



NORTH CAROLINA CHARTER SCHOOL APPLICATION

Concrete Roses STEM 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
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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: Concrete Roses STEM Academy

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

Name of non-profit organization under which charter will be organized or operated: Concrete Roses Inc.

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

Name of contact person: Dr. Cedric L. Stone

Title/Relationship to nonprofit: Chief Executive Officer

Mailing address: 10001 Tufts Dr.
Mint Hill NC 28227

Primary telephone: 513-967-5280 Alternative telephone: 704-817-8337

E-Mail address: dr.cedricstone@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:

Yes:

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

No:

Yes:

What is the name of the nonprofit organization that governs this charter school? Concrete Roses Inc.

Grade Levels Served and Total Student Enrollment:

Projected School Opening: Year 2014 Month August

Will this school operate on a year round schedule?

No:

Yes:

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

Academic School Year	Grade Levels	Total Projected Student Enrollment
First Year	K,01,02,03,04,05,06,07,08,09	405
Second Year	K,01,02,03,04,05,06,07,08,09,10	560
Third Year	K,01,02,03,04,05,06,07,08,09,10,11	672

Fourth Year	K,01,02,03,04,05,06,07,08,09,10,11,12	806
Fifth Year	K,01,02,03,04,05,06,07,08,09,10,11,12	967
Sixth Year	K,01,02,03,04,05,06,07,08,09,10,11,12	1160
Seventh Year	K,01,02,03,04,05,06,07,08,09,10,11,12	1392
Eight Year	K,01,02,03,04,05,06,07,08,09,10,11,12	1670
Ninth Year	K,01,02,03,04,05,06,07,08,09,10,11,12	2004
Tenth Year	K,01,02,03,04,05,06,07,08,09,10,11,12	2404

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.

dr.cedricstone
Signature

Board Chair
Title

dr.cedricstone
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:

Concrete Rose STEM Academy (CRSA) seeks to create the most customer (student) friendly, positive and supportive environment resulting in academic growth year over year. CRSA strives to create an environment that is conducive to maximizing the learning potential of the targeted student population, and achieve a strong collaboration between: administrators, staff, educators, parents, community members and corporations in order to provide the students with the knowledge, skill sets and tools needed to become leaders in the 21st Century.

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.*

Concrete Roses STEM Academy (CRSA) seeks to attract a large population of "At-Risk" (students of color, limited English proficiency, and economically disadvantage) students. The student population is consistent with the student population of the current Charlotte Mecklenburg Schools (CMS). Charlotte, NC is one of the fastest growing cities in the country and with that growth creates a strain of the current educational system. CRSA offers the parents a choice in their educational selection. Currently, Mecklenburg County has a 162 traditional schools and a small population of charter school choices (11), and an even smaller choice of educational institutions offering a 21st century S.T.E.M. curriculum. The targeted student populations (students of color, limited English proficiency, and economically disadvantage) are performing poorly on the End of Course (EOC) and End of Grade (EOG) exams in traditional schools. Roughly 50% of the targeted population is currently passing the EOC's and EOG's, according to the 2011-12 NC Schools Report Card. However, the targeted population is doing very well in traditional schools that offer a STEM curriculum.

Charlotte, NC was chosen as location to open a charter school because of the great potential the city offers; fast growing and progressive city, opportunity to achieve a 100% of projected student enrollment due to the over crowdedness of the traditional schools, and the uniqueness of CRSAs curriculum is not being offered within any of the (11) charter schools currently in operation. The targeted student population offers the greatest opportunity and challenge to show the most significant academic improvement of any other ethnic groups or categories. Strengthening this groups academic performance, strengthens the overall quality of education being offered in

the city of Charlotte, NC.

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?

Initially, CRSA will be classified as a k-12th charter school; however we will begin with grades K-9th, and add a grade level every year thereafter until we reach the 12th grade. CRSA will start with 100 students per grade level (K -9th) reflecting an average of 20 students per classroom, maintaining a 20 to 1 ratio. The overall total student population in year one will be 405 students, year two 560 students, and in the subsequent years we will strive to achieve a 20% increase in student enrollment each year. Initially, our enrollment numbers will be low as compared to traditional schools in the LEA. The impact on the LEA's will be minimal due to the fact that Charlotte is a large and progressive growing city. However, after our academic performance has been reported through academic data, we anticipate our enrollment numbers to progress in an upward trend.

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

The most unique quality that Concrete Roses STEM Academy has to offer is the service level of the students will receive. We will strive to offer the most effective student treatment, student friendly and supportive environment in the county, state and region. CRSA will offer a unique, ground breaking and benchmark level educational plan for its targeted population. Mecklenburg County has 162 traditional schools and 11 charter schools, and there are only a few traditional schools offering a STEM curriculum, while no charter schools is offering a STEM curriculum. CRSA will offer a 21st century quality education, a STEM curriculum operating in a business culture. We will focus on limiting the student teacher ratio 20 to 1 in order to increase the student teacher relationship, student engagement, and learning opportunities. We will offer a summer STEM program, each academic area will be offered for two weeks in the summer. Students will have an opportunity to enroll in the summer program to reinforce leanings during the year, keep them engaged over the summer, and prepare them for the upcoming academic year. CRSA will also participate and host sciences and technology fairs for K-5th students. We will introduce STEM curriculum to the students in the 6th grade, and streamline their focus on STEM careers in grades 9th thru 12th. The curriculum will be designed using STEM guides created for NASA research. Concrete Rose STEM Academy will offer Latin and Spanish for the foreign language requirement. We are offering Latin to strengthen the students knowledge of word recognition, build their vocabulary and increase their opportunity to perform well on college entrance exams.

In addition to the STEM and core curriculum courses, CRSA will offer a select few business courses (organizational theory and behavior, management, marketing, finance and accounting and entrepreneurialship). The select few business courses will give the students a general introduction into a corporate structure, management styles of a business, how to market a product, and knowledge on how to start a business. We will work with the students on their social, business skill sets, and mannerism. In addition, we will teach them to how to use conference calls, webinars and PowerPoint presentations to conduct and participate in business meetings, and operate all the necessary technology for a successful meeting CRSA will mimic the

culture of a business environment. CRSA will use the business titles instead of the traditional educational titles. CRSA will offer a job placement office at school to assist with finding jobs prior to graduation, and we will also require students to perform job shadowing with our corporate, academic STEM schools, and STEM career sponsors. This will give the students an opportunity to gain exposure in areas they may have an interest. We will educate students using a STEM curriculum in a business environment. The business environment will increase the opportunity for a smoother transition from high school to the workforce, which is an opportunity that majority of schools have overlooked.

The STEM curriculum will provide the students with an opportunity for a career in the science, technology, engineering and math fields. An opportunity for a STEM education will allow the students to compete in a competitive 21st century global economy. CRSA students will have an opportunity to increase their earning potential and break the cycle of poverty that most of their families have been subjected to over the years. CRSA curriculum will allow the students to perform better on the college entrance exams increasing their opportunity to earn academic scholarships. The students will also be better equipped to compete in college science fields. By offering a STEM curriculum with the foreign language of Latin and Spanish and business electives infused in a business culture, creates an opportunity for a very unique and valuable educational experience.

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.*

CRSA will strive to achieve several of the North Carolina legislative purposes of a charter school.

1) We will give the teachers the opportunity to become more involved in the

learning program at CRSA. Every grade level will have an assigned 'Team Leader' will be the go to person for guidance, mentoring and concerns of the younger educators. The 'Team Leader' will be elected by administration or maybe their peers to a one year term. They will be responsible for holding weekly meetings, designed to create a culture of sharing best practices, and informational sessions on implementation and changes to policy and procedures of Concrete Rose. The educators will have an opportunity to share their perspective on curriculum design and changes.

2) Every teacher will be held accountable for meeting measurable student achievement results. The teachers performance review will be weighted heavily on their ability to meet measurable student achievement results. If the teacher should perform well and meet or exceed the measurable student achievements, then they will be rewarded for their efforts. The teachers will also be rewarded with 'Equity Pedagogy' from those students that thoroughly understand the curriculum. If the teacher should fall short of our targeted goals, then the teacher will be placed on probation and provided professional development opportunities to increase their performance. The Team Leader will be held accountable for the success and lack of the educators under their influence.

3) CRSAs unique curriculum and environment offers the parents and students with a viable option to the traditional Charlotte Mecklenburg School system. Parents will have the opportunity to choose an elite 21st century STEM curriculum quality education for their children. Parents choosing CRSA for their child's educational development will be provided and outstanding and quality STEM education in a business environment, in addition to the preparation of a smooth transition to the workforce.

4) CRSA will work to increase student learning opportunities by infusing: inclusive, exclusive and transformative pedagogy styles in the classrooms. This will allow students to be exposed to a variety of techniques to increase their learning opportunities. This particular teaching style will encourage the students to 'think out of the box' and become receptive to perspectives that are different from theirs. We will encourage families to collaborate with students on their educational quest, by offering extended hours and usage of our library and computer lab for families to use. CRSA will extend hours of the library and computer lab to include evening and Saturday mornings, which will increase the students willingness and engagement to learn.

5) CRSA seeks to create a learning environment that is conducive to ensuring that that the target student population succeeds. Research has shown that students of color, students with limited English proficiency, and students from economically disadvantage families are at risk of academic failure. CRSA plan to provide the target student population with an opportunity to achieve a wonderful education. The plan is, but not limited to: hiring qualified and experience administrators, staff and teachers with successful experience working with the target student population, increased parent involvement, increased communication with the parents. We will incorporate the Whole-Part-Whole Theory in the classroom, ensuring that the students understand the overall lessons to be learned, understand each section before moving on to the next section, and then summarize the lesson together for a complete understanding of the entire lesson. We will increase tutoring opportunities, Saturday hours for additional reinforcement and project

preparation time, and small cohort groups within the classroom. We will develop afterschool and weekend programs to reinforce learning.

6) CRSA will encourage teachers to be creative and think outside of the box in their preparation and delivery of educational materials. Teachers will be provided with study guides designed for a STEM curriculum by NASA. CRSA will provide teachers with a plethora of professional and personal development opportunities. We will create an environment of sharing success stories from the classroom with our colleagues. The sharing of success stories will take place in weekly team meetings.

Concrete Roses seeks to achieve several of the legislative purposes of a charter school. We will collaborate with other schools in order to share and increase the effectiveness of curriculums. The ultimate goal is to create an environment that is conducive to maximizing the learning potential of the targeted student population.

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?*

Concrete Roses seeks to create the most customer (student) friendly, positive and supportive environment resulting in academic growth year over year. CRSA strives to achieve a strong collaboration between: administrators, staff, educators, parents, community members and corporations in order to provide the students with the knowledge, support, skill sets and tools needed to become leaders in the 21st Century.

CRSA is committed to achieving our mission statement. Concrete Roses fulfilling its mission statement will be identified through:

- 1) Increased student retention, decrease drop out and transfer rates,
- 2) Reduction in out of school suspension (OSS)
- 3) Increased student survey scores of personnel willingness to help, and positive environment,
- 4) Increased bi-weekly exams, end of term exams and year over year academic scores,
- 5) Increased parent and community support and involvement,
- 6) Increased corporate support, involvement and sponsorship.

All metrics are quantitative and will be assessed on a monthly basis with adjustments as needed.

- 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.*

CRSA students will be given pre-test and post-test to measure the amount learning that has occurred during the semester and academic year. Students will be tested three (3) times a year; during the summer prior to school starting, in January and at the end of the year. Testing at the beginning of the year will allow us to determine the level the student is operating on at that time. The results will allow us to place the student on the appropriate learning level where they can achieve the best academic performance. Testing in January will allow us to determine the progress of the students and

determine if adjustments needs to be made. End of year testing allows us to determine the progress made over the course of the academic year. This process will be conducted year over year providing us with historic data. It is expected that the students scores increase year over year (10%) in order to show academic progress. The learning will be reinforced through presentations, special projects and research papers which will all be graded with rubrics, in order to quantify the effectiveness of the learning.

At CRSA, it is expected that year over year the scores become stronger. This will become possible as the teachers become more knowledgeable and experienced in delivering the lessons, and understanding how to interpret the data to become more effective educators.

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 educational program will be centered on the following four areas: Science, Technology, Engineering, and Math. The curriculum will utilize the North Carolina Curriculum Frameworks, the newly adopted Federal Common Core Standards, a scope and sequence, common themes that integrate subjects, and exciting topics of study that integrate academic, developmental, social, and political standards. The classroom curriculum will use a variety of teaching techniques including hands-on activity/project-based learning. Scheduled assessments will include: individualized goal setting, portfolios, self and peer assessments, written and verbal assessments, and standardized testing. An extended learning time will provide support for all students to reach their highest levels of achievement.

K-12 Curriculum and Instructional Design:

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

CRSA believes that STEM education is active and focuses on a student-centered learning environment. Students engage in questioning, problem solving, collaboration, and hands-on activities while they address real life issues. In STEM education, teachers function as classroom facilitators. They guide students through the problem-solving process and plan projects that lead to mastery of content and STEM proficiency. STEM proficient students are able to answer complex questions, investigate global issues, and develop solutions for challenges and real world problems while applying the rigor of science, technology, engineering, and mathematics content in a seamless fashion. STEM proficient students are logical thinkers, effective communicators and are technologically, scientifically, and mathematically literate.

As demonstrated through its mission, Concrete Roses STEM Academy is committed to academic excellence, the integration of diverse culture, and fostering personal inquiry in Charlotte, North Carolina students. To accomplish this mission and provide high-quality educational experiences to children in Charlotte, North Carolina, Concrete Roses STEM Academy will employ a rigorous curriculum and have a small school environment which will ensure high levels of individual student attention. Kindergarten classes will be limited to 20 students so that close attention can be paid to the needs of each child as he or she starts formal education. We will maintain a 20 to 1 ratio in our classrooms.

Other critical factors in the success of our STEM-focused school includes extended school days and school years (and associated funding sources),

mentoring and a highly effective teaching staff. The Hilltop STEM Charter Academy uses a grade K-9 (adding an additional grade each year until reaching grade 12) structure, which keeps students engaged with the same faculty and advisors throughout their secondary school experience, minimizing the dips in attendance and enrollment that often occur between middle and high school.

We will use the Common Core standards to raise expectations among both students and educators in all of our schools. The science, mathematics, and technology curricula will be aligned to the Common Core standards. The curriculum for elementary and middle grades will include authentic tasks that combine knowledge and skills into project-based learning units.

Ultimately, the "real world," hands-on aspect of STEM-focused schools resonates with many students because it underscores the connection between school work and their future interests and careers.

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.

The CRSA curriculum will be aligned to the Common Core Standards recently adopted by North Carolina with a particular emphasis on STEM. These standards are a foundation upon which the curriculum is built and constitute a subset of the school standards mandatory for all students.

CRSA teaches all traditional subjects, including English, social studies, science, math and fine arts. Our teachers work with students to master basic skills, particularly in reading and math. We have expanded blocks of time during the day set aside to develop students literacy and math skills, and we offer tutoring and enrichment programs to help students achieve.

CRSA focuses on science, technology, engineering and math through our one-of-a-kind STEM Challenge Course. In this class, students will work alongside teachers, scientists, engineers, university professors and local business leaders to solve real-world problems.

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.

Curriculum is based upon national standards and identified best practices to advance STEM literacy for all students. Programming was developed with strategic emphasis on gender, racial and socio-economic concerns. Students establish Engineering Habits of the Mind or an open-ended problem solving capacity which will provide the served community with a STEM literate citizenry. Schools are empowered with a comprehensive STEM pedagogy and a proprietary Learning Management System for continuous improvement planning for students, teachers and administration based upon actionable, research based student outcome data. Following STEM Instructor Orientation Training, participants will be welcomed to the National STEM Professional Learning

Environment where collaboration and innovative education practices develop organically.

Curriculum is intended for flexible use based upon national best practice implementation and integration strategies and is accessible via internet. Teachers will find themselves at the center of this curriculum delivery with the prescribed activities, resources, and technological tools to capture and retain the inquisitive imagination of the middle school level student. Sound assessment strategies, reference resources, as well as instructional strategies for tools, materials and processes support the STEM curriculum treatment.

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).

The STEM curriculum at Concrete Roses STEM Academy will ensure that the students are very prepared for a challenging career in the STEM field. Our program will change and encourage the students to think beyond the scope of the assignments in solving for solutions. The rigorous program will indeed prepare the students for the challenges of a higher education institution.

By infusing a STEM curriculum in a business environment we are preparing the students for a smooth transition into the workplace. Our students will have a good sense of how corporations are structured in Corporate America. This will allow them to be more comfortable in their first job after having previous exposure of an organizational structure. The introduction of business electives will only reinforce the learnings from being exposed in a business environment. The skills set learned will foster an entrepreneurial spirit in the students. The structure of Concrete Roses STEM Academy will serve the students well in their future endeavors.

Our STEM program infused in a business culture will provide the students with all the necessary skill sets needed to perform well in the work place upon high school graduation or college graduation. The students will have a greater opportunity to earn great pay in one of the high demand science fields, and contribute to the academic fields as well.

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.

CRSA will offer instruction for at least 180 days by following Charlotte-Mecklenburg Public Schools calendar. Our academic calendar and events (holidays, breaks, reporting periods, teacher work days etc..) will mirror that of the Charlotte Mecklenburg School District. The purpose is to allow for a smooth transition into the system, causing minimal disruption for the parents who may have children in other schools. We will also offer two week Summer STEM camps for each of the sciences; science, technology, engineering and math. Our academic calendar will ensure that our targeted student population will receive a quality education, allowing CRSA ample time to disseminate our educational plan. However, the school reserves the right to make any necessary changes in the calendar as long as said change(s) is/are in compliance with state law.

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.

Students who are border line of failing academically according to the

standards of Concrete Roses will receive additional support. These students will be referred to the after and before school tutorial program with parents playing a major role in the support and follow through by the student. The student's current progress will be gleaned from current levels of performance on benchmarks, and review of report cards and a plan of action will be developed, signed by the student, teacher and parent and implemented. There is a review for progress at the end of four weeks of tutorial.

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.

At the time of registration parents will complete the Home Language Survey (HLS). This test is to determine English Language proficiency. If the parents checks "yes" to any of the three questions on the HLS further screening is encouraged.

The initial test is the Idea Proficiency Test (IPT). This test is given to students in grades K-12 and helps determine the need for ESOL services. It is also used to exit students from the program in K-3. The IPT assess the students' ability to comprehend and respond to the spoken language. In addition, students in grades 4th-12th also take the Comprehensive Test of Basic Skills (CTBS) to determine the need for the need for services and to exit the program. The CTBS focuses on reading and writing skills.

The goal of the State is to provide appropriate education opportunity to all children with disabilities who reside in North Carolina. The purpose is to:

- a.) To ensure that all children with disabilities, ages 3 through 21, have available to them a free appropriate public education that emphasizes special and related services designed to meet their unique needs and prepares them for further education, employment, and independent living.
- b.) To ensure that the rights of children with disabilities and their parents are protected;
- c.) To assist the location education agencies, including state operated programs and charter schools, to provide for the education of children with disabilities; and
- d.) To assess and ensure the effectiveness of efforts to educate children with disabilities (www.ncpublicschools.org)

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.

Data will be used from EOG results, entrance assessment results, community involvement activities and teacher recommendation. These learners will have a rigorous intensive program of research projects, field trips; products generated as an extension of curricular units and use of community and partner resources.

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)

To the maximum extent appropriate within each students individualized educational plan (IEP) and all applicable federal laws, including the individuals with Disabilities Act (IDEA), Section 504 of the Rehabilitation Act of 1973, and any other civil rights enforced by the U.S, Department of Education Office of Civil Rights (OCR), The Concrete Rose STEM Academy will strive to educate students with disabilities in the least restrictive environment with their non-disabled peers. NCLAs educational program has elements that fully support educating students with disabilities within their regular program. The extended day program provides additional time to support special education services such as one-on-one instruction or in-class instructional support without the need for additional time beyond the regular school hours.

The Concrete Rose STEM Academy will follow the federal and state procedures and guidelines to identify students with disabilities, gifted/talented and English Language learners and provide instructions to meet their individual needs while ensuring academic growth and success. We anticipate 11% of our student enrollment will be exceptional students, based on the environment we serve within the CMS district of Mecklenburg County. CMS schools can average 10 to 15 percent EC students per school.

The Process shall include the following:

- *Program steps
- *Screening
- *Peripheral Actions
- *Support Team Review
- *Formal Referral for a Comprehensive Evaluation
- *IEP Team
- *Inclusion vs Mainstreaming
- *Implementing the Plan
- *Program and Assessment
- Annual review one year after initial IEP

- Goals visited every 45 days
- Re-evaluation every 3 years

The service delivery will be inclusion. All students will be assigned to regular classes with the same curriculum. Special educators will co-teach with regular educators to monitor each child's unique needs. Students that have problems with reading and math will attend classes with a Special Education resource teacher as an elective for further intervention. A major thrust will be the involvement of all stakeholders in the child's education and efforts in transition and preparation of students with disabilities for employment and postsecondary education.

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.

1) Resource teachers will provide both pull-out and co-teaching for those students who have been identified with an IEP in our regular education classrooms. Both the classroom teacher and the special education resource teacher will provide accommodations and modifications. The special education teacher will co-plan with classroom teachers during grade level meetings. Special education and regular education teachers will review students accommodations, which may include additional time to work on a task, verbatim reading, flexible grouping, and peer tutoring.

All teachers will strictly adhere to regulations and guidelines related to services provided to special needs students. The implementation of services is effective in promoting academic growth as well as self-confidence for this particular group of students.

2) Some of the methods and support systems that will be in place to ensure students with disabilities receive a Free and Appropriate Education are as follows:

- a.) Contact Charlotte Mecklenburg School District to provide services to students that need related services (i.e. speech and language pathologists, school psychologist, assistive technology, etc.).
- b.) Students will receive accommodations and modifications in the curriculum to make the learning environment comfortable for the disabled child.
- c.) Transportation can also be provided by Charlotte Mecklenburg School District in order for students to get to schools.

3) The CRSA will use Charlotte Mecklenburg School District forms to develop, maintain, and review assessments and IEPs in the format required by the District and will enter accurate assessment and IEP data into a program called Excent. CRSA will maintain copies of assessments and IEP materials for district review. The Charter School will submit to the District all

required reports.

4) Students receiving special education academic services from the teachers at CRSA will be provided care and special attention to their concerns. If a child is in need of services pertaining to speech, occupational therapy, etc., CRSA will collaborate with the Charlotte-Mecklenburg Public Schools (the school of residence) to have a specialist sent to the school to provide services.

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.

2) Some of the assessments that will be used are as follows: MAP, Benchmark tests, and teacher made tests, along with other state mandated tests. The data will be used to assist students in academically growing. We will be able to provide additional support to those students who haven't mastered certain skills, provide enrichment to those who initially mastered a skill, and track/monitor along each step. Information that will be used to assess the student's performance are as follows:

- a.) assessment scores (i.e. MAP, SAT, ACT, etc.)
- b.) teacher made tests, exams, quizzes
- c.) activities/assignments
- d.) observations
- e.) student portfolios and notebooks
- f.) attendance tracking
- g.) conference logs
- h.) surveys/feedback forms

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.

In order to graduate from CRSA, students must successfully complete all of the requirements for the states college/university preparatory course of study, including at least two consecutive years of a foreign language. Because of its STEM focus, CRSA will require four years of science for graduation, beginning with Biology in the 9th grade.

Graduation Requirements are listed below:

Mathematics 4 units (Algebra I and three other courses)

Science 4 units (Biology, Chemistry, Environmental Science, Physics)

History 4 units (World History, Civics and Economics, and U.S. History I and II)

English 4 units (English I, II, III, IV)
World Language 3 units (including one course beyond the first year)
Healthful Living 1 unit
Electives 4 units (Internships are included)
Total 24 credits

The grade point average will be calculated as follows using a traditional scale: A = 90 to 100, B=80 to 89, C = 70 to 79, D = 60 to 69, F = 50 to 59.

Information contained on the transcript will be as follows, but not limited to: Student contact information, previous school attended, transfer courses and credits, current courses; grades and earned credits, cumulative GPA weighted and unweighted and class rank.

The Charter School shall provide planned staff development activities and participate in available appropriate District trainings to support access by students with disabilities to the general education classroom, general education curriculum, integration of instructional strategies and curriculum adaptations to address the diverse learner, and interaction with non-disabled peers.

Curricula for exceptional children will follow the curricula adapted for non-exceptional students. Exceptional students cognitive, affective, motor and vocational development within the curricular areas will be emphasized. Although learning outcomes for exceptional children is mostly the same with students in general education, some exceptional children may need some accommodations to meet learning outcomes.

Exceptional children will be provided the following types of accommodations and modifications, depending on types of exceptionally, such as

- a.) Advanced and challenging instruction
- b.) Individualized student instruction
- c.) Extended time and one-one teaching
- d.) Instructional strategies that meet their learning style (e.g., multiple intelligence)
- e.) Tutoring
- f.) Advanced Curriculum Opportunities
- g.) Small group instruction (i.e. Pull out and Resource)

Our counselors and teachers will meet with the parents and students at risk of dropping out and/or not meeting the proposed graduation requirement. We will intervene as early as possible; provide the student with every opportunity to make up missed assignments. We will highly encourage the student to enter into our after school program for additional assistance. If the problem persist with several students being at risk of dropping out or not meeting the proposed graduation requirements, then we will form a support team for early detection and create a support system.

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.

All students at Concrete Rose STEM Academy will comply with all discipline rules governing behavior and conduct. It is the CRSAs Governing Boards responsibility to establish a set of written rules and discipline in place. The Board will revisit, revise and update student conduct and discipline rules when necessary. For application of these rules within the school environment, it is the responsibility of the Concrete Roses Dean of Students: 1) to investigate fully the cases of students appropriately referred to principals office for misbehavior, 2) to ensure fair and consistent treatment of such students and protection of their procedural and substantive rights, and to determine what, if any, disciplinary action is warranted. The teacher shall have the responsibility and authority to discipline students, except in those cases requiring the attention of the Dean of Students

We will take full advantage of an In School Suspension (ISS) process, with limited, to no expulsions. At CRSA we believe that the students need to be in school in order to learn. We believe that our culture and environment will reduce the number of discipline concerns.

Concrete Roses STEM Academy discipline policy will support the attainment of the schools mission and reinforce its founding principles. Concrete Roses will implement a positive discipline model that leads to a nurturing school environment that sets the stage for engagement and academic excellence. School leadership and staff will uphold high expectations and be responsible for establishing a positive school climate that continuously identifies and praises students for respectful behavior.

The CRSA Staff will model and identify appropriate behaviors in varying environments throughout the course of the school day and academic setting. Learning behavior transitions amongst varying environments is a valuable part of the socialization process of a productive citizen. All school staff will be trained to support and implement a school-wide positive discipline model which will be outlined in the Student/Parent Handbook. Teachers and students will work together to make the Concrete Roses STEM Academy a fun and safe learning environment. To support the establishment and consistency of an effective learning community all students at Concrete Rose STEM Academy will wear uniforms.

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: Concrete Roses Inc.

Mailing Address: 10001 Tufts Dr.

City/State/Zip: Mint Hill NC 28227

Street Address:

Phone: 513-967-5280

Fax:

Name of registered agent and address: Dr. Cedric L. Stone
10001 Tufts Dr. Mint Hill, NC 28227

FEDERAL TAX ID: 46-1964840

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
Attorney Nick Mackey	Board Member	MECKLENBURG	Attorney
Dr. Greg Wiggan	Vice Chairman	MECKLENBURG	Associate

			Professor of Urban Education
Dr. Cedric L. Stone	Chairman	MECKLENBURG	Dept. Chair School of Business and Economics
Dr. Chuang Wang	Vice Chairman	MECKLENBURG	Associate Professor of Educational Research
Dr. Nolan McMurray	Secretary		Dept. Chair Math Department
Charles Schooler	Board Member		Ford Motor Co. Mkt. Rep Manager
Dayne Clark	Treasurer		Tax Accountant

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 proposed governance structure are as follows;

Chairman: The Chairman shall preside at all board meetings. He shall by virtue of his office be Chairman of the Board of Directors and function as chairperson of the executive committee, discharge all the duties which evolve upon a presiding officer, and perform such other duties as these bylaws or the Board of Directors may prescribe. He shall appoint all committees, temporary or permanent. He shall see all books, reports and certificates required by law are properly kept or filed. He shall be one of the officers who may sign the checks or drafts of the organization. He shall have such powers as may be reasonably construed as belonging to the chief executive officer of any organization.

Vice Chairman: The Vice Chairman (Asst.) shall in the event of the absence or inability of the Chairman to exercise his office become acting Chairman of the organization with all the rights, privileges and powers as if he had been the duly elected president.

Secretary: The Secretary shall keep the minutes and records of the organization in appropriate books. It shall be their duty to file any certificate required by any statute, federal or state. They shall give and serve all notices to members of this organization. They shall be the official custodian of the records and seal of this organization. They shall submit to the Board of Directors any communications which shall be addressed to them as Secretary of the organization. They shall attend to all correspondence of the organization and shall exercise all duties incident to the office of Secretary.

Treasurer: The treasurer shall keep correct and complete files and records of accounts showing accurately at all times the financial condition of the organization. The treasurer shall be custodian of monies, notes, securities, and other valuables which may come into the possession of the organization. The treasurer shall immediately deposit all funds of the Association coming into his/her hands in a depository designated by the Board of Directors and

shall keep accounts of such funds in the name of the organization. The treasurer shall furnish at the meetings of the Board of Directors, and executive committee, or whenever requested, a statement of the financial condition of the organization. The treasurer shall perform such other duties at this constitution may require or the Board of Directors may prescribe.

Initially I will act as the lead administrator. Upon my resignation, the board will perform a local, regional and national search for another lead administrator. The board will perform an extensive background check on the candidate to ensure he is a good fit the school and culture. The board will allow the lead administrator the opportunity to operate with full autonomy and guidance from board members. Board will meet the lead administrators on a regular basis to ensure that school is functioning smoothly.

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 BOD consists of seven members: Dr. Cedric L. Stone (President), Dr. Greg Wiggan (Vice President), Dr. Chuang Wang (Vice President), Dr. Nolan McMurray (Secretary), Dayne Clark (Treasure), and Charles Schooler (board member), and Nikita Mackey (board member).

*Dr. Cedric L. Stone will serve as the lead administrator as well. He has an extensive corporate background, twenty years of management experience with various fortune 500 companies. In addition, he has a strong background in the area of customer service, process improvement, sales and policy and procedures implementation. He currently resides as the Departmental Chairperson and assistant professor for the School of Business and Economics at Benedict College. He also has an extensive background in coaching, mentoring, volunteering, and substitute teaching with at-risk youth for over 15 years (six within the Charlotte Mecklenburg School system).

*Dr. Greg Wiggan will serve as one of the V.P. of BOD. He is a published author and an assistant professor of Urban Education at UNCC. He is very involved with supporting charter school operations in Charlotte, NC. Wiggan has an extensive knowledge of the success and failures of students of color, lower English proficiency scores, and economically disadvantage youth.

*Dr. Chuang Wang will serve as the other VP of BOD. He is a published author as well and an associate professor of Educational Research. Wang has an extensive experience on data collection and interpretation. He also possesses a strong working knowledge of charter school operations.

*Dr. Nolan McMurray will serve as the secretary of BOD. McMurray is a published author and many years as an educator. McMurray has experience as a middle and high school math teacher. He currently resides as the Departmental Chairperson and assistant professor for the Math Department at Benedict College. He has an extensive background in developing S.T.E.M. curriculums.

*Dayne Clark will serve as the Treasure for BOD. Clark is the owner and operator of Accounting Unlimited. Dayne has an extensive career as an accountant. Daynes expertise will ensure that the charter school operates in the black at all times. Daynes accounting knowledge will serve a great

purpose by ensuring the charter school follows general accepted accounting principles for book keeping.

*Charles Schooler will serve on the BOD. He is a published author as well. Schooler is the C.E.O. of the 21st Century Foundation, which was designed to create a more informed public on the various support programs available so the general public can make better informed decisions. He is also a Market Representation Manager for Ford Motor Company. Schooler currently holds an MBA in Management and has 15 years of work experience with Ford Motor Company. Schooler experise will support the business operation of the charter school, and keep the charter school current on the latest business practices and new initiatives, and relationship buildingwith corporate stakeholders.

*Attorney Nikita Mackey will serve on the BOD. He is a prominent attorney in the Charlotte Area. Mackey has owned his private practice for over nine years. Mackey has an extensive background in law enforcement before obtaining his Jurist Doctorate (JD). Mackey also holds degrees in Public Policy, Master Business Administration, Master of Science in Taxation (MST) and an Educational Specialist (EDS). Nikita is very knowledgeable on the laws surrounding student suspension. In addition, Mackey is licensed realtor.

The diversity and experience will ensure success.

- 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 founding board members have been recruited based on the need of the charter school and the fit of their background experience and expertise with the charter school and its targeted student population, program of study, curriculum, culture and direction. Once a position becomes vacant on the board, the board will search locally for a replacement. The board will search for someone with similar skill sets of the previous board member, or whatever the need of the charter school is at the time. The potential board members will spend a day of observation with the other board members and a day at the charter school, to ensure that there is a desire to extend an offer to the potential board member. The board will seek to fill any vacant position within 90 days of vacancy.

- 4. How often will the board meet?*

The BOD will meet the 4th Wednesday of every odd month.

- 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).*

The new board members will receive information on the history and culture of the charter school during the orientation process; also they will receive information on governing a non-profit organization. The board members will be offered professional development programs and training to attend. The board member will be required to attend at least 3 of 5 professional development programs a year. The board members will be offered a professional development conference, training program etc. to attend at least once a quarter. The board will be offered training programs focusing on either: at-risk students, English as a second language learner, economically disadvantage youths, and managing non-profit organizations.

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.*

Board members will be expected to be held to the highest degree of ethical standards and integrity. The board members will perform background checks on each new prospective member. Prospective members will be provided an opportunity to disclose if there is a perceived conflict of interest with them accepting a position on the board. Should the board member not disclose a potential conflict of interest, and a conflict of interest is discovered later, the offender will be given the opportunity to remove themselves from the event that has caused the conflict of interest, if they wish to remain on the board of directors. If a board has determined that the conflict of interest is severe and detrimental to the existence of the charter school, and the board member in question has acted in manner that is unbecoming of an elected official, then their resignation will be requested and accepted immediately. At this time, we don't foresee any actual conflict of interest with any of our board members.

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

The lead administrator will meet with the board members to discuss all school policies. The board will then vote on acceptance of the school policies. A majority vote by board members will be needed to accept a school policy. If majority of the board members vote to approve the school policy, it will be entered and accepted into the records. The lead administrator will then begin with the implementation process.

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.*

*Parent Teacher Association (PTA) will be created to strengthen relations between teachers, parents and community. PTA will report to the Principal (Lead Administrator). The PTAs responsibility will be to support the relationships between students and teachers, community and school. Reports to principal.

*The booster club will develop revenue generating opportunities to support the charter school educational initiatives (study abroad, college tours, job shadowing opportunities etc..)

and athletic programs. Reports to the Athletic Director.

Team leaders will be created to be lead advisors for every grade level. The team leader will serve as the lead contact for the specific grades, and mentor the teachers with limited experience. The team leaders will conduct weekly meetings to discuss best practice sharing. The team leader will report to the assistant principal. Reports to assistant principal.

*Student body government will be developed to expose the students to leadership opportunities. The student body government will become the voice of the students at the charter school. The student body government will report to the Dean of Students.

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.*

All core subject teachers will be highly qualified as outlined by Federal No Child Left Behind requirements. As North Carolina State Statute requires, 75% of elementary school teachers and 50% of middle and high school teachers will be licensed. Teachers who are not licensed will hold a minimum of Baccalaureate degree in a related field. The school will strongly encourage its non-licensed teachers to become North Carolina licensed by going through the licensure procedures. CRSA will incentivize and encourage teachers to earn a post baccalaureate degree and publish at least one scholarly article or book per year. CRSA will strive to exceed the minimum licensure requirement and seek 90% of teachers with licensures within the first five years. CRSA understands the important criterias for determining the effectiveness of charter school which are teacher certification and students attendance. These two important criterias were identified in a recent study,

"What are the differences between effective and ineffective charter schools in North Carolina".

The school believes that the quality of the professional staff is an important factor in determining the quality of education offered. It is the responsibility of the principal to locate and recruit the best-qualified candidates to meet the school's educational needs.

The school will prefer qualified certified personnel. However, in case of shortage of certified candidates and/or for any other reason deemed appropriate by the principal, candidates from traditional secondary environments, from postsecondary environments, from international teacher recruitment organizations, and from business, industry and the military will also be considered.

Staff selection will be based on strong academic preparation, professional competence, intellectual rigor, emotional maturity, energy, enthusiastic professional attitude, knowledge of instructional practices, and ability to contribute to the advancement of the school mission.

- 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 lead administrator will be the only member of the school administration allowed to serve on the board of directors. The board will be available to here request for improvements and grievences from the employees.

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

The BOD will vote on the hiring and dismissal of school personnel based supporting documentation and recommendation from the Lead Administrator. The BOD will have all prospective applicants complete a background check prior to extending and offer. The background check will include any local or regional information over the last seven years on the candidate. All background check information needs to be received before a decision is made on employment.

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

The lead administrators (CEO) salary range will begin 90K to 115K, experience and education level will indicate the salary offered. The Director of Academic Operation, Business Finance Mgr., Athletic Director salary range will start at 45K to 85K for level two (2) of the organizational chart. The lowest level of the organizational chart salary range will start at 18K to 42K. Full time Employees at all levels will be eligible for benefits (401K & medical insurance).

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

CRSA will impliment a grievance committee to hear all comlpaints for administrators and faculty.

T
ermination

Involuntary termination shall not require prior verbal or written disciplinary action. Concrete Roses STEM Academy is an "at-will" employer and may terminate the employment relationship at any time with or without cause and without notice. This policy is to be used as a guide for employees, but is not inclusive of the reasons or causes of termination from employment. Termination is an action approved by the Board of Directors.

Notification of termination may be written. Causes for involuntary termination include, but are not limited to, the following:

- * Unsatisfactory provisional period
- * Falsifying or misusing records, including application
- * Violation of confidentiality rules
- * Theft or misuse of Agency funds, equipment, or property
- * Absence from work without notification and/or approval as per related policies
- * Discourteous treatment of the public, clients, co-workers
- * Inappropriate behavior
- * Non-performance of duties resulting in injury to the Agency, its children, clients, or employees.
- * Being abusive or neglectful to children, parents, or employees
- * Violation of the Substance Abuse Control Policy
- * Failure to submit required documentation within mandated time frame
- * Neglect of duty or refusal to comply with directives of supervisor
- * Misuse of leave policies
- * Insubordination
- * Receipt of 2 suspensions for the same infraction during any 12 month period.
- * Failure to implement job specifics
- * Receipt of 3 warnings for any violations during any 12 month period; the date of the third warning will be the employee's last day of employment
- * Failure to return to work following a leave of absence
- * Failure to meet deadlines as presented by supervisor

Retrieved online (February 2013) from (<http://www.doe.k12.de.us/infosuites/schools/charterschools/files/KUUMBA/AppendixRFinal.pdf>).

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

Any administrator or staff that serves on the coaching staff will receive additional pay for their time and effort on the coaching staff. Some of the teachers will be encouraged to acquire their CDLs in order to drive the school buses in the morning and after school. The athletic director will also serve as the PE teacher or ISS. The CEO will serve as the Accountability and Assessment director in year one and support in the other years. We will use state funding, LEA funding or grant funds to pay for the dual positions.

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.*

CRSA will strive to maintain a 20 to 1 ratio in the classroom, with the exception of the special needs and gifted students classrooms that are not mainstream. Within those classrooms that are not mainstream the educators will have an assistant with them at all times, reducing the ratio to 10 to 1 for a more effective and productive learning environment. As for the ELL students, we will make sure that we have sufficient amount of bilingual educators on staff, either fulltime or part-time employees. CRSA will maintain an applicant pool of available candidates should need arise for additional employees.

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

The CEO of CRSA will be required to have a terminal degree with a work

experience combination of business and education, preferably a combination of business and education degrees as well. Job Function is to oversee the day to day operations of the charter school, and provide leadership and vision for the direction of the charter school. The CEO will also be responsible for dual duties as data collector and interpretator. The CEO reports to the Board of Directors.

The Director of Academic Operations (DAO) will be required to have a terminal degree in education. The DAO will have several years of experience in the field of education in various roles that will allow them to have developed a well rounded career. The DAO will be responsible for all the academic affairs of the charter school. The DAO will be required to have NC licensures. The DAO reports to the CEO.

The business manager of CRSA will be required to have a minimum of an accounting degree and several years of work experience in the field of accounting. It will be highly preferred for the business manager to have an advanced degree. The business manager will be responsible for the book keeping, accounting, and audit preparation. The business manager will report to the CEO.

The Human Resource manager will be required to have a minimum of a HR degree, and highly preferred to have an advanced degree. The HR manager will be responsible for the financial and personal records of the employees and well versed on the employment policies, practices and laws in NC. The HR manager will report to the CEO.

The Athletic Director (AD) will have a minimum of an education or some form of a sporting degree. It will be highly preferred that the Athletic Director have an advanced degree. The AD will be responsible for all the athletic programs at the charter school. The AD will have dual duties as either the ISS or PE teacher. The AD will report to the CEO.

The educators will be required to have a minimum of an education degree in a specific subject matter. The educator will have the necessary certification and licensures required by NC. It will be highly preferred that the educator have an advanced degree. The educators will report to the DAO.

The administrators will be required to have a minimum of a two year degree in administration. The administrator will perform the day to day clerical responsibilities for the administration team. The executive administrator will report to the CEO, and the other administrators will report to the DAO.

The food staff will be required to have some experience in food preparation they will report to the food manager.

The security staff will have some experience in law enforcement. They will be responsible for providing security at the charter school. They will report to the DAO.

The building maintenance will be required to provide a clean environment for the students to learn within. The building maintenance will report to the DAO.

All fulltime teaching positions will need to be certified, with the exception of the business electives teachers. Even with the business electives teachers not being certified, this will prevent CRSA from meeting the NC law for 75% or middle school teachers and 50% of high school teachers meeting the certification requirements. The administrators and teaching assistants will be classified.

Staff Evaluation and Professional Development

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

The Director of Academic Operations, and Human Resource manager will be responsible for maintaining licensure requirements and professional development for all teachers.

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.*

All teachers with less than three years experience will be provided a mentor teacher who will work to help him or her reach their full potential. In addition, the teachers will have a team leader on every floor that will be able to provide guidance.

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.*

Concrete Roses STEM Academy will sponsor professional development opportunities that will focus on six areas:

1. Content Knowledge increasing teachers knowledge of a specific curriculum
2. Instructional Strategies methods and techniques for the presentation of information and activities
3. Elementary Learners information about the wide range of ages and developmental stages in these grades
4. Adolescent Learners information about the uniqueness of young adolescent learners
5. Team Building activities to enhance the staff sense of team and unity
6. Culture - increase teacher's knowledge and awareness of the culture of the student's and demographic area

We will try to conductive most professional development training in house which is the most cost effective way; webinars, computer training and lectures. Some of the team building activities may need to be conducted offsite.

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.*

We will bring the teachers into the school for two weeks of orientation during the summer months prior to the school opening. We will review the various components of the computerized test. In addition, we will go over the assessment/testing and how to interpret the results. We will go into detail on how to maximize the students learning potential using the results. CRSA will also provide the faculty with some basic professional development courses, such class room management with our targeted student population.

The second week, we will go through some team bonding activities and give

the faculty time to set up their designated areas. CRSA will give faculty and administrators all the support they will need to be successful.

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.

Concrete Roses STEM Academy has set aside monies in the budget for professional development. We are hopeful that the administration and faculty will take full advantage of this opportunity. We will encourage at least one professional development course a year, if it is during the school hours. If the course is over the weekend, we will highly encourage their participation. Same holds true for evening and online professional development courses. We will allow the faculty and administrators the time off to attend the training, provided we have the proper coverage for classes and school activities. There may be times where we can use our assistants as substitutes to cover the classes. Nevertheless, we will make it work so the administration or teacher can attend their professional development training.

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 reflect the racial/ethnic and demographic composition of the district in which the charter school will be located or of the special population the school seeks to serve: (G.S.115C-238.29F(g)(5)).

The marketing plan for CRSA will consist of purchasing billboard advertising in a high traffic and visible area within a highly populated area of the targeted student population. This form of advertising will be our largest cash outlay. In addition, to the billboard advertising, we will also use 21st century technology: face book, twitter, instant messaging, website, email distribution etc. We will use electronic advertising as well. Most importantly, we will use word of mouth advertising. CRSA will advertise and recruit at the local sporting events hosted by the local recreational parks, centers and organizations. Concrete Roses will attend careers Expos and utilize informational booths to disseminate the charter school information. CRSA will distribute informational flyers outside of major retailers during back to school, and holiday seasons in 2013. We will make the announcement at local churches and distribute "hand fans" with charter school advertisement and website information. We will perform our strategic marketing actions within the environment that provides the strongest replication of our targeted student population. In addition, we will market our school in the middle class communities as well.

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.

CRSA will provide the parents and community with meeting minutes from board meetings monthly. We will hold quarterly meetings in a public place to address any questions or concerns the parents may have at that time. These public meetings will be advertised on the website, newsletter, newspaper etc..

We believe in offering elite customer service to our most viable partners, students and parents. CRSA will provide a number that parents and students can call 24hrs a day to discuss any issues that may arise after hours. Second, we will have a monthly meeting with the parents/guardians to inform the parents of the teachings, social and mannerism skill sets will be working with the students on over the course of the next 30 days. Parents who attend the meeting will earn extra credit for the students for that quarter. Next we will offer our resources to the families and community. We will allow families to utilize our library and computer lab during extended hours in the evening and Saturday mornings. Parents can come to the school with their child to work on projects and seek assistance. This will allow the families to foster a shared learning environment and make the commitment that education is important. Finally, we are encouraging the parents to support and reinforce our educational plan when the students are away from our environment. This will allow CRSA and the parents to be on the same page with the educational plan for the students. CRSA believes that by building a strong alliance with the parents and community, we will be able to achieve more success with our students in the classroom.

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.*

1)CRSA will be open to all students entitled to attend school in the Charlotte-Mecklenburg County Schools who submit a timely and complete application. Our admission process will be consistent with the federal NCLB Title V, part B Charter Schools Program Non-Regulatory Guidance (USDOE 2004) provided by the US Department of Education. Concrete Roses STEM Academy will comply fully with the Elementary and Secondary Education Act (ESEA) and NCLB Acts. CRSA will not discriminate on the basis of race, color, gender, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability (as well as actual or perceived disability), age, religion, ancestry, athletic performance, and association with an individual who has any of the aforementioned characteristics. All applications will be considered for admission without regard to achievement level. Concrete Roses will not enroll pupils over 19 years of age unless they have been continuously enrolled in public school upon turning age 19 and making satisfactory progress toward high school diploma requirements and are not more than 22 years of age.

2) Concrete Roses will give priority or pre-lottery status in admissions to the following students:

- * Students who are the sibling of an already admitted and continuing student enrolled in the charter school,
- * Students who are the children of a current employee or founding board member of the charter school, as stated in the Federal NCLB Guidance (USDOE, 2004). Current and continuing students from the previous grade/school year will be admitted directly; then available spots for the upcoming school year will be determined and publicized. Students in these categories will be admitted automatically. If the applicants in the above priority groups exceed available vacancies, a lottery will be held.

3) If and when the school reaches its full student capacity approved by its charter, a waiting list will be formed in the order in which each application is received.

- After the application deadline, applications for students will be accepted on a rolling basis throughout the school year and each complete application form will be recorded with the acceptance date and time information.
- A written admissions application is required for each student. Electronic and paper submissions of the pre-application and application forms will be accepted and carefully registered.
- Transfer students must follow regular lottery procedures and waiting list rules.
- Once all waiting list students are invited for registration, and they deny or choose not to respond to the registration invitation, CRSA will fill remaining spots on a first-come, first-served basis.

Applications submitted by the application deadline will have pre-application status.

All applicants will be assigned a unique number for lottery or admission purposes. Multiple birth siblings will be assigned the same number. All applications of siblings of students with pre-lottery status, whose complete application is received before the application deadline, will be pre-selected and placed in open slots or on a waiting list.

5) To withdraw or transfer a student, the parent/guardian will notify the school by either going to the school, verbally or in writing. Withdrawal/transfer form must be completed for the withdrawing or transferring student. The following information will be recorded on the withdrawal/transfer log:

- *The name of the withdrawing/transferred student
- *The student's I.D. number
- *The student's grade level at the time of withdrawal/transferring
- *The official date the student withdrawal/ transferred
- *The type of withdrawal; and
- *The school, city, state, and the records where sent, if they are equipped.

If the parent/guardian has not notified the school that he/she is withdrawing/transferring his/her child and the school receives notifications from another school that the student has enrolled there, then the school will withdraw the student.

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												
Kindergarten	45	0		60	0		72	0		86	0		99	0	
Grade 01	40	0		50	0		50	0		60	0		70	0	
Grade 02	40	0		50	0		50	0		60	0		70	0	
Grade 03	40	0		50	0		50	0		60	0		70	0	
Grade 04	40	0		50	0		50	0		60	0		70	0	
Grade 05	40	0		50	0		50	0		60	0		70	0	
Grade 06	40	0		50	0		50	0		60	0		70	0	
Grade 07	40	0		50	0		60	0		60	0		70	0	
Grade 08	40	0		50	0		60	0		60	0		86	0	
Grade 09	40	0		50	0		60	0		60	0		86	0	
Grade 10	0	0		50	0		60	0		60	0		86	0	
Grade 11	0	0		0	0		60	0		60	0		60	0	
Grade 12	0	0		0	0		0	0		60	0		60	0	
	405			560			672			806			967		

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.

CRSA will start with 10 buses and add buses as student enrollment increases. Students residing within a 25 mile radius will be provided school bus service. The buses will pick up and drop off at designated locations in the city. Students outside of the 25 mile radius will have the option to carpool (gas card offered to the owner of the vehicle), or they will be provided bus passes for transportation to and from school. Distance from the charter school will be defined by using the mapquest system.

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.

CRSA expects that due to its targeted student population, majority of its students will be eligible for free and reduce lunch which should qualify the charter school for Title I monies. Students eligible for free and reduced lunch will receive free lunch and breakfast. Those students that are not eligible for free and reduce lunch will be charged an affordable price for lunch and /or breakfast meals. CRSA will prepare meals in house which is the most cost economical way of providing a quality meal to our students.

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		\$5,067.00
Officers and Directors/Errors and Omissions	\$1,000,000		\$.00
Property Insurance	\$3,000,000		\$.00
Motor Vehicle Liability	\$1,000,000		\$.00
Bonding Minimum/Maximum Amount	\$0	\$250,000	\$.00
Other	\$100,000		\$.00
Total Cost			\$5,067.00

search for a smaller building. We may even consider an office building for the interim time period. We will delay the start up our sports programs, and any organization or activity which space is limited, until we can secure a larger building. Our immediate goal is to secure a building that will allow us to begin our educational plan in a safe, customer friendly and efficient environment.

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	405	\$1,797,552.00
Local Funds	\$2,262.96	405	\$916,498.80
Federal EC Funds	\$3,743.48	49	\$183,430.52
Totals			\$2,897,481.32

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	\$183,431	\$250,813	\$329,426	\$426,756	\$509,113
-Local Per Pupil Funds	\$916,499	\$1,267,257	\$1,520,709	\$1,823,945	\$2,188,282
-Other Funds*	\$0	\$0	\$0	\$0	\$0
-State ADM Funds	\$1,797,552	\$2,485,504	\$3,248,909	\$4,216,480	\$5,037,584
-Working Capital*	\$0	\$0	\$0	\$0	\$0
TOTAL INCOME	\$2,897,482	\$4,003,574	\$5,099,044	\$6,467,181	\$7,734,979

***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		
	# Staff	Salary per	Total salary												
Personnel:															
Assistant Administrator	1	\$25,000	\$25,000	1	\$26,000	\$26,000	2	\$26,000	\$52,000	2	\$26,780	\$53,560	2	\$26,780	\$53,560
Core Content Teacher(s)	18	\$42,000	\$756,000	20	\$43,000	\$860,000	24	\$43,000	\$1,032,000	33	\$43,290	\$1,428,570	40	\$43,290	\$1,731,600
Para Educator(s)	5	\$17,000	\$85,000	6	\$18,000	\$108,000	7	\$18,000	\$126,000	8	\$18,540	\$148,320	9	\$18,540	\$166,860
Exceptional Children Teacher(s)	2	\$42,000	\$84,000	3	\$43,000	\$129,000	4	\$43,000	\$172,000	5	\$43,290	\$216,450	6	\$43,290	\$259,740
Food Service Staff	4	\$20,000	\$80,000	4	\$21,000	\$84,000	4	\$21,000	\$84,000	5	\$21,630	\$108,150	5	\$21,630	\$108,150
Transportation Staff	5	\$3,000	\$15,000	5	\$3,000	\$15,000	7	\$3,000	\$21,000	9	\$3,000	\$27,000	10	\$3,000	\$30,000
Ceo	1	\$95,000	\$95,000	1	\$97,000	\$97,000	1	\$97,000	\$97,000	1	\$101,850	\$101,850	1	\$101,850	\$101,850
Director Of Academic Affairs	1	\$55,000	\$55,000	1	\$56,000	\$56,000	1	\$56,000	\$56,000	1	\$58,800	\$58,800	1	\$58,800	\$58,800
Business Manager	1	\$45,000	\$45,000	1	\$46,000	\$46,000	1	\$46,000	\$46,000	1	\$47,380	\$47,380	1	\$47,380	\$47,380
Dean Of Students	0	\$40,000	\$0	2	\$41,000	\$82,000	2	\$41,000	\$82,000	2	\$42,230	\$84,460	3	\$42,230	\$126,690
Executive Administrator	1	\$30,000	\$30,000	1	\$31,000	\$31,000	1	\$31,000	\$31,000	1	\$31,930	\$31,930	1	\$31,930	\$31,930
Security	1	\$25,000	\$25,000	1	\$25,000	\$25,000	2	\$25,000	\$50,000	3	\$26,250	\$78,750	3	\$26,250	\$78,750
Business Electives Teachers (Bet)	0	\$45,000	\$0	2	\$46,000	\$92,000	3	\$46,000	\$138,000	3	\$47,380	\$142,140	3	\$47,380	\$142,140
School Psychologist	1	\$42,000	\$42,000	1	\$43,000	\$43,000	1	\$43,000	\$43,000	2	\$44,290	\$88,580	2	\$44,290	\$88,580
Guidance Counselor	0	\$35,000	\$0	1	\$36,000	\$36,000	2	\$36,000	\$72,000	2	\$37,080	\$74,160	3	\$37,080	\$111,240
Food Service Mgr.	1	\$27,000	\$27,000	1	\$28,000	\$28,000	1	\$28,000	\$28,000	1	\$28,840	\$28,840	1	\$28,840	\$28,840
Iss Teacher	1	\$15,000	\$15,000	1	\$16,000	\$16,000	2	\$16,000	\$32,000	2	\$16,800	\$33,600	2	\$16,800	\$33,600
Athletic Director / Pe Teacher	1	\$45,000	\$45,000	1	\$46,000	\$46,000	2	\$46,000	\$92,000	2	\$47,380	\$94,760	2	\$47,380	\$94,760
Director Of Funding Procurement	1	\$25,000	\$25,000	1	\$26,000	\$26,000	1	\$26,000	\$26,000	1	\$27,300	\$27,300	1	\$27,300	\$27,300

Concrete Roses STEM Academy

Vp Of Funding Procurement	0	\$0	\$0	0	\$0	\$0	1	\$35,000	\$35,000	1	\$36,750	\$36,750	1	\$36,750	\$36,750
Librarian	1	\$28,000	\$28,000	1	\$28,000	\$28,000	1	\$28,000	\$28,000	1	\$29,400	\$29,400	1	\$29,400	\$29,400
School Nurse	1	\$35,000	\$35,000	1	\$36,000	\$36,000	1	\$36,000	\$36,000	2	\$37,080	\$74,160	2	\$37,080	\$74,160
Assistant Librarian	0	\$0	\$0	1	\$20,000	\$20,000	1	\$20,000	\$20,000	1	\$21,000	\$21,000	1	\$21,000	\$21,000
Director Of Accountability & Assessment	1	\$35,000	\$35,000	1	\$36,000	\$36,000	1	\$36,000	\$36,000	2	\$37,800	\$75,600	2	\$37,800	\$75,600
Human Resource Mgr.	1	\$45,000	\$45,000	1	\$46,000	\$46,000	1	\$46,000	\$46,000	1	\$48,300	\$48,300	1	\$48,300	\$48,300
Total Personnel	49	\$816,000	\$1,592,000	59	\$857,000	\$2,012,000	74	\$892,000	\$2,481,000	92	\$924,370	\$3,159,810	104	\$924,370	\$3,606,980
Benefits:															
	<i># Staff</i>	<i>Cost Per</i>	<i>Total</i>												
401k (4% Match)	38	\$1,544	\$58,672	47	\$1,586	\$74,542	58	\$1,575	\$91,350	72	\$1,614	\$116,208	82	\$1,625	\$133,250
Disability	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Health Insurance	38	\$5,400	\$205,200	47	\$5,400	\$253,800	58	\$5,400	\$313,200	72	\$5,700	\$410,400	82	\$5,700	\$467,400
Life Insurance	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Medicare	38	\$540	\$20,520	47	\$555	\$26,085	58	\$551	\$31,958	72	\$565	\$40,680	82	\$568	\$46,576
Social Security	38	\$2,393	\$90,934	47	\$2,458	\$115,526	58	\$2,441	\$141,578	72	\$2,502	\$180,144	82	\$2,518	\$206,476
Total Benefits	152	\$9,877	\$375,326	188	\$9,999	\$469,953	232	\$9,967	\$578,086	288	\$10,381	\$747,432	328	\$10,411	\$853,702
Total Personnel Budget															
	201	\$825,877	\$1,967,326	247	\$866,999	\$2,481,953	306	\$901,967	\$3,059,086	380	\$934,751	\$3,907,242	432	\$934,781	\$4,460,682

***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	Electronic Text Books	\$50,000	\$50,000	\$0	\$0	\$0
Books and Supplies	Copy Paper	\$5,000	\$5,000	\$6,000	\$6,000	\$7,000
	Curriculum/Texts	\$10,000	\$20,000	\$15,000	\$15,000	\$15,000
	Instructional Materials	\$50,000	\$50,000	\$50,000	\$50,000	\$50,000
	Other	\$0	\$0	\$0	\$0	\$0
	School Supplies	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
	Testing Supplies	\$15,000	\$15,000	\$15,000	\$15,000	\$15,000
Human Resources Costs	Legal Counsel	\$0	\$0	\$0	\$0	\$0
	NC Wise	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000
	Personnel Software	\$500	\$1,000	\$1,000	\$1,000	\$1,000
Other	Bus Maintenance	\$0	\$5,000	\$5,000	\$10,000	\$15,000
	Food Plan	\$80,000	\$95,000	\$110,000	\$125,000	\$140,000
	Furniture	\$50,000	\$50,000	\$50,000	\$50,000	\$0
	Insurances	\$5,000	\$5,750	\$6,612	\$7,603	\$8,743
	Marketing Plan	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000
	Professional Development	\$20,000	\$20,000	\$25,000	\$25,000	\$30,000
	Transportation Fuel	\$20,000	\$22,000	\$25,000	\$27,000	\$35,000
	Transportation Plan	\$30,000	\$0	\$0	\$0	\$9,000
	Travel Expenses	\$10,000	\$10,000	\$10,000	\$12,500	\$12,500
Rents and Debt Services	Custodial Supplies	\$3,500	\$3,500	\$5,000	\$6,000	\$6,500
	Extermination	\$500	\$500	\$500	\$500	\$500
	Facility Lease/Mortgage	\$120,000	\$120,000	\$120,000	\$120,000	\$120,000
	Maintenance	\$10,000	\$10,000	\$11,000	\$11,000	\$12,000
	Rent of Equipment	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000
	Security/Alarm	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000
Technology Technology Hardware	Computers / Ipads	\$100,000	\$50,000	\$50,000	\$25,000	\$25,000
	Instructional Software	\$0	\$10,000	\$10,000	\$10,000	\$10,000
	Network/Internet	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
	Office Software	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500
	Other	\$0	\$0	\$0	\$0	\$0
Utilities	Electric	\$40,000	\$43,000	\$47,000	\$50,000	\$35,000
	Energy	\$40,000	\$43,000	\$47,000	\$50,000	\$35,000
	Phone	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500
	Water/Sewer/Trash	\$25,000	\$27,000	\$30,000	\$33,000	\$35,000

	Total Operations	\$722,500	\$693,750	\$677,112	\$687,603	\$655,243
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***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)	\$1,967,326	\$2,481,953	\$3,059,086	\$3,907,242	\$4,460,682
TOTAL EXPENDITURE (OPERATIONS)	\$722,500	\$693,750	\$677,112	\$687,603	\$655,243
TOTAL EXPENDITURES	\$2,689,826	\$3,175,703	\$3,736,198	\$4,594,845	\$5,115,925
TOTAL REVENUE	\$2,897,482	\$4,003,574	\$5,099,044	\$6,467,181	\$7,734,979
ANNUAL NET PROJECTIONS	\$207,656	\$827,871	\$1,362,846	\$1,872,336	\$2,619,054

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?*

CRSA budgets is based solely on projected student enrollment. In year one, we have projected a modest 405 students, keeping in perspective a 20 to 1 ratio, with three kindergarten classes of 15 students in the first couple of years, then growing the number of kindergarten classes, creating a feeder system for our school. We plan to grow our student enrollemnt each year by estimated 20%. We have increased our staff of teachers, maintaining a 20 to 1 over the first five years. EC teachers will each be given an assistant, as well as the kindergarten teachers. We have decided to bring on business students to teach specialized business courses, and created a salary that will compensate and lure them from Corporate America.

Pay Increase:

CRSA has decided to pay our administrators, teachers and staff a little higher than industry averages, hopes that we will minimize turnover, and attract the best that are available. We plan to give pay increases across the board in the first year as a sign of good faith and equity in our people. Additional pay increases will not occur until after the data has come in from year(3), provided the school is achieving our academic goals. The following pay raise will occur after the data for year(5) has been reported.

Professional Development:

We have budgeted for professional development for our staff. This fund will be used for , but not limited to, continuous training for our staff, ressearch for the academic publishing, and conferences attended.

Transportation:

We have budgeted to purchase ten(10) buses in year (1),and three (3) in year (5). We also have budgeted for fuel and maintenance cost each year.

Technology:

We have invested a lot of monies into technology since we are STEM school. Technology will be very instrumental in the success of our program. We will also invest in online text books, reducing the wear and tear, distruction, and loss of text books. The technology investment will prove to pay for it self over the course of several years.

Testing Supplies:

CRSA has invested in computerized assessment, in order to have a better understanding and more accurate assessment of the level our students are starting at and how much learning has taken place since the last assessment. The reports available after assessment will give the teachers a better opportunity to plan more effectively for their students.

We will operate very efficiently using a conservative budget, which allows CRSA to make adjustments and not sacrifice the service level, opportunities or the learning environment. In addition, on our targeted student population, we expect that majority of students will receive free and reduced lunch entitling CRSA to receive Title I funds, which has not been budgeted.

- 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*

CRSA will hire an accountant to handle the accounting, purchasing, payroll and internal audits in preparation of the annual audits. The accountant will assume the role as business manager. In addition, CRSA has an accountant on the board of directors as the treasurer. The business manager will consult with the treasurer on a monthly basis to confirm that general accepted accounting principals are being followed and accurate. For the annual audit we have selected an accountant from the list of eligible certified accounts in the state of North Carolina. The accountants we selected based on their reputation and credibility.

- 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.*

CRSA spending proposal is directly aligned with the successful accomplishment the mission statement. The spending of funds is very moderate and conservative. The budget has been planned based on 85% of projected budget. The purpose is so that should we fall short on our projected enrollment, it the shortcomings will not severely impact our budget. Also, should the budget be accurately stated as well as the projected funding, then we will have a reserve of cash to ensure we meet all the needs of our students. Funding provided by the director of fund procurement will be additional funds that will allow us to install the programs, personal and professional development for the CRSA family.

- 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.*

CRSA can not apply for grants or other funding until we receive our 501(c)3. We will begin the process for applying for the 501(c)3 the following week after the charter school application has been submitted. It is anticipated that we should receive our 501(c)3 within about three months, which will give us a little over one year to secure additional funding.

- 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?*

Concrete Roses STEM Academy has proactively acquired a grant writer on staff, VP of Funds Procurement and Director of Funds Procurement. Their

primary job function will be research and write grants, solicit donations and corporate sponsorship for funding purposes. They will receive a small salary and a small percentage of the funds procured. The second option will be monitor our expenses and reduce accordingly. We have performed a rough estimate for the break-even point of our student enrollment in order to meet payroll:

Year(1)390 students
Year(2)450 students
Year(3)550 students
Year(4)675 students
Year(5)750 students

* The break even student enrollments has been considered without factoring in EC funds. The assumption has been as if there are no EC students enrolled. We factored our break even using funds and LEA funds.

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

In the event that my revenue projections based on student enrollment are not met we have created a contingency plan. CRSA will hire a director of fund procurement, whose sole responsibility is to seek grant funding, personal donations and gifts. The director of funds procurement will receive a small base salary, and a small percentage of the funding the charter school receives.

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.

The book keeper will be responsible for managing all the financial records and accounts of Concrete Roses STEM Academy. The financial records will reviewed monthly for accuracy by the CEO and Dayne Clark, treasure for the board of directors. Prior to the financial audit the records will be gathered and prepared accroding to general accepted accounting principals. The records will be made readily available for LB&A upon arrival or electronic submission.

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.

The firm that will conduct financial audits is:
LB&A Certified Public Accountants:
212 W. Matthews St. Suite 102, Matthews, NC 28105
1801 Stanley Road Suite 220. Greensboro, NC 27407
Phone: 704.841.1120 Fax: 704.841.4901

VI. AGREEMENT PAGE

LEA Impact Statement:

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

Applicant Signature:

The foregoing application is submitted on behalf of Concrete Roses STEM Academy (*name of non-profit corporation or individuals submitting application*). The undersigned has read the application and hereby declares that the information contained in it is true and accurate to the best of his/her information and belief. The undersigned further represents that the applicant has read the Charter School Law and agrees to be governed by it, other applicable laws, and SBE regulations.

Print/Type Name: dr.cedricstone

Board Position: Board Chair

Signature: _____

Date: 02/26/2013

Sworn to and subscribed before me this
_____ day of _____, 20____.

Notary Public

Official Seal

My commission expires: _____, 20____.