



Application Preliminary Evaluation Packet

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

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

Subcommittee Members:

Deanna Townsend-Smith
Anthony Helton
Cande Honeycutt-Killian
Phyllis Gibbs
Glenn Allen
Shannon Stein
Jonathan Bryant
Robert McOuat
Becky Taylor
Robin Kendall
Steven Walker
Tamara Thomas
Tammi Sutton
Sherry Reeves

Date of Review:

CE Academy - CE Academy will dedicate passion for our community to create a global educational environment through language and multicultural programs, multiplying our students chances to succeed in secondary studies and beyond.

09/30/2016

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NORTH CAROLINA CHARTER SCHOOL APPLICATION

CE Academy

Public charter schools opening the fall of 2018

Due by 5:00 pm, September 19, 2016

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 2018-2019 school year

APPLICATION DUE DATE/TIME

September 19, 2016 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 19, 2016 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.
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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TABLE OF CONTENTS

I.	<u>APPLICATION CONTACT INFORMATION</u>	<u>6</u>
	Grade Levels Served and Total Student Enrollment:	7
	Concerns and Additional Questions	9
II.	<u>MISSION and PURPOSES</u>	<u>10</u>
	Mission:	10
	Educational need and Targeted Student Population of the Proposed Charter School:	10
	Purposes of the Proposed Charter School:	11
	Goals for the Proposed Charter School:	11
	Concerns and Additional Questions	13
III.	<u>EDUCATION PLAN</u>	<u>15</u>
	Instructional Program:	15
	Curriculum and Instructional Design:	16
	Special Programs and "At-Risk" Students	18
	Exceptional Children	21
	Student Performance Standards	23
	Student Conduct:	24
	Concerns and Additional Questions	26
IV.	<u>GOVERNANCE and CAPACITY</u>	<u>30</u>
	Governance:	30
	Governance and Organizational Structure of Private Non-Profit Organization:	30
	Proposed Management Organization (Educational Management Organization or Charter Management Organization)	35
	Private School Conversions:	35
	Projected Staff:	35
	Staffing Plans, Hiring, and Management	37
	Staff Evaluation and Professional Development	39
	Enrollment and Marketing:	41
	Marketing Plan	41
	Parent and Community Involvement	42
	Admissions Policy	42
	Weighted Lottery	43
	<u>PROJECTED ENROLLMENT</u>	<u>45</u>
	Concerns and Additional Questions	46
V.	<u>OPERATIONS</u>	<u>49</u>
	Transportation Plan:	49
	School Lunch Plan:	49
	Civil Liability and Insurance	50
	Health and Safety Requirements:	50
	Facility:	50
	Facility Contingency Plan:	51
	Concerns and Additional Questions	51
VI.	<u>FINANCIAL PLAN</u>	<u>54</u>
	Budget: Revenue Projections from each LEA 2018-19	54
	Total Budget: Revenue Projections 2018-19 through 2022-2023	55
	Personnel Budget: Expenditure Projections 2018-19 through 2022-2023	56
	Operations Budget: Expenditure Projections	59
	Overall Budget:	61
	Budget Narrative:	61

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Financial Compliance: 64

Concerns and Additional Questions 65

VII.

AGREEMENT PAGE

Application Fee: 67

Applicant Signature: 67

Total External Evaluator Votes 69

Total Subcommittee Votes 69

CSAB Votes 69

Initial Screening 69

External Evaluator 70

Charter School Advisory Board Subcommittee 85

Overall Summary 86

I. APPLICATION CONTACT INFORMATION

Name of proposed charter school: *CE 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: *CE Academy*

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

Name of contact person: *Heli Chu*

Title/Relationship to nonprofit: *Founder , CEO*

Mailing address: 101 bridlebit Ct.
Cary NC 27513

Primary telephone: 919-468-1924 Alternative telephone: 919-621-0425

E-Mail address: *helichul@yahoo.com*

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

County: *WAKE*

LEA: *920-Wake County Schools*

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

No:

Yes:

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:

Acceleration

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Yes:

No:

To be considered for acceleration applicants must meet four specific criteria. Provide supporting evidences of the following:

**Demonstrate a clear and compelling need for the accelerated planning year*

Partner with a two of four year institution of higher education in North Carolina

Attach Appendix A from the four year institution of higher education in NC to demonstrate a partnership

Verify the absence of a charter school in the proposed county of location

Yes:

No:

Agree to participate in the planning year while the charter application is being reviewed without any guarantee of charter award.

Yes:

No:

What is the name of the nonprofit organization that governs this charter school? CE Academy

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

Grade Levels Served and Total Student Enrollment:

Projected School Opening: Year 2018 Month August

Will this school operate on a year round schedule?

No:

Yes:

Proposed Grade Levels Served and Total Student Enrollment (

5

Years)

Academic School Year	Grade Levels	Total Projected Student Enrollment
First Year	K,01,02,03,04,05	300
Second Year	K,01,02,03,04,05,06	350
Third Year	K,01,02,03,04,05,06,07	400
Fourth Year	K,01,02,03,04,05,06,07,08	450
Fifth Year	K,01,02,03,04,05,06,07,08	500

The State Board of Education provides funds to charter schools, approves the original members of the boards of directors of the charter schools, has the authority to grant, supervise, and revoke charters, and demands full accountability from charter schools for school finances and student performance.

I certify that I have the authority to submit this application, that the initial board members and I were regularly involved in the development of this application, and that no part of this application is

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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.

ceacademy
Signature

CE Academy
Title

ceacademy
Printed Name

09/19/2016
Date

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Section I: Application Contact Information Concerns and Additional Questions	<u>Reviewer</u>	<u>Page Reference</u>
<u>Who is responsible for signing off for the organization? (I.e. No name assoc. with the application rather "ceacademy")</u>	<u>Shannon Stein</u>	<u>Grade Levels</u>
<u>Are there other charter schools in the target area? Are enrollment expectations realistic?</u>	<u>Sherry Reeves</u>	<u>Grade Levels</u>
<u>Is a K-5 with 300 students realistic for Wake County in the schools first year?</u>	<u>Robin Kendall</u>	<u>Grade Levels</u>

<u>Reviewer</u>	<u>Score</u>
<u>Deanna Townsend-Smith</u>	
<u>Anthony Helton</u>	
<u>Cande Honeycutt-Killian</u>	<u>Pass</u>
<u>Phyllis Gibbs</u>	
<u>Glenn Allen</u>	
<u>Shannon Stein</u>	<u>Pass</u>
<u>Jonathan Bryant</u>	<u>Pass</u>
<u>Robert McQuat</u>	
<u>Becky Taylor</u>	
<u>Robin Kendall</u>	<u>Pass</u>
<u>Steven Walker</u>	<u>Pass</u>
<u>Tamara Thomas</u>	<u>Pass</u>
<u>Tammi Sutton</u>	
<u>Sherry Reeves</u>	<u>Pass</u>

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II. MISSION and PURPOSES

(No more than three total pages in this section)

Mission:

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

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

CE Academy will dedicate passion for our community to create a global educational environment through language and multicultural programs, multiplying our students chances to succeed in secondary studies and beyond.

Clearly describe the mission of the proposed charter school:

CEA is a Chinese and English bilingual charter school that provides children from all races and all socioeconomic backgrounds an opportunity to grow into international citizens with a solid educational foundation. CEA will recruit qualified professional teachers to develop innovative and supportive curriculum for students, in order to expand the range of options for our students and prepare them to live in a globalized world.

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.*

CE Academy will be open to all elementary school students (Grades k--5) in Wake County seeking an education with a broad international perspective. While we anticipate that our enrollment will mirror that of Wake County Schools, in general we expect that the percentage of children of Asian heritage will be greater than the district average of 6.5%. The Triangle is already home to over 1.5 million people and it is projected to grow to over 2.5 million by 2035. In the period from 2000-2010, the Triangle's population increased by 46.3%, the percentage of Asian Americans in the population increased to 4.3% . Those who listed their race as other increased to 6.2% of the total. The number of elementary age students increased by no less than 5% in the same years. The population of elementary school students in Wake County continues to grow every year. We at CE Academy believe that these trends create a genuine educational need for a school that has an international perspective.

- 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 projected enrollment is 300 students for the first year. Wake County is

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the largest enrollment market in the State with 73,640 elementary students. Adding in the 16,275 elementary students enrolled in Durham County gives a total of 89,951 elementary students in the Cary, Morrisville Durham and Raleigh area. We anticipate that CE Academy's enrollment will only comprise about 0.35% of the Wake and Durham Counties total enrollment.

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

CE Academy will be a bilingual school. We will teach in both Chinese and English. The students will be immersed in Chinese culture while also mastering the standard North Carolina Elementary school curriculum.

4. *In the appendices (Appendix A1), you must provide evidence through a narrative or visual of this educational need through survey data, or times and locations of public meetings discussing this proposed charter school. (Please do not provide more than one sample survey form).*

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

The Six Legislative Purposes of a Charter School are:

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

CE Academy will provide parents and students with a unique choice not currently available in North Carolina. By teaching in both English and Chinese and immersing our students in both cultures simultaneously we will meet the needs of those who are looking for the broadest possible educational environment. We believe that in satisfying this demand for a globalized educational environment we will improve student learning while also encouraging the use of different and innovative teaching methods.

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.*

In the first 5 years we hope to increase our enrollment goal from 300 to 500

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students. Our plan is to submit semi-annual reports to the schools governing board and other stakeholders. These reports will cover the schools operations, the curriculum, finances, and governance.

Goal of the operation: The school board will meet 3-4 times every school year. They will discuss personnel management, student objectives, financial management and the board's own management. The students EOG and the EOC tests scores will be above the state required scores.

Goal of students citizenship and behavior: Students's ethics and morality are first priority in CEA. All students will follow students handbook and discipline rules to restrain their behavior. The students will become a new generation of polite, ethical, knowledgeable and ideal through study in CEA. It will bring quality, vigor and vitality for our community.

Academic goals: CEA will benchmark students each semester on a year-round calendar. All students should maintain or increase academic performance to indicate their progress in the national test each year.

Financial management goal: we should ensure the break even of finances and strict examination and approval procedures (e.g., all invoices need board signature) to keep school running well.

Governance goal: CEA will create portfolios for all students and teachers to manage school affairs. Every portfolio should keep a record of students and teachers, such as school performance, academic achievement and school attendance, etc. All information will accurate and effective to help school to fair treatment of students and teachers.

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

CE Academy Board is already organized and working toward the successful establishment of the school. The Board will monitor and evaluate specific measurable goals regarding academic performance. The board will closely supervise the students progress and achievement.

Governing Board will use the following indicators is to measure the school's programs toward attaining our mission statement.

1. School Running

An important indicator is increasing student enrollments each year. We plan to increase enrollment each year until we reach capacity.

2. School Governance

The students behavior is positive discipline rates are low. The teacher satisfaction is high, retention rates are more than 90%. The school is harmonizing and peaceful.

3. Academic Achievement

EOG and EOC test results of the students will meet State requirement. The Board will check student achievement, as they will be above as good as local education agency demand.

4. Financial Performance

The finances show clear accounts and balance of revenues and expenses. The audit requirements are met every year.

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Section II: Mission and Purposes Concerns and Additional Questions	Reviewer	Page Reference
It seems the mission statement would reflect a dual language component.	Anthony Helton	Mission Stat
Why does the mission statement not state that CEA is focused on being a Chinese and English bilingual charter school?	Robin Kendall	Mission Stat
Mission statement should include that this school is a bi-lingual English and Chinese school.	Cande Honeycutt-Killian	Mission Stat
Mission statement does not indicate that CE Academy intends to be a bilingual school.	Sherry Reeves	Mission Stat
Appendix A1 states that 57% of the respondents are interested in CE Academy but the survey questions are responses are not provided. It appears that the reason for the school is based on growing population in Wake County. Should this be sufficient for starting a new school?	Sherry Reeves	Educational
Attached for review purposes is a map outlining the current charter schools. Additionally, the map provides an overview of the general placement of proposed charter schools for the 2018 school year: http://www.dpi.state.nc.us/charterschools/schools/map.	Deanna Townsend-Smith	Educational
What information does the applicant have from students and families?	Robin Kendall	Educational
No family input (family or community meetings or surveys) that provide clear evidence for a demand for this school. Why did the board not conduct a community interest survey with targeted population?	Cande Honeycutt-Killian	Educational
Do not see any survey data. Rationale for this school seems fairly weak.	Jonathan Bryant	Educational
How is the schools purpose focused on improving student outcomes? What is the research behind bilingual Chinese/English education?	Robin Kendall	Purposes of
Would love additional information in this section.	Jonathan Bryant	Purposes of
Applicant did not identify one or more of the legislated purposes. Rather, there is only a generic statement. Detailed description of how this school will meet one or more of the legislated purposes is needed.	Cande Honeycutt-Killian	Purposes of
Why does the applicant's response appear to merge the six legislative purposes without including a clear description of how the proposed charter plans to achieve 1 or more of the 6 legislative purposes?	Tamara Thomas	Purposes of
Applicant does not identify one or more of the six legislative purposes for the proposed school. Response is a broad overview of the school's purpose. There are no goals specified.	Sherry Reeves	Purposes of
The academic goals are not specific.	Steven Walker	Goals for th
Why would the board of a brand new charter school meet only 3-4 times a year? How does that meet state board requirements of at least 8 meetings annually? How can a board conduct business to run a successful school with so few meetings?	Cande Honeycutt-Killian	Goals for th
Goals are not SMART. Academic goal is generic at best. How are student portfolios evidence of governance?		
How will the governing board monitor goals annually if the board is only meeting 3-4 times a year?	Robin Kendall	Goals for th
How are the goals aligned to the schools mission and purpose?		
What are the schools SMART goals?		
Whose role is it to maintain a portfolio of every child and teacher at the school? What is the goal of each portfolio?		
Goals are not SMART goals. The responses in this section indicate that the governing board does not have an understanding of "measurable goals." Board goal of meeting 3 to 4 times per year does not meet minimum requirement.	Sherry Reeves	Goals for th
Board meeting frequency seems inadequate.	Jonathan Bryant	Goals for th

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<p>The applicant states, "The school board will meet 3-4 times every school year." Ideally, how often should the board of a new school convene throughout each school year?</p> <p>Where did the applicant provide specific measurable goals for the first 5 years of operation as asked?</p> <p>How often, who, and when will information be communicated to the governing board and other stakeholders?</p>	<p>Tamara Thomas</p>	<p>Goals for th</p>
<p>The Board is only planning on meeting 3-4 times/year? (Page 8). How will that allow for proper governance of the organization?</p>	<p>Shannon Stein</p>	<p>Goals for th</p>

Reviewer	Score
Phyllis Gibbs	
Becky Taylor	
Shannon Stein	Pass
Robin Kendall	Pass
Cande Honeycutt-Killian	Fail
Steven Walker	Fail
Deanna Townsend-Smith	
Tamara Thomas	Fail
Glenn Allen	
Tammi Sutton	
Robert McOuat	
Sherry Reeves	Fail
Anthony Helton	Fail
Jonathan Bryant	Fail

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III. EDUCATION PLAN

(No more than ten total pages in this section)

NOTE: *All sections of the Education Plan should align with all other sections of this application. The State Board of Education shall give priority consideration to the applicants who demonstrate potential for significant, meaningful innovation in education. Provide precise and clear explanations. Lack of response to any question or proper documentation will deem the application incomplete.*

Instructional Program:

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

CEA is a Chinese and English bilingual charter school which will train all level bilingual students for the community. It will be 70% English and 30% Chinese during the school day. The school will achieve this goal by taking one hour of Chinese in the morning and take another hour in the afternoon. Learning language should happen every day starting at a young age, two hours of Chinese class every day in school will be very good practice for language study. Learning a language is not an easy task.

According to psychological studies, children who speak two languages have advantages over those who speak only one language in terms of brain flexibility and problem solving abilities. Language stimulation is a vital factor in facilitating brain development. The elementary school period is a critical stage for language development. In this period, being bilingual can help balance brains two hemispheres, which will strengthen the relations among nerve cells. Therefore, it is of great benefit for young children to develop language skills. The best period for learning a language is between 3 and 12 years old. During this period, it is easy for them to acquire a language. Students at this age learn easier, remember and adopt new skills faster. They learn while playing, this has a multiplier effect. If a monolingual child is put into a kindergarten where people speak another language, he/she will soon get accumulated into that environment and overcome language barriers. Thus, 3-12 year olds are able to learn foreign languages as long as they are provided with a suitable learning environment. Otherwise, learning another language will be more difficult for them as they grow up. Therefore, we should provide them with the best environment for language learning when they are at their best time of life, and help lay a foundation for children to grow up healthily and happily to learn. There are 2 levels in this school. Level one: kindergarten, first, and second Grade; level two: third, fourth, and fifth Grades. We will hire very experienced teachers to develop an innovative and supportive curriculum for students at all levels including students, at-risk and exceptional students in order to encourage them to open vision, adventure the unknown world, love the people, have compassion, team spirit and creative engaged to achieve the mission.

CEA believes it is very important to give each student the support and encouragement they need, especially if they have or are falling behind academically. In these cases, CEA will first implement a plan to identify these students at the earliest possible stage. Next, CEA will develop individualized plans for these students to get them and keep them on track going forward. When students are performing well over their expected level, it is beneficial for the students and teachers academic, intellectual, and peer/social needs to have a more challenging academic experience.

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According to the research, Cary, Morrisville, and Durham have high demand for charter schools. There is only one Elementary charter school in Cary. There are 1049 students on the waiting list for K-7 Grades this year. And at another charter school in Morrisville, which is close to Cary, there are 808 students on the waiting list this year. there are over 175 students on the waiting list also in Durham. According to initial statistics, about 57% of American families are very happy to send their kids to our school, and there are about 35,000 Chinese people in the Triangle area, and there are 1500 students that go to Chinese school on the weekend currently. The data shows a very hot demand in the area for charter schools. With the development of improving Sino-US relations, Chinese demand is obviously evident. This gives our schools provide a rare opportunity. CEA hopes the school will become a bridge connecting the people of the United State and China.

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.

CEA's learning environment is mainly classroom-based supplemented by auxiliary independent studies to deliver our special curriculum to students. CEA will offer a balanced mix of male and female students from diverse socioeconomic and racial backgrounds to target the student population that includes a variety of skill levels and the backgrounds. Our goal will be that the number of our students performing at or above their grade level will exceed the state average every year.

CEA's student schedule will provide cross-curricular connections and collaborative efforts between related classes. In order to innovate traditional language arts and social study classes, students will take a humanities block every day that combines common core and the NC essential standards from language arts and social studies to create greater meaning and connection for students. We will also have math and science, music and arts, drama and history etc. They are all strategically designed offering more opportunity for students collaboration.

The school's normal class size will be 25 students, with some flexibility. Chinese class will include listening, speaking, reading and writing. Combining these 4 sections in the curriculum that will be practiced every day in each level at school. The school will provide the standard to each level grade that must achieved every semester.

The school will provide a unique schedule to allow all K-5 grade students to pursue projects and learning of the choice to support the school's mission and create lifelong independent, collaborative, and internationally talented people. The school will offer special time to structure academic and emotional support to students to promote positive behavior, relationships and encourage work habits to build activity, reviewing school expectations, citizenship activities and other related exercises that a foster positive and collaborative school climate.

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*

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(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.

Our Curriculum is very similar to that of the public schools. However we have more programs in the area of Chinese language and culture. Our teaching method will be slightly different. Our school will be a magnet for ambitious students, who will seek a unique and challenging curriculum. The Triangle is a gathering place for ambitious, educated people.

Our teaching programs and curriculum are based on what we know are the best means to meet the needs of all North Carolina accountability, mission, and students. We are enriching the basic content by adding Chinese language instruction and cultural programs. Included in our core program will be language arts, math, science, social study, Chinese language, history, music, and physical education etc. As we manage our school, we will be guided by the rules of the North Carolina Department of Public Instruction. In addition, it is very important to give each student the support and encouragement they need, especially if they are falling behind academically. The school will first implement a plan to identify these students at the earliest possible stage. Next, school will develop individualized plans for these students to get them and keep them on track going forward. When students are performing well over their expected level, it is beneficial for the students and teachers academic, intellectual, and peer/social needs to have a more challenging academic experience. The students will take special class to learn advance.

Meanwhile, we will provide a wide range of opportunities for our students, such as exchange teachers, parents and students programs with schools in China, visiting scholar and adjunct teacher programs. During summer and break times we may go abroad, including trips to China. These programs will open students minds and help foster a curiosity and wider world vision. This atmosphere will sharpen the student's natural intelligence, cause them to question more, increase their powers of observation and imagination. All curriculum and activities will deliver to students to open and positive mind to achieve the school's mission in our community.

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.

Elementary school is the foundation of education. The teacher is an important facilitators and coach of learning in this stage. CEA will expect teachers to master and explain purpose of the school through the curriculum to deliver all information and knowledge to students. CEA's mission is to provide students from all races and all socioeconomic backgrounds an opportunity to grow into an international citizens with a solid education foundation from our community. In order for this to happen, the teachers will be expected to innovate and explore learning strategies such as to differentiated content, and the process of learning and expectations based on individual students need. The teacher will also be trained in interdisciplinary and corroborative approaches to learning to assist students in being corroborative learners and cross-curricular connections. Language arts, social studies and history integration across all subject

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area is integral to the CEA curriculum. The school will use an advisory model and all teachers will also be expected to use the model to promote positive integrations between students and a school environment supportive of learning. We believe the early success of our school will naturally cause the quality of our education to increase. Since people are attracted by success, it will start a virtuous circle of education.

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.*

CEA will follow the NC accountability model as a foundation for assessment and will include additional state testing and assessment strategies to support school's mission. The school will have four tests to show students performance and progress over four quarters yearly. The teachers will also use formative assessments, classroom observations, and a well-designed comprehensive rubric for project work. Every students will show participation in the presentation of the learning event in each quarter. All students will be required to maintain a digital portfolio of their work presented in different stages, such as online, in hallways, and throughout the community. Promotion from grade to grade will be based on a multitude of factors, but not limited to students achievement in the classroom, state testing and the digital portfolio.

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

According to CEA's mission, the school has designed an efficient and suitable year-round calendar. If the school is to create a global educational environment through language and multicultural programs, we must provide a convenient time for the students that considers travel time. Also, the year-round calendar will provide a reasonable learning period broken up over the course of the year. Meanwhile, it will help teachers make rational and efficient decisions to develop yearlong teaching activities and planning to achieve our goal.

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.*

CEA believes it is very important to give each student the support and encouragement they need, especially if they have or are falling behind academically. In these cases, CEA will first implement a plan to identify these students at the earliest possible stage. Next, CEA will develop individualized plans for these students to get them and keep them on track going forward (modeled off of Wake Countys Multi-tiered System of Supports, or MTSS).

Whether on an individual or group level, if academic performance begins to decline for one or more subjects, the student will be defined as Tier 1, 2, or 3 in need of support, according to the MTSS framework. Students in Tier 1

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will receive the same high-quality, well-rounded instruction. These students performance will be tracked regularly by teachers, assistants, administrators, and parent feedback. Grades, behavior, and learning trajectory are some of the factors that will be considered when looking for "at-risk" behavior in the Tier 1 population. Furthermore, to identify groups of students who may be falling behind, performance will be measured across different classes of the same grade and subject within CEA (i.e., each teachers performance will be compared) and within the same grade and subject within the school system. Students that are escalated to Tier 2 have been identified as "at-risk" students needing more help.

In Tier 2, teachers will rotate on a monthly basis to provide after-school group tutoring. Additionally, teachers will spend time in a small-group setting to focus on a specific subject or general education tools to get a student back on track. Resources outside of school, such as professional tutoring, will also be recommended to parents. These students will require a monthly update on progress, to determine whether they may need increased attention. In Tier 2, CEA will support and implement programs similar to Wake Countys current elementary school intervention services, including, Helping Hands Mentoring Programs and Positive Behavior Support/High Expectations.

CEA will provide Tier 3 students with individualized support and work closely with teachers, parents/caretakers, and administration to monitor progress. In Tier 3, CEA will support and implement Wake Countys current elementary school intervention services, including, K-5 Intervention Teachers, Personal Education Plans (PEPs), Tuition Childcare Programs, and Supplemental Services Programs. Additionally, teachers and volunteers will rotate on a monthly basis to provide individualized tutoring in the mornings, lunchtime, or after-school. Parents will be strongly encouraged to take an active role in getting students extra academic attention. Progress tests will be conducted bi-weekly. For students whose academic performance does not improve, external options, special education, counseling, or professional tutoring may be recommended.

Prevention of at-risk student situations begins with engaged parents and teachers. The school administration will encourage and enforce monitoring of academic progress within and among classrooms through analysis of student grades and behavior. Teachers will be responsible for communicating changes in academic performance trends to parents to get ahead of any issues that may arise. When intervention services are needed, they will begin with small-group extra-curricular sessions led by teachers, and escalate to a series of intervention services similar to those currently offered by Wake County. At that point, analytics and monitoring will play a regular and important role in identifying the path forward for at-risk students.

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.*

Part of CEAs mission is to provide a global education to students in the community. Thus, it is highly likely and even encouraged that ELL students will be present at the school. CEAs goal is to primarily support the development of English language skills to ELL students, and secondarily,

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integrate these students into the classroom for the benefit of the student and his/her peers.

All students who do not speak English as a primary language at the home will be required to complete the standard placement test to assess ELL eligibility. Furthermore, teachers in the classroom can also identify students who may need ELL support, but did not qualify prior. Students who qualify will be enrolled in the appropriate ELL classes, based on level of need (e.g., beginner or advanced). These tracks (ranging in class type and length) will be predetermined and explained to parents by the ELL teachers.

To develop the English language skills of ELL students, CEA will support the special classroom instruction of the English language through ELL textbooks, supplements, and electronic learning guides. ELL-trained and certified teachers will be hired. The instruction will focus on the four domains of language (listening, speaking, reading, and writing) and across all core subjects taught at CEA (e.g., Language Arts, Math, Science, Social Studies, etc). This instruction will be equivalent in length and quality to that available to non-ELL students. Finally, additional tutoring may be provided by CEA before or after school to support the needs of students requiring extra help.

Progress in ELL must be continuously monitored so students can get additional assistance or be transferred into regular core classes when they are ready. Progress against language skills, cultural adaptation, and community integration will be closely monitored (i.e., bi-weekly or monthly) and reported by teachers to parents and school administration. Communication between parents and teachers around a students progress is a critical step in ELL. Finally, due to CEAs mission, we believe that ELL students and non-ELL students should be integrated to foster a community of globalization and cultural understanding. Though ELL students may need different classes or instruction at times, we will make all efforts possible to integrate ELL and non-ELL students when appropriate (e.g., fitness, lunch, music class) so that these students may cross cultural and language barriers in both directions.

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.*

When students are performing well over their expected level, it is beneficial for the students academic, intellectual, and peer/social needs to have a more challenging academic experience. At CEA, intellectually gifted students (commonly referred to in North Carolina as Academically or Intellectually Gifted, or "AIG") will be identified in the classroom and will have a unique learning plan developed by teachers and administrators, with support from parents. This will be implemented in accordance with state policies on curriculum.

Firstly, when students are performing exceptionally in the classroom compared to their peers, teachers will be able to raise the opportunity for a unique learning plan for the student. This requires comparison against statewide performance for the same grade and subject, as well as comparing specific classroom and school performance for the student for that grade and subject.

If parents, teachers, and administrators agree, the student can be enrolled

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in an advanced curriculum or receive special instruction. This may include moving students to a more advanced class, a more advanced grade level, or providing students with additional resources to complete outside of school hours. It may include, generally, small-group sessions, individual teacher support, extracurricular programming, push-in, or pull-out programs for the student.

When students are enrolled in their respective unique learning plans, their performance will be closely monitored in the case they need to be returned to their previous academic pathway or need to tweak their learning plans. This will require frequent communication between teachers and parents; teachers will provide updates to parents on a regular basis if performance is different than expected or changes during the course of the unique learning plan. This monitoring will be both qualitative (e.g., behavioral, classroom performance) and quantitative (e.g., data driven academic achievement).

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)*

CEA will act in accordance with local, state, and federal laws for identification and record keeping for Exceptional Children.

Identification will be done through both informal teacher classroom identification and a formal assessment process. In the elementary school classroom, teachers will be expected to be very in-tune with the development and progress of their students. If a teacher notices a previously undisclosed disability, he/she will raise it to the administration and parents, as appropriate. Formally, if a student with a disability (or identified potential disability) is enrolled in CEA, the school will conduct an assessment to determine the appropriate levels of academic and social instruction prior to placement in the appropriate classroom.

The process for identification will include a referral meeting, eligibility meeting, IEP meeting, and reevaluation determination. Teachers and parents will complete and review a supplemental screening information form, including observations on academic, instructional, and behavior traits. Attendance, past classroom performance, standardized test performance, and

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any remedial/intervention/external services will be recorded. Based on this information and a questionnaire provided by the parents on the students other character traits (i.e., strengths, communication skills), the school will determine eligibility for placement. The school will develop an administrative team, made up of school administrators and experienced teachers, to determine placement, in addition to following current local, state, and federal law. If the administrative team determines eligibility, a short and long term education plan will be developed for the student. Metrics will be tracked regularly and reevaluation meetings conducted as necessary. Parents will be consulted and communicated with throughout the entire process. CEA will be in compliance with Parents Rights under IDEA and given notice containing a full explanation of the procedural safeguards available to them.

CEA takes confidential record-keeping very seriously. All files, discussions, and education plans will be kept in a locked office at CEA, under administrative oversight. These files will only be available to those legally privy, and will require written record that they were reviewed. All school administration and teachers will be expected to be in compliance and will receive training and follow-ups, as necessary. To obtain records from previous schools, CEA will request, in writing, to the appropriate schools administration and/or registrar.

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.*

Under the Individual with Disabilities Education Act of 2004, all eligible children with a disability who are in need of special education will receive it. CEA is committed to upholding IDEA, and going above and beyond. As part of CEAs mission to provide a globally-sensitive education, we believe that education should be available to all students.

Depending on the disability, students who fall under the Special Education Services Programs (e.g., Autism, Behavior Support, and Cross Categorical Kindergarten) will follow the specially designed instruction, level, and class size as defined by the county and/or state. Specifically at CEA, qualified and experienced teachers will be hired to facilitate the learning of Exceptional Children. Resources specific to the disability (e.g., books, software, or electronic learning tools) will be acquired. Modifications and accommodations specific to the disability will be made to every extent possible. Whenever possible and appropriate, CEA will incorporate Exceptional Children into non-Exceptional Children programming (e.g., extracurricular, lunch, and even academic classes), as long as it does not disrupt the learning of the Exceptional Child or other students. Budget will be made available for all necessary Exceptional Children services, including but not limited to school psychologists, trainers, and additional resources to enhance the Exceptional Children learning offerings at CEA.

Students with disabilities will be ensured a Free and Appropriate Public Education (FAPE) at CEA, according to state and federal laws. This includes

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giving notice to parents on any changes proposed to the Exceptional Childs learning plan. Furthermore, it includes an education that addresses the academic and functional needs of the Exceptional Child, which can include books, online resources, tutoring, teacher training, certifications, and generally ensuring the environment is conducive to learning for an Exceptional Child. Teachers and administrators at CEA will undergo the appropriate training and continued education to ensure compliance.

The individualized education plan will be monitored using qualitative (i.e., behavior, social) and quantitative (i.e., grades, grade trajectory, comparison to state standards and to peers) metrics. These plans will be monitored by a progress report completed by the students teacher on a bi-monthly basis. These reports will be reviewed by parents and school administration, as well. Any issues or flags that arise will be addressed immediately by the team of parents, teachers, and administration for the student.

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.*

Student performance is a top priority for CEA, whose mission is to bring a global and well-rounded education to local students. CEA will follow the performance standards process as defined by the READY Accountability Model. This includes setting goals, monitoring metrics, and taking action as necessary.

CEAs goals include: (1) EOG and EOC scores above those of the state average; (2) maintaining high levels of attendance; (3) maintaining regular parent-teacher contact and updates (e.g., no less than monthly updates); (4) maintaining positive grade trajectories and a minimum grade of 65; (5) incorporating the use of education technology when applicable; (6) incorporating a cultural or language element into multiple core classes.

Goals will be broken down into quarterly or bi-monthly metrics and tracked against actual progress. If an area becomes off-track, this allows for early detection and correction. Administration will communicate with teachers on a regular basis to ensure all classrooms are on track. If a specific classroom or subject at the school falls behind, an improvement plan will be instituted and the teacher(s) will be supported and communicated with closely. If performance standards fall behind due to poor teacher performance, additional actions such as suspension or termination may be necessary, pending approval from the administrative team.

Promoting students from one level to the next will require a pass rate on the standard test administration and final grade for each class. Students with special needs may be eligible for an assessment with accommodations. Exit standards for graduation all students will require a passing grade on all required core classes and standard test administrations (i.e., EOC/EOC

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testing in all subjects). The at-risk population will be closely monitored (per the "At-Risk" section) and any ongoing issues will be confidentially communicated to following grade level in compliance with school and state policy to ensure continuity in care.

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.*

Student conduct can make or break a learning experience for young students. At CEA, our goal is to ensure a safe and positive learning environment for all students. We will develop a student/parent handbook to be distributed at or prior to orientation with specific expectations, rules, and guidelines for the school. This handbook will require a written and signed acknowledgement from each household that parents have reviewed the handbook with their children and understand the expectations. The handbook will include sections such as admissions/assignments, transportation services, student health, bullying, safety and emergency, and code of conduct policies (note: these are a sample). Within the code of student conduct, policies on discipline, harassment, bullying, search, use of electronic resources, and punishment will be detailed. Teachers and administrators will be trained and tested on these policies every year, prior to the start of the school year. There will be refresher courses offered during the school year. Students that pose a discipline or safety issue for the school will be addressed in multiple phases (i.e., first offense results in a call to the parent, second offense results in a remediation plan, third offense results in suspension, for example). At CEA, we believe in the importance of parent-teacher communication to prevent student conduct issues and to ensure a safe learning environment. Teachers will be expected to openly communicate with parents and parents will be expected to be actively engaged. This is a way to ensure students get the support that they need to make sure conduct is not a problem in the classroom.

A preliminary list of offenses that may result in suspension or expulsion include: (1) possession of narcotics, alcohol, controlled substances, chemicals, or drug paraphanelia; (2) gang related activity; (3) possession of weapons or firearms; (4) assault on a student, teacher, or other school administrator; (5) bomb threat or act of terror; (6) repeated physical aggression, fighting, bullying, or harassment.

The school will provide due process rights and grievance procedures prior to removing a student from school. This includes conducting a full investigation in a timely manner (e.g., one to two school days) before

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suspending a student, notifying parents for the reason for suspension, allowing students the opportunity to obtain textbooks and homework during suspension, allowing alternative education services when available, and allowing appeals for long-term suspensions.

The school will take into account the rights of students with disabilities in compliance with state and federal laws. A full investigation by an objective team will be conducted on the basis for suspension, and a psychologist and teachers may be interviewed or asked for assistance. This investigation may require special assistance or resources depending on the disabilities of the student.

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Section III: Education Plan Concerns and Additional Questions		
Instructional program needs clarification. K-2 and 3-5 are identified as the 2 levels of the school. What about 6-8 since CE Academy intends to be a K-8 school?	Sherry Reeves	Instructiona
Will the applicant provide a clear and coherent description of the instructional program and the instructional methods? What are the assessment strategies that will be used? The applicant states, "There are 2 levels in this school. Level one: kindergarten, first, and second Grade; level two: third, fourth, and fifth Grades." Yet the proposed grades served are K-8. Will the applicant provide information that substantiates how all grades are to be instructed?	Tamara Thomas	Instructiona
Very light on details.	Steven Walker	Instructiona
How will the proposed approach lead to improved student performance?	Robin Kendall	Instructiona
What are the proposed assessment strategies?		
Instructional program needs clarification.	Jonathan Bryant	Instructiona
Applicant needs to provide a clear description of the instructional program. What methodology will be used? What does a day of instruction look like in a classroom? What assessments will be used?	Cande Honeycutt-Killian	Instructiona
Clarification needed. Could you tell us what a day looks like. How much instructional time?	Anthony Helton	Instructiona
With two Chinese classes taught each day, how will the school day be structured? What are the primary instructional strategies that will be used? What is the applicants plan for educating students in subjects outside of language?	Robin Kendall	Curriculum a
Applicant needs to provide additional details as to the curriculum of the school. Besides the Chinese classes, what will the remaining curriculum look like in practice? How is the curriculum aligned with the state accountability model?	Cande Honeycutt-Killian	Curriculum a
There is no mention of how the school will be compatible with the NC Accountability Model? What are corroborative learners? Are digital porfolios appropriate for the age groups suggested (i.e. K, 1st, etc)?	Shannon Stein	Curriculum a
Our curriculum is very similar to that of the public schools does not sound innovative or specialized. Not sure what additional state testing references. NCSCOS reference numbers would benefit the curriculum outline. Not sure if any of this application is aligned with NC Accountability Model.	Jonathan Bryant	Curriculum a
Appendix B does not appear to align with the mission of concurrently teaching in English and Chinese.	Steven Walker	Curriculum a
Will there be a plan provided that includes all proposed grades with a high quality education?	Tamara Thomas	Curriculum a
This section lacks specificity. What is being taught and how? Appendix B does not provide curriculum outline for grades 6-8. What date does staff report to school prior to first day?	Sherry Reeves	Curriculum a
Need clarification on how at-risk and AIG students will be identified. Applicant makes reference to using Wake County as the model for intervention and seems to lack a strong understanding of the MTSS process. If the school recommends professional tutoring, who will pay for these services?	Sherry Reeves	Special Prog
Applicant needs to clarify plans for serving at-risk, AIG, and ELL students. The plans presented lack detail and may not be legally viable (at-risk). What personnel will be involved in implementing services to these three categories of students?	Cande Honeycutt-Killian	Special Prog
The applicant states, "If parents, teachers, and administrators agree, the student can be enrolled in an advanced curriculum or receive special instruction. This may include	Tamara Thomas	Special Prog

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<p>moving students to a more advanced class, a more advanced grade level, or providing students with additional resources to complete outside of school hours. It may include, generally, small-group sessions, individual teacher support, extracurricular programming, push-in, or pull-out programs for the student." Prior to 'removal' from the regular classroom setting, is there an outline to be provided by the applicant, that indicates the specific in classroom supports?</p> <p>Who will develop the unique learning plans for academically gifted students? What will the qualifications be? How will the unique learning plans be monitored and with what frequency?</p>		
<p>What is the schools system of prevention to provide all students with a high quality education?</p> <p>The applicant writes "For students whose academic performance does not improve, external options, special education, counseling, or professional tutoring may be recommended." Why is the school recommending special education to someone who is "falling behind academically" but hasnt gone through any steps to be evaluated as a exceptional children student? Is the school going to be recommending and paying for professional tutoring?</p> <p>Will students be given the Home Language Survey? How many ELL classes will there be?</p>	Robin Kendall	Special Prog
<p>The applicant states, "The process for identification will include a referral meeting, eligibility meeting, IEP meeting, and reevaluation determination." Will the applicant share where in the Federal Guidelines does it state that the 4 steps shared constitute the process for identification?</p> <p>The applicant states, "Parents will be consulted and communicated with throughout the entire process." According to the OCR, what constitutes a Section 504 team? Will CEA have such a team?</p> <p>The applicant states, "All school administration and teachers will be expected to be in compliance and will receive training and follow-ups, as necessary." How will CEA create accountability and maintain compliance in this area for Section 504?</p>	Tamara Thomas	Exceptional
<p>Applicant states that there will be an informal identification and a formal assessment process for identifying EC students. Explain more clearly. Applicant does not discuss 504 process. Sections lacks clarity and understanding.</p>	Sherry Reeves	Exceptional
<p>Referral process is unclear in the Child Find Process. How are written parent referrals handled? A system of support is identified in a previous section and referenced here. The narrative mentions the school will follow policies but no clear method is identified.</p>	Glenn Allen	Exceptional
<p>Will you allow parents to make referrals?</p>	Shannon Stein	Exceptional
<p>Plans to identify students with disabilities is not clear? Who is on the team? How will the Child Find process be implemented? Who will serve on the team to identify students who qualify for a 504 Plan?</p>	Cande Honeycutt-Killian	Exceptional
<p>Are parents able to refer for EC services? This states that if the administrative team determines placement - no mention of parent involvement within this team.</p>	Jonathan Bryant	Exceptional
<p>Exceptional Children plan is not complete.</p>	Anthony Helton	Exceptional
<p>What is the schools procedures regarding 504 plans and accommodations?</p>	Robin Kendall	Exceptional
<p>Where is Child Find? How will student evaluations and assessments be completed?</p>		
<p>Specially Designed Instruction is not defined by disability category or county/state guidelines. How will you provide the full continuum of services (regular, resource, separate, etc)?</p>	Glenn Allen	Exceptional
<p>What specific exceptional childrens services will be offered at the school?</p>	Robin Kendall	Exceptional
<p>"Modifications and accommodations specific to the disability will be made to every extent possible. Whenever possible and appropriate, CEA will incorporate Exceptional Children into non-Exceptional Children programming (e.g., extracurricular, lunch, and even academic classes), as long as it does not disrupt the learning of the Exceptional</p>	Tamara Thomas	Exceptional

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Child or other students." As the applicant has shared that, "to every extent possible," modifications and accommodations specific to the disability will be made, how will CEA manage and navigate when it is not possible?		
What does the EC educational program look like at CE Academy?	Sherry Reeves	Exceptional
What does the implementation of the full continuum of services look like at this school? What related services will be offered? EC programming lacks details and specifics to ensure the school will sufficiently serve students with disabilities.	Cande Honeycutt-Killian	Exceptional
Goals are not measurable (i.e. scores above the state average; high levels of attendance).	Sherry Reeves	Student Perf
Are your goals measurable? If so, what are the metrics?	Shannon Stein	Student Perf
You mention the administration communicating with teachers to make sure that classrooms are "on-track"...what does that mean? How will it be measured?		
What level will you determine if the student is promoted? (I.e. 3 or 4 on EOG)? What if there are no test administered at that grade level; how will promotion be determined?		
Many of these goals are not measurable.	Jonathan Bryant	Student Perf
There is no mention of promotion etc. for students with disabilities.	Glenn Allen	Student Perf
What are the SMART goals for student performance standards mentioned (ie EOG scores, attendance, maintaining regular parent-teacher contact)?	Robin Kendall	Student Perf
How will a student be promoted if there is no standard assessment (ie K-2nd)? What is a final class grade that would mean a student is promoted to the next grade?		
How will the assessment data drive instruction and improve the curriculum over time?		
What are the specific student performance standards for the grade levels served? How will you track the progress of all students, especially K-2 where there are no formal standardized assessments/EOGs?	Cande Honeycutt-Killian	Student Perf
Clearly define promotional requirements for all students including how you would incorporate the IEP for students with disabilities.		
Performance goals are not measurable in any way.		
This section lacks details to ensure that there are clear, measurable performance standards for students.		
How does the statement, "The at-risk population will be closely monitored (per the "At-Risk" section) and any ongoing issues will be confidentially communicated to following grade level in compliance with school and state policy to ensure continuity in care," clearly depict the exit standards for the "at-risk" population?	Tamara Thomas	Student Perf
The applicant states, "Students with special needs may be eligible for an assessment with accommodations." How and when will this determination be made for students with disabilities?		
Are there no offenses that would result in an immediate suspension (i.e. Weapons, drugs, sexual assault?)?	Shannon Stein	Student Cond
What is your grievance procedure and timeline for serious offenses?		
Applicant should review the legal requirements for suspension/expulsion.		
What is the full process for the discipline of a child with disabilities? What is the process for suspensions that go beyond 10 days? What about the manifestation determination meeting?	Cande Honeycutt-Killian	Student Cond
How does the day-to-day discipline process appear for teachers, students, and administration?		
How specifically will student conduct be governed outside of the signed student handbook?	Robin Kendall	Student Cond
The applicant shared, "The school will take into account the rights of students with disabilities in compliance with state and federal laws. A full investigation by an	Tamara Thomas	Student Cond

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objective team will be conducted on the basis for suspension, and a psychologist and teachers may be interviewed or asked for assistance. This investigation may require special assistance or resources depending on the disabilities of the student." How does CEA plan to manage students with disabilities who are recommended for a 10 or more days suspension term?		
The narrative reflects following State and Federal Policy. What is your specific plan for Students with Disabilities after they have been suspended for more than 10 days?	Glenn Allen	Student Cond
Not sufficient to show that the applicant understands the legal ramifications and due process requirements.	Steven Walker	Student Cond

Reviewer	Score
Deanna Townsend-Smith	
Sherry Reeves	Fail
Tammi Sutton	
Tamara Thomas	Fail
Steven Walker	Fail
Robin Kendall	Fail
Becky Taylor	
Robert McOuat	
Jonathan Bryant	Fail
Shannon Stein	Fail
Glenn Allen	
Phyllis Gibbs	
Cande Honeycutt-Killian	Fail
Anthony Helton	Fail

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IV. GOVERNANCE and CAPACITY

(No more than ten total pages in this section)

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

Governance:

Private Nonprofit Corporation:

*The nonprofit corporation must be officially authorized by the NC Secretary of State upon application submission.

Name of Private Nonprofit: CE Academy

Mailing Address: 101 bridlebit Ct

City/State/Zip: Cary NC 27513

Street Address: bridlebit Ct

Phone: 919-468-1924

Fax:

Name of registered agent and address: Heli Chu

101 bridlebit Ct. Cary, NC 27513

FEDERAL TAX ID: 47-5089576

Tax-Exempt Status 501 (c)(3)

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

Yes (copy of letter from federal government attached: Appendix D)

X No

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

Governance and Organizational Structure of Private Non-Profit Organization:

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

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

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

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Ellis Parks	secretary	WAKE	5217 Nobleman Trail		
Wei Ding	treasurer	WAKE	604 prairie meadows		
Emma Dempse	board vice chair	WAKE	10033 Sycamore Rd.		
Heli Chu	board chair	WAKE	101 bridlebit Ct.		
Jing Li	board member	Out of State	1472 misty in bolingbrook IL		

Please provide the following in this location of the APPLICATION:

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

The Board of CE Academy consists of different occupations, most of them from educational system, some from technology, some from accounting and the business, but all of them love education, child care and community building. Meanwhile they shoulder a lot of responsibility for the management of the school. The board of directors will be directly responsibility governance of the school.

The School Board will be responsible for entire operation and management of the school. They develop guidelines and management to achieve mission and the goal of school, Including a governing board's functions, primary duties, roles and responsibilities etc.

Also, they will oversee all of the policy and programming to reflect the educational mission of the school.

The Board will be responsible for monitoring the head of each department of the school to supervise the progress of meeting annual school goals for each group. And they have the rights to appoint and dismiss administrators.

The Board will be responsible for reviewing monthly financial statements to ensuring sufficient funds are available to meet the school's mission. And they will develop and maintain the balance of the school budget to ensure legal and the financial obligations of the school.

The Board will be responsible for checking academic performance of the school to achieve the school mission and goal. That will include having a vibrant academic program, reaching EOG and EOC requirement of NC educational standard and ensuring proper teaching methods.

The leadership of the board members represent the school. Our prospective school leader has been involved in the planning of CEA and has been an integral part of the development of the charter application.

The school administrators will be determined by the Board. The Board will use the school website and modern media to recruit and hire administrators who will have some experience of school management, lofty ideals, love education, honesty, integrity, compassion and dedication to the community. They will discuss all personnel management decisions in consultation with the Board. A fair, just and reasonable Board and administration team would

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bring a splendid future for school.

- 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 School Board will have seven members which are consisted of chair, vice chair, secretary, treasurer and the members. Each Board Member is passionately committed to improving public education for students in North Carolina. Each member will regularly attend the all board meetings, actively contributing decision to make progress and voting on matters of the school in collective responsibility until successor is appointed.

The founding governing board will represent the local area and have experience in teaching, education administration in public, charter school, finance, technology and building construction etc. All members will have the commitment to achieve the mission, administration, financing, operation and students education of the school.

The structure and composition of the School board is a diverse and talented group of professionals that leadership will deliver high-quality and successful supervision of our education and operation, the school and the school leader, as well as all of the key stakeholders and parents.

The school board will monitor the educational and the operational progress of the school to check the performance of students achievement and running of the school. Meanwhile, they will provid guidance of policy and guidelines to ensure successful operation toward the mission of the school.

The school principal will be formally evaluated yearly by the Board. The principal will complete a performance measurement plan (PMP) yearly with no fewer than three and no more than five improvement smart goals. The PMP will be reviewed midyear to complete a self-assessment listing progress and the completion of the PMP goals at the end of year. Then PMP will be submitted to be approved by the board. The board will determine if the principal has reached expectations.

The school board will comply to meeting laws of North Carolina and post on the website yearly board meeting schedule, agendas, dates, time and minutes of meetings, also board contact information to ensure clear information for stakeholders and parents.

The school board will regularly organize meetings to survey teachers, administrators, students, stakeholders and parents of School to ensure all activity and performance toward the mission of our strategic planning.

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

The CEA Board started inviting members ten months ago. We select Board members that share CEA's mission to support a global educative at a year age. Some board members have experience teaching Chinese, some board members are language or elementary school teachers. They all love children and education, and are also dedicated to the cause of education for many years. The board has various and diverse areas of expertise that when blended

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together results in a strong, highly functioning board.

If a position of board is vacant, the vacant seat will be announced to the parents and local community with our standards which person will be passionate, committed, honest, virtuous and conscientious. The spots will be filled as soon as possible within a month. The new board member will complete training and serve the school to achieve the mission and goal of the school.

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

The School Board will meet approximately once a month, at least 10 times in a year. Every meeting will be posted on the School website.

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.

The school board understands that new member training is of great importance to the school. There is critical training and orientation before a new member come to school. In order to ensure the quality to reach the mission and goal of the school, the new member will receive school's bylaws, articles of incorporation, the charter school application, the minutes of previous meetings, and the current financial updates etc. Also, they will receive governance training and related training on various topics as determined by the current board and the school attorney. The new members and the current board members both will attend work shops offered by the office of charter schools. A series of systematic training will be hosted to better understand the school and school's mission for the new school's board members.

Founding board members will receive training beginning in August 2017 and will continue the training monthly until the school opens in August 2018. The topics covered will include the rules of the board, drafting board policy, North Carolina charter school law, review of the open meetings law, understanding the monthly financial statement, parliamentary procedure, establishing board polices, strategic planning and other topics. Board members will also receive governance training and training offered by The office of charter school beginning immediately after approval of the application.

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

The board members of CE academy will have excellent quality morals and be ethical, fair, honest, kind-hearted, charitable, professional and dedicated to ensure that the board will follow the guidelines set forth by the North Carolina school board association. Also the board will comply with all the state and federal laws that govern conflict of interest issue that apply to non-profit organizations.

Based on these principles, the Board will formulate a policy to avoid a conflicts of interest policy for CE Academy. It will be tailored to the specific needs of our school. Our Policy will be based on state and federal laws governing conflicts of interest and applicable to nonprofit and

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charitable organizations. When a potential conflict of interest arises the Board will take the necessary action to eliminate any possible conflict by:

1. Focusing first on the Schools mission statement and organizational goal of delivering a quality education with a unique international emphasis.
2. Putting the issue before the Board for them to resolve in the best interest of the Academy.
3. Setting forth a procedure whereby such matters, should they arise in the future they can be identified before they arise and thereby avoided.
4. Each board member will be required to sign a conflict of interest statement that will require each member to disclose any actual or potential conflicts of interest.

There are no relationships currently existing with any of the current board members that could pose actual or perceived conflicts of interest if the application for our school is approved.

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

The board of CE Academy complies with North Carolina Department of public instruction regulation, as well as follow the law of the United States and the state of North Carolina to makes an open and transparent decision making process. The school board will seek all of the stakeholders to participate in the decision making process when developing school policies. Any decision and policies will be the result of the interests and needs of all parties and must meet all state and federal guidelines. All the decision and policies making process will involve the faculty, school administration, school improvement team, stakeholders and the parents, then it will be examined and supervised by teachers, administration, parents, the governing board and the relevant departments etc to determine if it meets the school's goal and mission.

The school board will strictly follow the best practices and steps when developing school policies. All decision and policy making process are open and transparent in order to effectively achieve the goal and the mission of the school.

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.

CE Academy will set up Parent-Teacher Association (PTA) in the first year . PTA is an important organization for the successful operation of a high quality school. Parent participation will be a strong partner in assisting the staff with our mission of educating all of our children.

The PTA will be established to provide a voice for parents and the community. CEA will use this input as it develops educational programs for school growth. The PTA will be comprised of the parents of enrolled students and teachers.

The school will plan a Professional Learning Team (PLT) to help students. It will be shared leadership, vision and values, collaborative culture, etc. Follow up discussions of ESL, CSL, AG etc. are invited to provide additional assistance. The PTA will directly report to the principle of the school.

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

A grievance of a parent or staff member is a part of school life. Our hope is to resolve conflicts as they occur rather than to let them intensify. In order to clarify the school's grievance process, School administrators, staff and parents will take the following steps:

Step 1: A parent or employee who wishes to file a grievance must first provide a request in writing to the Lead Administrator or other appropriate

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member of the administrative team. A meeting will be scheduled and the matter may be resolved at this time.

Step 2: If a grievance cannot be resolved directly with the Lead Administrator, the parent or employee may request, within 10 days of the action or incident, a hearing with the Board. The Board has 20 days from receipt of that written notification to schedule and hold the requested hearing or deny the request for a hearing, with or without cause. The Board will provide written notice of the time and place to the parent or employee who filed the grievance, as well as the Lead Administrator and any other relevant personnel.

Step 3: The Board will communicate its final decision to all involved parties within 20 days of the hearing. The Board's final decision is 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 E)
2. A one-page resume from each founding board member and responses to the questions found on the Charter School Board Member Form (Appendix F).
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 G).
4. A copy of the articles of incorporation from the NC Department of the Secretary of State. (Appendix H)

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

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

X Not Applicable

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

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

X Not Applicable

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

X Not Applicable

Projected Staff:

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.

We are planning the number of enrollments to be about 300 in the first year. 500 students are targeted enroll in

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the following 4 years gradually.

In the first year 300 students:

Full-time staff

- 1 Principal
- 1 Assistant administrator
- 1 Finance Officer
- 1 Clerical
- 12 Core content teachers
- 5 Specialty teachers
- 3 Teacher assistants
- 1 Instructional support

Part-time staff

- 3 Transportation staff

In the second year 350 students

Full-time staff

- 1 Principal
- 1 Assistant administrator
- 1 Finance Officer
- 1 Clerical
- 14 Core content teachers
- 6 Specialty teachers
- 4 Teacher assistants
- 1 Exceptional children teacher
- 1 Instructional support

Part-time staff

- 3 Transportation staff

In the third year 400 students

Full-time staff

- 1 Principal
- 1 Assistant administrator
- 1 Finance Officer
- 1 Clerical
- 16 Core content teachers
- 7 Specialty teachers
- 5 Teacher assistants
- 2 Exceptional children teacher
- 1 Instructional support

Part-time staff

- 4 Transportation staff

In the fourth year 450 students

Full-time staff

- 1 Principal
- 1 assistant administrator
- 1 Finance Officer
- 1 Clerical
- 18 Core content teachers
- 8 Specialty teachers
- 5 Teacher assistants

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2 Exceptional children teacher

1 Instructional support

Part-time staff

5 Transportation staff

In the fifth year 450 students

Full-time staff

1 Principal

1 Assistant administrator

1 Finance Officer

1 Clerical

20 Core content teachers

9 Specialty teachers

5 Teacher assistants

2 Exceptional children teacher

1 Instructional support

Part-time staff

6 Transportation staff

Staffing Plans, Hiring, and Management

Include the following information for the proposed charter school:

There are two factors necessary for the building of a quality Charter School to recruiting and retaining high-performing teachers: 1. We must have a quality management system to provide a teaching environment; 2. We must have a competition payroll program to encourage the teachers teach well. CEA will provide extensive training opportunities for teachers to learn and innovate from their instructional activity. The School Board will start the recruiting process for teachers through the school website, job fairs, online job postings and variety of modern media to get high-quality teachers for school. Additionally, the school will evaluate for teachers annually to ensure a quality team to achieve the mission and goal.

2. Provide a description of the relationship that will exist between the charter school employees and the nonprofit board.

The Board of Directors, pursuant to North Carolina Statutes, will have the authority to hire and fire any staff member. This arrangement was reviewed and approved by the legal counsel for the North Carolina Department of Public Instruction and the State Board of Education prior to the submission of this application. The Charter School employees will be paid. The Non-Profit Board Members will not be paid. Board Members will not be employees of CE Academy Charter School.

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

CE Academy has a formal hiring procedure for applicants. The principal shall interview applicants before recommending them to the Board. Every hired employee will sign an offer of employment and be checked for criminal history before the contract is signed. Applicants for core teacher will be licensed or eligible licensure. Staff will be hired "at will" on a year to year basis. Extensions of employment offers are recommended on an annual basis. The first 90 days of employment are considered an Introductory period. During this period, the employee may resign from the academy without

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reason and without notice. The Academy may terminate employment without cause and without notice. After the first 90 days, progressive discipline policies will be followed for minor performance issues. Employee will be terminated immediately for any violations of a serious nature. The Board will follow the protocol established for the screening of school employees and all vendors in and around students. Every five years in the school the staff of the school will be required to be fingerprinted and pass a local and federal criminal background check with the FBI to ensure safety of the school.

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

In matter of compensation, the distribution principle of the school is to reward good performance for all levels of employment. For base salaries, pay bands have been established to a minimum, midpoint and maximum scale by job. This will allow the employees income to grow with merit increases. Different positions requiring different skills, greater personal time commitment and/or exceptional performance will have different rewards. These rewards will be added to a positions base salary (Base Salary + reward = Total Salary). The rewards will range from \$10,000 to \$30,000. The total salary will range \$45,000 to \$75,000.

All full-time staff will enjoy social security, health insurance and medicare benefits. The part-time staff will enjoy part of these benefits.

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

When an employee believes a work condition or her/his treatment is unjust or inequitable this creates a hindrance to the effective operation of the school, the following procedure will be available to any employee who feels aggrieved. Step 1: Discussion of the problem with the immediate supervisor is encouraged. If the employee does not believe a discussion with the supervisor is appropriate the employee should proceed to Step 2: The aggrieved employees will be encouraged to request a meeting with CSUSAs Corporate Human Resources Department. The Corporate Human Resources Department will conduct an investigation and consider the facts and may review the matter with the aggrieved employees supervisor. All employment decisions involving the hiring or termination of teachers shall be made after investigation by the Corporate Human Resources Department, which shall be presented to the Board for final decision in accordance with N.C. Gen. Stat. 115C- 238.29F(e).

Dismissal before the end of the contract year for poor performance is only as a last resort assuming the principal has counseled the employee and provided substantive feedback and support as evidence by a written plan of action.

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

Staffing models which include positions with dual responsibilities are very common in school settings. If a position has a dual purpose or dual responsibilities such as potentially custodial works may also serve as a bus driver and the athletic director will also teach physical education etc, the employee holding that position will be paid a stipend on top of her/his base salary for any additional duties as needed. Funding is expect to be derived from LEA.

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.

CE Academy will provide qualified teachers for the anticipated number of special needs students. Based on the number of applications received from

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special needs students, we will be able to hire the required number of trained staff before the start of the school year. If necessary, subsequent staffing additions or other adjustments that will affect the approved annual budget will be presented to the Board for approval as needed and will not affect the operation of the school or impair the delivery of a quality education to our special needs students.

CEA will have certified exceptional children (EC) teachers in the future years (not in the first year) for ELL and gifted students. We will select EC teacher from currently teachers team or new applicants. All kinds of teachers will be qualified staff from administration team.

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

The Principal and Assistant Administrators team are responsible for managing the day-to-day operation of the school. They are responsible for maintaining an environment that is safe, orderly, and conducive to teaching and learning. Also they will report to the Board monthly on the statement of the school, as well as follow laws, work collaboratively with all stakeholders to build a strong learning community and implement the mission.

The school counselor will work with the Principal and the Assistant Administrators team as a part of his/her responsibility to the school leadership. The counselors role is primarily focused on all students advocacy.

The leader of the each team will collaborate with the Principal and Assistant Administrator to arrange professional development supportive of teacher needs and support students achievement to implement their goal. All school leaders will have a college degree, teaching certification, or other higher education degree.

The teachers will be responsible for delivering the appropriate instruction that follows the NCSCOS, guiding the education their students, ensuring the safety of the students, and the following the program and results for students achievement. Additionally teachers are required to adhere to all state and federal laws related to the performance of their duties as outlined in. The teachers will communicate regularly with the parents about the progress of their students.

The Academy will assist teachers in meeting the licensure requirements established by DPI and the SBE. The Board and CSUSA will develop, maintain, and promote a development program for all teachers and instructional staff to progress from a SP1 to SP2 License if they choose. The Board and CSUSA will provide assistance and required information, requirements, and documents needed to make this progression. The employee will be responsible for all financial fees for license progression and renewals. CSUSA Employee Services will maintain each employee's file with updated licenses and alert all employees of the need to renew their current license with this program. North Carolina requirements for teachers from outside the state must be completed for clear renewable certification. These requirements are incorporated into North Carolina approved teacher preparation programs and must be completed within five years.

Staff Evaluation and Professional Development

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

The school administrators will follow NC education law to maintain a valid

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teaching license for teachers and accomplish professional development. All teachers will be responsible for attending required PD training and maintaining their PD records.

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

The school administrator team operated by the Board of CE Academy will provide a framework through which our staff will be able to grow and develop professionally while at the same time providing an excellent education to our students in keeping with our mission statement. Our Board will verify the teacher certifications of our staff and monitor the licensure requirements to ensure that each staff member remains appropriately credentialed. For staff members in need of mentoring, the Board Members will communicate with each other and with the schools management team to provide assistance to the staff member in question and ensure that the actions taken are consistent with the school's policies and our mission requirements. In the area of retention, the school's management team will supervise the teacher certification and licensure requirements for the instructional staff. This combined with the compensation structure mentioned earlier will allow the School to keep it talented professionals. Staff Evaluation: Staff evaluations must be done fairly and effectively in order to ensure that the school can deliver an exceptional education to its students. Those charged with performing the evaluations will be trained in the requisites of instructional excellence and funds will be budgeted for teachers training that enhances their instructional skills.

- 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.*

Education is a meaningful career. The future of our world depends on the current education system. Therefore, our mission and goal is the core of our Professional development plan. We will seek out multitudinous talents to participate in our educational program. We want students to know that they live in a multicultural world. Exposure to those various cultures will benefit their lives and help them become international citizens. For students armed with an education stepped in globalization and multiculturalism the future world will indeed be amazing!

The school will devise plans focusing on language components that will enhance the instructional program at the school. Professional development related to Integration of all education, as well as differentiation will be mandated for all staffs; however, other opportunities will exist for staff to Tailor PD to their own unique interests and needs.

Our Chinese instructional method will be unlike any offered in the surrounding schools. Special education students will receive the same quality instruction, tailored to their specific needs. Enriched teaching methods will enhance the educational experience for all of our students. Our school's excellence will come from the successful efforts of each individual student and teacher.

- 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.*

The Board will schedule one or more planning sessions for the instructional

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staff prior to the start of the school year. Steps will be taken to provide for the monitoring and evaluating of the teachers classroom instruction, delivery, student achievement, student engagement, classroom management and organization etc. These sessions will be followed up by an inspection by the schools director no later than the week prior to the start of the school year, checking the staff's progress in each of the above areas. The school will work with the teachers to plan for the best ways to present the most challenging aspects of the curriculum and the proper instructional methods so that the course material will be readily understandable to the students. Meanwhile, the school will make extensive use of online opportunities for staff development such as webinars etc. teachers will also receive basic training in the advisory model with plans to do more training throughout the year to jump-start their professional development and understanding of school expectations. These steps will contribute to the schools successful operation and the fulfillment of its mission.

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.*

It is our belief that the school year should consist of 190 instructional days. Professional development will be conducted weekly with grade level teams, led by the Academy Curriculum Resource Teachers (CRT) for approximately one hour per team. Each team will meet once a week, after school on a rotating schedule. Additional professional development will be offered on teacher work days for approximately four hours per day for training sessions involving the whole staff. Within the parameters designated above, each teacher on staff should receive a minimum of approximately 52 hours of direct professional development (36 weeks x 1 hour, and plus + 4 planning days x 4 hours).

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)).

The school will choose the location with the fastest population growth and within that location, a site which will be convenient to the maximum number of possible students from all socio-economic groups. According to a survey: 59% of American families who adopt Asian children are willing to attend our school, about 1500 Chinese students are in local weekend Chinese schools. More and more American families want their kids to have a place to learn Chinese. As stated in Appendix A1, we will serve all 5-12 year old students in the Wake County, Durham County, and Chatham County region. Cary, North Carolina is a multicultural community in this region and has a perfect population of our school's marketing. We will target this population to start off our marketing. The school will utilize the website, Facebook,

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Wechat, local community, local YMCA, art center, newspaper and TV etc to open marketing of our school to recruit students. All marketing efforts will reflect the school's mission and emphasize the schools focus on the goal of creating open, fraternal, independent global and collaborative learners.

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.*

The parents and community members are the foundation of the strategic planning, implementation, management, and operation of the school. The Board's first priority will be to engage the parents and community members in all aspects of the charter process, the operation, and the governance of the school to ensure the success of the schools opening. The board will spend the significant time initially in community meetings, churches, neighborhood communities, sporting events and social media, etc. discussing the existing opportunities CE Academy will provide to children, as well as notify all parents and stakeholders of the unique education plan and parents will be given an explanation of the curriculum and the school expectation prior to enrollments. This information is delivered by: open house, published information, online application, school website, and social media. The engaged parents will become an important part of the school upon its opening. Good performance of the students can be related to increased involvement by their parents. Parents are an important partner in a child's learning experience. CEA will collaborate regularly with parents, students, and teachers scheduling conferences to share their learning. The Board will provide support to the PTA and work to foster the teacher/student and teacher/parent relationships. We will provide programs such as family activity and school activity to involve engaged parents to strengthen their support and interest in learning.

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.*

CEA has instituted principles to admit students as our mission promises students from all races and all socioeconomic backgrounds an opportunity policy. The school admission will follow steps to recruit students from online or physical applications.

Open/close Enrollment: December 1th 2017 / February 20th 2018. Application

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verification, enrollment lottery in March 2018, admission/ wait-list notice will be mailed in April 2018, registration in May 2018 ongoing. After enrollment, passing into verification, the lottery will be visible to the public. The parents will be notified of their acceptance lottery number at the event. The number of applications will allow the school to appropriately craft programs, class sizes and grade levels. The lottery will be system generated. All applications will be date/time stamped as they are received. Applications received outside of the enrollment period will be placed on the waiting-list in the order in which they are received. Before registration, the students should decide whether to attend or not. After registration, the wait-list students are accepted on a first come, first serve basis to fill any vacancies. All charter students must go through the pre-admission lottery. If students are accepted, the family will be required to read and agree to CEA policies and procedures as stated in the student-parent handbook. Our goal is a fair admissions procedure which opens the admission process as much as possible. Students may withdraw from the school at any time and enroll in another public school in accordance with district policy. All students who enrolled or withdraw will go through the appropriate procedures such as paperwork etc required in the school. If a student seeks to re-enter CEA, they will be required to follow the same admission process as all other students.

Timeline for the 2018-2019 School year Admission:

- | | |
|--|--------------------------|
| 1. Open Enrollment: | December 1th 2017. |
| 2. Enrollment deadline: | February 20th 2018. |
| 3. Application verification & Lottery: | March 1th 2018. |
| 4. Acceptance letters mailed: | March 10th 2018. |
| 5. Acceptance confirmation deadline: | April 30th 2018. |
| 6. Admission/ wait-list notice will be mailed: | April 10th 2018. (Final) |
| 7. Registration: | May 1th 2018 ongoing. |
| 8. Teacher first meeting (start work) | June 25th 2018 |
| 9. School open house | June 28th 2018 |
| 10. Students first day of the school | July 9th 2018 |

Weighted Lottery

Does your school plan to use a weighted lottery?

Yes:

No: x

The State Board of Education may approve an applicant's request to utilize a special weighted, or otherwise limited lottery in certain circumstances. If the charter applicant wishes to deviate in any way from the open lottery normally utilized by charter schools, the following requirements must be met:

- 1. In no event may a lottery process illegally discriminate against a student on the basis of race, religion, ethnicity, gender, or disability.*
- 2. A lottery process may not be based upon geographic boundaries, such as zip code or current public school attendance zones.*
- 3. A lottery process that deviates from the standard lottery must be based upon the school's unique mission and must be based upon educationally, psychometrically and legally sound practices, protocol and research.*

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If the applicant is requesting to use a weighted, or otherwise limited, lottery, please provide the following:

- 1. A thorough explanation of how the specific mission of the school, as set forth in the application, requires the utilization of the weighted or limited lottery.*
- 2. A thorough description of the processes and procedures the applicant intends to use to effectuate the lottery.*
- 3. The underlying research, pedagogical, educational, psychometric and legal, that supports the request and the procedures the applicant is requesting.*

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PROJECTED ENROLLMENT

2018-19 through 2022-2023

IDENTIFY LEA FROM WHICH STUDENTS WILL PROBABLY COME

- LEA #1 Wake County Schools
- LEA #2 Durham Public Schools
- LEA #3 Chatham County Schools

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

	2018-2019			2019-2020			2020-2021			2021-2022			2022-2023		
	LEA 920	LEA 320	LEA 190	LEA 920	LEA 320	LEA 190	LEA 920	LEA 320	LEA 190	LEA 920	LEA 320	LEA 190	LEA 920	LEA 320	LEA 190
Kindergarten	35	10	5	35	10	5	35	10	5	35	10	5	39	11	6
Grade 01	35	10	5	35	10	5	35	10	5	35	10	5	39	11	6
Grade 02	35	10	5	35	10	5	35	10	5	35	10	5	39	11	6
Grade 03	35	10	5	35	10	5	35	10	5	35	10	5	39	11	6
Grade 04	35	10	5	35	10	5	35	10	5	35	10	5	39	11	6
Grade 05	35	10	5	35	10	5	35	10	5	35	10	5	38	11	6
Grade 06	0	0	0	35	10	5	35	10	5	35	10	5	38	11	6
Grade 07	0	0	0	0	0	0	35	10	5	35	10	5	38	11	6
Grade 08	0	0	0	0	0	0	0	0	0	35	10	5	38	11	6
	210	60	30	245	70	35	280	80	40	315	90	45	347	99	54
	300			350			400			450			500		

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Section IV: Governance and Capacity Concerns and Additional Questions	Reviewer	Page Reference
Not required at this time.	Cande Honeycutt-Killian	Tax-Exempt S
In one place the application indicates the board will meet 3-4 times a year, here is says 10 times. Which is accurate?	Jonathan Bryant	Governance a
As in previous sections, this section lacks sufficient details. Board members lack key experience including elementary, school administration, finance, legal. How will the board recruit to fill in these needs? How will the board evaluate the success of the school and themselves? Board meeting in bylaws conflicts with the previous sections. Is the board meeting 3-4 times a year or 10? How will the board be trained?	Cande Honeycutt-Killian	Governance a
<p>What are the powers, duties, orientation, and professional development of the board? What are the key skills, areas of expertise, and constituencies that will be represented on the governing board?</p> <p>How have the founding board members been recruited and selected?</p> <p>What is the strategic board calendar? The board calendar conflicts with the application goals section which says the school board will meet 3-4 times a school year, which is accurate the calendar or goals section?</p> <p>How specifically with the board create school policies?</p>	Robin Kendall	Governance a
<p>Based on the description of the board's role, will the Board be more in a governance model or an operational model?</p> <p>You mention that the school leader has been integral to the planning of this application; who is that leader? A current Board member?</p> <p>What data will the Board review to ensure success?</p> <p>How will the Board hold "regular organized survey meetings" ?</p> <p>What is the procedure for choosing new Board members in the event of a vacancy?</p> <p>The number of proposed meetings differs from other sections (i.e. Pg. 8 vs. Pg. 23)</p> <p>Every policy would be reviewed by parents? (Pg. 23)</p> <p>What would that procedure look like?</p> <p>Is the PTL a subcommittee of the PTO? How will the follow up discussions of ESL, CSL, etc, provide assistance?</p>	Shannon Stein	Governance a
<p>Applicant states that the board will consist of 7 members but only lists 5 members currently.</p> <p>Is a current board member identified to serve as school leader?</p> <p>Organizational chart is confusing.</p>	Sherry Reeves	Governance a
<p>Kindly clarify: Outline below the strategic board calendar detailing how often the board will meet. Applicant states, "The School Board will meet approximately once a month, at least 10 times in a year. Every meeting will be posted on the School website." In the Goals for Proposed Charter Section applicant states, "The school board will meet 3-4 times every school year."</p> <p>Will the applicant describe the removal procedures and term limits for Board members?</p>	Tamara Thomas	Governance a
Need to clarify meetings of board. Is it 3-4 times per year or 10?	Anthony Helton	Governance a
Instead of putting the occupations of the board members in the table addresses were input.	Steven Walker	Governance a
The board is not partnering with an EMO/CMO.	Cande Honeycutt-	Proposed Man

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	Killian	
Will all staff members salaries be within \$45K 75K? Why is a staff member at CE Academy meeting with Charter School USAs Corporate Human Resources Department? What is the connecting between CEA and CSUSA? How will the board recruit and retain high performing staff members for special populations? Why will the school not have staff certified to support ELL students in the first year if the school is planning on 300 students in year one with a focus on serving bilingual students? Again, the applicant states that the board and CSUSA will develop, maintain, and promote a development program. Why is the board working with CSUSA if they do not have an EMO/CMO?	Robin Kendall	Staffing Pla
Are all the teachers included in the projections on page 26? (Especially given the projections of the proposed student population?) Will there not be EC teacher support in year #1? If not, how will EC students be serviced? Given the specific teachers needed for the mission of the school; can you further explained the points you made for how to retain high performing teachers? Would the "introductory period" possibly leave to disruption in learning if teachers are dismissed after 90 days? What retirement plan do you offer? What are the rewards based on? What is the "Corporate Human Resources" from Charter Schools USA (CSUSA)if you are NOT in a relationship with an EMO? Are you outsourcing?	Shannon Stein	Staffing Pla
Are you considering your EC staff in the specialty teachers or core teachers? It is not clear how many EC teachers you will have each year. Will there be an ELL staff member? Why is there references to CSUSA if the school does not intend to partner with a management company? Was this an oversight of a copy and paste? How will the school address smooth transitions if there are staff that leave during the 90-day probationary time?	Cande Honeycutt-Killian	Staffing Pla
Applicant does not provide sufficient information to some questions.	Steven Walker	Staffing Pla
No counselor or social worker projected for 1st 5 years of operation. Who are the part-time staff? No EC or EL personnel listed.	Sherry Reeves	Staffing Pla
No EC teacher for 1st year? 90 days of probationary employment - so a teacher can quit within the first 3 months of school without issue?	Jonathan Bryant	Staffing Pla
What are the specifics of the staff evaluation program? What are the specifics of the mentorship program? What are the specific core components of the professional development plan?	Robin Kendall	Staff Evalua
What measure will be used to evaluate staff? What does the Beginning Teacher Mentor program look like? Professional development plan lacks specificity. Applicant states there will be 190 instructional days but calendar indicates 185. Calendar also does not specified when staff reports to work prior to 1st day of school.	Sherry Reeves	Staff Evalua
Does CEA plan to use NCEES?	Jonathan Bryant	Staff Evalua
Evaluation and professional development are not clear. What are the licensure	Cande Honeycutt-	Staff Evalua

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expectations? Do you plan to use the state evaluation plan or something else? If something else, what does it measure? How is it implemented? Since the school focus is bi-lingual Chinese/English, how will specific professional development in Chinese and language integration be implemented? Plan lacks sufficient details.	Killian	
Will all staff be licensed? What is your BTSP plan? Who will be responsible for providing PD? How will staff receive necessary training to be able to implement Chinese instructional method? Who is the members of the CRT (Curriculum Resource Teachers)?	Shannon Stein	Staff Evalua
What is the source of the statistic stating that "59% of American families who adopt Asian children are willing to attend our school?"	Robin Kendall	Marketing Pl
What survey is referenced in this section? A clear plan for marketing school to the targeted population is not present.	Cande Honeycutt-Killian	Marketing Pl
Marketing plan is nonexistent.	Sherry Reeves	Marketing Pl
How is the school targeting unengaged parents?	Robin Kendall	Parent and C
Lottery process is unclear.	Sherry Reeves	Admissions P
This admissions policy is very unclear. When is open application time? When is the lottery? How will the lottery be conducted? When will parents be notified? What is a pre-admission lottery? Narrative doesn't match list of dates. Policy is unclear.	Cande Honeycutt-Killian	Admissions P
What type of "system" will CEA use for the lottery? Your requirement for lottery participation (ie. pre-admissions lottery)may not be consistent with state law?	Shannon Stein	Admissions P
Is opening K-5 with 300 students in year one realistic?	Robin Kendall	Projected St
Is enrollment projection for year 1 realistic? What is the basis for each county's projected enrollment?	Sherry Reeves	Projected St
School not using weighted lottery	Cande Honeycutt-Killian	Weighted Lot

Reviewer	Score
Phyllis Gibbs	
Becky Taylor	
Robert McOuat	
Deanna Townsend-Smith	
Robin Kendall	Fail
Jonathan Bryant	Fail
Sherry Reeves	Fail
Anthony Helton	Fail
Glenn Allen	
Cande Honeycutt-Killian	Fail
Shannon Stein	Fail
Tamara Thomas	Pass
Steven Walker	Fail
Tammi Sutton	

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V. OPERATIONS

Transportation Plan:

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

In order to ensure that no child is denied access to the school, we would need 2-5 school buses. The first year, we anticipate having 300 students and would plan 2 buses and diversity transportation. The school leadership and the school administrative assistant will use the school website to coordinate and help students such as carpool and volunteers to transport the students. Also we will seek more funds to support the transportation plan to add more buses.

Our school premises are based in West Cary. The two school bus routes will be NC 55 Highway and High House Rd, Green Level West Rd in the first school year. If we obtain more funds, we will open more routes to transport students.

In order to ensure safety for students and staff, all personel contracts for transportation services will be required to pass a background check and wear appropriate identification. Also, all transportation will meet required the safety standards and be properly maintained.

In order to achieve the school mission and goal, we will cooperate with the school administrators and parents to enhance efficient transportation to all students so that they can successfully reach the school.

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.

In order to ensure that no child is lacking a daily meal, we will provide options to bring lunch or receive a lunch from the school provided vendors for students.

We will provide lunch for students; most of the food will come from specific vendors we contract, also incorporating Chinese food to help students understand and interact with Chinese culture.

We also encourage students to bring their own lunch. We will provide refrigeration and microwaves in each lunch room. If students need to use the microwave, they must ask teacher to help them that students are not allowed use microwave by them self.

We will follow NC and public school students lunch requirements to manage

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the lunch program. The food will meet all requirements standard. We will post the lunch menu monthly on the School website to let students choose their School lunch. If students match the public school free lunch standard, we will follow the procedure to give them free lunch from the school budget. If students forget to bring them lunch, the school will provide lunch for students and charge it to the parents. The lunch services are directly related to performance and achievement of students reaching their goals. We will pay attention to this very important work and ensure funds to support lunch program.

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 Liability	\$1,000,000		\$1,548.00
Officers and Directors/Errors and Omissions	\$1,000,000		\$4,277.00
Property Insurance	\$920,000		\$450.00
Motor Vehicle Liability	\$1,000,000		\$2,300.00
Bonding Minimum/Maximum Amount	\$250,000	\$250,000	\$332.00
Other	\$1,000,000		\$19,688.00
Total Cost			\$28,595.00

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

ceacademy 09/01/2016

(Board Chair Signature) (Date)

Facility:

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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.

CEA board considers the school building the first priority for the school's opening.

We are looking for land around 30 to 40 acres in West Cary area for the school site. The facility will allow an approximate 85 Square feet per child. The facility will include classroom space, specialty classroom space, a computer lab, a school library, an open-floor hallway and outdoor space for an athletic field etc.

We are familiar with some builders around this area and we will choose the best one to construct the school building for us to ensure the quality. Meanwhile seeking funds to get the financial support is also an important foundation.

It will take 1-2 years for the entire building to be completed. We hope we can use new building in the first year, but we are also fully prepared to operate without a new building. We will rent the School building for the first year throughout Development Liaison Town of Cary while passing The Education Certificate of Occupancy.

The new building will meet all occupancy requirements such as fire code and accessibility standards etc. to obtain The Education Certificate of Occupancy.

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 estimate will be \$10 to \$16/per sq.f t.(build new \$135/psf) on current market rental rates. If we rent facility in the first school year, it will cost about \$14/psf, 85sf/student, total 25,500sf, cost \$357,000.

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

If the facility is not ready by the time the public charter school plans to open, we are fully prepared to rent a facility for the first school year. At the same time, the board will discuss with CSUSA a contingency plan. This may include looking for a temporary facility or high-speed construction of a permanent facility that ensures the operation of the school is safe. We think this is a very rare and an unlikely event at the school.

Section V: Operations Concerns and Additional Questions	Reviewer	Page Reference
How will the school provide transportation to those students with Transportation identified on their IEP as a related service?	Glenn Allen	Transportati

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What does diversity transportation mean?	Robin Kendall	Transportati
How many students do you expect to ride the bus?		
What is diversity transportation?	Sherry Reeves	Transportati
What is diversity transportation?	Cande Honeycutt-Killian	Transportati
What transportation will be assured for students with disabilities that have transportation services listed in the IEP plan?		
Why is there no money in the budget for Child Nutrition?	Robin Kendall	School Lunch
Will the school participate in the Free and Reduced program?		
How will the school cover any child nutrition deficit?		
Unclear as whether or not CEA will participate in the National School Lunch Program.	Sherry Reeves	School Lunch
Will there be a cost to parents for the lunch in the form of a lunch plan? What will that cost be? Which food services vendor(s) will CEA propose to partner for food services?	Tamara Thomas	School Lunch
Why is there no money allocated for child nutrition?	Cande Honeycutt-Killian	School Lunch
Full plan to ensure lunches for all students not clear.		
What is "other"?	Steven Walker	Civil Liabil
Did board chair sign?	Sherry Reeves	Healthy and
Is there a partnership with CSUSA?	Jonathan Bryant	Facility and
Again, it appears that you are partnering with CSUSA, but that is not consistent with your application?	Shannon Stein	Facility and
Has the applicant identified a building space? If so, kindly indicate the location. Regarding a contingency plan, when will the CEA board have a conversation with CSUSA that confirms their support of a contingency plan? With which builder has CEA begun discussions regarding a new building? With which realtor has CEA discussed securing a rental space to accommodate the school needs?	Tamara Thomas	Facility and
Again, there is a reference to CSUSA? Does the school have a partnership with CSUSA? How will the school fund 30-40 acres of property in Cary where real estate is prime? Facility plan is weak. Contingency plan is weak.	Cande Honeycutt-Killian	Facility and
Clarify the following: we will rent the school building for the first year throughout Development Liaison Town of Cary. What is the relationship with CSUSA? There has been no mention of CEA utilizing an EMO.	Sherry Reeves	Facility and
Why is the school discussing facility plans with CSUSA? How will the applicant "rent the School building for the first year throughout Development Liaison Town of Cary"? What does that mean exactly?	Robin Kendall	Facility and

Reviewer	Score
Becky Taylor	
Robin Kendall	Fail
Steven Walker	Fail
Tamara Thomas	Fail
Tammi Sutton	
Sherry Reeves	Fail
Deanna Townsend-Smith	
Anthony Helton	Fail
Cande Honeycutt-Killian	Fail

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Phyllis Gibbs	
Glenn Allen	
Shannon Stein	Fail
Jonathan Bryant	Fail
Robert McOuat	

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 2018-19

<p>SHOW CALCULATIONS FOR FIGURING STATE AND LOCAL DOLLARS FOR THE PROPOSED CHARTER SCHOOL</p> <p><i>Refer to the Resource Manual Finance Section for guidance on estimated funding amounts</i></p>	<p>State Funds: Charter schools receive an equivalent amount per student as the local education agency (LEA) receives per student receives from the State. Funding is based on the 1st month average daily membership.</p> <ul style="list-style-type: none"> In year 1 – Base state allotments are determined by the LEA in which <u>the student</u> resides In year 2 and beyond- Base State allotments are determined by the LEA in which <u>the school</u> is located. <p>Local Funds: Charter schools receive a per pupil share of the local current expense of the LEA in which the student resides.</p> <p>Federal Funds: Charter schools must qualify and apply for the individual federal grants based on their population of students.</p> <p>REFER TO RESOURCE GUIDE FOR ADDITIONAL INFORMATION AND SOURCE DOCUMENTS</p>			
	<p>LEA #1 920 - Wake County Schools</p>			
	Revenue	2016-2017 Per Pupil Funding	Projected LEA ADM	Approximate funding for 2018-2019
	State Funds	\$4,873.23	210	\$1,023,378.30
	Local Funds	\$2,340.00	210	\$491,400.00
	Federal EC Funds	\$3,579.70	21	\$75,173.70
	Totals			\$1,589,952.00
	<p>LEA #2 320 - Durham Public Schools</p>			
	Revenue	2016-2017 Per Pupil Funding	Projected LEA ADM	Approximate funding for 2018-2019
	State Funds	\$5,095.09	60	\$305,705.40
Local Funds	\$3,132.52	60	\$187,951.20	
Federal EC Funds	\$3,579.70	6	\$21,478.20	
Totals			\$515,134.80	
<p>LEA #3 190 - Chatham County Schools</p>				
Revenue	2016-2017 Per Pupil Funding	Projected LEA ADM	Approximate funding for 2018-2019	
State Funds	\$4,977.99	30	\$149,339.70	
Local Funds	\$3,167.00	30	\$95,010.00	
Federal EC Funds	\$3,564.76	3	\$10,694.28	
Totals			\$255,043.98	

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Total Budget: Revenue Projections 2018-19 through 2022-2023

INCOME: REVENUE PROJECTIONS	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
-State ADM Funds	\$1,478,423	\$1,595,100	\$1,822,971	\$2,050,842	\$2,278,617
-Local Per Pupil Funds	\$774,361	\$903,421	\$1,032,481	\$1,161,542	\$1,293,118
-Exceptional Children Federal Funds	\$107,346	\$135,589	\$150,661	\$172,954	\$188,327
-Other Funds*	\$0	\$0	\$0	\$0	\$0
-Working Capital*	\$0	\$0	\$0	\$0	\$0
Z - TOTAL REVENUE	\$2,360,131	\$2,634,110	\$3,006,113	\$3,385,338	\$3,760,062

***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 J.

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Personnel Budget: Expenditure Projections 2018-19 through 2022-2023

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	2018-2019			2019-2020			2020-2021			2021-2022			2022-2023		
	Num Staff	Avg Salary	Total salary	FTE	Avg Salary	Total salary	FTE	Avg Salary	Total salary	FTE	Avg Salary	Total salary	FTE	Avg Salary	Total salary
Administrative & Support Personnel:															
Lead Administrator	1	\$55,000	\$55,000	1	\$60,000	\$60,000	1	\$62,000	\$62,000	1	\$65,000	\$65,000	1	\$67,000	\$67,000
Assistant Administrator	1	\$50,000	\$50,000	1	\$55,000	\$55,000	1	\$57,000	\$57,000	1	\$60,000	\$60,000	1	\$62,000	\$62,000
Finance Officer	1	\$35,000	\$35,000	1	\$37,000	\$37,000	1	\$39,500	\$39,500	1	\$42,000	\$42,000	1	\$44,000	\$44,000
Clerical	1	\$40,000	\$40,000	1	\$45,000	\$45,000	1	\$47,000	\$47,000	1	\$49,000	\$49,000	1	\$51,500	\$51,500
Food Service Staff	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Custodians	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Transportation Staff	2	\$20,000	\$40,000	3	\$22,000	\$66,000	4	\$24,000	\$96,000	5	\$26,000	\$130,000	6	\$28,000	\$168,000
A - Total Admin and Support:	6		\$220,000	7		\$263,000	8		\$301,500	9		\$346,000	10		\$392,500
Instructional Personnel:															
Core Content Teacher(s)	12	\$45,000	\$540,000	14	\$46,500	\$651,000	16	\$48,000	\$768,000	18	\$49,500	\$891,000	20	\$51,000	\$1,020,000
Electives/Specialty Teacher(s)	5	\$45,000	\$225,000	6	\$46,500	\$279,000	7	\$48,000	\$336,000	8	\$49,500	\$396,000	9	\$51,000	\$459,000
Exceptional Children Teacher(s)	1	\$15,000	\$15,000	1	\$46,500	\$46,500	2	\$48,000	\$96,000	2	\$49,500	\$99,000	2	\$51,000	\$102,000
Instructional Support	1	\$50,000	\$50,000	1	\$52,000	\$52,000	1	\$54,000	\$54,000	1	\$56,000	\$56,000	1	\$58,000	\$58,000
Teacher Assistants	3	\$30,000	\$90,000	4	\$31,500	\$126,000	5	\$33,000	\$165,000	5	\$34,500	\$172,500	5	\$35,000	\$175,000
B - Total Instructional	22		\$920,000	26		\$1,154,500	31		\$1,419,000	34		\$1,614,500	37		\$1,814,000

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Personnel:															
A+B = C - Total Admin, Support and Instructional Personnel:	28		\$1,140,000	33		\$1,417,500	39		\$1,720,500	43		\$1,960,500	47	\$2,206,500	
Administrative & Support Benefits															
Health Insurance	6	\$5,000	\$30,000	7	\$5,000	\$35,000	8	\$5,000	\$40,000	9	\$5,000	\$45,000	10	\$5,000	\$50,000
Retirement Plan--NC State	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Retirement Plan--Other	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Life Insurance	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Disability	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Medicare	4	\$600	\$2,400	4	\$600	\$2,400	4	\$600	\$2,400	4	\$600	\$2,400	4	\$600	\$2,400
Social Security	4	\$2,500	\$10,000	4	\$2,500	\$10,000	4	\$2,500	\$10,000	4	\$2,500	\$10,000	4	\$2,500	\$10,000
D - Total Admin and Support Benefits:	14		\$42,400	15		\$47,400	16		\$52,400	17		\$57,400	18		\$62,400
Instructional Personnel Benefits:															
Health Insurance	22	\$5,000	\$110,000	26	\$5,000	\$130,000	31	\$5,000	\$155,000	34	\$5,000	\$170,000	37	\$5,000	\$185,000
Retirement Plan--NC State	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Retirement Plan--Other	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Social Security	22	\$2,500	\$55,000	26	\$2,500	\$65,000	31	\$2,500	\$77,500	34	\$2,500	\$85,000	37	\$2,500	\$92,500
Disability	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Medicare	22	\$600	\$13,200	26	\$600	\$15,600	31	\$600	\$18,600	34	\$600	\$20,400	37	\$600	\$22,200
Life Insurance	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
E - Total Instructional Personnel Benefits:	66		\$178,200	78		\$210,600	93		\$251,100	102		\$275,400	111		\$299,700
D+E = F - Total Personnel Benefits	80		\$220,600	93		\$258,000	109		\$303,500	119		\$332,800	129		\$362,100
A+D = G - Total Admin and Support Personnel (Salary & Benefits)	20		\$262,400	22		\$310,400	24		\$353,900	26		\$403,400	28		\$454,900

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B+E = H - Total Instructional Personnel (Salary & Benefits)	88		\$1,098,200	104		\$1,365,100	124		\$1,670,100	136		\$1,889,900	148		\$2,113,700
G+H = J - TOTAL PERSONNEL	108		\$1,360,600	126		\$1,675,500	148		\$2,024,000	162		\$2,293,300	176		\$2,568,600

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Operations Budget: Expenditure Projections
2018-19 through 2022-2023

BUDGET OPERATIONS EXPENDITURE PROJECTIONS		2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
	Administrative & Support:					
Office:	Office Supplies	\$7,000	\$8,500	\$10,000	\$11,500	\$13,000
	Paper	\$500	\$600	\$700	\$800	\$900
	Computers & Software	\$8,000	\$9,000	\$10,000	\$11,000	\$12,000
	Communications & Telephone	\$5,000	\$5,100	\$5,200	\$5,300	\$5,400
	Copier leases	\$3,000	\$4,000	\$5,000	\$6,000	\$7,000
Management Company	Contract Fees	\$5,000	\$5,100	\$5,200	\$5,300	\$5,400
Professional Contract	Legal Counsel	\$5,000	\$5,100	\$5,200	\$5,300	\$5,400
	Student Accounting	\$0	\$0	\$0	\$0	\$0
	Financial	\$7,000	\$7,100	\$7,200	\$7,300	\$7,400
	Other Professional	\$20,000	\$20,000	\$20,000	\$20,000	\$20,000
Facilities	Facility Lease/Mortgage	\$300,000	\$300,000	\$300,000	\$300,000	\$300,000
	Maintenance	\$8,000	\$8,500	\$9,000	\$9,500	\$9,900
	Custodial Supplies	\$500	\$550	\$600	\$650	\$700
	Custodial Contract	\$0	\$0	\$0	\$0	\$0
	Insurance (pg19)	\$21,788	\$22,138	\$22,488	\$22,838	\$23,188
	Other	\$30,000	\$30,000	\$30,000	\$30,000	\$30,000
Utilities	Electric	\$15,000	\$15,500	\$16,000	\$16,500	\$17,000
	Gas	\$14,000	\$15,000	\$16,000	\$17,000	\$18,000
	Water/Sewer	\$7,000	\$7,500	\$8,000	\$8,500	\$9,000
	Trash	\$2,000	\$2,500	\$3,000	\$3,500	\$3,900
Transportation	Buses	\$40,000	\$20,000	\$21,000	\$22,000	\$23,000
	Gas	\$11,000	\$13,000	\$15,000	\$17,000	\$19,000
	Oil/Tires & Maintenance	\$8,000	\$9,000	\$10,000	\$11,000	\$12,000
Other	Marketing	\$13,000	\$13,000	\$5,000	\$5,000	\$5,000
	Child nutrition	\$0	\$0	\$0	\$0	\$0
	Travel	\$1,000	\$1,500	\$2,000	\$2,500	\$3,000
	Other	\$20,200	\$20,300	\$20,400	\$20,500	\$20,600
	K - TOTAL Administrative & Support Operations	\$551,988	\$542,988	\$546,988	\$558,988	\$570,788
	Instructional:					
Instructional Contract	Staff Development	\$30,000	\$31,000	\$32,000	\$33,000	\$34,000
Classroom Technology	Software	\$9,000	\$9,100	\$9,200	\$9,300	\$9,400

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Books and Supplies	Instructional Materials	\$10,000	\$11,000	\$12,000	\$13,000	\$14,000
	Curriculum/Texts	\$10,000	\$11,000	\$12,000	\$13,000	\$14,000
	Copy Paper	\$1,500	\$1,600	\$1,700	\$1,800	\$1,900
	Testing Supplies	\$5,800	\$5,850	\$5,900	\$5,950	\$6,000
	Other	\$11,222	\$11,300	\$11,400	\$11,500	\$11,600
	L - TOTAL Instructional Operations	\$77,522	\$80,850	\$84,200	\$87,550	\$90,900
	K+L = M - TOTAL OPERATIONS	\$629,510	\$623,838	\$631,188	\$646,538	\$661,688

Overall Budget:

BUDGET OPERATIONS EXPENDITURE PROJECTIONS	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
J - TOTAL PERSONNEL	\$1,360,600	\$1,675,500	\$2,024,000	\$2,293,300	\$2,568,600
M - TOTAL OPERATIONS	\$629,510	\$623,838	\$631,188	\$646,538	\$661,688
J+ M =N TOTAL EXPENDITURES	\$1,990,110	\$2,299,338	\$2,655,188	\$2,939,838	\$3,230,288
Z - TOTAL REVENUE	\$2,360,131	\$2,634,110	\$3,006,113	\$3,385,338	\$3,760,062
Z - N = SURPLUS / (DEFICIT)	\$370,021	\$334,772	\$350,925	\$445,500	\$529,774

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.

Our project that will have 300 students in the first year and 500 students by 2022. The demand in the area is about 90,000 students within the K-5 age range. CE Academy will only account for about 0.35% of the total. If we are able to reach our first year goal of an enrollment of 300 students, we will be easy able to break-even.

According to the research Cary, Morrisville and Durham have high demand for charter schools. There is only one Elementary charter school in Cary. There are 1049 students on the waiting list for K-7 Grades this year. And another charter school in Morrisville which is close to Cary, there are 808 students on the waiting list this year. it is over 175 students on the waiting list also in Durham. The data shows a very hot demand in the area for charter schools.

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

If the anticipated revenues are not received or are lower than estimated, we will seek out additional partners to assist us in meeting our financial needs.

We will reach the enrollment goal of 300 students in the first year wont be hard . However, even if we only get 200 students to enroll the first year, which is reduce 33% of overall enrollment of students we expect, we still have enough money from our sponsors, and also we can reduce expenses to survive the first school year to succeed.

Actually, we already have some partners verbal commitment if this school is approved, they will help us in company with building the school. So we are very confident to handle this school in any contingency.

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

So far we don't rely on any sources of funds other than state, county and federal eg loans, donations etc. But, the school may plan to apply funds and grants as a corporate companion to improve school teaching, activity and environment. We already have intention to a Group of the partner.

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

The student and teacher ratio are 25 : 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.*

The school will contract for services such as student accounting and financial services, exceptional children instructional support, custodial etc, but not in the first year. We will manage this by our treasurer in the first year. In the long run, multi services will provide various sources for students to achievement.

The school will follow state education law to find criteria to contract to any groups that are needed before the procedures. The school board will set up the meeting(s), then discuss what companies we will need to contract, and the groups for school and students. Board members will think about indispensable and finance together to determine the project. Then we will draft out an agreement for implementing. We will follow steps to select contractors and large purchases.

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

Our Mission of creating a multicultural educational environment for our students determines what our budgetary needs will be. From this starting point we can factor in the cost of each piece of the quality multicultural education we will provide to our students, the cost of our course offerings, transportation, salaries and facility etc.

We believe adequate school funds are pledge of quantity school. We will seek diversified funds to support curricular offerings, transportation plans, and facility needs in order to achieve our mission.

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

Describe how the school will develop the fund balance.

Our general fund balance goal is 85% of expenditures. A portion of these funds will come from the dues of the members our parent no-profit CE Academy. We will continually be looking for additional sources of funding to ensure that adequate resources are available to keep the school running.

On one hand we will develop sources funds from different organizations, on the other hand we will cut unnecessary cost to ensure school's goal keeping general fund balance.

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

We will have strong partnership who has a good relationship with an experience school developer organization in USA and who has experience in education and the strong financial to support us to get funds to construct school building and facilities. Also we will cooperate with them for academic innovation. That will bring CE Academy strong support.

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

CEA will have other sources for computer, furniture, equipment, etc even building from our partners. FAZHENG GROUP is one of them. They will provide some funding to meet part of school needs. Their contact information is panjun@fazheng-group.com, tel. 13901331185, (86-10)84986818

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

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

The school will have strict financial regulations to ensure adequate internal controls. All checks and regional receipt need to sign from board, then registered on the expense account and banking to form accounting report. The Treasurer will be the person responsible for finances. The Treasurer will report to the Board of Directors regularly.

Here are the steps we plan to use: 1. Form a sub-committee. 2. The subcommittee conducts bidding for audit. 3. Select an auditor who is approved by the Local Government commission to audit CE Academy. The Board will supervise through the process.

The school will provide monthly financials which will include a statement of revenues and expenditures prepared in accordance with accepted accounting principles. The financial reports will be audited on an annual basis by Mark S. Danes & Company, CPA.

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

NONE

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.

Mark S. Danes, CPA, PLLC
Certified Public Accountant and Consultant
231 Millspring Drive, Durham, NC 27705
919.452.1999
MarkSDanesCPA@nc.rr.com

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Section VI: Financial Plan Concerns and Additional Questions	Reviewer	Page Reference
Low salary for Lead Administrator and Asst. Administrator earns almost as much as Lead. Clerical salary is more than Finance Officer. \$0 budgeted for food service, custodians, retirement plan \$15,000 for EC teacher for an estimated 30 students in year 1. What is the role of Instructional Support? (\$50,000/year) Teacher assistant salary - \$30,000/year	Sherry Reeves	Personnel Bu
Is the EC teacher part-time in the first year? How will an effective and compliant EC program with a school population of around 300 be run? Will the school participate in any type of retirement plan?	Cande Honeycutt-Killian	Personnel Bu
Inconsistency for EC Teacher salary from year one to year two.	Glenn Allen	Personnel Bu
Is there any plan for retirement?	Jonathan Bryant	Personnel Bu
Why is the EC teacher making \$15,000 in year one? Why is there only one EC teacher in year one and two serving a student population of 300 and 350 students respectively? (At a 10% EC population, that's a 1 teacher: 30 EC students in year one and 1 teacher : 35 EC students in year 2). Why is there no retirement plans? (State or Other).	Robin Kendall	Personnel Bu
The (1) EC teacher salary for 2018-2019 = \$15,000. Then the salary for the 2019-2020 (1) EC teacher = \$46,500. Are there discrepancies in this chart provided?	Tamara Thomas	Personnel Bu
Food budget is \$0. What is "other professional?"	Steven Walker	Operations B
Have funds been budgeted for related services such as OT, PT, Speech, and Psychological Services.	Glenn Allen	Operations B
Many areas of concern in the operations budget. Examples: low projections for paper, copier lease, custodial supplies, instructional materials and textbooks, computers and software \$0 budgeted for child nutrition \$0 budgeted for custodian salary and no custodial contract Who is the management company listed under contract fees? Explain professional contracts for financial and other professional. What is "other" under facilities? Transportation costs decrease in Years 2-5 even though add'l buses must be added in these years. Marketing costs are high in years 1 and 2 yet narrative did not provide a detailed plan for marketing strategies. Staff development budget is high but doesn't match plan detailed in narrative.	Sherry Reeves	Operations B
Where are the funds for EC-related services? Why are there no child nutrition funds?	Cande Honeycutt-Killian	Operations B
What is the \$20,000 for other professional services for? What is the \$20,000 for other professional for?	Robin Kendall	Operations B
Why is child nutrition \$0? Large surpluses each year (overall budget has weaknesses, however).	Sherry Reeves	Total Expend
What is the break even number of students given the budget? Who is the applicant's sponsor mentioned in the budget narrative? Who has given the school verbal communication about money?	Robin Kendall	Budget Narra

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<p>What is the actual break-even number? Who are the additional partners who will provide financial assistance? Explain the nature of these partnerships. What are the "dues" of the members of the non-profit? Explain exactly what this means.</p>	Sherry Reeves	Budget Narra
<p>The applicant shared, "Actually, we already have some partners verbal commitment if this school is approved, they will help us in company with building the school. So we are very confident to handle this school in any contingency." Are there copies of written commitments to support the financial contingency plan?</p>	Tamara Thomas	Budget Narra
<p>What is the schools break-even enrollment? Is it 200? Who are your sponsors? Do you have letters of commitment? Why were those not provided in the budget section under other funds? Financial plan relies on funds for back up with no evidence. Who is paying dues? H</p>	Cande Honeycutt-Killian	Budget Narra
<p>Is there quantitative data to support your break-even point? Who are the school's "sponsors" as listed on page 46? Are the contacted service amounts reasonable for what the need will be? Where would you seek "diversified funds" (Pg. 47)? Are you going to charge "dues" that are mandatory of families? (Pg. 47)? Please elaborate on your proposed partnerships?</p>	Shannon Stein	Budget Narra
<p>What is meant by additional partners - need specifics?</p>	Jonathan Bryant	Budget Narra
<p>No break even point given. Who are the sponsors? is this money included in the budget?</p>	Steven Walker	Budget Narra
<p>Independent financial control process lacks details. Applicant needs to provide specifics for this process.</p>	Cande Honeycutt-Killian	Financial Au
<p>Need additional details.</p>	Jonathan Bryant	Financial Au
<p>How will the school provide adequate internal controls?</p>	Robin Kendall	Financial Au

Reviewer	Score
Deanna Townsend-Smith	
Shannon Stein	Fail
Tammi Sutton	
Anthony Helton	Fail
Glenn Allen	
Sherry Reeves	Fail
Becky Taylor	
Jonathan Bryant	Fail
Phyllis Gibbs	
Steven Walker	Fail
Robert McQuat	
Cande Honeycutt-Killian	Fail
Robin Kendall	Fail
Tamara Thomas	Fail

VII AGREEMENT PAGE

Application Fee:

Pursuant to § 115C-218.1(c) the charter school applicant must submit a \$1000 application fee to the Office of Charter Schools. The applicant must submit their application fee by the September 19, 2016 5:00 pm EST deadline. Payments will be accepted in the form of a check or credit card. The Credit card Form is found on the Office of Charter Schools website. Cash is not accepted.

**Application Note: The applicant must mail the check or credit card form along with a letter indicating the name of the proposed charter school, contact information, and the enclosed payment amount to be received before or on the due date of September 19, 2016 5:00 pm EST. Failure to submit payment by the stipulated timeline to the Office of Charter Schools will deem the application incomplete.*

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

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

I understand the requirements pursuant to G.S. 115C-218.1(c).

ceacademy

Date: 09/19/2016

Applicant Signature:

The foregoing application is submitted on behalf of CE Academy (*name of non-profit corporation or individuals submitting application*). The undersigned has read the application and hereby declares that the information contained in it is true and accurate to the best of his/her information and belief. The undersigned further represents that the applicant has read the Charter School Law and agrees to be governed by it, other applicable laws, and SBE regulations. Additionally, we understand the final approval of the charter is contingent upon successful completion of a mandatory planning year. Per SBE policy TCS-U-013 All new nonprofit boards receiving a charter must participate in a year-long planning program prior to the charter school's opening for students. The planning year provides an applicant time to prepare for the implementation of the school's curricular, financial, marketing, and facility plans. During this planning year, regular meetings are held with the Board of Directors and consultants from the Office of Charter Schools to provide information on the following topics: school opening plans, staff development, finance, governance, board training, marketing, policies and procedures, securing a school site, and hiring a school administrator. Final approval of the charter will be contingent upon successfully completing all of the planning program requirements.

Print/Type Name: ceacademy

Board Position: CE Academy

Signature: _____

Date: 09/19/2016

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

Notary Public

Official Seal

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My commission expires: _____, 20_____.

OVERALL ASSESSMENT

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

<u>Total External Evaluator Votes</u>	
No	Yes

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

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

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

<u>CSAB Votes</u>	
No	Yes

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

<u>Initial Screening</u>

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Mission, Purposes, and Goals	- theltoncsab
Education Plan	- theltoncsab
Governance and Capacity	(1) Applicant has 24 months after approval to obtain tax exempt status (2) National background check is needed for Wei Ding - theltoncsab
Operations	- theltoncsab
Financial Plan	- theltoncsab
OVERALL	- dtsmith840 - theltoncsab - theltoncsab

External Evaluator

Mission, Purposes, and Goals	<p><u>Mission Statement</u> Why does the mission statement not state that CEA is focused on being a Chinese and English bilingual charter school? - rkadmin</p> <p><u>Mission Statement</u> Mission statement should include that this school is a bi-lingual English and Chinese school. - cande_honeycuttk</p> <p><u>Mission Statement</u> Mission statement does not indicate that CE Academy intends to be a bilingual school. - sherryreeves</p> <p><u>Mission Statement</u> It seems the mission statement would reflect a dual language component. - theltoncsab</p> <p><u>Educational Need and Targeted Student Population</u> Do not see any survey data. Rationale for this school seems fairly weak. - jonathanbryant</p> <p><u>Educational Need and Targeted Student Population</u> What information does the applicant have from students and families? - rkadmin</p> <p><u>Educational Need and Targeted Student Population</u> No family input (family or community meetings or surveys) that provide clear evidence for a demand for this school. Why did the board not conduct a community interest survey with targeted population? - cande_honeycuttk</p> <p><u>Educational Need and Targeted Student Population</u> Attached for review purposes is a map outlining the current charter schools. Additionally, the map provides an overview of the general placement of proposed</p>
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	<p>charter schools for the 2018 school year: http://www.dpi.state.nc.us/charterschools/schools/map. - dtsmith840</p> <p><u>Educational Need and Targeted Student Population</u> Appendix A1 states that 57% of the respondents are interested in CE Academy but the survey questions are responses are not provided. It appears that the reason for the school is based on growing population in Wake County. Should this be sufficient for starting a new school? - sherryreeves</p> <p><u>Purposes of Proposed Charter School</u> Would love additional information in this section. - jonathanbryant</p> <p><u>Purposes of Proposed Charter School</u> How is the schools purpose focused on improving student outcomes? What is the research behind bilingual Chinese/English education? - rkadmin</p> <p><u>Purposes of Proposed Charter School</u> Why does the applicant's response appear to merge the six legislative purposes without including a clear description of how the proposed charter plans to achieve 1 or more of the 6 legislative purposes? - mrstamarathomas</p> <p><u>Purposes of Proposed Charter School</u> Applicant did not identify one or more of the legislated purposes. Rather, there is only a generic statement. Detailed description of how this school will meet one or more of the legislated purposes is needed. - cande_honeycuttk</p> <p><u>Purposes of Proposed Charter School</u> Applicant does not identify one or more of the six legislative purposes for the proposed school. Response is a broad overview of the school's purpose. There are no goals specified. - sherryreeves</p> <p><u>Goals for the Proposed Charter School</u> The Board is only planning on meeting 3-4 times/year? (Page 8). How will that allow for proper governance of the organization? - shannon_stein</p> <p><u>Goals for the Proposed Charter School</u> Board meeting frequency seems inadequate. - jonathanbryant</p> <p><u>Goals for the Proposed Charter School</u> How will the governing board monitor goals annually if the board is only meeting 3-4 times a year? How are the goals aligned to the schools mission and purpose? What are the schools SMART goals? Whose role is it to maintain a portfolio of every child and teacher at the school? What is the goal of each portfolio? - rkadmin</p> <p><u>Goals for the Proposed Charter School</u> The applicant states, "The school board will meet 3-4 times every school year." Ideally, how often should the board of a new school convene throughout each school year?</p>
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	<p>Where did the applicant provide specific measurable goals for the first 5 years of operation as asked?</p> <p>How often, who, and when will information be communicated to the governing board and other stakeholders? - mrstamarathomas</p> <p><u>Goals for the Proposed Charter School</u> Why would the board of a brand new charter school meet only 3-4 times a year? How does that meet state board requirements of at least 8 meetings annually? How can a board conduct business to run a successful school with so few meetings?</p> <p>Goals are not SMART. Academic goal is generic at best. How are student portfolios evidence of governance? - cande_honeycuttk</p> <p><u>Goals for the Proposed Charter School</u> The academic goals are not specific. - dswalker</p> <p><u>Goals for the Proposed Charter School</u> Goals are not SMART goals. The responses in this section indicate that the governing board does not have an understanding of "measurable goals." Board goal of meeting 3 to 4 times per year does not meet minimum requirement. - sherryreeves</p>
<p>Education Plan</p>	<p><u>Instructional Program</u> Instructional program needs clarification. - jonathanbryant</p> <p><u>Instructional Program</u> How will the proposed approach lead to improved student performance?</p> <p>What are the proposed assessment strategies? - rkadmin</p> <p><u>Instructional Program</u> Will the applicant provide a clear and coherent description of the instructional program and the instructional methods?</p> <p>What are the assessment strategies that will be used?</p> <p>The applicant states, "There are 2 levels in this school. Level one: kindergarten, first, and second Grade; level two: third, fourth, and fifth Grades." Yet the proposed grades served are K-8. Will the applicant provide information that substantiates how all grades are to be instructed? - mrstamarathomas</p> <p><u>Instructional Program</u> Applicant needs to provide a clear description of the instructional program. What methodology will be used? What does a day of instruction look like in a classroom? What assessments will be used? - cande_honeycuttk</p> <p><u>Instructional Program</u> Very light on details. - dswalker</p> <p><u>Instructional Program</u> Instructional program needs clarification. K-2 and 3-5 are identified as the 2 levels of the school. What about 6-8 since CE Academy intends to be a K-8 school? - sherryreeves</p>

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	<p><u>Instructional Program</u> Clarification needed. Could you tell us what a day looks like. How much instructional time? - theltoncsab</p> <p><u>Curriculum and Instructional Design</u> There is no mention of how the school will be compatible with the NC Accountability Model? What are corroborative learners? Are digital portfolios appropriate for the age groups suggested (i.e. K, 1st, etc)? - shannon_stein</p> <p><u>Curriculum and Instructional Design</u> Our curriculum is very similar to that of the public schools does not sound innovative or specialized. Not sure what additional state testing references. NCSCOS reference numbers would benefit the curriculum outline. Not sure if any of this application is aligned with NC Accountability Model. - jonathanbryant</p> <p><u>Curriculum and Instructional Design</u> With two Chinese classes taught each day, how will the school day be structured? What are the primary instructional strategies that will be used? What is the applicants plan for educating students in subjects outside of language? - rkadmin</p> <p><u>Curriculum and Instructional Design</u> Will there be a plan provided that includes all proposed grades with a high quality education? - mrstamarathomas</p> <p><u>Curriculum and Instructional Design</u> Applicant needs to provide additional details as to the curriculum of the school. Besides the Chinese classes, what will the remaining curriculum look like in practice? How is the curriculum aligned with the state accountability model? - cande_honeycuttk</p> <p><u>Curriculum and Instructional Design</u> Appendix B does not appear to align with the mission of concurrently teaching in English and Chinese. - dswalker</p> <p><u>Curriculum and Instructional Design</u> This section lacks specificity. What is being taught and how? Appendix B does not provide curriculum outline for grades 6-8. What date does staff report to school prior to first day? - sherryreeves</p> <p><u>Special Programs and "At-Risk" Students</u> What is the schools system of prevention to provide all students with a high quality education? The applicant writes "For students whose academic performance does not improve, external options, special education, counseling, or professional tutoring may be recommended." Why is the school recommending special education to someone who is "falling behind academically" but hasnt gone through any steps to be evaluated as a exceptional children student? Is the school going to be recommending and paying for</p>
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	<p>professional tutoring?</p> <p>Will students be given the Home Language Survey? How many ELL classes will there be?</p> <p>- rkadmin</p> <p><u>Special Programs and "At-Risk" Students</u> The applicant states, "If parents, teachers, and administrators agree, the student can be enrolled in an advanced curriculum or receive special instruction. This may include moving students to a more advanced class, a more advanced grade level, or providing students with additional resources to complete outside of school hours. It may include, generally, small-group sessions, individual teacher support, extracurricular programming, push-in, or pull-out programs for the student." Prior to 'removal' from the regular classroom setting, is there an outline to be provided by the applicant, that indicates the specific in classroom supports?</p> <p>Who will develop the unique learning plans for academically gifted students? What will the qualifications be? How will the unique learning plans be monitored and with what frequency? - mrstamarathomas</p> <p><u>Special Programs and "At-Risk" Students</u> Applicant needs to clarify plans for serving at-risk, AIG, and ELL students. The plans presented lack detail and may not be legally viable (at-risk). What personnel will be involved in implementing services to these three categories of students? - cande_honeycuttk</p> <p><u>Special Programs and "At-Risk" Students</u> Need clarification on how at-risk and AIG students will be identified. Applicant makes reference to using Wake County as the model for intervention and seems to lack a strong understanding of the MTSS process. If the school recommends professional tutoring, who will pay for these services? - sherryreeves</p> <p><u>Exceptional Children – Identification and Records</u> Will you allow parents to make referrals? - shannon_stein</p> <p><u>Exceptional Children – Identification and Records</u> Referral process is unclear in the Child Find Process. How are written parent referrals handled? A system of support is identified in a previous section and referenced here. The narrative mentions the school will follow policies but no clear method is identified. - kevin_allen</p> <p><u>Exceptional Children – Identification and Records</u> Are parents able to refer for EC services? This states that if the administrative team determines placement - no mention of parent involvement within this team. - jonathanbryant</p> <p><u>Exceptional Children – Identification and Records</u> What is the schools procedures regarding 504 plans and accommodations?</p> <p>Where is Child Find? How will student evaluations and assessments be completed? - rkadmin</p> <p><u>Exceptional Children – Identification and Records</u></p>
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	<p><u>Student Performance Standards</u> Are your goals measurable? If so, what are the metrics?</p> <p>You mention the administration communicating with teachers to make sure that classrooms are "on-track"...what does that mean? How will it be measured?</p> <p>What level will you determine if the student is promoted? (I.e. 3 or 4 on EOG)? What if there are no test administered at that grade level; how will promotion be determined? - shannon_stein</p> <p><u>Student Performance Standards</u> There is no mention of promotion etc. for students with disabilities. - kevin_allen</p> <p><u>Student Performance Standards</u> Many of these goals are not measurable. - jonathanbryant</p> <p><u>Student Performance Standards</u> What are the SMART goals for student performance standards mentioned (ie EOG scores, attendance, maintaining regular parent-teacher contact?</p> <p>How will a student be promoted if there is no standard assessment (ie K-2nd)? What is a final class grade that would mean a student is promoted to the next grade?</p> <p>How will the assessment data drive instruction and improve the curriculum over time? - rkadmin</p> <p><u>Student Performance Standards</u> How does the statement, "The at-risk population will be closely monitored (per the "At-Risk" section) and any ongoing issues will be confidentially communicated to following grade level in compliance with school and state policy to ensure continuity in care," clearly depict the exit standards for the "at-risk" population?</p> <p>The applicant states, "Students with special needs may be eligible for an assessment with accommodations." How and when will this determination be made for students with disabilities? - mrstamarathomas</p> <p><u>Student Performance Standards</u> What are the specific student performance standards for the grade levels served? How will you track the progress of all students, especially K-2 where there are no formal standardized assessments/EOGs?</p> <p>Clearly define promotional requirements for all students including how you would incorporate the IEP for students with disabilities.</p> <p>Performance goals are not measurable in any way.</p> <p>This section lacks details to ensure that there are clear, measurable performance standards for students. - cande_honeycuttk</p> <p><u>Student Performance Standards</u> Goals are not measurable (i.e. scores above the state average; high levels of attendance). -</p>
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	<p>sherryreeves</p> <p><u>Student Conduct and Discipline</u> Are there no offenses that would result in an immediate suspension (i.e. Weapons, drugs, sexual assault?)?</p> <p>What is your grievance procedure and timeline for serious offenses? - shannon_stein</p> <p><u>Student Conduct and Discipline</u> The narrative reflects following State and Federal Policy. What is your specific plan for Students with Disabilities after they have been suspended for more than 10 days? - kevin_allen</p> <p><u>Student Conduct and Discipline</u> How specifically will student conduct be governed outside of the signed student handbook? - rkadmin</p> <p><u>Student Conduct and Discipline</u> The applicant shared, "The school will take into account the rights of students with disabilities in compliance with state and federal laws. A full investigation by an objective team will be conducted on the basis for suspension, and a psychologist and teachers may be interviewed or asked for assistance. This investigation may require special assistance or resources depending on the disabilities of the student." How does CEA plan to manage students with disabilities who are recommended for a 10 or more days suspension term? - mrstamarathomas</p> <p><u>Student Conduct and Discipline</u> Applicant should review the legal requirements for suspension/expulsion.</p> <p>What is the full process for the discipline of a child with disabilities? What is the process for suspensions that go beyond 10 days? What about the manifestation determination meeting?</p> <p>How does the day-to-day discipline process appear for teachers, students, and administration? - cande_honeycuttk</p> <p><u>Student Conduct and Discipline</u> Not sufficient to show that the applicant understands the legal ramifications and due process requirements. - dswalker</p>
<p>Governance and Capacity</p>	<p><u>Tax-Exempt Status 501 (c)(3)</u> Not required at this time. - cande_honeycuttk</p> <p><u>Governance and Organizational Structure of Private Nonprofit Organization</u> Based on the description of the board's role, will the Board be more in a governance model or an operational model?</p> <p>You mention that the school leader has been integral to the planning of this application; who is that leader? A current Board member?</p> <p>What data will the Board review to ensure success?</p>

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	<p>How will the Board hold "regular organized survey meetings" ?</p> <p>What is the procedure for choosing new Board members in the event of a vacancy?</p> <p>The number of proposed meetings differs from other sections (i.e. Pg. 8 vs. Pg. 23)</p> <p>Every policy would be reviewed by parents? (Pg. 23)</p> <p>What would that procedure look like?</p> <p>Is the PTL a subcommittee of the PTO? How will the follow up discussions of ESL, CSL, etc.provide assistance? - shannon_stein</p> <p><u>Governance and Organizational Structure of Private Nonprofit Organization</u> In one place the application indicates the board will meet 3-4 times a year, here is says 10 times. Which is accurate? - jonathanbryant</p> <p><u>Governance and Organizational Structure of Private Nonprofit Organization</u> What are the powers, duties, orientation, and professional development of the board? What are the key skills, areas of expertise, and constituencies that will be represented on the governing board?</p> <p>How have the founding board members been recruited and selected?</p> <p>What is the strategic board calendar? The board calendar conflicts with the application goals section which says the school board will meet 3-4 times a school year, which is accurate the calendar or goals section?</p> <p>How specifically with the board create school policies? - rkadmin</p> <p><u>Governance and Organizational Structure of Private Nonprofit Organization</u> Kindly clarify: Outline below the strategic board calendar detailing how often the board will meet. Applicant states, "The School Board will meet approximately once a month, at least 10 times in a year. Every meeting will be posted on the School website." In the Goals for Proposed Charter Section applicant states,"The school board will meet 3-4 times every school year."</p> <p>Will the applicant describe the removal procedures and term limits for Board members? - mrstamarathomas</p> <p><u>Governance and Organizational Structure of Private Nonprofit Organization</u> As in previous sections, this section lacks sufficient details. Board members lack key experience including elementary, school administration, finance, legal. How will the board recruit to fill in these needs? How will the board evaluate the success of the school and themselves? Board meeting in bylaws conflicts with the previous sections. Is the board meeting 3-4 times a year or 10? How will the board be trained? - cande_honeycuttk</p> <p><u>Governance and Organizational Structure of Private Nonprofit Organization</u> Instead of putting the occupations of the board members in the table addresses were input. - dswalker</p> <p><u>Governance and Organizational Structure of Private Nonprofit Organization</u></p>
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	<p>Applicant states that the board will consist of 7 members but only lists 5 members currently. Is a current board member identified to serve as school leader? Organizational chart is confusing. - sherryreeves</p> <p><u>Governance and Organizational Structure of Private Nonprofit Organization</u> Need to clarify meetings of board. Is it 3-4 times per year or 10? - theltoncsab</p> <p><u>Proposed Management Organization (EMO/CMO)</u> The board is not partnering with an EMO/CMO. - cande_honeycuttk</p> <p><u>Staffing Plans, Hiring, and Management</u> Are all the teachers included in the projections on page 26? (Especially given the projections of the proposed student population?)</p> <p>Will there not be EC teacher support in year #1? If not, how will EC students be serviced?</p> <p>Given the specific teachers needed for the mission of the school; can you further explained the points you made for how to retain high performing teachers?</p> <p>Would the "introductory period" possibly leave to disruption in learning if teachers are dismissed after 90 days?</p> <p>What retirement plan do you offer?</p> <p>What are the rewards based on?</p> <p>What is the "Corporate Human Resources" from Charter Schools USA (CSUSA)if you are NOT in a relationship with an EMO? Are you outsourcing? - shannon_stein</p> <p><u>Staffing Plans, Hiring, and Management</u> No EC teacher for 1st year? 90 days of probationary employment - so a teacher can quit within the first 3 months of school without issue? - jonathanbryant</p> <p><u>Staffing Plans, Hiring, and Management</u> Will all staff members salaries be within \$45K 75K?</p> <p>Why is a staff member at CE Academy meeting with Charter School USAs Corporate Human Resources Department? What is the connecting between CEA and CSUSA?</p> <p>How will the board recruit and retain high performing staff members for special populations?</p> <p>Why will the school not have staff certified to support ELL students in the first year if the school is planning on 300 students in year one with a focus on serving bilingual students?</p> <p>Again, the applicant states that the board and CSUSA will develop, maintain, and promote a development program. Why is the board working with CSUSA if they do not have an EMO/CMO? - rkadmin</p> <p><u>Staffing Plans, Hiring, and Management</u></p>
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	<p>Are you considering your EC staff in the specialty teachers or core teachers? It is not clear how many EC teachers you will have each year. Will there be an ELL staff member?</p> <p>Why is there references to CSUSA if the school does not intend to partner with a management company? Was this an oversight of a copy and paste?</p> <p>How will the school address smooth transitions if there are staff that leave during the 90-day probationary time?</p> <p>- cande_honeycuttk</p> <p><u>Staffing Plans, Hiring, and Management</u> Applicant does not provide sufficient information to some questions. - dswalker</p> <p><u>Staffing Plans, Hiring, and Management</u> No counselor or social worker projected for 1st 5 years of operation. Who are the part-time staff? No EC or EL personnel listed. - sherryreeves</p> <p><u>Staff Evaluation and Professional Development</u> Will all staff be licensed? What is your BTSP plan? Who will be responsible for providing PD?</p> <p>How will staff receive necessary training to be able to implement Chinese instructional method?</p> <p>Who is the members of the CRT (Curriculum Resource Teachers?)? - shannon_stein</p> <p><u>Staff Evaluation and Professional Development</u> Does CEA plan to use NCEES? - jonathanbryant</p> <p><u>Staff Evaluation and Professional Development</u> What are the specifics of the staff evaluation program? What are the specifics of the mentorship program?</p> <p>What are the specific core components of the professional development plan? - rkadmin</p> <p><u>Staff Evaluation and Professional Development</u> Evaluation and professional development are not clear. What are the licensure expectations? Do you plan to use the state evaluation plan or something else? If something else, what does it measure? How is it implemented? Since the school focus is bi-lingual Chinese/English, how will specific professional development in Chinese and language integration be implemented?</p> <p>Plan lacks sufficient details. - cande_honeycuttk</p> <p><u>Staff Evaluation and Professional Development</u> What measure will be used to evaluate staff? What does the Beginning Teacher Mentor program look like? Professional development plan lacks specificity. Applicant states there will be 190 instructional days but calendar indicates 185. Calendar also does not specified when staff reports to work prior to 1st day of school. - sherryreeves</p>
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	<p><u>Marketing Plan</u> What is the source of the statistic stating that "59% of American families who adopt Asian children are willing to attend our school? - rkadmin</p> <p><u>Marketing Plan</u> What survey is referenced in this section?</p> <p>A clear plan for marketing school to the targeted population is not present. - cande_honeycuttk</p> <p><u>Marketing Plan</u> Marketing plan is nonexistent. - sherryreeves</p> <p><u>Parent and Community Involvement</u> How is the school targeting unengaged parents? - rkadmin</p> <p><u>Admissions Policy</u> What type of "system" will CEA use for the lottery?</p> <p>Your requirement for lottery participation (ie. pre-admissions lottery)may not be consistent with state law? - shannon_stein</p> <p><u>Admissions Policy</u> This admissions policy is very unclear. When is open application time? When is the lottery? How will the lottery be conducted? When will parents be notified? What is a pre-admission lottery? Narrative doesn't match list of dates. Policy is unclear. - cande_honeycuttk</p> <p><u>Admissions Policy</u> Lottery process is unclear. - sherryreeves</p> <p><u>Projected Student Enrollment (Table)</u> Is opening K-5 with 300 students in year one realistic? - rkadmin</p> <p><u>Projected Student Enrollment (Table)</u> Is enrollment projection for year 1 realistic? What is the basis for each county's projected enrollment? - sherryreeves</p> <p><u>Weighted Lottery</u> School not using weighted lottery - cande_honeycuttk</p>
<p>Operations</p>	<p><u>Transportation Plan</u> How will the school provide transportation to those students with Transportation identified on their IEP as a related service? - kevin_allen</p> <p><u>Transportation Plan</u> What does diversity transportation mean?</p> <p>How many students do you expect to ride the bus? - rkadmin</p> <p><u>Transportation Plan</u> What is diversity transportation?</p> <p>What transportation will be assured for students with disabilities that have transportation services listed in the IEP plan? - cande_honeycuttk</p>

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<p><u>Transportation Plan</u> What is diversity transportation? - sherryreeves</p> <p><u>School Lunch Plan</u> Why is there no money in the budget for Child Nutrition? Will the school participate in the Free and Reduced program? How will the school cover any child nutrition deficit? - rkadmin</p> <p><u>School Lunch Plan</u> Will there be a cost to parents for the lunch in the form of a lunch plan? What will that cost be? Which food services vendor(s) will CEA propose to partner for food services? - mrstamarathomas</p> <p><u>School Lunch Plan</u> Why is there no money allocated for child nutrition? Full plan to ensure lunches for all students not clear. - cande_honeycuttk</p> <p><u>School Lunch Plan</u> Unclear as whether or not CEA will participate in the National School Lunch Program. - sherryreeves</p> <p><u>Civil Liability and Insurance</u> What is "other"? - dswalker</p> <p><u>Healthy and Safety Requirements</u> Did board chair sign? - sherryreeves</p> <p><u>Facility and Facility Contingency Plan</u> Again, it appears that you are partnering with CSUSA, but that is not consistent with your application? - shannon_stein</p> <p><u>Facility and Facility Contingency Plan</u> Is there a partnership with CSUSA? - jonathanbryant</p> <p><u>Facility and Facility Contingency Plan</u> Why is the school discussing facility plans with CSUSA? How will the applicant "rent the School building for the first year throughout Development Liaison Town of Cary"? What does that mean exactly? - rkadmin</p> <p><u>Facility and Facility Contingency Plan</u> Has the applicant identified a building space? If so, kindly indicate the location. Regarding a contingency plan, when will the CEA board have a conversation with CSUSA that confirms their support of a contingency plan? With which builder has CEA begun discussions regarding a new building? With which realtor has CEA discussed securing a rental space to accommodate the school needs? - mrstamarathomas</p> <p><u>Facility and Facility Contingency Plan</u></p>
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	<p>Again, there is a reference to CSUSA? Does the school have a partnership with CSUSA? How will the school fund 30-40 acres of property in Cary where real estate is prime?</p> <p>Facility plan is weak. Contingency plan is weak. - cande_honeycuttk</p> <p><u>Facility and Facility Contingency Plan</u> Clarify the following: we will rent the school building for the first year throughout Development Liaison Town of Cary. What is the relationship with CSUSA? There has been no mention of CEA utilizing an EMO. - sherryreeves</p>
<p>Financial Plan</p>	<p><u>Personnel Budget: Expenditures 2018-2023 (Table)</u> Inconsistency for EC Teacher salary from year one to year two. - kevin_allen</p> <p><u>Personnel Budget: Expenditures 2018-2023 (Table)</u> Is there any plan for retirement? - jonathanbryant</p> <p><u>Personnel Budget: Expenditures 2018-2023 (Table)</u> Why is the EC teacher making \$15,000 in year one?</p> <p>Why is there only one EC teacher in year one and two serving a student population of 300 and 350 students respectively? (At a 10% EC population, that's a 1 teacher: 30 EC students in year one and 1 teacher : 35 EC students in year 2).</p> <p>Why is there no retirement plans? (State or Other). - rkadmin</p> <p><u>Personnel Budget: Expenditures 2018-2023 (Table)</u> The (1) EC teacher salary for 2018-2019 = \$15,000. Then the salary for the 2019-2020 (1) EC teacher = \$46,500. Are there discrepancies in this chart provided? - mrstamarathomas</p> <p><u>Personnel Budget: Expenditures 2018-2023 (Table)</u> Is the EC teacher part-time in the first year? How will an effective and compliant EC program with a school population of around 300 be run?</p> <p>Will the school participate in any type of retirement plan? - cande_honeycuttk</p> <p><u>Personnel Budget: Expenditures 2018-2023 (Table)</u> Low salary for Lead Administrator and Asst. Administrator earns almost as much as Lead. Clerical salary is more than Finance Officer. \$0 budgeted for food service, custodians, retirement plan \$15,000 for EC teacher for an estimated 30 students in year 1. What is the role of Instructional Support? (\$50,000/year) Teacher assistant salary - \$30,000/year - sherryreeves</p> <p><u>Operations Budget: Expenditures 2018-2023 (Table)</u> Have funds been budgeted for related services such as OT, PT, Speech, and Psychological Services. - kevin_allen</p> <p><u>Operations Budget: Expenditures 2018-2023 (Table)</u> What is the \$20,000 for other professional for?</p> <p>Why is child nutrition \$0? - rkadmin</p> <p><u>Operations Budget: Expenditures 2018-2023 (Table)</u></p>

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	<p>Where are the funds for EC-related services?</p> <p>Why are there no child nutrition funds?</p> <p>What is the \$20,000 for other professional services for? - cande_honeycuttk</p> <p><u>Operations Budget: Expenditures 2018-2023 (Table)</u> Food budget is \$0. What is "other professional?" - dswalker</p> <p><u>Operations Budget: Expenditures 2018-2023 (Table)</u> Many areas of concern in the operations budget. Examples: low projections for paper, copier lease, custodial supplies, instructional materials and textbooks, computers and software \$0 budgeted for child nutrition \$0 budgeted for custodian salary and no custodial contract Who is the management company listed under contract fees? Explain professional contracts for financial and other professional. What is "other" under facilities? Transportation costs decrease in Years 2-5 even though add'l buses must be added in these years. Marketing costs are high in years 1 and 2 yet narrative did not provide a detailed plan for marketing strategies. Staff development budget is high but doesn't match plan detailed in narrative. - sherryreeves</p> <p><u>Total Expenditure Projections (Table)</u> Large surpluses each year (overall budget has weaknesses, however). - sherryreeves</p> <p><u>Budget Narrative</u> Is there quantitative data to support your break-even point?</p> <p>Who are the school's "sponsors" as listed on page 46?</p> <p>Are the contacted service amounts reasonable for what the need will be?</p> <p>Where would you seek "diversified funds" (Pg. 47)?</p> <p>Are you going to charge "dues" that are mandatory of families? (Pg. 47)?</p> <p>Please elaborate on your proposed partnerships? - shannon_stein</p> <p><u>Budget Narrative</u> What is meant by additional partners - need specifics? - jonathanbryant</p> <p><u>Budget Narrative</u> What is the break even number of students given the budget?</p> <p>Who is the applicant's sponsor mentioned in the budget narrative?</p> <p>Who has given the school verbal communication about money? - rkadmin</p> <p><u>Budget Narrative</u> The applicant shared, "Actually, we already have some partners verbal commitment if this</p>
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Education Plan	
Governance and Capacity	
Operations	
Financial Plan	
OVERALL	

Overall Summary	
Initial Screening 09/30/2016	<p>The Office of Charter Schools deemed this application incomplete on September 30, 2016. The following is needed for the application evaluation:</p> <p>(1) National background check is needed for Wei Ding</p> <p>Applicant responded to the incomplete submission request on October 3, 2016.</p>
Application Review	<p>OCS provided a brief overview of the proposed application including the enrollment over five (5) years, proposed county, and mission of the proposed school. Three board members were present for the application review, discussion, and clarification opportunity.</p> <p>The Policy Committee (PC) led by Mr. Steven Walker had a discussion on the application and each section. Overall he detailed that he liked the immersion philosophy; however, the application needed more development. The academic goals were not specific or measurable. Ms. Reeves echoed the sentiments of Mr. Walker. Additionally, Ms. Reeves detailed the specific need as the 6 legislative purposes were vague in nature and needed more detail.</p> <p>The education plan is intriguing with the immersion philosophy. Ms Reeves read some statements from the application and outlines misalignment with the curriculum it plans to implement. Mr. Helton outlined that the goals outlined in the education plan were not measurable. Overall the PC outlined that the application lacked specificity and needs more clarity.</p> <p>Mr. Helton discussed his concerns with the number of board meetings the board outlined it will have in its application. Mr. Walker outlined that if the school is really going to implement its proposed immersion plan, then there needs to be an expert on the board to ensure the right people are employed. The staff plan needed additional detail.</p> <p>Mr. Helton had a questioned the meaning of "diversity transportation" outlined in the application. The board chair of the proposed school explained the different ways transportation would be provided for its students such as carpool, etc. Mr. Walker outlined that the lunch plan lacked detail and the applicant did not budget any monies and the school must ensure that each student has a lunch each day. Ms. Reeves questioned the reference to CSUSA proposed in the application. The proposed board chair detailed that</p>

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	<p>the school does not plan to partner with CSUSA. Ms. Reeves and the PC drilled the financial plan outlined in the proposed application.</p> <p>Mr. Helton detailed he felt this is a good group but the group may benefit with hiring someone to help them write the application. One proposed board member outlined that the board has now partnered with a group to help them refine the application.</p> <p>Mr. Walker detailed he loves the idea but the application is not ready at this time. Mr. Helton outlined desires to provide groups with more support with writing applications moving forward. Ms. Reeves encouraged the group to read the comments provided by external evaluators and CSAB members to improve the application and apply next year.</p> <p>Ms. Reeves mad a committee motion not to recommend the applicant group for an interview. Mr. Helton seconded. The motion passed unanimously.</p> <p>Mr. Walker made a full CSAB motion not to grant an interview to CE Academy. Mr. Maimone seconded. The motion passed 7 to 1 with Mr. Hawkes dissenting.</p>
<p>Application Interview</p>	
<p>OVERALL</p>	