



NORTH CAROLINA CHARTER SCHOOL APPLICATION

Davidson Charter Academy

Public charter schools opening the fall of 2014

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

Due by 12:00 noon, March 1, 2013

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

Mailing Address:
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: Davidson Charter Academy

Has the organization applied for 501(c)(3) non-profit status: Yes NoName of non-profit organization under which charter will be organized or operated: *Davidson Academy, 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: *Erin Steenwyk*Title/Relationship to nonprofit: *Chairperson*Mailing address: 394 Harbor Drive West
Lexington NC 27292

Primary telephone: 336-308-4806 Alternative telephone: 704-641-0381

E-Mail address: *erinsteenwyk@triad.rr.com*

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

County: DAVIDSON

LEA: 290-Davidson County 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? Davidson Academy, 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	216
Second Year	K,01,02,03,04,05,06	276
Third Year	K,01,02,03,04,05,06,07	336

Fourth Year	K,01,02,03,04,05,06,07,08	396
Fifth Year	K,01,02,03,04,05,06,07,08	396
Sixth Year	K,01,02,03,04,05,06,07,08	396
Seventh Year	K,01,02,03,04,05,06,07,08	396
Eight Year	K,01,02,03,04,05,06,07,08	396
Ninth Year	K,01,02,03,04,05,06,07,08	396
Tenth Year	K,01,02,03,04,05,06,07,08	396

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.

runar1187
Signature

Chairperson Erin Steenwyk
Title

runar1187
Printed Name

02/28/2013
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:

Davidson Charter Academy provides an education for students of all abilities and backgrounds that emphasizes high academic expectations, strong character, and individual responsibility. Parents, students, and staff work closely to create an environment that develops effective communicators and lifelong problem solvers.

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.*

Davidson Charter Academy will not target a demographically distinct student population, rather the academy will attempt to reach a demographic balance similar to that which currently exists within Davidson County. The academy expects to attract interest from parents throughout Davidson County who believe their children would be more likely to achieve their maximum intellectual potential in an academic environment which stresses consistently high standards and strong character development.

- 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?*

Davidson Charter Academy expects to enroll 216 students in the 2014-2015 school year. This represents 1.01% of the average daily membership of Davidson County Schools, or less than 0.8% of the combined average daily membership of Davidson County Schools, Lexington City Schools, and Thomasville City Schools (based on first-month 2012-13 ADM reported to DPI).

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

Davidson Charter Academy will utilize the Core Knowledge Sequence in alignment with North Carolina Standard Course of Study, including the Common Core State Standards and the North Carolina Essential Standards, to raise the level of student performance in all academic areas. The Academy's academic plan further differs from that offered by surrounding LEAs in that a strong character development component is integrated, using Tools for Life for K-5 and the Medal of Honor program for grades 6-8. Tools for Life focuses on empathy, communication and problem solving skills. The Medal of Honor program is a teaching resource designed by teachers to provide students with opportunities to explore the important concepts of courage, commitment, sacrifice, patriotism, integrity, and citizenship. Furthermore,

Davidson Charter Academy will utilize a looping method, with a two year loop. This will enhance the education plan because teachers and students, particularly in the second year of the loop, will be familiar with each other and will not waste time at the beginning of the year establishing rules, baselines for achievement, etc. They will be able to begin instruction immediately, thereby enhancing the students' education.

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.*

Davidson Charter Academy achieves all six of the purposes addressed in the North Carolina Charter School Statute.

**Professional Opportunities:* Teachers at Davidson Charter Academy will be responsible for guiding students to levels of achievement beyond the standards required by a typical LEA school. Teachers will also be responsible for establishing those higher standards through collaboration with their peers and the Academy's administration. Teachers will play a key role in contributing to staff development and what is best suited for the Academy's staff and will be empowered to seek out additional staff development opportunities that complement those offered by the Academy. Teachers will also be involved in interviewing and selecting instructional staff once initial hires are completed and the Academy is fully operational. The academic plan of Davidson Charter Academy challenges teachers to develop their skills as facilitators of learning, while integrating flexible character development into their lessons. Teachers will have the ability to devote their energy and efforts to creatively plan how to best teach the content to their children in their classroom.

**School Accountability:* As a public school, Davidson Charter Academy will fully participate in the states Accountability Model, including all state-mandated end-of-course and end-of-grade exams. The results of these exams

will provide measurable data on the academy's contribution to student achievement. As a school of choice, Davidson Charter Academy must also satisfy the expectations of parents for their children's academic welfare. The level of enrollment, participation in a lottery, and student waiting lists will provide measurable evidence of the Academy's success.

***Expanded Choices:** There are no charter schools within the boundaries of Davidson County or within a reasonable driving distance of most parts of the county. Apart from the Early College program and the new Yadkin Valley Technology High School, open to some rising 9th graders of the three systems, there are no alternative public education programs from which parents may choose. There is no school in the three systems that has a focus on the Core Knowledge Sequence, hands-on, experiential learning and integrated character development.

***Improved Student Learning:** Davidson Charter Academy will improve student learning by using higher standards than the minimums called for in the North Carolina Standard Course of Study. The Core Knowledge Sequence reaches these higher standards through a rich base of background knowledge that promotes increased comprehension and advanced problem solving and critical thinking skills. Student learning will also be improved through cross-curricular and collaborative teaching and learning.

***Increased Learning Opportunities:** Davidson Charter Academy is open to all students eligible to attend public school in the Davidson County area. The Academy does not target a specific ethnic, socio-economic, language-based, or academic demographic. At-risk, exceptional children, and academically gifted students are welcome at Davidson Charter Academy and will be well served by an environment of high expectations and individual attention. The Core Knowledge Sequence offers children of all backgrounds and abilities the opportunity to grow, as the program builds on prior knowledge and advances academic achievement.

Different and Innovative Teaching Methods: Within the framework of hands-on, experientially based learning, there are an infinite variety of methods and techniques that can be employed, depending on the lesson being taught. Teachers will be given wide latitude in the planning of their lessons to take maximum advantage of innovative ideas they may develop on their own or acquire from colleagues. Students will benefit from these teaching methods because by their nature, they encourage the use of different learning styles, including auditory, kinesthetic, and visual.

Goals for the Proposed Charter School:

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

The governing board of Davidson Charter Academy will be integrally involved in assessing the school's mission attainment. The board will appoint an Academic Committee, which will make quarterly reports to the board on the progress being made towards achieving the school's academic goals. To this end, Academic Committee members will visit the school on a regular basis. Some of these visits will occur during teaching hours to observe classroom activities first-hand. Committee members will meet with teachers and staff to discuss the school's performance and to gather input from the staff on relevant issues.

All test scores resulting from end-of-grade and end-of-course examinations

will be reviewed by the Academic Committee as soon as available and by the full board during the first regularly scheduled meeting thereafter. The Academic Committee will present a report to the board, which will include an analysis of the scores in comparison to other relevant data. Data from assessments administered by the NWEA, and any other standardized assessments, which the school may choose to adopt later, will also be collected and reported to the board in a timely manner. In addition, the Academic Committee will keep the board apprised of other, less quantifiable indicators of the school's progress in meeting its mission as it becomes aware of them.

Mission success will also be gauged by demand within the community for spaces in the Academy. The Academy's Head of School will keep the board apprised on a continuous basis of the number of spaces currently filled and the number of prospective students on the waiting list.

Students, parents and community members will be encouraged to share observations with the Head of School, who will report in a timely manner to the board any instances of student behavior that would reflect on the achievements or shortcomings of the schools character development programs.

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.*

After three years of operation, the percentage of students in grades 3-8 who meet or exceed state proficiency standards will be 5% over the state average.

Over half of the Academy's middle school students will be enrolled in advanced courses of study.

100% of students will have the opportunity to be involved with extra-curricular activities.

Third grade math and reading scores will be at least 5% over the state average.

The average achievement gap for minorities and English Language Learners will decrease each year.

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.

Davidson Charter Academy is founded on the belief that the Core Knowledge Sequence, which we will utilize in full, will create a rigorous, exciting learning atmosphere that will produce effective communicators and lifelong problem solvers. This curriculum is rich in content, calls for cross-curricular teaching and builds on prior knowledge, encouraging teachers to disseminate the content in a variety of age appropriate ways. The teachers will strike a balance between direct instruction and hands-on, experiential learning. We envision an environment in which teachers act mostly as facilitators, but directly deliver the content when the need arises.

The Core Knowledge Sequence was originally introduced in 1990 as an effort to be sure that all students, regardless of socioeconomic status or location of their schools, received a complete education based on a strong foundation of knowledge needed to be successful in later schooling. It has been determined that gaps or deficiencies in the first six years of schooling are never overcome. The Core Knowledge Sequence ensures that the gaps are closed and that everyone receives a rigorous, well-rounded, culturally inclusive education.

The Sequence is content-rich and very specific in what should be covered, in what order and in what grades. This will avoid students learning about Martin Luther King every year, but never learning about Frederick Douglass. It will help to eliminate repetition and gives teachers a clear road map of what students should be learning. It calls for teachers to be creative and open to individualization and serving all students. It then gives teachers time to focus on the "how" of teaching, rather than on the "what and the how" of teaching.

The curriculum also spirals, so that what students first learn about in first grade, they visit again in third grade. The most exciting part about this is that not only will teachers be able to collaborate within each grade, but they will also be able to do so between grades. For example, we will be able to have a school garden, with students of various grade levels learning from it and contributing to it. Students will be able to teach other and, literally, see the fruits (and vegetables!) of their labor.

Students will be assessed utilizing a variety of formal and informal assessments. They will be assessed using rubrics, traditional tests, class participation and homework effort. Teachers in the lower grades will also use running records and anecdotal evidence to provide students and parents with feedback on their progress. We will also fully participate in the

state's accountability models, including all end-of-grade and end-of-course testing.

Currently our students have only one option for their learning needs. Of the three LEAs encompassed in the county, based on the state's accountability model, Davidson County Schools tend to score slightly above the state average. Lexington City Schools tend to score below the state average, and Thomasville City Schools tend to score well below the state average. We will offer a more rigorous, differentiated approach that gives the students real-world experience, while building on a core foundation of knowledge that they will use in their future education. We believe this will create a culture of civic participation, academic achievement and leadership within our school community.

K-8 Curriculum and Instructional Design:

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

Student to teacher ratio will average 17:1, with the ratio being as low as 14:1 in the early elementary grades and as high as 20:1 in the middle school grades. All staff will meet the federal definition of highly qualified, and at least 75% of instructional staff in grades K - 8 will hold North Carolina teaching certification for the areas in which they teach.

In keeping with the philosophy of the school, all classrooms will be equipped with manipulatives and materials appropriate to the lessons being taught. Teachers within grade levels will collaborate on lesson preparation and classroom set-up daily. Classrooms will be arranged so that students feel a sense of order and purpose; decorations and displays will be presented in such a way as to complement, not compete with, instruction being given; materials will be ready at hand for student exploration and manipulation as called for by the lessons planned for the day.

Classroom instruction will be supplemented by learning experiences outside the classroom, such as field trips and community projects. In keeping with the Academy's focus on helping each student reach his or her maximum intellectual potential, students will be encouraged to engage in programs of extensive reading and independent study, designed in consultation with teachers, on topics of interest.

Teacher professional development will focus on techniques for delivering the Core Knowledge Sequence in a way that elicits both excitement and a sense of ownership on the part of the students. This development plan calls for a three-year, in-depth development series that will take teachers from an understanding of the tenets of the Core Knowledge Sequence to true collaborators and creators of content-rich units. Teachers will also learn to act as facilitators of learning, guiding students to discover truths through kinesthetic, audio and visual learning. In assembling the initial teaching staff, and in making subsequent hiring decisions, Davidson Charter Academy will seek out teachers who are comfortable in the role of facilitator, who collaborate well with peers, and who have the intellectual, social, and emotional capacity to engage students as individuals.

Provide a synopsis of the planned curriculum, including:

1. One sample course scope and sequence (preferably in graph form) in the Appendices (Appendix B) for

one core subject (specific to the school's purpose) for each division (elementary, middle) the school would ultimately serve.

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

This curriculum aligns directly with the Common Core State Standards, as the Core Knowledge Sequence is the driving force behind the CCSS (see Appendix B for an example of the alignment). In order to succeed at Davidson Charter Academy, students will have to be leaders in the classroom and strive for academic achievement through hard work and collaboration with peers. The targeted student population deserves a fair, equal and all-encompassing curriculum. We will weave the character development programs throughout the curriculum, using Tools for Life in the lower grades and the Medal of Honor program for the middle school. Tools for Life focuses on helping students develop empathy, solve problems and communicate well with one another. The Medal of Honor program addresses the values of courage, commitment, sacrifice, patriotism, integrity and citizenship. It does so utilizing cross-curricular materials that introduce real life Medal of Honor recipients to the students.

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

In addition to direct instruction, teachers are expected to teach in a manner that incites wonderment and inspires their students to learn more. To that end, we expect cross-curricular teaching with hands-on, real-life applications. This will create life-long learners who are able to apply what they learn to every day situations.

We will utilize looping in the lower grades with a K-1 loop, a 2-3 loop, and with grade level subject experts for the fourth and fifth grade. This will result in a much more efficient use of the teachers' and students' time. Particularly in the second year of the loop, teachers will be able to individualize and differentiate instruction from the first day of class, since they will already be familiar with their students' needs. This model of looping will give teachers and students a comfort level beyond those ordinarily formed. It will also give them an opportunity to form real relationships that will go beyond the school walls. All of these benefits will result in better teaching and learning.

For our fourth and fifth grade teachers, they will also loop with their students, but will be subject experts. That is to say, they will become math/science experts or language arts/history experts. So, starting in fourth grade, students will have the stability of looping with their teacher, but will have the transition of working with two teachers. This will allow the teachers to delve deeper into their subject areas, and will begin to prepare students for the middle school transition that awaits them.

Middle school teachers will be subject experts. They will teach students of various grade levels, focusing on their area of expertise. This will really help students gain "the big picture." As teachers are teaching sixth grade, they are doing so with the end in mind of what their students will know when they graduate eighth grade. This will further eliminate any overlap in information and help those teachers to create powerful, content-rich units that reach across the curriculum and continue to build upon the strong

foundation created in the lower grades. The positive impact of previous years of shared, core knowledge will make learning in middle school more productive and create well rounded, forward thinking young adults. This shared knowledge will also serve to level the playing field for students of all backgrounds.

Both grade level and middle school teachers will be expected to work in collaboration with one another, creating units that span the curriculum and instill students with an excitement for learning. An example could be that while the third graders are studying animal classification and the different attributes of fish, birds, etc. in science, they could study myths in language arts. They could then create their own myth explaining how birds came to have wings or how fish came to be cold-blooded.

More and deeper learning takes place when students can make connections across their subjects and grade levels. All of these will result in increased academic achievement because students will be able to make connections and become more involved in their learning.

4. 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.

This calendar is 175 days long, with 1,137.5 instructional hours. We believe that these extra instructional hours will lend to the more rigorous environment that we plan to create. There is a number of work days set aside for various purposes. The Core Knowledge Foundation will conduct the first set of professional development days. They will help the faculty and staff create a plan for the year that will give them an overview of what they will be teaching, as well as help them gain an understanding of how to begin teaching in a collaborative and cross-curricular manner. As the year progresses, the teachers are allotted an adequate amount of time to plan together, grow together and thoughtfully provide feedback to parents on their children's progress.

More often than not, teachers start the year with high expectations and a treasure trove of new ideas. As is wont to human nature, once the year progresses, their treasure trove gets buried beneath mid-term progress reports, disciplinary referrals, essays about the importance of Abraham Lincoln to the development of our country and any number of other great ideas that they want to incorporate. By allowing teachers the time to digest these new ideas and share them with one another, they will be more effective in the classroom and feel empowered to make decisions that will produce excellent academic results in their students.

Students will benefit, as well, from small, planned breaks in their yearly schedule. We have examined the calendar and identified those times when learning seems to be a a low point for students, whether this is due to general fatigue or holiday excitement. Upon determining that, we have tried to allow for work days or holidays at those times when students are most distracted. This allows the time that they are in school to be truly devoted to learning and growing, both academically and socially.

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.

Every teacher, staff and administrative member is dedicated to the success of every Davidson Charter Academy student. To this end, we will use all available resources to ensure that "At-Risk" students receive an outstanding education and the support necessary to be active, engaged learners.

As the need arises, we will utilize peer tutoring, one-on-one tutoring, skill specific focus groups, parent volunteers and after school targeted interventions. These methods will help to ensure that "At-Risk" students progress and grow academically and be successful.

Students deemed to be "At-Risk" will be assigned a buddy within the school. This buddy could be a parent volunteer, faculty member, staff member or community member. This will give the student one more person with whom to make a connection. It could be something as simple as eating lunch with that student once a week. This will create for the student a sense of belonging with the end goal being to help him or her to persevere when things are academically challenging.

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.

Students will be given the Home Language Questionnaire upon admission to the school. All paperwork will be provided in English and Spanish. If an alternative language is necessary, other translations will be provided. A student who indicates another language on the HLQ will be given the W-APT assessment.

All relevant teachers will utilize The New Teacher Book, which specifically outlines strategies for improving instruction for ELL students. Teachers will individualize their lesson plans for the ELL students. While using The New Teacher Book as a guide, teachers will also align their strategies with the available Core Knowledge ELL lesson plans. The school will employ the necessary faculty and staff to ensure appropriate curricular materials and supplemental resources needed to help ELL learners become proficient in English are present in the classroom.

The school will assess the ELL program on an ongoing basis. We will use performance on benchmark testing, as well as teacher assessments to monitor students' progress. These assessments will help us to see progress, or lack thereof, towards language proficiency. Students will be exited from the program when they test at the state approved level of a composite score of at least 4.8, with reading and writing scores of at least 4.0, if they also experience academic success in other areas. Students who exit the ELL program will be followed for two years to ensure that they continue to achieve academic success.

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.

Core Knowledge Sequence is structured in such a way that students at all levels have access to the content and are constantly challenged to learn new things. However, we acknowledge that additional experiences are sometimes necessary to ensure all students are met at their instructional level and attain growth. High-performing students will be able to experience content at their instructional level through the use of individualization and differentiation. Lessons will be differentiated based on student need and implemented accordingly.

Gifted students will be identified by various assessments. The intent is to meet the needs of gifted students by differentiating the curriculum so they are challenged and rise to higher expectations and accountability. The goal is to provide educational experiences through accelerated instruction in the classroom and enrichment opportunities outside of the classroom, ie.

Quiz Bowl, Battle of the Books, etc. Gifted students will also be encouraged to delve deeper into concepts learned in class, by designing their own independent study projects.

In addition to the state mandated accountability tests, intellectually gifted students will be required to maintain a portfolio of their work throughout the school year. This portfolio will include project work, written pieces, evidence of problem solving and formative assessments. It should be evident, upon examining the portfolio, that the student has made progress in his or her learning.

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)

Upon enrollment at the charter school, all students' records will be reviewed for previously diagnosed disabilities and/or Individualized Education Programs. If any questions arise, we will seek written parental permission to contact the previously attended school. Upon written parental approval, we will speak and/or meet with the previous special education staff regarding special accommodations and follow through with previously written plans.

Teachers, parents and staff will be provided with resources for identifying children with special needs in our school through brochures, posters and letters found on the Public Schools of North Carolina Department of Public Instruction Project Child Find website. Under the leadership of an Exceptional Children's Teacher, the education team, consisting of an LEA representative, the parent of a child with a disability, regular education teacher of the child, and an individual who can interpret the instructional implications of evaluation, will use a problem-solving approach and progress monitoring when addressing academic, behavioral, and/or developmental concerns regarding students. Team members will document the data collected, monitor the results of scientifically research-based interventions, and make data-based decisions. North Carolina's Department of Public Instruction will provide as a resource the forms required in the IEP process. Additionally, parents can refer their child for testing at any time by providing a written request to the school.

The school will request written parental permission to gain access to records from previous schools. Once permission is granted, the IEP team will contact the previous school in writing to request the current IEP and pertinent student information.

In compliance with confidentiality requirements, all confidential records shall be kept in a locked file cabinet in a room accessible only to pertinent school personnel. Written documentation will be required to remove any records from the records room. Only those staff members serving the student will have access to the aforementioned files.

The IEP team leader will be responsible for maintaining record compliance following the recommendations of the Public Schools of North Carolina Department of Public Instruction Exceptional Children's forms.

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.

Davidson Charter Academy will provide educational opportunities to students with disabilities in the least restrictive environment. We anticipate that 12% of our school population will require EC services and will plan accordingly. There will be a full time Exceptional Children's teacher on staff. He or she will be responsible for implementing IEPs and monitoring students' progress.

Classrooms will be equipped with the necessary materials to ensure access to the curriculum. Quarterly, the EC teacher will meet with students' classroom teacher(s) to discuss progress and determine if a parental meeting is necessary.

We will ensure that all students with disabilities have access to a free and appropriate public education. We will focus on their special education and relative services needs in order to ensure that they acquire the best possible education and are being prepared for further education, employment and independent living. We will follow public law 94-142 for handicapped children. All staff will be educated as to the contents and implications of this law.

The Exceptional Children's teacher will be responsible for monitoring the implementation of all IEPs. Students will receive quarterly progress reports and a yearly IEP meeting. Further meetings will be scheduled as the students' needs change. As a student is identified, a transition meeting will take place to ensure that all accommodations are communicated to the relevant teachers.

We will contract with the appropriate related service providers for occupational therapy, physical therapy, and speech therapy.

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.

Within three years of operation, student proficiency standards will consistently be 5% over the state average. On average, students will read at least one level above grade level within three years of the opening of the school. All graduating eighth grade students will be prepared to enter high school one math level above their peers. Every year, we will make Annual Yearly Progress; after five years, we will be a School of Distinction.

Davidson Charter Academy will work with NWEA to implement Common Core aligned MAP and MPG assessments. The NWEA assessment will allow us to identify the strengths and weaknesses of our students and assist us in individualizing plans for those students. The NWEA assessments will also prepare our students for the end of year Common Core assessments.

A variety of factors, including classroom and assessment performance, will be utilized in making decisions regarding promotion or retention of students in K - 8. These decisions are not to be taken lightly, and so a group effort is required. We will gather input from parents, teachers, school counselor and the Head of School to determine if a student is to be retained.

Promotion criteria will be communicated to parents at the start of the school year. If a student is in danger of being retained, that will be communicated to his/her parents or guardians at the spring conference as the fourth quarter begins. Students with special needs will be promoted as long as the special education teacher can demonstrate and his/her parents feel that he/she is making adequate progress in regards to the goals and objectives laid out in his/her IEP.

Students who graduate from the eighth grade will be knowledgeable in all areas of the Common Core. Because they will receive an education based on the Core Knowledge Sequence, we maintain that they will be well versed in all core subjects, as well as in the Arts and Music. Furthermore, they will have an understanding of the Spanish language. Students are also expected to be strong leaders and participate in community service and activities.

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.

Students at Davidson Charter Academy are expected to follow all behavioral guidelines set forth in the Student Handbook. Our character development programs will play a big role in helping students to solve problems for themselves, without teacher intervention. As the Core Knowledge Sequence builds on prior knowledge, we believe this educational model allows for students to recognize appropriate behaviors that have been previously taught and modeled. Teachers and administrators will model the behavior they expect and reinforce those behaviors as they see them taking place with the students.

In addition to the expectations outlined in the handbook, each teacher will create a contract to be signed by parents and students delineating student expectations and proper behavior in the classroom. A positive behavior chart will be utilized in the elementary grades to give students a visual reinforcement of behavior expectations. Middle school students will be held accountable using a traveling behavior chart (on a clipboard) as they travel from classroom to classroom. All students will have an agenda that teachers and parents can use on a daily basis to communicate behavior concerns or outstanding behavior.

These are the offenses for which a student may be suspended or expelled:

- * Fighting, assault, throwing objects
- * Verbal, physical, written or Internet harassment. Harassment is defined as behavior which creates an intimidating, hostile, or offensive environment on the basis of race, color, religion, age, sex, sexual orientation, national origin, or disability.

- * Intimidation or bullying
- * Serious non-compliance, disobedience, or insubordination
- * Theft, possession of stolen property
- * Creating an unsafe environment
- * Possession of drugs, alcohol, matches or weapons

Students with disabilities will be disciplined commensurate with their IEP. These students' offenses will be reviewed individually by the IEP team, taking into account the behavior plan included in their IEP, as well as any extenuating circumstances that might prevent them from fully following the expectations set forth in the handbook.

Prior to any suspension of the student, the Head of School will provide the student with the following due process:

The student will be informed of the charges against him/her, and, if the student denies the charges, the Head of School will provide the student with an explanation of the evidence.

The student will then be provided an opportunity to explain his/her version of the facts.

If a student's presence in school poses an immediate danger, the Head of School may immediately suspend the student. As soon as possible after the incident, the student will be provided due process.

A parent shall be notified by the Head of School in writing (in English and in the parent's primary language when readily available) of the Head of School's intent to suspend or expel. The written notice shall:

*State the nature of the violation with reference to the provision of the Behavior Expectation Policy the student is alleged to have violated and the proposed consequence.

*Set forth the specific process for requesting a hearing outlining the number of days within which the hearing must be requested. Should a hearing be requested, the parent will be provided procedural rights for the hearing.

*Advise of the right to retain an attorney or an advocate of their choice and at their expense to represent the student in the hearing, right to review and obtain copies of the student's educational records prior to the hearing.

*Include what information will be included in the student's official record and the procedure for expungement of this information.

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: Davidson Academy, Inc.

Mailing Address: 207 West 2nd Ave.

City/State/Zip: Lexington NC 27292

Street Address: 207 West 2nd Ave.

Phone: 336-239-8493

Fax: 336-239-8493

Name of registered agent and address: William Whitehurst
207 West 2nd Ave.
Lexington, NC 27292

FEDERAL TAX ID: 56-1862931

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:

X 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
Erin Steenwyk	Chairperson	DAVIDSON	Home School Teacher

Michael Rinaggio	Member at Large	DAVIDSON	Pharmacist
Adam Sewell	Member at Large	DAVIDSON	Small Business Owner
Mary Sewell	Secretary	DAVIDSON	Adjunct Instructor
Wendy Gleason	Vice President	DAVIDSON	Occupational Therapy Assistant
Tracy Hensley	Member at Large	DAVIDSON	Wellness Coordinator
Lisa Hathaway	Parliamentarian	DAVIDSON	Home School Teacher
Charles Taylor	Treasurer	DAVIDSON	Certified Public Accountant
Jane Whitehurst	President	DAVIDSON	Retired CFO

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.*

Board Members

The board's primary duties are to secure an adequate facility, recruit and hire exceptional staff, establish committees that will enhance the mission of the school and provide strict financial oversight, as called for by a fiduciary responsibility to the school. In carrying out our duty, we must put an effective leader in place and support that leader as he or she begins to create an atmosphere commensurate with our mission statement and high academic expectations.

We will recruit the lead administrator on a nation-wide scale, posting the job on prominent job websites and in major newspaper publications. Upon reviewing the applications, the board will interview the top five candidates for the job. A rubric will be utilized to ensure that an objective decision can be made. After the finalists have been chosen, interviews will be conducted with the board to select the best leader for Davidson Charter Academy. The board will supervise the head of school through frequent and open communication, the use of various monthly and quarterly reports provided to the board by the Head of School, through site visits to the school, through the interpretation of test data and through parent/student surveys.

Jane Whitehurst
President
Davidson County, NC
Retired CFO

Adam Sewell
Member at Large
Davidson County, NC
Small Business Owner

Mary Sewell
Secretary
Davidson County, NC
Adjunct Instructor

Dr. Michael Rinaggio
Member at Large
Davidson County, NC
Pharmacist

Tracy Hensley
Member at Large
Davidson County, NC
Wellness Coordinator

Charles Taylor
Treasurer
Davidson County, NC
Certified Public Accountant

Wendy Gleason, COTA/L
Vice President
Davidson County, NC
Occupational Therapy Assistant

Lisa Hathaway
Parliamentarian
Davidson County, NC
Home School Teacher

Erin Steenwyk
Chairperson
Davidson County, NC
Home School Teacher

- 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 Davidson Charter Academy Board currently consists of 9 members, and will expand to as many as 11, if the need arises. Once the school opens, there will be three non-voting members of the board: the Head of School, a parent representative and a teacher representative. The board is comprised of various members of the community with rich and diverse backgrounds. The board currently has three men and six women. We have business people with management, marketing and accounting education and expertise. We have current and former educators, as well as three members who work in the wellness and health care field. We also have two members with extensive IT experience and two small business owners. Our board members live in various parts of the Davidson County, with two in the city limits. Two of our three LEAs are represented on the board.

This composition will lead to success in all areas of the school. With business owners and a certified public accountant on the board, this will ensure strict financial oversight. With educators on the board, this will ensure academic integrity.

The board will evaluate the success of the school and the school leader based on enrollment, teacher retention, academic achievement and performance on bench mark testing.

The board currently includes parents and non-parents. Other key stakeholders, such as business and community members also sit on the board. We will continue to strive to strike a similar balance on future boards.

- 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 were recruited and selected for their varied backgrounds and common concern to provide educational choices and a quality education to the students of Davidson County. Several meetings were held that were open to all interested members of the community. From those meetings, leaders who wanted to take further action emerged and were selected to be on the board.

Directors shall be elected at any annual or special meeting of the Board of Directors by a vote of a majority of the Directors at the time in office. The election of Directors shall be a part of the order of business of each annual meeting. To help ensure continuity, the founding board members will serve for varying terms. 3 will serve for two years, 3 will serve for three years and 3 will serve for four years. Board member terms (the founding members notwithstanding) will be three years in length and will expire July 31st of every year, so that new members will begin serving on August 1st of each year. Candidates for the board will be selected by the board's Nominating Committee.

- 4. How often will the board meet?*

The board will meet once a 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).*

Board member training will consist of attending the state run webinars in March, April, May and June. Please see Appendix H for a detailed schedule. We will also take advantage of NCDPI's professional development program. We will be attending Common Core and NC Essential Standards Professional Development meetings as offered by the state (dates to be announced), so that all of our board members are current on their understanding of the state standards. The Core Knowledge Foundation will also provide professional development to the faculty and staff in July of 2014. A member of the board's Academic Committee will attend this training as well. This will ensure continuity of our mission and will create open lines of communication between the board and the school community.

- 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.

Pursuant the Non-Profit Corporation Law NCGS 55A-8-31, the Board shall comply with voting and disclosure provisions of the Director Conflict of Interest.

To the best of our knowledge, there are currently no existing conflicts of interest. If a conflict of interest should arise between one or more board members and the interests of Davidson Charter Academy, those board members must recuse themselves from all voting and discussion of the matter. Board members will also be required to sign a conflict of interest and confidentiality document that states their understanding of this policy prior to taking office.

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

In developing school policies, all board members must be encouraged and allowed to participate fully in each and every board meeting. This will be the only way for the board to be truly effective when making important decisions. The meetings will be organized in a way that invite debate and discussion, but also manage conflict and problems that arise as a result of healthy debate. The board will work with key stakeholders (parents, community members, Head of School) to gain a well-rounded perspective with regards to school policies. Additionally, the board will reach out to other successful charter school boards to utilize their perspective and wisdom with regards to school policies. As with all the decisions made by the board, paramount is the fact that these policies support the mission and goals of Davidson Charter Academy.

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.

The following advisory bodies and committees will be put in place at Davidson Charter Academy:

a. Parent Teacher Association-the role of the P.T.A. is to support the teachers and staff in their mission. They will report to the Head of School.

b. The Nominating Committee-the Nominating Committee will consist of members of the board and a teacher representative and will recruit and nominate new members to the board.

c. The Academic Committee-the Academic Committee will consist of board members and the Core Knowledge Experts from both the elementary and middle school. The Academic Committee will report to the board.

d. The Student Life Committee-the Student Life Committee will consist of parents, the school counselor, and a representative from the student body. This committee will make recommendations to the head of school, who will discuss those recommendations with the board.

e. The Finance Committee-the Finance Committee will consist of board members, the Head of School, and a parent representative. The members of this committee should possess a strong financial background.

f. The Personnel Committee-the Personnel Committee will consist of board members, a teacher representative and the Head of School. The members of this committee will make recommendations to the board about the hiring of new teachers and termination of current teachers.

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.*

Davidson Charter Academy's board understands that to be successful and fulfill our mission, it is imperative that we maintain a high-performing and motivated faculty. While we anticipate some educators will come forward following the media exposure we will receive as a new charter school, we plan to actively advertise our positions through our website, in local newspapers, and on education-specific job boards such as teachers-teachers.com. To retain our educators, we plan to offer salaries comparable to those offered in the surrounding schools. Additionally, we will provide competitive benefits to all of our full-time faculty and staff members. In addition to competitive salary and benefits, we are committed to creating an environment that our faculty members will find rewarding and stimulating. In order to give faculty a channel for input into the governing of Davidson Charter Academy, we will create a non-voting position on our board

specifically for one interested faculty member.

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 Davidson Charter Academy board will hire a Head of School that will be responsible for the ongoing employment needs of the school. Faculty and staff will report to the Head of School who will in turn report to the board. Additionally, the board will be comprised of one non-voting teacher and the Head of School, who will also have a non-voting position. This will keep open the lines of communication between the Board and the faculty. The Board has drafted the employment policies and has attached them as Appendix L.

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

As stated in our employee handbook, Davidson Charter Academy will perform a criminal background check on all new employees from the State Bureau of Investigation ("SBI") or from other qualified source(s) prior to their initial employment. We reserve the right to perform a criminal background check on all individuals employed by Davidson Charter Academy at any given time for any reason.

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

o Salary Range

- * Head of School - \$75,000
- * Full Time Teachers - \$33,000 - 38,000
- * Part Time Teachers - \$10,000 - 15,000
- * Full Time Staff - \$25,000 - 30,000
- * Part Time Staff - \$10,000 - 15,000

o Benefits

- * From the outset, we plan to offer a competitive retirement package, health insurance, and life insurance.

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

Davidson Charter Academy retains the discretion at all times to immediately terminate an employee or to decide what level or type of discipline is warranted, if any. All employees of the Academy are at-will employees and can be terminated at any time, without first implementing any other type of disciplinary action. The Academy is not required to use any of the following steps of discipline, and, if the Academy does choose to utilize any of the following steps, it is not required to apply or use them in any particular order, but retains the discretion at all times to determine the nature and severity of discipline and/or termination.

In the event it becomes necessary to discipline an employee, the following steps of discipline may occur at the discretion of the School:

- * Verbal Warning
- * Written Warning
- * Final Warning and/or Probation
- * Termination

Davidson Charter Academy retains the discretion to determine if the circumstances of a particular case warrant termination for the first offense, or whether one of the other three forms of discipline listed above is warranted. Further, if an employee's conduct, performance, work habits,

attitude or demeanor becomes unsatisfactory or unacceptable in the judgment of the Academy, including based on violations of any school policies, rules, guidelines, regulations, or rules of conduct, whether contained herein or in other documents, they will be subject to disciplinary action up to and including termination.

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

Davidson Charter Academy does not plan to have any position that will have dual roles at this time.

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.*

Davidson Charter Academy will ensure that the hired special needs teacher is experienced and holds a Master's Degree in Special Education. Davidson Charter Academy will provide an experienced part time ELL teacher to assist with any child that is an English Language Learner. Davidson Charter Academy will also provide all full time and part time teachers with the proper training and staff development to prepare for both ELL and gifted students.

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).*

Davidson Charter Academy's staff will be held to high quality standards by carrying out the Academy's mission everyday.

Full Time and Part Time Teachers:

- Teach the Core Knowledge Sequence in alignment with the NC Common Core and Essential Standards.
- Create a classroom climate conducive to learning.
- Create open lines of communications with parents.
- Offer tutoring and enrichment activities to students as needs arise.
- Communicate clear expectations, goals, and grading requirements.
- Differentiate lessons plans to fit the needs of individual students.
- Uphold all legal, professional, and ethical requirements of the profession.
- At least 75% of Davidson Charter Academy teachers will be NC licensed in the subject areas in which they teach.
- In accordance with NCLB, teachers in core subject areas will meet Highly Qualified standards.

Media Specialist:

- Must hold or be working towards a Master's in Library Science.
- Responsible in coordinating the Academy's Battle of the Books and Destination ImagiNation competitions.
- Must coordinate and maintain the Academy's physical and digital book collection.
- Teach library skills to all students in all grades.
- Communicate clear expectations and goals.
- Uphold all legal, professional, and ethical requirements of the profession.
- Create an environment conducive to learning.

Head of School:

- Ensure that the Core Knowledge Sequence in alignment with the Common Core and Essential Standards are being implemented in the classroom on a daily basis.

- Will supervise and manage the Academy's staff and report to the Academy's Board of Directors every month.
- Will be an active, non-voting member of the Academy's Board of Directors.
- Will be responsible for handling student and staff conduct in accordance with Davidson Charter Academy's student and staff handbooks.
- Will be active in coordinating the Academy's professional development plan.
- Communicate clear expectations and goals.
- Uphold all legal, professional, and ethical requirements of the profession.
- Create an environment conducive to learning.
- Must hold a Master's Degree in Administration or higher and must have five or more years of administrative experience.

Administrative Assistant:

- Must have at least two years of experience as an administrative assistant in a school setting.
- Must coordinate and run the Academy's front office and adhere to all duties encompassed therein.
- Communicate clear expectations and goals.
- Uphold all legal, professional, and ethical requirements of the profession.
- Create an environment conducive to learning.

Custodian:

- Must have five years of custodial experience.
- See to the daily maintenance and upkeep of Davidson Charter Academy's facilities.
- Communicate clear expectations and goals.
- Uphold all legal, professional, and ethical requirements of the profession.
- Create an environment conducive to learning.

Staff Evaluation and Professional Development

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

The Head of School will be responsible for maintaining teacher licensure requirements and professional development.

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.*

Davidson Charter Academy will hire a variety of teachers, from novice to seasoned. All novice teachers will be assigned a mentor teacher who will work closely with them for two years in planning lessons, classroom management and professional growth. The mentor teachers will also observe and provide feedback to their novice teachers.

A strong mentor program will ensure that teachers will feel supported and will promote teacher retention. A strong curriculum and encouraging teachers to create vibrant, cross-curricular, collaborative units will give faculty a sense of ownership and will result in teacher retention.

Davidson Charter Academy will initially use the NCDPI teacher evaluation instrument. Once the Head of School and staff are in place, they will work

together to create an evaluation program that aligns with the Core Knowledge Sequence and the mission of the school. Allowing teachers input into this process will also give them a greater sense of ownership. Knowing that they are being evaluated in a manner that they helped develop will create more effective leaders and model one type of teaching that we would like to see in the classroom.

According to North Carolina Law 16 N.C.A.C. 06C .0304, North Carolina has two classifications of teacher licenses. As defined in Section 1119 of the No Child Left Behind Act, educators of core subjects must be certified in those subjects. Davidson Charter Academy will work closely with DPI to ensure that our teachers meet the above criteria. Upon being hired, with the teacher's consent, Davidson Charter Academy will procure the teacher's license from DPI. Davidson Charter Academy will assist teachers in keeping their licensure and certifications in line with the requirements from DPI and the SBE.

- 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.*

The Core Knowledge Foundation provides five professional development days throughout the course of the year. Three of those days will be in July, 2014, before the opening of Davidson Charter Academy in August, 2014. During these three days, teachers will be introduced to the Core Knowledge Sequence and will develop a curriculum map for the year ahead.

From the Core Knowledge Foundation website, "Participants will engage in processes that model active instruction that they can use in the classroom. Tools, resources, scavenger hunts and individual and teamwork will be employed. Participants will take a pre- and post-test to assess their understanding. Products created will be used for practical purposes at the school."

Additionally, administrators and Core Knowledge Leaders will attend a Core Knowledge Coordinator Leadership Institute.

Once school starts, there are three teacher workdays dedicated to professional development. Two of these days will be facilitated by the experts at the Core Knowledge Foundation and one will be led by the Head of School.

There are also workdays dedicated to cross-curricular planning and collaboration. These professional developments days will take place in the school and will give the faculty the opportunity to teach, learn and grow from each other.

- 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.*

As referenced in question number 3, there are three workdays in July dedicated to professional development. These will solely focus on the Core Knowledge Sequence.

On August 11th, the first workday, teachers will attend a retreat that will promote teambuilding, collaboration, and pride in Davidson Charter Academy. All faculty and staff must attend.

The next four workdays will consist of two days dedicated to further development of Core Knowledge and general orientation to the school. The Head of School and the Core Knowledge Leader will lead the first two days. The final two days are to be used for planning and classroom preparation.

Finally, there are two optional workdays set aside for August 18th and 19th, should any faculty member find it necessary to complete final preparations for the commencement of the school year.

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.

Beginning August 11th, there are eleven professional development days, for a total of 132 hours. All of these workdays are already dedicated as such on our proposed calendar. The daily schedule is not affected by these professional development days. The staffing structure, with novice and seasoned teachers, will create a collegial atmosphere and respect among all members of the faculty as different staff members present their various ideas throughout the year.

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)).

Davidson Charter Academy understands that to be successful as a charter school, we must maintain full enrollment of students that reflect our LEA. To reach and maintain full enrollment we plan to implement an ongoing marketing plan that includes, but is not limited to, the following:

- * We will develop a brand (logo, color scheme, and a motto) that we can apply to all public communication.
- * Members of the Board of Directors will visit local preschools, daycares, churches, other kid related organizations and community organizations such as the YMCA and Boys and Girl Club. Once the Head of School is in place, he or she will perform this duty.
- * We will conduct community meetings that will be open to the public.
- * We will use local media outlets such as local newspapers and news channels to disseminate information and generate interest in Davidson Charter Academy.
- * A representative of Davidson Charter Academy will attend community events to promote the school, such as the annual Barbecue Festival.
- * We will utilize our own website to communicate with potential students and

parents which is currently available at www.davidsoncharteracademy.org.

* We will distribute flyers adorning our brand at community events, town hall meetings and other such events.

* We will utilize social media (Twitter, Facebook, etc) to promote the school and communicate with potential and current parents.

Through the marketing events above, we feel that we will be able to effectively market Davidson Charter Academy to all potential students in our area.

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.*

Davidson Charter Academy has and will continue to engage parents and the residents through community meetings, the use of the news media, online social media, religious organizations, preschools, promotional videos, and building strong relationships with the local business community. There has already been an organized effort by parents and community leaders to notify the public about Davidson Charter Academy.

Davidson Charter Academy will engage parents early and frequently in the school year, and highly encourage them to volunteer and play an active role in their child's education. Through the school's intense focus on character development, there will be an increased focus on bridging the gap between home life and school. Bridging this gap will include several interactive lessons that will build on parental involvement. These lessons will be presented at evening events, opened to the public, displaying student work, varying from the arts to core subjects including science and technology.

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. Davidson Charter Academy will have a letter of intent period immediately after approval, until December 31, 2013, 5:00pm. The letter of intent will express a parent's or guardian's interest in Davidson Charter Academy. Immediately following the close of the letter of intent period, those who have submitted one will be notified of the enrollment period and the need to fill out a formal application. The enrollment period will begin at 8:00am January 1, 2014 and will run through March 15, 2014 at 5:00pm. The application will be available to fill out both online and in print format. It will be available in both English and Spanish. Immediately following the closing of the enrollment period, Davidson Charter Academy will determine if a lottery is needed. If a lottery is not needed, parents and guardians will be contacted via telephone and via mail (both electronic and postal).

Parents and guardians need to respond about their student's attendance at Davidson Charter Academy in 5 business days by 5:00pm. If a lottery is needed, a date and time will be set for the lottery, which will take place no more than two weeks from the close of the enrollment period. Parents and guardians will be notified of the date and time of the lottery. The lottery will be open to the public and names will be decided by a computerized randomization system in accordance to the policies adopted in the North Carolina Charter Schools Act and by State Board of Education.

2. As set in NCGS 115C-238.29F(g)(5), Davidson Charter Academy will abide by the following:

- * Children of board members will receive priority admission,
- * After the first year of operation, siblings of current students and children of staff members will receive priority admission,
- * And multiple birth siblings will be entered into the lottery as one surname, and, should that surname be chosen in the lottery, all will receive admission.

The lottery will take place no more than two weeks after the end of the enrollment period. The lottery will select names through computer randomization and will only include the names from the enrollment period noted above. The lottery will be open to the public to verify the integrity of the process. Once the names are chosen, the parent or guardian will be notified by phone and mail (both electronic and postal) and will have 5 business days till 5:00pm to respond.

3. There will be a waiting list of students as necessary. Once a student withdraws, the next name on the waiting list will be offered a seat and will be given 1 business day to respond (24 hour period). A student may re-enroll or transfer as long as there is no waiting list and a seat is available and also is in line with the state statutes and state board of education policies.

4. As stated above, we will utilize community meetings and open forums prior to the beginning of the admission's process.

5. In the event that a student from the school withdraws or decides to transfer, the parent or legal guardian must submit a signed letter verifying the withdrawal of the student. Once the letter is submitted, that seat will be open and if needed, the waiting list will be utilized.

PROJECTED ENROLLMENT 2014-15 through 2018-2019

IDENTIFY LEA FROM WHICH
STUDENTS WILL PROBABLY COME

LEA #1 Davidson County Schools
LEA #2 Lexington City Schools
LEA #3 Thomasville City Schools

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 290	LEA 291	LEA 292	LEA 290	LEA 291	LEA 292	LEA 290	LEA 291	LEA 292	LEA 290	LEA 291	LEA 292	LEA 290	LEA 291	LEA 292
Kindergarten	20	6		20	6		20	6		20	6		20	6	
Grade 01	20	10		20	10		20	10		20	10		20	10	
Grade 02	20	10		20	10		20	10		20	10		20	10	
Grade 03	20	10		20	10		20	10		25	10		25	10	
Grade 04	20	10		20	10		25	15		25	15		25	15	
Grade 05	25	13		30	18		30	18		30	18		30	18	
Grade 06	0	0		30	13		30	13		30	16		30	16	
Grade 07	0	0		0	0		30	13		30	13		30	13	
Grade 08	0	0		0	0		0	0		30	13		30	13	
	125	59	32	160	77	39	195	95	46	230	111	55	230	111	55
	184			237			290			341			341		
	216			276			336			396			396		

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.

Lack of transportation shall not be a deterrent to any student attending Davidson Charter Academy. We expect that most parents will provide transportation for their children. Once enrollment is established, the school will make every effort to ensure that all students are appropriately transported. We will encourage families to carpool and will assist in matching families for this purpose. The Academy will provide a networking list to coordinate rides.

In the event that these efforts do not result in every child having transportation, we will develop a volunteer list of people who will help to provide transportation.

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.

Davidson Charter Academy will require each student to bring a lunch from home. We will have a small food pantry that is stocked through donations to provide a healthy and balanced meal to those children that may not have brought a lunch to school. Students will eat their lunch in the classroom unless otherwise instructed. Davidson Charter Academy will not participate in the Federal Lunch Program.

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		\$3,774.00
Officers and Directors/Errors and Omissions	\$1,000,000		\$.00
Property Insurance	\$250,000		\$500.00
Motor Vehicle Liability	\$1,000,000		\$181.00
Bonding Minimum/Maximum	\$250,000	\$250,000	\$332.00

Amount			
Other		\$1,000,000	\$5,934.00
Total Cost			\$10,721.00

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

Health and Safety Requirements:

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

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

runar1187 02/28/2013

(Board Chair Signature)

(Date)

Facility:

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

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

We are in the process of meeting with Scott Flowers of Hickory Construction regarding the construction of a facility in Davidson County.

Facility Contingency Plan: *Describe the method of finding a facility if the one the board has identified will not be ready by the time the public charter school will be opening. Include information regarding the immediate spatial needs of the school and identify any programs that will not be immediately offered because a permanent facility has yet to open.*

We have met with Russ Goble, of the Thompson Children's Home in Lexington, NC. We will tour the facility Monday, March 4th to ascertain whether or not this site would be adequate for the needs of Davidson Charter Academy, should the construction of a building not take place.

The facility would have enough room for at least the core classes in the first year.

Spatial limitations may result in students having a classroom library, rather than a whole school library. Art and music may have to share space.

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 #1 290 - Davidson County Schools

Revenue	2012-2013 Per Pupil Funding	Projected LEA ADM	Approximate funding for 2014-2015
State Funds	\$4,567.29	125	\$570,911.25
Local Funds	\$1,670.00	125	\$208,750.00
Federal EC Funds	\$3,743.48	15	\$56,152.20
Totals			\$835,813.45

LEA #2 291 - Lexington City Schools

Revenue	2012-2013 Per Pupil Funding	Projected LEA ADM	Approximate funding for 2014-2015
State Funds	\$4,852.67	59	\$286,307.53
Local Funds	\$1,898.00	59	\$111,982.00
Federal EC Funds	\$3,743.48	7	\$26,204.36
Totals			\$424,493.89

LEA #3 292 - Thomasville City Schools

Revenue	2012-2013 Per Pupil Funding	Projected LEA ADM	Approximate funding for 2014-2015
State Funds	\$5,031.27	32	\$161,000.64
Local Funds	\$1,898.00	32	\$60,736.00
Federal EC Funds	\$3,743.48	4	\$14,973.92
Totals			\$236,710.56

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	\$97,330	\$124,582	\$151,991	\$179,349	\$179,349
-Local Per Pupil Funds	\$381,468	\$488,279	\$595,700	\$702,927	\$702,927
-Other Funds*	\$246,282	\$0	\$0	\$0	\$0
-State ADM Funds	\$1,018,219	\$1,300,265	\$1,586,323	\$1,871,861	\$1,871,861
-Working Capital*	\$0	\$0	\$0	\$0	\$0
TOTAL INCOME	\$1,743,300	\$1,913,126	\$2,334,014	\$2,754,137	\$2,754,137

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

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

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

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

BUDGET EXPENDITURE PROJECTIONS Personnel	2014-2015			2015-2016			2016-2017			2017-2018			2018-2019		
	<i># Staff</i>	<i>Salary per</i>	<i>Total salary</i>	<i># Staff</i>	<i>Salary per</i>	<i>Total salary</i>	<i># Staff</i>	<i>Salary per</i>	<i>Total salary</i>	<i># Staff</i>	<i>Salary per</i>	<i>Total salary</i>	<i># Staff</i>	<i>Salary per</i>	<i>Total salary</i>
Personnel:															
Lead Administrator	1	\$75,000	\$75,000	1	\$75,000	\$75,000	1	\$75,000	\$75,000	1	\$75,000	\$75,000	1	\$75,000	\$75,000
Assistant Administrator	1	\$35,000	\$35,000	1	\$35,000	\$35,000	1	\$35,000	\$35,000	1	\$35,000	\$35,000	1	\$35,000	\$35,000
Core Content Teacher(s)	12	\$35,000	\$420,000	14	\$35,000	\$490,000	16	\$35,000	\$560,000	18	\$35,000	\$630,000	20	\$35,000	\$700,000
Counselor	.5	\$42,000	\$21,000	.5	\$42,000	\$21,000	.5	\$42,000	\$21,000	.5	\$42,000	\$21,000	.5	\$42,000	\$21,000
Art Teacher	.5	\$24,000	\$12,000	.5	\$24,000	\$12,000	.5	\$24,000	\$12,000	.5	\$24,000	\$12,000	.5	\$24,000	\$12,000
Media Specialist	.5	\$24,000	\$12,000	.5	\$24,000	\$12,000	.5	\$24,000	\$12,000	.5	\$24,000	\$12,000	.5	\$24,000	\$12,000
Music Teacher	.5	\$24,000	\$12,000	.5	\$24,000	\$12,000	.5	\$24,000	\$12,000	.5	\$24,000	\$12,000	.5	\$24,000	\$12,000
Volunteer Teacher Assistants	4	\$0	\$0	4	\$0	\$0	4	\$0	\$0	4	\$0	\$0	4	\$0	\$0
Foreign Language Teacher	.5	\$24,000	\$12,000	.5	\$24,000	\$12,000	.5	\$24,000	\$12,000	.5	\$24,000	\$12,000	.5	\$24,000	\$12,000
Total Personnel	20.5	\$283,000	\$599,000	22.5	\$283,000	\$669,000	24.5	\$283,000	\$739,000	26.5	\$283,000	\$809,000	28.5	\$283,000	\$879,000
Benefits:															
	<i># Staff</i>	<i>Cost Per</i>	<i>Total</i>	<i># Staff</i>	<i>Cost Per</i>	<i>Total</i>	<i># Staff</i>	<i>Cost Per</i>	<i>Total</i>	<i># Staff</i>	<i>Cost Per</i>	<i>Total</i>	<i># Staff</i>	<i>Cost Per</i>	<i>Total</i>
Disability	14	\$400	\$5,600	16	\$400	\$6,400	18	\$400	\$7,200	20	\$400	\$8,000	20	\$400	\$8,000
Health Insurance	14	\$3,500	\$49,000	16	\$3,500	\$56,000	18	\$3,500	\$63,000	20	\$3,500	\$70,000	20	\$3,500	\$70,000
Life Insurance	14	\$250	\$3,500	16	\$250	\$4,000	18	\$250	\$4,500	20	\$250	\$5,000	20	\$250	\$5,000
Medicare	16.5	\$526	\$8,679	18.5	\$524	\$9,694	20.5	\$526	\$10,783	22.5	\$526	\$11,835	22.5	\$526	\$11,835
Retirement Plan	14	\$2,500	\$35,000	16	\$2,500	\$40,000	18	\$2,500	\$45,000	20	\$2,500	\$50,000	20	\$2,500	\$50,000
Social Security	16.5	\$2,250	\$37,125	18.5	\$2,242	\$41,477	20.5	\$2,242	\$45,961	22.5	\$2,242	\$50,445	22.5	\$2,242	\$50,445
Total Benefits	89	\$9,426	\$138,904	101	\$9,416	\$157,571	113	\$9,418	\$176,444	125	\$9,418	\$195,280	125	\$9,418	\$195,280

Total Personnel Budget	109. 5	\$292,426	\$737,904	123. 5	\$292,416	\$826,571	137. 5	\$292,418	\$915,444	151. 5	\$292,418	\$1,004,280	153. 5	\$292,418	\$1,074,280
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***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
Other	Administrative-Audit	\$7,500	\$7,500	\$8,000	\$8,000	\$8,000
	Administrative-Insurance	\$17,500	\$18,000	\$19,500	\$21,000	\$21,000
	Administrative-Isis & Powerschool	\$19,000	\$24,000	\$28,900	\$33,000	\$33,000
	Administrative-Legal	\$4,000	\$4,000	\$5,000	\$5,500	\$5,500
	Administrative-Office Equipment	\$15,000	\$12,000	\$15,000	\$15,000	\$15,000
	Administrative-Office Supplies	\$14,000	\$12,000	\$14,000	\$16,000	\$16,000
	Contingency-Revenue Reduction	\$150,000	\$150,000	\$150,000	\$150,000	\$150,000
	Contingency-Underbudget Of Expenses	\$48,000	\$45,000	\$45,000	\$45,000	\$45,000
	Instructional- Staff Development	\$12,000	\$13,900	\$15,800	\$18,200	\$18,200
	Instructional-Ec Services	\$40,000	\$51,200	\$62,500	\$73,700	\$73,700
	Instructional-Equipment & Other	\$50,000	\$30,000	\$34,000	\$38,000	\$38,000
	Instructional-Materials & Supplies	\$60,400	\$76,700	\$92,800	\$36,000	\$36,000
	Instructional-Testing & Fees	\$15,000	\$19,000	\$23,000	\$27,000	\$27,000
	Operational-Janitorial & Maintenance	\$35,000	\$37,000	\$39,000	\$41,000	\$41,000
	Operational-Marketing	\$3,500	\$3,000	\$3,000	\$3,000	\$3,000
	Operational-Rent	\$72,000	\$80,000	\$323,000	\$323,000	\$323,000
	Operational-Transportation & Meals Assistance	\$50,000	\$63,500	\$76,800	\$89,900	\$89,900
	Operational-Utilities	\$24,000	\$26,000	\$28,000	\$30,000	\$30,000
	Total Operations	\$636,900	\$672,800	\$983,300	\$973,300	\$973,300

***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)	\$737,904	\$826,571	\$915,444	\$1,004,280	\$1,074,280
TOTAL EXPENDITURE (OPERATIONS)	\$636,900	\$672,800	\$983,300	\$973,300	\$973,300
TOTAL EXPENDITURES	\$1,374,804	\$1,499,371	\$1,898,744	\$1,977,580	\$2,047,580
TOTAL REVENUE	\$1,743,300	\$1,913,126	\$2,334,014	\$2,754,137	\$2,754,137
ANNUAL NET PROJECTIONS	\$368,496	\$413,755	\$435,270	\$776,557	\$706,557

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?*

Anticipated enrollment in years 1-10 ranges from year one (216) to year 10(396) with students from primarily Davidson County. The Lexington and Thomasville city government and public schools' websites were searched and no numbers of students nor education budgets were found on any of the four websites. There are no charters in any of the three districts so we could not get the allotments from another charter school nor could the LEAs tell us the amount when we called and sought to get the amounts directly from them. The NC state average local funding for the year 2011-2012, \$1898.00, was found at the NC Public Schools website "Facts and Figures" and was used in the determination of local funding.

Revenues for years 2-5 were projected using the same per pupil revenue numbers multiplied by the Total Enrollment Table numbers of students.

EC students (26) represents an estimate of 12% of the total enrollment and revenue therefrom was calculated using the current state EC allotment rate of \$3,743.

In the event that enrollment does not reach 100% we budgeted in the Operations Budget a contingency reserve of \$150,000, called Contingency-Revenue Reduction, which was added as an expense item since the Revenue Projections page does not accept a minus entry. However, with no charters in Davidson and our marketing estimates, we firmly believe we will receive 216 or more applications for enrollment our first year.

The breakeven point for student enrollment is estimated to be 130. To calculate our breakeven point in students we determined that if "N" equals our breakeven point in Students enrolled then $N = \text{Fixed costs} / (\text{Revenue} - \text{Variable costs}/216)$. We determined that fixed costs were \$185,500; costs if zero students enrolled but certain obligations were contracted for such as rent, etc. Variable costs are then \$1,189,304 including the contingency reserves. Revenue year one is \$1,497,017 (excluding the cash on hand of \$246,282). Therefore, $N = \$185,500 \text{ divided by } (\$1,497,017 - \$1,189,304 = \$307,713/216 = \$1,425)$ or 130 students. So, with 130 students we could break even and still have the beginning cash of \$246,282.

The DPI software "autofills" revenues by asking for ADMs for LEAs other than

the primary LEA and multiplying state LEA allotments by the ADM. We have not adjusted for this software calculation which has slightly overstated revenues.

A guide we used to determine the reasonableness of budget expenditures was an analysis of the "fast-track" charter schools approved and opened in 2012. We scheduled information from all their budgets and after removing numbers that skewed ratios, we averaged the schools' costs and divided by the total number of students projected for year one and therefore determined per pupil estimates of year 1 expenditures.

- 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*

The administrative assistant will share some of the accounting, purchasing, and payroll duties. Integrated Software and Information Systems (ISIS, financial reporting) and PowerSchool, the student information system will be outsourced. We will get bids on both services from the NC Public Charter Schools Association and at least one other alternate provider of these services. The Association has quoted us estimated amounts totaling \$19,000, used in our budget although what NCDPI will require regarding PowerSchool is not known at this time.

We will solicit bids for our required financial audit and ensure that the engagement is approved by the School of Government. In our determination of providers for the audit and other services will will look not only to the pricing of the services but we will attempt to evaluate the quality also. We are cognizant that the majority of failed charter schools has been a result of poor fiscal management and we will focus our efforts in the financial accountability obligation of our Board to the state and to our parents and students.

- 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.*

We understand that without facilities funding we must make our funds go further. We anticipate a frugal financial plan in years one and two while still offering Davidson County students a high quality education. While we anticipate 216 students we have built in a \$150,000 contingency reserve for under-enrollment and a \$48,000 contingency reserve for under-budgeting.

In year three we plan to build a 36,000 square foot facility, including gymnasium, at a cost of approximately \$4 million, financed over 20 years @ 5% creating an annual debt service of \$323,000. This debt service is in the Rent expense line in years 3-5.

Transportation and Food Service costs are included as Operational costs and although we will not generally provide meals and transportation, we do not want either to be a barrier to enrollment at Davidson Charter Academy and accordingly, these allowances will provide funds in cases when needed.

We will not use the State Retirement Plan nor State Health Plan but rather will have a defined contribution plan estimated to average costing \$2,500

per employee, and will seek health coverage for full time employees, estimated to be \$4,500 per employee, assuming a generally younger workforce. Special non-qualified retirement plans may be offered experienced teachers who would prefer the State Retirement Plan.

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.*

Davidson Academy, Inc. has cash in the bank of \$246,282 at March 1, 2013 and these funds are evidenced by a copy of the bank statement reflected in the appendix. These funds were left from a bequest to the corporation with the original intent of helping to support a charter school in the Lexington-Davidson County area.

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

The breakeven number of students is estimated to be 130 in year one, calculated above, and approximately 100 students thereafter. If we do not break even we will have the beginning cash of \$246,282 to use for operations.

An obvious contingency alternative should we have fewer applicants or higher costs, is to forego building plans in year three and instead continue renting space.

In the off chance the school cannot find suitable space to lease in year one we may request an amendment to our charter for the Lexington City Schools district.

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

We would use the beginning cash of over \$240,000 to cover expenses as stated above.

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 Davidson Charter Academy will create a Request for Proposal for an audit by a Certified Public Accountant to obtain an opinion as to the fairness of the financial statements for the year end June 30,2015. As part of that engagement we will request a Management Letter to let the Board of Directors know of any weaknesses in our internal controls and ask for recommendations to improve our accounting systems as well as improve our overall financial health.

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 Board has not investigated Certified Public Accountants at this date. We do recognize the value in having this engagement contracted for early in our first year so that we may avail our school management of the CPAs' assistance and advice during the first year and prior to the audit itself.

