

West Lake Preparatory Academy - West Lake Preparatory Academy's (WLPA) mission is to provide students with a rigorous education program offering personalized learning plans in a technology rich environment preparing each student to excel and compete in a global environment.



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:

Steven Walker
Hilda Parlér
Joe Maimone
Glenn Allen
Alan Hawkes
Avril Smart
Cheryl Turner
Robert McOuat
Tracy Kelley
Mike McLaughlin
Deanna Townsend-Smith
Kebbler Williams
Buffy Fowler
Eric Sanchez
Kevin Piacenza

Date of Review:

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09/30/2016

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NORTH CAROLINA CHARTER SCHOOL APPLICATION

West Lake Preparatory 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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I. APPLICATION CONTACT INFORMATION

Name of proposed charter school: West Lake Preparatory 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: *Lincoln Charter Education Foundation*

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: *Aaron Hoegle*

Title/Relationship to nonprofit: *President*

Mailing address: 7860 Blades Trail
Denver NC 28037

Primary telephone: 704-877-3884 Alternative telephone: 704-877-3884

E-Mail address: ahoegle11@gmail.com

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

County: LINCOLN

LEA: 550-Lincoln County Schools

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

No:

Yes: X

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

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

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

Our EMO, Charter Schools USA (CSUSA), assisted us in the development of this charter application. CSUSA will assist us throughout the entire application process and if we are awarded a charter, they will assist us throughout school start up and operation.

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

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

No:

Yes:

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

No:

Yes:

If replication, please provide the name of the charter school and the state that charter school has been authorized to operate in. Cardinal Charter NC

Do you want your application to be considered for Fast Track?

Yes:

No:

Are you a non-profit corporation board partnering to replicate an existing model operated by an EMO/CMO?

Yes:

No:

Eligibility Criteria

A non-profit corporation board that currently operates a charter school in NC is eligible to apply to replicate it currently existing model only if the non-profit corporation board's current school or schools demonstrate a consistent track record of academic, financial, and operational success. If the board operates more than one school, each school must meet this standard. To meet this standard, the non-profit corporation board must meet each of the following conditions:

Each school operated by the non-profit corporation must have academic outcomes at least comparable to those of the students enrolled in the LEAs in which they are located. In addition, each school operated by the non-profit corporation must meet or exceed student growth consistent with State standards, for the three years immediately preceding the application, and maintain that growth throughout the application period.

Yes:

No:

**Attach as Appendix A the educational outcomes for the replicated school for the last three academic years.*

Each school operated by the non-profit corporation must have unqualified audits for the three years

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immediately preceding the application and must maintain that fiscal standard throughout the application period.

Yes:

No:

Each school operated by the non-profit corporation must have resolved any noncompliance issues cited by NCDPI during the three years immediately preceding the application and must maintain this standard throughout the application period.

Yes:

No:

A majority of the non-profit corporation board members and 50% or greater of the board officers must be North Carolina residents.

Yes:

No:

Eligibility Criteria

A non-profit corporation board that does not currently operate a charter school in NC is eligible to apply to replicate through fast-track replication an existing model operated by an EMO/CMO. The non-profit corporation board is eligible to apply only if the schools operated by the EMO/CMO have a consistent track record of academic, financial, and operational success. The non-profit corporation is eligible to replicate an existing model operated by the EMO/CMO only if the non-profit corporation board meets each of the following conditions:

The non-profit corporation board must demonstrate that each of the schools being managed by the EMO/CMO in North Carolina (1) have an academic proficiency comparable to the LEAs in which the current schools are located; or (2) meet or exceed growth for the three years immediately preceding the application at issue. If the EMO/CMO does not manage any schools in NC or the schools it manages in NC

do not yet have the data listed above, the non-profit corporation board must demonstrate to the SBE that the schools operated in other states by the EMO/CMO meet similarly rigorous standards for academic performance. The EMO/CMO must continue to meet these standards throughout the application period.

Yes:

No:

**Attach as Appendix A the educational outcomes for the replicated school for the last three academic years.*

The non-profit corporation board must demonstrate that each of the schools in North Carolina managed by the EMO/CMO have unqualified audits without fiscal compliance issues for three years immediately preceding the application. If the EMO/CMO does not currently manage any schools in NC or the schools it manages in NC do not yet have the data listed above, the non-profit corporation board must demonstrate to the SBE that the schools operated in other states by the EMO/CMO meet similarly rigorous standards for financial performance. The non-profit corporation board must maintain this standard through the application period.

Yes:

No:

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A majority of the non-profit corporation board members and 50% or greater of the board officers must be North Carolina residents.

Yes:
 No:

Acceleration

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? Lincoln Charter Education Foundation

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,01,02,03,04,05,06	661
Second Year	K,01,02,03,04,05,06,07	903
Third Year	K,01,02,03,04,05,06,07,08	1076
Fourth Year	K,01,02,03,04,05,06,07,08	1099

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Fifth Year	K,01,02,03,04,05,06,07,08	1145
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The State Board of Education provides funds to charter schools, approves the original members of the boards of directors of the charter schools, has the authority to grant, supervise, and revoke charters, and demands full accountability from charter schools for school finances and student performance.

I certify that I have the authority to submit this application, that the initial board members and I were regularly involved in the development of this application, and that no part of this application is plagiarized. All information contained herein is complete and accurate. I realize that any misrepresentation will result in disqualification from the application process or revocation after award. I understand that incomplete applications will not be considered. The person named as the contact person for the application is so authorized to serve as the primary contact for this application on behalf of the non-profit organization.

westlake
Signature

Board Chair
Title

westlake
Printed Name

09/19/2016
Date

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Section I: Application Contact Information Concerns and Additional Questions	Reviewer	Page Reference
<u>Academic scores appear to remain the same, actually slightly dropping between years. Academic information does not include growth data. Is the replicated school meeting or exceeding growth?</u>	<u>Buffy Fowler</u>	<u>Cover Page</u>
<u>***The applicant needs to clarify why it has selected a school with the following characteristics as its replication model: (1) only 2 years of financial and academic data; (2) a noncompliance citation on the 2016 Charter School Performance Framework; (3) did not meet growth in 2014-15?</u>	<u>Kebbler Williams</u>	<u>Cover Page</u>
<u>In partnering with an EMO, and replicating an existing charter model how is West Lake Prep ensuring that their application discusses the specific needs of students in the new location?</u>	<u>Avril Smart</u>	<u>Cover Page</u>
<u>Solid evidence</u>	<u>Joe Maimone</u>	<u>Cover Page</u>
<u>What evidence do you have that 661 students the first year is a reasonable projection?</u>	<u>Buffy Fowler</u>	<u>Grade Levels</u>
<u>The projected enrollment figures are not realistic for the proposed region. Applicant needs to provide a rationale for k-8 year one enrollment. Response should be educationally sound and rooted in best practice, demand, and consider other charter school enrollment in the area.</u>	<u>Tracy Kelley</u>	<u>Grade Levels</u>
<u>Although 661 students first year seems concerning as the generic CUSA model, page 12 provides convincing support</u>	<u>Joe Maimone</u>	<u>Grade Levels</u>

Reviewer	Score
<u>Steven Walker</u>	
<u>Hilda Parlér</u>	
<u>Joe Maimone</u>	<u>Pass</u>
<u>Glenn Allen</u>	
<u>Alan Hawkes</u>	
<u>Avril Smart</u>	<u>Pass</u>
<u>Cheryl Turner</u>	<u>Pass</u>
<u>Robert McQuat</u>	
<u>Tracy Kelley</u>	<u>Pass</u>
<u>Mike McLaughlin</u>	
<u>Deanna Townsend-Smith</u>	
<u>Kebbler Williams</u>	<u>Pass</u>
<u>Buffy Fowler</u>	<u>Pass</u>
<u>Eric Sanchez</u>	
<u>Kevin Piacenza</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:

West Lake Preparatory Academy's (WLPA) mission is to provide students with a rigorous education program offering personalized learning plans in a technology rich environment preparing each student to excel and compete in a global environment.

Clearly describe the mission of the proposed charter school:

WLPA will utilize CSUSA's proven Education Model to create personalized learning plans and help each student realize his/her academic potential. A technology-rich environment will be provided with the goal of creating an interactive classroom. Students will set their goals, and parents will play a vital role in their child's academic enrichment. These opportunities will prepare students to become leaders in their communities and professions and prepare them to compete in a global environment.

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.*

The target population includes students residing west of Lake Norman, specifically the intersection of Highway 16 (which leads into Charlotte) and Highway 73 (which comes from Lincoln). The school will be open to all families in North Carolina desiring a school of choice, but our intended location on major commuter routes leads us to believe that most of our students will come from the neighborhoods to our west (Denver and Iron Station), east (Mecklenburg County), south (Gaston County) and the entire Catawba Springs Township. Lincoln County, and specifically the Denver area, is growing so fast that the county cannot keep up with the growth. This area is currently experiencing a 15.3% growth rate.

In order to determine the type of student body we will serve that reflects the diversity of the surrounding community, we measured local public and/or charter schools in the areas referenced above and came up with the following estimates:

Proposed school size: 1,145
Minority: 25%
Free lunch population: 21%

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Reduced lunch population: 3%

EC population: 11%*

We chose this area because many families would like to send their children to the highly successful Lincoln Charter School, which has a current waitlist of over 1,000 applicants and cannot accommodate the increasingly high demand for a charter school option in the area. We also chose this area because the eastern part of Lincoln County is growing and will need more schools as the Charlotte metro area continues to expand. In 2015, the school board voted to purchase more land for new schools just four months after redistricting the entire county, as a result of overcrowding taking place at schools like Rock Springs Elementary on Highway 16.** A 300-home development has been proposed for Stanley, which would feed into the already overcrowded Catawba Springs Elementary school zone.*** We feel that a charter school could help alleviate any local overcrowding without the district ever having to buy new land.

*Note: This is EC data as of April 2016. Attempts were also made to locate breakout data for AIG and ESL

**<http://lincolnherald.net/main.asp?SectionID=3&SubSectionID=28&ArticleID=13454>

***<http://www.lincolntimesnews.com/2015/09/29/new-300-home-development-proposed-for-eastern-lincoln-county/>

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

As of the 2015-16 school year, Lincoln County Schools had 7,790 students in grades kindergarten through eighth. While we will likely enroll many students from across Lincoln County, our proximity to the borders of Charlotte-Mecklenburg and Gaston County will expose us to parents willing to travel into Lincoln County to drop their children off at a high performing charter school. We estimate 60% of our student body to come from outside Lincoln County.

At full capacity, West Lake Preparatory Academy plans to receive 40% of its students (458 total) from Lincoln County, 40% (458 total) from Charlotte-Mecklenburg, and another 20% (229 total) from Gaston County. This means that, at full enrollment, our charter school will enroll <6% of Lincoln County's K-8 student population, 0.4% of Charlotte-Mecklenburg's K-8 student population, and 1% of Gaston County's K-8 student population.

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

AOC

WLPA's education plan differs from that of Lincoln County in that it provides individualized, data-driven instruction within a culture of high expectations and achievement; not just for students, but also for staff. By analyzing baseline assessments along with the previous year's data, we create school-level, classroom-level, and individual student goals to set the current year's purpose for learning. Tracking progress towards goals will be a keystone for WLPA. The consistent monitoring process provides

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continual student progress reminders and shows us how close we are to achieving our mission of preparing students to excel and compete in a global environment.

Individualized attention sets WLPA apart because it will provide an opportunity for consistently underserved students to be able to reach their potential and receive needed differentiated instruction. As our mission is to provide a rigorous education program, we believe each instructional minute counts. As a result, our school day will be longer than other local schools.

Every child will have a Personalized Learning Plan (PLP), which not only includes goals, but also the action steps needed in order to reach those goals. The plan's development is a collaborative effort between the teacher, parent, student, and other staff involved with the student's academic achievement. Teachers will act as facilitators and coaches for the plans, aiding in creating, monitoring, and challenging the students to push themselves. The parent's role is to be a mentor, motivating and guiding the students in their endeavors. Most importantly, students are the producers of their plan and are faced with the responsibility of understanding their data, making good decisions as learners, and following through with expectations.

Another unparalleled aspect is the amount of support WLPA will receive to monitor progress, enhance teacher effectiveness, and maximize its overall operation. Described in more detail below, both leaders and teachers will receive extensive, rigorous training prior to the start of the school year through professional development sessions tailored to the unique student population needs. CSUSA will provide up to four school site visits, called Quality Education for Students and Teachers (QUEST), to monitor implementation of the Education Model. Additionally, leaders and staff will conduct weekly classroom walk-throughs, lesson plan reviews, data chats, and other activities to ensure teachers have the support and resources necessary to provide effective instruction.

To promote student engagement and the use of real-world application skills, a technology-rich environment will be provided for all students. The goal of technology usage is to create an interactive classroom, taking technology out of the hands of the teachers and placing it in the hands of students for an optimal experiential learning environment. The technology resources will be used for a variety of instructional methods, including interactive direct and guided instruction, blended learning for supplemental instruction, research projects, and many more. As society is more reliant on the use of technology, it is imperative that students learn basic skills such as word processing, presentation tools, and internet research skills.

In order to further challenge students, WLPA will apply for the implementation of the Cambridge program after the first year. This program provides a rigorous, international pre-university curriculum and examination. Cambridge courses are demanding courses, emphasizing higher order thinking; oral, writing, and investigative skills; problem solving; and teamwork. Highly motivated students who excel academically and are well rounded in their extracurricular activities are attracted to this program.

4. *In the appendices (Appendix A1), you must provide evidence through a narrative or visual of this*

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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.*

AOC

2. As a charter school, WLPA will be held to high standards of achievement in order to continue operating in the community. Consistent, regularly monitored measures will ensure we are meeting the expectations and goals described in this application. As referenced above, we will also set monitored school-level, class-level, and individual student-level goals. Lincoln Charter Education Foundation (the Board) will monitor progress toward school goals, the principal will monitor class-level goals, and the teachers will monitor individual student goals. Monitoring will be conducted through monthly board meetings, weekly data chats, and PLP meetings, respectively. If it is found that we are not reaching our goals at any level, programs and instruction will be adjusted accordingly. Further support will be provided by the EMO, such as increased help from regional directors and curriculum specialists, strategic intervention plans to focus efforts, and any other methods needed.

WLPA will develop a strategic action plan focused on its mission, vision, and values. Through analysis of assessment results, observations, surveys, and other feedback items, the school will create key intended outcomes in each of the following five priority areas: academic excellence, financial health, growth, operational performance, and culture of excellence. WLPA will then create initiatives and monitor their implementation throughout the year. This plan is continuously reviewed and monitored at the school level, along with the Board, the EMO's Regional Education Director, Curriculum and Instruction Team, and Department of Strategy.

Accountability is an integral part of WLPA's culture. Weekly classroom walk-throughs, QUEST visits, and teacher performance evaluations will hold

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teachers accountable for providing students with rigorous, quality instruction. The purpose of the QUEST visit is to support WLPA with the implementation and monitoring of the Education Model and provide enhanced stakeholder awareness of what is happening in classrooms. The process examines three critical factors: classroom management, student motivation, and instructional strategies. It also adds the benefit of teachers and students becoming accustomed to having visitors within the classroom, as school leaders and support staff are constantly monitoring progress. Lesson plans, grade books, and other preparedness and organizational pieces are also checked regularly. To support the focus on technology, the leadership team will also monitor utilization of resources to ensure teachers are implementing a technology-rich environment to enhance students' learning opportunities. During QUEST visits, master teachers and administrators from various EMO-managed schools conduct classroom observations in order to provide feedback for school improvement goals, recognition for individual and school-wide greatness, as well as to develop professional relationships in support of professional learning communities.

4. Improve Student Learning

The following supports will be used to improve student learning:

Push-in/Pull-out Support

Certified teachers are trained in the intervention program and are available to push-in with, or pull-out students who are below grade level. Customized weekly schedules are followed each week to guarantee students are receiving additional instruction as needed. Classroom teachers will communicate with the support staff in order to increase awareness of students current skill levels and abilities.

Tutoring/Extended Day

For students needing support beyond what is provided in the school day, tutoring will be available for one hour per day, three days a week. The amount and frequency can be adjusted based on the student's needs. Instruction will be targeted toward specific fundamental skills and concepts to help students catch up to grade level. While this is typically an opportunity

for students to receive extra practice targeted to improve reading skills, it can also be utilized for enrichment for high achieving students. Additionally, based on student needs, this program can be adjusted to include other subject areas such as math and science.

Differentiated Response to Intervention (RtI) Block

Our students will receive targeted instruction in homogeneous groups based on their various levels of mastery. For example, students performing below grade level will receive an intervention focused on comprehension and word attack skills, while novel studies that foster comprehension, vocabulary building, literary analysis, and other reading application skills will be provided for students who are on grade level in reading. Those students who are on grade level in reading, but still need support in math, will receive instruction geared towards mastery of mathematical concepts and skill practice. Students above proficient in areas of both reading and math will participate in enrichment activities that involve applying their reading and math knowledge to real-world critical-thinking tasks and projects. Groups will be adjusted quarterly based on benchmark and classroom data to ensure students are continuously receiving optimal support.

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WLPA will provide a variety of extracurricular activities in addition to the tutoring program. We will foster the academic, social, and physical growth of students by offering a wide range of after-school activities in which students may participate depending on demand and availability. Clubs that may be offered include Student Council, Newspaper, Science Club, Basketball, Cheerleading, Service Club, and others related to WLPA's mission.

For high-achieving students in need of academic enrichment, WLPA will apply to implement a Cambridge International Examinations Program in which to support academic rigor throughout the school. Cambridge, which will be applied for after one year of school operation, will provide an international, pre-university curriculum and examination for students who benefit from a rigorous academic program. Cambridge students are expected to have high academic expectations, be self-motivated, possess good study habits, and demonstrate a commitment to succeed. The program is offered in various subjects, but there is also a Global Perspectives component available in which students have the opportunity to place their personal perspectives in a global context to research and explore a range of issues that challenge people across the world. Students also have the option to study interdisciplinary and skills-based subjects. Students will develop 21st century skills by collaborating with others, communicating in multiple forms, evaluating arguments, and thinking independently and reflectively.

In addition to the Cambridge curriculum, WLPA will offer other differentiated opportunities to increase and extend learning. One such opportunity is blended learning, in which students will have the ability to utilize software programs to learn content at their own pace or take courses that are not offered in the traditional brick-and-mortar setting. More details regarding blended learning can be found in Appendix O. Some online programs to be used, such as Think Through Math, will offer live tutors and video tutorials to help support students at home, while others, such as Mathletics, allow students to interact and compete with other students globally. Other examples of adaptive online programs to be used are Reading Plus, Reading Eggs, Lexia, and Plato. Project-based learning, which is described more in Appendix O, will also be emphasized, allowing students to question, create, research, analyze, evaluate, and use other critical-thinking skills to demonstrate standards mastery. These projects are best used across subject areas to provide a deeper understanding and more meaningful connections. Community partnerships will take the impact of the projects to a higher level.

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.*

AOC

The principal will provide a monthly status report to the Board at monthly Board meetings, which includes educational, enrollment, personnel, and other operational reports and goals.

Operations

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Specific:

- *Market to and enroll the targeted number of students each year.
- *Ensure adequate food, transportation, security, and custodial services.
- *Ensure that building standards are met.
- *Procure furniture, fixtures, equipment, and school supplies as needed.
- *Develop and update the school's website on a regular basis.

Measureable: The New School Opening Team (NSOT) will ensure each of these goals are met prior to school opening.

Attainable: These goals are critical to the operation of the school and are expected to be attained.

Relevant: Operational effectiveness is crucial to the school's success in fulfilling its mission.

Time Bound: These goals are expected to be met before each school year and maintained throughout the year.

Academic

Specific: Each year on the math, reading, and science EOG/EOCs, WLPA will significantly increase student proficiency (level 3 or higher). If proficiency is at or above 90% in any prior year, WLPA will increase proficiency by 1% or meet or exceed the performance of demographically similar area schools. In Year 1, without a baseline, WLPA will meet or exceed the proficiency of demographically similar area schools.

Measureable: A significant increase is defined as a 10% reduction in the percent of students not proficient (level 1 or 2) relative to the previous year. EOG/EOC scores in Year 1 establish a baseline. Scores in Year 2 will provide the initial baseline comparison.

Attainable: These goals are attainable, given that our students will have the appropriate resources and access to high quality teachers.

Relevant: This goal is relevant to WLPA's mission, highlighting the importance of a rigorous education program.

Time Bound: The establishment of a baseline will occur at the completion of the first full year of the charter. At the end of each year, WLPA will document goal attainment and revise multi-year goals in an annual Strategic Plan.

Please see Appendix O for a detailed academic goals table.

Finance

Specific:

- *Develop accounting systems and internal control policies that allow for safeguarding of assets and financial viability.
- *Submit financial reports to external entities as required.
- *Prepare applications for grants and loans.
- *Adopt, maintain, and (if necessary) amend the annual operating budget.
- *Ensure WLPA has contracted with a certified public accountant for the annual financial audit.
- *Review and approve audit reports.

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Measureable: These goals will be measured by the school's financial standing and compliance.

Attainable: Given the financial efficiency of other CSUSA schools, these goals are attainable.

Relevant: The school's financial standing and reporting compliance is relevant to its overall sustainability.

Time Bound: Financial reports will be timely submitted as needed, and the operating budget will be amended annually.

Governance

Specific:

*Set policies, including:

-Operational policies.

-Academic and financial accountability.

-Annual progress reporting to the Department of Public Instruction (DPI).

-Policies consistent with WLPAs mission.

*Review performance reports from the EMO:

-Financial reports.

-School reports.

-Satisfaction surveys.

-Strategic plans.

-Annual accountability reports.

Measureable: Reporting policies and their review by the Board will be measured by school-wide improvement.

Attainable: Given CSUSA's successful partnerships with other governing boards, these goals are attainable.

Relevant: The Board's involvement in the school's foundation and performance is vital to its overall success.

Time Bound: Policies are set prior to school opening. The Board reviews performance reports at least monthly.

These goals are developed, implemented, and executed as part of a collaborative effort between the Board, CSUSA, and the school.

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

AOC

As the Board is the initial and leading driver of the mission, it is crucial that we stay informed of the progress of the achievement of WLPA. Student assessment and performance data are vital to our mission to offer a rigorous education program that offers personalized learning plans. With the continuous improvement Education Model, we will regularly evaluate student performance to personalize and target instruction to each student's needs, helping them reach their academic potential. This data-driven cycle of assessment, analysis, and action is critical for increasing student achievement and is the top priority for school-wide improvement. Regular assessments verify that students have successfully acquired crucial skills,

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mastered grade-level content, and are challenged to think critically.

We will monitor and evaluate specific, measurable goals regarding academic performance and growth. Academic performance and growth will be tracked on three dimensions:

*Proficiency: The percentage of students who are proficient in math, reading, and science on the EOG and EOC assessments.

*Growth: At each grade-level, the percentage of student Northwest Evaluation Association (NWEA) growth targets met in English language arts, math, and science will surpass 100%.

*State Accountability: The school's Performance Component of the NC School Performance Grades (SPG).

In addition to state assessments, all students will take the computer-based, adaptive NWEA Measure of Academic Progress (MAP) assessment three times per year. The NWEA assessment also gives students the opportunity to practice with the newest technology.

At the conclusion of each testing season, and throughout the year as data becomes available, WLPA will report state and interim assessments to the Board at monthly Board meetings. In WLPA's first year, these initial results will act as a baseline for future goals. A baseline year will also be utilized when the state introduces new state-wide assessments or SPG calculations. In lieu of a baseline comparison in Year 1, we will monitor WLPA's performance relative to demographically similar area schools.

We will also approve the Strategic Plan (described above) and School Improvement Plan (if applicable) in order to ensure that measures are put into place to achieve our mission of offering a rigorous education program that offers personalized learning plans. QUEST visit data from the EMO will deliver evidence that the teachers are adhering to the Education Model and implementing highly effective teaching strategies to the students.

To monitor WLPA's culture, we will view results from parent and staff surveys, which provides insight on pertinent issues such as satisfaction and safety. Financial reports, enrollment and attendance figures, and other information needed to further monitor progress toward the mission will also be evaluated.

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Section II: Mission and Purposes Concerns and Additional Questions	Reviewer	Page Reference
Beyond overcrowding, how does the focus of the school address the needs of students and the surrounding populations?	Avril Smart	Mission Stat
Is there a way to cross check waitlist numbers for Lincoln Charter vs. other nearby charter waitlists?	Joe Maimone	Mission Stat
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
Convincing case for demand, although 209 responses online a bit disappointing.	Joe Maimone	Educational
The 200 petitions submitted out of the over 2000 visits to the website does not provide enough evidence to show that over 600 students the first year is realistic.	Buffy Fowler	Educational
It is not clear why parents will make WLPA their choice because the response does not provide a description of the current school district performance-either Lincoln County, CMS, Gaston County. There are no demographic data presented that support a clear rationale for selecting the location and to justify the k-8 year 1 enrollment plan. The applicant does not provide convincing or compelling evidence of need from prospective parents (i.e. petitions, sign in sheets, agendas, public hearings, etc.)	Tracy Kelley	Educational
***The applicant needs to clarify the educational need for this school. With limited parental interest to date (209 petitions received), it is not clear if the school will have the support and interest the applicant indicates.	Kebbler Williams	Educational
Given the applicant's enrollment goals (nearly 1000 students in 2nd year), does a 209 response return on website petition justify need?	Kevin Piacenza	Educational
Discuss the rationale for why the Cambridge program will only be made available to TAG students and not to all students if the focus of the program is to infuse rigor to support a pre-university curriculum? Additional details are need regarding potential partnership discussed in this section.	Tracy Kelley	Purposes of
Lincoln Charter Ed Foundation may be a conflict?	Joe Maimone	Purposes of
***How can the goals be rewritten as SMART goals that clearly align with the mission and purposes?	Kebbler Williams	Goals for th
Has Cardinal Charter met expectations for academic performance in its two years of operations?	Kevin Piacenza	Goals for th
How will monthly reports be supported by the board? How will those progress indicators align to the school's strategic plan, etc.? More information is needed to clarify the recruitment and marketing strategies. Beyond recruiting the specific number of applicants needed to support growth, how will marketing strategies support diverse populations in the OS application process.?	Avril Smart	Goals for th
How will student growth goals met on NWEA surpass 100%?	Cheryl Turner	Goals for th
Goals appear to be focused on student growth. What is the history of student growth data at the replication school?	Buffy Fowler	Goals for th
concern about board name confusing families with Lincoln Charter	Joe Maimone	Goals for th
Operational goals are not measurable and specific. Clarify the roles and responsibilities of the NSOT. Who will sit on this team, how will members be selected; who will this team report to leader, board, CSUSA? What type of decision making authority will the NSTO have and how will they hold themselves accountable for increasing student outcomes? what organizational goals will be set and how will they align with the school mission? For example, what targets will be set around teacher evaluation, and retention (i.e. ratio between the % of low performing teachers retained verses high performing teacher retained ? How will board hold EMO accountable and what measure will be used, and will student growth measure be part of EMO evaluation? Academic goals are not specific and measurable with regard to using a universal screener to set a baseline. How will school identify demographically similar	Tracy Kelley	Goals for th

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<p>schools to measure its own effectiveness? Without a universal screener for all incoming students how will school develop individualized learning plans described in the previous section? Describe the goal setting process; how will school set operational and organizational targets? Board goals are not specific, measurable, or directly tied to student achievement. How will board self assess its effectiveness? Board proficiency measures do not include EOY state assessment, without this how will Board hold EMO accountable. How will Board progress monitor in-between NWEA administrations to make sure EMO is accountable? This is important because the NWEA will only be administered 3x a year with the 1st administration serving as a baseline and the 3rd administration coming after the state assessment. How much weight will be given to Quest data and how much will be given to board administered survey data. How will EMO be held accountable for meeting enrollment and retention targets?</p>		
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Reviewer	Score
Hilda Parlér	
Kevin Piacenza	Pass
Glenn Allen	
Avril Smart	Pass
Robert McOuat	
Mike McLaughlin	
Kebbler Williams	Pass
Steven Walker	
Alan Hawkes	
Tracy Kelley	Pass
Buffy Fowler	Pass
Cheryl Turner	Pass
Joe Maimone	Pass
Deanna Townsend-Smith	
Eric Sanchez	

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.

AOC

The Education Model, developed by CSUSA, is based on over 35 years of research by Dr. Robert J. Marzano, and has proven effectiveness in CSUSA's portfolio of schools. It is implemented within a framework of continuous improvement to ensure validity. The structure enables administrators and teachers to better understand, explain, and predict elements needed to facilitate each student's standards mastery. Educational best practices, technology, communication, and documentation tools are created and revised to help implement the Education Model. At the Education Model's core is the Guaranteed and Viable Curriculum (GVC), which ensures academic excellence in every classroom and encourages steady academic progress as students build their knowledge and skills. The GVC is primarily a combination of two factors with strong academic achievement correlations: opportunity to learn and time. Fundamental components are briefly described below, with detailed elaboration in Appendix O.

Component 1: Baseline Assessment and Data

In order to effectively address each student's needs, it is essential to first understand his or her current level. This is accomplished through collection of student performance data from the previous school year, the administration of baseline or diagnostic assessments, and standards-based pre-tests prior to the start of each unit.

Component 2: Data Driven Instruction

In addition to students' individual learning styles and unique needs, the data identifying current levels is analyzed to determine the appropriate instructional course of action. Teachers are provided guidance and become well-versed in their understanding of the curriculum and its pacing. Differentiated instruction is provided utilizing the knowledge base of various teaching strategies to ensure each child has the opportunity to gain mastery.

Component 3: Assessment

Assessment is used to measure the effectiveness of instruction. Standards-based assessments are provided in a variety of ways. Formative and summative assessments may be in the form of projects, essays, presentations, or other differentiated methods to provide multiple opportunities for understanding.

Component 4: Grading

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

Component 5: Reporting

To support WLPA's mission of providing students with a rigorous education program offering personalized learning plans, timely and effective feedback is critical. Once material is graded, it must be presented with effective feedback providing specific guidance to students as to what was correct, how mistakes can be corrected, and then it is communicated to all other stakeholders in a timely manner. Teachers, parents, students, and administrators all have online access to students' grades to track achievement.

Component 6: Decision

In the decision phase, based on data, teachers either move on to the next standard, starting with a baseline assessment, or re-teach the previous standard in a new way. Regardless of the class-level decision, students needing remediation or enrichment receive appropriate differentiated instruction in a small-group or blended learning environment.

The process continues throughout the year to ensure students are provided ample opportunity to master all the required standards. The Education Model, along with its supplemental features, tailors learning for each class and student, and will help close the achievement gap. Major features of WLPA, described further in the application, include PLPs, Instructional Focus Plans (IFP), meaningful parental involvement, character development, technology to support student engagement, and academic intervention and enrichment.

Curriculum and Instructional Design:

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

AOC

WLPA will have a highly structured, classroom-based learning environment aligned to the student population. Along with clear behavior expectations, each class will post a detailed, minute-by-minute agenda to protect instructional time. The agenda will include essential questions and objectives, focusing learning within the room. Student work, student-generated word walls, and visual student goal progress trackers will be displayed to promote student-classroom ownership. To further deepen learning, classrooms will also post anchor charts reflecting step-by-step processes for taught material to serve as a consistent reminder for students.

At capacity, kindergarten classrooms are designed to accommodate 20 students. First through fifth grade classrooms are designed to accommodate 23 students, while classrooms for sixth through eighth grades will accommodate 25 students at capacity. As we anticipate that students will perform at various levels, the class will be organized to accommodate

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differentiated instruction. Classrooms will support whole-group instruction and targeted support from teachers in small-group and one-on-one arrangements. Students will participate in blended learning within the classroom and complete coursework at their individualized level on various software programs. Visitors will be able to walk in the room and see various simultaneous learning experiences, such as teachers working with a small group of students on a targeted skill, students on laptops receiving remedial or enrichment practice, groups of students working cooperatively on a project, or students working independently on leveled tasks. Structured procedures will be in place to minimize distractions and ensure all students stay on task.

Most elementary grades will be self-contained, in which all subjects (except for specials) will be taught by the same teacher within the classroom. Middle school classes will be departmentalized by subject, easing the transition from middle to high school. In middle grades, departmentalization is important since the content students are expected to learn increases in each grade level, requiring subject-focused teachers to be able to instruct to the rigorous levels required for standards mastery. The principal will have the opportunity to departmentalize other grade levels depending on students' needs. As a school with a technology curricular path, there will be evidence of these skills through electives, clubs, after-school enrichments, and community partnerships.

The classroom will be the hub of student learning, thus resources will be maximized within each room. Students will have access to a variety of texts from a classroom library to supplement learning. Both fiction and nonfiction resources will be leveled and available, allowing students to read appropriate books based on their abilities. To support student engagement, technology resources will be placed in the hands of the students to provide an interactive learning environment. The following technology will be available in each classroom:

- *Interactive displays/panels with tablets
- *Student laptops
- *Document camera
- *Headphones and microphones

WLPA will also include a production room for filming, processing, and streaming morning announcements; mobile and stationary computer labs; and multi-purpose rooms outfitted with audio/video equipment. Wireless networking will be employed throughout WLPA to allow students instant access to digital content provided by Safari Montage. This innovative program provides schools with access to preloaded educational videos tied to the curriculum, which enables WLPA to upload its own digital content and disseminate it to all classrooms, providing a new mode of communication and education for its 21st century learners.

Provide a synopsis of the planned curriculum, including:

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

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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.*

WLPA will use CSUSA's GVC, which is aligned to the NC Accountability Model and focuses on mastery of the Common Core State Standards and NC Essential Standards through the NC Standard Course of Study (NCSCS), to support the mission of providing a rigorous education program offering personalized learning plans in a technology-rich environment preparing each student to excel and compete in a global environment. WLPA will also implement the requirements outlined in the North Carolina Read to Achieve Program. The research behind the GVC comes from the work of Dr. Marzano, who articulates that the GVC is primarily a combination of the factors "opportunity to learn" and "time." Both have strong correlations with academic achievement. See Appendix O for additional information on the GVC.

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

When planning for the year, teachers study the curriculum map and the test specifications in order to have an understanding of what students are expected to learn. For each unit, pacing guides are provided; however, teachers have the flexibility to adjust pacing according to their knowledge of the students' current levels. From there, cross-curricular plans are created on a quarterly basis by grade level teams. Using the cross-curricular plan as a guide, teachers write week-by-week lesson plans to ensure coverage of each unit's standards and instructional rigor. Additionally, essential questions and objectives provide guidance for the focus and purpose of student learning during the lesson planning process. Furthermore, teachers are required to map their plans minute-by-minute to maximize instructional time throughout the day.

Teachers are expected to incorporate technology into all lessons. They can use interactive displays and tablets with students to incorporate online resources from Wonders, Envision, or any other reliable Common Core Standards resource. Targeted students will own the environment, sharing work on their tablets for the class to see and allowing other students to compare and evaluate their own work. Students will supplement teacher instruction by utilizing blended learning techniques through online software programs, such as Reading Plus and Think Through Math, to work at their own pace and target deficient skills or enrich learning. With monitoring from the classroom teacher, students can take courses online through Plato for enrichment or

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course recovery. Laptop carts and computer labs will be available for research projects, essay writing, PowerPoint presentations, and other activities for students to demonstrate their 21st century skills.

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.*

AOC

Teachers will use multiple engaging, research-based instructional strategies to reach every child in the classroom, as it is our mission to provide a personalized learning environment. Teachers will implement Dr. Marzano's 13 high-probability instructional strategies, which research shows yield the most academic gains across all grade levels when employed consistently. These strategies are used in all grade levels, but instruction will vary by increasing expectations and complexity as the grade levels progress. The strategies are described briefly below and detailed in Appendix O.

Tracking Student Progress

Determine the current level of performance; identify achievement goals and establish a rate of progress; track progress visually; adjust instruction to improve learning to reach goals.

Setting Goals/Objectives

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

Building Vocabulary

Implement a comprehensive program for understanding complex texts; engage deeply with content area concepts; and participate in academic discussions.

Identifying Similarities and Differences

Include activities involving comparing and classifying; analogies and metaphors; graphic organizers, etc.

Interactive Educational Games

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

Summarizing

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

Note Taking

Teacher-prepared models/templates are used to teach basic principles and expectations; time is given to practice note-taking and provide feedback on the skill; students jot down main ideas and write questions.

Nonlinguistic Representations

Incorporate words and images to represent relationships; use physical models, dramatization, and movement to represent information; have students explain the rationale and meaning behind the nonlinguistic representation.

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Student Discussion/Chunking

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

Homework

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

Practice

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

Effort and Recognition

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

Graphic Organizers

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

Instructional methods are dependent on the needs of the individual student. To align with our mission and empower all students through personalized learning plans, teachers will adapt lessons to meet the needs of all learners through differentiating the content, process taught, and assessment type. Instruction will include leveled texts and resources for students on, above, and below grade level. Higher order activities such as project-based learning, critiques and evaluations, and evidence-based activities will be utilized to challenge students. Innovative learning methods will range from any or all of the following strategies detailed in Appendix O:

- *Student-centered Learning
- *Blended Learning
- *Cross-Curricular Instruction and Learning
- *Multiple Intelligences
- *Project-based Learning
- *Cooperative Learning

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.*

AOC

CSUSA's GVC is aligned to the Common Core and North Carolina Essential Standards, and it is mapped to ensure teachers have adequate time to teach all standards and students have time to master them. WLPA's Common Assessments will be administered monthly and provide a uniform formative assessment to track the school's overall mastery of the standards for each grade level. Teachers will receive extensive training on the use of the GVC to guide instruction, create effective lesson plans, and track mastery to ensure readiness to transition to the next grade level. To further ensure students are on pace for mastery, teachers will plan and schedule learning objectives aligned to the Instructional Focus Plan described in Appendix O.

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The IFP is a data-driven calendar used to determine which standards need to be re-taught or taught more in-depth than previously expected in order to keep each class on track for promotion to the next grade level.

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

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

AOC

Research informs us that there is an instructional difference between annual growth for students who are on grade level, and catch-up growth for students that are below or significantly below grade level (Fielding, Kerr and Rosier 2007). Addressing literacy and reading for those who are multiple years behind grade level is not a single-year process. In fact, it is only after 2 - 3 years of comprehensive reading instruction of more than 200 minutes per day that students begin to cross the threshold of grade-level performance (50th percentile). With this in mind, we intend to provide additional instructional minutes with a longer school day than the LEA to accommodate the interventions and enrichment opportunities. We plan to meet the needs of all of our students, to not only close the achievement gap, but to also accelerate learning in innovative ways in order to support WLPA's mission. We will have the required 185 days of instruction with extra days for professional development for teachers. The professional development days coincide with the proposed purpose of increasing opportunities for teachers to develop their craft and enhance their skills in the field. Professional development opportunities will be focused on topics that align with our mission of offering a rigorous education program, such as data-driven instruction, setting goals and tracking progress, critical thinking skills, and using technology to support learning within the classroom.

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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.*

AOC

Teachers are expected to differentiate instruction to reach all learners in all subject areas, but there will be times when students need additional support to ensure they do not fall further behind. Diagnostic and benchmark assessments are used to identify skill deficiencies and monitor progress, such as Wonders diagnostic assessment, Skills Based Checklist, Running Reading Records, and NWEA assessments.

When students are not performing at expected levels, procedures are in place to ensure students are properly identified and placed into appropriate intervention programs to get them back on track for success. WLPA will follow the Response to Intervention tiers listed below.

Tier 1: Standards-Based Classroom Learning

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

Tier 2: Needs-Based Learning

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

Tier 3: SST-Driven Learning

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

Depending on which tier the child falls under, WLPA will implement various interventions and increase the amount of instructional minutes provided. The following interventions are available:

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

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

*Tutoring/Extended Day: After-school small-group instruction utilizing a

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separate curriculum to reach the needs of the below-grade-level students.

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

Teachers will create a Progress Monitoring Plan (PMP), which describes the current level of the students based on data from their assessments, the targeted interventions needed, the frequency in which the interventions will be administered, and the expected outcome or goal of the intervention. Parents, teachers, and administrators sign the PMP and the team reconvenes at least quarterly to monitor progress and review the plan. Teachers provide more frequent updates through parent conferences, informal conversations, and graded assignments.

Various programs are utilized within the interventions described above, including:

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

2. *Explain how the instructional plan and curriculum will meet the needs of English Language Learner (ELL) students, including the following:*

- a) *Methods for identifying ELL students.*
- b) *Specific instructional programs, practices, and strategies the school will employ to ensure academic success and equitable access to the core academic program for ELL students.*
- c) *Plans for monitoring and evaluating the progress and success of ELL students, including exiting students from ELL services.*

AOC

WLPA's program for English Language Learner (ELL) students prepares and successfully equips ELL students to fully participate, engage, and lead in their global community without a language barrier. To support our mission of providing all students with personalized learning plans, we will equip them with targeted instructional supports necessary to achieve mastery of the NC English Language Proficiency Standards as measured by the W-APT and ACCESS for ELLs. A structured English immersion methodology will be used at WLPA to fulfill this goal. This strategy has been shown to demonstrate the best results with ELL students, and our extended school day will provide needed additional learning time for these students.

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

If students are language-minority students, they will be scheduled to be administered the W-APT within 30 calendar days of enrollment and the parent will be notified. If a student is tested and determined to be limited

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English proficient, the student will be tested annually.

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

As prescribed by law, intervention that facilitates growth in English mastery while promoting content knowledge will be administered. To support literacy and proficiency, the ELL program provides English language development instruction that is age and grade appropriate, and tailored to the student's English proficiency level. The ELL program will be conducted in a climate that not only stimulates listening, speaking, and reading, but also writing. ELL students are offered instructional services through an English Immersion program mainstream/inclusion instructional delivery model. Instruction is supported through the use of ELL instructional strategies. In addition, the curriculum, textbooks, and other instructional materials used by ELL students will be comparable to those used by their non-ELL counterparts. Supplemental text and materials are also provided.

Mainstream/inclusion instruction is provided to ELL students equal in amount, sequence, and scope to the instruction provided to non-ELL students at the same grade levels, while also including specific accommodations and modifications to the curriculum. The PLP is used to show the areas of success and growth that the student maintains. The ELL strategies are documented in the teacher's lesson plan and in the student's PLP and ELL folder. ELL students have the added benefit of the school's use of differentiated, individualized instruction as described in Appendix O.

The ACCESS is administered yearly to assess ELL students' language proficiency. Once a student reaches proficiency in all four language domains of the assessment, as determined by DPI, he or she exits the program. The student's academic progress is regularly monitored after exiting from the ELL program. Documentation, including the monitoring form and tool, is placed in the student's ELL file. The language arts teacher will indicate if the student is making appropriate progress or if an ELL committee meeting needs to be held. During the ELL committee meeting, recommendations regarding the student's progress, including placing the student back into the ELL program, can be made.

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.*

AOC

WLPA will provide a Free and Appropriate Public Education (FAPE) to those that are identified as Academically/Intellectually Gifted (AIG). The program will meet the NC AIG Program Standards in accordance with Article 9B. In partnership with CSUSA, we will ensure that student identification procedures for AIG are clear, equitable, and comprehensive, and lead to appropriate educational services through careful monitoring. All

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identification, screening, parental involvement, and procedural safeguard requirements will be followed in accordance with NC AIG Program Standards.

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

- *Multiple criteria for decision-making, including informal assessment such as interim, state, EOC, and EOG assessments.
- *Assessments that go beyond a narrowed conception of giftedness.
- *Reliable instruments/strategies for assessing giftedness.
- *Appropriate instruments to be used with underserved populations.
- *Data which provides relevant information for instructional decision-making rather than labeling.

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

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

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

The AIG students will receive regularly scheduled enrichment provided by teachers meeting the following requirements: AIG add-on licensure; possession of/working toward an AIG Local Professional Achievement Certificate. These teachers will also collaborate with general education teachers to support the extension of the student's learning. All AIG students will be responsible for mastering the Common Core and NC Essential Standards; however, differentiated instruction will be provided to the student to allow for more enrichment and curriculum-compacting opportunities in areas of particular strength. This is in alignment with WLPA's mission of providing students with a rigorous education program offering personalized learning plans. The goal of the program is to further develop the student's cognitive learning, research and reference, and metacognitive skills at each grade level in one or more content areas, which are aligned to the NC AIG Program.

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

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learning on self-selected and/or teacher-selected topics.

Exceptional Children

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

Identification and Records

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

AOC

WLPA will identify students who have previously been found eligible for Exceptional Children (EC) services/protected under Section 504 by:

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

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

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

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

Periodic assessments are conducted during the intervention period to evaluate whether the student is responding to the interventions and to determine if the strategies are successful. If successful, the team continues to monitor. If not, and evidence exists that shows a disability may be the primary cause of the student's difficulties, the student is referred for an evaluation in accordance with state policy NC 1503.

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After obtaining parental consent, a comprehensive evaluation is conducted by certified/licensed professionals who may be contracted for services. Testing includes all areas related to the suspected disability, such as cognitive functioning, academic achievement, psychological processing, speech/language skills, medical information, social/emotional functioning, and results from vision and hearing screenings. Once testing is complete, an eligibility meeting is held.

If special education/related services are necessary, an IEP is written. If the child needs accommodations, but not EC services, a 504 Plan is written. It is the responsibility of the IEP Team (parent, general education teacher, special education provider, evaluation specialist, and LEA representative) to make placement decisions and ensure that the student's individual instructional needs are reflected in the IEP based on FAPE and provisions of least restrictive environment.

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

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

Exceptional Children's Education Programming

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

AOC

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

Teachers use scaffolding and provide students with direct instruction,

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modeling, guided practice, and independent practice. Small groups are used for more individualized instruction when necessary with additional support provided by EC staff or instructional coaches when needed.

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

We will meet the individual needs of students who, based on diagnostic data, are identified to have significant skill deficiencies and/or read two or more years below grade level through additional instructional minutes using a research-based intervention program. Students receive additional instruction in a small-group setting with more frequent progress monitoring to ensure accelerated progress toward grade-level expectations.

Teachers with NC Exceptional Children certification will serve students meeting the eligibility criteria for EC as specified in the students' IEP. Based on the enrollment of students with disabilities, we will hire and train the appropriate number of teachers/paraprofessionals to ensure adherence to federal and state guidelines for class size and caseload and ensure all necessary IEP services are being implemented. Licensed/certified vendors will be contracted to provide special education and related services. The students' IEPs determine the specific services that will be contracted for.

Students with disabilities whose IEPs demonstrate the need for special education or related services are served in the regular classroom or EC setting, as determined by the IEP Team through consideration of the least restrictive environment based on the individual student's need. The Lead EC Teacher ensures that students are scheduled in a manner that allows for implementation of the services identified on each student's IEP.

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

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

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

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teachers, and the LEA representative.

For students protected under Section 504, a team of no less than three individuals who know the student, have knowledge about the student's disability, and are knowledgeable about instructional aids/accommodations, form the collaborative decision-making team. Families of students with disabilities are provided with written procedural safeguards in the native language of the parent(s), unless it is not feasible to do so, in order to notify and make parents aware of their rights and responsibilities. If a written document in the native language of the parent(s) is not available, the explanation of the notice is given orally or in a manner of communication the parent(s) understand. Personnel at the school will ensure that the parent(s) understand(s) the information.

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

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

In addition, classroom teachers remain in contact with relevant stakeholders by updating the student's PLP, using data derived from ongoing progress monitoring, the narrative report card, and interim testing results. Vendors are contracted to provide EC and related services, including but not limited to speech and language services, occupational therapy, physical therapy, and school psychology evaluation services. The students' IEPs determine the specific services that are contracted. All contracted providers are required to be appropriately certified/licensed based on State Board of Education requirements. In addition, contracted providers are required to maintain professional liability insurance. During the summer prior to WLPA's opening, IEPs of enrolled students will be reviewed to determine which of these EC contracted services are needed and to finalize contracts to allow services to be in place at the start of the school year. The Lead EC Teacher ensures that students are scheduled in a manner that allows for implementation of the services identified on each students' IEP.

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

Student Performance Standards

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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.

AOC

WLPA will administer the NWEA MAP three times per year to track student growth in grades K - 8. The nationally normed MAP provides RIT (scale) score growth targets in math, ELA, and science. Each fall, NWEA provides students with a nationally normed spring RIT target representing the average fall to spring growth of students nationwide at their grade and RIT level, thus ensuring that each student has a growth target unique to his/her academic needs. Each grade-level will meet or exceed 100% of spring RIT growth targets in math, ELA, and science annually. All students with fall and spring scores will be included in NWEA's grade-level calculations of "Overall Percent of Projected RIT Met or Exceeded."

In NC's SPG calculation, 80% or more of an elementary and middle school's final grade is determined by student proficiency on the EOGs/EOCs. The remaining 20% is determined by a value-added growth model. WLPA's dual focus on proficiency and growth aligns to the state's accountability expectations. Based on the September 2, 2015 release of SPG data, WLPA-area schools combined scored an estimated 76 on the SPG performance component for 2014-15, the average of their EOG reading (72%), EOG math (72%), EOG science (82%) and Math 1 proficiencies (85%). This approximates the performance of WLPA's expected student population as of 2014-15. For example, applying the school's goal of reducing the percentage of non-proficient students by 10% annually would produce a Year 5 performance component goal of 84.

For a list of the WLPA-area schools included in the above calculation and a table of SPG goals by year, please see page 1 of Appendix O.

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

Interim Assessments

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

NWEA MAP

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Tests students with engaging, ability-appropriate content aligned to Common Core. NWEA is an adaptive assessment; therefore, as a student responds to questions, the test difficulty adjusts to the level of the student performance.

NWEA MAP for Science

Aligned with science state standards, test items assess students up to and including 10th grade, and measure the following critical areas: 1) General Science, which covers specific science concepts within the three major domains of science (life sciences, earth and space sciences, and physical sciences). 2) Concepts and Processes, measuring a student's performance in both the processes used in science, and the major themes underlying the science disciplines. Administration of the science MAP is required in grades 5 and 8, but WLPA will have the option of offering this assessment to other grade levels as necessary.

Common Assessments

The EMO will provide monthly "common assessments" which are created from a data bank, and disseminated to schools to gauge students' progress towards mastery of the GVC. The assessments are aligned to state standards, and include short-term review as well as spiral review. This provides a frequent, uniform tool to monitor progress towards the mastery of standards between NWEA interim assessments.

Weekly Standards Assessments/IFP Assessments

Objective-based questions used for quick checks of content material and essay questions that require critical thinking and writing skills. These assessments are aligned to the curriculum maps and measure mastery of standards included in the unit.

In addition to summative assessments described above, formative assessments used in the classroom may include:

- *Achievement of goals and objectives in the student's PLP
- *Quarterly progress summaries
- *K-2 Skills Checklists
- *EasyCBM
- *DIBELS
- *Running Records
- *Oral Reading Fluency Checks
- *Journals
- *Teacher observations
- *Anecdotal records of the student's performance
- *Attitude inventories
- *Tools within software programs

WLPA's use of a research-based, data-driven Education Model provides the structure and accountability for the continuous monitoring and analysis of the academic program. The data is used to develop PLPs and PMPs to ensure students are on track to master the required standards. This data is analyzed during weekly or bi-weekly data chats (described in Appendix O) to determine action steps to help students improve, or make adjustments in school-wide initiatives.

Students are expected to meet adequate levels of performance in reading, writing, mathematics, and science for each grade level. These levels of performance are used to identify students who must receive remediation, and

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may be retained. No student may be assigned to a grade level based solely on age or other factors that constitute social promotion. Various indicators are used to determine performance levels, including but not limited to multiple measures using appropriate grade level assessments and teacher judgment. Teacher judgment factors may include, but are not limited to the following:

- *Previous retentions
- *Observations
- *Checklists
- *Student portfolios
- *Classroom assessments
- *Current grades

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

Middle school students in grades 6, 7, and 8 are required to achieve a grade of "D" or higher in English language arts, math, science, and social studies in order to be promoted to high school. Students in grades 6 and 7 who fail a subject will have the opportunity to participate in course recovery. Middle school students will also take an elective and physical education course at each grade level, but those participating in course recovery or intensive reading or math will waive their elective course.

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

Promotion criteria is communicated to parents through the distribution of the Pupil Progression Plan at the start of the school year. Parents are kept informed of their child's progress formally in writing twice quarterly: once via a progress report at mid-quarter, and second via a report card distributed at the end of each quarter. Parents are also notified of their child's assessment scores after each administration. They will have constant online access to their child's grades through PowerSchool, and may schedule conferences and contact the teacher as necessary. After the first indication that a student is below grade level and may be "at-risk" for retention, the teacher develops a PMP, which is signed by the student's parents or guardians. The PMP is updated in writing at least quarterly, with progress communicated more frequently in an informal manner.

Student Conduct:

*Provide a brief narrative that disseminates how student conduct will be governed at the proposed charter school and how this plan **aligns** with the overall mission and proposed Education Plan of the charter school.*

Provide a draft copy of the student handbook specific to the proposed charter school within the appendices (Appendix D).

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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.*

AOC

We believe that to be successful academically and socially, children need a set of social skills: cooperation, assertion, responsibility, empathy, and self-control. Knowing the children we teach is as important as knowing the content we teach. To align with our mission of providing students with a rigorous educational program that prepares students to excel and compete in a global environment, Responsive Classroom is utilized for grades K - 5, and Developmental Designs for grades 6 - 8. All faculty and staff will adhere to the guiding principles outlined in these programs to develop a culture that includes the implementation of morning meetings and the use of effective, positive teacher language to redirect behavior.

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

WLPA will not only optimize every instructional minute to meet the academic needs of students, but also their behavioral needs. To prevent misbehavior and keep students focused, in addition to the use of highly engaging teaching strategies and minute-by-minute instruction, teachers include highly structured procedures with step-by-step routines for any task ranging from lining up for lunch to gathering materials for the start of a lesson. These procedures are implemented throughout the school year with fidelity in order to keep students focused on academics and instruction, not distracted by poor behavior.

The Code of Conduct is provided to parents and students prior to the start of the school year to ensure all families are aware of the possible consequences faced if a student chooses to misbehave in school. It outlines and defines the infractions that may lead to in-school consequences and/or to suspension and expulsion. Depending on the severity and situation of each case, the following offenses may lead to a consequence ranging from in-school disciplinary action to suspension:

- *Infractions of class/school rules
- *Contraband items (i.e. lighters, matches)
- *Integrity (i.e. cheating, forgery)
- *Trespassing
- *Inappropriate interpersonal/sexual behavior (including harassment)
- *Disrespect and noncompliance
- *Use of electronic devices

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- *Gambling
- *Harassment, abusive, offensive language
- *Bullying
- *Hazing
- *Physical, written, or verbal aggression or threat
- *Unjustified activation of a fire alarm or other system
- *Theft or destruction
- *Possession of weapon, tobacco, narcotics, alcohol, or controlled substance

WLPA will adhere to all federal and state laws regarding discipline of all students, including students protected under IDEA and 504 legislation.

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

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

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Section III: Education Plan Concerns and Additional Questions		
Is model achieving high or expected growth in current schools?	Joe Maimone	Instructiona
What specific data will inform differentiated instruction? What does differentiated instruction look like in this school? How is this approach to instruction different from what is offered in traditional public schools?	Avril Smart	Instructiona
***What evidence does the applicant have that the proposed approach will lead to improved student performance with its targeted population?	Kebbler Williams	Instructiona
How will school develop the PLL? what does that process look like? Who will be responsible for updating and monitoring the PLP? How will student be a part of the PLP development? It is not clear if this program will work for this student population because applicant provides very little performance or demographic data on targeted student population (i.e. expected performance levels, community need; socio-economic status; home language etc.)Application reads like a one size fits all program, which is incongruent with the state legislative purposes.	Tracy Kelley	Instructiona
Can the applicant provide specific data that includes a comparison between WLPA projected target population and Cardinal's existing population, and Cardinal's academic growth data for both years of operation?	Kevin Piacenza	Instructiona
More details pertaining to how teachers will be engage in common planning, or review data is necessary. Applicant needs to provide a sample PLP.	Tracy Kelley	Curriculum a
Written description states, "We will have the required 185 days of instruction", although attached calendar only shows a 180 day school year. Which part of the application reflects the correct information? Application states that extended day tutoring will be offered for students needing extra support and the application states that the school day will be longer. If the tutoring sessions, the longer school day and if so, will every child participate in an extended day?	Buffy Fowler	Curriculum a
Does the calendar meet the 185 day standard?	Kevin Piacenza	Curriculum a
***The calendar narrative indicates that the school year will be 185 days, but the calendar submitted in Appendix C only has 180 days. Why is there a discrepancy? ***The applicant indicates that it will have an extended school day, but it is not clear if this extension is for all students or only students who need extra help. The applicant needs to provide more details about the extended day, who it will target, how it will be organized, whether or not students are required to participate, and the consequence if they do not.	Kebbler Williams	Curriculum a
How can you clarify the education plan for all grade levels?	Avril Smart	Curriculum a
***What will the school do if the ELLs need more intensive services than the mainstream/inclusion model provides? ***Extended school day is mentioned as a strategy for ELLs, but it is unclear how this will be administered. Will these students be required to stay after school to get instruction they should be getting during the school day?	Kebbler Williams	Special Prog
MAP	Joe Maimone	Student Perf
***What should students in the last grade served know and be able to do in order to exit/graduate from the school? ***If a student chooses not to waive his or her elective, when will he or she participate in course recovery or intensive reading or math?	Kebbler Williams	Student Perf
How are EMO created common assessments reliable predictors of EOY success on state assessments and how are they aligned to NWEA MAP assessments? Will they be on line and how will common assessment date impact school level and organizational learning? Who on staff is responsible for leading data chats and facilitating teacher team meetings, grade level team meetings and content team meetings? How will assessment data be used to improve or modify the curriculum, especially give the fact that the curriculum is pre developed and structured?	Tracy Kelley	Student Perf
Ed plan is clear and systematic and supported by research	Cheryl Turner	Student Cond
well written	Joe Maimone	Student Cond
Can the applicant clarify the process for handling behavior infractions; what is teacher's role, parent involvement, counseling, when does the administrator get involved?	Kevin Piacenza	Student Cond
***Definitions of offenses which may result in suspension or expulsion are not	Kebbler Williams	Student Cond

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<p>included. ***Policies for student discipline, suspension, dismissal, and expulsion were not provided - only brief summary sentences.</p>		
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Reviewer	Score
Deanna Townsend-Smith	
Joe Maimone	Pass
Cheryl Turner	Pass
Buffy Fowler	Pass
Tracy Kelley	Pass
Alan Hawkes	
Steven Walker	
Eric Sanchez	Fail
Kebbler Williams	Pass
Mike McLaughlin	
Robert McOuat	
Avril Smart	Pass
Glenn Allen	
Kevin Piacenza	Pass
Hilda Parlér	

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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: Lincoln Charter Education Foundation

Mailing Address: 7860 Blades Trail

City/State/Zip: Denver NC 28037

Street Address: 7860 Blades Trail

Phone: 704-877-3884

Fax:

Name of registered agent and address: Aaron Hoegle
7860 Blades Trail
Denver, North Carolina 28037

FEDERAL TAX ID: 81-3848043

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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Glenda Walker	Director	LINCOLN	Education Consultant /Facilitator		
Mathias Hunnovall	Director	LINCOLN	Attorney		
Preston Curtis	Secretary	LINCOLN	Regional Director of NC District 09		
Jason Saine	Treasurer	LINCOLN	NC State Representative		
Thomas Anderson	Vice President	LINCOLN	Engineer		
Aaron Hoegle	President	LINCOLN	Retail Sales Director		

Please provide the following in this location of the APPLICATION:

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

AOC

The Lincoln Charter Education Foundation, Inc. is a North Carolina not-for-profit entity organized exclusively for educational purposes and will hold the charter for WLPA. The Board shall be responsible for ensuring that the mission is the guiding focus of the school. The Board will ensure that WLPA's programs and operations are faithful to the terms of the charter, including compliance with statutory and regulatory requirements. The Board shall develop and uphold policies, be accountable for the public funds, and ensure that students are learning and meeting the academic performance goals of the charter. The Board shall be responsible for the legal and financial obligations of the school. The Board will continue to uphold the vision of WLPA through visible leadership and stewardship of the school, including communicating WLPA's mission and vision to the community; holding CSUSA accountable for achieving WLPA's mission and vision; participating in fundraising and other community events on behalf of the school; setting, approving, and monitoring the budget; reviewing and approving the monthly financials and making adjustments as needed; reviewing school performance; monitoring the overall health and viability of the school; communicating with the community and state Board of Education; monitoring progress toward goals; operational oversight of CSUSA; hiring of teachers; strategic planning; and ensuring compliance with all local, state, and federal reporting requirements.

As per the management agreement, CSUSA shall consult with the Board with respect to the hiring of the principal. WLPA will use a robust recruiting process called the Leadership Assessment Center. This process is used to

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determine if a candidate would be a good building leader and is an important component of the interview process. Qualified candidates participate in this 1-day event, which includes a technology activity, essay writing sample, personality quiz, self-assessment, and an interview. The Board is included in the final decision-making process in an effort to support a positive working relationship between the principal and the Board. The principal will be employed by and report directly to CSUSA. A strong relationship will exist between the principal and the Board. The Board will ultimately hold the principal accountable through the performance expectations defined by the Board and through the management agreement between the Board and CSUSA. The principal will provide a status report to the Board at monthly Board meetings, which will include educational, enrollment, personnel, technology, facility, and various other operational updates. The principal will attend all Board meetings and field any questions of the Board members and conduct follow-up action items as necessary. Board members will be given the opportunity to provide input on the principal's performance, and CSUSA will remove the principal if the Board is reasonably dissatisfied with his/her performance.

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

AOC

The Lincoln Charter Education Foundation, Inc. is currently a 6-member board comprised of area leaders who are committed to providing quality educational options in our community. Our bylaws give us the ability to expand to up to nine members. Board members shall not have the authority or ability to formulate or implement policy on an individual basis, and all decisions shall be made collectively in accordance with Board procedure.

Highlights of the Board's demonstrated capacity include strong community and business leaders, educational leadership (former principal), marketing, and technical and legal expertise. These experiences and skill sets are advantageous in the development, marketing and enrollment processes, financial management, and oversight of operations of WLPA.

Monthly Board meetings will be publicized on WLPA's websites, as well as on the school's doors. Parents are welcome and acknowledged and public comment is welcome at every meeting. The Board will follow up with the principal and CSUSA when needed to ensure complaints and suggestions are handled properly and timely. Monthly Board meetings include a detailed principals report and financial reports to be evaluated by the Board in partnership with CSUSA.

The Board evaluates the success of WLPA and the principal by continuous monitoring which includes quarterly, and semi-annual surveys and active and effective representation of all stakeholders to ensure that the school will be an educational and operational success.

WLPA will have a Parent Teacher Committee (PTC) that will meet on a regular basis. The PTC will work closely with school administration and the Board to identify opportunities for school programming, fundraising, and special

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events to meet the needs of the school and its students. Given the areas of expertise represented by the Board members, the active parental participation through the PTC, and the day to day oversight of CSUSA, there will be active and effective representation of key stakeholders.

President: The President presides at all meetings of the Board. The President signs, with any other proper Officer, instruments which may be lawfully executed on behalf of the Corporation, except where required or permitted by law to be otherwise signed and executed, and except where the signing and execution is delegated by the Board to some other Officer. The President performs all duties pertaining to the office of President as may be prescribed by the Board from time to time.

Vice President: The Vice President exercises the powers of the President during that Officer's absence or inability to act. The Vice President holds these powers and performs other duties as assigned by the President or the Board.

Secretary: The Secretary is responsible for keeping the minutes of the Board meetings and ensuring that all meeting notices are provided in accordance with the provisions in the Boards Bylaws or as required by law. The Secretary maintains generalcharge of the corporate books and records. The Secretary signs such instruments as may require the signature of the Secretary and performs all duties pertaining to the office of Secretary, and other duties assigned by the President or the Board.

Treasurer: The Treasurer has charge and custody of and is responsible for all funds and securities of the Corporation; keeps accurate books and records of receipts and disbursements; deposits all moneys and securities received by the Corporation in such banks, trust companies, or other depositories as selected by the Board; and sees that all required corporate filings are made. The Treasurer shall, in general, perform all duties pertaining to the office of Treasurer and such other duties assigned by the President or the Board.

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?*

Lincoln Charter School, the only charter school in Lincoln County, has been open since 1998. It has an excellent reputation in the community with a current wait list of approximately 1,000 applicants hoping to send their children to a charter school. Given this unmet community demand for additional charter school capacity, State Representative Jason Saine, a Lincoln County resident, initiated the formation of the Lincoln Charter Education Foundation by calling former County Commissioner Tom Anderson. They then discussed the community feedback and growing need for an additional charter school option in Lincoln County. They called upon other community leaders and educators to form the requisite board and join them in this effort of providing an additional charter school option in Lincoln County.

Vacancies on the Board will be filled at the annual meeting of the Board by a vote of a majority of the directors then in office. The annual meeting is scheduled to take place in March of each year. However, if a vacancy results in the Board having less than five members or it is otherwise determined

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that it is desirable and in the best interest of the school to fill a vacancy before the next annual meeting, then a Board recruitment/selection committee shall be formed by at least two Board members to search for qualified candidates to present to the entire Board for consideration. Any two members of the Board may call a special meeting for the purpose of filling the vacancy. The vacancy may then be filled at a special meeting by a vote of the majority of the directors then in office.

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

The Board plans to meet monthly with an annual meeting in March and Strategic Planning workshop in October of each year.

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.*

AOC

Training is one of the most critical responsibilities of the Board. Proper orientation ensures desired continuity of WLPA's mission and goals attainment. New Board members receive an orientation and are given a thorough review of the Bylaws, Articles of Incorporation, and other applicable governing documents.

To ensure Board members are effective in their role, they receive training on a variety of topics. Training is provided by the Board's legal counsel. Board members also participate in the Board training workshops provided by the Office of Charter Schools. Professional development also includes attendance at annual charter school conferences and regional workshops offered by the Alliance for Public Charter Schools and the NC Public Charter Schools Association. Below is a timetable covering training and professional development to be provided by the Board's legal counsel:

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

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

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

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

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

AOC

The Lincoln Charter Education Foundation plans to adopt a Conflict of Interest Policy. This policy is intended to supplement, but not replace any applicable state and federal laws governing conflicts of interest applicable to nonprofit and charitable organizations. A Board member must inform the Board of any direct or indirect conflict of interest which the member has with regard to any transaction contemplated by the Board. A conflict of interest exists in Board actions if, including, but not be limited to, actions concerning a transaction in which the member: (a) has a material financial interest; or (b) is presently serving as a director, trustee, officer, or general partner of another party. Pursuant to the provisions of

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N.C.G.S., section 55A-8-31, the Board member with a conflict of interest may participate in the discussion, but may not vote on the transaction. The transaction is authorized, approved, or ratified by the vote of a majority of the members in office who have no conflict of interest (which must be more than one member) and when a majority of members who have no conflict of interest so vote, a quorum is deemed to be present at the meeting for purposes of that vote. There are no existing relationships that could pose actual or perceived conflicts of interest if the application is approved. Board members will have no financial or personal interest in the school. In addition, Board members are independent of CSUSA and no members of CSUSA will sit on the Board.

The Board may not enter into a contract with a related person to the extent that such contract and any related transfers might cause or imply private benefit under the relevant sections or applicable provisions of state ethical requirements for local government officials.

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

AOC

School policies will be developed by a combination of stakeholders, including the principal, school staff, and when necessary, legal counsel. Policies are created after researching best practices and using proven systems to guide our work. Policies are presented to the full Board to allow for open discussion and collaboration at a public meeting and then brought to a vote for approval. Policies are made available to parents via the Student Handbook. School policies are reviewed annually to ensure compliance with federal and state law as well as local regulations and policies.

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

AOC

A Parent Teacher Committee will be established each year to provide a voice for parents and community input. The PTC is comprised of parents of enrolled students, administrators, and teachers. The PTC reports directly to the principal. The Board believes that active parental participation is essential to operating high-quality charter schools. Parent participation is the key to the success of the overall program and will be solicited for the development of school goals and objectives.

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

AOC

Parents may bring complaints to the leadership team of WLPA at any time. It is the responsibility of the leadership team to work to understand the concern. The Board's policy dictates that parent concerns are first discussed with the teacher. If the parent determines that the concern has not been adequately addressed, then the parent must make an appointment with a member of administration. Requests for appointments must be made in writing within 21 calendar days of the event giving rise to the grievance. If the parent has determined that the concern has not been addressed after a discussion with administration and ample time has been given, the parent may contact CSUSA as well as the Board. The Board will review the written documentation and decisions from the administration and CSUSA and will issue a final written decision within 30 calendar days of receiving the appeal. It

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is our desire, in partnership with CSUSA, to create the best learning environment for each student, including working to resolve concerns parents have regarding their child's academic environment.

When an employee believes a work condition or treatment is unjust, inequitable, a hindrance to effective operation, or creates a problem; he or she is encouraged to discuss the condition or treatment with school administration. School policy provides for alternative lines of communication when the employee has such issues with his or her direct supervisor. If the teacher or staff member feels he or she has been treated unfairly as a result of actions from the school's administration, the employee can submit a formal grievance to CSUSA's Human Resources Department and further investigation will be conducted. CSUSA will report violations of ethics or misconduct as required or deemed necessary.

Misunderstandings or conflicts can arise in any organization and should be resolved before serious problems develop. Most incidents resolve themselves without formal intervention. However, should a situation persist that the employee believes is detrimental to himself/herself, the Board, or CSUSA; the employee should follow the procedure described here for bringing the complaint to school administration and/or the CSUSA Human Resources Department's attention. If the aggrieved employee is not satisfied with the outcome, the employee may request a review of the matter by the Board. The Board will review the written documentation and decisions, and in consultation with the administration and CSUSA, will issue a final written decision.

WLPA will follow the Board approved Grievance Policy.

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.

Not Applicable

If the Charter School plans to contract for services with an educational management organization (EMO) or

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charter management organization (CMO), please specify the contact information below.

Name of the Company: Charter Schools USA
Address: 800 Corporate Drive Suite 700
Fort Lauderdale FL 33334
Website: www.charterschoolsusa.com
Phone Number: 954-202-3500
Contact Person: Sandy Castro
Fax: 954-416-4027
Email: SCastro@charterschoolsusa.com

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

We have selected CSUSA due to their experience, success, capacity, AdvancED accreditation, and Education Model that aligns with our mission to provide a rigorous education program that empowers all students through personalized learning plans. In addition, their ability to assist in the delivery a fully equipped, state-of-the-art facility by carrying the start-up costs and underwriting the school as necessary was a key factor in our decision, and it's why we feel that CSUSA will be the best educational and financial management team for the school.

Our relationship with CSUSA is governed by a performance-based management agreement. The Board has engaged Donna Rascoe, Esq. as independent legal counsel. We have worked closely with legal counsel to review and negotiate the terms of the management agreement prior to execution (see Appendix I).

The Board provides oversight of CSUSA on compliance requirements through routine monitoring of school operations. We will evaluate CSUSA's effectiveness based on WLPA's performance relative to annual goals that we set.

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

AOC

We have not researched or pursued any other educational management organization. CSUSA-managed schools in and around the Lake Norman area have a reputation of success and Board members have become familiar with their model. We feel that CSUSA's Education Model and other services fulfill the needs that are important in our decision to start a charter school in our community.

CSUSA has a large support staff that provides services to its schools across all areas needed for successful operation. This includes a team of Regional Directors and Managers who excel professionally in the areas of finance, education, facilities, operations, marketing, enrollment, and human resources. CSUSA will work closely with the Board to support the infrastructure needed to ensure adequate school resources are provided to WLPA.

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

CSUSA currently operates 81 charter schools and 3 turnaround schools in 7 states, serving nearly 70,000 students. All schools are AdvancED accredited. Over 60% of students receive free or reduced lunch, and over 70% are classified as minorities. Of the schools that receive traditional A-F grades, 94% of those managed since 2011-12 earned "passing grades" (A, B or C) in 2015. Currently, only NC and Florida have released 2015-16 results for non-high schools.

In 2013-14, Langtree and Cabarrus Charter Academies opened in NC. In their first year, both schools exceeded the performance school-wide of NC and their respective school districts in all EOG subjects. In reading proficiency, Langtree and Cabarrus outperformed the state by more than 18% points and their districts by 17% and 12% points, respectively. Both schools exceeded the state average in math by more than 18% points and their districts by approximately 15% points. The trend continues when the sample of schools is limited to those in a 5-mile radius. Cardinal Charter Academy opened in Wake County in 2014-15. In 2014-15, all three schools again outperformed the state and their respective school districts in reading, math, and science. CSUSA-managed schools in NC held a 21% point advantage over the state as a whole in reading, a 17% point advantage in math, and a 15% in science. For the 2015-16 school year, the three schools continued to outperform the state and their respective districts with an average advantage over the state of 17% points in reading, 14% points in math, and 7% points in science. Compared to their respective districts, these schools outperformed by an average of 12% points in reading, 8% points in math and 3% points in science.

The three turnaround schools in Indiana are their lowest performing. Only managed since 2012-13, more than 90% of the students qualify for free and reduced lunch, and the student body is 53% minority. Collectively, the Indiana schools have made outstanding progress, far exceeding one year's annual growth on NWEA MAP assessments. In 2015, 108% of growth targets were met in reading, the equivalent of over one year's worth of growth. Indiana administered new assessments to all students in 2014-15. Baseline results for these new assessments were encouraging in math, especially among the lowest quartile of students. All three schools made significant math gains both for first time testers and those needing to pass the Algebra 1 EOC for graduation. As of the last published school accountability results (2014), at the middle school level, both schools maintained or exceeded prior year performance in reading and math. Algebra performance increased by over 10% points in middle school, and by over 20% points in high school. ELA EOC results showed that for the first time, an Indianapolis turnaround school has crossed the critical 60% proficiency threshold. Emmerich Manual HS is also the first turnaround school in Indiana to raise its grade from an F in over 6 years.

Some of CSUSA's highest performing schools are in Florida, their most established state, with 54 schools in 12 school districts. The schools range from FRL populations of 15% to 87% and minority rates of 41% to 98%. For the

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2015-16 school year, CSUSA outperformed the average district in Florida on ELA and social studies proficiency as well as graduation rate. The state revised its calculation of student learning gains for the 2015-16 school year, but even with the more rigorous calculation, CSUSA schools also met or exceeded the average district on all four learning gain components learning gains for all students as well as the lowest quartile of students in both ELA and math. Due to the new learning gains calculation, along with the second year administration of the Florida Standards Assessment, a common core aligned assessment, many schools across the state including those managed by CSUSA saw a drop in performance.

Please see Appendix K for school financial data.

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

AOC

Our relationship with the EMO is codified with a performance-based contract. The executed management agreement in Appendix I outlines the duties and responsibilities of each party and the specific performance requirements of the EMO.

We will independently adopt a comprehensive budget on an annual basis, which will include all forms of revenue and all expenditures. Any and all budget amendments will require our approval. On a monthly basis, the EMO will provide a detailed accounting of all school revenues and expenditures. In addition, the EMO will report, on a monthly basis, the current student enrollment of the school and the number of students on the waiting list (if any). The EMO will provide monthly financials, which will include a statement of revenues and expenditures prepared in accordance with generally accepted accounting principles.

The EMO will be responsible for the daily financial management of the school, subject to the budget and oversight of the Board. The Board will be responsible for overall policies regarding WLPA's governance, academic, personnel, discipline, and grievance policies. It is our responsibility to hold the EMO responsible for the successful operation of the school and its ability to deliver academic results. This system of accountability ensures that WLPA will be devoted to its mission of providing a rigorous education program.

The principal will be responsible for implementing and enforcing all policies set forth by the Board. School employees will be responsible for, above all else, the delivery of WLPA's rigorous academic program. Teachers are jointly employed by both the Board and CSUSA, with the Board retaining ultimate authority over the hiring and firing of teachers. This relationship is described further in response to the next question.

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

Teachers will be jointly employed by the Board and CSUSA, and administrators and non-instructional staff will be solely employed by CSUSA. This arrangement is necessary for the administration of employee benefits and pay and does not reduce the Board's authority to hire and fire teachers, and complies with N.C.G.S., Article 14, section 115C.

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

AOC

The management agreement outlines the EMO's responsibilities to the Board for the operation and performance of the school in accordance with the charter contract and the performance criteria outlined in this application. The EMO's responsibilities to the Board include, but are not limited to:

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

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

7. *Is the facility provided by the EMO/CMO?*
 - If yes, include as Appendix J a detail of the buyout formula for the nonprofit board of directors to purchase the facility if a buyout formula or process exists.
8. *List the fund balance and surpluses for each school managed by the EMO/CMO over the last three years in North Carolina.*
9. *Provide as Appendix K the financial history and statements of the EMO/CMO over the last three years. Specifically, if contracting with an EMO provide confirmation that the EMO is in good financial standing with either financial statements, bank letter, D & B report or credit rating.*

AOC

Currently, the EMO manages six charter schools in North Carolina, three of which recently opened for the 2016-2017 school year and another, Montcross Charter Academy, slated to open in August 2017. Cardinal Charter Academy opened in August 2014. Cabarrus Charter Academy and Langtree Charter Academy opened in 2013. 2016 audited fund balances will not be available until late October 2016. Below is a list of estimated 2016 as well as 2014 and 2015 audited fund balances.

2016
*Cardinal Charter Academy - FY16 projected fund balance: Approximately \$296,868.
*Cabarrus Charter Academy - FY16 projected fund balance: Approximately \$416,975.
*Langtree Charter Academy - FY16 projected fund balance: Approximately \$352,099.

2015
*Cardinal Charter Academy - FY15 audit fund balance: \$160,900.
*Cabarrus Charter Academy - FY15 audit fund balance: \$248,800.
*Langtree Charter Academy - FY15 audit fund balance: \$336,900.

2014
*Cabarrus Charter Academy - FY14 audit fund balance: \$101,867.
*Langtree Charter Academy - FY14 audit fund balance: \$116,816.

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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.

Not Applicable

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

We have chosen to replicate the CSUSA Education Model after researching the success of the schools they manage in NC. It was clear that this model aligned with what we wanted for our students. It is our desire to partner with CSUSA to seek their assistance in obtaining a state-of-the-art facility for our students. We participated in the CSUSA Annual Summit held in Charlotte this summer and met with CSUSA executive team members and other governing boards who have partnered with CSUSA. We are excited about our partnership and look forward to replicating this high-quality charter school model.

In partnership with other governing boards, CSUSA successfully manages Langtree, Cabarrus, and Cardinal Charter Academies. Langtree and Cabarrus opened in 2013 and Cardinal in 2014. Students at these schools have exceeded county and state proficiency averages in many grades and subjects. Cardinal, the school we wish to replicate, met growth expectations in the most recent school year, an improvement over the first year. Cardinal also outperformed the state in reading by 23% points, in math by 22% points, and in science by 2% points. Cardinal also surpassed its home district, Wake County Schools, by almost 13% points in reading, and 8% points in math. Appendix O includes detailed comparative academic results for the last two school years. Success at these schools is due to the strength of the CSUSA model and the fidelity of its application. In addition, the charter school governance and fiscal responsibility relationships make this a successful model to replicate. These boards exercise fiduciary responsibility, ensure accountability, and use best practices to ensure the budget and policies are aligned to the schools mission. The boards ensure programs and operations are faithful to the terms of the charter, including compliance with statutory and regulatory requirements. Each of the schools financial affairs are in good standing and have clean audits with unqualified opinions.

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

AOC

The Board has chosen to work with this particular EMO due to its ability to establish a replication model for a high performing charter school in North Carolina. For this purpose, Cardinal Charter Academy has been selected to demonstrate CSUSA's ability to enroll a charter school. Cardinal Charter Academy has just begun its third year of operation. It currently has 1,058 students enrolled in grades K - 8. The current demographic data is as follows:

*American Indian/Native Alaskan: 0.38%

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- *Asian/Pacific Islander: 21.81%
- *African American: 13.50%
- *Hispanic: 6.14%
- *Multi: 6.04%
- *Other: 7.08%
- *Caucasian: 44.95%

As shown by Cardinal Charter Academy, WLPA will comply with N.C.G.S. section 115C-218.45(e). WLPA's student body will represent the area/community directly surrounding it. The trend of steadily increasing student membership at Cardinal Charter Academy can be seen from the data listed below. The academic year 2014-2015 was Cardinal's first year of operation, and therefore it will serve as the benchmark year.

2014-2015

- *Enrollment: 657
- *Wait Lists: 846
- *New Applications Received (over the entire academic year): 1,503
- *Recommitment (students returning for 2014-2015): 618

2015-2016

- *Enrollment: 924
- *Wait Lists: 761
- *New Applications Received (over the entire academic year): 1685
- *Recommitment (students returning for 2015-2016): 880

2016-2017

- *Enrollment: 1,058
- *Wait Lists: 702
- *New Applications Received (to date): 1,118
- *Recommitment (students returning for 2016-2017): data not yet available

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

Our Board is comprised of community leaders that are very active in Lincoln County. Collectively, we possess the business skills, educational expertise, and financial management required to successfully govern a school. We also have extensive experiences in project management, community relations, and legal knowledge to successfully operate a charter school. Board members have a vested interest in the success of the school, as we are active members of the community through business and volunteer efforts. We have a thorough understanding of the demographics and population, and especially the desire of parents who want a quality education for their children. WLPA's focus on technology is a unique offering not currently found in Lincoln County. The technology offerings will empower students to excel in a technology-driven career path through the skills and experiences provided at WLPA.

5. Provide a copy of the organization's IRS Form 990 for the last three years as Appendix N

Projected Staff:

Outline below, a list of positions anticipated for the charter school; (e.g., principal or director; finance officer,

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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.

School Administration/Operational Staff

- *Principal
- *Assistant Principal
- *Dean of Students
- *School Operations Administrator
- *Administrative Assistant
- *Receptionist
- *Enrollment Manager
- *Student Services Coordinator
- *Food Service Director
- *Food Service Employees
- *Before/Aftercare Director
- *Before/Aftercare Employees

Instructional Staff

- *K-5 Teachers
- *6-8 Teachers (Math, Science, Social Studies, Language Arts, Reading)
- *General Music/Chorus Teacher
- *Art Teacher
- *PE Teacher
- *Foreign Language Teacher
- *Technology Teacher
- *Instructional Aide - PE
- *Special Education (EC/AIG)
- *Special Education (EC/AIG) Aide
- *Reading Specialist
- *Co-Teacher
- *Curriculum Resource Teacher

Staffing Plans, Hiring, and Management

Include the following information for the proposed charter school:

AOC

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

- *WLPA's website.
- *CSUSA's website.
- *Education job fairs.
- *College recruiting by identifying colleges and universities, both locally and nationally in order to attract and hire newly graduated teachers.
- *Select educational, professional, and job recruitment websites to advertise and communicate teaching openings.
- *Minority referring organizations to help ensure that the workforce is reflective of the diverse community served.

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

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

The Board has contracted with CSUSA for the provision of certain management services, including personnel services. Teachers will be jointly employed by the Board and CSUSA. Administrators and non-instructional staff will be solely employed by CSUSA. This arrangement is necessary for the administration of employee benefits, does not impact the Board's ultimate authority to hire and fire teachers, and complies with N.C.G.S., section 115C-218.90. This arrangement has been reviewed and approved by legal counsel for DPI and the State Board of Education.

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

The Board and CSUSA will follow the protocol established for screening school employees, vendors, and Board members. The school-based School Operations Administrator will be responsible for complying with and arranging the criminal background check and fingerprinting policies, which will follow all state and district LEA requirements. Every 5 years, school staff will be required to be fingerprinted and pass a criminal background check.

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

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

The first 90 days of employment are an introductory period. During this period, the employee may resign without reason and/or notice and the Board and CSUSA may terminate employment without cause and without notice. After this period, all employee resignations will be accepted as long as they are submitted in writing with proper notice.

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

WLPA's salaries are competitive with the surrounding area schools but structured differently, with a greater emphasis on performance-based pay. For base salaries, pay bands have been established to a minimum, midpoint, and maximum scale by which job families can grow with merit increases. The Board will work with CSUSA to establish budget criteria, incentives, and other motivating factors that attract, reward, and retain the best employees. A salary worksheet will be used to calculate starting salaries in a fair and consistent manner. Below is an example of how starting salaries are determined:

- *\$40,000 base salary for teachers (190 days)
- *Up to \$2,000 positive adjustments to base for experience
- *\$1,000 positive adjustments to base for education credentials (Master's or PhD)
- *\$2,000 positive adjustments to base for critical shortage areas if applicable
- *\$-3,000 negative adjustments to base if all requirements met and waiting for certification documentation.

Employees are offered mandated benefits as follows: Workers Compensation; Unemployment Insurance; and Social Security Insurance. Employees are also provided benefits with various levels of coverage and premiums. Full time employees are able to participate in the benefits plan the first of the month following their first 60 days of employment. If an employee has a qualifying life event during the year, they can enroll, drop coverage, and add dependents (i.e. birth of child, marriage, divorce, etc.). Qualifying events are mandated by the IRS. If benefits are not selected during the employee's eligibility period, or within 30 days of a qualifying event, enrollment changes may only be made during the annual "open enrollment" sessions, which become effective January 1st. Benefits available include medical, dental, vision, life insurance, supplemental life insurance, dependent life insurance, short- and long-term disability, 401k (if eligible), Paid Personal Time Off, and Employee Assistance Program.

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

If an employee feels he or she has been treated unfairly as a result of actions from WLPA's administration, the employee can present a formal grievance to CSUSA's Director of Human Resources.

Instructions for Staff Submitting a Grievance

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

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

3. If the matter is not resolved, the employee may submit a formal grievance

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in writing to CSUSA's Director of Human Resources within 10 days of receiving the Regional Director's written response. The employee is encouraged to request a meeting with the Director of Human Resources, who will conduct an investigation and consider the facts and may review the matter with the aggrieved employee's supervisor.

Terminations

The first 90 days of employment are an introductory period, and the employee may resign without reason and/or notice and the Board and CSUSA may terminate employment without cause and without notice. After this period, progressive discipline policies are followed for minor performance situations and investigations will be conducted by CSUSA and WLPA for any violations of a serious nature. The employee will be put on paid leave pending determination of the investigation. In the case of both progressive discipline and severe violations, the Board will vote on the determination at either an emergency Board meeting or the next scheduled meeting.

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

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

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

Staffing is flexible and subject to change based on the needs of the students as identified by the principal and the Board. Staffing needs are constantly monitored, particularly at the beginning of year to enable WLPA to meet the needs of students and ensure their success.

Initially we plan to hire 3 EC teachers, one of whom will serve as Lead EC teacher to oversee EC compliance, and 1 EC aide. This will be adjusted based on student needs as indicated in their IEPs and guidelines for class size (state policy NC 1508-3) and caseload (state policy NC 1508-4). When hiring general education teachers, we will seek to employ teachers who are also certified in ELL, EC, or AIG to allow them to serve a wider variety of students.

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

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

The Board and CSUSA will ensure during the hiring process that 100% of instructional staff hired at the school have a North Carolina Professional Educator Licenses of either Standard Professional 1 (SP1) or Standard Professional 2 (SP2).

Before employing any teacher and with the teacher's prior written consent, we will obtain from DPI and review a copy of the teacher's professional

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license. The Board and CSUSA will assist our teachers in meeting the licensure requirements established by DPI and the Board of Education. We will develop, maintain, and promote a development program for all teachers and instructional staff to progress from a SP1 to a SP2 License. Assistance will be provided to instructional staff as well as the required information and documents needed to make this progression. The employee will be responsible for all fees for license progression and renewals. CSUSA Employee Services and the school's School Operations Administrator will maintain each employee's file with updated licenses and alert all employees of the need to renew their current license with this program.

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

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

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

Staff Evaluation and Professional Development

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

The Teacher Support Team is responsible for maintaining teacher licensure requirements and professional development. The team will consist of the principal, assistant principal, and designated mentors. Each will assist teachers to grow as educators.

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

AOC

To ensure teachers provide a rigorous education to prepare students to excel, WLPA will mentor, retain, and evaluate staff in accordance with N.C.G.S., section 115C-333.1. All teachers who have not been employed for at least three consecutive years shall be observed at least three times annually by the principal or the principal's designee, and at least once annually by a teacher. They must also be evaluated at least once annually by a principal. All teachers with career status shall be evaluated annually unless rules that allow those teachers to be evaluated more or less

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All teachers will be evaluated in accordance with NC Educator Evaluation System as well as CSUSA's Teacher Feedback Evaluation Tool (TFET).

The NC Educator Evaluation System also includes a Professional Development Plan (PDP) for beginning teachers, which is described further below. Before participating, every teacher must complete training on the evaluation process.

The Beginning Teacher Support (BTS) Program

This program provides a number of required activities and additional tools to assess the performance of teachers and to facilitate the refinement of essential practices and skills. Additional support tools include a beginning teacher website, notification of professional development opportunities, online training modules, and additional instructional materials that support teacher retention.

Beginning teachers are assigned a mentor to assist with their growth in the first three years of the Beginning Teacher Support Program. Mentors will:

- *Conduct observations of beginning teachers.
- *Meet and/or communicate with beginning teachers on a bimonthly schedule, at a minimum.
- *Provide feedback to beginning teachers from observations and formative assessments.
- *Assist with developing lesson plans; classroom management; behavior management; analyzing and collecting data; organization; positive communication with peers and parents; the curriculum; and instruction.
- *Assist beginning teachers with collecting and analyzing data to improve instructional strategies.
- *Share information regarding professional development.
- *Assist in the preparation and implementation of the PDP.

As the leader of WLPA, the principal helps facilitate the development of beginning teachers by:

- *Providing orientation.
- *Conducting informal/formal observations.
- *Meeting and conferencing with beginning teachers to offer feedback from observations and formative assessments.
- *Providing an environment conducive for the support of beginning teachers.
- *Ensuring completion and providing assistance in the development of PDPs.
- *Monitoring beginning teachers throughout the year and notifying the VP of Human Resources of any concerns with beginning teacher performance.
- *Evaluating the Beginning Teacher Support Program to identify areas requiring improvement.

WLPA will document compliance of the Beginning Teacher Support Program through informal/formal observations, PDPs, summative evaluations, and other documentation regarding the evaluation of beginning teachers pursuant to the NCEES on the State-maintained Home Base website. Participation in the Beginning Teacher Orientation and other professional development completed by teachers will be maintained in the Human Resource Management System (HRMS) and/or electronically maintained in the beginning teacher's file in the Human Resources Department at CSUSA's Support Center.

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Teacher Learning Communities (TLCs)

WLPA will implement TLCs to provide support to teachers in their first year. TLCs support teachers throughout the year by focusing on research-based instructional strategies, classroom management, lesson planning, time management, state and district requirements, and professional communication. A master teacher will lead WLPA's TLC program. This highly organized program receives support from the EMO network through quarterly training sessions, monthly web-based video training sessions, and training materials.

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.*

AOC

Beginning teachers are required to develop an annual PDP to be based on the North Carolina Professional Teaching Standards and must include individualized goals, strategies, and an assessment of the beginning teacher's progress in improving professional skills. The plan shall be created within 10 days of the beginning of the school year. The plan will be kept on the Home Base website.

Individual Growth Plan

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

Monitored Growth Plan

A teacher shall be placed on a Monitored Growth Plan whenever he/ she:
A. Is rated "Developing" on one or more standards on the TSRF; and
B. Is not recommended for dismissal, demotion, or nonrenewal.

A Monitored Growth Plan shall identify the Standards and Elements to be improved, the goals to be accomplished, the activities the teacher should undertake to achieve proficiency, and a timeline which allows the teacher one school year to achieve proficiency. A Monitored Growth Plan that meets those criteria shall be deemed to satisfy the requirements of N.C.G.S., section 115C-333.1(b).

Directed Growth Plan

A teacher shall be placed on a Directed Growth Plan whenever he/she:
A. Is rated:
1) "Not Demonstrated" on any Standard on the TSRF; or
2) "Developing" on any Standard on the TSRF for two sequential years; and
B. Is not recommended for dismissal, demotion or nonrenewal

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

PD will be conducted by various parties, including but not limited to school leaders, EMO representatives, and curricular and/or software vendors. The scope of PD will also vary according to the needs of the school and staff.

4. *Provide a schedule and explanation of professional development that will take place prior to*

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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.

AOC

New Teacher Induction (NTI)/Returning Teacher Orientation (RTO)

WLPA will be responsible for conducting a formal orientation in the summer before the start of school. During the first five days of NTI/RTO, all new teachers (including those who are new to CSUSA's network, not just the field of teaching) receive comprehensive training that ensures their understanding of the GVC and Education Model. In subsequent days, all teachers receive training that includes reviewing the works Art and Science of Teaching and What Works in Schools, classroom management, curriculum mapping, lesson planning, targeted instruction, differentiated instruction, formative and summative assessments, grading philosophy, tracking progress, the code of ethics, and much more. NTI/RTO is modified annually based upon the needs of the school and to reflect new strategies and innovations in effective teacher preparation. This induction also includes information about working with special needs students. The Board acts as the monitor for this program, which is provided by the EMO.

The NTI portion of the program consists of the following:

*A tour of the school.

*A copy (bound or electronic version) of WLPA's faculty hand book.

*A copy (bound or electronic version) of the Beginning Teachers Handbook which includes pertinent school policies and procedures as well as CSUSA's vision and mission statement.

*Information regarding the available services and training opportunities for beginning teachers.

*Information about the Beginning Teacher Support Program and a detailed review of licensure procedures, requirements and information regarding the conversion process from the initial SP 1 license to the continuing SP 2 license.

*Training on the North Carolina Teacher Evaluation Process, including expectations for the required performances of beginning teachers during the 3-year Beginning Teacher Program.

*Training on the NC Standard Course of Study and the GVC.

*Information regarding the safe and appropriate use of seclusion and restraint of students.

*Information regarding the State's Ready Accountability Model.

*Information regarding the State Board of Education's mission and goals.

Principal's Institute

CSUSA provides principals with their own professional development institutes each summer to best prepare for the upcoming year. These institutes will include information regarding best practices, new regulations, and any other expectations within their role. Principals and assistant principals then attend monthly meetings throughout the school year to receive support within their positions. This support is increased for administrators needing extra assistance in improving school performance.

Curriculum Resource Teacher (CRT) Bootcamp

In preparation for their highly supportive roles, CRTs attend boot camp prior to the start of each school year to provide training on how to best

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support the school.

At least one CRT will be on staff and a regional curriculum specialist (CS) will provide support throughout the school year. Professional development is provided at least monthly (in addition to weekly grade-level meetings) and on designated teacher professional development days.

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.*

Teachers meet with administrators, CRTs, CSs, or peers to receive professional development based on QUEST data, survey results, teacher demand, or other areas needed for school improvement. Meetings are conducted after school, on professional development days, or during planning. One meeting per month is devoted to topics associated with professional standards.

Sample Professional Development Schedule

August/September

NTI/RTO: Formal orientation in the summer prior to school beginning. Teachers are provided with information on staff development opportunities, mentoring services, curriculum and instruction resources, testing data, new school initiatives, safety and procedural protocols, and policies and procedures.

BTS Program Orientation: Expectations and overview of program in addition to PD pertaining to licensure.

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

October

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

FOCUS: Trusting relationships and coaching, leadership, communication and collaboration, best practices, ethical standards, advocacy for teachers and students.

November/December

Standard 2: Establish a Respectful Environment for a Diverse Population of Students - Teachers develop a strong relationship with all learners, their parents or guardians, and the community through reflective practices on issues of equity and diversity.

FOCUS: Relationships with students, families, school, and community; honor and respect; diversity; classroom environments that optimize learning; re-teaching students of all learning needs.

January/February

Standard 3: Know the Content They Teach - Teachers learn the NCSCS and the 21st century goals to promote student achievement.

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FOCUS: NCSCS and 21st Century Goals, content and curriculum.

March

Standard 4: Facilitate Learning for all Students - Teachers will have an understanding and use of assessment tools to drive student achievement.

FOCUS: Instructional practice, professional practice, student assessment.

April/May

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

FOCUS: Allocation of use of time, reflective practices, data collection.

Ongoing Professional Development

18-Week Plan

A schedule of targeted professional development segments rolled out to all schools by the EMO. Trainings are facilitated in the first year by the schools' CS, and in subsequent years by the regional CS and/or the school-based CRTs and administrative team.

Curriculum Cadres/Webinars

Throughout the school year, training sessions are provided on various PD topics such as differentiated instruction, observation and feedback, common assessments and NWEA training, cross-curricular instruction, data analysis and data chats. CRTs attend monthly sessions and then disseminate the information to faculty. Each year, the focus of the Curriculum Cadre will change to meet WLPA's current educational needs.

Professional Learning Communities (PLCs)

PLCs provide all teachers with research-based PD based on school improvement goals. Teachers meet regularly by grade-level teams to analyze student data, design units, and create accompanying lessons. Based on administrative walk-throughs, QUEST visit feedback, and student performance, teachers are provided with specific, differentiated PD from mentor teachers, administration, CSSs, or CRTs.

Leading Edge

An opportunity to pursue advancement within the CSUSA network. Employees participate in PD and training sessions to prepare for promotion into future roles such as CRT, CS, dean, assistant principal, or principal.

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 reflect the racial/ethnic and demographic composition of the district in which the charter school will be located

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or of the special population the school seeks to serve: (G.S.115C-218.45(e)).

Primary Target Demographics

Families with children ages 5 - 14 residing in Denver, Stanley, Lincolnnton, Iron Station, and Huntersville.

Marketing Strategy

The communication strategy includes an integrated marketing approach; which may include direct mail, television, print, online, social media, community outreach and events. Each medium is evaluated based on its reach (how many potential targets will see or use this medium) and frequency (how often potential targets will see/read/hear our message), as well as its likelihood to drive traffic.

A television campaign will be run on cable and/or broadcast television. Cable television provides a more targeted reach with a very high frequency. Broadcast provides a very large reach, but low frequency. We will consider TWC, WCNC, WSOC, WCCB, and WBTV.

Print back-to-school sections and age-appropriate advertising sections will be considered. Newspapers that will be considered include: Denver Weekly, Lincoln Times, Charlotte Observer, and the Charlotte Business Journal.

Limited online advertising campaigns are utilized that reach our target demographic. Targeted email blasts and campaigns that piggy-back on community web sites/events are utilized whenever possible. Online advertising primarily includes Facebook/Google/AdWords focused on geographic and psychographic data and targeted searches. Online ads direct the potential parent/guardian to the WLPA website at www.wlakeprep.org.

Paid advertising on social media outlets is utilized to reach our demographic and geographic targets. Facebook and Twitter are utilized.

Community outreach and events will be offered. WLPA will align with community partners such as the Denver Chamber of Commerce as well as area rotary clubs and other civic organizations. WLPA will work with area civic/community centers, such as the YMCA, Regional Library, and Park and Recreation Centers to post information and hold community outreach events. We will also distribute flyers to local pre-schools, daycare centers, and churches including.

Implementation

Sept. 2016 - Jan. 2017

- *Update web site
- *Participate in community events
- *Join community organizations
- *Build relationships with local media

Jan. 2017 - June 2017

- *Research and tentatively secure paid advertising media
- *Plan community information sessions
- *Prepare all advertisements; brochures/flyers; direct mail pieces; press releases
- *Update web site with WLPA information, building process photos, application process, enrollment policy, lottery process, community information session

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dates, venues, and times

*Host community information sessions

*Send out first of a series of direct mail pieces introducing the school

Feb. 2017 - March 2017

*Community information sessions

*Open local enrollment office - distribute promotional materials

*Set advertising campaign to run through the end of open enrollment

*Distribute direct mail pieces encouraging applications one per month for three months; evaluate application generation at the end of campaign and decide if additional mailings are necessary

*Evaluate results on a monthly basis to determine if advertisements are working

March 2017 - Aug. 2017

*Schedule lottery

*Continue advertising and distribute additional two direct mail pieces mailed monthly

*Attend events at community centers, libraries and YMCA

*Develop sponsorship opportunities and attend school expos

Sept. 2017 - Dec. 2017

*Ribbon-cutting event

Jan. 2018 - March 2018

*Continue advertising available and direct mail based on need/number of seats available

*Parent information sessions

*School tours

Parent and Community Involvement

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

AOC

We plan to communicate and engage parents and community members through enrollment information sessions, speaking opportunities at local churches and civic organizations, distribution of informational materials to preschools, churches, local business and service organizations in the community, all of which provide a forum to share our vision and mission for WLPA. A number of public information sessions will be hosted to introduce the Board and its vision for WLPA, to inform the community of the mission and educational focus, and to communicate the enrollment process to parents. These sessions allow for a Q&A and open forum to provide parents an opportunity to ask questions and further engage with the Board. Parents are able to learn more about WLPA, its educational model, and how to apply. Public information meetings are advertised through direct mail, email, newspaper ads, and flyers. We will continue to look for community events where we can distribute marketing collateral to inform the community about the proposed charter school and how to apply. Once parents submit an

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application, we are then able to continually update them via email through the student information system. WLPA's website will serve to communicate general information, provide updates regarding the school's opening, offer an enrollment tool, provide updates on the progress of the school, and provide updated FAQs. The website will also include an informational video for those who are unable to attend information sessions that covers much of the same content.

We will continue to engage parents in the life of WLPA by following the CSUSA Education Model which includes a comprehensive parental involvement program and family-school-community partnership model. Parental involvement includes attending school functions; attending conferences; helping children improve their school work through encouragement, providing study time and place, model behavior, and tutoring; serving as advocates for their children and the school; volunteering in the school and community; and assuming an active decision-making role in their child's education (Maynard 1997).

WLPA will utilize the framework of Joyce Epstein, whose model includes six types of cooperation between families, schools, and other community organizations: 1. Parenting; 2. Communicating; 3. Volunteering; 4. Learning at home; 5. Collaborating with the community; and, 6. Decision-making (Epstein, 1995; Epstein, 1997). The framework of six types of involvement helps educators develop more comprehensive programs of school-family-community partnerships. Although WLPA will use the framework as a guide, the Board, parents, and school staff will choose practices that help achieve important goals and meet the needs of students and families.

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

Admissions Policy

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

1. *Tentative dates for the open enrollment application period; enrollment deadlines and procedures. *Please be advised schools cannot accept applications until after final approval from the SBE.*
2. *Clear policies and procedures detailing the open enrollment lottery plan including policies regarding statutory permitted student enrollment preferences.*
3. *Clear policies and procedures for student waiting lists, withdrawals, re-enrollment, and transfers.*

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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.*

AOC

WLPA will follow the admission requirements stated in N.C.G.S., section 115C-218.45. For the first year, open enrollment will (tentatively) begin February 17th and close on March 31st. In subsequent years, open enrollment will open on January 1st and close on February 28th.

The process and policies for open enrollment and the lottery are outlined below.

*Applications are primarily collected via the student information system. When necessary, paper applications will also be accepted and then manually entered into the system.

*Applications submitted within the open enrollment period are processed in the lottery, if a lottery is needed.

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

*If needed, a public lottery will be held two to four weeks after the open enrollment period closes.

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

*WLPA will prepare lottery ID cards which includes lottery ID, applicant name, grade level, and sibling indication.

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

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

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

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

Applicants selected to receive an open seat receive an offer. An applicant whose name is drawn after all open seats are filled is placed on the waitlist. If a card denoting siblings is pulled, each child is placed in the next available slot in his/her grade level. As seats become available, WLPA offers the open seat to the next child on the waitlist. WLPA will exhaust the waitlist prior to moving to the list of applicants who applied after the close of open enrollment. Applications received after the close of open enrollment are ordered on the waitlist according to the date/time received.

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

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

If a family leaves WLPA and wishes to re-enroll at the school, the family

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

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

*Open House: Allows parents and their children to become acquainted with their child's classroom and teacher(s).

*Orientation: Typically takes place right before the start of school. This event is primarily a medium through which WLPA communicates operational practices and procedures to families.

*Family Information Session: This event is for interested families who want to learn more about WLPA.

*School Tour: The purpose of this event is to show the school building to families, and field any questions families may have.

Weighted Lottery

Does your school plan to use a weighted lottery?

Yes:

No:

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.*

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 Lincoln County Schools
 LEA #2 Charlotte-Mecklenburg Schools
 LEA #3 Gaston 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 550	LEA 600	LEA 360	LEA 550	LEA 600	LEA 360	LEA 550	LEA 600	LEA 360	LEA 550	LEA 600	LEA 360	LEA 550	LEA 600	LEA 360
Kindergarten	48	48	24	48	48	24	48	48	24	48	48	24	48	48	24
Grade 01	37	37	18	46	46	23	46	46	23	46	46	23	46	46	23
Grade 02	37	37	18	37	37	18	46	46	23	46	46	23	46	46	23
Grade 03	28	28	14	37	37	18	37	37	18	46	46	23	46	46	23
Grade 04	28	28	14	37	37	18	37	37	18	37	37	18	46	46	23
Grade 05	28	28	14	37	37	18	37	37	18	37	37	18	46	46	23
Grade 06	59	59	29	60	60	30	60	60	30	60	60	30	60	60	30
Grade 07	0	0	0	60	60	30	60	60	30	60	60	30	60	60	30
Grade 08	0	0	0	0	0	0	60	60	30	60	60	30	60	60	30
	265	265	131	362	362	179	431	431	214	440	440	219	458	458	229
	661			903			1076			1099			1145		

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Section IV: Governance and Capacity Concerns and Additional Questions	Reviewer	Page Reference
Lincoln Charter Ed Foundation may be a breach of LCS Foundation.	Joe Maimone	Private Non-
The applicant has 24 months after approval to obtain tax-exempt status.	Kebbler Williams	Tax-Exempt S
Who is the principal ultimately accountable to? What systems and processes are in place in the event the board and the EMO disagree with the principals performance? What structures are in place to ensure that a student performance component (both proficiency and growth)is part of principal evaluations? It is not clear that the board has the necessary skill set and expertise to effectively hold the EMO accountable for positive and sustained student outcomes, operational and financial alignment to school mission. Members have limited education experience and some are unclear as to the focus area of the school believing it to be a STEM focused program. There are concerns about the fact that	Tracy Kelley	Governance a
How can you more explicitly describe the relationship between the foundation, the board and the management company?	Avril Smart	Governance a
***The applicant board has not yet adopted a Conflict of Interest Policy. ***What are the requirements for participation in the board training provided by the board's legal counsel? ***What are the criteria for evaluation of the governing board, board members, lead administrator, and EMO?	Kebbler Williams	Governance a
The rationale for selecting the EMO indicates a lack of due diligence and sector understanding Specify the specific systems, structures, and process in place that will ensure effective monitoring of the EMO. Describe the goal setting process you will use to set and monitor goals for EMO performance and how they will be incorporated into the EMO contract, including goals and targets for the input the board will have on principal evaluation. Pleas provide historical comparison data for non high school performance across USA Charter schools (data should show how USA Charter schools performed when compared to district and state performance not USA Charter network performance data.) Clarify what is meant by "reasonably dissatisfied" when referring to the right of the board to separate from the school leader? See page 9 of EMO contract. clarify what specific CSUSA performance goals on page 5 of EMO contract. Clarify the specify specific minimum staffing targets that will be maintained in order to implement the plan (i.e. instructional coaches, data analyst). Indicate what kind of back office support the EMO will provide with regard to supporting teachers, analyzing data, PD, interventions, after school tutoring, parental engagement supports etc.	Tracy Kelley	Proposed Man
What additional rationale can support the need for an EMO? Given the use of an EMO how will the charter remain unique to their specific context?	Avril Smart	Proposed Man
?720k deficit on 990 tax form Appendix N	Joe Maimone	Proposed Man
***What governance performance data from other schools managed by the management company demonstrate how this organization is a good fit for the targeted population? ***The applicant needs to clarify why the IRS Form 990 for Triangle Charter Education Association, Inc. (the board of directors for the model school) is showing a net asset or fund balance of -\$720,781 for July 1, 2014 - June 30, 2015.	Kebbler Williams	Proposed Man
***The applicant needs to clarify why it has selected a school with the following characteristics as its replication model: (1) only 2 years of financial and academic data; (2) a noncompliance citation on the 2016 Charter School Performance Framework; (3) did not meet growth in 2014-15? ***How are the Denver/Iron Station/Catawba Springs communities similar to the Cary community? What evidence does the board have that the model school's success will be replicated in Denver/Iron Station/Catawba Springs?	Kebbler Williams	Charter Scho
Can the applicant clarify the demographic variance between Cardinal Charter and the actual LEA demographic? Can the applicant provide any data that clarifies the academic growth of students; aggregated and disaggregated?	Kevin Piacenza	Charter Scho
Student growth? Florida??	Joe Maimone	Charter Scho
***How will the board contribute to the retention of high-quality teachers?	Kebbler Williams	Staffing Pla

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***Other than the fact that teachers will be jointly employed by the nonprofit board and CSUSA, what will be the relationship between the board and the school employees? ***At what point does a grieving employee get to address the nonprofit board of directors?		
What additional non-traditional recruitment strategies can be applied to ensure diversity of faculty/staff?	Avril Smart	Staffing Pla
***What is the plan for professional development for teacher aides and non-instructional staff? ***How will teacher aides and non-instructional staff be evaluated?	Kebbler Williams	Staff Evalua
What specific strategies will be applied to community outreach?	Avril Smart	Marketing Pl
***What is the consequence if parents do not meet the minimum requirement of volunteer hours?	Kebbler Williams	Parent and C
***This statement does not align with G.S. 115C-218.45(f)(4): "A student who was enrolled in the charter school within the two previous school years but left the school (i) to participate in an academic study abroad program or a competitive admission residential program or (ii) because of the vocational opportunities of the student's parent may re-enroll without submitting a new application or being placed on the waitlist." The law allows these students to get enrollment priority, but does not indicate that they are able to bypass the waitlist if there is no space available.	Kebbler Williams	Admissions P
The projection table is not realistic or reasonable without a compelling rationale for opening year 1 k-8.	Tracy Kelley	Projected St
What specifically is the basis for a "preference"? How will the lottery support diverse recruitment?	Avril Smart	Weighted Lot
***Not applicable.	Kebbler Williams	Weighted Lot

Reviewer	Score
Eric Sanchez	Pass
Mike McLaughlin	
Steven Walker	
Kebbler Williams	Pass
Deanna Townsend-Smith	
Alan Hawkes	
Cheryl Turner	Pass
Hilda Parlér	
Avril Smart	Pass
Buffy Fowler	Pass
Kevin Piacenza	Pass
Robert McOuat	
Tracy Kelley	Pass
Joe Maimone	Pass
Glenn Allen	

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.

Recognizing that transportation cannot be a barrier to any child attending WLPA, the administration and CSUSA will assist parents with the identification and coordination of transportation options to ensure that WLPA is accessible to all students. This includes facilitating car pools and informing parents as early as Open House of their transportation options. All parents will be provided with a link to an electronic survey through which they are able to express their interest in ride sharing and gain access to a pool of parents residing within the same region.

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

In the event ride sharing may not be available, WLPA may provide transportation through an agreement or contract with a private provider. If necessary, WLPA will contract with a licensed school bus company to provide transportation. Any provider shall furnish proof that it meets or exceeds all applicable district, state, and federal rules and regulations governing student transportation.

If transportation is offered, WLPA will restrict transportation of students to those who live within a reasonable distance from the school, generally considered to be within a 2 - 4-mile walkout radius of the school, and those students subject to a hazardous walking condition. WLPA may provide transportation to students outside of the reasonable distance when transportation is necessary to provide adequate educational facilities and opportunities which otherwise would not be available. Transportation is provided for students with disabilities enrolled in WLPA as required by the student's IEP.

WLPA, along with CSUSA, will disseminate the transportation plan prior to the lottery process through publicized information sessions, during open houses, and through the main school office. All transportation related information will be provided to parents via the student information system and will also be made available in the Live Binder of Frequently Asked Questions, which will be published online for all applicants and enrollees.

At the request of the parent, WLPA will provide transportation pursuant to the McKinney-Vento Homeless Assistance Act (42 U.S.C. Section 11431, et. seq.) for each child of a homeless individual and each homeless youth.

Our budget includes annual funding (see below) to support possible transportation needs where ridesharing may not be achievable. These funds are included as a conservative measure and shall be used to provide

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transportation to those students requiring such transportation by applicable law.

One bus has been included in the budget for transportation at an average rate of \$300 per day for Year 1. A 2% increase has been budgeted each year thereafter.

Year 1: \$54,000
Year 2: \$55,080
Year 3: \$56,182
Year 4: \$57,305
Year 5: \$58,451

School Lunch Plan:

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

AOC

The facility plan will include a multipurpose room used as a spacious cafeteria. All students will eat meals in the cafeteria. WLPA will contract with a national food service vendor to provide breakfast and lunch. The food vendor will provide a quality unitized meal program including all components of a full-service operation. The component meal system consists of: individually packaged entrees, side dishes, fresh fruits, vegetables, fresh bread, milk, condiments, plastic wear, trays, and liners. Before the start of the school year, the selected food vendor and the Board will send training personnel to WLPA to train the food service staff on how to properly run the food service program, including: ordering, inventory, food prep, serving procedures, and clean-up.

The serving lines are set up with the point-of-service station at the end. This set-up ensures the cafeteria personnel can verify the students are receiving all of the required components to make up a reimbursable meal.

WLPA will utilize a computerized point-of-sale system that tracks meals and provides a reporting function for accountability and claiming. All students are assigned a unique account number at the beginning of the school year and can add funds to their account in the cafeteria office and online. Regardless of account balance, no child is ever denied a meal.

The Board will complete all necessary National School Lunch Program (NSLP) applications in advance of the school year. At the end of each month, the cafeteria staff is responsible for sending the monthly historical edit to the NSLP Director, which is used in the submission of the reimbursement claim. If, for any reason, WLPA's application for participation in this program is not accepted, the school will continue to serve free and reduced meals to students who would have otherwise qualified under NSLP regulations. WLPA will amend its operating budget to reflect the reduction in revenues associated with reimbursement from the NSLP.

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

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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	\$2,000,000		\$14,979.00
Officers and Directors/Errors and Omissions	\$1,000,000		\$.00
Property Insurance	\$13,126,365		\$30,191.00
Motor Vehicle Liability	\$1,000,000		\$5.41
Bonding Minimum/Maximum Amount	\$250,000	\$250,000	\$750.00
Other	\$2,216,520		\$31,614.00
Total Cost			\$77,539.41

*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.

westlake 09/19/2016

(Board Chair Signature) (Date)

Facility:

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

What is your plan to obtain a building? Identify the steps that the board will take to acquire a facility and obtain the Educational Certificate of Occupancy.

AOC

CSUSA will not provide the facility; however, CSUSA will ensure that the

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Board has access to the third party partners and developers who can successfully execute the facility strategy under the guidance of the Board and CSUSA. CSUSA will undertake the necessary arrangements to ensure that the Board gets a facility; however, CSUSA will not build the school.

It is anticipated that the facility will be owned, constructed or renovated, and financed by a private developer, who will then lease the facility to the Board which will make rent payments for the facility. The budget proposed in this application includes projected lease payments for the facility to demonstrate the viability of the school. The facility lease will be developed and executed as a component of the development project plan.

The Board will review all options and approve a facilities solution that is competitive, encompasses needs of the school, and fits within the budget. The Board intends for WLPA to be a newly constructed facility that meets the needs of the student population. The facility will meet all applicable commercial and life safety codes. The facility layout will be based upon previous plans that have been successfully deployed for charter schools serving similar sized populations. The two story facility is expected to be 75,000 - 80,000 square feet in size. The facility layout will accommodate a logical separation of the elementary (K-5) and middle (6-8) school grades. In addition, the layout will include adequate resource rooms for enrichment programs, common areas for gathering (lunch, assemblies, etc.), and space for school administration. The school site plan will also include appropriate outdoor recreational areas, designated pick-up and drop-off zones, and parking for staff and guests.

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

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

Schedule of the key milestones for the development of the school:

9/16 - 8/17

- *Approval of charter application
- *Construction drawings/plans approval
- *Finalize architectural design
- *Site selected and contract executed
- *Site review
- *Construction financing
- *Site plan approval

West Lake Preparatory Academy - West Lake Preparatory Academy's (WLPA) mission is to provide students with a rigorous education program offering personalized learning plans in a technology rich environment preparing each student to excel and compete in a global environment.

*Land development permit

8/17 - 4/18

*Apply for general building permit

*Land development

*Facility construction

*Technology planning

4/18 - 7/18

*RFP's for vendors

*Community activities

*Execute facility lease

*Construction (ongoing)

*Direct marketing for student enrollment

*Complete construction

6/18 - 8/18

*Certificate of Occupancy

*Installation of FF&E

*Technology installation

*First day of school

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 cost per square foot is \$9.80.

Lease rates are derived in consideration of acreage, location, and design. The Board will review all options and approve a package that is competitive and encompasses the needs of WLPA.

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.*

AOC

The school is evaluating several potential locations. Once a primary site has been selected, the remaining options will be considered a backup. In the unfortunate event that an adequate, permanent school facility is not secured, the Board and CSUSA will work diligently to secure an alternative short-term facility. The temporary facility would fully meet the needs of students and staff.

Section V: Operations Concerns and Additional Questions	Reviewer	Page Reference
Do you feel one bus is sufficient for over 600 students? Oftentimes, families who have transportation barriers also may not have access to technology or internet. How do you plan to communicate to families that lack of transportation will not be a barrier for their children if they are unable to report that information on the electronic survey.	Buffy Fowler	Transportati
***Three hundred dollars per day is \$55,500. This is \$1500 more than the board has	Kebbler Williams	Transportati

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budgeted for Year One. How will the board account for this?		
***The applicant needs to clarify costs for insurance. The operations budget shows a cost of \$51,862 for Year One. However, the insurance quote estimates Year One costs will be \$77,539.	Kebbler Williams	Civil Liabil
Is there a plan to eventually purchase the school or another property?	Buffy Fowler	Facility and
Why is CUSA not building?	Joe Maimone	Facility and
***Will the board ever have an opportunity to purchase the building or will it be making lease payments forever? ***The contingency plan does not include enough detail about the method of finding an alternative temporary location.	Kebbler Williams	Facility and

Reviewer	Score
Steven Walker	
Alan Hawkes	
Tracy Kelley	Pass
Buffy Fowler	Pass
Cheryl Turner	Pass
Joe Maimone	Pass
Deanna Townsend-Smith	
Hilda Parlér	
Kevin Piacenza	Pass
Glenn Allen	
Avril Smart	Pass
Robert McOuat	
Mike McLaughlin	
Kebbler Williams	Pass
Eric Sanchez	Pass

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 <u>Resource Manual Finance Section</u> for guidance on estimated funding amounts</i></p>	<p>State Funds: Charter schools receive an equivalent amount per student as the local education agency (LEA) receives per student receives from the State. Funding is based on the 1st month average daily membership.</p> <ul style="list-style-type: none"> In year 1 – Base state allotments are determined by the LEA in which <u>the student</u> resides In year 2 and beyond- Base State allotments are determined by the LEA in which <u>the school</u> is located. <p>Local Funds: Charter schools receive a per pupil share of the local current expense of the LEA in which the student resides.</p> <p>Federal Funds: Charter schools must qualify and apply for the individual federal grants based on their population of students.</p> <p>REFER TO RESOURCE GUIDE FOR ADDITIONAL INFORMATION AND SOURCE DOCUMENTS</p>			
	<p>LEA #1 550 - Lincoln County Schools</p>			
	Revenue	2016-2017 Per Pupil Funding	Projected LEA ADM	Approximate funding for 2018-2019
	State Funds	\$4,988.40	265	\$1,321,926.00
	Local Funds	\$1,409.24	265	\$373,448.60
	Federal EC Funds	\$3,579.70	29	\$103,811.30
	Totals			\$1,799,185.90
	<p>LEA #2 600 - Charlotte-Mecklenburg Schools</p>			
	Revenue	2016-2017 Per Pupil Funding	Projected LEA ADM	Approximate funding for 2018-2019
	State Funds	\$4,852.22	265	\$1,285,838.30
Local Funds	\$2,457.30	265	\$651,184.50	
Federal EC Funds	\$3,579.70	29	\$103,811.30	
Totals			\$2,040,834.10	
<p>LEA #3 360 - Gaston County Schools</p>				
Revenue	2016-2017 Per Pupil Funding	Projected LEA ADM	Approximate funding for 2018-2019	
State Funds	\$4,933.33	131	\$646,266.23	
Local Funds	\$1,344.60	131	\$176,142.60	
Federal EC Funds	\$3,579.70	14	\$50,115.80	
Totals			\$872,524.63	

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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	\$3,254,031	\$4,534,278	\$5,508,921	\$5,734,888	\$6,087,675
-Local Per Pupil Funds	\$1,200,776	\$1,673,178	\$2,032,392	\$2,115,490	\$2,245,092
-Exceptional Children Federal Funds	\$257,738	\$412,180	\$500,767	\$521,301	\$553,356
-Other Funds*	\$1,519,295	\$458,988	\$557,861	\$581,181	\$617,617
-Working Capital*	\$0	\$0	\$0	\$0	\$0
Z - TOTAL REVENUE	\$6,231,840	\$7,078,624	\$8,599,941	\$8,952,860	\$9,503,740

***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.

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									
Administrative & Support Personnel:															
Lead Administrator	1	\$90,000	\$90,000	1	\$91,800	\$91,800	1	\$93,636	\$93,636	1	\$95,509	\$95,509	1	\$97,419	\$97,419
Assistant Administrator	1	\$65,000	\$65,000	2	\$61,200	\$122,400	2	\$62,424	\$124,848	2	\$63,672	\$127,344	2	\$64,946	\$129,892
Finance Officer	1	\$45,000	\$45,000	1	\$45,900	\$45,900	1	\$46,818	\$46,818	1	\$47,754	\$47,754	1	\$48,709	\$48,709
Clerical	9	\$18,058	\$162,522	11	\$17,232	\$189,552	12	\$19,580	\$234,960	12	\$19,972	\$239,664	12	\$20,371	\$244,452
Food Service Staff	3	\$10,880	\$32,640	4	\$10,159	\$40,636	4	\$10,362	\$41,448	4	\$10,570	\$42,280	4	\$10,781	\$43,124
Custodians	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Transportation Staff	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
A - Total Admin and Support:	15		\$395,162	19		\$490,288	20		\$541,710	20		\$552,551	20		\$563,596
Instructional Personnel:															
Core Content Teacher(s)	30	\$40,000	\$1,200,000	39	\$40,800	\$1,591,200	48	\$41,616	\$1,997,568	49	\$42,448	\$2,079,952	51	\$43,297	\$2,208,147
Electives/Specialty Teacher(s)	5	\$40,000	\$200,000	10	\$40,800	\$408,000	10	\$41,616	\$416,160	10	\$42,448	\$424,480	10	\$43,297	\$432,970
Exceptional Children Teacher(s)	3	\$40,000	\$120,000	3	\$40,800	\$122,400	4	\$41,616	\$166,464	4	\$42,448	\$169,792	4	\$43,297	\$173,188
Instructional Support	2	\$40,000	\$80,000	2	\$40,800	\$81,600	2	\$41,616	\$83,232	2	\$42,448	\$84,896	2	\$43,297	\$86,594
Teacher Assistants	2	\$19,000	\$38,000	2	\$19,380	\$38,760	2	\$19,768	\$39,536	2	\$20,163	\$40,326	2	\$20,566	\$41,132
Instructional Support (Subs)	40	\$2,486	\$99,440	40	\$6,104	\$244,160	64	\$4,535	\$290,240	65	\$4,587	\$298,155	67	\$4,630	\$310,210

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B - Total Instructional Personnel:	82		\$1,737,440	96		\$2,486,120	130		\$2,993,200	132		\$3,097,601	136		\$3,252,241
A+B = C - Total Admin, Support and Instructional Personnel:	97		\$2,132,602	115		\$2,976,408	150		\$3,534,910	152		\$3,650,152	156		\$3,815,837
Administrative & Support Benefits															
Health Insurance	10	\$2,800	\$28,000	12	\$2,856	\$34,272	13	\$2,913	\$37,869	13	\$2,971	\$38,623	13	\$3,031	\$39,403
Worker'S Comp	15	\$534	\$8,010	19	\$568	\$10,792	20	\$588	\$11,760	20	\$600	\$12,000	20	\$614	\$12,280
Payroll Taxes	15	\$3,105	\$46,575	19	\$3,294	\$62,586	20	\$3,412	\$68,240	20	\$3,482	\$69,640	20	\$3,559	\$71,180
D - Total Admin and Support Benefits:	40		\$82,585	50		\$107,650	53		\$117,869	53		\$120,263	53		\$122,863
Instructional Personnel Benefits:															
Health Insurance	42	\$2,800	\$117,600	56	\$2,856	\$159,936	66	\$2,913	\$192,258	67	\$2,971	\$199,057	69	\$3,031	\$209,139
Workers Comp	42	\$534	\$22,428	56	\$568	\$31,808	66	\$588	\$38,808	67	\$600	\$40,200	69	\$614	\$42,366
Payroll Taxes	42	\$3,105	\$130,410	56	\$3,294	\$184,464	66	\$3,412	\$225,192	67	\$3,482	\$233,294	69	\$3,559	\$245,571
E - Total Instructional Personnel Benefits:	126		\$270,438	168		\$376,208	198		\$456,258	201		\$472,551	207		\$497,076
D+E = F - Total Personnel Benefits	166		\$353,023	218		\$483,858	251		\$574,127	254		\$592,814	260		\$619,939
A+D = G - Total Admin and Support Personnel (Salary & Benefits)	55		\$477,747	69		\$597,938	73		\$659,579	73		\$672,814	73		\$686,459
B+E = H - Total Instructional Personnel (Salary & Benefits)	208		\$2,007,878	264		\$2,862,328	328		\$3,449,458	333		\$3,570,152	343		\$3,749,317
G+H = J - TOTAL PERSONNEL	263		\$2,485,625	333		\$3,460,266	401		\$4,109,037	406		\$4,242,966	416		\$4,435,776

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	\$16,493	\$17,119	\$17,678	\$18,060	\$18,481
	Paper	\$5,000	\$5,100	\$5,202	\$5,306	\$5,412
	Computers & Software	\$23,900	\$0	\$0	\$0	\$0
	Communications & Telephone	\$50,000	\$51,000	\$52,020	\$53,060	\$54,122
	Copier leases	\$18,480	\$18,850	\$19,227	\$19,611	\$20,003
Management Company	Contract Fees	\$0	\$283,145	\$515,996	\$716,229	\$950,374
Professional Contract	Legal Counsel	\$25,000	\$5,000	\$5,100	\$5,202	\$5,306
	Student Accounting	\$0	\$0	\$0	\$0	\$0
	Financial	\$22,000	\$22,440	\$22,889	\$23,347	\$23,814
	Other Professional	\$68,800	\$3,040	\$3,101	\$3,163	\$3,226
Facilities	Facility Lease/Mortgage	\$1,032,445	\$1,332,238	\$1,560,436	\$1,613,374	\$1,696,006
	Maintenance	\$85,248	\$116,458	\$147,668	\$150,621	\$153,634
	Custodial Supplies	\$44,108	\$44,990	\$45,890	\$46,808	\$47,744
	Custodial Contract	\$104,992	\$143,427	\$181,865	\$185,502	\$189,212
	Insurance (pg19)	\$51,862	\$60,381	\$66,973	\$68,822	\$71,592
	Other	\$397,000	\$147,430	\$82,561	\$29,592	\$30,124
Utilities	Electric	\$105,438	\$144,040	\$182,642	\$186,295	\$190,021
	Gas	\$0	\$0	\$0	\$0	\$0
	Water/Sewer	\$21,762	\$22,197	\$22,641	\$23,094	\$23,556
	Trash	\$34,974	\$35,673	\$36,387	\$37,115	\$37,857
Transportation	Buses	\$54,000	\$55,080	\$56,182	\$57,305	\$58,451
	Gas	\$0	\$0	\$0	\$0	\$0
	Oil/Tires & Maintenance	\$0	\$0	\$0	\$0	\$0
Other	Marketing	\$148,725	\$55,539	\$39,704	\$12,000	\$12,000
	Child nutrition	\$195,857	\$271,345	\$328,960	\$342,616	\$363,906
	Travel	\$20,000	\$20,400	\$20,808	\$21,224	\$21,649
	Other	\$0	\$0	\$0	\$0	\$0
	K - TOTAL Administrative & Support Operations	\$2,526,084	\$2,854,892	\$3,413,930	\$3,618,346	\$3,976,490
	Instructional:					
Classroom Technology	Computers	\$0	\$0	\$0	\$0	\$0
	Software	\$0	\$0	\$0	\$0	\$0

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	Instructional Technology	\$807,884	\$253,415	\$247,921	\$362,097	\$370,239
	Other	\$0	\$0	\$0	\$0	\$0
Instructional Contract	Instructional Support	\$0	\$0	\$0	\$0	\$0
	Staff Development	\$15,000	\$15,300	\$15,606	\$15,918	\$16,236
Books and Supplies	Instructional Materials	\$309,900	\$216,138	\$219,524	\$283,831	\$292,040
	Curriculum/Texts	\$2,000	\$2,040	\$2,081	\$2,122	\$2,165
	Copy Paper	\$0	\$0	\$0	\$0	\$0
	Testing Supplies	\$9,915	\$13,816	\$16,792	\$17,494	\$18,591
	Other	\$0	\$0	\$0	\$0	\$0
Instructional Contract	Contracted Special Education	\$57,350	\$79,841	\$95,951	\$100,337	\$106,538
	Other Contracted	\$8,000	\$8,160	\$8,323	\$8,490	\$8,659
	L - TOTAL Instructional Operations	\$1,210,049	\$588,710	\$606,198	\$790,289	\$814,468
	K+L = M - TOTAL OPERATIONS	\$3,736,133	\$3,443,602	\$4,020,128	\$4,408,635	\$4,790,958

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Overall Budget:

BUDGET OPERATIONS EXPENDITURE PROJECTIONS	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
J - TOTAL PERSONNEL	\$2,485,625	\$3,460,266	\$4,109,037	\$4,242,966	\$4,435,776
M - TOTAL OPERATIONS	\$3,736,133	\$3,443,602	\$4,020,128	\$4,408,635	\$4,790,958
J+ M =N TOTAL EXPENDITURES	\$6,221,758	\$6,903,868	\$8,129,165	\$8,651,601	\$9,226,734
Z - TOTAL REVENUE	\$6,231,840	\$7,078,624	\$8,599,941	\$8,952,860	\$9,503,740
Z - N = SURPLUS / (DEFICIT)	\$10,082	\$174,756	\$470,776	\$301,259	\$277,006

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

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

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

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

Provide the break-even point of student enrollment.

We determined our school's total enrollment after considering various school models developed by our EMO. CSUSA's 19 years of management experience have allowed it to create specific school sizes for each model, which have been developed to ensure that each grade level has a consistent size to allow students to matriculate over time, and that there are an appropriate number of classes per grade level to allow optimal staffing of teachers, particularly in elective courses (music, art, PE, etc.) and middle school. In addition, CSUSA has shown the ability to consistently fill schools of this size throughout their network, and in North Carolina, their managed schools possess a combined waitlist of over 1,100 applicants. The school model/size that we chose for WLPA was determined after a thorough population analysis showed adequate demand in our area.

The results of that analysis drove our decision on the school model. We found that in order to fully enroll our school, a facility of 1,145 students would only have to attract 14% of the children aged 5-14 (i.e. ages in grades K-8) within a 15-minute drive time of the target area. Although this is a high number, it is within our EMO's historical population density thresholds for charters managed nearby. Eleven charter schools across the state had enrollments exceeding 1,100 students in 2013-14, so the facility size is not uncommon.

Assuming school capacity of 1145, a footprint of approximately 77,720 square feet, and maintaining student teacher ratios of 18:1; our breakeven is approximately 520 students.

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

AOC

In the event that the anticipated revenues are lower than expected, a budget realignment of expenditures to the revised revenue stream would be in order. Measures would include re-evaluation of staffing needs or postponement of hiring and a reduction in enrollment driven expenses such as textbooks,

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consumables, fees and subscriptions, food service, technology and equipment needs, etc. Additionally, other previously non-contemplated sources of revenue, such as grants and contributions would be exercised. In addition, CSUSA, as set forth in our management agreement, will stand behind the school and carry its operating costs in the event this is necessary to achieve a balanced budget.

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

AOC

The operational budget is primarily based on the projected state, county, and federal funds and does not rely on other sources of funds to operate WLPA. However, the budget does include revenues and expenditures from both before and after care and food service, which are voluntary programs whose revenues and expenditures adjust together based on participation thus they do not have any material impact to the operational budget. In addition, the budget does assume the school will obtain short-term financing to cover the Year 1 initial purchases of capital equipment (technology and furniture) to outfit the school totaling \$1,151,839. The repayment of these purchases is included in the budgets provided in this application. The ability to secure this financing is a benefit of our relationship with CSUSA, who has secured financing from various sources in order to complete the equipping of charter school facilities it opens and operates. Sources of financing have included: i) issuance of taxable and tax-exempt bonds to finance the acquisition of educational facilities and associated equipment, to-date, CSUSA has participated in the issuance of approximately \$500 million of taxable and tax-exempt bonds; ii) use of an available revolving line of credit; iii) commercial bank financing in some cases backstopped by a guarantee from either the EMO or its affiliated development company; iv) financing provided by either the EMO or the development company and v) financing provided by a construction partner. Appendix M provides the assurance that CSUSA will provide the necessary financial support to the school to ensure its ability to operate.

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

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

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

AOC

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

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

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The budget also contemplates ongoing contracted special education services such as speech therapy and psychotherapeutic services. These contracts depend upon the needs of the school.

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

The budget reflects a financial commitment to ensuring that students receive an academically rigorous education that advances their academic and social development. In Year 1, the budget assumes \$1,151,839 for instructional operations. Thereafter, the budget assumes an average annual expenditure of nearly \$700,000 per year for instructional operations. Instructional technology, specifically, represents 67% of the Year 1 instructional budget. Integration of technology allows students to have targeted access to curricular resources, assessment, technology-based intervention and enrichment enhancing differentiation. Teachers are trained to integrate technology carefully and strategically into the student-learning environment to increase academic achievement for each student.

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

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

AOC

Our operational goal is to achieve a minimum cumulative fund balance of 8% of operating expenses by year 3, as required the NC Local Government Commission policy. This will be achieved by developing and administering a comprehensive and balanced budget on an annual basis. The budget shall include all forms of revenue and all expenditures, including (i) Total Revenues; (ii) Operating Expenses; (iii) Reserve Expenses, (iv) Audit Expenses and (v) Fund Balance. Amendments to the budget require the approval of the Board. The budget will be prepared conservatively and with viability and sustainability of the school in mind. Maintaining alignment of all of these budgetary components is how the fund balance will be developed in accordance with school objectives.

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

The Board will not finance the construction or purchase of the facility. The Board will lease the facility and will not own the facility. Rent is projected at 15% of revenues. The only debt financing in the proposed budget is for the purchase of school technology infrastructure, hardware, software, furniture, and equipment. The proposed budget includes a 5-year conventional loan for \$1,151,839 at a projected interest rate of 6.5%. This loan is assumed to be commercial bank financing and, in some cases, may be backed by a guarantee from either CSUSA or a third party developer. If necessary, the Board will request CSUSA's assistance in locating a third party developer, as CSUSA has worked with and has access to many.

7. *Will the school have assets from other sources (e.g. building, furniture, chairs, computers, etc.)? If yes, please provide a list. Note which are secured and which are anticipated, and include*

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evidence of commitment for any assets on which the school's core operation depends

AOC

Other than the sources identified herein, the school does not anticipate obtaining assets from any other sources.

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

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

AOC

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

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

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

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

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

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

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

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payroll transactions are properly recorded and reported on financial statements.

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

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

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

There are no related party transactions.

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

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

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Section VI: Financial Plan Concerns and Additional Questions	Reviewer	Page Reference
***The applicant needs to clarify the financial support to be provided by CSUSA for the duration of their partnership.	Kebbler Williams	Total Budget
Revenue assurance does not commit to the \$1519295 number?	Joe Maimone	Total Budget
Can the applicant clarify the repayment terms for the significant "other funds" provided in the first 5 years of operations? How do "management fees" relate to "other funds"?	Kevin Piacenza	Total Budget
***The applicant needs to clarify: If the school administrator and other non-instructional staff are sole employees of the EMO, why are their salaries a part of the personnel budget for the school, rather than part of the EMO's budget?	Kebbler Williams	Personnel Bu
***The applicant needs to clarify the costs for insurance. The operations budget shows a cost of \$51,862 for Year One. However, the insurance quote estimates Year One costs will be \$77,539. ***Three hundred dollars per day is \$55,500 for bus transportation. This is \$1500 more than the board budgeted for Year One. How will the board account for this?	Kebbler Williams	Operations B
What is mgmt fee formula?	Joe Maimone	Operations B
clear positive support from CUSA a big plus.	Joe Maimone	Budget Narra
***The applicant projects 661 students in Year One and 30 classroom teachers. This is a ratio of 22 students per class - not 18. Please explain the calculation used to arrive at 18. ***What is the criteria for the selection of contractors?	Kebbler Williams	Budget Narra

Reviewer	Score
Buffy Fowler	Pass
Steven Walker	
Robert McOuat	
Cheryl Turner	Pass
Hilda Parlér	
Avril Smart	Pass
Mike McLaughlin	
Glenn Allen	
Tracy Kelley	Pass
Kebbler Williams	Pass
Kevin Piacenza	Pass
Alan Hawkes	
Eric Sanchez	Pass
Joe Maimone	Pass
Deanna Townsend-Smith	

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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).

westlake Date: 09/19/2016

Applicant Signature:

The foregoing application is submitted on behalf of West Lake Preparatory 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: westlake

Board Position: Board Chair

Signature: _____

Date: 09/19/2016

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

Notary Public

Official Seal

West Lake Preparatory Academy - West Lake Preparatory Academy's (WLPA) mission is to provide students with a rigorous education program offering personalized learning plans in a technology rich environment preparing each student to excel and compete in a global environment.

My commission expires: _____, 20_____.

West Lake Preparatory Academy - West Lake Preparatory Academy's (WLPA) mission is to provide students with a rigorous education program offering personalized learning plans in a technology rich environment preparing each student to excel and compete in a global environment.

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
2	7

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

Initial Screening

West Lake Preparatory Academy - West Lake Preparatory Academy's (WLPA) mission is to provide students with a rigorous education program offering personalized learning plans in a technology rich environment preparing each student to excel and compete in a global environment.

Mission, Purposes, and Goals	Only 209 petition responses is concerning. - cheryl_turner
Education Plan	check student growth in existing CUSA schools? Cardinal did not met growth 2015? Cabarrus exceeded, Langtree met. - esanchez
Governance and Capacity	Applicant has 24 months after approval to obtain tax exempt status - esanchez
Operations	- esanchez
Financial Plan	\$10k surplus with \$1.5 mil support revenue Budget in year 1 is tight even with no management fee - esanchez
OVERALL	experienced CUSA support partnering with a model that is currently operating successful in several locations in the state - dtsmith840 - cheryl_turner - joseph_maimone

External Evaluator

Mission, Purposes, and Goals	<p><u>Mission Statement</u> Is there a way to cross check waitlist numbers for Lincoln Charter vs. other nearby charter waitlists? - joseph_maimone</p> <p><u>Mission Statement</u> Beyond overcrowding, how does the focus of the school address the needs of students and the surrounding populations? - mssmart</p> <p><u>Educational Need and Targeted Student Population</u> Given the applicant's enrollment goals (nearly 1000 students in 2nd year), does a 209 response return on website petition justify need? - kpiacenza</p> <p><u>Educational Need and Targeted Student Population</u> ***The applicant needs to clarify the educational need for this school. With limited parental interest to date (209 petitions received), it is not clear if the school will have the support and interest the applicant indicates. - kwilliams75</p> <p><u>Educational Need and Targeted Student Population</u> The 200 petitions submitted out of the over 2000 visits to the website does not provide enough evidence to show that over 600 students the first year is realistic. - buffy_fowler</p> <p><u>Educational Need and Targeted Student Population</u> It is not clear why parents will make WLPA their choice because the response does not provide a description of the current school district performance-either Lincoln County, CMS, Gaston County. There are no demographic data presented that support a clear rationale for selecting the location and to justify the k-8 year 1 enrollment plan. The applicant does not provide convincing or compelling evidence of need from prospective</p>
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	<p>parents (i.e. petitions, sign in sheets, agendas, public hearings, etc.) - kellestracy</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 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> Convincing case for demand, although 209 responses online a bit disappointing. - joseph_maimone</p> <p><u>Purposes of Proposed Charter School</u> Discuss the rationale for why the Cambridge program will only be made available to TAG students and not to all students if the focus of the program is to infuse rigor to support a pre-university curriculum? Additional details are need regarding potential partnership discussed in this section. - kellestracy</p> <p><u>Purposes of Proposed Charter School</u> Lincoln Charter Ed Foundation may be a conflict? - joseph_maimone</p> <p><u>Goals for the Proposed Charter School</u> Has Cardinal Charter met expectations for academic performance in its two years of operations? - kpiacenza</p> <p><u>Goals for the Proposed Charter School</u> ***How can the goals be rewritten as SMART goals that clearly align with the mission and purposes? - kwilliams75</p> <p><u>Goals for the Proposed Charter School</u> Goals appear to be focused on student growth. What is the history of student growth data at the replication school? - buffy_fowler</p> <p><u>Goals for the Proposed Charter School</u> Operational goals are not measurable and specific. Clarify the roles and responsibilities of the NSOT. Who will sit on this team, how will members be selected; who will this team report to leader, board, CSUSA? What type of decision making authority will the NSTO have and how will they hold themselves accountable for increasing student outcomes? what organizational goals will be set and how will they align with the school mission? For example, what targets will be set around teacher evaluation, and retention (i.e. ratio between the % of low performing teachers retained verses high performing teacher retained ? How will board hold EMO accountable and what measure will be used, and will student growth measure be part of EMO evaluation? Academic goals are not specific and measurable with regard to using a universal screener to set a baseline. How will school identify demographically similar schools to measure its own effectiveness? Without a universal screener for all incoming students how will school develop individualized learning plans described in the previous section? Describe the goal setting process; how will school set operational and organizational targets? Board goals are not specific, measurable, or directly tied to student achievement. How will board self assess its effectiveness? Board proficiency measures do not include EOY state assessment, without this how will Board hold EMO accountable. How will Board progress monitor in-between NWEA administrations to make sure EMO is accountable? This is important because the NWEA will only be administered 3x a year with the 1st administration serving as a baseline and the 3rd administration coming after the state</p>
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	<p>assessment. How much weight will be given to Quest data and how much will be given to board administered survey data. How will EMO be held accountable for meeting enrollment and retention targets? - kellestracy</p> <p><u>Goals for the Proposed Charter School</u> concern about board name confusing families with Lincoln Charter - joseph_maimone</p> <p><u>Goals for the Proposed Charter School</u> How will monthly reports be supported by the board? How will those progress indicators align to the school's strategic plan, etc.? More information is needed to clarify the recruitment and marketing strategies. Beyond recruiting the specific number of applicants needed to support growth, how will marketing strategies support diverse populations in the OS application process.? - mssmart</p> <p><u>Goals for the Proposed Charter School</u> How will student growth goals met on NWEA surpass 100%? - cheryl_turner</p>
<p>Education Plan</p>	<p><u>Instructional Program</u> Can the applicant provide specific data that includes a comparison between WLPA projected target population and Cardinal's existing population, and Cardinal's academic growth data for both years of operation? - kpiacenza</p> <p><u>Instructional Program</u> ***What evidence does the applicant have that the proposed approach will lead to improved student performance with its targeted population? - kwilliams75</p> <p><u>Instructional Program</u> How will school develop the PLL? what does that process look like? Who will be responsible for updating and monitoring the PLP? How will student be a part of the PLP development? It is not clear if this program will work for this student population because applicant provides very little performance or demographic data on targeted student population (i.e. expected performance levels, community need; socio-economic status; home language etc.)Application reads like a one size fits all program, which is incongruent with the state legislative purposes. - kellestracy</p> <p><u>Instructional Program</u> Is model achieving high or expected growth in current schools? - joseph_maimone</p> <p><u>Instructional Program</u> What specific data will inform differentiated instruction? What does differentiated instruction look like in this school? How is this approach to instruction different from what is offered in traditional public schools? - mssmart</p> <p><u>Curriculum and Instructional Design</u> Does the calendar meet the 185 day standard? - kpiacenza</p> <p><u>Curriculum and Instructional Design</u> ***The calendar narrative indicates that the school year will be 185 days, but the calendar submitted in Appendix C only has 180 days. Why is there a discrepancy? ***The applicant indicates that it will have an extended school day, but it is not clear if this extension is for all students or only students who need extra help. The applicant needs to provide more details about the extended day, who it will target, how it will be organized, whether or not students are required to participate, and the consequence if they</p>

do not. - kwilliams75

Curriculum and Instructional Design

Written description states, "We will have the required 185 days of instruction", although attached calendar only shows a 180 day school year. Which part of the application reflects the correct information?

Application states that extended day tutoring will be offered for students needing extra support and the application states that the school day will be longer. If the tutoring sessions, the longer school day and if so, will every child participate in an extended day? - buffy_fowler

Curriculum and Instructional Design

More details pertaining to how teachers will be engage in common planning, or review data is necessary. Applicant needs to provide a sample PLP. - kellelytracy

Curriculum and Instructional Design

How can you clarify the education plan for all grade levels? - mssmart

Special Programs and "At-Risk" Students

***What will the school do if the ELLs need more intensive services than the mainstream/inclusion model provides?

***Extended school day is mentioned as a strategy for ELLs, but it is unclear how this will be administered. Will these students be required to stay after school to get instruction they should be getting during the school day? - kwilliams75

Student Performance Standards

***What should students in the last grade served know and be able to do in order to exit/graduate from the school?

***If a student chooses not to waive his or her elective, when will he or she participate in course recovery or intensive reading or math? - kwilliams75

Student Performance Standards

How are EMO created common assessments reliable predictors of EOY success on state assessments and how are they aligned to NWEA MAP assessments? Will they be on line and how will common assessment date impact school level and organizational learning? Who on staff is responsible for leading data chats and facilitating teacher team meetings, grade level team meetings and content team meetings? How will assessment data be used to improve or modify the curriculum, especially give the fact that the curriculum is pre developed and structured? - kellelytracy

Student Performance Standards

MAP - joseph_maimone

Student Conduct and Discipline

***Definitions of offenses which may result in suspension or expulsion are not included.

***Policies for student discipline, suspension, dismissal, and expulsion were not provided - only brief summary sentences. - kwilliams75

Student Conduct and Discipline

Can the applicant clarify the process for handling behavior infractions; what is teacher's role, parent involvement, counseling, when does the administrator get involved? - kpiacenza

Student Conduct and Discipline

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	<p>well written - joseph_maimone</p> <p><u>Student Conduct and Discipline</u> Ed plan is clear and systematic and supported by research - cheryl_turner</p>
<p>Governance and Capacity</p>	<p><u>Private Non-Profit Corporation</u> Lincoln Charter Ed Foundation may be a breach of LCS Foundation. - joseph_maimone</p> <p><u>Tax-Exempt Status 501 (c)(3)</u> The applicant has 24 months after approval to obtain tax-exempt status. - kwilliams75</p> <p><u>Governance and Organizational Structure of Private Nonprofit Organization</u> ***The applicant board has not yet adopted a Conflict of Interest Policy. ***What are the requirements for participation in the board training provided by the board's legal counsel? ***What are the criteria for evaluation of the governing board, board members, lead administrator, and EMO? - kwilliams75</p> <p><u>Governance and Organizational Structure of Private Nonprofit Organization</u> Who is the principal ultimately accountable to? What systems and processes are in place in the event the board and the EMO disagree with the principals performance? What structures are in place to ensure that a student performance component (both proficiency and growth)is part of principal evaluations? It is not clear that the board has the necessary skill set and expertise to effectively hold the EMO accountable for positive and sustained student outcomes, operational and financial alignment to school mission. Members have limited education experience and some are unclear as to the focus area of the school believing it to be a STEM focused program. There are concerns about the fact that - kellestracy</p> <p><u>Governance and Organizational Structure of Private Nonprofit Organization</u> How can you more explicitly describe the relationship between the foundation, the board and the management company? - mssmart</p> <p><u>Proposed Management Organization (EMO/CMO)</u> ***What governance performance data from other schools managed by the management company demonstrate how this organization is a good fit for the targeted population? ***The applicant needs to clarify why the IRS Form 990 for Triangle Charter Education Association, Inc. (the board of directors for the model school) is showing a net asset or fund balance of -\$720,781 for July 1, 2014 - June 30, 2015. - kwilliams75</p> <p><u>Proposed Management Organization (EMO/CMO)</u> The rationale for selecting the EMO indicates a lack of due diligence and sector understanding Specify the specific systems, structures, and process in place that will ensure effective monitoring of the EMO. Describe the goal setting process you will use to set and monitor goals for EMO performance and how they will be incorporated into the EMO contract, including goals and targets for the input the board will have on principal evaluation. Please provide historical comparison data for non high school performance across USA Charter schools (data should show how USA Charter schools performed when compared to district and state performance not USA Charter network performance data.) Clarify what is meant by "reasonably dissatisfied" when referring to the right of the board to separate from the school leader? See page 9 of EMO contract. clarify what specific CSUSA performance goals on page 5 of EMO contract. Clarify the specify specific minimum staffing targets that will be maintained in order to implement</p>

the plan (i.e. instructional coaches, data analyst). Indicate what kind of back office support the EMO will provide with regard to supporting teachers, analyzing data, PD, interventions, after school tutoring, parental engagement supports etc. - kelleystacy

Proposed Management Organization (EMO/CMO)

?720k deficit on 990 tax form Appendix N - joseph_maimone

Proposed Management Organization (EMO/CMO)

What additional rationale can support the need for an EMO? Given the use of an EMO how will the charter remain unique to their specific context? - mssmart

Charter School Replication

***The applicant needs to clarify why it has selected a school with the following characteristics as its replication model:

- (1) only 2 years of financial and academic data;
- (2) a noncompliance citation on the 2016 Charter School Performance Framework;
- (3) did not meet growth in 2014-15?

***How are the Denver/Iron Station/Catawba Springs communities similar to the Cary community? What evidence does the board have that the model school's success will be replicated in Denver/Iron Station/Catawba Springs? - kwilliams75

Charter School Replication

Can the applicant clarify the demographic variance between Cardinal Charter and the actual LEA demographic? Can the applicant provide any data that clarifies the academic growth of students; aggregated and disaggregated?

- kpiacenza

Charter School Replication

Student growth? Florida?? - joseph_maimone

Staffing Plans, Hiring, and Management

***How will the board contribute to the retention of high-quality teachers?

***Other than the fact that teachers will be jointly employed by the nonprofit board and CSUSA, what will be the relationship between the board and the school employees?

***At what point does a grieving employee get to address the nonprofit board of directors? - kwilliams75

Staffing Plans, Hiring, and Management

What additional non-traditional recruitment strategies can be applied to ensure diversity of faculty/staff? - mssmart

Staff Evaluation and Professional Development

***What is the plan for professional development for teacher aides and non-instructional staff?

***How will teacher aides and non-instructional staff be evaluated? - kwilliams75

Marketing Plan

What specific strategies will be applied to community outreach? - mssmart

Parent and Community Involvement

***What is the consequence if parents do not meet the minimum requirement of volunteer hours? - kwilliams75

Admissions Policy

***This statement does not align with G.S. 115C-218.45(f)(4): "A student who was

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	<p>enrolled in the charter school within the two previous school years but left the school (i) to participate in an academic study abroad program or a competitive admission residential program or (ii) because of the vocational opportunities of the student's parent may re-enroll without submitting a new application or being placed on the waitlist." The law allows these students to get enrollment priority, but does not indicate that they are able to bypass the waitlist if there is no space available. - kwilliams75</p> <p><u>Projected Student Enrollment (Table)</u> The projection table is not realistic or reasonable without a compelling rationale for opening year 1 k-8. - kellelytracy</p> <p><u>Weighted Lottery</u> ***Not applicable. - kwilliams75</p> <p><u>Weighted Lottery</u> What specifically is the basis for a "preference"? How will the lottery support diverse recruitment? - mssmart</p>
<p>Operations</p>	<p><u>Transportation Plan</u> ***Three hundred dollars per day is \$55,500. This is \$1500 more than the board has budgeted for Year One. How will the board account for this? - kwilliams75</p> <p><u>Transportation Plan</u> Do you feel one bus is sufficient for over 600 students? Oftentimes, families who have transportation barriers also may not have access to technology or internet. How do you plan to communicate to families that lack of transportation will not be a barrier for their children if they are unable to report that information on the electronic survey. - buffy_fowler</p> <p><u>Civil Liability and Insurance</u> ***The applicant needs to clarify costs for insurance. The operations budget shows a cost of \$51,862 for Year One. However, the insurance quote estimates Year One costs will be \$77,539. - kwilliams75</p> <p><u>Facility and Facility Contingency Plan</u> ***Will the board ever have an opportunity to purchase the building or will it be making lease payments forever? ***The contingency plan does not include enough detail about the method of finding an alternative temporary location. - kwilliams75</p> <p><u>Facility and Facility Contingency Plan</u> Is there a plan to eventually purchase the school or another property? - buffy_fowler</p> <p><u>Facility and Facility Contingency Plan</u> Why is CUSA not building? - joseph_maimone</p>
<p>Financial Plan</p>	<p><u>Total Budget Revenue Projections 2018-2023 (Table)</u> ***The applicant needs to clarify the financial support to be provided by CSUSA for the duration of their partnership. - kwilliams75</p> <p><u>Total Budget Revenue Projections 2018-2023 (Table)</u> Can the applicant clarify the repayment terms for the significant "other funds" provided in the first 5 years of operations? How do "management fees" relate to "other funds"? - kpiacenza</p> <p><u>Total Budget Revenue Projections 2018-2023 (Table)</u></p>

	<p>Revenue assurance does not commit to the \$1519295 number? - joseph_maimone</p> <p><u>Personnel Budget: Expenditures 2018-2023 (Table)</u> ***The applicant needs to clarify: If the school administrator and other non-instructional staff are sole employees of the EMO, why are their salaries a part of the personnel budget for the school, rather than part of the EMO's budget? - kwilliams75</p> <p><u>Operations Budget: Expenditures 2018-2023 (Table)</u> ***The applicant needs to clarify the costs for insurance. The operations budget shows a cost of \$51,862 for Year One. However, the insurance quote estimates Year One costs will be \$77,539. ***Three hundred dollars per day is \$55,500 for bus transportation. This is \$1500 more than the board budgeted for Year One. How will the board account for this? - kwilliams75</p> <p><u>Operations Budget: Expenditures 2018-2023 (Table)</u> What is mgmt fee formula? - joseph_maimone</p> <p><u>Budget Narrative</u> ***The applicant projects 661 students in Year One and 30 classroom teachers. This is a ratio of 22 students per class - not 18. Please explain the calculation used to arrive at 18. ***What is the criteria for the selection of contractors? - kwilliams75</p> <p><u>Budget Narrative</u> clear positive support from CUSA a big plus. - joseph_maimone</p>
<p>OVERALL</p>	<p><u>Cover Page</u> ***The applicant needs to clarify why it has selected a school with the following characteristics as its replication model: (1) only 2 years of financial and academic data; (2) a noncompliance citation on the 2016 Charter School Performance Framework; (3) did not meet growth in 2014-15? - kwilliams75</p> <p><u>Cover Page</u> Academic scores appear to remain the same, actually slightly dropping between years. Academic information does not include growth data. Is the replicated school meeting or exceeding growth? - buffy_fowler</p> <p><u>Cover Page</u> Solid evidence - joseph_maimone</p> <p><u>Cover Page</u> In partnering with an EMO, and replicating an existing charter model how is West Lake Prep ensuring that their application discusses the specific needs of students in the new location? - mssmart</p> <p><u>Grade Levels Served and Total Student Enrollment:</u> What evidence do you have that 661 students the first year is a reasonable projection? - buffy_fowler</p> <p><u>Grade Levels Served and Total Student Enrollment:</u> The projected enrollment figures are not realistic for the proposed region. Applicant needs to provide a rationale for k-8 year one enrollment. Response should be educationally sound and rooted in best practice, demand, and consider other charter school enrollment in the area. - kelleytracy</p> <p><u>Grade Levels Served and Total Student Enrollment:</u></p>

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	Although 661 students first year seems concerning as the generic CUSA model, page 12 provides convincing support - joseph_maimone
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Charter School Advisory Board Subcommittee	
Mission, Purposes, and Goals	To determine educational need the CSAB used the map to see current operating schools and the location of the proposed school. The board member present outlined that they chose to replicate Cardinal because of the technology focus and the proposed school wanted to replicate that philosophy. The CSAB wanted to know if the survey responses had been improved and with the help of CSUSA. A member of the board responded that 400 plus people have responded to the survey. The CSAB wanted to know how the proposed board plans to get the targeted population outlined in its charter. The proposed board of directors outlined the location will help them fulfill its goal for diversity. Also whoever shows up will dictate how the plan is adjusted.
Education Plan	The proficiency gap outlined in the school the proposed school is replicating in certain subgroups is concerning and the CSAB wants more information on how the school plans to address this issue? The CSAB wanted to know the plan for the school to apply to the Cambridge program after approval? Ms. Walker, the education expert on the board, was questioned on the CSUSA model and her understanding of the education plan. She outlined that the plan is for all children regardless of their background based on the framework and the goal setting component. The CSAB drilled further on how the plan will be fully implemented with the school requesting 660 students in its first year. Ms. Walker explained that it will take time but there will be assessment data that will help the school set personalized targets for each student. The CSAB wanted more information on the actual team that would be used to make the personalized student plans happen and come to fruition. The board member explaining that it starts with the teacher and other relevant parties. CSAB - what is QUEST - The board member explained that is was a tool to measure teacher effectiveness. The CSAB drilled on the individualized learning plan and how it will be implemented for 660 students and what does that look like. The board member wanted to defer the question to the principal at Cardinal and the CSAB stressed that it should be the board responding to these direct question. Another proposed board member outlined that CSUSA was a resource and they want to tap into the resources. The CSAB stressed it is the boards responsibility to know and understand their commitment. The CSAB stressed it is important to know the core of the application and what is in the actual application. The CSAB drilled how many of the proposed members have visited the school it seeks to replicate and one proposed board member outlined that 5 of the members present had visited another CSUSA school. The CSAB asked about how technology would be used. The board member reported that technology would be incorporated and part of blended learning. The CSAB also asked about the assessment measures the proposed school would use. The board member briefly explained the formative and summative assessments and the number of math assessments to be administered each year. The CSAB asked questions about the developed ELA plan in the application and how it was agreed upon and how it will meet the needs of all students - the ELA vision. The board member outlined the ELA was based on the common core standards. The board member deferred to the principal of Cardinal to respond to the question. The principal explained the process as implemented at Cardinal.

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<p>Governance and Capacity</p>	<p>The CSAB wanted the proposed board to change the name of its foundation as it is the same as a currently operating and established school, Lincoln Charter School. The CSAB wanted to question the board on why it chose to replicate Cardinal. Does the proposed BOD understand its management fee outlined in the management agreement? The treasurer of the board read notes to respond to the CSAB questions. The board chair for the proposed school was asked to explain how the board was developed and how it arrived at its decision to partner with CSUSA. The board chair explained when the board started to come together and how impressed they were with the model and the possibility of bringing it to the Lincoln area. The board chair communicated that the BOD is more than willing to change the foundation name should the school be approved. The CSAB outlined the importance of having a strong school board. The CSAB wanted to know how the proposed school would demand results and what the plan would be if they do not get the desired results. The board chair for the proposed school outlined the board is strong willed and they will have expectations for the EMO. Additionally, the board chair outlined the board diversity is strong.</p>
<p>Operations</p>	<p>The CSAB wanted to know the plan of the board to ensure its partner delivers on the facility commitments. A proposed board member described the proposed area and detailed they will be working with a sister company of CSUSA to work on the facility. He also explained the process of obtaining property in the Lincoln Area. The facility will be leased from the development company and the company will not get its lease payment without delivering the facility on time and under budget. The treasurer of the proposed board explained the CSUSA history with buses and has allocated funding for at least 1 bus so transportation will not be a barrier for enrollment.</p>
<p>Financial Plan</p>	<p>The CSAB wanted the BOD to elaborate on the other funds outlined in the proposed plan. The treasurer outlined that the BOD and CSUSA write the budget in coordination after CSAB questioned who specifically wrote the budget. The CSAB questioned years 3 - 5, when the school is stabilized, what is the organization doing when at scale? The board member responded they depend on CSUSA's expertise as the board is not the expert on all things but CSUSA has the expertise.</p>
<p>OVERALL</p>	<p>Mr. Maimone outlined he was surprised the board has only been meeting for 5 months; however, the board's background and knowledge is impressive. Ms. Turner outlined she was impressed with the board's ability to think through knowing their community and needs. Mr. Helton outlined that since the school is partnering with CSUSA and replicating a B school that he recommends that the CSAB move to send to the SBE for approval. Mr. Walker seconded as the board has a firm and basic understanding of the education that has worked in other areas. Additionally, he was impressed by the strength of the board and their ability to hold CSUSA's feet to the fire. Also, the answers to the budget and facility questions were great. Mr. Sanchez outlined the board is energized and knowledgeable and his concern is a bigger issue that the board does not fully know its proposed plan. The board is diverse in profession but not in its make-up. Also, the transportation plan needs to be more proactive instead of reactive. However, there are no reservations of this group or board and encourages the CSAB to think about what is the general statement that we are making.</p> <p>Mr. Maimone outlined the group was prepared and asked that the motion be amended. The motion was withdrawn and restated stipulating approval was contingent on the nonprofit name being changed with sending the group to the SBE to begin Ready to Open. The foundation name must be changed by April. Mr. Quigley outlined he was on the fence for the same reasons of Mr. Sanchez and wanted to hear from all CSAB members on the school. Ms. Turner shared the concerns as well but not in regards to this board. Ms. Parler outlined the board is strong in what they presented. Mr. Sanchez further detailed that the</p>

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	board presenting the application needs to know the plans they are presenting regardless of their chosen partner. Ms. Sutton expressed her concerns with the applicant group moving forward. Motion passed 7 - 2 with Mr. Sanchez and Ms. Sutton dissenting.
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Overall Summary

<p>Initial Screening 09/30/2016</p>	<p>The Office of Charter Schools deemed this application complete on September 30,2016. No further information is needed to begin the evaluation of this application.</p>
<p>Application Review</p>	<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. Each respective board member and two (2) representatives from Charter Schools USA (CSUSA) were present for the application review, discussion, and clarification opportunity.</p> <p>The Performance Committee (PFC) discussed each major section for the proposed application. Mr. Joe Maimone led the PFC application review. He raised the concern of the proposed school adopting the name of its foundation after Lincoln Charter School, an already established school, and encouraged a name change. Ms. Turner echoed the sentiments of Mr. Maimone on changing the school name.</p> <p>Additionally, Ms. Turner outlined while external evaluators pointed to concerns with enrollment numbers, given the area it may not be an issue. Each particular area in the application was discussed in detail by the CSAB committee members. Ms. Parler and Ms. Sutton raised a concern regarding the lack of diversity of the board for the proposed school. Mr. Maimone detailed the group has a lot of support behind them.</p> <p>Ms. Parler wanted clarification on the one bus outlined in the transportation plan. Mr. Sanchez questioned that with the proposed targeted student population if the group had considered a weighted lottery. Ms. Turner questioned the salary for the teachers as outlined and if the group had considered flexibility in the salary offerings.</p> <p>Mr. Sanchez raised a question around the outlined insurance requirements and that it may possibly be low. Mr. Maimone detailed that it was a decent ballpark average. CSUSA is not requiring a management fee in year one, per Ms. Turner. Mr. Sanchez detailed the school may need to consider revising the budget due its proposed plan to participate in the Free and Reduced Lunch program. Ms. Turner wanted to hear more from the group on their proposed location given their current locations. Overall no major concerns were raised about each general section of the application.</p> <p>Representative Saine addressed the foundation name concerns and expressed willingness of the board to change the name if necessary. He further explained the enrollment outlined in the application. Mr. Maimone questioned the waitlist inquiry by the board and Mr. Saine detailed there was a need and that the location would lend itself to pulling from 4 counties.</p> <p>Additionally, the diversity of the board were discussed by Mr. Saine and he outlined there was room for additional board members to fill the void. The board outlined no consideration had been given to a waited lottery. Mr. Sanchez questioned Cardinal's</p>

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	<p>current student diversity and the principal at Cardinal addressed the comparison for clarification. Mr. Sanchez detailed the subgroup data of Cardinal which this proposed board seeks to replicate. Ms. Turner detailed in the interview the CSAB needs to question the diversity plan for the proposed school.</p> <p>Mr. Maimone made a motion to forward to the full board to interview. Ms. Parlr seconded. The committee motion passed unanimously.</p> <p>Mr. Maimone made a motion to the CSAB for West Point Preparatory Academy to receive an interview with the full CSAB. Ms. Turner seconded. The motion passed unanimously.</p>
<p>Application Interview</p>	<p>The Office of Charter Schools provided a brief update of the proposed school. 5 proposed board members introduced themselves to the CSAB and provided a brief professional history and respective role on the board of directors for West Lake Preparatory Academy. One board member was not able to attend and provided a letter on to explain the absence.</p>
<p>OVERALL</p>	<p>The proposed applicant was recommended to the SBE to begin the Ready to Open Process. The motion passed 7 - 2 with ES and TS dissenting.</p>