



NORTH CAROLINA CHARTER SCHOOL APPLICATION

Mooresville 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
919-807-3491

Mailing Address:
6303 Mail Service Center
Raleigh, NC 27699-6303

CHARTER SCHOOL 2013 Application Process

To open a charter school in the 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.

TABLE OF CONTENTS

I. APPLICATION CONTACT INFORMATION 5
Grade Levels Served and Total Student Enrollment: 5

II. MISSION and PURPOSES 7
Mission: 7
Educational need and Targeted Student Population of the Proposed Charter School: 7
Purposes of the Proposed Charter School: 9
Goals for the Proposed Charter School: 11

III. EDUCATION PLAN 14
Instructional Program: 14
C
K-5 Curriculum and Instructional Design: 15
C
6-8 Curriculum and Instructional Design: 19
C
Special Programs and "At-Risk" Students 24
Exceptional Children 27
Student Performance Standards 32
Student Conduct: 34

IV. GOVERNANCE, OPERATIONS and CAPACITY 36
Governance: 36
Governance and Organizational Structure of Private Non-Profit Organization: 36
Proposed Management Organization (Educational Management Organization or Charter Management Organization) 42
Private School Conversions: complete 46
C
Projected Staff: 46
Staffing Plans, Hiring, and Management 47
Staff Evaluation and Professional Development 50
Enrollment and Marketing: 53
Marketing Plan 53
Parent and Community Involvement 54
Admissions Policy 55
PROJECTED ENROLLMENT 2015-16 through 2019-2020 58
Transportation Plan: 59
School Lunch Plan: 59
Civil Liability and Insurance 60
Health and Safety Requirements: 60
Facility:
Facility Contingency Plan: 61

V. FINANCIAL PLAN
Budget: Revenue Projections from each LEA 2015-16 62
Total Budget: Revenue Projections 2015-16 through 2019-2020 63
Personnel Budget: Expenditure Projections 2015-16 through 2019-2020 64
Operations Budget: Expenditure Projections 2015-16 through 2019-2020 67
Overall Budget: 69
Budget Narrative: 69
Financial Audits: 77

VI. AGREEMENT PAGE

<u>LEA Impact Statement:</u>	78
<u>Applicant Signature:</u>	78

I. APPLICATION CONTACT INFORMATION

Name of proposed charter school: Mooreville 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: *North Carolina Charter Educational Found*

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: *Dave Ferguson*

Title/Relationship to nonprofit: *President*

Mailing address: 181 North Main Street
Mooreville NC 28115

Primary telephone: 704-907-0171 Alternative telephone: 770-500-9037

E-Mail address: *dave@askcoachdave.com*

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

County: *IREDELL*

LEA: *490-Iredell-Statesville 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? *North Carolina Charter Educational Found*

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	661
Second Year	K,01,02,03,04,05,06,07	903
Third Year	K,01,02,03,04,05,06,07,08	1076
Fourth Year	K,01,02,03,04,05,06,07,08	1099
Fifth Year	K,01,02,03,04,05,06,07,08	1145
Sixth Year	K,01,02,03,04,05,06,07,08	1145
Seventh Year	K,01,02,03,04,05,06,07,08	1145
Eight Year	K,01,02,03,04,05,06,07,08	1145
Ninth Year	K,01,02,03,04,05,06,07,08	1145
Tenth Year	K,01,02,03,04,05,06,07,08	1145

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.

fergusond
Signature

Dave Ferguson, President
Title

fergusond
Printed Name

11/30/2013
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:

The mission of Mooreville Charter Academy is to build a rigorous and productive learning environment where students can reach their academic potential and where teachers and students set clear educational goals. We value the relationship between the teacher and student and the role the family plays in a child's academic and social development. Teachers, parents and students will have the shared academic philosophy that all children can learn, become self-motivated life-long learners, function as responsible citizens, and realize their potential as productive members of the local and global societies and the 21st century workforce. A focus on citizenship and experimental learning through community engagement will exist at each grade level.

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.*

Mooreville Charter Academy will be open to all students in North Carolina seeking an educational alternative. However, given the strong proximity relationship of a schools enrollment to its physical location, we anticipate most students to come from within a 5-mile radius of the southern part of Iredell County, specifically near the city of Mooreville along the I-77 corridor.

The demographics for the Mooreville area are as follows: student enrollment is 2,934; White population is 76%; non-White population is 23%; FRL students comprise 40%.

The demographics for Iredell County are as follows: student enrollment is 21,377; White population is 70%; Non-white population is 30%; FRL students comprise 44%; the EC population is 10% and the LEP percentage is 5% in Iredell County.

The Mooreville area above was measured using data from 5 public non-high schools in the region, and includes data from at least one middle school. There were only 3 charter schools in Iredell County in 2012-13 and they had a minority student population of 39%. That exceeds the minority percentage at both the district and local level; we anticipate the student body at Mooreville Charter Academy will have a similar percentage of minority students.

The Board chose Iredell County primarily because of the interest shown in the charter school that the Board currently governs there, Langtree Charter Academy, which far exceeded its first year enrollment targets. Langtree Charter Academy is fully enrolled and has a student waitlist of 886 students.

The Board also considered school performance in their decision. In 2011-12, Iredell County had 2 of the states 160 Priority Schools (defined as being among the lowest 5% of Title 1 schools in the state). Those schools had an average Performance Composite score of 54.2%, which is over twenty percentage points below the state average of 75.9%. In addition to the Priority Schools, Iredell County also had 3 of the states 130 Focus Schools, which is defined as having a significant in-school achievement gap.

- 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).*

Iredell County had 14,456 students in its public school system in 2012-13, making it the 17th largest enrollment market in the state. Mooreville Charter Academy at maximum capacity will only enroll 1,145 students which represent 7.9% of the countys current total enrollment.

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

Through partnership with Charter Schools USA (CSUSA or EMO), the Academy will implement several innovative concepts that differ from that of the local LEA. Please see Appendix T for additional overview of how the Academy will deliver an innovative model to the community.

The Academy will focus on mastery of standards through offering a Guaranteed and Viable Curriculum ("GVC"). The Academy will also: implement a data-driven Educational Model and Personalized Learning Plans ("PLP"); keep students and parents involved and informed through a student information system; and ensure continued professional development and learning environment accountability by utilizing Quality Education for Student and Teachers ("QUEST") school visits and weekly walk-throughs. The Academy may also differ by utilizing technology to foster inquiry, innovation and provide opportunities for blended learning; differentiating through the use of note-taking and summarizing strategies for the 21st century, and building research abilities through discovery learning. Members of the leadership team will meet with teachers on a weekly basis for professional development and data analysis to help guide data-driven instruction.

The K-8 grade configuration is an innovative design that allows students to focus on their academics in their middle school years, versus focusing on the social issues associated with transitioning to a new school. This model allows families to establish solid relationships with the staff at the school, creating a greater sense of a community. Middle school students in a K-8 building also have opportunities to establish leadership roles as mentors for the younger elementary students.

Additionally, each year CSUSA will conduct at least two parent surveys. The first survey will take place in the fall, around October, is designed to gauge parental satisfaction and identify any early issues that might be arising in the Academy. A similar survey in the spring, around April, helps to take a look back over the year to understand our strengths and areas where improvements can be made. These surveys will capture parent feedback on a wide range of topics from curriculum, engagement, safety, satisfaction, loyalty, and the quality of service delivery at the Academy. CSUSA will also work closely with the principal to align the survey administration with any parental events. This allows parents to not only take the survey but, to also reflect on their experience at the Academy and communicate directly with the staff. The results of the survey will be collected centrally and analyzed for presentations to different audiences. Survey results will be presented to the principal, who will communicate them to relevant stakeholders, as well as CSUSA leadership. The results of the survey will be implemented in many applications from day to day planning within the Academy, community outreach, identifying issues in the Academy, as well as school-wide goal setting.

The principal will monitor instruction with weekly walk-throughs to ensure implementation of the instructional strategies (as described in Education Plan). Teachers will receive professional development in weekly Curriculum, Instruction, and Data ("CID") meetings and obtain feedback based upon school visits, to support effective classroom instruction.

We will use unique and innovative academic components to complement the data-driven Educational Model which include: school-wide goal setting; Personalized Learning Plans; Instructional Focus Plans; blended learning; character education; academic intervention and acceleration; and technology to support student engagement. Meaningful parental engagement is also essential to the Academy's culture.

Supplemental programming will include collaboration and community integration through which character and academic education meet through extracurricular and auxiliary activities.

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

Purposes of the Proposed Charter School: *In one page or less, describe how the proposed charter school will achieve one or more of the six legislated purposes, as specifically addressed in the NC charter school statute GS 115C-238.29A, and the proposed school's operations.*

The Six Legislative Purposes of a Charter School are:

1. *Create new professional opportunities for teachers, including the opportunities to be responsible for the learning program at the school site.*
2. *Hold schools accountable for meeting measurable student achievement results.*
3. *Provide parents and students with expanded choices in the types of educational opportunities*

that are available within the public school system.

4. *Improving student learning.*
5. *Increasing learning opportunities for all students, with a special emphasis on at-risk or gifted students.*
6. *Encourage the use of different and innovative teaching methods.*

1. Create new professional opportunities for teachers

New teachers will participate in New Teacher Induction prior to commencement of each school year, All teachers will participate in Teacher Learning Communities throughout the school year, including weekly data chats and team meetings, Teacher Data Summits, and ongoing professional development at the Academy and network level. Working in conjunction with CSUSA, teachers seeking leadership opportunities will have the ability to take part in the Leading Edge Program which provides an avenue for teachers to take on a leadership role, whether it is as a Curriculum Resource Teacher or an administrator.

2. Hold schools accountable

Data will be tracked by CSUSA and reported to us regularly. The Academy will receive extra support and additional monitoring from CSUSA, as needed.

3. Provide parents/students with choice

The School will meet the needs of families who demand more educational opportunities for their children. The School will help to meet that demand and expand educational choices for parents and students of the community with the creation of a K-8 college preparatory education system that has a keen focus on stakeholder satisfaction. The Academy may also offer the Cambridge International Primary Program. The Cambridge Program offers an international, pre-university curriculum and examination system that emphasizes the value of a broad and balanced study for academically able students. The Cambridge curriculum aims to encourage the skills of independent research and investigation, the use of initiative and creativity and the application of knowledge and skills. CSUSA's commitment to continuous measurement and improvement of stakeholder satisfaction is supported by annual surveys. Annually, more than 90% of students choose to return and parent satisfaction measures exceed 90%.

4. Improve student learning

The Guaranteed and Viable Curriculum ensures that students have both the time and opportunity to learn and master the content expected of them within the Common Core State Standards (CCSS) and NC Essential Standards. The Guaranteed and Viable Curriculum combined with implementation of the Educational Model through continuous assessment of student performance data and analysis of student learning gains are imperative to improving student learning and achieving the academic goals set forth in this application.

5. Increase learning opportunities

Free tutoring opportunities will be available outside of the regular school day, in addition to the tutoring and intervention services provided throughout the school day. This allows for increased learning opportunities for students. For example, during the first five years of operations, the

average annual expenditure for tutoring resources is \$40,000 per year. Tutoring is free for students.

6. Encourage the use of innovative teaching methods

As outlined in this application, the Academy will encourage the use of innovative learning methods and deliver educational best practices to the students within the framework of a research-based Educational Model, which is innovative in its approach to data analysis for individual student learning. The effective and systematic use of the research-based instructional strategies, founded upon the works of Robert Marzano, *The Art and Science of Teaching* (ASCD, 2007), provides students a unique opportunity for their learning to be academically rigorous and challenging, yet innovative and focused on individual student learning needs. These strategies have been research-proven to yield positive results in student learning. From there, professional development, specific to the grade level, is provided to help teachers create and implement an instructional framework that guides them as to the most appropriate use of these strategies and innovative learning methods.

As new research is released and updated, professional development and teaching strategies are continuously updated to meet the needs of students. Utilization of PLPs empowers students to track their own progress, which initiates student ownership of learning goals. Through analysis and evaluation of data, each student, with the assistance of administrators, teachers, and parents are able to devise an academic plan to achieve learning gains. These innovative teaching methods align with our mission of building a student-centered learning environment and fostering a culture of innovation and inquiry using technology as the medium.

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.*

Proficiency Goal

Specific: Each year, on the End of Grade (EOG) or End of Course (EOC) assessments in Math, Reading and Science, the Academy will see a significant increase in the percentage of "Proficient" students (as defined by those scoring "At or Above Grade Level"). In 2014-15, Smarter Balanced Assessments (SBAC) are set to replace many EOG and EOC tests.

Measurable: Math, Reading and Science EOG and EOC (SBAC when available) scores for students in third through eighth grade, will reflect at least a 10% reduction in the number of students who are NOT "Proficient" relative to the previous year. The Academy's EOG, EOC and SBAC scores in Year 1 will establish the baseline for measuring this goal. EOG, EOC, and SBAC scores in the second year will allow for the initial comparison to the baseline.

Attainable: We believe this goal is attainable, given that our students will have the appropriate resources and access to high quality teachers.

Relevant: This goal is relevant to the Academy's mission, which states a commitment to preparing students to reach their full academic potential.

Time Bound: The establishment of a baseline will occur at the completion of

the first full year of the charter. After that time, goals will be assessed annually, after EOG results are released in the spring.

Growth Goal

Specific: Each year the Academy will meet 100% of its fall to spring Growth Targets on each of the NWEA MAP benchmark assessments in Reading, Language Usage, Mathematics and General Science.

Measurable: This goal is measured by student performance on the NWEA MAP benchmark assessments. Students enrolled at the end of the year with valid growth measures will be included in the grade level calculations of the "Percentage of Growth Targets Met" in Reading, Language Usage, Mathematics and Science.

Attainable: This goal is attainable with the programmatic, financial and human resources that will be available at the Academy.

Relevant: This goal is relevant to the Academy's mission as there is a commitment to the academic development of each child.

Time Bound: Actual growth targets will be reported annually.

Closing the Achievement Gap Goal

Specific: Closing the achievement gap among student subgroups by meeting AMOs in each of the "At-Risk" student subgroups

Measurable: State reported outcomes of AMOs (with the application of a confidence interval, as applicable). At the end of the Academy's first year, a baseline will be established. Progress toward the goal in subsequent years will be measured against the baseline that was established in Year 1

Attainable: This goal is attainable, as all students are capable of reaching proficiency, given appropriate resources and access to high quality teachers

Relevant: The goal is relevant to the Academy's mission, which states a commitment to setting and achieving academic goals

Time Bound: After a baseline is established in Year 1, the goal will be assessed annually.

READY Goal

Specific: The Academy will meet or exceed the district's performance in the READY model components for all grades among schools with comparable student demographics.

Measurable: Elementary and middle school grades will meet or exceed the district's performance, among comparable student demographics

Attainable: The Academy will have the academic, financial and human resources necessary to meet or exceed the performance of its peer schools

Relevant: As a school of choice, we recognize that school performance is a crucial to the Academy's ability to attract and retain students as well as maintain parents confidence.

Time Bound: Reported annually

Attendance Goal

Specific: Average daily attendance will be 95% or higher each year

Measurable: Daily average of enrolled students in attendance and total students enrolled

Attainable: This goal is attainable with support from teachers, administrators and parents

Relevant: Students must attend daily to be successful

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

Each month, the board will require CSUSA to prepare and submit a series of reports that address student achievement, financial operations, and school operations, school culture. The board's access to the information contained in the reports is crucial to evaluating how the Academy is progressing toward attainment of the mission. CSUSA is committed to providing these reports to us on a monthly basis; please see Appendix L for a schedule of board reporting.

The use of student assessment and performance data is vital to the Academy's mission to set and achieve goals in a rigorous academic environment, as evidenced by the Academy's Education Model (detailed in the Education Plan Section). Using a continuous improvement process, the Academy will improve student learning and achievement, by regularly evaluating student performance to personalize and target instruction to each students needs. This data-driven cycle of assessment, analysis, and action is indispensable for increasing student achievement and is the top priority for school-wide improvement. Evaluation and assessment are critical aspects of curriculum implementation and improving student achievement. Proper assessment verifies that students have successfully acquired crucial skills and knowledge. Assessing student performance in core academic areas will be achieved in various ways, depending on the subject area.

The Academy will monitor and evaluate specific, measurable goals regarding academic performance. As detailed in Section II: Mission, Purpose and Goals, academic performance will be measured by increasing the percentage of students who are proficient on the EOG, EOC and SBAC assessments, aligned to the Common Core State Standards CCSS for 2015 and beyond, in math, reading and science. When SBAC assessments are unavailable, state EOG and/or EOC assessments will be used in its place. In the Academy's first year, these proficiency levels will act as the baseline for future years assessment goals. A baseline year will also be used in years where the state introduces new state-wide assessments. Additionally, all students will take diagnostic benchmark assessments three times per year. Each student will be expected to demonstrate growth based on projected scale score (RIT scored) improvements from one benchmark to the next. Nationally normed benchmarks aligned to the CCSS will be used in the areas of reading, language usage and mathematics. The general science benchmark is aligned to the NC Essential Standards. The board will receive monthly updates of student progress from CSUSA and we will ensure that CSUSA is meeting the mission, vision, and values of the Academy.

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.

The GVC ensures academic excellence and encourages steady academic progress as students build their knowledge and skills from one year to the next. Teachers focus on the attained curriculum through regular assessment to ensure that each student masters the content of every lesson.

The Components are:

1: Baseline Assessment and Data

Baseline assessment provides stakeholders with the information needed to identify students strengths and weaknesses, to effectively target instruction, and to set school-level, classroom-level, and student-level goals. Teachers use the analyzed data to assist each student with individualized goal setting and developing the students PLP.

2: Data-Driven Instruction

Teachers will have the information needed to effectively adjust instructional focus through spiral teaching and differentiation strategies to ensure each student is making progress towards mastery of specific skills and content. Through collegial and parental collaboration around meeting the needs of each student, we will ensure a culture of continuous improvement and increased student achievement. Teachers will follow an innovative method of lesson planning in which they utilize Marzano's three stages of learning: Interacting with New Knowledge, Deepening Knowledge, and Generating and Testing Knowledge. In lesson planning, teachers will account for differentiation for all levels of learning, including EC education and ESOL.

3: Assessment

Formative assessments will determine areas of growth and will be used to continue to identify instructional priorities. Assessments will measure instructional effectiveness and student achievement. Formative assessments provide a systematic and regular measurement of students progress, and are the processes used to drive instructional practice. Timely and specific feedback is given to establish individualized goals for all students.

4: Grading

Grading of formative assessments will be done through the Teacher eGrade Book in the student information system. Formative assessments will be graded at the most specific level of the state standards to facilitate data collection.

5: Reporting

Reporting in the student information system offers the capability of disaggregating data by student, by class, and by grade level, and online access to student data for teachers, parents and students. Achievement data will be included in each students file and will make year-to-year evaluation and tracking of benchmarks more efficient.

6: Decision

Based on data, teachers and administrators will make the decision to either move on to a new standard and begin with a baseline assessment, or revisit the same standard through data-driven-instruction, reaching students who need remediation or acceleration through differentiated instruction.

The six steps were designed to provide a process for improving student learning and academic achievement. To achieve our mission of building a rigorous and productive learning environment, we will also use unique and innovative academic components to complement the Educational Model.

Personalized Learning Plans - track individual students strengths and weaknesses. The plan is collaboratively developed between students, parents and teachers to empower students to track their own progress.

Instructional Focus Plan - teachers develop a data-driven learning objective calendar throughout the year.

Technology to support student engagement (Appendix B2).

Blended Learning - integrates technology into the instructional program through multiple blended models. Examples include Plato Courseware and Study Island.

Character education program - promotes an increase in student motivation toward academic learning by incorporating student interest with real-world experiences (Appendix B2).

Academic intervention and acceleration - using diagnostic assessments and benchmark data, students receive additional instruction and practice on identified areas.

K-5 Curriculum and Instructional Design:

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

Classrooms at the Academy will be led by a teacher in a traditional classroom-based environment who will differentiate instruction and use innovative methods to meet the needs of each student. All classrooms will be expected to have a detailed, minute-by-minute agenda, and Essential Question and daily objective for each subject, a student-generated word wall, anchor charts, class goals, and academic tracking. The teacher will utilize a behavior management methodology including CHAMPS (Conversation, Help, Activity, Movements, Participation). Kindergarten classrooms are designed to accommodate 20 students at capacity. First through fifth grade classrooms are designed to accommodate 23 students.

We have designed classrooms with a substantial investment in equipment to ensure the education model is supported with an environment that is welcoming, modern, well-equipped and stimulating. In Year 1, alone, nearly \$300,000 is budgeted for FF&E (furniture, fixtures and equipment) to equip the classrooms, music, art, science, computer, foreign language, reading, and EC rooms as well as other areas of the campus. School needs to be a

comfortable place where students are encouraged and motivated to do their best every day; a well-designed school building helps to make that possible.

Classroom Technology

The use of technology in education is essential to real world application and it is also an effective way to increase student engagement. The Academy will leverage many digital curriculum assets to enhance the offerings for remediation, enrichment and direct classroom instruction. The goal of technology usage within a classroom is to take it out of the hands of the teachers and place it within the hands of students, for an optimal experiential learning environment. With the integration of technology, all students will have targeted access to curricular resources, assessment, technology-based intervention, and enrichment-enhancing differentiation at the Academy. Teachers and students may have access to technology in a variety of modalities such as:

- * Laptop Computers
- * Interactive White Boards
- * Tablets
- * Learner Response Devices
- * Document Camera
- * Audio Stations

Teachers will be trained to integrate technology into the student-learning environment to increase academic achievement for each student. Wireless networking will also be employed throughout the Academy to allow students access to digital content that will be provided by Safari Montage. The technology plan that will be implemented at the Academy can be found at Appendix B2.

The Academy will make a substantial investment in technology (see Tech Plan in Appendix B2). Classrooms will be equipped with whiteboards and teachers and students will have access to software applications that will enhance the curriculum and increase student engagement and enjoyment. Some of the programs used in the Academy include: Study Island, Plato, and Voyager Passport. With projected enrollment of 661 students in the first year, there will be 175 student computers in classrooms and the mobile lab; 52 desktops in the computer and media labs and 45 additional computers for administration and office use. There will be enough computers on the wireless campus to support a computer to student ratio of 1 to 2.4.

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.*

The Academy will implement research-based instructional strategies identified by Robert Marzano in What Works in Schools in order to achieve its mission of building a rigorous and productive learning environment where students can reach their academic potential.

The Academy will use CSUSAs Guaranteed and Viable Curriculum, which is

aligned to the NC Accountability Model focusing on mastery of the Common Core State Standards and NC Essential Standards through the NC Standard Course of Study (NCSCS). The Academy will also implement the requirements outlined in the North Carolina Read to Achieve Program.

The content that teachers are expected to address must be adequately covered in the instructional time teachers have available. CSUSAs curriculum maps, as aligned to the standards, helps guide teachers toward meeting and exceeding the standards in the instructional time teachers have available. This in turn promotes the Academy's mission to support the academic development of every student.

The Educational Model is used to drive administrators and teachers to be able to understand, explain, and make predictions about the elements needed for each student to master the standards. Educational best practices, technology, communication, and documentation tools are revised and created to support the implementation of the model so that teachers have the support necessary to meet the needs of each student.

Teachers will be required to monitor students academic progress throughout the quarter. Using the standards-based electronic grade book, as well as benchmark testing, teachers will reflect on standards assessments given to individualize student needs. By reviewing the reports provided teachers can individualize instruction. Some reports also provide percentages of mastery based on each standard being assessed, effectively assisting teachers to use data to drive instruction.

The mission takes a goal-oriented approach to learning, with the belief in mind that one method of teaching does not fit all students. It is through the articulation and communication of academic progress that all stakeholders (administrators, teachers, parents, and students) begin to understand the process for creating a student-centered learning environment in preparation for success in post-secondary studies and professional careers.

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.

Teachers will utilize the following Instructional Strategies That Affect Student Achievement within their classrooms:

Identifying similarities and differences: Assigning in-class and homework tasks that involve comparison /classification and metaphors/analogies.

Summarizing and note taking: Students generate verbal and written summaries in their own words; students revise notes, correct errors, and add information.

Reinforcing effort and providing recognition: Recognizing and celebrating progress towards learning goals throughout a unit; Recognizing and reinforcing the importance of effort.

Homework and practice: Providing specific feedback on all assigned homework; Assigning homework for students to practice skills and procedures that have been the focus of instruction.

Non-linguistic representations: Students generate mental images or draw

pictures or pictographs representing content, construct graphic organizers representing content, act out content, make physical models of content; students make revisions.

Cooperative learning: Organizing students in cooperative groups or ability groups when appropriate.

Setting objectives and providing feedback: Setting specific learning goals and asking students to set their own learning goals at the beginning of a unit; Providing feedback on learning goals throughout the unit; Asking students to keep track of their progress; Providing summative feedback at the end of a unit; Asking students to assess themselves at the end of a unit.

Generating and testing hypotheses: Engaging students in projects that involve generating and testing hypotheses through problem solving tasks, generating and testing hypotheses through decision-making tasks, and generating and testing hypotheses through investigation tasks, experimental inquiry tasks, system analysis tasks, and invention tasks.

Questions, cues and advance organizers: Prior to presenting new content, asking questions that help students recall what they might already know about the content; Prior to presenting new content, providing students with direct links with what they have studied previously; Prior to presenting new content, providing ways for students to organize or think about the content.

These strategies have been proven to yield positive results in student learning. Many research-based instructional strategies can be implemented in classrooms that have been shown to positively impact student learning. The principal will monitor planning and instruction to ensure implementation of the appropriate instructional strategies.

Professional development is provided to help teachers create and implement an instructional framework that guides in the most appropriate use of the instructional strategies and innovative learning methods. As new research is released and updated, professional development and teaching strategies are continuously updated to meet the needs of students.

In addition, teachers will employ four planning questions that frame the instructional strategies and provide a guide for effective classroom curriculum design:

- * What will students learn?
- * Which strategies will provide evidence of student learning?
- * Which strategies will help students acquire and integrate learning?
- * Which strategies will help students practice, review, and apply learning?

Teacher reflection is a technique that can assist them in raising the quality of their classroom instruction. The four planning questions help guide the teacher in making good decisions about when it is appropriate to use certain strategies.

Inquiry Based Learning: Teachers will integrate a student-centered instructional approach, which encourages students to learn through their own investigation, research, and collaboration of real-world situations.

Individualized Education: Through differentiated assignments, assessments and texts, teachers are able to target each students specific areas of need. Students can immediately see results.

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.*

Students at the Academy will receive additional instructional minutes throughout the school year to ensure that they are prepared to meet the demands of the 21st century workplace. The calendar also allows time for increased professional development opportunities. Teacher work days will include data summits which coincide with the tenets of the Academy's mission to effectively set and achieve goals by using data to inform decisions.

Data Summit

Throughout the year, as part of professional development, a member of the leadership team will lead Data Summits by analyzing students' data to ensure that teachers have a clear understanding of the importance of providing data-driven instruction and how to use data to truly be able to implement data-driven instruction.

The six components of the Educational Model include: Component 1 which begins with baseline assessment which includes analysis of previous years state test data and initial administration of the benchmark assessment. The Data Summits pin-point what is needed in each classroom including recognizing skills that each individual student needs to master. By triangulating benchmark results (Component 2), standards-based grades (Component 3), and analysis of student work (Component 4), teachers align and differentiate instruction according to individual student needs. These meetings are at the helm of school-wide and classroom goal setting. The teacher then uses the analyzed data in assisting each student with individualized goal setting and developing the students Personalized Learning Plan.

Instructional Focus Program (IFP)

Teachers, in conjunction with the Academy's administrative team, plan together and schedule learning objectives aligned to a data-driven calendar. The calendar is developed based on the data provided by each benchmark. Classroom teachers develop the calendars several times throughout the year to adjust instruction based on results. Teachers target specific standards outlined in North Carolina Essential Standards and CCSS and collaboratively design learning experiences for students to achieve the desired results. The Guaranteed and Viable Curriculum is thereby differentiated to meet the needs of the students within the Academy while maintaining rigorous pacing and high expectations.

6-8 Curriculum and Instructional Design:

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

Classrooms at the Academy will be led by a teacher in a traditional classroom-based environment who will differentiate instruction and use innovative methods to meet the needs of each student. All classrooms will be

expected to have a detailed, minute-by-minute agenda, and Essential Question and daily objective for each subject, a student-generated word wall, anchor charts, class goals, and academic tracking. The teacher will utilize a behavior management methodology including CHAMPS (Conversation, Help, Activity, Movements, Participation).

We have designed classrooms with a substantial investment in equipment to ensure the education model is supported with an environment that is welcoming, modern, well-equipped and stimulating. In Year 1, alone, nearly \$300,000 is budgeted for FF&E (furniture, fixtures and equipment) to equip the classrooms, music, art, science, computer, foreign language, reading, and EC rooms as well as other areas of the campus. School needs to be a comfortable place where students are encouraged and motivated to do their best every day; a well-designed school building helps to make that possible.

Classroom Technology

The use of technology in education is essential to real world application and it is also an effective way to increase student engagement. The Academy will leverage many digital curriculum assets to enhance the offerings for remediation, enrichment and direct classroom instruction. The goal of technology usage within a classroom is to take it out of the hands of the teachers and place it within the hands of students, for an optimal experiential learning environment. With the integration of technology, all students will have targeted access to curricular resources, assessment, technology-based intervention, and enrichment-enhancing differentiation at the Academy. Teachers and students may have access to technology in a variety of modalities such as:

- * Laptop Computers
- * Interactive White Boards
- * Tablets
- * Learner Response Devices
- * Document Camera
- * Audio Stations

Teachers will be trained to integrate technology into the student-learning environment to increase academic achievement for each student. Wireless networking will also be employed throughout the Academy to allow students access to digital content that will be provided by Safari Montage. The technology plan that will be implemented at the Academy can be found at Appendix B2.

The Academy will make a substantial investment in technology (see Tech Plan in Appendix B2). Classrooms will be equipped with whiteboards and teachers and students will have access to software applications that will enhance the curriculum and increase student engagement and enjoyment. Some of the programs used in the Academy include: Study Island, Plato, and Voyager Passport. With projected enrollment of 661 students in the first year, there will be 175 student computers in classrooms and the mobile lab; 52 desktops in the computer and media labs and 45 additional computers for administration and office use. There will be enough computers on the wireless campus to support a computer to student ratio of 1 to 2.4.

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 Academy will implement research-based instructional strategies identified by Robert Marzano in *What Works in Schools* in order to achieve its mission of building a rigorous and productive learning environment where students can reach their academic potential.

The Academy will use CSUSAs Guaranteed and Viable Curriculum, which is aligned to the NC Accountability Model focusing on mastery of the Common Core State Standards and NC Essential Standards through the NC Standard Course of Study (NCSCS). The Academy will also implement the requirements outlined in the North Carolina Read to Achieve Program.

The content that teachers are expected to address must be adequately covered in the instructional time teachers have available. CSUSAs curriculum maps, as aligned to the standards, helps guide teachers toward meeting and exceeding the standards in the instructional time teachers have available. This in turn promotes the Academy's mission to support the academic development of every student.

The Educational Model is used to drive administrators and teachers to be able to understand, explain, and make predictions about the elements needed for each student to master the standards. Educational best practices, technology, communication, and documentation tools are revised and created to support the implementation of the model so that teachers have the support necessary to meet the needs of each student.

Teachers will be required to monitor students academic progress throughout the quarter. Using the standards-based electronic grade book, as well as benchmark testing, teachers will reflect on standards assessments given to individualize student needs. By reviewing the reports provided teachers can individualize instruction. Some reports also provide percentages of mastery based on each standard being assessed, effectively assisting teachers to use data to drive instruction.

The mission takes a goal-oriented approach to learning, with the belief in mind that one method of teaching does not fit all students. It is through the articulation and communication of academic progress that all stakeholders (administrators, teachers, parents, and students) begin to understand the process for creating a student-centered learning environment in preparation for success in post-secondary studies and professional careers.

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.

Teachers will utilize the following Instructional Strategies That Affect Student Achievement within their classrooms:

Identifying similarities and differences: Assigning in-class and homework tasks that involve comparison /classification and metaphors/analogies.

Summarizing and note taking: Students generate verbal and written summaries in their own words; students revise notes, correct errors, and add information.

Reinforcing effort and providing recognition: Recognizing and celebrating progress towards learning goals throughout a unit; Recognizing and reinforcing the importance of effort.

Homework and practice: Providing specific feedback on all assigned homework; Assigning homework for students to practice skills and procedures that have been the focus of instruction.

Non-linguistic representations: Students generate mental images or draw pictures or pictographs representing content, construct graphic organizers representing content, act out content, make physical models of content; students make revisions.

Cooperative learning: Organizing students in cooperative groups or ability groups when appropriate.

Setting objectives and providing feedback: Setting specific learning goals and asking students to set their own learning goals at the beginning of a unit; Providing feedback on learning goals throughout the unit; Asking students to keep track of their progress; Providing summative feedback at the end of a unit; Asking students to assess themselves at the end of a unit.

Generating and testing hypotheses: Engaging students in projects that involve generating and testing hypotheses through problem solving tasks, generating and testing hypotheses through decision-making tasks, and generating and testing hypotheses through investigation tasks, experimental inquiry tasks, system analysis tasks, and invention tasks.

Questions, cues and advance organizers: Prior to presenting new content, asking questions that help students recall what they might already know about the content; Prior to presenting new content, providing students with direct links with what they have studied previously; Prior to presenting new content, providing ways for students to organize or think about the content.

These strategies have been proven to yield positive results in student learning. Many research-based instructional strategies can be implemented in classrooms that have been shown to positively impact student learning. The principal will monitor planning and instruction to ensure implementation of the appropriate instructional strategies.

Professional development is provided to help teachers create and implement an instructional framework that guides in the most appropriate use of the instructional strategies and innovative learning methods. As new research is released and updated, professional development and teaching strategies are continuously updated to meet the needs of students.

In addition, teachers will employ four planning questions that frame the instructional strategies and provide a guide for effective classroom curriculum design:

- * What will students learn?
- * Which strategies will provide evidence of student learning?
- * Which strategies will help students acquire and integrate learning?
- * Which strategies will help students practice, review, and apply learning?

Teacher reflection is a technique that can assist them in raising the quality of their classroom instruction. The four planning questions help guide the teacher in making good decisions about when it is appropriate to use certain strategies.

Inquiry Based Learning: Teachers will integrate a student-centered instructional approach, which encourages students to learn through their own investigation, research, and collaboration of real-world situations.

Individualized Education: Through differentiated assignments, assessments and texts, teachers are able to target each students specific areas of need. Students can immediately see results.

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.*

Students at the Academy will receive additional instructional minutes throughout the school year to ensure that they are prepared to meet the demands of the 21st century workplace. The calendar also allows time for increased professional development opportunities. Teacher work days will include data summits which coincide with the tenets of the Academy's mission to effectively set and achieve goals by using data to inform decisions.

Data Summit

Throughout the year, as part of professional development, a member of the leadership team will lead Data Summits by analyzing students' data to ensure that teachers have a clear understanding of the importance of providing data-driven instruction and how to use data to truly be able to implement data-driven instruction.

The six components of the Educational Model include: Component 1 which begins with baseline assessment which includes analysis of previous years state test data and initial administration of the benchmark assessment. The Data Summits pin-point what is needed in each classroom including recognizing skills that each individual student needs to master. By triangulating benchmark results (Component 2), standards-based grades (Component 3), and analysis of student work (Component 4), teachers align and differentiate instruction according to individual student needs. These meetings are at the helm of school-wide and classroom goal setting. The teacher then uses the analyzed data in assisting each student with individualized goal setting and developing the students Personalized Learning Plan.

Instructional Focus Program (IFP)

Teachers, in conjunction with the Academy's administrative team, plan together and schedule learning objectives aligned to a data-driven calendar. The calendar is developed based on the data provided by each benchmark. Classroom teachers develop the calendars several times throughout the year to adjust instruction based on results. Teachers target specific standards outlined in North Carolina Essential Standards and CCSS and collaboratively design learning experiences for students to achieve the desired results. The Guaranteed and Viable Curriculum is thereby differentiated to meet the needs

of the students within the Academy while maintaining rigorous pacing and high expectations.

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.*

We will hold CSUSA accountable for identifying and monitoring the progress of students in need of expanded learning opportunities and remedial assistance, including the at-risk population. The Response to Intervention ("RtI") method is a 3-tiered instructional and assessment framework designed to address learning needs of all students through progress monitoring, data analysis, support and intervention. We will utilize a process based on the student's response to scientific, research-based intervention tools, consistent with comprehensive evaluation procedures in accordance with the Response to Instruction requirement of IDEA of 2004, which requires each school to identify whether appropriate instruction in reading has been offered through the use of NCSCS.

TIER I Core, Universal Academic and Behavior Support -(Goal: 100% of students achieve at high level) all students participate in general education learning that includes: universal screenings to target groups in need of instructional and/or behavioral support; implementation of the CCSS and NC Essential Standards through a standards-based classroom structure; differentiation of instruction including flexible grouping; multiple means of learning; progress monitoring of learning and positive behavior supports. Effective if at least 80% of students are meeting benchmarks.

TIER II Targeted, Supplemental Interventions and Supports - Targeted students who do not respond adequately to the core curriculum and are identified as being at-risk participate in learning that is different by including: research based interventions based on student need; on-going progress monitoring; and guided decision-making aligned with the core academic and behavior curriculum. Students are monitored regularly to determine if their skills are improving as a result of the intervention supports. Effective if at least 70-80% of students improve performance.

TIER III Intensive, Individualized Interventions and Supports - Designed for students who do not respond adequately to the core curriculum and strategic level interventions at Tier II. This includes increased time, narrowed focus, reduced group size instruction and intervention based upon individual student need. This is provided in addition to and aligned with Tier I and II academic and behavior instruction and supports, specialized programs, methodologies, or instructional deliveries. Greater frequency of progress monitoring of student response to intervention is maintained. Effective if there is progress toward benchmark and/or progress monitoring goals.

Teachers work with stakeholders to develop an effective plan for covering learning gaps, including communicating through the PLP, ongoing progress monitoring, Narrative Report Card, and benchmark testing results. Involving

parents and students, and engaging them in a collaborative manner, is critical to successful implementation.

Also, the following supports will be used at the Academy:

Supplemental Intervention Reading Program (SIRP) - Based on data, students receive additional instruction and practice on identified skills, outside of the regularly scheduled reading block, to support student achievement of individual learning goals. Programs that may be utilized (but are not limited to) include: Accelerated Reader, Study Island, Reading Plus, Words Their Way, Plato, Quick Reads, Read 180, Reading Eggs.

Comprehensive Intervention Reading Programs (CIRP) - Students with significant skill deficiencies, and/or read two or more years below grade level will benefit from CIRP (additional instructional minutes using a research-based intervention program). Students participate outside of the 90-minute reading block, in a small-group setting, with more frequent progress monitoring, to ensure accelerated progress toward grade level expectations.

For students who require additional intervention, tutoring will be available outside of school hours. Teachers use a set curriculum in a small group setting.

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.*

The Academy's ELL program for English Language Learner (ELL) students aims to prepare and successfully equip ELL students so that they are prepared to fully participate, engage and lead in their global community without a language barrier and with the benefits of being multilingual. In order to support our ELL students, we will equip them with targeted instructional supports necessary to achieve mastery of the NC English Language Proficiency Standards as measured by the W-APT and ACCESS for ELLs. A structured English immersion methodology will be used at the Academy to fulfill this goal, as this strategy has been shown to demonstrate the best results with ELL students. In addition, our extended school day and school year will provide needed additional learning time for these students.

* ELL students will be identified in the initial assessments administered upon enrollment and through a Home Language Survey. Students will be selected to take the assessment if they are foreign-born or do not speak English in the home.

* If students are language-minority students, they will be scheduled to be administered the W-APT within thirty calendar days of enrollment and the parent will be notified. If a student is tested, and it is determined that the student is limited English proficient, the student will be tested annually.

* Once the assessment results are collected, an instructional plan for students who qualify will be created including the integration of scaffolding methods to address the ELL student and setting goals for achieving mastery of the NC English Language Proficiency Standards.

* As prescribed by law, intervention will be administered that facilitates growth in English mastery, while promoting content knowledge.

In order to promote both literacy and proficiency, the ELL program will provide English language development instruction that is age and grade appropriate and is tailored to the students English proficiency level. The ELL program will be conducted in a climate that promotes not only listening, speaking and reading, but also writing skills. ELL students will be offered instructional services through an English Immersion program mainstream/inclusion instructional delivery models. Instruction will be supported through the use of ELL instructional strategies. In addition, the curriculum, textbooks and other instructional materials used by ELL students will be comparable to those used by their non-ELL counterparts. Supplemental text and materials will also be provided.

Mainstream/inclusion instruction will be provided to ELL students equal in amount, sequence and scope to the instruction provided to non-ELL students at the same grade levels, while also including specific accommodations and modifications to the curriculum. The PLP will be used to show the areas of success and growth that the student maintains. The ELL strategies will be documented in the teachers lesson plan and in the students PLP and ELL folder.

The students academic progress will be regularly monitored after exiting from the ELL program. Documentation, including the monitoring form and monitoring tool, will be placed in the students ESOL file. The Language Arts teacher will indicate if the student is making appropriate progress or if an ELL committee meeting needs to be convened. During the ELL committee meeting, recommendations regarding the students progress can be made that include whether to place the student back into the ESOL program if necessary.

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.*

We will provide a Free and Appropriate Public Education (FAPE) to those that are identified as Academically/Intellectually Gifted (AIG). The program will meet the NC AIG Program Standards in accordance with Article 9B (N. C. G. S. 115C - 150.5 150.8). In partnership with CSUSA, we will ensure that student identification procedures for AIG are clear, equitable, and comprehensive and lead to appropriate educational services through careful monitoring. All identification, screening, parental involvement, and procedural safeguard requirements are followed in accordance with NC AIG Program Standards.

We will ensure consistency in the implementation of screening, referral, and identification processes. The screening procedure will provide an equal opportunity for all students using the following:

- * Multiple criteria for decision-making, including informal assessment such as benchmark, state, EOC and EOG assessments
- * Assessments that go beyond a narrowed conception of giftedness
- * Reliable instruments/strategies for assessing giftedness

- * Appropriate instruments to be used with underserved populations
- * Data which provide relevant information for instructional decision-making rather than labeling

All data obtained will become part of the student's AIG Differentiation Program folder and will be used throughout the process to determine appropriate services. Screening procedures and processes as well as a list of specific assessments used to determine aptitude and achievement will be included in the folder.

Students who are identified and qualify for AIG will each have a Differentiated Educational Plan written at least once during each educational phase (K-3, 4-5, 6-8), with no plan remaining in effect for more than three years. This plan will include:

- * A statement of the present levels of educational performance of the child
- * A statement of goals, including measurable short-term instructional objectives
- * A statement of the specific services to be provided to the child
- * Appropriate objectives, criteria, and evaluation procedures and schedules for determining whether the objectives are being achieved

The AIG students will receive regularly scheduled enrichment provided by teachers meeting the following requirements: AIG add-on licensure; possession of an AIG Local Professional Achievement Certificate; or working toward obtaining an AIG Local Professional Achievement Certificate. These teachers will also collaborate with the students general education teacher to support the extension of the students learning. All AIG students will be responsible for mastering the CCSS and NC Essential Standards; however, differentiated instruction will be provided to the student to allow for more enrichment and curriculum compacting opportunities in areas of particular strength. The goal of the program is to further develop the students cognitive learning, research and reference, and metacognitive skills at each grade level in one or more of the following content areas: mathematics, science, language arts, social studies, foreign language, fine arts and vocational/technical education which are aligned to the NC AIG Program.

Each quarter, teachers will analyze benchmark assessment results. For high ability students, teachers will use this to help identify enrichment areas. Within the framework of the Academy's GVC Educational Model, teachers will determine the instructional focus, strategies, and curriculum resources to be used for enrichment during the 6 weeks between benchmark assessments. The AIG Program is built upon an academic foundation and centered on interdisciplinary enrichment activities. Students studies, for example, may include holistic projects that incorporate the development of advanced research skills, complex creative thinking and problem-solving, communication skills for a variety of audiences, and use of technology to promote the desire for learning on self-selected and/or teacher selected topics.

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)*

The Academy will identify students who have previously been found eligible for EC services/protected under Section 504 in the following ways:

*Utilize the Comprehensive Exceptional Children Accountability System (CECAS), or a comparable state system which tracks student information across school and district boundaries within NC.

*Enrollment packet documentation asks families to self-identify and requests copies of IEP/504.

*Registrar will request complete academic records from prior school to review for indicators of EC/504 designation.

A team will be formed to collaboratively address the needs of students who have learning and/or behavior problems. The team will systematically monitor student progress and performance data and identify interventions to improve student performance. A student may be referred to the team by a teacher or at the request of the students parent/guardian. This serves to ensure that all students suspected of having a disability and who are in need of instructional accommodations and/or special education and related services, are identified, located, and evaluated. All students will participate in evidence-based instruction. A tiered system of interventions will be provided to help struggling students make progress (see RTI).

Periodic assessments will be conducted during the intervention period to evaluate whether the student is responding to the interventions and to determine if the strategies were successful.

If successful, the team will continue to monitor. If not, and if evidence exists that show a disability may be the primary cause of the students difficulties, the student will be referred for an evaluation in accordance with NC 1503-3 through NC 1503-5.

After parental consent has been obtained, a comprehensive evaluation will be conducted by appropriately certified/licensed professionals who may be contracted for services. The testing will include all areas related to the suspected disability, which may include but is not limited to cognitive functioning, academic achievement, psychological processing, speech/language skills, medical information, social/emotional functioning, and results from vision and hearing screenings. Once testing is complete, an eligibility meeting will be held.

If special education/related services are necessary, an IEP will be written. If the child needs accommodations but not EC services, a 504 Plan will be written. It is the responsibility of the IEP Team to make placement decisions and ensure that the students individual instructional needs are reflected in the IEP based on FAPE and provisions least restrictive environment.

In addition to cumulative files, separate files will be maintained for EC records and 504 plans. These files will be accessible only by authorized individuals in accordance with state and federal policy. EC files will be organized with the most current IEP forms on top. The previous years forms will be arranged chronologically in descending order, with initial placement documentation at the bottom of the file.

Record request forms, which are included in student's enrollment packet, will be used to request records from previous schools. Once the registrar receives this signed form from the parent, it is faxed to the previous school. If the records are not received in a timely manner, a follow-up process will be followed. Contact attempts will be documented. Student records will be maintained in locked cabinets in a secure area of the Academy. We will comply with FERPA and state policies related to reading, inspecting, or copying a student's educational records. All employees at the Academy will receive training, at least annually, related to the confidential nature of student records. The Academy's EC contact will receive training on the use of the Compliance Checklist published by NCDPI. This will be used as a self-evaluation tool. Should areas of non-compliance be noted, the Academy will take necessary steps to correct them.

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.*

For students who are performing below grade level, provisions of reasonable supplementary supports and services and/or modifications and accommodations will be provided to ensure that they achieve the CCSS and NC Essential Standards

Teachers will use scaffolding and provide students with direct instruction, modeling, guided practice, and independent practice. Small groups will be used for more individualized instruction when necessary with additional support provided by EC staff or instructional coaches when needed.

Based on benchmark assessment data, students may receive additional instruction and practice on identified skills. Teachers will provide additional instruction outside of the standard instructional block through content area integration, during enrichment activities or lunch, and any other opportunity, to support student achievement of individual learning goals.

We will meet the individual needs of students who, based on diagnostic data,

have been identified to have significant skill deficiencies and/or read two or more years below grade level through additional instructional minutes using a research-based intervention program. Students will receive additional instruction in a small-group setting with more frequent progress monitoring to ensure accelerated progress toward grade level expectations.

Appropriately certified teachers will serve students meeting the eligibility criteria for EC as specified in the students IEPs. Based on the enrollment of students with disabilities, we will hire and train the appropriate number of teachers/para-professionals to ensure adherence to the Federal and state guidelines for class size and caseload and ensure all necessary IEP services are being implemented.

Licensed/certified vendors will be contracted to provide special education and related clinical services. The students IEPs will determine the specific services that will be contracted for.

Students with disabilities whose IEPs demonstrate the need for special education or related services will be served in the regular classroom or EC setting, as determined by the IEP Team through consideration of the least restrictive environment based on the individual students need. The Student Services Coordinator will ensure that students are scheduled in a manner that allows for implementation of the services identified on each students IEP.

EC services will be provided through a model of inclusion for all students with disabilities, in the least restrictive environment as determined by the IEP Team. A continuum of special education and related services will be offered to meet the needs of its students with disabilities. Students will be educated in an EC setting only if the nature and severity of the students disability is such that education in general education classes with the use of supplementary aides and services cannot be achieved satisfactorily.

The EC teachers and the general education teachers will collaborate with regard to lesson planning and implementation and student progress. Related service providers will also collaborate with the students EC and general education teachers. This will ensure that all teachers working with the EC students will be focused on meeting the students needs as well as student growth and goal attainment.

Describe the methods and support systems that will be in place to ensure students with disabilities receive a Free and Appropriate Public Education (FAPE).

We will comply with state policy NC 1501 to ensure that students with disabilities receive a FAPE. A full continuum of services will be provided to meet the needs of enrolled students. When decisions are made related to addressing the needs of students with disabilities, these will be made through the collaboration of a team. For students with an IEP, this team will consist of the students parents, the student if appropriate, EC provider(s), general education teacher, and the LEA representative.

For students protected under Section 504, a team of no less than three individuals who know the student, have knowledge about the students disability, and are knowledgeable about instructional aids/accommodations will form that collaborative decision-making team. Families of students with

disabilities will be provided with written procedural safeguards in the native language of the parent(s), unless it is not feasible to do so, in order to notify and make parents aware of their rights and responsibilities as parents of a student with a disability. If a written document in the native language of the parent(s) is not available, the explanation of the notice will be given orally or in a manner of communication the parent(s) will understand. Personnel at the Academy will ensure that the parent(s) has understood the information.

To ensure the provision of FAPE, personnel at the Academy will consider if the student requires assistive technology devices in order to access education. The need for an extended school year will also be reviewed and will be provided to students if determined necessary by the students IEP Team. Steps will also be taken to provide nonacademic and extracurricular services and activities to students with disabilities by providing supplementary aids as appropriate and necessary. Additionally, staff members responsible for student discipline will receive training on FAPE requirements to ensure that state policies are followed related to the discipline of students of disabilities.

Describe how implementation of the IEP will be monitored and reported to the student, parents and relevant staff.

Teachers and EC service providers will be responsible for implementing each students IEP. Providers will maintain service logs to reflect the delivery of services indicated on each students IEP. The teachers and service providers will be involved in progress monitoring to assess the progress each student is making toward his/her IEP goals. This information will be communicated quarterly to the students parent/guardian or more frequently if feedback is requested.

In addition, classroom teachers will remain in contact with relevant stakeholders by updating the students PLP, using data derived from ongoing progress monitoring, Narrative Report Card, and benchmark testing results.

Describe the proposed plan for providing related services.

Vendors will be contracted to provide EC and related clinical services including but not limited to speech and language services, occupational therapy, physical therapy, social work services, nursing services, and school psychology evaluation services. The students IEPs will determine the specific services that will be contracted for. All contracted providers will need to be appropriately certified/licensed based on State Board of Education requirements. In addition, contracted providers will be required to maintain professional liability insurance. During the summer prior to the Academy's opening, IEPs of enrolled students will be reviewed to determine which of these EC clinical services will be needed and to finalize contracts to allow services to be in place at the start of the school year. The Student Services Coordinator will ensure that students are scheduled in a manner that allows for implementation of the services identified on each students IEP.

All clinicians will comply with FERPA and will provide a range of services including evaluation, participation in team meetings, development and generation of the IEP/Section 504 plan, treatment and remediation and collaborate with Academy staff.

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.*

Describe the student performance standards for the Academy as a whole.

High expectations will be set at the Academy and we will ensure that the Academy meets the proposed goals as outlined in the Goals section of this application. The Administration and faculty will work together with students to ensure each student is enrolled in the courses that he or she needs to reach his/her promotion goals. Promotion is ultimately based on successful mastery of CCSS and NC Essential Standards.

Explain the use of any evaluation tool or assessment that the proposed charter Academy 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.

Listed below are measurement tools that will be used for assessment purposes to determine the level of mastery of CCSS and NC Essential Standards and therefore promotion. The assessment tools listed below do not limit the Academy from incorporating additional measures that may be determine necessary to further support the mission of the Academy.

* State Mandated Assessments Students participate in the administration of all state adopted assessments such as the READY End of Course exams, End of Grade exams, and the Smarter Balanced CCSS assessments, once available.

* NWEA MAP, MAP for Primary Grades Students participate in adaptive computer-based, Common Core-aligned interim assessments which pin-point students instructional level and provide teachers with specific skills and learning goals to ensure more than one years worth of growth.

* Weekly Standards Assessments - include objective based questions that are used for a quick check of content material as well as open-ended performance task questions that require critical thinking and writing skills. These assessments are aligned to the Guaranteed and Viable Curriculum and measure mastery of the standards included in the unit.

* Writing Prompts will be administered regularly to measure progress.

* Teacher-created and curriculum based tests (including pre- and post-tests)

* Project-Based Performance Tasks

* Inquiry Based Projects Students participate in problem solving tasks, hands-on experiments, and other inquiry based projects described by Marzano as learning activities for Generating and Testing Hypothesis (Marzano, 2001).

* Real World Application Teachers ensure deep understanding of standards by utilizing instructional strategies such as non-linguistic representations, cooperative learning, comparisons, and other strategies that ensure students apply knowledge to real world scenarios.

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.

The Academy will meet and exceed the North Carolina Promotion and Retention Policies. This includes the requirements in Section 7A.1.(f) of Session Bill 2012-142 and the amendments in General Statute 115C-238.29F regarding third grade retention, as well as the requirements outlined in the North Carolina Read to Achieve Program.

Any provisions in the North Carolina attendance policy which impacts promotion/retention will be followed when reaching a final decision on a student's grade placement. In addition, to the extent possible, students with disabilities will be held to the same promotion standards as all other students.

Information will be readily available to parents and constant communication will occur throughout the academic school year with the utilization of the student information system, PLPs, benchmark data and student support plans.

* October January: Teachers will indicate concern(s) to parents and initiate documentation of academic performance.

* Early March: Teachers will notify administration if any alternative grade placement is being considered. The student intervention team may be convened by the administrator. Parents receive written notification of possible retention.

* Early April: If placement or retention is being considered, parents are notified by this time and commitment to the decision is secured.

* May-June: Decision on placement or retention is made by the teacher and administration and student grade placement or retention is completed.

Provide the public charter Academy'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.

Students must receive a passing grade of "D" or higher in Reading, Math, English, Social Studies, and Science and meet the state goals, including mastery of grade level expectations. Course recovery opportunities will be provided for students enrolled in high school credit-bearing course who are not meeting mastery requirements in core courses. These course recovery options will include virtual school opportunities to ensure our students are adequately prepared for future success.

Students must demonstrate grade level proficiency by scoring proficient or above on the state end of grade tests in reading and math. If a student does not meet proficiency, the required steps will be taken per the Read to Achieve law and NC promotional/retention guidelines.

All students with disabilities will participate in the NC statewide School accountability promotion standards, unless exempted by the IEP team.

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.*

A draft copy of the Academy's Student Handbook is attached as Appendix D. Exceptions will include areas that are integral to the successful implementation of the core academic and school-culture components outlined in this charter application. These include areas such as: school uniform policy, parent drop-off and pick-up procedures, and grading policy.

A higher standard of dress encourages greater respect for individuals, students and others, and results in a higher standard of behavior. As a result, the students will be expected to wear school uniforms and follow the dress code as set forth in the student handbook and as agreed upon in the Parent Contract.

In instances where students exhibit inappropriate behavior, the Academy will utilize a Behavior Intervention Plan (BIP) in order to promote effective discipline. A BIP will take into consideration the cause of the inappropriate behavior, positive interventions that might be utilized to diminish the inappropriate behavior and necessary consequences that will take place if the behavior continues. The BIP shall be signed by all parties and copies are made for the parent and kept in the students file. When acts of misconduct are disruptive to the school environment, the resulting consequence issued by the Academy administration may include suspension or other disciplinary interventions such as restitution, counseling and exclusion from Academy activities. In addition to this brief narrative, please see the appendix for further detail on the Academy's approach to promoting effective discipline as well as a draft student code of conduct.

There are 3 levels of disciplinary action. The levels are determined by the seriousness of the act. Level One represents student behaviors that only impact their own personal learning. When a child's behavior is distracting enough that it impacts another students learning the behavior then represents a Level Two offense. The disciplinary actions are stronger when a child's behavior is taking away from another child's education. When a child's behavior distracts the entire classroom setting or the total school setting, the offense is a Level Three offense. When a child repeats an offense of the same nature, the action/discipline will be taken at the next highest level. The object of a disciplinary action is to teach the child to not repeat the same action. If a lower level consequence has not stopped the behavior, the next incident will require a higher level action/consequence

from teacher/administrator.

Level I Actions- Student behavior only impacts his/her own personal learning. In order to resolve Level I discipline problems, the following options are available:

- * Conference with teacher
- * Parent Contact
- * Conference with teacher and parent(s)
- * Conference with Principal or designee
- * Conference with counselor
- * Time Out
- * Behavioral Chart
- * Detention (Teacher or Administrative)

Level II Actions- Student behavior impacts the education of another student. In order to resolve a Level II offense, more formal disciplinary actions shall be used. Formal actions include, but are not limited to:

- * Detention (After school teacher or school administrative)
- * In-school suspension
- * Conference with Principal or designee
- * Out-of-School suspension, if repeated offense

Level III Actions- Student behavior seriously disrupts the teaching environment of a classroom or a school setting, or puts child/children in danger/safety risk. In order to resolve Level III offenses, the options available are:

- * Out of school suspension
- * Long-term suspension
- * Administrative review and reassignment
- * Documentation of these offenses will be placed in the students permanent record/file.

Student will face long-term suspension/expulsion if:

- * Student is in possession of any gun, rifle, pistol, BB gun, or other firearm of any kind.
- * Student sells or delivers any prohibited substance at school.
- * Student assaults a school employee.

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: North Carolina Charter Educational Found

Mailing Address: 154 Foundation Court

City/State/Zip: Mooresville NC 28117

Street Address:

Phone: 704-705-1698

Fax:

Name of registered agent and address: CT Corporation System
150 Fayetteville Street
Box 1011
Raleigh, NC 27601

FEDERAL TAX ID: 45-5348770

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)
 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
-------------------	-------------	---------------------------	--------------------

Talitha McGuinness	Director	CABARRUS	Owner Carolina Consulting Company Executive Editor
Beth Compton	Director	IREDELL	Regional General Manager – Marriott Corporation
Dave Ferguson	President	IREDELL	CEO and Chief Coaching Officer
Beth Allen	Treasurer	IREDELL	Certified Public Accountant
Barbra Bryan	Vice President	IREDELL	Owner-Goddard School
Susan Johnson	Secretary	MECKLENBURG	Real Estate Professional
Jeanine Edwards	Director	MECKLENBURG	Senior Account Executive - NWEA

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 North Carolina Charter Educational Foundation, Inc. is a North Carolina not-for-profit entity organized exclusively for educational purposes and will hold the charter for the Academy. The board shall be responsible for developing and outlining the mission, vision, and values of the Academy and developing the appropriate policies to ensure those fundamentals are maintained. The board shall be responsible for the legal and financial obligations of the Academy. The board will ensure that the Academy's programs and operations are faithful to the terms of the charter, including compliance with statutory and regulatory requirements. The board will continue to uphold the mission and vision of the Academy through visible leadership and stewardship of the Academy, including the following:

- * Communicating the mission and vision of the Academy to the community
- * Holding CSUSA accountable for achieving the mission and vision of the Academy
- * Participating in fund raising and other community events on behalf of the Academy
- * Setting, approving and monitoring the school budget
- * Reviewing and approving the monthly financials making adjustments as needed
- * Reviewing school performance
- * Monitoring the overall health and viability of the school
- * Communicating with the community and state Board of Education
- * Monitoring progress toward goals
- * Operational oversight of CSUSA
- * Hiring of teachers
- * Strategic planning
- * Ensuring compliance with all local, state and federal reporting requirements

As per the management agreement, CSUSA shall consult with the board with respect to the hiring of the principal. The Academy will use a robust recruiting process called the Leadership Assessment Center. This process is used to determine if a candidate would be a good building leader and is an important component of the interview process. Qualified candidates participate in this one-day event which includes a technology activity, essay writing sample, personality quiz, self-assessment and an interview. Candidates that participate in this event may be invited into the pool of approved candidates for consideration. The board is included in the final decision making process in an effort to support a positive working relationship between the principal and the board. The principal will be employed by and report directly to CSUSA. While the principal will not report directly to the board, a strong relationship will exist. The board will ultimately hold the principal accountable through the performance expectations defined by the board and through the management agreement between the board and CSUSA. The principal will provide a monthly status report for the board at monthly board meetings which will include educational, enrollment, personnel, technology, facility and various other operational reports. The principal will attend all board meetings and field any questions of the board members and conduct follow-up action items as necessary. Board members will be given the opportunity to provide input on the principals performance and CSUSA will remove the principal if the board is reasonably dissatisfied with his/her performance.

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

The board is comprised of a diverse and talented group of seven community leaders committed to providing quality educational options in our community. Highlights of the board's demonstrated capacity includes educators and business executives holding advanced degrees in business, management and finances working with top school administrators all over the country, presenting and delivering presentations to educators and business professionals at a national level, executive leadership coaching, Executive level management experience, consulting in areas of public relations, marketing and event planning, experience in budget oversight, personnel management, recruitment and financial management, and multiple examples of community outreach. In addition, each board member is passionately committed to improving public education for all students in North Carolina and is actively involved in our communities.

The board shall be comprised of five to nine directors at any one time, and in order to facilitate efficient and effective daily operations, board members shall define roles of board members as minimally as possible. Board members shall not have the authority or ability to formulate or implement policy on an individual basis and all decisions shall be made collectively in accordance with board procedure. The Academy will have a Parent Teacher Committee (PTC) that will meet on a regular basis. The PTC will work closely with school administration and the board to identify opportunities for school programming, fundraising, and special events. Also, refer to the responses under Parent and Community Involvement for additional details.

Given the areas of expertise represented by the governing board members, the active parental participation through the PTC, and the day to day oversight of CSUSA, there will be active and effective representation of key stakeholders. The board will evaluate the success of the Academy and the principal by continuous monitoring, quarterly, semi-annual and annual surveys and active and effective representation of all stakeholders to ensure that the school will be an educational and operational success.

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

Founding Board members came together with the intent to bring a quality charter school option to Iredell County due to the unusually high waiting lists of students wanting to enroll in the few charter schools that served the south Iredell and North Mecklenburg areas. Susan Johnson, a local realtor who is well aware of the educational needs of the community, began conversations with other business professionals in the community about the possibility of forming a board to pursue a charter school and bring parents this choice option. The board was awarded two charter contracts and has since grown from 5 to 7 members. Additional members were recruited by the original founding board members based on their education, business and/or financial expertise they bring to the board.

Vacancies on the board will be filled at the annual meeting of the board by a vote of a majority of the directors then in office. The annual meeting is tentatively scheduled to take place in March of each year. However, if a vacancy results in the board having less than five members or it is otherwise determined that it is desirable and in the best interest of the Academy to fill a vacancy before the next annual meeting, then a board recruitment/selection committee shall be formed by at least two board members to search for qualified candidates to present to the entire board for consideration. Any two members of the board may call a special meeting for the purpose of filling the vacancy. The vacancy may then be filled at a special meeting by a vote of the majority of the directors then in office.

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

The board meets monthly; see Appendix J for sample board meeting schedule.

- 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).*

Board training is one of the most critical responsibilities of the board. Proper orientation will ensure desired continuity of the Academics mission and goals attainment. New board members will receive an orientation and be given a thorough review of the Bylaws, Articles of Incorporation and other applicable governing documents. Please see Appendix J for training timetable.

To ensure board members are effective in their role, board members will receive training on a variety of topics. Training will be provided by Cranfill Sumner & Hartzog, LLP, which has been selected by the board as its legal counsel. Board members have been and will continue to participate in the board training workshops provided by DPI. The board has adopted policies (see Appendix J for board policies). The Board will continue to review and

adopt new policies, as necessary, in accordance with applicable law (including without limitation SBE policy TCS-U-006). In addition, the board will attend professional development conferences.

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

Board members will have no financial or personal interest in the school. In addition, board members are independent of CSUSA and no members of CSUSA will sit on the board. The board will adopt and enforce a Conflicts of Interest policy. This policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interest applicable to nonprofit and charitable organizations. A board member shall inform the board of any direct or indirect conflict of interest which the member has with regard to any transaction contemplated by the board. A conflict of interest shall exist in board actions including, but not be limited to, actions concerning a transaction in which the member: (a) has a material financial interest; or (b) is presently serving as a director, trustee, officer, or general partner of another party. Pursuant to the provisions of Section 55A-8-31 of the General Statutes of North Carolina, the board member with a conflict of interest may participate in the discussion, but may not vote on the transaction. The transaction is authorized, approved, or ratified by the vote of a majority of the members in office who have no conflict of interest (which must be more than one member) and when a majority of members who have no conflict of interest so vote, a quorum is deemed to be present at the meeting for purposes of that vote. There are no existing relationships that could pose actual or perceived conflicts of interest if the application is approved.

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

A committee of the board will develop school policies with the support of the principal, school staff, and legal counsel, when necessary. All policies will be created after researching best practices and using proven systems to guide their work. Policies will be presented to the full board to allow for open discussion and collaboration at a public meeting and then brought to a vote for approval. Policies shall be provided to parents via the Student Handbook and will also be made available through the student information system. Academy policies will be reviewed annually to ensure compliance with federal and state law as well as local regulations and policies.

- 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 believes that active parental participation is essential to operating high quality charter schools. Parent participation is the key to the success of the overall program and will be solicited for the development of school goals and objectives. A PTC will be established to provide a voice for parent and community input that can be used in the development of the Academy as well as programs. The PTC will be organized each school year at the Academy. The PTC shall be comprised of parents of enrolled students, administrators and teachers. The PTC will report directly to the principal.

Committees will also be formed which shall consist of board members, school administrators, PTC members, and appropriate individuals at CSUSA. These committees and areas of focus will include the following:

- * Finance and Budgeting: Monthly Financials, Financial Forecasting, Budget Development and Oversight, Annual Audit and Evaluation
- * Educational Achievement: Data analysis for student and school improvement, School Programs, School-wide Goal Setting, School Improvement Plan
- * Community Relations & Fund Raising: PR and Community Relations, Media Relations, School Marketing and Enrollment, Fundraising and Special Events
- * Legal and Compliance Committee: School Policies, Board Policies, Federal, State and Local Compliance
- * Operations Facility & Technology: Facilities and Maintenance, Capital Improvements, National School Lunch Program, FF&E and Procurement, Technology, Student Information System
- * Staff Planning, Professional Development and Evaluation: Staff Development & Retention, Compensation and Evaluation, Professional Development, Employee Relations, Satisfaction Surveys
- * Strategic Planning and Evaluation: Board Development, Strategic Planning, Monitoring and Evaluation of CSUSA

All committees will report on a regular schedule to the board including interim monthly reports and an annual report.

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

Complaint Process (Parents/Students)

Parents may bring complaints to the leadership team of the Academy at any time. It is the responsibility of the leadership team to work to understand the concern. Academic concerns should first be discussed with the teacher. If the parent determines that the concern has not been adequately addressed, then the parent must make an appointment with a member of the Academy's administration. If after a discussion with administration and ample time is given to address the concern the parent has determined that the concern has not been addressed, the parent may contact CSUSA as well as the board. After working to resolve the concern with CSUSA, the parent may also contact the Academy's authorizer if they have determined that their concern has not been adequately addressed. It is our desire, in partnership with CSUSA to create the best learning environment for each student, including working to resolve concerns parents have regarding their child's academic environment.

Complaint Process (Staff)

It is the board and CSUSA's purpose to provide an effective way for employees to bring problems concerning their well-being at work to the attention of management. Therefore, both an informal and formal complaint procedure has been established for the benefit and use of the employees.

When an employee believes a work condition or treatment is unjust, inequitable, a hindrance to effective operation or creates a problem; he or she is encouraged to discuss the condition or treatment with Academy administration. Alternative lines of communication will be available when the employee has such issues with his or her direct supervisor. If the teacher or staff member feels he or she has been treated unfairly as a result of actions from the Academy's administration, the employee can present a formal complaint with CSUSA's Human Resources department. A further investigation will be conducted. CSUSA will report violations of ethics or misconduct as required or deemed necessary. Misunderstandings or conflicts can arise in any organization and should be resolved before serious problems develop. Most incidents resolve themselves without formal

intervention.

However, should a situation persist that the employee believes is detrimental to himself/herself, the board or CSUSA, the employee should follow the procedure described here for bringing the complaint to Academy administration and/or CSUSA's Human Resources departments attention.

Step 1: Discussion of the problem with the immediate supervisor is encouraged. If the employee does not believe a discussion with the supervisor is appropriate, the employee should proceed directly to Step 2. Step 2: The employees filing a complaint are encouraged to request a meeting with CSUSA's Human Resources Department. CSUSA's Human Resources Department will conduct an investigation and consider the facts and may review the matter with the aggrieved employee's supervisor. All employment decisions involving the hiring or termination of teachers shall be made after investigation by the Human Resources Department, for final decision by the board.

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.

Not Applicable

If the Charter School plans to contract for services with an educational management organization (EMO) or charter management organization (CMO), please specify the contact information below.

Name of the Company: Charter Schools USA
Address: 6245 N. Federal Highway, 5th Floor
Fort Lauderdale FL 33308
Website: charterschoolsusa.com
Phone Number: 954-202-3500

Contact Person: Sandy Castro
Fax: 954-416-4027
Email: scastro@charterschoolsusa.com

1. *Explain how the contract with the specified EMO or CMO will be in the best educational and financial interest of the charter school. Please include a copy of the proposed management agreement as Appendix L of the specified EMO or CMO.*

The board is confident that the contract with CSUSA will be in the best interest of the charter school due to our existing partnership and the successful opening of Langtree Charter Academy and Cabarrus Charter Academy.

We selected CSUSA due to their experience, success, capacity, SACS accreditation and Educational Model that fits to our mission and vision. In addition, their ability to deliver a fully equipped state of the art facility by carrying the start-up costs, and underwriting the school as necessary, are all reasons why partnering with CSUSA is in the best educational and financial interest of the school. (See Appendix R for Revenue Assurance Letter and Appendix T for CSUSA Highlights.)

The relationship between the board and CSUSA is governed by a performance-based management agreement. The board has engaged the law firm of Cranfill Sumner & Hartzog, LLP as independent legal counsel and has been working with this firm since the boards inception. Board members have worked closely with legal counsel to review and negotiate the terms of the management agreement prior to execution (see Appendix L).

The board will provide oversight of CSUSA on compliance requirements through routine monitoring of school operations. The board will evaluate CSUSA's effectiveness based on the Academy's performance relative to annual goals.

CSUSA will receive compensation for its services in the form of a management fee. The management fee is approved by the Board each year during the annual budgeting process. As per the Management Agreement, the customary fee for the comprehensive services provided is 15% of revenue; however, CSUSA may lower its fee as a contribution to the school budget to ensure the overall financial viability of the school in the event the full management fee cannot be paid by the school. In such cases, the reduced fees do not create any liability or obligation to the board to repay CSUSA in the future. Financial projections estimate the fees from 3% to 13%.

2. *What other EMO/CMOs were pursued and why did the applicant select this particular one? Please include information regarding other management organization's fees and financial/academic records that led to the selection of the proposed EMO/CMO as the best fit for this proposed school.*

The board currently contracts with CSUSA as our EMO for our first two schools. CSUSA has met and exceeded our expectations and therefore plan to continue our partnership with CSUSA as their preferred operator. CSUSA's educational model and other services fulfill the needs that are important to us. We have worked with the CSUSA executive, financial, operations, facilities, and human resources teams and have a solid understanding of their educational and operational models.

Prior to receiving our first charters, we researched a similar EMO (National

Heritage Academies) to learn more about their model, but clearly felt CSUSA was the best choice to help our execute the schools mission and to bring high quality charter schools to our community.

Strong academic performance of CSUSA schools was the primary factor in selecting CSUSA. In Georgia, the CSUSA's charter schools are among the highest performing schools in the state. In Louisiana, the CSUSA's charters (that have been open for longer than one year) are proving to be high quality schools of choice that meet or exceed their peer and neighborhood schools across various performance metrics. In Florida, the Department of Education (FLDOE) has designated 15 CSUSA schools as "High Performing Charter Schools." The designation means that the FLDOE has verified the following criteria: the school received at least two school grades of "A" and no grade below "B" for the last three years; the school received an unqualified opinion on each annual audit in the most recent three years; and the school did not receive a financial audit that revealed any of the financial emergency conditions set forth in statute.

CSUSA has a large support staff that provides services to its schools across all areas needed to successfully operate a charter school. This includes a team of Regional Directors and Managers including Finance, Education, Facilities, Operations, Marketing, Enrollment and Human Resources.

- 3. Provide and discuss student performance, governance performance and financial data from other schools managed by the management company to demonstrate how this organization is a good fit for the targeted student population. Nationally, what is the highest and lowest performing school of the EMO/CMO? Why are these two schools so different in overall achievement?*

A key reason the Board selected CSUSA is because of its track record of success. For example, in Florida, CSUSA has achieved outstanding results with all students particularly low-income and minority students who are significantly higher than the comparable state-wide average academic achievement results. Taken as a single group, Hispanic, Black, English Language Learners (ELL), and students participating in the Free Reduced Lunch program (FRL), EMO students outperformed state averages by approximately 10 percentage points in reading, 6 percentage points in math, and 3 percentage points in writing. The table below shows how subgroup populations at CSUSA exceeded state-wide averages when examining the percentage of students who are proficient.

FLORIDA AMO TARGETS 2011-2012: CSUSA STUDENT PERFORMANCE VERSUS STATE OF FLORIDA

Minority - Hispanic: Reading +7; Math +5; Writing +4
Minority - Black: Reading +14; Math +7; Writing +4
Minority - ELL: Reading +8; Math +8; Writing +1
Low Income - FRL: Reading +9; Math +5; Writing +3
Minority - All: Reading +10; Math +6; Writing +3
General Population - White: Reading +3; Math +1; Writing 0
General Population - Total: Reading +5; Math +3; Writing +2

The EMOs demonstrated success in significantly increasing student academic achievement and attainment for all students particularly minority and low-income students is a direct reflection of the high quality charter schools it operates, and further stresses the need to implement its proven Educational Model and practices in North Carolina.

There have not been any performance deficiencies or compliance violations leading to formal authorizer intervention with any CSUSA schools in the last three years. Please see Appendix T for school grades and financial performance of CSUSA-managed charter schools.

In 2012-13, Woodmont Charter Academy received an "F" grade; it was the lowest performing among CSUSA-managed charter schools. 78% of students at Woodmont qualify for Free or Reduced Lunch and the majority of students arrived at Woodmont several years behind grade level. The students come from a community that is largely underserved and CSUSA is committed to serving this community and ensuring that students receive a high quality education. CSUSA realizes that 100% of students will not become proficient in one academic year and the transition to an "A" school will take time. In preparation for the 2013-14 year, numerous changes were implemented to improve performance.

- * A new principal was hired
- * The middle school staff was replaced and instructional coaches were added
- * Reorganized to departmentalize 4th and 5th grade science and math (allows teachers to focus on teaching a single subject and allows for students to have interaction with multiple teachers)
- * New professional development workshops with focus on Reading Workshops and specific curriculum assets
- * Science Inquiry Lessons to be incorporated weekly (all grade levels)
- * Enhanced tutoring program and new course recovery program
- * A new writing program has been implemented (Top Choice Writing Program)
- * A Writing Bootcamp will take place after winter break
- * Established a partnership with a high-performing CSUSA-managed school (Downtown Miami Charter School)

In 2012-13, the highest performing school was Aventura City of Excellence Academy, which was ranked the 5th highest K-8 school in Florida. The most significant difference between Woodmont and Aventura, is the amount of time the schools have been open. Woodmont is a newer school (not yet open for three full years) where the majority of students come from neighboring schools where they were significantly below grade level. Aventura, in contrast, is a school that has been open for 10 years where students and parents have long been exposed to the school culture, high expectations and the rigor of the CSUSA model.

4. *Describe how the governance structure will be affected; if at all, by the EMO/CMO and particularly discuss how the board of directors of the charter school will govern the school independently of the EMO/CMO.*

The relationship between the Board and the EMO is codified with a performance-based contract. The proposed management agreement between the Board and EMO outlines the duties and responsibilities of each party and the specific performance requirements of the EMO.

The Board shall independently adopt a comprehensive budget on an annual basis, which shall include all forms of revenue and all expenditures. Amendments to the budget will require the approval of the Board. On a monthly basis, the EMO will provide to the Board an accounting of all school revenues and expenditures. In addition, the EMO will report on a monthly basis the current student enrollment of the Academy and the number of students on the waiting list if any. The Academy will make available monthly

financials, which will include a statement of revenues and expenditures prepared in accordance with generally accepted accounting principles.

The EMO will be responsible for the day-to-day financial management of the Academy, subject to the budget and oversight of the Board. The Board will be responsible for overall policies regarding school governance, academic, personnel, discipline and grievance policies. It is the boards responsibility to hold the EMO responsible for the successful operation of the Academy and its ability to deliver academic results.

5. *Provide a description of the relationship that will exist between the charter school employees and the Management Organization.*

Teachers will be jointly employed by the Board and CSUSA, and administrators and staff will be solely employed by CSUSA. This arrangement is necessary for the administration of employee benefits and does not reduce the Boards authority to hire and fire teachers, and complies with N.C. Gen. Stat. 115C-238.29F(e)(1). This arrangement was reviewed and approved by legal counsel for the Department of Public Instruction and the State Board of Education prior to the submission of this application.

6. *Explain how the contract includes measurable objectives whereby the charter school board can evaluate annually the performance of the EMO/CMO; and if necessary, terminate the contract without significant obstacles.*

The management agreement outlines the EMOs responsibilities to the Board for the operation and performance of the Academy in accordance with the charter contract and the performance criteria outlined in this Charter Application. The EMOs responsibilities to the Board include (but are not limited to):

- * Timely submission of required reports as set forth in the management agreement and in the charter contract;
- * Strict adherence to the approved annual budget for the operation and management;
- * Performance goals stated in the charter application and the charter contract.

The management agreement contains an article that outlines the reasons for which the Board may terminate the management agreement. Please refer to the draft management agreement attached as Appendix L.

7. *Is the facility provided by the EMO/CMO? N*

8. *List the fund balance and surpluses for each school managed by the EMO/CMO over the last three years in North Carolina.*

Please see Appendix T for a list of all schools managed by Charter Schools USA as well as the fund balance for each school.

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:

We will be an equal opportunity employer and will recruit quality staff throughout the year for job openings using a progressive and innovative recruiting plan. Recruitment will occur locally, state-wide, and nationally through various resources that include:

- * Through the Academy's website
- * Hold education job fairs to seek teaching professionals
- * College recruiting by identifying colleges and universities, both locally and nationally in order to attract and hire newly graduated teachers
- * Utilize select educational, professional, and job recruitment websites to advertise and communicate teaching openings
- * Work closely with minority referring organizations to help ensure that the work force is reflective of the diverse community served

CSUSA will manage job advertising, conduct applicant screening, and refer qualified applicants to the Academy administration and board (for teaching positions) to ensure the Academy's staffing needs are met. A consistent process of screening, interviewing and selecting employees is essential to our ability to recruit qualified staff. A consistent process will ensure that candidates are provided an equal opportunity to demonstrate and/or articulate their skills and abilities. Retention of highly-qualified and effective teachers will be part of each principals annual evaluation system. The principal will be encouraged to set goals and the annual evaluation will be based upon achieving those goals.

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.*

Teachers will be jointly employed by the board and CSUSA. Administrators and staff will be solely employed by CSUSA. This arrangement is necessary for the administration of employee benefits, does not reduce the boards authority to hire and fire teachers, and complies with N.C. Gen. Stat. 115C-238.29F(e)(1). This arrangement was reviewed and approved by legal counsel for North Carolina Department of Public Instruction and the State Board of Education prior to the submission of this application.

The board intends to contract with CSUSA for the provision of certain management services, including personnel services. As part of those services, CSUSA has provided the attached Employment Handbook to the board for its review and consideration. The board is currently reviewing the employment handbook and working with legal counsel to ensure that it complies with applicable law, including without limitation, N.C. Gen. Stat. 115C-238.29A et seq. The board expressly acknowledges that the employment handbook may need to be revised before it is adopted. However, it is being submitted with this application as evidence that we are working diligently to prepare for final charter approval. A draft of the employee handbook is attached as Appendix N.

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

We will follow the protocol established for screening school employees, vendors and board members. The Business Operations Manager will be responsible for arranging background and fingerprinting services, which will follow all state and district requirements. Every 5 years, Academy staff will be required to be fingerprinted and pass a criminal background check.

A comprehensive criminal history background check will be conducted on each applicant. CSUSA will also ask legal questions on its employment application in relation to past felony convictions, probation, pleadings, and pending disciplinary actions. If a candidate misrepresents information, the board and CSUSA reserve the right to end the hiring process or employment relationship.

The selection process is informed by factors identified in applied psychology, such as interview structure and phrasing of questions, and it draws on effective teacher research. Interview protocol focuses on job-related questions and is within the legal bounds of interviewing guidelines. Every hired non-instructional employee will sign an offer of employment with CSUSA. Every teacher will sign an offer letter from CSUSA and a separate letter from the board due to the joint employment structure. Staff will be hired "at will" on a year-to-year basis. Extensions of employment offers are recommended on an annual basis. All instructional personnel will be considered 10-month employees paid over a 12-month period.

The first 90 days of employment are an Introductory Period. During this period, The employee may resign from without reason and/or notice and CSUSA and the board may terminate employment without cause and without notice. After the Introductory Period, progressive discipline policies will be followed for minor performance situations and immediate termination for any violations of a serious nature. Per the employee handbook, CSUSA and board requests two weeks notice of all voluntary resignations.

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

The Academy's salaries are competitive with the surrounding area schools but structured differently, with a greater emphasis on performance-based pay. For base salaries, pay bands have been established to a minimum, midpoint, and maximum scale by which job families can grow with merit increases. How quickly an employee moves toward the maximum is determined by the budget and the level of individual performance, based on an annual performance appraisal. The board will work with CSUSA to establish budget criteria, incentives, and other motivating factors that will attract, reward and retain the best. A salary worksheet will be used to calculate starting salaries in a fair & consistent manner. As an example of how starting salaries are determined, the table below provides the basic criteria:

\$35,500 Teacher Base Salary (Avg salary in budget is higher, as some will start above base salary)
Up to \$2,000 Increase to base for Experience
\$1,000 Increase to base for Education Credentials (Masters or PhD)
\$2,000 Increase to base for Critical Shortage Areas if applicable
\$-3,000 Offset to base if met all requirements and waiting for Certification

documentation

Employees will be offered mandated benefits as follows: Workers Compensation; Unemployment Insurance; and Social Security Insurance. Employees will also be provided benefits with various levels of coverage and premiums to meet their needs. Eligible employees (those working a minimum average of 30 hours/week) are able to participate in the benefits plan on their 90th day of employment and also during the year for qualifying events (i.e. birth of child, marriage, divorce). If benefits are not selected during this period, enrollment changes may be made in the annual "open enrollment" sessions. Benefits available include medical, dental, vision, life insurance, supplemental life insurance, dependent life insurance, short & long term disability, 401k if eligible, paid leave and Employee Assistance Program

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

When an employee believes a work condition or treatment is unjust, inequitable, a hindrance to effective operation or creates a problem; he or she is encouraged to discuss the condition or treatment with Academy administration. Academy policy provides for alternative lines of communication when the employee has such issues with his or her direct supervisor.

If an employee feels that he or she has been treated unfairly as a result of actions from members of the Academy administration, the employee can present a formal complaint with to CSUSA. A further investigation will be conducted. CSUSA will report violations of ethics or misconduct as required or deemed necessary. Misunderstandings or conflicts can arise in any organization and should be resolved before serious problems develop. Most incidents resolve themselves without formal intervention. However, should a situation persist that the employee believes is detrimental to himself/herself, the board or CSUSA, the employee should follow the procedure described below for bringing the complaint to the attention of Academy administration and/or CSUSA's Human Resources department.

Step 1: If appropriate, employee should discuss with his or her supervisor (or proceed to Step 2).

Step 2: The aggrieved employee is encouraged to request a meeting with CSUSA's Human Resources Department. The Human Resources department will conduct an investigation and consider the facts and may review the matter with the aggrieved employees supervisor. All employment decisions involving the hiring or termination of teachers shall be made after investigation by the Human Resources Department, which shall be presented to the board for final decision in accordance with N.C. Gen. Stat. 115 C-238.29F(e).

If necessary, an Improvement Action process will be initiated to document employee disciplinary actions ranging from verbal, written, or final warnings to suspension or termination.

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

In the proposed staffing model, there are no positions with dual responsibilities. All instructional staff are provided instructional aides if needed for additional duties. Teachers will be paid a stipend on top of the salary for any additional duties (such as tutoring), as needed.

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.

Staffing is flexible and always subject to change based on the needs of the

actual student population as identified by the Principal and the Board. Staffing needs will be constantly monitored by the Principal and Board, particularly at the beginning of year to enable the Academy to meet the needs of its students and ensure their success. Recommendations for staffing additions or adjustments that will affect the approved annual budget will be presented to the Board for approval as needed.

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).*

The board and CSUSA will ensure during the hiring process that 100% of instructional staff hired at the Academy have a North Carolina Professional Educator Licenses of either Standard Professional 1 (SP1) or Standard Professional 2 (SP2). See Appendix M for job descriptions.

Before employing any teacher and with the teachers prior written consent, we will obtain from DPI and review a copy of the teachers professional license. We will assist our teachers in meeting the licensure requirements established by DPI and the state Board of Education. We will develop, maintain, and promote a development program for all teachers and instructional staff to progress from a SP1 to a SP2 License if they choose. Assistance will be provided to instructional staff as well as the required information and documents needed to make this progression. The employee will be responsible for all fees for license progression and renewals. CSUSA Employee Services will maintain each employees file with updated licenses and alert all employees of the need to renew their current license with this program.

North Carolinas requirements for teachers from outside the state must be completed for clear renewable certification. These requirements are incorporated into North Carolina's approved teacher preparation programs and must be completed within five years.

All teachers will be jointly employed by the board and CSUSA. The termination of employment of a teacher is subject to review and approval by the board. It is the responsibility of the board and CSUSA to ensure teachers meet the requirements prior to employment and to ensure any conditional requirements are met by the educator within the required timeline.

The board and CSUSA may employ or contract with skilled selected non-certified personnel to provide non-instructional services or to assist faculty members as teachers aides. Teachers will demonstrate content mastery in the subject area they are teaching through a state exam, as well as demonstrate successful completion of graduate work, an undergraduate academic major or advanced certification/credentialing. Academy counselors as well as consultants hired for occupational therapy, physical therapy, speech language, and other services will meet licensure or certification requirements for the services that they provide.

Staff Evaluation and Professional Development

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

The school-based Business Operations Manager will maintain the personnel files at the Academy, which include information regarding teacher licensure.

2. *Provide a detailed plan noting how the school will mentor, retain, and evaluate staff in a format*

that matches the school's mission, educational program, and meet the teacher certification and licensure requirements for teachers as prescribed by state law and No Child Left Behind. Be sure this overview matches with the projected staff and funding of the proposed budget section.

The EMO will support the Academy in its development and implementation of professional development. Professional development will be provided by the EMO as a component of their management fee. The budget reflects only additional funds for external training. As the instructional leader within the Academy, the Principal will be accountable for the quality and duration of professional development. In conjunction with the EMO, the leadership team of the Academy will develop an Academic Plan which will include professional development based on the teachers needs according to the data gathered at the Academy, staff surveys, walk-throughs and site visits. Professional development will then be monitored by assessing student learning and teacher implementation after the professional development sessions have occurred. When gaps are found, teachers will be re-taught until mastery of key research based concepts.

The Academy's educators of core subject areas shall be certified in those subjects as defined in Section 1119 of the No Child Left Behind Act. Paraprofessionals with instructional support duties will meet guidelines of the Section 1119 of the No Child Left Behind Act and the Elementary and Secondary Education Act. It is the responsibility of the Board, through its management agreement with the EMO, to ensure the educators meet the requirements prior to employment and ensure any conditional requirements are met by the educator within the time required. Non-renewable certificates and 5 year renewable requirements will be monitored for compliance.

The Board and CSUSA will develop, maintain, and promote a development program for all teachers and instructional staff to progress from a SP1 to a SP2 License if they choose. The Board and CSUSA will provide assistance and required information, requirements, and documents needed to make this progression. The employee will be responsible for all financial fees for license progression and renewals.

New employees participate in a mandatory New Teacher Induction (NTI). Human Resource Orientation is included in NTI and geared to familiarize new employees with the Academy, company history, vision and mission, and to review key areas of the Employee Handbook. Performance is monitored throughout the year and feedback is provided to support continued improvements and high performance. Monitoring methods include:

- * Strategic Support Observation Tool (SSOT) Academic Excellence feedback and support for teachers
- * Deliberate Practice Plan (DPP)- Third component of the Teacher Evaluation system
- * Academy site visits conducted semiannually
- * Parent & Staff surveys conducted in November and April
- * Monthly Principal meetings
- * Benchmark tests
- * Regular conversations and visits with Regional Lead and members of the of the EMO

Performance Management Teacher Performance Evaluation (TPE) Tool (to be used by Principal). A formal evaluation is conducted at the end of the year. The following are the categories included in the evaluation tool; Academic

Excellence; Guaranteed and viable curriculum; Challenging goals and effective feedback; Parent and Community involvement; Safe and orderly environment; Collegiality and professionalism; Teacher level factors; and Technology.

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.*

Professional Development will be delivered internally by school employees and externally by the EMO and other vendors.

PD for the School will be both uniform AND individualized. For example, the Curriculum Resource Teacher (CRT) will attend monthly sessions to receive uniform training on topics such as Common Core updates, content area strategies, general teaching and learning strategies. The CRT will then train school staff on these topics. Individualized feedback happens during the QUEST Visits and the Daily Walk Through.

QUEST Site Visit Observation Process

The site visit observation is a one-day, in depth process, in which educators from the EMO network support each school by observing teachers and providing feedback on instruction. The purpose of the QUEST Site Visit Observation is to support the school with the implementation and monitoring of the Educational Model which guides individualized professional development by examining three critical factors: classroom management, student motivation, and instructional strategies. Feedback from the observations is presented to the principal and the staff at the end of the day. Following the faculty briefing each teacher meets one-on-one with the observer who visited their room, allowing for individualized feedback.

Daily Walk Through

Each teacher will be visited by an administrative team member each week. The Walk Through Form will be used as a non-evaluative way to communicate areas of strength as well as opportunities for growth. This information will also be used to guide PD Planning and individual teacher remediation needs for the CRTs to coach or model for improvement with the teacher.

Some of the PD programs available to all employees include:

- * What Great Teachers Do Differently: 17 Things that Matter Most
- * The Core Six
- * Common Core
- * CHAMPs: A Proactive and Positive Approach to Classroom Management
- * Response to Intervention
- * Exceptional Student Education Regulations and Procedures

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.*

All new teachers participate in the EMOs annual New Teacher Induction (NTI). This induction last for two weeks and is an intensive introduction to the EMO's educational model and philosophies. It also incorporates significant training on Marzano's teaching strategies, classroom management and lesson planning. The first week of NTI is delivered by the EMO's Curriculum

Specialists, and includes the modeling of best practices throughout the week, including an attention getting signal (a different one each day), essential questions and agendas, CHAMPS (a behavior management methodology), and many student engagement activities among other best practices. All modules presented in the New Teacher Induction is supported by Research from works such as Marzano's What Works in Schools (2003) and The Art and Science of Teaching (2007), Understanding by Design (Wiggins and McTighe, 2005) and CHAMPS: A Proactive and Positive Approach to Classroom Management (Sprick, 1998).

The second week of NTI includes any topics from week one that need to be deepened or retaught based on the end of the first week assessment given to teachers. Week two also includes presentations from textbook companies to demonstrate the resources teachers will be using in the upcoming year. This includes any computer-based programs purchased by the Academy and the Student Information System used to keep track of student grades, attendance and other records.

One of the particularly challenging aspects of the curriculum is the grading policy. Teachers are given extra time and practice to become familiar with Standards Based Grading. This practice is supported by research from Marzano and others. This requires a great deal of discussion and examples in order to shift the teachers thinking to this innovative grading practice.

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.

Professional development is conducted weekly with grade level teams, led by the Academy's Curriculum Resource Teacher (CRT) for approximately one hour per team. Each team will meet once weekly either during teacher planning hours and/or before or after school. Additional professional development will be offered on teacher work days for approximately four hours per day for whole staff training. With the parameters designated above, each teacher on staff should receive a minimum of approximately 52 hours of direct professional development (36 weeks x 1 hour, plus 4 planning days x 4 hours). Additional hours are provided for those teachers who need additional coaching and support.

Enrollment and Marketing:

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

Marketing Plan

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

The Academy is committed to enrolling a diverse student population and shall abide by the provisions in the North Carolina General Statutes, NC GS 115C-

238.29F(g)(5), that forbid discrimination on the basis of race, national origin, gender, marital status, religion, ethnicity, or disability.

The Academy will admit students of any race, color, nationality and ethnic origin, religion, sexual orientation, or gender. The Academy shall enroll an eligible student who submits a timely application unless the number of applications exceeds the capacity of a program, class, grade level or building. In such cases, all applicants shall have an equal chance of being admitted through a random selection process. In accordance with NC GS 115C238.29F(g)(5), a charter school may give enrollment preference to the populations denoted in the Enrollment Rules, Process, and Procedures, according to North Carolina law.

The Academy will endeavor to achieve racial/ethnic balance through the comprehensive marketing plan, in accordance with NC GS 115-238.29F(g)(5). Within one year of opening, the Academy seeks to serve a student population that reflects the racial, ethnic, and special populations demographics that compose the general population surrounding the Academy's location. The Academy will focus its efforts on recruiting students in a manner consistent with the racial/ethnic balance of the community it serves. This effort will include marketing to underrepresented populations with direct mail, community postings, public service announcements, and the availability of bilingual staff.

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.*

Meaningful parental and community involvement is integral to the strategic planning, implementation, management and operation of any school. The recruitment, education and involvement of local parents and community members are integral to the success of the Academy. The Board will make it a priority to engage parents and community members in all aspects of the charter process, the operation, and the governance of the Academy and are viewed as essential to the success of the students, the Academy and the community. Community input and collaborative development activities ensure that the Board builds and secures broad community support for all phases of development, implementation, operation, governance, management, and evaluation of the Academy.

The Academy will make it a priority to see that parents and community members feel welcomed in the development process and ongoing school operations and are viewed as essential to the success of the students, the Academy, and the broader community.

The Academy's strategy of Active and Meaningful Involvement is aimed at extending the Academy's curriculum beyond the schools walls. The success of the Academy is dependent upon the ability to involve parents in their children's education. A Comprehensive Parental Involvement Program and Family-School-Community partnership model will be developed for the Academy. Parental involvement includes attending Academy functions; attending

conferences; helping children improve their school work through encouragement, providing study time and place, model behavior, and tutoring; serving as advocates for their children and Academy; volunteering in the Academy and community; and assuming an active decision-making role in their child's education (Maynard 1997). The Academy will utilize the framework of Joyce Epstein, whose model includes six types of cooperation between families, schools, and other community organizations: 1. Parenting; 2. Communicating; 3. Volunteering; 4. Learning at home; 5. Collaborating with the community; and, 6. Decision-making (Epstein, 1995; Epstein, 1997). The framework of six types of involvement helps educators develop more comprehensive programs of school-family-community partnerships. Although the Academy will use the framework of six types of involvement as a guide, the board, parents, and Academy staff will choose practices that will help achieve important goals and meet the needs of students and families.

Parent participation is integral to the success of the Academy and will continue to be solicited for the development of Academy goals and objectives. All parents agree to volunteer a minimum of twenty (20) hours per school year. When two or more children from the same family are enrolled, parents shall be strongly encouraged to volunteer a total of thirty (30) hours per school year. Parents can track their volunteer hours via the student information system. To ensure that all parents and stakeholders understand the unique programming of the EMO, parents and students are given thorough explanations of the curriculum, expectations, and requirements of the Academy prior to enrollment. This information is delivered through a variety of ways: open houses, published information, brochures, online applications and, website question/answer modules. After enrollment and the start of school, parents continue to have flexibility to monitor their child's progress online and/or through parent conferences. Because the Academy follows a continuous improvement model, parents have real time access to their child's progress.

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.*

Open Enrollment: Feb Mar 2015

Application verification: Apr 2015

Notification of Lottery: Apr 2015

Lottery: April 2015

Notice of admission/wait list: May 2015

Registration: Begins June 2015

Applications will be accepted on a first-come, first-serve basis until capacity is reached. A lottery will be held in the event that the number of applications exceeds capacity. At the end of the enrollment period, parents will be notified of acceptance to the Academy with an offer letter or they will be assigned a lottery number. Applicants eligibility to participate in the lottery will be verified by the registrar and the enrollment office will conduct a public lottery. Applicants will be selected at random. Those who are selected will receive an offer, including applicants who are entitled to enrollment preference. The lottery drawing will continue until every name has been drawn and scheduled for enrollment or placed on a numerical waiting list. Offer letters will be generated for students in rank order of their selection through the lottery process, and must be accepted within 7 days. If an offer is declined, the seat will be offered to the first person on the waiting list.

Students not selected to receive a seat in the lottery will be placed on a waitlist based on the order of the lottery drawing. Applications received after the close of the enrollment period will be placed on the waitlist in the order in which they are received (according to date, time, and preference). Parents will be notified in writing of their child's acceptance no later than 21 days past the acceptance the lottery date and will be required to respond to the School with their decision to accept or decline the offer.

Enrollment preferences shall comply with the NC General Statute 115C-238.29F(g). Enrollment priority will be given to the following populations:
Applicant sibling of a currently enrolled student who was admitted to the school in a previous year.

Applicant siblings who are applying for admission simultaneously

Limited to no more than 15% of the schools total enrollment:

Applicant child of schools full-time employees.

Applicant child of the initial board. (Only in first year)

Other preference established in the charter application

In the event (a "Total Rescind Event") the number of available seats for a grade level in which a lottery was not conducted is less than the number anticipated at the end of open enrollment period, all offers in the grade shall be rescinded and applicants (the "Total Rescind Applicants") shall be offered admission based upon the random system assigned number. The Total Rescind Event shall not impact the seats that were accepted by siblings (in other grades) of Total Rescind Applicants. When a Total Rescind Applicant has a sibling (in another grade) who has accepted a seat, the Total Rescind Applicant will then receive a sibling enrollment preference.

The Academy does not require that student and parents participate in any pre-admission activities.

Attending students who wish to return to the School the following year are able to recommit during the recommitment window. This is communicated to families via the student information system, phone, and in writing. During the recommitment window, families may either opt in or opt out of returning to the Academy for the following academic year. If a parent opts in, then their child's seat is reserved for the following year. If a parent opts out of returning to the School, their child's seat is marked as an open seat for the following year.

Students may withdraw from the Academy at any time and their records will be forwarded to their new school. The Academy will appropriately monitor and report (and invoice only for) those students verified to be in attendance. When students transfer to the Academy, a request for student records will be submitted to the students preceding school.

PROJECTED ENROLLMENT 2015-16 through 2019-2020

IDENTIFY LEA FROM WHICH STUDENTS WILL PROBABLY COME

LEA #1 Iredell-Statesville Schools
 LEA #2 Mooreville Graded School District
 LEA #3

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

	2015-2016			2016-2017			2017-2018			2018-2019			2019-2020		
	LEA 490	LEA 491	LEA 000	LEA 490	LEA 491	LEA 000	LEA 490	LEA 491	LEA 000	LEA 490	LEA 491	LEA 000	LEA 490	LEA 491	LEA 000
Kindergarten	60	60	0	60	60	0	60	60	0	60	60	0	60	60	0
Grade 01	46	46	0	58	57	0	58	57	0	58	57	0	58	57	0
Grade 02	46	46	0	46	46	0	58	57	0	58	57	0	58	57	0
Grade 03	35	34	0	46	46	0	46	46	0	58	57	0	58	57	0
Grade 04	35	34	0	46	46	0	46	46	0	46	46	0	58	57	0
Grade 05	35	34	0	46	46	0	46	46	0	46	46	0	58	57	0
Grade 06	75	75	0	75	75	0	75	75	0	75	75	0	75	75	0
Grade 07	0	0	0	75	75	0	75	75	0	75	75	0	75	75	0
Grade 08	0	0	0	0	0	0	75	75	0	75	75	0	75	75	0
	332	329		452	451		539	537		551	548		575	570	

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.

The board recognizes that under state law, transportation cannot be a barrier to any child attending the Academy. Therefore, Academy administration and CSUSA will assist parents with the identification and coordination of transportation options to ensure that the Academy is accessible to all students. This will include facilitating car pools and informing parents, as early as Open House, of their transportation options.

Our budget includes annual funding (see below) to support possible transportation needs, including for students who may be experiencing homelessness or exceptional children with transportation needs noted in their IEPs. These funds are included as a conservative measure and shall be used to provide transportation to those students requiring such transportation by applicable law.

Year 1	\$63,000
Year 2	\$64,260
Year 3	\$65,545
Year 4	\$66,856
Year 5	\$68,193

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.

The facility plan will include a multipurpose room which will mainly be used as a spacious cafeteria. All students will eat meals in the cafeteria.

The Academy will contract with a national food service vendor to provide breakfast and lunch. The food vendor will provide a quality unitized meal program that includes all the "components" of a full service operation. Their "component meal system" should consist of: individually packaged entrees; side dishes; fresh fruits; vegetables; fresh bread; condiments; plastic wear; trays and liners.

Prior to the beginning of the school year, the selected food vendor will send training personnel to the Academy to train the food service staff on how to properly run the food service program, including: ordering, inventory, food prep, serving procedures, and clean up. The serving lines are set up with the point of service station at the end. This set up ensures the cafeteria personnel can ensure the students are receiving all of the required components to make up a reimbursable meal. The School will utilize a computerized point of sale system that will track meals and provide a reporting function for accountability and claiming. All students are assigned a unique account number at the beginning of the school year and can

add funds to their account in the cafeteria office. Regardless of account balance, no child is ever denied a meal.

The board is currently an approved sponsor in the NSLP for its two existing schools. The board will complete all necessary applications in advance of the school year to participate in the NSLP. If, for any reason, the Schools application for participation in this program is not accepted, the School will amend its operating budget to reflect the reduction in revenues associated with reimbursement from the NSLP. At the end of each month the cafeteria staff will be responsible for sending the monthly historical edit to the NSLP Director which will be used in the submission of the reimbursement claim.

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		\$8,968.28
Officers and Directors/Errors and Omissions	\$1,000,000		\$4,955.09
Property Insurance	\$8,388,186		\$36,817.53
Motor Vehicle Liability	\$1,000,000		\$10.47
Bonding Minimum/Maximum Amount	\$2,000,000	\$2,000,000	\$113.86
Other	\$5,000,000		\$25,279.91
Total Cost			\$76,145.14

*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.

fergusond 11/30/2013

(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).

A facility has not yet been identified. It is anticipated that the initial facility will be developed to serve the entire K-8 student population. It is anticipated that the facility will be owned, constructed or renovated, and financed by a private developer, who will then lease the facility to the Academy which will make rent payments for the facility. The budget provided in this application includes projected lease payments for the facility to demonstrate the viability of the Academy. The facility lease will be developed and executed as a component of the development project plan. Before the Academy begins operations, DPI will be provided with documentation of ownership or lease of the facility and certification that the building satisfies all requirements for fire, safety, and accessibility for the disabled. Please refer to EMO Section for additional details.

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.*

In the unfortunate event that an adequate permanent school facility cannot be secured, the Board and CSUSA will work diligently to secure an appropriate alternative short term facility, as part of its facility contingency plan. The temporary facility would fully meet the programmatic and educational needs of the Academy.

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 #1 490 - Iredell-Statesville Schools

Revenue	2013-2014 Per Pupil Funding	Projected LEA ADM	Approximate funding for 2015-2016
State Funds	\$4,551.89	332	\$1,511,227.48
Local Funds	\$1,378.00	332	\$457,496.00
Federal EC Funds	\$3,743.48	34	\$127,278.32
Totals			\$2,096,001.80

LEA #2 491 - Mooreville Graded School District

Revenue	2013-2014 Per Pupil Funding	Projected LEA ADM	Approximate funding for 2015-2016
State Funds	\$4,468.17	329	\$1,470,027.93
Local Funds	\$1,378.00	329	\$453,362.00
Federal EC Funds	\$3,743.48	33	\$123,534.84
Totals			\$2,046,924.77

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	\$2,981,255	\$4,154,183	\$5,049,058	\$5,260,123	\$5,589,898
-Local Per Pupil Funds	\$910,858	\$1,269,221	\$1,542,630	\$1,607,117	\$1,707,872
-Exceptional Children & Federal Funds	\$250,813	\$347,470	\$424,524	\$440,960	\$465,987
-Other Funds*	\$1,319,421	\$535,010	\$567,756	\$591,489	\$628,572
-Working Capital*	\$0	\$0	\$0	\$0	\$0
Z - TOTAL REVENUE	\$5,462,348	\$6,305,884	\$7,583,968	\$7,899,689	\$8,392,329

***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:															
Food Service Staff	1	\$14,400	\$14,400	1	\$14,688	\$14,688	1.5	\$14,982	\$22,473	1.5	\$15,281	\$22,922	1.5	\$15,587	\$23,381
Principal	1	\$90,000	\$90,000	1	\$91,800	\$91,800	1	\$93,636	\$93,636	1	\$95,509	\$95,509	1	\$97,419	\$97,419
Asst Principal	1	\$65,000	\$65,000	1	\$66,300	\$66,300	1	\$67,626	\$67,626	1	\$68,979	\$68,979	1	\$70,358	\$70,358
Dean Of Students	0	\$0	\$0	1	\$56,100	\$56,100	2	\$57,222	\$114,444	2	\$58,365	\$116,730	2	\$59,534	\$119,068
Business Admin	1	\$30,000	\$30,000	1	\$30,600	\$30,600	1	\$31,212	\$31,212	1	\$31,836	\$31,836	1	\$32,473	\$32,473
Receptionist	1	\$20,800	\$20,800	1	\$21,216	\$21,216	1	\$21,640	\$21,640	1	\$22,073	\$22,073	1	\$22,515	\$22,515
Registrar-Dpc	1	\$30,000	\$30,000	1	\$30,600	\$30,600	1	\$31,212	\$31,212	1	\$31,836	\$31,836	1	\$32,473	\$32,473
Student Services Coordinator	1	\$38,000	\$38,000	1	\$38,760	\$38,760	2	\$39,535	\$79,070	2	\$40,326	\$80,652	2	\$41,133	\$82,266
It Support	1	\$18,000	\$18,000	1	\$18,360	\$18,360	1	\$18,727	\$18,727	1	\$19,102	\$19,102	1	\$19,484	\$19,484
Food Service-Director	1	\$18,240	\$18,240	1	\$18,605	\$18,605	1	\$18,977	\$18,977	1	\$19,356	\$19,356	1	\$19,744	\$19,744
Before/Aftercare-Director	1	\$18,240	\$18,240	1	\$18,605	\$18,605	1	\$18,977	\$18,977	1	\$19,356	\$19,356	1	\$19,744	\$19,744
Before/Aftercare	3	\$6,840	\$20,520	3	\$6,977	\$20,931	5	\$7,116	\$35,580	5	\$7,259	\$36,295	5	\$7,404	\$37,020
Clerical	2	\$16,480	\$32,960	3	\$16,810	\$50,430	3	\$17,146	\$51,438	3	\$17,489	\$52,467	3	\$17,838	\$53,514
A - Total Admin and Support:	15	\$366,000	\$396,160	17	\$429,421	\$476,995	21.5	\$438,008	\$605,012	21.5	\$446,767	\$617,113	21.5	\$455,706	\$629,459
Instructional Personnel:															
Core Content Teacher(s)	29	\$37,000	\$1,073,000	37	\$37,740	\$1,396,380	43	\$38,495	\$1,655,285	44	\$39,265	\$1,727,660	46	\$40,050	\$1,842,300

Mooresville Charter Academy

Electives/Specialty Teacher(s)	6	\$37,000	\$222,000	12	\$37,740	\$452,880	13	\$38,495	\$500,435	13	\$39,264	\$510,432	13	\$40,050	\$520,650
Ese	2	\$37,000	\$74,000	2	\$37,740	\$75,480	3	\$38,495	\$115,485	3	\$39,265	\$117,795	3	\$40,050	\$120,150
Instructional Support	3	\$18,240	\$54,720	3	\$18,605	\$55,815	3	\$18,975	\$56,925	3	\$19,356	\$58,068	3	\$19,744	\$59,232
Daily Subs	1	\$56,000	\$56,000	1	\$75,600	\$75,600	1	\$88,200	\$88,200	1	\$91,000	\$91,000	1	\$93,800	\$93,800
Teacher Assistants	1	\$37,000	\$37,000	1	\$37,740	\$37,740	2	\$38,493	\$76,986	3	\$39,264	\$117,792	3	\$40,050	\$120,150
Tutoring	1	\$28,440	\$28,440	1	\$35,618	\$35,618	1	\$44,798	\$44,798	1	\$44,797	\$44,797	1	\$44,797	\$44,797
Stipends	1	\$15,000	\$15,000	1	\$15,300	\$15,300	1	\$15,606	\$15,606	1	\$15,918	\$15,918	1	\$16,235	\$16,235
Bonus Pool Schoolwide	0	\$0	\$0	1	\$57,709	\$57,709	1	\$70,162	\$70,162	1	\$73,082	\$73,082	1	\$77,638	\$77,638
B - Total Instructional Personnel:	44	\$265,680	\$1,560,160	59	\$353,792	\$2,202,522	68	\$391,719	\$2,623,882	70	\$401,211	\$2,756,544	72	\$412,414	\$2,894,952
A+B = C - Total Admin, Support and Instructional Personnel:	59	\$631,680	\$1,956,320	76	\$783,213	\$2,679,517	89.5	\$829,727	\$3,228,894	91.5	\$847,978	\$3,373,657	93.5	\$868,120	\$3,524,411
Administrative & Support Benefits															
Health Insurance	15	\$1,667	\$25,005	17	\$1,800	\$30,600	21.5	\$1,694	\$36,421	21.5	\$1,728	\$37,152	21.5	\$1,762	\$37,883
Workers Compensation	15	\$269	\$4,035	17	\$288	\$4,896	21.5	\$291	\$6,257	21.5	\$297	\$6,386	21.5	\$303	\$6,515
Payroll Taxes	15	\$2,521	\$37,815	17	\$2,698	\$45,866	21.5	\$2,727	\$58,631	21.5	\$2,781	\$59,792	21.5	\$2,837	\$60,996
D - Total Admin and Support Benefits:	45	\$4,457	\$66,855	51	\$4,786	\$81,362	64.5	\$4,712	\$101,308	64.5	\$4,806	\$103,329	64.5	\$4,902	\$105,393
Instructional Personnel Benefits:															
Health Insurance	44	\$2,330	\$102,520	59	\$2,377	\$140,243	68	\$2,448	\$166,464	70	\$2,501	\$175,070	72	\$2,556	\$184,032
Workers Compensation	44	\$379	\$16,676	59	\$399	\$23,541	68	\$412	\$28,016	70	\$421	\$29,470	72	\$429	\$30,888
Payroll Taxes	44	\$3,546	\$156,024	59	\$3,733	\$220,247	68	\$3,859	\$262,412	70	\$3,938	\$275,660	72	\$4,021	\$289,512
E - Total Instructional Personnel Benefits:	132	\$6,255	\$275,220	177	\$6,509	\$384,031	204	\$6,719	\$456,892	210	\$6,860	\$480,200	216	\$7,006	\$504,432
D+E = F - Total Personnel Benefits	177	\$10,712	\$342,075	228	\$11,295	\$465,393	268.5	\$11,431	\$558,200	274.5	\$11,666	\$583,529	280.5	\$11,908	\$609,825
A+D = G - Total Admin and Support Personnel	60	\$2,695,271	\$463,015	68	\$3,275,284	\$558,357	86	\$3,706,608	\$706,320	86	\$3,861,781	\$720,442	86	\$4,295,753	\$734,852

Mooresville Charter Academy

(Salary & Benefits)															
B+E = H - Total Instructional Personnel (Salary & Benefits)	176	\$1,065,385	\$1,835,380	236	\$658,829	\$2,586,553	272	\$774,820	\$3,080,774	280	\$788,481	\$3,236,744	288	\$723,700	\$3,399,384
G+H = J - TOTAL PERSONNEL	236	\$3,760,656	\$2,298,395	304	\$3,934,113	\$3,144,910	358	\$4,481,428	\$3,787,094	366	\$4,650,262	\$3,957,186	374	\$5,019,453	\$4,134,236

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:					
Office:	Office Supplies	\$10,793	\$11,305	\$11,747	\$12,012	\$12,312
	Paper	\$10,000	\$10,200	\$10,404	\$10,612	\$10,824
	Computers & Software	\$31,340	\$42,260	\$51,325	\$53,411	\$56,678
	Communications & Telephone	\$40,000	\$40,800	\$41,616	\$42,448	\$43,297
	Copier leases	\$20,000	\$20,400	\$20,808	\$21,224	\$21,649
Management Company	Contract Fees	\$134,345	\$374,280	\$682,557	\$789,969	\$1,091,003
Professional Contract	Legal Counsel	\$25,000	\$25,500	\$26,010	\$26,530	\$27,061
	Other Professional	\$50,000	\$2,000	\$2,040	\$2,081	\$2,122
Facilities	Facility Lease/Mortgage	\$621,439	\$865,631	\$1,052,432	\$1,096,230	\$1,164,564
	Maintenance	\$117,075	\$119,417	\$121,805	\$124,241	\$126,726
	Custodial Supplies	\$20,070	\$20,471	\$20,881	\$21,298	\$21,724
	Custodial Contract	\$157,215	\$160,359	\$163,566	\$166,838	\$170,175
	Insurance (pg19)	\$73,310	\$83,416	\$91,384	\$94,065	\$97,690
	Other	\$4,000	\$4,000	\$4,000	\$4,000	\$4,000
Utilities	Electric	\$100,350	\$102,357	\$104,404	\$106,492	\$108,622
	Water/Sewer	\$36,795	\$37,531	\$38,282	\$39,047	\$39,828
	Trash	\$36,126	\$36,849	\$37,585	\$38,337	\$39,104
Transportation	Buses	\$63,000	\$64,260	\$65,545	\$66,856	\$68,193
Other	Marketing	\$137,488	\$51,343	\$36,704	\$4,880	\$9,759
	Child nutrition	\$188,405	\$262,530	\$319,083	\$332,421	\$353,262
	Travel	\$15,500	\$15,810	\$16,126	\$16,449	\$16,777
	Other	\$5,000	\$5,100	\$5,202	\$5,306	\$5,412
Professional Contract	Outside Staff Development Consulting Fees	\$8,000	\$8,160	\$8,323	\$8,490	\$8,659
	Temporary Agency Fees	\$5,000	\$5,100	\$5,202	\$5,306	\$5,412
	Staff Recruitment	\$3,000	\$3,060	\$3,121	\$3,184	\$3,247
Transportation	Extra Curricular Events & Transportation	\$5,000	\$5,100	\$5,202	\$5,306	\$5,412
Other	Background-Fingerprinting	\$500	\$510	\$520	\$531	\$541
	Drug Testing Fees	\$500	\$510	\$520	\$531	\$541
Management Company	Licenses & Permits	\$1,000	\$1,020	\$1,040	\$1,061	\$1,082
Other	Bank Service Fees	\$3,500	\$3,570	\$3,641	\$3,714	\$3,789
Office:	Contracted Special Ed Non-Instruction	\$3,000	\$3,060	\$3,121	\$3,184	\$3,247
Professional Contract	Contracted Security	\$1,200	\$1,224	\$1,248	\$1,273	\$1,299

Mooreville Charter Academy

Office:	Dues & Subscriptions	\$2,000	\$2,040	\$2,081	\$2,122	\$2,165
	Medical Supplies	\$1,200	\$1,224	\$1,248	\$1,273	\$1,299
	In-House Food Service-Cost Of Food	\$2,786	\$3,435	\$3,935	\$4,072	\$4,273
Other	Food Service-Paper & Small Wares	\$1,200	\$1,224	\$1,248	\$1,273	\$1,299
Office:	Postage	\$3,000	\$3,060	\$3,121	\$3,184	\$3,247
	Express Mail	\$2,000	\$2,040	\$2,081	\$2,122	\$2,165
Facilities	Pest Control	\$5,000	\$5,100	\$5,202	\$5,306	\$5,412
	Equipment Repairs & Maintenance	\$7,500	\$7,650	\$7,803	\$7,959	\$8,118
Other	Ff&E	\$297,000	\$40,200	\$34,200	\$5,400	\$10,000
Instructional Contract	Contracted Sped Instruction	\$26,800	\$37,128	\$45,361	\$47,118	\$49,792
Other	Debt Service	\$48,377	\$335,843	\$186,864	\$207,446	\$207,446
Professional Contract	Financial	\$0	\$15,000	\$15,300	\$15,606	\$15,918
	K - TOTAL Administrative & Support Operations	\$2,324,814	\$2,841,077	\$3,263,888	\$3,410,208	\$3,835,145
	Instructional:					
Classroom Technology	Computers	\$478,210	\$95,000	\$161,350	\$101,850	\$138,350
	Software	\$27,200	\$10,700	\$15,150	\$19,000	\$0
Books and Supplies	Instructional Materials	\$76,350	\$106,131	\$128,593	\$134,137	\$142,339
	Curriculum/Texts	\$181,775	\$67,881	\$49,497	\$102,929	\$0
	Testing Supplies	\$9,915	\$13,816	\$16,792	\$17,494	\$18,591
Books And Supplies	Library Books	\$20,000	\$5,000	\$5,000	\$5,000	\$5,000
	L - TOTAL Instructional Operations	\$793,450	\$298,528	\$376,382	\$380,410	\$304,280
	K+L = M - TOTAL OPERATIONS	\$3,118,264	\$3,139,605	\$3,640,270	\$3,790,618	\$4,139,425

Overall Budget:

BUDGET OPERATIONS EXPENDITURE PROJECTIONS	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
J - TOTAL PERSONNEL	\$2,298,395	\$3,144,910	\$3,787,094	\$3,957,186	\$4,134,236
M - TOTAL OPERATIONS	\$3,118,264	\$3,139,605	\$3,640,270	\$3,790,618	\$4,139,425
J+ M =N TOTAL EXPENDITURES	\$5,416,659	\$6,284,515	\$7,427,364	\$7,747,804	\$8,273,661
Z - TOTAL REVENUE	\$5,462,348	\$6,305,884	\$7,583,968	\$7,899,689	\$8,392,329
Z - N = SURPLUS / (DEFICIT)	\$45,689	\$21,369	\$156,604	\$151,886	\$118,669

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.

Total student enrollment for the school was determined by an analysis of community demand and then compared to various ideal school sizes to ensure continuity across grade levels and efficiency in staffing and programs. First, an analysis of the total student population within a reasonable driving distance of the area we are targeting was conducted to determine the likely demand for the school. Using the 15 years of experience of our EMO, their historical absorption rates (percentage of potential students enrolling in our school) were applied to our potential student base to determine the projected demand for the school. This projected demand was then aligned to the different school size models that have been developed by our EMO based on experience to allow the board to select the appropriate school size. Specific school sizes have been developed to ensure each grade level has a consistent size to allow students to matriculate over time and there are an appropriate number of classes per grade level to allow optimal staffing of teachers, particularly elective courses (music, art, PE, etc.) and middle school.

Using these parameters, we found that a school size of 1,145 students yields an absorption rate of 4.97% of students within a 15-minute drivetime. This ratio is well within the historical averages of schools operated by our EMO with similar demographics, geography, and school choice options in the community. In fact, this is the same school size selected by the Foundation that opened the first two CSUSA schools in North Carolina in 2013 and both of those schools easily met their enrollment goals in the first year and have waiting lists. Thus, we feel the demand for the school will meet our enrollment projections.

In terms of breakeven, our projected budget demonstrates the school is financially sound and viable at our enrollment projections. In the unlikely event we fall short of our enrollment projections, we would reduce our variable operating expenses (e.g. # of classrooms teachers, materials) associated with actual enrollment. In addition, our EMO will stand behind our school and carry the operating costs of the school, without future liability, in the event this is required to ensure a balanced budget and break-even result for the school, regardless of actual enrollment. Please see the attached Letter of Assurance which can be found at Appendix R.

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

The School has not included any revenue items that are uncertain, such as income from competitive grants. However, in the unlikely event that anticipated revenues are lower than estimated, the Governing Board would evaluate and reduce variable operating expenses, as appropriate, to achieve a balanced budget supported by actual revenue. In addition, the EMO will stand behind the School and carry the operating costs of the school, without assigning future liability to the School, in the event this is necessary to achieve a balanced budget for the School. Please see the attached Letter of Assurance which can be found in Appendix R.

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

The operational budget is built based on the projected state, county, and federal funds and does not rely on other sources of funds to operate the school. The budget does include revenues and expenditures from both before & after care and food service. However, these are voluntary programs whose revenues and expenditures adjust together based on participation thus they do not have any material impact to the operational budget of the school. In addition, the budget does assume the school will obtain short-term financing to cover the initial purchases of capital equipment (technology and furniture) to outfit the school. (\$984,185 yr 1 and \$67,881 yr 2). The repayment of these purchases is included in the budgets provided in this application. The ability to secure this financing is a benefit of our relationship with Charter Schools USA who has secured financing from various sources in order to complete the equipping of charter school facilities it opens and operates. Sources of financing have included: i) issuance of taxable and tax-exempt bonds to finance the acquisition of educational facilities and associated equipment, to-date, Charter Schools USA has participated in the issuance of approximately \$500 million of taxable and tax-exempt bonds ; ii) use of an available revolving line of credit facility; iii) commercial bank financing in some cases backstopped by a guarantee from either the management company or its affiliated development company ; iv) financing provided by either the management company or the development company and v) financing provided by a construction partner. Appendix R provides the assurance that CSUSA will provide the necessary financial support to the school to ensure its ability to operate.

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

18 students per teacher

- 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.*

CSUSA will be responsible for the daily financial management of the Academy, subject to the budget and oversight of the board. The financial management services provided to the Academy is included as a component of the management fee that CSUSA receives.

All accounting procedures will be performed using General Accounting Standards Boards (GASB) 34 guidelines and will be maintained in compliance with the guidelines set forth by the NC DPI. This includes reporting of financials in addition to payroll using the ISIS (AS400) Software. The Academy will also remit ADM (Average Daily Membership), ADA (Average Daily Attendance), E12 (Initial Enrollment) and MLD (Membership Last Day) reports

to NC DPI every 20 days. In use of the Cash Management system, the Academy will operate within the FRD (Funds Requirement Dates) outlined in the cash calendar to request both State and Federal funding.

CSUSA has well established processes and procedures to ensure fiscal responsibility and sound internal controls. A financial policy manual will be approved by the board. The policy manual will include, at a minimum: establishment of a modified accrual accounting system, a chart of accounts that uses the same DPI numbering system, internal controls that establish segregation of duties and authorization and processing of disbursements, establishment of a payroll system, and process for meeting DPI data reporting requirements.

The school -based Business Operations Manager will act as a liaison to CSUSA for human resource, payroll, and financial matters relating to cash collection and accounts payable. The Business Operations Manager will also work with the principal to ensure adherence to the board-approved budget.

CSUSA's financial management team includes the following staff: Accounts Payable Coordinator; Staff Accountant; Accounting Manager; Controller; Financial Analyst; Manager of Financial Planning and Analysis; Senior Director of Financial Planning and Analysis

As stated in the Exceptional Child section, appropriately licensed vendors will be contracted to provide special education and related clinical services including but not limited to speech and language services, occupational therapy, physical therapy, social work services, nursing services, and school psychology evaluation services. All contracted providers will need to be appropriately certified/licensed based on State Board of Education requirements. In addition, contracted providers will be required to maintain professional liability insurance. During the summer prior to the Academy's opening, IEPs of enrolled students will be reviewed to determine which of these special education clinical services will be needed and to finalize contracts with vendors to allow services to be in place at the start of the school year.

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

Mission

Every aspect of the Academys design, from staffing to facilities to curriculum to professional development, is thoughtful and purpose-driven and plays a pivotal role in supporting the Boards mission to deliver a rigorous learning environment where students are supported in reaching their full potential. The budget reflects a financial commitment to ensuring that students receive a high-quality education that advances their academic and social development.

Curricular Offerings

In its initial year, the Academy has budgeted \$793,450 for Instructional Operations. Beyond Year 1, there is an average annual expenditure of nearly \$340,000 per year for Instructional Operations. The Academy's budget includes funding to leverage many digital curriculum assets to increase student engagement and to enhance the curriculum offerings. Beginning with a \$500,000 budget allocation in Year 1, the thoughtful integration of technology will allow all students to have targeted access to curricular resources, assessment, technology-based intervention, and enrichment-enhancing differentiation. Teachers will be trained to integrate technology carefully and strategically into the student-learning environment to

increase academic achievement for each student.

Teachers and students may have access to technology in a variety of modalities, such as: Laptops, Interactive White Boards; Tablets and Learner Response Devices. Wireless networking will be installed throughout the Academy to allow students access to digital content that will be provided by resources such as Safari Montage, Plato and Study Island. With projected enrollment of 661 students in the first year, the budget supports the purchase of 175 student computers in classrooms and the mobile lab; 52 desktops in the computer and media labs and 45 additional computers for administration and office use. There will be enough computers on the wireless campus to support a computer to student ratio of 1 to 2.4.

Transportation Plans

One of the Academy's goals is to achieve an average daily attendance of 95% or higher each year. We understand that in order for students to be able to attend school daily and be successful in school, transportation cannot be a barrier. Therefore, the budget contains an average of \$65,000 per year to support possible transportation needs.

Facility Needs

Nearly \$300,000 is budgeted for FF&E (furniture, fixtures and equipment) to equip the classrooms, music, art, science, computer, foreign language, reading, and EC rooms. The Academy will design a superior learning environment to achieve thematic and specialty programs inclusive of school technology, academic communities, and arts and sciences. The budget includes projected lease payments for the facility to demonstrate the viability of the Academy; rent in Year 1 is projected at \$621,439 and increases (with enrollment) to \$1,164,564 in Year 5.

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.

The Academy's goal is to achieve a minimum fund balance in the amount of 3% of revenue by no later than year five of operations. The Board has a rigorous budget management process to ensure that the Academy achieves the desired positive financial results. As budget variances arise and are managed, new forecasts will be developed each month. These forecasts will allow leadership to make timely management decisions to ensure the financial health of the Academy, and will be presented to the board on a quarterly basis. The Academy's cumulative fund balance is estimated to grow to \$494,217 by year five (5.9% of revenues). In addition to the maintenance of a healthy fund balance, the Academy also has 35 days of cash on hand by Year 5. DPI provided guidance that 30 days cash on hand by Year 5 was a financial characteristic of a "high quality charter school".

Proper budget management is necessary in order to accumulate and maintain a fund balance. The Board will approach budget management as a three-part process: (1) financial statement preparation, (2) regular review of actual results, and (3) continuous forecasting of future results. The first part of the process is the preparation of monthly financial statements which are prepared by CSUSA. To supplement the financial statements, CSUSA will provide monthly dashboard reports which summarize the monthly activity of the Academy, compares the results to the budget, identifies significant

budget variances, and provides recommendations where appropriate.

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

Short term financing of anticipated capital expenditures have been proposed for the first two years of operations. It is presumed that the structure of financing will be for the annual requirement, amortized over a five year period, at prevailing interest rates (currently 5%).

Financing has been assumed for the cost of the facility as well as the associated property and equipment required to operate the Academy (furniture, computer equipment, etc.). Charter Schools USA, Inc. and/or an affiliated development entity, has previous experience in securing financing from various sources in order to complete the construction and equipping of various charter school facilities.

Sources of financing have included: i) issuance of taxable and tax-exempt bonds to finance the acquisition of educational facilities and associated equipment, to-date, CSUSA has participated in the issuance of approximately \$500 million of taxable and tax-exempt bonds ; ii) use of an available revolving line of credit facility; iii) commercial bank financing in some cases backstopped by a guarantee from either the management company or its affiliated development company ; iv) financing provided by either the management company or the development company and v) financing provided by a construction partner.

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*

Assets will be paid for by the Academy. The financing structure is described in the above response. Financing has been assumed for the cost of the facility as well as the associated property and equipment required to operate the Academy (furniture, computer equipment, etc.). The proposed 5 year budget assumes that competitive financing will be acquired at the rate of 5.70% and amortized over a six year term. The Academy will not purchase or secure any assets prior to official notification that this charter application has been approved. Assets contemplated for purchase include the following:

- Wireless Access Points
- Switches
- Firewall
- Router
- Servers
- Workgroup Printers
- Lab Printers
- Cabling & Power
- UPS
- Network Software
- Power
- Phone system (100 users)

Individual printers for admin/staff
Lunch system package
AV system (replaces TVs)
AV production kit
AV system (replaces TVs)
AV production kit
Teacher computers per room
Student computers per room
Computer lab machines
Computer spares
Mobile lab computers
Media lab computers
Office computers
Smart board
Document Reader
Desktop Computers
Laptop Computers
Printers
Computer Software
Netbooks
Headphones
Clickers
Classroom Pencil Sharpener
PENCIL SHARPENER
Braun ThermoScan Ear Thermometer
10500 Series Return 48Wx24Dx29 H, Right F/F
10500 Series Single Pedestal Desk 48Wx30Dx29 H, Right B/F
10500 Series Single Pedestal Desk 72Wx36Dx29 H, Left B/B/F
18"Dx36"Wx72"H Metal Storage Cabinet
20 Watt - Megaphone w/ Built In Siren
24x72 Activity table Maple laminate/Black trim
25x500 1.5 ML 1CR FLM EZ Load Laminator - 2 Rolls
2-Shelf Service Cart, 500Lb Cap, 39-1/4"x17-7/8"x33-1/4"
30x60 Stainless Steel Food Preparation Table
30x72 light weight Folding Table
32"x32" Chrome Base
36x36 Activity table Maple laminate/Black trim & Boot Glides
3x5 Fringed Florida Flag
3x5 Fringed US Flag w/Stand
42"Hx36"Wx12"D 3-shelf metal bookcase
42"x72" Art Table (Laminate)
48" Round Hospitality Table Top
4W, 16 Channel UHF Radio
4x4 Porcelain steel Markerboard w/1" maprail and tray
6 Unit Charger Adapter
60"Hx36"Wx12"D 4-shelf metal bookcase
Activity Table 36x60 Fusion Maple w/Boot glides
Allied 24x54 Science Table with Book Boxes
Annin 24"x36" Indoor US Flag with Pole
Annin Flag Holder
Artco Bell 18" Music Stack Chair w/Boot Glides
Artco Bell 18" Stack Chair Indigo chrome with boots
Artco Bell CY Series 24"x60" Computer Table
Artco Bell Discover Series 14" Plastic shell stack Chair w/boot Glide

Artco Bell Discover Series 16" stack Chair w/boot Glide
Artco Bell Discover Series Open Front Desk w/boot Glides
Artco Bell Kidney Table 48"x72" Fusion Maple w/Boot glides
Arts and Crafts Spring-Loaded Drying Rack
Balt Laminator Stand
Balt Lecture Station
Basyx Mesh Back Task Chair w/arms
Best Rite Eco Wheasel
Best Rite Eco Wheasel Optional Bottom Tray
Best Rite Floor Lectern
Best-Rite 4x6 Natural Cork, wood framed tackboard
Blood Pressure Kit with Stethoscope
Brute Containers 32 gallon
Brute Dolly
Brute Lid
Cash Box locking
Combination lock Key Box
Commercial Ice Machine w/ 38-lb Storage Bin
CSUSA Custom 7.6x12 Carpet
Ear Themometer cover
First Aid Recovery Couch w/Pillow - Black Vinyl
First Aid Station, 653 Pieces, For UpTo 50 People
Frigidaire 18.2 Cu. Ft. Top-Mount Refrigerator - White
Frigidaire 3.3 Cu Ft Refrigerator
Full Service Cart
GBC Pinnacle EZload Roll 27" Laminator
Hamilton (10) Head-Phone pack with sack
HON 10500 Series 2 drawer lateral file 36"Wx24"Dx29.5"H
HON 10500 Series Bookcase Hutch 36"Wx15"Dx37"H
HON 144x48 Preside laminate conference table top
HON 4 drawer Vertical File with lock 25" Depth
HON 4 drawer Lateral File - 36Wx19Dx53H
Hon 5-Shelf Bookcase 36wx13dx71h
HON Angled Wood Center Drawer, 22"x15"
HON Basyx arm guest chair leather black
HON Basyx BL Series Desk Shell NON handed 30x66
HON Basyx BL Series Pedestal box/box/file
HON Basyx BL Series Pedestal file/file
HON Basyx BL Series Return Shell 36x24
HON Basyx Ececutive Leather High back chair
HON Basyx Mid Back Mesh Upholstered seat w/arms
HON Reversible Laminate Curved Base with Plinth
Jonti Craft 25 Tray Mobile Cubbie w/Clear trays
Jonti Craft Clear Trays for 42" Bookcase
MacGregor X-35WC Mens Rubber Basketball
Mesh Ball Bag
Midwest 8' Convertible Bench with coupling device
Mirror/Markerboard for Mobile Demo Unit
Mobile Science Laboratory Unit 48/72Wx24Dx36H
Mr. Coffee VBX23 12-Cup Programmable Coffeemaker
Music Stand
Office Supply Items for Kitchen
Olson High Density Stacker
Orange Traffic Cones

Pacon Horizontal Paper Rack
Pacon Rainbow Duo-Finish Kraft Paper Black 36"x1000'
Pacon Rainbow Duo-Finish Kraft Paper Bright Blue 36"x1000'
Pacon Rainbow Duo-Finish Kraft Paper Canary 36"x1000'
Pacon Rainbow Duo-Finish Kraft Paper Emerald 36"x1000'
Pacon Rainbow Duo-Finish Kraft Paper Flame 36"x1000'
Pacon Rainbow Duo-Finish Kraft Paper Pink 36"x1000'
Pacon Rainbow Duo-Finish Kraft Paper Purple 36"x1000'
Pacon Rainbow Duo-Finish Kraft Paper White 36"x1000'
Panasonic White 2.2 cu ft Microwave
Phoenix 4 Drawer Lateral Fire File - 54.5x39x23.5
Pole Base Tassel and spear for NC Flag
Rubber Soccer Ball - Size 5
SAFCO 24x36 wire shelving Adder
Safco Wire Shelving Adder 48"wx24"dx72"h
Safco Wire Shelving Starter 48"wx24"dx72"h
Safco Wood Mail Sorter 18 slots
SAFE, UNDERCOUNTER DROP SLOT
Safety Vests Orange
Samsung 1.6 cu ft (Over-the-Range) Microwave
Seat Sack clsrm Pack - (25) 14" Chair, red w/white CSUSA logo
Single Door Flammable Liquids Cabinet 18wx23dx35h
SP Sentry Safe 3.4 CU feet
Start-up Art Supply Pack
Start-up Office Supply Items
Start-up Teacher Supply Pack
Step-On Garbage Can, 7 Gallon, 11-1/2"Dia x 22"H, White
Swingline Classiccut Ingento Paper Trimmer 24"
Tuff Truck Convertible Hand Truck
Waste Container, 15 Gal, 15-3/8"x15-3/8"x36-1/2", Beige

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?

The board will contract with CSUSA to provide financial management services. CSUSA has well-established processes and procedures to ensure fiscal responsibility and sound internal controls. A financial policy manual will be approved by the board. The financial policy manual will include, at a minimum: establishment of a modified accrual accounting system, a chart of accounts that uses the same numbering system as DPI, internal controls that establish segregation of duties and authorization and processing of disbursements, establishment of a payroll system, and process for meeting DPI data reporting requirements.

CSUSA will provide monthly dashboard reports. The dashboard report will summarize the monthly activity of the Academy, compare the results to the budget, identify significant budget variances, and provides recommendations where appropriate.

As budget variances arise and are managed, new forecasts will be developed each month to ensure the Academy stays on track financially throughout the year. These forecasts will allow Academy administration to make timely management decisions to ensure the financial health of the Academy and will be presented to the board.

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

There are not any known or possible related party transactions.

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.

Name: Potter & Company, CPA
Address: 106 Welton Way, Mooreville, NC 28117
Phone Number: 704.662.3146
Fax Number: 704.662.3146

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).

fergusond

Date: 11/30/2013

Applicant Signature:

The foregoing application is submitted on behalf of Mooreville 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: fergusond

Board Position: Dave Ferguson, President

Signature: _____

Date: 12/06/2013

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

Notary Public

Official Seal

My commission expires: _____, 20____.

