



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:

Kenneth Tucker
Cheryl Turner
Buffy Fowler
Alex Quigley
Alex Quigley
Alan Hawkes
Stephenie Clark
Jennifer Gnann
Jonathan Bryant
Glenn Allen
Lynn Kroeger
Nicole Charles
Steven Walker

Date of Review:

09/27/2017



NORTH CAROLINA CHARTER SCHOOL APPLICATION

CE Academy

Public charter schools opening the fall of 2018

Due by 5:00 pm, September 19, 2016

North Carolina Department of Public Instruction
NCDPI/Office of Charter Schools
301 N. Wilmington Street
Raleigh NC 27601-2825
919-807-3491

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

CHARTER SCHOOL
2016 Application Process
To open a charter school in the 2018-2019 school year

APPLICATION DUE DATE/TIME

September 19, 2016 A complete *online* application package, in the Office of Charter Schools **by 5:00 pm EST.**

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

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

APPLICATION SPECIFICATIONS

Applicants can submit applications prior to the deadline September 19, 2016 at 5:00 pm EST. **All applications must be submitted using the online portal** and applicants are to use the following specifications:

1. All required Appendices should be clearly titled, include page numbers (i.e. Appendix A and page numbers as- A1, A2, B1...), and submitted in the appropriate places within the application.
2. **Any** answer given within the application which is not original to the applicant, the applicant must provide a citation to the source of the answer.
3. Review all elements of your application for completeness before submitting.
4. **Any** document attached to the application or within the online system **must be** in PDF format.
5. Late submissions **will not** be accepted. No exceptions.

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I. APPLICATION CONTACT INFORMATION

Name of proposed charter school: *CE Academy*

Has the organization applied for 501(c)(3) non-profit status: *Yes No*

Name of non-profit organization under which charter will be organized or operated: *CE Academy*

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

Name of contact person: *Heli Chu*

Title/Relationship to nonprofit: *Founder , CEO*

Mailing address: 101 bridlebit Ct.
Cary NC 27513

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

E-Mail address: helichul@yahoo.com

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

County: *WAKE*

LEA: *920-Wake County Schools*

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

No:

Yes:

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

No:

Yes:

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

No:

Yes:

Acceleration

CE Academy - CE Academy provides a Chinese and English bilingual education for our community through language immersion and multicultural learning to cultivate creative students with a global perspective.

Yes:
No:

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

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

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

Attach Appendix A from the four year institution of higher education in NC to demonstrate a partnership
Verify the absence of a charter school in the proposed county of location

Yes:
No:

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

Yes:
No:

What is the name of the nonprofit organization that governs this charter school? CE Academy
Is this application for Virtual charter school: Yes: No:

Grade Levels Served and Total Student Enrollment:

Projected School Opening: Year 2019 Month July

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
Year 1	K,01,02,03,04,05	300
Year 2	K,01,02,03,04,05,06	350
Year 3	K,01,02,03,04,05,06,07	400
Year 4	K,01,02,03,04,05,06,07,08	450
Year 5	K,01,02,03,04,05,06,07,08	500

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

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

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.

helichu
Signature

Heli Chu, Board Chair
Title

helichu
Printed Name

09/22/2017
Date

Section I: Application Contact Information Concerns and Additional Questions	<u>Reviewer</u>	<u>Page Reference</u>
<u>In year five will all grades grow to absorb the 50 additional students?</u>	<u>Buffy Fowler</u>	<u>Grade Levels</u>
<u>How will the final 50 students added in Year 5 be distributed?</u>	<u>Nicole Charles</u>	<u>Grade Levels</u>

<u>Reviewer</u>	<u>Score</u>
<u>Kenneth Tucker</u>	
<u>Cheryl Turner</u>	
<u>Buffy Fowler</u>	<u>Pass</u>
<u>Alex Quigley</u>	
<u>Alex Quigley</u>	
<u>Alan Hawkes</u>	
<u>Stephenie Clark</u>	<u>Pass</u>
<u>Jennifer Gnann</u>	<u>Pass</u>
<u>Jonathan Bryant</u>	<u>Pass</u>
<u>Glenn Allen</u>	
<u>Lynn Kroeger</u>	
<u>Nicole Charles</u>	<u>Pass</u>
<u>Steven Walker</u>	<u>Pass</u>

II. MISSION and PURPOSES

(No more than three total pages in this section)

Mission:

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

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

CE Academy provides a Chinese and English bilingual education for our community through language immersion and multicultural learning to cultivate creative students with a global perspective.

Clearly describe the mission of the proposed charter school:

CE Academy is an immersive Chinese and English bilingual charter school that provides children from all racial/ethnic, educational and all socioeconomic backgrounds an opportunity to grow into global citizens with a solid educational foundation. CEA will serve our students in the community to learn Chinese language and cultivate independent thinking, curiosity, imagination, innovation, collaboration and excellence.

Educational need and Targeted Student Population of the Proposed Charter School:

- 1. Provide a description of Targeted Population in terms of demographics. In your description, include how this population will reflect the racial and ethnic composition of the school system in which it is located. Describe the rationale for selecting the location and student body.*

CE Academy will target a multi-cultural population of students from K-8 grade in the Wake County, RTP Durham, and Chatham County area. The school is located in west Cary near Highway 55 in Wake County. Please see appendix A1 for Targeted area.

Research Triangle Park (RTP) is one of the most prominent high-tech research and development areas in the United States. RTP is home to more than 300 of the world's most innovative and cutting-edge companies and 50,000 of its brightest people from many countries. Many Chinese based companies sit in RTP, such as the headquarters of Lenovo, a Chinese high-tech company. With the continuous development of China's economy, and the rise of Chinese cooperation in America, People need language communication, so the Chinese language demand is obvious. The Triangle is home to over 1.5 million people and it is projected to grow to over 2.5 million by 2035. There are approximately 35,000 Chinese people in the Triangle area, and there are 1500 students that go to Chinese school on the weekend. During 2000-2010, the Triangle's population increased by 46.3%, Asian Americans increased to 4.4%, and "other" increased to 6.2%. According to the U.S. Census Data (2011 estimates) there are over 920,000 people living in Wake County alone. With three top universities, this area attracts more international residents, and with it comes a larger demand for advanced education for the future

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generation. Quoting News and the Observer 4-15: "WCPSS is planning to build six new schools a year from now until 2020 to keep up with growth." With this demand, CE Academy is open to all K-8 Grades students, who are seeking a strong early education and a desire to learn the Chinese in the area.

Wake County ranks first in population growth within North Carolina counties since 2010. According to 2016-2017 District Facts/Reports, the county has approximately 159,549 students enrolled in school, approximately 74,572 in elementary school and 35,922 in middle school. They are comprised of white students (49.1%), black or african-american students (24.4%), two or more races (4.2%), hispanic/latino (15.4%) and asian (6.5%). Our mission is to provide widely and quality international education for all racial/ethnic and social-economic family in the community. This multicultural population will provide us rare opportunities to target these students to build the school.

According to our survey and community meetings within 10 miles of Cary, approximately 90% of parents show that they are interested, and would support or like to send their children to CE Academy. We surveyed approximately 200 parents, approximately 180 parents of which were interested in the school opening, of which approximately 50% are of Chinese descent (including multiracial parents), 40% were Caucasian and 10% were other ethnicity. Please see Appendix A1 for details. Another research shows: there are no Chinese immersion schools in Wake County, nor Triangle area. There are a few Chinese programs in certain schools, and the classes are full with a waiting list. There is one charter school in Cary, with 1049 students on the waiting list for K-7 Grades last year. And at another charter school in Morrisville, there were 808 students on the waiting list last year. There are over 175 students on the waiting list in Durham. There is a waiting list of 945 in Raleigh. These statistics are clear indicators of the need for more Charter schools in the Triangle area.

CE Academy hopes to provide more opportunities for students to learn Chinese, of which there is high demand currently. Meanwhile, the school would assist in relieving the pressure from the growing population on waiting lists.

In summary, we intend to target Wake County and RTP local student populations in order to attract students who share our goal to adapt to an increasingly international environment and be a global citizen.

- 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).*

We have projected 300 students for K-5 Grade in the first year, and 500 students for K-8 by fifth year to meet this demand. Wake County is the largest county of students enrollment in North Carolina currently. It has approximately 159,549 students K-12 enrolled in school in 2016-2017, K-8 Average Daily Membership (ADM) of Local Education Agency (LEA) is approximately 110,494 students in the year. ADM of LEA is approximately 74,572 in Elementary School and 35,922 in middle school. Therefore, K-5 ADM of CEA will be account for approximately 0.40% of LEA's ADM for the first year. K-8 ADM of CEA will account for approximately 0.47% in year 2, 0.55% in year 3, 0.62% in year 4, 0.69% in year 5 of LEA's ADM in the following

years. In this model, the school should be able to reach the break-even point with 280 students in the first year with relative ease, and the following years will be 333 in year 2, 384 in year 3, 432 in year 4, 482 in year 5 as well. The majority of students enrollment CEA will come from Wake County. This estimate is our enrollment projection figures for CEA from year 1 to year 5.

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

CE Academy will be a Chinese total immersion bilingual educational institution. We will cultivate new generations through extensive language and multicultural learning to meet the globalization of the future challenges of the world. We view elementary school as the launching pad for life, rather than the place where only knowledge is collected. The students' growth through school is the process of knowing the whole colorful world.

We will utilize many the existing and traditional schools' teaching methods to teach ELA, Social Studies, and other subjects in order to cultivate students' independent thinking and performance. For example, when students take ELA and Social Studies classes, students will be given more questions, discussions, opinions, and speeches etc. At the same time, we may introduce some Chinese teaching concepts and method in teaching Science, Math, Art, PE, Technology etc. to cultivate students' perseverance and rigor. For example, when students take Chinese, Math, Science, Art, Music, PE, Technology classes, students will be given more practices, repeats, recitations, and memories. The mixed teaching method will combine the strengths of Western and Eastern education and culture to help students better learn and engage becoming a more tolerant global citizen.

The school will create an atmosphere where students can adapt to the multicultural world. We will use comprehensive immersion to teach students, letting students speak Chinese and English during a certain time in school. When students walk into the school, all signs and spoken language will be dual language. We will also have Chinese culture programs, such as exchange students, exchange teachers, Invite to give lectures, Chinese brush painting club, and Chinese sports and games. CEA hopes that the school through these activities to achieve our mission, and making the school a bridge, connecting the people of the United State and China. All of the flexible and open teaching are different from local schools (LEA).

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

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

The Six Legislative Purposes of a Charter School are:

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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.*

The mission of CEA will follow and align to the NC Charter School statute GS 115C-218 required to service our Community. We will complete tasks 3 & 4.

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

CE Academy will provide an bilingual Chinese language immersion for parents and students with an extensive language and multicultural learning unique education's choice in Wake County. Our rationale is to provide more opportunities for the students to satisfy the purpose of learning Chinese that people desire in the area. Meanwhile, providing an opportunity to relieve pressure from the high increase in students population in the area as well. According to our random survey and local public community meetings for approximately 200 parents, 90% of parents want happy to support and send their children to the school to learn Chinese and use the immersion method. Please review appendix A1 to understand their expectations.

Chinese is the most widely used language in Asia. China is one of the world's four major civilizations, five thousand years of history, and a quarter of the world's population, learning and development of the culture is the inheritance of the the world history. With the continuous developing Sino-US relations more Americans are choosing to learn Chinese. WCPSS(wake county public school system) had about 159,549 K-8 students enrolled in the 2016-17 school year, about 74,572 in Elementary School, and 35,922 in Middle School. There are very few schools that set up Chinese programs, about 95% of schools do not have any Chinese programs with 15,000 Chinese students in the area, and coming other communities to learn Chinese. The emergence of our school, no doubt will bring new vitality, reduce capacity pressure, and meet the demand for the community and local education agency. The parents and students will have expanded opportunity to choose their education. We hope that more and more parents and students will join us in the creation of a new educational institution for the community to promote the social progress of multi-ethnic integration, and let our mission come true.

4. Improving student learning.

According to psychological studies, children who speak two languages have advantages over those who speak only one language in terms of brain

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flexibility and problem solving abilities. Language stimulation is a vital factor in facilitating brain development. The elementary school period is a critical stage for language development. In this period, being bilingual can help balance the brain's two hemispheres, which will strengthen the relations among nerve cells. Therefore, it is of great benefit for young children to develop language skills. The best period for learning a language is between 3 and 12 years old. During this period, it is easy for them to acquire a language. Students at this age learn easier, remember and adopt new skills faster. They learn while playing, this has a multiplier effect. If a monolingual child is put into a kindergarten where people speak another language, he/she will soon get acclimated into that environment and overcome language barriers. Thus, 3-12 year old students are able to learn foreign languages as long as they are provided with a suitable learning environment.

We learned from the local Chinese immersion program, the amazing results show: the English of bilingual students is much better than monolingual students. The students have proven that dual language will help develop children's brain as we mentioned above. It is our purpose to improve student learning by providing an immersion bilingual environment.

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.*

CEA Board understands how important a SMART goal is for the school. In the first 5 years, our strategy is to increase enrollment from 300 in the first year, to 500 in the 5th year. The Board, through administrators and teachers etc., will supervise and work to achieve this goal. The school lead administrator (principal) will submit quarterly reports to the school governing board and other stakeholders. These reports will cover the school's operations, academics, finances, governance, etc. The school board will assess all of the reports and give the evaluation in order to improve all of the performance in the school to complete our mission.

Academic goals:

CEA will meet or exceed expected school composite growth as measured by North Carolina's READY Accountability Model. We also use ACTFL (American Council of the Teaching of Foreign Languages) to assess our students in each level for Chinese language.

Students in all grade levels performing in Basic Early Literacy Skills:

70% and up in year 1

80% and up in year 2

90% and up in year 3

3-5th grade students scoring at or above grade level on the NC EOG exam:

65% and up in year 1

77% and up in year 2

90% and up in year 3

We will follow all required test criteria in the state and expecting 95% or more students will successfully pass the test to upgrade to the next tier. All students portfolios will be created, maintained and completed via

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grading and publishing on a school website by homeroom teacher and related teachers.

For Chinese language, CEA students will master daily life Chinese by the second grade, and master commonly comprehensive Chinese by the fifth grade in listening, speaking, reading, and writing. They will excel with advanced Chinese in listening, speaking, reading, and writing in middle school. After eight years, we will take pride that we trained a group of proficient Chinese and English bilingual talent for our Community.

Safety goals

1. The safety environment around class and schools is the primary condition for ensuring students peaceful and healthy learning. The principal, administrators and teachers will be evaluated for the environment in every week.

2. The school will have special people to check the safety facilities everyday such as electricity system, safety doors and fire protection system etc. to ensure school in safety. The school will conduct regular fire emergency drills each month to ensure the safety of students in emergency situations.

3. Staff, Students, Parents, and Community Members will complete at least 500 hours of volunteer at school yearly that ensure the school running well.

Governance and Operation goals:

CEA's Board will consist of experienced people, such as managers, educators, a finance officer, and a marketing manager to provide substantial oversight in the school. The board will meet regularly, at least 10 times every school year. They will discuss personnel management, student objectives, financial management, and the board's own management etc. They will take training from NCDPI and other organizations to strengthen their own ideological construction and visions. The school will communicate with the Board in students' performance, teaching, finances, and management monthly. At the same time, CEA's Board via school administrators will provide a suitable facility, two buses, a nutritional lunch, and academic programs to attract students to the school and continually to meet our goal and mission.

Finance goals:

The fund is the foundation of the school operation. CEA pledge an annual increase of 50 students to gain the fund, at the same time, ensuring that the balance of not less than a \$100,000 surplus per year to ensure that the break-even number balance is around 7% to keep the school running well and consistently. The school financial officer will report to the Board of Directors monthly. The financial reports will be audited on an annual basis by Mark S. Danes.

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

The CEA Board is determined through lead administrator work with all school administration teams to build an excellent school for our students and parents in the community. The Board will monitor and evaluate specific measurable goals regarding academic performance, finance, operation, and governance etc. The board will closely supervise the students' progress and finances, making sure that everything is going well. The Governing Board will use the following indicators to supervise and measure the school and the programs toward attaining our mission statement.

1. School Governance and Operation

An important indicator is increasing enrollment by 50 students per year for 5 consecutive years. The students' behavior will be positive, discipline rates will be as low as under 1%. The teacher satisfaction will be high. Teacher and student retention rates will be over 90%. The school will be harmonizing and peaceful.

2. Academic Achievement

95% of students complete requirements of North Carolina Accountability Model, pass End Of Grade (EOG) tests etc., and American Council of Foreign Language Teaching (ACFLT) for Chinese language, the test results of the students will meet the school and State requirements, if students achievement will be above the school's and local education agency's standard, The Board will regard the school as working toward attaining its mission statement.

3. Financial Performance

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

4. Students, parents and community satisfaction

Our goal is to obtain strong satisfaction rating from parents and students. For example, 80% of students are extremely satisfied with the school, and 90% of parents are satisfied of their children in school. If there is good performance in these areas, the governing board will know that the school is well organized and working toward attaining its mission statement.

Section II: Mission and Purposes Concerns and Additional Questions	Reviewer	Page Reference
Who is included in "our community" mentioned in the mission? Which Chinese language is in demand?	Nicole Charles	Mission Stat
"Chinese language demand is obvious" - is there any research that indicates this? Not sure that demand for Chinese language study is established.	Jonathan Bryant	Mission Stat
<p>Explain how the exchange students will be a part of your school. Do you realize the exchange students cannot be part of your student membership numbers because they would not be NC residents?</p> <p>What evidence do you have that there is a high demand to learn Chinese?</p> <p>You state that "we intend to target Wake County and RTP local student populations". You describe the Wake County Asian population as 6.5%, but your survey included 50% of Chinese decent. Is your targeted population students of Chinese decent or the general "Wake County and RTP local student populations"?</p> <p>You released every name and telephone number of the people surveyed. This information will be on NC DPI's website. Are you aware of privacy laws and the importance of keeping personal information confidential?</p>	Buffy Fowler	Educational
Not sure about the explanation of mixing Chinese teaching with the traditional school teaching methods - this needs more clarifying information. Not sure if there is a clear targeted population.	Jonathan Bryant	Educational
<p>What are the citations for the data referenced in Appendix A1?</p> <p>If the Chinese population is proportionally small in Wake County and only 6.5% in schools, why were 50% of the parents surveyed Chinese? Is CE targeting a special population or truly open to all K-8 students?</p> <p>How does all the cited data indicate a need for this specific school?</p>	Nicole Charles	Educational
<p>What recruitment methods will be used to achieve the diverse student population the school is seeking as outlined by the application? Survey indicates interest from a majority of Asian (50%) or White (40%) families.</p> <p>Applicant outlines that 180 families may be of interest in attending, how will the school achieve the first year enrollment target of 300 students?</p> <p>What process will the school use for exchange programs and how do the procedures align with any relevant statute or law relating to student enrollment and attendance?</p> <p>What does the applicant mean by the statement "flexible and open teaching" and how does this differ from the LEA?</p>	Stephenie Clark	Educational
<p>Can the applicant clarify the difference between full immersion versus bilingual immersion?</p> <p>Although psychological studies a references ((though not cited), how will CE Academy improve outcomes for all students not just those with prior Chinese language exposure who's parents are looking for specifics options?</p> <p>What programming will reflect improved outcomes and how will outcomes be measured?</p> <p>Is the mission to provide a Chinese language option or improve outcomes? The reasons cited here are unclear.</p>	Nicole Charles	Purposes of
The survey was described as random but yet 50% of the respondents were of Chinese decent. Where does one get a random sample of such high Chinese decent?	Buffy Fowler	Purposes of

<p>Explain what is meant by " and coming other communities to learn Chinese".</p> <p>Explain and provide evidence of this claim, "We learned from the local Chinese immersion program, the amazing results show: the English of bilingual students is much better than monolingual students."</p>		
<p>The mission statement includes the objective "to cultivate creative students with a global perspective." How will the governing board measure successful accomplishment of this portion of the school's mission?</p> <p>What will be the driver behind increasing student EOG performance from 65% to 90% in a two year span?</p> <p>How will the school adjust from year to year if student achievement is not progressing as planned?</p> <p>What baseline data does the applicant have to provide a discipline rate under 1% as a goal?</p> <p>Many of the goals, reporting processes, and procedures need to be expounded upon to create specificity. The applicant uses various buzz words and often the phrase "etc." in lieu of providing in depth description of measurable goals and accountability to attaining the stated mission statement.</p>	<p>Stephenie Clark</p>	<p>Goals for th</p>
<p>Is the assumption that all students entering CEA already speak Chinese? How can this be legally guaranteed if there is more interest than spaces and a lottery comes into effect?</p> <p>How will students new to Chinese be evaluated and taught?</p> <p>Does the applicant all safety requirements?</p> <p>Can the applicant elaborate on the generalized goals?</p>	<p>Nicole Charles</p>	<p>Goals for th</p>
<p>How are baselines set? How will the applicant ensure that space is available for students if there is an annual increase of 50 students? How will non-academic goals be measured?</p> <p>Please explain further what the percentages mean in the goals.</p>	<p>Jennifer Gnann</p>	<p>Goals for th</p>
<p>What assessment will be used to test Basic Early Literacy Skills? Do you mean Dibels?</p> <p>Academic goals state that 65% will pass the EOG in year one but then also states that 95% will successfully pass the test to move on to the next tier. Which test are you referring to with the 95%?</p> <p>Is a 12% percent jump each year realistic?</p> <p>How will you work with students that have never taken Chinese especially in the first 3 years when a large majority of your students have no experience with Chinese?</p> <p>How will work with students that enroll later that have not been exposed to Chinese?</p> <p>How will you measure safety goals?</p> <p>Explain the 500 volunteer hours? Expectation that staff volunteer at the school? Really?</p> <p>What makes up the discipline percentage...suspensions? write-ups?</p> <p>Please explain this sentence "The fund is the foundation of the school operation".</p> <p>How do you measure "The school will be harmonizing and peaceful."?</p> <p>The information in these two sections do not match. One states 65% of students passing the EOG and another states that 95% of students passing the EOG and ACFLT.</p>	<p>Buffy Fowler</p>	<p>Goals for th</p>
<p>Kindergarten students (all students) will complete at least 500 hours of service? This seems unrealistic. How will discipline rates be calculated? Application</p>	<p>Jonathan Bryant</p>	<p>Goals for th</p>

<p>mentions SMART goals but says "teacher satisfaction will be high." Seems to be a disconnect.</p>		
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Reviewer	Score
Kenneth Tucker	
Cheryl Turner	
Buffy Fowler	Fail
Alex Quigley	
Alex Quigley	
Alan Hawkes	
Steven Walker	Pass
Stephenie Clark	Pass
Nicole Charles	Fail
Lynn Kroeger	
Glenn Allen	
Jonathan Bryant	Fail
Jennifer Gnann	Pass

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.

INSTRUCTIONAL METHODS

CEA will provide a variety of courses for all students, such as ELA, Math, Social Studies, Science, Art, PE, library, and Technology. Among these, ELA, Chinese, Math, Social Studies, Science are the core subjects and every student will have all core subjects every day. PE, art, music, media, technology, and guidance are examples of what will also be offered. Each class of each grade level rotates to take one of these non-core classes each week so that all students will have all non-core at least one time per week. Detailed daily schedules for each grade level will be provided to all teachers and students. For K-2 grade, only ELA and Social Studies will use English as the instructional language, all other subjects will use Chinese. Therefore, for K-2, it will be 30% English and 70% Chinese during the school day. For 3-8 grade, the instructional language for ELA, Social Studies, and Science will be in English, and Chinese, math, art, PE, media, technology etc. will be in Chinese, thus 50% English and 50% Chinese for grades 3 to 8. There are two reasons for setting 50/50 ratio model for grades 3 to 8: first, many higher grades students transferred from other schools to our school may not have any skill or background knowledge of Chinese culture and Chinese language. They may need more time to build up their Chinese vocabulary and language fluency in order to adapt to this new learning environment; second, beginning from the 3rd grade, the standardized testing like EOG is in English. Students need to get adequate preparation for the English language standard testing.

CEA will hire highly qualified teachers who are very skilled at a multitude of teaching methods based on students' needs. Chinese teachers will speak Chinese and English. CEA highly encourages teachers to use hands-on, inquiry-based, student-centered, and collaborative activities and teaching methods. Teachers have the right to decide what specific teaching strategies that they want to use in order to meet the individual students' needs.

STANDARDS

CEA, as a public school funded and located in the state of North Carolina, will implement the NC standards throughout all courses across all grade levels. NC standards are comprehensive standards to each content area for each grade level. More details can be explored at <http://www.dpi.state.nc.us/curriculum/>. Chinese curriculum at CEA will adopt the NC World Language Essential Standards, which can be accessed at <http://www.dpi.state.nc.us/curriculum/> and American council of foreign language teaching (ACFLT).

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ASSESSMENTS

At CEA, teachers will use both formative and assumptive assessments to monitor students learning in order to give more students information so that teachers adjust their teaching strategies to meet the needs of all children. In daily teaching, teachers will use a wide variety of assessments, such as quizzes, checklists, observations, response cards, journal reflections, peer instruction, work samples, oral summary or choral reading (and ACFLT tests as well as). In addition, state mandated assessments such as m-class and EOG tests would also be implemented. These assessments are important because teachers, students, and parents will know how students perform at school and whether there are any difficulties and what difficulties that their children may have.

Research

According to the research, many thousands of students are on the waiting list for charter School in Wake County, and 1500 students are going to weekend Chinese schools. 90% of the parents would like to send their kids to CE Academy to study Chinese in approximately 200 person Survey. The data shows a large demand in the area for a charter school with a Chinese immersion environment. Many important theoretical basis has been mentioned in the previous mission and purpose section.

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.

The Curriculum the Core Knowledge Sequence will be implemented in all subjects except Chinese and math. The Core Knowledge Sequence is a widely used and proven successful comprehensive curriculum. For math, since it will be taught in Chinese at K-8, CEA will use Chinese math curriculum and textbooks directly from China. Math textbooks/curriculum from China will be a great guide to better help all students learn math at CEA. Chinese language will mainly use Yangyang Chinese Language Curriculum and textbook. (please see Appendix B for the details.) Chinese language assessments will use American Council on the Teaching of Foreign Languages (ACTFL), which can be accessed at <https://www.actfl.org/>.

CEA's learning environment is mainly classroom-based, supplemented independent studies to deliver our special curriculum to students. CEA will have at least one main teaching building for all classrooms, with all kindergarten and first grade, and all specials on the first floor. In each kindergarten classroom, there is a bathroom suitable for kindergarteners to use. Besides the main teaching building, enough space of playgrounds and parking lot will also be built to meet all the students needs. Each classroom will be equipped with advanced teaching facilities such as neat desks and chairs, interactive white board, carpet, and any other necessary teaching materials in order and at the hands convenience of the teacher and the students.

The first year, CEA will enroll 300 students in total, from Kindergarten to 5th grade, 50 for each grade, 25 students for each class. CEA will hire highly qualified and certified 12 core teachers and 5 elective/specialty teachers, 2 fully licensed special education EC teachers, and 3 teaching

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assistants. Every year CEA will add a grade until CEA reach the 8th grade. CEA also welcome parents and college students to volunteer in helping students in school too.

CEA will have about 1/5 acre field specifically used for growing plants by students to study. Students will plant the seeds, take care of them, observe the vegetables/small plants to grow, and harvest them. This field will provide students an opportunity to study science and explore nature, which is very beneficially for their development. This also corresponds with the cross curricular teaching with hands-on and real-life application at CEA.

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

CEA will offer a balanced mix of male and female_students from diverse socioeconomic and racial backgrounds to target the student population that includes a variety of skill levels and the backgrounds. Our goal will be that the number of our students performing at or above their grade level will exceed the state average every year.

The school will provide a unique schedule to allow all K-8 grade students to pursue projects and learning of the choice to support the school's mission and create lifelong independent, collaborative, and internationally talented people. The school will offer special time to structure academic and emotional support to students to promote positive behavior, relationships and encourage hard work and interests to build activity, reviewing school expectations, citizenship activities and other related exercises that a foster positive and collaborative school climate.

Provide a synopsis of the planned curriculum, including:

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

CEAs curriculum is based on the North Carolina Standard Course of Study for English Language Arts, math, science, social studies, guidance, healthful living, technology, and world language etc. The comprehensive curriculum guideline can be accessed at <http://www.dpi.state.nc.us/curriculum/>. CEA has more programs in the area of Chinese language and culture. Our teaching method will be different than regular school, that Chinese language immersion for special desired students.

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As we manage our school, we will be guided by the rules of the North Carolina Department of Public Instruction(NCDPI). It is very important to give each student of all levels the support and encouragement they need, especially if they are falling behind academically. We will hire very experienced teachers to develop an innovative and supportive curriculum for the students, we will keep them up with the other students as much as possible. When students are performing well over their expected level, CEA will have AIG program. Students can be nominated by their parents, teachers, or by themselves. Then, the students will need to pass AIG test in order to get service by AIG program. A variety of achievement, aptitude/intelligence assessment tools will be available to meet each individual students needs. At all levels students, at-risk and exceptional students, CEA will encourage them to have an open vision, study hard, not to be afraid of difficulties, venture into the unknown world, have compassion, build team spirit and creativity to achieve the mission for all our targeted student population.

CEA is fully aligned with NC Accountability Model. Students will take all state required tests, such as End-of-Grade (EOG) and exams for math, reading, writing, and science. The information about NC Accountability Model can be accessed at <http://www.ncpublicschools.org/accountability/>.

A student portfolio is a compilation of academic work and other forms of educational evidence assembled for the purpose of (1) evaluating coursework quality, learning progress, and academic achievement; (2) determining whether students have met learning standards or other academic requirements for courses, grade-level promotion, and graduation; (3) helping students reflect on their academic goals and progress as learners; and (4) creating a lasting archive of academic work products, accomplishments, and other documentation. The portfolio will be maintained by the homeroom teacher, and other teachers will be involved also.

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

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

Elementary school is the foundation of education. The teacher is an important facilitators and coach of learning in this stage. CEA will expect teachers to explain purpose of the school through the curriculum to deliver all information and knowledge to students. CEA's mission is to provide students from all races and all socioeconomic backgrounds an opportunity to grow into international citizens with a solid education foundation from our community. In order for this to happen, the teachers will be expected to innovate and explore learning strategies, and the process of learning and expectations based on individual students need. The teacher will also be

trained in interdisciplinary and collaborative approaches to learning to assist students in being collaborative learners and cross-curricular connections. Teachers will collaboratively work together on each grade level and cross grade level, striving for the best plan for students learning. The school will use an advisory model: first-year teacher will be partnered with an experienced teacher. All teachers will also be expected to use the model to promote positive integrations between students and a school environment supportive of learning.

Appendix B provides a curriculum outline for the subject; Chinese Language Arts from K-8 in CEA. This curriculum is based on the text book series published by "Young Chinese". The detailed content of this textbook can be accessed at this website: <http://www.youngchinese.com>. The publisher offers online classes and a variety of supplementary materials on the website, which offers excellent teaching or learning resources for teachers and students. The textbook actually encompasses all of the four language skills: listening, speaking, reading and writing, with a special focus on learning the language for communicative purposes. which is specifically designed for students who learn Chinese as a foreign or second language. The teachers will deliver this curriculum to our students who set off to learn Chinese to engage in daily conversation and interpersonal communication, to ultimately master Chinese.

CEA highly encourages all teachers to use hands-on, inquiry-based, collaborative learning/teaching strategies. Moreover, CEA as a Chinese language full immersion school, teachers should be equipped with knowledge and skills of instructional strategies that frequently used in immersion teaching. For example, teachers should use visual prompts, gestures, body language/movement/sound to illustrate the meaning of the word instead of directly telling the students the meaning in words. Students will always be encouraged to speak Chinese as much as possible, with limited English explanation for beginners. Students are also encouraged to speak and write as frequently as possible. Teachers need to assess and document students progress by using formative assessments methods. Teachers should be experts in classroom management and are skilled at arrange student to different groups to the needs of the instruction.

All of these, the school strategy through the teachers specific implementation to deliver to students, accordingly promote students to reach the goals and ultimately achieve our mission.

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

CEA will follow the NC accountability model as a foundation for assessment and will include additional state testing and assessments to support the school's mission. CEA's instructional plan, educational programs and promotion requirements are designed for all students in different learning capacities and situations. The school will have four tests to show student performance and progress over four quarters yearly. Chinese language will follow ACFLT to teach and test. The teachers will also use formative assessments, classroom observations, and a well-designed comprehensive rubric for project work.

Each grade level as well as the principal will evaluate CEAs requirements to

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promote and graduate. The requirements and decisions for each individual students promotion or retention will be communicated to their parents. Every student will show participation in the presentation of the learning event in each quarter. Students work will be presented in different ways, such as online, in hallways, and throughout the community. Promotion from grade to grade will be based on a multitude of factors as we talked above, but not limited to student achievement in the classroom and state testing.

CEAs main purpose is to increase all race students learning opportunities to meet the global perspective. The instructional plan, educational programs, and promotion requirements are specifically designed to successfully transition each student to the next grade span. The comprehensive curriculum plan will not only provide students academically through rigorous and relevant curriculum, but will also ensure that students have appropriate personal social communication skills and leadership to align the school's mission.

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.*

CEA school hours are from 8:45am to 3:15pm. This is 6.5 hours a day at school. Teachers and students will have 30 minutes for recess and 30 minutes for lunch every day. CEA guarantees 185 days of instruction and 1025 minimum instructional hours in a year.

According to CEA's mission, the school has designed an efficient and suitable year-round calendar. If the school is to create a global educational environment through language and multicultural programs, we must provide a convenient time for the students that considers travel time. The four vacations provide enough time for many meaningful extra-curricular activities to experience culture differences in different seasons, such as going to China for a visit to avoid peak travel.

The year-round calendar will provide a reasonable learning period broken up over the course of the year and suitable young students to study. Meanwhile, it will help teachers make rational and efficient decisions to develop stage for yearlong teaching activities and planning to achieve our goals and mission.

Special Programs and "At-Risk" Students

1. *Describe the methods and clear systems of prevention and intervention teachers will utilize to provide assistance to students that are not performing at expected levels: ensuring continued progress and academic student growth.*

CEA believes it is very important to give each student the support and encouragement they need, especially if they have or are falling behind academically. CEA will first implement a widely used and research-based model, Response to Intervention (RTI) for the early identification and

support of students with learning and behavioral needs. High quality, research-based instruction, ongoing student assessment, tiered instruction, and parent involvement are four essential components of implementing RTI.

In Tier 1, all CEA students will receive high quality and research-based instruction. All students are screened on a periodic basis to establish learning and behavioral baseline to identify struggling students. The struggling students will have supplemental instruction during the day in their regular classroom. These students performance will be tracked regularly by teachers, assistants, administrators, and parent feedback. Grades, behavior, and learning trajectory are some of the factors that will be considered when looking for "at-risk" behavior in the Tier 1 population. Furthermore, to identify groups of students who may be falling behind, performance will be measured across different classes of the same grade and subject within CEA (i.e., each teachers performance will be compared) and within the same grade and subject within the school system. If the struggling or "at risk" students do not respond well to the supplemental instruction, students may consider being moved to Tier 2. Students that are escalated to Tier 2 have been identified as "at-risk" students needing more help. If the supplemental instruction helps the student progress academically and/or behaviorally, the student will be still in the regular classroom and will not be moved to Tier 2.

In Tier 2, struggling students will be provided with increasingly intensive instruction in small groups based on their individual needs. Teachers will spend time in a small-group setting to focus on a specific subject or general education tools to get a student back on track. If necessary, resources outside of school, such as professional services, will also be recommended to parents. These students will require a monthly update on progress, to determine whether they may need increased attention. In Tier 2, CEA will support and implement programs similar to Wake County's current elementary school intervention services, including, Helping Hands Mentoring Programs and Positive Behavior Support/High Expectations. Students who do not respond well to Tier 2 services will be moved to Tier 3 for more intensive.

CEA will provide Tier 3 students with individualized and intensive support and work closely with teachers, parents/caretakers, and administration to monitor progress. In Tier 3, CEA will support and implement Wake County's current elementary school intervention services, including, K-5 Intervention Teachers, Personal Education Plans (PEPs), Tuition Childcare Programs, and Supplemental Services Programs. Additionally, teachers and volunteers will rotate to provide individualized tutoring. Parents will be strongly encouraged to take an active role in getting students extra academic attention. Progress tests will be conducted bi-weekly. For students whose academic performance does not improve, external options, special education will be recommended. Special education teachers may provide individualized Education Plan (IEP) to better meet individuals need. If needed, professionals outside of CEA, such as speech pathologists, audiologists, school psychologists, will be employed to provide services to students in need. we also encourage parents to get assistance outside of school to help students progress.

These steps will provide school administration and staff with information to ensure that all students continue progress and academic growth.

2. *Explain how the instructional plan and curriculum will meet the needs of English Language Learner (ELL) students, including the following:*
 - a) *Methods for identifying ELL students.*
 - b) *Specific instructional programs, practices, and strategies the school will employ to ensure academic success and equitable access to the core academic program for ELL students.*
 - c) *Plans for monitoring and evaluating the progress and success of ELL students, including exiting students from ELL services.*

Part of CEAs mission is to provide a global education to students in the community. Thus, it is highly likely and even encouraged that ELL students will be present at the school. CEAs goal is to primarily support the development of English language skills to ELL students, and secondarily, integrate these students into the classroom for the benefit of the student and his/her peers.

Like what students Home Language Survey result shows, all students who do not speak English, as a primary language at the home will be required to complete the standard placement test, the WIDA Access Placement Test, to assess ELL eligibility. Furthermore, teachers in the classroom can also identify students who may need ELL support, but did not qualify prior.

Students who qualify will be enrolled in the appropriate ELL programs, based on level of need (e.g., beginner or advanced). At least one certified and highly qualified ESL teacher will be hired to serve all ELL students at CEA. The decision to enroll students into ELL program or exit from the program will be explained to parents by the ELL teachers and classroom teachers. An ELL teacher will pull qualified students out daily for small group instruction based on testing results. Students who reached the same proficiency levels with their English Language peers may consider exiting the service by taking ACCESS test. However, those students English language proficiency will continue to be monitored for two years.

Progress in ELL must be continuously monitored so students can get additional assistance. Progress of language skills, cultural adaptation, and community integration will be closely monitored (i.e., bi-weekly or monthly) and reported by teachers to parents and school administration. Communication between parents and teachers around a students progress is a critical step in ELL. Finally, due to CEAs mission, we believe that ELL students and non-ELL students should be integrated to foster a community of globalization and cultural understanding. Though ELL students may need different classes or instruction at times, we will make all efforts possible to integrate ELL and non-ELL students when appropriate so that these students may cross cultural and language barriers in both directions to achieve multi-culture leaning. The ELL teaching strategies are more or less the same no matter to teach ELL students or Chinese as a second language in a full immersion school at CEA. The teaching strategies are mentioned in the section of "primary instructional strategies." In addition, teachers should use a lot of physical movement and multimedia in explaining the meaning of a word or to present information. Teachers should encourage students to speak and use the language as often as possible. During the process of listening, speaking, reading, and writing, students language proficiency will be built up.

3. *Explain how the school will identify and meet the needs of intellectually gifted students, including*

the following:

- a) *Specific instructional programs, practices, strategies, and opportunities the school will employ or provide to enhance their abilities.*
- b) *Plans for monitoring and evaluating the progress and success of intellectually gifted students.*

When students are performing well over their expected level, it is beneficial for the students academic, intellectual, and peer/social needs to have a more challenging academic experience. At CEA, intellectually gifted students (commonly referred to in North Carolina as Academically or Intellectually Gifted, or "AIG") will be identified in the classroom.

CEA will have AIG program to meet the AIG students needs. A part-time certified AIG teacher will be hired for the first year. If AIG students grow, a full-time AIG teacher will be hired. Teachers, parents, or any other school personnel can nominate the students that they think the student might qualify for AIG program. The referred student will have to take aptitude (Cognitive Abilities Test-CogAT) and achievement assessments (Iowa Test of Basic Skills-ITBS). Students work samples, EOG and EOC test scores, and all learning and behavioral evidence will be considered for the decision. Students qualified for AIG program will have a unique learning plan developed by teachers and administrators, with support from parents. This will be implemented in accordance with state policies on curriculum.

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

If parents, teachers, and administrators agree, the student can be enrolled in an advanced curriculum or receive special instruction. It may include, generally, small-group sessions, individual teacher support, extracurricular programming, push-in, or pull-out programs for the student.

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

Exceptional Children

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

Identification and Records

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

In the Child Find process, upon enrollment, CEA will identify students who have previously had special education services or are protected under Section 504 of the Rehabilitation Act. Students parents will be asked to bring the special education documents to CEA from their previous educational institutions. Two full-time special education teachers, homeroom teachers, parents, and administration team will work together, review the most recent IEP or 504 plan, and develop a new IEP or 504 plan based on students current needs, appropriately following the state and federal requirements. If parents or guardians disagree with any assessment or placement, an impartial hearing will be conducted. If parents or guardians still disagree, a new procedure will be made available.

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

The process for identification will include a referral meeting, eligibility meeting, IEP meeting, and reevaluation determination. Teachers and parents will complete and review a supplemental screening information form, including observations on academic, instructional, and behavior traits. Attendance, past classroom performance, standardized test performance, and any remedial/intervention/external services will be recorded. Based on this information and a questionnaire provided by the parents on the students other character traits (i.e., strengths, communication skills), the school will determine eligibility for placement. Reevaluation meetings conducted as necessary. Parents will be consulted and communicated with throughout the entire process. CEA will be in compliance with Parents Rights under IDEA and given notice containing a full explanation of the procedural safeguards available to them.

CEA takes confidential record-keeping very seriously. All files, discussions, and education plans will be kept in a locked office at CEA, under administrative oversight. These files will only be available to those

legally privy, and will require written record that they were reviewed. All school administration and teachers will be expected to be in compliance and will receive training and follow-ups, as necessary.

At CEA, two full-time and fully certified special education teachers will be hold accountable for special education services and 504 plans. Special education teachers will handle the documentation and records, and administer the eligibility assessments, IEP meetings, 504 plans, and all the other related services, in strict compliance with state and federal special education law and requirements. To obtain records from previous schools, CEA will request, in writing, to the appropriate schools administration and/or registrar. The decision of educational placement for exceptional children must be based on individual students needs.

Exceptional Children's Education Programming

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

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

Depending on the disability, students who fall under the Special Education Services their Individualized Education Plans. For those students who are not qualified for special education, 504 plan may be developed to meet the individual students needs. The goals are all measurable. Children with disabilities can freely access to school building, cafeteria, gym, bathroom, and playground. Classrooms will be equipped facilities to meet the needs of the students with disabilities. Specifically at CEA, two qualified and experienced special education teachers will be hired to facilitate the learning of Exceptional Children. Resources specific to the disability (e.g., books, software, or electronic learning tools) will be acquired. CEA will insist that exceptional students should be placed in the least restrict learning environment. Budget will be made available for all necessary Exceptional Children services, including but not limited to school psychologists, trainers, and additional resources to enhance the Exceptional Children learning offerings at CEA.

Students with disabilities will be ensured a Free and Appropriate Public Education (FAPE) at CEA, according to state and federal laws. This includes giving notice to parents on any changes proposed to the Exceptional Childs learning plan. Furthermore, it includes an education that addresses the academic and functional needs of the Exceptional Child, which can include books, online resources, tutoring, teacher training, certifications, and generally ensuring the environment is conducive to learning for an Exceptional Child. All teachers and administrators at CEA will undergo the

appropriate training and continued education to ensure compliance.

The individualized education plan will be monitored by a progress report completed by the students teacher on a bi-monthly basis. Parents, general education teachers, special education teachers, and school administration will review these reports. Any issues or flags that arise will be addressed immediately.

Student Performance Standards

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

Student performance is a top priority for CEA education. CEA will follow the performance standards process as defined by the READY Accountability Model. This includes setting goals, monitoring progress, and taking action as necessary.

Goals are all measurable. CEAs goals include: (1) 90% EOG and EOC scores above those of the state average; (2) 95% maintaining high levels of attendance; (3) maintaining regular parent- teacher contact and updates (e.g., no less than monthly updates); (4) maintaining positive grade trajectories and a minimum grade of 65; (5) incorporating the use of education technology when applicable; (6) incorporating a cultural or language element into multiple core classes. Goals will be broken down into quarterly or bi-monthly metrics and tracked against actual progress. If a student is at risk in one or more areas this allows for early detection and correction. Administration will communicate with teachers on a regular basis to ensure all classrooms are making adequate progress. If a specific classroom or subject at the school falls behind, an improvement plan will be instituted and the teacher(s) will be supported and communicated with closely. If performance standards fall behind due to poor teacher performance, additional actions such as suspension or termination may be necessary, pending approval from the administrative team.

Promoting students from one level to the next will require a pass rate on the standard test administration and students work samples and portfolio for each subject. Although The final decision of promotion or detention is on the school principal, teachers, parents and students input should also be considered before making a decision. Students with special needs may be eligible for an assessment with accommodations. Exit standards for graduation all students will require a passing grade on all required core classes and standard test administrations (i.e., EOG/EOC testing in all subjects). For third grade and up to the eighth grade, students who do not pass EOG will be required to have NC Read-to-Achieve program. And for Kindergarten to second grade students who do not have EOG or EOC testing,

their reading and math should reach the end-of-year goal. For example, kindergartners should reach level E in reading. The at-risk population will be closely monitored and any ongoing issues will be confidentially communicated to following grade level in compliance with school and state policy to ensure continuity in care.

Homeroom teachers will take students attendance every day. If a student constantly misses more than three school days without excuse, it will adversely affect students achievements and the child is likely to fail or repeat, the teacher or principal will notify parents as well.

For students who have been previously home schooled or moved from another country, the administrator will give students formal assessments in order to put the student in appropriate grade level. The assessments have been discussed in the section of "Curriculum and Instructional Design."

Student Conduct:

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

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

Be sure to include:

- 1. Practices the school will use to promote effective discipline.*
- 2. A preliminary list and definitions of the offenses which may result in suspension or expulsion of students.*
- 3. An explanation of how the school will take into account the rights of students with disabilities in regards to these actions that may or must lead to suspension and expulsion.*
- 4. Policies and procedures disseminating due process rights, including grievance procedures, for when a student is suspended or expelled.*

Student conduct can make or break a learning experience for young students. At CEA, our goal is to ensure a safe and positive learning environment for all students. We will develop a student/parent handbook to be distributed at or prior to orientation with specific expectations, rules, and guidelines for the school. This handbook will require a written and signed acknowledgement from each household that parents have reviewed the handbook with their children and understand the expectations. The handbook will include sections such as admissions/assignments, transportation services, student health, bullying, safety and emergency, and code of conduct policies (note: these are samples). Within the code of student conduct, policies on discipline, harassment, bullying, drug search, use of electronic resources, and punishment will be detailed. Teachers and administrators will be trained and tested on these policies every year, prior to the start of the school year. There will be refresher courses offered during the school year. Teachers have responsibility to model students that pose a discipline or safety issue for the school will be addressed in multiple phases (i.e., first offense results in a call to the parent, second offense results in a remediation plan, third offense results in suspension, for example). But if the students behavior brings severe danger to all other students and teachers, the immediate suspension will be executed, such as bringing weapons or drugs to schools, or sexual assault. At CEA, we believe in the

importance of parent-teacher communication to prevent student conduct issues and to ensure a safe learning environment. Teachers will be expected to openly communicate with parents and parents will be expected to be actively engaged. This is a way to ensure students get the support that they need to make sure conduct is not a problem in the classroom. A preliminary list of offenses that may result in suspension or expulsion include: (1) possession of narcotics, alcohol, controlled substances, chemicals, or drug paraphanelia; (2) gang related activity; (3) possession of weapons or firearms; (4) assault on a student, teacher, or other school administrator; (5) bomb threat or act of terror; (6) repeated physical aggression, fighting, bullying, or harassment.

The school will provide due process rights and grievance procedures (please see next section Governance and Capacity, #9) prior to removing a student from school. This includes conducting a full investigation in a timely manner (e.g., one to two school days) before suspending a student, notifying parents for the reason for suspension, allowing students the opportunity to obtain textbooks and homework during suspension, allowing alternative education services when available, and allowing appeals for long-term suspensions.

The school will take into account the rights of students with disabilities in compliance with state and federal laws. First, special education teachers and homeroom teachers need to determine whether the misconduct is caused by the disability that the child has. Then, a full investigation by an objective team will be conducted on the basis for suspension, and a psychologist, special education teachers and homeroom teachers may be interviewed or asked for assistance. According to the NC state law, a suspended student is entitled to alternative educational services during the period of suspension from school. If the child has an IEP, he or she is also entitled to receive special education services even if the suspension is longer than 10 days. The services may not be in school, but will be beneficial for the student to reach the IEP goal.

Section III: Education Plan Concerns and Additional Questions		
<p>When you describe classes being taught in Chinese do you mean total immersion of Chinese? Explain how this will work in math. Written numbers will be in Chinese? How will you accommodate for students not coming with a Chinese language experience? Total immersion in math even though these EOG test are in English? The research piece included does not apply to this section.</p> <p>Do you mean summative instead of assumptive assessment?</p> <p>Concern noted of many grammatical and spelling errors throughout application. These students will be using a Chinese curriculum and fully immersed in math and then expected to take the NC EOG in mathematics. How does the goals and objectives align to the NC Standard Course of Study? What kind of support will be given to students with homework since the majority of the parents will not speak the language?</p>	Buffy Fowler	Instructiona
<p>As previously mentioned, what remedies are in place to ensure students without a solid Chinese language base can still be successful at CEA?</p> <p>What are assumptive assessments?</p> <p>Although the applicants outlines course offerings, what is the instructional method used at CEA?</p> <p>Is there documentation to support the research claims outlined?</p>	Nicole Charles	Instructiona
<p>I don't recall the specific dialect of Chinese referenced, as there are many dialects spoken in China.</p>	Jonathan Bryant	Instructiona
<p>Why was the Chinese math program chosen other than the language in which it is written? Since Core Knowledge Science is not a completed program, what will be used to instruct in science?</p> <p>Please clarify what the method of instructional delivery is preferred.</p> <p>Other than the portfolio, are there additional ways of formative assessment that will measure student progress?</p>	Jennifer Gnann	Instructiona
<p>What changes were made from a year ago to the application? I felt the application was close to being ready in the last round.</p>	Steven Walker	Instructiona
<p>More details are needed around how the instructional program and model meets the needs of targeted student population.</p> <p>Beyond teacher created assessments, will the school use nationally-normalized tests or create school-wide assessments that benchmark students' progress towards grade level proficiency on the EOGs?</p> <p>How will subjects instructed solely in the Chinese language incorporate English language skills? Vocabulary acquisition is a major component of student success on assessments.</p> <p>What is meant by "assumptive assessments"?</p>	Stephanie Clark	Instructiona
<p>Which classes will the 3 assistants be working with?</p> <p>Will all core teachers speak Chinese or will students be changing classes? in all grades?</p> <p>Another figure is included stating that students will perform above the state average.</p> <p>You describe your school as diverse. How will you ensure you applicants are from a diverse pool?</p> <p>Explain what is meant by " that Chinese language immersion for special desired students"?</p>	Buffy Fowler	Curriculum a
<p>The applicant fails to identify the primary instructional strategies.</p>	Stephanie Clark	Curriculum a

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<p>The section regarding promotion and retention is very vague. This may cause room for interpretation and and increase in parent concerns regarding a student's promotion or retention due to a lack of official policy.</p> <p>How does the school intend to provide a robust calendar of professional development for staff when there are only four (4) teacher work days calendared?</p>		
<p>Why is math taught in Chinese? How will this translate to American assessments?</p> <p>Can the applicant indicate how the ACTFL curriculum will meet standards for NC by providing scope and sequence and instructional methods?</p> <p>How large are the class sizes?</p> <p>Why did the applicant chose a year round school calendar?</p>	Nicole Charles	Curriculum a
<p>How will CEA guarantee the student diversity that it references? Curriculum outline shows very little information.</p> <p>If inquiry based learning is "highly encouraged" but not required, how will you ensure that the integrity of the program is maintained throughout the school?</p> <p>The applicant should provide a scope and sequence aligned to NC Accountability Model. The one provided aligns with ACTFL.</p> <p>Why as a year round calendar selected? How will it benefit the students?</p>	Jonathan Bryant	Curriculum a
<p>What will be done specifically in each Tier? Wake County's plan is referenced but there is no specifics on how this school will provide tiered support and what interventions will be used.</p>	Glenn Allen	Special Prog
<p>Tier 3 describes intervention teachers but no intervention teachers were described in the staff list mentioned earlier in application.</p> <p>Where are the following strategies listed in the budget: Tuition Childcare Programs, and Supplemental Services Programs</p> <p>Where is the ELL teacher listed in the budget?</p> <p>Where is the half time AIG teacher is not listed in the budget?</p>	Buffy Fowler	Special Prog
<p>What methods will be used to identify students requiring additional support?</p>	Jennifer Gnann	Special Prog
<p>What's process for identifying and referring students needing IEPs?</p> <p>Can the applicant further explain the ELL process given the unique full immersion structure?</p>	Nicole Charles	Special Prog
<p>What is the timeline for the school to engage a student through the full RTI process (Tier I - Tier III)?</p> <p>What research was conducted to make the determination of the services and support that will be provided to ELL and AIG students?</p> <p>With this school's mission focusing on bilingual education, what robust and comprehensive services will the school provide ELL students, understanding that they are now immersed in three languages?</p>	Stephenie Clark	Special Prog
<p>Section does not provide enough details to determine an understanding of state and federal requirements regarding 504 plans and accommodations.</p> <p>Since the school will be implementing the RTI process for at-risk students, this EC identification process should include elements mentioned in the previous section.</p>	Stephenie Clark	Exceptional
<p>Responses do not provide adequate information to ensure school is aware of all identification procedures.</p>	Buffy Fowler	Exceptional
<p>What's the procedure to contest IEP or 504 plan issues?</p> <p>Can the applicant articulate the difference between and IEP and a 504 Plan and distinguish between the identification protocols?</p>	Nicole Charles	Exceptional
<p>What is your child find process? You only mention you will follow laws. You</p>	Glenn Allen	Exceptional

mention an impartial hearing that would be held if there are differences in opinion. How will the IEP Team make decisions regarding disagreements? Who will be responsible for requesting records? You mention that parents will be asked to provide records.		
EC and 504 are quite different. How do you intend to meet the unique individual needs of all students? Does your school plan to offer the full continuum of service?	Glenn Allen	Exceptional
Application lacks evidence of knowledge of providing services to students in the exceptional children's program. No description of how the full continuum of services would be provided.	Buffy Fowler	Exceptional
Applicant does not describe a proposed plan for providing related services to students who qualify. How will the school ensure that a student's lack of language acquisition (Chinese instructed classes) does not serve as a barrier to educational success and also is not an underlying reason for a student to be referred to EC services?	Stephenie Clark	Exceptional
Still not sure that this school has a clear mission.	Jonathan Bryant	Exceptional
Is there a rubric or standard for requirements of student work samples in the portfolios for each subject in order for a student to be promoted to the next grade level? What happens if a student does not pass an EOG test? Will they still be retained? How is the possibility of retention communicated to families throughout the school year? EOG scores are not released until the end of the year. Read-to-Achieve is not a program, but a state mandate/law. Additionally, it only applies to third grade students and their reading EOG scores. Students who receive exceptional children services should be promoted based on meeting the goals outlined in their IEP.	Stephenie Clark	Student Perf
"90% EOG and EOC scores above those of the state average" How does this align to prior goals written within this application? These goals seem to be different than the goals listed in question 2 of the Mission, Purpose and Goals section. What is considered "high levels of attendance?"	Buffy Fowler	Student Perf
What measures are in place to help balance the applicants "top priority" of student performance and it's mission of providing bilingual education and cultivate creative students with global perspective? How will these goals be measured? What is the time line for goals given that teacher performance is measured through student achievement?	Nicole Charles	Student Perf
I would like to see goals that are a little more concrete rather than just exceeding the state. I am unsure what "90% EOG and EOC scores above those of the state average" means.	Steven Walker	Student Perf
What is the timeframe for achieving stated goals? How will a baseline for progress be established? What assessments will drive instruction? How will data of student growth be established?	Jennifer Gnann	Student Perf
Who is responsible for student behavior/enforcement?	Jonathan Bryant	Student Cond
What is your process for discipline of students with disabilities? The information here is vague. Will the IEP Team be involved in decision making?	Glenn Allen	Student Cond
"to model students that pose a discipline..." do you mean monitor? What will be done with the student during the one to two investigation before suspension?	Buffy Fowler	Student Cond
Section does not include definitions with the list of offenses that may result in suspension or expulsion. What is the code of student conduct that will be communicated to students? How does this align with the school's mission and vision?	Stephenie Clark	Student Cond

Reviewer	Score
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Alan Hawkes	
Alex Quigley	
Alex Quigley	
Buffy Fowler	Fail
Cheryl Turner	
Kenneth Tucker	
Stephenie Clark	Fail
Lynn Kroeger	
Glenn Allen	
Jonathan Bryant	Fail
Jennifer Gnann	Fail
Steven Walker	Pass
Nicole Charles	Fail

IV. GOVERNANCE and CAPACITY

(No more than ten total pages in this section)

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

Governance:

Private Nonprofit Corporation:

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

Name of Private Nonprofit: CE Academy

Mailing Address: 101 bridlebit Ct

City/State/Zip: Cary NC 27513

Street Address: 101 bridlebit Ct.

Phone: 919-468-1924

Fax:

Name of registered agent and address: Heli Chu
101 bridlebit Ct.

FEDERAL TAX ID: 47-5089576

Tax-Exempt Status 501 (c)(3)

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

Yes (copy of letter from federal government attached: Appendix D)
 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?
Jason	secret	DURHAM	5500		

Mercer	ary		Fortunes Ridge Drive #73B, Durham, NC 27713		
Ellis Parks	vice chair	WAKE	5217 nobleman trail, Knightdale NC		
Jianyu Lin	board member	WAKE	1202 Branum Ct. Apex NC, 27523		
Bryce Roberts	board member	WAKE	113 Solstice Circle, Cary, NC 27513		
Aldo Valenti	board member	WAKE	106 Kylie Savannah Ct. Cary, NC 27511		
Grace Chen	treasurer	ORANGE	101 Chippons Dr. Chapel Hill 27514		
Heli Chu	board chair	WAKE	101 bridlebit Ct. Cary, NC 27513		

Please provide the following in this location of the APPLICATION:

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

The Board of CEA consists of professionals with backgrounds in different fields: education, technology, accounting, and business. They share a common passion for the empowerment of education and its effect on building communities. The Board will work with the lead administrator, and the lead administrator will manage all administration teams in building an excellent school for the students and parents in the community. The Board will monitor and evaluate specific measurable goals regarding academic performance and achievement, finances, operations, and governance etc. to ensure success. The Board will also hire, supervise, set compensation, and terminate the Lead Administrator.

The Board will be responsible for CEA in ensuring full compliance with the North Carolina Charter School laws. The responsibilities and duties of CEA Board are outlined in the bylaws (Please See Appendix G for the details).

The board will fulfill five major responsibilities: setting direction,

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establishing an effective and efficient structure, providing support, ensuring accountability, and providing community leadership as advocates for children.

The Board of Directors will be responsible for developing guidelines and supervising the achievement, management and operation of the school. The Board will write policies and monitor legislative updates to remain in compliance with State law and best practices. The Board will also oversee all of the policies and programming to reflect the educational mission and objectives of the school.

The Board will be responsible for hiring the best lead administrator (principal). The lead administrator will lead the head of each department of the school and promote the progress of meeting annual school goals for each group. The lead administrator will not be a Board member. He/She will be hired and terminated by the Board. The lead administrator shall develop and implement curricular activities and promote educational development of each student and the professional development for teachers, as well as facilitating and communicating between school and parents. He/She will report directly to the school Board.

The Board will be responsible for budget projection and ensuring that funding is sufficient. The Board will also review monthly financial statements to ensure sufficient funds are available to meet the schools mission. It will develop and maintain the balance of the school budget to ensure legal and financial obligations to the school are met.

The Board will be responsible for checking academic performance of the school to achieve the school mission and goals quarterly. That will include having a vibrant academic program, reaching EOG requirements for NC education standards, and ensuring the proper teaching methods are in place.

The Board of CEA consists of seven members, Chairperson, vice Chairperson, Secretary, Treasurer and Members.

Chairperson: The Chairperson shall preside at all meetings of the Board of Directors. He/She shall work closely with the Lead Administrator and the other Board members. The Chairperson shall coordinate and communicate between the Board and Lead administrator.

Vice Chairperson: The vice Chairperson will advise and assist the Chairperson to perform duties. If the Chairperson is absent, he/she will replace the exercise of authority.

Secretary: The Secretary shall record all meetings minutes of the Board. The secretary will also carry out some administrative tasks for the Board. In addition, he or she will observe and enforce the law of the school to ensure Board safety.

Treasurer: The Treasurer shall manage all funds for the school. The Treasurer will report directly to the school Board about monthly financial performance, including account balances, deposits, disbursements, and all other related matters.

Members: The Members will regularly attend meetings to discuss and vote

decisions to fulfill duties to achieve the school's mission.

- 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.*

Our founding Board of Directors have seven members, which consist of the Chair, Vice chair, Secretary, Treasurer, and regular members. They come from different areas of work. Jason Mercer, Ellis Parks, and Jianyu Lin come from educational domains. Bryce Roberts comes from the marketing research field. Grace Chen comes from the financial background of a university. Aldo Valenti and Heli Chu come from the computer science field. Some of them are leaders in their work place. They will bring their excellent talent to the school to build our special school atmosphere. They also are passionately committed to improving public education for students in North Carolina and eager to contribute to the success of the school. This composition of the School Board is diverse and talented, and under this leadership will deliver high-quality and successful supervision to our school. It will benefit the school, and the school leaders, as well as in all of the key stakeholders and parents. Our seven Board members live in the Research Triangle Area, representing the interests of students in different regions of the area. Many of them will send their children to the school to study.

The governing board will set the vision and goals for the school. They will also set the budget and decide spending priorities for school. The Board will oversee and monitor the educational and the operational progress of the school, and check and evaluate students progress. Meanwhile, the Board will provide guidance in the form of policy suggestions to administrators to ensure successful operation toward the mission of the school. All members will have the commitment to pursue the mission of the school, and maintain the financial, educational, and personnel aspects of the school.

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

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

The Board will regularly organize meetings to survey teachers, administrators, students, stakeholders and parents of school. These meetings will be communicated in a timely manner to the appropriate stakeholders to ensure participation. The data and comments from these surveys will inform the Board decision making on a range of school issues, ensuring all activity and performance toward the mission of our strategic planning.

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

the board?

The CEA Board started inviting members ten months ago. The founder Heli Chu recruited each Board members based on the need for their specific area of expertise. Some board members are language or elementary school teachers. Some board members have experience teaching Chinese. Some of them are marketing directors, finance managers and computer engineers. Some of them dedicated to the cause of education for many years. We select Board members that share CEA's mission to support the school conducting the international education and cultivating students to become global citizens. The various and diverse areas of expertise will be blended together to result in a strong, highly functioning board.

The replacement of board members is covered in Article 3, Section 3 of the bylaws (See Appendix G for details).

If a position of board is vacant, the vacant seat will be announced to the parents and local community with our standards regarding the type of person who is passionate, committed, honest, virtuous and conscientious. The current Board will first recruit replacements locally by candidates who demonstrate skill sets needed by and passion for CEA. New Board members will be nominated and voted on by the Board by a majority vote of the remaining Board members. After the procedure, the spot(s) will be filled as soon as possible, targeting within a month. The new board member will complete training and serve the school with all Board members to achieve the mission and goal of the school.

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

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

5. What kinds of orientation or training will new board members receive, and what kinds of ongoing professional development will existing board members receive? The plan for training and development should include a timetable, specific topics to be addressed, and requirements for participation.

The Board understands that new member training is of great importance to the school. There is critical training and orientation before a new member can to work. In order to ensure the quality and ability to reach the mission and goal of the school, the new member will receive school's mission, bylaws, articles of incorporation, the charter school application, the minutes of previous meetings, and the current financial updates etc. Also, they will receive governance training and related training on various topics as determined by the current board and the school attorney. The new members and the current board members both will attend workshops and all offered by the NCDPI Office of Charter Schools. A series of systematic training will be hosted to better understand the school's mission and their role responsibilities for the school's board members, ensuring the schools plan will meet the students, staff and stakeholders needs.

Founding board members will receive training beginning before the year that the school will open, and will continue the training monthly until the school opens in July. The topics covered will include the rules of the board, drafting board policy, North Carolina charter school law, review of the open meetings law, understanding the monthly financial statement, parliamentary procedure, establishing board polices, strategic planning and other topics. Board members will also receive governance training and

training offered by the office of charter school beginning immediately after approval of the application.

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

The Board members of CEA are carefully selected in order to find ethical, fair, honest, kind-hearted, charitable, professional, and dedicated members. Although we have a great team, the conflict of interest maybe impossible to avoid. The Board will formulate a policy to avoid a conflicts of interest for the school. Our Policy will be based on bylaws and the Director Conflict of Interest section of the Non-Profit Corporation Law NCGS 55A-8-31 to governing conflicts of interest. If conflict of interest arises, the Board will take the necessary action to eliminate any possible conflict:

The interested person must be given the opportunity to disclose all facts to the Board of Directors and members of committees. The governing Board will consider the proposed transaction or arrangement.

The Board will set up a meeting and the interested person may make a presentation for the governing Board or committee at the meeting. The Board will appoint a disinterested person or committee to investigate.

After serious investigation, the governing Board or committee will determine how to deal with the interested person and solve the possible conflict of interest, the best of their ability.

If the above efforts are not successful, the governing Board or committee will follow the laws to determine by a majority vote without interested person. The final vote will decide whether is best for the school.

So far it seems that the Boards existing relationships are harmonized, however, the above steps will protect and mitigate perceived conflicts ensuring that the Governing Board remains healthy and free from conflict.

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

In developing school policies, initial recommendations will come from committees, heads of school, and potentially parents based on whether our policies are meeting our mission, purpose, or the law.

All decision and policy making process will involve the faculty, school administration, school improvement team, stakeholders, and parents. First, the Board based on research, analysis, feedback, and special meeting etc. to address the issues regarding the school. Then the meetings will be organized in a way that invite debate and discussion, and also learn from other successful charter school boards experience to utilize their perspective and wisdom. After a full study and discussion, a suitable decision will be reached by vote from all Board members.

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

8. Describe any advisory bodies, councils, or associations listed in the organization chart or to be

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formed, including the roles and duties of that body, and the reporting structure as it relates to the school's governing body and leadership.

CE Academy will set up a Parent-Teacher Association (PTA) in the school. The PTA will assist in the planning of school-wide events pertaining to the academic and extracurricular success of the students through volunteering, fundraising, and establishing lasting community partnerships. The PTA will also aid in the planning and execution of fundraising events, sponsorship of school clubs and organizations, running of after school activities and classes, and the maintenance of the community garden.

The PTA will be established to provide a voice for parents and the community to the school. CEA will develop educational programs for school growth with PTA. The PTA will be comprised of the parents of enrolled students and teachers. The PTA will directly report to the assistant administrator or principal of the school.

The school will set up a Professional Learning Team (PLT) to create a specific learning atmosphere. The students will be share leadership, vision and values in the PLT, also PLT will make students to enhance imagination, curiosity, innovation, and collaboration of the students. The PLT will organize math club, science club, art club, Chinese brush painting club, Chinese sports and games and cultures club etc. in order to strengthen interest in the learning of the students. The PLT will consists of teachers and students, and report to the assistant administrator or principal of the school.

The CEA may set up Advisory Council or Committee if the Board considers necessary in special circumstances. The Advisory Council or Committee will be pointed by Board and directly report to the school Board.

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

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

Step 1. Talking and discussing the problem with the teacher or other appropriate member immediately.

Step 2. A parent or employee who wishes to file a grievance must first provide a request in writing to the Lead Administrator or other appropriate member of the administrative team. A meeting will be scheduled and the matter may be resolved at this time.

Step 3. If a grievance cannot be resolved directly with the Lead Administrator, the parent or employee may request, within 10 days of the action or incident, submitted the written to the Board. The Board has 20 days from receipt of that written notification to schedule and hold the requested hearing. The Board will provide written notice of the time and place to the parent or employee who filed the grievance, as well as the Lead Administrator and any other relevant personnel.

Step 4. The Board will communicate its final decision to all involved

parties within 30 days of the hearing. The Board will vote to get final decision. The final decision is the final step for all grievances.

Governance and Organizational Structure of Private Non-Profit Organization (continued)

Include in the Appendices:

1. A well-defined organizational chart showing the relationship of the Board of Directors to the parents and staff of the proposed charter school. This chart should also include lines of authority to and from any outside entity that will play a role in managing or supporting the charter school (such as educational service providers, advisory bodies or parent/teacher councils). (Appendix E)
2. A one-page resume from each founding board member and responses to the questions found on the Charter School Board Member Form (Appendix F).
3. The proposed by-laws, which must include a Conflict of Interest Policy for board members and a stated commitment to the NC Open Meetings Law (Appendix G).
4. A copy of the articles of incorporation from the NC Department of the Secretary of State. (Appendix H)

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

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

X Not Applicable

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

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

X Not Applicable

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

X Not Applicable

Projected Staff:

Outline below, a list of positions anticipated for the charter school; (e.g., principal or director; finance officer, administrative support staff; teachers (part-time and full-time); paraprofessionals/teaching assistants, clerical, and maintenance.). Be mindful that your predicted administration and staff match the projected enrollment noted in Section I, course offerings and align with the proposed budget.

We are planning the number of enrollments to be approximately 300 in the first year, approximately 500 students are targeted enroll in the following 4 years, gradually. Each staff position setting depends on the funding and students we have.

In the first year 300 students:

Full-time staff (26 staff)

1 Principal

1 Assistant administrator

1 Clerical

12 Core content Teachers

5 Specialty (non-Core) Teachers

3 Teacher Assistants

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2 Exceptional Children Teachers
1 Instructional Support

Part-time staff (5 staff)
2 Transportation Staff
2 Food Service Staff
0.5 pay Finance Officer
0.5 pay Clerical

In the second year 350 students:
Full-time staff (30 staff)
add 2 Core content Teachers
add 1 Specialty (non-Core) Teacher
add 1 Teacher Assistant

Part-time staff (6 staff)
add 1 Transportation Staff

In the third year 400 students:
Full-time staff (35 staff)
add 2 Core content Teachers
add 1 Exceptional Children Teacher
add 1 Specialty (non-Core) Teacher
add 1 Teacher Assistant

Part-time staff (7 staff)
add 1 Transportation Staff

In the fourth year 450 students:
Full-time staff (39 staff)
add 2 Core content Teachers
add 1 Exceptional Children Teacher
add 1 Specialty (non-Core) Teacher

Part-time staff (8 staff)
add 1 Transportation Staff

In the fifth year 500 students:
Full-time staff (43 staff)
add 2 Core content Teachers
add 1 Exceptional Children Teacher
add 1 Specialty (non-Core) Teacher

Part-time staff (9 staff)
add 1 Transportation Staff

Staffing Plans, Hiring, and Management

Include the following information for the proposed charter school:

There are two factors necessary for the building of a quality Charter School to recruit and retain high-performing teachers. CEA will take two strategies for recruiting and retaining high-performing teachers.

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1. We must have a quality management system to provide a teaching environment.

CEA will provide extensive teaching and training opportunities for teachers to learn and innovate from their instructional activity. The CEA's teachers will have 56 hours Professional Development training and total time spent on Professional Development and improve teaching will be over 150 hours for each teacher per year. The school will start the recruiting process for teachers through the school website, job fairs, online job postings and variety of modern media to get high-quality teachers for school. For the special Chinese immersion teachers, the school's first priority is to select the existing local teachers and teacher training institutions as the principle of recruiting teachers. If the local teachers are not sufficient, we will choose the training institutions outside immediate area. Additionally, the school will evaluate for teachers annually to ensure a quality team to achieve the goal and mission.

2. We must have a competitive payroll and benefits program to attract and maintain the teachers.

CEA will try to find more money to support teacher salaries. At the same time, we have to give rewards for good performance to encourage and retain. We will provide all of full-time staff: health insurance, retirement plan of the state, life insurance, disability, Medicare, and Social Security, also part-time staff: disability, Medicare, and Social Security. If we find extra funding, we will provide more benefits to teachers such as free lunch etc.

Teachers are the most important part of the school, so doing recruiting and retaining well are the keys to school success.

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

The Board of Directors, pursuant to North Carolina Statutes, will have the authority to hire and fire staff member by procedure such as discussion and vote etc. in the school. The Principal of CEA will directly report to the School Board. The Principal has the authority to recommend for the hiring and dismissal of all employees to the Board. This arrangement was reviewed and approved by the legal counsel for the North Carolina Department of Public Instruction and the State Board of Education prior to the submission of this application.

The Board will use the new employee screening process to make decision, and will also be responsible for setting the salary of the new employee. A simple majority of Board member votes will be needed to terminate the contract of an employee recommended for dismissal employee. An employee can appeal any grievance decisions if they are not satisfied. The CEA Board of Directors will hold official responsibility for the hiring and dismissal of employees.

The school employees will be paid from the school. The nonprofit Board Members will not be paid from the school. Board Members will not be employees of CE Academy Charter School as well as.

The Board of CEA is a policymaker who wants to plan the future of the school with a long-term perspective. The school's employees are the implementer of the policy, the interaction between the two will be the creation of a

successful school.

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

CE Academy has a formal hiring procedure for applicants. The first, through school website and social media etc. will detail the positions descriptions of the school request. The position descriptions will include minimum qualifications necessary, without regard to race, religion, sex, or handicap unrelated to the role. Then the principal and committee shall interview applicants before recommending them to the Board when have candidates. If candidates are presented to the Board, a simple majority of the Board will be needed to approve a candidates hiring. As candidates are accepted, every hired employee will sign an offer of employment and be checked for criminal history before the contract is completed. Applicants for core teacher will be licensed or eligible for licensure. The first 90 days of employment are considered an introductory period. During this period, the employee may resign from the CEA without reason and without notice. The Academy may terminate employment without cause and without notice. After the first 90 days, progressive discipline policies will be followed for new employee. Staff will be hired "at will" on a year to year basis. Extensions of employment offers are recommended on an annual basis.

For dismissing employees: any employee will be terminated immediately for any violations of a serious nature. A simple majority of Board member votes will be needed to terminate the contract of an employee recommended for dismissal employee, also employee can appeal any grievance decisions if they are not satisfied. The Board will follow the protocol established responsibility for dismissal of employees.

Every five years in the school the staff of the school will be required to be fingerprinted and pass a local and federal criminal background check with the FBI to ensure safety of the school.

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

For compensation, the distribution principle of the school is to reward good performance for all levels of employment. For base salaries, pay bands have been established to a minimum, midpoint and maximum scale by job. This will allow the employees income to grow with merit increases. Different positions requiring different skills, greater personal time commitment and/or exceptional performance will have different rewards. These rewards will be added to a positions base salary (Base Salary + reward = Total Salary). The rewards will range unequal from \$500 to \$10,000 per year.

CEA will provide all of full-time staff: health insurance, retirement plan of the state, Life insurance, disability, Medicare, and Social Security etc., also part- time staff: disability, Medicare, and Social Security etc.

The salary range for CEA as follow:

Lead Administrator: \$60,000 - \$75,000
Assistant Administrator: \$50,000 - \$60,000
Core Content Teacher(s): \$38,000 - \$65,000
Electives/Specialty/ELL Teacher(s): \$38,000 - \$65,000
Exceptional Children Teacher(s): \$40,000 - \$65,000

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Instructional Support: \$38,000 - \$65,000

Teacher Assistants: \$20,000 - \$30,000

Food Service Staff: \$10,000 - \$25,000

Transportation Staff: \$15,000 - \$25,000

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

When an employee believes his/her working conditions or her/his treatment is unjust or inequitable, the following procedure will be available to any employee who feels aggrieved:

Step 1. Discussion of the problem with the immediate supervisor or lead administrator is encouraged. If the employee does not believe a discussion with them is appropriate, the employee should proceed to 2.

Step 2. An employee who wishes to file a grievance must first provide a request in writing to the Lead Administrator or other appropriate member of the administrative team. A meeting will be scheduled and the matter may be resolved at this time.

Step 3. If a grievance cannot be resolved directly with the Lead Administrator, the employee must submit within 10 days of the action or incident, a written grievance to the Board. The Board has 20 days from receiving the written notification to schedule and hold the requested hearing. The Board will provide a written notice of the time and place to the employee who filed the grievance, as well as the Lead Administrator and any other relevant personnel.

Step 4. The Board will communicate its final decision to all involved parties within 30 days of the hearing, and the Board will vote to reach a final decision. The final decision is the final step for all grievances. If an employee resigns or is terminated from employment at the school, a 30-day notice should be given to the schools lead administrator or assistant administrator. As long as termination does not violate Federal or State law, an employee of CEA can resign or be terminated at any time.

CEA may need to discipline the employees. In the event, the school will determine in its punishment. Possible actions are: verbal warning, written warning, final warning and/or probation, suspension with or without pay, or termination. If termination has occurred, the school will give a 2-weeks notice. The Board will determine if these actions are appropriate and necessary.

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

During first two years of the school operation, the most positions of CEA will have dual responsibilities. For example, the financial officer will also hold a part-time clerical role, Chinese language teacher may also be a part-time math teacher, the athletic director may be a part-time physical education teacher, custodial workers may be part-time bus drivers etc. If a position has a dual purpose or dual responsibilities, the employee holding that position will be paid an adding of her/his base salary for any additional duties as needed.

So far the school funds will come from state, local and federal (EC). The school will seek more funds to meet needs. If we get adequate funds, we will

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manage all positions individually to benefit our staff.

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

CE Academy will provide qualified teachers for the anticipated number of special needs students. CEA anticipates at least 10% of our initial population will need specially designed instruction (according to Federal EC Funds). Two Exceptional Children (EC) teachers will be provided in the first year, as well as a high quality English Language Learner (ELL) and an Academically and Intellectually Gifted (AIG) teacher.

CEA will recruit experienced teachers who hold a teaching certification in more than one of the certification areas (EC, ELL, or AIG). We will select these special teachers from the regular teacher team or new applicants. If teacher certifications don't meet school requirements, we will provide opportunities to train them until they meet requirements. However, the school will promise our students that we will provide best teacher for them to study, in order to meet our goal and mission.

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).

CEA Board understands that a high quality school comes from a high quality team. All CEA staff will be held to the high quality standards by carrying out the school's mission and reaching their expected goals. We not only believe education is important, but we pay attention to practical ability, professional skill, and work ethic. All CEA Administrators and teachers will hold Bachelors Degree and up, 70% of teachers will be licensed, and EC teacher will have more than one certification. The appropriate licenses will be in strict compliance with the license requirements established by NCDPI and the SBE.

Teachers (Core Teachers, specialty Teachers, and EC Teachers)

- * Create a classroom climate, and delivering contents and instructions to conductive learning.
- * Set up lesson plans to fit the needs of every individual student.
- * Professional development in the unique instructional delivery techniques.
- * Communicate school requirements to parents and students.
- * Maintain student records, including works and grades, etc.

Teachers assistants

- * Support classroom teachers through teaching, small group instruction, some trivial matters, and any other needs that may arise.
- * Support EC teachers complete teaching and work with "at-Risk" students.
- * Attend school training, and working towards a license.

Office assistants

- * Experienced in interpersonal communication skills, will coordinate with staff members, students, parents, and community members.
- * Responsible for front desk service and the daily business, having experience for office work.
- * Responsible for managing student records and school volunteers.

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Lead Administrator

- * Supervise and manage school operation and staff. He/she is in charge of accountability.
- * Planning and implementing staff professional development (PD), taking responsibility for professional growth and development of instructional staff.
- * Supervising and coordinating school personnel, including conducting interviews and evaluating staff.
- * Ensuring school is in compliance with NCDPI teaching regulations to develop, and oversee school marketing and financial operation.

Assistant Administrator

- * Assist the Lead Administrator to complete the specific needs, such as arrangements for maintaining teacher's license and Professional Development, etc.
- * Manage attendance, setting employee, family calendar, etc.
- * Directly report to Lead Administrator.

Financial Officer

- * Comply with State and Charter School finance regulations to strictly ensure adequate internal controls.
- * Processing all checks and regional receipts for school finances, and will report to the Board of Directors monthly.

Staff Evaluation and Professional Development

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

The head of school will follow NC education law to maintain a valid teaching license for teachers and accomplish professional development. All teachers will be responsible for attending mandatory PD training and maintaining their PD records.

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

CEA will cultivate learners to become creative students with a global perspective, having independent thinking, curiosity, imagination, innovation, collaboration, and excellence. This mission not only requires teachers with passion and a vision, but also needs to have professional teaching skills. All new teachers in the school will be assigned goals and a mentor who will work closely to develop instructional teaching lessons. The mentors will also observe and provide feedback to the teachers at least four times a school year. The school's lead administrator will supervise and manage teacher evaluations twice a year, as well as license renewal, all of the professional development programs are in compliance with the requirements of NCDPI.

The school will seek extra funding for professional development programs in order to provide more opportunity for teacher training and awards, as well as other benefits for retaining them. We will keep over \$100,000 surplus of revenue every year in case we do not find any extra funding for improve

school teaching.

In addition, since we are a Chinese language immersion school and may need dual language teachers, we may hire some foreign teachers for a few semesters. Both teachers will learn from each other, and they will discuss how to improve the teaching methods, that will help the school to fulfill our mission.

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

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

The school will plan professional development focusing on teaching that will enhance the instructional program at the school to achieve our goal, and more importantly can develop each teacher's ability to implement the Core Knowledge Sequence. Every educational program should have a quality teacher to implement it, and quality teachers come from an effective professional development plan. The school will set up internal training for instructional staff, including the principal or administrators enter into classroom to observe. The mentor gave new or unskilled teachers training, and grade level groups discuss meeting etc. As a new Chinese-English immersion bilingual school, Chinese and English teachers will work together to create a thriving bilingual school culture, while they follow schools training process. The professional development staff discussion will be set up every Thursday 3:30-5:30 pm. The school will also build relationships with local colleges and universities to train our teachers. The training will provide opportunities to improve our staff's professional teaching skills.

Plenty of training and professional development will be necessary to support the effective implementation of the education program. The teachers who complete sufficient training will improve on their professional competence and skills in class.

- 4. Provide a schedule and explanation of professional development that will take place prior to school opening. Explain what will be covered during this induction period and how teachers will be prepared to deliver any unique or particularly challenging aspects of the curriculum and instructional methods.*

The Board will schedule one or more planning sessions for the instructional staff prior to the start of the school year. Steps will be taken to provide monitoring and evaluation of the teachers classroom instruction, orientation, delivery, student achievement, student engagement, classroom management, organization, etc. These sessions will be followed up by an inspection by the school's leaders no later than the week prior to the start

of the school year. The school will check the staff's preparations in each of the above areas. The school will work with the teachers to plan for the best ways to present the school curriculum and the instructional teaching for students and parents, also checking course material will be readily understandable to the students. At the same time, the school will make extensive online opportunities for staff instructional development, teachers will receive basic training for academics, peaceful classroom curriculum, health and safety, as well as Employment Handbook, etc. These steps will help schools staff to jump-start their professional development, and will make better for the schools successful operation and the fulfillment of its mission.

The schedule of a week before school open as follows:

First day:

All new teachers will be required to participate in a new staff orientation, which include mission, goals, vision, and education philosophies etc. The new teachers will meet experienced teachers or their team members to spend some time prepare their classrooms or work stations. That will jump-start their professional development and increase understanding of the school's high expectations.

Second day:

Every teacher will understand the school's educational environments and instructional curriculum. Immersion teachers will understand school immersion instructional strategies, immersion teaching practices, and differences between CEA and most traditional schools or traditional schools' bilingual programs. The goal for this day will let teachers able to plan instruction for students on an individualized and a group basis. Sample student data will be used to guide this instruction.

Third day:

All teachers will report to the school the first five days working plan before the opening of school. The teachers will know schools employee and student handbooks first, then learn classroom management and school polices. The overall training of the teachers will be provided in this day as well as.

Fourth day:

The teacher evaluation orientation and students instructional assessment will be completed on this day. Teachers will plan their class lessons.

Fifth day:

This day is a teacher work day, and the teachers will look over school's calendar and set up classrooms and prepare for the open house.

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.

CEA plans to have eight Professional Development workdays and workshops for teachers throughout the entire school year. Each day will be at least seven hours (total 56 hours), and it will take place before each quarter starts.

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In addition to that, all teachers and Curriculum Resource Teachers (CRT) will meet once a week for approximately two hours per team. Teachers will also have mentors and school leaders observe for feedback in class, online training, parent conferences etc. The total time spent on Professional Development and improve teaching will be over 150 hours for each teacher per year. This adequate training and practice will improve on the teachers professional competence and skill in class, also to support the effective implementation of the education program and NCDPI requirement for renewing teaching license.

CEA's detailed schedule is strategically structured for teachers to have planning periods throughout the year to meet with mentors, prepare lessons, review student data, and meet parents. Every effort will provide some planning time for teams of teachers to work together during the school day. The school's teaching and staff structure also allows teachers to utilize the planning time more effectively and energetically. The school will assist teachers in the development of an instructional system that successfully meets the instructional needs of the students.

Enrollment and Marketing:

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

Marketing Plan

Marketing to potential students and parents is vital to the survival of a charter school. Provide a plan indicating how the school will market to potential students and parents in order to reasonably reflects the racial/ethnic and demographic composition of the district in which the charter school will be located or of the special population the school seeks to serve: (G.S.115C-218.45(e)).

The school will choose the location with the fastest population growth and within that location, a site which will be convenient to the maximum number of possible students from all socio-economic groups. According to a survey of 200 families, approximately 90% are support or willing to attend our school that include all multi culture families. Approximately 1500 Chinese students are in local weekend Chinese schools. More and more American families want their kids to have a place to learn Chinese. As stated in Appendix A1, we will serve all 5-12 year old students (K-8) major in the Wake County, Durham County, and Chatham County region. This region has a perfect population of our school's marketing. We will target this population to start off our marketing. The school will utilize the website, Facebook, twitter, Wechat, local community, local YMCA, art center, newspaper and TV etc. to open marketing of our school to recruit students. All marketing efforts will reflect the school's mission and emphasize the schools focus on the goal of creating open, fraternal, independent global and collaborative learners. The specific method is as follows:

Target Demographic:

Families with children aged 5-12 (K-8 grades) within 10 miles of the schools location, with an emphasis on families who have an interest in international education or multiple language study.

Marketing Plan:

The purpose of the marketing plan will be to provide a level of predictability to our forecasts on initial enrollment figures. By building a base of support through marketing channels we will capture names, interest, and Letters of Intent (LOIs) from families which will lead to enrollment for the projected first year of operation. Marketing will generate demand for CE Academy through a number of vehicles of connecting families of potential students with information on the school.

Types of outreach

We plan to use a wide variety of paid and free methods in order to best market CE Academy and achieve our enrollment goals for the first year. CE Academy website will be the hub for marketing activity; most marketing tactics will drive users to the site so they can view more information or indicate interest. Social Media platforms like Facebook and Twitter will help fuel demand for CE Academy with both organic and paid reach. Paid search marketing will capture interest from parents who are searching for charter schools or alternative curriculum approaches in the Wake County area. CE Academy will make use of local events, especially those relating to education, that are populated predominantly by parents in our target demographic in order to capture information from interested parties. Such events include town celebrations, movies in the park, arts and crafts events, and others. CE Academy will activate a wide and diverse set of partners to help reach more families than what web normally be able to accomplish through the above channels. Kids' after school activities like sports, academic, or social clubs are all viable candidates for a partnership or co-marketing. For neighborhoods extremely close to the future school location, we will send mailed letters with more information on CE Academy to families in the target demographic. By tracking the sources of all newsletter subscribers, contact us forms, and LOIs, we will get a sense of the return on investment of all programs towards our goals. Given the mix of activities listed above, we will start with a \$20,000 budget for marketing and use that amount to establish a baseline cost per acquisition model. From there we can track the progress to the enrollment goal and adjust as needed. If a large amount of LOIs are coming from word of mouth or personal connections, we may be able to stick with a smaller budget using a lower cost per acquisition target.

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.*

Developing parent and community member relationships are the foundation of strategic planning, implementation, management, and operation of the school. The board will spend significant time initially in community meetings, churches, neighborhood communities, sporting events, community flyers,

newspapers, social media, etc. discussing the existing Chinese immersion opportunities of CE Academy, and how it will introduce children to a different education, as well as notify all parents and stakeholders of the unique education plan. Parents will be given an explanation of the curriculum and the school expectations prior to enrollment during the schools approved opening date. Through the open house, published information, online application, school website, and social media, the engaged parents will become an important part of the school upon its opening. According to our random survey and community meetings, approximately 90% of parents are happy to send their kids to this unique bilingual school. We will take advantage of this to continually approach these parents, to recruit and engage more students to attend the school to better achieve the school goal of 300 students enrolled with us during the first year.

CEA believes that a Parent and Teacher Association (PTA) is the bridge for the parents and the school. The PTA will help with school volunteer opportunities and activities, making parents and teachers working closely together to carry out the mission of the school.

The school will invite parents to the classroom to assist teachers to deliver contents, projects, and other student needs that will give students health and a peaceful environment to study in school. The school will invite parents to any events, such as talents shows, sporting events, Chinese new year, moon festival, etc. The school will invite parents to participate in the transportation team to organize the school transportation for the students' convenience. The school will invite parents to Board meetings in order to make any plan and division in line with the interests of the parents. The parents will appear everywhere in the school; it will be a part life at the school. Good performance of the students can be related to increased involvement with their parents. Parents are an important partner in a child's learning experience. CEA will collaborate regularly with parents, students, and teachers to schedule conferences to share their learning. The school will provide support to the PTA and work to foster teacher/student and teacher/parent relationships. We will provide programs such as family activities to involve engaged parents to strengthen their support and interest in learning. The principal will be responsible to monitor and lead the PTA and community engagement towards the right direction, and realize the school's mission.

The school's first priority will be to engage the parents and community members in all aspects of the school's process, operation, and governance to ensure the success of the school's opening and continually running to the schools expectation.

Admissions Policy

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

1. *Tentative dates for the open enrollment application period; enrollment deadlines and procedures. *Please be advised schools cannot accept applications until after final approval from the SBE.*
2. *Clear policies and procedures detailing the open enrollment lottery plan including policies*

regarding statutory permitted student enrollment preferences.

3. *Clear policies and procedures for student waiting lists, withdrawals, re-enrollment, and transfers.*
4. *Explanation of the purpose of any pre-admission activities (if any) for students or parents.*
5. *Clear policies and procedures for student withdraws and transfers.*

CEA has instituted principles to admit students as our mission promises students from all races and all socioeconomic backgrounds an opportunity. We will start the market planning process about six months before December 1th, 2018. Then, the school admission will follow steps to recruit students from online or physical applications. we will use open lottery to enroll students. After enrollment, passing into verification, the lottery will be visible to the public. The parents will be notified of their acceptance lottery number at the event. The number of applications will allow the school to appropriately craft programs, class sizes and grade levels. The lottery will be system generated. All applications will be date/time stamped as they are received. Applications received outside of the enrollment period will be placed on the waiting-list in the order in which they are received. Before accepted registration, the students should decide whether to attend or not. After the decision registration, the wait-list students are accepted on a first come, first serve basis to fill any vacancies. All the school students must go through the pre-admission open lottery processing. If students are accepted, the family will be required to read and agree to CEA policies and procedures as stated in the student-parent handbook. Our goal is a fair admissions procedure which opens the admission process as much as possible. Students may withdraw from the school at any time and enroll in another public school in accordance with district policy. All students who enrolled or withdraw will go through the appropriate procedures such as paperwork etc required in the school. If a student seeks to re-enter CEA, they will be required to follow the same admission process as all other students. If students transfer from other charter school in the state, The school will accept them automatically. If they are not from charter school system in The state, The students will follow new students enrollment procedure of the school.

Timeline for the school year Admission:

1. Open Enrollment: December 1th, 2018.
2. Enrollment deadline: February 10th, 2019.
3. Application verification & Lottery: March 1th, 2019.
4. Acceptance letters mailed: March 10th, 2019.
5. Acceptance confirmation deadline: April 30th, 2019.
6. Admission/ wait-list notice will be mailed: April 10th, 2019. (Final)
7. Registration: May 1th, 2019 ongoing.
8. Teacher first meeting (start work) June 20th, 2019.
9. School open house June 27th, 2019.
10. Students first day of the school July 15th, 2019.

Weighted Lottery

Does your school plan to use a weighted lottery?

Yes:

No: x

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

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

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.*

PROJECTED ENROLLMENT

2018-19 through 2022-2023

IDENTIFY LEA FROM WHICH STUDENTS WILL PROBABLY COME

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

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

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

Section IV: Governance and Capacity Concerns and Additional Questions	Reviewer	Page Reference
n/a	Nicole Charles	Tax-Exempt S
Applicant does not provide details on how the governing board will be evaluated. Additionally, the administrator evaluation is based solely on meeting 3 to 5 goals set out. Will the staff and parents have a voice in evaluating the lead administrator?	Stephenie Clark	Governance a
Background check of Ellis Parks shows there were criminal records found but did not show report details. Unclear on the understanding of the legal and Financial responsibility the board holds.	Buffy Fowler	Governance a
Presuming the lead administrator and principal are the same thing, can the details about the evaluation be shared given the level of responsibility this person is faced with? Per the applicant, "the students will be share leadership, vision and values in the PLT, also PLT will make students to enhance imagination, curiosity, innovation, and collaboration of the student", why prescribe the PLT activities rather than let students decide? Will the board members' children will automatically be enrolled? What is there is more demand than space, will bm children enter lottery? If the PTS has significant responsibility, why the separation from the board? According to the org chart, the PTS doesn't report to the board or the lead admin. How will board members be evaluated?	Nicole Charles	Governance a
Please explain the circumstances in which an advisory committee may be established. How will the board work with the lead administrator to establish SMART goals for the school? Please explain further your understanding of the relationship between the board and the school. How will the board be evaluated annually? What are the term limits for board members? How will you maintain a board with consistent knowledge of the school and its interworkings if board members may roll off after one year? Some background checks in the appendix appear to be incomplete.	Jennifer Gnann	Governance a
N/A	Nicole Charles	Proposed Man
The applicant indicates that "CEA will try to find more money to support teacher salaries." What plan is place to raise these funds and what is the anticipated amount contributed tot teacher salaries? Who evaluates employees? If the board hires and fired, what is the specific role of the lead admin in terms of personnel? Can the applicant outline in more details the relationship between the board, the lead admin, and the staff?	Nicole Charles	Staffing Pla
ESL teacher, AIG teacher? Is there any concern for the potential challenges of finding qualified teachers who also speak Chinese? "CEA will try to find more money to support teacher salaries" - this is very general. Grants, fundraising, etc.?	Jonathan Bryant	Staffing Pla
Please explain further your understanding of the relationship between the employees and the board.	Jennifer Gnann	Staffing Pla
Misspellings and grammar errors do not help the clarity of this application, as a whole. This section lacks sufficient specifics.	Jonathan Bryant	Staff Evalua
This section states that some foreign teachers may be hired. This is not included in the	Buffy Fowler	Staff Evalua

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budget.		
<p>How will the hiring of foreign teachers impact the school's licensure percentage throughout the school year?</p> <p>Beyond a once a week two hour program for professional development, how will staff members collaborate and grow professionally at the school? Additionally, what do these two hour after school sessions entail?</p> <p>One week of professional development prior to the school opening does not seem robust or sufficient enough.</p>	Stephenie Clark	Staff Evalua
<p>The proposed structure for hiring, staff eval, pd and removal does not appear to foster an environment for collaboration between the lead admin and staff. How will the lead admin be able to address concerns if the board hires and fires staff?</p> <p>Can the applicant clarify who the proposed mentors will be, how these PD will be addressed in the budget, and what the PD opportunities are?</p> <p>Although the proposed professional ideas of the applicant are admirable, can the applicant put forth a clear plan that is less aspirational and more concrete?</p>	Nicole Charles	Staff Evalua
<p>How is targeting students currently attending Chinese schools aligned with the mission to serve all students? Will student not already enrolled or speaking Chinese be able to succeed at CE Academy?</p>	Nicole Charles	Marketing Pl
<p>Earlier in the application a 500 hour expectation of parents was mentioned - what are the details of this?</p>	Jonathan Bryant	Parent and C
<p>The applicant should explain further their understanding of requirements of parents post acceptance.</p> <p>An electronic lottery may have kinks. What back up plan will be in place if necessary?</p>	Jennifer Gnann	Admissions P
<p>Is this allowed..."If students transfer from other charter school in the state, The school will accept them automatically. If they are not from charter school system in The state, The students will follow new students enrollment procedure of the school."?</p>	Buffy Fowler	Admissions P
<p>Process and policies provided are unclear and lack a delineation of time and ordered steps.</p> <p>What is meant by a student transferring from another charter will be accepted automatically?</p> <p>Will the school have any lottery and admission preferences? If so, what are they and how do they align with the NC Charter School Law?</p>	Stephenie Clark	Admissions P
<p>Acceptances will be notified at the lottery, is attendance at the lottery mandatory for admission? "The number of applications will allow the school to appropriately craft programs...." - what is this intended meaning? CEA will automatically accept students from other charter schools? This needs clarification.</p>	Jonathan Bryant	Weighted Lot
<p>How will board and staff students enter the enter school of there isn't a weighted lottery? Will the school allocate certain number of seats before opening the lottery? What if there are more staff and board kids than allocated seats? How does this align with charter law?</p>	Nicole Charles	Weighted Lot

Reviewer	Score
Alan Hawkes	
Alex Quigley	
Alex Quigley	
Buffy Fowler	Pass
Cheryl Turner	
Kenneth Tucker	
Steven Walker	Pass
Jennifer Gnann	Fail
Jonathan Bryant	Fail

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Glenn Allen	
Lynn Kroeger	
Nicole Charles	Fail
Stephenie Clark	Pass

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.

CEA Board understands that the transportation plan is directly related to the enrollment of students. Creating a good transportation plan to ensure the students smooth arrival to the school is an important responsibility of the Board.

The charter school is not a district school, the students of CEA will come from various districts and cities. Our school premises are based in West Cary, please see appendix A1. Approximately 1/3 of the 300 students will need a school bus to get to school. In order to ensure the realization of this goal, we plan for 2 large buses which can sit 55 students each. One will go to Highway 55 north from High House Rd. via Cary, Durham, Morrisville. Another will go to Highway 55 from High House Rd. via around Chatham County, Apex, and Cary South. We currently plan that students will be able to take the school bus free of charge. We are seeking more funding to buy more buses and open more routes for student transport. At the same time, we encourage parents to carpool and find different ways to transport students to the school.

In addition, the school leadership and school administrative assistant will use the school website to coordinate and help students. CEA may create additional programs to help parents send their kids to school, such as morning and after school activities and care. The school also will hold a camp for our students after each semester. These programs will provide more flexible time and choice for benefit of our parents.

For students with disabilities that require transportation services listed in the IEP (The Individualized Education Plan) plan, we will arrange transportation for them, including

- (i) Travel to and from school.
- (ii) Travel in and around school buildings;
- (iii) Specialized equipment (such as special or adapted buses, lifts, and ramps), if required to provide special transportation for a child with a disability.

If the school faces special circumstances, we will contact local transportation services and related department to solve them.

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

In conclusion, all of the above are for ensuring that transportation is available for all students can attend school. Maintaining a sufficient quantity of students is the foundation to achieving our school goal.

School Lunch Plan:

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

In order to ensure that no child is lacking a daily meal, the school lunch food will come from specific vendors that we contract, incorporating Chinese food to help students understand and interact with Chinese culture. Currently, we are discussing with one local Chinese restaurant and one local contract or American caterer for school's lunch. The students can choose Chinese food or American food everyday. We will post the lunch menu monthly on the school website to let students choose their school lunch.

We also encourage students to bring their own lunch and will provide refrigeration and microwaves in the cafeteria. If students need to use the microwave, they must ask teacher to assist them. Students are prohibited from using microwaves by themselves.

The school will participate in the Free and Reduced food program. Reference to Wake county school system, Elementary school: breakfast cost \$ 1.25 (k-5), \$1.50 (6-12), Lunch cost \$2.35 (k-5), \$2.60 (6-12). The reduced program will be about, \$0.30 for breakfast and \$0.40 for lunch. We will follow the procedure to give them free or reduced price lunch. If students forget to bring their lunch, the school will provide lunch for students from the budget and charge the parents.

The lunch services are directly related to performance and achievement. We will pay attention to this very important part and ensure funds to support healthy lunch program and adequate child nutrition. Meals will be made fresh daily and offer a variety of appetizing choices that include quality proteins such as 100% beef, whole muscle chicken, low-fat dairy, an assortment of fruits and vegetables, and whole grains. For students who are entering school with nutrition deficit, the school nurses will work in concert with other Human Services programs to address nutrition problems and institute preventive health care measures in order to guarantee the health of students in the school.

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

The Charter School shall obtain and maintain insurance at a minimum in the following amounts:

1. Errors and omissions: one million dollars (\$1,000,000) per claim;
2. General liability: one million dollars (\$1,000,000) per occurrence;
3. Boiler and machinery: the replacement cost of the building;
4. Real and personal property: the appraised value of the building and contents;
5. Fidelity bonds: no less than two hundred fifty thousand dollars (\$250,000) to cover employee dishonesty;
6. Automobile liability: one million dollars (\$1,000,000) per occurrence; and
7. Workers' compensation: as specified by Chapter 97 of the General Statutes.

Area of proposed coverage	Proposed amount of coverage	Cost (Quote)
Comprehensive General	\$1,000,000	\$1,548.00

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

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

Health and Safety Requirements:

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

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

helichu 09/18/2017

(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.

CEA board considers a school building the first priority for the school's opening. We are looking for land of approximately 30 to 40 acres in the West Cary area for the school site. (please see appendix A1 for the detail). The facility will allow for approximately 85 square feet per child. 300 students will need 25,500 square feet. The facility will include classroom space, specialty classroom space, a computer lab, a school library, an open-floor hallway, and outdoor space for an athletic field etc.

We are familiar with some builders in the area, and we will choose the best one through a competitive bidding process to construct the school building to ensure quality. Currently, we are in contact with builders: Gillbane Building Company, Reliant Partner, and Piedmont Companies.

Meanwhile seeking funds to get financial support is also an important foundation. It will take 1-2 years for the entire building to be completed.

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We hope we can use the new building in the first year, but we are also fully prepared to operate without a new building. We will rent the commercial building located at 1001 Airport Blvd, Morrisville, NC, 27560 for the first year. We are already in communication with the owner.

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

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

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

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

If the planned facility is not ready by the time we open, we will rent at 1001 Airport Blvd, Morrisville, NC, 27560 to accommodate the school needs, we have already communicated with the owner Matthew Lau and manager Ziron Jiang, who have indicated they will cooperate with us to manage the school.

The facility is comprised of 45 acres of land and a 250,000 square-foot building, which is plenty of space for the school. CEA needs about 25,500 square-foot in year one and 45,500 square-foot in year five, so this facility will provide enough space for expanding the school if necessary.

Considering extenuating circumstances, we also have an investment real estate company to help us find an alternate building and facility. We have already contacted realtors Matt H. Kirkpatrick, Walt Gray and Sandy Steadman, who have agreed to help us if need. We understand that we maybe face a variety of difficulties, as have developed these contingency plans to preempt issues that may arise.

Section V: Operations Concerns and Additional Questions	Reviewer	Page Reference
What is the backup plan if additional funding does not actualize?	Nicole Charles	Transportati
How will the school ensure that transportation is not a barrier for a student's attendance?	Stephenie Clark	Transportati
How will the bus stops be organized and articulated to interested parents? How will the school ensure that the bus transportation is fairly provided to all that want or need that service to attend?		
How will the school deal with unpaid balances?	Stephenie Clark	School Lunch
Will students still be guaranteed an opportunity to eat lunch?		
What research was conducted to ensure that the local Chinese restaurant and American caterer can meet the requirements for child nutrition?		
Will lunch vendors meet required nutritional guidelines?	Nicole Charles	School Lunch

Will the Chinese lunch option made by local restaurant met the Child Nutrition Guidelines?	Buffy Fowler	School Lunch
"school will provide lunch for the student from the budget and charge the parents" - how is this addressing families who struggle financially?	Jonathan Bryant	School Lunch
Since the insurance quotes included only the first year projected enrollment and staff, can the applicant share how the increased cost for increased numbers will be addressed beyond year one?	Nicole Charles	Civil Liabil
Has the mentioned facility as the contingency plan been cleared to operate as a school? What funding will be required to bring it up to code?	Jennifer Gnann	Facility and
Facilities might be an issue. I can't imagine the cost of 30-40 acres in West Cary. What is the cost of the contingent facility?	Steven Walker	Facility and
How will the school pay both rent and a construction loan at the same time. What evidence do you have that your school will be able to secure a construction loan and then mortgage?	Buffy Fowler	Facility and
What's the contingency plan for building delays? What retrofitting costs will be included for renting the commercial space? Will both, renting and building be feasible financially especially with a low enrollment of 300 and high personnel, transportation and school lunch projections?	Nicole Charles	Facility and

Reviewer	Score
Alan Hawkes	
Alex Quigley	
Stephenie Clark	Pass
Nicole Charles	Pass
Lynn Kroeger	
Glenn Allen	
Jonathan Bryant	Pass
Jennifer Gnann	Pass
Steven Walker	Pass
Kenneth Tucker	
Cheryl Turner	
Buffy Fowler	Pass
Alex Quigley	

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 #1 920 - Wake County Schools</p>			
	Revenue	2016-2017 Per Pupil Funding	Projected LEA ADM	Approximate funding for 2018-2019
	State Funds	\$5,070.04	210	\$1,064,708.40
	Local Funds	\$2,420.00	210	\$508,200.00
	Federal EC Funds	\$4,253.55	21	\$89,324.55
	Totals			\$1,662,232.95
	<p>LEA #2 320 - Durham Public Schools</p>			
	Revenue	2016-2017 Per Pupil Funding	Projected LEA ADM	Approximate funding for 2018-2019
	State Funds	\$5,254.22	60	\$315,253.20
Local Funds	\$3,221.02	60	\$193,261.20	
Federal EC Funds	\$4,253.55	6	\$25,521.30	
Totals			\$534,035.70	
<p>LEA #3 190 - Chatham County Schools</p>				
Revenue	2016-2017 Per Pupil Funding	Projected LEA ADM	Approximate funding for 2018-2019	
State Funds	\$5,124.80	30	\$153,744.00	
Local Funds	\$3,843.81	30	\$115,314.30	
Federal EC Funds	\$4,253.55	3	\$12,760.65	
Totals			\$281,818.95	

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

INCOME: REVENUE PROJECTIONS	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
-State ADM Funds	\$1,533,706	\$1,595,100	\$1,822,971	\$2,050,842	\$2,278,617
-Local Per Pupil Funds	\$816,776	\$952,905	\$1,089,034	\$1,225,163	\$1,366,187
-Exceptional Children Federal Funds	\$127,607	\$135,589	\$150,661	\$172,954	\$188,327
-Other Funds*	\$0	\$0	\$0	\$0	\$0
-Working Capital*	\$0	\$0	\$0	\$0	\$0
Z - TOTAL REVENUE	\$2,478,088	\$2,683,594	\$3,062,666	\$3,448,959	\$3,833,131

***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	FTE	Avg Salary	Total salary	FTE	Avg Salary	Total salary	FTE	Avg Salary	Total salary
Administrative & Support Personnel:															
Lead Administrator	1	\$65,000	\$65,000	1	\$66,950	\$66,950	1	\$68,959	\$68,959	1	\$71,028	\$71,028	1	\$73,159	\$73,159
Assistant Administrator	1	\$55,000	\$55,000	1	\$56,650	\$56,650	1	\$58,350	\$58,350	1	\$60,100	\$60,100	1	\$61,903	\$61,903
Finance Officer	.5	\$40,000	\$20,000	.5	\$41,200	\$20,600	.5	\$42,436	\$21,218	.5	\$43,709	\$21,855	.5	\$45,020	\$22,510
Clerical	1.5	\$35,000	\$52,500	1.5	\$36,050	\$54,075	1.5	\$37,132	\$55,698	1.5	\$38,245	\$57,368	1.5	\$39,393	\$59,090
Food Service Staff	2	\$12,000	\$24,000	2	\$12,360	\$24,720	2	\$12,731	\$25,462	2	\$13,113	\$26,226	2	\$13,506	\$27,012
Custodians	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Transportation Staff	2	\$20,000	\$40,000	3	\$20,600	\$61,800	4	\$21,218	\$84,872	5	\$21,855	\$109,275	6	\$22,510	\$135,060
A - Total Admin and Support:	8		\$256,500	9		\$284,795	10		\$314,559	11		\$345,851	12		\$378,734
Instructional Personnel:															
Core Content Teacher(s)	12	\$45,000	\$540,000	14	\$46,350	\$648,900	16	\$47,741	\$763,856	18	\$49,173	\$885,114	20	\$50,648	\$1,012,960
Electives/Specialty Teacher(s)	5	\$45,000	\$225,000	6	\$46,350	\$278,100	7	\$47,741	\$334,187	8	\$49,173	\$393,384	9	\$50,648	\$455,832
Exceptional Children Teacher(s)	2	\$47,000	\$94,000	2	\$48,410	\$96,820	3	\$49,862	\$149,586	4	\$51,358	\$205,432	5	\$52,899	\$264,495
Instructional Support	1	\$45,000	\$45,000	1	\$46,350	\$46,350	1	\$47,741	\$47,741	1	\$49,173	\$49,173	1	\$50,648	\$50,648
Teacher Assistants	3	\$25,000	\$75,000	4	\$25,750	\$103,000	5	\$26,523	\$132,615	5	\$27,318	\$136,590	5	\$28,138	\$140,690
B - Total Instructional	23		\$979,000	27		\$1,173,170	32		\$1,427,985	36		\$1,669,693	40		\$1,924,625

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Personnel:															
A+B = C - Total Admin, Support and Instructional Personnel:	31		\$1,235,500	36		\$1,457,965	42		\$1,742,544	47		\$2,015,544	52		\$2,303,359
Administrative & Support Benefits															
Health Insurance	3	\$5,659	\$16,977	3	\$5,829	\$17,487	3	\$6,004	\$18,012	3	\$6,184	\$18,552	3	\$6,369	\$19,107
Retirement Plan--NC State	3	\$3,100	\$9,300	3	\$3,193	\$9,579	3	\$3,289	\$9,867	3	\$3,387	\$10,161	3	\$3,489	\$10,467
Retirement Plan--Other	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Life Insurance	3	\$250	\$750	3	\$258	\$774	3	\$265	\$795	3	\$273	\$819	3	\$281	\$843
Disability	8	\$500	\$4,000	9	\$515	\$4,635	10	\$530	\$5,300	11	\$546	\$6,006	12	\$563	\$6,756
Medicare	8	\$465	\$3,720	9	\$479	\$4,311	10	\$493	\$4,930	11	\$508	\$5,588	12	\$523	\$6,276
Social Security	8	\$1,988	\$15,904	9	\$2,048	\$18,432	10	\$2,109	\$21,090	11	\$2,172	\$23,892	12	\$2,237	\$26,844
D - Total Admin and Support Benefits:	33		\$50,651	36		\$55,218	39		\$59,994	42		\$65,018	45		\$70,293
Instructional Personnel Benefits:															
Health Insurance	23	\$5,659	\$130,157	27	\$5,829	\$157,383	32	\$6,004	\$192,128	36	\$6,184	\$222,624	40	\$6,369	\$254,760
Retirement Plan--NC State	23	\$2,583	\$59,409	27	\$2,631	\$71,037	32	\$2,709	\$86,688	36	\$2,791	\$100,476	40	\$2,874	\$114,960
Retirement Plan--Other	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Social Security	23	\$2,669	\$61,387	27	\$2,718	\$73,386	32	\$2,800	\$89,600	36	\$2,884	\$103,824	40	\$2,970	\$118,800
Disability	23	\$500	\$11,500	27	\$515	\$13,905	32	\$530	\$16,960	36	\$546	\$19,656	40	\$563	\$22,520
Medicare	23	\$624	\$14,352	27	\$636	\$17,172	32	\$655	\$20,960	36	\$674	\$24,264	40	\$695	\$27,800
Life Insurance	23	\$250	\$5,750	27	\$258	\$6,966	32	\$265	\$8,480	36	\$273	\$9,828	40	\$281	\$11,240
E - Total Instructional Personnel Benefits:	138		\$282,555	162		\$339,849	192		\$414,816	216		\$480,672	240		\$550,080
D+E = F - Total Personnel Benefits	171		\$333,206	198		\$395,067	231		\$474,810	258		\$545,690	285		\$620,373
A+D = G - Total Admin and Support Personnel (Salary & Benefits)	41		\$307,151	45		\$340,013	49		\$374,553	53		\$410,869	57		\$449,027

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B+E = H - Total Instructional Personnel (Salary & Benefits)	161		\$1,261,555	189		\$1,513,019	224		\$1,842,801	252		\$2,150,365	280		\$2,474,705
G+H = J - TOTAL PERSONNEL	202		\$1,568,706	234		\$1,853,032	273		\$2,217,354	305		\$2,561,234	337		\$2,923,732

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

BUDGET OPERATIONS EXPENDITURE PROJECTIONS		2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
	Administrative & Support:					
Office:	Office Supplies	\$7,000	\$8,500	\$10,000	\$11,500	\$13,000
	Paper	\$300	\$450	\$600	\$750	\$900
	Computers & Software	\$8,000	\$9,000	\$10,000	\$11,000	\$12,000
	Communications & Telephone	\$5,000	\$5,100	\$5,200	\$5,300	\$5,400
	Copier leases	\$3,000	\$4,000	\$5,000	\$6,000	\$7,000
Management Company	Contract Fees	\$35,000	\$15,500	\$16,000	\$16,500	\$17,000
Professional Contract	Legal Counsel	\$5,000	\$5,100	\$5,200	\$5,300	\$5,400
	Student Accounting	\$10,000	\$10,100	\$10,200	\$10,300	\$10,400
	Financial	\$7,000	\$7,100	\$7,200	\$7,300	\$7,400
	Other Professional	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000
Facilities	Facility Lease/Mortgage	\$350,000	\$360,000	\$370,000	\$380,000	\$390,000
	Maintenance	\$8,000	\$8,500	\$9,000	\$9,500	\$10,000
	Custodial Supplies	\$500	\$550	\$600	\$650	\$700
	Custodial Contract	\$0	\$0	\$0	\$0	\$0
	Insurance (pg19)	\$21,788	\$22,138	\$22,488	\$22,838	\$23,188
	Other	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
Utilities	Electric	\$15,000	\$15,500	\$16,000	\$16,500	\$17,000
	Gas	\$14,000	\$15,000	\$16,000	\$17,000	\$18,000
	Water/Sewer	\$7,000	\$7,500	\$8,000	\$8,500	\$9,000
	Trash	\$2,000	\$2,500	\$3,000	\$3,500	\$3,900
Transportation	Buses	\$40,000	\$20,000	\$20,000	\$20,000	\$20,000
	Gas	\$11,000	\$13,000	\$15,000	\$17,000	\$19,000
	Oil/Tires & Maintenance	\$8,000	\$9,000	\$10,000	\$11,000	\$12,000
Other	Marketing	\$20,000	\$15,000	\$10,000	\$10,000	\$10,000
	Child nutrition	\$25,000	\$26,000	\$27,000	\$28,000	\$29,500
	Travel	\$1,000	\$2,000	\$3,000	\$4,500	\$5,500
	Other	\$55,543	\$20,000	\$20,000	\$20,000	\$20,000
	K - TOTAL Administrative & Support Operations	\$674,131	\$616,538	\$634,488	\$657,938	\$681,288
	Instructional:					
Instructional Contract	Staff Development	\$30,000	\$31,000	\$32,000	\$33,000	\$34,000
Classroom Technology	Software	\$9,000	\$9,100	\$9,200	\$9,300	\$9,400

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Books and Supplies	Instructional Materials	\$10,000	\$11,000	\$12,000	\$13,000	\$14,000
	Curriculum/Texts	\$22,200	\$20,000	\$20,000	\$20,000	\$20,000
	Copy Paper	\$500	\$600	\$700	\$800	\$900
	Testing Supplies	\$5,800	\$5,850	\$5,900	\$5,950	\$6,000
	Other	\$10,000	\$2,000	\$2,000	\$2,000	\$2,000
	L - TOTAL Instructional Operations	\$87,500	\$79,550	\$81,800	\$84,050	\$86,300
	K+L = M - TOTAL OPERATIONS	\$761,631	\$696,088	\$716,288	\$741,988	\$767,588

Overall Budget:

BUDGET OPERATIONS EXPENDITURE PROJECTIONS	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
J - TOTAL PERSONNEL	\$1,568,706	\$1,853,032	\$2,217,354	\$2,561,234	\$2,923,732
M - TOTAL OPERATIONS	\$761,631	\$696,088	\$716,288	\$741,988	\$767,588
J+ M =N TOTAL EXPENDITURES	\$2,330,337	\$2,549,120	\$2,933,642	\$3,303,222	\$3,691,320
Z - TOTAL REVENUE	\$2,478,088	\$2,683,594	\$3,062,666	\$3,448,959	\$3,833,131
Z - N = SURPLUS / (DEFICIT)	\$147,751	\$134,474	\$129,024	\$145,737	\$141,812

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.

CE Academy will be located in the heart of the Research Triangle Park, which is one of the most prominent high-tech research and development areas in the United States. RTP is home to more than 300 of the world's most innovative and cutting-edge companies and 50,000 of its brightest people from all countries. With three top universities around, this area attracts more international residents, which demands for an advanced education for the future generation, especially for a school with Chinese language that most widely spoken language in the world. Currently, there are about 150 Chinese immersion programs nationwide at the primary and secondary education level. North Carolina has eight of the programs, but no Chinese immersion school in North Carolina so far, according to Carolina Parent Magazine published on March 25, 2016. Our projection show 300 students in the first year, and 500 students by 2022 to meet this demand. The demand in this area is approximately over 110,494 students within the K-8 age range, of which 74,572 are K-5 students. CEA will account for about 0.4% of the total LEA's students in year 1. So we will not be challenging to meet the break-even with 280 students in the first year.

We plan to enroll 300 students in the first year. Projected the fixed cost at \$2,162,671, revenue per student at \$8,008, variable cost per student at \$258, the break-even number is 280 students.

According to randomized Survey and community meeting survey, 90% parents would like to send their kids to CEA, (see appendix A1 for the survey results). Cary, Morrisville, Durham, Apex and Raleigh have high demand for charter school. There is one charter school in Cary, with 1049 students on the waiting list for K-7 Grades last year. And at another charter school in Morrisville, there were 808 students on the waiting list last year. There are over 175 students on the waiting list in Durham. There is a waiting list of 945 in Raleigh. These statistics are clear indicators of the need for more Charter schools in the Triangle area. In the meantime, we have an experienced governing board that is comprised of experienced managers, a marketing director, an experienced computer developer for education, and an accounting manager. They work at local universities and companies. They will

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bring their experience and knowledge to support the school. Also, we will have a partner school in China that will bring internationalization to the school, all of which will make us confident in building a unique Chinese immersion school.

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

If we face the unforeseen financial circumstance, we will have the following strategies to keep the school operating normally:

1. Reduce supporting teachers, and administrative positions; For example, the teacher assistant can become a volunteer or office worker in exchange for a salary reduction.
2. Restructuring or renegotiating the facility lease agreement;
3. Reducing the daily school operation costs such as office supplies, cleaning supplies, etc.;
4. Reducing the teacher training costs, travel costs, using online training and local events;
5. Analysis and strategic reduction, consolidation or combination of expendable, non-essential instructional costs;
6. Aggressively marketing our School to seek additional partners or fundraisers;
7. Looking for grants to support school activities or teachers training.

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

We don't rely on any sources of funds other than state, county and federal e.g. loans, donations etc. But, the school may plan to apply funds and grants from other sources to improve school teaching, activity and environment. Also we are looking for a partner to cooperate with us. We believe that we will find them sooner or later.

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

The student and teacher ratio are 25 : 1

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

The school will contract services such as accounting and financial services, exceptional children instructional support, Chinese culture specialist, custodial staff etc. \$22,000 was budgeted for service fees and related expenditures. For example, we will contract with EC teacher, Chinese teacher, and Financial services etc. to provide various sources for students achievement. The school will follow state education law to prior contracting to organization.

The procedure will be:

1. The school board will set up a meeting(s),
2. Discuss what companies we will need to contract, and the groups for school and students.
3. Board members will determine financial decisions together regarding the project.

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4. Then we will draft out an agreement for implementing.
5. We will follow steps to select contractors for large purchases.

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

Creating a bilingual and multicultural educational environment for our students and the community is the mission of CEA that determines our budgetary priorities. We projected total expenditures at \$2.3 million in the first year. 70% of the cost is instructional, which includes academic sources and programs, teacher salary, and teacher development, 15% for facilities including rental fee and equipment; 10% for staff and administrators; and 5% for buses, including the vehicles and maintenance. We will seek diversified funds such as donations from companies, state, and other partners to support academic instruction, transportation plans, and facility needs of the school, in order to better serve our students to realize our mission.

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

Our goal of general fund balance is about 5% of expenditures. We will have a 3-6% surplus. This fund balance goal will be over \$100,000 to protect the financial security of the school. A portion of these funds will ensure financial security in case the school faces an unexpected situation. It will provide Emergency funds or reserve funds for the school.

If we do not meet the goal, the fund-raising committee will continually look for additional sources of funding to ensure that adequate resources are available to keep the school running. On one hand, we will develop funds from different organizations, on the other hand we will cut unnecessary costs to ensure the school's goal of keeping a general fund balance. Also, the school Board will set up a meeting to adjust the plan for following year to ensure the School is running on target and healthy in the future. All the operations will be supervised under the Board of the school.

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

There are four section for financing cost at CEA, 70% to instructional cost, 15% to facility, 10% to supporting staff and 5% to buses. Total personnel cost is \$1,568,706. Teacher for \$1,261,555. Admin and the support for \$307,151. Total operations is \$761,631. The surplus for \$147,751. Facility leasing: 300 students, \$14/square-foot, 85 square-foot/student, total 25,500 square-foot, will cost \$357,000.

Instructional support: we will purchase supplies such as desks, chairs, boards, smart-boards, projectors, computers, and teaching materials, etc. We will leave a healthy budget for items not currently on our lists.

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Leasing and contract: we lease office supply such as copy machine, printer, scanner and fax machine etc. This approximately cost will be \$5,000/year. Finally, school maintenance, food vendors, and cleaning are all incorporated in the budget.

For additional details, please see our financial plan section.

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

We are currently working on securing assets and obtaining commitments. We anticipate a partnership with FAZHENG GROUP who will provide some sources for school needs. Their contact information is panjun@fazheng-group.com, tel. 13901331185, (86-10)84986818. The school's expenditures are all covered in the current budget. In this regard, we do not have much dependency on additional investments. If we have excess funds, the governing board will distribute the funds to maximize benefit to the students.

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

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

The school will follow the State and Charter School finance regulations strictly to ensure adequate internal controls. All checks and regional receipts must be authorized by the board, then registered on the expense account and banking to form an accounting report. The Treasurer will be the person responsible for finances. The Financial Officer will report to the Board of Directors monthly.

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

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

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

We have some bus information that can help us under our specific circumstances.

"Durham charter service" rental fee is \$50-\$95 per hour.

"first charter bus" rental fee is \$60-\$125 Per hour.

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

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

Section VI: Financial Plan Concerns and Additional Questions	Reviewer	Page Reference
State funds differ between the three counties?	Jonathan Bryant	Budget Reven
Seems like there are inconsistent jumps in state funds from years, school is growing by 50 students each year (about a \$70k difference year 1 to 2, \$220K difference year 2 to 3, \$220K difference year 3 to 4, etc..	Jonathan Bryant	Total Budget
Can the applicant provide more detail for the projections as the growth in revenue appear inconsistent with student enrollment?	Nicole Charles	Total Budget
Will maintenance, janitorial, IT, and finance functions be outsourced?	Nicole Charles	Personnel Bu
The applicant states earlier in the application that the teacher would receive state retirement. This budget does not account for any staff to receive state retirement, which has an employer cost 16.54% of the employees' salary. If this budget were to include state retirement solely for teachers, it would need to add approximately \$100,000.	Buffy Fowler	Personnel Bu
How will building maintenance and custodial functions be completed?	Jonathan Bryant	Personnel Bu
\$3000 reasonable for copier lease of a school of 300 kids? No budget set for cleaning buildings in staff or contracted employees.	Buffy Fowler	Operations B
Are there existing office and IT resources as the startup cost for 300 students and 12 teachers appears low? The marketing line items seems out of balance with instructional costs which may be true for the first year to ensure full enrollment. What future marketing costs are anticipated or can those dollars be allocated elsewhere?	Nicole Charles	Operations B
The budget for facility lease seems quite low. Has the applicant obtained a quote that would support this figure? There is \$35,000 listed for a management company, yet the applicant has not stated that they are working with a management company.	Jennifer Gnann	Operations B
Instructional materials totals, computers/software, custodial/maintenance all seem lo	Jonathan Bryant	Operations B
How will the facilities be managed and kept clean? There is no evidence that the school intends to hire a custodian. The budget does not reflect the expenses it would take for a custodial contract. Several line items are severely under budgeted. For example, \$500 for copy paper and \$500 for custodial supplies.	Stephenie Clark	Operations B
In my view the facility lease/mortgage is unrealistically low for the area. You are talking about a \$6-8 million property just for land, not to mention the cost of the building. Utilities also seem way too low.	Steven Walker	Operations B
How do you plan to finance the provision of related services such as speech, OT, PT and Psychological Services?	Glenn Allen	Operations B
Can the applicant provide quotes supporting the low facilities costs given the location?	Nicole Charles	Total Expend
It is highly unlikely that the operating budget of a school that has grown from 300 students to 500 students would remain consistent from year 1 to year 5. Budget reflects a change of around \$6,000 in operational expenses over five years. Projected operations may not be a realistic assessment that accurately reflects the student population growth.	Stephenie Clark	Total Expend
Has an MOU been established with FAZHENG Group to support the assertions made here?	Jennifer Gnann	Budget Narra
Seems that real estate will be expensive, considering CEA will be in the "heart of RTP." Does not seem that budget allows for sufficient resources.	Jonathan Bryant	Budget Narra
Although the applicant provides information about the demand for a school, what supporting documents (MOUs, quotes etc.) can the applicants provide given that the projections seem a bit out of line with required resources for the proposed mission?	Nicole Charles	Budget Narra
Was the parent survey randomized or targeted?		

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Without financial contingency plans, how can the applicant guarantee a successful school opening?		
"Form a sub-committee" - need additional details (who is eligible, how many members, how are potential conflicts of interest identified/addressed, etc., etc.?)	Jonathan Bryant	Financial Au
Has due diligence been done in selecting an auditor? Were quotes obtained from at least 3 vendors?	Jennifer Gnann	Financial Au
Applicant does not thoroughly describe internal control procedures and methods. Applicant does not fully describe the process of the audit and how that information is reviewed with the board.	Stephenie Clark	Financial Au
Can the applicant clarify the subcommittee structure and competitive bid process?	Nicole Charles	Financial Au

Reviewer	Score
Alan Hawkes	
Nicole Charles	Fail
Lynn Kroeger	
Glenn Allen	
Jonathan Bryant	Fail
Jennifer Gnann	Pass
Stephenie Clark	Pass
Kenneth Tucker	
Cheryl Turner	
Buffy Fowler	Fail
Alex Quigley	
Alex Quigley	
Steven Walker	Fail

VII AGREEMENT PAGE

Application Fee:

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

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

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

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

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

helichu Date: 09/22/2017

Applicant Signature:

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

Print/Type Name: helichu

Board Position: Heli Chu, Board Chair

Signature: _____

Date: 09/22/2017

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

Notary Public

Official Seal

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My commission expires: _____, 20_____.

OVERALL ASSESSMENT

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

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

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

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

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

<u>CSAB Votes</u>	
No	Yes

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

<u>Initial Screening</u>

Mission, Purposes, and Goals	- craig_tucker
Education Plan	- craig_tucker
Governance and Capacity	- craig_tucker
Operations	- craig_tucker
Financial Plan	- craig_tucker
OVERALL	- craig_tucker - craig_tucker - dtsmith840

External Evaluator

Mission, Purposes, and Goals	<p><u>Mission Statement</u> Who is included in "our community" mentioned in the mission? Which Chinese language is in demand? - nacharles</p> <p><u>Mission Statement</u> "Chinese language demand is obvious" - is there any research that indicates this? Not sure that demand for Chinese language study is established. - jonathanbryant</p> <p><u>Educational Need and Targeted Student Population</u> What are the citations for the data referenced in Appendix A1? If the Chinese population is proportionally small in Wake County and only 6.5% in schools, why were 50% of the parents surveyed Chinese? Is CE targeting a special population or truly open to all K-8 students? How does all the cited data indicate a need for this specific school? - nacharles</p> <p><u>Educational Need and Targeted Student Population</u> Explain how the exchange students will be a part of your school. Do you realize the exchange students cannot be part of your student membership numbers because they would not be NC residents? What evidence do you have that there is a high demand to learn Chinese? You state that "we intend to target Wake County and RTP local student populations". You describe the Wake County Asian population as 6.5%, but your survey included 50% of Chinese decent. Is your targeted population students of Chinese decent or the general "Wake County and RTP local student populations"?</p> <p>You released every name and telephone number of the people surveyed. This information will be on NC DPI's website. Are you aware of privacy laws and the importance of keeping personal information confidential? - buffy_fowler</p>
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	<p><u>Educational Need and Targeted Student Population</u> Not sure about the explanation of mixing Chinese teaching with the traditional school teaching methods - this needs more clarifying information. Not sure if there is a clear targeted population. - jonathanbryant</p> <p><u>Educational Need and Targeted Student Population</u> What recruitment methods will be used to achieve the diverse student population the school is seeking as outlined by the application? Survey indicates interest from a majority of Asian (50%) or White (40%) families.</p> <p>Applicant outlines that 180 families may be of interest in attending, how will the school achieve the first year enrollment target of 300 students?</p> <p>What process will the school use for exchange programs and how do the procedures align with any relevant statute or law relating to student enrollment and attendance?</p> <p>What does the applicant mean by the statement "flexible and open teaching" and how does this differ from the LEA? - stephenie_clark</p> <p><u>Purposes of Proposed Charter School</u> Can the applicant clarify the difference between full immersion versus bilingual immersion? Although psychological studies a references ((though not cited), how will CE Academy improve outcomes for all students not just those with prior Chinese language exposure who's parents are looking for specifics options? What programming will reflect improved outcomes and how will outcomes be measured? Is the mission to provide a Chinese language option or improve outcomes? The reasons cited here are unclear. - nacharles</p> <p><u>Purposes of Proposed Charter School</u> The survey was described as random but yet 50% of the respondents were of Chinese decent. Where does one get a random sample of such high Chinese decent? Explain what is meant by " and coming other communities to learn Chinese". Explain and provide evidence of this claim, "We learned from the local Chinese immersion program, the amazing results show: the English of bilingual students is much better than monolingual students." - buffy_fowler</p> <p><u>Goals for the Proposed Charter School</u> How are baselines set? How will the applicant ensure that space is available for students if there is an annual increase of 50 students? How will non-academic goals be measured? Please explain further what the percentages mean in the goals. - jengnann</p> <p><u>Goals for the Proposed Charter School</u> Is the assumption that all students entering CEA already speak Chinese? How can this be legally guaranteed if there is more interest than spaces and a lottery comes into effect? How will students new to Chinese be evaluated and taught?</p>
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	<p>Does the applicant all safety requirements?</p> <p>Can the applicant elaborate on the generalized goals? - nacharles</p> <p><u>Goals for the Proposed Charter School</u> What assessment will be used to test Basic Early Literacy Skills? Do you mean Dibels? Academic goals state that 65% will pass the EOG in year one but then also states that 95% will successfully pass the test to move on to the next tier. Which test are you referring to with the 95%? Is a 12% percent jump each year realistic?</p> <p>How will you work with students that have never taken Chinese especially in the first 3 years when a large majority of your students have no experience with Chinese? How will work with students that enroll later that have not been exposed to Chinese? How will you measure safety goals? Explain the 500 volunteer hours? Expectation that staff volunteer at the school? Really?</p> <p>What makes up the discipline percentage...suspensions? write-ups? Please explain this sentence "The fund is the foundation of the school operation". How do you measure "The school will be harmonizing and peaceful."? The information in these two sections do not match. One states 65% of students passing the EOG and another states that 95% of students passing the EOG and ACFLT. - buffy_fowler</p> <p><u>Goals for the Proposed Charter School</u> Kindergarten students (all students) will complete at least 500 hours of service? This seems unrealistic. How will discipline rates be calculated? Application mentions SMART goals but says "teacher satisfaction will be high." Seems to be a disconnect. - jonathanbryant</p> <p><u>Goals for the Proposed Charter School</u> The mission statement includes the objective "to cultivate creative students with a global perspective." How will the governing board measure successful accomplishment of this portion of the school's mission?</p> <p>What will be the driver behind increasing student EOG performance from 65% to 90% in a two year span?</p> <p>How will the school adjust from year to year if student achievement is not progressing as planned?</p> <p>What baseline data does the applicant have to provide a discipline rate under 1% as a goal?</p> <p>Many of the goals, reporting processes, and procedures need to be expounded upon to create specificity. The applicant uses various buzz words and often the phrase "etc." in lieu of providing in depth description of measurable goals and accountability to attaining the stated mission statement. - stephenie_clark</p>
<p>Education Plan</p>	<p><u>Instructional Program</u> Why was the Chinese math program chosen other than the language in which it is written? Since Core Knowledge Science is not a completed program, what will be used to instruct in science?</p>

<p>Please clarify what the method of instructional delivery is preferred.</p> <p>Other than the portfolio, are there additional ways of formative assessment that will measure student progress? - jengnann</p> <p><u>Instructional Program</u> As previously mentioned, what remedies are in place to ensure students without a solid Chinese language base can still be successful at CEA?</p> <p>What are assumptive assessments?</p> <p>Although the applicants outlines course offerings, what is the instructional method used at CEA?</p> <p>Is there documentation to support the research claims outlined? - nacharles</p> <p><u>Instructional Program</u> When you describe classes being taught in Chinese do you mean total immersion of Chinese? Explain how this will work in math. Written numbers will be in Chinese? How will you accommodate for students not coming with a Chinese language experience? Total immersion in math even though these EOG test are in English? The research piece included does not apply to this section. Do you mean summative instead of assumptive assessment? Concern noted of many grammatical and spelling errors throughout application. These students will be using a Chinese curriculum and fully immersed in math and then expected to take the NC EOG in mathematics. How does the goals and objectives align to the NC Standard Course of Study? What kind of support will be given to students with homework since the majority of the parents will not speak the language? - buffy_fowler</p> <p><u>Instructional Program</u> I don't recall the specific dialect of Chinese referenced, as there are many dialects spoken in China. - jonathanbryant</p> <p><u>Instructional Program</u> More details are needed around how the instructional program and model meets the needs of targeted student population.</p> <p>Beyond teacher created assessments, will the school use nationally-normalized tests or create school-wide assessments that benchmark students' progress towards grade level proficiency on the EOGs?</p> <p>How will subjects instructed solely in the Chinese language incorporate English language skills? Vocabulary acquisition is a major component of student success on assessments.</p> <p>What is meant by "assumptive assessments"? - stephenie_clark</p> <p><u>Instructional Program</u> What changes were made from a year ago to the application? I felt the application was close to being ready in the last round. - dswalker</p> <p><u>Curriculum and Instructional Design</u></p>

<p>If inquiry based learning is "highly encouraged" but not required, how will you ensure that the integrity of the program is maintained throughout the school?</p> <p>The applicant should provide a scope and sequence aligned to NC Accountability Model. The one provided aligns with ACTFL.</p> <p>Why as a year round calendar selected? How will it benefit the students? - jengnann</p> <p><u>Curriculum and Instructional Design</u> Why is math taught in Chinese? How will this translate to American assessments?</p> <p>Can the applicant indicate how the ACTFL curriculum will meet standards for NC by providing scope and sequence and instructional methods?</p> <p>How large are the class sizes?</p> <p>Why did the applicant chose a year round school calendar? - nacharles</p> <p><u>Curriculum and Instructional Design</u> Which classes will the 3 assistants be working with? Will all core teachers speak Chinese or will students be changing classes? in all grades?</p> <p>Another figure is included stating that students will perform above the state average.</p> <p>You describe your school as diverse. How will you ensure you applicants are from a diverse pool?</p> <p>Explain what is meant by " that Chinese language immersion for special desired students"? - buffy_fowler</p> <p><u>Curriculum and Instructional Design</u> How will CEA guarantee the student diversity that it references? Curriculum outline shows very little information. - jonathanbryant</p> <p><u>Curriculum and Instructional Design</u> The applicant fails to identify the primary instructional strategies.</p> <p>The section regarding promotion and retention is very vague. This may cause room for interpretation and and increase in parent concerns regarding a student's promotion or retention due to a lack of official policy.</p> <p>How does the school intend to provide a robust calendar of professional development for staff when there are only four (4) teacher work days calendared? - stephenie_clark</p> <p><u>Special Programs and "At-Risk" Students</u> What methods will be used to identify students requiring additional support? - jengnann</p> <p><u>Special Programs and "At-Risk" Students</u> What's process for identifying and referring students needing IEPs?</p> <p>Can the applicant further explain the ELL process given the unique full immersion structure? - nacharles</p> <p><u>Special Programs and "At-Risk" Students</u></p>

	<p>Tier 3 describes intervention teachers but no intervention teachers were described in the staff list mentioned earlier in application.</p> <p>Where are the following strategies listed in the budget: Tuition Childcare Programs, and Supplemental Services Programs</p> <p>Where is the ELL teacher listed in the budget?</p> <p>Where is the half time AIG teacher is not listed in the budget? - buffy_fowler</p> <p><u>Special Programs and "At-Risk" Students</u> What will be done specifically in each Tier? Wake County's plan is referenced but there is no specifics on how this school will provide tiered support and what interventions will be used. - kevin_allen</p> <p><u>Special Programs and "At-Risk" Students</u> What is the timeline for the school to engage a student through the full RTI process (Tier I - Tier III)?</p> <p>What research was conducted to make the determination of the services and support that will be provided to ELL and AIG students?</p> <p>With this school's mission focusing on bilingual education, what robust and comprehensive services will the school provide ELL students, understanding that they are now immersed in three languages? - stephenie_clark</p> <p><u>Exceptional Children – Identification and Records</u> What's the procedure to contest IEP or 504 plan issues?</p> <p>Can the applicant articulate the difference between and IEP and a 504 Plan and distinguish between the identification protocols? - nacharles</p> <p><u>Exceptional Children – Identification and Records</u> Responses do not provide adequate information to ensure school is aware of all identification procedures. - buffy_fowler</p> <p><u>Exceptional Children – Identification and Records</u> What is your child find process? You only mention you will follow laws. You mention an impartial hearing that would be held if there are differences in opinion. How will the IEP Team make decisions regarding disagreements? Who will be responsible for requesting records? You mention that parents will be asked to provide records. - kevin_allen</p> <p><u>Exceptional Children – Identification and Records</u> Section does not provide enough details to determine an understanding of state and federal requirements regarding 504 plans and accommodations.</p> <p>Since the school will be implementing the RTI process for at-risk students, this EC identification process should include elements mentioned in the previous section. - stephenie_clark</p> <p><u>Exceptional Children – Education Programming</u> Application lacks evidence of knowledge of providing services to students in the</p>
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	<p>exceptional children's program. No description of how the full continuum of services would be provided. - buffy_fowler</p> <p><u>Exceptional Children – Education Programming</u> Still not sure that this school has a clear mission. - jonathanbryant</p> <p><u>Exceptional Children – Education Programming</u> EC and 504 are quite different. How do you intend to meet the unique individual needs of all students? Does your school plan to offer the full continuum of service? - kevin_allen</p> <p><u>Exceptional Children – Education Programming</u> Applicant does not describe a proposed plan for providing related services to students who qualify.</p> <p>How will the school ensure that a student's lack of language acquisition (Chinese instructed classes) does not serve as a barrier to educational success and also is not an underlying reason for a student to be referred to EC services? - stephenie_clark</p> <p><u>Student Performance Standards</u> What is the timeframe for achieving stated goals? How will a baseline for progress be established? What assessments will drive instruction? How will data of student growth be established? - jengnann</p> <p><u>Student Performance Standards</u> What measures are in place to help balance the applicants "top priority" of student performance and it's mission of providing bilingual education and cultivate creative students with global perspective? How will these goals be measured? What is the time line for goals given that teacher performance is measured through student achievement? - nacharles</p> <p><u>Student Performance Standards</u> "90% EOG and EOC scores above those of the state average" How does this align to prior goals written within this application? These goals seem to be different than the goals listed in question 2 of the Mission, Purpose and Goals section. What is considered "high levels of attendance?" - buffy_fowler</p> <p><u>Student Performance Standards</u> Is there a rubric or standard for requirements of student work samples in the portfolios for each subject in order for a student to be promoted to the next grade level? What happens if a student does not pass an EOG test? Will they still be retained? How is the possibility of retention communicated to families throughout the school year? EOG scores are not released until the end of the year. Read-to-Achieve is not a program, but a state mandate/law. Additionally, it only applies to third grade students and their reading EOG scores. Students who receive exceptional children services should be promoted based on meeting the goals outlined in their IEP. - stephenie_clark</p>
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	<p><u>Student Performance Standards</u> I would like to see goals that are a little more concrete rather than just exceeding the state. I am unsure what "90% EOG and EOC scores above those of the state average" means. - dswalker</p> <p><u>Student Conduct and Discipline</u> "to model students that pose a discipline..." do you mean monitor? What will be done with the student during the one to two investigation before suspension? - buffy_fowler</p> <p><u>Student Conduct and Discipline</u> Who is responsible for student behavior/enforcement? - jonathanbryant</p> <p><u>Student Conduct and Discipline</u> What is your process for discipline of students with disabilities? The information here is vague. Will the IEP Team be involved in decision making? - kevin_allen</p> <p><u>Student Conduct and Discipline</u> Section does not include definitions with the list of offenses that may result in suspension or expulsion. What is the code of student conduct that will be communicated to students? How does this align with the school's mission and vision? - stephenie_clark</p>
<p>Governance and Capacity</p>	<p><u>Tax-Exempt Status 501 (c)(3)</u> n/a - nacharles</p> <p><u>Governance and Organizational Structure of Private Nonprofit Organization</u> Please explain the circumstances in which an advisory committee may be established. How will the board work with the lead administrator to establish SMART goals for the school? Please explain further your understanding of the relationship between the board and the school. How will the board be evaluated annually? What are the term limits for board members? How will you maintain a board with consistent knowledge of the school and its interworkings if board members may roll off after one year? Some background checks in the appendix appear to be incomplete. - jengnann</p> <p><u>Governance and Organizational Structure of Private Nonprofit Organization</u> Background check of Ellis Parks shows there were criminal records found but did not show report details. Unclear on the understanding of the legal and Financial responsibility the board holds. - buffy_fowler</p> <p><u>Governance and Organizational Structure of Private Nonprofit Organization</u> Presuming the lead administrator and principal are the same thing, can the details about</p>

	<p>the evaluation be shared given the level of responsibility this person is faced with?</p> <p>Per the applicant, "the students will be share leadership, vision and values in the PLT, also PLT will make students to enhance imagination, curiosity, innovation, and collaboration of the student", why prescribe the PLT activities rather than let students decide?</p> <p>Will the board members' children will automatically be enrolled? What is there is more demand than space, will bm children enter lottery?</p> <p>If the PTS has significant responsibility, why the separation from the board? According to the org chart, the PTS doesn't report to the board or the lead admin.</p> <p>How will board members be evaluated? - nacharles</p> <p><u>Governance and Organizational Structure of Private Nonprofit Organization</u> Applicant does not provide details on how the governing board will be evaluated. Additionally, the administrator evaluation is based solely on meeting 3 to 5 goals set out. Will the staff and parents have a voice in evaluating the lead administrator? - stephenie_clark</p> <p><u>Proposed Management Organization (EMO/CMO)</u> N/A - nacharles</p> <p><u>Staffing Plans, Hiring, and Management</u> Please explain further your understanding of the relationship between the employees and the board. - jengnann</p> <p><u>Staffing Plans, Hiring, and Management</u> ESL teacher, AIG teacher? Is there any concern for the potential challenges of finding qualified teachers who also speak Chinese? "CEA will try to find more money to support teacher salaries" - this is very general. Grants, fundraising, etc.? - jonathanbryant</p> <p><u>Staffing Plans, Hiring, and Management</u> The applicant indicates that "CEA will try to find more money to support teacher salaries." What plan is place to raise these funds and what is the anticipated amount contributed tot teacher salaries?</p> <p>Who evaluates employees? If the board hires and fired, what is the specific role of the lead admin in terms of personnel? Can the applicant outline in more details the relationship between the board, the lead admin, and the staff?</p> <p>- nacharles</p> <p><u>Staff Evaluation and Professional Development</u> This section states that some foreign teachers may be hired. This is not included in the budget. - buffy_fowler</p> <p><u>Staff Evaluation and Professional Development</u> Misspellings and grammar errors do not help the clarity of this application, as a whole. This section lacks sufficient specifics. - jonathanbryant</p> <p><u>Staff Evaluation and Professional Development</u></p>
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	<p>The proposed structure for hiring, staff eval, pd and removal does not appear to foster an environment for collaboration between the lead admin and staff. How will the lead admin be able to address concerns if the board hires and fires staff?</p> <p>Can the applicant clarify who the proposed mentors will be, how these PD will be addressed in the budget, and what the PD opportunities are?</p> <p>Although the proposed professional ideas of the applicant are admirable, can the applicant put forth a clear plan that is less aspirational and more concrete?</p> <p>- nacharles</p> <p><u>Staff Evaluation and Professional Development</u> How will the hiring of foreign teachers impact the school's licensure percentage throughout the school year?</p> <p>Beyond a once a week two hour program for professional development, how will staff members collaborate and grow professionally at the school? Additionally, what do these two hour after school sessions entail?</p> <p>One week of professional development prior to the school opening does not seem robust or sufficient enough.</p> <p>- stephenie_clark</p> <p><u>Marketing Plan</u> How is targeting students currently attending Chinese schools aligned with the mission to serve all students? Will student not already enrolled or speaking Chinese be able to succeed at CE Academy? - nacharles</p> <p><u>Parent and Community Involvement</u> Earlier in the application a 500 hour expectation of parents was mentioned - what are the details of this? - jonathanbryant</p> <p><u>Admissions Policy</u> The applicant should explain further their understanding of requirements of parents post acceptance.</p> <p>An electronic lottery may have kinks. What back up plan will be in place if necessary? - jengnann</p> <p><u>Admissions Policy</u> Is this allowed..."If students transfer from other charter school in the state, The school will accept them automatically. If they are not from charter school system in The state, The students will follow new students enrollment procedure of the school."? - buffy_fowler</p> <p><u>Admissions Policy</u> Process and policies provided are unclear and lack a delineation of time and ordered steps.</p> <p>What is meant by a student transferring from another charter will be accepted automatically?</p> <p>Will the school have any lottery and admission preferences? If so, what are they and how</p>
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	<p>do they align with the NC Charter School Law? - stephenie_clark</p> <p><u>Weighted Lottery</u> Acceptances will be notified at the lottery, is attendance at the lottery mandatory for admission? "The number of applications will allow the school to appropriately craft programs...." - what is this intended meaning? CEA will automatically accept students from other charter schools? This needs clarification. - jonathanbryant</p> <p><u>Weighted Lottery</u> How will board and staff students enter the enter school of there isn't a weighted lottery? Will the school allocate certain number of seats before opening the lottery? What if there are more staff and board kids than allocated seats? How does this align with charter law? - nacharles</p>
<p>Operations</p>	<p><u>Transportation Plan</u> What is the backup plan if additional funding does not actualize? - nacharles</p> <p><u>Transportation Plan</u> How will the school ensure that transportation is not a barrier for a student's attendance?</p> <p>How will the bus stops be organized and articulated to interested parents? How will the school ensure that the bus transportation is fairly provided to all that want or need that service to attend? - stephenie_clark</p> <p><u>School Lunch Plan</u> Will the Chinese lunch option made by local restaurant met the Child Nutrition Guidelines? - buffy_fowler</p> <p><u>School Lunch Plan</u> "school will provide lunch for the student from the budget and charge the parents" - how is this addressing families who struggle financially? - jonathanbryant</p> <p><u>School Lunch Plan</u> Will lunch vendors meet required nutritional guidelines? - nacharles</p> <p><u>School Lunch Plan</u> How will the school deal with unpaid balances?</p> <p>Will students still be guaranteed an opportunity to eat lunch?</p> <p>What research was conducted to ensure that the local Chinese restaurant and American caterer can meet the requirements for child nutrition? - stephenie_clark</p> <p><u>Civil Liability and Insurance</u> Since the insurance quotes included only the first year projected enrollment and staff, can the applicant share how the increased cost for increased numbers will be addressed beyond year one? - nacharles</p> <p><u>Facility and Facility Contingency Plan</u> Has the mentioned facility as the contingency plan been cleared to operate as a school? What funding will be required to bring it up to code? - jengnann</p> <p><u>Facility and Facility Contingency Plan</u> How will the school pay both rent and a construction loan at the same time. What</p>

	<p>evidence do you have that your school will be able to secure a construction loan and then mortgage? - buffy_fowler</p> <p><u>Facility and Facility Contingency Plan</u> What's the contingency plan for building delays? What retrofitting costs will be included for renting the commercial space? Will both, renting and building be feasible financially especially with a low enrollment of 300 and high personnel, transportation and school lunch projections? - nacharles</p> <p><u>Facility and Facility Contingency Plan</u> Facilities might be an issue. I can't imagine the cost of 30-40 acres in West Cary. What is the cost of the contingent facility? - dswalker</p>
<p>Financial Plan</p>	<p><u>Budget Revenue Projections from Each LEA (Table)</u> State funds differ between the three counties? - jonathanbryant</p> <p><u>Total Budget Revenue Projections 2018-2023 (Table)</u> Seems like there are inconsistent jumps in state funds from years, school is growing by 50 students each year (about a \$70k difference year 1 to 2, \$220K difference year 2 to 3, \$220K difference year 3 to 4, etc.. - jonathanbryant</p> <p><u>Total Budget Revenue Projections 2018-2023 (Table)</u> Can the applicant provide more detail for the projections as the growth in revenue appear inconsistent with student enrollment? - nacharles</p> <p><u>Personnel Budget: Expenditures 2018-2023 (Table)</u> The applicant states earlier in the application that the teacher would receive state retirement. This budget does not account for any staff to receive state retirement, which has an employer cost 16.54% of the employees' salary. If this budget were to include state retirement solely for teachers, it would need to add approximately \$100,000. - buffy_fowler</p> <p><u>Personnel Budget: Expenditures 2018-2023 (Table)</u> How will building maintenance and custodial functions be completed? - jonathanbryant</p> <p><u>Personnel Budget: Expenditures 2018-2023 (Table)</u> Will maintenance, janitorial, IT, and finance functions be outsourced? - nacharles</p> <p><u>Operations Budget: Expenditures 2018-2023 (Table)</u> The budget for facility lease seems quite low. Has the applicant obtained a quote that would support this figure? There is \$35,000 listed for a management company, yet the applicant has not stated that they are working with a management company. - jengnann</p> <p><u>Operations Budget: Expenditures 2018-2023 (Table)</u> \$3000 reasonable for copier lease of a school of 300 kids? No budget set for cleaning buildings in staff or contracted employees. - buffy_fowler</p> <p><u>Operations Budget: Expenditures 2018-2023 (Table)</u> Instructional materials totals, computers/software, custodial/maintenance all seem low - jonathanbryant</p> <p><u>Operations Budget: Expenditures 2018-2023 (Table)</u> Are there existing office and IT resources as the startup cost for 300 students and 12 teachers appears low?</p>

	<p>The marketing line items seems out of balance with instructional costs which may be true for the first year to ensure full enrollment. What future marketing costs are anticipated or can those dollars be allocated elsewhere? - nacharles</p> <p><u>Operations Budget: Expenditures 2018-2023 (Table)</u> How do you plan to finance the provision of related services such as speech, OT, PT and Psychological Services? - kevin_allen</p> <p><u>Operations Budget: Expenditures 2018-2023 (Table)</u> How will the facilities be managed and kept clean? There is no evidence that the school intends to hire a custodian. The budget does not reflect the expenses it would take for a custodial contract.</p> <p>Several line items are severely under budgeted. For example, \$500 for copy paper and \$500 for custodial supplies. - stephenie_clark</p> <p><u>Operations Budget: Expenditures 2018-2023 (Table)</u> In my view the facility lease/mortgage is unrealistically low for the area. You are talking about a \$6-8 million property just for land, not to mention the cost of the building. Utilities also seem way too low. - dswalker</p> <p><u>Total Expenditure Projections (Table)</u> Can the applicant provide quotes supporting the low facilities costs given the location? - nacharles</p> <p><u>Total Expenditure Projections (Table)</u> It is highly unlikely that the operating budget of a school that has grown from 300 students to 500 students would remain consistent from year 1 to year 5. Budget reflects a change of around \$6,000 in operational expenses over five years.</p> <p>Projected operations may not be a realistic assessment that accurately reflects the student population growth. - stephenie_clark</p> <p><u>Budget Narrative</u> Has an MOU been established with FAZHENG Group to support the assertions made here? - jengnann</p> <p><u>Budget Narrative</u> Seems that real estate will be expensive, considering CEA will be in the "heart of RTP." Does not seem that budget allows for sufficient resources. - jonathanbryant</p> <p><u>Budget Narrative</u> Although the applicant provides information about the demand for a school, what supporting documents (MOUs, quotes etc.) can the applicants provide given that the projections seem a bit out of line with required resources for the proposed mission?</p> <p>Was the parent survey randomized or targeted?</p> <p>Without financial contingency plans, how can the applicant guarantee a successful school opening? - nacharles</p> <p><u>Financial Audits</u> Has due diligence been done in selecting an auditor? Were quotes obtained from at least 3 vendors? - jengnann</p>
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	<p><u>Financial Audits</u> "Form a sub-committee" - need additional details (who is eligible, how many members, how are potential conflicts of interest identified/addressed, etc., etc.? - jonathanbryant</p> <p><u>Financial Audits</u> Can the applicant clarify the subcommittee structure and competitive bid process? - nacharles</p> <p><u>Financial Audits</u> Applicant does not thoroughly describe internal control procedures and methods.</p> <p>Applicant does not fully describe the process of the audit and how that information is reviewed with the board. - stephenie_clark</p>
OVERALL	<p><u>Grade Levels Served and Total Student Enrollment:</u> How will the final 50 students added in Year 5 be distributed? - nacharles</p> <p><u>Grade Levels Served and Total Student Enrollment:</u> In year five will all grades grow to absorb the 50 additional students? - buffy_fowler</p>

<u>Charter School Advisory Board Subcommittee</u>	
Mission, Purposes, and Goals	
Education Plan	
Governance and Capacity	
Operations	
Financial Plan	
OVERALL	

<u>Overall Summary</u>	
Initial Screening 09/27/2017	The Office of Charter Schools deemed this application complete on September 27, 2017. No further information is needed to begin the application evaluation.
Application Review	OCS provided a brief overview of the proposed application including the proposed enrollment for the first five (5) years, proposed county, and if the application had an LEA impact statement and/or due diligence.

	<p>Mr. Walker led the discussion and members of the Policy Committee asked specific questions on items needing clarification.</p> <p>The board chair for the proposed school introduced herself and provided a history of her experience with Chinese education. 2 other board members were present for this opportunity.</p> <p>Ms. Kroeger pointed out that the mission was vague and could be more specific. Ms. Turner wanted clarity on the exchange student component outlined in the application. The board chair responded that the school plans to cooperate with Chinese schools. Ms. Turner outlined the difficulties that will happen with the school's funding with proposing to use exchange students. The board chair outlined that the exchange students would not count toward funded ADM. The school plans to have approximately 10-12 exchange students. The school plans to charge tuition to the exchange students.</p> <p>Mr. Walker provided points about the application differences from previous rounds. Additionally, he wanted clarity on the specific Chinese dialect. Mr. Quigley and other members wanted to know the specific marketing effort the school would use. Additionally, are the enrollment numbers proposed with this model too aggressive.</p> <p>Mr. Walker wanted to have more clarity on the academic goals related to the EOG/EOC proposed in the application. Ms. Turner wanted to know if the Chinese immersion philosophy and its impact on testing. Mr. Quigley had questions about teaching the Core Knowledge curriculum in Chinese. The Vice Chair explained the academic goals and stated it was calculated using a step-by-step process. The goal is to be a school of excellence. 90% of the students will be proficient within 3 years including EC students.</p> <p>Mr. Walker wanted to know how the school would maintain the 50% licensure requirement outlined in statute with its proposed model. Ms. Kroeger wanted to know the specific professional development plan for the unlicensed teachers.</p> <p>Mr. Walker wanted to know how the school would operationalize the facility plan outlined in the application given the proposed location. Specifically does the facility plan align to the budget. The board chair reported that the board confirmed a facility as late as last week that has 45 acres and 250,000 sq feet. The building is being partially used by UNC for training. The school plans to rent part of the facility and the monthly cost would be 30,000 - 40,000 thousand and the owner would like to cooperate with the proposed applicant. The owner of the building has communicated that he would work with the applicant on its facility costs.</p> <p>Ms. Turner stated that a lot of things were missing in the budget and Ms. Kroeger agreed with those sentiments. Specifically, the budget does not seem to be realistic. Mr. Walker agreed with the remarks of the committee members.</p> <p>The committee wanted to know the specific changes made from last year's submission. The Vice Chair reported that the board structure changed to maximize expertise. Additionally, the school received guidance from other charter schools in the area.</p> <p>Mr. Walker and other committee members communicated that the application needs to have some additional work. The applicant should use the feedback provided to make the needed changes.</p>
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	<p>Ms. Tunrer made a committee motion to not move forward to interview. Ms. Kroeger seconded. The committee motion passed unanimously.</p> <p>Mr. Walker made a full CSAB motion not to move the applicant forward. Ms. Turner seconded. The motion passed unanimously. The applicant is encouraged to reapply and use the feedback provided in the rubric to make needed adjustments.</p>
Application Interview	
OVERALL	<p>Ms. Tunrer made a committee motion to not move forward to interview. Ms. Kroeger seconded. The committee motion passed unanimously.</p> <p>Mr. Walker made a full CSAB motion not to move the applicant forward. Ms. Turner seconded. The motion passed unanimously. The applicant is encouraged to reapply and use the feedback provided in the rubric to make needed adjustments.</p>