



NORTH CAROLINA CHARTER SCHOOL APPLICATION

Davidson Charter Academy

Public charter schools opening the fall of 2015

Due by 5:00 pm, December 6, 2013

North Carolina Department of Public Instruction
NCDPI/Office of Charter Schools
301 N. Wilmington Street
Raleigh NC 27601-2825
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6303 Mail Service Center
Raleigh, NC 27699-6303

CHARTER SCHOOL 2013 Application Process

To open a charter school in the 2015-2016 school year

APPLICATION DUE DATE/TIME

- September 6, 2013** A letter of intent to apply for the 2015-2016 school year **must** be received electronically to Deanna Townsend-Smith in the Office of Charter Schools **no later than 12:00 noon at deanna.townsend-smith@dpi.nc.gov**. 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.
- December 6, 2013** A complete online application package, in the Office of Charter Schools **by 5:00 pm.**
- December 13, 2013** A copy of the application due to the Local Education Agency in which the proposed charter school will reside in. Applicant must provide an attached PDF version as evidence to the Office of Charter Schools (i.e. signed letter).

APPLICATION SPECIFICATIONS

Applicants can submit applications prior to the deadline December 6, 2013 at 5:00 pm. **All applicants must be submitted using the online portal** and applicants are to use the following specifications:

1. All required Appendices should be clearly titled, include page numbers (i.e. Appendix A and page numbers as- A1, A2, B1...), and submitted as a FULL PDF document.
2. Review all elements of your application for completeness before submitting. **An incomplete application will result in the elimination of the application.**
3. Late submissions **will not** be accepted. No exceptions.
4. Provide confirmation electronically to the Office of Charter Schools to deanna.townsend-smith@dpi.nc.gov that within seven (7) days the applicant has provided one full copy of the application to the LEA in which the proposed charter school will be located.

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I. APPLICATION CONTACT INFORMATION

Name of proposed charter school: Davidson Charter Academy

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

Name of non-profit organization under which charter will be organized or operated: *Davidson Charter Academy, Inc.*

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

Name of contact person: *Erin Steenwyk*

Title/Relationship to nonprofit: *Chairman, Board of Directors*

Mailing address: 394 Harbor Dr W
Lexington NC 27292

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

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

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

County: DAVIDSON

LEA: 290-Davidson County Schools

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

No:

Yes:

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

No:

Yes:

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

Is this application for Virtual charter school: Yes: No:

Grade Levels Served and Total Student Enrollment:

Projected School Opening: Year 2015 Month August

Will this school operate on a year round schedule?

No:

Yes:

Proposed Grade Levels Served and Total Student Enrollment (

10

Years)

Academic School Year	Grade Levels	Total Projected Student Enrollment
First Year	K,01,02,03,04,05,06	300
Second Year	K,01,02,03,04,05,06,07	370
Third Year	K,01,02,03,04,05,06,07,08	450
Fourth Year	K,01,02,03,04,05,06,07,08	475
Fifth Year	K,01,02,03,04,05,06,07,08	500
Sixth Year	K,01,02,03,04,05,06,07,08	525
Seventh Year	K,01,02,03,04,05,06,07,08	525
Eight Year	K,01,02,03,04,05,06,07,08	525
Ninth Year	K,01,02,03,04,05,06,07,08	525
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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 initial 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 will result in disqualification from the application process or revocation after award. I understand that incomplete applications will 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 non-profit organization.

erinsteenwyk
Signature

Erin Steenwyk, Chairman
Title

erinsteenwyk
Printed Name

12/04/2013
Date

II. MISSION and PURPOSES

(No more than three total pages in this section)

Mission:

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

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

Davidson Charter Academy, through the use of innovative teaching methods, in partnership with parents and community members, creates an atmosphere that fosters an exciting, rigorous and individualized education for all students. By emphasizing high academic expectations, strong character development, and individual responsibility, Davidson Charter Academy will improve student learning and achievement results for all students and inspire students to become lifelong problem solvers, effective communicators, and contributing members of a global society.

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

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

Davidson County is unique in that there are three distinct school systems, Davidson County Schools, Lexington City Schools and Thomasville City Schools, within our footprint. The Davidson County School system is comprised of students who are 86.5% Caucasian, 3% African American, 7% Hispanic, 1% Asian and 2.5% of other races in grades K - 8. The Lexington City School system is comprised of students who are 27% Caucasian, 34% Hispanic, 29.5% African American, 4.5% Asian and 5% of other races in grades K - 8. The Thomasville City School system is comprised of students who are 27% Caucasian, 34% African American, 30.5% Hispanic, 1% Asian and 7.5% of other races in grades K - 8. This presents unique and exciting possibilities for Davidson Charter Academy. With a student body melded of students from varied demographics, cultures and backgrounds, we will be able to create a richer learning environment, based on mutual respect and open communication. Our targeted population, then, is students from all three of these LEAs who are seeking an opportunity to have their educational needs met through individualized, rigorous instruction, resulting in improved student learning and achievement results.

It is our intention to attract students from all three of these LEAs. That said, we have chosen the location of the Davidson County school system because we feel that we will be able to have a central site that is easily accessible to all students. Our rationale in targeting all three school systems within our county is to create a population that is more racially, ethnically and socioeconomically diverse than that of any one of the three individual systems. Additionally, our school intends to attract those

students who may have left the school system in order to have their academic and personal learning needs met, whether those students attend private schools or are home schooled. In 2012, there were 1,657 students in Davidson County who were home schooled. There were 882 students who attended private schools and 32 who attended charter schools in another county. Davidson Charter Academy expects to attract interest from parents throughout these three systems who believe that their children would be more likely to achieve their maximum educational potential in an academic environment that stresses consistently high standards and strong character within a student body that strives to reflect the greater Davidson County area.

- 2. What will be the total projected enrollment at the charter school and what percentage of the Average Daily Membership (ADM) does that reflect when compared to the Local Education Agency (LEA) of the same offered grade levels? (i.e. If the proposed school will be grades 9-12, only compare the total enrollment to the total enrollment of the LEA is grades 9-12).*

Davidson Charter Academy expects to enroll 300 students in the 2015 - 2016 school year in grades K - 6. This represents 2.8% of the average daily membership of Davidson County Schools for grades K - 6, or 2.2% of the combined average daily membership of Davidson County Schools, Lexington City Schools and Thomasville City Schools (based on first month 2013-14 ADM reported to DPI) for grades K - 6. We have provided the K - 6 numbers because we plan to begin with a K - 6 population and build to a K - 8 population by year three, as noted in our projected enrollment.

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

Davidson Charter Academy will utilize the Core Knowledge Sequence in alignment with the North Carolina Standard Course of Study, including the Common Core State Standards and the North Carolina Essential Standards, to raise the level of student performance in all academic areas. The Core Knowledge Sequence goes well beyond the Common Core, enumerating not just what is needed to be proficient, but what is needed to be a well-rounded, highly educated, successful member of a global society.

The Academy's academic plan further differs from that offered by surrounding LEAs in that a strong character development program component is integrated, using The Habits of Mind, which focuses on skills such as communicating with clarity and precision, remaining open to continuous learning, persistence and thinking flexibly. This program ties directly back to our mission of creating problem solvers who are lifelong learners. Additionally, we will utilize the Medal of Honor character development program for grades 6 - 8. This interdisciplinary approach uses real life stories of actual Medal of Honor recipients to instill the values of courage, commitment, sacrifice, patriotism, integrity and citizenship. It is our hope that our students take these examples to heart and integrate them into their own lives as they move forward in life to become contributing members of society.

In the current educational climate, there is no cap on the number of students allowed to be in each classroom. That means that great

inconsistencies take place across the board. For instance, a second grader at one of our local schools has seventeen students in a class, while a fourth grader at the same school has twenty nine students in a class. At Davidson Charter Academy, we will limit class sizes to 14 in each kindergarten, 16 in each first grade, 18 in each second grade, and up to 21 in grades three, four and five. We will limit middle school to 22 students per class. There will be a clear difference in smaller and more intentional class sizes at Davidson Charter Academy from the larger class sizes found in a number of the traditional public schools in our area. There will be a greater amount of time that each teacher has to spend with each student. Knowing that class size will never be an issue will allow each teacher to take full advantage of the Core Knowledge Sequence and serve all students, including those who arrive at our school at a lower level of proficiency and those with special learning needs, at a more individualized, rigorous level. Parents will deeply appreciate the difference in both the quality of education provided to their child(ren) and quantity of time spent with their child(ren).

To further aid in creating a rigorous environment that offers a more individualized education, DCA will utilize the position of teacher assistant. These will not be assistants in the traditional sense. While they will provide classroom support, these assistants will hold a bachelor's degree and must be certified or working towards certification. They will be Core Knowledge trained and will work closely with students one-on-one or in small group settings.

Furthermore, Davidson Charter Academy will utilize a looping method. With looping, teachers and students will remain together for two years. Looping, in conjunction with small class sizes, will allow teachers to get to know their students on an in-depth level. This extra time together will give teachers the ability to ascertain how their students learn best, what motivates them and how they retain information. Teachers will be able to accomplish much more, especially in the second year of the loop, as they will have a greater understanding of each student's individual learning style. Looping allows teachers, students and parents to build a powerful classroom community, to which everyone becomes connected and in which everyone feels invested.

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.*

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

**Professional Opportunities:* Teachers at Davidson Charter Academy will be responsible for guiding students to levels of meaningful achievement beyond the standards required by a typical LEA school. Teachers will also be responsible for establishing those higher standards through collaboration with their peers and the Academy's administration. The academic plan of Davidson Charter Academy challenges teachers to develop their skills as facilitators of learning and devote their efforts to creatively plan how to individualize instruction and best teach the rigorous content to their students. This will be manageable based on the additional teacher work days built into the calendar and the extra support that the teacher assistants will be able to provide. Professional opportunities will abound from the start, as noted below in the description of the Core Knowledge training they will receive at the outset of each school year for the first three years.

**School Accountability:* As a public school, Davidson Charter Academy will be focused on student outcomes. As such, we will fully participate in the state's Accountability Model, including all state-mandated EOG and EOC exams. The results of these exams, as well as the results of the MAP assessments, will provide measurable data on the Academy's contribution to student achievement.

**Expanded Choices:* There are no charter schools within the boundaries of Davidson County or within a reasonable driving distance of most parts of the county. Because the Early College program and the Yadkin Valley Career Academy are high schools, there are no alternative K - 8 public education programs from which parents may choose. There is no school in the three systems that has a focus on the the innovative looping model, Core Knowledge Sequence and an integrated character development program.

**Improved School Learning:* Davidson Charter Academy will improve student learning by using higher standards than the minimums called for in the North Carolina Standard Course of Study. The Core Knowledge Sequence reaches these higher, more meaningful standards through a rich base of building background knowledge that promotes increased comprehension and advanced problem solving and critical thinking skills. Student learning will also be improved through cross-curricular and collaborative teaching and learning. Small class sizes and looping will further result in improved school learning. These combined methods will provide an atmosphere in which teachers can gain a thorough knowledge of each student's strengths and weaknesses. This will allow teachers to tailor their teaching methods and challenge students on a daily basis.

**Increased Learning Opportunities:* Davidson Charter Academy is open to all students eligible to attend public school in North Carolina. The Academy does not target a specific ethnic, socioeconomic, language-based, or

academic demographic. At-risk, exceptional children and academically gifted students are welcome at Davidson Charter Academy and will be well served by an environment of high expectations and individual attention. The Core Knowledge Sequence offers children of all backgrounds and abilities the opportunity to grow, as the program builds on prior knowledge and advances academic achievement in a sequential.

**Different and Innovative Teaching Methods:* Within the framework of small class sizes, an innovative teacher assistant program and looping, there are an infinite variety of methods that can be employed, depending on the lesson being taught. Teachers will be given wide latitude in the planning of their lessons to take maximum advantage of innovative ideas they may develop on their own or acquire from colleagues. Students will benefit from these teaching methods because by their nature, they encourage the use of different learning and teaching styles.

Goals for the Proposed Charter School:

- 1. 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. Address how often and when the information will be communicated to the governing board and other stakeholders. These goals should include specific and measurable performance objectives over the first five years of the schools existence.*

Based on the school's mission and purpose, the following SMART goals have been developed:

After three years of operation, the percentage of students in grades 3 - 8 who meet or exceed state proficiency standards on EOG and EOC testing will be 5 percentage points over the state average. This goal will be maintained or exceeded through the fifth year. Meeting this goal will be proof of a rigorous academic environment.

By the end of the third year of operation, student test scores will be at a rate of at least 85% proficient on all MAP assessments. By the end of the fifth year, student test scores will be at a rate of at least 88% on all MAP assessments.

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

From the outset, the school will achieve an average attendance rate of 95%.

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

Based on the use of our character development program, total time spent out of school due to suspensions will occur less than 0.15% of the total school calendar.

For students who struggle with standardized tests or those who are already scoring at the 98th percentile or above, student portfolios will be utilized to show growth throughout the year and across subject areas. Portfolios will be shared with parents during conferences. With permission from the

parents, they will also be shared with other teachers, the lead administrator and the Academic Committee, should questions arise as to the progress of these particular students.

Test results will be published with parents, board members and stakeholders as they become available. MAP assessments will be shared with the board three times a year, at the close of each testing period. The data concerning EOGs and EOCs will be communicated to the governing board, parents and other stakeholders on a yearly basis. Further, a "State of the School" will be published each fall, in which the lead administrator and the governing board will share with parents and other community stakeholders where the school is in terms of achievement and strategic planning. This document will provide those concerned with knowledge of where the school has been and a vision for where the school is headed.

Attendance and disciplinary records will be communicated to the board on a monthly basis by the lead administrator.

Decrease in the achievement gap will be reported to the board by the lead administrator on a yearly basis.

As each of these reports is submitted, they will be reviewed by the board of directors to ensure adequate progress towards goal achievement. The Academic Committee will further monitor progress towards mission statement success by analyzing results and offering any recommendations that might lead to greater student achievement.

2. How will the governing board know that the proposed public charter school is working toward attaining their mission statement?

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

All test scores resulting from EOG and EOC examinations will be reviewed by the Academic Committee as soon as available and by the full board during the first regularly scheduled meeting thereafter. The Academic Committee will present a report to the board, which will include an analysis of the scores in comparison to other relevant data. Data from MAP assessments administered by school, and any other standardized tests, which the school may choose to adopt later, will also be collected and reported to the board in a timely manner. In addition, the Academic Committee will keep the board apprised of other, less quantifiable indicators of the school's progress in meeting its mission as it becomes aware of them. These indicators would include student behavior and portfolio assessment, especially for those students referenced above.

Mission success will also be gauged by demand within the community for spaces in the Academy. The Academy's lead administrator will keep the board

apprised on a continuous basis of the number of spaces currently filled and the number of prospective students on the waiting list. Students, parents and community members will be encouraged to share observations with the lead administrator, both formally during a yearly survey process, and informally, as concerns and suggestions arise. The lead administrator will report the results of this survey at the first regularly scheduled board meeting after the close of the survey. Other suggestions and concerns will be communicated as the need arises.

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 will deem the application incomplete.*

Instructional Program:

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

Davidson Charter Academy is founded on the belief that the Core Knowledge Sequence, which we will utilize in full, will create a rigorous, exciting learning atmosphere that will produce effective communicators and lifelong problem solvers. This curriculum is both deep and wide in its approach to learning, calls for cross-curricular teaching and builds on prior knowledge, encouraging teachers to disseminate the content in a variety of age-appropriate ways.

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

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

The curriculum also spirals, so that what students first learn about in first grade, they visit again in later grades. The most exciting part about this is that not only will teachers be able to collaborate within each grade, they will also be able to do so between the grades.

Students will be assessed utilizing a variety of formal and informal assessments. They will be assessed using rubrics, traditional tests, class participation, portfolios and homework effort. Teachers in the lower grades will also use running records and anecdotal evidence to provide students and parents with a complete picture of their progress. We will also fully participate in the state's accountability models, including all EOG and EOC

testing.

Currently our students have only one option for their learning needs. Of the three LEAs encompassed in the county, based on the state's accountability model, Davidson County schools tend to score slightly above the state average, Lexington City Schools tend to score below the state average, and Thomasville City Schools tend to score well below the state average. Many parents find these statistics to be unacceptable and would choose an alternative, if one were available. We will offer a more rigorous, differentiated approach that gives the students real-world experience, while building on a core foundation of knowledge that they will use in their future education. We believe that this will create a culture of civic participation, academic achievement and leadership within our school community. The end result will be students who are not average or below average. They will be well-educated, culturally literate members of society who will score well above average on the state's accountability tests.

In a study published regarding the implementation of the Core Knowledge Sequence in Oklahoma City Schools, researchers found that Core Knowledge students significantly outscored their counterparts on the ITBS. The Core Knowledge students posted "highly significant" gains in reading comprehension, vocabulary and social studies, and "significant" gains in science and math concepts after just one year of implementation.

K-5 Curriculum and Instructional Design:

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

Student to teacher ratio will average 17:1, with the ratio being as low as 14:1 in kindergarten and as high as 21:1 in the upper elementary grades. We believe that this will give teachers an opportunity to spend more time learning the strengths and weaknesses of each student and give those teachers an opportunity to be effective when designing class-based instruction, as well as independent study projects. All staff will meet the federal definition of highly qualified, and at least 75% of instructional staff in grades K - 5 will hold North Carolina teaching certification for the areas in which they teach.

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

Teacher professional development will focus on techniques for delivering the Core Knowledge Sequence in a way that elicits both excitement and a sense of ownership on the part of the students. This development plan calls for a three-year, in-depth professional development series that will take teachers from an understanding of the tenets of the Core Knowledge Sequence to being

true collaborators and creators of content-rich units. Teachers will also learn to act as facilitators of learning, guiding students to discover truths through kinesthetic, audio and visual learning. In assembling the initial teaching staff, and in making subsequent hiring decisions, Davidson Charter Academy will seek out teachers who are comfortable in the role of facilitator, who collaborate well with peers, and who have the intellectual, social and emotional capacity to engage students as individuals.

Provide a synopsis of the planned curriculum, including:

1. *One sample course scope and sequence (preferably in graph form) in the Appendices (Appendix B) for one core subject (specific to the school's purpose) for the elementary division the school would ultimately serve.*
2. *Identify how this curriculum aligns with the proposed charter school's mission, targeted student population, and North Carolina Accountability Model.*

In alignment with our mission, the innovative, rigorous academic nature of the Core Knowledge Sequence should result in improved student learning and achievement results. In studies, the Sequence has consistently produced students who score better on tests, are better prepared to address a broad range of topics and who are excited about learning more. It has also been shown to create an environment of collaboration and collegiality among teachers. This excitement is infectious and helps to produce students who become lifelong learners and voracious problem solvers.

In keeping with the standards set forth by the Core Knowledge Foundation, we have specifically chosen to use Singapore Math for our mathematics instruction. The program offered with this rigorous curriculum is based on the model of teaching mathematics in Singapore, where students consistently outscore and outperform their United States counterparts. Further, there is a great deal of emphasis on problem solving and the solving of multi-step problems in this math program. A student who has been trained using this method will be better prepared to look at and solve problems from many different angles.

These curricula align directly with the Common Core State Standards, as the Core Knowledge Sequence is the driving force behind the CCSS. In order to succeed at Davidson Charter Academy, students will have to be leaders in the classroom and strive for academic achievement through hard work and collaboration with peers. The targeted student population deserves a fair, equal and all-encompassing curriculum. The Core Knowledge Sequence has been shown to be effective for all students and to level the playing field for students of all backgrounds, including low-wealth, at-risk students. It has been shown that at-risk and lower academic achieving students generally have lower standards and expectations set for them. The Core Knowledge Sequence does not change its standards based on socioeconomic or academic backgrounds. It holds every student to the highest standards and expectations. This curriculum, in conjunction with its higher standards, will create students who are able to achieve more and who are better prepared to compete and succeed in a global society.

Further, we will weave the character development programs throughout the curriculum, using the Habits of Mind. Habits of Mind, developed by Art Costa, focuses on the sixteen habits that create resilient, life long

learners who can communicate effectively and work collaboratively. It focuses on such areas as persistence, finding humor, developing empathy, thinking flexibly, and communicating with clarity and precision. The lessons teaching these and the other habits, will be integrated into the curriculum and will result in a student body with a shared vocabulary, common goals, and the tools to succeed in all aspects of life.

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

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

We will utilize looping in the lower grades with a K-1 loop, a 2-3 loop and 4-5 loop. This will result in a much more efficient use of the teachers' and students' time. Particularly in the second year of the loop, teachers will be able to individualize and differentiate instruction from the first day of class, as they will already be familiar with their students' needs. This model of looping will give teachers and students a comfort level beyond those ordinarily formed between a teacher and his or her students. Further, students who are in classes that loop become more comfortable with and trusting of one another. This lends to an amazing learning atmosphere in which teachers and students are truly working together and helping each other. Looping will also give them an opportunity to form real relationships that will go beyond the school walls. In trying to inspire life-long learners, the importance of looping in the younger grades cannot be overstated. Students will form lasting relationships and carry the excitement of learning from one year to the next. Teachers will be seen as true allies and be able to inspire students to achieve more.

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

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

More and deeper learning takes place when students can make connections across their subjects and grade levels. All of these will result in

increased academic achievement because students will be able to make connections and become more involved in their learning.

4. *Provide a school academic calendar in Appendix C (minimum of 185 instructional days or 1,025 hours).*
5. *Describe in a brief narrative below on how the calendar coincides with the tenets of the proposed mission and education plan.*

The calendar that we have assembled consists of 178 school days, with 1,068 instructional hours. Our seven hour school day will allow for at least six instructional hours per day. We believe that these extra instructional hours will lend to the more rigorous environment that we plan to create. There is a number of work days set aside for various purposes, including professional development and grade preparation and reporting. The Core Knowledge Foundation will conduct the first set of professional development days. They will help the faculty and staff create a plan for the year that will give them an overview of what they will be teaching, as well as help them gain an understanding of how to begin teaching in a collaborative and cross-curricular manner. As the year progresses, the teachers are allotted an adequate amount of time to plan together, grow together, and thoughtfully provide feedback to parents on their children's progress.

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

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

6-8 Curriculum and Instructional Design:

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

Student to teacher ratio will average 22:1. All staff will meet the federal definition of highly qualified, and at least 75% of instructional staff in grades 6 - 8 will hold North Carolina teaching certification for the areas in which they teach.

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

teachers, on topics of interest.

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

Provide a synopsis of the planned curriculum, including:

1. *One sample course scope and sequence (preferably in graph form) in the Appendices (Appendix B1) for one core subject (specific to the school's purpose) for the middle school division the school would ultimately serve.*
2. *Identify how this curriculum aligns with the proposed charter school's mission, targeted student population, and North Carolina Accountability Model.*

The curriculum that we plan to use is the Core Knowledge Sequence. In studies, the Sequence has consistently produced students who score better on tests, are better prepared to address a broad range of topics and who are excited about learning more. It has also been shown to create an environment of collaboration and collegiality among teachers. This excitement is infectious, and helps to produce students who become lifelong learners and voracious problem solvers.

In keeping with the standards set forth by the Core Knowledge Foundation, we have specifically chosen to use Singapore Math for our mathematics instruction. The program offered with this rigorous curriculum is based on the model of teaching mathematics in Singapore, where students consistently outscore and outperform their United States counterparts. Further, there is a great deal of emphasis on problem solving and the solving of multi-step problems in this math program. A student who has been trained using this method will be better prepared to look at and solve problems from many different angles.

These curricula align directly with the Common Core State Standards, as the Core Knowledge Sequence is the driving force behind the CCSS (see Appendix B for an example of the alignment). In order to succeed at Davidson Charter Academy, students will have to be leaders in the classroom and strive for academic achievement through hard work and collaboration with peers. The targeted student population deserves a fair, equal and all-encompassing curriculum.

Further, we will weave the character development programs throughout the curriculum, using the Medal of Honor program. The Medal of Honor program addresses the values of courage, commitment, sacrifice, patriotism, integrity and citizenship. It does so utilizing cross-curricular materials that introduce real-life Medal of Honor recipients as various topics are

being covered in class. By offering concrete examples of the traits that we would like to instill, the Medal of Honor program give students lessons that will stay with them and help them make better choices as they navigate the world around them. It is our hope that this program will help to create civic minded young adults who are inspired to make a real impact and effect change in their local and global communities. These Medal of Honor lessons will also fit seamlessly into the Core Knowledge Sequence, which will further support the school's mission.

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

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

Middle school teachers will be subject experts. They will teach students of various grade levels, focusing on their particular area of expertise. This will really help students gain "the big picture." As teachers are teaching sixth grade, they are doing so with the end in mind of what their students will know when they graduate eighth grade. This will further eliminate any overlap in information and help those teachers to create powerful, content-rich units that reach across the curriculum and continue to build upon the strong foundation created in the lower grades. The positive impact of previous years of shared core knowledge will make learning in middle school more productive and create well-rounded, forward-thinking young adults. This shared knowledge will also serve to level the playing field for students of all backgrounds.

In the same way that students will benefit from looping in the early years, they will benefit from having subject area experts in middle school. Navigating middle school is difficult, academically, socially and emotionally. Having teachers who know you and with whom you have built a rapport makes time in the classroom much more valuable. "Students don't care how much you know until they know how much you care," is an oft-used quote. This is particularly true for students as they move from tweens to teens to young adults. This model will allow teachers and students to build strong relationships and make time in the classroom as meaningful as possible.

During the middle school years, students should take more ownership of their education. To that end, teachers in grades 6 - 8 should be facilitating more and utilizing direct instruction less. While they will have to utilize both methods, the balance will shift from direct instruction to facilitation. Further, they will be expected to help students design independent study projects. Because of the small class sizes and the subject area experts who work with students year after year, individualization will be much easier than in a traditional public school. These combined elements will result in students who can better reach their maximum intellectual potential.

Both grade level and middle school teachers will be expected to work in collaboration with one another, creating units that span the curriculum and instill students with an excitement for learning. An example could be that while the language arts class is studying *The Giver*, the social studies class is studying the Constitution of the United States. Students could write their own constitution, and upon completion of *The Giver*, examine what they have written to see if they need to make changes. Using their knowledge of what the planners of the community in *The Giver* were trying to accomplish, they might be able to see if their own laws had unintended consequences. This type of powerful learning can only take place when teachers and students have the time to work closely together, in an atmosphere of high expectations and mutual respect.

4. *Provide a school academic calendar in Appendix C (minimum of 185 instructional days or 1,025 hours).*
5. *Describe in a brief narrative below on how the calendar coincides with the tenets of the proposed mission and education plan.*

The calendar that we have assembled consists of 178 school days, with 1,064 instructional hours. We believe that these extra instructional hours will lend to the more rigorous environment that we plan to create. There is a number of work days set aside for various purposes, including professional development and grade preparation and reporting. The Core Knowledge Foundation will conduct the first set of professional development days. They will help the faculty and staff create a plan for the year that will give them an overview of what they will be teaching, as well as help them gain an understanding of how to begin teaching in a collaborative and cross-curricular manner. As the year progresses, the teachers are allotted an adequate amount of time to plan together, grow together, and thoughtfully provide feedback to parents on their children's progress.

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

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

Special Programs and "At-Risk" Students

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

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

We will use MAP testing, benchmark testing and teacher assessment and recommendations to identify students who are not performing at the expected levels. After the initial MAP testing, our Intervention Team, comprised of the EC teacher, the ELL teacher, the guidance counselor, the teacher assistants and one classroom teacher from the elementary grades and one classroom teacher from the middle school grades, will analyze data to identify students who are "At-Risk." Once those students have been identified, we will use a tiered intervention approach to support these students in their learning needs. The first tier will consist of classroom teachers working more closely with students in the classroom. Support will be provided by any necessary members of the Intervention Team. If that proves to be unsuccessful, based on test scores and classroom performance, students will move to the second tier of intervention. The second tier will consist of further classroom intervention, as well as small group tutoring with teacher assistants. Finally, if further intervention is required, the third tier consists of intense, one-on-one tutoring by teacher assistants and after school tutoring by classroom teachers or teacher assistants and/or further testing to identify possible learning differences. These methods will help to ensure that "At-Risk" students progress and grow academically and experience success.

Students deemed to be "At-Risk" will also be assigned a buddy within the school. This buddy could be a parent volunteer, faculty member, staff member or community member. This person will be like a mentor to the student, checking in with him or her on at least a weekly basis and spending extra time with that student to help in any way that is needed. Often times, just having someone to turn to, and knowing that someone is expecting you to come to school and do your best, will help improve an "At-Risk" student's attendance and effort in class. This buddy system will give the student one more person, other than classroom and specialty teachers, with whom to make a connection. This will create for the student a sense of belonging with the end goal being to help him or her to persevere when things are academically challenging.

Studies have shown that the one indicator of success for an "At-Risk" student is time in the learning environment. Essentially, these students need to "make up" for the lack of hours that most children receive before even starting kindergarten. Children from middle income families receive approximately 1,000 one-on-one literacy hours from parents, caretakers and other relatives before they enter first grade. Children from low-wealth families generally receive fewer than 100 literacy hours before starting first grade. In order to close this gap for "At-Risk" students, Davidson Charter Academy has developed a calendar that will give all students more

hours in school than currently required. Further, Davidson Charter Academy will offer a special after school program for these "At-Risk" students that will provide either one-on-one tutoring or small group tutoring (no more than three children per group). This learning will be less structured than classroom teaching and will give those students an extra opportunity to develop stronger ties to the faculty and staff. This program will be offered to any student deemed to be "At-Risk," even if a student has not reached the third tier of intervention referenced above. These extra hours will help our "At-Risk" students to achieve success in the classroom and close gaps in learning.

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 ELL students.*
- c) *Plans for monitoring and evaluating the progress and success of ELL students, including exiting students from ELL services.*

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

Teachers will individualize their lesson plans for the ELL students. Teachers will also align their strategies with the available Core Knowledge ELL lesson plans. The school will employ the necessary faculty and staff to ensure appropriate curricular materials and supplemental resources needed to help ELL learners become proficient in English are present in the classroom. ELL learners benefit greatly from Total Physical Response, in which students, as much as possible, physically engage in their learning. For instance, if they are reading a story about the wind blowing, the teacher and students will pretend to be the wind as they read. We will also utilize realia, where physical objects being studied are present in the classroom. ELL learners, especially, benefit when physical objects are present. So, if the kindergarten class is studying pumpkins, the teacher will have a real pumpkin present for students to see and touch. ELL students at Davidson Charter Academy will also benefit from explicit, visible learning objectives and open communication with parents. Having the learning objectives displayed in the room on a daily basis will help all students to stay on track. Having their map for the day in front of them will help frame their learning and make classroom time more meaningful. Parents of ELL students need frequent, open communication. Teachers will be encouraged to communicate with parents in person, through the use of notes and on the phone. DCA will provide appropriate translation services so that the communication can be valuable for all involved.

The school will assess the ELL program on an ongoing basis. We will use performance on benchmark testing, as well as teacher assessments to monitor students' progress. These assessments will help us to see progress, or lack thereof, towards language proficiency. Students will be exited from the program when they test at the state approved level of a composite score of

at least 4.8, with reading and writing scores of at least 4.0, if they also experience academic success in other areas. Students who exit the ELL program will be followed for two years to ensure that they continue to achieve academic success.

Our board of directors has retained an expert in the area of ELL to ensure that we are in compliance with the law and, more importantly, able to implement a program that is effective and will produce results. This consultant has agreed to work with us to ensure that our ELL students receive the very best that Davidson Charter Academy has to offer.

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.*

In terms of identifying gifted students, DCA will adhere to the state standards for defining and identifying our gifted and talented students. Students will be identified using a standardized test. In the Davidson County school system, the CoGat is used to identify students. Further, DCA will consider teacher recommendations, student portfolio work and parental input.

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

The appropriate faculty will be employed to ensure that those students who are academically gifted are properly served. In some cases, the gifted and talented teacher may work in conjunction with other classroom teachers to ensure that students are being instructed in a manner that best suits them. As the population of the school grows, along with the gifted population, our gifted and talented teacher may work full time with those students who warrant it.

In short, we will meet the needs of our gifted and talented students in the same manner that we meet every other student's needs. We will take an individual approach, hire the necessary faculty and see that each student is able to reach his or her maximum potential. Progress of these students will be measured through data that comes as a result of testing, as well as through portfolio work and anecdotal evidence. Often, it is difficult for gifted students to show growth on standardized tests, as they are often in the top 1 - 2%. Because of this, portfolio work is key to showing growth. Regardless of how a student performs on a standardized test, growth should be apparent throughout the year when examining student work samples.

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), IDEA regulations, and Article 9 115C of the North Carolina General Statutes, North Carolina Policies Governing Services for Children with Disabilities. **All public schools are responsible for hiring licensed and 'highly qualified' special educators pursuant to law.** Public schools are required to provide a full continuum of services to meet the unique needs of ALL students with disabilities.*

Identification and Records

1. *Explain how you will identify students who are enrolled within the charter school that have previously been found to be eligible for special education services or are protected under Section 504 of the Rehabilitation Act.*
2. *Provide the process for identifying students who may be eligible for special education services as identified in the federal 'Child Find' mandate. Be sure to include how student evaluations and assessments will be completed.*
3. *Provide a plan detailing how the records of students with disabilities and 504 Accommodation plans will be properly managed.*
 - a) *Requesting Records from previous schools*
 - b) *Record Confidentiality (on site)*
 - c) *Record Compliance (on site)*

Upon enrollment at the charter school, all students' records will be reviewed by a school counselor for previously diagnosed disabilities, eligibility under Section 504 and/or Individual Education Plans. The IEP team will contact the previous school in writing and by telephone to request the current IEP and pertinent student information. We will speak and/or meet with the previous special education staff regarding special accommodations and follow through with previously written plans until we are able to conduct our own evaluation, adopt the most current IEP or develop a new IEP, in accordance with the transfer provisions of NC 1504-4.4(e) and (f).

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

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

the students will have access to the aforementioned files.

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

Exceptional Children's Education Programming

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

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

Classrooms will be equipped with the necessary materials to ensure access to the curriculum. Quarterly, the EC teacher will meet with students' classroom teacher(s) to discuss progress and determine if a parental meeting is necessary. Yearly, parents, the EC teacher, one regular education teacher, a school administrator and an individual who can interpret any evaluation data will meet to review the student's IEP and to make any necessary changes or recommendations. Parents may request an IEP meeting at any time.

We will ensure that all students with disabilities have access to a free and appropriate public education. We will focus on their special education and related services needed in order to ensure that they acquire the best possible education and are being prepared for further education, employment and independent living. We will follow all federal and state laws and regulations relating to the education of students with disabilities. All staff will be educated as to the contents and implications of these laws.

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

We will contract with the appropriate related service providers, including occupational therapists, physical therapists and speech therapists.

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 **ALL** students. These standards should set forth what students in the **last grade served** will know and be able to do. Be sure to include plans for the "At-Risk" population.*

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

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

A variety of factors, including classroom and assessment performance, will be utilized in making decisions regarding promotion or retention of students. These decisions are not to be taken lightly, and so a group effort is required. We will gather input from parents, teachers, the school counselor and the lead administrator to determine if a student is to be retained. In accordance with General Statute 115C-238.29F, students in third grade shall be retained if the student fails to demonstrate reading proficiency by reading at or above the third grade level as demonstrated on state-approved standardized tests. Exceptions will be made on an individual basis for students who are Limited English Proficient, students with disabilities, students who demonstrate reading comprehension on an alternative assessment, such as the MAP assessment, students who demonstrate comprehension through the use of a reading portfolio and those who have received reading intervention and/or have been previously retained more than once since kindergarten.

Promotion criteria will be communicated to parents at the start of the school year. If a student is in danger of being retained, that will be communicated to his/her parents or guardians at the spring conference as the fourth quarter begins. If significant evidence exists before the spring conference that a student may need to be retained, teachers will meet with parents as soon as possible to communicate this. Further, parents or guardians will be notified as soon as possible if a student is not reading at grade level. Students with special needs will be promoted as long as the special education teacher can demonstrate that they are making adequate progress in regards to the goals and objectives laid out in their IEP. In the case of promoting students with special needs, parent input will also be considered.

Students who graduate from the eighth grade will be knowledgeable in all areas of the Common Core. Because they will receive an education based on the Core Knowledge Sequence, we maintain that they will be well versed in all core subjects, as well as in the arts and music. Students are also expected to be strong leaders and participate in community service activities. Finally, students will be able to solve complex problems and communicate effectively.

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 specific to the proposed charter school within the appendices (Appendix D).

Be sure to include:

- 1. Practices the school will use to promote effective discipline.*
- 2. A preliminary list and definitions of the offenses which may result in suspension or expulsion of students.*
- 3. An explanation of how the school will take into account the rights of students with disabilities in regards to these actions that may or must lead to suspension and expulsion.*
- 4. Policies and procedures disseminating due process rights, including grievance procedures, for when a student is suspended or expelled.*

Students at Davidson Charter Academy are expected to follow all behavioral guidelines set forth in the Student Handbook. Teachers and administrators will model the behavior they expect and reinforce those behaviors as they see them taking place in the school. Further, our character development programs will play a role in helping students control their own behavior and solve problems without teacher intervention. As the Core Knowledge Sequence builds on prior knowledge, we believe this educational model allows for students to recognize appropriate behaviors that have been previously taught and modeled. So, just as students will build on prior knowledge academically, they will be expected to do so socially and emotionally as well.

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

IV. GOVERNANCE, OPERATIONS and CAPACITY

(No more than ten total pages in this section)

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

Governance:**Private Nonprofit Corporation:**

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

Name of Private Nonprofit: Davidson Charter Academy, Inc.

Mailing Address:

City/State/Zip: Lexington NC 27292

Street Address: 394 Harbor Dr W

Phone: 336-308-4806

Fax:

Name of registered agent and address: Erin Steenwyk

394 Harbor Dr W

Lexington, NC 27292

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 E)

X 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 initial members of the nonprofit organization.

Board Member Name	Board Title	County/State of Residence	Current Occupation
Michael Rinaggio	Member at	DAVIDSON	Pharmacist

	Large		
Carlos Jane	Member at Large	DAVIDSON	Attorney
Christine England	Treasurer	DAVIDSON	Finance Officer
Tracy Hensley	Secretary	DAVIDSON	Wellness Coordinator
Jane Whitehurst	Vice Chairman	DAVIDSON	Retired CFO
Erin Steenwyk	Chairman	DAVIDSON	Home School Teacher

Please provide the following in this location of the APPLICATION:

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

The board will be comprised of no fewer than five and no more than eleven members. We will have a chairman, a vice chairman, a secretary and a treasurer. The remaining members will be at-large positions.

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

Once the school is established, the board will continue strict financial oversight, as well as receive monthly reports from the lead administrator to ensure that appropriate academic achievement is taking place.

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

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

The Davidson Charter Academy Board currently consists of 6 members, and will

expand to as many as 11, if the need arises. The board is comprised of various members of the community with rich and diverse backgrounds. The board currently has two men and four women. We have business people with legal, management, marketing, and accounting education and expertise. We have former educators, as well as two members who work in the wellness and health care field. Our board members live in various parts of Davidson County from the northern tip to the southern end, with one in the Lexington city limits. Two of our three LEAs are represented on the board.

a. This composition will lead to educational and operational success. With educators on the board, this will ensure academic integrity. With business leaders on the board, the school will be financially successful. With community leaders on the board, the school will be able to attract support from across the county and on many levels. These benefits will result in a school that excels academically and is an operational success, in that we have a financially viable number of students, both in the first year and going forward.

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

c. The board's composition will ensure active and effective representation of key stakeholders by including parents along with business and community members. We will continue to strike a similar balance on future boards. We will also engage parents and other key stakeholders when engaging in such activities as fundraising and strategic long and short term planning.

3. *Explain the procedure by which the founding board members have been recruited and selected. If a position is vacant, how and on what timeline will new members be recruited and added to the board?*

The founding board members were recruited and selected for their varied backgrounds and common concern for providing educational choices and a quality education to the students of Davidson County. Several meetings were held that were open to all interested members of the community. From those meetings, leaders who wanted to take further action emerged and were selected to be on the board. Additional members were recruited based on the need for their specific area of expertise. An organizational meeting was held on November 20, 2013.

If a position becomes vacant, new members will be elected within three months of the vacancy, at a regular or called meeting. Members will be recruited based on the needs of the board at the time and chosen based on recommendations from the Nominating Committee.

4. *Outline below the strategic board calendar detailing how often the board will meet according to the bylaws established.*

The school will meet the second Tuesday of every month.

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

New board members will be assigned a mentor when they are elected to the board. That mentor will review the resource binder created by the founding board. The binder includes a copy of the charter application, the charter

issued by the state, the board's bylaws and policy manual, a copy of the Open Meetings Laws, a copy of all charter and public school laws, the expectations of a board member, and a calendar of monthly scheduled meetings. New board members will also be required to read *Boards That Make a Difference*, by J. Carver.

Board member training will consist of items as attending the state run webinars, education on legal matters, and personal time spent reading about how effective boards operate and then sharing insights gained as a result of that reading. We began the training offered by Office of Charter Schools in September and plan to attend and download all sessions. The Core Knowledge Foundation will also provide professional development to the faculty and staff in July of 2015. A member of the board's Academic Committee will attend this training as well. This will ensure continuity of our mission and will create open lines of communication between the board and the school community. We plan to retain legal counsel familiar with public school law to assist with training on open meetings/public records, compliance with our bylaws and other pertinent legal matters dealing with education.

Further, each founding board will read *Boards that Make a Difference*, by J. Carver, and also choose one other book about board management to report on during each year of their tenure. These books will be donated to Davidson Charter Academy, so that the board can build a robust library of resources for future boards.

Board members will also attend various conferences regarding the operation of charter schools. In the summer of 2013, two of our board members attended a two-day charter school conference and attended sessions about topics that included facilities, financial oversight, hiring strong personnel, and charter school law, among others. This conference was extremely valuable in helping the board to move forward in its application and in planning for a successful opening in 2015.

The board training and development timetable, topics and participation requirements are outlined as a draft Board Policy, Appendix J.

6. *Describe the board's ethical standards and procedures for identifying and addressing conflicts of interest. Identify any existing relationships that could pose actual or perceived conflicts if the application is approved; discuss specific steps that the board will take to avoid any actual conflicts and to mitigate perceived conflicts.*

Pursuant to the Non-Profit Corporation Law NCGS 55A-8-31, the board shall comply with voting and disclosure provisions of the Director Conflict of Interest. The board has formally adopted bylaws to detail its procedure for identifying and addressing conflicts. Those bylaws are submitted as part of this application in the form of Appendix H.

The bylaws provide that a member with a conflict of interest may participate in the discussion, but may not vote.

The board is aware of a conflict of interest of one of our board members. The board member, Jane Whitehurst, has provided notice that her husband and son are attorneys at the law firm that we have engaged to consult with us during the preparation of this Application. In accordance with board policy, Ms. Whitehurst has and will continue to recuse herself from voting

on any matters regarding engagement of the law firm.

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

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

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

The board will form advisory groups to advise the board in four basic areas: board nominations, academics, finances and personnel. Only the board has the authority to make decisions and take action in these four areas, although the board will seriously consider input from the following advisory bodies:

- a. Parent Teacher Association-the role of the PTA is to support the teachers and staff in their mission. They will report to the lead administrator.
- b. The Nominating Committee-the Nominating Committee will consist of members of the board and a teacher representative and will recruit and nominate new members to the board.
- c. The Academic Committee-the Academic Committee will consist of board members and the Core Knowledge experts from both the elementary and middle school. The Academic Committee will ensure that the mission of the school is being realized in the classroom by analyzing test data, completing site observations and gathering input from the school community. They will report their findings and make recommendations to the board.
- d. The Finance Committee-the Finance Committee will consist of board members and at least one parent representative. The members of this committee should possess a strong financial background. They will review and make recommendations on the budget, as well as on other major financial decisions impacting the school. They will report directly to the board.
- f. The Personnel Committee-the Personnel Committee will consist of board members. The members of this committee will work with the lead administrator to identify strong hiring candidates, who will then make recommendations to the board about the hiring of new teachers and the termination of current teachers. The final hiring and firing decisions rest with the board. They will also work in conjunction with the Finance Committee regarding employee compensation and benefits.

9. Discuss the school's grievance process for parents and staff members.

Davidson Charter Academy is committed to a positive learning environment and it encourages open discussions among employees, administrators, board members, parents and students. Occasionally, concerns or questions may arise among members of our school community.

If a parent has a problem with regard to a teacher or other employee, the

following steps should be taken as needed:

1. Discuss this problem with the teacher immediately.
2. Make the lead administrator aware of the problem.
3. If the problem concerns the lead administrator, contact the Chairman of the Personnel Committee or the Board Chairman.

If an employee has a concern or complaint, then the employee should follow the steps outlined below:

1. Complaints should first be taken to the appropriate assistant administrator.
2. If the matter concerns an assistant administrator, or if the matter cannot be adequately resolved with the assistant administrator, then the employee should contact the lead administrator. A meeting should be scheduled with the lead administrator to discuss the problem, concern, or question.
3. If the matter concerns the lead administrator, or if the matter remains unresolved, then the employee may contact the Chairman of the Personnel Committee or the Board Chairman to seek help in resolving the issue.

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

Include in the Appendices:

1. 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). (Appendix F)
2. A one-page resume from each founding board member and responses to the questions found on the Charter School Board Member Form (Appendix G).
3. 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 H).
4. 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 I)
5. Copy of any board policies if adopted already (Appendix J).
6. Copies of meeting minutes (if available), relevant to the development of the charter school plan, during the application process (Appendix K).

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

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

X Not Applicable

Private School Conversions: complete ONLY if the proposed charter is a private school conversion.

Otherwise, mark "Not Applicable" and follow the direction #3 in the Application Specifications.

X Not Applicable

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

X Not Applicable

Projected Staff:

Provide, as Appendix M, 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, course offerings and align with the proposed budget.

Staffing Plans, Hiring, and Management

Include the following information for the proposed charter school:

Davidson Charter Academy will post job openings on local and national job boards and in newspapers. We will also work with regional colleges and universities to help identify qualified, interested candidates for our available positions.

Further, DCA will actively recruit quality educators based on community input, level of education, professional accomplishments and personal recommendations.

In terms of retention, Davidson Charter Academy will provide an atmosphere of respect for all faculty and staff members. Faculty will be asked to actively participate in decision-making processes that will help guide the school in the accomplishment of its mission. Teachers will be supported in professional learning communities as well as through a mentor system designed to help encourage beginning teachers and allow veteran teachers to share their expertise.

Teachers will also be offered a competitive benefits package and will be paid commensurate with their experience. The school will offer a 401(k) plan to all full-time employees. This type of plan, a defined contribution plan, versus the state's defined benefit plan, is more flexible for most teachers and is portable. The plan will provide for an employer match of up to \$2,500 employee annual contribution. Full-time employees will also receive health insurance with employee coverage paid in substantial part by the school as well as life insurance and disability benefits. The school is currently planning to forgo the state retirement plan and health plan but can make that decision final upon the charter approval. Of course mandatory unemployment and workers compensation insurance will be incurred by the school.

Our teacher assistants will serve as a built-in recruiting process. Because these faculty will hold a bachelor's degree and be certified or working towards certification, they will be a great resource for filling classroom teaching positions.

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

The Davidson Charter Academy board will hire a lead administrator who will be responsible for managing employees. The board will approve all hiring decisions, based upon recommendations of the lead administrator and the Personnel Committee. Faculty and staff will report directly to the lead

administrator, who will in turn report to the board. The board has drafted employment policies and has attached them in the appendices, including a grievance policy.

The board recognizes the need to foster a positive relationship with all employees and will strive to do so by fostering a collaborative environment between board and staff for the betterment of the school.

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

Davidson Charter Academy will provide equal opportunities to all applicants, regardless of race, color, sex (gender), national origin, age, disability, religion or veteran status. All applicants will be required to complete an application and submit a resume and two letters of recommendation. From that pool of applicants, the most qualified candidates will be interviewed by at least two individuals, including the lead administrator. The board will approve all hiring decisions and will also make the firing decisions.

As stated in our employee handbook, prior to their initial employment, Davidson Charter Academy will perform a criminal background check on all new employees in accordance with the policies set by our local LEA. We reserve the right to perform a criminal background check on all individuals employed by Davidson Charter Academy at any given time for any reason. We will also require a drug screening.

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

Salary Range

- * Lead Administrator - \$70,000 - \$80,000
- * Full Time Core Teachers - \$31,000 - \$45,000
- * Elective/Specialty Teachers - \$31,000 - \$45,000
- * Media Specialist - \$34,000 - \$45,000
- * Guidance Counselor - \$38,000 - \$45,000
- * Assistant Administrator - \$35,000 - \$45,000
- * Administrative Assistant - \$28,000 - \$32,000
- * Teacher Assistant - \$31,000 - \$33,000
- * Core Knowledge Coordinator (beginning in year 3) - \$36,000 - \$40,000
- * Custodian/Maintenance - \$27,000 - \$29,000
- * ELL Teacher - \$34,000 - \$45,000
- * Gifted/Talented Teacher - \$34,000 - \$45,000
- * Exceptional Children's Teacher - \$34,000 - \$45,000

As stated above, we will not participate in the state retirement plan, but will offer a 401(k) program with matching contributions up to \$2500, health care and life insurance to all full time employees. We will not offer retirement, health insurance or life insurance to part-time employees.

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

Davidson Charter Academy retains the discretion at all times to immediately terminate employment or to decide what level or type of discipline is warranted, if any. All employees of DCA are at-will employees whose employment can be terminated at any time, without first implementing any other type of disciplinary action. The Academy is not required to use any of the following steps of discipline, and, if the Academy does choose to

utilize any of the following steps, it is not required to apply or use them in any particular order, but retains the discretion at all times to determine the nature and severity of discipline and/or termination.

In the event it becomes necessary to discipline an employee, DCA will determine in its discretion given the circumstances of the situation the appropriate action amongst such options as:

- * Verbal Warning
- * Written Warning
- * Suspension, with or without pay
- * Final Warning and/or Probation
- * Termination

Davidson Charter academy retains the discretion to determine if the circumstances of a particular case warrant termination for the first offense, or whether one of the other four forms of discipline listed above is warranted. Further, if an employee's conduct, performance, work habits, attitude or demeanor becomes unsatisfactory or unacceptable in the judgement of the Academy, including based on violations of any school policies, rules, guidelines, regulations or rules of conduct, whether contained herein or in other documents, they will be subject to disciplinary action up to and including termination.

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

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

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

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

These are our anticipated staffing needs, and will be adjusted depending upon the special student population that is actually enrolled at Davidson Charter Academy. We have put tentative figures in our staffing and budget section, but are fully aware that changes may be required once our enrollment is set.

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

Davidson Charter Academy's staff will be held to high quality standards by carrying out the Academy's mission every day. All staff members are expected to communicate clear expectations and goals, uphold all legal, professional and ethical requirements of the profession, and create an environment conducive to learning. Further expectations are outlined below:

Core, ELL, EC, Gifted and Talented, and specialty teachers (Spanish, art,

music, physical education and technology):

- Hold a bachelor's degree, EC teacher must hold a Master's degree.
- Teach the Core Knowledge Sequence in alignment with the NC Common Core and Essential Standards.
- Create a classroom climate conducive to learning.
- Create open lines of communication with parents.
- Offer tutoring and enrichment activities to students as needs arise.
- Communicate clear expectations, goals, and grading requirements to both parents and students.
- Differentiate lesson plans to fit the needs of individual students.
- In accordance with NCLB, teachers in core subject areas will meet Highly Qualified standards.
- Maintain and keep current records on all students, including portfolio work and grades.

Media Specialist

- Hold or be working towards a Master's in Library Science.
- Coordinate and maintain the Academy's physical and digital book collection.
- Teach library skills to all students in all grades.

Lead Administrator

- Hold a Master's Degree in Administration and must have five years of administrative experience.
- Ensure that the Core Knowledge Sequence in alignment with the Common Core and Essential Standards are being implemented in the classroom on a daily basis.
- Supervise and manage the Academy's staff and report on the school's overall operation to the Academy's board of directors every month.
- Responsible for handling student and staff conduct in accordance with Davidson Charter Academy's student and staff handbooks.
- Will be active in coordinating the Academy's professional development plan.
- Oversee the creation and implementation of the school's marketing plan.
- Ensure that the school operates within the budget and be responsible for all fiduciary requirements.

Administrative Assistant

- Hold an Associate's degree.
- Have at least two years experience as an administrative assistant.
- Coordinate and run the Academy's front office and adhere to all duties encompassed therein.
- Coordinate school volunteers.
- Assist the assistant administrator and the lead administrator as the need arises.

Assistant Administrator

- Have a bachelor's degree or higher.
- Coordinate and maintain the teacher licensure program.
- Have two years or more of administrative experience.
- Assist in coordinating the Academy's professional development plan.
- The lead person to whom all contract positions report; this includes being the point of contact for the ISIS administrator.
- Report to the lead administrator regarding contract positions.

- Asssit in marketing.

Custodian:

- Have five years of custodial experience.
- See to the daily maintenance and upkeep of Davidson Charter Academy's facilities.

Assistant Teacher:

- Hold a Bachelor's degree.
- Hold teacher licensure or be working towards it.
- Work with "At-Risk" students both in small groups and one-on-one.
- Support classroom teachers through tutoring, small group instruction and any other needs that may arise.
- Be trained in Core Knowledge.

School Counselor

- Must hold a Master's degree in school counseling.
- Develop and maintain a plan for delivery of the school counseling program.
- Maintain current and appropriate resources for educators and parents.
- Provide direct services through the guidance program, student planning, and preventive and responsive services.

Core Knowledge Coordinator (beginning in year 3)

- Must hold a Master's Degree
- Coordinate the school's Core Knowledge program
- Train new teachers in Core Knowledge
- Assist teachers in Core Knowledge as needs arise

Staff Evaluation and Professional Development

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

The assistant administrator will be responsible for maintaining teacher licensure requirements and the lead administrator will be responsible for professional development, with input from the assistant administrator.

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

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

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

Davidson Charter Academy will initially use the NCDPI teacher evaluation instrument. Once the lead administrator and staff are in place, they will work together to create an evaluation program that aligns with the Core Knowledge Sequence and the mission of the school. Allowing teachers input into this process will also give them a greater sense of ownership. Knowing

that they are being evaluated in a manner that they helped develop will create more effective leaders who model in the classroom the type of teaching that is expected.

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

For new teachers who are probationary under NC licensure requirements, Davidson Charter Academy will follow the NCEES teacher evaluation system, which includes a teacher self-assessment, professional development plan, a pre-observation conference, three formal observations with post-conferences, a peer observation with post-conference, summative evaluation conference, and summary rating form.

For administrative and support staff, the lead administrator will evaluate them twice a year using a rubric developed by the staff in conjunction with their job description.

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

The Core Knowledge Foundations provides five professional development days throughout the course of the year. Three of those days will be in July, 2015, before the opening of the Davidson Charter Academy in August, 2015. During these three days, teachers will be introduced to the Core Knowledge Sequence and will develop a curriculum map for the year ahead.

From the Core Knowledge Foundation website, "Participants will engage in processes that model active instruction that they can use in the classroom. Tools, resources, scavenger hunts and individual and teamwork will be employed. Participants will take a pre- and post-test to assess their understanding. Products created will be used for practical purposes at the school." The nature of this professional development cannot be understated. For teachers to participate in professional development that is meaningful and to emerge with a plan for the year will create a sense of purpose and attachment to the mission of both the Core Knowledge Foundation and Davidson Charter Academy.

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

Once school starts, there are 8 teacher work days dedicated to professional development. Two of these days will be facilitated by the experts at the Core Knowledge Foundation. some portion of these workdays will be dedicated to cross-curricular planning and collaboration. These professional development days will take place both within and outside the school and will

give the faculty the opportunity to teach, learn, and grow from each other.

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

As referenced above, there are three workdays in July dedicated to professional development. These will solely focus on the Core Knowledge Sequence. These three days will be spent helping teachers gain an understanding of the Core Knowledge Sequence. They will create broad outlines of their plans for the year. The methods utilized in the Core Knowledge Sequence may be somewhat new to teachers, so it will be particularly important for them to work together during this time to create a map of the year.

On the first workday in August, teachers will attend a retreat that will promote team-building, collaboration, and pride in Davidson Charter Academy. All faculty and staff will be required to attend.

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

Through the intense training from the Core Knowledge Foundation and the ensuing workdays in the school house, teachers will be prepared to begin delivering the content of the curriculum as outlined in the Core Knowledge Sequence.

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

Beginning in July, there are 11 professional development days, for a total of 88 hours. The first three of those professional development days will be entirely devoted to the Core Knowledge Sequence. All of these workdays are already dedicated as such on our proposed calendar. There are further days dedicated to completing and submitting grades and parent/teachers conferences.

The daily schedule is not affected by these days, except in the instance of one half day in the fall and one in the spring, where there are two half days set aside for parent teacher conferences.

The staffing structure with novice and seasoned teachers, will create a collegial atmosphere and respect among all members of the faculty as different staff members present their various ideas throughout the year.

Enrollment and Marketing:

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

Marketing Plan

If you have questions regarding the application process, please contact the Office of Charter Schools via email at deanna.townsend-smith@dpi.nc.gov.

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

Davidson Charter Academy understands that to be successful as a charter school, we must maintain full enrollment of students, and we will undertake specific efforts to attract students from all three targeted LEAs that reflect the racial/ethnic and demographic composition of the systems. To reach and maintain full enrollment we plan to implement an ongoing marketing plan that includes, but is not limited to, the following:

June 2014

We will develop a brand (logo, color scheme, and a motto) that we can apply to all public communications.

June 2014 - March 2015

*Upon preliminary approval of the charter, members of the board of directors will visit local preschools, day cares, churches, other child related and organizations and community organizations such as the YMCA to distribute information. Once the lead administrator is in place, he or she will perform this duty in conjunction with board members. We will also speak at local civic meetings such as Rotary Club, Kiwanis Club, Civitan Club, etc.

*We will conduct community meetings open to the public in Denton, which is in the southern part of our county, Thomasville, Lexington, Welcome, which is in the northern part of our county, and Tyro, which is in the western part of our county, at branches of the local public library or at local churches, to be sure that we are reaching all demographics. At these meetings, we will use a powerpoint presentation to provide information about the school and the application process. One of our board members and one of our consultants are bilingual and will assist in interpreting during the meeting and translating brochures and fliers.

*We will use local media outlets such as local newspapers and news channels to disseminate information and generate interest in Davidson Charter Academy. The Lexington Dispatch has already featured news about our endeavor in articles on at least three separate occasions. As events take place in and around the school, we will invite all local media outlets to cover them, thus generating more interest in our school.

*A representative of Davidson Charter Academy will attend community events to promote the school, such as the annual Barbecue Festival, held each October and Everybody's Day in Thomasville.

*We will utilize our own website to communicate with potential students and parents, which is currently available at www.davidsoncharteracademy.org.

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

*We will issue our marketing information in both English and Spanish, so as to attract those members of the community who are Spanish speaking.

We will begin marketing upon preliminary approval of our charter, continuing with a deliberate, concentrated effort until the admissions process occurs. After that, we will engage in these marketing strategies on an ongoing basis. We will measure the effectiveness of our marketing plan by the number of students initially enrolled and we will make adjustments accordingly.

Parent and Community Involvement

1. *Describe how you will communicate with and engage parents and community members from the time that the school is approved through opening.*
2. *Describe how you will engage parents in the life of the public charter school. Explain the plan for building engaging partnerships between the family and school that strengthen support for student learning.*

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

We have been featured in several newspaper articles, distributed surveys to the community and held a community meeting in the spring.

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

Davidson Charter Academy will also develop a strong Parent Teacher Association with parents and teachers working closely together to carry out the mission of the school.

The board will encourage open and transparent communication with parents and encourage all parents to become a part of the fabric of Davidson Charter Academy.

Admissions Policy

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

1. *Tentative dates for the open enrollment application period; enrollment deadlines and procedures. *Please be advised schools cannot accept applications until after final approval from the SBE.*
2. *Clear policies and procedures detailing the open enrollment lottery plan including policies regarding statutory permitted student enrollment preferences.*
3. *Clear policies and procedures for student waiting lists, withdrawals, re-enrollment, and transfers.*
4. *Explanation of the purpose of any pre-admission activities (if any) for students or parents.*

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

1. Immediately following preliminary approval of our charter, DCA will conduct a highly publicized campaign, utilizing a variety of methods to inform the public of the dates for open enrollment. These methods may include, but are not limited to, publication in all local newspapers, using multiple sources of social media, distributing flyers at churches, day cares and other community oriented locations and the holding of public meetings in various parts of the county, such as Denton, Thomasville, Lexington and Welcome. The tentative enrollment period will begin February 1, 2015, following final approval of the charter, and will tentatively run through March 15, 2015 at 5:00 P.M. The application will be available to fill out both online and in print format. It will be available in both English and Spanish. Immediately following the closing of the enrollment period, Davidson Charter Academy will determine if a lottery is needed, in accordance with NCGS 115C-238.29F(g)(6). If a lottery is not needed, all applicants will be accepted and parents and guardians will be contacted via telephone and via mail (both electronic and postal). Parents and guardians need to respond about their student's attendance at Davidson Charter academy within five business days by 5:00 P.M.

If a lottery is needed, a date will be set for the lottery, which will take place no more than two weeks from the close of the enrollment period and will only include the names from the enrollment period noted above. Parents and guardians of applicants will be notified of the date and time of the lottery. The lottery will be open to the public and names will be decided by a computerized randomization system in accordance with the policies adopted in the North Carolina Charter Schools Act and by the State Board of Education. Once the names are chosen, the parent or guardian will have five business days until 5:00 P.M. to respond about their student's attendance.

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

*For the first year of operation, children of board members will receive priority admission, up to 15% of the school's total enrollment.

*After the first year of operation, siblings of current students will receive priority admission. Legacy preference will also be granted to students whose siblings have graduated from DCA within the previous four years.

*For every year of operation, children of full-time staff members will receive priority admission, up to 15% of the total enrollment.

*Multiple birth siblings will be entered into the lottery as one surname, and should that surname be chosen in the lottery, all will receive admission.

3. There will be a waiting list of students as necessary. If a student withdraws, the next name on the waiting list will be offered a seat and that student's parent or guardian will be given one business day to respond.

4. As stated above, we will utilize community meetings and open forums prior to the beginning of the admission's process. The purpose of these is to inform the public of the enrollment period, as well as to share our vision and mission with interested parents and community members.

5. In the event that a student from the school withdraws or decides to

transfer, the parent or legal guardian should immediately notify the school. Davidson Charter Academy will verify the withdrawal of the student by letter. Once the letter is submitted, that seat will be open and if needed, the waiting list will be utilized.

PROJECTED ENROLLMENT 2015-16 through 2019-2020

IDENTIFY LEA FROM WHICH
STUDENTS WILL PROBABLY COME

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

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

	2015-2016			2016-2017			2017-2018			2018-2019			2019-2020		
	LEA 290	LEA 291	LEA 292	LEA 290	LEA 291	LEA 292	LEA 290	LEA 291	LEA 292	LEA 290	LEA 291	LEA 292	LEA 290	LEA 291	LEA 292
Kindergarten	26	12	4	26	12	4	26	12	4	26	12	4	26	12	4
Grade 01	18	10	4	26	13	4	27	12	4	28	13	4	31	13	4
Grade 02	22	10	4	19	10	4	30	15	5	32	15	5	33	16	5
Grade 03	25	12	4	23	11	4	23	11	4	35	17	6	35	19	6
Grade 04	25	12	4	25	12	4	23	11	4	24	12	4	35	17	6
Grade 05	24	13	5	25	12	4	25	12	4	24	12	4	24	12	4
Grade 06	40	19	7	38	22	6	38	21	7	40	19	7	38	21	7
Grade 07	0	0	0	40	19	7	38	22	6	38	21	7	40	19	7
Grade 08	0	0	0	0	0	0	40	19	7	38	22	6	38	21	7
	180	88	32	222	111	37	270	135	45	285	143	47	300	150	50
	300			370			450			475			500		

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.

Davidson Charter Academy will ensure that no student in any of the three LEAs in our county is denied access to the school due to lack of transportation. We expect that most parents will provide transportation for their children. Nonetheless, we have a plan to make sure that transportation is not a barrier to school attendance. At community meetings and through literature and social media, during the period leading up to enrollment, the school will clearly communicate that each student with a need will be appropriately transported to school. Once enrollment is established, we will encourage families to carpool and will assist in matching families for this purpose, as well as to provide alternatives to carpooling as needed.

We anticipate that 20% of the targeted student population may be unable to provide their own transportation. We also estimate that 10% of these students will live in areas that will allow for the use of carpooling with other families. For the remaining 10%, for whom the use of a carpool is not an effective method of transportation, we will contract with a local cab company or transportation service to provide transportation. To that end, our budget includes a line item of \$15,000 for just such a need. Additionally, the budget includes a line item of \$50,000 for unexpected costs. This could be used if our projected transportation budget is insufficient.

As Davidson Charter Academy grows, the goal is to provide bus service to those in need, including the possibility of contracting with the local LEA bus systems or other appropriate bus or transportation services. We will work towards that goal once our student population is known and we are able to more accurately plan for the demonstrated need for school-provided transportation.

School Lunch Plan:

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

Davidson Charter Academy is fully committed to ensuring that no child lacks a daily meal, whether this is due to financial need or simply because they forgot their lunch. It is our intention to offer students the option of bringing their lunch or purchasing their lunch from a local catering service. The lunch schedule will be published monthly and students will have the option of buying from the catering service or providing their own lunches.

For those students who are financially unable to provide themselves with a school lunch, we will contract with a local catering service to provide one

for them at our school. There is a line item in the operations budget of \$31,300 for the first year to provide for this expense, increasing to \$52,200 in year five.

As students do have a tendency to forget their lunches, we will also maintain a small food pantry for those students. This pantry is not intended as the regular source of lunch for those students who are financially unable to provide their own school lunch. As noted above, we will contract with a local catering company to regularly provide lunch for those students. This food pantry, however, will serve those students who simply have forgotten their lunch on any given day.

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		\$1,549.00
Officers and Directors/Errors and Omissions	\$1,000,000		\$3,332.00
Property Insurance	\$250,000		\$450.00
Motor Vehicle Liability	\$1,000,000		\$181.00
Bonding Minimum/Maximum Amount	\$250,000	\$250,000	\$332.00
Other	\$1,000,000		\$8,767.00
Total Cost			\$14,611.00

*The applicant must provide a quote from an insurance provider as part of this application (as Appendix O) 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.

erinsteenwyk 12/04/2013

(Board Chair Signature)

(Date)

Facility:

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

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

We have toured several buildings in the Lexington area that we are considering as possible locations. We are in the process of exploring the necessary steps to obtain the Educational Certificate of Occupancy for each location. The most promising location is a former office building located near the intersections of Highway 64 and Interstate 85. The building has an attached warehouse and several acres of land.

This site is in the central area of our county, is in the Davidson County school system, is just outside the Lexington City School system, and is within ten miles of the Thomasville City School system.

The other buildings we have toured have similar location benefits, because they all sit within a reasonable driving distance for students of all three LEAs, which is our targeted population.

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

We also have two local realtors looking for open land that might be donated or leased to the school. In that case, we will grade the land that is needed and place modulars on the property while we work toward raising the funds required for building a permanent facility.

We have also been in contact with two companies that provide modular units. Our anticipated square footage needs are approximately 21,000 square feet our first year. Modulars offer the flexibility of adding more space as we increase our student population.

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 2015-16

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

*Refer to the
Resource Manual
Finance Section
for guidance on
estimated funding
amounts*

State Funds: Charter schools receive an equivalent amount per student as the local education agency (LEA) receives per student receives from the State. Funding is based on the 1st month average daily membership.

- In year 1 – Base state allotments are determined by the LEA in which the student resides
- In year 2 and beyond- Base State allotments are determined by the LEA in which the school is located.

Local Funds: Charter schools receive a per pupil share of the local current expense of the LEA in which the student resides.

Federal Funds: Charter schools must qualify and apply for the individual federal grants based on their population of students.

REFER TO RESOURCE GUIDE FOR ADDITIONAL INFORMATION AND SOURCE DOCUMENTS

LEA #1 290 - Davidson County Schools

Revenue	2013-2014 Per Pupil Funding	Projected LEA ADM	Approximate funding for 2015-2016
State Funds	\$4,658.28	180	\$838,490.40
Local Funds	\$1,447.73	180	\$260,591.40
Federal EC Funds	\$3,743.48	18	\$67,382.64
Totals			\$1,166,464.44

LEA #2 291 - Lexington City Schools

Revenue	2013-2014 Per Pupil Funding	Projected LEA ADM	Approximate funding for 2015-2016
State Funds	\$5,133.21	88	\$451,722.48
Local Funds	\$1,898.00	88	\$167,024.00
Federal EC Funds	\$3,743.48	9	\$33,691.32
Totals			\$652,437.80

LEA #3 292 - Thomasville City Schools

Revenue	2013-2014 Per Pupil Funding	Projected LEA ADM	Approximate funding for 2015-2016
State Funds	\$5,319.28	32	\$170,216.96
Local Funds	\$1,898.00	32	\$60,736.00
Federal EC Funds	\$3,743.48	5	\$18,717.40
Totals			\$249,670.36

Total Budget: Revenue Projections 2015-16 through 2019-2020

INCOME: REVENUE PROJECTIONS	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
-State ADM Funds	\$1,460,430	\$1,800,710	\$2,189,663	\$2,310,094	\$2,432,529
-Local Per Pupil Funds	\$488,351	\$602,137	\$732,199	\$772,470	\$813,411
-Exceptional Children Federal Funds	\$119,791	\$147,702	\$179,606	\$189,484	\$199,527
-Other Funds*	\$221,000	\$0	\$0	\$0	\$0
-Working Capital*	\$0	\$0	\$0	\$0	\$0
Z - TOTAL REVENUE	\$2,289,572	\$2,550,549	\$3,101,468	\$3,272,048	\$3,445,467

***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 documents, etc., on the commitment of these funds. If these figures are loans, the repayment needs to be explained in the narrative and found within the budget projections.**

Assurances are needed to confirm the commitment of these additional sources of revenue. Please include these as Appendix R.

Personnel Budget: Expenditure Projections 2015-16 through 2019-2020

The personnel list below may be amended to meet the staffing of individual charter schools: This list should align with the projected staff located in the Operations Plan (Appendix M).

BUDGET EXPENDITURE PROJECTIONS Personnel	2015-2016			2016-2017			2017-2018			2018-2019			2019-2020		
	Num Staff	Avg Salary	Total salary	FTE	Avg Salary	Total salary									
Administrative & Support Personnel:															
Lead Administrator	1	\$75,000	\$75,000	1	\$75,000	\$75,000	1	\$75,000	\$75,000	1	\$75,000	\$75,000	1	\$75,000	\$75,000
Assistant Administrator	1	\$36,000	\$36,000	1	\$40,000	\$40,000	2	\$40,000	\$80,000	2	\$40,000	\$80,000	2	\$40,000	\$80,000
Custodians	1	\$28,000	\$28,000	1	\$28,000	\$28,000	1	\$28,000	\$28,000	1	\$28,000	\$28,000	1	\$28,000	\$28,000
Administrative Assistant	1	\$30,000	\$30,000	1	\$30,000	\$30,000	1.5	\$30,000	\$45,000	1.5	\$30,000	\$45,000	2	\$30,000	\$60,000
Guidance Counselor Part Time	.5	\$40,000	\$20,000	.75	\$40,000	\$30,000	1	\$30,000	\$30,000	1	\$30,000	\$30,000	1	\$30,000	\$30,000
A - Total Admin and Support:	4.5	\$209,000	\$189,000	4.75	\$213,000	\$203,000	6.5	\$203,000	\$258,000	6.5	\$203,000	\$258,000	7	\$203,000	\$273,000
Instructional Personnel:															
Core Content Teacher(s)	16	\$38,000	\$608,000	20	\$38,000	\$760,000	24	\$38,000	\$912,000	25	\$38,000	\$950,000	26	\$38,000	\$988,000
Electives/Specialty Teacher(s)	3	\$38,000	\$114,000	4	\$38,000	\$152,000	5	\$38,000	\$190,000	5.5	\$38,000	\$209,000	6	\$38,000	\$228,000
Exceptional Children Teacher(s)	.5	\$40,000	\$20,000	.75	\$40,000	\$30,000	1	\$40,000	\$40,000	1	\$40,000	\$40,000	1	\$40,000	\$40,000
Teacher Assistants	2	\$32,000	\$64,000	2.5	\$32,000	\$80,000	3	\$32,000	\$96,000	3	\$32,000	\$96,000	3	\$32,000	\$96,000
Teacher E L L	.5	\$38,000	\$19,000	.75	\$38,000	\$28,500	1	\$38,000	\$38,000	1	\$38,000	\$38,000	1	\$38,000	\$38,000
Teacher- Gifted/Talented	.5	\$40,000	\$20,000	.75	\$40,000	\$30,000	1	\$40,000	\$40,000	1	\$40,000	\$40,000	1	\$40,000	\$40,000
Media Specialist	1	\$36,000	\$36,000	1	\$36,000	\$36,000	1	\$36,000	\$36,000	1	\$36,000	\$36,000	1	\$36,000	\$36,000
Core Knowledge Coordinator	0	\$0	\$0	0	\$0	\$0	1	\$38,000	\$38,000	1	\$38,000	\$38,000	1	\$38,000	\$38,000
B - Total Instructional Personnel:	23.5	\$262,000	\$881,000	29.75	\$262,000	\$1,116,500	37	\$300,000	\$1,390,000	38.5	\$300,000	\$1,447,000	40	\$300,000	\$1,504,000

A+B = C - Total Admin, Support and Instructional Personnel:	28	\$471,000	\$1,070,000	34.5	\$475,000	\$1,319,500	43.5	\$503,000	\$1,648,000	45	\$503,000	\$1,705,000	47	\$503,000	\$1,777,000
Administrative & Support Benefits															
Health Insurance	4	\$4,000	\$16,000	4.75	\$4,000	\$19,000	6.5	\$4,000	\$26,000	6.5	\$4,000	\$26,000	7	\$4,000	\$28,000
Retirement Plan--Other	4	\$2,500	\$10,000	4.75	\$2,500	\$11,875	6.5	\$2,500	\$16,250	6.5	\$2,500	\$16,250	7	\$2,500	\$17,500
Life Insurance	4	\$250	\$1,000	4.75	\$250	\$1,188	6.5	\$250	\$1,625	6.5	\$250	\$1,625	7	\$250	\$1,750
Disability	4	\$400	\$1,600	4.75	\$400	\$1,900	6.5	\$400	\$2,600	6.5	\$400	\$2,600	7	\$400	\$2,800
Medicare	4.5	\$612	\$2,754	4.75	\$612	\$2,907	6.5	\$612	\$3,978	6.5	\$612	\$3,978	7	\$612	\$4,284
Social Security	4.5	\$2,620	\$11,790	4.75	\$2,620	\$12,445	6.5	\$2,620	\$17,030	6.5	\$2,620	\$17,030	7	\$2,620	\$18,340
D - Total Admin and Support Benefits:	25	\$10,382	\$43,144	28.5	\$10,382	\$49,315	39	\$10,382	\$67,483	39	\$10,382	\$67,483	42	\$10,382	\$72,674
Instructional Personnel Benefits:															
Health Insurance	19	\$4,000	\$76,000	29.75	\$4,000	\$119,000	37	\$4,000	\$148,000	38.5	\$4,000	\$154,000	40	\$4,000	\$160,000
Retirement Plan--Other	19	\$2,500	\$47,500	29.75	\$2,500	\$74,375	37	\$2,500	\$92,500	38.5	\$2,500	\$96,250	40	\$2,500	\$100,000
Life Insurance	19	\$250	\$4,750	29.75	\$250	\$7,438	37	\$250	\$9,250	38.5	\$250	\$9,625	40	\$250	\$10,000
Disability	19	\$400	\$7,600	29.75	\$400	\$11,900	37	\$400	\$14,800	38.5	\$400	\$15,400	40	\$400	\$16,000
Medicare	23.5	\$658	\$15,463	29.75	\$658	\$19,576	37	\$658	\$24,346	38.5	\$658	\$25,333	40	\$658	\$26,320
Social Security	23.5	\$2,811	\$66,059	29.75	\$2,811	\$83,627	37	\$2,811	\$104,007	38.5	\$2,811	\$108,224	40	\$2,811	\$112,440
E - Total Instructional Personnel Benefits:	123	\$10,619	\$217,372	178.5	\$10,619	\$315,915	222	\$10,619	\$392,903	231	\$10,619	\$408,832	240	\$10,619	\$424,760
D+E = F - Total Personnel Benefits	148	\$21,001	\$260,516	207	\$21,001	\$365,230	261	\$21,001	\$460,386	270	\$21,001	\$476,315	282	\$21,001	\$497,434
A+D = G - Total Admin and Support Personnel (Salary & Benefits)	29.5	\$858,793	\$232,144	33.25	\$819,382	\$252,315	45.5	\$890,582	\$325,483	45.5	\$919,582	\$325,483	49	\$950,582	\$345,674
B+E = H - Total Instructional Personnel (Salary & Benefits)	146.5	\$527,619	\$1,098,372	208.25	\$481,519	\$1,432,415	259	\$558,319	\$1,782,903	269.5	\$578,719	\$1,855,832	280	\$592,319	\$1,928,760
G+H = J - TOTAL PERSONNEL	176	\$1,386,412	\$1,330,516	241.5	\$1,300,901	\$1,684,730	304.5	\$1,448,901	\$2,108,386	315	\$1,498,301	\$2,181,315	329	\$1,542,901	\$2,274,434

Operations Budget: Expenditure Projections 2015-16 through 2019-2020

BUDGET OPERATIONS EXPENDITURE PROJECTIONS		2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
	Administrative & Support:					
Other	Audit	\$7,500	\$9,000	\$11,000	\$11,500	\$12,000
	Insurance	\$14,611	\$16,000	\$19,500	\$20,600	\$21,600
	Travel	\$5,000	\$6,000	\$6,500	\$7,000	\$7,500
	Office Supplies	\$11,500	\$13,000	\$15,800	\$16,700	\$17,600
	Office Equipment & Lease	\$12,000	\$14,000	\$17,000	\$18,100	\$19,000
	Legal	\$6,500	\$5,000	\$6,000	\$7,000	\$8,000
	I S I S, Student Reporting & Admin Services	\$29,000	\$33,000	\$38,000	\$40,000	\$42,000
	Marketing	\$4,000	\$4,000	\$4,000	\$4,000	\$4,000
	Communications, Website, Software	\$31,000	\$24,000	\$29,000	\$30,700	\$32,300
	Facility Rent	\$250,000	\$280,000	\$313,000	\$330,000	\$345,000
	Facility Repairs & Maintenance	\$24,000	\$26,000	\$28,000	\$30,000	\$32,000
	Facility Utilities	\$28,000	\$34,000	\$40,000	\$42,000	\$44,000
	Furniture & Fixtures	\$45,000	\$25,000	\$30,000	\$25,000	\$25,000
	Contingency For Under Enrollment	\$75,000	\$0	\$0	\$0	\$0
	Contingency For Expenses	\$50,000	\$50,000	\$50,000	\$50,000	\$50,000
	Transportation	\$15,000	\$18,500	\$22,500	\$23,900	\$25,000
	Meals	\$31,300	\$38,500	\$46,900	\$49,700	\$52,200
	K - TOTAL Administrative & Support Operations	\$639,411	\$596,000	\$677,200	\$706,200	\$737,200
	Instructional:					
Other	Curriculum	\$115,000	\$75,000	\$85,000	\$95,000	\$100,000
	Staff Development	\$18,000	\$22,000	\$26,000	\$28,000	\$30,000
	Books & Materials	\$10,000	\$12,500	\$15,200	\$16,200	\$17,000
	Classroom Technology, Software	\$60,000	\$35,000	\$43,000	\$45,600	\$47,800
	Testing & Fees	\$12,000	\$15,000	\$18,300	\$19,400	\$20,000
	Contracted Services - Other Instruction	\$10,000	\$12,500	\$15,200	\$16,200	\$16,900
	Contracted Services- E C Instruction	\$30,000	\$36,900	\$45,000	\$47,700	\$50,000
	L - TOTAL Instructional Operations	\$255,000	\$208,900	\$247,700	\$268,100	\$281,700
	K+L = M - TOTAL OPERATIONS	\$894,411	\$804,900	\$924,900	\$974,300	\$1,018,900

Overall Budget:

BUDGET OPERATIONS EXPENDITURE PROJECTIONS	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
J - TOTAL PERSONNEL	\$1,330,516	\$1,684,730	\$2,108,386	\$2,181,315	\$2,274,434
M - TOTAL OPERATIONS	\$894,411	\$804,900	\$924,900	\$974,300	\$1,018,900
J+ M =N TOTAL EXPENDITURES	\$2,224,927	\$2,489,630	\$3,033,286	\$3,155,615	\$3,293,334
Z - TOTAL REVENUE	\$2,289,572	\$2,550,549	\$3,101,468	\$3,272,048	\$3,445,467
Z - N = SURPLUS / (DEFICIT)	\$64,646	\$60,919	\$68,182	\$116,434	\$152,133

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

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

1. *How was the student enrollment number projected?*

Provide an explanation as to why you believe there is a demand for the school that will meet this enrollment projection.

Provide the break-even point of student enrollment.

Student Enrollment:

Our mission includes partnering with parents and community members to offer an exciting, rigorous and individualized education for all students. To provide that individualized attention to each student, we need an enrollment point that will allow the lead administrator and staff to know by name all the students and parents. Our student enrollment is based on small class sizes, with 14 - 21 students in elementary school classes and 22 students in middle school classes. We project that we will have three sections of kindergarten classes and three sections of sixth grade classes in our first year and two sections of grades one through five in our first year. This will allow an intimate atmosphere and aligns with our mission of providing individualized education for the students at Davidson Charter Academy. In considering the size, we also had to recognize the revenue considerations and the financial scale we had to attain. To balance the two, our mission and our financial viability, the 300 students in year is targeted and our plan is to grow to 500 by year 5.

Demand:

There are no charter schools or magnet public schools in Davidson County, a county of 140,000 residents. Davidson Early College and the Yadkin Valley Career Academy are popular high school options, but there are no additional public school options for K - 8 students. With 13,600 K-6 students in the three LEAs in Davidson County, there would be 45 Davidson County students available for our school for each seat we offer in our first year. Based upon the statewide known requests for charter education by parents and policy makers, and backed up by statistical support, we believe we will have more demand than available seats in our first year.

In a recent survey, 88% of respondents believe that there is a need for greater educational choice in Davidson County. Further, 75% of respondents replied that they would consider sending their child to a charter school, while 13% said that they would need more information before making that decision. The need for a charter school is clearly indicated when almost 90% of respondents would either enroll their child(ren) immediately or consider it pending further information. Using these surveys and our mission, we arrived at a composition of 3 kindergarten classes, 2 first

through fifth grade classes and 3 sixth grade classes. Moving forward, our second year will have 3 kindergarten classes, 3 first grade classes (to account for the growth from kindergarten), 2 second through fifth grade classes and three sixth and seventh grade classes. The pattern will continue until all of our grade levels have three classes of students.

Break even point:

The break even point is 180 students in year one. That number, in students, is calculated by dividing fixed costs by margin (or revenue less variable costs per student).

Discuss the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated.

The school is beginning with a reserve of \$221,000 represented by funds donated by a benefactor specifically for a charter school in Davidson County. This cash is substantiated by documentation in Appendix R. We also have made a reserve in the budget of \$75,000 for under-enrollment as well as a contingent reserve of \$50,000 for unanticipated or under-budgeted expenses in year one and beyond.

In addition, as the opening of school nears we will alter our hiring plans to match the revised lower enrollment numbers, including removing classes in each grade and removing a teacher assistant. We also have flexibility in our Core Knowledge costs and elective offerings to students.

There is further flexibility in our IT and communications infrastructure. We have budgeted 5% of our revenue for these items and we can scale back if necessary.

With our projected surplus and contingency reserves we have a cushion of \$189,600 to absorb revenue shortfalls without any cost cuts.

Does the budget rely on sources of funds other than state, county, and federal (e.g. loans, donations etc.)? If so, please provide the source and amount. Be sure that the appropriate assurances documentation is provided in the appendices

Davidson Charter Academy has access to a cash fund of \$221,000 that is managed by the Foundation for the Carolinas. The Foundation will use this bequest to provide support to the school as needed.

Provide the student to teacher ratio that the budget is built on.

17:1 in elementary grades; 22:1 in middle school

- 2. Does the school intend to contract for services such as student accounting and financial services, exceptional children instructional support, custodial etc. Describe the criteria and procedures for the selection of contractors and large purchases.*

ISIS services will be outsourced. We have a quote from the NC Public Charter Schools Association for \$24,000, and we will seek more quotes before choosing a vendor. We have estimated \$5,000 more for possible PowerSchool and other administrative consulting.

We have a quote, used in the budget under Contracted Services- EC Instruction, from Futures Education for assistance with special needs students in addition to a part time EC teacher, who will be contracted with,

if need be, in addition to our own EC teacher. The Futures Education service will include speech and language pathologists, as well as psychologists, occupational therapists and physical therapists.

Our Core Knowledge curriculum and training costs are significant but are uniquely requisite to meet our mission, our educational plan and our desire to provide a rigorous education.

To select vendors for purchases of products and services, we will require lead administrator approval of contracts within certain monetary ranges and full board of director approval for obligations exceeding an amount our board chooses to set. Thus, contracts for the above services have not been signed but have been negotiated for budgeting and planning purposes.

3. *Explain how the budget aligns with the school's mission, curricular offerings, transportation plans, and facility needs.*

The budget that we have developed includes all elements critical to the success of the mission of our school. We have provided for an adequate number of teachers to ensure small class sizes and individualized attention. To attract high quality teachers, their pay scale is commensurate, on average, with their experience. Our curriculum needs and Core Knowledge Sequence professional development are considered and included in the budget. This includes money for educational materials, as well as for the professional development costs associated with the Core Knowledge Foundation. These materials will provide a rigorous education focused on student achievement. The professional development will assist the teachers in understanding how to meet the needs of different students in the context of the Core Knowledge Sequence. Also considered in the curricular material is the cost associated with our character development program, which will be coordinated by our school counselor. This program will create effective communicators who are resilient and better able to solve problems.

Our budget also considers the needs of all students and includes funding for ELL, EC and Gifted and Talented teachers, as well as contract positions for an additional EC teacher and related services.

In order to be sure that we reach all the students in our targeted population, we have budgeted for transportation and school lunch needs to ensure that no child will be denied access to Davidson Charter Academy due to transportation needs, nor will they lack a daily meal.

The rationale behind our facility budget is clearly outlined below, but we are planning on leasing a facility of at least 21,000 square feet to meet the needs of our student population. We are considering buildings that offer extra space so that we can grow the facility as our student body grows.

We have also included a line item for marketing, to assist with recruitment of students from all three LEAs. Davidson County is quite large and we will be required to utilize a variety of methods in order to attract students from the three LEAs, thus ensuring that we create a diverse learning environment and meet our revenue projections.

4. *What percentage of expenditures will be the school's goal for a general fund balance?*

Describe how the school will develop the fund balance.

A major long term goal of the school is to obtain a reserve of cash to be used as part of the equity in an owned facility perhaps between years five and ten. We also want to accumulate a cash reserve of a month's operating cost at the end of year five. That would be \$274,444. Our budget reflects an accumulation of \$462,314, an amount that exceeds this targeted saving by \$187,870.

The school will follow the budget and segregate an account for the accumulation of savings that will be added to when prudent.

The school will also develop fundraising and grant seeking avenues to add on to the surpluses above.

5. *Provide a description of proposed financing structure. Include financing of facilities, other asset financing and leases.*

The budget, constructed conservatively, reflects the outright purchase of most of the capital type items needed by the school. In "Office Equipment & Lease," we include leasing a printer/copier/scanner/fax machine. In "Communications, Website, Software" (\$31,000) along with the earlier cost above of \$12,000 and "Classroom Technology, Software" \$60,000 we total \$103,000, which approximates 5% of revenue and was suggested by an IT consultant. Much of this \$103,000 could be leased but is shown as purchased. Also, we have not shown any E-rate reimbursement as a reduction in these costs.

We plan to purchase a blend of new and used furniture and fixtures and will attempt to avoid leasing or financing.

Facility leasing is based upon 300 students at 70 square feet/student or 21,000 square feet at \$12 a foot for a used building. We expect to lease for at least five years.

7. *Will the school have assets from other sources (e.g. building, furniture, chairs, computers, etc.)? If yes, please provide a list. Note which are secured and which are anticipated, and include evidence of commitment for any assets on which the school's core operation depends*

There are no substantial number or amount of tangible resources at this time. We will solicit donations of goods and services upon receipt of acceptance of our application.

Please see Addendum to Financial Plan at Appendix T.

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

How will the school ensure adequate internal controls, including segregation of duties, safeguarding of assets, accurate and adequate recording keeping?

Basics of good internal control are the foundation for the reliability of the financial statements and are needed to safeguard the resources of the school. Not only would Davidson Charter Academy be at risk of losing valuable resources with poor controls, but there is more at risk. That additional risk includes the potential for negative publicity associated with any event that might attract notoriety, including financial theft or even financial mismanagement. This also often brings a stigma to other charter schools, or indeed to the whole North Carolina charter school program and its attendant regulation.

We will contract with a CPA firm (see below) to provide the annual audit but in addition we will request from them a report on our internal controls. This will include an evaluation of our controls before we open our school so that any weaknesses are discovered and corrected before the school year begins.

We will contract for the NCDPI required services of the Integrated Solutions Information System with a provider after receiving at least three quotes. We have discussed the services with the NC Public Charter Schools Association, who will provide same and thus create another level of cash segregation by its external accounting for our pupil funds, accounts payable, and payroll.

Internally, we will keep a petty cash fund of no more than \$200 for emergencies and use an imprest balance system requiring a paid receipt and/or authorization for expenditures. Approval of expenditures over a recommended amount will require the signature of the lead administrator.

Accounting records will be safeguarded by use of daily locked files and to the extent practical, secure online records with appropriate password protections. Sensitive records will be systematically shredded as necessary. The board treasurer will provide a financial statement to include a statement of fund balances (balance sheet) and a statement of receipts and expenditures (a P&L) at each regularly held board meeting, as well as an explanation to board members of any questions. Additionally, periodically the ISIS provider and/or the auditors will be asked to attend board meetings.

Provide any known or possible related party transactions (relationship, description of transaction and estimated dollars involved)

We will require employees, board members, and others who conduct business transactions with our school to divulge any actual or even perceived conflicts of interest. We will extend our policy to request disclosure of conflicts of interest that may involve interests beyond pecuniary interests, such as influence and control.

As previously stated in IV.Governance Section, question 6, the board has been notified by one board member, Jane Whitehurst, that her husband and son are attorneys in the law firm that we have consulted with during the

preparation of this Application. It is possible that the board may discuss future legal services to be provided by the same law firm, and Ms. Whitehurst will continue to abstain from voting on any such possible transaction between the board and the law firm.

Provide the name and contact information of the independent audit firm who will conduct the annual financial statement audit. If a firm has yet to be identified please list the firms the board has investigated.

We will solicit audit bids from more than one CPA firm, qualified by the Local Government Commission. We have investigated audit services and fees with two firms who agreed that it would be in our interest to negotiate fees closer to our school opening. Those firms giving us tentative estimates of \$7,500 are:

Rives & Associates, LLP, 212 West Center St., Lexington, NC , 336-248-8281
336-248-2335

Potter & Company, CPAs, 434 Copperfield Blvd. NE, Concord, NC 28025, 704-786-8189 704-786-444

VI. AGREEMENT PAGE

Application Fee:

Pursuant to § 115C-238.29B(e) the charter school applicant must submit a \$500 application fee to the Office of Charter Schools. The applicant must submit their application fee by the December 6, 2013 5:00 pm EST deadline. Payments will be accepted in the form of a check only. Cash or credit cards are not accepted.

**Application Note: The applicant must mail the check along with a copy of the proposed charter LOI to be received before or on the due date of December 6, 2013 5:00 pm EST. Failure to submit payment by the stipulated timeline to the Office of Charter Schools will deem the application incomplete.*

Payments should be made payable to North Carolina Department of Public Instruction

*North Carolina Department of Public Instruction
Office Of Charter Schools
6303 Mail Service Center
Raleigh, NC 27699-6303*

I understand the requirements pursuant to G.S. 115C-238.29B(e).

erinsteenwyk

Date: 12/04/2013

Applicant Signature:

The foregoing application is submitted on behalf of Davidson Charter 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: erinsteenwyk

Board Position: Erin Steenwyk, Chairman

Signature: _____

Date: 12/06/2013

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

Notary Public

Official Seal

My commission expires: _____, 20____.

