

Mooresville Charter Academy - MCA's mission is to create an environment where students are challenged to reach their academic potential and become self-motivated life-long learners through data driven personalized learning plans, community stewardship and positive collaboration with families.



Application Preliminary Evaluation Packet

For each section, please rate the response then explain your rating by specifying strengths and weaknesses in the space provided. Where applicable, you should elaborate on concerns by specifying additional information you would request or follow-up questions that you have.

- § Pass: The response demonstrates an understanding of key issues and the ability to start a charter school successfully although minimal clarification may be needed in places. It addresses the topic with clear, specific and accurate information that reflects thorough preparation. The application meets minimum components as evidenced by the check boxes of the rubric.
- § Fail: The response either fails to entirely address the selection criteria or addresses some of the criteria. The responses lack adequate detail and/or raise substantial concerns about the applicant's preparation for and ability to start or operate a charter school successfully. The application fails to address all of the minimum components as evidenced by the check boxes of the rubric.

Subcommittee Members:

Cheryl Turner
Joe Maimone
Amy Ruck Kagan
Leigh MObley
Becky Taylor
Eric Sanchez
Kebbler Williams
Helen Nance
Mike McLaughlin
Alex Quigley
Sherry Reeves
Tammi Sutton
Greg Schermbeck
Tracy Kelley
Alan Hawkes
Steven Walker
Phyllis Gibbs

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Date of Review:

10/23/2014

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NORTH CAROLINA CHARTER SCHOOL APPLICATION

Mooresville Charter Academy

Public charter schools opening the fall of 2016

Due by 5:00 pm, September 26, 2014

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

2014 Application Process

To open a charter school in the 2016-2017 school year

APPLICATION DUE DATE/TIME

September 26, 2014 A complete *online* application package, in the Office of Charter Schools **by 5:00 pm EST.**

Non-Refundable \$1000 Application fee due to the Office of Charter Schools

Application Fee Payment Details can be found on the Office of Charter Schools Website

APPLICATION SPECIFICATIONS

Applicants can submit applications prior to the deadline September 26, 2014 at 5:00 pm EST. **All applications 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 in the appropriate places within the application.
2. **Any** answer given within the application which is not original to the applicant, the applicant must provide a citation to the source of the answer.
3. Review all elements of your application for completeness before submitting. **An incomplete application will result in the elimination of the application.**
4. **Any** document attached to the application or within the online system **must be** in PDF format.
5. Late submissions **will not** be accepted. No exceptions.

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I. APPLICATION CONTACT INFORMATION

Name of proposed charter school: Mooresville 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: *NC Charter Educational Foundation, Inc.*

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

Name of contact person: *Barbra Byan*

Title/Relationship to nonprofit: *Chairperson*

Mailing address: 279 Bayberry Creek Circle
Mooresville NC 28177

Primary telephone: 847-989-5581 Alternative telephone: 770-500-9037

E-Mail address: bbryan@nccharterfoundation.org

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

County: IREDELL

LEA: 490-Iredell-Statesville Schools

Was this application prepared with the assistance of a third party person or group?

No:

Yes:

If so, provide the name of the third party person or group. Charter Schools USA

List the fee provided to the third party person or group. \$0

Provide a **full** detailed response of the assistance provided by the third party person or group while preparing this application and when the assistance will end.

Our EMO, Charter Schools USA ("CSUSA"), assisted us in the development of this charter application. Charter Schools USA will assist us throughout the

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entire application process and if we are awarded a charter, they will assist us throughout school start up and operation.

The information we have provided in this application may be similar or identical to information that you will find in the application of other applicants who are also partnering with CSUSA. This similarity is intentional. Our board desires to use the same successful EMO model and has based our application upon the use of that model in the community we seek to serve. CSUSA has assisted us with the preparation of our application in order to preserve fidelity to the school model we desire, adjusted as necessary to align with our mission, community and targeted student population. Throughout our application we are using "AOC" as a shorthand to denote the attribution of content to the CSUSA model.

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

No:

Yes:

Submit the following evidences (Appendix A) to support the conversion of the traditional public to a charter school:

- *Statement of Support signed by the majority of the teachers and instructional support personnel currently employed at the school*
- *List of current staff receiving compensation from the traditional public school*
- *Current school enrollment*
- *Parent support of the conversion*

Outline the 3 year financial history of the proposed converted charter school in the chart below and attach the past 3 year tax returns.

<i>Financial History YR2011</i>	<i>Financial History YR2012</i>	<i>Financial History YR2013</i>
---------------------------------	---------------------------------	---------------------------------

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

No:

Yes:

If replication, please provide the name of the charter school and the state that charter school has been authorized to operate in. Aventura City of Excellence School FL

What is the name of the nonprofit organization that governs this charter school? NC Charter Educational Foundation, Inc.

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

Grade Levels Served and Total Student Enrollment:

Projected School Opening: Year 2016 *Month* August

Will this school operate on a year round schedule?

No:

Yes:

Proposed Grade Levels Served and Total Student Enrollment (

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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

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, that the initial board members and I were regularly involved in the development of this application, and that no part of this application is plagiarized. 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.

bbryan65
Signature

Barbra Bryan
Title

bbryan65
Printed Name

09/26/2014
Date

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Section I: Application Contact Information Concerns and Additional Questions	<u>Reviewer</u>	<u>Page Reference</u>
<u>Charter Schools USA</u>	<u>Amy Ruck Kagan</u>	<u>Cover Page</u>
<u>Unrealistic enrollment projections given the current district needs.</u>	<u>Tracy Kelley</u>	<u>Grade Levels</u>
<u>huge enrollment</u>	<u>Amy Ruck Kagan</u>	<u>Grade Levels</u>
<u>94 students per grade is realistic however 661 students in the found years is high. Close attention should be paid to recruiting and marketing efforts.</u>	<u>Greg Schermbeck</u>	<u>Grade Levels</u>

<u>Reviewer</u>	<u>Score</u>
<u>Cheryl Turner</u>	
<u>Joe Maimone</u>	
<u>Amy Ruck Kagan</u>	<u>Pass</u>
<u>Leigh MObley</u>	
<u>Becky Taylor</u>	
<u>Eric Sanchez</u>	
<u>Kebbler Williams</u>	<u>Pass</u>
<u>Helen Nance</u>	
<u>Mike McLaughlin</u>	
<u>Alex Quigley</u>	
<u>Sherry Reeves</u>	
<u>Tammi Sutton</u>	
<u>Greg Schermbeck</u>	<u>Pass</u>
<u>Tracy Kelley</u>	<u>Pass</u>
<u>Alan Hawkes</u>	
<u>Steven Walker</u>	
<u>Phyllis Gibbs</u>	

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II. MISSION and PURPOSES

(No more than three total pages in this section)

Mission:

*State the Mission of the proposed charter school in **thirty-five 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:

MCA's mission is to create an environment where students are challenged to reach their academic potential and become self-motivated life-long learners through data driven personalized learning plans, community stewardship and positive collaboration with families.

Clearly describe the mission of the proposed charter school:

The learning environment and components thereof are crucial to student success. Personalized learning plans will be developed and implemented for each student and will serve as a plan and a guide to ensure that students are working towards appropriate goals. The character development and community service aspects of the education model serve to encourage students to become life-long learners who enjoy learning and who are enthusiastic about social responsibility locally and globally.

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.*

AOC

We intend to locate Mooresville Charter Academy (MCA or Academy) along I-77, north of the Iredell County line, but south of Exit 42 and the area being considered by Iredell-Statesville Schools for the new high school near Mooresville. Enrollment trends at our first charter school (Langtree Charter Academy) indicate that we will target students not only from Mooresville and southern Iredell County, but also Cornelius, Huntersville, and other communities in northern Mecklenburg County. In order to estimate the new school's enrollment, which we expect to reflect the racial and ethnic composition of Iredell County School System, we measured fourteen other public schools in the general area: seven elementary schools, four middle schools, and three K-8 charter schools.

Proposed School size: 1,145

White: 74%

Minority: 26%

Limited English Proficiency: 4%

Exceptional Student Population: 11%

Free Lunch Population: 28%

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Reduced Lunch Population: 5%

Title 1/Low Income Students: 28%

We chose Iredell County because of the interest shown in Langtree Charter Academy, a charter school that we currently govern, which far exceeded its first year enrollment targets and has built quite a large waiting list. The waiting list currently includes 1,131 students, 300 of which are applicants for kindergarten, indicating future demand as well. It is important to note that the current waiting list at Langtree Charter Academy alone is almost equal to our new school's proposed enrollment. Having a long waiting list is not our desire; our desire is to serve more students.

Iredell-Statesville Schools can also greatly benefit from the expansion of school capacity in the area. At a May 2013 school board meeting, Iredell-Statesville School leadership stated that only 70% of recommended maintenance was being performed on its infrastructure, and that there was a significant backlog of cost-intensive maintenance. This type of spending inevitably limits the District's ability to build new schools, despite the overcrowding in places like Brawley Middle, Woodland Heights Elementary, and other schools in southern Iredell County. This overcrowding was mentioned as a serious problem, and one that could not be handled by modular classrooms. Even complex redistricting was reluctantly proposed, but it is largely unpopular with parents.

Likewise, overcrowding is becoming an issue in Mooresville Graded School District (MGSD). An article from August 2014 notes that MSGD recently dropped \$32 million from a proposed bond package due to push back from critics and taxpayers. This was money that was to be used to build a new middle school in Mooresville. The MGSD Superintendent admitted that the need for a second middle school still exists, but that it would not make it into another bond referendum for five years. Similar problems are taking place in Charlotte-Mecklenburg County, which will continue to use trailers on elementary school campuses since their upcoming bond does not appear to adequately satisfy capacity issues in District 1. Given our fair and open enrollment model to all North Carolina students, our second campus in southern Iredell County will help ease overcrowding in three different LEAs at no extra cost to the taxpayers.

- 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).*

As of the 2013-14 school year, Iredell-Statesville Schools had 14,425 students, Charlotte-Mecklenburg Schools had 103,903 students, and Mooresville Graded School District had 4,252 students in grades K-8. At full capacity, Mooresville Charter Academy plans to enroll 45% (515 total) from Iredell-Statesville, 40% from Mecklenburg County (458 total), and 15% from Mooresville Graded School District (172 total). This means that, at full enrollment, Mooresville Charter Academy will enroll 3.6% of Iredell-Statesville's K-8 student population, 0.4% of Charlotte-Mecklenburg K-8 student population, and 4% of Mooresville GSD K-8 student population.

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

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AOC

We will implement an education plan that is different from the local LEA in that it provides individualized, data driven instruction within a culture of high expectations and achievement; not just for students, but for staff as well. By analyzing data from the previous year and baseline assessments, we will set school-level, classroom-level, and individual student goals to set a purpose for learning for the year. Tracking progress towards goals is a keystone for this school, as the consistent monitoring process provides constant reminders as to how each student is progressing and how close we are to achieving our mission of creating an environment where students are challenged to reach their academic potential and become self-motivated life-long learners.

Every child will have a personalized learning plan, which not only includes goals mentioned above, but also the action steps needed in order to reach the goals. The plan's development is

a collaborative effort between the teacher, parent, student, and other staff involved with the student's academic achievement. Teachers will act as facilitators and coaches for the plans, aiding in creating, monitoring, and challenging the students to push themselves. The parents role is to be a cheerleader or mentor, motivating and guiding the students in their endeavors. Most importantly, students are the producers of the plan, faced with the responsibility of understanding their data, making good decisions as learners, and following through with expectations.

In order to challenge each student, we will provide multiple opportunities for enrichment and rigorous activities to foster higher order thinking skills and real-world application. One way this can be achieved is by implementing a Cambridge program to support academic rigor throughout the programming of the Academy. The Cambridge International Examinations program will provide an international, pre-university, curriculum and examination for students who benefit from a rigorous academic program. Cambridge courses are demanding courses that emphasize higher order thinking skills, oral skills, writing skills, problem solving, teamwork and investigative skills. Cambridge students are expected to have high academic expectations, be self-motivated, and have good study habits. They must demonstrate a commitment to succeed in this rigorous program. In addition to utilizing this program, teachers will incorporate project-based learning, inquiry and research activities, complex texts and analytical writing, and other strategies discussed further in the application to motivate and drive students to reach their academic potential.

One aspect of the model that is unparalleled to any other school is the amount of support it will receive in order to monitor progress, enhance teacher effectiveness, and maximize the overall operation of the school. Described in more detail below, both school leaders and teachers will receive extensive and rigorous training prior to the start of the school year through professional development sessions that are tailored to the unique needs of their student population. Provided by the EMO, up to four site visits will be conducted at the Academy, called Quality Education for Students and Teachers (QUEST), to monitor implementation of the education model. School leaders and staff will conduct weekly walkthroughs, check lesson plans, conduct data chats, and participate in other activities as needed to ensure the teachers have the support and resources they need to

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provide effective instruction.

4. *In the appendices (Appendix A1), 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.*

Create new professional opportunities for teachers

In order to provide a high quality education for our students, we must have high quality teachers. As such, we plan on providing multiple opportunities for teachers to develop their skills and grow within the field in order to be well-equipped to provide students with an academically rigorous environment. Prior to the start of the school year, new teachers will participate in a two-week training session at the school to understand the high expectations placed upon them and to develop their knowledge of the education model, lesson planning, differentiated instruction, classroom management, and other topics that are pertinent to the achievement of our mission. Each year, returning teachers, along with new teachers, will participate in Returning Teacher Orientation in which they receive even more training on new procedures, programs, and policies for the school year. Professional development continues throughout the year through after-school sessions, during Professional Development days (when school is not in session for students), as well as other opportunities as needed. The teachers will also have meetings during planning times and data chats with the leadership team in order to receive even more professional development based on the needs of their grade level. Teachers will also be encouraged to pursue and attend professional development sessions outside of school that align with our mission and enhance effectiveness.

One of the benefits of a partnership with Charter Schools USA (CSUSA) is that teachers will be given the opportunity to participate in Quality Education for Students and Teachers (QUEST), a full day, in-depth process,

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in which members of the EMO's network who have had proven success in their roles (principals, master teachers, curriculum specialists, and curriculum resource teachers) observe teachers and provide feedback on instruction. The purpose of the QUEST process is to provide support with the implementation and monitoring of the education model and to examine three critical factors: classroom management, student motivation, and instructional strategies. After visiting all classrooms, the QUEST Team reflects on their day and reviews the data collected. Recommendations and commendations, derived from the data, are compiled into a presentation and delivered to the staff. This includes one-on-one discussions with each teacher to provide support with his/her professional development. Based on the recommendations and commendations, the leadership team refines its professional development focus for the school year.

The Leading Edge Program will also be offered to staff members looking to advance into leadership roles within the school and other areas of the CSUSA network. Outside of the typical work schedule, teachers in the program participate in training and professional development activities to learn how to best perform in prospective positions, such as curriculum specialist, assistant principal, dean, or principal. Support is provided to assist teachers in obtaining their goal of advancement within the network as well.

Increase learning opportunities for all students

Increased learning opportunities for all students will be provided through instruction, which is driven by individual student needs, as evidenced by data collection and analysis. Students will be afforded opportunities to either improve learning and catch up to grade level, or go beyond what is expected of them and enrich their learning experience. In addition to Cambridge mentioned above, some other differentiated opportunities to increase learning include:

- * Blended learning: Students will have the ability to utilize software programs to learn content at their own pace or take courses that are not offered in the traditional brick and mortar setting. Some programs will offer live tutors and video tutorials to help support students at home. Some programs that will be used are Reading Plus, Mathletics, ThinkThroughMath, Reading Eggs, and Plato.

- * Project-based learning: Students can question, create, research, analyze, evaluate, and use other critical-thinking skills when they complete projects in class. These projects are best used across subject areas to provide a deeper understanding and more meaningful connections. Community partnerships will take the impact of the projects to a higher level. An example of a project that the students might complete is reading The Diary of Anne Frank while studying World War II in social studies, then reaching out to local museums or community members for artifacts or experiences during this time to evaluate and analyze the impact of these global events on the local community.

- * Extended Day/Tutoring: This is typically an opportunity for students to receive extra targeted practice to improve reading skills to catch up to grade level. This program can be adjusted based on the needs of the students and include other subject areas as well including math and science.

- * Clubs: We will foster the academic, social, and physical growth of

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students by offering a wide range of clubs for students to participate in, depending on student demand and availability. Some clubs that may be offered include Student Council, Newspaper, Science Club, Basketball, Cheerleading, Service Club, and many others.

AOC - The information we have provided in this section is similar to content provided by other applicants partnering with CSUSA.

Goals for the Proposed Charter School:

- 1. Provide specific and measurable **goals** for the proposed school for the first 5 years of operation outlining expectations for the proposed school's operations, academics, finance, and governance. Address how often, who, and when the information will be communicated to the governing board and other stakeholders.*

North Carolina College and Career Ready (CCR) Achievement: With a mission focused on academic rigor, MCA's proficiency goals incorporate CCR achievement levels on state assessments. Each year on the state math, reading and science assessments, currently the READY EOG and End-of-Course (EOC) Assessments, we will significantly increase the percentage of students scoring CCR levels. CCR is defined by students scoring a level 4 or 5. A significant increase is defined as a 10% reduction in the percent of students scoring at non-proficient levels (1 or 2) relative to the previous year. The assessment scores in Year 1 of the charter establish the baseline for measuring this goal. Assessment scores in year two provide the initial baseline comparison. If in any prior year, College and Career Readiness is at or above 90%, we will increase said proficiency by 1%, or meet or exceed the performance of demographically similar area schools. In year one, without a baseline comparison, the school will meet or exceed the CCR performance of demographically similar area schools.

Growth: We will use the NWEA Measures of Academic Progress (MAP) to track academic growth each year of the charter contract in grades K-8. The nationally normed MAP assessments provide RIT score targets for achievement and growth in math, English language arts and science 3 times per year. RIT scores are the NWEA equivalent of scale scores. In the fall of each year, NWEA provides every student with a spring RIT growth target representing the average fall to spring growth for students nation-wide in their grade level with similar fall RIT scores and test histories (when applicable). As students matriculate and improve their RIT score, NWEA adjusts growth expectations accordingly. These adaptive, research-based growth expectations ensure that each student has a growth target unique to their academic needs.

Each grade-level will meet or exceed 100% of spring RIT growth targets in English language arts, math and science annually. All students with fall and end year scores will be included in NWEA's grade-level calculations of "Overall Percent of Projected RIT Met or Exceeded."

NC SPG: At the time of application, many details of North Carolinas School Performance Grade (SPG) calculation have not been finalized. Current documentation suggests that 80% or more of a school's final grade will be determined by the performance component, a measure of average student proficiency on the EOGs and EOCs. This will range from 0% to 100%. The remaining 20% of total SPG points will be determined by the results of a value-added student growth model. MCA's focus on proficiency as well as

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growth aligns to the state of North Carolina's accountability expectations for 2015 and beyond. Because initial results for both the performance component and the value-added model are not yet released, baseline results are also unavailable for goal setting.

We will set a preliminary goal for the performance component using the September 4, 2014 release of 2014 EOG and EOC data. A baseline is estimated from the average performance of MCA-area schools on the reading, math and science EOGs and the Math I EOC. This baseline approximates the performance of MCA's expected student population in 2013-14. In 2014, MCA-area schools scored an estimated 79% on the SPG performance component, the average of their EOG reading proficiency (71%), EOG math proficiency (72%), EOG science proficiency (79%) and Math 1 proficiency (95%). Applying our goal of reducing the percentage of non-proficient students by 10% would produce a year 5 performance component goal of 86%. At the end of each year, we will document goal attainment and revise multi-year goals in an annual Strategic Plan. For a list of the MCA-area schools included in this calculation as well as a table of SPG goals by year, please see Appendix U. School goals are established through an aligned strategic planning process.

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

AOC - The information we have provided in this section is similar to content provided by other applicants partnering with CSUSA.

Student assessment and performance data are vital to our mission to provide an individualized learning environment to all students. MCA will regularly evaluate student performance to personalize and target instruction to each student's needs by integrating opportunities for real-world experience with the implementation of the continuous improvement education model. This data-driven cycle of assessment, analysis, and action is critical for increasing student achievement and is the top priority for school-wide academic improvement.

We will monitor and evaluate specific, measurable goals regarding academic performance and growth. As detailed in the goals section, academic performance and growth will be tracked on three dimensions:

- Proficiency: The percentage of students who score at College and Career Ready levels on the EOG and EOC assessments in math, reading and science.
- Growth: At each grade-level, the percentage of student NWEA growth targets met in English language arts, math and science will meet or exceed 100%.
- State accountability: The school's Performance Component of the North Carolina SPG.

In addition to state assessments, all students will take NWEA MAP assessments three times per year. At the conclusion of each testing season and throughout the year as data become available, state and interim assessment results will be reported at monthly board meetings. In MCA's first year, these initial results will act as a baseline for future goals. A baseline year will also be utilized when the state introduces new state-wide assessments or SPG calculations. In lieu of a baseline comparison in year one of the charter, we will monitor MCAs performance relative to demographically similar area schools.

Another integral part of attainment of the mission is ensuring that the

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school culture fosters parent collaboration. As such, a parent survey will be administered twice per year for us to gauge parent satisfaction with the school's curriculum and parent involvement. We will monitor two key intended outcome measures:

- The total percentage of parents who agree with the statement, "The learning program adequately challenges students' capabilities," will be at least 90%.
- The total percentage of parents who agree with the statement, "Parents are encouraged to volunteer and be involved in school activities," will be at least 90%.

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Section II: Mission and Purposes Concerns and Additional Questions	Reviewer	Page Reference
The mission statement is exactly the same as the mission statement for applicant, Kannapolis Charter Academy, however Mooresville Charter Academy is replicated after a different CSUSA school. Is it appropriate for 2 different schools to have the exact same mission statement?	Kebbler Williams	Mission Stat
More information should be gathered regarding the details of a personalized learning plan.	Greg Schermbeck	Mission Stat
Educational need is well noted and documented. A description of the targeted population is stated however the main rationale for opening the school is to ease overcrowding. There is no mention of this population of students needing access to a quality education. There is also no mention of academic data and how the proposed charter will drastically improve scores.	Greg Schermbeck	Educational
Applicant identifies Cambridge International Program but does not provide details regarding how the program will be integrated or what the program offers students.	Tracy Kelley	Educational
With 24 charter schools already in Mecklenburg County, I am concerned that the applicant group is projecting so many students from Mecklenburg County. Out of the 8 new Mecklenburg charter schools that opened in 2014, only two of them reached their projected enrollment in the first month of the school year. The closest the others got was 79.5% of the projected. The lowest in the group only achieved 26.9% of its projected enrollment.	Kebbler Williams	Educational
Wondering if extended day tutoring and clubs are fee-based? pd beyond Charter Schools USA?	Tracy Kelley Amy Ruck Kagan	Purposes of Purposes of
Professional development opportunities are clear. However, more information should be gathered regarding on-going development and how one-time trips (QUEST) will be leveraged throughout that the duration of the school year. There are a number of learning opportunities for students however additional information should be gathered regarding why these opportunities were chosen and the goal of each. The opportunities should align with gaps in the student population that is being served.	Greg Schermbeck	Purposes of
financial, operational and governance goals needed	Amy Ruck Kagan	Goals for th
The academic goals meet the evaluation criteria, but there are no goals included for the proposed school's operations, finances, or governance. How often, who, and when will the information be communicated to the governing board and other stakeholders?	Kebbler Williams	Goals for th
Proficiency, growth and state accountability measures are clearly stated and outlined. There is a clear process regarding the governing board is stated and goals are aligned.	Greg Schermbeck	Goals for th
Applicant does not specify how often, who, and when the information will be communicated to the Board. The applicant does not provide a clear articulation of the schools educational SMART goals	Tracy Kelley	Goals for th

Reviewer	Score
Cheryl Turner	
Joe Maimone	
Amy Ruck Kagan	Pass
Leigh MObley	
Becky Taylor	
Eric Sanchez	

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Kebbler Williams	Pass
Helen Nance	
Mike McLaughlin	
Alex Quigley	
Sherry Reeves	
Tammi Sutton	
Greg Schermbeck	Pass
Tracy Kelley	Pass
Alan Hawkes	
Steven Walker	
Phyllis Gibbs	

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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 learning environment in our school will support student achievement through the delivery of an academic model that provides personalized guidance and values collaboration with community and families. The core model of the school, developed by the EMO, is based on 35 years of research by Robert Marzano and has proven effectiveness in the schools managed by the EMO. The education model, shown below, follows six fundamental components:

Component 1: Baseline Assessment and Data

In order to effectively address the needs of each student, it is essential to first understand the current level of each student. This is accomplished through collection of student performance data from the previous year, in addition to administration of a baseline or diagnostic assessment in the beginning of the year as well as standards-based pre-tests prior to the start of each unit.

Component 2: Data Driven Instruction

The data is then analyzed to determine the appropriate course of action the teacher will take for instruction. The teacher must consider student's levels, learning styles, and other unique needs of each child. Teachers are provided guidance and become well-versed in their understanding of the curriculum to know what needs to be taught and when. Utilizing their knowledge-base of various teaching strategies described further in the application, they provide instruction that is differentiated to ensure each child has the opportunity to master the standard being taught.

Component 3: Assessment

The only way to measure whether the instruction was effective and students learned the content expected of them is to assess. They are assessed based on the standard they have been taught in a variety of ways, not just through a paper and pencil test. It may be through projects, essays, presentations, or other differentiated methods in order to provide multiple opportunities for understanding.

Component 4: Grading

Each assignment is graded based on the standard that is taught to the students in order to facilitate appropriate data collection and tracking of student progress on mastery of each standards. Grades are entered into the electronic gradebook for ease of collection and use.

Component 5: Reporting

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Timely and effective feedback is one of our core values. Students cannot be expected to learn and grow if they are not aware of their own strengths and weaknesses. Once material is graded, it must be presented to students and all other stakeholders in a timely manner. Effective feedback provides specific guidance to students as to what was correct and how any mistakes can be corrected. Simply providing a letter grade or saying "good job" is not enough. Teachers, parents, students, and administrators all have online access to the students grades to track achievement.

Component 6: Decision

After grades have been reported the teacher must determine the next step to move on to the next standard and start with a baseline assessment, or continue to re-teach the previous standard in a new way if students did not master the content. Regardless of the class-level decision, the students needing remediation or enrichment will receive appropriate differentiated instruction through a small-group or blended learning environment.

This six-step process continues throughout the year to ensure students are provided ample opportunity to master all of the standards expected of them for the year. This model tailors learning for each class and student, along with providing supplemental enrichment and interventions as needed, will help provide a rigorous learning environment for students. Major features of the model, described further in the application, include Personalized Learning Plans, Instructional Focus Plans, meaningful parental involvement, character development, technology to support student engagement, academic intervention and enrichment, including the Cambridge International Examinations program.

Curriculum and Instructional Design:

Describe the basic learning environment (e.g., classroom-based, independent study), including class size and structure for each grade span (i.e. elementary, middle, high) the school would ultimately serve.

AOC - The information we have provided in this section is similar to content provided by other applicants partnering with CSUSA.

The Academy will have a highly structured classroom-based learning environment that supports the academic rigor that will be implemented for each student. Each class will have an essential question and objective posted to focus learning within the room, as well as a detailed minute-by-minute agenda to protect instructional time. We like to see that students have ownership of the classroom, so walls will be covered by student work, student-generated word walls, and visual student progress trackers toward mastery of standards and goals. Clear expectations for behavior are posted, along with anchor charts of step-by-step processes for material that has been taught, as both are intended to be consistent reminders for students to further embed the information.

Kindergarten classrooms are designed to accommodate 20 students at capacity. First through fifth grade classrooms are designed to accommodate 23 students. Classrooms designed for sixth through eighth grades will accommodate 25 students. We anticipate that students will perform at various levels; classes will be organized to accommodate for differentiated instruction. All students will receive whole-group instruction, but will

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also receive targeted support from teachers in small-group and one-on-one opportunities. Students will participate in blended learning within the classroom, as they can complete assignments and coursework at their individualized level on various software programs. Visitors will be able to walk in the room and see various learning experiences happening at once: teachers working with a small group of students on a targeted skill, students on laptops receiving remedial or enrichment practice, groups working cooperatively on a project, or students working independently on leveled tasks. Structured procedures will be in place to ensure students stay on task and follow all rules to minimize distractions and keep all groups focused on their work.

Elementary and middle school will vary their structure as the middle school grades will be departmentalized by subject in order to ease the transition from middle school to high school. Departmentalization is also important because as the content students are expected to learn increases each grade level, the principal must consider the benefit of having teachers as masters of one particular subject area to be able to provide the depth of knowledge required for mastery of the standards. Most elementary grades will be self-contained, in which all subjects (except for specials) will be taught by the same teacher within the classroom. The principal will have the opportunity to departmentalize other grade levels as well, depending on the needs of the students.

Each classroom will be the hub of student learning, so resources will be maximized within each room. Students will have access to a variety of texts to supplement learning, as well as read for pleasure, from the classroom library. Both fiction and nonfiction resources will be available and leveled so students can read appropriate books based on their ability levels. To support student engagement, technology resources will be taken out of the hands of the teachers and placed in the hands of the students to provide an interactive learning environment. The plan is to provide access to the following technology in each classroom:

- * 70 inch flat screen televisions with interactive tablets
- * Student laptops
- * Document camera
- * Headphones and microphones

Teachers will be trained to integrate technology into the student-learning environment to increase academic achievement for each student. The school will include a production room for filming, processing and streaming morning announcements; mobile and stationary computer labs; and multi-purpose rooms outfitted with sufficient audio/video equipment for presentations.

Provide a synopsis of the planned curriculum, including:

1. *One sample curriculum outline (in graph form) in the Appendices (Appendix B) for one core subject (specific to the school's purpose) for each grade span (i.e. elementary, middle, high) the school would ultimately serve.*
2. *If you are proposing a high school, as Appendix B2, provide a visual disseminating what courses (core content and electives) will be offered at the charter high school to ensure students meet the proposed charter school's graduation requirements. Please ensure the projected staff and budget aligns with the course offerings.*

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

We will use CSUSA's Guaranteed and Viable Curriculum (GVC), 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). We will also implement the requirements outlined in the North Carolina Read to Achieve Program. The research behind the GVC comes from the work of Robert Marzano, who articulates that the GVC is primarily a combination of the factors "opportunity to learn" and "time." Both have strong correlations with academic achievement. The concept of opportunity to learn is a simple but powerful one - if students do not have the opportunity to learn the content expected of them, there is little chance that they will. Opportunity to learn addresses the extent to which the curriculum in a school is "guaranteed." This means that there must be clear guidance given to teachers regarding the content to be addressed in specific courses and at specific grade levels. It also means that individual teachers do not have the option to disregard or replace assigned content.

The GVC was created through the process outlined in *Understanding by Design*, by Grant Wiggins and Jay McTighe, which states that curriculum should lay out the most effective ways of achieving specific results. The GVC outlines the specific learning outcomes within the Common Core and NC Standards and was created in three stages: 1) identifying desired results, 2) determining acceptable evidence, and 3) planning learning experiences and instruction. Use of the GVC map enables educators the ability to provide students with optimal learning opportunities based on individual student needs. The standards are ordered and grouped in a particular way, and there are essential questions and objectives provided to target instruction for teachers. Sample resources, lesson ideas, and item specifications are included on the curriculum map to provide further guidance.

When planning for the year, teachers will study the curriculum map, along with the test specifications, in order to have an understanding of what their students are expected to learn that year. For each unit, suggestions are provided on the length of time that the content should be taught; however, teachers have the flexibility to adjust this according to their knowledge of their students levels when entering the class. From there, a cross-curricular plan will be created with a team of teachers in each grade level, and re-created every quarter. Using the cross-curricular plan as a guide, teachers will write lesson plans week-by-week to ensure that they are covering the standards necessary in each unit. Essential questions and objectives provide guidance as to the focus and purpose of learning for the students as they create their lesson plans. Furthermore, teachers will be requested to map their plans minute-by-minute to maximize instructional time throughout the day, increasing the level of rigor in the classrooms.

In addition to the cross-curricular plans above, teachers plan and schedule learning objectives aligned to the Instructional Focus Plan (IFP), which is a data-driven calendar. This calendar is developed based on the data provided by each Common Assessment, which teachers analyze to determine which standards need to be re-taught, or taught more in-depth than previously expected. The IFP is a spiral review and has a designated section of time within each instructional block, which doesn't take away from the

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instructional time designated for new content. The calendars include targeted standards, plans for instruction, and weekly assessments. A reflection space is designated for teachers to note the results of the assessment. Classroom teachers develop the calendars several times throughout the year to adjust instruction based on results. The GVC is differentiated to meet the needs of students while creating an environment where students are challenged to reach their academic potential.

4. *Describe the primary instructional strategies that the school will expect teachers to master and explain why these strategies will result in increased academic achievement for the targeted student population for each grade span (i.e. elementary, middle, high) the school would ultimately serve.*

We expect teachers to utilize as many research-based instructional strategies as possible in order to reach every child in the classroom, as it is our intent to provide an academically rigorous environment personalized to our students. Teachers will be provided professional development in order to master Marzano's thirteen high-probability instructional strategies, which research shows yield the most gains from students when employed consistently within the classroom, regardless of the grade span. These strategies will be used in all grade levels, but instruction will vary by using increasingly complex text, teaching content specific to each grade level, and increasing the expectations and rigor as the grade levels progress. These engaging, rigorous strategies and their applications are described below:

Tracking Student Progress - Determine the current level of performance; identify achievement goals and established a rate of progress; track progress visually; adjust instruction to improve learning to reach goals.

Setting Goals/Objectives - Set a core goal and let students personalize it; make sure goals are achievable; help with strategies to achieve goals; monitor progress with students and celebrate success.

Building Vocabulary - Implement a comprehensive program for students to be able to understand complex texts, engage deeply with content area concepts, and participate in academic discussions.

Identifying Similarities and Differences - Include activities that involve comparing and classifying, analogies and metaphors, graphic organizers, etc.

Interactive Educational Games - Used in addition to effective teaching; define the objectives of the game to set a purpose; should be challenging, but not frustrating; can foster teamwork and social interaction.

Summarizing - Requires analysis of text to determine what's important; students use key words and phrases while summarizing content.

Note Taking - Use teacher-prepared models/templates to teach basic principles and expectations; give time to practice note-taking and provide feedback on the skill; Students jot down main ideas, and write down questions.

Nonlinguistic Representations - Incorporate words and images to represent relationships; use physical models, dramatization, and movement to represent information; have students explain their rationale and meaning behind the

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nonlinguistic representation.

Student Discussion/Chunking - Set expectations for classroom discussions; have students take notes throughout the discussion and segment the discussion to check for understanding; organize content into small, related segments that are more manageable for understanding in daily lessons.

Homework - Establish and communicate a homework policy; provide specific feedback on all assigned homework and vary the way the feedback is delivered.

Practice - Ask questions that require students to process and rehearse the material; give feedback on the practice while circulating and monitoring work; provide additional explanations and several examples; Utilize cooperative learning.

Effort and Recognition - Personalize recognition and praise for specific accomplishments; provide suggestions to help students improve if they are struggling, then praise the improvements.

Graphic Organizers - Use various types to expose students to information before they learn it, such as maps, diagrams, timelines, clusters, flowcharts, and structures.

Teachers are expected to differentiate their lessons to meet the needs of all learners through differentiating the content that is taught, the process of how it is taught and how the students learn, and the product that is created by the students. Higher order activities such as project-based learning, critiques and evaluations, evidence-based activities, and more will be utilized to challenge students. Instruction will include leveled texts and resources for students on, above, and below grade level to provide support for all levels of students.

5. *Explain how the proposed instructional plan and graduation requirements will ensure student readiness to transition from grade to grade and to the next grade span upon program completion.*

CSUSA's GVC is aligned to the Common Core and North Carolina Essential Standards and is mapped to ensure teachers have adequate time to cover all standards, and the students have the time to master them. We will administer Common Assessments monthly to deliver a uniform, formative tool to track the students' overall mastery of the standards at each grade level. Questions for this assessment will be taken from the same item banks as the ones used in the NWEA assessments in order to provide consistency. Teachers will receive extensive training on use of the GVC to guide instruction, create effective lesson plans, and track mastery to ensure readiness for transition to the next grade level. To further ensure students are on pace for mastery, teachers will plan and schedule learning objectives aligned to the Instructional Focus Plan (IFP), described previously in the application. The IFP is a data-driven calendar used to determine which standards need to be re-taught, or taught more in-depth than previously expected in order to keep each class on track for promotion to the next grade level.

We will utilize CSUSA's proprietary report card to keep parents informed of their child's academic growth. The report card will give parents a comprehensive overview of their child's current skill level and a measure of

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his/her progress toward attaining mastery of the standards, as it contains both a practice grade and a mastery grade. It also includes a component regarding citizenship, aligned with integrated character development, which measures student performance based on conduct, participation, and effort. The report card will be sent to students and parents quarterly and will also be available via the parent portal. Interim progress reports will also be distributed to parents at the midpoint of each quarter. Since each assignment and assessment is directly aligned to the Common Core and NC standards and graded accordingly, a passing grade in the content area denotes that a student has attained an acceptable level of mastery. The report card, in conjunction with the child's personalized learning plans, will keep families more than adequately informed of each child's progress and readiness for promotion to the next grade level. Interventions and remediation described further in this application provide additional assurance that the Academy is taking appropriate actions to support all students in their academic success.

6. *If you are proposing a high school, describe how the proposed charter school will meet the Future-Ready Core requirements. Provide details on how the students will earn credit hours and how grade-point averages will be calculated?*
7. *Provide a school academic calendar in Appendix C (minimum of 185 instructional days or 1,025 hours).*
8. *Describe in a brief narrative below on how the calendar coincides with the tenets of the proposed mission and education plan.*

Using the CSUSA model, we intend to provide additional instructional minutes with a longer school day than the LEA to accommodate the interventions and enrichment opportunities we plan to deliver to provide an academically rigorous learning environment, as stated in our mission. The longer school day also allows for more time to implement real-world teaching examples through connections with the local community, such as local business owners coming into to school for demonstrations, or university students mentoring students for reading. We will have the required 185 days of instruction, with extra days for professional development for teachers. The professional development days coincide with the proposed purpose of increasing opportunities for teachers to develop their craft and enhance their skills in the field. Professional development opportunities will be focused on strategies that support our mission such as targeted and differentiated instruction, communicating with families and the community, and developing a love for learning.

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.*

Teachers will be expected to differentiate instruction to reach all learners in all subject areas, but there are times when students need additional support to ensure they do not fall further behind. Diagnostic and benchmark assessments will be used to identify skill deficiencies and monitor progress, such as Wonders diagnostic assessment, Skills Based Checklist, Running Reading Records, and NWEA MAP assessments. When students are not performing at expected levels, procedures are in place to ensure students are properly identified and placed into appropriate intervention programs to

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get them back on track for success. The Academy will follow the Response to Intervention tiers:

* Tier 1 Standards-Based Classroom Learning: All students participate in general education learning that includes universal screenings to target groups in need of specific instructional and/or behavioral support; implementation of the Common Core and North Carolina Essential Standards through a standards-based classroom structure; differentiation of instruction including flexible grouping, multiple means of learning, and demonstration of learning; progress monitoring of learning through multiple formative assessments, and positive behavior supports.

* Tier 2 Needs-Based Learning: In addition to Tier 1, targeted students participate in learning that is different by including a standard intervention protocol process for identifying and providing research-based interventions based on student need, on-going progress monitoring to measure student response to intervention and guided decision-making. Instruction occurs in small-groups in addition to the time allotted for core instruction.

* Tier 3 SST-Driven Learning: In addition to Tier 1 and Tier 2, targeted students participate in learning that is different by including intensive, formalized problem solving to identify individual student needs; targeted research-based interventions tailored to individual needs; different curriculum resources; frequent progress monitoring; and analysis of student response to intervention(s). The time spent on instruction for Tier 3 students is in addition to the combined Tier 1 and Tier 2 amounts.

Teachers at the Academy will implement various interventions depending on which tier the child falls under, and increase the amount of instructional minutes provided. The following interventions are provided:

* Differentiated RtI block - students are placed in various classes depending on their levels and skill deficiencies for a block of time to receive targeted instruction in either reading, math, or science.

* Push-in/Pull-out instruction - students receive intensive instruction based on their skill level outside of their core classes.

* Tutoring/Extended Day - small group instruction utilizing a separate curriculum to reach the needs of the students below grade level after school.

The RtI block is provided for a set amount of time each day to students, but other interventions may be increased or decreased depending on the amount of support the child needs. For example, students can attend Saturday tutoring sessions, or have multiple push-in/pull-out sessions during the week to catch up to grade level.

Teachers will create a Progress Monitoring Plan, which describes the current levels of the students based on data from their assessments, the targeted interventions they need, the frequency in which the interventions will be administered, and the expected outcome or goal of the intervention. This is signed by the parents, teachers, and administrators, and the team reconvenes at least quarterly to monitor the progress and review the plan again. Teachers will provide more frequent updates through parent conferences, informal conversations, and assignments in the grade book.

Various programs are utilized within the interventions described above. Some materials that are:

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- * Reading Plus
- * Reading Eggs
- * Triumph Learning
- * Wonderworks
- * Voyager Learning
- * Reading Mastery

(AOC)

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.*

AOC - The information we have provided in this section is similar to content provided by other applicants partnering with CSUSA.

The 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

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services through an English Immersion program with 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 Personalized Learning Plan (PLP) for each child will be used to show the areas of success and growth that the student maintains. The ELL strategies will be documented in the teacher's lesson plan and in the students PLP and ELL folder.

The ACCESS will be administered yearly to assess ELL students. Once a student reaches proficiency in all four language domains of the assessment, as determined by NCDPI, he or she will exit the program. 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 ELL 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 ELL 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 will be 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 assessments 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

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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 student's general education teacher to support the extension of the student's 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 student's 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 education model and GVC, 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.

(AOC)

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

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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 by:

* Utilizing 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 asking families to self-identify and requests copies of IEP/504.

* Registrar requesting 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 student's difficulties, the student will be referred for an evaluation in accordance with NC 1503.

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 (parent, general education teacher, special education provider, evaluation specialist, LEA representative) to make placement decisions and ensure that the student's individual instructional needs are reflected in the IEP based on FAPE and provisions of 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

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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 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 with documentation of contact attempts. 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, we will take corrective action.

(AOC)

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.*

AOC - The information we have provided in this section is similar to content provided by other applicants partnering with CSUSA.

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

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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 student's need. The Student Services Coordinator will ensure that students are scheduled in a manner that allows for implementation of the services identified on each student's 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 student's 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 student's 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.

We will comply with state policy NC 1501, et. seq 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 student's 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 student's 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.

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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 student's 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.

Teachers and EC service providers will be responsible for implementing each student's IEP. Providers will maintain service logs to reflect the delivery of services indicated on each student's 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 student's 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, the report card, and benchmark testing results.

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. 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 student's 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*

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last grade served will know and be able to do. Be sure to include plans for the "At-Risk" population.

AOC - The information we have provided in this section is similar to content provided by other applicants partnering with CSUSA.

We will adhere to all state accountability and testing requirements, including administration of state math, reading and science assessments, currently the READY EOG and EOC Assessments. We will also administer any alternative assessments as appropriate. Third grade students who do not pass the 3rd grade reading EOG and do not meet any of the good cause exemptions outlined by the state will take the Read to Achieve test. We will administer assessments that mirror the state-mandated assessments in order to ensure adequate progress and preparation for every student, including:

- * Benchmark tests, which include three administrations in the areas of English/language arts, mathematics, and science. NWEA currently provides the Measures of Academic Progress (MAP) and the MAP for Primary Grades (MPG).

- o NWEA MAP: tests students with engaging, ability-appropriate content aligned to Common Core. NWEA is an adaptive assessment; therefore as a student responds to questions, the test difficulty adjusts to the level of the student. This enables leaders, teachers, parents, and students to be able to see exactly how far below or above grade level the child is, and guides teachers as to what material should be taught next based on that information.

- o NWEA MAP for Science: Aligned with science state standards, test items are helpful for assessing students up to and including 10th grade, prior to more specialized science curriculum in upper high school, and measures the following critical areas: 1) General Science, which covers specific science concepts within the three major domains of science: life sciences, earth and space sciences, and physical sciences. 2) Concepts and Processes, which measure a student's performance in both the processes used in science and the major themes underlying the science disciplines. Administration of MAP for Science is required in grades 5 and 8, but the principal of the Academy will have the option of offering this assessment to other grade levels if necessary.

- * Common Assessments: The EMO will provide monthly "common assessments" which are created from a data bank and disseminated to schools to gauge students progress on mastery of the GVC. The assessments are aligned to state standards, and include short-term review, as well as spiral review, to check for mastery. This provides a uniform tool to monitor progress towards mastery of grade level standards more frequently between benchmark assessments administered by NWEA.

- * Weekly Standards Assessments/IFP Assessments: include objective-based questions that are used for quick check of content material as well as essay questions that require critical thinking and writing skills. These assessments are aligned to the curriculum maps and measure mastery of standards included in the unit.

Other formative assessments used in the classroom may include:

- * Achievement of goals and objectives in the students PLP
- * Quarterly progress summaries

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- * K-2 Skills Checklists
- * EasyCBM
- * DIBELS
- * Running Records
- * Oral Reading Fluency Checks
- * Journals
- * Teacher observations
- * Anecdotal records of the students performance
- * Attitude inventories
- * Tools within software programs

The data is used to develop Personalized Learning Plans and Progress Monitoring Plans, both described previously, to ensure students are on track to mastery of standards for the year. This data is analyzed during weekly or bi-weekly data chats with the leadership team to determine action steps to help the students improve, or make adjustments in school-wide initiatives for the current or following year.

Students are expected to meet adequate levels of performance in reading, writing, mathematics, and science for each grade level. These levels of performance will be used to identify students who must receive remediation and may be retained. No student may be assigned to a grade level based solely on age or other factors that constitute social promotion. Various indicators, including but not limited to, multiple measures using appropriate grade level assessments, as well as teacher judgment, will be used to determine performance levels. Teacher judgment factors may include, but are not limited to the following:

- * previous retentions;
- * observations;
- * checklists;
- * student portfolios;
- * classroom assessments; and/or
- * current grades

The teacher, parent, and principal will work together to ensure a plan is in place to prevent retention during the school year. Students in grades 3-8 will also take end-of-year state assessments in reading and math, as well as science state assessments in grades 5 and 8, in order to provide more evidence for evaluating student performance. Third grade students who do not pass the end-of-grade assessment for reading are subject to additional requirements under the state's Read to Achieve law. The ultimate decision for promotion or retention is made by the principal.

Middle school students need to achieve a grade of "D" or higher in English Language Arts, Math, Science, and Social Studies in grades 6, 7, and 8 in order to be promoted to high school. Students in grades 6 and 7 who fail a subject will have the opportunity to participate in course recovery in order to get back on track. Middle school students will also take an elective and physical education course at each grade level, but those participating in course recovery or intensive reading or math may waive their elective course.

Unless a student with special needs is on an alternative curriculum per the student's IEP, that student would be held to the same policies in effect for general education as well.

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Promotion criteria will be communicated to parents by distributing the Pupil Progression Plan at the start of the school year. Parents will be kept informed of the child's progress in writing twice quarterly: once via a progress report at mid-quarter, and secondly via a report card distributed at the end of each quarter. Parents will also be notified of the child's benchmark scores after each administration of the assessment. They will have constant online access to their child's grades through PowerSchool and may schedule conferences and contact the teacher as necessary. Students who are "at-risk" will have a Progress Monitoring Plan developed by the teacher and signed by parents after the first sign that the child is below grade level to monitor interventions and their effectiveness. The plan is updated at least quarterly in writing and progress is communicated more frequently in an informal manner.

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.*

To align with our mission of building a community of self-motivated, life-long learners, we will implement Responsive Classroom for grades K-5, and Developmental Design for grades 6-8. The staff at the Academy will adhere to the guiding principles outlined from the Responsive Classroom program, including the belief that to be successful academically and socially, children need a set of social skills: cooperation, assertion, responsibility, empathy, and self-control, and that knowing the children we teach is important as knowing the content we teach.

Developmental Designs targets the unique needs of adolescents to help them build a love for school and feel like a part of a community at school. The Developmental Designs program targets three main areas: self-management and other social-emotional skill building; relationship and community-building; and academic skill building. When used with fidelity, this program promotes the development of students into responsible citizens as they grow through adolescence, which leads to conscientious decision-making with regard to their academic success.

As stated in previous sections, every instructional minute needs to be accounted for to meet the academic needs of students. This is the same in consideration of the students' behavioral needs as well. To prevent misbehavior and keep students focused on learning, the teachers will have to utilize highly engaging teaching strategies and minute-by-minute

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instruction. The first two weeks of school will include training on highly structured procedures: step-by-step routines for any task ranging from lining up for lunch, to sharpening a pencil. These procedures are taught until they are second-nature for the students, and are continuously implemented throughout the school year with fidelity in order to keep the students focused on academics and instruction, not distracted by poor behavior.

The Code of Conduct will be provided to parents and students prior to the start of the school year to ensure all families are aware of the possible consequences that will be faced if a student chooses to misbehave in school. It will outline and define the infractions that may lead to suspension and expulsion, as well as other in-school consequences. Depending on the severity and situation of each case, the following offenses may lead to a consequence that ranges from in-school disciplinary action to suspension:

- * Infractions of class/school rules
- * Contraband items (i.e. lighters, matches)
- * Integrity (i.e. cheating, forgery)
- * Trespassing
- * Inappropriate Interpersonal/Sexual Behavior (including harassment)
- * Disrespect and Noncompliance
- * Use of Electronic Devices
- * Gambling
- * Harassment, Abusive, Offensive Language
- * Bullying
- * Hazing
- * Physical, Written, or Verbal Aggression, or threat of
- * Unjustified Activation of a Fire Alarm or other system
- * Theft or Destruction
- * Possession of Weapon, Tobacco, Narcotics, Alcohol, or Controlled Substance

We may, upon recommendation of the principal, permanently expel from the school any student older than 14 years of age whose behavior indicates that the students continued presence in the school constitutes a clear threat to the safety of other students or employees. Students will be granted due process rights, including the opportunity for a hearing before the board, in accordance with the state for suspensions and expulsions.

While it may be necessary for students with disabilities to be suspended or expelled from school, before those students can be suspended for more than ten school days in a given school year a manifestation determination meeting will need to be held to allow the IEP team to decide if the students disability caused the misbehavior. The outcome may impact any further disciplinary action taken related to the student, as we would need to ensure that the student was not being denied FAPE.

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Section III: Education Plan		
Concerns and Additional Questions		
what is happening in the classroom? what does instruction look like? no evidence provided	Amy Ruck Kagan	Instructiona
Applicant does not provide a description of the overall instructional program that includes major instructional strategies, nor does the applicant link the instructional program to the specific needs of this targeted student population. Applicant does not provide sufficient details as to who and how personalized learning plans will be monitored and revised based on student need and progress; nor does it provide a description of how Instructional focus Plans will be created, monitored, or revised. How will blended learning be integrated into a PBL framework and what role will Cambridge play in the overall instructional framework. There does not seem to be a cohesion between the "major features of the model" and the assessment strategies outlined. There is no description of how instruction will be differentiated to meet the needs of all learners or how interventions will be structured to meet the needs of struggling Tier I students. The applicant dose not demonstrate a true understanding of the anticipated needs of proposed incoming students, as the model is not tailored to the targeted population. There is very little research presented to support the proposed instructional practices that were listed/presented and no context for what they will meet the needs of these students. and why.	Tracy Kelley	Instructiona
Detailed information related to instructional methods was not included.	Kebbler Williams	Instructiona
wondering if GVC is used at other community schools i.e Kannapolis, Langtree? Applicant does not describe the primary instructionl strategies teachers will be expected to use i.e. direct whole group instruction, guided practice, small group/pair learning; or independent practice or some combination thereof. Its not clear how teachers will use the IFP with GVC while collaborating and differentiating and implementing individualized learning plans. Its a Hodge-podge of desperate components thrown together with sufficient intentionality. Overall, evidence that the chosen curriculum (GVC or cambridge) is aligned with CCSS is insufficient. The description of the curriculum, and instructional design does not provide sufficient detail regarding alignment, objective, content, and skills for all grades the school will serve. Applicant should provide additional details about its core belief about education and pedegogy, including an articulation of how students across grade levels will make connections to prior knowledge; engage with content through a variety of instructional strategies that accommodate their learning needs (auditory, visual etc); how student will participate in tiered activities based on academic readiness; how students will activate HOTS allowing students to examine analyze, interpret information, form predictions, reflect on their own approach, how students will inquire, explore or problem solve together in small groups; and how students will apply new conceptual knowledge and generate questions related to the goals of the lesson etc.	Tracy Kelley	Curriculum a
how will differentiation be delivered? progression of instructional approaches through grade levels	Amy Ruck Kagan	Curriculum a
Fourth quarter ends on May 29th, but the last day of school for students is June 11th following a May 31 - June 11 testing window. What will be done during this time besides testing? Is May 31 - June 11 part of the 185 instructional days?	Kebbler Williams	Curriculum a
Clear instructional strategies are provided that align with the proposed curriculum model. A sample scope and sequence is provided however it lacks great detail. Rather than including a list of topics, clear timetables and related assessment for units and all objectives should be included. It is impossible to understand mastery with given information. The sample calendar is a list of dates, not a full calendar. Additional detail should be provided regarding the entire year and the breakdown of each month.	Greg Schermbeck	Curriculum a
what are some examples of the various interventions? describe more details about the ones provided	Amy Ruck Kagan	Special Prog
Clear systems and plans are in place to ensure all students are given the opportunity to learn.	Greg Schermbeck	Special Prog

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Applicant does not describe an effective system for communication among staff (SST, Data Team, grade level teams, ILT) and other stakeholders (interventionist staff) to ensure coordination of services and ensure that the flexible tiers of research-interventions allows students to move along a continuum of services and change placements according to identified progress or needs. A sample student schedule would be helpful in order to envision how interventions would be structured and ensure student do not miss core instructional time. Applicant would benefit from investing some time into making sure there is a common understanding of "at risk" students across all of its campuses. What make a student at-risk and what supports does this label trigger and for how long?	Tracy Kelley	Special Prog
(1) The discussion of ELL students mentions an extended school year. This is the first time this is mentioned in the application. What does ESY consist of for ELL students? (2) What will the school do if the ELL student needs more intensive services than the mainstream/inclusion model provides?	Kebbler Williams	Special Prog
How will the school handle a parental request for evaluations? How will the team determine that "a disability may be the primary cause of the student's difficulties"? Determining that a disability may be the "primary" cause of a student's difficulties is not a requirement of the referral process. This section does not align with federal and state policies regarding students with disabilities.	Leigh MObley	Exceptional
How will the continuum of services be provided, including separate setting? What are the qualifications of the EC teachers? How will the EC teacher provide specially designed instruction to EC students in the different settings? There is not enough information regarding how the school is going to provide the continuum of services as well as related services.	Leigh MObley	Exceptional
more information needed on collecting, analyzing and disseminating the various data points	Amy Ruck Kagan	Student Perf
(1) No student performance standards are included here. (2) The exit standards for the last grade served do not include what students should know and be able to do. (3) If a student chooses not to waive his or her elective, when will he or she participate in course recovery or intensive reading or math?	Kebbler Williams	Student Perf
Applicant does not provide assurances that the common assessments are predictors of success on state CCSS aligned test PAARC or Smarter Balance. What are the weekly or bi-weekly "chats" with leadership? who leads them what are the purpose, who determines which students get discussed what is the data analysis process, what data is reviewed and what is the difference between progress monitoring plans, personalized learning plan, and individualized learning plan and LPF? Applicant lists required state assessment and makes assurances that internal assessments will be aligned with CCSS but no explanation is given as to how. A plan for taking corrective action is generally described but does not include examples of interventions or a researched basis for selecting them. The applicant does not indicate that student performance data will be used to determine whether the schools academic goals are being achieved and, if needed, modify its academic program in order to improve student learning and instructional effectiveness. There is no further mention of the CCR standards, which indicates a plan for monitoring student performance that is not mission aligned.	Tracy Kelley	Student Perf
This section includes clear responses, tools and policies for students.	Greg Schermbeck	Student Perf
(1) Definitions of offenses which may result in suspension or expulsion are not included. (2) How is the requirement to purchase an agenda for \$10 not the same as charging a fee? (3) Is a long-term suspension a reasonable consequence if a student has a Red Bull or Monster energy drink? (4) The student handbook needs to be specific in describing the process of a student requesting a hearing in case of a suspension. (5) There are two sets of consequences for uniform violations in the student handbook. Which is correct? What supports are in place to help parents pay for uniforms who are financially unable to pay? (6) ID badges are mentioned under money collection in the student handbook. Are students required to purchase ID badges also? (7) The school is planning to follow the NC DPI Pupil Progression requirements for	Kebbler Williams	Student Cond

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students in grades K-7, but does not explain what this means in the student handbook. (8) Page 34 of the student handbook mentions that complaints will be handled according to Florida Statutes. What about NC Statutes?		
There are significant parts of the process missing from the discipline procedures regarding students with disabilities and students not yet identified. Also, how is the school going to address students with disabilities who have social and emotional needs and do not respond to developmental designs program?	Leigh MObley	Student Cond
Handbook is attached and provides adequate information. Responsive Classroom and Developmental Design are both mentioned as systems that will be implemented within the school. However, additional information should be provided regarding how these systems actually work. The student discipline program is also not clear. Rather than a list of possible consequences, a plan should be outlined that explains the student action and the related consequence. Lastly, more information should be provided regarding a positive culture system and how the school will encourage positive and mature behavior from their students.	Greg Schermbeck	Student Cond
applicant does not provide a description of the high-engaging teaching strategies that will be used to maintain student behavior. Applicant does not describe a plan that will result in a positive school culture i.e. chants, songs, celebrations, shared beliefs, common language, shared values, motto's, school wide expectations etc. A plan would incorporate and reflect the high academic expectations around creating a college-going culture, character development etc all of which are cornerstones of the stated mission. There is no discussion of how student conduct will be tracked or evaluated for effectiveness, nor is thier a restorative justice component.	Tracy Kelley	Student Cond

Reviewer	Score
Cheryl Turner	
Joe Maimone	
Amy Ruck Kagan	Pass
Leigh MObley	Fail
Becky Taylor	
Eric Sanchez	
Kebbler Williams	Pass
Helen Nance	
Mike McLaughlin	
Alex Quigley	
Sherry Reeves	
Tammi Sutton	
Greg Schermbeck	Pass
Tracy Kelley	Fail
Alan Hawkes	
Steven Walker	
Phyllis Gibbs	

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IV. GOVERNANCE 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 upon application submission.

Name of Private Nonprofit: NC Charter Educational Foundation, Inc.

Mailing Address: 279 Bayberry Creek Circle

City/State/Zip: Mooresville NC 28177

Street Address: 279 Bayberry Creek Circle

Phone: 847-989-5581

Fax: 847-989-5581

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:

X 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	Past or Present Professional Licenses(s) Held	Has any disciplinary action been taken against any of these professional licenses?

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Talitha McGuinness	Vice Chair	CABARRUS	Owner – Consulting Company and Executive Editor		
Beth Allen, CPA	Director	IREDELL	Certified Public Accountant		
Beth Compton	Director	IREDELL	Marriott Corporation Regional General Manager		
Barbra Bryan	Chair	IREDELL	Owner/Operator The Goddard School		
Wayne Turner, CPA	Director	IREDELL	Certified Public Accountant		
Jeanine Edwards	Director	MECKLENBURG	Sr. Account Executive – NWEA		
Jason Vag	Director	MECKLENBURG	Director at Kurt Salmon		
Yvonne Reed	Director	MECKLENBURG	Educator		
Jessica Rainstein	Director	MECKLENBURG	Educator		
Leslie Beaver	Director	ROWAN	Sr. IT Business Manag		

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.

AOC

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 Mooresville Charter Academy. We 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. We shall be responsible for the legal and financial obligations of the Academy. We will ensure that the Academy's programs and operations are faithful to the terms of the charter, including compliance with statutory and regulatory requirements. We will continue to

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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 Academy
- * 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

We will exercise continuing oversight over the operations of the Academy, and will conduct ourselves in accordance with all applicable laws and regulations and subject to the charter contract between the board and North Carolina's Department of Public Instruction. The EMO will manage the day-to-day operations of the Academy as directed by us and under the terms of the performance-based contract that is negotiated and executed between the board and the EMO.

Under the terms of the management agreement, CSUSA shall consult with the board with respect to the hiring of the principal. Mooresville Charter 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. During board meetings, the principal will present a status report and respond to questions from the board members. As per the management agreement, the EMO shall consult with the board with respect to the hiring of the principal and the board will have the ability to provide input on the principal's performance. The board will hold the principal accountable primarily through the performance expectations defined in the management agreement between the board and the EMO. A comprehensive and rigorous performance evaluation process has been developed by the EMO, which aligns expectations to the education model and our mission of creating an environment where students are challenged to reach their academic potential and become self-motivated life-long learners. 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

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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.*

We are currently a board comprised of area leaders who are committed to providing quality educational options in our community. Our bylaws give us the ability to expand to 11 members. 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.

Highlights of the board's demonstrated capacity include educators and business executives holding advanced degrees in business, management and finances working with top school administrators all over the country, delivering presentations to educators and business professionals at a national level. We also have two certified public accountants, Executive Director for a national magazine consulting in areas of public relations, marketing and graphic design, a Regional General Manager for a national hotel chain, small business owners and a former executive of a Fortune 200 company with responsibilities in budget oversight, personnel management, recruitment and financial management, and multiple examples of community outreach. These experiences and skill sets are advantageous in marketing the schools and engaging the media, securing available and affordable land for facilities, understanding the education model and curriculum, including various assessments that are used throughout the year, as well as reviewing and questioning the authenticity of the monthly budget.

Monthly board meetings will be publicized on the school's website, as well as on the doors of the school. Parents will be welcomed and acknowledged, and public comment is encouraged at every meeting. We will follow up with the Principal and CSUSA when needed to insure complaints and suggestions are handled properly and timely. Monthly board meetings will include a detailed principal's report and detailed financial reports evaluated by the board in partnership with CSUSA.

We will evaluate the success of Mooreville Charter 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.

Mooreville Charter 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 to meet the needs of the school and its students. 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.

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?*

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The North Carolina Charter Education Association, Inc. was founded when Board members organized in March 2012, with the intent of starting charter schools in our communities that would offer parents a quality school choice option. We were awarded two charter contracts in 2013 and have since grown from 5 to 10 members. Additional members were recruited by the original founding board members based on the educational, business and/or financial expertise they bring to the board. We have the ability to expand to 11 members in accordance with our bylaws and may do so as we govern additional schools.

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 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 Mooresville Charter 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.*

Our board meets the fourth Wednesday of each month except the month of December. Our annual meeting is held in March and our Strategic Planning workshop is held in October.

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 Mooresville Charter Academy's 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. Each board member will also receive a comprehensive binder containing copies of the charter application, charter contract, management agreement, as well as minutes from the previous meetings, contact information and other pertinent information.

To ensure board members are effective in their roles, board members will receive training on a variety of topics. Training will be provided by the boards legal counsel. Board members have been and will continue to participate in the board training workshops provided by the Office of Charter Schools. Professional development shall also include attendance at annual charter school conferences and regional workshops offered by the Alliance for Public Charter Schools and the NC Public Charter Schools Association. Below is a timetable covering training and professional development to be provided by the boards legal counsel:

April through June: Roles of the Board, Parliamentary Procedure, Drafting Board Policies

July through September: Review of Open Meetings Law, Reading a Financial Statement

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October through December: Charter School Law, Guided Questions for Mission Statement and Strategic Planning

January through March: Models of Governance and Leadership, Review of Bylaws

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.*

The North Carolina Charter Educational Foundation already has an existing Conflict of Interest Policy in place (see Appendix J). 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 North Carolina General Statutes, 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. Board members will have no financial interest in the school. In addition, board members are independent of the EMO and no employees of the EMO will sit on the board.

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

Our board currently has board policies for our existing schools. We will continue to develop school policies as needed with the support of the principal, school staff, and legal counsel, when necessary. All policies are created after researching best practices and using proven systems to guide our work. Policies are 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 are provided to parents via the Student Handbook and also made available through the student information system. Academy policies are 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.*

A Parent Teacher Committee (PTC) will be established to provide a voice for parent and community input that can be used in the development of Mooreville Charter Academy as well as programs implemented at the Academy. The PTC will be organized each school year. The PTC shall be comprised of parents of enrolled students, administrators and teachers. The PTC will report directly to the principal. We believe that active parental participation is essential to

operating high quality charter schools. Parent participation is the key to

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the success of the overall program and will be solicited for the development of school goals and objectives.

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

Parents may bring complaints to the school administration of Mooresville Charter Academy at any time. It is the responsibility of the leadership team to work to understand the concern. The board's policy holds that parent concerns are first 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 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. It is our desire, in partnership with CSUSA to create the best learning environment for each student, including working to resolve parent concerns regarding their child's academic environment.

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 school administration. School policy provides for alternative lines of communication 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 school's administration, the employee can present a formal grievance with CSUSA's Corporate 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. Should a situation persist that the employee believes is detrimental to himself/herself or the board, the employee should follow the procedure described here for bringing the complaint to school administration and/or CSUSA's Human Resources Department's attention. If the aggrieved employee is not satisfied with the outcome, the employee may request a review of the matter by the board. We will review the written documentation and decisions from and in consultation with the administration and CSUSA, will issue a final written decision.

Mooresville Charter Academy will follow the board's approved Grievance Policy which is currently in place for its existing schools. (See Appendix J).

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 from the NC Department of the Secretary of State. (Appendix I)*

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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: 800 Corporate Drive
Ft. Lauderdale FL 33334
Website: www.charterschoolsusa.com
Phone Number: 954-202-3500
Contact Person: Sandy Castro
Fax: 954-202-3500
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 an executed copy of the management agreement as Appendix L of the specified EMO or CMO.*

We have agreed to continue to contract with CSUSA due to our existing partnership and its successful management of our first two charter schools, Langtree Charter Academy and Cabarrus Charter Academy. Both schools have achieved outstanding academic success with strong student enrollment. We have worked closely with the CSUSA Management Team to ensure the schools' success and have full confidence in the EMO's delivery of services, and therefore believe this will be in the best educational and financial interest of the new charter school we seek to establish in Mooreville.

We initially selected CSUSA due to its experience, success, capacity, SACS accreditation and education model that fits our mission and vision of challenging each student to reach his or her full academic potential. In addition, the ability of CSUSA to deliver a fully equipped state of the art facility by carrying the start-up costs, and underwriting the school as necessary, were key factors in our decision and remain critical reasons why we feel CSUSA will be the best educational and financial management team for the Academy. CSUSA has exceeded our expectations in service delivery.

Our relationship with CSUSA is governed by a performance-based Management Agreement. We have engaged Donna Rascoe, Esq. as independent legal counsel and have been working with her since our inception in March of 2012. We, as a board, have worked closely with legal counsel to review and negotiate the terms of the Management Agreement prior to execution (see Appendix L).

As we have done with Langtree Charter Academy and Cabarrus Charter Academy, we will provide oversight of CSUSA on compliance requirements through

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routine monitoring of school operations. We will evaluate CSUSA's effectiveness based on Mooresville Charter Academy's performance relative to annual goals that we set.

- 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 for our first 2 schools (Langtree Charter Academy and Cabarrus Charter Academy). CSUSA has met and exceeded our expectations, and therefore we plan to continue our partnership with it as our preferred operator. CSUSA has a proven success record in 70 schools. The company can provide the resources to build, manage and support a new school. For example, our first two schools were constructed in nine months and have exceeded expectations in academic performance.

We have not researched or pursued any other vendor for this application cycle since we are completely satisfied with CSUSA's performance and service delivery over the course of the past two years that we have been working with their personnel. 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.

Strong academic performance of CSUSA-managed schools was the primary factor in selecting CSUSA. In Louisiana, the CSUSA-managed 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 DOE has designated 15 CSUSA schools as "High Performing." The designation means that the in the past 3 years, the school: received at least 2 school grades of "A" and no grade below "B"; received an unqualified opinion in the annual financial audits; and did not receive an audit that revealed any 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 Support Staff. CSUSA works closely with the board to support the infrastructure needed to ensure adequate school 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?*

The board selected Charter Schools USA, Inc. to manage Mooresville Charter Academy. CSUSA currently operates 67 traditional charter schools and 3 turnaround schools in 7 states nationwide, serving almost 60,000 students. All of CSUSA's schools are Advanced Accredited. More than half of CSUSA's students receive free or reduced lunch and over 70% of students are classified as minorities. Of CSUSA's schools that receive traditional A-F grades, over 50% earned an A or B in 2013. Currently, only Florida has released 2013-14 results for non-high schools, and 70% of CSUSA's Florida schools earned an A or B.

The 2013-14 school year was also the first for two CSUSA-managed charter schools in NC: Langtree and Cabarrus Charter Academies. As of the September

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4, 2014 release of EOG results, both Langtree and Cabarrus exceeded the performance of NC and their respective school districts in all EOG subjects, school-wide. In reading proficiency, Langtree and Cabarrus outperformed the state by more than 18% points and their districts by 17% and 12% points respectively. Math performance was similarly high, with both schools exceeding the state average by more than 18% points and their districts by about 15% points. The trend continues when the sample of schools is limited to those in a five mile radius.

CSUSA's three turnaround schools in Indiana are their lowest performing. Managed only since 2012-13, more than 90% of the students qualify for free and reduced lunch and the student body is 53% minority. Collectively, the Indianapolis schools made outstanding progress this year, far exceeding one year's annual growth on NWEA MAP assessments. In math 172% of growth targets were met, the equivalent of over one and a half year's worth of growth. In reading, students made over two and half year's worth of growth with 275% of growth targets met. At the time of submission, publically available 2014 assessment results are limited, though preliminary results are indicative of CSUSA's focus on growth for every student. At the middle school level, both schools maintained or exceeded prior year performance in reading and math. Algebra performance increased by over 10% points in middle school and by over 20% points in high school. Early ELA end of course results show that for the first time an Indianapolis turnaround school has crossed the critical 60% proficiency threshold.

Some of CSUSA's highest performing schools are in Florida where schools range from FRL populations of 15% to 87% and minority rates of 41% to 98%. The diversity of CSUSA's Florida schools and their success with all student populations illustrates that regardless of student demographics, the CSUSA Education Model works. The key factor is time. When students come to school 2 or more years below grade level they can make significant progress and growth without tipping the proficiency scale. Thus, student performance and grade-level mastery increase the longer students and schools are part of the CSUSAfamily. While proficiency increases with school tenure, annual growth is elevated in developing schools. Second-year Florida schools did especially well in 2014 with an average increase of 7% points in math proficiency, 3% points in reading and 23% points in writing. As a district, CSUSA's Florida schools exceeded state reading, math, science and writing proficiency. Additionally, their net proficiency growth was almost 10 times higher than the state in 2014.

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 executed management agreement between the board and EMO outlines the duties and responsibilities of each party and the specific performance requirements of the EMO.

We 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 us 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

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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. We will be responsible for overall policies regarding school governance, academic, personnel, discipline and grievance policies. It is the board's 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 pay, does not reduce the board's 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 EMO's 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 EMO's 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 management agreement attached as Appendix L.

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

- If yes, include as Appendix M a detail of the buyout formula for the nonprofit board of directors to purchase the facility if a buyout formula or process exists.

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

9. *Provide as Appendix N the financial history and statements of the EMO/CMO over the last three years. Specifically, if contracting with an EMO provide confirmation that the EMO is in good financial standing with either financial statements, bank letter, D & B report or credit rating.*

Currently the EMO manages three charter schools in North Carolina. Langtree Charter Academy has a fund balance of \$10,000. Cabarrus Charter Academy has a zero fund balance. The third school, Cardinal Charter Academy, opened in August 2014.

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.

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X Not Applicable

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

Not Applicable

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

We believe replicating a proven successful charter school model is the right choice for our board and our community, and therefore we have chosen to replicate CSUSA's proven model. We have visited CSUSA schools both in NC and FL and have confirmed that what is being delivered academically and operationally is what we are replicating.

CSUSA has successfully developed two NC charter schools, Langtree Charter Academy and Cabarrus Charter Academy. Both schools opened in 2013 and students at both schools performed at levels that exceed county and state proficiency averages in many grades and subjects (see Appendix U). Aventura City of Excellence School (ACES), a CSUSA-managed school in FL which has similar demographics to that of our proposed community, has also exhibited academic performance levels that exceed the local district and state proficiency levels. Success at these three schools is due to the strength of the CSUSA model that we have chosen to replicate in this application. The facility development will be a similar site and lease arrangement, and all of the operational areas, such as transportation and food service, will follow the same structure.

In 2013-14, academic performance, as measured by proficiency rates, at both of our schools outperformed both the district and state averages in grades three through six in Reading, Math and Science. Please refer to Appendix U for detailed academic results. Governance of our schools is highly effective, as well as the governance of the board that manages ACES. We have exercised fiduciary responsibility, ensured accountability, and used best practices to ensure that budget policies are aligned to the school's mission. We ensure that the school's programs and operations are faithful to the terms of the Charter including compliance with statutory and regulatory requirements. The audited fund balances of ACES for the past two years were \$1,881,569, and \$2,105,419 respectively.

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

We have chosen to work with this particular EMO due in large part to its ability to bring to our North Carolina community a replication model for a high performing charter school that supports and works with our mission. The three schools mentioned in the previous response to be utilized for replication demonstrate the EMOs ability to fully enroll a charter school.

Aventura City of Excellence School has been fully enrolled for over the past three years with 1,000 students in grades K-8. The schools student demographics are as follows:

- * Native American: 0.1%
- * Asian/Pacific Islander: 1.19%

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- * African American: 2.28%
- * Hispanic: 39.42%
- * Multi: 3.57%
- * Other: 2.68%
- * Caucasian: 44.09%
- * Unknown: 6.65%

Cabarrus Charter Academy enrolled 924 students in grades K-7 in its inaugural year. Demographics are as follows:

- * Asian/Pacific Islander: 3.31%
- * African American: 2.54%
- * Hispanic: 34.10%
- * Multi: .69%
- * Other: 2.54%
- * Caucasian: 56.81%

Langtree Charter Academy enrolled 912 students in grades K-7 grade in its inaugural year. Demographics are as follows:

- * Native American: 0.66%
- * Asian/Pacific Islander: 11.03%
- * African American: 4.37%
- * Hispanic: 6.44%
- * Multi: 5.02%
- * Other: .76%
- * Caucasian: 71.72%

The trend of steadily increasing student membership at CSUSA can be seen from the data listed below. 2011-2012 is included as a benchmark year.

2011-2012

- * Enrollment: 24,402
- * Wait Lists: 14,194

2012-2013

- * Enrollment: 37,651 (54% increase from prior year)
- * Wait Lists: 8,908 (37% decrease from prior year. The decrease is due to a large amount of growth and increased capacity in a single year.)

2013-2014

- * Enrollment: 46,678 (24% increase from prior year)
- * Wait Lists: 18,838 (111% increase from prior year)

2014-2015

- * Enrollment: 56,702 (21% increase from prior year)
- * Wait Lists: 23,217 (23% increase from prior year)

Each school's student body represents the area/community directly surrounding it. The Academy will comply with NCGS 115C-238.29F(g)

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

Our board is comprised of community leaders who bring together business skills, education expertise, financial management and oversight. Each member is committed to excellence in education. All board members have a vested interest in the success of our schools, as we are all living and working in these communities and are active members of the community through business

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and volunteer efforts. We have a thorough understanding of the demographics and population, and especially the desire of parents who want a quality education for their students. We have experience in governing two successful schools, as our academic and financial data has shown.

5. Provide a copy of the organization's IRS Form 990 for the last three years as Appendix T

Projected Staff:

Outline below, 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.

AOC - The information we have provided in this section is similar to content provided by other applicants partnering with CSUSA.

Below is a list of anticipated staff positions;

Principal
Assistant Principal
Dean of Students
Business Operations Manager
Administrative Assistant
Receptionist
Enrollment Manager
Student Services Coordinator
Food Service Director
Food Service Staff
Before/Aftercare Director
Before/Aftercare Staff
Teachers (K-5)
Teachers (6-8) (Math, Science, Social Studies, Language Arts, Reading)
General Music / Chorus Teacher
Art Teacher
PE Teacher
Foreign Language Teacher
Technology Teacher
Instructional Aide - PE
EC/Special Education Teacher
EC/Special Education Aide
Reading Specialist
Co-Teacher
Curriculum Resource Teacher

Staffing Plans, Hiring, and Management

Include the following information for the proposed charter school:

AOC - The information we have provided in this section is similar to content provided by other applicants partnering with CSUSA.

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The governing board and the EMO 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
- * Charter Schools USA's website
- * Education job fairs to seek teaching professionals
- * College recruiting at Davidson College and Mitchell Community College, in order to attract and hire newly graduated teachers
- * Select educational, professional, and job recruitment websites to advertise and communicate teaching openings
- * Minority referring organizations to help ensure that the work force is reflective of the diverse community served

The EMO 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 the principal's 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 O, 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, to not reduce the boards authority to hire and fire teachers, and to comply 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 is contracting 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 our review and consideration. We are currently reviewing the employment handbook to ensure compliance with applicable law, including N.C. Gen. Stat. 115C-238.29A et seq. We expressly acknowledge 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 O.

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

The board and CSUSA will follow the protocol established for screening school employees, vendors and board members. The school-based 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

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fingerprinted and pass a criminal background check.

A comprehensive criminal history background check will be conducted on each applicant. The board and CSUSA will also ask legal questions on its employment application in relation to 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 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 without reason and/or notice and the board and CSUSA 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 employment handbook, CSUSA and board request 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. We will work with CSUSA to establish budget criteria, incentives, and other motivating factors that will attract, reward and retain the best employees. 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 descriptions below provides the basic criteria:

*\$39,000 Base Salary for Teachers (190 days)

*Up to \$2,000 Positive Adjustments to base for Experience

*\$1,000 Positive Adjustments to base for Education Credentials (Masters or PhD)

*\$2,000 Positive Adjustments to base for Critical Shortage Areas if applicable

*\$-3,000 Negative Adjustments 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

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(i.e. birth of child, marriage, divorce). If benefits are not selected during the employee's first 90-days of employment, or within 30 days of a qualifying event, enrollment changes may only be made during our 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 Personal Time Off, and Employee Assistance Program.

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

The formal procedure for NC employee grievance is as follows:

Grievance Policy (Staff)

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 school administration. School policy provides for alternative lines of communication 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 schools administration, the employee can present a formal grievance with CSUSA's Education Team HR Generalist. A further investigation will be conducted.

Instructions for Staff Submitting a Grievance

1. Discussion of the problem with the immediate supervisor is encouraged. Requests for an initial meeting to discuss a grievance must be made within 30 calendar days of the event giving rise to the grievance. The supervisor will schedule a meeting within 5 days of any such request by an employee. If the employee does not believe a discussion with the supervisor is appropriate, the employee should proceed directly to Step 2. The supervisor will provide the employee with a written response within 5 days of the meeting.

2. If the matter is not resolved in Step 1, the employee should request to meet with the CSUSA Regional Director. The CSUSA Regional Director will provide the employee with a written response within 5 days of the meeting.

3. If the matter is not resolved at Step 2, the employee may submit a formal grievance in writing to CSUSA's Education Team HR Generalist within ten days of receiving the Regional Director's written response. The aggrieved employee is encouraged to request a meeting with CSUSA's Education Team HR Generalist. CSUSA's Education Team HR Generalist will conduct an investigation, consider the facts, and may review the matter with the aggrieved employee's supervisor.

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. In partnership with CSUSA, we have strategically put together a 5 year staffing plan to cover all needs of the Academy so no position will have dual responsibilities. There will be employees that may have additional duties if they choose to, such as mentoring, professional development, etc. These employees will be paid a stipend (which is included in the budget calculations) in addition to the salary for any additional duties 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.

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Staffing is flexible and subject to change based on the needs of the actual students as identified by the principal and the board. Staffing needs will be constantly monitored, particularly at the beginning of year to enable the Academy to meet the needs of its students and ensure their success.

We plan to hire a Student Services Coordinator to oversee EC compliance, two EC teachers and two EC Aides. This will be based on student needs as indicated in their IEPs and taking into account guidelines for class size (NC 1508-3) and caseload (NC 1508-4). When hiring general education teachers, we will seek to employ teachers who are also certified in ESL, EC or AIG to allow them to serve a wider variety of students.

We will contract with clinical service providers including but not limited to a speech/language pathologist, occupational therapist, physical therapist, school psychologist, and other professionals as needed to address the students' needs per their IEPs.

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).*

In partnership with CSUSA, we 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).

Before employing any teacher and with the teacher's prior written consent, we will obtain from DPI and review a copy of the teacher's professional license. The board and CSUSA will assist our teachers in meeting the licensure requirements established by DPI and the 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. 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 and the Academy's Business Operations Manager will maintain each employee's file with updated licenses and alert all employees of the need to renew their current license with this program.

North Carolina's 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

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academic major or advanced certification/credentialing. The Academy's Student Service Coordinator, 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. The information we have provided in this section of the application may be similar or identical to information that you will find in the application of other applicants who are also partnering with CSUSA. This similarity is intentional. Our board desires to use the same successful EMO model and has based our application upon the use of that model in the community we seek to serve. We have studied the CSUSA model and have found that the above is the appropriate response to this question for our school. CSUSA has assisted us with the preparation of our application in order to preserve fidelity to the school model we desire, adjusted as necessary to align with our mission, community and targeted student population.

Staff Evaluation and Professional Development

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

The Teacher Support Team that will be responsible for maintaining teacher licensure requirements, and professional development shall consist of designated mentors, principal and asst. principal. Each will assist teachers to grow as educators.

- 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.*

We will mentor, retain and evaluate staff in accordance with NC General Statute 115C333. Beginning teachers will be observed and evaluated using the NC Educator Evaluation System (NCEES) which includes the development of the Professional Development Plan (PDP). Before participating in the evaluation process every teacher must complete training on the evaluation process.

Each beginning teacher shall be assigned a mentor to assist their growth in the first three years of the Beginning Teacher Support Program. The mentor's responsibilities and duties shall include:

- * Participating in the Beginning Teacher Orientation.
- * Conducting informal/formal observations of beginning teachers.
- * Meeting and/or communicating with beginning teachers on at a minimum a bimonthly schedule.
- * Providing feedback to beginning teachers from observations and formative assessment.
- * Assisting beginning teachers with developing lesson plans, classroom management, behavioral management, organization, positive communication with peers and parents, curriculum, and instruction.
- * Assisting beginning teachers with collecting and analyzing data to improve their instructional strategies.
- * Sharing information regarding professional development including opportunities for beginning teachers.
- * Assisting in the preparation and facilitating implementation of the PDP.
- * Serving as a resource and support for administrators regarding the beginning teacher process.
- * Providing documentation (contact logs, sign in sheets, checklists, etc.) of mentor activities

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- * Evaluating the Beginning Teacher Support Program to identify areas requiring improvement.

As the leader of the school, the principal shall help facilitate the development of beginning teachers. The principal's responsibilities and duties shall include:

- * Ensuring that beginning teachers are provided orientation at the school.
- * Conducting informal/formal observations of beginning teachers.
- * Meeting and conferencing with beginning teachers, offering feedback from observations and formative assessments.
- * Providing an environment conducive for the support of beginning teachers including limiting preparations, limiting the assignment of non instructional duties, limiting the number of exceptional children and difficult students in beginning teachers classrooms, and making accommodations for conferences between mentors and beginning teachers.
- * Ensuring completion and providing assistance in the development of beginning teachers PDPs.
- * Continuously monitoring beginning teachers throughout the year and notifying the Director of Human Resources of any concerns with the performance of beginning teachers.
- * Evaluating the Beginning Teacher Support Program to identify areas requiring improvement.

The Teacher Support Program shall provide a number of required activities and additional tools to assess the performance of teachers and to facilitate the refinement of essential practices and skills. Additional support tools will include a beginning teacher website, notification of professional development opportunities, online training modules and additional instructional materials, which will also support teacher retention.

Staff at the Academy will document compliance of the Beginning Teacher Support Program through a number of means. Informal/formal observations, Professional Development Plans, Summative Evaluations and other documentation regarding the evaluation of beginning teachers pursuant to the NCEES will be maintained on the State maintained Home Base website. Participation in the Beginning Teacher Orientation and other professional development completed by teachers will be maintained in the Human Resource Management System HRMS and/or the certificate of completion professional development activities will be electronically maintained in the beginning teacher's file in the Human Resources Department.

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.*

Each beginning teacher is required to develop an annual PDP to be based on the North Carolina Professional Teaching Standards, and must include goals, strategies, and assessment of the beginning teacher's progress in improving professional skills. The plan shall be completed within ten days of the beginning of the school year. The plan will be maintained on the State maintained Home Base website.

The Professional Development Plan is as follows:

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Individual Growth Plan

Teachers who are rated at least "Proficient" on all the Standards on the Teacher Summary Rating Form(TSRF) shall develop a PDP designed to improve performance on specifically identified Standards and Elements.

Monitored Growth Plan

A teacher shall be placed on a Monitored Growth Plan whenever he/ she:

- A. Is rated "Developing" on one or more Standards on the TSRF; and
- B. Is not recommended for dismissal, demotion, or nonrenewal.

A Monitored Growth Plan shall identify the Standards and Elements to be improved, the goals to be accomplished and the activities the teacher should undertake to achieve Proficiency, and a timeline which allows the teacher one school year to achieve Proficiency. A Monitored Growth Plan that meets those criteria shall be deemed to satisfy the requirements of NCGS 115DC333(b).

Directed Growth Plan

A teacher shall be placed on a Directed Growth Plan whenever he/she:

- A. Is rated
 - a. "Not Demonstrated" on any Standard on the TSRF; or
 - b. "Developing" on any Standard on the TSRF for two sequential years: and
- B. Is not recommended for dismissal, demotion or nonrenewal.

The Directed Growth Plan shall identify the Standards and Elements to be improved, the goals to be accomplished, the activities the teacher shall complete to achieve Proficiency, and a timeline for achieving Proficiency within one school year.

- 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.*

New Teacher Induction (NTI): The board acts as the monitor for this program, which is provided by the EMO. The NTI program shall consist of the following:

New Teacher Induction/Orientation

The Academy will be responsible for conducting a formal orientation to take place in the summer prior to school beginning. For those newly hired individuals who were not able to attend the summer induction, a winter session will be held. This induction will include information on staff development opportunities, mentoring services, curriculum and instruction resources, testing data, and policies and procedures. In compliance with HB 1032 this induction will also include information on working with special needs students.

Orientations shall include:

- * A tour of the Academy to familiarize teachers with the facility and faculty.
- * A copy (bound or electronic version) of the Academy's faculty hand book.
- * A copy (bound or electronic version) of the Beginning Teachers' Handbook which shall include pertinent school policies and procedures, as well as CSUSA's vision and mission statement (the copy may be an electronic version).

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- * Information regarding the available services and training opportunities for beginning teachers.
- * Information about the Beginning Teacher Support Program and a detailed review of licensure procedures, requirements and information regarding the conversion process from the initial (SP I) license to the continuing (S P II) license.
- * Training on the North Carolina Teacher Evaluation Process including expectations for the required performances of beginning teachers during the three year beginning teacher program.
- * Training on the NC Standard Course of Study and the Guaranteed and Viable Curriculum.
- * Information regarding the safe and appropriate use of seclusion and restraint of students.
- * Information regarding the State's Ready Accountability Model.
- * Information regarding the State Board of Educations Mission and Goals.
- * Information regarding classroom management, lesson plan design, student accountability and the code of ethics.

Responsibilities for Beginning Teacher Support

Beginning Teacher Support, provided by the school leadership team and EMO, will deliver:

- * Orientations
- * Professional development
- * Personal and professional support, opportunities for new teachers to observe best practice in teaching and learning
- * Feedback on teachers work in light of student achievement data and school performance criteria.
- * Information on Instructional support, Professional support, Personal support, and Logistical support.

Principal Roles/Responsibilities for Beginning Teacher Support

The Principal will:

- * Convey to new teachers the Academy's philosophy of how students learn, the Academy's history, the special traditions and accomplishments, as well as the essence of the School Improvement Plan and how they will play a role in the implementation of that plan.
- * Clearly articulate to the staff that all have a responsibility for informal mentoring of new teachers.
- * Reduce as much as possible additional responsibilities of new teachers so they can focus on instruction, organization, and planning.
- * Interact with each new teacher face-to-face at least once a week the first semester.
- * Assign a mentor teacher to make sure new teachers are provided the essential information about the school and assure that all staff members make resources readily available.
- * Make sure front office staff and custodial staff explicitly offer assistance in obtaining and/or adjusting resources both at the beginning of school and throughout the year.
- * Engage staff in welcoming, supporting, and collaborating with new staff members.
- * Make sure each new teacher has a copy of the Common Core State Standards and NC Essential Standards, the Guaranteed and Viable Curriculum, and the School Improvement Plan.

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

The Academy will facilitate weekly professional development imbedded in grade-level common planning meetings, as well as, monthly professional development conducted during afternoon staff meetings. One meeting per month will be devoted to topics associated with Professional Standards.

(Sample) Beginning Teacher (BT) Professional Development Schedule

September

BT Orientation - Expectations and overview of program in addition to a licensing PD

FOCUS: Available services/training opportunities/teacher evaluations/technology/process for continuing licenses.

October

Standard 1: Leadership - BT utilizes effective communication skills to establish quality professional and confidential relationships to impart knowledge of ethical standards, instructional best practices, and leadership opportunities.

FOCUS-Trusting Relationships and Coaching/Leadership/Communication and collaboration/Best Practices/Ethical Standards/Advocacy for BT and students.

November and December

Standard 2: Establish a respectful environment for a diverse population of students -

BT will develop a strong relationship with all learners, their parents or guardians, and the community through reflective practices on issues of equity and diversity.

FOCUS-Relationships with students, families, school, and community/Honor and Respect Diversity/Classroom environment that Optimizes Learning/Re-teaching students of all learning needs.

January & February

Standard 3: Know the content they teach - BT will learn the Standard Course of Study (NCSCOS) and the 21st century goals to promote student achievement.

FOCUS- NCSCOS and 21st Century Goals/Content and curriculum

March

Standard 4: Facilitate learning for all students - BT will have an understanding and use of assessment tools to drive student achievement.

FOCUS: Instructional Practice/Professional Practice/Student Assessment

April and May

Standard 5: Reflection - BT will continually work on self-growth, not limited to observation skills to improve your effectiveness.

FOCUS: Allocation of Use of Time/ Reflective Practices/Data Collection
All participants are required to have a journal for note taking and reflection.

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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)).

Primary Target Demographics:

*Families with children ages 5 to 14 residing in Mooresville, Statesville, Troutman, Huntersville, Davidson and Cornelius.

Marketing Strategy:

Each medium will be evaluated based on its reach (how many potential targets will see or use this medium) and frequency (how often potential targets see/read/hear our message), as well as its likelihood to drive traffic.

*Television - A television campaign will be run on cable and/or broadcast television. Cable television provides a more targeted reach with a very high frequency. Broadcast provides a very large reach, but low frequency. We will consider WSOC and WBTV and Time Warner Cable network.

*Print - Back-to-school sections and age-appropriate advertising sections will be considered. Newspapers that will be considered are the Mooresville Tribune, Statesville Landmark & Record, Huntersville Herald, Lake Norman Citizen, Charlotte Observer and select parenting magazines.

*Online/Email marketing - Limited online advertising campaigns will be utilized that reach our target demographic. Targeted email blasts and campaigns that piggy-back on community Web sites/events will be utilized whenever possible. Online advertising will primarily include Facebook/Google/Ad words focused on geographic and psychographic data and targeted searches. The online ad will direct the potential parent/guardian to the school website at www.MooresvilleCharter.org.

*Social media - Paid advertising on social media outlets will be utilized to reach our demographic and geographic targets. Facebook and Twitter will be utilized.

*Community outreach and events - Community Information Sessions will be offered. We will align with community partners such as Lowes YMCA, the Mooresville, Statesville, and Lake Norman Chambers, Davidson and Mooresville Rotary Clubs and other local groups. We will work with civic/community centers, the Charles Mack Citizens Center and the local public libraries to post information and hold community outreach events. Where possible, we will contribute to community publications as well as community newsletters. Flyer distributions to local pre-schools, day care centers, businesses and churches including The Goddard School, Primrose School, Stepping Stones, Tutor Time, Chesterbrook Academy, The Learning Experience, Lowes Corporate

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Headquarters, and the Cove Church

Implementation

Sept. 2014 Jan. 2015

- * Update Web site.
- * Participate in Community Events.
- * Join community organizations.
- * Build relationships with local media.

Jan. 2015 June 2015

- * Research and tentatively secure paid advertising media.
- * Plan Community Information Sessions.

July 2015 Jan. 2016

- * Prepare all advertisements; brochures/flyers; direct mail pieces; press releases.
- * Update Web site with school information, building process photos, application process, enrollment policy, lottery process, Community Information Session dates, venues and times.
- * Community Information Sessions.
- * Distribute first of a series of direct mail pieces introducing the school.

Feb. 2016 - March 2016

- * Host Community Information Sessions.
- * Open local enrollment office distribute promotional materials.
- * Set advertising campaign to run through the end of open enrollment.
- * Distribute direct mail pieces encouraging applications one per month for three months; evaluate application generation at the end of campaign and decide whether additional mailings are necessary.
- * Evaluate results monthly to determine whether advertisements are working.

March 2016 - Aug. 2016

- * Schedule lottery
- * Continue advertising and distribute additional two direct mail pieces mailed monthly.
- * Attend events at community centers, library and YMCA.
- * Develop sponsorship opportunities

Sept. 2016 - Dec. 2016

- * Ribbon-cutting event.

Jan. 2017 - March 2017

- * Continue advertising and direct mail.
- * Parent Information Sessions.
- * School tours.

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.*

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Our plan to communicate and engage parents and community members is to invite them to parent information meetings, reach out to preschools, churches, local business and service organizations in the community that provide a forum to share our vision and mission for the charter school. A number of public information sessions will be hosted to introduce the board and its vision for the Academy, to inform them of the mission and educational focus, and to communicate the enrollment process and how parents may enroll their children. FAQs always play an important role in the engagement process and are welcome at the public information sessions. As such, parents will be able to learn more about the Academy, its educational model, and how to apply. Public information meetings will be advertised through direct mail, email, newspaper ads, and flyers. We will continue to look for community events where we can distribute marketing collateral to inform the community about the Academy and how to apply. Once parents submit an application, we are then able to continually update them via email through the student information system. The Academy's website will serve to communicate general information, to provide updates regarding the Academy's opening, to offer an enrollment tool, to provide updates on the progress of the Academy, and to provide updated FAQs. The website will also include an informational video for those who are unable to attend a parent information meeting that will cover much of the content delivered at the meetings.

We will continue to engage parents in the life of the school by following the CSUSA education model which includes a comprehensive parental involvement program and family-school-community partnership model. Parental involvement includes attending school 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 the school; volunteering in the school and community; and assuming an active decision-making role in their child's education (Maynard 1997).

The school 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. The framework of six types of involvement helps educators develop more comprehensive programs of school-family-community partnerships. Although Mooreville Charter 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 Mooreville Charter 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 CSUSA model, parents and students are given thorough explanations of the curriculum, expectations, and requirements of Mooreville Charter Academy prior to enrollment. This information is delivered through a variety of ways: open houses, published information, brochures, online applications and, website

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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 will follow 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.*

For the first year, Open Enrollment will (tentatively) begin February 17th and close on March 31st. In subsequent years, Open Enrollment will open on January 1st and close on February 28th.

The process and policies for Open Enrollment and the lottery are outlined below.

* Applications are primarily collected via the student information system (SIS). Paper applications will also be accepted and then manually entered into SIS.

* Applications submitted within Open Enrollment will be processed in the lottery, if a lottery is needed.

* At the close of Open Enrollment, the Academy will determine if a lottery is needed at any grade level. A lottery will be completed if there are more applications (received within Open Enrollment) than seats available in any grade level.

* If needed, a public lottery will be held two weeks after the Open Enrollment period ends.

* The Academy will verify preferences and number of seats available prior to the public lottery.

* The Academy will prepare lottery ID cards which will include lottery ID, applicant name, grade level and sibling indication.

* The Academy will also give enrollment preference to the applicant children of board members and full-time school employees. The number of students receiving this preference may not exceed 15% of the school's enrollment.

* After the school's first year, the Academy will extend sibling preferences to eligible applicants.

* Parents will receive lottery ID letters approximately one week prior to the public lottery.

* Parents will be able to use the issued ID to identify their child at the public lottery and/or in the posted results.

Applicants selected to receive an open seat will receive an offer. An applicant whose name is drawn after all open seats are filled will be placed on the waitlist. If a card denoting siblings is pulled, each child will be placed in the next available slot in their grade level. As seats become

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available, the Academy will offer the open seat to the next child on the waitlist. The Academy will exhaust the waitlist prior to moving to the list of applicants who applied after the close of Open Enrollment. Applications received after the close of Open Enrollment are ordered on the waitlist according to the date/time received.

If a family wishes to withdraw from the Academy, they will need to complete a withdrawal form at the school. Once the Academy receives a records request from the child's new school, the Academy will send the records as requested. Upon withdrawal, the Academy will then offer the open seat to the next child on the waitlist.

Parents may withdraw or transfer students at any time and records will be forwarded.

If a family leaves the Academy and then wishes to re-enroll, the family must submit a new application, be placed on the waiting list, and then wait until a seat becomes available for their child. A student who was enrolled in the Academy within the two previous school years but left (i) to participate in an academic study abroad program or a competitive admission residential program, or (ii) because of the vocational opportunities of the student's parent, may re-enroll without submitting a new application or being placed on the waitlist.

There are no mandatory pre-admission activities. The following events are optional:

- o Open House - allows parents and their children to become acquainted with their child's classroom and teacher(s).
- o Orientation - provided prior to the start of the school year, it is primarily a medium through which the Academy will communicate operational practices and procedures to families.
- o Family Information Session - this event is for interested families who want to learn more about the Academy.
- o School Tour - the purpose of this event is to show the school building to families, and field any questions families may have.

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PROJECTED ENROLLMENT

2016-17 through 2020-2021

IDENTIFY LEA FROM WHICH STUDENTS WILL PROBABLY COME

LEA #1 Iredell-Statesville Schools
 LEA #2 Charlotte-Mecklenburg Schools
 LEA #3 Mooresville Graded School District

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.

	2016-2017			2017-2018			2018-2019			2019-2020			2020-2021		
	LEA 490	LEA 600	LEA 491	LEA 490	LEA 600	LEA 491	LEA 490	LEA 600	LEA 491	LEA 490	LEA 600	LEA 491	LEA 490	LEA 600	LEA 491
Kindergarten	54	48	18	54	48	18	54	48	18	54	48	18	54	48	18
Grade 01	41	37	14	52	46	17	52	46	17	52	46	17	52	46	17
Grade 02	41	37	14	41	37	14	52	46	17	52	46	17	52	46	17
Grade 03	31	28	10	41	37	14	41	37	14	52	46	17	52	46	17
Grade 04	31	28	10	41	37	14	41	37	14	41	37	14	52	46	17
Grade 05	31	27	10	41	37	14	41	37	14	41	37	14	52	46	17
Grade 06	68	60	23	68	60	22	67	60	23	67	60	23	67	60	23
Grade 07	0	0	0	68	60	22	68	60	22	68	60	22	67	60	23
Grade 08	0	0	0	0	0	0	68	60	22	67	60	23	67	60	23
	297	265	99	406	362	135	484	431	161	494	440	165	515	458	172
	661			903			1076			1099			1145		

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Section IV: Governance and Capacity	Reviewer	Page
<u>Concerns and Additional Questions</u>		Reference

Reviewer	Score
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V. OPERATIONS

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 transportation cannot be a barrier to any child attending Mooreville Charter Academy. Therefore, school 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. If car pool options are exhausted, school administration will meet with the parent and make every effort to assist them in locating a means of transportation whether it is via bus, taxi or private transportation service.

The Academy, along with CSUSA, shall disseminate a transportation plan prior to the lottery process through publicized information sessions, during open houses, and through the main school office. All parents will be provided with a link to an electronic survey through which they are able to express their interest in ride sharing and gain access to a pool of parents residing within the same region.

Car pool and drop-off/pick-up procedures will be in place to ensure that all children can get to and from school. A parent orientation session will be held prior to the beginning of the school year whereupon the administration communicates the procedures outlined for drop-off/pick-up procedures and additional processes to connect across the school community for ride sharing.

All transportation related information will be provided to parents via SIS communication, as well as in the Live Binder of Frequently Asked Questions, which will be published online for all applicants and enrollees

Our budget includes annual funding (see below) to support possible transportation needs where ridesharing may not be achievable. These funds also will support the cost of transportation 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: \$54,000
Year 2: \$55,080
Year 3: \$56,182
Year 4: \$57,305
Year 5: \$58,451

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.

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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. The "component meal system" should consist of: individually packaged entrees; side dishes; fresh fruits; vegetables; fresh bread; milk; condiments; plastic wear; trays and liners. Prior to the beginning of the school year, the selected food vendor and board 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 preparation, 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 Academy 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 and online. Regardless of account balance, no child is ever denied a meal. In addition, the board should be eligible to participate in the NSLP . The board will complete all necessary applications in advance of the school year. If, for any reason, the Academy's application for participation in this program is not accepted, the Academy 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		\$3,000.00
Officers and Directors/Errors and Omissions	\$1,000,000		\$1,120.00
Property Insurance	\$11,440,108		\$30,600.00
Motor Vehicle Liability	\$1,000,000		\$200.00
Bonding Minimum/Maximum Amount	\$250,000	\$250,000	\$300.00
Other	\$2,118,162		\$24,000.00
Total Cost			\$59,220.00

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will also include appropriate outdoor recreational areas, designated pick-up and drop-off zones, and parking for staff and guests.

CSUSA has assisted boards with opening charter schools ranging in size from +/-45,000 to 155,000 square feet. CSUSA will work with us to design a superior learning environment to achieve thematic and specialty programs inclusive of school technology, academic communities, and arts and sciences. A third party developer will build and deliver a facility that reflects our plans and design. CSUSA works with and has access to a variety of architectural firms experienced in building schools that provide a safe learning environment and operate efficiently and effectively. The process is accomplished by a team of experts, whose disciplines include: education, licensed general contracting, and project management.

Refer to Appendix U, Action Plan, for a schedule of the key milestones for the development of the school. Detailed project plans will be implemented for each phase of the project. All construction and renovation projects undertaken prior to the opening of the school or during the term of the charter will be carried out by experienced and appropriately licensed and insured construction professionals who will perform all work in accordance with the construction specifications, drawings and other documents, as directed by the design professional.

What is the breakdown of cost per square foot for the proposed facility? Outline how this cost is comparable to the commercial and educational spaces for the proposed school location.

Lease rates are derived in consideration of facility size, acreage, location, design elements and technology. The board will review all options and approve a package that is competitive, encompasses needs of the school, and affordable.

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 students and staff.

Section V: Operations Concerns and Additional Questions	Reviewer	Page Reference
Application does not provide a description of the decision making process it will used to determine if transportation needs.	Tracy Kelley	Transportati
Outside of carpooling, more detailed should be provided for the transportation plan. Specifically, with 600+ students in it's opening year, bus companies should be contacted and a related budget should be developed. \$54,000 for transportation seems minimal.	Greg Schermbeck	Transportati
What is the contingency plan to ensure students who would normally qualify for free and reduced lunch receive a full meal daily if the school's application for participation in the NSLP is not accepted?	Kebbler Williams	School Lunch
The total cost of insurance is \$59,220, which is less than the budget line item (\$74,660)	Kebbler Williams	Civil Liabil

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for the first year). Why is there a discrepancy?		
weak contingency plan nothing identified for facilities- costs? location? partners?	Amy Ruck Kagan	Facility and
Facility plan appears realistic given the track record of CUSA however more information should be gathered. If the building is projected to be constructed or include a large amount of upgrades, detailed plans should follow. Contingency plan is provided but not detailed.	Greg Schermbeck	Facility and
(1) The breakdown of cost per square foot for the proposed facility is not included. (2) The contingency plan does not include enough detail about the method of finding an alternative temporary location.	Kebbler Williams	Facility and

Reviewer	Score
Cheryl Turner	
Joe Maimone	
Amy Ruck Kagan	Pass
Leigh MObley	
Becky Taylor	
Eric Sanchez	
Kebbler Williams	Fail
Helen Nance	
Mike McLaughlin	
Alex Quigley	
Sherry Reeves	
Tammi Sutton	
Greg Schermbeck	Pass
Tracy Kelley	Pass
Alan Hawkes	
Steven Walker	
Phyllis Gibbs	

VI. 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 2016-17

<p>SHOW CALCULATIONS FOR FIGURING STATE AND LOCAL DOLLARS FOR THE PROPOSED CHARTER SCHOOL</p> <p><i>Refer to the <u>Resource Manual Finance Section</u> for guidance on estimated funding amounts</i></p>	<p>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.</p> <ul style="list-style-type: none"> In year 1 – Base state allotments are determined by the LEA in which <u>the student</u> resides In year 2 and beyond- Base State allotments are determined by the LEA in which <u>the school</u> is located. <p>Local Funds: Charter schools receive a per pupil share of the local current expense of the LEA in which the student resides.</p> <p>Federal Funds: Charter schools must qualify and apply for the individual federal grants based on their population of students.</p> <p>REFER TO RESOURCE GUIDE FOR ADDITIONAL INFORMATION AND SOURCE DOCUMENTS</p>			
	LEA #1 490 - Iredell-Statesville Schools			
	Revenue	2014-2015 Per Pupil Funding	Projected LEA ADM	Approximate funding for 2016-2017
	State Funds	\$4,481.68	297	\$1,331,058.96
	Local Funds	\$1,378.00	297	\$409,266.00
	Federal EC Funds	\$3,768.11	31	\$116,811.41
	Totals			\$1,857,136.37
	LEA #2 600 - Charlotte-Mecklenburg Schools			
	Revenue	2014-2015 Per Pupil Funding	Projected LEA ADM	Approximate funding for 2016-2017
	State Funds	\$4,505.20	265	\$1,193,878.00
Local Funds	\$2,318.40	265	\$614,376.00	
Federal EC Funds	\$3,768.11	28	\$105,507.08	
Totals			\$1,913,761.08	
LEA #3 491 - Mooresville Graded School District				
Revenue	2014-2015 Per Pupil Funding	Projected LEA ADM	Approximate funding for 2016-2017	
State Funds	\$4,396.44	99	\$435,247.56	
Local Funds	\$1,377.96	99	\$136,418.04	
Federal EC Funds	\$3,768.11	10	\$37,681.10	
Totals			\$609,346.70	

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Total Budget: Revenue Projections 2016-17 through 2020-2021

INCOME: REVENUE PROJECTIONS	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
-State ADM Funds	\$2,960,185	\$4,124,843	\$5,011,449	\$5,216,949	\$5,537,845
-Local Per Pupil Funds	\$1,160,060	\$1,616,448	\$1,963,555	\$2,043,883	\$2,169,187
-Exceptional Children & Federal Funds	\$260,000	\$265,200	\$270,400	\$275,600	\$280,800
-Other Funds*	\$1,126,303	\$247,660	\$301,009	\$313,592	\$333,252
-Working Capital*	\$0	\$0	\$0	\$0	\$0
Z - TOTAL REVENUE	\$5,506,547	\$6,254,151	\$7,546,413	\$7,850,024	\$8,321,084

***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 S.

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Personnel Budget: Expenditure Projections 2016-17 through 2010-2021

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.

BUDGET EXPENDITURE PROJECTIONS Personnel	2016-2017			2017-2018			2018-2019			2019-2020			2020-2021		
	Num Staff	Avg Salary	Total salary	FTE	Avg Salary	Total salary									
Administrative & Support Personnel:															
Lead Administrator	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
Assistant Administrator	1	\$65,000	\$65,000	1	\$66,300	\$66,300	2	\$62,424	\$124,848	2	\$63,672	\$127,344	2	\$64,946	\$129,892
Finance Officer	1	\$40,000	\$40,000	1	\$40,800	\$40,800	2	\$41,616	\$83,232	2	\$42,448	\$84,896	2	\$43,297	\$86,594
Clerical	5	\$24,752	\$123,760	6	\$23,841	\$143,046	7	\$26,789	\$187,523	7	\$27,325	\$191,275	7	\$27,871	\$195,097
Food Service Staff	3	\$10,880	\$32,640	3	\$11,098	\$33,294	4	\$10,362	\$41,448	4	\$10,570	\$42,280	4	\$10,781	\$43,124
A - Total Admin and Support:	11		\$351,400	12		\$375,240	16		\$530,687	16		\$541,304	16		\$552,126
Instructional Personnel:															
Core Content Teacher(s)	29	\$39,000	\$1,131,000	40	\$39,780	\$1,591,200	47	\$40,576	\$1,907,072	48	\$41,387	\$1,986,576	50	\$42,215	\$2,110,750
Electives/Specialty Teacher(s)	9	\$39,000	\$351,000	14	\$39,780	\$556,920	15	\$40,576	\$608,640	15	\$41,387	\$620,805	15	\$42,215	\$633,225
Exceptional Children Teacher(s)	3	\$39,000	\$117,000	4	\$39,780	\$159,120	5	\$40,576	\$202,880	5	\$41,387	\$206,935	5	\$42,215	\$211,075
Instructional Support	45	\$3,102	\$139,590	63	\$4,266	\$268,758	72	\$4,322	\$311,184	73	\$4,371	\$319,083	75	\$4,411	\$330,825
Teacher Assistants	2	\$19,000	\$38,000	2	\$19,380	\$38,760	2	\$19,768	\$39,536	2	\$20,163	\$40,326	2	\$20,566	\$41,132
B - Total Instructional Personnel:	88		\$1,776,590	123		\$2,614,758	141		\$3,069,312	143		\$3,173,725	147		\$3,327,007
A+B = C - Total Admin, Support and Instructional	99		\$2,127,990	135		\$2,989,998	157		\$3,599,999	159		\$3,715,029	163		\$3,879,133

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Personnel:															
Administrative & Support Benefits															
Health Insurance	15	\$1,733	\$25,995	17	\$1,716	\$29,172	21	\$1,803	\$37,863	21	\$1,839	\$38,619	21	\$1,876	\$39,396
Taxes & Workers Compensation	15	\$2,419	\$36,285	17	\$2,307	\$39,219	21	\$2,560	\$53,760	21	\$2,611	\$54,831	21	\$2,664	\$55,944
D - Total Admin and Support Benefits:	30		\$62,280	34		\$68,391	42		\$91,623	42		\$93,450	42		\$95,340
Instructional Personnel Benefits:															
Health Insurance	43	\$2,600	\$111,800	60	\$2,652	\$159,120	69	\$2,705	\$186,645	70	\$2,759	\$193,130	72	\$2,814	\$202,608
Taxes & Workers Compensation	43	\$3,759	\$161,637	60	\$3,981	\$238,860	69	\$4,073	\$281,037	70	\$4,152	\$290,640	72	\$4,234	\$304,848
E - Total Instructional Personnel Benefits:	86		\$273,437	120		\$397,980	138		\$467,682	140		\$483,770	144		\$507,456
D+E = F - Total Personnel Benefits	116		\$335,717	154		\$466,371	180		\$559,305	182		\$577,220	186		\$602,796
A+D = G - Total Admin and Support Personnel (Salary & Benefits)	41		\$413,680	46		\$443,631	58		\$622,310	58		\$634,754	58		\$647,466
B+E = H - Total Instructional Personnel (Salary & Benefits)	174		\$2,050,027	243		\$3,012,738	279		\$3,536,994	283		\$3,657,495	291		\$3,834,463
G+H = J - TOTAL PERSONNEL	215		\$2,463,707	289		\$3,456,369	337		\$4,159,304	341		\$4,292,249	349		\$4,481,929

Operations Budget: Expenditure Projections
2016-17 through 2020-2021

BUDGET OPERATIONS EXPENDITURE PROJECTIONS		2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
	Administrative & Support:					
Office:	Office Supplies	\$22,993	\$23,749	\$24,440	\$24,958	\$25,517
	Paper	\$5,000	\$5,100	\$5,202	\$5,306	\$5,412
	Computers & Software	\$57,676	\$8,500	\$18,275	\$13,175	\$18,275
	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	\$0	\$62,542	\$226,392	\$314,001	\$416,054
Professional Contract	Legal Counsel	\$25,000	\$5,000	\$5,100	\$5,202	\$5,306
	Student Accounting	\$0	\$0	\$0	\$0	\$0
	Financial	\$8,500	\$23,670	\$24,143	\$24,626	\$25,119
	Other Professional	\$6,000	\$6,120	\$6,242	\$6,367	\$6,495
Facilities	Facility Lease/Mortgage	\$749,330	\$1,206,825	\$1,400,664	\$1,446,206	\$1,516,865
	Maintenance	\$75,957	\$97,731	\$118,540	\$123,380	\$130,925
	Custodial Supplies	\$25,610	\$26,122	\$26,645	\$27,178	\$27,721
	Custodial Contract	\$88,838	\$123,790	\$150,399	\$156,568	\$166,199
	Insurance (pg19)	\$74,660	\$84,793	\$92,788	\$95,498	\$99,151
	Other	\$348,100	\$144,624	\$80,748	\$30,773	\$30,299
Utilities	Electric	\$116,790	\$119,126	\$121,508	\$123,938	\$126,417
	Water/Sewer	\$13,740	\$14,015	\$14,298	\$14,581	\$14,873
	Trash	\$37,785	\$38,541	\$39,312	\$40,098	\$40,900
Transportation	Buses	\$54,000	\$55,080	\$56,182	\$57,305	\$58,451
Other	Marketing	\$82,625	\$30,855	\$22,058	\$2,933	\$5,865
	Child nutrition	\$69,277	\$95,636	\$115,759	\$120,544	\$127,993
	Travel	\$12,000	\$12,240	\$12,485	\$12,734	\$12,989
	Other	\$0	\$0	\$0	\$0	\$0
	K - TOTAL Administrative & Support Operations	\$1,933,881	\$2,245,259	\$2,623,604	\$2,709,043	\$2,925,772
	Instructional:					
Classroom Technology	Instructional Technology	\$597,334	\$179,660	\$294,308	\$211,544	\$271,678
	Computers	\$0	\$0	\$0	\$0	\$0
	Software	\$0	\$0	\$0	\$0	\$0
	Instructional Technology	\$0	\$0	\$0	\$0	\$0
	Other	\$0	\$0	\$0	\$0	\$0

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Instructional Contract	Contracted Special Education	\$49,700	\$69,258	\$83,752	\$87,656	\$93,197
	Instructional Support	\$0	\$0	\$0	\$0	\$0
	Staff Development	\$15,000	\$15,300	\$15,606	\$15,918	\$16,236
Books and Supplies	Instructional Materials	\$268,625	\$180,287	\$184,391	\$243,127	\$250,672
	Curriculum/Texts	\$2,000	\$2,040	\$2,081	\$2,122	\$2,165
	Copy Paper	\$0	\$0	\$0	\$0	\$0
	Testing Supplies	\$9,915	\$13,816	\$16,792	\$17,494	\$18,591
	Other	\$8,000	\$8,160	\$8,323	\$8,490	\$8,659
	L - TOTAL Instructional Operations	\$950,574	\$468,521	\$605,253	\$586,351	\$661,198
	K+L = M - TOTAL OPERATIONS	\$2,884,455	\$2,713,780	\$3,228,857	\$3,295,394	\$3,586,970

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Overall Budget:

BUDGET OPERATIONS EXPENDITURE PROJECTIONS	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
J - TOTAL PERSONNEL	\$2,463,707	\$3,456,369	\$4,159,304	\$4,292,249	\$4,481,929
M - TOTAL OPERATIONS	\$2,884,455	\$2,713,780	\$3,228,857	\$3,295,394	\$3,586,970
J+ M =N TOTAL EXPENDITURES	\$5,348,162	\$6,170,149	\$7,388,161	\$7,587,643	\$8,068,899
Z - TOTAL REVENUE	\$5,506,547	\$6,254,151	\$7,546,413	\$7,850,024	\$8,321,084
Z - N = SURPLUS / (DEFICIT)	\$158,385	\$84,002	\$158,252	\$262,381	\$252,185

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.

We determined our school's total enrollment after considering various school models developed by our EMO, CSUSA. CSUSA's 17 years of management experience have allowed it to create specific school sizes for each model, which have been developed to ensure that each grade level has a consistent size to allow students to matriculate over time, and that there are an appropriate number of classes per grade level to allow optimal staffing of teachers, particularly in elective courses (music, art, PE, etc.) and middle school. The school model/size that we chose for Mooreville Charter Academy was determined after a thorough population analysis showed adequate demand in our area.

The results of that analysis drove our decision on the school model. We found that in order to fully enroll the school, a facility of 1,145 students would only have to draw 12.5% of the children aged 5-14 (i.e. ages in grades K-8) within a 15-minute drive time of the target area on the west side of Mooreville. This ratio (although somewhat high) is still within the historical averages of schools operated by CSUSA in the area, and this exact school model continues to meet its enrollment goals in our current charter school right here in Iredell County. In fact, enrollments of this size are not uncommon among charter schools in North Carolina, as no less than 11 charter schools across the state already had enrollments exceeding 1,100 students in 2013-14. Moreover, as we stated in Section II, we will see more demand than the base population analysis suggests due to the absorption of our waitlist at Langtree Charter Academy. We will see additional demand from parents seeking an alternative to overcrowded schools in the districts of Iredell-Statesville and Mooreville. All of this points to our ability to meet all stated enrollment goals.

Assuming school capacity of 1145, a footprint of approximately 68,700 square feet and maintaining student teacher ratios of 18:1, our breakeven approximates 450 students

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

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In the event that the anticipated revenues are lower than expected, a budget realignment of expenditures to revised revenue stream would be in order. Additionally, other previously non-contemplated sources of revenue, such as grants and contributions would be exercised. In addition, the EMO will stand behind the Academy and carry its operating costs without assigning future liability to the Academy or the board, in the event this is necessary to achieve a balanced budget.

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 primarily based on the projected state, county, and federal funds and does not rely on other sources of funds to operate the school. However, the budget does include revenues and expenditures from both before and after care and food service, but 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. In addition, the budget does assume the school will obtain short-term financing to cover the year 1 initial purchases of capital equipment (technology and furniture) to outfit the school of (\$948,570). 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 S 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.

The budget is based upon an average ratio of 18:1

- 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.*

Yes. General provisions for purchasing requisitions depend upon the magnitude of the purchase. For purchases between \$1,000 to \$4,999, two written quotes are to be obtained and submitted along with purchase requisition. For purchases over \$5,000, three written quotes are to be submitted.

Financial audits are conducted annually by an independent certified public accountant. The Governing Board determines the auditing firm. The Governing Board may also select an audit committee to oversee the audit.

Budget also contemplates ongoing contracted special education services such

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as speech therapy and psychotherapeutic services. These contracts depend upon the needs of the specific school.

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

The budget reflects a financial commitment to ensuring that students receive a high-quality education that advances their academic and social development. In year 1, the budget assumes \$950,574 for Instructional Operations. Thereafter, the budget assumes an average annual expenditure of nearly \$600,000 per year for Instructional Operations. Instructional technology, specifically, represents 63% of the year 1 instructional budget. Integration of technology will allow 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 students' learning environment to increase academic achievement for each student.

Regarding transportation, we recognize that transportation can inhibit the schools enrollment objectives. Therefore, the budget does contain an average of \$54,000 per year to accommodate potential transportation needs.

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.*

Our operational goal is to achieve a minimum cumulative fund balance of 17% of operating expenses by year of stabilized enrollment. This will be achieved by developing and administering a comprehensive and balanced budget on an annual basis. Budget shall include all forms of revenue and all expenditures, including (i) Total Revenues; (ii) Operating Expenses; (iii) Reserve Expenses, (iv) Audit Expenses and (v) Fund Balance. Amendments to the budget will require the approval of the Governing Board. The budget will be prepared conservatively and with viability and sustainability of the School in mind. Maintaining alignment of all of these budgetary components is how the fund balance will be developed in accordance with school objectives.

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

The board will not finance the construction or purchase of the facility. The board will lease the facility and will not own the facility. Rent is projected to be 15% of revenue. The only debt financing in the proposed budget is for the purchase of school technology infrastructure, hardware, software, furniture and equipment. The proposed budget includes a five year conventional loan for \$948,570.00 at a projected interest rate of 7.5%. This loan is assumed to be commercial bank financing and, in some cases, may be backed by a guarantee from either CSUSA or a third party developer. If necessary, the board will request CSUSA's assistance in locating a third party developer, as CSUSA has worked with many.

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*

Other than the sources identified herein, the school does not anticipate

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obtaining assets from any other sources.

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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?

We will contract with CSUSA to provide financial management services. CSUSA has well-established processes and procedures to ensure fiscal responsibility and sound internal controls. We will approve a financial policy manual, which will include, at a minimum: establishment of a modified accrual accounting system, a chart of accounts that aligns with NC DPI's system, internal controls that establish segregation of duties and authorization and processing of disbursements, establishment of a payroll system, and process for meeting the NC DPI data reporting requirements.

To ensure proper internal controls, policies will be adopted which include General Governmental Accounting Policies, Financial Reporting, Budgeting, Cash Receipts and Deposits, Purchasing and Cash Disbursements, Capital Assets and Payroll.

Adherence to the budget will be enforced and monitored monthly via review protocols. CSUSA will provide financial statements to school leadership and the board on a monthly basis which will allow readers to review budget vs. actual results. Review meetings will also be held between the EMO and school leadership on a consistent basis to discuss any budget variances.

The Cash Receipts/Deposits and Purchasing/Cash Disbursements policies both address segregation of duties. Some examples of controls in these areas are ensuring that staff handling deposits or disbursements are also not entering journal entries or preparing financial statements; staff setting up new vendors are not permitted to process disbursements; and purchase orders are required for any purchases over \$300 and must be approved by the EMO and school. At the school administration level, cash receipt deposits will be made when the total of funds to be deposited reaches \$500. Deposits are to be made at least twice weekly, even if the total of funds to deposit has not reached \$500.

To further ensure safeguarding of cash, the Academy will have Positive Pay on all bank accounts. This fraud deterrent matches the checks the school administration issues with what was presented for payment.

As asset purchases are completed, detail lists are maintained by the EMOs Operations team and Finance Department for adherence with the Capital Assets policy.

Payroll and Human Resources internal controls procedures include hiring and advancing personnel, recording and maintaining accurate records, preparing payroll, paying employees and payroll taxes to taxing authorities, as well as payments to other parties for benefits. To ensure proper control and reduce the risk of fraud, these duties are segregated among the following departments: human resources, payroll, treasury, and accounting. Payroll Department-finalizes the amounts to be paid to employees based on information provided by timekeeping software. Treasury Department-reviews and approves amounts to be funded from the operating bank account to the payroll bank account. Accounting Department-confirms that all payroll

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transactions are properly recorded and reported on financial statements. The maintenance of a separate bank account for payroll further reduces the amount of company assets at risk.

Financial records are maintained at the Academy and CSUSA. All transactions will be recorded in ISIS. Internal controls are also maintained through standardized reporting formats, password and processing controls and other application controls that are included in the accounting software.

Financial reports will be audited on an annual basis by an independent auditing firm selected by us and approved by Local Government Commission. We will provide the information of the auditor as required by the NC DPI. The annual audit will be completed and filed with the GCC and NC DPI by October 31 following the completed fiscal year ending June of the same year.

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

There are no 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.

Keefe McCullough & Co., LLP, CPAs
6550 North Federal Highway
4th Floor
Ft. Lauderdale, FL 33308
Main Number 954-771-0896
Fax 954-938-9353

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Section VI: Financial Plan Concerns and Additional Questions	Reviewer	Page Reference
I remain concerned about the number of students the school is expecting from the Charlotte-Mecklenburg Schools.	Kebbler Williams	Budget Reven
loan and repayment of other funds from CSUSA?	Amy Ruck Kagan	Total Budget
only 3 EC teachers in first year? 5 for over 1000 kids?	Amy Ruck Kagan	Personnel Bu
(1) What are the 45 instructional support positions (that increase to 63, 72, 73, and 75 in subsequent years)? (2) If the school administrators and other such staff are sole employees of the EMO, why are their salaries a part of the personnel budget for the school, rather than part of the EMO's budget?	Kebbler Williams	Personnel Bu
high number for office communications and telephone? why the decrease in legal fees? what goes into financial fees? other professional? how did they arrive at facility costs and maintenance costs? high custodial supplies? major decrease in marketing scouts? what is child nutrition costs? describe range in IT costs and no computers? very low staff development range in instructional material costs	Amy Ruck Kagan	Operations B
Concerned with the given Facilities budget given a location has been determined. More information should be gathered regarding how proposed charter school arrived at these numbers. Also believe more information should be provided regarding the \$54,000 for transportation. \$597K for instructional technology is high. Information should be gathered regarding how these funds will be used to justify such a high cost.	Greg Schermbeck	Operations B
why the 50% decrease in surplus in year 2?	Amy Ruck Kagan	Total Expend
There is a large decline in the surplus for the second year. More information should be provided.	Greg Schermbeck	Total Expend
for contingency- what expenditures would be realigned?	Amy Ruck Kagan	Budget Narra

Reviewer	Score
Mike McLaughlin	
Cheryl Turner	
Helen Nance	
Alex Quigley	
Kebbler Williams	Pass
Alan Hawkes	
Sherry Reeves	
Amy Ruck Kagan	Pass
Tracy Kelley	Pass
Leigh MObley	
Steven Walker	
Greg Schermbeck	Pass
Becky Taylor	
Joe Maimone	
Tammi Sutton	
Eric Sanchez	
Phyllis Gibbs	

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VII AGREEMENT PAGE

Application Fee:

Pursuant to § 115C-238.29B(e) the charter school applicant must submit a \$1000 application fee to the Office of Charter Schools. The applicant must submit their application fee by the September 26, 2014 5:00 pm EST deadline. Payments will be accepted in the form of a check or credit card. The Credit card Form is found on the Office of Charter Schools website. Cash is not accepted.

**Application Note: The applicant must mail the check or credit card form along with a letter indicating the name of the proposed charter school, contact information, and the enclosed payment amount to be received before or on the due date of September 26, 2014 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).

bbryan65

Date: 09/26/2014

Applicant Signature:

The foregoing application is submitted on behalf of Mooresville 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: bbryan65

Board Position: Barbra Bryan

Signature: _____

Date: 09/26/2014

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

Notary Public Official Seal

My commission expires: _____, 20____.

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OVERALL ASSESSMENT

Would you, as an external evaluator, recommend an interview for this application? Remember that an external evaluator has no authority to bind the Advisory Board to a particular recommendation. This rubric, and the following recommendation, is simply a starting point for subcommittee and Advisory Board deliberations regarding which applicants to invite back for an interview.

<u>Total External Evaluator Votes</u>	
No	Yes
0	11 AH, JM, PG, HN, SR, AQ, ES, TS, BT, CT, SW

Would you, as a subcommittee, recommend an interview for this application? Remember that a subcommittee is not a quorum of the whole Advisory Board and has no authority to bind the Advisory Board to a particular recommendation. This rubric, and the following recommendation, is simply a starting point for Advisory Board deliberations regarding which applicants to invite back for an interview.

<u>Total Subcommittee Votes</u>	
No	Yes
4	0

Would you, as an Advisory Board, recommend this nonprofit group to the SBE to start the Planning year? The State Board of Education gives the final approval to start the Planning Year.

<u>CSAB Votes</u>	
No	Yes
1 HN	9 AQ,ES, AH, SW, SR, CT, JM, PG,BT

Summary comments are to be provided in the appropriate section detailing the findings and/or concerns of the Public Charter School Advisory Council subcommittee.

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Initial Screening	
Mission, Purposes, and Goals	- kwilliams75
Education Plan	- kwilliams75
Governance and Capacity	- kwilliams75
Operations	- kwilliams75
Financial Plan	- kwilliams75
OVERALL	- dtsmith840 - kwilliams75 - kwilliams75

External Evaluator	
Mission, Purposes, and Goals	<p><u>Mission Statement</u> The mission statement is exactly the same as the mission statement for applicant, Kannapolis Charter Academy, however Mooresville Charter Academy is replicated after a different CSUSA school. Is it appropriate for 2 different schools to have the exact same mission statement? - kwilliams75</p> <p><u>Mission Statement</u> More information should be gathered regarding the details of a personalized learning plan. - gscherbeck</p> <p><u>Educational Need and Targeted Student Population</u> With 24 charter schools already in Mecklenburg County, I am concerned that the applicant group is projecting so many students from Mecklenburg County. Out of the 8 new Mecklenburg charter schools that opened in 2014, only two of them reached their projected enrollment in the first month of the school year. The closest the others got was 79.5% of the projected. The lowest in the group only achieved 26.9% of its projected enrollment. - kwilliams75</p> <p><u>Educational Need and Targeted Student Population</u> Educational need is well noted and documented.</p> <p>A description of the targeted population is stated however the main rationale for opening the school is to ease overcrowding. There is no mention of this population of students needing access to a quality education. There is also no mention of academic data and how the proposed charter will drastically improve scores. - gscherbeck</p> <p><u>Educational Need and Targeted Student Population</u> Applicant identifies Cambridge International Program but does not provide details regarding how the program will be integrated or what the program offers students. - kellelytracy</p>

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	<p><u>Purposes of Proposed Charter School</u> Professional development opportunities are clear. However, more information should be gathered regarding on-going development and how one-time trips (QUEST) will be leveraged throughout that the duration of the school year.</p> <p>There are a number of learning opportunities for students however additional information should be gathered regarding why these opportunities were chosen and the goal of each. The opportunities should align with gaps in the student population that is being served. - gschermbek</p> <p><u>Purposes of Proposed Charter School</u> Wondering if extended day tutoring and clubs are fee-based? - kelleystacy</p> <p><u>Purposes of Proposed Charter School</u> pd beyond Charter Schools USA? - aruckkagan</p> <p><u>Goals for the Proposed Charter School</u> The academic goals meet the evaluation criteria, but there are no goals included for the proposed school's operations, finances, or governance. How often, who, and when will the information be communicated to the governing board and other stakeholders? - kwilliams75</p> <p><u>Goals for the Proposed Charter School</u> Proficiency, growth and state accountability measures are clearly stated and outlined.</p> <p>There is a clear process regarding the governing board is stated and goals are aligned. - gschermbek</p> <p><u>Goals for the Proposed Charter School</u> Applicant does not specify how often, who, and when the information will be communicated to the Board. The applicant does not provide a clear articulation of the schools educational SMART goals - kelleystacy</p> <p><u>Goals for the Proposed Charter School</u> financial, operational and governance goals needed - aruckkagan</p>
<p>Education Plan</p>	<p><u>Instructional Program</u> Detailed information related to instructional methods was not included. - kwilliams75</p> <p><u>Instructional Program</u> Applicant does not provide a description of the overall instructional program that includes major instructional strategies, nor does the applicant link the instructional program to the specific needs of this targeted student population. Applicant does not provide sufficient details as to who and how personalized learning plans will be monitored and revised based on student need and progress; nor does it provide a description of how Instructional focus Plans will be created, monitored, or revised. How will blended learning be integrated into a PBL framework and what role will Cambridge play in the overall instructional framework. There does not seem to be a cohesion between the "major features of the model" and the assessment strategies outlined. There is no description of how instruction will be differentiated to meet the needs of all learners or how interventions will be structured to meet the needs of struggling Tier I students. The applicant does not demonstrate a true understanding of the anticipated needs of proposed incoming students, as the model is not tailored to the targeted population. There is very little research</p>

	<p>presented to support the proposed instructional practices that were listed/presented and no context for what they will meet the needs of these students. and why. - kelleystacy</p> <p><u>Instructional Program</u> what is happening in the classroom? what does instruction look like? no evidence provided - aruckkagan</p> <p><u>Curriculum and Instructional Design</u> Clear instructional strategies are provided that align with the proposed curriculum model.</p> <p>A sample scope and sequence is provided however it lacks great detail. Rather than including a list of topics, clear timetables and related assessment for units and all objectives should be included. It is impossible to understand mastery with given information.</p> <p>The sample calendar is a list of dates, not a full calendar. Additional detail should be provided regarding the entire year and the breakdown of each month. - gscherbeck</p> <p><u>Curriculum and Instructional Design</u> Fourth quarter ends on May 29th, but the last day of school for students is June 11th following a May 31 - June 11 testing window. What will be done during this time besides testing? Is May 31 - June 11 part of the 185 instructional days? - kwilliams75</p> <p><u>Curriculum and Instructional Design</u> wondering if GVC is used at other community schools i.e Kannapolis, Langtree? Applicant does not describe the primary instructional strategies teachers will be expected to use i.e. direct whole group instruction, guided practice, small group/pair learning; or independent practice or some combination thereof. Its not clear how teachers will use the IFP with GVC while collaborating and differentiating and implementing individualized learning plans. Its a Hodge-podge of desperate components thrown together with sufficient intentionality. Overall, evidence that the chosen curriculum (GVC or cambridge) is aligned with CCSS is insufficient. The description of the curriculum, and instructional design does not provide sufficient detail regarding alignment, objective, content, and skills for all grades the school will serve. Applicant should provide additional details about its core belief about education and pedagogy, including an articulation of how students across grade levels will make connections to prior knowledge; engage with content through a variety of instructional strategies that accommodate their learning needs (auditory, visual etc); how student will participate in tiered activities based on academic readiness; how students will activate HOTS allowing students to examine analyze, interpret information, form predictions, reflect on their own approach, how students will inquire, explore or problem solve together in small groups; and how students will apply new conceptual knowledge and generate questions related to the goals of the lesson etc. - kelleystacy</p> <p><u>Curriculum and Instructional Design</u> how will differentiation be delivered? progression of instructional approaches through grade levels - aruckkagan</p> <p><u>Special Programs and "At-Risk" Students</u> (1) The discussion of ELL students mentions an extended school year. This is the first time this is mentioned in the application. What does ESY consist of for ELL students? (2) What will the school do if the ELL student needs more intensive services than the</p>
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	<p>mainstream/inclusion model provides? - kwilliams75</p> <p><u>Special Programs and "At-Risk" Students</u> Clear systems and plans are in place to ensure all students are given the opportunity to learn. - gscherbeck</p> <p><u>Special Programs and "At-Risk" Students</u> Applicant does not describe an effective system for communication among staff (SST, Data Team, grade level teams, ILT) and other stakeholders (interventionist staff) to ensure coordination of services and ensure that the flexible tiers of research-interventions allows students to move along a continuum of services and change placements according to identified progress or needs. A sample student schedule would be helpful in order to envision how interventions would be structured and ensure student do not miss core instructional time. Applicant would benefit from investing some time into making sure there is a common understanding of "at risk" students across all of its campuses. What make a student at-risk and what supports does this label trigger and for how long? - kellestracy</p> <p><u>Special Programs and "At-Risk" Students</u> what are some examples of the various interventions? describe more details about the ones provided - aruckkagan</p> <p><u>Exceptional Children – Identification and Records</u> How will the school handle a parental request for evaluations? How will the team determine that "a disability may be the primary cause of the student's difficulties"? Determining that a disability may be the "primary" cause of a student's difficulties is not a requirement of the referral process. This section does not align with federal and state policies regarding students with disabilities. - michelle_mobley</p> <p><u>Exceptional Children – Education Programming</u> How will the continuum of services be provided, including separate setting? What are the qualifications of the EC teachers? How will the EC teacher provide specially designed instruction to EC students in the different settings? There is not enough information regarding how the school is going to provide the continuum of services as well as related services. - michelle_mobley</p> <p><u>Student Performance Standards</u> (1) No student performance standards are included here. (2) The exit standards for the last grade served do not include what students should know and be able to do. (3) If a student chooses not to waive his or her elective, when will he or she participate in course recovery or intensive reading or math? - kwilliams75</p> <p><u>Student Performance Standards</u> This section includes clear responses, tools and policies for students. - gscherbeck</p> <p><u>Student Performance Standards</u> Applicant does not provide assurances that the common assessments are predictors of success on state CCSS aligned test PAARC or Smarter Balance. What are the weekly or bi-weekly "chats" with leadership? who leads them what are the purpose, who determines which students get discussed what is the data analysis process, what data is reviewed and what is the difference between progress monitoring plans, personalized learning plan, and individualized learning plan and LPF? Applicant lists required state assessment and makes assurances that internal assessments</p>
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will be aligned with CCSS but no explanation is given as to how. A plan for taking corrective action is generally described but does not include examples of interventions or a researched basis for selecting them. The applicant does not indicate that student performance data will be used to determine whether the schools academic goals are being achieved and, if needed, modify its academic program in order to improve student learning and instructional effectiveness.

There is no further mention of the CCR standards, which indicates a plan for monitoring student performance that is not mission aligned. - kellelytracy

Student Performance Standards

more information needed on collecting, analyzing and disseminating the various data points - aruckkagan

Student Conduct and Discipline

- (1) Definitions of offenses which may result in suspension or expulsion are not included.
- (2) How is the requirement to purchase an agenda for \$10 not the same as charging a fee?
- (3) Is a long-term suspension a reasonable consequence if a student has a Red Bull or Monster energy drink?
- (4) The student handbook needs to be specific in describing the process of a student requesting a hearing in case of a suspension.
- (5) There are two sets of consequences for uniform violations in the student handbook. Which is correct? What supports are in place to help parents pay for uniforms who are financially unable to pay?
- (6) ID badges are mentioned under money collection in the student handbook. Are students required to purchase ID badges also?
- (7) The school is planning to follow the NC DPI Pupil Progression requirements for students in grades K-7, but does not explain what this means in the student handbook.
- (8) Page 34 of the student handbook mentions that complaints will be handled according to Florida Statutes. What about NC Statutes? - kwilliams75

Student Conduct and Discipline

Handbook is attached and provides adequate information.

Responsive Classroom and Developmental Design are both mentioned as systems that will be implemented within the school. However, additional information should be provided regarding how these systems actually work.

The student discipline program is also not clear. Rather than a list of possible consequences, a plan should be outlined that explains the student action and the related consequence.

Lastly, more information should be provided regarding a positive culture system and how the school will encourage positive and mature behavior from their students.
- gscherbeck

Student Conduct and Discipline

applicant does not provide a description of the high-engaging teaching strategies that will be used to maintain student behavior. Applicant does not describe a plan that will result in a positive school culture i.e. chants, songs, celebrations, shared beliefs, common language, shared values, motto's, school wide expectations etc. A plan would incorporate and reflect the high academic expectations around creating a college-going culture, character development etc all of which are cornerstones of the stated mission. There is no discussion of how student conduct will be tracked or evaluated for effectiveness, nor is thier a

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	<p>restorative justice component. - kelleystacy</p> <p><u>Student Conduct and Discipline</u> There are significant parts of the process missing from the discipline procedures regarding students with disabilities and students not yet identified. Also, how is the school going to address students with disabilities who have social and emotional needs and do not respond to developmental designs program? - michelle_mobley</p>
<p>Governance and Capacity</p>	<p><u>Governance and Organizational Structure of Private Nonprofit Organization</u> The organizational chart should provide more information regarding the instructional staff, their teams and how teachers will function within those teams.</p> <p>List of board members are attached. It appears some of the listed board members are also on boards of other CUSA schools. Not sure of the legality but thought it was worth noting. - gscherbeck</p> <p><u>Governance and Organizational Structure of Private Nonprofit Organization</u> (1) Is it a best practice to have the principal report to the EMO instead of the board of directors? (2) This board of directors is already responsible for 2 charter schools. What is its capacity to successfully handle a third and fourth school? (3) The criteria regarding the evaluation of the governing board, board members, and the EMO are not included. (4) Is the board currently following Article V, Section 10 of its bylaws by having separate meetings of its two current charter schools? How will this bylaw provision be addressed by the addition of a third and fourth school? (5) Additional information is requested regarding the criminal background history for Barbra Bryan, Beth Allen, and Jeanine Edwards. (6) The board's enrollment policy does not follow general statute regulations regarding sibling preference for schools operating in the first year. (7) There is a discrepancy between the bylaws and the conflict of interest policy. The bylaws state, "A Director shall serve as a volunteer without compensation." The conflict of interest policy states, "A voting member of the governing board who receives compensation, directly or indirectly, from the Organization for services is precluded from voting on matters pertaining to that members compensation." (8) The board meeting minutes submitted for Langtree Charter Academy with this application are almost identical to the board meeting minutes submitted for Cabarrus Charter Academy within the Kannapolis Charter Academy application. The minutes reflect different start times for each school's meetings on the same day. Is the same information being repeated from one meeting to the next? How do you explain the overwhelming similarity? - kwilliams75</p> <p><u>Governance and Organizational Structure of Private Nonprofit Organization</u> Applicant should provide assurance that there is no conflict of interest between Ms. Edwards and the Board given the relationship CuUsa has with NWEA as an assessment provider. - kelleystacy</p> <p><u>Governance and Organizational Structure of Private Nonprofit Organization</u> crossover with other CSUSA schools? more detail about joint employment? how will the board evaluate the EMO? clear division of board/EMO needs more detail - aruckkagan</p> <p>Proposed Management Organization (EMO/CMO)</p>

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	<p>All documents and related evidence is stated. - gschermbek</p> <p><u>Proposed Management Organization (EMO/CMO)</u> (1) How has the financial management at Cabarrus Charter Academy led to a zero fund balance? Will this same style of management be employed at Mooresville Charter Academy, if allowed to open? (2) What is the facility buyout process? (3) Provide more details regarding the financial history and performance of the EMO. (4) The Form 990 shows a net asset or fund balance of -\$288,087 for the nonprofit. What are the plans to mitigate this? (5) A clear delineation of the roles, relationships, and responsibilities between the EMO and the governing board exists, but not for the lead administrator and the public charter school employees. - kwilliams75</p> <p><u>Proposed Management Organization (EMO/CMO)</u> It is unclear whether the Board has the capacity to hold the CSUSA accountable for operational and organizational outcomes and whether reliable student performance outcomes are used to evaluate EMO performance across campuses. - kellestracy</p> <p><u>Proposed Management Organization (EMO/CMO)</u> more info about the negotiations between board and CSUSA? any CSUSA schools closed or on probation? history and info about how the board came together - aruckkagan</p> <p><u>Charter School Replication</u> Academic results and financial performance are strong and align with replication. - gschermbek</p> <p><u>Charter School Replication</u> The applicant provided a copy of the organization's IRS Form 990 for tax year 2013 (July 1, 2013 - June 30, 2014). - kwilliams75</p> <p><u>Charter School Replication</u> did the two other NC schools open with same grade levels? sped, ell, frpl numbers needed for comparative where is appendix s? - aruckkagan</p> <p><u>Projected Staff</u> The charter school should be questioned regarding only one AP and one DoS for 600+ students. It appears more administration will be needed to run the school effectively. Also, qualifications for each position are not included in this section. - gschermbek</p> <p><u>Staffing Plans, Hiring, and Management</u> Draft of policies are included, but it appears to be a blanket document. Aspects of the policies should be adapted to fit the proposed charter school. All criterion is provided however it would be helpful to differentiate the information and align it with the proposed charter school. - gschermbek</p> <p><u>Staffing Plans, Hiring, and Management</u></p>
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- (1) The grievance policy for staff in the application and the grievance policy attached to the application do not match.
- (2) Does the board have in writing the approval by NCDPI legal counsel the joint employment of the school's teachers and the sole employment of the school's administration and other staff by the EMO?
- (3) The Nepotism policy and Worker's Compensation policy contained in the faculty handbook references Florida Statutes. Has the EMO researched North Carolina Statute?
- (4) This section does not include information regarding dismissal of employees, proposed salary ranges, nor qualifications and appropriate licenses for each position. - kwilliams75

Staffing Plans, Hiring, and Management

Applicant needs to clarify what is met by having the teachers being jointly employed. - kellestracy

Staffing Plans, Hiring, and Management

what is EMO's applicant screening process?
teacher retention rates in other schools?
- aruckkagan

Staff Evaluation and Professional Development

A clear plan for PD is established. Additional information should be gathered regarding how the school will ensure PD is efficient and effective. What accountability metrics will be in place? - gschermebeck

Staff Evaluation and Professional Development

- (1) This section describes professional development for beginning teachers only.
- (2) The core components of the professional development plan and how it will support the implementation of the education plan for all staff are not included.
- (3) Does the professional development budget include professional development for non-beginning teachers? - kwilliams75

Staff Evaluation and Professional Development

Application describes an intention to base PD on teacher need and but not on student progress and there is no plan in place. Applicant does not describe a clear process for evaluating teacher effectiveness (observations, feedback).

The description regarding PD plan lacks specifics around individually pursued PD activities and school based, job-embedded approaches such as instructional coaching or feedback. The plan does not describe content-oriented learning, or mentor training, and it does not describe the school structures for frequent collaboration to improve implementation of the curriculum and instructional practices. The applicant does not indicate whether PD and structures for collaboration will be evaluated for their effect on raising student achievement. its unclear whether time will be built into the school schedule for staff collaboration, with collaboration serving as PD. And it is unclear if collaborative time is focused on taking instruction and learning to the next level of development and what established systems and protocols will be used to guide collaborative discussions (agenda, roles, objectives, data expectations)

The PD plan is not mis-aligned as there is no description of how QUEST and Leading Edge Program (mentioned in Purposes section0 will be integrated into the overall PD plan. - kellestracy

Marketing Plan

Marketing and recruitment plan is effective however it should include goals regarding the number of families that should be contacted. It is critical to any charters success that

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	<p>enough families are contacted and aware of the school's application process. - gscherbeck</p> <p><u>Marketing Plan</u> multiple languages? door to door? - aruckkagan</p> <p><u>Parent and Community Involvement</u> Applicant does not describe specific action steps to re-engage disengaged parents. There are no specifics regarding University/College partnerships or other community resources. - kelleytracy</p> <p><u>Admissions Policy</u> The admissions policy included here and the admissions policy attached to the application are not the same regarding sibling preferences in the first year. - kwilliams75</p> <p><u>Projected Student Enrollment (Table)</u> The projected enrollment is high however supported given the large waitlists. - gscherbeck</p>
<p>Operations</p>	<p><u>Transportation Plan</u> Outside of carpooling, more detailed should be provided for the transportation plan. Specifically, with 600+ students in it's opening year, bus companies should be contacted and a related budget should be developed. \$54,000 for transportation seems minimal. - gscherbeck</p> <p><u>Transportation Plan</u> Application does not provide a description of the decision making process it will used to determine if transportation needs. - kelleytracy</p> <p><u>School Lunch Plan</u> What is the contingency plan to ensure students who would normally qualify for free and reduced lunch receive a full meal daily if the school's application for participation in the NSLP is not accepted? - kwilliams75</p> <p><u>Civil Liability and Insurance</u> The total cost of insurance is \$59,220, which is less than the budget line item (\$74,660 for the first year). Why is there a discrepancy? - kwilliams75</p> <p><u>Facility and Facility Contingency Plan</u> Facility plan appears realistic given the track record of CUSA however more information should be gathered. If the building is projected to be constructed or include a large amount of upgrades, detailed plans should follow.</p> <p>Contingency plan is provided but not detailed. - gscherbeck</p> <p><u>Facility and Facility Contingency Plan</u> (1) The breakdown of cost per square foot for the proposed facility is not included. (2) The contingency plan does not include enough detail about the method of finding an alternative temporary location. - kwilliams75</p> <p><u>Facility and Facility Contingency Plan</u> weak contingency plan nothing identified for facilities- costs? location? partners? - aruckkagan</p>

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<p>Financial Plan</p>	<p><u>Budget Revenue Projections from Each LEA (Table)</u> I remain concerned about the number of students the school is expecting from the Charlotte-Mecklenburg Schools. - kwilliams75</p> <p><u>Total Budget Revenue Projections 2017-2021 (Table)</u> loan and repayment of other funds from CSUSA? - aruckkagan</p> <p><u>Personnel Budget: Expenditures 2017-2021 (Table)</u> (1) What are the 45 instructional support positions (that increase to 63, 72, 73, and 75 in subsequent years)? (2) If the school administrators and other such staff are sole employees of the EMO, why are their salaries a part of the personnel budget for the school, rather than part of the EMO's budget? - kwilliams75</p> <p><u>Personnel Budget: Expenditures 2017-2021 (Table)</u> only 3 EC teachers in first year? 5 for over 1000 kids? - aruckkagan</p> <p><u>Operations Budget: Expenditures 2017-2021 (Table)</u> Concerned with the given Facilities budget given a location has been determined. More information should be gathered regarding how proposed charter school arrived at these numbers. Also believe more information should be provided regarding the \$54,000 for transportation. \$597K for instructional technology is high. Information should be gathered regarding how these funds will be used to justify such a high cost. - gscherbeck</p> <p><u>Operations Budget: Expenditures 2017-2021 (Table)</u> high number for office communications and telephone? why the decrease in legal fees? what goes into financial fees? other professional? how did they arrive at facility costs and maintenance costs? high custodial supplies? major decrease in marketing scouts? what is child nutrition costs? describe range in IT costs and no computers? very low staff development range in instructional material costs - aruckkagan</p> <p><u>Total Expenditure Projections (Table)</u> There is a large decline in the surplus for the second year. More information should be provided. - gscherbeck</p> <p><u>Total Expenditure Projections (Table)</u> why the 50% decrease in surplus in year 2? - aruckkagan</p> <p><u>Budget Narrative</u> for contingency- what expenditures would be realigned? - aruckkagan</p>
<p>OVERALL</p>	<p><u>Cover Page</u> Charter Schools USA - aruckkagan</p> <p><u>Grade Levels Served and Total Student Enrollment:</u></p>

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	<p>94 students per grade is realistic however 661 students in the found years is high. Close attention should be paid to recruiting and marketing efforts. - gscherbeck</p> <p><u>Grade Levels Served and Total Student Enrollment:</u> Unrealistic enrollment projections given the current district needs. - kellestracy</p> <p><u>Grade Levels Served and Total Student Enrollment:</u> huge enrollment - aruckkagan</p>
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Charter School Advisory Board Subcommittee	
Mission, Purposes, and Goals	
Education Plan	
Governance and Capacity	
Operations	
Financial Plan	
OVERALL	The Mooresville charter application was approved along with the Kannapolis charter application. This application will be recommended to the SBE to move forward to the Preliminary Planning Year.

Overall Summary	
Initial Screening	OCS deems this application complete.
10/23/2014	The CSAB voted unanimously to deem this application complete on November 14, 2014.
Application Review	<p>On March 9, 2015 the CSAB subcommittee voted to move this application to interview. The subcommittee vote was 6 to 0 . The full CSAB vote was 11 to 0 . .</p> <p>Mr. Maimone made the motion to move this application to interview. Ms. Reeves seconded.</p> <p>In the full CSAB Ms. Nance made the motion to move this application forward to interview. Ms. Reeves seconded.</p> <p>Concerns outlined consisted of the following: Anticipated enrollment seems high for this area. Mr. Maimone stated that the biggest concern is the number of Charter Schools in Charlotte and the ones that have not met the projected enrollment. The board chair stated that they believed they would get the</p>

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	projected numbers based on the waiting list of other schools in the area. The Board has not decided on a location at this time. Charter School's USA Representative said given the chance for an interview they would have more of a definitive answer regarding location.
Application Interview	On April 13, 2015 the CSAB voted to recommend this application to the SBE to start the planning year. The full CSAB vote was 9 to 1.
OVERALL	This application will be recommended to the SBE to move forward to the Preliminary Planning Year.