



NORTH CAROLINA CHARTER SCHOOL APPLICATION

Excelsior Classical 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: *Excelsior Classical Academy*

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

Name of non-profit organization under which charter will be organized or operated: *Excelsior Classical Academy: CFA, 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: *Cynthia Gadol*

Title/Relationship to nonprofit: *Proposed School Director*

Mailing address: 1213 Carolina Avenue
Durham NC 27705

Primary telephone: 919-797-9322 Alternative telephone: 828-447-0025

E-Mail address: *excelsior2014@gmail.com*

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

County: *DURHAM*

LEA: *320-Durham Public Schools*

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

No: X

Yes:

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

No:

Yes: X

If replication, please provide the name of the charter school and the state that charter school has been authorized to operate in. *Thomas Jefferson Class Academy NC*

What is the name of the nonprofit organization that governs this charter school? *Excelsior Classical Academy: CFA, 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: X

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	280

Second Year	K,01,02,03,04	350
Third Year	K,01,02,03,04,05	420
Fourth Year	K,01,02,03,04,05,06	490
Fifth Year	K,01,02,03,04,05,06,07	560
Sixth Year	K,01,02,03,04,05,06,07,08	630
Seventh Year	K,01,02,03,04,05,06,07,08,09	700
Eight Year	K,01,02,03,04,05,06,07,08,09,10	770
Ninth Year	K,01,02,03,04,05,06,07,08,09,10,11	840
Tenth Year	K,01,02,03,04,05,06,07,08,09,10,11,12	910

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.

cgadol
Signature

Proposed School Director
Title

cgadol
Printed Name

02/27/2013
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:

Excelsior Classical Academy is a public charter school dedicated to providing excellence and fairness in education by developing in every student a foundation of knowledge, a practice of reason, a quality of eloquence, and a habit of virtue, to prepare each student for college and for a lifetime of learning and citizenship.

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.*

Charter schools in North Carolina are open to any student domiciled in North Carolina and any such student is eligible for admittance. The targeted population for Excelsior will be all students in the Durham area, regardless of ethnic or socioeconomic background, who are interested in a high-quality, free, public, classical education.

Durham has a diverse population whose largest ethnic groups are Whites (42.5%), Blacks (38.5%), Hispanics/Latinos (13.5%), and Asians (4.2%), according to the 2011 estimate of the U.S. Census Bureau. We plan to locate Excelsior in an area that has a mixture of ethnic groups. Every effort will be made to reach out to the nearby neighborhoods and communities to attract students of all ethnic and socioeconomic backgrounds. The desired student population will reflect the diversity of the area.

The rationale for selecting this location is that it has a mix of people that reflects the diversity of Durham County. It needs an excellent school that will teach all students, regardless of socioeconomic or ethnic background, at a high level. Our school will have high academic expectations for all, doing everything possible to support students who do not have the background that typically leads to success in academic settings. While the curriculum and methods to be used by Excelsior have proved efficacious in raising the academic performance of underprivileged students, they will provide every student a rigorous, content-rich education. Furthermore, in line with our civics and character education plan and logic instruction, we will emphasize that each person is to be treated as an individual and with respect.

Excelsior will have a classical curriculum which promotes literacy, wide knowledge, critical thinking, effective communication, and ethics. None of

the local public schools employs a classical curriculum. In addition, Excelsior will use the Core Knowledge Sequence in grades K-8. Core Knowledge has been successful in closing achievement gaps between population segments around the country and is rich enough in content to provide challenge, interest, and growth to students of all levels of achievement.

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?

According to the Durham Public Schools website, there were 33,086 students in Durham Public Schools on the 20th day of the 2012-2013 school year. According to a Durham Public Schools document (<http://dconc.gov/modules/showdocument.aspx?documentid=1042>), there was a total of 35,708 pupils in DPS and charter schools for the 2011-2012 school year. There are also students who attend private schools and home-schools. It is expected that students will be drawn from all of these. It is even possible that some students will travel from Person and Granville Counties to attend a public school with a classical curriculum. Projected maximum enrollment for Excelsior in year 1 is 280 students, which is about .7% of the total number of students in the county, and for year 10 is around 900, which would be about 2.5% of the number of students currently in the county.

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

The main difference between Excelsior and the local LEA is the combination of Excelsior's classical curriculum for all grades, the use of the Core Knowledge Sequence in grades Kindergarten through eight, and the affiliation with TeamCFA. TeamCFA works closely with the Core Knowledge Foundation and provides grants to affiliate schools for training teachers to implement the Core Knowledge Sequence with fidelity. Art, music, and physical activity are integrated into the curriculum, and Spanish will be taught in grades Kindergarten through five. Latin will be taught in grades six through eight, and Logic and Rhetoric in high school.

Students at Excelsior will be praised for persistence effort in challenging tasks, not for success in tasks that are easy for them. Teachers will encourage students to challenge themselves and see setbacks as a chance to learn and try new strategies or more effort. Teachers will focus on students' efforts and not their natural abilities, thus helping them become mastery-oriented. Teachers will strive to help students focus on and value learning more than grades.

In addition, there will be a focus on civics and character education. Students will be treated as individuals and treated with respect, and will be taught to treat each other that way. Students will wear uniforms to minimize socioeconomic distinctions and to promote unity, order, academic focus, and school spirit. Teachers will have high academic and behavioral expectations and aspirations for all students, regardless of background, and will work to help all students succeed.

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

Purposes of the Proposed Charter School: *In one page or less, describe how the proposed charter*

school will achieve one or more of the six legislated purposes, as specifically addressed in the NC charter school statute GS 115C-238.29A, and the proposed school's operations.

The Six Legislative Purposes of a Charter School are:

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

1.The integrated, coherent nature of Excelsior's curriculum provides much opportunity for collaboration horizontally and vertically, within grades, and among classroom and core subject teachers and teachers of art, music, electives, and PE. Grade levels will have common planning times, providing opportunities for teachers to exchange ideas, maintain a consistent level of rigor, ensure continuity in the curriculum, and examine data as a group.

The use of the Core Knowledge Sequence, with its available training programs and classroom resources, will give teachers a logical, specific, and effective curriculum from which to teach while still having flexibility in planning the delivery of the material. Surveys conducted of teachers at Core Knowledge schools show a high level of satisfaction with the program.

Teachers will also have the opportunity to become leaders within the school community. Teachers will be asked to be grade or department chairs, present best practices at weekly staff meetings, and lead parental involvement programs. These opportunities will empower teachers while sharing best practices throughout the school community.

2.In addition to the end-of-year state tests, Excelsior will give national tests such as NWEA MAP two to three times a year to monitor student progress. The PSAT/SAT (or comparable national college entry tests) will be given annually in grades 7 through 12. The tests will be given on regular school days and paid for by the school. Scores will be used to monitor growth, and diagnostics from the test producer will be used to target areas of need. The administration and teaching staff will hold themselves accountable for the progress and growth of all students, regardless of students' background or situation.

3.Excelsior will provide parents and students of all backgrounds access to a classical curriculum that focuses on language skills and builds background knowledge necessary for comprehension; promotes critical thinking and truth seeking; develops thoughtful, articulate individuals; and trains students to learn for themselves. Students will have the opportunity to study Spanish,

Latin, and other languages. The curriculum includes the arts, logic, rhetoric, and character education. Excelsior will grow to a K-12 school with a comprehensive, coherent curriculum that prepares students for higher learning and for active citizenship.

4. Core Knowledge, when implemented with fidelity, has proved to lead to dramatic academic growth for low-income students. According to a March 11, 2012 article entitled "Nonfiction Curriculum Enhanced Reading Skills, Study Finds" in the New York Times, a study of 1,000 students in New York City determined the following academic benefits of the Core Knowledge curriculum: "Second graders who were taught to read using the Core Knowledge program scored significantly higher on reading comprehension tests than did those in comparison schools."

"[For] each of the three years, students in the Core Knowledge program had greater one-year gains on a brief reading test than their peers in the comparison schools. The difference was most pronounced in kindergarten, when the scores of children following Dr. Hirsch's method showed increases that were five times those of their peers."

Additional studies from the Core Knowledge Foundation have shown the curriculum's significant advantage in reducing or eliminating the "fourth grade slump," the phenomenon whereby student achievement growth begins to plateau around fourth grade. This phenomenon has been observed with alarming frequency in low-income students, as reading scores begin to depend more on background knowledge needed for comprehension skills.

Differentiated instruction modifies the instructional delivery to best meet the needs of all students. In a community consisting of students with varied educational backgrounds, differentiation will provide an education suited for each individual student's needs. This differentiated instruction will thus support the academic needs of the target population. However, even with the use of differentiated instructional strategies, all students will have the opportunity to be exposed to the same content knowledge across all subjects, and will be provided with the opportunity to learn core subject-matter to mastery. The content of the curriculum is rich enough to provide a rigorous education to all levels.

5. Increased learning opportunities are provided to all students in the alternate curriculum offered by Excelsior. The use of the Core Knowledge Sequence has been shown to raise the level of achievement for all and to close achievement gaps between disadvantaged (at-risk) and mainstream students. Alice DeVane reported in 1997 that results of research indicate that Latin education on all grade levels, particularly on the elementary grade levels, is related to improved general English comprehension (including reading, vocabulary, grammar and comprehension for both native speakers and English-language learners). At the secondary level, the study of Latin is related to increased levels of language achievement as demonstrated on both the Scholastic Aptitude Test (SAT) and the American College Test (ACT) verbal scores, and increased use of critical thinking as evidenced by increased mathematics scores on these same tests. Graduates of TJCA-CFA, the school we are replicating, have reported higher levels of college readiness than their class- and dorm-mates in the areas of research, writing, application of knowledge, and critical thinking.

6. Teachers at Excelsior will be trained in Socratic questioning to help

students develop critical thinking skills and be able to construct their own learning. Teachers will use a variety of instructional methods and practices such as direct instruction, class discussion and seminars, read-alouds, small groups and flexible groups, independent work, and project-based learning, as appropriate. They will teach students to be growth- and mastery-oriented, using methods in Dr. Carol Dweck's "Mindset."

Goals for the Proposed Charter School:

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

The Board will use rubrics to measure the effectiveness of school governance, the implementation of sound business practices, and the academic program to ensure continuous improvement and measurable results so that every student is prepared for a lifetime of learning and citizenship. The annual evaluation will include such measures as:

Governance-a majority of the board are non-related parties; board meetings are conducted regularly and in accordance with Charter/Bylaws/Articles of Incorporation/State statute; the board will require a monthly report from the school director; there is an active PTO; board will establish and monitor a multi-year Strategic Plan or Improvement Plan; the board will conduct annual School Director(s) evaluation concerning accomplishment/progress of the Strategic Plan or Improvement Plan; the board will review annual independent audit and determine that there are no negative findings; the board will conduct annual board training.

Business Practice-the board will monitor all financial transactions through a recognized, regularly audited accounting system; evidence of sufficient insurance that covers the school and directors must be submitted for review; the board will monitor the budget to make sure it provides sufficient resources to support the school's core curriculum and mission.

Academic-the board will examine annual academic scores and reports; the board will monitor the school's progress toward becoming a Core Knowledge visitation site; the board will monitor NWEA MAP results to make certain the school is meeting targeted growth and proficiency; the board will examine the Professional Development Program to ensure that the school's mission and curriculum are being supported.

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.*

Excelsior will administer the NWEA MAP or a comparable test in order to measure growth based on national growth norms. The school will communicate with parents and students regarding performance. The test data and reports will be used to allow teachers and staff to differentiate instruction and create tutoring groups.

Year 1:

Goal 1-At least seventy percent of students in grades K through 3 will demonstrate typical to higher than typical growth on a nationally-normed test during the school year.

Goal 2-At least sixty percent of students in grades K through 3 will demonstrate proficiency at grade level or higher on a nationally-normed test

at the end of the school year.

Year 2:

Goal 1-At least seventy-five percent of students in grades K through 4 will demonstrate typical to higher than typical growth on a nationally-normed test during the school year.

Goal 2-At least sixty-five percent of students in grades K through 4 will demonstrate proficiency at grade level or higher on a nationally-normed test at the end of the school year.

Year 3:

Goal 1-At least eighty percent of students in grades K through 5 will demonstrate typical to higher than typical growth on a nationally-normed test during the school year.

Goal 2-At least seventy percent of students in grades K through 5 will demonstrate proficiency at grade level or higher on a nationally-normed test at the end of the school year.

Year 4:

Goal 1-At least eighty percent of students in grades K through 6 will demonstrate typical to higher than typical growth on a nationally-normed test during the school year.

Goal 2-At least seventy-five percent of students in grades K through 6 will demonstrate proficiency at grade level or higher on a nationally-normed test at the end of the school year.

Year 5:

Goal 1-At least eighty percent of students in grades K through 7 will demonstrate typical to higher than typical growth on a nationally-normed test during the school year.

Goal 2-At least eighty percent of students in grades K through 7 will demonstrate proficiency at grade level or higher on a nationally-normed test at the end of the school year.

Our eventual goals are to have over ninety-five percent of students proficient in each grade, with at least ninety-five percent of students demonstrating typical or higher growth. We also hope to have 100% of our students accepted to college.

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.

Excelsior's curriculum and pedagogy will be based on the classical Trivium, which comprises Grammar, Logic, and Rhetoric. Each of these traditional disciplines corresponds to a stage of learning. The Trivium, as described in Dorothy Sayers' essay "The Lost Tools of Learning", is foundational for future studies and post-collegiate life. The Grammar stage encompasses learning facts and background knowledge. In the Logic stage, Socratic questioning, logical argumentation, and discursive reasoning come to the fore. In the Rhetoric stage, knowledge and understanding are synthesized and connections are made between domains.

The stages of the Trivium correspond to periods of schooling as well. During the Grammar stage, teachers will provide a rigorous grounding in the basics of English, history, mathematics, science, art, and music by using the Core Knowledge Sequence developed by E. D. Hirsch, Jr. In accord with Sayers' essay, teachers will emphasize observation, memorization, and recitation during this stage. Excelsior plans to use Singapore math to give a strong grounding in math. Latin, with an emphasis on grammar, will be taught in grades 6 through 8. During the Logic stage, students must explain their answers and support assertions with evidence. Research methods and citation are taught, and the ethics of scholarship are emphasized. Students will take a two-year course sequence of logic and geometry to formalize the training in reasoning in grades 9 and 10. In the Rhetoric stage, teachers emphasize public speaking, presentations, and a synthesis of the knowledge gained in the various disciplines. As juniors, students will take a formal course in rhetoric. The capstone of the classical education at Excelsior will be a senior thesis project, in which the student researches, writes, presents, and orally defends a paper on a topic of choice.

Excelsior's unified, sequential, coherent approach prepares graduates for a lifetime of active intellectual inquiry and citizenship. Students will have gained the tools to be life-long learners. "For the sole true end of education is simply this: to teach men how to learn for themselves; and whatever instruction fails to do this is effort spent in vain." (Sayers, 1947)

Throughout the curriculum, preference will be shown for original and primary sources over textbook summaries. Reading material will be chosen to reinforce domain knowledge and vocabulary. In line with the Core Knowledge philosophy and the Common Core State Standards, complex texts, both fiction and non-fiction, will be read and analyzed. Teachers will use read-alouds to impart knowledge and introduce vocabulary at a higher level than the

students' current reading ability allows, as spoken language ability tends to outstrip written. Teachers will check for understanding often and will test students with rigor. Nationally-normed diagnostic tests will be given two or three times annually to help parents and teachers monitor progress and address knowledge and skills deficits. Teachers at Excelsior will have high expectations and academic optimism for all students.

Excelsior takes to heart Plato's observation that fine arts and athletics play a crucial role in education. The arts will be integral to the school's culture. To promote the classical ideal of a sound mind in a sound body, we will encourage daily physical activity and healthy habits. Lower grades will have recess daily and P.E. twice a week, and physical activity will be incorporated into some lessons. P.E. will be offered through high school, and options such as dance, martial arts, fitness, and weight training will be available.

Excelsior will explicitly teach virtues such as patience, courage, justice, prudence, moderation, honesty, responsibility, and self-discipline. The virtues will also be modeled by teachers and staff, they will appear in posters and bulletin boards around the school, and they will be featured in lessons and assemblies.

K-12 Curriculum and Instructional Design:

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

Excelsior's basic learning environment will be classroom-based. Assuming each grade level contains approximately 70 students, there will be three sections per grade. Classes will contain from 20 to 25 students. Each Kindergarten teacher will be supported by an assistant. First grade will share 2 assistants among three teachers, and second grade will share 1 assistant among three teachers. In the first year, we will have one EC coordinator who is a licensed EC teacher and 2 assistants devoted to EC. Excelsior will use an inclusion model, with pull-outs when necessary. ELL students will also receive services, either contracted or in-house, depending upon numbers.

Excelsior will be a safe, caring, and enjoyable place to learn. Students will wear uniforms to remove social and economic distinctions. This will allow a focus on academics and will prevent at least some preconceived ideas on the part of other students and teachers. With the focus on positive discipline and character, all students and teachers will treat others with courtesy and respect. The school creed will be recited at least weekly in lower grades (K-6) and will be posted around the school. In upper grades (7-12), students will learn and abide by the honor code. (Both of these may be viewed in the Employee Handbook Draft in Appendix L.) Teachers will train students in expected behaviors for each activity throughout the day.

On a typical school day, morning hours will be devoted to reading, language, and math, with integrated content from the sciences and social studies when meaningful. Active engagement in learning will be maintained with a rich and rigorous curriculum and with the use of best instructional practices to make learning interesting and exciting. Social studies and science are taught specifically when not integrated in the morning's reading, language arts, or math. Writing will be taught as part of English/Language Arts, and skills

will be applied across content areas. Hands-on, interactive learning will be encouraged across all subject areas as appropriate. Recess and a special-area class such as art, music, foreign language, physical education, and/or media offer non-core subject learning and enrichment opportunities for the whole child, and support and enrich the Core Knowledge (CK) curriculum. At the end of the day, students go home, are picked up to go to local day care centers, or remain on campus to participate in sports, clubs, or academic enrichment and tutoring options. Time for individualized or small-group tutoring is provided both before and after the school day to meet the potential remediation needs of students.

The CK curriculum and the Common Core State Standards (CCSS) for English/Language Arts and Math will guide academic instruction at Excelsior for students in K-8. CK specifies content to be taught in language arts, math, science, visual arts, music, and world and American history and geography, for grades K-8.

In the upper grades, students will continue to take a fairly uniform course load until differentiation in math, science, history, and electives starts to occur. All students will take art history, logic, and rhetoric in high school, and all will complete a senior thesis. They must also take three years of a language in high school, and if they have not taken Latin in grades 6-8, that language must be Latin. All students will be encouraged to take advanced and honors classes.

Provide a synopsis of the planned curriculum, including:

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

Excelsior's curriculum is designed to promote literacy and create a broad knowledge base, to train in reasoning and critical thinking, and to build written and oral communication skills. Students with these tools will be able to excel. The teaching of content, through fiction and non-fiction texts, teacher read-alouds, and student independent reading, allows even those whose background knowledge is weak to build their knowledge and therefore their comprehension. Graduates who have a broad base of knowledge, the ability to reason and communicate, and the tools to keep learning are prepared for college, future careers, and active citizenship.

The Core Knowledge Foundation's motto is educational excellence and equity for all children. They offer detailed help and materials to schools and parents. Excelsior shares their belief that every person in a diverse democratic society deserves equal access to the common knowledge base that draws together its people while recognizing their differing traditions and contributions. Offering universal access to this shared knowledge is a primary duty of schooling, critical to literacy and to the closing of achievement gaps between groups. John Adams said, "Liberty cannot be preserved without a general knowledge among the people." We chose the Core

Knowledge Sequence to provide this general knowledge to a diverse student population.

The Core Knowledge reading program, while it has a strong phonics base to help students learn scanning and decoding, teaches reading through teaching content. Broad, rich content knowledge is integrated into the many hours devoted to language arts instruction. In grades K-8, students are taught a coherent, cumulative, and content-specific curriculum. This focus on domain knowledge continues in high school, with all students, not just a select few, being encouraged to take rigorous, high-level courses. Teachers teach to mastery, using the ideas in Dr. Carol Dweck's 'Mindset.' Students who are mastery-oriented think about learning, not proving how smart they are. When they experience a setback, they focus on effort and strategies instead of worrying that they are incompetent.

Excelsior's curriculum is aligned with Common Core State Standards and will meet or exceed the standards of the North Carolina Accountability Model. Core Knowledge prepares students to take Algebra I in the 8th grade and the math requirements are more than fulfilled by our course of study. There is a strong focus on science, history, and civics throughout our program.

The study of Latin is important to achieving our mission. "Results of research indicate that Latin education on all grade levels, particularly on the elementary grade levels, is related to improved general English comprehension (including reading, vocabulary, grammar and comprehension for both native and non-native speakers) and in facilitating the acquisition of a second foreign language. At the secondary level, the study of Latin is related to increased levels of language achievement as demonstrated on both the Scholastic Aptitude Test (SAT) and the American College Test (ACT) verbal scores and increased use of critical thinking as evidenced by increased mathematics scores on these same tests." (DeVane, 2012) In a research project on the effects of Latin on both foreign language aptitude and native language skills, it was found that students taking Latin improved in both measures over those not taking it. (Ganchow & Sparks, 1995)

Integrated into our curriculum is training in ethics and virtuous habits. Students will be taught to treat others with respect and civility. They will study the history of their country and their world, learning about the contributions and struggles of various peoples and groups. They will accumulate shared knowledge, a shared narrative, and shared ideals of liberty and tolerance that are indispensable ingredients for effective citizenship and for the perpetuation of our democratic institutions.

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

Teachers of grades K-8 will be trained in implementing Core Knowledge. They must understand the philosophy behind the curriculum and know the content of the curriculum, at least for their own grades. They must produce with their grade teams Curriculum Maps, Domain Maps, and lesson plans. Teachers in grades K-3 must be well-versed in phonics and reading strategies, and must understand the importance of teaching content to enhance reading comprehension.

Teachers must understand the math concepts for their own grades and have the "big picture" of where the students need to be by the end of high school. They must realize that students need to grasp concepts and be able to apply

them to new and different situations and problems. Memorizing formulas and math facts frees up working memory and allows students to learn new material more easily. Students who have mastered concepts along with learning facts will be better able to retain what they learn and move on to the next level of knowledge and understanding.

Teachers will be expected to have "academic optimism" for all students, regardless of background. This is a characteristic common among schools that have closed or significantly narrowed achievement gaps. Academic optimism entails encouraging academic achievement and expecting excellence. (Brown, Benkovitz, Mutillo, & Urban, "Leading Schools of Excellence and Equity," 2011) To help teachers achieve academic optimism for all, we will have workshops on such topics as implicit association and cross-cultural understanding, and we will encourage self-reflection among our teachers.

Teachers must use good grammar when speaking and writing. They will be expected to model the academic and character traits that we want to develop in our students. They must behave in a way that is positive, caring, and non-defensive when dealing with other staff members and with students and their parents. Teachers will be "relentlessly respectful and respectfully relentless" in teaching students the expected behaviors and procedures for each activity. While some teachers can tolerate more activity and noise than others, all teachers will be expected to manage their classrooms in a way conducive to learning.

All teachers are expected to master the motivational strategies found in Carol Dweck's "Mindset." When students succeed, teachers should praise their efforts or their strategies, not their intelligence. When students struggle or fail, teachers should give feedback about effort, strategies, or what the students did wrong and what they could do now. Helping students value effort is a key ingredient in creating mastery-oriented students. Too many students think effort is only for the inept, but sustained effort over time is the key to outstanding achievement. Rather than praising students for doing well on easy tasks, they should convey that doing easy tasks is a waste of time. They should transmit the joy of confronting a challenge and of working to find strategies that work. Teachers should help students focus on and value learning more than grades.

Teachers will be expected to understand differentiation strategies and inclusion, and must be aware of the rights and needs of EC and ELL students. Teachers will receive training in these areas. Teaching from a strong curriculum and complex texts to all students with differentiation, modification, and support where needed helps all achieve.

Teachers will be expected to be familiar with Dorothy Sayers' essay "The Lost Tools of Learning." They will receive training in Socratic questioning and Paideia seminars. These will help teachers understand the mission of the school and how to help students along the way to becoming literate, thoughtful, articulate citizens.

Finally, teachers will be trained in the collection, assessment, inference, and response cycle for continuous improvement. Data-driven instruction strategies help teachers focus on what actually improves student learning.

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

As a classical curriculum teaches students the tools of learning, critical thinking, and the ability to speak and write persuasively, it prepares individuals for college and other post-secondary opportunities. Many college professors, leaders in the military, and employers bemoan the lack of critical thinking and communication skills in students, recruits, and new employees. Graduates of TJCA have reported being much better trained in writing and research than most of their peers, even in upper tier colleges. At Excelsior, we will train students in these vital skills and provide them with a broad knowledge base and the tools that facilitate new learning.

According to the "Languages for Jobs Initiative" of the Council on Foreign Relations, "The promotion of foreign language instruction should be a national priority. In an increasingly competitive international economy, a workforce with more market-relevant foreign language skills is a strategic economic asset for the United States." The study of foreign language in grammar school and high school promotes global thinking and prepares students for the global marketplace.

Cicero, a great Roman statesman, said "Not to know what happened before you were born, that is to be forever a child." Our emphasis on learning history, in Core Knowledge and in high school, provides understanding that is primary to all realms of knowledge. Even science and math are tied to history, as what we learn and discover in these fields is tied to what others before us have learned and discovered. Excelsior students will study not only history, science, and math, but art, music, languages, and cultures. They will develop an understanding of the world that will help them understand themselves, their own culture, and the diverse contributions to that culture. They will be prepared to grapple with ideas and concerns that face their country and community. Likewise, the broad content knowledge and analytic skills gained in the sciences will enable students to become adults capable of reading about and voting wisely on science-related concerns such as energy production, genetic research, and conservation.

Logic and predictive skills such as inference will help students make rational life and job decisions. The ability to debate topics without resorting to incivility and personal attacks will help them be better citizens and leaders. Most Excelsior graduates will have had more math courses than the average, because they will take Algebra I in eighth grade and then take at least three higher math courses in high school, plus they will have a logic course that delves into statistics, probability, and discrete math. Mathematical and logical thinking will help them be better problem solvers.

Perhaps most importantly, students at Excelsior will receive character education that teaches them to value and seek truth, to treat others with respect, and to practice virtue. They will learn responsibility and perseverance. Pupils will learn from teachers trained in Carol Dweck's Mindset theory. The goals of this method are teaching students to value hard work, learning, and challenges; teaching them how to cope with disappointing performance by planning for new strategies and more effort; and providing them with study skills that put them more in charge of their own learning. These attributes and skills will help graduates in any post-high school endeavor.

Excelsior will educate citizens. Jefferson said, "I know of no safe

depository of the ultimate powers of the society but the people themselves; and if we think them not enlightened enough to exercise their control with a wholesome discretion, the remedy is not to take it from them, but inform their discretion." While the founding fathers executed their vision of equality selectively, a citizenry that is trained in reasoning, civics, and character can bring equality under the law and equality of opportunity to all Americans.

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

The school calendar provides 185 days of instruction, with a shorter break in the summer than a traditional calendar has. We expect that decreased time off in summer will help keep students focused and reduce the amount of review that is necessary at the beginning of the school year. According to a study by Vanessa St. Gerard, students lose skills in math and spelling and many also lose reading skills during their traditional summer vacations. This loss is greater for economically disadvantaged children. More time is lost because of the review necessary when they return to school. Gerard also mentions benefits of year-round school: there are vacations more often to break up the long stretch of school and refresh both the staff and students, and there is the possibility that during these breaks remedial and enrichment classes can be offered. ("Year-Round Schools Look Better All the Time", 2007)

We hope to offer remedial and enrichment activities at the school during the intersessions, but we may have to rely partially on volunteers and community organizations the first year. We also plan to partner with the YMCA and other organizations to provide opportunities for children during the time off. We plan to assist parents in finding activities for their children during the breaks.

The four approximately 46-day quarters will be separated by two to four week intersessions. This will make the school year more coherent and will be conducive to an attitude of continual learning. This should reduce the significance of between-grade transitions and make them easier. The year-round academic calendar should fit very well with Excelsior's coherent, sequential curriculum.

In our first year, we will start in early-to-mid-August to help ensure that our facility is ready before the start of school and that we do not create difficulty in meeting our goals for student enrollment. This will mean the loss of the fall intersession the first year. In subsequent years we plan to start in mid-July and have a fall break. As parents enroll their children in Excelsior, we will make certain they understand the plan is to have a year-round school calendar and that the first year will be slightly different.

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.

1) Parental Involvement

We at Excelsior Classical Academy consider parental involvement to be extremely important to a student's academic success. At the first sign of concern, the classroom teacher will contact the parent. Parents will be encouraged and trained to mentor their own students. For many at-risk

students, parental participation will be sufficient. But for others, further intervention will be necessary.

2) Teachers will offer weekly after-school tutoring for their students who are struggling.

3) Tutoring Services (such as an In-house program or a Targeted or School-wide Title I program) will be provided for At-Risk students.

Student Selection Criteria:

At-Risk students will receive Tutoring Services if they meet one or more of the following criteria:

- *MAP scores at the 30th percentile or lower in Reading, Math, or Language
- *Classroom work at 69% or lower in Reading, Math or Language
- *Teacher recommendation

The parents of At-Risk students will be contacted and up-dated through one or more of the following methods:

- *Email
- *Letter sent home with student
- *Phone call
- *Conference

Parent approval will be obtained before tutoring begins. Tutoring will be a requirement for those students who are failing or at risk of failing. Parents will be aware of this when they register their children at Excelsior.

Tutoring Service Procedures:

At-Risk students will meet in small groups with Excelsior Classical Academy Tutoring Service's licensed instructors and/or paraprofessional volunteers. Paraprofessionals will be recruited from the community and trained by the Tutoring Service coordinator. They will be selected based on their qualifications. Excelsior will require background checks and confidentiality statements from all paraprofessionals. In addition, paraprofessional volunteers will be monitored by Tutoring Services instructors or classroom teachers during tutoring sessions.

Groups of At-Risk students will meet before school, after school, and during school based on the classroom teachers recommendations. The lesson plans will be determined by the Tutoring Services coordinator in consultation with the classroom teacher. The reading instruction will correspond to the Core Knowledge Domain Maps (curriculum unit schedules) for each grade. Core Knowledge content will be reinforced by other selected readings. Language and Math tutoring will reteach and expand daily classroom content.

4) Study Group

In addition, Excelsior will offer an after school study group for any students who lack homework support at home. Based on recommendations from classroom teachers, students will be invited to stay 50 minutes after school Monday through Thursday to work on homework. One or more teachers, along with paraprofessional volunteers, will answer student questions, check homework planners, and motivate students to stay on task.

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.

1) English Language Learners who transfer in from other schools and are already identified as ELL students will qualify for English as a Second Language (ESL) services at Excelsior Classical Academy CFA.

ELL students who are new to the area will be identified through Home Language Surveys. These surveys are a part of the student registration packet. All students will be required to return a completed Home Language Survey before starting class. Those who list a language other than English on their Home Language Survey will be required to take the WIDA Access Placement Test (W-APT).

Once a student has qualified for ESL services, the school Limited English Proficiency (LEP) team will meet to discuss which services the student would benefit from. The team may include the student's classroom teacher, the ESL instructor, the parent(s), Excelsior's Core Knowledge curriculum coordinator, and others, such as EC, who may also work with the student. The services that will be discussed at the meeting are 1) the amount of in-class and out-of-class tutoring per week by ESL instructors, 2) the amount and level of accommodations and/or modifications for class work and testing, and 3) the amount/type of assistive technology devices (such as native language dictionaries, etc.) the student will use, if any.

2) Based on the LEP team's recommendations, the ESL instructor will either work in-class with the student or out-of-class in small groups or one-on-one. Vocabulary and content will be generated by the Core Knowledge curriculum being used in class. The instructor will ensure that students understand the key vocabulary being presented in each Core Knowledge unit as well as incidental vocabulary necessary for understanding. In addition, the ESL instructor will teach English grammar patterns that are unfamiliar to the student. The ESL instructor will also be available to help with content testing during the year and during EOG based on accommodations that were determined by the LEP team.

3) All ELL students will be tested annually during the WIDA ACCESS testing window, typically February through mid-March. Students who receive Level 4.0 (Expanding) or below on the ACCESS test would qualify to continue receiving ESL services. Those who test out would continue to receive ESL services only if the team deems it necessary and funding is available. Students who have become proficient in English but are struggling academically would qualify for other services offered by Excelsior, such as weekly teacher tutoring, At-Risk Tutoring Services, and the after school study group.

ESL instructor(s) will monitor the ELL students' achievement by keeping daily records of lessons taught and the students' accomplishments. Evaluations will take place during regular meetings between the ESL instructor and the classroom teacher. Parents will be informed of progress during parent-teacher conferences and on progress reports.

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.
1. As all students will be taught a rigorous, rich curriculum at a high level, there will be no separate gifted program. Instruction will be differentiated to make certain all students achieve growth. At other TeamCFA schools, including TJCA-CFA, the school we are replicating, enrichment programs help ensure growth for intellectually gifted students. These enrichment programs include academic teams, chess club, Science Olympiad, Latin National Honor Society, Mu Alpha Theta (math honor society), MathCounts, Drama Club, SPICE, National Honor Society, and National Junior Honor Society. In addition, educational field trips that enhance the curriculum are encouraged, and parents and other family members who have special skills and expertise will be brought in for enrichment activities.
2. Growth and proficiency for all students, including intellectually gifted students, will be monitored as described in the student performance standards section.

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)
1. The Administrative Assistant who enrolls students in Excelsior will check incoming records for Individualized Education Plans (IEPs) or Section 504 plans. The AA will notify the EC Coordinator of students who have previously been found eligible to have IEPs or 504 plans. It will be appropriate to have an IEP or 504 plan meeting soon after enrollment to determine whether the plan is still adequately serving the student or if there needs to be some modifications to meet the current needs of the student. Any student coming into the school with an IEP or a 504 plan will be given the appropriate services and accommodations based on the existing or updated plan.

2. The process for identifying students who may be eligible for special education services begins with the testing such as Brigance Diagnostic Assessment of Basic Skills or NWEA MAP at the beginning of the school year to determine where the student's abilities are. Students who struggle in class will have additional support inside and out of the classroom. Their academic and skills progress will be monitored. If there is a need for further investigation, the educational support staff will meet with parents and the student will be referred to the At-Risk team to determine if there is a need for EC testing. Parents may also request that a student be evaluated.

3. Once a student is enrolled in Excelsior, the Administrative Assistant will send a written request to the previous school asking for any school records including the current IEP or 504 plan of the student, if there is one. The Administrative Assistant will inform the EC Coordinator that the student will be coming to the school with an IEP/504. The EC Coordinator will contact the previous teacher who was providing services to gain more information about the student if possible. The transferred records of the IEP or 504 student will be kept in a locked file cabinet where only the people who are serving the student will have access to the records. The regular education teacher of that student will have a copy of the IEP goals and accommodation sheet so that the teacher will be able to know how to best serve that student in the general education classroom.

Exceptional Children's Education Programming

1. Describe the educational programs, strategies, and additional supports the school will provide to ensure a full continuum of services for students with disabilities.
2. Describe the methods and support systems that will be in place to ensure students with disabilities receive a Free and Appropriate Public Education (FAPE).
3. Describe how implementation of the Individualized Education Plan (IEP) will be monitored and reported to the student, parents and relevant staff.
4. Describe the proposed plan for providing related services.

1. Within each student's Individualized Educational Plan (IEP) and the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973, and other civil rights enforced by the U.S. Department of Education Office of Civil Rights (OCR), Excelsior will educate students with disabilities in the least restrictive environment with their non-disabled peers. The school will provide all accommodations and special education services for any Exceptional Child based on the child's IEP. We will have an EC room to allow pull-out time by a highly qualified certified EC teacher, EC assistants, and support staff.

2. As Excelsior prepares to open, our EC staff will review the records of all incoming students with Individualized Education Plans (IEPs) to be sure that the school is compliant in following their current IEPs, holding IEP meetings with parents, and in doing reevaluations. Excelsior will ensure that all necessary special education services are provided according to each student's IEP and in conjunction with the school's regular education program. Decisions are made by the student's IEP team as to what will best serve that student's individual needs.

The certified EC teacher will train other teachers in identifying and referring students for evaluation. Procedures will be put in place for Regular Education teachers to refer students to the At-Risk Team. The team will decide if the student needs to be referred for further evaluation.

The school's use of NWEA Measures of Academic Progress as an assessment tool to identify individual student strengths and needs will help school personnel identify at-risk and/or gifted and talented students. Teachers will individualize instruction to meet the needs of all students. With the help of the EC coordinator, classroom teachers will design classrooms that will meet the needs of General Education and Exceptional students.

3. Excelsior Classical Academy's administrators and EC staff will see that all Exceptional Children's IEPs are fully implemented in accordance with IDEA and are reviewed annually. They will put procedures and practices in place to insure that the confidentiality of all information regarding children with disabilities as required by the Family Educational Rights and Privacy Act (FERPA) is maintained. The EC Coordinator will see that all providers of services to EC students at the school have access to these records and are providing the required services. Additionally, Excelsior will ensure that EC children and their parents are guaranteed procedural safeguards as required by law. These will include access to records, notice, the opportunity for mediation of disputes, and the rights to a due process hearing.

The IEP of each individual student will be monitored by the people who are providing the services to that student. The EC teacher will keep daily documentation of the progress of the individual toward the IEP goals. There will be an Annual Review of the IEP. Students and parents will be given a quarterly report on the progress made toward the IEP goals. The EC staff will communicate with the Regular Education teacher as needed to see how the student is performing in the classroom and in other academic settings.

4. Our intention is to initially hire one EC-certified teacher who will act as EC Coordinator and two EC teacher's assistants. As our Exceptional Children student numbers increase, we will add more EC personnel. Any related services specified in the students IEP will be provided. Depending on our EC student numbers and areas of disabilities, we will probably contract for Speech, Occupational Therapy, and Physical Therapy services. We also have two local licensed psychologists willing to provide any needed on-site evaluation of potential EC students pro bono.

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.

1. Excelsior's student performance standards will be that every student will achieve at least a year of growth each year and will be proficient in grade level standards. We will use NWEA MAP and the PSAT/SAT or similar tests to monitor and evaluate growth and performance. Excelsior is committed to meeting or exceeding Common Core State Standards and the NC Accountability Model standards.

2. Excelsior will use the Brigance Early Childhood Assessment, which identifies the skills students need in order to be successful in school and helps teachers assess a student's strengths and needs. The assessment helps identify the student's present level of performance, set goals, and monitor their progress. The domains used in this assessment align with early learning standards to comply with IDEA. Excelsior will also use mCLASS DIBELS. DIBELS stands for Dynamic Indicators of Basic Early Literacy Skills, and comprises six measures of the essential skills that every child must master to become a proficient reader. The DIBELS measures are used to regularly monitor the development of early literacy and early reading skills. DIBELS was designed for use in identifying children experiencing difficulty in the acquisition of basic early literacy skills, in order to provide support early and prevent the occurrence of later reading difficulties. Many case studies have been performed and show that this assessment is a good indicator of student performance on future standardized tests, such as the SAT, and also helps increase the number of students performing at grade level.

In grades K-2, Excelsior will use a benchmark system of direct, performance-based assessments, such as "Identify these shapes," "Count from 1 to 30," and "Read these sight words." Every attempt will be made to catch problems early and intervene. Teachers for grades 3 through 8 will develop interim assessments for in-class use that are uniformly rigorous within grade levels, so that students will be used to taking rigorous tests and teachers will have an accurate assessment of all students within each grade. Grade team teachers will analyze the data from these assessments and make adjustments to instruction as necessary.

Excelsior will use tests such as NWEA MAP in grades K-9 to monitor student growth and achievement. MAP tests are nationally-normed, adaptive tests that give aggregated data about proficiency. This allows teachers to differentiate instruction and plan intervention strategies.

Excelsior will give the PSAT each fall to track growth in grades 7-11. One advantage to this is that the College Board provides a Summary of Answers and Skills (SOAS) that includes a skill analysis and a question analysis to help students and teachers target areas of weakness. Also, the PSAT given in the 11th grade is the National Merit Scholarship Qualifying Test, which can help students who qualify obtain scholarships. PSAT scores are good predictors of SAT scores, and being familiar with the PSAT and using it as a diagnostic tool will help student score well on the SAT. Excelsior will give the SAT to all students in their senior year.

3. Promotion decisions in grades K-8 will be based on a combination of factors including classroom performance and performance on assessments. Decisions regarding retention will be made by a team consisting of teachers, parents, the School Director and other appropriate participants if needed. Promotion decisions for EC students will include IEP goals being met, and all interventions and accommodations will be applied.

4. Excelsior will give all state-mandated End of Course (EOC) tests. The EOC test results will count as 25 percent of a student's final grade in each high school course for which an EOC test is available.

In addition, Excelsior students must successfully complete, with a passing

grade in each, all Future-Ready Core course requirements, plus Art History, Logic, Rhetoric, a Senior Thesis project, and three years of a language.

High School Graduation Requirements

1. If implemented, describe how the proposed charter school will meet the Future-Ready Core requirements. Provide details on how the students will earn credit hours, how grade-point averages will be calculated, what information will be on transcripts.
2. Explain the plan for graduating students with special education needs.
3. Explain what systems and structures the school will implement for students at risk of dropping out and/or not meeting the proposed graduation requirements.

1. Future-Ready Core requirements will be met within Excelsior Classical Academy's course and credit requirements. Along with the Future Ready Core Course of Study requirements of four English credits, four math credits, three science credits, three social studies credits, and one P.E./Health credit, Excelsior students must have one credit each in Logic, Art History, and Rhetoric, and must have at least three credits of the same Language. They will take a sequence of World History, European History, US History, and Civics and Economics, or comparable courses. They must each also complete a senior thesis project. If a student does not attend Excelsior in grades 6-8 and/or has not passed at least three years of Latin before, the language taken in high school must be Latin. Students at Excelsior will take the Art History class in ninth grade in the normal course of things.

Each high school course will be worth one credit, with the exception of AP Biology and AP Chemistry, both of which will be worth 1.5 credits because of the extra time spent in labs. Credit will be earned upon successful completion of a course with a passing grade.

Grade Point Averages (GPAs) will be computed using the final course grades at the end of the school year. GPAs will be cumulative through high school. Both unweighted and weighted GPAs will be computed, and weighted GPAs will be used to determine class rankings.

Excelsior will use a standard numeric grade scale. The scale is: A=93-100, B=85-92, C=77-84, D=70-76, F=69 or below. The quality points per grade are: A=4.0, B=3.0, C=2.0, D=1.0, F=0.0. For weighted GPAs, one quality point is added to a passing grade in an honors or advanced class and 2 quality points are added to a passing grade in an AP class.

A student's transcript will include weighted and unweighted grade point averages, class rank, course codes and names, units earned toward graduation, credits earned for admission to an institution of higher learning, and any end-of-course test scores.

2. Students with special education needs must meet accountability standards and graduation requirements of Future-Ready Core and Excelsior to the extent required by state and federal law and State Board policy. A team made up of an LEA representative, a regular education teacher, an EC teacher, the student's parent, and the student will work together on an IEP or 504 plan that will allow the student to successfully complete the requirements for graduation. All accommodations and interventions in the plan will be complied with.

3. Students at risk of dropping out and/or not meeting the proposed

graduation requirements will be supported in various ways. Excelsior will be a relatively small school with a lot of personal attention and interaction between staff, students, and students' families. Many of the intervention and support programs in place through grammar school to high school will avert problems such as not meeting proposed graduation requirements. However, if a student is at risk of dropping out or not graduating, the school may create a Personal Education Plan for the student, refer the student to the school counselor, and/or provide tutoring and support for the student to accelerate learning. Conferences will be held with the At-Risk Team, the student, and the student's parent. The school will do everything possible to encourage the student to remain in school and work to graduate.

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.

Excelsior will focus on character and virtue in its day-to-day operations. Grammar school students will recite the school creed weekly, and virtues will be displayed, modeled, and explicitly taught. Teachers will train students in expected behaviors for each activity, such as traveling in the hallway or playing at recess, and reminders will be posted in appropriate places. Upper school students will sign and abide by the school's honor code. Teachers will receive training in classroom management and positive discipline. Every effort will be made to use restorative practices rather than punitive, and care will be taken to make certain discipline is applied fairly and equitably.

While we will use suspension and expulsion as sparingly as possible, there are some situations which affect the safety of students or the effectiveness of the learning environment that warrant such measures. The following behaviors may result in a student being suspended or expelled as allowed by North Carolina Law:

- Causing serious injury to another person
- Possession, use of, sale of, or furnishing any firearm, knife, explosive or other dangerous substance
- Unlawful possession of, use, or sale of any controlled substance
- Robbery or extortion
- Offering, furnishing, or sale of any drug paraphernalia
- Criminal behavior
- Threats of a terrorist nature, hate crimes, or hate violence
- Sexual assault
- Battery

In the case of a potential suspension or expulsion, due process will be followed. A school administrator will advise the student of the charge(s).

The student will then have the opportunity to respond to the charges and present a defense. The student or the person bringing the charge may request that witnesses be interviewed by the administration. If the administrator, based on the evidence, feels that suspension or expulsion is warranted, the parent(s) will be notified the same day by telephone. The administrator will also provide a written statement of the offense(s) and the disciplinary actions taken. The statement will include information on appeal processes.

Any parent has the right to have a disciplinary decision reconsidered. If the parent disagrees with the decision, he or she should submit a letter to the administrator detailing the disciplinary event as it is understood by the parent and clearly explaining the concern about the designated consequence. A discipline committee made up of 2 teachers and a board member will review the disciplinary decision. The committee will either uphold or rescind the original decision, and the parent will be notified in writing of the decision. If this decision is still unacceptable to the parent, or if the initial grievance is about the conduct of the administrator, then the grievance should be filed directly with the board of directors.

Excelsior will include information on due process rights and how to file a grievance when a student is suspended or expelled in the Family Handbook and on the school website.

If a student is expelled from Excelsior and applies for admission to another school for acceptance, Excelsior will notify the head of the receiving school of the reasons for the pupil's expulsion.

If an administrator has personal knowledge or actual notice from school personnel that an act has occurred on school property involving assault resulting in serious personal injury, sexual assault, sexual offense, rape, kidnapping, indecent liberties with a minor, assault involving the use of a weapon, possession of a firearm in violation of the law, possession of a weapon in violation of the law, or possession of a controlled substance in violation of the law, the administrator will immediately report the act to the appropriate local law enforcement agency.

Excelsior will follow the laws and rules restricting number of consecutive or cumulative days of removal from educational services for Exceptional Children.

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: Excelsior Classical Academy: CFA, Inc.

Mailing Address: 1213 Carolina Avenue

City/State/Zip: Durham NC 27705

Street Address: 1213 Carolina Avenue

Phone: 919-797-9322

Fax: 919-286-3986

Name of registered agent and address: Cynthia Gadol
1213 Carolina Avenue
Durham, NC 27705

FEDERAL TAX ID:

Tax-Exempt Status 501 (c)(3)

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

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

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

Governance and Organizational Structure of Private Non-Profit Organization:

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

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

Board Member Name	Board Title	County/State of Residence	Current Occupation
Tammy Rodman	President	DURHAM	Associate Minister,

			Antioch Baptist Church, Durham
Kathy Rennie	Treasurer	DURHAM	Financial Director, Triangle Futbol Club
Thomas Nechyba		DURHAM	Professor of Economics, Duke University
Natalie Dekle	Secretary	DURHAM	Retired Teacher
Julie Bryce		DURHAM	Senior Director of Marketing at SanDisk
Joan Lange		Out of State	Schools Director at TeamCFA

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

1. *A description of the governance structure of the proposed charter school, including the governing board's functions, primary duties, roles and responsibilities as it relates to overseeing the charter school. Include how the board will recruit, hire, and supervise the lead administrator.*

The governing board's purpose is to provide strategic direction for the school, to choose and nurture strong school leaders, to hire a skilled and caring staff, and to ensure the school's financial and legal health. The board must be committed to the school's mission, possess substantial leadership skills and expertise, set policy that guides the school's work within the scope of its mission, and evaluate the school and itself with an eye toward continuous improvement. The board will meet regularly to set and review policy, monitor school performance, and receive reports from the school director.

The proposed school director has already been identified. Cynthia Gadol is a TeamCFA Fellow at Thomas Jefferson Classical Academy CFA. She has a BA in Statistics from the University of Georgia and is currently working on her Master of School Administration Degree at Appalachian State. She was a founding teacher at TJCA-CFA and taught there twelve years. She was instrumental in developing TJCA's high school curriculum, especially in the areas of logic, rhetoric, math, and art. She has served as head of TJCA's Math and Trivium Departments, was on the School Improvement Team, and was the high school teacher representative to the TJCA board from 2010 to 2012. She has led staff development sessions on the classical curriculum, Socratic questioning, Paideia seminars, and teaching logic and critical thinking. Before teaching at TJCA-CFA, she was a programmer/analyst and technical writer for Control Data Research and Development in San Diego, the University of California at Santa Barbara, and the University of Georgia Computer Services.

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 Founding Board currently has six members, one TeamCFA representative and

five members from the Durham community. The current board members have experience and expertise in the areas of non-profit board service, education (including Exceptional Children), business, public relations, finance and economics, fundraising, and educational research.

The desired Board of Directors of Excelsior Classical Academy: A Challenge Foundation Academy will have between seven and eleven members. The ongoing board will include two members who are TeamCFA representatives and two to three elected members, one from the school's staff of teachers, and one or two from the school's community of parents. One of the parent representatives would represent the parents of K-6, and one would represent the parents of 7-12. Until the school has upper grades, there will be only one parent representative on the board.

The board will recruit members that have board or management experience and/or expertise in areas such as education, philanthropy, business, finance, fundraising, and public relations. Board members must understand and support the mission of the school. They must be willing and able to devote the time necessary to oversee the school to make certain it is accomplishing its goals of student achievement and fiscal responsibility.

a) Pursuant to NCGS 115C-238.29E(d) the Board of Directors of Excelsior CFA shall decide all matters relating to the operation of the school including budgeting, curriculum, and operating procedures.

b) The Board will conduct an annual evaluation of the school in the areas of academics, business, and governance based on rubrics which will cover the following areas:

Governance-a majority of the board are non-related parties; board meetings are conducted regularly and in accordance with Charter/Bylaws/Articles of Incorporation/State statute; the board will require a monthly report from the school director; there is an active PTO; board will establish and monitor a multi-year Strategic Plan or Improvement Plan; the board will conduct annual School Director(s) evaluation concerning accomplishment/progress of the Strategic Plan or Improvement Plan; the board will review annual independent audit and determine that there are no negative findings; the board will conduct annual board training.

Business Practice-the board will monitor all financial transactions through a recognized, regularly audited accounting system; evidence of sufficient insurance that covers the school and directors must be submitted for review; the board will monitor the budget to make sure it provides sufficient resources to support the school's core curriculum and mission.

Academic-the board will examine annual academic scores and reports; the board will monitor the school's progress toward becoming a Core Knowledge visitation site; the board will monitor NWEA MAP results to make certain the school is meeting targeted growth and proficiency; the board will examine the Professional Development Program to ensure that the school's mission and curriculum are being supported.

The school director will have an annual evaluation performed by the board. The school director will work with the board to determine specific goals for the year to include student achievement, fiscal responsibility,

communication, and stakeholder satisfaction.

c)The parents will elect one or two board members from their membership to be appointed to the board. This process will be accomplished through the Forum (Excelsior's PTO).

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?*

Board members, aside from Joan Lange, who sits on all new school boards of TeamCFA schools, were recruited from the Durham community by the proposed director or other board members and selected based on interest in educational choice, equity, and excellence, and for skills that will be helpful in overseeing the school.

Identifying potential board members will be an ongoing process so that if there is an opening, there will be a list of candidates to fill the position. We will establish a board development committee that examines the current board profile. With this information in mind, the committee will determine strategies to build board diversity, develop a list of board candidates, conduct orientation sessions with prospective board members, and nominate new members to the board. Vacant positions will be filled by a two-thirds vote of the existing board members.

4. *How often will the board meet?*

The board will meet monthly, except for December.

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).*

As many board members as possible will attend the TeamCFA annual conference in Phoenix in June of 2014 where they will receive board training. Board Training will be offered to all board members by the TeamCFA staff attorney, an educational law attorney. In addition, the board is aware of the Office of Charter Schools training sessions and will attend these or will sign up for the board training Webinars. The Board will receive annual board training as well to ensure that any new member is trained. Acadia Northstar or some other vendor will be utilized.

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.*

All board members will sign a Conflict of Interest statement declaring any possible conflicts of interest (included in Appendix F). Board members such as parent and teacher representatives and TeamCFA representatives do have conflicts of interest when certain matters come before the board, and they will refrain from discussing and recuse themselves from voting on those matters. Any board member who has any conflict of interest will abide by Article 5.7 from the Bylaws (in Appendix F).

ARTICLE 5.7 Conflict of Interest. If a matter comes before the Board which places a Director in a conflict of interest between the interests of the Corporation and the interest of the Director, or the Director's family or business, the Director with the conflict shall be prohibited from voting on the particular matter. In addition, the Corporation shall comply with the

voting and disclosure provisions of the Director Conflict of Interest section of the Non-Profit Corporation Law NCGS 55A-8-31.

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

Committees will be formed by the board to bring policy recommendations to the board. Committees may contain members that are not members of the board of directors, but must be chaired by board members. Standing committees are listed below. Ad hoc committees may be formed from time to time.

Board Development

Finance

Facilities

Fundraising

Grievance

Personnel

Public relations

Board members will take suggestions from the Administration, the Forum, or the School Improvement Team, but any ultimate decision lies with the board.

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 Forum (the PTO) and the School Improvement Team (SIT) are both groups have the ability to make suggestions to the board in their monthly reports, and if action is needed, the board chair can refer the suggestion to the appropriate committee to research and bring before the board as an agenda item.

The Forum is a Parent-Teacher Organization that provides a forum for communication among Parents, Teachers, and Administrators and makes suggestions to the Board.

The School Improvement Team consists of the School Director and elected members of the Administration, Faculty, and Parents of Students enrolled in the school. Its purpose is to examine the school's current state and climate, reach consensus on priorities for action, and identifying implementation goals and strategies. The SIT advises the Administration and the Board.

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.

Not Applicable

1. The proposed charter school will be governed by
2. Describe the rationale for replicating the application based upon the success of another charter school. Include documentation and evidence that the existing charter school model is successful in student achievement, charter school governance, and fiscal responsibility. Base this explanation upon academic data available through state and national summative assessments, financial audits, and state compliance reports.

Thomas Jefferson Classical Academy (TJCA) has been very successful in improving student achievement in Rutherford County, a county with high unemployment and poverty rates. Due to mill closings over the past 20 years, Rutherford County was among the hardest-hit areas in the state. Unemployment rates have hovered just under 13% for several years. More than one out of three children under age 18 in Rutherford County lives in poverty, according to the US Census Bureau's 2010 estimates. Twenty five percent of all residents of Rutherford County lived in poverty in 2010, which was among the highest overall county poverty rates in the state. Rutherford County is in a rural area in Western North Carolina where education traditionally has not been highly valued.

TJCA is an Honors School of Excellence with High Growth for grades K through 12 and has had consistently high tests scores both in NC EOG and EOC scores and in college placement scores. TJCA has had at or near 100% participation in SAT testing each year of the past 5 years, and has had scores averaging between 1120 to 1150, ranking it as one of the top high schools in the state. It has had 100% college acceptance rate for its high school seniors. US News and World Report recognized TJCA as one of America's Best High Schools in its 2010 report. TJCA was named one of Americas top 200 high schools by The Washington Post in 2011.

3. Depict and analyze the current enrollment trends and student demographics of the replicated charter school model over the past three academic years.

Thomas Jefferson Classical Academy is located in rural Western North Carolina, in Rutherford County. Durham County includes both urban and rural areas. The demographic of the area for the proposed school is different from Thomas Jefferson's in that there is a larger percentage of minorities, but there are sister TeamCFA schools high-poverty, high-minority areas of Phoenix and Indianapolis that have had success in improving student achievement as well. These schools are likewise fiscally responsible, as is a requirement for any school that is affiliated with TeamCFA.

The ethnic demographics of Rutherford County (according to the US Census

Bureau QuickFacts data for 2011): 87.3% White, 10.3% Black, 3.7% Hispanic/Latino origin, .4% Asian origin, .3% American Indian, and 1.7% reporting more than one race.

The ethnic demographics of TJCA's grades 3-8:

(according to the 2011-2012 school year NC Report Cards): 85.9% White, 7.1% Black, 3.2% Hispanic/Latino origin, % Asian unknown (fewer than 5 students), % American Indian unknown (fewer than 5 students), and 3% reporting more than one race.

(according to the 2010-2011 school year NC Report Cards): 84.8% White, 8.7% Black, 2.6% Hispanic/Latino origin, % Asian unknown (fewer than 5 students), % American Indian unknown (fewer than 5 students), and 3.5% reporting more than one race.

(according to the 2009-2010 school year NC Report Cards): 85.2% White, 7.9% Black, 3.5% Hispanic/Latino origin, % Asian unknown (fewer than 5 students), % American Indian unknown (fewer than 5 students), and 2.4% reporting more than one race.

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

We have recruited board members who believe in school choice and in providing an excellent and fair public education for all students, regardless of ethnic or socioeconomic background. The board members support the use of a classical curriculum and the Core Knowledge Sequence.

We have endeavored to gather individuals with experience in education, board service, and/or other areas that will prove useful in the oversight of a school. The board is made up mostly of people who live and/or work in the Durham. The one exception is the TeamCFA representative, but she has had much experience with TeamCFA schools and with schools using the Core Knowledge Sequence in varied locations around the country. She will attend board meetings, training, and retreats under the regulations laid out in the bylaws, and will follow the conflict of interest policy.

5. Provide a copy of the organization's IRS Form 990 for the last three years as Appendix Q

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.*

Excelsior will recruit aggressively by advertising at a variety of competitive public and private colleges and at job fairs. The board will seek out teachers who are enthusiastic about the curriculum and believe in the ability of all students, regardless of background, to learn and achieve academically given the right knowledge and support. We will strive to have a good balance of career teachers and beginning teachers.

Excelsior's board will as far as possible offer competitive salaries and benefits. The work environment at Excelsior will be inviting to teachers. The school will be relatively small and teachers will have many opportunities to collaborate with other teachers at Excelsior and other TeamCFA schools. They will have resources available on the TeamCFA website and will have opportunities to attend the TeamCFA conference in the summer to meet other teachers and attend workshops. Teachers will be valued as professionals and will be encouraged to participate in leadership of the school. While K-8 teachers will implement the Core Knowledge curriculum and will use methods to encourage critical thinking, they will have freedom to use best practices and innovations in pedagogy. Their teaching will not be scripted. Teachers will be provided the professional development they need to implement the curriculum, manage their classrooms, and use technology successfully.

Beginning teachers in their period of induction will be supplied with mentors and given support according to our beginning teacher support plan.

- 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.*

Employment at Excelsior Classical Academy CFA will be at-will. Employees will be recruited and interviewed by the school's administration. In the first year, at least, members of the board will be involved in the interview process as well. The board must approve all contracts for employees and is the employer of the school director and the rest of the staff. However, the board will not manage the school's day-to-day functions. The board will provide policy and oversight for the school.

School employees will have the rights of grievance and appeal to the Board of Directors.

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

Excelsior Classical Academy will obtain a criminal record history check on all new employees from the State Bureau of Investigation ("SBI") or from other qualified source(s) such as Praesidium Inc., The Chapman Corp., or The Background Corp. prior to their initial employment.

Any misrepresentations, falsifications, or material omissions in any information or data in an application may result in the exclusion of an applicant from further consideration for employment by Excelsior Classical Academy or, if the person has been hired, termination of employment. Employment references of all applicants will be checked.

For organizational or school positions where proof of graduation from a college or university is necessary, employees will be required to provide documents supporting their degree upon or prior to employment with Excelsior Classical Academy. Additionally, all teaching positions will require documentation to support either a Statement of Eligibility or Certification in the state of North Carolina. Teachers must also be designated highly qualified.

It is the responsibility of the individual employee to achieve and maintain re-certification and/or renewal of licenses as appropriate and to provide copies of such documentation to Excelsior Classical Academy. Failure to

maintain a current teaching license may result in termination of employment.

Excelsior Classical Academy may terminate the employment relationship at will at any time, with or without notice or cause, so long as there is no violation of applicable Federal or State law.

Excelsior Classical Academy will not discriminate in employment opportunities, advancement opportunities, or practices on the basis of race, color, religion, gender, national origin, age, disability, or any other characteristic protected by law. This policy governs all aspects of employment, including selection, job assignment, compensation, discipline, termination, and access to benefits and training.

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

We will use the state salary ranges as a general guideline for administrators, teachers, and teacher assistants. We will endeavor to pay competitive and fair salaries and wages for all employees.

Excelsior will provide workman's compensation. We will provide health benefits and retirement for any full-time employees.

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

Excelsior Classical Academy: A Challenge Foundation Academy, Inc. may terminate the employment relationship at will at any time, with or without notice or cause, so long as there is no violation of applicable Federal or State law.

Excelsior Classical Academy will not discriminate in employment opportunities, advancement opportunities, or practices on the basis of race, color, religion, gender, national origin, age, disability, or any other characteristic protected by law. This policy governs all aspects of employment, including selection, job assignment, compensation, discipline, termination, and access to benefits and training.

Any employee of Excelsior Classical Academy has the right to file a grievance in writing to the Board of Directors through the Grievance Committee about any school decision the complainant thinks violates school policy or is discriminatory, procedurally flawed, or unfair. The Board will hold a hearing within ten business days. The Board may uphold the school's decision, attempt to provide a solution within the policies of Excelsior Classical Academy that satisfies all parties, or reverse the school decision.

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

Almost every charter school employee has multiple responsibilities within the organization. Teachers, assistants, and coaches may have bus licenses and drive buses. Money for stipends for bus-driving has been included in the budget. Teachers may be department chairs, grade team leaders, coaches, or mentors. In the future, we will budget stipends for these positions as well.

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.

We plan to have a full-time EC-certified teacher and two teacher's assistants dedicated to EC the first year. We will contract for services such as Speech and ELL. If we have a large ELL population, we will adjust the staff and budget for that by including a half- to full-time

paraprofessional to work with ELL students.

Because Excelsior offers a rich and rigorous curriculum, there will be no separate gifted classes. Gifted students will be mainstreamed, but teaching will be differentiated to allow gifted students to grow and be challenged academically. Enrichment will be provided in the regular classroom and in extracurricular activities.

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).*

School Director:

Responsibilities include board reports, budget planning, instructional leadership, evaluating the teaching staff, discipline, and community outreach.

At least five years of teaching experience and/or some form of leadership or management experience are desirable. A strong candidate has a Master's Degree in School Administration or Business and/or experience in leadership/management. A school administrator's license or ability to apply are preferred.

Curriculum Coordinator:

Responsibilities include beginning teacher support, licensure, curriculum coordination, and assisting the Director with evaluations of teachers and with discipline. Teaching experience is preferred. Strong organizational skills.

Business Manager:

Maintains school business and human resources records, accurately maintains financial records, keeps abreast of policies and regulations, works with all contractors.

Associates or Bachelors degree or appropriate experience required. General computer skills and knowledge of Excel and other office/business programs.

Administrative Assistant:

Responsibilities include answering the phone, greeting visitors, maintaining attendance/late arrival/early departure records, student information management, and general office duties.

High school diploma or equivalent. Basic computer skills. Demonstrated dependability. Clerical or customer service experience a plus.

Facilities Manager:

Responsible for physical plant and IT needs.

Technical, Associates, or Bachelors degree or High School diploma with appropriate experience required.

K-8 teachers:

Will be responsible to implement the Core Knowledge curriculum for their grades and teach students to mastery. Grade teams will plan together, and specialty teachers will collaborate with grade teams. Teachers must work with EC staff to ensure compliance in services and accommodations.

Classroom teachers be licensed or eligible for licensure in elementary education. Licensure preferred for specialty teachers as well. All must be highly qualified in the areas in which they teach.

High school teachers:

Must be highly qualified in teaching area. Preferably holds appropriate teaching license or is eligible to apply.

Teacher assistants:

Assist teachers with instructional duties.

Two year degree or equivalent hours of course work required. Experience

working with children preferred.

EC teachers:

The EC coordinator will oversee services for Exceptional Children, work with regular education teachers, and provide training in EC practices.

Must be licensed or eligible for licensure in Exceptional Children and must be highly qualified. Experience preferred.

Food Service Manager:

Manages the food service employees, orders food and supplies, keep track of budget for food service.

Management skills necessary. Human resource skills important. Food service experience a plus. Must be certified by ServeSafe.

Food Service Employee:

Prepare and serve food, following health department regulations and nutrition guidelines. Cashier would need computer skills.

School Counselor:

Provide individual and group counseling, college and career exploration, and help with student schedules.

Masters degree and license in school counseling, counseling, social work, or psychology required. License in school counseling preferred.

Bus Drivers:

Drive morning and afternoon routes, field trips, and for other school activities.

Class D license required; bus driving experience preferred.

Staff Evaluation and Professional Development

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

The Curriculum Coordinator will be responsible for overseeing teacher licensure requirements and professional development. The Business Manager will keep pertinent licensure records such as CEUs.

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.*

The Curriculum Coordinator (CC) supervises curriculum implementation, monitors student progress, keeps abreast of the law pertaining to beginning teacher support, offers guidance on teaching materials, and coordinates professional development activities for the teachers. The Business Manager is responsible for verifying eligibility for licensure, maintaining teacher records that verify eligibility, and submitting paperwork required to DPI each spring to ensure licenses are kept current. It is the responsibility of each teacher to turn in documentation of CEUs or other requirements for licensure to the Business Manager.

ECA holds staff development sessions during the last week or two prior to the start of school. New teachers, whether beginning teachers or not, will receive orientation on policies, procedures, and resources. Mentor and BT training during this time will include a thorough review of the NC Teacher Evaluation Handbook. All teachers will be trained in licensing procedures, state evaluation standards and requirements, and the in-house and state-selected evaluation tools.

Teachers are assigned according to their areas of expertise and licensure. At charter schools, teachers workloads tend to be heavy, but every attempt will be made to limit the number of preparations and challenging students a

beginning teacher has. Teachers are hired to be academic facilitators first and foremost. Any extracurricular duties will be assigned only when the BT makes the request to do so in writing. All grade team teachers will have common planning times during the school day when they are encouraged to collaborate on horizontal team planning.

Mentors will be trained during the staff development sessions before school starts. We will select mentors who are standard II licensed teachers, and we will assign mentors in the same academic area as the beginning teacher whenever possible. As the school grows, we hope to be able to provide stipends for mentors.

The School Director will work closely with mentors and the CC to ensure support of BTs is thorough and comprehensive. The Director will provide timely feedback after evaluations of BTs. The Director will ensure that the four evaluations for BTs are spread out across the four academic quarters of the school year. Evaluations will be performed by administrators. Mentors may perform off-the-record summative assessments-as-learning, and teachers are encouraged to observe each others classes to learn and share best practices. Annual summative evaluations by administrators are completed prior to the June 30 deadline, with the goal of completing these before adjournment of the teaching staff in June.

Training on Professional Development Plans (PDPs) takes place during the PD sessions before school starts. The mentor teachers meet with BTs at least monthly throughout the school year to ensure that the PDP is updated and followed. The post-observation conferences with the School Director include a discussion and review of the PDP with the BT and mentor.

BTs at Excelsior have many levels of support throughout the school year. The BT is encouraged to come directly to the BT's mentor, the Director, or the CC when a need arises. An additional resource is the grade team leader who is accessible to address day-to-day needs and questions that the BT may have. When the school has upper grades, department chairs who help facilitate vertical team planning will be available to address curricular questions and resource material needs.

Renewal activities will be planned so that teachers have the opportunity to fulfill the State Board of Educations goal of improving academic achievement. The administration approves all requested staff development prior to the event to ensure the appropriateness and need for the activity. Available funds for staff development are used where the need is greatest. Outside approved workshops or courses may also qualify for renewal credits.

- 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.*

All teachers of grades K-8 will receive training from the Core Knowledge Foundation in Core Knowledge implementation. We will send teachers to Core Knowledge workshops using grant money from TeamCFA, and will also have in-house professional development to train and support teachers. Some of these sessions may be in partnership with other TeamCFA schools around the state. Teachers of grades 9-12 will receive in-house training to teach them about the principles behind Core Knowledge and provide a general overview of the

program.

Teachers in all grades will receive in-house training about the Trivium, Dorothy Sayers' essay on The Lost Tools of Learning, Paideia seminars, and Socratic questioning. All teachers will have in-house training in classroom management and positive discipline. Teachers will watch an hour-long Webinar "Changing Mindsets, Motivating Students" and will over the course of the year read sections of Carol Dweck's book, "Mindset: The New Psychology of Success." The Webinar is \$49 for unlimited whole-school access for 6 months.

We will provide training in data-driven instruction and creating and using meaningful assessments. These sessions may be differentiated by lower (K-8) and upper (9-12) school. Training will be led by in-house experts or ones from other NC TeamCFA schools. Teachers will also receive training in differentiated instruction.

Our certified EC Coordinator will conduct a training session on EC procedures at least once a year.

Teachers will receive training on healthy choices and habits and how to encourage those in their students. They will learn how to incorporate physical activity in the classroom.

We will also solicit input from teachers about desired professional development topics. We will offer both uniform and more individualized professional development. Some professional development courses will be content-related and will be attended by teachers in specific departments. Some will be grade level specific.

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

We have scheduled eight days at the beginning of the year for orientation, training, and professional development. Since all teachers will be new to the school the first year, all teachers will go through new teacher orientation to fill out paperwork and learn about policies and procedures (1/2 day).

We will schedule a training session on the NC Teacher Evaluation standards and the On-line Educator Evaluation Tool (McREL). (1/2 day)

Teachers will read Dorothy Sayers' essay, "The Lost Tools of Learning," and will be introduced to Socratic questioning techniques and Paideia seminars. (1/2 day)

Excelsior will provide professional development for the staff specifically for implementing the Core Knowledge Curriculum. (3 days) Professionals from the Core Knowledge Foundation will come to the school site to train staff members. We will also have training in using the Singapore Math Curriculum. (1 day)

Also during this time, teachers will view the Webinar "Changing Mindsets, Motivating Students" and will reflect and discuss its implications. There will be a session in which veteran teachers talk about best practices in

classroom management, and a psychologist will speak on positive discipline and behavioral interventions. Teachers will learn about differentiating instruction to accommodate all students. (1/2 day) Our EC specialist will also train classroom and specials teachers in inclusion, EC protocol, and referrals. (1/2 day)

The idea of collecting, analyzing, and responding to data will be introduced, but this will be an ongoing professional development topic throughout the year. (2 hrs)

Teachers will receive training in incorporating physical activity into the classroom and in promoting healthy habits. Teachers will be encouraged to adopt healthy lifestyle habits in order to model these for the students. (2 hrs) Teachers will also learn about cross-cultural understanding, hidden biases, and having high expectations for all students. (1/2 day and ongoing)

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.

The first teacher workday before school starts will be used for new teacher orientation. New teachers will complete any necessary paperwork and will be trained in policies and procedure. New teachers will also read and discuss Dorothy Sayers' essay, "The Lost Tools of Learning" and E.D. Hirsch, Jr.'s article, "A Wealth of Words," and Robert Pondiscio's article, "How to Get a Big Vocabulary." They will watch and discuss a short video by Dan Willingham entitled "Teaching Content IS Teaching Reading." Socratic questioning Paideia will be discussed. New teachers will receive an introduction to the McREL system and will be given electronic copies of the North Carolina TEACHER EVALUATION PROCESS book.

To ensure a smooth start to the first year of operations, Excelsior will provide professional development for the staff specifically for implementing the Core Knowledge Curriculum. Professionals from the Core Knowledge Foundation will come to the school site to train staff members in this first year. Teachers will also receive training in implementing Singapore Math. In subsequent years, any new teachers will be required to be trained in these curricula and returning faculty will be offered refresher courses and chances to discuss best practices to refine their skills. These sessions will be done by in-house staff when possible.

In a typical year, there will be five teacher work days for professional development the last full week before school starts. There will be four workdays scheduled during the year and two after the last day of school. These days will be used for new teacher orientation, beginning teacher training, professional development, and meetings of grade teams and departments. The days at the end of the year will be used for reflection, going over surveys, and SIT work. In the first year, there will be eight days before the start of school for orientation, training, and professional development so that the new staff brought up to speed. There will be two half-days set aside for professional development in the first semester and two half days in the second semester. There will also be two days at the end of the year for post mortem reflection, teacher surveys, and year-end housekeeping.

Enrollment and Marketing:

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

Marketing Plan

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

The board of Excelsior will reach out to students and their parents through various venues. Some of those are listed below.

Word of mouth to board members' contacts, colleagues, and church members
Excelsior's website
Excelsior's Facebook page
Excelsior's Twitter account
Brochures at preschools and day cares, YMCA, churches, local stores, businesses, and offices around targeted area (copies of preliminary brochures are included in Appendix R)
Advertisements in local newspapers
Requests to speak at community organizations and service clubs
Informational meetings at libraries, local churches, other venues

Also, TeamCFA provides marketing guidance:

Create School Identity

- * School Colors
- * School Logo bundle all versions of final logo including: full color logo, black/white, reversed out, single color and text only in a variety of file formats
- * School Mascot
- * Complete Brand Guidelines outlining: use of logos, Pantone color palettes, typography specs

Create Stationery System

- * Letterhead
- * Envelopes
- * In-house memo - Word Template
- * Business Cards

Brochures

- * Tri-Fold Brochure - create
- * FAQ brochure - create

Signage

- * School Site signage as needed
- * Banner-up portable signage - create
- * Billboards as needed

Web Site: On National Level

- * Develop/launch

- * Provide staff training
- * Maintain / Update

School web site upgrade

- * Maintained by onsite Super User with login permissions to update site
- * School Calendar
- * Current News Events
- * Teacher Web Sites
- * Link to entire TeamCFA network activity
- * Streaming photos
- * Thorough school info: mission statement, academic plan, enrollment, location, activities, contact, extracurricular, volunteering, parent/student info and more

Supply Email Accounts for school staff: e.g., cgadol@eca.teamcfa.org

Supporting Materials

- * Postcards
- * Flyers
- * Door hangers
- * ConnectCFA Magazine (advertising as a member of TeamCFA)

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.*

At Excelsior, we want parent and community involvement to be a two-way street. We do not wish to merely take help and donations from parents and the community; we want to give back to the community and assist parents in helping their children be successful. We want families to feel like partners in their children's education. The National Education Association reminds us of the popular proverb, "It takes a village to raise a child." We feel that Excelsior is part of the village. We would like to establish a climate of collaboration with parents, with neighborhoods and community, and with local institutions in order to give our students every support, resource, and opportunity to achieve academic and life success.

"Parent, family, and community involvement in education correlates with higher academic performance and school improvement. When schools, parents, families, and communities work together to support learning, students tend to earn higher grades, attend school more regularly, stay in school longer, and enroll in higher level programs.... The evidence holds true for students at both the elementary and secondary level, regardless of the parents' education, family income, or background - and the research shows parent involvement affects minority students' academic achievement across all races." (an NEA policy brief on Parent, Family, Community Involvement in Education, 2008, PB11)

Excelsior will use Dr. Joyce L. Epstein's Framework of Six Types of Involvement to plan our parent and community involvement practices.

Type 1: Parenting

We will provide suggestions for home conditions that support learning. These include a regular place and time for homework, regular bedtimes and enough sleep, healthy eating habits and exercise, and displaying that education is valued. We will offer workshops and resources on parenting and child rearing at each age and grade level. We will work with community organizations to offer or provide information on adult education for parents, English as a second language, and family literacy.

Type 2: Communicating

We will design effective means of school-to-home and home-to-school communication. We will strive to have at least one office staff person who speaks Spanish, as Spanish-speakers make up the largest English-language learner group in the area. We will identify translators for other languages parents may speak. We will have annual orientations, open houses, and conferences with parent and child. Teachers will have websites that include classroom and homework information. A monthly newsletter will be sent out via email and posted on the website, and we will offer assistance to parents who do not have internet or home computers to open email accounts at local public libraries. All school policies and programs will be posted.

Type 3: Learning at Home

We will provide information on what skills and knowledge are needed for each grade. Copies of Core Knowledge Foundation books "What Your __ Grader Needs to Know" will be available for families to check out. (Spanish-language versions are available for free download on the CK Website. We will also have printed copies available to check out.) Information on homework and policies will be available on the school website, as will suggestions for activities that help students with skills.

Type 4: Volunteering

Every effort will be made to give all families opportunities to participate in activities and share their skills, knowledge, and culture, during school and outside of it.

Type 5: Decision Making

There will be a Parent Forum (PTO) and parent representatives on the board and School Improvement Team. Board meetings will be "open-door." We will survey parents about needs, interests, and partnering ideas.

Type 6: Collaborating with Community

We will provide information on community programs and services to school families, partner with community organizations, and encourage students to participate in service and learning opportunities.

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.

Excelsior Classical Academy CFA will seek a population that reflects the diversity of the community. Any student domiciled in North Carolina is eligible to apply, including homeless students and students whose parents are stationed overseas if the student lives in North Carolina and proof of deployment and active duty can be provided. There will be no academic entry requirements; however, a student transferring after ninth grade will be placed in appropriate classes after examination of the students transcript to ensure that all of Excelsior's graduation requirements can be met. There will be no pre-admission activities.

The application period will begin January 1. Deadline for application will be March 17. Each prospective student must complete an application to be considered for enrollment. During each period of enrollment, Excelsior will admit any eligible student who submits a timely application, unless the number of applications exceeds the capacity of the school. (We reserve the right to refuse admission to a student who has been expelled or suspended from a public school until the period of suspension or expulsion has expired.) A lottery will be held if more students apply than we can accommodate. The lottery will take place in a public forum no later than two weeks after the application deadline. Notices of the lottery will be posted, published, and advertised at the end of the enrollment period. No applicant is required to be present at the lottery to receive a spot. After all open spots are filled, students will be placed on waiting lists by grade in the order the names are drawn. Students who are admitted or are in the first 20 wait-list spots per grade will be notified by email, phone, or mail. If admitted or enrolled students give up their places, names will be selected in order from the waiting list to fill the vacancies. Families should accept or decline admittance in writing within five business days of notification. Families will be asked to provide further information about their child as well as sign a records release form if they accept the seat.

Pursuant to state statute 115C238.29F, Excelsior will give priority enrollment to children of the school's principal, teachers, and teacher assistants. Siblings of students enrolled and attending the previous year will also be given priority for enrollment. If multiple-birth siblings apply and a lottery is needed, one surname will be entered into the lottery to represent all of the multiple-birth siblings. If that surname is selected, all of the multiple-birth siblings will be admitted. In the first year, board member's children are entitled to enrollment priority, limited to the lesser of 10% of the school's total enrollment or 20 students, but none of the founding board have school-age children.

Currently enrolled students at Excelsior should complete a Letter of Intent by January 21st each year indicating whether or not they intend to return. Returning students do not have to submit a new application or go through the lottery process. Students who withdraw before the last day of the current school year must reapply for admission and will follow the procedures outlined above for new students.

Students may withdraw or transfer at any time with written notice from parent or guardian. However, if the parent or guardian does not give notice and another school sends a written request for records transfer signed by the parent or guardian, this will serve as written notice.

To transfer or withdraw from Excelsior the following steps will need to be followed:

1. The student and parent shall sign an official Withdrawal Form
2. Library and course books checked out to the student will be collected
3. Copies of most current report card, transcript, interim reports, signed withdrawal form, and attendance summaries will be given to the student in an enclosed envelope with a seal
4. Withdrawal Form will be completed by teachers for most up-to-date current 9 week grade

PROJECTED ENROLLMENT 2014-15 through 2018-2019

IDENTIFY LEA FROM WHICH STUDENTS WILL PROBABLY COME

- LEA #1 Durham Public Schools
- LEA #2 Granville County Schools
- LEA #3 Person County 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 320	LEA 390	LEA 730	LEA 320	LEA 390	LEA 730	LEA 320	LEA 390	LEA 730	LEA 320	LEA 390	LEA 730	LEA 320	LEA 390	LEA 730
Kindergarten	68	1		68	1		68	1		68	1		68	1	
Grade 01	68	1		68	1		68	1		68	1		68	1	
Grade 02	68	1		68	1		68	1		68	1		68	1	
Grade 03	68	1		68	1		68	1		68	1		68	1	
Grade 04	0	0		68	1		68	1		68	1		68	1	
Grade 05	0	0		0	0		68	1		68	1		68	1	
Grade 06	0	0		0	0		0	0		68	1		68	1	
Grade 07	0	0		0	0		0	0		0	0		68	1	
	272	4	4	340	5	5	408	6	6	476	7	7	544	8	8
	276			345			414			483			552		
	280			350			420			490			560		

Transportation Plan:

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

We are attempting to locate in an area central to several residential neighborhoods, which will hopefully decrease the number of students who need transportation. Because of the uncertainty involved in procuring a building, it is hard to predict at this time how many buses will be needed to transport students to and from campus. At this time, Excelsior Classical Academy plans to utilize three buses which will pick up students at assigned locations. Pick-up locations will be determined based on student enrollment and family need.

After the initial enrollment period is over, a transportation survey will be sent to all families to assess the need for transportation. Excelsior will reassess the number of buses and pickup locations every year to make certain we are best serving our students.

Excelsior's administration staff will also work with parents who would like to carpool to facilitate creating a plan. As the school grows to serve middle and high school grades, Excelsior will consider offering students public bus passes to provide an alternate means of transportation.

Excelsior Classical Academy will not deny access to any local area student due to a lack of 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.

At TJCA, there is a school lunch program run by a school employee with part-time lunchroom workers. The program is completely in-house, and is expected to break even financially. It comes close to that. No child is allowed to go hungry, and reduced price meals subsidized by full price lunches are available. TJCA is not a Title I school and does not accept targeted Title I funds.

Excelsior may qualify to be a Title I school, and as such may participate in the Federal Lunch program. If we do not participate in the Federal Lunch program, we will still have some sort of in-house plan starting in year 3.

To start with, however, we may not have an equipped cafeteria. In that case, students will bring lunches from home. We will have some microwaves for heating items that require it. We will allocate some funds toward providing lunches for those who do not have them. The lunches provided will be a sandwich, fruit or vegetable, and milk, for example.

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		\$4,847.00
Officers and Directors/Errors and Omissions	\$1,000,000		\$2,469.00
Property Insurance	\$350,000		\$525.00
Motor Vehicle Liability	\$1,000,000		\$1,606.00
Bonding Minimum/Maximum Amount	\$250,000	\$250,000	\$332.00
Other	\$1,000,000		\$5,850.00
Total Cost			\$15,629.00

*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.

cgadol 02/08/2013

(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).

The board of Excelsior has been researching possible facilities in the target area. It is difficult to obtain a building more than a year in advance and without having already received a charter, but we have identified locations that meet our requirements for buildings, parking,

grounds, and location. The two most likely candidates have a lease rate of \$15.50 per square foot, which includes utilities, water, janitorial service, and landscape service.

Excelsior plans to provide 75 to 100 square feet per student. We will ensure that there is one classroom for each section of each grade. Space will be provided for pullouts for Exceptional Children. Excelsior will ensure that any facility use meets state and federal guidelines and is ADA compliant.

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.*

If a building cannot be ready by the opening date, Excelsior's contingency plan is to temporarily lease mobile classroom units from ModSpace or another vendor to be placed on the grounds of the building until it is ready for use. The number and size of mobile classroom units would be determined by student enrollment. A ten-plex from ModSpace, which would house six classrooms, bathrooms, and office space, leases for \$3,000 a month. There is a one-time set-up and delivery charge of \$60,000. The cost would be \$60,000 + \$6,000 for two ten-plexes for the first month, and the lease for any subsequent month would be just \$6,000.

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 #1 320 - Durham Public Schools

Revenue	2012-2013 Per Pupil Funding	Projected LEA ADM	Approximate funding for 2014-2015
State Funds	\$4,554.57	272	\$1,238,843.04
Local Funds	\$3,166.50	272	\$861,288.00
Federal EC Funds	\$3,743.48	33	\$123,534.84
Totals			\$2,223,665.88

LEA #2 390 - Granville County Schools

Revenue	2012-2013 Per Pupil Funding	Projected LEA ADM	Approximate funding for 2014-2015
State Funds	\$5,046.75	4	\$20,187.00
Local Funds	\$1,749.96	4	\$6,999.84
Federal EC Funds	\$3,743.48	0	\$0.00
Totals			\$27,186.84

LEA #3 730 - Person County Schools

Revenue	2012-2013 Per Pupil Funding	Projected LEA ADM	Approximate funding for 2014-2015
State Funds	\$4,878.68	4	\$19,514.72
Local Funds	\$1,582.74	4	\$6,330.96
Federal EC Funds	\$3,743.48	0	\$0.00
Totals			\$25,845.68

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	\$123,535	\$157,226	\$188,671	\$220,117	\$251,562
-Local Per Pupil Funds	\$874,619	\$1,093,274	\$1,311,928	\$1,530,583	\$1,749,238
-Other Funds*	\$600,000	\$100,000	\$100,000	\$0	\$0
-State ADM Funds	\$1,278,545	\$1,598,181	\$1,917,817	\$2,237,453	\$2,557,090
-Working Capital*	\$0	\$0	\$0	\$0	\$0
TOTAL INCOME	\$2,876,699	\$2,948,681	\$3,518,416	\$3,988,153	\$4,557,890

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

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

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

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

BUDGET EXPENDITURE PROJECTIONS Personnel	2014-2015			2015-2016			2016-2017			2017-2018			2018-2019		
	# Staff	Salary per	Total salary	# Staff	Salary per	Total salary	# Staff	Salary per	Total salary	# Staff	Salary per	Total salary	# Staff	Salary per	Total salary
Personnel:															
Director	1	\$55,000	\$55,000	1	\$55,000	\$55,000	1	\$55,000	\$55,000	1	\$55,000	\$55,000	1	\$55,000	\$55,000
Business Manager	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
Administrative Assistant	1	\$25,000	\$25,000	2	\$25,000	\$50,000	2	\$25,000	\$50,000	2	\$25,000	\$50,000	2	\$25,000	\$50,000
Curriculum Coordinator	1	\$44,000	\$44,000	1	\$44,000	\$44,000	1	\$44,000	\$44,000	1	\$44,000	\$44,000	1	\$44,000	\$44,000
Lead Teacher	12	\$40,000	\$480,000	15	\$40,000	\$600,000	18	\$40,000	\$720,000	21	\$40,000	\$840,000	24	\$40,000	\$960,000
Teacher Assistant	8	\$20,000	\$160,000	8	\$20,000	\$160,000	9	\$20,000	\$180,000	9	\$20,000	\$180,000	9	\$20,000	\$180,000
Electives/Specialty Teacher(s)	2.75	\$40,000	\$110,000	3.5	\$40,000	\$140,000	4.5	\$40,000	\$180,000	6	\$40,000	\$240,000	8	\$40,000	\$320,000
Exceptional Children Teacher(s)	1	\$44,000	\$44,000	1	\$44,000	\$44,000	1	\$44,000	\$44,000	2	\$44,000	\$88,000	2	\$44,000	\$88,000
Guidance Counselor	0	\$44,000	\$0	0	\$44,000	\$0	.5	\$44,000	\$22,000	1	\$44,000	\$44,000	1	\$44,000	\$44,000
Food Service Manager	0	\$26,000	\$0	0	\$26,000	\$0	1	\$26,000	\$26,000	1	\$26,000	\$26,000	1	\$26,000	\$26,000
Food Service Staff	0	\$15,000	\$0	0	\$15,000	\$0	1	\$15,000	\$15,000	1	\$15,000	\$15,000	1.5	\$15,000	\$22,500
Transportation Staff	1.5	\$17,770	\$26,655	1.5	\$17,770	\$26,655	2	\$17,770	\$35,540	2	\$17,770	\$35,540	2	\$17,770	\$35,540
Facilities Manager	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
Total Personnel	30.25	\$440,770	\$1,014,655	35	\$440,770	\$1,189,655	43	\$440,770	\$1,441,540	49	\$440,770	\$1,687,540	54.5	\$440,770	\$1,895,040
Benefits:															
Health Insurance	27	\$5,200	\$140,400	31	\$5,200	\$161,200	38	\$5,200	\$197,600	44	\$5,200	\$228,800	49	\$5,200	\$254,800
Medicare	30.25	\$511	\$15,458	35	\$522	\$18,270	43	\$521	\$22,403	48	\$523	\$25,104	54.5	\$519	\$28,286
Retirement Plan	27	\$2,209	\$59,643	31	\$2,209	\$68,479	38	\$2,209	\$83,942	44	\$2,240	\$98,560	49	\$2,250	\$110,250

Excelsior Classical Academy

Social Security	30.2 5	\$2,186	\$66,127	35	\$2,230	\$78,050	43	\$2,227	\$95,761	48	\$2,236	\$107,328	54.5	\$2,216	\$120,772
Total Benefits	144. 75	\$10,373	\$289,704	167	\$10,428	\$335,344	205	\$10,424	\$411,187	232	\$10,466	\$472,608	261. 5	\$10,452	\$528,659
Unemployment	30.2 5	\$267	\$8,077	35	\$267	\$9,345	43	\$267	\$11,481	48	\$267	\$12,816	54.5	\$267	\$14,552
Total Personnel Budget	175	\$451,143	\$1,304,359	202	\$451,198	\$1,524,999	248	\$451,194	\$1,852,727	281	\$451,236	\$2,160,148	316	\$451,222	\$2,423,699

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

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

BUDGET OPERATIONS EXPENDITURE PROJECTIONS		2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Books And Supplies	Instructional Equipment	\$28,000	\$10,500	\$10,500	\$10,500	\$10,500
	Office Equipment	\$30,000	\$4,950	\$7,700	\$8,500	\$8,500
	Office Supplies	\$15,000	\$15,000	\$15,000	\$15,000	\$15,000
Books and Supplies	Curriculum/Texts	\$43,000	\$25,000	\$30,000	\$35,000	\$40,000
	Instructional Materials	\$41,000	\$70,000	\$96,000	\$112,000	\$128,000
	Testing Supplies	\$5,600	\$7,000	\$8,400	\$9,800	\$11,200
Human Resources Costs	Audit Fees	\$0	\$9,000	\$9,000	\$9,000	\$9,000
	Board Expenses	\$300	\$300	\$300	\$300	\$300
	Contracted Special Services	\$40,000	\$40,000	\$40,000	\$40,000	\$40,000
	Financial Services	\$33,600	\$42,000	\$50,400	\$58,800	\$67,200
	Human Resources	\$750	\$863	\$1,038	\$1,200	\$1,288
	Legal Counsel	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500
	NC Wise	\$11,200	\$14,000	\$16,800	\$19,600	\$22,400
	Professional Development	\$36,000	\$41,400	\$49,800	\$57,600	\$61,800
Other	Field Trips	\$3,000	\$3,500	\$4,000	\$4,500	\$5,000
	Food Plan	\$5,000	\$5,500	\$50,000	\$60,000	\$75,000
	Insurances	\$15,629	\$21,500	\$23,500	\$26,500	\$29,500
	Marketing Plan	\$7,000	\$5,000	\$5,000	\$5,000	\$5,000
	Transportation Plan	\$85,000	\$32,000	\$53,000	\$36,000	\$40,000
Rents And Debt Services	Renovation	\$400,000	\$100,000	\$100,000	\$100,000	\$100,000
Rents and Debt Services	Custodial Supplies	\$4,000	\$4,500	\$5,000	\$5,500	\$6,000
	Facility Lease/Mortgage	\$403,155	\$494,550	\$601,020	\$710,010	\$821,520
	Maintenance	\$16,640	\$22,050	\$26,460	\$30,870	\$35,280
	Security/Alarm	\$1,200	\$1,200	\$1,200	\$1,200	\$1,200
Technology Technology Hardware	Equipment	\$3,070	\$1,000	\$1,000	\$1,000	\$1,000
	Hardware	\$36,000	\$6,750	\$8,500	\$9,750	\$10,250
	Instructional Software	\$900	\$135	\$210	\$195	\$105
	Office Software	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500
	Repair	\$0	\$2,500	\$2,500	\$2,500	\$2,500
Utilities	Phone	\$8,000	\$8,000	\$8,000	\$8,000	\$8,000
	Total Operations	\$1,278,044	\$993,198	\$1,229,328	\$1,383,325	\$1,560,543

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

Overall Budget:

BUDGET OPERATIONS EXPENDITURE PROJECTIONS	2014-2015	2014-2015	2015-2016	2016-2017	2017-2018
TOTAL EXPENDITURES (PERSONNEL)	\$1,304,359	\$1,524,999	\$1,852,727	\$2,160,148	\$2,423,699
TOTAL EXPENDITURE (OPERATIONS)	\$1,278,044	\$993,198	\$1,229,328	\$1,383,325	\$1,560,543
TOTAL EXPENDITURES	\$2,582,403	\$2,518,197	\$3,082,055	\$3,543,473	\$3,984,242
TOTAL REVENUE	\$2,876,699	\$2,948,681	\$3,518,416	\$3,988,153	\$4,557,890
ANNUAL NET PROJECTIONS	\$294,296	\$430,484	\$436,361	\$444,680	\$573,648

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?*

We are projecting 280 students across four grades, with three sections per grade in the first year. Maximum class size is expected to be 24. We based this projection on two facts:

- existing schools of choice, both magnet and charter, in Durham County have long wait lists and many more applicants than spaces for all grades, and
- there is a need for a school with a curriculum that is taught at a high level for all and that closes achievement gaps.

We have made budgetary assumptions as follows:

Staffing - 12 classroom teachers, 1 EC teacher, 8 teaching assistants (2 of which are dedicated to EC), 3 half-time bus drivers, 1 half time music teacher, 1 half time art teacher, 1 PE teacher, 2 half-time Spanish teachers, 1 school director, 1 curriculum coordinator, 1 administrative assistant, 1 business manager, and 1 facilities/IT manager.

Special services - \$40,000 - this section covers all contracted services pertaining to Speech, EC, Psychologist's evaluations, OT/PT, etc.

Benefits - Health is assumed at 5200/ee based on current health plan. Retirement is based on 6% of full-time staff.

Facility - Based on 75-90 sq ft per student @ \$15.50/sq ft. Lease amount includes utilities, water, janitorial services, and landscaping.

Transportation - purchase three used buses at \$20,000 a bus. We may be able to get used buses that are in good condition for less, but we are trying to be conservative.

Other operating costs - based on historical trends of existing charters per ANS analysis.

We have considered a worst-case break-even budget based on having 168 students across four grades, with two sections per grade in the first year. We would have to adjust the budget in areas of staffing, supplies, facility modifications, and busing, among other things. With fewer students, we would need fewer teachers and assistants. If we have two sections per grade instead of three, we would have 8 teachers instead of 12 and 5 teacher assistants (2 K, 1 1st, 1 2nd, and 1 EC) rather than the projected 8. The curriculum materials would cost less, as would school and janitorial supplies. We would purchase one or two buses instead of three, and gas and maintenance costs would be lower. at this break-even budget, we would not

have a curriculum coordinator, and we would have a part-time facilities/IT manager instead of full-time. We would eliminate the business manager position and hire an administrative assistant instead to interact with our accounting service provider.

We expect to be able to meet our projected numbers, but if we do not, we will adjust the budget as needed. We are committed to fiscal responsibility and a balanced budget. In our projected budget, we have tried to keep expenses to about 90% of revenue. That safety margin would narrow if projections are not met.

- 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*

We will contract with Acadia Northstar for accounting services. We will have a Business Manager or Administrative Assistant, depending on student numbers, who handles financial and human resource duties and interacts with Acadia Northstar.

An independent auditor will perform an annual review of our school's work and Acadia's work related to our school.

We have chosen our auditor and administrative services based on the recommendations from our replicated school and other North Carolina charter schools.

- 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 are budgeting for PE, Music, Art, Spanish, and Latin teachers to meet our commitment to physical activity, the arts, and languages in the grades we will have in the first five years. We have budgeted for the Core Knowledge curriculum, the resources necessary to teach it, and the professional development to train our teachers to implement it faithfully. In-house training on the classical curriculum will not need to be budgeted because it will have no additional cost.

We have included money in the budget for buses, fuel, maintenance, and drivers so that we can provide transportation for those who need it, as we are committed to reaching out to all students.

We have included money in the budget for lunches for students who do not have them. By year 3 we will add a lunch program. We have budgeted for salaries, food, and supplies, but we expect that at least some of the students will pay for their lunches, so the program will have some income to offset some of these expenses. We have not included that income in our calculations here, so if we do have income from purchased lunches, that will provide additional padding for our reserve.

We have included money in the budget for students who cannot afford to pay for field trips, so that all may participate.

We will attempt to raise money through fundraisers to help parents, especially in the area uniform purchase and field trips. Our Forum will keep

a "Uniform Closet" of donated, used uniforms to distribute to those in need.

We will use budgeted funds to meet the priorities of our mission and curriculum and the needs of our students.

The forgivable loan funding provided by TeamCFA will be used for start-up costs and professional development. This forgivable loan is documented in a letter in Appendix P.

The school's board is committed to "living within our means" and keeping a balanced budget. We will be careful to budget in such a way that we gradually build a reserve fund. One possible method to build a contingency reserve is to budget on 90% of our revenue.

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.*

As part of the TeamCFA network of schools, Excelsior will receive \$300,000 in start-up funding to be distributed over a three year period. The first \$100,000 installment may be used to cover start-up costs in the pre-opening stage of operation. The second and third \$100,000 installments are to be used to support the academic program and staff development. This funding will be set up as three forgivable loans, with the first \$100,000 loan forgiven in year four, the second in year five, and the third in year six of Excelsior's existence.

A letter from TeamCFA detailing this is included in Appendix P.

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 break-even student enrollment figure for the first year is 168 with two sections per grade. For the second year, as we would add a grade, the break-even student enrollment figure would be 210. The third year, it would be 252, the fourth year, 294, and the fifth year, 336.

We would practice the same measures of cutting back that we would in the first year of not receiving anticipated revenues. We would have to add space and teachers as the grade levels are added, but we would still have lower costs than projected in busing, curriculum, teachers, and so on.

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

If revenue projections are not met and we cannot meet budget, we will consider the following options:

Fundraising by board and parents.

Applying for grants.

A line of credit at a local bank.

Further support from TeamCFA, such as receiving the second installment of the forgivable loan in the first year.

We will attempt fundraising and apply for grants in any case, but we very much want to avoid the other options. We will do everything we can to market our school and attain our projected numbers. We will also budget

conservatively, budgeting based on approximately 90% of our revenue.

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.

Excelsior Classical Academy CFA will contract with the firm of Darrell Keller to perform a yearly audit.

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.

Darrell Keller, CPA, PA
P.O. Box 1028
105 South City Street
Kings Mountain, NC 28086

Office Phone: 704-739-0771
Fax: 704-739-6122
email:dkeller@dlkcpapa.com

VI. AGREEMENT PAGE

LEA Impact Statement:

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

Applicant Signature:

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

Print/Type Name: cgadol

Board Position: Proposed School Director

Signature: _____

Date: 02/27/2013

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

Notary Public

Official Seal

My commission expires: _____, 20_____.