA will develop, maintain, and promote a development program for all teachers and instructional staff to progress from a SP1 to a SP2 License if they choose. The Board and CSUSA will provide assistance and required information, requirements, and documents needed to make this progression. The employee will be responsible for all financial fees for license progression and renewals. CSUSA Employee Services will maintain each employee's file with updated licenses and alert all employees of the need to renew their current license with this program.

The Board may employ or contract with skilled selected non-certified personnel to provide non-instructional services or to assist faculty members as teacher's aides. Teachers will demonstrate content mastery in the subject area they are teaching through a state exam, as well as demonstrate successful completion of graduate work, an undergraduate academic major or advanced certification/credentialing. School counselors as well as consultants hired for occupational therapy, physical therapy, speech language, and other services will meet licensure or certification requirements for the services that they provide.

North Carolina's requirements for teachers from outside the state must be completed for clear renewable certification. These requirements are incorporated into North Carolina's approved teacher preparation programs and must be completed within five years.

Staff Evaluation and Professional Development

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

Teachers' licensure status will be actively monitored throughout their career with the Board and EMO. As a best practice, the Board and EMO will maintain a file for every teacher (and staff member) and ensure that his/her license is current. The school-based Business Manager maintains the personnel files at the Academy, which include information regarding teacher licensure. The Business Manager periodically checks the status of teacher licenses to ensure that they are current and valid. The EMO also maintains teacher licensure records in electronic personnel files.

2. Provide a detailed plan noting how the school will mentor, retain, and ...

The EMO will support the Academy in its development and implementation of professional development. Professional development will be provided by the EMO as a component of their management fee. The budget reflects only additional funds for external training. As the

instructional leader within the Academy, the Principal will be accountable for the quality and duration of professional development. In conjunction with the EMO, the leadership team of the Academy will develop an Academic Plan which will include professional development based on the teachers' needs according to the data gathered at the Academy, staff surveys, walk-throughs and site visits. Professional development will then be monitored by assessing student learning and teacher implementation after the professional development sessions have occurred. When gaps are found, teachers will be re-taught until mastery of key research based concepts.

The Academy's educators of core subject areas shall be certified in those subjects as defined in Section 1119 of the No Child Left Behind Act. Paraprofessionals with instructional support duties will meet guidelines of the Section 1119 of the No Child Left Behind Act and the Elementary and Secondary Education Act. It is the responsibility of The Board, through its management agreement with the EMO, to ensure the educators meet the requirements prior to employment and ensure any conditional requirements are met by the educator within the time required. Non-renewable certificates and 5 year renewable requirements will be monitored for compliance.

New employees participate in a mandatory New Teacher Induction (NTI). Human Resource Orientation is included in NTI and geared to familiarize new employees with the Academy, company history, vision and mission, and to review key areas of the Employee Handbook. Performance is monitored throughout the year and feedback is provided to support continued improvements and high performance. Monitoring methods include:

- Strategic Support Observation Tool (SSOT) – Academic Excellence feedback and support for teachers
- Deliberate Practice Plan (DPP)- Third component of the Teacher Evaluation system
- School site visits conducted semiannually
- Parent & Staff surveys conducted in November and April
- Monthly Principal meetings
- Benchmark tests
- Regular conversations and visits with Regional Lead and members of the of the EMO

Performance Management – Teacher Performance Evaluation (TPE) Tool (to be used by Principal). A formal evaluation is conducted at the end of the year. The following are the categories included in the evaluation tool; Academic Excellence; Guaranteed and viable curriculum; Challenging goals and effective feedback; Parent and Community involvement; Safe and orderly environment; Collegiality and professionalism; Teacher level factors; and Technology.

3. Discuss the core components of professional development plan and how these components will support effective implementation of the educational program.

Employee development planning is almost universally recognized as a strategic tool for continued growth, productivity and ability to retain valuable employees. Managing the Academy's development planning process is a current and on-going process. Short term plans for projects, long term plans for the Academy, career development plans for the employee and skill building for the immediate performance deficiencies are all a part of professional development.

The professional development available to all employees includes, but is not limited to the following:

- What Great Teachers Do Differently: 14 Things that Matter Most
- Safe and Civil Schools
- CHAMPs: A Proactive and Positive Approach to Classroom Management
- Response to Intervention
- Exceptional Student Education Regulations and Procedures
- Positive Behavior Support Models

The Academy has developed a professional development calendar to include:

- Pre-school in service
- Staff development during teacher planning week at faculty meetings
- Participation in the EMO Curriculum Cadres

The Academy will participate in the Quality Education for Student and Teachers (QUEST) School Site Visits conducted at least two times per year which provides opportunities for instructional dialog, as well as continuous feedback and improvement. The site visit observation is a one-day, in depth process, in which members of the EMO network support each school by observing teachers and providing feedback on instruction. The purpose of Site Visit Observation Process is to support schools with the implementation and monitoring of the Educational Model, which supports student engagement. For more detail on the Site Visit Process please see Appendix R.

In addition to Site Visits, Principals within the EMO's network of schools clearly articulate their dedication to teacher support by their initiation of the "Walk Through Challenge." This challenge states that the Principal has determined that each teacher will be visited by an administrative team member each week. The walk through form will be used as a non-evaluative way to communicate areas of strength that the teacher possesses as well as possible opportunities for growth.

The Teacher Performance Evaluation supports the monitoring of the Educational Model by evaluating the use of evidence-based research strategies that the teacher has been exposed to through professional development and provided feedback during the Site Visit Observation Process. Also, the leadership team visits each classroom at least once a week to provide supportive feedback to teachers. All new teachers receive a "Midyear" teacher performance evaluation in the fall to prepare them for the spring teacher performance evaluation.

After each site visit and each benchmark test, the Education Team meets with the Leadership Team to discuss strengths and opportunities for growth for the Academy, as well as each grade level and each subject area. Based on these discussions and the data collected, the Education Team makes recommendations. Annually, during the fourth quarter, feedback is solicited from teachers and principals to ensure continuous improvement of the process.

4. Provide a schedule and explanation of professional development that will take place prior to school opening.

Prior to the beginning of the school year, all new teachers participate in an annual New Teacher Induction (NTI) for 3 weeks, as well as sessions through the school year. NTI includes several

modules that cover various topics ranging from grading policies to ethical practices to classroom management. These modules are presented by a Curriculum Specialist on the Education Team, or by a school-based leader who has been trained directly by a Curriculum Specialist. These sessions include orientation to and training for What Works in Schools, The Art and Science of Teaching, Understanding by Design and the Student Information System. Throughout the year, new teachers have a network of support through Teacher Learning Communities. A mentor teacher leads the Teacher Learning Communities at the Academy. The new teachers meet at least once a month with the mentor teacher to receive support and training as well as have the opportunity to share best practices. In addition, both the Teacher Learning Communities mentor teacher and new teachers receive support from the EMO through quarterly training sessions, and monthly web-based video training sessions.

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

Professional development is conducted weekly with grade level teams, led by the Academy's Curriculum Resource Teachers for approximately one hour per team. Each team will meet once weekly, after school on a rotating schedule. Additional professional development will be offered on teacher work days for approximately four hours per day for whole staff training. With the parameters designated above, each teacher on staff should receive a minimum of approximately 52 hours of direct professional development (36 weeks X 1 hour, plus 4 planning days X 4 hours).

Enrollment and Marketing: Marketing Plan

The Academy is committed to enrolling a diverse student population and will implement the following community outreach in order to attract a student population that reflects a similar demographic composition. Marketing strategies to announce the opening of the Academy will include, but not be limited to the following:

- Use of the local print media & local cable advertisements
- Direct mail inviting parents to upcoming information sessions and links to website
- Toll-free number access to provide opportunity to ask questions
- Participation in community events throughout the County
- Advertise Open House and Information Sessions
- Availability of bilingual staff to answer questions
- A website with online applications in appropriate languages for the community

Parent and Community Involvement

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

Meaningful parental and community involvement is integral to the strategic planning, implementation, management and operation of any school. The recruitment, education and involvement of local parents and community members are integral to the success of the Academy. The Board will make it a priority to engage parents and community members in all aspects of the charter process, the operation, and the governance of the Academy and are viewed as essential to the success of the students, the Academy and the community. Community input and collaborative development activities ensure that the Board builds and secures broad

community support for all phases of development, implementation, operation, governance, management, and evaluation of the Academy.

2. Describe how you will engage parents in the life of the public charter school.

The Academy will make it a priority to see that parents and community members feel welcomed in the development process and ongoing school operations and are viewed as essential to the success of the students, the Academy, and the broader community.

The Academy's strategy of Active and Meaningful Involvement is aimed at extending the Academy's curriculum beyond the Academy walls. The success of the Academy is dependent upon the ability to involve parents in their children's education. A Comprehensive Parental Involvement Program and Family-School-Community partnership model will be developed for the Academy. Parental involvement includes attending school functions; attending conferences; helping children improve their school work through encouragement, providing study time and place, model behavior, and tutoring; serving as advocates for their children and school; volunteering in the Academy and community; and assuming an active decision-making role in their child's education (Maynard 1997). The Academy will utilize the framework of Joyce Epstein, whose model includes six types of cooperation between families, schools, and other community organizations: 1. Parenting; 2. Communicating; 3. Volunteering; 4. Learning at home; 5. Collaborating with the community; and, 6. Decision-making (Epstein, 1995; Epstein, 1997). The framework of six types of involvement helps educators develop more comprehensive programs of school-family-community partnerships. Although the Academy will use the framework of six types of involvement as a guide, the governing board, parents, and school staff will *choose* practices that will help achieve important goals and meet the needs of students and families.

Parent participation is integral to the success of the Academy and will continue to be solicited for the development of school goals and objectives. All parents agree to volunteer a minimum of twenty (20) hours per school year. When two or more children from the same family are enrolled, parents shall be strongly encouraged to volunteer a total of thirty (30) hours per school year. Parents can track their volunteer hours via the Student Information System. To ensure that all parents and stakeholders understand the unique programming of the EMO, parents and students are given thorough explanations of the curriculum, expectations, and requirements of the Academy prior to enrollment. This information is delivered through a variety of ways: open houses, published information, brochures, online applications and, website question/answer modules. After enrollment and the start of school, parents continue to have flexibility to monitor their child's progress online and/or through parent conferences. Because the Academy follows a continuous improvement model, parents have real time access to their child's progress.

Admissions Policy:

1. Tentative dates for application period; enrollment deadlines and procedures.

The tentative timetable below will be used for registering and admitting students, including a plan for the admission lottery if the number of applicants exceeds the program capacity.

Open Enrollment	February – March 2014
Application verification	April 2014
Notification of Lottery	April 2014

Lottery	April 2014
Admission/ waitlist notice sent	May 2014
Registration	June 2014 - ongoing

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

Early Registration - Prior to opening, an open enrollment period will be established. At the end of the enrollment period, parents will be notified of acceptance to the Academy or assigned a lottery number in the event that the number of applications exceeds capacity of a program, class, grade level, or building. If capacity is not reached after the established enrollment period, subsequent applications will be accepted on a first-come, first-serve basis until capacity is reached.

In subsequent years, applications will be accepted during a defined open enrollment period as well as on a continuous basis to maintain capacity in each grade level. All applications will be date/time stamped as they are received. The lottery will be system generated. The drawing will continue until every name has been drawn and scheduled for enrollment or placed on a numerical waiting list. All applications received after the open enrollment period will be placed at the bottom of the waiting list for that particular program, class, or grade level in the order in which they are received. Parents will be notified in writing of their child's acceptance no later than twenty-one (21) days past the acceptance period deadline and will have a specific timeline to respond to the Academy in writing of their decision to attend. If an accepted applicant decides not to attend the Academy, the slot will be given to the first person on the waiting list. For the Academy's full admission policy including preferences please refer to Appendix R.

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

Applications received outside of the enrollment period will be placed on the waitlist in the order in which they are received, after all applicants that participated in the lottery (according to date & time). Once all students are registered and classes have been assigned, class size will determine the need for subsequent marketing efforts. Applications are received on an ongoing basis and maintained on a waiting list. Communication with prospective students is generated as appropriate. Attending students who wish to return to the Academy the following year are able to recommit during a specified window of time. The recommitment window is communicated to families via Student Information System, phone, and paper form. During the recommitment window, families are given the option to either opt in or out of returning to the Academy for the following academic year. Should a parent opt in to returning to the Academy, their child's seat is reserved for the upcoming year. Should a parent opt out of returning to the Academy, their child's seat is marked as an open seat for the upcoming year.

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

The Academy does not have any pre-admission requirements.

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

Students may withdraw from the Academy at any time and enroll in another public school in accordance with district policy. The Academy will appropriately monitor and report (and invoice only for) those students verified to be in attendance and who have not officially withdrawn.

PROJECTED ENROLLMENT 2014-15 through 2018-2019**LEA #1 = Gaston**

	2014-2015			2015-2016			2016-2017			2017-2018			2018-2019		
	LEA 1	LEA 2	LEA 3	LEA 1	LEA 2	LEA 3	LEA 1	LEA 2	LEA 3	LEA 1	LEA 2	LEA 3	LEA 1	LEA 2	LEA 3
K	<u>120</u>			<u>120</u>			<u>120</u>			<u>120</u>			<u>120</u>		
1 st	<u>92</u>			<u>115</u>			<u>115</u>			<u>115</u>			<u>115</u>		
2 nd	<u>92</u>			<u>92</u>			<u>115</u>			<u>115</u>			<u>115</u>		
3 rd	<u>69</u>			<u>92</u>			<u>92</u>			<u>115</u>			<u>115</u>		
4 th	<u>69</u>			<u>92</u>			<u>92</u>			<u>92</u>			<u>115</u>		
5 th	<u>69</u>			<u>92</u>			<u>92</u>			<u>92</u>			<u>115</u>		
6 th	<u>150</u>			<u>150</u>			<u>150</u>			<u>150</u>			<u>150</u>		
7 th				<u>150</u>			<u>150</u>			<u>150</u>			<u>150</u>		
8 th							<u>150</u>			<u>150</u>			<u>150</u>		
9 th										<u>300</u>			<u>300</u>		
10 th													<u>300</u>		
11 th															
12 th															
<u>661</u>				<u>903</u>			<u>1076</u>			<u>1399</u>			<u>1745</u>		

Transportation Plan:

The Board recognizes that under state law, transportation cannot be a barrier to any child attending the Academy. Therefore, School Administration and the EMO will assist parents with the identification and coordination of transportation options to ensure that the Academy is accessible to all students. This will include facilitating car pools and informing parents, as early as Open House, of their transportation options. Although the Academy does not intend to provide transportation for the general student population, the budget includes funds for transportation

related costs. These funds are included as a conservative measure and shall be used to provide transportation to those students requiring such transportation by applicable law.

School Lunch Plan:

The facility plan will include a multipurpose room which will mainly be used as a spacious cafeteria. All students will eat meals in the cafeteria. The room will also be used for student gatherings and school wide assemblies.

The Academy will contract with a national food service vendor to provide breakfast and lunch. The food vendor will provide a quality unitized meal program that includes all the “components” of a full service operation. Their “component meal system” should consist of: individually packaged entrees; side dishes; fresh fruits; vegetables; fresh bread; condiments; plastic wear; trays and liners.

Prior to the beginning of the school year, the selected food vendor will send training personnel to the Academy to work with the food service staff on how to properly run the food service program, including: ordering, inventory, food prep, serving procedures, and clean up. During the school year, the cafeteria staff will prepare all of the required meal components following the directions provided by the selected food vendor. The serving lines are set up with the point of service station at the end. This set up ensures the cafeteria personnel can ensure the students are receiving all of the required components to make up a reimbursable meal. The Academy will utilize a computerized point of sale system that will track meals and provide a reporting function for accountability and claiming. All students are assigned a unique account number at the beginning of the school year and can add funds to their account in the cafeteria office. Regardless of account balance, no child is ever denied a meal.

In addition, the Board should be eligible to participate in the National School Lunch Program. The Board will complete all necessary applications in advance of the school year. If, for any reason, the Academy’s application for participation in this program is not accepted, the Academy will amend its operating budget to reflect the reduction in revenues associated with reimbursement from the National School Lunch Program. At the end of each month the cafeteria staff will be responsible for sending the monthly historical edit check report to the National School Lunch Program Director which will be used in the submission of the reimbursement claim.

Civil Liability and Insurance (GS 115C-238.29F(c)):

Please see Appendix M for a quote demonstrating the levels of insurance coverage and projected costs for the Academy.

The Charter School shall obtain and maintain insurance at a minimum in the following amounts:


1. Errors and omissions: one million dollars (\$1,000,000) per claim;
2. General liability: one million dollars (\$1,000,000) per occurrence;
3. Boiler and machinery: the replacement cost of the building;
4. Real and personal property: the appraised value of the building and contents;
5. Fidelity bonds: no less than two hundred fifty thousand dollars (\$250,000) to cover employee dishonesty;
6. Automobile liability: one million dollars (\$1,000,000) per occurrence; and
7. Workers' compensation: as specified by Chapter 97 of the General Statutes.

Area of proposed coverage	Proposed amount of coverage	Cost (Quote)
Comprehensive General Liability	1,000,000	38,000
Officers and Directors/Errors and Omissions	1,000,000	13,000
Property Insurance	40,320,000	300,000
Motor Vehicle Liability	1,000,000	100
Bonding Minimum/Maximum Amount	250,000	600
Total Cost		351,700

Health and Safety Requirements:

All public charter schools are required to follow the regulations regarding health and safety as stated in § 115C-238.29F (a).

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

 2/26/13

 (Board Chair Signature) (Date)

Facility:

What is your plan to obtain a building? Identify the steps that the board will take to acquire a facility and obtain the Educational Certificate of Occupancy. If a facility has been identified please fill out the Facility Form (Appendix N).

A facility has not yet been identified. It is anticipated that the initial facility will be developed to serve the K-8 student population. The upper grades of the Academy (9-12) will open in four years starting with a 9th grade class in 2017. The Board will evaluate the best options for the high school campus in the coming years and may include an expansion of the existing K-8 campus to include the high school or a separate high school campus will open in the near vicinity of the K-8 campus.

It is anticipated that the facility will be owned, constructed or renovated, and financed by a private developer, who will then lease the facility to the Academy which will make rent payments for the facility. The budget provided in this application includes projected lease payments for the facility to demonstrate the viability of the Academy. The facility lease will be developed and executed as a component of the development project plan. Before the Academy begins operations, DPI will be provided with documentation of ownership or lease of the facility and certification that the building satisfies all requirements for fire, safety, and accessibility for the disabled. Please refer to EMO Section for additional details.

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 unfortunate event that an adequate permanent school facility cannot be secured, the Board and CSUSA will work diligently to secure an appropriate alternative short term facility, as part of its facility contingency plan. The temporary facility would fully meet the programmatic and educational needs of the Academy.

VI. FINANCIAL PLAN

Budget: Revenue Projections from each LEA 2014-15

LEA #1 - Gaston County #360

Revenue	2012-2013 Per Pupil Funding	Projected LEA ADM	Approximate funding for 2014-2015
State Funds	\$4,440.03	661	\$2,934,859.83
Local Funds	\$1,344.00	661	\$888,384.00
Federal EC Funds (Exceptional Students)	\$3,743.48	66	\$247,444.03
Totals	\$9,527.51	-	

Total Budget: Revenue Projections 2014-15 through 2018-19

INCOME: REVENUE PROJECTIONS	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
- State ADM Funds	\$ 2,934,860	\$ 4,009,347	\$ 4,777,472	\$ 6,211,602	\$ 7,747,852
- Local Per Pupil Funds	\$ 888,384	\$ 1,213,632	\$ 1,446,144	\$ 1,880,256	\$ 2,345,280
- Exceptional Children Federal Funds	\$ 247,444	\$ 338,036	\$ 402,798	\$ 523,713	\$ 653,237
- Other Funds*	\$ 317,995	\$ 434,416	\$ 517,643	\$ 629,832	\$ 753,086
- Working Capital*	\$ -	\$ -	\$ -	\$ -	\$ -
- Proceeds for Capital	\$ 927,900.00	\$ -	\$ -	\$ -	\$ -
TOTAL INCOME	\$ 5,316,582	\$ 5,995,431	\$ 7,144,058	\$ 9,245,403	\$ 11,499,456

Personnel Budget: Expenditure Projections 2014-15 through 2018-2019

BUDGET EXPENDITURE PROJECTIONS Personnel	2014-2015			2015-2016			2016-2017			2017-2018			2018-2019		
	# Staff	Salary per	Total salary	#	Salary per	Total salary	#	Salary per	Total salary	#	Salary per	Total salary	#	Salary per	Total salary
Personnel:															
Lead Administrator	1.00	90,000	90,000	1.00	90,000	90,000	1	90,000	90,000	1.00	90,000	90,000	1.00	90,000	90,000
Assistant Administrator	1.00	55,000	55,000	2.00	60,000	120,000	2	60,000	120,000	2.00	60,000	120,000	2.00	60,000	120,000
Finance Officer	1.00	45,000	45,000	1.00	45,000	45,000	1	45,000	45,000	1.00	45,000	45,000	1.00	45,000	45,000
Core Content Teacher(s)	28.00	37,000	1,036,000	37.00	37,000	1,369,000	38	37,000	1,406,000	54.00	37,000	1,998,000	66.00	37,000	2,442,000
Para Educator(s)	1.00	16,720	16,720	1.00	16,720	16,720	2	16,720	33,440	3.00	16,720	50,160	4.00	16,720	66,880
Electives/Specialty Teacher(s)	6.00	37,000	222,000	11.00	37,000	407,000	15	37,000	555,000	19.00	37,000	703,000	25.00	37,000	925,000
Exceptional Children Teacher(s)	3.00	37,000	111,000	4.00	37,000	148,000	5	37,000	185,000	5.00	37,000	185,000	6.00	37,000	222,000
Related Service Teacher(s)	1.00	37,000	37,000	2.00	37,000	74,000	4	37,000	148,000	5.00	37,000	185,000	5.00	37,000	185,000
Contracted Personnel	5.00	29,958	149,792	6.00	32,412	194,472	7	31,125	217,872	8.00	33,474	267,792	8.00	35,204	281,632
Food Service Staff	2.50	11,616	29,040	3.00	10,880	32,640	3	10,880	32,640	4.00	9,960	39,840	4.00	9,960	39,840
Staff Supplements			33,960			93,890			110,544			130,436			151,744
Substitutes	38.00	1,200	45,600	53.00	1,200	63,600	60	1,200	72,000	81.00	1,200	97,200	101.00	1,200	121,200
Aftercare	4.00	9,690	38,760	5.00	9,120	45,600	5	9,120	45,600	5.00	9,120	45,600	5.00	9,120	45,600
Total Personnel	91.50		1,909,872	126.00		2,699,922	143.00		3,061,096	188.00		3,957,028	228.00		4,735,896
Benefits:	<i># Staff</i>	<i>Cost Per</i>	<i>Total</i>	<i># Staff</i>	<i>Cost Per</i>	<i>Total</i>	<i># Staff</i>	<i>Cost Per</i>	<i>Total</i>	<i># Staff</i>	<i>Cost Per</i>	<i>Total</i>	<i># Staff</i>	<i>Cost Per</i>	<i>Total</i>
Health Insurance, 401K, Life	49.50	2,673	132,300	68.00	2,759	187,600	78.00	2,863	223,300	102.00	2,941	300,000	122.00	2,951	360,000
Social Security, Unemployment tax	91.50	2,182	199,644	126.00	2,241	282,363	143.00	2,237	319,914	188.00	2,200	413,513	228.00	2,169	494,606
Total Benefits			331,944			469,963			543,214			713,513			854,606
Total Personnel Budget			2,241,816			3,169,885			3,604,310			4,670,541			5,590,502

Operations Budget: Expenditure Projections 2014-15 through 2018-19

BUDGET OPERATIONS EXPENDITURE PROJECTIONS		2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Books and Supplies	Instructional Materials	66,100	90,300	107,600	139,900	174,500
	Curriculum/Texts	181,775	66,550	47,575	204,243	143,963
	Copy Paper					
	School Supplies	9,750	13,750	16,000	21,500	26,500
	Testing Supplies	9,915	13,545	16,140	20,985	26,175
	Other	45,980	46,851	37,474	35,056	32,722
Technology	Technology Hardware	711,768	351,427	417,777	427,277	228,630
	Instructional Software	27,200	10,700	15,150	20,200	-
	Network/Internet	40,000	40,000	40,000	40,000	40,000
	Office Software	9,000	9,000	9,000	9,000	9,000
	Other	6,000	6,000	6,000	6,000	6,000
Human Resources Costs	Legal Counsel	5,000	5,000	5,000	5,000	5,000
	Mgt and Professional	32,000	166,909	654,245	971,540	1,771,918
	Personnel Software	3,000	3,000	3,000	3,000	3,000
Rents and Debt Services	Facility Lease/Mortgage	651,310	889,762	1,060,226	1,378,491	1,719,419
	Rent of Equipment	20,000	20,000	20,000	20,000	20,000
	Maintenance	213,750	251,250	251,250	251,250	251,250
	Security/Alarm	1,200	1,200	1,200	1,200	1,200
	Extermination	5,000	5,000	5,000	5,000	5,000
	Custodial Supplies	22,500	22,500	22,500	22,500	22,500
Utilities	Phone					
	Energy					
	Electric	105,000	105,000	105,000	105,000	105,000
	Water/Sewer/Trash	81,750	81,750	81,750	81,750	81,750
Other	Insurances (page 19)	79,385	87,855	93,910	142,715	154,825
	Marketing Plan	55,075	35,750	27,125	45,875	48,750
	Transportation Plan	63,500	63,500	63,500	158,500	208,500
	Food Plan	179,945	245,825	292,922	380,853	475,045
	Travel Expenses	15,500	15,500	15,500	15,500	15,500
	FFE	423,990	93,351	51,698	6,120	12,406
TOTAL OPERATIONS		3,065,392	2,741,275	3,466,541	4,518,454	5,588,553

Overall Budget:

BUDGET OPERATIONS EXPENDITURE PROJECTIONS	2014-2015	2014-2015	2015-2016	2016-2017	2017-2018
TOTAL EXPENDITURES (PERSONNEL)	2,241,816	3,169,885	3,604,310	4,670,541	5,590,502
TOTAL EXPENDITURE (OPERATIONS)	3,065,392	2,741,275	3,466,541	4,518,454	5,588,553
TOTAL EXPENDITURES	5,307,208	5,911,160	7,070,851	9,188,995	11,179,055
TOTAL REVENUE	5,316,582	5,995,431	7,144,058	9,245,403	11,499,456
ANNUAL NET PROJECTIONS	9,374	84,271	73,207	56,408	320,401

Budget Narrative:

1. Describe the budgetary projections and explain the analysis utilized to project these specific enrollment figures. If your budget projections are lower than anticipated, how will the school adjust this budget and what is the determined break-even point for student enrollment?

The budget as presented demonstrates that the Academy will have sufficient revenues to support the expenditures needed for successful operation. These expenses include a provision for special education as detailed in the instructional expenses of the plan. The Academy's enrollment figures are based on the model of other successful charter schools. The Academy recognizes that a small percentage of students may come from other LEAs. However, the Academy's budget and enrollment projections are developed in a conservative and achievable manner; therefore the ADM is based on a single LEA. The assumptions have been subjected to a rigorous review process.

In the event that enrollment projections are lower than anticipated, variable expenses will be adjusted to compensate for the revenue shortfall. For example, the staffing matrix is variable and the number of teachers hired will be based upon the actual number of students enrolled. Budgets will be revised as necessary to achieve balance, which include methods to align costs with revenue that are least disruptive to the learning environment.

2. Describe the systems and processes by which the school will manage accounting, purchasing, payroll, and audits.

The EMO will be responsible for the day-to-day financial management of the Academy, subject to the budget and oversight of the Board. All accounting procedures will be performed using General Accounting Standards Board's (GASB) 34 guidelines and will be maintained in compliance with the guidelines set forth by the NC DPI. This includes reporting of financials in addition to payroll using the ISIS (AS400) Software. The Academy will also remit ADM (Average Daily Membership), ADA (Average Daily Attendance), E12 (Initial Enrollment) and MLD (Membership Last Day) reports to NC DPI every 20 days. In use of the Cash Management system, the Academy will operate within the FRD (Funds Requirement Dates) outlined in the cash calendar to request both State and Federal funding.

The EMO has well established processes and procedures to ensure fiscal responsibility and sound internal controls. A financial policy manual will be approved by the Board. The policy manual will include, at a minimum: establishment of a modified accrual accounting system, a chart of accounts that uses the same numbering system as the Department of Public Instruction (DPI), internal controls that establish segregation of duties and authorization and processing of

disbursements, establishment of a payroll system, and process for meeting DPI data reporting requirements.

The Academy will employ a Business Administrator who will act as a liaison to the Finance and Accounting Departments for human resource, payroll, and financial matters relating to cash collection and accounts payable. The Business Administrator, in addition to the Finance Department, will also work with the Principal to ensure adherence to the board approved budget.

3. Explain how the spending priorities align with the school’s mission, curricular offerings, transportation plans, and professional development needs.

The Board shall adopt a comprehensive and balanced budget on an annual basis, which shall include all forms of revenue and all expenditures, including (i) Total Revenues; (ii) Operating Expenses; (iii) Reserve Expenses, (iv) Audit Expenses and (v) Fund Balance. Amendments to the budget will require the approval of the Board. The budget is prepared conservatively and with viability and sustainability of the charter school in mind. Any amendments to the budget require the approval of the Board.

The spending priorities of the Academy are as follows: personnel expenses; instructional resources, facilities costs; furniture fixture & equipment lease payments; all other operating expenses; excluding the management fee; EMO Fee. The Academy fund balance is estimated to grow to \$543,661 by year five.

The Board has a rigorous budget management process to ensure that the Academy achieves the desired positive financial results. The Board will approach budget management as a three-part process: (1) financial statement preparation, (2) regular review of actual results, and (3) continuous forecasting of future results. The first part of the process is the preparation of monthly financial statements which are prepared by the EMO. To supplement the financial statements, the EMO provides monthly dashboard reports which summarizes the monthly activity of the School, compares the results to the budget, identifies significant budget variances, and provides recommendations where appropriate.

As budget variances arise and are managed, new forecasts are developed each month. These forecasts allow leadership to make timely management decisions to ensure the financial health of the Academy, and are presented to the Board on a quarterly basis.

4. Indicate the amount and sources of funds...

The planning costs for the Academy will be incorporated into and paid for as a component of the overall school development plan by the EMO. See Appendix P for the Board’s letter of intent to contract with CSUSA.

5. Discuss the school’s contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated. What is the school’s break-even student enrollment figure for each of the first five years?

The EMO will stand behind the Academy to ensure its viability, up to and including reducing its fees for services to zero and/or making an investment in the Academy, if necessary. The Academy’s break-even student enrollment is 661.

6. Year one cash flow contingency, in the event that revenue projections are not met in advance of opening.

The EMO will stand behind the Academy to ensure its viability, up to and including reducing its fees for services to zero and/or making an investment in the Academy, if necessary.

Financial Audits:

Upon charter approval the Board will: (i) form an audit sub-committee, (ii) authorize the subcommittee to conduct a competitive bidding process for such audits, and (iii) select an auditor, which is approved by the Local Government Commission, based on that process. The Board will provide the information of the selected independent auditor with fourteen (14) days of selection.

The Academy will make available monthly financials, which will include a statement of revenues and expenditures prepared in accordance with generally accepted accounting principles. The financial reports will be audited on an annual basis by an independent auditing firm selected by the Board. The annual audit will be completed and filed with the GCC and North Carolina Department of Public Instruction by October 31 following the completed fiscal year ending June of the same year.

The firm approved by the NC Local Government Commission (LGC) that will conduct the audit. If a firm has yet to be identified please list the firms the board has investigated.

Name: Potter & Company, CPA
Address: 106 Welton Way, Mooresville, NC 28117
Phone Number: 704.662.3146
Fax Number: 704.662.3146

VII. AGREEMENT PAGE

LEA Impact Statement:

Pursuant to G.S. 115C-238.29B(d), the charter school applicant must submit a copy of the application to the LEA in which the school will be located. The applicant must submit their application to the LEA within **seven (7) days** from the due date so that proof of submission can be included in the complete application packet. The LEA may then submit information or comment directly to the Office of Charter Schools for consideration by the State Board of Education.

Applicant Signature:

The foregoing application is submitted on behalf of Catawba Valley Charter Education Association, Inc. (*name of non-profit corporation or individuals submitting application*). 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.

Print/Type Name: STEVEN AMOS

Board Position: Chair

Signature: *Steven Amos*

Date: 2/26/13



Sworn to and subscribed before me this
26th day of February, 20 13.
Heather Hartley Somers
Notary Public Official Seal

My commission expires: March 23, 2014.