



NORTH CAROLINA CHARTER SCHOOL APPLICATION

UpROAR Leadership Academy

Public charter schools opening the fall of 2017

Due 5:00 pm EST, September 25, 2015

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

2016 Application Process

To open a charter school in the 2017-2018 school year

APPLICATION DUE DATE/TIME

September 25, 2015 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 25, 2015 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: UpROAR Leadership 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: *UpROAR Leadership Academy Inc*

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

Name of contact person: *Genesisia Newsome*

Title/Relationship to nonprofit: *Founder/President*

Mailing address: 1001 E WT Harris Blvd
Charlotte NC 28213

Primary telephone: 704-497-3862 Alternative telephone: 704-517-7609

E-Mail address: *gnewsome@newwayfoundation.com*

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

County: MECKLENBURG

LEA: 600-Charlotte-Mecklenburg 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. *Leaders Building Leaders, LLC*

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.

Leaders Building Leaders provided specific feedback to our application, training in regards to each section of the application, and resources for governance and operations. They have offered continued partnership through the application review and potentially the initial years of the organization at our discretion.

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

No:

Yes:

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

No:

Yes:

What is the name of the nonprofit organization that governs this charter school? *UpROAR Leadership Academy Inc*

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

Grade Levels Served and Total Student Enrollment:

Projected School Opening: Year 2017 Month August

Will this school operate on a year round schedule?

No: X

Yes:

Proposed Grade Levels Served and Total Student Enrollment (5 Years)

Academic School Year	Grade Levels	Total Projected Student Enrollment
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The State Board of Education provides funds to charter schools, approves the original members of the boards of directors of the charter schools, has the authority to grant, supervise, and revoke charters, and demands full accountability from charter schools for school governance, operations, 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.

uproaryouthcharter_____

Signature

UpROAR Leadership Academy_____

Title

uproaryouthcharter_____

Printed Name

09/24/2015_____

Date

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:

UpROAR Leadership Academy mission is to develop leaders of tomorrow within a structured quasi-military environment; focused on character development, high academic standards and post-secondary readiness.

Clearly describe the mission of the proposed charter school:

Envisioned while serving our country in Afghanistan by two of the founding board members, the mission of UpROAR Leadership Academy showcases our emphasis on educating cadets to be leaders by concentrating on high academic standards as well as life skills. Our culture is on the structure of a quasi-military environment to ensure that our cadets succeed in our seven core competencies: academics, vocational, life skills, healthy living and physical fitness, community service and product citizens.

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.*

UpROAR Leadership Appendix A1 has three videos indicating the reason of targeting the at-risk population, how we started, and where we are headed. Please view the videos to grasp our concept and the purpose of bringing the Academy to the Charlotte Area. UpROAR Leadership Academy will target at-risk youth as defined in five areas: 1) youth who are failing at school, 2) youth who come from single parent homes, 3) youth who are having problems at home and having decreased their family and community involvement, 4) youth who are entangled within the juvenile justice system and 5) youth who are in need of structured learning environment to succeed.

Our aim is to provide these youth with a place where they can receive the structure and support they need to be successful. UpROAR Leadership Academy program is designed to focus on the whole development of the cadet to include academic excellence, character building, leadership, and family growth.

According to Charlotte Mecklenburg 2013-2014 End of Year Assessment Results, 45.4% 3rd-8th graders were at or above proficiency in reading and 48.3% 3rd-8th grades were at or above proficiency in math. High school students overall proficiency in Math I, English II, and Biology is 48.2% and College

and Career percentage 5.29. When the test was first introduced in 2013, the percentage of students scoring proficient or better dropped by 20% points or more. At UpROAR, we will surpass the results of Charlotte Mecklenburg Schools by identifying the low proficiency areas of our cadets early on and using the extra 725 instructional hours to concentrate on those areas.

Charlotte Mecklenburg Schools has the highest reportable crimes than any other LEA in North Carolina. For grades 9th-13th CMS had 547 reportable acts at a rate of 13.87%. According to the consolidated data report for school year 2013-2014, Charlotte Mecklenburg Schools had 24,121 short term suspensions. Short term suspensions within CMS consist of minimum 1 day and maximum 10 days. With 24,121 short term suspensions, at a minimum students lost 192,968 instructional hours and maximum 241,210 instructional hours at their home school.

The Economically Disadvantaged Student percentage for 2013-2014 in Charlotte Mecklenburg Schools was 54.3% with a range from 11.8% to 97.3%. It has been noted that schools with a Grade D or F have higher numbers of economically disadvantaged students.

Charlotte is a diverse urban community that, in 2013, had 2,692,396 total Metro Region population with Mecklenburg County having a population of 990,977 with county projections to reach 1.6 million by 2024. It is important to have strong educational options in a large growing city to ensure that all cadets have the opportunities to thrive.

The cadets attending UpROAR Leadership Academy will have 725 more instructional hours per academic calendar year than required by the State of North Carolina. Extra instructional hours are in place for dedicating more time to improve the cadets proficiency in the areas of mathematics, reading, and language arts.

References:

- 1 Charlotte Mecklenburg Schools
<http://www.cms.k12.nc.us/mediaroom/Documents/CMS%20EOY%20Data%20Presentation%202013-14.pdf>
- 2 State Board of Education-Department of Public Instruction
<https://eboard.eboardsolutions.com/Meetings/Attachment.aspx?S=10399&AID=35525&MID=1730>
- 3 Charlotte Mecklenburg Schools
http://www.cms.k12.nc.us/mediaroom/aboutus/Documents/Fast%20Facts_Fact%20Sheet_2015.pdf
- 4 Charlotte Chamber of Commerce
http://charlottechamber.com/clientuploads/Economic_pdfs/PopulationEstimates.pdf
- 5 Public Schools of North Carolina
<http://www.ncpublicschools.org/fbs/accounting/data/>

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).*

The total population of UpROAR Leadership Academy will be 250 first year of operation, starting with 5-8th grade, growing to 5-12th grades by year 2023. This accounts for less than 1% of enrollment to LEA ADM for most grade levels and .76% for 5th through 12th grades overall.

600 Mecklenburg County ADM 5th- 10,606; 6th- 10,881; 7th- 10,846; 8th- 10,985; 9th- 12,244; 10th- 10,479; 11th- 9,046; 12th- 9,088; Total- 73,569

UpROAR Leadership Academy- 5th-100 (.94%); 6th-100 (.92%); 7th-100 (.92%); 8th-100 (.91%); 9th-75 (.61%); 10th-75 (.72%); 11th-50 (.55%); 12th-50 (.55%); Total- 650 (.76%)

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

Charlotte-Mecklenburg Schools system is unique in that it allows Learning Communities within the district the autonomy to tailor instruction and procedures to the needs of the immediate area and families served. UpROAR Leadership Academy will be similar in its structure as needs will be met based on our target population. This comparison also reflects upon the differences between UpROAR and CMS Schools. Cadets at UpROAR Leadership Academy will benefit from having 725 additional instruction hours per academic year. These additional hours will be utilized to improve low performing cadets proficiency levels in reading, language arts and mathematics.

The major difference is UpROAR's intense focus on career/trade readiness. Instruction will be tailored to this effort for all grades rather than limited to elective courses for high school cadets. While using Pearson, an academic and vocational education curriculum, may be another similarity when compared to some schools. However, the Paideia Seminar cycle, a critical thinking, seminar based instructional model, sets UpROAR apart from the local LEA in its efforts to achieve rigor and strengthen critical thinking skills immensely in preparation for occupational or college career (social mobility and preparedness) after graduating from UpROAR.

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-218, 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.*

3. Provide parents and students with expanded choices in the types of educational opportunities that are available within the public school system.

Economic mobility has made headlines in the Charlotte-Mecklenburg region the past year after a "Harvard University and University of California-Berkeley study on upward mobility for children living in large metropolitan areas revealed that the Charlotte area ranked 50th out of the 50 largest US cities (and 97th in the 100 largest US cities)" (Foundation for the Carolinas). Clearly something needs to be done about opportunities that are presented to the area residents and UpROAR Leadership Academy planning to lead the effort to provide at-risk youth enhanced educational structure and academic opportunities to tackle this problem head on.

UpROAR Leadership Academy will develop a structure based on a quasi-military environment focused on character development, high academic standards and post-secondary readiness that will deliver on our vision that all children can thrive with the right support. Our program will include individual mentorships, group and individual community service, and instilling our core values into our school culture and cadets to ensure that our cadets have a holistic educational experience.

In addition, UpROAR will develop partnerships to provide support to the cadets and their families. These family support services will help family relationships and parental involvement. UpROAR will also develop a partnership to deliver residential services to open the opportunity of UpROAR cadets outside of the busing radius and local cadets that meet the specified criteria.

5. Increasing learning opportunities for all cadets, with a special emphasis on at-risk or gifted students.

UpROAR Leadership Academy has educational programs geared to be competitive and challenging to our cadets, preparing them for a successful future. Fulfilling the purpose of "Increasing learning opportunities for all cadets, with a special emphasis on at-risk cadets", UpROAR Youths unique culture will focus on academic growth emphasizing on our cadets as individuals to accomplish their goals. UpROAR Leadership Academy defines at-risk in three areas: 1) youth who are failing at school, have decreasing grades, or are having discipline problems with staff; 2) youth who are having problems at home and having decreased their family and community involvement and 3) youth who have had legal problems.

UpROAR Leadership Academy will focus on creating holistic learning

opportunities for at-risk youth that connects them with their community through community service and mentorships focusing on creating community partnerships providing additional opportunities to cadets. Our cadets will work on completing achievement portfolios that focus on academic progress with an additional emphasis on life skills and development goals. It is vital to engage these cadets in their future, providing structure and support to accomplish their post-secondary goals. UpROAR will also offer the opportunity for cadets achieving well overall to become a member of the National Honor Society.

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.*

Our academics goals are divided into five sections;

Achievement-

1. At the end of the 2017-2018 academic year, all grade levels of UpROAR Leadership Academy will exceed the overall proficiency scores of demographically similar Charlotte Mecklenburg Schools.
2. Each year, UpROAR Leadership Academy will increase the number of cadets scoring a 4 and above on the State EOGs and EOCs by a minimum of 10%.
3. Each year, UpROAR Leadership Academy will reduce the percent of cadets scoring at non-proficiency levels (1, 2, or 3) relative to the previous year by 10%.
4. Cadets at UpROAR will have 725 more instruction hours than required by North Carolina Law to focus on key areas such as mathematics, language arts, and reading.

Academic Growth- UpROAR Leadership Academy unique culture will focus on academic growth goals emphasizing our cadets as individuals to accomplish their goals.

1. NWEA MAP assessments will be used three times per year during allotment windows as diagnostic and progress monitoring tools to measure grade level competency.
2. UpROAR will ensure academic growth by increasing each cadet who is below grade level by over 150% per year as determined by the MAP assessment.
3. Each grade level will meet or exceed 100% of spring RIT growth targets in reading, language arts, and mathematics annually.

Character Development- UpROAR Leadership Academy community embodies a spirit of mutual trust and intellectual honesty that is central to the very nature of the school and represents the highest possible expression of shared values among the school community.

1. Cadets will show growth in character development by successfully completing:
 - a. The four week orientation of the New Recruit Program;
 - b. Cadet Leadership program;
 - c. 60 hours of community service per academic year;

d. Specific life skill projects.

2. UpROAR Leadership Academy will ensure 70% of cadets will have a community mentor the first operational year, 100% of cadets having a community mentor will be maintained each year thereafter.

Reducing Student Attrition- At UpROAR, it is important to keep the cadet engaged with their academics and maintain the excitement and desire to continue membership of a unique school.

1. UpROAR Leadership Academy cadets will have a convocation ceremony each year held after completing their first month at the school.

2. Promotion Ceremonies for Cadet Leadership will be held every two months for all cadets eligible for promotion to the next rank.

3. Engagement of cadets will be developed by using rank promotion which is awarded on the basis of merit, competence, ability, and military bearing. Cadets may receive rank promotions based on "time in grade" (length of time at current rank) and academic performance.

Graduation-

1. 85% of Cadets will graduate in 2022

2. Graduation rates will increase annually by 5% until we reach 100%.

3. UpROAR will have 95% of cadets who will develop academic and life skill goals with their stakeholders and teachers and will record progress of these Post-Secondary readiness goals in achievement portfolios.

4. Encouragement for cadets to attend postsecondary opportunities will include ceremonies such as the Cadets College Signing Day Ceremony, which will be held for all cadets who have been accepted into a university.

Operations

Staff Development-

1. UpROAR Leadership Academy will ensure that all staff are highly trained in their area of hire and a strong cultural fit working toward achieving our mission and purpose.

2. Teachers will receive over 100 hours of professional development each year in the areas of school culture, leadership, at-risk youth and content instruction.

Finance

Budget- UpROAR Leadership Academy aim to reach a cumulative budget surplus of +10% of total revenue by year five operation. UpROAR Leadership Academy aim to reserve 33% of the budget surplus as emergency reserve cash for the general fund. By end of 20 years of operation, UpROAR seeks to own the school building.

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

The Board of Directors (Board) of UpROAR Leadership Academy has established organizational goals based on the schools Mission Statement and educational programs. The Board will review these goals at each Board meeting to measure the schools progress toward accomplishing the mission and to ensure

that the Board, School Administration and cadets have what they need to accomplish the goals.

As part of the planning year process, the board will work in with the President, and in collaboration with critical partnerships to ensure the school's alignment towards achieving the adopted goals. This process will entail the development an outcomes based board calendar and strategic plan for approval by the board that provides specific action to the achievement of each performance goal.

To provide effective oversight, the board will appoint committees that may consist of board members, parents, community members, field experts and teachers. Each committee will have specific roles and responsibilities which includes the analysis of the deliverable data from the operational oversight and program evaluations. The school's goals (previous section) will be assigned to specific committees for oversight, data analysis and solutions to identified issues. Evaluation data will be analyzed by committees to identify trends, flag unacceptable results, make adjustments to the education plan, curriculum, instructional methods, and school operations as necessary.

The committees will provide specific scheduled reports (seven days in advance) to the board according to the outcomes based board calendar. These reports, as well as strategic questions, will drive the discussion and board action to navigate the organization towards its mission. The President will be responsible for developing plans of action and solutions. Some actions may require board approval (i.e. curriculum, staffing, academic calendars).

As part of our community partnership, the school will host at minimum biannual "town hall" meetings to receive critical feedback, share action plans, school celebrations and identified areas for improvement. These data will be added to the school data and analyzed at each annual retreat to ensure the school is navigating towards its desired destination.

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 instructional program for the cadets of UpROAR Leadership Academy will be founded in the Paideia Seminar cycle with curriculum resources and materials through Pearson instruction. With values geared toward the professionals of tomorrow by way of a quasi-military value system and structure, we believe the at-risk youth population of Charlotte, NC and surrounding areas will benefit from an atmosphere that is structured in a way that prepares them for the real world.

Globalization enforces the requirement for technology. Pearsons curriculum allows for a Blended Learning instructional program to ensue, while the three columns of Paideia Instruction (Socratic Seminar, Didactic Instruction, Intellectual Coaching) reinforces the professional and college-ready aspects of speaking and listening skills necessary to meet and recognized by the Common Core State Standards. The Paideia Seminar cycles refers to the academic speaking, listening, thinking, and writing that will take place after the delivery of must-know, factual information (Didactic), and modeling and questioning (Intellectual Coaching) are sufficient in leading cadets to their goals for the lesson/task at hand. Seminar will represent 70% of cadets instructional time laterally across content areas.

Paideia instruction directly correlates with the core values of UpROAR Leadership Academy as "the approach is rooted in the ancient Greek ideal of raising a child to live a full life as a citizen in a democracy;" precisely what we aim to deliver as our cadets graduate and join the global economy (Paideia.org, 2015). As we build leaders, our cadets have a rare opportunity to compensate what they lack academically by learning and exhibiting the character traits outlined in our core values. While these traits are merely expected in the traditional setting, our quasi-military environment allows for these traits to be graded alongside academic content.

Assessment Strategies

Cadets will be assessed through MAP (Fall, Winter, Spring) and benchmarks (Fall, Winter, Spring). This data will inform instruction and guide teachers through remediation in necessary areas. Remediation progress monitoring will be administered bi-weekly and subtly in, but not limited to, the following ways:

*During group reading, teacher will gage and record fluency on necessary cadets.

*During the intellectual reasoning portion of a lesson, teacher will ask

specific cadets their process and reasoning behind 5 math solutions.

*After didactic instruction portion of lesson, struggling cadets will be asked to reiterate the events leading up to major events in history.

After each observation is recorded, cadets who are not making progress will be provided with additional interventions and supports as decided by the Instructional Leadership Team.

Vocational and Behavioral Learning

Professional instruction in matters of life will be provided through workshops provided by community leaders. To illustrate, cadets will complete resumes, write cover letters, initial business plans, just to name a few of the endless opportunities. While these curriculum resources will set the academic foundation, UpROAR intends to utilize a behavioral curriculum as well, as behavior directly correlates with academic standing. The vitality of a common language and behavior framework is just as important as the quality of teachers placed before cadets. Positive Behavior Intervention and Support (PBIS) through Multi-Tiered Systems of Support and Capturing Kids Hearts (CKH) through the Flippen Group are two behavior processes that align to the impact UpROAR strives to have on cadets, so they in turn have a positive impact on society.

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.

Using a Pearson Curriculum for academic and occupational content, UpROAR Leadership Academy will provide cadets with multiple avenues to acquire conceptual and hands-on knowledge. Based on conversations with Director of the National Paideia Center, Terry Roberts, the Paideia Seminar cycle is an effective way to teach all of the foundational CCSS consistently with rigor.

The learning environment of UpROAR Leadership Academy will reinforce its mission to develop model citizens through guidance in life skills fostered by a quasi-military environment.

Painting the Picture

A visitor on any given day will see evidence of school pride throughout the halls and in all common areas of the institution. Classrooms will have 15-20 students with an enthusiastic teacher and highly motivated cadre at work. Classroom walls will be clad with progress monitoring tools and cadet exemplars, cadet goals, the Cadet Honor Code, and UpROAR Leadership Academy's expectations. Evidence of relationship building and establishment will be evident in the affirmations shared from staff to cadets, cadets to staff, and most importantly, cadet to cadet. Dedication to success will be portrayed through the discussions held that display student thinking on any given subject. Finally, quasi-military tactics, procedures, and routines will be evident in our transitions and physical training after academic hours each day.

Just as the brave build camaraderie amongst their ranks to defend our country, cadets collaborate frequently to expound on their own ideas, as

well as listen and offer feedback on others. This collaboration will be most evident in the seminar setting through verbal communication, but also through written expression as workshops are conducted to further the ideas of peers on particular projects across content areas.

Impact on At-Risk Youth

Using a curriculum that is used at the postsecondary level in both college and career settings directly aligns the goals of our youth with the world after high school. Currently, public schools are more interested in the numbers students produce, rather than acknowledging the issues that prevent them from reaching the growth or proficiency learners are capable of.

A behavioral curriculum will explain and show cadets the appropriate ways to act in various settings, as educators and other adults in the building will be expected to uphold these same behaviors. While MTSS provides a tiered system of identifying appropriate interventions, UpROAR leadership will identify the positive majority as our core group, and determine how they will impact the minority who require the strongest, longest interventions for behavior and academics. The behaviors systems that will be used at UpROAR were very instrumental in the reduction of attrition and suspensions at both Whitewater and Ranson Middle Schools in the Charlotte-Mecklenburg Schools District.

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

Curriculum and Target Population Alignment

Pearson is a world renowned academic and vocational education curriculum service provider, as materials are used across the globe in K12, postsecondary, and vocational arenas. By delivering a curriculum crafted by an experienced service provider, UpROAR Leadership Academy is able to infiltrate the root issues that hinder at-risk youth from being successful among their less distressed peers in the public and private sector. Pearson offers its Common Core Standard aligned materials in various mediums for didactic (traditional classroom) delivery all the way to the most nontraditional methods such as the flipped classroom or blended learning. Increasing the spectrum of content delivery to blended learning methods aligns with the 21st century learning experience outlined in the North Carolina Accountability Model. Currently, Pearson leads the K-12 online platform for education with its Connections Learning program, which

emphasizes on globalization in learning.

It is crucial to the community and to the future of the cadets served by UpROAR Leadership Academy that maximal time be allotted to the development of model citizens. Though services of the organization are open to the public, many of the cadets will be court-ordered by law enforcing and judicial officials, as well as referrals from schools in the public sector who are at a loss with regard to success in the lives of UpROARs target population. The Pearson curriculum delivered via the Paideia instructional method will not only be most efficient in meeting the academic needs of cadets, but will also provide the dais for integrating problem solving and life skills with the academia.

- 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.*

Mastery Expectations

The Paideia instructional model will be of utmost importance for teacher mastery. Understanding and effectively implementing the three fundamental columns within the philosophy (Paideia Seminar [15-20%], Instructional Coaching [70%], Didactic Instruction [10-15%]) will allow the best learning experience for the cadets; therefore, academic achievement is increased by the major shift in pupils attitudes toward education and learning in general. This mastery includes effective completion and implementation of Paideia lesson plans with time for each pillar executed with near-perfect precision, as well as continuous checks for understanding throughout any given lesson.

After mastering how instruction will be delivered, teachers must also understand how to collect, maintain, and use data to inform instruction. Data analysis is crucial to the individual achievement of cadets. UpROAR Leadership Academy teachers will use data to highlight misconceptions and address them in ways that cater to the cadet in need of clarification or redirection. Teachers will finally decipher individualized data (assessment scores, homework completion, seminar participation, etc.) and regurgitate it in such a way that is easily understood by all stakeholders involved in the success of cadets (parents, tutors, mentors, etc.) to ensure all parties are given the opportunity to do their part for cadets.

With regard to data, teachers will also master how to plan with the end in mind. They will use benchmark data, which will correlate with the NC Ready and EOG assessments, as well as supplemental testing Corrective Reading placement/progress monitoring data, NWEA MAP assessments, AIMS Web, etc. to guide instruction toward each major assessment point in the year.

- 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.*

Transition Readiness

Using a Pearson Curriculum to strive our efforts, UpROAR Leadership Academy will provide cadets with multiple avenues to acquire content and conceptual knowledge. Based on conversations with Director of the National Paideia

Center, Terry Roberts, the Paideia Seminar cycle is an effective way to teach all of the foundational CCSS consistently with rigor. The basis of the process is set up for use with any content, including math, as each seminar begins with a close reading, followed by a formal discussion, and ends with the writing process evoking critical thinking throughout the process. By implementing the Paideia philosophy in all classrooms, cadets who were once doubted, due to behavior and criminal backgrounds, will have the opportunity and atmosphere to learn and articulate their knowledge in a nontraditional setting. Driven by the three pillars of seminar, coaching, and instruction, cadets and teachers will have active roles in the experiential learning that takes place both horizontally across content areas, and vertically through grade levels.

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?*

Future-Ready Core and Grade Calculations

Upon entering UpROAR Leadership Academy, ninth grade cadets will receive a Future-Ready Core Course and Credit Requirements Checklist into their academic portfolios. This checklist will be reviewed and appropriately completed after each academic year. Credits will be obtained by course at a 1:1 ratio (1 course = 1 credit hour) and a foreign language requirement added to the NC requirements. Credit recovery will be available to cadets to return in the fall semester with the opportunity to graduate/receive diploma in December (end of first semester).

Grade point averages will be calculated based on the following scale and formula:

	Quality	Pts.	Grade Scale
(GRADES 9-10)			
	4	A	93-100
	3	B	85-92
	2	C	77-84
	1	D	70-76
	0	F	Below 69
	Quality	Pts.	Grade Scale
(GRADES 11-12)			
	4	A	90-100
	3	B	80-89
	2	C	70-79
	1	D	60-69
	0	F	Below 69

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.*

Calendar and Ed Plan Alignment

Cadets attending UpROAR Leadership Academy will have the opportunity to complete 725 more hours per academic calendar year than required by the State of North Carolina. The calendar was designed to have additional hours of instruction to ensure the cadets are provided with the tools to become

successful cadets and citizens of the community. Staff members are given 20 days (100+ hours) of professional development per academic calendar to ensure that high quality teaching is being provided for our cadets success. Professional development along with leadership training is essential for growth and support of our teaching staff. Conferences are held every quarter to provide face to face meetings with teachers and stakeholders of cadets to keep all informed of the of the cadet academic and behavioral progress along with providing revisions to individual cadet goals.

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 the first line of communication to confirm or deny a cadets subpar academic performance. By maintaining samples of cadet work, and tracking data, the teacher will provide evidence to stakeholders and refer said cadets to the Instructional Leadership Team (general education teacher(s), administrator, facilitator, and EC or ELL teacher for appropriate cases). After the team opens and enters the cadet to the intervention team (TIER I or II depending on severity of deficiency), appropriate academic assistance will be provided and monitored for progression. If a cadet progresses, the team will decide whether or not to keep the cadet on the interventions in place or to exit dependent upon amount of sufficient data.

Cadets who are not making progress will be provided with additional interventions and supports as decided by the Instructional Leadership Team. Teachers will maintain data in these tools for all necessary content areas. Progress will be addressed as mentioned above; however, continued deficiencies will be discussed with all stakeholders and a referral for Exceptional Children testing will be executed.

As an effort to provide enrichment toward professional opportunities for cadets on a career path post-graduation, UpROAR Leadership Academy will utilize volunteers and partners in the community as speakers and workshop leaders. These workshops will allow people of various backgrounds to speak to cadets as subject matter experts in their fields. From the majority these workshops, cadets will create a product relevant to the profession for placement into their professional portfolios.

An advisory committee will allow cadets to be leaders among their peers. This committee will review incidents that violate the behavior curriculum expectations and goals with faculty and cadre. Upon review, adults and cadets will decide on preventative measures, incentives, and redirects to avoid future incidents.

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.*

UpROAR Leadership Academy, recognizes the importance of creating an instructional plan and curriculum that include all learners, including ELL cadets. Children who come from low socio economic backgrounds, and minority groups are at a higher risk of academic failure. At UpROAR Leadership Academy we believe in identifying the need of our cadets and developing a plan of action to produce positive progression. Assessments given prior to the start of school are critical for identification of at-risk cadets. On-going observations are key to help improve learning of cadets who are identified as being at risk for academic failure.

Speaking a second language is considered a strength at UpROAR instead of a hindrance at UpROAR Leadership Academy. An assessment, WIDA-ACCESS Placement Test (W-APT) will be used for initial identification and placement of cadets of limited English proficiency. UpROAR Leadership Academy will administer the WIDA Access Placement Test to all new ELL cadets if they meet one of the following criteria:

1. Complete the Home Language Survey and indicate that English is their second language.
2. The cadet previous teachers referred them for deficiencies in the English language.

The WIDA-ACCESS Placement Test will be administered to all current ELL cadets as indicated by their prior school records. Teachers and parents will be provided with the results to show the cadets strengths and areas of growth in reading, writing, speaking, and listening. Based on the results, the school will utilize specific instructional programs, practices, and strategies such as differentiated instruction to meet the needs of all learners, cooperative learning, and content based ELL programs to ensure academic success for the cadets.

UpROAR Leadership Academy will have plans in place for monitoring and evaluating the progress of ELL cadets to include cadets exiting ELL services:

1. Ongoing monitoring of development of reading, writing, speaking, and listening as the cadet progresses through the individualized program of instruction.
2. Determine when the cadet has successfully mastered the academic language that is necessary for them to be placed in their appropriate grade level in the regular instruction program without assistance from the ELL service.
3. Continue to monitor cadets who exited ELL services to ensure successful transition into regular instruction classes.
4. Conduct program evaluations to ensure ELL services are effective.

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.*

UpROAR Leadership Academy will provide a quality education program that will require cadets to participate in higher level thinking and is designed to prepare all cadets for college and the workforce. UpROAR Leadership Academy will follow the North Carolina Academically or Intellectually Gifted Program Standards. A committee will be created and made up of Science/Math Teacher, English Teacher, and an Art Teacher. At UpROAR Leadership Academy, cadets who are academically gifted will be identified by the committee through previous grades, EOC scores, MAP scores and nominations and recommendation will be made to the Head of School. Final recommendation will be made by the Head of School to place the cadet in classes that will challenge them. If a cadet is found to be more advanced for the coursework given at UpROAR, additional courses will be arranged through Central Piedmont Community College. Cadets who are academically gifted will be looked at to hold the highest leadership positions at UpROAR Leadership Academy provided that they have completed their character, physical fitness, and leadership requirements.

Exceptional Children

*The public charter school cannot deny admission to any child eligible for special education services as identified under the federal legislation Individuals with Disabilities Education Improvement Act (IDEA), IDEA regulations, and Article 9 115C of the North Carolina General Statutes, North Carolina Policies Governing Services for Children with Disabilities. **All public schools are responsible for hiring licensed and 'highly qualified' special educators pursuant to law.** Public schools are required to provide a full continuum of services to meet the unique needs of ALL students with disabilities.*

Identification and Records

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

Upon registration, cadets who have previously been found eligible for Exceptional Children services will immediately be assigned a case manager and have their Individual Education Plans (IEP) reviewed physically or in the EZ system by the IEP Team (cadet, EC teacher/case manager, administration, general education teacher, parent/guardian, psychologist). If cadets have not been exited, reevaluations and amendments will be made based on updated assessments and parent/guardian input for each case. Once IEPs are updated and up to date, they will be disseminated to each teacher on the child's schedule to ensure required accommodations and modifications are known and carried out for each cadet.

Referrals for cadets to Exceptional Children will be made from the Intervention Team. The intervention team meets to discuss supports for Tier 2 and 3 cadets on the academic and behavioral hierarchies, and these interventions are implemented and monitored in 20 day increments. If a cadet remains Tier 3 or increases from Tier 2 to Tier 3 after 2 rotations (40 days) of interventions, teachers and parents may recommend for EC testing. Implementation of interventions and progress monitoring tools must be completed with fidelity by each teacher/ cadre involved with the cadet for the entire 20 day rotation before recommendations to EC are deemed valid.

With teacher/cadre observations and cadet work as the main indicators of the cadets abilities, further data will be provided in results from intellectual scale testing and social/emotional screenings. These assessments and others will be administered by the cadets personal physician network, psychologist, and other specialists depending on the cadets specific needs.

Once all testing is complete, parents will come in to review testing with the EC Team and determine the cadets placement on the EC spectrum (mild to moderate, severe to profound) and services required. If placed in the EC program, an Initial IEP meeting will be scheduled to complete an education plan. Cadets who are not on the EC spectrum will remain on intervention team with more specialized interventions in place to help them reach their academic and behavioral goals.

General education teachers will have view only access to the IEPs of cadets they serve. They will not have access to alter or further disseminate these files. Reproduction of these files will be permitted for individual use and safeguarded within the securable file cabinets to which each teacher has access in their own classroom. Upon removal of a cadet from a teachers service, all hardcopy legal documents will be properly destroyed and discarded.

Records requests will be handled by office administrative personnel. An electronic or telephone request will be made to the previous schools registrar/records manager, and instructions on how to send the records securely via certified courier will be given if necessary. No confidential records will be discussed in detail over the phone or in email. Records may be sent electronically and printed if a secured site is obtainable, but only under special circumstances.

A records manager will be assigned and bound by a nondisclosure agreement to the records room. He or she will be the only person with access to the records room outside of lead administrators. Teachers will need to request records through the records manager and log in and out the time records were received and returned. A nondisclosure agreement will be included in the teachers package to encompass all legal documentation regarding our school and the people in it. This individual will report to the President any breach or violation of confidentiality for further legal action with the State if deemed necessary.

All employees will agree to protect all personal identification information (PII) and educational data as outlined and required by the Family Educational Rights and Privacy Act (FERPA) to include (but not limited to) address, phone numbers, income, etc.

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.*

Exceptional Children cadets will benefit from the same opportunities their general education peers experience. Courses in character building will assist in boosting motivation and confidence to tackle the challenges they may seem to face alone. Leadership opportunities, such as the Cadet Advisory Committee, will give them a voice and outlet to be creative in an appropriate setting.

A Learning Lab will be an optional course for all cadets, with priority for Exceptional Children cadets, in which they have the option to receive remediation in a challenging course or standard. Cadets may also choose to use this platform for personalized learning or Genius Hour to explore their occupational interests. This individualized setting will always allow for a chance to accelerate EC cadets toward their learning goals (IEP) or get them back on track when needed.

Co-teaching will be evident in majority of courses across the campus, so inclusion services will be offered extensively. This support allows for the already small class sizes of UpROAR Leadership Academy to be divided into small groups and allow teachers to hone into the specific difficulties and misconceptions cadets need to clarify and overcome.

Along with the support of mentors, tutors, EC teachers, Learning Lab, and Inclusion services, all cadets will have outlets to disclose any frustrations they may carry that can get in the way of their success. Journals, open forums, open gym, and assigned advisors are a few of the many things available to cadets to ensure every avenue is being utilized to reach the cadet at their individual social, academic, and emotional state. Highly qualified EC teachers for the self-contained classroom will be on site with all personnel required for the needs of cadets in this population.

To ensure effective implementation, EC teachers will offer supplemental documentation to be completed on a weekly basis for each cadet receiving services. These documents may include 10 math problems, a series of questions, a writing prompt, or any other tool to show that a consistent effort is being made to meet the cadets IEP goals.

To track accommodations and modifications, EC teachers will retrieve copies of teacher lesson plans and insert points in the lesson where & what accommodations/modifications were made for that cadet. All these documents will be included or uploaded to the cadets IEP profile for review at each IEP meeting, or sooner if there seems to be a lack of fidelity in implementation.

Visual and audio aids will most effectively be utilized via Google Apps

while using technology throughout the school. There are free apps to increase font, simplify or define text, as well as read these things aloud to those who need them. Restroom accessibility will be nearby and as frequent as necessary provided by designated escorts.

General curriculum teachers will be trained on several techniques to differentiate instruction to meet students where they are, and pull them to the level they need to be. Graphic organizers, supplemental instructional methods and content, organizational systems, and partnering/grouping techniques will be at the forefront of professional development surrounding differentiated learning for Exceptional Children.

Student Performance Standards

1. *Describe the student performance standards for the school as a whole.*
2. *Explain the use of any evaluation tool or assessment that the proposed charter school will use in addition to any state or federally mandated tests. Describe how this data will be used to drive instruction and improve the curriculum over time for the benefit of students.*
3. *Explain the policies and standards for promoting students, including students with special needs, from one grade level to the next. Discuss how and when promotion criteria will be communicated to parents and students.*
4. *Provide the public charter school's exit standards for graduating **ALL** students. These standards should set forth what students in the **last grade served** will know and be able to do. Be sure to include plans for the "At-Risk" population.*

UpROAR Leadership Academy has high standards and expectations of the cadets attending the Academy. The Academy student performance standards include academics and character development. We believe that it is important to work on the cadet as a whole to prevent them from failing in society. Cadets at UpROAR will have 725 extra instruction hours to increase proficiency in the areas of reading, language arts, and mathematics. Our performance standard for the first operational year 2017-2018, UpROAR will meet or exceed the North Carolina End of Grade and End of Course Assessments of demographically similar Charlotte Mecklenburg Schools. Each year thereafter there will be a significant increase of the number of cadets scoring a 4 and above on the State EOGs and EOCs. Our performance standards for the school as a whole is:

- 1.95% of all cadets will meet class participation goals.
- 2.95% of all cadets will show a minimum of one year academic growth by the end of the schools fifth operational year.
- 3.95% of all cadets will show growth in character development.

Benchmark assessments in all core and select elective areas will be conducted 3 times per school year as well and will correlate with the NC Readiness EOG or EOC assessments for each grade level. Data from these exams will initially be derived from Pearson curriculum materials and NC Readiness Practice materials. As general misconceptions and deficiencies are recognized, teachers and administrators will delineate materials necessary to assert mastery for the two benchmark assessments that follow. Majority of student cadet data will be tracked using the Common Core tracking database, Mastery Connect and NWEA MAP Assessments.

UpROAR Leadership Academy believe that many factors should be utilized in promoting cadets to the next grade level. The cadet at their grade level in three out of four core subjects, is at the appropriate age or within a year, and is socially mature enough to handle the subsequent grade level. The following factors that determine grade level performance are:

- 1.Performance on NC Readiness EOG and EOC Assessments.
- 2.Growth on NWEA Map Assessments.
- 3.Implementation of UpROAR Core Values.
- 4.Completion of required community service work.

The following are grounds for a cadet to be retained at their current grade:

- 1.Failing two core classes for an academic year.
- 2.Scoring below a 3 on the reading and math EOG.
- 3.At the end of the academic year, having a GPA less than a 2.0.
- 4.Being on academic probation leading into the following academic year.
- 5.A cadet on academic probation who fails the same two core subjects in a subsequent year.

Teachers will gather a list in the beginning of the fourth quarter of cadets who are in question for promotion to the next grade and provide that list to the Head of School. The Head of School will then notify the Progress Review Committee (which will be made up of three teachers; one from Math, English, and Science) of cadets that are in jeopardy of being retained. Parents will be notified in advance about the Progress Review Committee meeting all will be highly encouraged to attend. Parents/cadets and teachers will have the opportunity to present the cadets portfolio and documentation to the Progress Review Committee and provide explanation as to why the cadet should be promoted or detained. The committee will review the information and make a decision as to promoting or retaining the cadet and the parents will be notified of the decision with 24 hours.

UpROAR Leadership Academy will review all EC cadets IEPs to establish if they should be promoted to the next grade level. If the cadet has successfully completed their IEP goals, they will be promoted to the next grade level regardless of their achievement on grade level assignments and standardized test.

This method will also be used for ELL cadets; any ELL cadet who is still below grade level due to language deficiencies will be promoted to their next grade level. The cadets PEP will be revised the following year to ensure that their language needs are being met on a consistent basis.

UpROAR Leadership Academy will have a mentor program in place to identify cadets that are At Risk. The cadet will be assigned a mentor which will allow the cadet and mentor to build a rapport from the start to the end of school. Mentors will be responsible for tracking attendance, academic, and behavior issues from previous schools. If a cadet is absent from meeting their mentor, the mentor is required to call the parent to check on the cadet and report the absence to the Commandant. Mentors will provide updates to the Commandant on the status of their at risk cadets to help establish a plan to avoid losing the cadet.

For cadets to successfully graduate (exit) from UpROAR Leadership Academy it is required to successfully complete all required courses with a GPA of 2.0 or higher and all EOC requirements must be met. UpROAR Leadership Academy will require every cadet to successfully participate in the leadership program every year of attendance, complete individual portfolio, perform required community service hours as directed by grade, participate in the summer reading program, and successfully complete the Senior Research Project.

UpROAR Leadership Academy will start high school courses in August 2018. UpROAR Leadership Academy will add a grade each year so that by 2021 school year it will graduate its first class. High School requirements which are subject to modification once the high school opens in 2018 are:

Four English Credits:

Four Mathematic Credits:

Three Science Credits:

Four Social Studies Credits:

One Credit each of Health and Physical Education

Four Credits of Career or Technical:

Four Credits of Arts Education:

Two Credits of Electives:

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.*

UpROAR Leadership Academy handbook aligns with the school mission and core values. UpROAR will be a structured environment to ensure that it guides cadets towards positive behavior, growth in character development, and improve academic achievement for all cadets. Our goal is for our cadets to show growth as a person overall. For this goal to be accomplished, discipline should be viewed as a learning process and not a source of

punishment. By developing the cadet as a whole the school creed, honor code and the core values: academic honesty, fairness, integrity, loyalty, respect, responsibility, and selfless service will be implemented. The creed, honor code and core values will be embedded and integrated into all aspects of the school community and culture through academics and community service. The function of the Honor Code is to communicate the meaning and importance of intellectual honesty to all students of the school; to articulate and support the interest of the community in maintaining the highest standards of conduct in academic affairs; and to identify, sanction, and educate those who fail to live up to the stated expectations of the school community with regard to these standards.

UpROAR Leadership Academy understands the importance of developing the cadets as a whole and recognizes the importance of character development growth for cadets success long-term. Regardless of background or prior training, each newly arrived recruit at UpROAR Leadership Academy is known as a NC (New Recruit). Each NC undergoes a four-week orientation period designed to familiarize them with the traditions and standards of UpROAR. This orientation is then put to practical use after the NC is assigned to their company. After a full month at the Academy, all cadets go through the Convocation Ceremony where they are awarded for completing the orientation but also recite the Academys Creed as a promise to themselves, family, and the school that they will abide by the school code of conduct and commit to become productive citizens of the community.

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: UpROAR Leadership Academy Inc

Mailing Address: 1001 E WT Harris Blvd STE P 150

City/State/Zip: Charlotte NC 28213

Street Address:

Phone: 704-497-3862

Fax:

Name of registered agent and address:

Genesia Newsome,
1001 E WT Harris Blvd STE P 150 Charlotte, NC 28213

FEDERAL TAX ID: 47-4586423

Tax-Exempt Status 501 (c)(3)

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

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

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

Governance and Organizational Structure of Private Non-Profit Organization:

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

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

Board Member	Board Title	County/State of Residence	Current Occupation	Past or Present Professional	Has any disciplinary action been taken
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Name				Licenses(s) Held	against any of these professional licenses?

Please provide the following in this location of the APPLICATION:

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

The boards function is to perform as a governing body to drive the strategic direction and, initially, the operational structure and policy of the charter school reflective of the charter schools mission, goals and objectives. The board partners with subject matter experts and consultants to ensure each component of the proposed charter school reflects state charter law and is effective in meeting charter schools purpose. The primary duties of the board include but are not limited to:

1. Define, uphold, and materialize the mission, vision, and goals of the charter school.
2. Establish policies in-line with NC governing laws.
3. Hire and evaluate the President of the school.
4. Make recommendations to the President to improve the well-being of school
5. Prioritize short-term and long-term plans for the successful operation
6. Approve annual school budget and conduct on-going periodic review of financial statements.
7. Provide support to ensure complete implementation curriculum and academic programs.
8. Approve operating procedures for the school
9. Continually promote, market and raise funds for the school
10. Build and maintain stakeholder partnerships
11. Maintain up-to-date and accurate records of board meetings

The President and Head of School have been recruited based on their experience of not having the ideal childhood but making the decision to grow as a productive citizen and serve their country while still a child themselves. The President had a wonderful childhood until her sophomore year in high school. At that time her mother treated her as if she was no longer a member of the family which caused her so much pain and hurt. Head of School grew up in a single parent household in the projects of Buffalo, NY. She was blessed to have a parent that worked very hard to get her out of that environment and move to Charlotte, NC. Both have dealt with adversity while fighting for their country in Afghanistan but overcame the struggles and focused on creating an organization that would help children in their communities. Both have education knowledge, sincere care for the well-being of children and the perpetual life of the proposed charter school. The head of school will be supervised by the President and held accountable to specific performance metrics and developmental goals. The Board will be responsible for performance of the President and will be kept up to date on the progress of the school and performance of staff.

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

success of the school and school leader; and c) there will be active and effective representation of key stakeholders, including parents.

The current board consists of 9 members: Genesia Newsome (Founder/President and non-voting member), LaToya Purvis (Head of School and non-voting member), Namaine Coombs (Chairperson), Brooke Adamson (Vice Chairperson), Morgan Taylor (Treasurer), Sheena Carter (Secretary), Timothy Stroman (Planning Committee Chair), Brian Nwokedi (Finance Committee Chair), and Sayanti Basu (Marketing/Research Committee Chair). The number of the Board may be increased at any time by majority vote of the Board but cannot exceed more than fifteen. The founding board include members with expertise in military leadership, education, finance, business, marketing, community support, and governance.

The founding board was assembled with members that have a diverse background and specific skill sets to ensure that the board is effective and directors can add value to the decision-making process. The President is a non-voting member of the board and brings matters worth noting to the board. The board chair ensures the board meetings are conducted objectively where all members have a voice and can be heard. The board presently consists of an Executive Committee, Fundraising Committee, Marketing Committee, Planning Committee, and Finance Committee. These committees will be charged with overseeing the organizations goals. Currently, each committee is led by a board member but the committees are comprised of non-board members that carry out specific tasks that are in-line with the decisions of the board. In the future state, all committees will be comprised of board members. By having a board structure that is based on objectivity, expertise, and accountability the board is positioned to be effective in influencing educational and operational success. To ensure the success of the school and President of the school, all performance will be heavily evaluated to ensure that they are SMART specific, measurable, attainable, realistic and timely. The boards primary duties are to provide strategic direction for the proposed schools, establish policy, manage President and oversee the financial and operational components. Additional duties include fundraising, community outreach and establishing partnerships.

As the proposed school approaches completion, the board will be expanded to include additional subject matter experts as well as parents to ensure all interests are represented. Active and effective representation will be determined by size of board and continuously assessed to ensure the childrens interests are fully represented and all interested parties work constructively to achieve success. Board orientation will be provided to new directors and on-going professional development will be required for all directors to ensure directors remain informed and knowledgeable.

- 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?*

While the President/Founder (Genesia Newsome) of UpROAR Leadership Academy was deployed in Afghanistan during Operation Enduring Freedom, she called home to find out her youngest brother was diagnosed with dyslexia and the average cost for tutoring was \$75-\$85 per hour. She could not understand why the cost for something a child needs to be successful in school was so high.

At that moment she envisioned on starting a nonprofit to offer free tutoring and mentoring to children in the Greater Charlotte Area. While deployed she wrote her business plan and asked LaToya Purvis (Head of School) if she could proofread and provide suggestions for any changes. While serving in Afghanistan, New Way Foundation was built and when both Service Members returned home the plan was executed. Over the years children was being helped but Genesisia felt that it was not enough. The end of 2013, Genesisia created a unique model for a military school and returned to LaToya for edits and revisions. From there, the founder, Genesisia Newsome recruited each Board Member through an application, questionnaire and interview process based on the need and overall fit with UpROAR Leadership Academy. Board Members were ultimately selected based on their interest in and commitment to the vision and mission of UpROAR and their commitment to providing additional school options to students in the Charlotte area and in the future of the school other cities of North Carolina.

Board membership is for a minimum of 1 year or until member resigns or removed. Board has a staggered membership where a limited number of members can voluntarily roll off the board on 6 month intervals after satisfying the 1 year requirement. Notice must be given at least 90 days prior to allow ample time for a successor to be found. To maintain continuity at least half of the board members must remain at each 6 month interval. In the event of the death, resignation, retirement, or removal of a director during the elected term of office, the directors successor may be elected to serve only until the expiration of the term of the predecessor. Directors may be re-elected without limits on the number of terms. Periodic reviews and evaluations will take place to ensure school and school leaders are monitored and adjustments can take place to ensure success. Board members are recruited through an interview process by which members of the executive committee interview the applicants and make a recommendation to the full board by presenting the applicants credentials, interview performance and thoughts of applicants value to the board.

In accordance to UpROAR Leadership Academy Bylaws (Article IV, Section 3), "By way of vote, new members are voted onto the board and given the bylaws for review. Board membership is for a minimum of 1 year or until member resigns or removed. Board is to have staggered membership where a limited numberof members can voluntarily roll off the board on 6 month intervals after satisfying the 1 year requirement. Notice must be given at least 90 days prior to allow ample time for a successor to be found. To maintain continuity at least half of the board members must remain at each 6 month interval. In the event of the death, resignation, retirement, or removal of aDirector during the elected term of office, the Directors successor may be elected to serve only until the expiration of the term of the predecessor. "Directors may be re-elected for a maximum of 2 terms equaling to 8 years."

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

The Academy first operational year the Board will meet at a minimum of 10 times. The full board will meet at a minimum of 8 times per year thereafter. If necessary, the full board may meet on a more frequent basis to accomplish specific projects or tasks. Committees meet once a month or more frequently depending on task at hand.

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).*

Once majority vote occurs, new members will be expected to become familiar with the bylaws and be actively involved in board activities. UpROAR Leadership Board will be looking into receiving board training from Leaders to Leaders. New board members will attend "a day in the life" seminar to better understand the school curriculum, state standards, testing requirements, school operations, student achievement, budget and financial planning, and the schools culture. Board members will be proactively engaged in professional development sessions. Members of the Board are expected to participate in the required training webinars offered by the NCDPI Office of Charter Schools as deemed necessary in an effort to keep all Members informed of new policies and tools from NCDPI or other applicable sources.

Timeline:

UpROAR Leadership Academy will complete the following;

- 1)The Board will develop and approve the Board Member Manual.
- 2)The Board will develop a variety of orientation/training strategies which will include:
 - A.New Board Orientation
 - B.Ongoing Board Professional Development Training
 - C.Seminars on special interest topics pertaining to the school and the cadets attending the Academy.
 - D.Access to pertinent publications and conferences.

Prior to the beginning of the school year, the Board will be trained on charter school governance, financial oversight, operations, and legal responsibility. On-going training will be provided for the Board in topics most pertinent to the success of UpROAR Leadership Academy on quarterly basis.

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

Board members have a duty to disclose any actual or perceived conflicts of interests. If an actual or perceive conflict of interest exists, the conflict of interest is documented for Executive Committee review. Affected member will have an opportunity to explain the nature of the conflict and necessary steps taken to safe guard against the negative consequences due to the actual or perceived conflict of interest. After determination that conflict of interest is either actual or perceived and can be pose risk to the organization, recommended action is presented by the Executive Committee to the full board and majority vote may lead to limits placed on member activities, on-going monitoring or removal from board.

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

All school policies will be developed by majority vote. Once majority vote has been made, the policies must be implemented in the specified time-frame as denoted by the vote. Policy implementation may be overseen by the Planning Committee to ensure the board decisions has been carried out as intended. Surveys will be given to stakeholders and cadets to grasp accurate

feedback on how they view the school policies and the school overall. Feedback from the surveys will also be used to make revisions if deemed necessary.

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.*

Along with UpROAR Leadership Academy Board of Directors and committees listed above (Executive, Planning, Fundraising, Finance, and Marketing); UpROAR Leadership Academy will establish an Academic Student Advisory Committee and a Behavior Student Advisory Committee. The Academic Student Advisory Committee reports directly to the Head of School and advises the Head of School. This committee is made up of teaching staff, parent representatives, and student representatives coming from both middle and high school. The Behavior Student Advisory Committee reports directly to the Commandant and advises the Commandant. This committee is made up of cadre and team leaders, parent representatives, and student representatives coming from both middle and high school.

A Stakeholder Involvement Committee which is similar to a Parent Involvement Committee for UpROAR Leadership Academy will be established to have individuals to become more actively involved in supporting the school and the cadets. The Stakeholder Involvement Committee will consist of individuals that are involved within the cadets life for instance; a mentor, tutor, family friend, family member, or parent/guardian. The Stakeholder Involvement Committee will assist the fundraising committee with fundraising efforts and planning of school events. The Stakeholder Involvement Committee has no direct contact with UpROAR Leadership Academy Board of Directors, no formal authority, and no role of evaluations of any staff/faculty member of the school.

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

UpROAR Leadership Academy encourages parents and staff/faculty members to discuss their concerns and complaints through an informal conference with the appropriate administrator. The following steps displays the grievance process for parents and staff members:

Step 1: A parent or employee who are in need of filing a grievance must provide a written request to the President or the appropriate administrator on the administrative team. A meeting will then be scheduled and the matter will be resolved at that time.

Step 2: If a grievance is not able to be resolved with the President, within 15 days of the action or incident, the parent or employee may request a hearing with the Board of Directors. The board has 30 days from the written request to schedule or deny the requested hearing with or without cause. The Board will then provide a written notice of time/place to the parent or employee who filed the grievance as well as the President and any other relevant personnel.

Step 3: The Board of Directors will provide communication for the final decision to all parties involved within 30 days of the actual hearing. The Boards decision will be the final decision and the final step for all grievances.

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)
5. Copy of any board policies if adopted already (Appendix J).
6. Copies of meeting minutes (if available), relevant to the development of the charter school plan, during the application process (Appendix K).

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

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

X Not Applicable

Private School Conversions: *complete ONLY if the proposed charter is a private school conversion. Otherwise, mark "Not Applicable" and follow the direction #3 in the Application Specifications.*

X Not Applicable

Charter School Replication: *complete ONLY if the proposed charter is a replication of an existing charter school. Otherwise, mark "Not Applicable" and follow the direction #3 in the Application Specifications. Understand that the replication means that a new charter school will be governed separately from the charter school the application is modeled after.*

X Not Applicable

Projected Staff:

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.

Charter School Staff	Number of Positions By Year			
	Position Title	2017-2018	2018-2019	2019-2020
	2020-2021	2021-2022		
President	1	1	1	1
Head of School	1	1	1	1

Commandant	1	1	1	1	1
Recruiter/Marketing	1	1	1	1	1
Administrative Assistant	1	1	1	1	1
Teachers	13	18	23	28	33
Cadres	3	5	6	7	8
EC Teacher	1	2	2	3	3
ESL	0.5	0.5	0.5	0.5	0.5
Speech Teacher	0.2	0.2	0.2	0.2	0.2
School Nurse	1	1	1	1	1
Team Leaders	1	2	3	4	5
Custodian	1	1	1	1	1
Technician	1	1	1	1	1

Staffing Plans, Hiring, and Management

Include the following information for the proposed charter school:

Recruiting procedures for talented faculty at UpROAR will describe and post positions on the website of UpROAR, Facebook, Twitter, teachers-teachers.com, local newspapers, online job accounts, and Craigslist. Retention of high performing teachers faculty will be achieved by listening and responding to the faculty needs through online survey results, feedback through the evaluation process, suggestion box, and valuing their hard work through annual bonuses.

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.*

The board will hold the President and Head of School responsible for creating the culture based on our core values and mission, adhering to policies and procedures, and meeting outlined goals. The board will ensure the school has the resources to build an environment of support for the staff and students to thrive.

The board will receive regular updates regarding the schools performance, how the school is meeting outlined goals and will be informed of any issues that need board involvement as outlined in employment policies.

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

The Board and school leadership will follow the equal employment opportunity law by prohibiting discrimination against all applicants and employees. The Board will comply with state and federal laws when hiring school personnel

and delegates to the President the task of entertaining employment applications or promotions, interviewing applicants, and administers all personnel matters. The President is responsible for making final nominations to the Board for appointments. Nominations are subject to the Boards approval.

Criminal history checks will be conducted by following North Carolina and federal laws. Before making any offer of employment to a new applicant, a conditional approval will be granted by the Board while a national criminal history (which includes the Department of Justice's fingerprinting) and sexual offender status investigation is completed by the President.

There is no charge to the candidate for the background investigation; UpROAR has allocated \$3,000.00 in its budget to cover this expense. The Board will review the investigation results and determine qualification based on the information. Additionally, all Board members are subject to criminal investigations, as well.

The President may recommend to the Board for a teacher or administrators suspension or termination for reasonable and just cause which are made final upon a majority vote of the Board. The termination process shall be handled by the President or Board designee. A staff member may resign in accordance with the terms of the employment contract. Separating employees are asked to complete a written notice and provide it thirty days in advance. The President may act for the Board in the acceptance of a resignation; however, the School Board has the right to rescind the acceptance.

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

UpROAR staff salaries are based on a 10 month calendar excluding the President, Head of School, and Commandant who are paid on a 12 month schedule. Hourly based positions salary is based off of the amount of hours actually worked.

The staff salaries will be as follows with a 1.38% increase for inflation each year: President, \$50,000; Head of School, \$45,000; Commandant, \$41,000; Teachers include EC Teacher, \$40,000; and Recruiter/Marketing, \$35,000.

Full-time employee benefits will start in year 3 and include but not limited to: Retirement plan options, Medical insurance, Dental coverage, and Life Insurance.

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

UpROAR expects its leadership, board and employees to operate in a professional, ethical manner at all times. UpROAR will treat all grievances by employees seriously and expect employees to schedule a conference with their immediate supervisor to discuss the issue. Below are the steps to be followed:

Step 1: An employee who are in need of filing a grievance must provide a written request to the President or the appropriate administrator on the administrative team. A meeting will then be scheduled and the matter will be resolved at that time.

Step 2: If a grievance is not able to be resolved with the President, within 15 days of the action or incident, the employee may request a hearing with

the Board of Directors. The board has 30 days from the written request to schedule or deny the requested hearing with or without cause. The Board will then provide a written notice of time/place to the parent or employee who filed the grievance as well as the President and any other relevant personnel.

Step 3: The Board of Directors will provide communication for the final decision to all parties involved within 30 days of the actual hearing. The Boards decision will be the final decision and the final step for all grievances.

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

Starting in the first year, we will have a teacher that will have dual responsibilities as a sports coordinator. This teacher will be responsible for teaching selected classes as well as coordinate the sports program. In the second year, we will have a teacher that will have dual responsibilities as the guidance counselor. This teacher will have their schedule adjusted as needed to ensure they are providing students with support.

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.

UpROAR Leadership Academy will provide qualified and adequate staff for ELL, gifted and other special needs population. Teachers who are dual certified will be recruited and employing 2 EC teachers in our first year. As enrollment increases number of EC teachers hired will be adjusted in these areas based on the needs of our cadets.

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).

President: Is the Chief Executive Director of the Academy and will manage and supervise the business operations and advancement of the school, relieving the head of school of administrative duties. Provide strategic vision to the Board of Directors and leadership to the administrative staff. Works with the Board of Directors to ensure the school financial stability, enrollment growth, and the cadets progress. The President serves as a non-voting member of the Board and sits on the Executive Committee of the Board; must have, or be working toward, a Bachelors Degree in Human Services or any equivalent combination of experience and/or education.

Head of School: will be responsible for the academic functions of the schools. They will be required to understand and apply North Carolina teaching and professional development standards and the Paideia Learning program. Plan and assess the education program to ensure compliance with all applicable federal and state laws. They will be required to have a Masters Degree in Education Administration or comparable field, or any equivalent combination of experience and/or education. They will be required to have or be working toward their North Carolina Principal certification.

Commandant: will be responsible for assisting the Head of School in coordination, supervision and management of the school culture and operation, overseeing the Cadres and Team Leaders. Their main focus will be on core value and life skill development with Cadets and ensuring that the Cadres and teachers establish and maintain effective working relationships. They will be required to have a Bachelors Degree in either Human Services or

Education, or comparable field, or any equivalent combination of experience and/or education and a minimum of ten years military service is required.

Recruiter: will be responsible for educational research to support the mission of the school and its recruitment efforts. They will be responsible for ensuring UpROAR is making school enrollment numbers and community partnerships. They will be required to have a Bachelors Degree in Marketing, or comparable field, or any equivalent combination of experience and/or education.

Administrative Assistant: will provide secretarial support in the school and front desk responsibilities. High School Diploma and administrative assistant experience required.

Teachers: will be responsible for supporting the holistic education of all students, delivering on high academic standards and embodying the core values and culture of UpROAR. Under the direction of the Head of School, teachers will monitor and evaluate each Cadets academics and development. Bachelors Degree in applicable field of education or any equivalent combination of experience and/or education in applicable field.

Cadres: will be responsible for supporting the holistic education of all students and embodying the core values and culture of UpROAR. The Cadres will focus on life skills and behavior development to ensure a safe and education focused learning environment, enforce UpROARs rules and policies, instruction of drill and ceremony, and physical fitness training with six months experience working with children in a group setting in a structured environment a or any equivalent combination of experience and/or education. A minimum of four years military service is required.

Sports Coordinator: will be responsible for establishing and maintaining physical fitness standards for the Cadets and the schools sports programs. They will be required to have a Bachelors Degree in Physical Education, or comparable field, or any equivalent combination of experience and/or education.

Team Leaders: will be the direct supervisor of the cadre and are responsible for cadet accountability, discipline, training schedule, and completion of administrative reports with a minimum of two years military service, Associates degree in criminal justice or related field, and experience in individual or group counseling and a minimum of six years military service.

Custodian: will be responsible for the routine cleaning and building maintenance with at least one year of custodial experience or any equivalent combination of experience and/or education.

Technician: will provide maintenance services as needed and assigned in a wide variety of maintenance activities, immediate operational and safety concerns with at least one year of maintenance experience or any equivalent combination experience and/or education.

Contract Positions will include ESL teacher and Speech teacher to be contracted on an as needed basis to provide preventive, assessment, and remediation services to meet students needs; must have state license and

degrees in related fields as well as at least 2 years of experience.

Staff Evaluation and Professional Development

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

The Head of School is responsible for ensuring that staff meets licensure requirements and professional development as outlined in Paideia Learning.

- 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.*

UpROAR Leadership Academy staff will undergo detailed onboarding activities that will immerse them in the culture based on the schools mission and core values in addition to the Paideia Learning system. Teachers will be held to the North Carolina Professional Teachers Standards as evaluated by the Head of School. Teachers with two years or less teaching experience will have an identified mentor identified by the Head of School. The purpose is to promote teacher confidence and professionalism. Each teacher will receive annual performance reviews by the Head of School. Teachers will be observed in their classrooms twice a month. After each observation teachers will meet with their mentors and Head of School to openly discuss their performance and build a dialogue on professional best practices. UpROAR Leadership teachers will work with the Head of School to set individualized SMART goals related to areas of weakness, interest, and need at the beginning of the school year. Identifying the area of need will be obtained by achievement and performance data gathered on cadets the prior school year.

UpROAR Leadership Academy teachers will be given a competitive salary, opportunities to earn annual bonuses, strong focus on the school academics and culture, and a personalized approach for evaluations and professional development. The setting of SMART goals for each teacher and professional development will be critical factors of maintaining high quality staff each year. These factors will push to have an atmosphere of continual improvement and enable teachers to feel personally invested.

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

Professional Development will be aligned with UpROAR Leadership Academy belief in authentic learning for cadets in a structured quasi-military environment. Paideia Learning has a professional development model that UpROAR will follow to align with educational instruction models. This model in conjunction with the North Carolina Professional Development standards will provide both internal and external professional development opportunities. Internal professional development includes orientation, departmental training, culture of the Academy training and content based enrichment programs. External professional development will include workshops, on-site training, and webinars through Paideia Learning. Some professional development will be individualized based upon each faculty annual SMART goals and personal plan for achieving those goals.

- 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.

Prior to school opening, the President, Head of School, and Commandant will meet monthly to plan the instructional framework, curriculum, behavior curriculum, and more detailed professional development plan for the Academy. For their own professional development charter and private schools to learn best practices and innovative approaches, will attend local and national conferences. In late spring of 2017, all hired faculty will participate in overview of UpROAR Leadership Academy mission, vision, and Core Instructional/Behavior Curriculum. In early summer 2017, 2 days of professional development reviewing information given from the spring, and a 3 day retreat focusing on: Who we are.; What are we about?; What makes us different?; and team building activities and exercises, and a 2 day workshop designed to help faculty members prepare their roles. Late summer, 3 days of faculty orientation to include: review of the employee handbook and school policies, technology orientation for specific tools and software, review of student orientation program and student policies, and team planning/classroom setup.

A week prior to start of school, teachers and administrators will be instructed on the Paideia Learning model to enable then to deliver on the Paideia instructional model. Two days of professional development will be delivered by Paideia Instructors with an additional 2 days of general onboarding delivered by the Head of School and 1 additional day of UpROAR culture training given by the President.

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.

There will be 20 professional development days for teachers to include the first week which is included in the schools calendar and are not considered to be instructional days for students. This will include a similar mix of Paideia Learning and general professional development.

There will be a staff orientation and preplanning which occurs 5 days prior to the start of school, grade level meetings, and professional development days throughout the school year, year-end meetings, and conferences on an as needed basis. Staff at UpROAR will participate in more than 100 professional development hours per academic school year.

Enrollment and Marketing:

Reaching the full capacity for enrollment will be critical to obtain the necessary financial resources to keep your school viable and operating efficiently. In addition, it is required by law that charter schools provide equal access to all students. Read the charter school state statute regarding admissions GS 115C.218.45(a-i) 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 reflects 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-218.45(e)).

Our marketing will cater to all areas in Charlotte-Mecklenburg which will be reflective of our schools location and desired population. Our marketing

materials will be reflective and inclusive of the diverse culture that Charlotte and the surrounding area offers. Please see below for our marketing plan to the community:

Fall 2015-Create surveys to gain feedback on current gaps in CMS school systems and incorporate those key components within UpROAR. Create a website providing information about UpROAR Leadership Academy and updating with more pertinent information as the school completes each phase.

Harness community partnerships with Charlotte Chamber of Commerce, Local Businesses, Juvenile court DAs, churches, juvenile community programs, parents, and group homes.

In addition to the above, partner with other charter schools around the area and look for synergy, create brochure to spread the word within the community. Continue promotion of imminent school through creation of Facebook, Twitter and LinkedIn Pages. The pages will be reflective of all the values that UpROAR stands for such as (Academic) Honesty, Fairness, Integrity, Loyalty, Respect, Responsibility, and Selfless Service. Inform UpROAR Leadership Academy contacts, friends, colleagues, and the community of completion of the charter school application and continue with promotion of UpROAR Leadership Academy mission and vision.

Initiate conversations with the community, such as community events to inform them of the arrival of UpROAR Leadership Academy, so they can be additional marketing media through word of mouth. Meet with community leaders and churches to start initial outreach.

Spring Fall 2016

Become an active member of the North Carolina Public Charter Schools Association and attend conferences sponsored by them to garner networks. While continuing to feed into the social media accounts, promote through alternate means such as local radio stations, TV stations, newspapers, billboards, and community magazines. Attempt to develop a partnership with local teams and their programs such as Panthers and Hornets. Participate in Charlottes youth related community programs to further UpROARs imperative. Further host programs to spread awareness within the community of the schools opening.

Spring 2017Initiate monthly information sessions and application workshops to help candidates. At this point computer and WiFi will be provided in order to aid with the application process. Hold Commandant Day Workshops on a monthly basis.

The above will be conducted while continuing to engage in related community programs, open houses for parents and prospective cadets. Continued promotion of the school will be held through local media, brochures, conferences, social media and community programs.

Advertise through the aforementioned media for the upcoming open houses for UpROAR Leadership Academy. Also attempt to include a key member of the charlotte community to inspire cadets.

Summer 2017:Hold a ribbon cutting event for the new building and invite guest speakers who is known in the education community to truly motivate our

cadet cadets.

Campus walk-through for guests, parents and cadets. Distribute memorabilia to the cadets T-Shirts, button pins. Invite the local charlotte news and radio station to cover the event. Snack served to encourage participants.

Fall 2017:Start of school orientation for admitted cadets.

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.*

Upon UpROAR Leadership Academy receiving its charter, basic information about the school, Board of Directors, board meetings, curriculum information, the school calendar and announcements will be updated to provide pertinent information for stakeholders and community members. UpROAR Leadership Academy, stakeholders are referenced as mentors, tutors, friend of the family, or anyone that is actively involved in the cadets life. One of the most important thing with stakeholders is their involvement within their cadet education. Communication must and will be maintained with all stakeholders when it comes to their cadet and the school. We hold our cadets at a high standard which means we would hold our stakeholders at a higher standard. All stakeholders will maintain communication with teachers, cadets, and higher authorities. We want stakeholders to feel comfortable in being able to communicate with the staff/faculty at UpROAR Leadership Academy and ensure their child is comfortable and safe. Our goal for stakeholder communication is to have an open door policy. UpROAR Leadership Academy will provide updates on the schools website under announcements and social media sites on a weekly basis and newsletters will be emailed to stakeholders weekly.

Prior to the first day of school for each academic year, UpROAR Leadership Academy will welcome stakeholders and community members to the school for Open House and Commandant Night. Both events will provide the teaching staff, Commandant, cadres, and team leaders to meet the current and future families of the UpROAR Leadership Academy Community. At the event, an overview of the schools mission, policies and procedures, curriculum, and cadet/stakeholders expectations will be explained. UpROAR Leadership Academy expects stakeholders to be involved on a regular basis within the school community. The cadet enrollment packets will have an outline of our goals and expectations for them as contributing members of UpROAR Leadership Academy community. Some of the expectations are as follows:

- 1.It is a requirement for stakeholders to take an active role in their cadet academic and behavior progress.
- 2.Stakeholders must communicate with cadet teachers regularly to ensure positive growth within the cadet.
- 3.Provide positive and constructive feedback with school personnel through surveys and stakeholder/teacher conferences.
- 4.Volunteer for a minimum of 20 hours every academic year at UpROAR Leadership Academy.

Our goal is to have 100% involvement and cooperation from our stakeholders. Below are some ways to reach this goal:

Convocation Ceremony- Held after the first month of school of each year. This ceremony will gather stakeholder and community members to see the progress cadets have made within their first month. Also, they will witness the cadets taking an oath to follow the schools creeds and being recognized as an official cadet of the school and no longer a new recruit. At this ceremony cadets will be given the right to wear the school sweater/blazer and tie based off of their grade level.

Bi-Monthly Promotion Ceremonies/Family Day- Provides an opportunity for stakeholders to see the progress their cadet has made every two months and promote family involvement along with teamwork. This is an opportunity for families to get together and celebrate the cadets hard work for the previous month. UpROAR Leadership Academy will host family days on a monthly basis to gather all stakeholders and members of the community to engage in a celebration of the cadets progress but also creating a family oriented environment.

College Signing Day Ceremony- Provides an opportunity for stakeholders to see their cadet receive a ball cap from the college they have been accepted to and also given the Academys College Career Tie.

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.*

In order to apply for admission to UpROAR Leadership Academy, the potential cadet is required to be a resident of North Carolina. An application will not be denied due to academic performance or special needs of the cadet. UpROAR Leadership will not discriminate against any student on the basis of ethnicity, national origin, gender, race, creed or religion. The opening year 2017, 250 spots will be available for grades 5th-8th. Each grade will not hold no more than 100 cadets. In succeeding years 9th, 10th, 11th, and 12th grade will be added at one grade per year. Cadets already admitted to the school will hold their status until graduation or withdrawal. Siblings of cadets already enrolled are exempt from the lottery along with children of faculty and staff if the total does not exceed the capped limit for each grade level.

UpROAR Leadership Academy open enrollment application period will be from September 1, 2016 to March 1, 2017. All applications must be received by

UpROAR Leadership Academy NLT 11:59pm on March 1, 2017. Applications will be reviewed for completeness, checked for valid North Carolina address and will be entered into UpROAR Leadership Academy database. If the number of applications exceed the number of seats available, a public lottery will be held in April in accordance to the NC Charter School Laws. After the lottery, any applications not accepted will be placed on a waitlist based off of the order pulled from the lottery. Applications received after March 1, 2017 will be added to the end of the waitlist based on the date and time it was submitted. UpROAR Leadership Academy will notify families by a mailed written letter and they will be required to attend a school information session in order to complete the enrollment process. The information session provide information on the instruction provided at UpROAR and will allow feedback on the cadets. Between March and April there will 15 information sessions offered at various times of the day to accommodate the parents schedules. Special arrangements will be given for parents that have more complexed schedules or extenuating circumstances. Once a family has attended an information session they must turn in the completed registration packet by May 1, 2017 for the enrollment process to be complete. If the family fail to complete the enrollment process by May 1, 2017, their seat will be forfeited and the next applicant on the waiting list will be accepted.

Lottery Date for UpROAR Leadership Academy will be April 3, 2017. Notifications will be made to lottery winners by a mailed written letter by April 14, 2017. Enrollment process for lottery winners are to be completed within three weeks, May 5, 2017. Lottery procedure for UpROAR Leadership Academy is as follows:

1. Date, time, and location will be communicated to all applicants and the public via website.
2. Names will be randomly drawn and applicants admitted based on the order they are selected.
3. The lottery will continue until all names have been drawn.
4. Applicants not accepted will be placed on the waiting list in the order names were drawn.
5. If a selected cadet has siblings and there are no openings in the other grades, the siblings will be placed on a priority siblings waiting list.
6. When an opening becomes available at a grade level, cadets will be admitted from the priority siblings waiting list and the regular waiting list.

Cadets who miss the first day of school or fail to call in to notify the school of the absence, their enrollment will be forfeited and must complete another application for future consideration.

Cadets who are planning to withdraw are required to report to the administrative assistant five days prior to leaving the school. Once the proper withdrawal paperwork has been submitted, school property returned, and all outstanding debts has been paid off, the withdrawal process will be complete. When a cadet transfers to another school, records will be provided.

PROJECTED ENROLLMENT 2017-18 through 2021-2022

IDENTIFY LEA FROM WHICH STUDENTS WILL PROBABLY COME

LEA #1 Charlotte-Mecklenburg Schools
 LEA #2
 LEA #3

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

	2017-2018			2018-2019			2019-2020			2020-2021			2021-2022		
	LEA 600	LEA 000	LEA 000	LEA 600	LEA 000	LEA 000	LEA 600	LEA 000	LEA 000	LEA 600	LEA 000	LEA 000	LEA 600	LEA 000	LEA 000
	250			350			450			550			650		

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.

UpROAR Leadership Academy will partner with Eagle Bus Service to provide transportation to all cadets of Charlotte, NC and the surrounding areas. By identifying home locations of cadets, we will establish group pick-up zones that require minimal and reasonable travel for parents/cadets. Once zones have been established, routes will be developed by the bus service for daily pick-up and drop-off.

Eagle Bus Service has quoted \$49,000 a year per bus with a 45-60 person capacity which totals to \$239,903 for the first year of operation. This quote is based off of 183 days of school. That number is based on age and size correlation. Included in the \$49k per bus are vehicle use, fuel (20 miles in AM and PM), maintenance, insurance, management, and driver. UpROAR projects 50 cadets per bus, and will need five buses in year one for 250 cadets.

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.

UpROAR Leadership Academy will go through the process of contracting the food and nutritional services through Heaven Sent Catering. At UpROAR Leadership Academy daily well-rounded breakfast and lunch meals will be provided at no cost to the cadet or their family. Heaven Sent Catering has quoted that it will cost \$5 a day per cadet. The breakdown is \$1.50 for breakfast and \$3.50 for lunch. That cost includes delivery and full meal service.

Civil Liability and Insurance (GS 115C-218.20):

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	\$1,000,000	\$1,550.00

Liability		
Officers and Directors/Errors and Omissions	\$1,000,000	\$4,277.00
Property Insurance	\$250,000	\$450.00
Motor Vehicle Liability	\$1,000,000	\$181.00
Bonding Minimum/Maximum Amount	\$0 \$250,000	\$332.00
Other	\$1,042,506	\$8,706.00
Total Cost		\$15,496.00

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

Health and Safety Requirements:

All public charter schools are required to follow the regulations regarding health and safety as stated in § 115C218.75.

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

uproaryouthcharter 09/25/2015

(Board Chair Signature)

(Date)

Facility:

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

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

The Board of UpROAR Leadership Academy has started searching for adequate school facility to lease in Mecklenburg County upon final approval of the charter. We are currently going through the due diligence phase with American Charter Development LLC. Upon completion of this phase we will enter into an agreement with American Charter Development LLC where the school will participate in the sale leaseback model. Within 20 UpROAR will have the right to purchase the school facility. This will be done as quickly as financially possible in order to both own the facility and refinance at a lower rate. Properties of interest has been sent to American Charter Development to be researched thoroughly and determined if it is a good fit. American Charter Development will also do demographic studies and feasibility studies to try to evaluate if the potential area that the school

will be located can sustain more than enough students required to fill the school. Upon finding a potential school facility, American Charter Development will purchase the property and make the necessary improvements. The company will also work with the local city government, health and fire departments to ensure that it is compliant with the North Carolina State Building Code for middle and high schools.

Please attach copies of Facilities Inspections as Appendix R.

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.

The Academy anticipates a need for 16,000 square feet for our initial 250 students, with the capacity to grow to approximately 48,000 square feet. Cost for new build UpROAR will be charged \$90 per square feet per cadet and for modular build \$65.

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.*

UpROAR Leadership Academy will work early in the planning process with American Charter Development to explore contingency possibilities. These possibilities will likely include a lease of a temporary site until the site of choice is ready. UpROAR will consider the use of temporary or permanent modular buildings in order to quickly create a suitable place for learning. With these options it will reduce construction time and allow UpROAR to be prepared for the first operational year.

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 2017-18

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

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

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

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

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

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

REFER TO RESOURCE GUIDE FOR ADDITIONAL INFORMATION AND SOURCE DOCUMENTS

LEA #1600 - Charlotte-Mecklenburg Schools

Revenue	2015-2016 Per Pupil Funding	Projected LEA ADM	Approximate funding for 2017-2018
State Funds	\$4,505.20	250	\$1,126,300.00
Local Funds	\$2,318.00	250	\$579,500.00
Federal EC Funds	\$3,768.11	27	\$101,738.97
Totals			\$1,807,538.97

Total Budget: Revenue Projections 2017-18 through 2021-2022

INCOME: REVENUE PROJECTIONS	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022

***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.

Personnel Budget: Expenditure Projections 2017-18 through 2021-2022

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	2017-2018			2018-2019			2019-2020			2020-2021			2021-2022		
	<i>Num Staff</i>	<i>Avg Salary</i>	<i>Total salary</i>	<i>FTE</i>	<i>Avg Salary</i>	<i>Total salary</i>	<i>FTE</i>	<i>Avg Salary</i>	<i>Total salary</i>	<i>FTE</i>	<i>Avg Salary</i>	<i>Total salary</i>	<i>FTE</i>	<i>Avg Salary</i>	<i>Total salary</i>

Operations Budget: Expenditure Projections 2017-18 through 2021-2022

BUDGET OPERATIONS EXPENDITURE PROJECTIONS	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022

Overall Budget:

BUDGET OPERATIONS EXPENDITURE PROJECTIONS	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022

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.

The school will initially have grades 5-8 and each grade will have 100 cadets. We are currently targeting 20 cadets per class. Each year, UpROAR Leadership Academy will add another grade with another 100 cadets thus increasing the school size and grade offering each year. Our eventual goal is to get to a complete fifth grade, middle and high school by year 5 or the 2021-2022 school year.

We have completed detailed surveying and market segmentation analysis to determine the potential size of our school. With recidivism rates consistently climbing, we believe that there is a huge appetite for the quasi-military learning environment that we will create at UpROAR Leadership Academy. Reducing the number of young adults in the juvenile system is vital to the long-term suitability and vitality of our society. As a result we believe that our quasi-military based schooling model will appeal to a wide variety of stakeholders (from Judges back to parents). UpROAR Leadership Academy are looking to develop partnerships with judges and of the juvenile justice system to provide an alternative second chance opportunity for the adolescent to remain from being entangled within the system and become productive citizens of their communities.

The budget projections are adequate for the proposed operation of the school. At 250 cadets and full state funding, we estimate that we will have a budget surplus of approximately \$84,779 in year 1. The Board has planned for contingencies if we do not receive full state funding as well as a full 250 cadets.

If the revenues are lower than the anticipated grant applications, aggressive expense reductions will be taken (see below), and fundraising activities will be utilized to cover the deficit.

*At 175 cadets and a state funding reduction of 15%, we would run a year 1 budget deficit of approximately -\$173,000.

*At 200 cadets and a state funding reduction of 15%, we would run a year 1 budget deficit of approximately -\$123,000.

*At 250 cadets and a state funding reduction of 15%, we would run a year 1 budget deficit of approximately -\$80,000.

*At 275 cadets and a state funding reduction of 15%, we would run a year 1 budget deficit of approximately -33,000.

*At 300 cadets and a state funding reduction of 15%, we would run a year 1 budget surplus of approximately +\$160,000

Our expense reduction plan will net us approximately \$125,000 in savings to help offset the potential reduction in state funding. We believe that given our budget projections, the true breakeven point for our school is a student population of 200 cadets.

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

To make the school operational and sustainable at these reduced levels of cadets and funding reductions, we will focus our efforts on cutting down the following expenses:

- (1) We will eliminate consulting expense. \$2,500 net savings
- (2) We will reduce our transportation expense by 10%. \$24,000 net savings
- (3) We will reduce payroll expense by 6%. \$52,000 net savings
- (4) We will reduce square footage and reduce building rent expense 10%. \$12,000 net savings
- (5) We will reduce office supplies by 20%. \$6,000 net savings
- (6) We will reduce our audit and financial services expenses by 5%. \$3,000 net savings
- (7) Defer the 50% of security deposit for the building of \$50,000 to the end of the year. \$25,000 net savings.

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

To be conservative in the running of our school, our current budget doesn't rely upon any other sources of funding other than state, county, and federal. We understand that there is potential in the future to seek other sources of funding through loans, start-up grants, partnerships, and donations but we currently only rely upon traditional sources of charter school funding.

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

20:1

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.*

It is our intent as a school to contract for accounting and financial services which will allow for the proper maintenance and controls pertaining to our financial assets. After seeking quotes from various parties, comparisons, and discussions, the Board of Directors voted to seek the back office services group known as Charter Choices. They will oversee all financial record-keeping and budgeting for UpROAR Leadership Academy and the estimated cost is \$55,000 per year or 3% of operating revenue. It is our belief that outsourcing these services will allow our school professionals to focus all their efforts on delivering top notch quality teaching to our cadets.

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

When you examine at UpRoar's budget you can see our mission and vision in action. It is imperative that we focus our financial resources on the well-being of our students and channel our resources towards them as we strive to reach the schools overall mission to develop leaders of tomorrow within a structured quasi-military environment focused on character development, high academic standards and post-secondary readiness.

Specifically when you look at the budget you will see that per pupil classroom specific spending is well over 15% of the total operational budget. This will ensure that our classrooms have the necessary tools and resources to provide top notch educational instruction.

Approximately 25% of our total operational budget will be spent on child nutrition. It is well documented that how a child eats today will have a striking impact on their health and mental development throughout adolescence and into adulthood. We will strive to provide nutritious food that will help out students grow, and develop physically, but ultimately will help them do well academically.

Furthermore to ensure that our student population will get the best out of their experience at UpRoar, we plan on spending an additional 28% of operational budget on providing adequate transportation for our students.

By focusing 68% of our operational budget on educational materials, student nutrition, and student transportation, we believe that our budget aligns deeply with our overarching mission of UpROAR Leadership Academy.

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.*

As part of our long-range financial plans, UpROAR Leadership Academy will seek to grow a cumulative reserve cash account that will be 10% of projected expenses by the fifth year of operation for the school. This focused effort on building our cash reserves general fund will ensure the long-term sustainability of our school which will allow us to be fully prepared for the future needs of our student population. We understand that expenses change over time so our reserve cash account will ensure that we are adequately prepared for these changes.

Our reserve cash general fund balances for each year are as follows:

2016-2017: \$25,315 which represents 1.5% of projected expenses and a cumulative reserve cash balance of \$25,315

2017-2018: \$113,841 which represents 5.1% of projected expenses and a cumulative reserve cash balance of \$139,156

2019-2020: \$46,566 which represents 1.5% of projected expenses and a cumulative reserve cash balance of \$185,722

2020-2021: \$100,589 which represents 2.6% of projected expenses and a cumulative reserve cash balance of \$286,311

2021-2022: \$177,740 which represents 4.0% of projected expenses and a cumulative reserve cash balance of \$464,052

By school year 2021-2022 our cumulative reserve cash general fund balance of \$464,052 will represent 10.5% of that years total expenses. We are projecting to hit our long-range enrollment figures and believe that these calculations are on the conservative side given that we are very likely to find other sources of funding through start-up grants, partnerships, and our future fundraising efforts.

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

For the purposes of this application and our short-term planning, we have budgeted less than 7% of our total revenue for facilities spending. We are currently going through the due diligence phase with American Charter Development LLC. Upon completion of this phase we will enter into an agreement with American Charter Development LLC which will charge UpROAR Leadership Academy \$90.00 per square foot and can build a modular school at 65 square feet per child. This modular school will eventually be owned by UpROAR Leadership Academy through the sale leaseback model.

Over time the rental payments that UpROAR Leadership Academy pay will go towards owning the school building. Given our current enrollment figures of 250 students our anticipated total lease expense for the life of the school is approximately \$1.46 million. Over 20 years, we are projecting to pay \$73,125 a year.

We believe that this long-term financing option will give us the financial flexibility to drive our school towards long term stability yet will give us the opportunity to design the building in accordance with our specific needs.

6. 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.

At the moment, UpROAR Leadership Academy does not have assets from other resources but are seeking opportunities to accept furniture, uniforms, equipment, and more from businesses that might be closing or downsizing.

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?

UpROAR Leadership Academy will employ a back office services group known as Charter Choices who will oversee all financial record-keeping. The cost to UpROAR Leadership Academy is an estimated \$55,000 per year.

Charter Choices currently work with more than 35 charter schools and they have been in the charter school industry since 1997. Over this time Charter Choices has developed standard operating procedures to ensure adequate safeguards and internal controls when handling the payment of bills, bank accounts, and accounting methods, and record keeping. Their management team includes a CPA and two former charter school administrators who collectively have 10 years of K-12 teaching experience and 8 years of charter school administrative experience. Employing Charter Choices will allow the leaders of UpROAR Leadership Academy to focus their efforts and attention on our schools mission while improving our ability to oversee and manage our finances.

Charter Choices will provide multiple accounting and financial operations services to UpROAR Leadership Academy. Specifically, Charter Choices will provide the following services:

- (1)Accounts Payable and Receivable Services
- (2)Payroll Services
- (3)State, Federal Grant, and Tax Reporting
- (4)Internal Reporting and Budgeting

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

This is not applicable as UpROAR Leadership Academy will ensure, through its comprehensive conflict of interest policies and annual auditing procedures, that finances will be handled with the highest standard of ethics. Appropriate internal controls will be in place to prevent this from occurring.

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.

Charter Choices, Inc.
222 Keswick Avenue
Glenside, PA 19038
Phone: (215) 481-9777
Fax: (215) 481-9651

