

Table 1. General Info: % of Grade Proficient Students by Race, Economic Status, English Language Learners (ELL), Disabilities | Suspensions | Academic Score & Gr

Entity	Total	White	Black	Hispanic	Eco. Disadv	ELL	Suspensions/	Grade	Growth
State	58.8	71.1	40.2	48.1	44.3	22.4	7.61		
Mecklenburg	60.7	84.7	46.4	49.9	44.8	26.2	5.72		
Charlotte Choice Charter (K-8)	26.9	N/A	26.4	27.8	27.6	10	9.23	F,F,F	M,M,N
Highland Mill Montessori (K-6 Magnet)	81.2	95.00%	79.9	40.9	72.3	N/A	0.88	B,A,B	M,E,M
Highland Renaissance Academy (K-5)	38.8	83.3	35.8	41.1	39.3	17.5	10.48	D,D,C	N,N,M
Druid Hills (K-8)	35.1	N/A	32.1	53	33.3	31.3	57.12	D,D,F	M,M,N
Walter G Byers (K-8)	28.1	N/A	27.4	18.2	26.9	6.3	55.25	F,F,F	M,M,N
Shamrock Gardens Elementary (K-5)	62.8	84.6	53.4	54.4	48.7	28.3	8.78	C,C,C	M,M,M
Briarwood Elementary (K-5)	42.8	47.1	43.9	42	42.5	24.6	2.59	D,D,D	M,E,M
KIPP Charlotte (K-8)	45.4	N/A	44.3	46.4	45.4	44.6	75.34 to 11.48	D,C,C	E,M,E
Torchlight (K-8)	57.9	N/A	56.8	59.1	58.1	42.9	0	C	

Table 2. Public School Attendance by Race and % Economically Disadvantaged

School	Students	White	Black	Hispanic	White	Black	Hispanic	Eco Dis	Eco Dis
Charlotte Choice Charter	206	2	156	40	0.97%	75.73%	19.42%	81.4	81.4
Highland Mill Montessori	231	71	115	23	30.74%	49.78%	9.96%	24.6	24.6
Highland Renaissance Academy	500	18	267	195	3.60%	53.40%	39.00%	67%	67%
Druid Hills	565	0	496	41	0.00%	87.79%	7.26%	88%	88%
Walter G Byers	445	6	395	25	1.35%	88.76%	5.62%	85.9	85.9
Shamrock Gardens Elementary	488	142	205	121	29.10%	42.01%	24.80%	52.40%	52.40%
Briarwood Elementary	721	17	318	344	2.36%	44.11%	47.71%	69.50%	69.50%
KIPP Charlotte	723	4	639	61	0.55%	88.38%	8.44%	>95%	>95%
School Totals	3879	260	2591	850	6.70%	66.80%	21.91%		
Charlotte-Mecklenburg County Schools	147,157	42,096	57,407	33,878	28.61%	39.01%	23.02%		

Core Knowledge at a Glance

	Preschool	Kindergarten	First Grade	Second Grade	Third Grade
Language Arts/English	<ul style="list-style-type: none"> I. Oral Language II. Nursery Rhymes, Poems, Finger-Plays, and Songs III. Storybook Reading and Storytelling IV. Emerging Literacy Skills 	<ul style="list-style-type: none"> I. Listening and Speaking II. Reading III. Writing IV. Language Conventions V. Poetry VI. Fiction VII. Sayings and Phrases 	<ul style="list-style-type: none"> I. Listening and Speaking II. Reading III. Writing IV. Language Conventions V. Poetry VI. Fiction VII. Sayings and Phrases 	<ul style="list-style-type: none"> I. Listening and Speaking II. Reading III. Writing IV. Language Conventions V. Poetry VI. Fiction VII. Sayings and Phrases 	<ul style="list-style-type: none"> I. Reading and Writing II. Poetry III. Fiction IV. Sayings and Phrases
History and Geography	<p>Time:</p> <ul style="list-style-type: none"> I. Vocabulary II. Measures of Time III. Passage of Time (Past, Present, Future) <p>Space:</p> <ul style="list-style-type: none"> I. Vocabulary II. Actual and Representational Space III. Simple Maps IV. Basic Geographic Concepts 	<p>World:</p> <ul style="list-style-type: none"> I. Geography: Spatial Sense II. Overview of the Seven Continents <p>American</p> <ul style="list-style-type: none"> I. Geography II. Native American Peoples, Past and Present III. Early Exploration and Settlement IV. Presidents, Past and Present V. Symbols and Figures 	<p>World:</p> <ul style="list-style-type: none"> I. Geography II. Early World Civilizations III. Modern Civilization and Culture: Mexico <p>American</p> <ul style="list-style-type: none"> I. Early People and Civilizations II. Early Exploration and Settlement III. From Colonies to Independence: The American Revolution IV. Early Exploration of American West V. Symbols and Figures 	<p>World:</p> <ul style="list-style-type: none"> I. Geography II. Early Asian Civilizations III. Modern Japanese Civilization IV. The Ancient Greek Civilization <p>American</p> <ul style="list-style-type: none"> I. American Government: The Constitution II. The War of 1812 III. Westward Expansion IV. The Civil War V. Immigration and Citizenship VI. Fighting for a Cause VII. Geography of the Americas VIII. Symbols and Figures 	<p>World:</p> <ul style="list-style-type: none"> I. World Geography II. The Ancient Roman Civilization III. The Vikings <p>American</p> <ul style="list-style-type: none"> I. The Earliest Americans II. Early Exploration of North America III. The Thirteen Colonies: Life and Times Before the Revolution
Visual Arts	<ul style="list-style-type: none"> I. Attention to visual detail II. Creating Art III. Looking and Talking about Art 	<ul style="list-style-type: none"> I. Elements of Art II. Sculpture III. Looking at and Talking About Art 	<ul style="list-style-type: none"> I. Art from Long Ago II. Elements of Art III. Kinds of Pictures: Portrait and Still Life 	<ul style="list-style-type: none"> I. Elements of Art II. Sculpture III. Kinds of Pictures: Landscapes IV. Abstract Art V. Architecture 	<ul style="list-style-type: none"> I. Elements of Art II. American Indian Art III. Art of Ancient Rome and Byzantine Civilization
Music	<ul style="list-style-type: none"> I. Attention to Differences in Sound II. Imitate and Produce Sounds III. Listen and Sing IV. Listen and Move 	<ul style="list-style-type: none"> I. Elements of Music II. Listening and Understanding III. Songs 	<ul style="list-style-type: none"> I. Elements of Music II. Listening and Understanding (Composers; Orchestra; Opera; Ballet; Jazz) III. Songs 	<ul style="list-style-type: none"> I. Elements of Music II. Listening and Understanding (Orchestra; Keyboards; Composers) III. Songs 	<ul style="list-style-type: none"> I. Elements of Music II. Listening and Understanding (Orchestra; Composers) III. Songs
Mathematics	<ul style="list-style-type: none"> I. Patterns and Classification II. Geometry III. Measurement IV. Numbers and Number Sense V. Addition and Subtraction with Concrete Objects VI. Money 	<ul style="list-style-type: none"> I. Patterns and Classification II. Numbers and Number Sense III. Money IV. Computation V. Measurement VI. Geometry 	<ul style="list-style-type: none"> I. Patterns and Classification II. Numbers and Number Sense III. Money IV. Computation V. Measurement VI. Geometry 	<ul style="list-style-type: none"> I. Numbers and Number Sense II. Fractions III. Money IV. Computation V. Measurement VI. Geometry 	<ul style="list-style-type: none"> I. Numbers and Number Sense II. Fractions and Decimals III. Money IV. Computation V. Measurement VI. Geometry
Science	<ul style="list-style-type: none"> I. Human Characteristics, Needs and Development II. Animal Characteristics, Needs and Development III. Plant Characteristics, Needs and Growth IV. Physical Elements (Water, Air, Light) V. Introduction to Magnetism VI. Seasons and Weather VII. Taking Care of the Earth VIII. Tools 	<ul style="list-style-type: none"> I. Plants and Plant Growth II. Animals and Their Needs III. Human Body (Five Senses) IV. Introduction to Magnetism V. Seasons and Weather VI. Taking Care of the Earth VII. Science Biographies 	<ul style="list-style-type: none"> I. Living Things and Their Environments II. Human Body (Body Systems) III. Matter IV. Properties of Matter: Measurement V. Introduction to Electricity VI. Astronomy VII. The Earth VIII. Science Biographies 	<ul style="list-style-type: none"> I. Cycles in Nature (Seasonal Cycles; Life Cycles; Water Cycle) II. Insects III. Human Body (Cells; Digestive and Excretory Systems) IV. Magnetism V. Simple Machines VI. Science Biographies 	<ul style="list-style-type: none"> I. Introduction to Classification of Animals II. Human Body (Muscular, Skeletal, and Nervous Systems; Vision and Hearing) III. Light and Optics IV. Sound V. Ecology VI. Astronomy VII. Science Biographies

	Fourth Grade	Fifth Grade	Sixth Grade	Seventh Grade	Eighth Grade
Language Arts/English	<ol style="list-style-type: none"> I. Writing, Grammar, and Usage II. Poetry III. Fiction IV. Speeches V. Sayings and Phrases 	<ol style="list-style-type: none"> I. Writing, Grammar, and Usage II. Poetry III. Fiction and Drama IV. Speeches V. Sayings and Phrases 	<ol style="list-style-type: none"> I. Writing, Grammar, and Usage II. Poetry III. Fiction and Drama IV. Sayings and Phrases 	<ol style="list-style-type: none"> I. Writing, Grammar, and Usage II. Poetry III. Fiction, Nonfiction, and Drama IV. Foreign Phrases Commonly Used in English 	<ol style="list-style-type: none"> I. Writing, Grammar, and Usage II. Poetry III. Fiction, Nonfiction, and Drama IV. Foreign Phrases Commonly Used in English
History and Geography	<p>World:</p> <ol style="list-style-type: none"> I. World Geography (Spatial Sense; Mountains) II. Europe in Middle Ages III. The Spread of Islam and the "Holy Wars" IV. Early and Medieval African Kingdoms V. China: Dynasties and Conquerors <p>American</p> <ol style="list-style-type: none"> I. The American Revolution II. Making a Constitutional Government III. Early Presidents and Politics IV. Reformers V. Symbols and Figures 	<p>World:</p> <ol style="list-style-type: none"> I. World Geography (Spatial Sense; Lakes) II. Early American Civilizations III. European Exploration, Trade, and the Clash of Cultures IV. The Renaissance and the Reformation V. England from the Golden Age to the Glorious Revolution VI. Russia: Early Growth and Expansion VII. Feudal Japan <p>American</p> <ol style="list-style-type: none"> I. Westward Expansion II. The Civil War: Causes, Conflicts, Consequences III. Native Americans: Cultures and Conflicts IV. U.S. Geography 	<p>World:</p> <ol style="list-style-type: none"> I. World Geography (Spatial Sense; Deserts) II. Lasting Ideas from Ancient Civilizations III. The Enlightenment IV. The French Revolution V. Romanticism VI. Industrialism, Capitalism, and Socialism VII. Latin American Independence Movements <p>American</p> <ol style="list-style-type: none"> I. Immigration, Industrialization, and Urbanization II. Reform 	<ol style="list-style-type: none"> I. America Becomes a World Power II. World War I: "The Great War," 1914–1918 III. Russian Revolution IV. America from the Twenties to the New Deal V. World War II VI. Geography of United States 	<ol style="list-style-type: none"> I. The Decline of European Colonialism II. The Cold War III. The Civil Rights Movement IV. The Vietnam War and the Rise of Social Activism V. The Middle East and Oil Politics VI. The End of the Cold War: The Expansion of Democracy and Continuing Challenges VII. Civics: The Constitution—Principles and Structure of American Democracy VIII. Geography of Canada and Mexico
Visual Arts	<ol style="list-style-type: none"> I. Art of the Middle Ages in Europe II. Islamic Art and Architecture III. Art of Africa IV. Art of China V. Art of a New Nation: The United States 	<ol style="list-style-type: none"> I. Art of the Renaissance II. American Art: Nineteenth-Century United States III. Art of Japan 	<ol style="list-style-type: none"> I. Art History: Periods and Schools (Classical; Gothic; Renaissance; Baroque; Rococo; Neoclassical; Romantic; Realistic) 	<ol style="list-style-type: none"> I. Art History: Period and Schools (Impressionism; Post-Impressionism; Expressionism and Abstraction; Modern American Painting) 	<ol style="list-style-type: none"> I. Art History: Periods and Schools (Painting Since World War II; Photography; 20th-Century Sculpture) II. Architecture Since the Industrial Revolution
Music	<ol style="list-style-type: none"> I. Elements of Music II. Listening and Understanding (Orchestra; Vocal Ranges; Composers) III. Songs 	<ol style="list-style-type: none"> I. Elements of Music II. Listening and Understanding (Composers; Connections) III. American Musical Traditions (Spirituals) IV. Songs 	<ol style="list-style-type: none"> I. Elements of Music II. Classical Music: From Baroque to Romantic (Bach, Handel, Haydn, Mozart, Beethoven, Schubert, Chopin, Schumann) 	<ol style="list-style-type: none"> I. Elements of Music II. Classical Music: Romantics and Nationalists (Brahms, Berlioz, Liszt, Wagner, Dvorak, Grieg, Tchaikovsky) III. American Musical Traditions (Blues and Jazz) 	<ol style="list-style-type: none"> I. Elements of Music II. Non-Western Music III. Classical Music: Nationalists and Moderns IV. Vocal Music (Opera; American Musical Theater)
Mathematics	<ol style="list-style-type: none"> I. Numbers and Number Sense II. Fractions and Decimals III. Money IV. Computation V. Measurement VI. Geometry 	<ol style="list-style-type: none"> I. Numbers and Number Sense II. Ratio and Percent III. Fractions and Decimals IV. Computation V. Measurement VI. Geometry VII. Probability and Statistics VIII. Pre-Algebra 	<ol style="list-style-type: none"> I. Numbers and Number Sense II. Ratio, Percent, and Proportion III. Computation IV. Measurement V. Geometry VI. Probability and Statistics VII. Pre-Algebra 	<ol style="list-style-type: none"> I. Pre-Algebra (Properties of the Real Numbers; Polynomial Arithmetic; Equivalent Equations and Inequalities; Integer Exponents) II. Geometry (Three-Dimensional Objects; Angle Pairs; Triangles; Measurement) III. Probability and Statistics 	<ol style="list-style-type: none"> I. Algebra (Properties of the Real Numbers; Relations, Functions, and Graphs; Linear Equations and Functions; Arithmetic of Rational Expression; Quadratic Equations and Functions) II. Geometry (Analytic Geometry; Introduction to Trigonometry; Triangles and proofs)
Science	<ol style="list-style-type: none"> I. Human Body (Circulatory and Respiratory Systems) II. Chemistry: Basic Terms and Concepts III. Electricity IV. Geology: The Earth and Its Changes V. Meteorology VI. Science Biographies 	<ol style="list-style-type: none"> I. Classifying Living Things II. Cells: Structures and Processes III. Plant Structures and Processes IV. Life Cycles and Reproduction V. Human Body (Endocrine and Reproductive Systems) VI. Chemistry: Matter and Change VII. Science Biographies 	<ol style="list-style-type: none"> I. Plate Tectonics II. Oceans III. Astronomy: Gravity, Stars, and Galaxies IV. Energy, Heat, and Energy Transfer V. The Human Body: Lymphatic and Immune Systems VI. Science Biographies 	<ol style="list-style-type: none"> I. Atomic Structure II. Chemical Bonds and Reactions III. Cell Division and Genetics IV. History of the Earth and Life Forms V. Evolution VI. Science Biographies 	<ol style="list-style-type: none"> I. Physics II. Electricity and Magnetism III. Electromagnetic Radiation and Light IV. Sound Waves V. Chemistry of Food and Respiration VI. Science Biographies

NORTH DAVIDSON ACADEMY

(Draft)

2019-2020 ACADEMIC CALENDAR

(School Hours 8:00 a.m. to 3:30 p.m)

AUGUST 2019						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

DECEMBER 2019						
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29	30	31				

APRIL 2020						
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SEPTEMBER 2019						
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JANUARY 2020						
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MAY 2020						
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OCTOBER 2019						
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FEBRUARY 2020						
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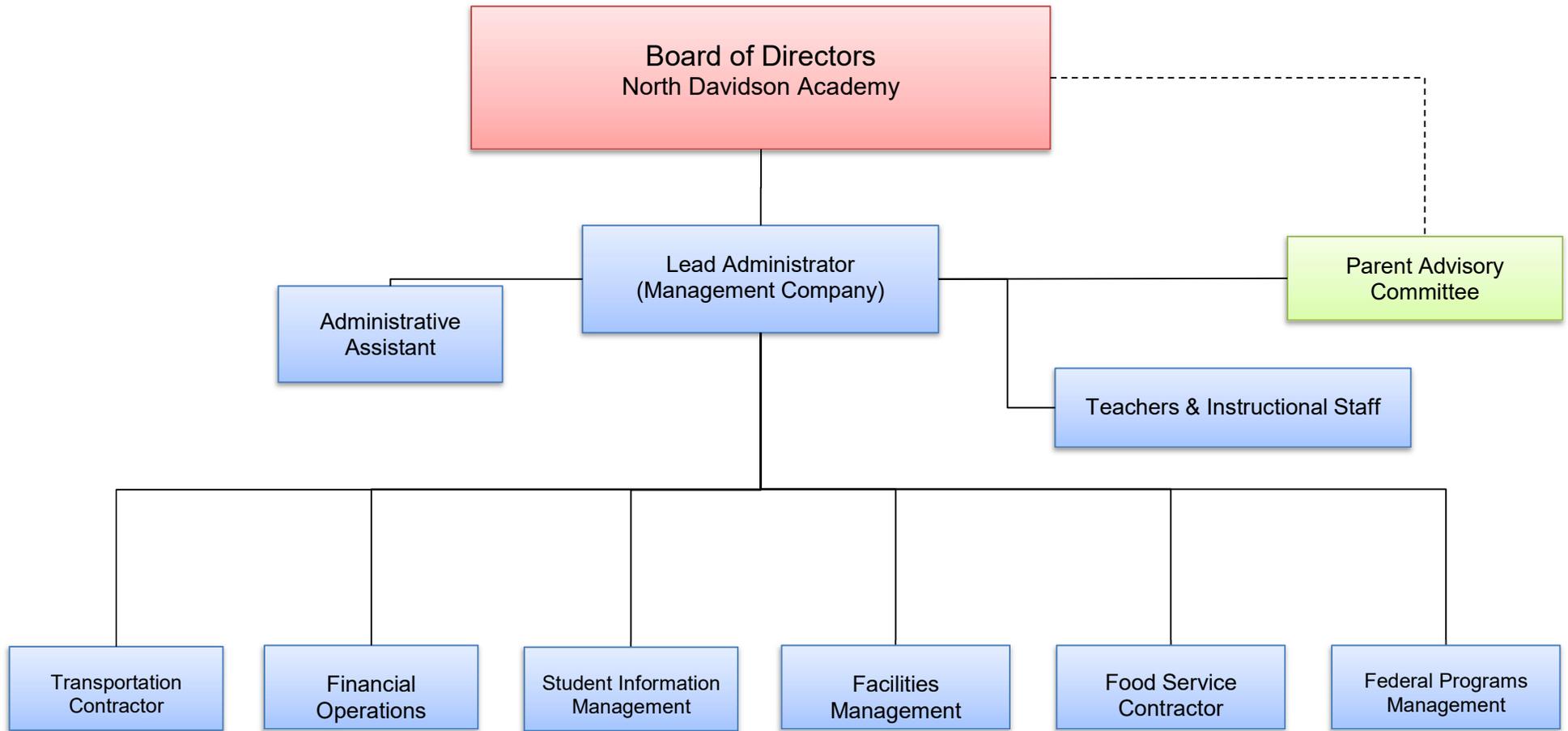
JUNE 2020						
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NOVEMBER 2019						
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MARCH 2020						
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22	23	24	25	26	27	28
29	30	31				

	First and Last Day of School
	Holidays (No School)
	Teacher Work Days (No School)
	Testing and Assessment
	Vacation
	End of Grading Period
	Report Card Day

North Davidson Organization Chart



Addul Ali

Entrepreneur, Community Organizer, Business/Political Consultant
Candidate for Kannapolis City Council

2012 Carolina Ave.
Kannapolis, NC 28081
(704) 750-5057
mrali357@gmail.com

Cornerstone Unlimited, — Co-founder, Senior Partner

January 2006 - PRESENT

Formerly Ensign Media & Consulting Group, Cornerstone is a business consulting firm with a track record of helping firms develop, optimize, and implement strategic plans for growth. Clients include Blackline Global, Allstate Insurance, Charter Communications, Boost Mobile, Ingersol Rand, Def Jam, Sony and a host of others.

City of Kannapolis Community Development Commission , Kannapolis NC — current member, Past Chair

2013- present

Appointed by Kannapolis City Council in 2013, reappointed in 2016. Elected as board chair in 2015 and 2016. This board reviews and approves the Consolidated annual performance evaluation and review as well as the City community developmental program including distribution of Community Development block grant funding.

National League of Concerned Citizens ,N.C.,S.C., N.Y.,P.A., – Executive Director

2014- present

Responsible for overseeing the administration, programs and strategic plan of the organization. Other key duties include fundraising, marketing, and community outreach.

EDUCATION

Central Islip Alternative High School , — High School Diploma

Community Service

St John's Lodge #204 AF & AM Kannapolis NC - Worshipful Master 2011-2016
Daughters of Excellence Chapter #31 - Worthy Patron
King David Grand Lodge- Past Grand Lecturer, Past Grand Senior Warden
Prosperity Unlimited Inc. - Board of Directors 2014-2016
Positive Youth Transformation Inc. - Board of Directors 2012 -2015

Appendix E:

Charter School Board Member Information Form

Note: To be completed individually by each proposed founding charter school board member. All forms must be signed by hand.

Serving on a public charter school board is a position of public trust and as a board member of a North Carolina public charter school, you are responsible for ensuring the quality of the school's entire program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the State Board of Education requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve:
North Davidson Academy
2. Full name: Brenda Sutton

Home Address: 3844 Brookchase Lane-Charlotte NC-28205

Business Name and Address: N/A

Telephone No.: 704 804 4988

E-mail address: bsutton04@yahoo.com

3. Brief educational and employment history. I'm a graduate of University of Phoenix with a bachelor's degree in Criminal Justice. I'm currently a Senior Project Manager for CLA (CliftonLarsonAllen). I mitigate risk as it pertains to compliance issues/ concerns with top four banking institutions.
4. Have you previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation? No
5. How were you recruited to join this Board of Directors? Why do you wish to serve on the board of the proposed charter school? I was approached to become the recording Secretary by a current board member Donna Wells, who sits as the Treasurer on the board. I wish to serve on the board because I want to build a healthy educational community and make North Davidson Academy a success. I'm also a huge advocate for good quality education for all children.
6. What is your understanding of the appropriate role of a public charter school board member? To ensure a quality education is being provided for the North Davidson Academy students. Also, to ensure the success of the schools mission statement and provide oversight and to keep and earn the public trust.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member. I have not previously served on another board. However, I do believe and will promise to always keep the children first.
8. Describe the specific knowledge and experience that you would bring to the board. I will commit to the total success of this chartered school. My life experiences have taught me to instill a great work ethic in our youth and create good productive leaders in our community and society.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs? My understanding of the mission for the school is providing a quality education to all students of North Davidson Academy. The mission would also include creating lifelong members and productive individuals of society.
2. What is your understanding of the school's proposed educational program? It is my understanding that the proposed educational program for the academy is NWEA-MAP Assessments, formative assessments along with and exit tickets.
3. What do you believe to be the characteristics of a successful school? I believe characteristics should include integrity, strive to work in the best interest of the children and not "one self". More importantly, it should be a safe and healthy collaborative learning environment.
4. How will you know that the school is succeeding (or not) in its mission? The board meets on a regular basis in an open forum. If the school is not succeeding, the voting members will be aware and would disseminate that information accordingly. I would also know either way through attendance and growth.

Governance

1. Describe the role that the board will play in the school's operation. To provide roving supervision and oversight of the schools budgetary obligations. The role will also include decision making and the oversight of fiduciary and management.
2. How will you know if the school is successful at the end of the first year of operation? I would know through attendance and growth.
3. How will you know at the end of five years of the schools is successful? I would know through attendance and growth over the current and previous years.
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful? To remain in compliance with all rules and regulations as it pertains to charter schools. Additionally, be responsive/supportive to the children and parents of the school.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school? Personally, I would follow proper protocol call along with approaching the individual (s), and let them know I plan address the board accordingly.

*Please include the following with your Information Form

- a one page resume
- a national criminal background check

*If you responded within the application that disciplinary action has been taken against any past or present professional licenses, provide a detailed response below outlining the disciplinary action taken and the license validity.

Certification

I, _____ Brenda G Sutton _____, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for _____ North Davidson Academy _____ Charter School is true and correct in every respect.

Brenda G Sutton

09/24/2018

Signature

Date

BRENDA SUTTON

704-804-4988 (Cell) bsutton04@yahoo.com

Objective

To obtain a responsible and challenging position with a World-class, Customer-centric organization, I am a professional with over 11 years of Banking /Compliance experience. In-depth knowledge in Bank Secrecy Act (BSA) and Anti Money Laundering (AML) rules and regulation. An effective manager of people, while fostering a cohesive working environment.

Work History

Apex Solutions, Charlotte, NC

October 2017-January 2018

Contract- Risk Consultant, Global Transactions Services Technology Team

Act as a liaison between Application Managers and Testing Team. Utilizing internal technology controls ensuring third party vendors remained compliant. Participated in SOX audits and supported various firm-wide risk initiatives.

NTT Data, Charlotte, NC

March 2016 - July 2017

Project Consultant-SME (Subject Matter Expert)

Supported a risk driven Enhanced Due Diligence (EDD) project for a top four banking institution. Conducted investigation and wrote memos on high risk commercial clients by highlighting their risk and mitigating factors in a production environment while working under a consent order.

Citibank, N.A., Fort Mill, SC

April 2012 - March 2016

Enhanced Due Diligence Analyst III, Risk Management-AML Middle Office

Analyzed risk associated with potentially high AML risk customers, based on customer profile and identified transaction activity. Recommended and undertook supplemental enhanced due diligence, including escalation of suspicious activity to the Financial Intelligence Unit (FIU). Worked as a Coordinator and conducted EDD investigations to determine if account closure was necessary by identifying if the customer was conducting business in their personal accounts (BIP) while working under a consent order.

Wells Fargo Bank, N.A., Charlotte, NC

February 2009 - April 2012

Financial Crimes Consultant III, AML Investigations

Researched, analyzed and investigated customer activity for potential AML-related suspicious activity. Drafted Suspicious Activity Reporting (SAR) or NON SAR's reports for Low to High complex cases, domestically and internationally. Additionally, work on MSB (Money Service Business) suspicious activity reporting. Documented results of the investigations on Event and Case Management Tool system. Established lines of communications with branch personnel when necessary. Maintained a good understanding of the BSA regulations and Fin Cen guidelines.

LPL Financial, San Diego, CA/Charlotte, NC

May 2006 - January 2009

Manager - New and Foreign Accounts

Worked as a Manager for a top ten U S broker dealer firm. Lead a team of 10-15 new accounts representatives and a supervisor within New Accounts /Foreign Accounts. Responsible for the onboarding of all new accounts paperwork for new clients to the firm. Interviewed and hired new staff, wrote performance appraisals and mentor the team while in a production environment. Act as a liaison between testing teams in order to create business requirement documents (BRD) for a firm wide regulatory compliance project for books and records Section 17(a)(1) of the Securities Exchange Act of 1934 ("Exchange Act" or "SEA"). Liaison between Financial Advisors and the Anti-Money Launderings teams to ensure proper due diligence was done in order to onboard new clients to LPL platform. The team was responsible to maintain personal production goals under a fast paced environment.

Chase Manhattan Mortgage, San Diego, CA

Sept 2003 - April 2006

Supervisor - Financial Processing

Managed a team of 12 payment processors. Conducted quarterly performance appraisals as well as gave daily feedback on performance. Coached and mentored my staff toward achieving optimal career performance. Actively participated in weekly new business meetings to ensure staff is accurately represented to manage new loan volume. Monitored the daily activity of Western Union Payments. Examined payment tracking system to ensure mortgage payments were applied accurately. Collaborated with internal audit department to ensure daily compliance with the processing of payments.

Education

University of Phoenix, San Diego, CA

B.S. Criminal Justice

References Available Upon Request

Appendix F:

Charter School Board Member Information Form

Note: To be completed individually by each proposed founding charter school board member. All forms must be signed by hand.

Serving on a public charter school board is a position of public trust and as a board member of a North Carolina public charter school, you are responsible for ensuring the quality of the school's entire program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the State Board of Education requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve: North Davidson Academy Charter School
2. Full name: Donna Wells

Home Address: 10010 University Park Lane, Charlotte, NC 28213

Business Name and Address: NorthDavidson United Methodist 1025 E. 36th Street Charlotte NC 28205

Telephone No.: 704-307-7616

E-mail address: deediamond307@gmail.com

3. Brief educational and employment history.
P.S. 305, J.H.S. 258 and Boys & Girls H. S in Brooklyn, NY and Bachelors of Administration – Business Management at Strayer University. Employee at TIAA from 1992 to present.
4. Have you previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation?

No: X Yes

5. How were you recruited to join this Board of Directors? Why do you wish to serve on the board of the proposed charter school?
Approached by the Chairperson Abdul Ali to join the Board of Directors. Like to serve on the board to provide a great education for the children in the Noda Neighborhood.
6. What is your understanding of the appropriate role of a public charter school board member?
The charter board members is to be responsible for the making the school perform and achieve for the acad my school year.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
I have not served on a school board; however I serve in the fraternity organization in many leadership roles, community service and church board.
8. Describe the specific knowledge and experience that you would bring to the board.
My experience brings organizational skills, detail oriented and leadership skills.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
The mission is to show a data driven and hands on approach to education.
2. What is your understanding of the school's proposed educational program?
 1. **Assessment of students with testing the skills per student.**
 2. **Use a tracking model for growth by using MAPPING a computer based program.**
3. What do you believe to be the characteristics of a successful school?
To make sure the board, school, and parents are on one accord to make a successful school.
4. How will you know that the school is succeeding (or not) in its mission?
To make monthly visits to the school, to make sure they are following the mission and to obtain monthly reports from school leadership.

Governance

1. Describe the role that the board will play in the school's operation.
To provide direction and oversight for fiscal responsibility.
2. How will you know if the school is successful at the end of the first year of operation?
Plan out for the year, measure by using SMART GOALS and use a projection for the success of the school.
3. How will you know at the end of five years of the schools is successful?
Make a 5 year projection for students, financial cost and use an exit ticket yearly to measure performance.
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
We may use attendance, be in compliance with Federal, State and Local funds, attend DPI training and do self-assessment for each school board members and school administration.
5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?
To follow protocol with the rules and regulations for each member and to sign a conflict of interest for the best interest of the school and students.

*Please include the following with your Information Form

- a **one page** resume
- a national criminal background check

*If you responded within the application that disciplinary action has been taken against any past or present professional licenses, provide a detailed response below outlining the disciplinary action taken and the license validity.

Certification

I, Donna Wells, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for North Davidson Aced my Charter School is true and correct in every respect.

Donna Wells

Signature

9/26/2018

Date

Appendix B

Charter School Board Member Information Form

Please to complete voluntarily by each proposed founding charter school board member. All forms must be returned by 1/28/18.

Serving on a public charter school board is a position of public trust and an honored position. As a North Carolina public charter school, you are responsible for ensuring the quality of the school's entire program, complete membership of public funds, and the school's fulfillment of its public obligations and of terms of its charter.

As part of the application for a new charter school, the State Board of Education requires that each prospective board member respond individually to the questions. Where separate responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: (1) to give applicants an overview of charter school governance to the applicant and inform each school proposal in advance of the applicant interview, in order to be better prepared for the interview, and (2) to encourage board members to reflect individually as well as collectively on their current interests, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on which founded (Name you intend to use: **North Davidson Academy**)
 2. Full name: **Kevin White**
- Name Address: **1300 Southold Drive, Matthews NC 28105**
 Phone: Home and Cell: **704 844 3884** Matthew NC 28105
 Telephone: **704 844 3884**
 E-mail address: **kw@nada.com**
3. Brief educational and employment history: **B.S. in Economics from Florida A&M University, M.Ed. (Master of Business Administration) from Pfeiffer University. Advanced studies in public policy at University of North Carolina at Charlotte. Adjunct Professor at University of Florida and UNC, Director of Institute: Bechtel**
 4. Have you previously served on a board of a school district, another charter school, a non-public school or any other public organization?
 No Yes
 5. Have you ever been a part of the Board of Education? Why do you not or were on the board of the proposed charter school?
 I was recruited by a friend of the Pastor of North Davidson Church due to my extensive experience in higher education. To NDA's community responsibility that gives children an alternative to the Public School System.
 6. What is your understanding of the appropriate role of a public charter school board member?
 A charter school board member role is to maintain public trust, oversight of operations to insure compliance and to get to the best interests of the students.

7. Describe any previous experience you have had in relation to serving on the charter school's board (e.g., other organizations). If you have no related previous experience of this nature, explain why you have the capability to be an effective board member.
 My extensive experience in higher education and leadership positions in community organizations affords me the skills to serve effectively in this capacity.
8. Describe the specific knowledge and experience that you would bring to the board:
 Leadership, Organizational skills, Academic experience in higher education.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
 To afford students a world class education based on integrity and innovative teaching techniques
2. What is your understanding of the school's proposed educational program?
 The proposed educational program utilizes an innovative teaching techniques that's transformative where every student benefits.
3. What do you believe to be the characteristic of a successful school?
 Fostering high expectations for teachers and students where goals and principles are adhered to.
4. How will you know that the school is succeeding (or not) in its mission?
 By utilizing student and parent satisfaction feedback and collecting and measuring data that trends upward.

Assessment

1. Describe the role that the board will play in the school's operation.
 The board will manage the daily operations that include financial oversight, fiduciary obligations, compliance and the overall operations of the school.
2. How will you know if the school is successful at the end of the first year of operation?
 Providing the best educational experience possible for all students that meets or exceeds all goals and financial obligations. Also, it's an ongoing process of planning, delivering, reflecting, and offering our services to all children and distribution.
3. How will you know at the end of five years if the school is successful?
 We would have achieved high expectations for what students need to know and be able to do, a powerful curriculum that reaches these expectations, instruction aligned to the curriculum that is consistent and creative, and an upward trending student performance.
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
 Specific steps are to maintain fiduciary obligations and compliance. And foster relationships between the institution, parents and the community.
5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or were in the best interests of the school?
 The board would convene to discuss the matter in question. Then recommend, suspend or replace the board member if the situation seems to necessary.

Please include the following with your Information Form:

- a completed form
- a signed information sheet

If you responded to the application that disciplinary action has been taken against any past or present professional license, provide a detailed response before certifying the disciplinary action taken and its license status.

Certification

I, **KEVIN WHITE**, certify on the basis of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for North Davidson Charter School is true and correct in every respect.

 Signature  Date 1/28/18

PROFESSIONAL EXPERIENCE:

University of Phoenix

Position: Online Facilitator (College of Humanities and Sciences) June 2004-Present

- Critical thinking and its importance and benefits to decision-making process
- Evaluate resources and actions required for decision implementation
- Facilitate, Examine decision-making models, techniques, outcomes and processes
- Evaluate ethical implications from stakeholder's perspective of a decision

Hicklenburg County Work Release and Reentry Center

December 1998 – June 2015

Position: Assistant Administrator/Work Release Supervisor

- Provide 24 hour, seven days a week planning and supervision of a 100 unit Work Release facility
- Recruit, supervise, and monitor assigned staff to include contractors, provide and/or coordinate staff training, coach and mentor employees to improve performance and/or correct deficiencies; write and deliver performance appraisals, recommend and implement disciplinary action.
- Act as a Liaison for the Courts, Attorneys, Offenders, Victims, Employers, Families and Community Agencies, Grant Writing
- Inmate Center is being operated within program rules and guidelines as established by State and Federal law, Collect Inmate fees (i.e., general tax fees, child support, drug tests, court cost
- Responsible for the overall supervision and daily operation of the designated facilities, which includes enforcement of policy and procedures, operations, budget, public relations, research, accounting, servicing, discipline and creating employment opportunities for Offenders
- Coordinates work assignments among building technicians, vendors, contractors and review backlogged work orders to ensure that assignments are completed and cost effective
- Develop jobs in the community, extended residents about vocational goals and housing, conduct job readiness/behavioral seminars, arrange interviews for residents with employers for offenders

North Carolina Office of Juvenile Justice

January 1996 – December 1998

Position: Juvenile Detention Administrator

- Prepare reformulation plans and transmit and record records and balance accounts
- Conduct formal investigations and make recommendations to the courts; contact victims and determine restitution to be paid by juveniles
- Effectively planned, scheduled and directed daily work activities for staff
- Conduct risk assessments, developed and delivered presentations to small and large groups, and served as technical resource/functional lead to other staff in related field
- Maintained accurate weekly, monthly, quarterly inventory, accountability documents as well as other management reports to be forwarded to the State
- Led and mentored community groups and civic organizations; attend periodic professional association conferences and training programs; participate in periodic staff meetings

Charlotte-Mecklenburg Schools

Position: Teacher (Government)

August 1993 – June 1995

- Assess student learning through academic assessment and standardized tests
- Collaborate with faculty on curriculum development and instructional practices
- Follow professional practices consistent with school and state policies in working with students

EDUCATION:

University of North Carolina at Charlotte (UNCC)

Charlotte, NC

Plyler University

Charlotte, NC

Master of Business Administration (MBA)

Florida A&M University

Tallahassee, FL

BS Economics

**Seminars/Trainings/Conferences/Lectures/Workshops
(2006-Present)**

Public Agency Training Council:

- Current Issues in Career Education
- Organizational Behavior in Administration
- Applying Positive Psychology to Career Counseling
- Career Development skills for offenders in the 21st Century
- Reframing Networking – Relationships Building for Long Term Career Society
- Career Counseling – Focus on Building Confidence
- Career Transition
- Researching Career Options
- Ethical, Legal and Risk Management Issues
- Vocational Rehabilitation: The Changing Workforce
- Research Methods/Organizing Data

Charlotte Area Health Education Center:

- Critical Conversations: Opening the Door to Difficult Conversations
- 7 Habits of Highly Effective Healthcare Professionals
- Creating Environments Where People Want to Work
- Driving Performance by Leveraging your Team
- Conflict Resolution
- Evaluating Programs For Results: Where Do I Begin

International Association of Applied Control Theory:

- Applied Control Theory
- Effective Interviewing Techniques

Midland Addictive Disease Center:

- Responding to Families and Communities Impacted by Drugs
- Understanding and Implementing the ASAM Practical Placement Criteria to Make Placement and Level of Care Decisions
- Clinical Supervision: Skills for the Future
- The Changing Face of Addiction: Intervention, Treatment and Care for Adults and Baby Boomers

The Apollo Group/University of Phoenix Faculty Development Workshop/UNCC Workshops

- Supporting First Year Students
- Diversity in Teams
- Building A Climate of Collaboration
- Project Management within a Learning Team Environment
- Managing Team Conflict
- Dealing with Challenged Learners
- Engaging and Motivating Students

Volunteer:

- Hands on Charlotte
- Habitat for Humanity
- Leaders of Tomorrow (NIMBA)
- Big Brothers Big Sisters
- Philip O'Derry High School

Additional Training provided upon request.

Richard Jenkins

Co-owner Clyburn Motorsports and Collision

Hard working, honesty and quality are my main traits



✉ jinx90190@gmail.com

☎ 704-957-4237

📍 3404 Betterton Lane, Charlotte NC

WORK EXPERIENCE

Co-owner

Clyburn Motorsports and Collision

03/2017 – Present

Charlotte NC

Auto repair and body shop all into one with on site transmission repair

Achievements/Tasks

- Responsible for the day to day task of running the automobile repair side including service writing, invoicing, sales and service

Owner

RJ Auto Service

06/2012 – 03/2017

Charlotte NC

Achievements/Tasks

- Responsible for the the day to day task of operating an auto repair facility

Manager

Metrolina Tire and Auto

10/2009 – 01/2012

Charlotte NC

Achievements/Tasks

- Responsible for the service writing, sales and management of the employees, inventory and loss prevention

EDUCATION

Associate degree in Automotive Technology

Craven Community College

09/1994 – 03/1996

New Bern NC

Diploma

US Army Aviation School

03/1991 – 09/1991

Ft. Eustis Va

Courses

- Ah-64 Apache helicopter repair

Diploma

New Bern High School

09/1988 – 06/1990

New Bern NC

SKILLS

Managing personnel, problem solving, works well with others, knowledgeable about the task at hand

ACHIEVEMENTS

National High Priest (06/2012 – 06/2014)

United National Supreme Council

Worshipful Master (12/2012 – 12/2014)

King James Lodge #190 Charlotte NC

INTERESTS

Football is my passion. I coach semipro football

1. **Introduction**
The purpose of this study is to investigate the effects of a new educational program on student performance. The program is designed to improve critical thinking and problem-solving skills through a series of interactive activities and projects.

2. **Methodology**
The study was conducted using a quasi-experimental design. A group of 50 students was selected from a local high school and divided into two groups: an experimental group and a control group. The experimental group participated in the new educational program, while the control group followed the standard curriculum. Data was collected through pre-tests, post-tests, and student self-reports.

3. **Results**
The results of the study show a significant improvement in the performance of the experimental group compared to the control group. The experimental group scored higher on the post-test and reported higher levels of engagement and motivation. The control group showed no significant change in performance over the course of the study.

4. **Conclusion**
The findings of this study suggest that the new educational program is effective in improving student performance. The program's focus on interactive learning and critical thinking appears to be a key factor in the observed improvements. Further research is needed to explore the long-term effects of the program and its applicability to other educational settings.

5. **References**
Smith, J. (2018). *Improving Student Performance Through Interactive Learning*. New York: Academic Press.
Johnson, M. (2019). *The Impact of Problem-Solving on Student Achievement*. Chicago: University of Chicago Press.
Brown, L. (2020). *Engagement and Motivation in the Classroom*. San Francisco: Jossey-Bass.

6. **Appendix A**
Pre-test scores for the experimental group.

7. **Appendix B**
Post-test scores for the experimental group.

8. **Appendix C**
Self-report data for the experimental group.

9. **Appendix D**
Self-report data for the control group.

State of North Carolina
Department of the Secretary of State

ARTICLES OF INCORPORATION
NONPROFIT CORPORATION

Pursuant to §55A-2-02 of the General Statutes of North Carolina, the undersigned corporation does hereby submit these Articles of Incorporation for the purpose of forming a nonprofit corporation.

1. The name of the nonprofit corporation is: NORTH DAVIDSON ACADEMY

2. (Check only if applicable.) The corporation is a charitable or religious corporation as defined in NCGS §55A-1-40(4).

3. The name of the initial registered agent is: Torchlight Academy Schools, LLC

4. The street address and county of the initial registered agent's office of the corporation is:
Number and Street: 105 Star Street
City: Raleigh State: NC Zip Code: 27610 County: Wake

The mailing address *if different from the street address* of the initial registered agent's office is:
Number and Street or PO Box: P.O. Box 19191
City: Raleigh State: NC Zip Code: 27619-9191 County: Wake

5. The name and address of each incorporator is as follows:

Name	Address
<u>Dennis English</u>	<u>P.O. Box 19191, Raleigh, NC 27619</u>

6. (Check either "a" or "b" below.)
a. The corporation will have members.

b. The corporation will not have members.

7. Attached are provisions regarding the distribution of the corporation's assets upon its dissolution.

8. Any other provisions which the corporation elects to include are attached.

9. The street address and county of the principal office of the corporation is:

Principal Office Telephone Number: _____

Number and Street: 1025 E. 36th Street

City: Charlotte State: NC Zip Code: 28205 County: MECKLENBURG

The mailing address *if different from the street address* of the principal office is:

Number and Street or PO Box: Same

City: _____ State: _____ Zip Code: _____ County: _____

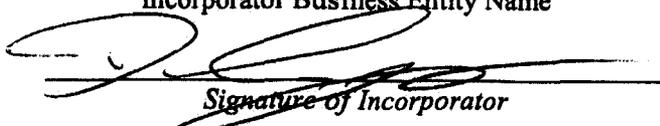
10. (Optional): Listing of Officers (See instructions for why this is important)

Name	Address	Title
Addull Ali	1025 E. 36th Street Charlotte, NC 28205	Board Chair
Donna Wells	1025 E. 36th Street Charlotte, NC 28205	Board Member

11. (Optional): Please provide a business e-mail address. Privacy Redaction
The Secretary of State's Office will e-mail the business automatically at the address provided at no charge when a document is filed. The e-mail provided will not be viewable on the website. For more information on why this service is being offered, please see the instructions for this document.

12. These articles will be effective upon filing, unless a future time and/or date is specified: _____

This is the 30th day of July, 2018.

Incorporator Business Entity Name


Signature of Incorporator
Dennis English, Incorporator

Type or print Incorporator's name and title, if any

NOTES:

1. Filing fee is \$60. This document must be filed with the Secretary of State.

NORTH DAVIDSON ACADEMY
FOUNDING BOARD OF DIRECTORS

Addull Ali
Board Chair

Donna Wells
Board Member

Brenda Sutton
Board Member

T.J. Johnson
Board Member

Richard Jenkins
Board Member

Kevin White
Board Member

Purpose of Corporation

This corporation is organized for the following purpose(s) (*check as applicable*):

- religious,
- charitable,
- educational,
- testing for public safety,
- scientific,
- literary,
- fostering national or international amateur sports competition, and/or
- prevention of cruelty to children or animals,

including, for such purposes, the making of distributions to organizations that qualify as exempt organizations under Sections 501(c)(3) and 170(c)(2) of the Internal Revenue Code of 1986 (herein the "Code") (or the corresponding provisions of any future United States Internal Revenue Code).

Prohibited Activities

No part of the net earnings of the corporation shall inure to the benefit of or be distributable to, its members, directors, officers, or other private persons except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of purposes set forth in these articles of incorporation. No substantial part of the activities of the corporation shall be the carrying on of propaganda or otherwise attempting to influence legislation, and the corporation shall not participate in or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office. Notwithstanding any other provisions of these articles, the corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from federal income tax under Section 501(c)(3) of the Code or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Code.

Distributions Upon Dissolution

Upon the dissolution of the corporation, the Board of Directors shall, after paying or making provision for the payment of all of the liabilities of the corporation, dispose of all of the assets of the corporation exclusively for the purposes of the corporation in such manner, or to such organization or organizations organized and operated exclusively for religious, charitable, educational, scientific or literary purposes as shall at the time qualify as an exempt organization or organizations under Section 501(c)(3) of the Code as the Board of Directors shall determine, or to federal, state, or local governments to be used exclusively for public purposes. Any such assets not so disposed of shall be disposed of by the Superior Court of the county in which the principal office of the corporation is then located, exclusively for such purposes or to such organizations, such as the court shall determine, which are organized and operated exclusively for such purposes, or to such governments for such purposes.

- E. Amendment. This Agreement shall not be altered, amended, modified or supplemented except by memorandum approved by the Board and signed by both an authorized officer of the School and T.A.S. and in manner consistent with the Authorizer's policies.
- F. Waiver. No waiver of any provision of this Agreement shall be deemed or shall constitute a waiver of any other provision. Nor shall such waiver constitute a continuing waiver unless otherwise expressly stated.
- G. Severability. If any term or provision of this Agreement is held by a court of competent jurisdiction to be invalid, void or unenforceable, the remainder of the terms and provisions set forth herein shall remain in full force and effect and shall in no way be affected, impaired or invalidated, and the Parties shall use their best efforts to find and employ an alternative means to achieve the same or substantially the same results as that contemplated by such term or provision.
- H. Delegation of Authority. Nothing in this Agreement shall be construed as delegating to T.A.S. powers or authority of the Board which are not subject to delegation by the Board under the Charter or applicable law.
- I. Compliance with Law. Each party will comply with the Charter and laws applicable to the performance of such party's obligations hereunder.
- J. Time of Essence. The Parties understand and agree that time is of the essence in performing their perspective responsibilities under this Agreement.

IN WITNESS WHEREOF, the undersigned have executed this Agreement as of the

Effective Date: 8/1/2018

SCHOOL:

By: Adul Ali

Print Adul Ali

Its: Board Chair

T.A.S.:

Torchlight Academy Schools LLC
a North Carolina corporation

By: _____

Print _____

Its: Chief Executive Officer

**SUMMARY OF FINANCIAL PERFORMANCE
PAST THREE (3) YEARS**

Torchlight Schools, LLC is a North Carolina Limited Liability Company organized in 2014. The member-managers have significant experience in operating North Carolina public charter schools. The individual member-managers have experience operating Quality Education Academy in Winston-Salem, Alpha Academy in Fayetteville, and Torchlight Academy in Raleigh. The past three years of financial performance for these schools is presented as follows:

	2014-2015	2015-2016	2016-2017
YEAR END FUND BALANCE¹			
Torchlight Academy	\$550,240	\$320,068	\$110,336
AUDIT FINDINGS²			
Torchlight Academy	None	None	None
AVERAGE DAILY MEMBERSHIP³			
Torchlight Academy	438	514	542

¹ Source: Annual Audit Reports-LGC

² Source: Annual Audit Reports-LGC

³ Source: N.C. Department of Public Instruction, Principal Monthly Reports.

INSURANCE PEOPLE

Below are the estimated annual premiums: **North Davidson Academy School**

Property Premium Estimate **\$725**

Building	\$500,000
Contents	\$15,000
Deductible	\$1,000
Form	Special
Equipment Breakdown Included	

General Liability Premium Estimate **\$1,220**

Rating Basis:	Students	120
	Faculty	12

Limits:

Per Occurrence Limit	\$1,000,000
Annual Aggregate	\$3,000,000
Sexual Abuse & Molestation	\$1,000,000 per occurrence \$3,000,000 aggregate
Employee Benefits	\$1,000,000 per occurrence \$3,000,000 aggregate

School District & Educators Legal Liability (D&O/ E&O)

Premium Estimate **\$3,057**

	\$1,000,000 per occurrence
	\$2,000,000 aggregate
Additional Defense	\$100,000/\$50,000/\$100,000

Named insured includes the insured Organization (School Entity), it's school board, School Committee, Board of Trustees, Board of Governors or similar governing body, elected or appointed members of the Board of Education, Board of Trustees, School Directors, School Committee, Board of Governors or similar governing board, Employees, Student Teachers, School Volunteers, and students while serving in a supervised internship program sponsored by the "educational institution".

Wrongful Act to include any actual or alleged act, error, omission, misstatement, misleading statement, neglect, or breach of duty by or on behalf of the Insured Organization, including educational malpractice or failure to educate, negligent instruction, failure to supervise, inadequate or negligent academic guidance of counseling, improper or inappropriate academic placement or discipline.

INSURANCE PEOPLE

Fidelity Bond Estimate		\$332
Limit	\$250,000	
Auto Premium Estimate		\$181
Hired & Non Owned Autos Only		
Limit of Liability	\$1,000,000	
Head of Class Endorsement		\$82
Workers Compensation Premium Estimate		\$2,399
Statutory State - NC		
Employers Liability	\$500/ \$500/ \$500	
Payroll Estimate	\$369,500	
Umbrella Premium Estimate		\$2,387
Limit of Liability	\$1,000,000	
TOTAL ESTIMATED PREMIUM		\$10,383
Student Accident Coverage		\$7.00/ student

These premiums are subject to change based on Underwriter review and approval of completed applications.

Disclaimer: The abbreviated outlines of coverages used throughout this proposal are not intended to express legal opinion as to the nature of coverage. They are only visuals to a basic understanding of coverages. The policy terms, conditions, and exclusions will prevail. Please read the policy forms for specific details of coverage

09/27/2018

❖ If contracting with a CMO/EMO, that the selected management company has reviewed with the full Board of Directors, listed within the application, all the items required and the associated management contract and operations.

○ Name of the Contact for Selected EMO/CMO: _____

○ Date of Review: _____

○ Signature of Board Members Present (Add Signature Lines as Needed):

▪ _____
▪ *Thomas J. John*
▪ *Donna Wells*
▪ _____
▪ _____
▪ _____
▪ _____
▪ _____

❖ If contracting with a financial management service provider that the selected financial service provider has reviewed with the full Board of Directors, listed within the application, all the financial processes and services provided.

○ Name of the Contact: _____

○ Name of the Selected Financial Service Provider: _____

○ Date of Review: _____

○ Signature of Board Members Present (Add Signature Lines as Needed):

▪ _____
▪ _____
▪ _____
▪ _____
▪ _____
▪ _____

❖ If the proposed Board of Directors, listed within the application, is contracting with a service provider to operate PowerSchool that the service provider has reviewed all of the financial processes and services provided.

○ Name of the Contact: _____

○ Name of the Selected PowerSchool Service Provider: _____

○ Date of Review: _____

○ Signature of Board Members Present (Add Signature Lines as Needed):

▪ _____
▪ _____
▪ _____
▪ _____
▪ _____
▪ _____

Certification
I, *Adel Ali*, as Board Chair, certify that each Board Member has reviewed and participated in the selection of the individuals and vendors attached to this document as evidenced by the full Board of Director signatures outlined above. The information I am providing to the North Carolina State Board of Education as *North Davidson Academy* Charter School is true and correct in every respect.

Adel Ali
Signature

9/24/18
Date

Appendix P:

Charter School Required Signature Certification

Note: Outlined below is a list of areas that must be certified by the proposed Board of Directors. Any forms Not Applicable to the proposed charter school indicate below with N/A and provide a brief explanation for providing such response.

Serving on a public charter school board is a position of public trust and board members of a North Carolina public charter school; you are responsible for ensuring the quality of the school's entire program, competent stewardship of public funds, the school's fulfillment of its public obligations, all terms of its charter, and understanding/overseeing all third party contracts with individuals or companies.

- ❖ The selected Board Attorney that he/she has reviewed with the full Board of Directors, listed within the application, all the governance documents and liabilities associated with being on the Board of a Non Profit Corporation.

- Name of the Selected Board Attorney: _____
- Date of Review: _____
- Signature of Board Members Present (Add Signature Lines as Needed):

- Thomas J. Johnson
- Nona Wells
- _____
- [Signature]
- [Signature]
- _____
- _____

- ❖ The selected Board Auditor that he/she has reviewed with the full Board of Directors, listed within the application, all the items required for the annual audit and 990 preparations.

- Name of the Selected Board Auditor: _____
- Date of Review: _____
- Signature of Board Members Present (Add Signature Lines as Needed):

- Thomas J. Johnson
- Nona Wells
- [Signature]
- [Signature]
- _____
- _____