



NORTH CAROLINA CHARTER SCHOOL APPLICATION

Charlotte Learning Academy

Public charter schools opening the fall of 2014

**See Resource Manual for Assistance
(Available late November 2012)**

Due by 12:00 noon, March 1, 2013

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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6303 Mail Service Center
Raleigh, NC 27699-6303

CHARTER SCHOOL

2013 Application Process

To open a charter school in the 2014-2015 school year

APPLICATION DUE DATE/TIME

January 4, 2013

A letter of intent to apply for the 2014-2015 school year **must** be received in the Office of Charter Schools **no later than 12:00 noon**. If the Letter of Intent is not submitted, an application from this group will not be accepted. You can find the Letter of Intent requirements on the NC Office of Charter School web site.

March 1, 2013

A complete application package, one (1) single-sided, signed, and notarized original hard copy, one (1) PDF electronic version of the narrative, and one (1) PDF electronic version of the appendices (i.e. labeled flash drive) must be received in the Office of Charter Schools **by 12:00 noon**.

March 8, 2013

A copy of the application due to the Local Education Agency in which the proposed charter school will reside in. Applicant must provide evidence to the Office of Charter Schools (i.e. signed letter).

APPLICATION SPECIFICATIONS

Applicants **MUST** submit applications prior to the deadline March 1, 2013 at 12:00 noon; applicants are to use the following specifications:

1. All elements of the proposal must be typed with 1-inch page margins and 12-point font, single-spaced, in Times New Roman font.
2. Each major section (Mission, Purposes and Goals, Education Plan, Governance, Operations and Capacity, and Financial Plan) must begin on a separate page, as indicated in the template document. Do not exceed 50 pages for the proposal narrative. (Title Page, Table of Contents, and Appendices are not included in the narrative page limit.)
3. If a particular question does not apply to your team or proposal, **keep the section heading**, respond "Not Applicable," AND state the reason this question is not applicable to your team or proposal. The questions may be deleted.
4. All narrative content pages should be numbered and the name of school should appear at the top of ALL pages
5. All required Appendices should be clearly titled and include page numbers (i.e. Appendix A and page numbers as- A1, A2, B1...).
6. Review all elements of your application for completeness before submitting. An incomplete application may result in the elimination of the application.
7. Late submissions will not be accepted. No exceptions.
8. Provide confirmation to the Office of Charter Schools that within seven (7) days the applicant has provided one full copy of the application to the LEA in which the proposed charter school will be located.

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I. APPLICATION CONTACT INFORMATION

Name of proposed charter school: Charlotte Learning Academy

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

Name of non-profit organization under which charter will be organized or operated: *Charlotte Learning Academy*

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: *Stacey Rose*

Title/Relationship to nonprofit: *Founder*

Mailing address: 11205 Sedgemoor Lane
Charlotte NC 28277

Primary telephone: 704-661-7134 Alternative telephone: 704-661-7134

E-Mail address: stcrosel@gmail.com

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

County: MECKLENBURG

LEA: 600-Charlotte-Mecklenburg Schools

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

No: X

Yes:

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

No: X

Yes:

What is the name of the nonprofit organization that governs this charter school? Charlotte Learning Academy

Grade Levels Served and Total Student Enrollment:

Projected School Opening: Year 2014 Month August

Will this school operate on a year round schedule?

No: X

Yes:

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

Academic School Year	Grade Levels	Total Projected Student Enrollment
First Year	06,07,08,09,10	400
Second Year	06,07,08,09,10,11	480
Third Year	06,07,08,09,10,11,12	560

Fourth Year	06,07,08,09,10,11,12	560
Fifth Year	06,07,08,09,10,11,12	560
Sixth Year	06,07,08,09,10,11,12	560
Seventh Year	06,07,08,09,10,11,12	560
Eight Year	06,07,08,09,10,11,12	560
Ninth Year	06,07,08,09,10,11,12	560
Tenth Year	06,07,08,09,10,11,12	560

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.

srose44
Signature

Board Chair
Title

srose44
Printed Name

02/26/2013
Date

II. MISSION and PURPOSES

(No more than three total pages in this section)

Mission:

*State the Mission of the proposed charter school in **one hundred words or less**. The mission statement defines the organization's purpose and primary objectives, describing why it exists. The mission statement provides the foundation for the entire proposal.*

The mission statement of the proposed charter school is as follows:

Charlotte Learning Academy will create a student-centered educational environment for at-risk students that challenges them to maintain high levels of motivation and achievement while instilling the Discipline, Respect, Perseverance, Scholarship and Excellence they need to succeed in college and other post-secondary opportunities.

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

- 1. Provide a description of Targeted Population in terms of demographics. In your description, include how this population will reflect the racial and ethnic composition of the school system in which it is located. Describe the rationale for selecting the location and student body.*

Charlotte Learning Academy (CLA) plans to serve low-income, at-risk students throughout Mecklenburg County, North Carolina. Our targeted student population is comprised of students that are failing and not academically and socially succeeding in their current schools and that would benefit from having a student-centered learning environment and individualized instruction that is focused on their strengths. CLA plans to locate its building in or near the Uptown area of Charlotte, allowing all students and parents easy access with the use of the Charlotte Area Transit System. Being located near an area of transit will make it easier for us to serve a larger, more diverse student population.

CLA researched academic data from ten (10) of the lowest performing "traditional" middle schools and from ten (10) of the lowest performing "traditional" high schools in the Charlotte-Mecklenburg School system (CMS) that closely represent the populations we plan to serve. This data was compiled from the 2011-2012 ABC/North Carolina School Report Card information for each of the twenty (20) schools we researched. A key component of our middle school research analyzed the proficiency levels of the African-American, Hispanic, Economically Disadvantaged, and Students with Disabilities enrolled in these schools. Our high school research analyzed this same information, but also reviewed the graduation rates for each school. The tables break down the alarming low percentages at which at-risk students are performing in these schools. (See Appendix A).

By reviewing the demographic data of these CMS middle and high schools, we can predict that our student population will be predominantly African-American, Hispanic, Economically Disadvantaged, and/or Students with Disabilities. Of the middle schools we analyzed, 55% of overall students, 61% of African American students, 54% Hispanic students, 58% of Economically

Disadvantaged students, and 83% of Students with Disabilities did not perform at grade level during the 2011-2012 school year. Of the ten high schools we analyzed, 38% of overall students, 43% of African American students, 33% Hispanic students, 41% of Economically Disadvantaged students, and 73% of Students with Disabilities did not perform at grade level during the 2011-2012 school year. We also reviewed data from the four (4) existing charter middle schools and two (2) existing charter high schools in Mecklenburg County that closely represent our targeted population. Of the four charter middle schools, 37% of overall students, 40% of African American students, 26% of Hispanic students, 39% of Economically Disadvantaged students, and 63% of Students with Disabilities did not perform at grade level during the 2011-2012 school year. Of the two charter high schools, 68% of overall students, 69% of African American students, 68% of Economically Disadvantaged students, and 83% of Students with Disabilities did not perform at grade level during the 2011-2012 school year. The charter school data shows that these charter middle schools are performing well compared to district schools while the charter high schools serving this established population are not meeting academic standards. The data indicates that these students would benefit from available alternatives to their current school settings.

CLA throughout the application process created and conducted a Needs Survey. The Needs Survey was created to give us a thorough picture of the strengths and weaknesses of the local school community. We used the results to identify some of the academic needs of students for improving students achievement and meeting challenging academic standards. (The results of the survey can be found in Appendix A)

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?

Charlotte Learning Academy (CLA) plans to serve students in grades 6th through 12th, starting the first year with grades 6th-10th and adding a grade each additional year until providing a full middle school and high school by academic year 2016-2017. CLA plans to open its first year with 400 students, 80 students in each grade 6th-10th. Because CLA is planning to serve low-income, at-risk students we are not limiting ourselves to serving just one specific area of Charlotte. Our enrollment will be open to all students throughout Mecklenburg County, NC. (A table reflecting our projected enrollment and the percentage of ADM that will impact CMS can be found in Appendix R).

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

Charlotte Learning Academy (CLA) and the Charlotte Mecklenburg Schools system (CMS) share the same goal of educating students for future success. CMS superintendent, Dr. Morrison, has established "The Way Forward" plan, the first goal of which is to accelerate academic achievement for every child and close existing achievement gaps so that all students graduate from CMS college or career-ready. Providing an environment that best educates our students is a common goal that CLA shares with CMS.

However, we believe that the educational philosophies at many CMS schools lack the level of flexibility needed to ensure the success of all students of varying backgrounds, as evidenced by the academic achievement gaps that

currently exist between these students and others. At CLA, we firmly believe that a "one-size-fits-all" method of instruction is not the best approach for ensuring the success of all of our students and, as such, we will institute a number of programs and procedures that provide CLA and its teachers the ability to effectively tailor teaching strategies to each individual student. We will adopt the following strategies to create a learning environment that may differ from what one may find in a traditional CMS school.

- * Core academic curriculum will be supplemented with a character education component
- * Academic offerings will include practical seminars that focus on supplemental reading and math skills, study skills, problem solving and test taking techniques
- * Each student will have a Personalized Education Plan (PEP) created based on their academic achievement data and needs
- * Community service participation will be a requirement for every grade level
- * Teachers will utilize the Brain Based Learning Theory and Gardner's Theory of Multiple Intelligences for classroom instruction
- * CLA will have small class sizes where student-centered learning will be most successful
- * CLA will have an extended school day resulting in roughly 2,000 minutes of instruction per week
- * CLA will have an extended school year resulting in increased instructional time
- * CLA has adopted a Parental Involvement Plan that encourages parental involvement in the academic process, including by providing input into the PEP of each parent's child

4. *In the appendices (Appendix A), you must provide evidence through a narrative or visual of this educational need through survey data, or times and locations of public meetings discussing this proposed charter school. (Please do not provide more than one sample survey form).*

Purposes of the Proposed Charter School: *In one page or less, describe how 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, and the proposed school's operations.*

The Six Legislative Purposes of a Charter School are:

1. *Create new professional opportunities for teachers, including the opportunities to be responsible for the learning program at the school site.*
2. *Hold schools accountable for meeting measurable student achievement results.*
3. *Provide parents and students with expanded choices in the types of educational opportunities that are available within the public school system.*
4. *Improving student learning.*
5. *Increasing learning opportunities for all students, with a special emphasis on at-risk or gifted students.*
6. *Encourage the use of different and innovative teaching methods.*

(1) Increase learning opportunities for all students, with special emphasis on expanded learning experiences for students who are identified as at risk of academic failure or academically gifted.

Charlotte Learning Academy (CLA) has adopted an educational philosophy specifically designed to provide more effective learning opportunities for our students. Our learning environment is student-centered, will serve the "whole child" and has been developed to address the wide-ranging set of issues that at-risk students face daily, both inside the classroom and out, in order to better promote individual student learning and growth. Unlike what students may face in a traditional school setting, all students at CLA will be treated as gifted and we will provide a variety of learning opportunities while nurturing each student's individual strengths through custom designed enrichment strategies through the creation of Personalized Education Plans for each student, the promotion of critical thinking skills and problem solving, increased instructional time and a character based education component. This unique and customized educational approach may present new learning opportunities that certain of our students may not be familiar with, will challenge each student on his or her own level, and will encourage every student to reach his or her full potential.

CLA will provide students with small class sizes and a safe environment that fosters academic success. In order to improve student learning opportunities for our students, CLA will focus on three major components:

*CLA will create an educational environment that is consistent with our Mission and challenges our students to maintain high levels of motivation and achievement while instilling the Discipline, Respect, Perseverance, Scholarship and Excellence needed for our students to succeed beyond high school and in the real world.

*CLA will focus on educating the whole child. So in addition to our core academic program, we will instill in our students a strength of character, a dedication to learning, and a sense of educational purpose and responsibility through the introduction of character education lessons and community service requirements into our curriculum.

*CLA will institute a number of programs and procedures that provide CLA and its teachers the ability to effectively tailor teaching strategies to each individual student eliminating the "one-size-fits-all" method of instruction.

Through our adoption of the Brain Based Learning Theory and Gardner's Theory of Multiple Intelligences, all students will be taught based on their individual skills and multiple intelligences. We firmly believe this approach will allow students identified as at-risk begin to experience success in school, as the classroom learning will be tailored to the way in which they learn best. These students will be able to learn and grow by using their strengths and skills leading to fuller comprehension and understanding.

Students who are identified as academically gifted will also benefit from the use of this educational approach because they can continue to learn and grow faster and more effectively by focusing on their individual strengths

and skills. Allowing students to lead their progress through relevant, rigorous, and student-centered instruction will increase their learning opportunities and promote school success.

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

Charlotte Learning Academy (CLA) will provide parents and students a different approach to the traditional school setting. Our educational philosophy is based on the premise that a "one-size-fits-all" approach to learning is not the most effective way to teach our students. As such, we have adopted a student-centered learning approach that ensures the strengths of each student are identified early and our teachers will be able to tailor learning opportunities to fit each student.

We also believe parental involvement is critical to the success of our students. As such, we have developed a Parental Involvement Plan that is designed to provide parents with significant involvement in their students educational process. This includes providing input into the Personalized Education Plan that will be developed for each student as well as opportunities to participate in the Parent Advisory Committee of the Board of Directors. Additionally, we will regularly communicate with parents by sharing with them the data on their child allowing them to strengthen the learning opportunities in the home. We will provide parents with training sessions on Brain Based Learning, Multiple Intelligences, cooperative learning techniques, and our character education program, as well as seminars regarding applying for college, financial aid and other similar matters. Parents will have the opportunity to understand firsthand how their students learn best and how they are taught.

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 Board of Directors (Board) of Charlotte Learning Academy (CLA) has established a number of measurable organizational goals based upon the schools Mission Statement. The Board will review these goals at each Board meeting to measure the schools progress and to ensure that these goals are being met.

Goal #1: CLA will increase academic achievement and learning by making use of all available information and data to inform student instruction, assess students regularly, and apply the most effective research based instructional strategies in the classroom.

*Students will meet the Academic Performance targets set by the State Board of Education.

*Students will meet the Adequate Yearly Progress targets set by the requirements of the NCLB for the school and significant subgroups.

*Students will achieve proficiency on State standardized tests.

*Students will achieve growth on State standardized tests.

*Group data that will be used to measure academic gains: All students,

Economically Disadvantaged Students, and Students with Disabilities.

Goal #2: CLA will reduce the achievement gap in Economically Disadvantaged students. We will increase the percentage of Economically Disadvantaged students meeting and/or exceeding standards on the respective assessments annually over the period of the charter.

*The achievement gap for Economically Disadvantaged students on the ABC State assessments will decrease annually when compared to non-Economically Disadvantaged students.

*The percentage of Economically Disadvantaged students who exceed standards on the ABC State assessments will increase by at least 10%.

*The percentage of students meeting AYP target goals will increase by at least 10%.

Goal #3: CLA will reduce the achievement gap in Students with Disabilities. We will increase the percentage of Students with Disabilities meeting and/or exceeding standards on the respective assessments annually over the period of the charter.

*The achievement gap for Students with Disabilities on the ABC State assessments will decrease annually when compared to non-Students with Disabilities.

*The percentage of Students with Disabilities who exceed standards on the ABC State assessments will increase by at least 10%.

*The percentage of students meeting AYP target goals will increase by at least 10%.

Goal #4: CLA will increase the graduation rate and the overall preparedness for post-secondary education for students.

*The graduation rate for students will increase annually.

*The percentage of students taking honors and AP courses will increase by 10%.

*The percentage of eligible students taking college entrance exams, SAT, ACT, and PSATs will increase by 20%.

*100% of students will have a post-secondary education plan

Goal #5: CLA will ensure that quality personnel are hired in all positions.

*Staff will meet all State licensure requirements in their area of hire.

*Staff will meet all Federal NCLB licensure requirements in their area of hire.

*Staff will have significant experience serving students in our targeted population

*Policy, personnel, and resources will align to meet the goals and objectives of the school.

Goal #6: CLA will ensure fiscal responsibility in order to maintain safe and healthy learning environments that support academic programs, resources, and services.

*The school will meet all requirements set forth by the State Board of Education in all financial audits.

*The school will abide by all federal and state financial laws.

- 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. These goals should include specific and measurable performance objectives over the first five years of the schools existence.*

Charlotte Learning Academy (CLA) is dedicated to providing a superior middle and high school education to at-risk students. We will participate in the READY Accountability Model and conduct all required state testing. The following student achievement performance goals are a priority:

Goal #1: Students will perform at or above grade level as measured by the State Standardized Tests

2014-2015 - 70% of students will perform at or above grade level at year end
2015-2016 - 75% of students will perform at or above grade level at year end
2016-2017 - 80% of students will perform at or above grade level at year end
2017-2018 - 85% of students will perform at or above grade level at year end
2018-2019 - 90% of students will perform at or above grade level at year end

Goal #2: Students will show academic growth at the end of the school year

2014-2015 - 80% of students will show academic growth at year end measured by EOG and EOC State tests results, formative and informal assessments, and student grades

2015-2016 - 85% of students will show academic growth at year end measured by EOG and EOC State tests, formative and informal assessments, and student grades

2016-2017 - 90% of students will show academic growth at year end measured by EOG and EOC State tests, formative and informal assessments, and student grades

2017-2018 - Over 90% of students will show academic growth at year end measured by EOG and EOC State tests, formative and informal assessments, and student grades

2018-2019 - Over 90% of students will show academic growth at year end measured by EOG and EOC State tests, formative and informal assessments, and student grades

Goal #3: Students will show improvement academically, socially, and behaviorally placing them on a path to pursue higher education options

2014-2015

70% of students will reach their Personalized Education Plan goals

70% of students will have a decrease of behavior problems and poor attendance

70% of high school students will participate in ACT, PSAT, and/or SAT Preparation

100% of students will be exposed to higher education options

100% of students will complete community service hours

2015-2016

75% of students will reach their Personalized Education Plan goals

75% of students will have a decrease of behavior problems and poor attendance

75% of high school students will participate in ACT, PSAT, and/or SAT Preparation

85% of 11th grade students will take the SAT or ACT
100% of students will be exposed to higher education options
100% of students will complete community service hours

2016-2017

80% of students will reach their Personalized Education Plan goals
80% of students will have a decrease of behavior problems and poor attendance
80% of high school students will participate in ACT, PSAT, and/or SAT Preparation
Over 85% of 11th and 12th grade students will take the SAT or ACT
100% of students will be exposed to higher education options
100% of students will complete community service hours

2017-2018

85% of students will reach their Personalized Education Plan goals
85% of students will have a decrease of behavior problems and poor attendance
85% of high school students will participate in ACT, PSAT, and/or SAT Preparation
Over 85% of 11th and 12th grade students will take the SAT or ACT
100% of students will be exposed to higher education options
100% of students will complete community service hours

2018-2019

90% of students will reach their Personalized Education Plan goals
90% of students will have a decrease of behavior problems and poor attendance
90% of high school students will participate in ACT, PSAT, and/or SAT Preparation
Over 85% of 11th and 12th grade students will take the SAT or ACT
100% of students will be exposed to higher education options
100% of students will complete community service hours

III. EDUCATION PLAN

(No more than ten total pages in this section)

NOTE: *All sections of the Education Plan should align with all other sections of this application. The State Board of Education shall give priority consideration to the applicants who demonstrate potential for significant, meaningful innovation in education. Provide precise and clear explanations. Lack of response to any question or proper documentation could deem the application incomplete.*

Instructional Program:

Provide a detailed description of the overall instructional program of the proposed charter school, including major instructional methods, assessment strategies, and explain how this instructional program and model meet the needs of the targeted student population.

The Board of Directors of Charlotte Learning Academy (CLA) recognizes the challenges faced by low income, at-risk youth in the traditional school setting in Charlotte Mecklenburg Schools (CMS). Often, many of the teaching methods employed by CMS schools lack the level of flexibility needed to ensure the success of all students of varying backgrounds, as evidenced by the academic achievement gaps that currently exist between these students and others. CLA was founded on principles designed specifically to address these challenges. These principles and goals form the foundation of our educational philosophy and serve as an overarching set of guidelines that will shape our activities in all aspects of the school, including curriculum development, instructional methods and assessments.

CLA is an extended year charter school created to provide low-income, at-risk youth with a personalized educational experience that provides the critical thinking skills, creative abilities and practical tools necessary for students to be successful in college or other post-secondary opportunities.

In order to achieve this goal, the first priority of CLA is to create an educational environment that challenges our students to maintain high levels of motivation and achievement while instilling the Discipline, Respect, Perseverance, Scholarship and Excellence needed for our students to succeed in the real world. CLA has designed a rigorous and comprehensive academic program that utilizes different educational plans and teaching methods that have a proven track record for success with the students in our targeted demographic. Next, we believe it is important to educate the whole child. So in addition to our academic program, we will instill in our students a strength of character, a dedication to learning, and a sense of educational purpose and responsibility through the introduction of character education lessons and community service requirements into our curriculum. Thirdly, we firmly believe that a "one-size-fits-all" method of instruction is not the best approach for ensuring the success of all of our students and, as such, we will institute a number of programs and procedures that provide CLA and its teachers the ability to effectively tailor teaching strategies to each individual student. These include the creation of a Personalized Education Plan for each student and the use of the Brain Based Learning Theory and Gardner's Theory of Multiple Intelligences. Finally, CLA firmly believes that a student's education is a responsibility shared by the school and that student's family and we have established a Parental Involvement Plan to provide practical programs throughout the school year to enhance and increase parental involvement with the school and in each student's

educational process. These programs will include seminars and other instructional programs to help educate parents about the keys to preparing their students for college or other post-secondary opportunities.

Charlotte Learning Academy will implement a balanced system of assessments consisting of three main components: standardized state tests, Northwest Evaluation Association MAP Test, and Study Island Benchmark testing.

In summary, our educational philosophy is based on the following:

- * A Focus on Strong Academics
- * Character Education, Community Service Requirements, and Practical Seminars
- * Individual / Student-Centered Learning Environment
- * Significant and Meaningful Parental Involvement

* The complete detailed CLA Instructional Plan can be viewed in Appendix R

K-12 Curriculum and Instructional Design:

Describe the basic learning environment (e.g., classroom-based, independent study), including class size and structure.

Charlotte Learning Academy (CLA) will nurture its students by providing a clean, safe, positive, non-threatening learning environment in which all students are valued and respected.

CLA intends to create a learning environment where the learning is student-centered, meaning we focus heavily on the needs of our students as individuals and mold teaching methods specifically designed to be the most effective for each particular student. CLA has adopted various plans, theories and methods to help create this student-centered learning environment, including the creation of a Personal Education Plan (PEP) for each individual student and the adoption of the Brain Based Learning Theory and Gardners Theory of Multiple Intelligences. Teachers will be required to create a classroom environment where students are active participants in the learning process as opposed to passively listening to lectures and students and teachers will be encouraged to interact and dialogue.

CLA will operate on an extended year schedule from August to late June of each year. Additionally, the school day will begin at 8 am and end at approximately 4 pm each day. We believe that this increased instructional time, which amounts to roughly 2,000 minutes of instruction per week, is vital to the successful academic performance of our students and will allow the time needed for our teachers to successfully tailor educational opportunities for each student. We believe it is imperative that the class sizes for our students are small (under 20) and we have planned for the size of the school to take this key aspect into consideration. The student-centered learning environment is most effective in a smaller classroom setting. Together with the extended learning time, the smaller class size will allow our teachers more time to spend with each student to ensure the academic progress and success of each student.

One of the first steps in developing a student-centered learning approach is to assess each student's academic progress and identify each students strengths and weaknesses as early as possible. Based on data obtained from each student's prior academic records, the results of the diagnostic exams

we will give each student at the beginning of each year, and relevant parental feedback, teachers and administrators will develop a specific Personalized Education Plan (PEP) for each student.

Our adoption of the Brain Based Learning Theory is consistent with our Mission and our overall beliefs in how students best learn. In particular, we believe a student learns most effectively when a teacher can present information to that student in the way that student best processes and retains information. The Brain Based Learning Theory is centered on the idea that learning involves conscious and unconscious processes and can involve different senses. In essence, every person is born with a brain that functions as an information processor. There are multiple ways of learning and each of us might utilize different aspects and areas of our brains in order to process information in the most efficient manner. The Brain Based Learning Theory and cooperative learning techniques are key components of the student-centered educational approach we will adopt for our students and our curriculum development and teaching methods will be developed utilizing this theory.

CLA will also institute Howard Gardner's theory of Multiple Intelligences based upon the belief that students each possess different types of minds and, therefore, learn and perform in different ways. Gardner has identified a list of seven distinct intelligences through which everyone is able to learn: linguistic, logical-mathematical, intrapersonal, interpersonal, musical, bodily-kinesthetic, and visual-spatial representation. Gardner believes that individuals differ in the strength of these various intelligences and the ways in which these intelligences are used to solve problems and carry out tasks.

Provide a synopsis of the planned curriculum, including:

1. One sample course scope and sequence (preferably in graph form) in the Appendices (Appendix B1) for one core subject (specific to the school's purpose) for each division (elementary, middle, high) the school would ultimately serve.
2. As Appendix B2, provide a visual disseminating what courses (core content and electives) will be offered in year one through year five of the charter high school. Please ensure the projected staff and budget aligns with the course offerings.
3. Identify how this curriculum aligns with the proposed charter school's mission, targeted student population, and North Carolina Accountability Model.

CLA's curriculum plan is a direct reflection of our mission statement, targeted population and the READY accountability model. Our goal is to provide students with an educational program that is student-centered and focused on their individual interests, strengths and abilities. The foundation of our curriculum is the Common Core Standards and the NC Essential Standards and will be supplemented with programs to enhance the overall social, academic, and educational success of all of our students.

The Common Core Curriculum will serve as the baseline of our academic program for English and Math. A major benefit of the Common Core is that it provides a clear framework for educators, students and parents to understand the knowledge and skills students are expected to gain each year in grades K-12. One of the major notions of the Common Core is that a consistent and shared knowledge base among students stimulates cooperation and solidarity among those students, which further bolsters the whole child education

approach we have adopted.

In addition to the Common Core, CLA will also follow the new NC Essential Standards, which have been prepared using the Revised Blooms Taxonomy, for all other subject areas, including Science, Social Studies, Art, health and physical education and information and technology.

CLA will implement the following curriculum components in order to enhance our student's educational experiences and ensure that they are prepared for success in the real world.

Character Education

In order to educate the whole student, we must supplement our core academic offerings with an additional focus on character. We believe this component of our education program is critical to producing students that are not only academically prepared for an institution of higher education, but are also prepared to succeed in the real world. CLA will merge character education lessons into our base curriculum. Some of the distinguishing features of this character-based education model are as follows:

- * Social and emotional learning is emphasized as much as academic learning.
- * Cooperation and collaboration among students are emphasized over competition.
- * Values such as fairness, respect, and honesty are part of everyday lessons.
- * Students are given ample opportunities to practice moral behavior through activities.

Community Service

CLA will require that all students complete community service hours in order to be promoted to the next grade level. In doing so, our students will not only provide a service to others in need, but will also demonstrate an appreciation for the community that supports us as a school. Through community involvement, students will explore career and volunteer interests, develop community contacts, develop a sense of responsibility for themselves and cultivate a sense of community awareness and purpose.

Seminar Classes

At CLA, students will also be required to take a different seminar class each year. These classes are designed to help supplement some of our core academic offerings and help students become familiar with new and potentially unfamiliar topics. These seminar classes will include topics such as supplemental reading and math activities, homework study skills, problem solving, test taking techniques, independent research activities, transitioning skills, SAT and ACT Preparation, college application requirements and financial aid information.

CLAs curriculum plan is established to promote current academic success and future life success for our students. Our curriculum will provide the educational component as well as skills to build our students social, emotional, and mental success capabilities.

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. CLA expects all teachers to master instructional strategies that incorporate student-centered learning, the Brain Based Learning Theory, and Multiple

Intelligences to enhance the North Carolina Common Core and North Carolina Essential Standards curriculum. We believe these instructional strategies will result in increased academic achievement for our diverse, economically disadvantaged, at-risk population.

Student-Centered Learning Instructional Strategies

Student-centered learning is based on the belief that active involvement by students increases learning and motivation. In order to assist teachers in creating student-centered classrooms and instruction they will receive training in the following strategies:

*Cooperative Learning (Johnson, Johnson, & Smith, 1991). Teachers will learn how to effectively engage their students in working together while holding each individual accountable for their own learning.

*Project-Based Learning. Teachers will learn how to make instruction meaningful, interesting and valuable through the use of problem-focused assignments. Instruction will have a direct relationship to the students lives and interest while also meeting the content standards.

*Student-Centered Assessments. Teachers will be trained in the most effective and relevant ways to assess student learning in a student-centered classroom.

Brain Based Learning Theory Instructional Strategies

Brain-Based Learning takes into consideration a students brain as a whole when it comes to learning. Teachers will receive training on the most effective ways to identify each students learning style and to adopt teaching strategies that are ideal for that style. In order to assist teachers in creating a Brain-Based Learning classroom environment with relevant instruction they will receive training in the following strategies:

*Experiential Learning. Teachers will learn to base instruction on a students real world experiences and prior knowledge.

*Social Learning. Teachers will learn how to effectively guide cooperative learning and student interactions inside and outside of school.

*Thematic Instruction. Teachers will be trained in how to collaborate together to enhance the learning potential of all students by creating cross-curricular learning centered on a central theme.

Multiple Intelligences Instructional Strategies

Howard Gardner's Multiple Intelligences Theory is based upon the belief that students each possess different types of minds and, therefore, learn and perform in different ways. Teachers will be trained in all seven distinct intelligences through which Gardner believes everyone is able to learn: linguistic, logical-mathematical, intrapersonal, interpersonal, musical, bodily-kinesthetic, and visual-spatial representation. Teachers will be trained in the following nine questions (Nicholson-Nelson, 1998) that assist in ensuring that they are maximizing the use of each student's multiple intelligences when planning and instructing:

*Have you provided the learners with opportunities to speak, listen, read and write?

*Have you included numbers, calculations and/or activities requiring critical thinking?

*Have you included pictures, graphs and/or art?

*Have you included activities involving movement?

*Have you included music and/or rhythms?

*Have you included pair work and/or group work?

*Have you provided the learners with private learning time and/or time for reflection?

*Have you included categorization tasks and/or arranging exercises?

*Have you helped learners consider the topic/theme/grammar point(s) of today's lesson in relation to a larger context?

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).

Charlotte Learning Academy's instructional plan and graduation requirements are a direct reflection of our schools mission. Through that mission we will assist students in preparing for their future after high school. CLA will create a school culture that expects all students to succeed after high school and believe that college is an option. CLA will expose students to the possibility of attending college through university field trips, Seminar classes, PEPs, and the setting of high expectations for all students. All students will have future plans established in their PEPs allowing staff, students, and parents to work together towards meeting those goals. Through teaching, learning and service students will acquire the skills necessary to be productive, successful, members of our communities.

CLA will implement the following strategies to ensure our students are prepared for college and other postsecondary opportunities:

Character Education Program

To educate the whole student, we will supplement our core academic offerings with an additional focus on character. We believe this supplemental component of our education program is critical to producing students that are not only academically prepared for an institution of higher education, but are also prepared to succeed in the real world.

Community Service

CLA will require that all students complete community service hours in order to be promoted to the next grade level and to graduate. Through community involvement, students are able to explore career and volunteer interests, develop community contacts, develop a sense of responsibility for themselves and cultivate a sense of community awareness and purpose.

Seminar Classes

Students will be required to take a different seminar class each year. These classes are designed to help supplement some of our core academic offerings and help students become familiar with new and potentially unfamiliar topics. These seminar classes will include topics such as supplemental reading and math activities, homework study skills, problem solving, test taking techniques, independent research activities, and post-secondary opportunity discoveries. These classes provide students with practical skills that can be used and applied later in life, both inside and outside of the classroom.

Personalized Education Plan

All students will have a Personalized Education Plan to assist in their academic journey. The plans will also include a Future-Ready component that helps students identify their interest and future goals. These goals will be highlighted and students will be encouraged and supported in pursuing their goals.

6. Provide a school academic calendar (minimum of 185 instructional days or 1,025 hours) and a brief narrative on how the calendar coincides with the tenets of the proposed mission and education plan.

Charlotte Learning Academy's 2014-2015 Academic School Calendar is 190 days long. We believe that our students will benefit from an extended school year and being able to spend more time on the instruction of core academic classes. CLA believes that a school is only as successful as the staff and to help ensure high student achievement, we have planned for 13 Teacher Workdays and 5 Professional Development days which will focus mainly on training teachers to effectively lead student growth and academic achievement. The additional school days also afford us the opportunities to expose students to the real world through field trips that will enhance our students' future perspectives and knowledge (e.g. university visits, business visits, museums, and cultural experiences).

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.

CLA will meet the needs of at risk students through the support of the Student Intervention Team and the creation of Personalized Education Plans.

Charlotte Learning Academy will develop a PEP containing the individual students goals and providing the basis from which to measure student improvement. PEPs will be developed for every student in every grade level. The individual goals as well as program goals are based on meeting the Common Core and NC Essential Standards objectives and compliance with the NCLB Act. CLA will include parental input in the education plan and will provide periodic progress reports to parents to ensure parents are aware of students progress.

Charlotte Learning Academy's PEP program will be lead by the school Guidance Counselor in collaboration with the instructional staff in compiling student information from previous schools as well as administering pre and post tests. Our staff will routinely meet to review information and plan their instruction to meet student needs and cover the content objectives of the Common Core. This constant sharing of information, reassessment of student performance and focus on the instructional calendar allows the staff to plan and make instructional recommendations and decisions based on where the students performance is, what the performance goal is, and how we will help them reach that goal.

Each PEP will delineate short and long range performance goals designed to assist the student in developing competency in analytical, verbal and writing skills, as well as life skills, necessary for success in the work place and/or in post-secondary opportunities. Students experiencing performance difficulties may:

*Participate in special group and/or individual instructional sessions

designed to improve and track work and study habits;

*Receive intensive behavior and/or academic counseling provided by the Dean of Students or Guidance Counselor;

*Participate in Before, After, and/or Saturday School opportunities to participate in remediation instruction and activities.

PEPs with intervention strategies will be implemented for students who are deemed at performing below grade level. Throughout the school year, assessment will be a continuous process that will involve teacher observations of student performance in a variety of scenarios in the classroom, which could involve oral responses, presentations, speeches, and lab work. Each teacher will use a variety of approaches to measure student grasp of the concept or skills taught, including paper and pencil tests, oral presentations, and/or demonstration of skills.

Student Intervention Team Process

The Student Intervention Team process consists of collaboration and problem-solving which focuses on the needs of an individual student. Collaboration with the school Student Intervention Team is needed to examine more intensive and individualized intervention options. The Student Intervention Team is composed of knowledgeable school staff and the student's family, who work collaboratively to:

*probe the students strengths and needs.

*analyze the student's response to previous interventions.

*plan for intensive interventions which are designed to close the academic or behavioral gap between the student and his or her peers.

Process

1.The referring teacher completes and submits the initial referral form to the SIT Leader.

2.The referring teacher will consult with the SIT Leader to complete the Student Intervention Team Body of Evidence forms, gather supporting data, and refine the problem definition in preparation for the SIT meeting.

3.Conduct the SIT meeting. Create an intervention and progress monitoring plan.

4.The SIT Leader and referring teacher meet to examine student progress monitoring data and analyze student response to instruction.

5.Conduct follow-up SIT meetings as needed.

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.

CLA will ensure that all English language learners will participate in our quality instructional program that will support the development of a positive self identity as well as foster pride and intercultural understanding. Emphasis will be placed on providing students with the greatest possible access to the Common Core curriculum and English language instruction that will ensure progress from limited English proficiency to fluent English proficiency. CLA will accommodate Limited English Proficient students language level in the classroom and in some cases provide specific language instruction to help the student attain English language proficiency. If CLA enrolls LEP students we will move forward in hiring the required staff to assist in the daily instruction and achievement of the ELL students.

Identification and Exit

CLA will adhere to the North Carolina State Board of Education policy GCS-K-000 (16 NCAC 6D.0106) which states that a home language survey shall be administered to every student at the time of enrollment and maintained in the student's permanent record. CLA will also access all prior school records in identifying services already being administered at the students prior school. Students enrolled in CLA who have yet to be identified can be referred to the SIT Team in which appropriate procedures will be followed.

CLA will follow the State Board of Education policy GCS-A-012 which states that students must meet the Comprehensive Objective Composite (COC) as set by the state in order to exit LEP status.

Testing

CLA will administer the W-APT based on the results of the Home Language Survey. CLA will administer all required annual ACCESS assessments to all identified LEP students. CLA will follow all mandated ELL testing exemptions and accommodations as set forth by State Law.

Instructional Strategies

CLA will accommodate Limited English Proficient students language level in the classroom and in some cases provide specific language instruction to help the student attain English language proficiency. CLA will determine the best approach for the individual student based on the following factors: English language proficiency data, other evaluation data that may be available, previous school records, and teacher recommendations. CLA will focus on the following two instructional methods to ensure that LEP students are receiving the most effective and intense level of needed instruction and intervention:

*Structured English Immersion. LEP students will participate in mainstream/content classrooms where teachers differentiate instruction to address the linguistic needs and backgrounds of the LEP students. The goal is the acquisition of English while learning academic content.

*Sheltered English Instruction. LEP students from one or more language background will be grouped to receive specifically designed content area instruction that focuses on modifying the delivery of academic content so that the linguistic demand of the materials is appropriate for the English

proficiency levels of the students. The goal is the achievement of academic content and skills.

In both of the previous instructional methods the classroom teacher will be the primary deliverer of content area instruction and will be required to accommodate the language needs of LEP students by using one or more accommodations. Appropriate accommodation and modifications for students with limited English proficiency will be written into each student's Personalized Education Plan. Teachers will be required to modify lesson plans, classroom structure, and assignments to allow for the most favorable learning environment for LEP students. The Curriculum Specialist, EC Director, and PEP teams will be responsible for the continuous evaluation of the LEP instructional program to ensure that students are making academic progress.

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.

Charlotte Learning Academy recognizes the importance of providing all students with an instructional program that develops their abilities to the highest levels. Intellectually gifted students possess unique abilities, interests, and needs that we will address through differentiation and adopted theories and strategies. CLA will adhere to North Carolina Article 9B, by developing a three year plan for the education of our Exceptional Children identified as Academically/Intellectually Gifted (AIG) Students. The plan will address all the needed components and be ultimately approved by the schools Board of Directors.

Instructional Programs

CLA will depend on previous school records to determine AIG status as well as teacher referrals, assessments, and other indicators of needed placement. Students exhibiting characteristics should be referred to the SIT Team in which appropriate procedures will be followed. The AIG students attending CLA will follow the same curriculum program as their peer students, however, the instructional program will be differentiated to meet the unique learning styles, learning rates, interests, abilities, and overall needs of the students. All AIG students will receive a school Personalized Education Plan (PEP) and an Individual Differentiated Education Plan (IDEP). The following strategies and techniques will be utilized by CLA to meet the needs of our AIG students:

- *Provisions will be made for rapid and efficient learning of concepts and skills
- *Learning experiences will be extended providing for a more in depth examination of the topic being covered
- *Instruction will include the integration of both concepts and methodology from different disciplines
- *Appropriate advanced resources will be available and provided to enhance learning inside and beyond the school setting (e.g. cultural institutions, businesses, colleges and universities, and experts in various fields)
- *Involving students in their educational decision making (e.g. choice of

materials, content, strategies and self evaluation)

*Ensuring the use of the students higher level critical and creative thinking skills (e.g. analysis, synthesis, and evaluation, problem seeking and solving, and complex and abstract reasoning)

*Provide a climate which encourages creativity and risk taking

*Allow for cross-grade level grouping as appropriate

*Allow for independent study

Monitoring and Evaluating

CLA will ensure that teachers are trained in the best practices for working with AIG students. The school Exceptional Children Director and Curriculum Specialist will oversee the PEPs and IDEPs of the AIG students to evaluate that the continuous growth and achievement needs are being met for each student. The evaluation of the AIG plan will have the following characteristics:

*Decision making will be based on accurate, timely, and relevant data.

*The evaluation process will be ongoing and focus on whether the goals, objectives, and strategies for the AIG students are being met or have been reached.

*Students will be assessed using a variety of measures that demonstrate higher level thinking skills.

Exceptional Children

The public charter school cannot deny admission to any child eligible for special education services as identified under the federal legislation *Individuals with Disabilities Education Improvement Act (IDEA)* Amendments of 2004 (20 U.S.C. 1400 et seq.), IDEA regulations, and Article 9 115C of the North Carolina General Statutes, North Carolina Policies *Governing Services for Children with Disabilities*. All public schools are responsible for hiring licensed and 'highly qualified' special educators pursuant to law. Public schools are required to provide a full continuum of services to meet the unique needs of ALL students with disabilities.

Identification and Records

1. Explain how you will identify students who are enrolled within the charter school that have previously been found to be eligible for special education services or are protected under Section 504 of the Rehabilitation Act.
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.
3. Provide a plan detailing how the records of students with disabilities and 504 Accommodation plans will be properly managed.
 - a) Requesting Records from previous schools
 - b) Record Confidentiality (on site)
 - c) Record Compliance (on site)

CLA will specifically address the individual needs of our exceptional children with regards to academics and behavior as dictated by each student's IEP. The classroom teacher and the EC teacher will collaborate to ensure that the student is getting the services that he or she is entitled to receive.

CLA will hire a certified EC staff, based on the needs of our exceptional children population, who will be responsible for the appropriate identification and evaluation services of students identified as or

suspected of being disabled. For the 2014-2015 school year, CLA is hiring an EC Director and EC teacher. CLA will adjust the amount of teachers based on our EC population in order to stay within legal student per teacher guidelines. CLA teachers will be trained in identifying and recognizing students who may require additional services in order to help them reach their achievement goals.

The first step in identifying students who have been found eligible for special education services or protection under Section 504 would be to begin with the parent and the child. CLA will ask key questions such as whether the child has classroom or testing accommodations or an IEP or 504 Plan could help the school personnel begin to identify children who may have current or previous plans in other LEAs. If this step is not successful, CLA will contact the previous school, checking NCCECAS, and if available, EasyIEP. Making and maintaining a working relationship with various schools within the residing LEA is an essential part of the CLA EC Department.

The school SIT will be utilized when determining if a student is a candidate to be presented for Exceptional Children services. If the SIT determines that the student is a candidate for Special Education an evaluation will be the beginning step in the special education process for a child with a disability. Before a child can receive special education and related services for the first time, a full and individual initial evaluation of the child must be conducted to see if the child has a disability and is eligible for special education. Informed parent consent will be obtained before the evaluation may be conducted.

As mandated by Child Find, CLA will conduct awareness activities to inform the public of early intervention and special education services. CLA will also use the following measures to identify all students within the school who may qualify for special education and/or gifted education services; Reviewing of: discipline records, standardized test results, attendance records, grade reports and follow-up all medical concerns.

The EC Director is responsible for keeping a record of those students who are identified with a disability or having a 504 plan, along with the anticipated review date for each student, and the date of each students reevaluation. These dates will be entered in the school-based information system, for each qualified student. The information will be reviewed and updated at the beginning of each school year.

CLA will require parents to complete a Parental Consent form in order to obtain records from previous schools. This will ensure records to be received in a timely manner to delay a break in services. If a student transfers to another public school, the file is to be forwarded to the new school in accordance with regulations.

Forms documenting the referral, evaluation, qualification, and accommodation plan of a special education student receiving full services or under Section 504 should be maintained in the students scholastic record. All records will be maintained in a locked and secure location on school grounds. The students parent or guardian may examine their students educational record upon request.

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.
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).
3. Describe how implementation of the Individualized Education Plan (IEP) will be monitored and reported to the student, parents and relevant staff.
4. Describe the proposed plan for providing related services.

CLA's educational programs, strategies, and support for students with exceptionalities are designed to provide all students with a free and appropriate public education (FAPE) in the least restrictive environment (LRE). To ensure that the needs of students with exceptionalities are met, IEPs will be developed with family and student input and followed by the entire faculty and staff.

CLA will provide the full educational opportunity to all its students with disabilities. CLA will have available to all students with disabilities the variety of educational theories, strategies and programs available to non-disabled students in the school including: Brain Based Learning and Multiple Intelligence strategies, seminar classes, community service, elective classes, and extracurricular services and activities.

CLA will have on staff an Exceptional Childrens Director who will ensure that all students with disabilities are being served appropriately. The EC Director will be responsible for working closely with staff, students, and parents to create a challenging and adaptive set of goals and expectations. The goals and expectations will be set with the premise of CLAs mission. The process will embrace the reality that we all have different abilities and strengths that need to be highlighted so that students can reach their highest potential. The EC Director will also train and prepare all staff to work with all students in an inclusive setting. Training will include the development and evaluation of IEP goals and accommodations and modifications techniques and strategies. Teachers will be knowledgeable in how to help each student be a successful, independent learner who is preparing for life after high school.

CLAs education plan is set up perfectly to match the needs of our students with disabilities. Teachers will consistently differentiate instruction to the individual needs of all students. Staff will work together in identifying the students abilities and strengths and thus tailor instruction for student mastery. Collaboration amongst staff and differentiated instruction within each classroom will ensure that instruction of the highest quality is being provided to all students, regardless of exceptionality status or area.

CLA will ensure that each student's potential is achieved by matching instruction and support to the student's unique needs and strengths. For students with disabilities instructional and related services will be provided according to their IEPs. Special education at CLA will include the following:

*Least Restrictive Environment. CLA will ensure that students are placed in the most appropriate placement to meet their needs. Placement will be based on IEP requirements, instructional needs, and setting best conducive to achievement.

*Full Inclusion Program. For students who can be successful in the general

education classrooms. CLA will provide the support and resources for this placement to foster high student achievement.

*Differentiated Instruction. Students will have the opportunity to participate in all elective and extracurricular classes and activities which will be tailored to their individual strengths, abilities, and needs.

*Contracting of services to meet special needs. Administrators, the IEP team, and parents will determine the type and intensity of related services that a particular student needs for ultimate academic and social success. These services will include but are not limited to: speech and language therapy, occupational therapy, physical therapy, nursing services, audiologist services, counseling, family training, and behavioral intervention resources. The school will also provide modified instructional materials to students as required in their IEPs.

CLA will develop and or follow a students IEP based on the students individual needs.

Consistent with the spirit of IDEA, the IEP will outline a plan that places the student in the least restrictive environment that will facilitate learning and include the student in the regular classroom to the maximum extent feasible. CLA will implement the following procedures:

Within 30 days of determining student eligibility, CLA will:

*Convene an IEP Team consisting of: The students parents, at least one of the students regular education teachers, at least one special education teacher, a school administrator qualified to make decisions about special education, a bilingual staff member or translator, if appropriate, and the student, if appropriate.

*Provide parents with a copy of the "Procedural Safeguards: Handbook on Parents Rights" in place to protect them under state and federal law.

The CLA IEP team will develop an Individualized Education Plan that states in writing:

*The students present levels of academic achievement and performance

*A description of how the students disability affects involvement and progress

*Measurable annual goals for the student, including a description of any alternative benchmarks or objectives that differ from the regular curriculum

*A description of what special education and related services will be provided

*A description of the extent, if any, to which the child will not participate in regular classroom activities

*Explanations of modifications for state standardized tests

*The date on which services will start and the projected duration

*Appropriate, measurable post-secondary goals for the child

*A description of any necessary transition services

*A statement that the child has been informed of his or her rights

In addition to the above procedures CLA will adhere to the following practices.

*Once a parent consents to a child's placement as determined in his or her IEP, the student must be placed within 10 days.

*The IEP team will review the students IEP at least once a year and to

revise it as appropriate given the child's progress.

*The parents of the student will have the right to be notified and to participate in all meetings of their child's IEP team.

CLA recognizes that some children need related services in order to meet the goals in their Individualized Education Program (IEP). Related services means transportation and any other developmental, corrective or other supportive services that a child needs to benefit from special education as defined by The Individuals with Disabilities Education Act (IDEA).

A student's IEP team in collaboration with parents will decide which related services are necessary. The team gathers information from evaluation and uses this information to determine a student's needs. The IEP team will talk about a student's needs and decide whether a related service is needed to help the student meet his or her IEP goals.

Qualified related service providers will be important members of the IEP team. If the need arises, CLA, will hire paraprofessionals and/or assistants who are trained in accordance with state law or policy to assist in providing related services.

The IEP team will write goals for each related service that a child needs. The IEP will describe the type of related service that will be provided and how often, how long and where that service will be delivered. Related services may be provided in group or individual settings depending on the students needs. Services may be provided in the regular education classroom or in a separate setting supporting the student in the least restrictive environment. Related services will be provided at no cost to a students family.

Student Performance Standards

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

CLA will work with students to ensure that we meet or exceed expected growth and maintain a performance composite above 60% every year. CLA will follow the Future - Ready Accountability Model and conduct all required statewide testing. The following student achievement performance goals are a priority at CLA:

Goal 1: CLA students will perform at or above grade level as measured by the State Standardized Tests.

Objectives:

* Students will perform at or above grade level at the end of the school year.

Goal 2: CLA students will show academic growth at the end of the school

year.

Objective:

- * Students will show academic growth at the end of the school year measured by End of Grade and End of Course State test results, formative assessments, informal assessments, and student grades.

Goal 3: CLA students will show improvement academically, socially, and behaviorally placing them on a path to pursue higher education options.

Objectives:

- * Students will reach their goals as laid out in their Personalized Education Plans
- * Students will show a decrease in negative factors that interrupt their achievement such as behavior problems and poor attendance.
- * High school students will participate in ACT, PSAT, and/or SAT Preparation
- * Students will be exposed to higher education options
- * Students will complete community service hours

Student Assessment and Data

CLA will use data to drive the decision making process for the school. CLA staff will collect and analyze data in a number of areas specific to our students, including community service hours provided, attendance, behavior, applications submitted to institutions of higher learning and scholarships received. Ultimately, through appropriate measure of collection and analysis, we are taking measures to track student achievement, identify and narrow any achievement gaps between student subgroups, improve teacher quality, improve the curriculum, communicate education issues more effectively with key stakeholders, better promote parental involvement in the education process, and increase dialogue within the educational community.

CLA will have a balanced system of assessments consisting of three components: standardized state tests, Northwest Evaluation Association MAP Test, and Study Island Benchmark testing.

Standardized State Testing includes all required North Carolina state tests for 6th through 12th grade. Middle school students will participate in the state EOG test. Students in 8th grade will also take the EOG test in Science. High school students will participate in the state EOC tests in Algebra I, English II, and Biology.

Northwest Evaluation Association Measures of Academic Progress (MAP) Testing is a state-aligned computer-based testing system that adapts to the child in real-time as the test progresses for a pinpoint picture of a students abilities and readiness. CLA will utilize MAP, MAP for Science, Skills Pointer, End-of-Course Assessment, and NWEACollege Readiness Assessment for grades 6-12.

Study Island Testing is a testing tool that supports the learning process and builds off of our students enthusiasm for technology with engaging, interactive lessons and activities. CLA will utilize the EOG Prep, NC Benchmarking, Common Core State Standards Benchmarking for grades 6-8, NC EOC Common Core Benchmark and the College/Career Readiness suite.

Policy and Standards for Promotion

CLA has established a set of promotion standards to ensure that students meet the required levels of achievement and are prepared for the next grade. Promotion and accountability standards for students consist of NC high school graduation requirements, local promotion standards and course requirements, performance on state assessments and attendance requirements as set forth in appropriate school policies.

Middle School Promotion Standards

In order to be promoted to the next grade, middle school students must meet the following requirements:

State Assessments - Students must score at least a Level 3 on the State End of Grade tests in both Reading and Mathematics.

Local Standards - Students must pass 6 out of 8 classes.

Community Service - Students must fulfill their community service hour requirements.

Attendance - Students may not accumulate more than 10 unexcused absences.

High School Promotion Standards

In order to be promoted to the next grade, high school students must meet the following requirements:

State Assessments - Students must score at least a Level 3 on their state End of Course tests.

Local Standards - Students must pass 6 out of 8 classes.

Community Service - Students must fulfill their community service hour requirements.

North Carolina High School Graduation Requirements

In addition to the foregoing requirements, to be promoted to the next grade CLA high school students will be promoted from grade to grade by attaining credits that are earned through successful completion of high school courses. While promotion in high school is determined by course credits earned, in order to stay on track for graduation students must take the courses required by the State Board of Education in the Future-Ready Core Course of Study and meet the requirements of Policy 3460, Graduation Requirements. CLA will adhere to the following high school promotion standards:

*To be promoted from grade 9 to grade 10: a minimum of six (6) credits.

*To be promoted from grade 10 to grade 11: a minimum of twelve (12) credits.

*To be promoted from grade 11 to grade 12: a minimum of twenty (20) credits.

CLA will require all 12th grade students to successfully complete the following guidelines:

*Minimum of 28 credits

*Passing grades as reflected on the students report card

*Level III or higher performance on the NC End of Course tests and final exams

*Completion of the required 20 community service hours

*Successful completion of Graduation Project

Retention

The Principal has the authority to promote and to retain students in accordance with state law and based upon the standards set by the Board and the SBE. The Principal will consider the following factors:

- *Whether the student has previously been retained
- *Whether the student is performing at grade level
- *If working below grade level, whether the student could reasonably be expected to be able to "catch up" to grade level and/or be successful at the next grade level in spite of the deficiencies
- *If promotion is recommended, what additional or special instruction or resources would be necessary to provide the student with a reasonable opportunity for success in the next grade level
- *Classroom performance of the student in relationship to his/her academic ability and/or exceptionality
- *Performance on state and local tests

Parent Notification

In the case when a student is at risk of failing or possible retention, CLA will have procedures in place to notify parents/guardians. Parents/guardians of all students will receive various notifications from the school to alert them to their child's performance. The following techniques will be used to communicate student achievement: report cards, progress reports, SIT meetings, PEP meetings, IEP meetings and Parent/Teacher Conferences.

Students with Disabilities

Students with disabilities will be held to the same standards as all other students to the greatest extent possible. Students with disabilities may be exempted from the promotion standards by the IEP Team, if the team determines that the student does not have the ability to participate in the State Future -Ready assessments. However, exempted students will be enrolled in a functional curriculum and demonstrate acceptable outcomes on alternate assessments. The graduation certificate is available to recognize certain Students with Disabilities who are not on a diploma track.

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

Charlotte Learning Academy high school students will take the courses required by the State Board of Education in the Future-Ready Core Course of Study and must meet the requirements of Policy 3460, Graduation Requirements.

Future-Ready Core Course of Study Requirements

- 4 English Credits English I, II, III, and IV
- 4 Math Credits Algebra I, Geometry, Algebra II and 4th Math Course to be aligned with the students post high school plans
- 3 Science Credits - Physical science, Biology, and Environmental Science
- 4 Social Studies Credits - Civics and Economics, World History, American History I: Founding Principles and American History II OR AP US History, additional social studies course
- 1 Health and Physical Education Credit
- 2 Foreign Language Credits Required for University admission
- 4 CLA Seminar Credits School Requirement

6 additional Elective Credits required

22 Future Ready Credits

6 CLA Credits

Future-Ready Occupational Course of Study Requirements

4 English Credits OCS English I,II, III, IV

3 Math Credits - OCS Introduction to Mathematics, OCS Algebra I, and OCS Financial Management

2 Science Credits - OCS Applied Science and OCS Biology

2 Social Studies Credits - OCS Social Studies I (Government/US History) and OCS Social Studies II(Self-Advocacy/ Problem Solving)

1 Health and Physical Education Credit

4 CLA Seminar Credits School Requirement

12 additional Elective Credits required

22 Future-Ready Credits

6 CLA Credits

Students will earn credit hours by successfully completing and passing courses. CLA will calculate GPAs on a four point scale and will use the following grading scale:

A 93 - 100

B 85 - 92

C 77 - 84

D 70 76

F Below 70

CLA school Transcripts will contain the following information: student name, address, birthday, and parents names, grading scale, years, courses, and grades of completed classes, year and course of currently enrolled classes, achievement Test Scores, extra-curricular activities, GPA, and expected year of graduation.

Graduating Students with Special Education Needs

CLA will award a high school diploma to students who successfully complete the requirements of one of the North Carolina Courses of Study, and earn any additional unit credits as set forth in 3235.1. CLA's staff will work vigorously to assist all students in meeting their graduation requirements in order to earn a high school diploma. However, students with disabilities who have not met the requirements for high school diploma will receive a graduation certificate and shall be allowed to participate in graduation exercises if they meet the following qualifications:

*Are enrolled in the OCS, and have met the course requirements but may not have successfully completed all testing requirements;

*Are enrolled in the OCS, and have met the course requirements for graduation but may need longer to complete the required hours of employment; or

*For whom the Occupational Course of Study (OCS) is too rigorous and who are enrolled in the content courses specifically designed to meet their needs.

Systems and Structures for Students At-Risk

CLA will put forth every effort to keep all students on track to receive their diploma and graduate high school in four years. Students will be

supported by the staff and provided the necessary remediation and services to assist in their academic achievement and success. For students at-risk of failing and not graduating, CLA will provide additional instructional time to allow for course recovery and/or repeat. The following strategies are in place to assist at-risk students:

*Personalized Education Plans

*School Intervention Team

*Seminar Classes which have a heavy focus on academic, character development, and life skills

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.

Provide a draft copy of the student handbook within the appendices (Appendix C).

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.

Charlotte Learning Academy school staff will strive to create a positive, safe environment that encourages and supports student success. CLA will hold its students accountable for the highest level of student conduct. We expect our students to treat others with respect and courtesy. CLA will foster an environment that will guide positive student behavior in the school and in the the community and with family and fellow students. The primary objective of this code is to develop each student's potential for learning and to develop positive relationships. If this is to be accomplished, it is necessary that the school environment be free of disruptions which interfere with teaching and learning activities. We will expect each student to behave in a manner that does not threaten, interfere with, or deprive other students of their right to an education and to accept responsibility for their behavior. Underlying causes for misbehavior will be explored, and when possible, positive redirection will occur and acceptable alternative behaviors will be taught.

CLA will hire a behavior specialist who will be tasked with monitoring student behavior. The Behavior Specialist will be responsible for enforcing the Student Code of Conduct and ensuring that we are fair and consistent in all our actions and procedures. The behavior Specialist will also be the first line of contact for parents/guardians in regards to discipline issues. Staff members are expected to model core value behaviors that set an example for students. CLA has in place a Student Code of Conduct with established rules, procedures, and consequences. The safety and security of the students are our highest priorities, and we are committed to providing a safe learning environment.

IV. GOVERNANCE, OPERATIONS and CAPACITY

(No more than ten total pages in this section)

NOTE: Please answer all sections completely. Do not use "same as LEA" or "whatever the law states". Lack of proper documentation could deem the application incomplete.

Governance:

Private Nonprofit Corporation:

*The nonprofit corporation must be officially authorized by the NC Secretary of State by the final approval interview date.

Name of Private Nonprofit: Charlotte Learning Academy

Mailing Address: Charlotte Learning Academy

City/State/Zip: Charlotte NC 28277

Street Address: 9716-B Rea Rd #171

Phone: 704-661-7134

Fax:

Name of registered agent and address: Stacey Rose
11205 Sedgemoor Lane
Charlotte, NC 28277

FEDERAL TAX ID: 45-3568037

Tax-Exempt Status 501 (c)(3)

The private nonprofit listed as the responsible organization for the proposed charter school has received 501 (c)(3) status:

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

NOTE: If the non-profit organization has yet to obtain the 501(c)(3) status, the tax-exempt status must be obtained from the Internal Revenue Service within twenty-four (24) months of the date the Charter Application is given final approval.

Governance and Organizational Structure of Private Non-Profit Organization:

The private nonprofit corporation is the legal entity that has responsibility for all aspects of the proposed charter school. Its members should reflect the ability to operate a charter school from both business and education perspectives.

Please complete the table provided depicting the founding members of the nonprofit organization.

Board Member Name	Board Title	County/State of Residence	Current Occupation
Pamela Farewell	Member	CABARRUS	CMPD Officer/School

			Resource Officer/Army
David Fernandez	Member	CRAVEN	Athletic Director/Teacher
[Actively Recruiting At this Time]	Member	MECKLENBURG	N/A
Andre Rose	Member	MECKLENBURG	Attorney
Michael Maxwell	Member	MECKLENBURG	Social Worker
Tara Williamson	Member	MECKLENBURG	Social Worker
Yvette Smith	Chairman	MECKLENBURG	CMS Title I Director

Please provide the following in this location of the APPLICATION: (Do not include as an appendices.)

1. *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 Board of Directors shall be the governing body of CLA and will have the ultimate responsibility and authority for creating and advising on school policy, while the school administration will be responsible for implementing that policy. The Board will have overall responsibility for conducting long-range planning, ensuring the fiscal solvency of the school and for reviewing and deciding all other matters of fundamental importance. The primary duties of the Board of Directors shall include, but shall not be limited to:

- (a) adopting, upholding, and serving to fulfill the mission, philosophy, and goals of the school;
- (b) establishing policies for governance that uphold the laws governing public charter schools in NC;
- (c) hiring, evaluating, and retaining the school Principal (who shall also serve as a non-voting member);
- (d) recommending to the school Principal and the school administration priorities, short-term and long-term plans, and broad policies for the successful operation of the school;
- (e) adopting and approving the annual school budget and periodically reviewing the financial statements of the school for financial stability, budget viability and state compliance;
- (f) supporting the school administration, faculty, and staff to ensure the precise and complete implementation of all aspects of the academic program, curriculum, and instruction, including monitoring student achievement to ensure attainment of N.C. State Board of Education standards;
- (g) adopting and approving operating procedures for the school;
- (h) assuming a leading role in promotion and fundraising for the school;
- (i) building and maintaining parent, educator, and community partnerships; and
- (j) maintaining accurate up-to-date records of the business conducted at all meetings of the Board.

To effectively carry out the functions above, the Board has created committees responsible for key aspects of the schools governance. Among other committees, the Finance Committee will oversee the general fiscal

management of the school, including budgeting, reporting and fiscal policies. The Committee for Academic Standards will help develop the academic goals for the school and will ensure the goals are being met and maintained. The Parent Advisory Committee will assist in coordinating volunteer parental services among other activities.

The Development Committee of the Board will formulate a method to evaluate the effectiveness of the Board on an ongoing basis. This evaluation process is designed to achieve a number of goals, including reminding Board members of their duties and responsibilities, identifying the strengths and weaknesses of Board operations, reviewing and measuring the schools progress toward its mission and founding principles, and ensuring that the channels of communication remain open between and among Board members. The evaluation process will include input from parents, school staff, and students. The following elements will be addressed in this evaluation process: Board Communication, School Support, Finance Management, Policy Development, Dedication to Mission and Founding Principles and Relationship Building.

The Board will hire a high-quality Principal who not only demonstrates past success in leading a school with a student population similar to the students expected to enroll at CLA, but who also deeply believes in the mission of the school. Recruitment activities could include active searches for candidates through education recruiting websites, placing advertisements and reaching out to contacts in the community. Once a Principal is hired, the Board will be responsible for communicating the school and individual goals, both long-term and short-term, and for conducting annual evaluations of the Principal. Annual evaluations will be based on key areas critical to the success of the school.

2. *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 of CLA can have between five (5) and fifteen (15) members. The initial Board currently consist of six (6) members and we will continue to actively recruit one additional member over the next few months. The current composition of the Board includes members with strong education backgrounds, social workers with experience working with CLA's targeted population of students, an attorney with experience in corporate governance and board matters and a Charlotte Mecklenburg Police Officer that has experience as a school resource officer in charter schools.

With this variety of professional backgrounds, the current members of the CLA Board will bring a wide variety of skills and expertise to the overall operations of the school. Consistent with the school mission and founding principles, collectively the Board has expertise in the areas of school leadership and administration, school development, educational training, classroom teaching, test administration and coordination, Federal programming, student counseling, budgeting and finance, safety and law. The backgrounds of these Board members cover many of the key educational and operational areas of the school and the experience gained in these various roles will help Board members effectively monitor, evaluate and direct these areas of CLA.

Many members of the Board have experience in leading and directing staff and one has experience as a principal in a public school. This experience leads to an overall understanding and appreciation of the characteristics of an effective school and an effective school leader. The Board will evaluate the school Principal annually to ensure that the Principal is upholding and carrying out the overall mission and founding principles of the school and achieving the academic and personal goals established for the school.

As described in more detail in the Bylaws, the governance structure of the Board includes a number of specific provisions designed to ensure key stakeholders are represented. One of the designated Board committees is the Parent Advisory Committee. This committee will be comprised of parents of CLA students and the committee will be tasked with identifying opportunities for parents to provide volunteer services and to make recommendations to the Board concerning school performance and other matters from time to time. As an indication of the importance of this committee and parental involvement in the school, the Chair of the Board and the Principal will each serve as ex-officio member of the Parent Advisory Committee. Another avenue for ensuring other key stakeholders are represented with respect to Board activities is the creation of non-voting positions on the Board for the Principal and for one teacher. Finally, the CLA Board will comply with the open meeting laws of North Carolina, which ensure that members of the public have access to Board meetings. This approach ensures that all key stakeholders are knowledgeable about the activities of the school and also have a voice in the decision making process.

- 3. 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 current members of the Board were recruited and selected by the founder of Charlotte Learning Academy. The founder first selected the individual to serve as the Chairman of the Board and then together they recruited and selected members with diverse backgrounds and skill sets that had a passion for the school's mission and founding principles. The following characteristics were sought after during the recruitment and selection process of the Board members:

- * Passionate and unwavering belief in the charter school's mission and founding principles
- * Understanding of the community and its needs
- * Willingness to commit time for board meetings, committee meetings, planning sessions, and special events
- * Team players
- * Established community ties and relationships
- * Diverse in age, gender, race, religion, occupation, skills, and background

The Board currently has one position that remains to be filled at this time. The goal is to fill this position with an individual that brings different skills and expertise to the current established board. These individuals are currently being recruited and the intent is to fill these positions prior to April 1, 2013.

- 4. How often will the board meet?*

The CLA Board will meet on a monthly basis and will hold one annual meeting.

- 5. 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).

All members of the CLA Board will participate in board orientation training, which will provide Board members with a clear understanding of their roles, duties and expectations. Topics covered will include a general explanation of fiduciary duties, an in-depth refresher on the information contained in the Bylaws, review of organizational and student goals, finalizing a schedule for determination of certain additional school policies, selection of committee membership, and exploring board meeting logistics.

CLA will also utilize the board training offered by the Department of Public Instruction Charter School Office. The Board Committee on School Leadership will be tasked with overseeing the orientation program for all new members and for coordinating the continuous planning for training and development of all existing Board members. A table representing the proposed training and development for the CLA Board can be found in Appendix H.

6. 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 CLA Bylaws include a comprehensive Conflict of Interest Policy designed to ensure that current and future members of the Board avoid conflicts of interest. In general, the policy requires "interested persons" to disclose all material information relating to the transaction giving rise to the potential conflict to the other members of the Board in order to allow such other members to analyze and evaluate the potential transaction. The non-interested members of the Board will then determine whether the potential transaction is fair and reasonable to CLA. In such instances, the interested person will be required to recuse themselves from (i.e., abstain from) decisions where such a conflict exists. The Board will keep written records of all such proceedings. In addition, on an annual basis, each member of the Board of Directors will sign a statement affirming that such member understands and will comply with this Conflict of Interest Policy.

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

The model the Board will use to create policy is a decision-making model that reflects a clear distinction between governance decision-making and management decision making. The Board will focus on governance decision-making and will not be involved in handling the day-to-day details of running the school, dealing with specific personnel issues, or addressing individual student needs. Consistent with the best practices of nonprofit corporation management, the Board delegates the responsibility for running the school and implementing the Board's policies to the Principal and other school administrators.

The Board places primary focus on "ends" mission, vision, and key results to be achieved by CLA. The Board will also place priority on major actions and decisions that support these "ends" such as monitoring school progress toward meeting the student achievement and other educational goals developed by the Board, budget approval, school-wide policies, strategic planning, and performance reviews of the school Principal. The policies and decisions relating to these "ends" encompass three main issues: the schools results or outcomes, the recipients of those results - our students, and the costs to achieve those results.

Whenever possible, the Board will effectively delegate implementation responsibility with clear instructions and/or suggestions to its own committees and the school Principal so that the Board as a whole can continue to maintain a focus on areas of major policy and decision-making.

The Board will use the following steps to develop school policies:

- * The Board will access, use and apply relevant information as it relates to the overall school. Relevant information comes from many sources, including parents, staff, and the community. Relevant information is focused on several board concerns: resolving immediate crises and strengthening longer-term educational results.

- * The Board will discuss issues deliberately. Deliberate discussions leading to Board decisions will be systematic, objective and open. The Board will frame issues, consider information in context, and give the time necessary to avoid forcing decisions prematurely. The Board will put aside personal differences, like hidden agendas, and consider without prejudice the merits of the particular situation or issue, and will be honest and forthright in their exchange of viewpoints.

- * The Board will consider alternative actions. Consideration of all the alternative actions indicates that the discussion reflects different points of view, hears all sides, and assesses the positive and negative consequences of various choices.

- * The Board will work toward consensus. Members of the Board will try to find areas of commonality and will recognize the need for compromise in the importance of reaching agreement.

8. Describe any advisory bodies, councils, or associations listed in the organization chart or to be formed, including the roles and duties of that body, and the reporting structure as it relates to the school's governing body and leadership.

In conducting its activities, the Board will be supported by several committees specifically designed to ensure that all relevant stakeholders have a voice in the schools governance.

The Executive Committee of the Board will act on behalf of the Board in between meetings, subject to certain limitations set forth in the Bylaws. The Finance Committee is responsible for the overall fiscal management of the school. The Committee for Academic Standards will be responsible for ensuring that high standards are being maintained in the standard academic curriculum and the quality of teaching in the school remains high. The Development Committee is responsible for fundraising opportunities for the school. The Committee on School Leadership will evaluate the functioning of the Board. The Personnel Committee will review disputes and grievances involving school personnel in accordance with the school's grievance policies. Finally, the Parent Advisory Committee shall be comprised of parents of school students and will work with the school involving volunteer parental services, fundraising and school performance and shall make recommendations from time to time in regard to said affairs.

The Board will contract with a CSO that will be responsible for providing the school with monthly and annual financial reports. The selected CSO will

not affect the governance structure of CLA and will report directly to the Principal of the school. However, the Board will review and use all created reports for their overall monitoring and decision making purposes.

Governance and Organizational Structure of Private Non-Profit Organization (continued)

Include in the Appendices:

9. A well-defined organizational chart showing the relationship of the Board of Directors to the parents and staff of the proposed charter school. This chart should also include lines of authority to and from any outside entity that will play a role in managing or supporting the charter school (such as educational service providers, advisory bodies or parent/teacher councils).
10. A one-page resume from each founding board member and responses to the questions found on the Charter School Board Member Form (Appendix E).
11. The proposed by-laws, which must include a Conflict of Interest Policy for board members and a stated commitment to the NC Open Meetings Law (Appendix F).
12. A copy of the articles of incorporation, if available. If not available, this document must be available prior to interview by SBE, the applicant must demonstrate that it has been applied for prior to submission of the proposed application. (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).

Proposed Management Organization (Educational Management Organization or Charter Management Organization)

If the proposed school does not intend to contract with an education service provider, mark "Not Applicable" and follow the direction #3 in the Application Specifications.

X Not Applicable

Private School Conversions: complete ONLY if the proposed charter is a private school conversion. Otherwise, mark "Not Applicable" and follow the direction #3 in the Application Specifications.

X Not Applicable

Applicable" and follow the direction #3 in the Application Specifications. Understand that the replication means that a new charter school will be governed separately from the charter school the application is modeled after.

X Not Applicable

Projected Staff:

Provide, as Appendix K, a list of positions anticipated for the charter school; (e.g., principal or director; finance officer, administrative support staff; teachers (part-time and full-time); paraprofessionals/teaching assistants, clerical, and maintenance.). Be mindful that your predicted administration and staff match the projected enrollment noted in Section I and align with the proposed budget.

Staffing Plans, Hiring, and Management

Include the following information for the proposed charter school:

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

Charlotte Learning Academy's Board of Directors understands the challenge of recruiting qualified and high-performing employees. Although hiring will be the day-to-day responsibility of the Principal, the Board recognizes that it is a priority to establish policies and procedures that create an attractive environment for high-performing employees, including a positive school culture with an emphasis on academic excellence, opportunities for

continuous professional growth, and shared decision making that will motivate and encourage excellence from employees. The Board will create and evaluate the hiring policies in order to ensure that the best candidates are recruited, selected and retained. It will be the priority of the Board to assist with developing strategies that will make CLA an attractive employment choice for high performing employees that may have several competitive options from which to choose. These strategies will consist of:

- * Competitive pay
- * Emphasizing the ability to develop and utilize creative teaching methods
- * Encouraging and providing on-going intense, sustained, and research-based professional development opportunities
- * Providing teacher mentors
- * Placing a high value on teacher feedback and using that feedback in the decision making process regarding the school
- * Continuous Education Reimbursements such as required Praxis Tests

2. *Provide a description of the relationship that will exist between the charter school employees and the nonprofit board. Provide as Appendix L, a draft of the employment policies to be implemented by the proposed charter school.*

The Board of Directors will maintain a positive relationship with all school employees that encourages the lines of communication to remain open. CLA understands the importance of ensuring that all key stakeholders, including teachers, are represented with respect to Board activities and have a voice in the decision making process. As such, a non-voting position has been created on the Board for a teacher in order to ensure that the Board hears direct feedback from the teachers on a consistent on-going basis. Although the school staff will report directly to the Principal, the Board members will continuously show support through Board meetings, school activities and functions, and the establishment of school policies. The Board will also be responsible for staff appeals for resolving any employee issues.

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

CLA provides equal employment opportunities to all without regard to race, color, religion, creed, sex, age, national origin, veteran status, disability or any other condition protected by applicable federal or state laws.

Hiring

Applicants are required to complete and sign an employment application, which becomes a part of their personnel file if they are hired. Any false or deliberately misleading or omitted information on an employment application is grounds for immediate discharge.

Any offer of employment that an applicant receives from CLA is contingent upon, among other things, satisfactory completion of a physical examination, a drug screen, and a tuberculin test. The hiring process will consist of the following elements: Completed Application, Interview Process, Reference Checks, Completion of Physical Examination, Drug Screen, Criminal Background Check, and Driving record. Criminal background checks of all personnel are required by law and will be conducted on all applicants for faculty, staff, administrative, and volunteer positions. If the job for which an applicant applied requires driving they will be required to have a satisfactory driving record and subject to DMV record checks.

Dismissal

CLA will be an at will employer and reserves the right to terminate with or without cause or notice. In the event it becomes necessary to discipline an employee, the following steps may occur prior to termination: verbal warning, written warning, implemented action plan and/or termination.

Terminations will be treated in a confidential and professional manner. CLA will strive to ensure thorough and consistent termination procedures. Resignations should be conducted by employees giving notice through a letter of resignation submitted to the Principal. Whether an employee is terminated or resigns, CLA will conduct an exit interview upon separation.

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

Charlotte Learning Academy plans to offer staff salaries that meet the North Carolina State base salary caps and are also competitive with the salaries offered by the Charlotte-Mecklenburg School System. It is imperative that salaries are competitive with the local system to ensure that CLA is able to hire the most qualified staff available.

CLA will participate and join the North Carolina State Health Plan for Teachers and State Employees and the North Carolina State Retirement Plan.

The following table represents the proposed salary ranges and benefits for the perspective staff of CLA.

Department	Lowest/	Highest/	Average/	Health Offered/	Retirement Offered
Administration	\$40,000/	\$60,000/	\$50,000/	Yes	Yes
Teachers	\$30,000/	\$40,000/	\$35,000/	Yes	Yes
Support Staff	\$20,000/	\$40,000/	\$30,000/	Yes	Yes

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

Charlotte Learning Academy will treat all grievances by employees seriously. In the event of an employee dispute or other grievance involving employment matters or the implementation of personnel policies, the employee and the Principal will first make a good faith effort to resolve the issue. This good faith effort will include identifying the problem, conducting an investigation (if necessary), identifying and discussing a range of possible solutions, selection of the best resolution, determining a timeline for implementation, and follow-up. A written summary of the good faith effort will be included in the personnel file. If, following the good faith efforts described above, the employee issue remains unresolved, the employee may submit his or her complaint following the procedures outlined below.

1. The employee must submit their grievance in writing to the Chair of the Personnel Committee after a failed good faith effort to resolve the dispute.
2. The Personnel Committee shall schedule a hearing for discussion of the complaint with all parties involved. Personnel Committee members who are interested parties, as defined in the Bylaws, shall recuse themselves from grievance proceedings if such members have a conflict of interest.
3. A decision established by a majority vote shall be rendered after the hearing.
4. All proceedings will be conducted in closed session, unless requested otherwise by the employee.

5. The decision shall be final unless appealed by the employee to the full Board of Directors, which may review and modify the decision of the Personnel Committee if it finds that the Committee failed to properly follow the grievance process.

6. A request for an appeal may be submitted to the Chair of the Board of Directors within five business days of the Personnel Committee decision. The Board Chair will schedule a meeting to consider such an appeal.

7. All decisions rendered by the Board of Directors shall be considered final.

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

Charlotte Learning Academy does not predict having dual responsibility positions during the first five years of operation.

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.*

Charlotte Learning Academy will ensure that a free and appropriate education is provided to all students with exceptional needs in accordance with all state and federal laws regarding provision of special education services.

CLA will staff one EC Director and one EC teacher during its first year of operation. Services for the EC students will be examined and provided through these staff members. For children requiring a more specific or intensive educational program beyond the scope of services provided at CLA, CLA will collaborate and/or contract with outside agencies to utilize the services available through their programs in meeting the needs of those children. Excess costs associated with these expanded services and programs will be the responsibility of CLA. CLA will continuously evaluate its Exceptional Children program to ensure that the services our students require are being offered and met in order to meet their educational needs and educational success.

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).*

CLA is committed to recruiting staff with a wide range of skills and qualities, teaching and administrative experience, and cultural and ethnic backgrounds, and to having a staff as reflective of the CLA community as possible. Other desired qualities and qualifications include: a commitment to the mission and vision of CLA, a proven ability to work effectively on a team with colleagues, students, families and community members, experience with a variety of instructional approaches including project-based learning, interest or expertise in technology, bi- or multilingual skills, experience working with a diverse student population, and a commitment to their own professional growth.

The following is a description of the projected positions and the expected qualifications necessary to hold the position.

PRINCIPAL

The Principal will be responsible for the overall management of all functions of the school, including running the schools day-to-day functions. Required skills include comprehensive knowledge of the practices, methods and techniques used in the leadership, administration and supervision of a middle school and high school; thorough knowledge of the schools mission,

vision, strategic goals and objectives for student outcomes; thorough knowledge of school policies and procedures prescribed by the Board; thorough knowledge of the North Carolina Common Core Curriculum and the North Carolina Essential Standards; thorough knowledge of the Brain Based Learning Theory and Gardners Theory of Multiple Intelligences; thorough knowledge of a balanced assessment system; skill in oral and written communications; ability to motivate others to reach their full potential; and ability to establish and maintain effective working relationships with school officials, students, parents, teachers, support staff and associates. Master's Degree in Education Administration and considerable years of administrative and educational experience and licensure as a Principal required.

ASSISTANT PRINCIPAL

The Assistant Principal is responsible for assisting the school Principal in the coordination, supervision and management of the school program and operation. Required skills include thorough knowledge of the practices, methods and techniques used in the administration and supervision of all programs in a school; skill in oral and written communications; ability to motivate others to reach their full potential; ability to establish and maintain effective working relationships with school officials, parents, students, teachers, support staff and associates. Master's Degree in Education Administration and/or considerable years of teaching experience required.

FINANCE/OFFICE MANAGER

An administrative position responsible for preparing and maintaining records; providing clerical support to the school Principal; data management, communicating and preparing needed financial information for the Principal or the Board of Directors. Bachelor's Degree in Business Administration (concentrating in Finance, Accounting, or similar field) required.

CURRICULUM SPECIALIST

The Curriculum Specialist will be coordinator of the school curriculum and instructional program, responsible for providing leadership, alignment, coordination and delivery in the development and improvement of the curriculum program for the school. Will ensure that resources are available for teacher and student use and will provide the necessary staff development for implementation of the assigned instructional program. Masters Degree in Education Administration and five (5) years of teaching experience required.

GUIDANCE COUNSELOR

The position is responsible for coordinating the delivery of a comprehensive guidance and counseling program for students. Responsible for the school higher education preparation initiative. Masters Degree in guidance and counseling or full-time experience as a teacher or experience in school guidance and counseling required.

TEACHER

Under direction of the school Principal, plan and provide for appropriate learning experiences for students. Provide an atmosphere and environment

conducive to the intellectual, physical, social and emotional development of individuals to ensure success for every student. Supervise students in a variety of school related settings. Monitor and evaluate student outcomes. Communicate and interact with students, parents, staff and community. Develop, select and modify instructional plans and materials to meet the needs of all students. Maintain appropriate records and follow required procedures and practices. Bachelor's Degree in applicable field of education from an accredited college or university. Must have or be eligible for a teacher license from the North Carolina Department of Public Instruction and comply with NCLB Highly Qualified Statutes.

ADMINISTRATIVE ASSISTANT

Provide secretarial support in the school and give general secretarial assistance with a considerable amount of public contact. Responsible for front desk, phones, and numerous office tasks. High School Diploma and considerable secretarial experience required.

BEHAVIOR SPECIALIST

To provide a safe atmosphere for employees and students through the implementation of the school behavior plan, Student Code of Conduct, and overall behavior management of the school including reporting, monitoring, and communications with parents. High school graduate, minimum of two years of college with course work in law enforcement or experience working in this field required.

BUS DRIVER

The Bus Driver is responsible for operating and transporting school-aged children and other authorized personnel safely and efficiently to and from the school and special events. High School Diploma and possession of a valid North Carolina Commercial Drivers License; Completion of any required Bus Driver Training Program required.

CAFETERIA STAFF

Responsible for planning, managing, monitoring, supervising and providing assistance in the provisioning, operation, and functions of the cafeteria serving, breakfast and lunch. High school diploma or GED and a valid sanitation certification issued by the local health department required.

MAINTENANCE/CUSTODIAN

Perform responsible unskilled work in the care and cleaning of school building and assist with minor maintenance concerns and repairs. GED or some high school and some custodial and maintenance experience required.

Staff Evaluation and Professional Development

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

The Principal, Assistant Principal and Curriculum Specialist will be responsible for maintaining teacher licensure requirements and the planning and implementation of the school Professional Development Plan.

2. *Provide a detailed plan noting how the school will mentor, retain, and evaluate staff in a format that matches the school's mission, educational program, and meet the teacher certification and licensure requirements for teachers as prescribed by state law and No Child Left Behind. Be sure this overview matches with the projected staff and funding of the proposed budget section.*

Providing students with highly-qualified, passionate, and dedicated teachers is the most powerful school-related determinant of student success. It is critical that we hire an exceptional staff that has experience with the student population we plan to reach and knowledge of the unique educational opportunities we will provide. In order to retain the best staff possible, it is our responsibility to create a school environment in which teachers are invested in the schools mission and are respected, prepared, and supported.

Mentoring

In order to ease the transition into the classroom, CLA will provide all beginning teachers with an experienced mentor. Teacher mentors will be selected based on their past experiences and demonstrated leadership abilities. The mentor will be responsible for supporting new teachers in developing course content, including incorporating the key components of our educational philosophy, interpreting school rules and policies, demonstrating successful teaching strategies and providing timely and constructive feedback to the beginning teacher. Prior to the first day students arrive, beginning teachers will be given a structured orientation explaining the mentoring program and their roles and duties. This mentoring program will serve as an important support mechanism for our teachers.

CLA will create a Beginning Teacher Support Program Plan guided by the North Carolina State Board of Education policy TCP-A-004. CLA will use the North Carolina adopted "Beginning Teacher Guidelines for the 21st Century Professionals" as the foundation of the formal school mentoring program. CLA's mentoring program will meet the NC Mentor Standards as identified in the NC Mentor Program Handbook, 2010. Pursuant to the Handbook, Mentors support beginning teachers:

- *Standard 1 - to demonstrate leadership
- *Standard 2 - to establish a respectful environment for a diverse population of students
- *Standard 3 - to know the content they teach
- *Standard 4 - to facilitate learning for their students
- *Standard 5 - to reflect on their practice

Retention

CLA will create a stable and consistent learning environment for our students by establishing effective retention procedures for the teachers. It is the responsibility of the CLA Board to establish procedures and policy that create a positive school culture with an emphasis on academic excellence, continuous professional growth, and shared decision making that

will motivate and encourage excellence and the retention of our teachers.

Evaluation

CLA will use the NC Educator Evaluation System to evaluate leadership, teachers, and staff. The Principal will collaborate with all teachers to prepare an individual plan for professional growth. Adhering to the guidelines set forth in the NC Teacher Evaluation Process Handbook produced by NCDPI, CLA's teacher evaluation process will include the following components:

*Component 1: Training -All staff will receive training on the evaluation process.

*Component 2: Orientation - Provide for all teachers during the first two weeks of Teacher Workdays.

*Component 3: Teacher Self-Assessment - Completed during the first two weeks of teacher workdays.

*Component 4: Pre-Observation Conference - The CLA Principal will meet with the teacher prior to the first observation to discuss self-assessment and professional development needs.

*Component 5: Observations - CLA will conduct on all teachers lasting the entire class period.

*Component 6: Post-Observation Conference - Evaluators will conduct to discuss and analyze the teachers performance.

*Component 7: Summary Evaluation Conference and Scoring the Teacher Summary Rating Form -The Principal will meet with all teachers to discuss and analyze the teachers performance.

*Component 8: Professional Development Plans - Will prepare with the teachers based on their scores from the Teacher Scoring Rating Form.

*Component 9: Effective dates and Effect on Licensing and Career Status

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

CLA will utilize numerous sources of data when planning for staffing needs and PD opportunities including; evaluations, self-assessments, student testing results, mentor reports, and PD needs assessments. CLA will utilize best practices and research based strategies when developing PD opportunities.

CLA will use a variety of resources and tools to deliver effective professional development. High quality PD will be delivered in the following ways:

*Site-Based Coaching - Administrators and Curriculum Specialist may serve as a site-based coach to assist teachers in instructional strategies.

*In-service - PD opportunities will be offered by administrators and outside sources to deliver quality training. CLA will offer the following in-service training to all staff: Closing the Achievement Gap, Teaching the Diverse and ED Student, Training in the Teacher Evaluation System, Brain Based Learning Theory, Analyzing data, and the Multiple intelligences.

*On-Line Modules - CLA will participate and support the PD opportunities

offered through NCDPI- NC Education.

*Workshops - CLA will support staff in attending various workshops that will enhance their ability to teach effectively.

*Conferences - CLA will support teachers in attending subject related Conferences.

*Partnerships and Organizations - CLA will work with the following organizations to ensure high quality, research based development is provided; NC Center for the Advancement of Teaching, NC Teaching Academy, NC Education, and NCDPI specific program training.

4. *Provide a schedule and explanation of professional development that will take place prior to school opening. Explain what will be covered during this induction period and how teachers will be prepared to deliver any unique or particularly challenging aspects of the curriculum and instructional methods.*

CLAs 2014-2015 school calendar has set aside 13 Teacher workdays and 5 Staff Development days which will be dedicated to professional development opportunities. The weeks of August 11th and August 22nd, prior to the students first day, will be used solely for the professional development and training of all staff. These two weeks will have a heavy emphasis on the following topics:

*Effectively working with diverse and economically disadvantaged students - CLA will serve a large at-risk population requiring teachers to be trained and informed on the best methods to teach and relate to all students. Staff will receive training on motivating and setting high expectations for students who typically do not succeed in school.

*Brain Based Learning Theory - Staff will be trained on the theory and effectively creating student-centered classrooms. Training will include hands-on activities and training in strategies and classroom activities and lesson planning that support the Brain Based Learning Theory.

*Multiple Intelligences - Staff will be trained on Howard Gardner's Theory of Multiple Intelligences. Training will include administering and implementing the inventory and effective instructional strategies, activities, and lesson planning that reflect the intelligences.

*Data Driven Decision Making - Staff will receive training on how to disaggregate classroom data in order to make informed and effective instructional decisions.

*21st Century Learners - Staff will receive training on importance of evaluating technology use and effective integration. Training will include subject based instructional strategies, activities and lesson planning.

*Teacher Evaluation System - All staff will be trained on the teacher evaluation system ensuring that everyone is aware of policies, procedures, and personal responsibilities.

*Behavior management - All staff will receive training on classroom management techniques and strategies. With a large at-risk population it is a priority to CLA that all staff is prepared to teach and work effectively

with the diverse, economically disadvantaged student and all issues and concerns that arrive with the student.

*Effective Relationship Building - The founders of CLA put the utmost importance in the ability to effectively build relationships. Staff will receive training on how to build effective relationships with administration, peers, students, and parents.

*School policies and procedures All staff will receive initial training on school policies and procedures from personnel manuals to school safety plans.

*Parent Involvement Staff will receive training on how to effectively communicate and involve parents/ guardians in their child's education.

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.

Charlotte Learning Academy has set aside 13 Teacher Workdays and 5 Professional Development days within the 2014-2015 school calendar. Professional development days are spread out over the school calendar to ensure that time is set aside throughout the year to address all staff needs for development. These days will be dedicated to the professional growth of the staff. Along with the days set aside for professional development, CLA will also provide in-service opportunities to teachers at the end of some school days. Professional development will be ongoing as individual teachers needs are established. Staff will also participate in off campus growth opportunities in the forms of State Conferences and workshops. CLA will utilize the administration, curriculum coordinator, and outside resources to conduct all necessary professional development.

Enrollment and Marketing:

- Reaching the full capacity for enrollment will be critical to obtain the necessary financial resources to keep your school viable and operating efficiently. In addition, it is required by law that charter schools provide equal access to all students. Read the charter school state statute regarding admissions GS 115C.238.29F(g) (1-7) carefully.

Marketing Plan

Marketing to potential students and parents is vital to the survival of a charter school. Provide a plan indicating how the school will market to potential students and parents in order to reasonably reflects the racial/ethnic and demographic composition of the district in which the charter school will be located or of the special population the school seeks to serve: (G.S.115C-238.29F(g)(5)).

At Charlotte Learning Academy we will carry our focus of superior education from inside the school walls out into the community. Marketing communications is vital to our mission as we strive to give at-risk children the opportunity to learn and grow regardless of ethnic background, income level or environment. CLA's marketing will include direct communications with local community outreach programs; information posted at local ethnic churches; school informational sessions and workshops at state-funded day cares; flyers and brochures available at summer camps and preschools.

Goals and Objectives

* To successfully introduce CLA to families, educators, the educational community, and other service agencies in Mecklenburg County focusing on the greater Charlotte area.

* To increase awareness of the exceptional middle and high school education available for CLA students.

Marketing Elements will include:

Web site Development - Families will have immediate online access to the CLAs mission. The website will host a place for both students and parents to find vital information about CLA - from a comprehensive activity calendar, grade level program details, homework specifics, teacher bios and contact information, admissions information, downloadable forms, open house dates, etc. CLAs website can be located at: www.charlottelearningacademy.org.

Public Relations - Open House dates are imperative to CLAs success. To ensure potential students and their families are familiar with CLAs unique educational philosophy, parents will be encouraged to attend a 60-minute Open House. We feel strongly that parents and caregivers should understand who we are and what our mission is prior to sending a child to CLA. Two open house events will be held every year prior to open enrollment and lottery dates.

Media - Articles about CLA and public interest features will be offered to the media for publication. CLA will use media vehicles with broad reach, such as The Charlotte Observer, Charlotte Parent, La Noticia, and local news and radio broadcast that can reach a diverse audience.

Printed Literature and Direct Mail - An informational package will be designed to deliver audience specific information and to serve as an introduction to CLA. CLA will share its mission outside of the school by reaching local children and parents by way of brochures, workshops, seminars, website links and public relations opportunities. We will distribute brochures and flyers at local businesses, physicians offices, preschools and daycares, libraries, churches and other applicable locations. A special enrollment inquiry mailing will be mailed to various sections of the Charlotte Metro area. In addition, we will acquire booths and tables at education job fairs to locate and interview the areas finest teachers and staff.

Partnership Marketing - CLA will work in close partnerships with agencies, organizations, and educators in the greater Charlotte area. We will reach out to, and attempt to partner with, community centers, daycare centers, before and after school programs, Head start, and Smart Start programs seeking at-risk school-aged children. These relationships are imperative to our marketing plan to successfully identify and recruit a diverse population of at-risk children.

Communicating with prospective families and students is very important. We are enthusiastic about the prospect of sharing the CLA spirit and vision. The founders and Board members of CLA have already begun to reach out to the community through many avenues:

*Participated in the Charter School Fair hosted by the North Carolina Public Charter School Association 1/30/13

*Board members have been marketing the school and actively recruiting additional members.

*Created an active Facebook page to deliver continuous up-to-date information about the charter school application process.

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

Charlotte Learning Academy has established a parental involvement plan to meet the needs of the families in our school. We understand that a child's education is a responsibility shared by the school and family during the entire time the child spends in school. Our goal is to educate all students effectively, and we know that to do that the schools and parents must work as partners to ensure educational success. CLA will foster and support active parental involvement by providing a welcoming atmosphere where parental participation is recognized as an asset since supportive parents help improve student achievement and school culture.

The CLA Parent Involvement Plan has been developed to support the school mission. The CLA Administrators and faculty will be required to participate in no less than two hours of professional development per year designed to enhance understanding of effective parental involvement strategies and the importance of administrative leadership in setting expectations and creating a climate conducive to parental participation.

The CLA Parental Involvement Program will:

- (1) Involve parents of students at all grade levels in a variety of roles;
- (2) Recognize that communication between home and school should be regular, two-way, and meaningful.

*Prepare an informational packet to be distributed annually to the parent of each child in the school, appropriate for the age and grade of the child;

*Ensure all activities planned will encourage parental involvement;

*Set-up a system to allow the parents to communicate in a regular, meaningful manner with the child's teacher and the school principal; and

*Schedule no fewer than (2) parent-teacher conferences per school year.

- (3) Acknowledge that parents play an integral role in assisting student learning.

*Schedule regular parent involvement meetings;

*Schedule initial meetings with parents to gather their input in creating their child's Personalized Education Plan; and

*Provide parent seminars on a variety of topics that will ultimately assist parents in their child's education, e.g., learning activities, applying for institutions of higher education, filling out financial aid forms, and parenting tools.

- (4) Welcome parents into the school and seek parental support and

assistance.

*Not adopt any school policies or procedures that would discourage a parent from visiting the school or from visiting a child's classrooms; and
*Encourage school staff to use the volunteer surveys to compile a volunteer resource book.

(5)Recognize that a parent is a full partner in the decisions that affect his or her student.

*Include in the school's policy handbook the school's process for resolving parental concerns, including how to define a problem, whom to approach first, and how to develop.

(6)Recognize that community resources strengthen school programs, family practices, and student learning.

*Enable the formation of a Parent Teacher Association or organization that will foster parental and community involvement;
*Send monthly newsletter to all parents/guardians;
*Provide coordinated volunteer service; and
*Provide School Supplies as needed.

(7)Support the development, implementation, and regular evaluation of the program to involve parents in the decisions and practices of the school, using the components listed in this section.

*Invite parents to be members of the Parent Advisory Committee of the Board of Directors, where they can work with the school involving volunteer parental services, fundraising and school performance and making recommendations for school improvement.

Admissions Policy

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

1. *Tentative dates for application period; enrollment deadlines and procedures.*
2. *Clear policies and procedures detailing the open enrollment lottery plan including policies regarding statutory permitted student enrollment preferences.*
3. *Policies and procedures for student waiting lists, withdrawals, re-enrollment, and transfers.*
4. *Explanation of the purpose of any pre-admission activities (if any) for students or parents.*
5. *Clear policies and procedures for student withdraws and transfers.*

Charlotte Learning Academy will enroll any eligible student under North Carolina Charter Law. Students will be admitted according to G.S.115C-238.29B(b)(4) and G.S. 115C-238.29F(d)(1). CLA will not discriminate against any student on the basis of gender, race, creed, color, religion, national origin, age, achievement or aptitude or athletic ability in its admissions or education programs.

Lottery - CLA will admit 6th-10th grade students for the 2014-2015 academic school year. Each grade will have 80 open enrollment spots. For the first year of operation, enrollment priority will be given to children of the school's principal, teachers, and initial members of the CLA board of

directors. A lottery will be conducted to determine the students who will be admitted or placed on the waiting list.

Lottery Process

1. Admissions applications will be due into the school office before the established deadline. The lottery will be conducted during an open board meeting.
2. Numbered cards, which represent student applicants will be sealed in grade-specific envelopes. (Twins names will be assigned on the same numbered card unless students are in separate grades.) (If multiple birth siblings apply for admission to the school and a lottery is needed under G.S. 115C-238.29F(g)(6), the school will enter one surname into the lottery to represent all of the multiple birth siblings. If that surname of the multiple birth siblings is selected, then all of the multiple birth siblings shall be admitted.)
3. The names from each grade-specific envelope will be placed into a large container and selected one at a time to fill each vacant space.
4. After the total number of students to be accepted has been reached, all remaining applicants numbered cards will be drawn and the order of the students will be placed on the waiting list.
5. Acceptance letters will be sent to students selected during the lottery. Parents must return confirmation letters by the deadline in order to not forfeit their space.
6. Applicants on the waitlist will be contacted according to their number order established at the lottery.

Admissions Process

1. Current CLA students will be required to submit a re-enrollment commitment form for the following school year.
2. New applications must be completed and submitted by parents/guardians. Applications will be checked for completeness and will go through the Lottery Enrollment process.
3. Once admission is complete the student's information will be logged into the Entry/Withdraw Log for the school year.

Withdrawal Process

1. A parent/guardian should notify the school in person, verbally, or in writing of their child's decision to withdraw and complete a withdrawal form establishing the reason, transfer school, and effective date.
2. CLA will provide the new school with the child's school records once a Records Request Form is received.
3. Once withdrawal is complete, the withdrawing student's information will be logged into the Entry/Withdraw Log for the school year.

Transfer Process

1. Upon admission, transfer students will be required to turn in all completed application materials.
2. Parent/Guardians will be required to complete a Records Request Form, giving the school permission to obtain the student's previous school records including EC Records.
3. Once the transfer is complete, the student's information will be logged

into the Entry/Withdraw Log for the school year.

2014-2015 Enrollment

For the 2014-2015 school year, CLA will hold an open enrollment period beginning on February 3, 2014 or the day after the date the school receives final approval from the State Board of Education, and ending May 2, 2014. The enrollment lottery will be held within two weeks of May 2nd in an open forum including the Board members.

PROJECTED ENROLLMENT 2014-15 through 2018-2019

IDENTIFY LEA FROM WHICH
STUDENTS WILL PROBABLY COME

LEA #1 Charlotte-Mecklenburg
Schools

LEA #2

LEA #3

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

	2014-2015			2015-2016			2016-2017			2017-2018			2018-2019		
	LEA 600	LEA 000	LEA 000												
Grade 06	80	0		80	0		80	0		80	0		80	0	
Grade 07	80	0		80	0		80	0		80	0		80	0	
Grade 08	80	0		80	0		80	0		80	0		80	0	
Grade 09	80	0		80	0		80	0		80	0		80	0	
Grade 10	80	0		80	0		80	0		80	0		80	0	
Grade 11	0	0		80	0		80	0		80	0		80	0	
Grade 12	0	0		0	0		80	0		80	0		80	0	
	400			480			560			560			560		

Transportation Plan:

Describe in detail the transportation plan that will ensure that no child is denied access to the school due to lack of transportation. The details of this plan should align with the Mission, identified need for the charter school, targeted student population, and the budget proposal.

Charlotte Learning Academy plans to find a school location that will allow us to take advantage of the Charlotte Area Transit System (CATS). The CATS system is extremely convenient and will allow students from all areas of Charlotte easy access to the school. It is important to us that we are located in an area that can reach as many students as possible that are looking for an alternative to their current school.

During the first year of operation, students will be transported to and from school by walking, carpooling, school bus, and/or using CATS buses and trains. CLA will assist students if necessary in obtaining CATS monthly passes to ensure that a lack of one will not hinder a student's attendance. CLA will also look into the option of contracting out bus services with the local LEA or local bus companies if we find that the need for transposition is larger than expected. CLA will ensure that no student is denied access due to a lack of transportation.

CLA plans to provide our own bus service starting in the first year of operation. We will begin our first year with one bus and then we will continue to add buses over the next three years until we are able to provide full-service transportation to our students.

CLA will coordinate and provide transportation for special education students. Students may require transportation based on their disability or the locations of their program. Exceptional Children transportation needs are addressed through the student's Individualized Education Plan (IEP or 504 Plan). Students with special needs who are not identified as requiring special transportation will access regular transportation on the same basis as students in general education.

School Lunch Plan:

Describe in detail the school lunch plan that will ensure that no child is lacking a daily meal. The details of this plan should align with the targeted student population and school budget proposal.

Charlotte Learning Academy is committed to providing every student with a healthy breakfast and lunch. We predict a large portion of our student population will be students who are economically disadvantaged. Due to that reason, it is important that we have the capability of providing our students with breakfast and lunch daily. We plan to operate a full cafeteria and participate in the Federal Free and Reduced Lunch Program. In the process of securing a school location, one of the main characteristics we are searching for is the capability to run a kitchen and cafeteria on our school grounds. Ensuring that all students are receiving at least two full and healthy meals a day is important to our mission and the overall well being of our students. To the extent we are unable to operate a full cafeteria during the first year of operation, CLA will contract with a lunch

service vendor to provide our students with daily meals.

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

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		\$5,064.00
Officers and Directors/Errors and Omissions	\$1,000,000		\$.00
Property Insurance	\$500,000		\$1,200.00
Motor Vehicle Liability	\$1,000,000		\$181.00
Bonding Minimum/Maximum Amount	\$250,000	\$250,000	\$332.00
Other	\$2,000,000		\$10,007.00
Total Cost			\$16,784.00

*The applicant must provide a quote from an insurance provider as part of this application (as Appendix M) to demonstrate the levels of insurance coverage and projected cost.

Health and Safety Requirements:

All public charter schools are required to follow the regulations regarding health and safety as stated in § 115C238.29F (a).

We, the Board members at (Charter School Name) 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.

srse44 02/26/2013

(Board Chair Signature)

(Date)

Facility:

Note that the SBE may approve a charter school prior to the school's obtaining a facility; however, students may not attend school and no funds will be allocated until the school has obtained a valid Certificate of Occupancy for Educational use to the Office of Charter Schools.

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).

Charlotte Learning Academy is using the assistance of Victoria Blue of Wilkinson & Associates to assist in our facility search. We are searching for a facility in or near the Uptown area of Charlotte with hopes of renovating a warehouse. We are looking for a space large enough to accommodate are overall student population of 560 students. We are predicting the need for 35 classrooms to accommodate our 6th-12th grade students.

CLA has been actively searching and identifying spaces that will match our school needs. Throughout the application process the CLA founders will continue to search for a school location. Upon charter approval the CLA Board of Directors will move forward with securing the school facility. CLA will more than likely need to renovate and update the facility and will make sure all school requirements are met in order to secure our Educational Certificate of Occupancy.

Victoria Blue
Wilkinson and Associates
Broker/Realtor
Suite 110
8604 Cliff Cameron Drive
Charlotte, NC 28269
vbluerealty@gmail.com

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.*

Charlotte Learning Academy will work diligently to secure a facility for the 2014-2015 school year. a few locations are already under review and available when we are ready to proceed. In the case that CLA's selected facility will not be ready for the school year, CLA will work on building a list of prospective sites that can be utilized for a short period of time or until our facility is ready. CLA is currently making connections with the University community and Business community to assist in providing the needed space for our school.

If CLA has to use a contingent location for the first year of operation, we will forgo having a full service cafeteria and rely on contracting out those services. However, the CLA Board of Directors is confident in the fact that we can secure a facility and be ready to operate for our first school year.

V. FINANCIAL PLAN

In the following sections present a detailed description of assumptions and revenue estimates, including but not limited to the basis for revenue projections, staffing levels, and costs. The narrative should specifically address the degree to which the school budget will rely on variable income.

Budget: Revenue Projections from each LEA 2014-15

SHOW CALCULATIONS FOR FIGURING STATE AND LOCAL DOLLARS FOR THE PROPOSED CHARTER SCHOOL

The formula for figuring these allotments can be found in the Resource Manual Finance Section.

See **Charter School Dollars per ADM** on the following link for per pupil allotments by county.

<http://dpi.state.nc.us/fbs/allotments/support/>

- All per pupil amounts are from the 2012-2013 year and would be approximations for 2014-2015.
- Federal funding is based upon the number of students enrolled who qualify. The applicant should use caution when relying on federal funding in year one to meet budgetary goals.
- These revenue projection figures do NOT guarantee the charter school would receive this amount of funding in 2014-2015. For local funding amounts, applicants will need to contact their local offices or LEA.

LEA #1600 - Charlotte-Mecklenburg Schools

Revenue	2012-2013 Per Pupil Funding	Projected LEA ADM	Approximate funding for 2014-2015
State Funds	\$4,438.40	400	\$1,775,360.00
Local Funds	\$2,262.96	400	\$905,184.00
Federal EC Funds	\$3,743.48	40	\$149,739.20
Totals			\$2,830,283.20

Total Budget: Revenue Projections 2014-15 through 2018-2019

INCOME: REVENUE PROJECTIONS	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
-Exceptional Children Federal Funds	\$149,739	\$179,687	\$209,634	\$209,634	\$209,634
-Local Per Pupil Funds	\$905,184	\$1,086,220	\$1,267,257	\$1,267,257	\$1,267,257
-Other Funds*	\$0	\$0	\$0	\$0	\$0
-State ADM Funds	\$1,775,360	\$2,130,432	\$2,485,504	\$2,485,504	\$2,485,504
-Working Capital*	\$0	\$0	\$0	\$0	\$0
TOTAL INCOME	\$2,830,283	\$3,396,339	\$3,962,395	\$3,962,395	\$3,962,395

***If the applicant is depending on other funding sources or working capital to balance the operating budget, please provide documentation such as signed statements from donors, foundations, bank statements, etc., on the availability of these funds.**

Assurances are needed to guarantee these additional sources of revenue are available. Please include these as Appendix P.

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

This Personnel list may be amended to meet the needs of the charter school: This list should align with the projected staff located in the Operations Plan (Appendix K).

BUDGET EXPENDITURE PROJECTIONS Personnel	2014-2015			2015-2016			2016-2017			2017-2018			2018-2019		
	<i># Staff</i>	<i>Salary per</i>	<i>Total salary</i>	<i># Staff</i>	<i>Salary per</i>	<i>Total salary</i>	<i># Staff</i>	<i>Salary per</i>	<i>Total salary</i>	<i># Staff</i>	<i>Salary per</i>	<i>Total salary</i>	<i># Staff</i>	<i>Salary per</i>	<i>Total salary</i>
Personnel:															
Principal	1	\$65,000	\$65,000	1	\$67,000	\$67,000	1	\$69,000	\$69,000	1	\$71,000	\$71,000	1	\$73,000	\$73,000
Assistant Principal	1	\$55,000	\$55,000	1	\$57,000	\$57,000	1	\$58,000	\$58,000	1	\$60,000	\$60,000	1	\$62,000	\$62,000
Finance/Office Manager	1	\$40,000	\$40,000	1	\$41,500	\$41,500	1	\$43,000	\$43,000	1	\$44,000	\$44,000	1	\$45,500	\$45,500
Curriculum Specialist	1	\$35,000	\$35,000	1	\$36,000	\$36,000	1	\$37,000	\$37,000	1	\$38,000	\$38,000	1	\$40,000	\$40,000
Exceptional Children Director	1	\$35,000	\$35,000	1	\$36,000	\$36,000	1	\$37,000	\$37,000	1	\$38,000	\$38,000	1	\$39,000	\$39,000
Guidance Counselor	1	\$35,000	\$35,000	1	\$36,000	\$36,000	2	\$36,000	\$72,000	2	\$38,000	\$76,000	2	\$40,000	\$80,000
Behavior Specialist	1	\$29,000	\$29,000	1	\$30,000	\$30,000	1	\$32,000	\$32,000	1	\$33,000	\$33,000	1	\$34,000	\$34,000
Administrative Assistant	1	\$25,000	\$25,000	1	\$26,000	\$26,000	1	\$29,000	\$29,000	1	\$31,000	\$31,000	1	\$33,000	\$33,000
Finance/Office Assistant	0	\$0	\$0	1	\$24,000	\$24,000	1	\$25,000	\$25,000	1	\$26,000	\$26,000	1	\$27,000	\$27,000
Core Content Teacher(s)	22	\$35,000	\$770,000	24	\$36,000	\$864,000	29	\$37,000	\$1,073,000	29	\$38,000	\$1,102,000	29	\$39,000	\$1,131,000
Electives/Specialty Teacher(s)	8	\$35,000	\$280,000	10	\$36,000	\$360,000	11	\$37,000	\$407,000	11	\$38,000	\$418,000	11	\$39,000	\$429,000
Exceptional Children Teacher(s)	1	\$35,000	\$35,000	2	\$36,000	\$72,000	3	\$37,000	\$111,000	3	\$38,000	\$114,000	3	\$39,000	\$117,000
Food Service Staff	2	\$20,000	\$40,000	3	\$21,000	\$63,000	3	\$22,000	\$66,000	3	\$22,000	\$66,000	3	\$22,000	\$66,000
Transportation Staff	1	\$20,000	\$20,000	3	\$21,000	\$63,000	4	\$22,000	\$88,000	4	\$22,000	\$88,000	4	\$22,000	\$88,000
Maintenance/ Custodian	1	\$20,000	\$20,000	1	\$21,000	\$21,000	2	\$24,000	\$48,000	2	\$25,000	\$50,000	2	\$26,000	\$52,000
Total Personnel	43	\$484,000	\$1,484,000	52	\$524,500	\$1,796,500	62	\$545,000	\$2,195,000	62	\$562,000	\$2,255,000	62	\$580,500	\$2,316,500
Benefits:	<i># Staff</i>	<i>Cost Per</i>	<i>Total</i>												
Health Insurance	43	\$5,192	\$223,256	52	\$5,192	\$269,984	62	\$5,192	\$321,904	62	\$5,192	\$321,904	62	\$5,192	\$321,904

Charlotte Learning Academy

Medicare	43	\$484	\$20,812	52	\$484	\$25,168	62	\$484	\$30,008	62	\$484	\$30,008	62	\$484	\$30,008
Retirement/Death/Disability	43	\$4,537	\$195,091	52	\$4,537	\$235,924	62	\$4,537	\$281,294	62	\$4,537	\$281,294	62	\$4,537	\$281,294
Social Security	43	\$2,144	\$92,192	52	\$2,144	\$111,488	62	\$2,144	\$132,928	62	\$2,144	\$132,928	62	\$2,144	\$132,928
Total Benefits	172	\$12,357	\$531,351	208	\$12,357	\$642,564	248	\$12,357	\$766,134	248	\$12,357	\$766,134	248	\$12,357	\$766,134
Total Personnel Budget	215	\$496,357	\$2,015,351	260	\$536,857	\$2,439,064	310	\$557,357	\$2,961,134	310	\$574,357	\$3,021,134	310	\$592,857	\$3,082,634

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

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

BUDGET OPERATIONS EXPENDITURE PROJECTIONS		2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Books And Supplies	Furniture	\$80,000	\$40,000	\$30,000	\$20,000	\$5,000
	Office Supplies	\$20,000	\$25,000	\$30,000	\$30,000	\$30,000
Books and Supplies	Copy Paper	\$5,000	\$8,000	\$10,000	\$12,000	\$12,000
	Curriculum/Texts	\$100,000	\$50,000	\$50,000	\$25,000	\$20,000
	Instructional Materials	\$50,000	\$70,000	\$75,000	\$75,000	\$75,000
	School Supplies	\$30,000	\$50,000	\$60,000	\$60,000	\$60,000
	Testing Supplies	\$15,000	\$20,000	\$25,000	\$25,000	\$25,000
Human Resources Costs	Cso	\$24,000	\$29,000	\$32,500	\$32,500	\$32,500
	Legal Counsel	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
	Personnel Software	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000
	Powerschool	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
	Staff Development	\$30,000	\$50,000	\$50,000	\$50,000	\$50,000
Other	Field Trips	\$2,500	\$5,000	\$10,000	\$10,000	\$10,000
	Food Plan	\$50,000	\$70,000	\$90,000	\$90,000	\$90,000
	Insurances	\$17,000	\$20,000	\$22,000	\$22,000	\$22,000
	Marketing Plan	\$15,000	\$15,000	\$15,000	\$15,000	\$15,000
	Transportation Plan	\$30,000	\$60,000	\$30,000	\$30,000	\$10,000
	Travel Expenses	\$2,000	\$5,000	\$8,000	\$10,000	\$10,000
Rents and Debt Services	Custodial Supplies	\$2,500	\$3,000	\$5,000	\$5,000	\$5,000
	Extermination	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000
	Facility Lease/Mortgage	\$150,000	\$150,000	\$150,000	\$150,000	\$150,000
	Maintenance	\$2,500	\$3,000	\$5,000	\$5,000	\$5,000
	Rent of Equipment	\$20,000	\$25,000	\$26,000	\$27,000	\$28,000
	Security/Alarm	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000
Technology Technology Hardware	Computer Lab	\$0	\$70,000	\$70,000	\$35,000	\$10,000
	Instructional Software	\$15,000	\$20,000	\$30,000	\$30,000	\$30,000
	Network/Internet	\$15,000	\$20,000	\$22,000	\$24,000	\$25,000
	Office Software	\$5,000	\$7,000	\$9,000	\$10,000	\$10,000
Utilities	Electric	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
	Energy	\$5,000	\$6,000	\$7,000	\$7,000	\$7,000
	Phone	\$5,000	\$10,000	\$10,000	\$10,000	\$10,000
	Water/Sewer/Trash	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000
Total Operations		\$712,500	\$853,000	\$893,500	\$831,500	\$768,500

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

Overall Budget:

BUDGET OPERATIONS EXPENDITURE PROJECTIONS	2014-2015	2014-2015	2015-2016	2016-2017	2017-2018
TOTAL EXPENDITURES (PERSONNEL)	\$2,015,351	\$2,439,064	\$2,961,134	\$3,021,134	\$3,082,634
TOTAL EXPENDITURE (OPERATIONS)	\$712,500	\$853,000	\$893,500	\$831,500	\$768,500
TOTAL EXPENDITURES	\$2,727,851	\$3,292,064	\$3,854,634	\$3,852,634	\$3,851,134
TOTAL REVENUE	\$2,830,283	\$3,396,339	\$3,962,395	\$3,962,395	\$3,962,395
ANNUAL NET PROJECTIONS	\$102,432	\$104,275	\$107,761	\$109,761	\$111,261

Budget Narrative: (No more than one and a half pages)

Please include additional information that showcases all assumptions for your budgetary calculations.

- 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?*

Revenue Projections

A large portion of our budget revenue projections are based upon the planned student enrollment at CLA over the first five years of operation. Our operating plan provides for 400 students during the 2014-2015 academic school year. During the 2015-2016 school year, the total number of students increases to 480 with the addition of 80 11th grade students. Finally, during the 2016-2017 school year and the for the remainder of the initial five year period, the total number of students will increase to 560 with the addition of 80 12th grade students. The budget revenue projections are based upon these enrollment numbers each year. In particular, the budget reflects a state per pupil funding number of \$4,438.40. Based on additional budget research, our projections also include a County per pupil funding number of approximately \$2,262.96 (per CMS Budget section). Finally, our operating plan projects an EC enrollment of 10% of our overall student population (i.e., 40 EC students) during the initial operating year with a Federal EC per pupil funding number of \$3,743.48. These per pupil funding numbers were used to determine the total projected revenues over the first five years of operation based on the increasing enrollment numbers.

Personnel Budget Expenditures

The CLA staffing plan is based upon the educational environment and the specific educational plans and programs we plan to implement. Certain projected staff members, such as the Curriculum Specialist, will be important in overseeing these plans to ensure consistency and accountability. The projection of the number of Core Content Teachers and Elective / Specialty Teachers is necessary in order to ensure the small class sizes and teacher-student ratio required by our educational plan. The projected salaries of the staff members included in the budget are based upon the North Carolina state scales and are comparable to salaries being paid for those positions in CMS. Staff members that complete the year in good standing will qualify for a 3% increase in salary on a year-to-year basis. The projections for health and retirement benefits are based upon calculations provided by the North Carolina Teachers and State Employees Plan and the North Carolina Retirement System, respectively.

Operating Expenditures

The operating expenditures are based upon the number of classrooms and students CLA projects having during the first five years of operation. The costs for Books and Supplies are based upon the projected student enrollment and the costs of the resource materials and series we plan to implement in the classroom. The Rent and Debt Service category is based on market research regarding the current facilities and other spaces that we have seen and represents an average of the lease payments being requested by current owners.

To the extent budget projects are lower than planned, we will adjust our staff numbers and teacher ratios to reflect our ADM.

- 2. Describe the systems and processes by which the school will manage accounting, purchasing, payroll, and audits. Specify any administrative services expected to be contracted for the school, and describe the criteria and procedures for the selection of contractors*

CLA intends to engage a contractor to provide accounting services for the school. This company will assist the school in accounts payable processing, payroll and payroll tax administration, budget planning, compliance with Federal, State and Local compliance, preparation of monthly and annual financial statements and all financial reporting requirements. The Principal and Office Manager will be in charge of all accounting issues for the school and will serve as the key liaisons between the school and the accounting contractors that we ultimately engage. The accounting contractor that we partner with must have significant experience working in the education area, specifically with charter schools operating in North Carolina. CLA has already made contact with both Acadia NorthStar and and ISIS consultant for accounting services, as well as LB&A Certified Public Accountants located in Charlotte, NC for audit services. Upon charter approval, the Board of CLA will continue a rigorous interview process to select the companies it feels are the best fit for the school based on a number of factors, including recommendations from others, prior experience, and cost.

- 3. Explain how the spending priorities align with the school's mission, curricular offerings, transportation plans, and professional development needs. Be able to depict in chart format and discuss in a narrative how the school will maintain a small, contingency reserve and operate using sound fiscal practices. As you construct the budget, include any and all documentation about cash on hand, bonds, real estate, or grants as part of this application package.*

The CLA budget is a reflection of the commitment we have to providing the educational environment we believe will provide the best learning opportunities for our students. This educational environment is based upon the implementation of various programs and features and the spending priorities reflect the importance of these priorities in the following ways.

**Small Classroom Sizes.* The student-teacher ratio reflected in the budget demonstrates our commitment to smaller classroom sizes to help facilitate individualized learning opportunities for our students.

**Staff Salaries.* The salaries contained in the budget reflect our understanding of the need to recruit qualified teachers and to make sure salaries remain competitive with those being paid by the Charlotte Mecklenburg School System.

*Curriculum Specialist. There are several components to the student-centered learning environment we plan to provide, including adopting special concepts to be used in the classroom. In order to ensure that these various components are being properly and consistently implemented throughout the school and that teachers and staff are receiving all necessary professional development with respect to these concepts, it is important to have a Curriculum Specialist in charge of overseeing this aspect of our educational plan.

*Professional Development. Our operating budget projects a significant professional development component. This supports our belief that highly qualified teachers are a key component of our students success and that we need to provide ongoing professional development opportunities to ensure the various aspects of our educational plan are being properly implemented.

The budget projections currently reflect a contingency reserve at the end of each year and we plan to operate in a manner that will maintain that reserve. Additionally, we plan to receive additional sources of funds that can be used for operations. Subject to completing all required training, CLA will qualify for a grant from Partners for Developing Futures (additional details are in Appendix P) for up to \$230,000 in additional funds over several years.

4. *Indicate the amount and sources of funds, property or other resources expected to be available through banks, lending institutions, corporations, foundations, grants, etc. Note which are secured and which are anticipated, and include evidence of commitment for any funds on which the school's core operation depends.*

Charlotte Learning Academy has created a five year budget based solely on State and Local ADM funds. CLA will be committed to identifying and applying for school grants that will supplant all local and state funds. We are in the process of receiving a grant from Partners for Developing Futures that will provide supplemental financial assistance via an implementation grant for the first three operating years. CLA will continue to pursue an apply for grants that can enhance our academic program.

CLA will also participate and/or apply for additional Federal School funds once in operation:

- * The Child Nutrition Program
- * IDEA Title VI-B Handicapped
- * ESEA Title I
- * Safe and Drug-Free Schools and Communities
- * Improving Teacher Quality
- * Education Technology Formula (PRC 107)

CLA will secure additional funds through lending institutions and banks in order to assist in securing a facility, buses, and other high priced items.

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?*

Charlotte Learning Academy is confident in the research that resulted in our enrollment projections. However, in case our anticipated revenue is lower than expected, CLA has considered two contingency plans. The first consists of adjusting our staffing numbers downward based on the number of students actually enrolled. That will help ensure that we maintain the proper

teacher-student ratio while protecting against potentially having too many teachers for the enrolled population. The second consists of utilizing some portion of the contingency amount present in the budget. The current budget projects a contingency amount of roughly 3%-4% each year. This contingency amount will allow room for unexpected changes in ADM and expenses.

Assuming no reduction in staffing levels, the break-even student enrollment numbers for the first five years are as follows:

Year	Projected	Break-Even
1	400	385
2	480	466
3	560	545
4	560	545
5	560	545

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

The current CLA cash flow contingency consists of additional funding sources outside of state and local funding. These include grants, such as the Partners for Developing Futures funds, and other grants that CLA is actively pursuing at this time. These also includes a potential bank financing, which the Board of CLA is currently exploring.

Financial Audits: (No more than a half of a page)

Describe the procedure and method for conducting an independent financial audit for the proposed charter school.

At the end of each fiscal year, Charlotte Learning Academy's Board of Directors will contract with a licensed North Carolina CPA to conduct an annual audit of Charlotte Learning Academy's financial practices and records. In accordance with GS 115C-238.29F(f) , Charlotte Learning Academy will: (1) comply with the financial audits, audit procedures, and audit requirements adopted by the State Board of Education for charter schools; (2) Comply with the reporting requirements established by the State Board of education in the Uniform Education Reporting System; and (3) report at least annually to the State Board of Education the information required.

Provide the name and contact information of 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.

Charlotte Learning Academy expects to retain (Subject to Board of Directors final approval) the firm of Rives and Associates, LLP to conduct our annual financial audit.

Rives & Associates, LLP
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