NORTH CAROLINA
Charter Educational Foundation, Inc.

Charter School Application for 2013:
CABARRUS CHARTER ACADEMY

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

Submitted on:
April 12, 2012

SACS CASI
Accredited

I. APPLICATION COVER PAGES

NAME OF PROPOSED CHARTER SCHOOL: CABARRUS CHARTER ACADEMY

NAME OF NONPROFIT ORGANIZATION/MUNICIPALITY UNDER WHICH CHARTER WILL BE ORGANIZED OR OPERATED:
THE NORTH CAROLINA CHARTER EDUCATIONAL FOUNDATION, INC.

HAS THE ORGANIZATION APPLIED FOR 501(c)(3) NON-PROFIT STATUS:

Yes☐ **No** ☒

The school's Board of Directors will submit an application for 501(c)(3) status upon charter approval.

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: Rick Sipes

TITLE/RELATIONSHIP TO NONPROFIT: Board President

MAILING ADDRESS: Physical address: 4050 Hickory Highway, Statesville, NC 28677

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Location Proposed Charter School (LEA): Concord, NC (Cabarrus County Schools)

Conversion:
No: ☒
Yes: ☐

Description of Targeted Population: Cabarrus Charter Academy's target population is all students who meet the criteria for admission to a North Carolina public school and are seeking a high quality choice to enhance their education.

Proposed Grades Served: K-12   Proposed Total Enrollment: 2,345

Projected School Opening Year <u>2013</u> **Month** <u>August</u>

School Year	Grade Levels	Total Projected Student Enrollment	Year Round	
			YES	NO
First Year	K-6	661		X
Second Year	K-7	903		X
Third Year	K-8	1076		X
Fourth Year	K-9	1399		X
Fifth Year	K-10	1745		X

I certify that I have the authority to submit this application and that I was regularly involved in the development of this application. All information contained herein is complete and accurate, realizing that any misrepresentation could 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 applicant.

Signature

Board President

Rick Sipes

April 12, 2012

II.   TABLE OF CONTENTS FOR THE APPLICATION

III.   MISSION, PURPOSES and EDUCATIONAL FOCUS

A.   MISSION:

The North Carolina Charter Educational Foundation's mission is to create a K-12 education system comprised of schools of choice that foster learning environments that integrate research-based curriculum; a culture of student safety and success; and concentration on academic rigor.

The North Carolina Charter Educational Foundation ("the Foundation") seeks to open two charter schools in 2013– one located in Iredell County and the other in Cabarrus County – to offer additional educational options to the families of these communities. The North Carolina Charter Educational Foundation has submitted two separate applications for the charter schools. This charter application proposes the opening of Cabarrus Charter Academy ("the School"), a K-12 charter school in Cabarrus County. The School will serve a diverse student population consistent with the community (see Table 1.1) with an academically rigorous, college preparatory curriculum that includes character and leadership development. The North Carolina Charter Educational Foundation has selected Charter Schools USA ("CSUSA") as its Educational Service Provider to assist with development of the School and implementation of the Foundation's vision and goals.

The Mission of Cabarrus Charter Academy is to build a rigorous and productive learning environment where students can reach their academic potential and where teachers set clear educational goals. We value the relationship between the teacher and student and the role the family plays in a child's academic and social development. At their foundation, teachers, parents and students at Cabarrus Charter Academy will have the shared academic philosophy that all children can learn, become self-motivated life-long learners, function as responsible citizens, and realize their potential as productive members of the local and global societies and the 21st century workforce. A focus on citizenship and experimental learning through community engagement will be present at every grade level. Building upon this foundation enables students from all socioeconomic levels to realize their academic and personal potential and to prepare to enter, compete, and succeed as students and, later, as professionals.

Table 1.1
Cabarrus County Demographic Statistics

Hispanic	Black	White	Two or More	Asian
13%	18%	63%	4%	3%

B.   EVIDENCE FOR NEED OF THE PROPOSED SCHOOL:

The North Carolina Charter Educational Foundation seeks to bring a quality school choice option to Cabarrus County. In preparing to do so, the Foundation took steps to engage parents and the community and solicit input during the planning stages of Cabarrus Charter Academy. To assist with this process, a website (www.nccharterfoundation.org) was created to outline the Foundation's vision and plans for the School. A survey instrument was included in the website to collect feedback as well as a petition to document community support of the School.

Survey results show that if given the choice, parents would like to have a charter school option in the County; would consider sending their child to a charter school and would like to see a charter high school option. Parents placed an emphasis on school cultural factors such as character education, citizenship programs, school uniforms, and active parental involvement. In addition, parents identified the following special areas of focus or programming that they would like to see offered at the proposed charter school: foreign language, competitive sports programs, enrichment for academically gifted children; and fine arts offerings.

The information provided from this survey helped shape the Board's vision and mission for the school and also played an important role in their decision of selecting CSUSA as the EMO.

Additionally, on March 21, 2012, a public forum was held at the Spring Hill Suites in Concord with the purpose of informing the community about the proposed Charter Academy. This forum gave parents an opportunity to provide input and ask questions about the proposed school.   The community was invited to this forum via a postcard mailing that was mailed to approximately 8,000 households in Cabarrus County with children ages 4-14. In addition to the postcard, informational flyers were distributed throughout the community at various pre-schools inviting parents to the public forum and also directing them to the website to participate in the survey and sign the online petition.   Foundation Board members have met with the Superintendent for Cabarrus County Schools to introduce themselves and share their vision and plans for the proposed school. All stakeholders engaged in conversation have welcomed the possibility of this school choice option for their community and are eager to play a role in helping the Foundation realize its vision and bring a high performing charter school to their community. Ongoing community work and public forums will continue as it is the Board's intention to ensure collaboration and alignment with their vision and mission.

Meaningful parental and community involvement is integral to the strategic planning, implementation, management and operation of any school. The recruitment, education and involvement of local parents and community members are integral to the success of Cabarrus Charter Academy. The Foundation will make it a priority to engage parents and community members in all aspects of the charter process, the operation, and the governance of the school and are viewed as essential to the success of the students, Cabarrus Charter Academy and the community. Community input and collaborative development activities ensure that the North Carolina Charter Educational Foundation builds and secures broad community support for all phases of development, implementation, operation, governance, management, and evaluation of Cabarrus Charter Academy.

There is a clear need for school choice in the communities north of the Charlotte-Mecklenburg county line and the Foundation's vision is to provide a solution to meet this need. One indicator of need for educational options in Cabarrus County is that there is currently only one charter school option in Cabarrus County which serves approximately 500 students in the southern part of the County. There are no charter school options for children in the northern part of the County.

Based upon the ABC End of Grade tests in Cabarrus County (see Table 1.2); it is evident that a substantial achievement gap exists between white and non-white students. One key reason the

Foundation selected the CSUSA is their track record of success. CSUSA has achieved outstanding results with all students— particularly low-income and minority students—that are significantly higher than the average academic achievement results for low-income and minority students in the states where CSUSA operates (FL, GA, LA).

Table 1.2
Performance on ABCs End of Grade Tests (percentage of students passing both reading and math tests)

	White	Black	Hispanic	Asian	E.D.[1]	L.E.P.[2]
Cabarrus Schools	78.6%	54.3%	48.9%	81.8%	53.3%	28.3%
State	79.0%	48.5%	54.4%	78.2%	53.3%	34.4%

Notes:
[1]. Economically disadvantaged
[2]. Limited English Proficient Students

C.   GOALS FOR THE PROPOSED CHARTER SCHOOL:

Student Achievement Goals
The School will monitor and evaluate specific, measurable goals regarding academic performance. As detailed in Table 1.3, academic performance will be measured by making yearly progress by increasing the percentage of students in Cabarrus Schools who are proficient on Basic or Above on End of Grade (EOG) assessments, as averaged by subject. The School will continually increase its percentage of students who are proficient by an average of 3% during the 5 years following receipt of an AYP score.

Table 1.3

Elementary & Middle (K-8)					
Academic Measure	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**
Attendance	95%	95%	95%	95%	95%
Matriculation	>90%	>95%	>95%	>95%	>95%
% Student meet or exceed – Math	Baseline[1]	+2%	+3%	+4%	+3%
% Students meet or exceed – Reading	Baseline	+2%	+3%	+4%	+3%
% Students meet or exceed – ELA	Baseline	+2%	+3%	+4%	+3%
% Students Basic or Above Science	Baseline	+2%	+3%	+4%	+3%
Note: [1] A baseline level of proficiency will be determined in year 1 based upon the End-of-Grade (EOG) test scores for the enrolled population.					
AYP	The school will meet AYP.				
Diagnostic Tests	During the life of the Charter, the school will demonstrate reasonable progress on diagnostic assessments in Reading, Language, and Mathematics Tests. Reasonable progress is defined as producing gains that are larger than comparable schools' gains. (schools within +/- 10% of the School's % "At Risk" and % Minority). Goal: Students will demonstrate continued increases in proficiency related to English Language arts, Math, and Science. Measures: Students in grades K-8 will take diagnostic tests three times per year. Each student will demonstrate progressive growth based on differences of scale scores between diagnostic assessments.				

High School (9-12)					
Academic Measure[1]	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**
Attendance	95%	95%	95%	95%	95%
Matriculation	>90%	>95%	>95%	>95%	>95%
English I EOC	Baseline[2]	+2%	+3%	+4%	+3%
Algebra I EOC	Baseline[2]	+2%	+3%	+4%	+3%
Biology EOC	Baseline[2]	+2%	+3%	+4%	+3%
Physical Science EOC	Baseline[2]	+2%	+3%	+4%	+3%
Civics & Economics EOC	Baseline[2]	+2%	+3%	+4%	+3%
US History EOC	Baseline[2]	+2%	+3%	+4%	+3%
Notes: [1] Percentage of students' scores at or above grade level					

[2] A baseline proficiency will be set year 1, based on the End-of-Grade (EOG) test scores for the enrolled population	
School Designation	The school will achieve a minimum designation of 'School of Distinction' starting year 2 and will achieve the designation of 'School of Excellence' by year 5
AYP	The school will make every effort to achieve AYP as outlined in NCLB
SAT Participation	Beginning the first year that The School has a senior class, it will have at least 80% of its students participate in the SAT
Graduation	The School will achieve a high school graduation rate of at least 90% for its first graduating cohort (the Class of 2020).

Measuring student achievement

The use of student assessment and performance data is vital to the culture of the School, as evidenced by the Education Model, a continuous improvement process that is not only used to improve student learning and achievement, but is also used to evaluate and inform instruction. The data-driven cycle of assessment, analysis, and action, which is indispensable for increasing student achievement, is deeply embedded in the school's culture and is a top priority for school-wide improvement. Evaluation and assessment to be a critical part of curriculum implementation, the creation of personalized learning plans, and improving student achievement. Proper assessment verifies that students have successfully acquired crucial skills and knowledge. Assessment of student performance in core academic areas will be achieved in various ways, depending on the subject area. Listed below are measurement tools that will be used for assessment purposes. The assessment tools listed below do not limit the school from incorporating other measures that may be determined necessary.

Criterion Referenced Assessments
- The School will administer assessments in order to ensure adequate progress and preparation for every student.

Project-based Performance Tasks
- Inquiry Based Projects – Students participate in problem solving tasks, hands-on experiments, and other inquiry based projects described by Marzano as learning activities for Generating and Testing Hypothesis (Marzano, 2001)
- Real World Application – Teachers ensure deep understanding of standards by utilizing instructional strategies such as non-linguistic representations, cooperative learning, comparisons, and other strategies that ensure students apply knowledge to real world scenarios
- Student Portfolios – Thematic Units of study with student work samples that focus on the development of reading, writing, and communication skills

Ongoing Formative Practice Assessments will include: Achievement of goals and objectives in the student's Personal Learning Plan; quarterly progress summaries; journals; teacher observations; anecdotal records of the student's performance; and attitude inventories.

Benchmarks for improved student academic performance will be identified using various standardized testing regimens taken at different time intervals throughout the year. Benchmarks and student academic achievement gains will be based on the Benchmark Tests. For students entering the School from another public school, past test results and cumulative records will be requested from the previous school to provide baseline data and student academic levels. The first administration of the Benchmark Tests will identify initial student benchmarks as well as the areas where growth is necessary. Continual monitoring of student achievement data will be provided by administering the CSUSA Benchmark Tests at least three times during the school year. These exams should be openly discussed with students in order for them to understand what they have successfully mastered as well as what they need to improve. The CSUSA Education Team will assist the School in compiling this student assessment data by individual student, by individual skill, by class and by grade level. This will give the school administrator an understanding of what each student has or has not mastered and will allow for professional discussion about data-driven instruction in the classroom.

Through analysis and evaluation of data, administrators, teachers, parents, and students are able to devise an academic plan for each student to achieve learning gains. As a reference, baseline achievement levels will be incorporated into each student's Personalized Learning Plan as a starting point for determining future rates of academic progress. Based on areas of mastery and deficiency, students' Personalized Learning Plans will be modified. Goals will be set for each student, skill areas will be identified, and student grouping based upon academic needs will be adjusted. Each student's Personalized Learning Plan will serve as the foundation from which to measure student outcomes. Students are expected, at a minimum, to achieve mastery of the North Carolina Content Standards for each grade level and the goals and objectives specified in their Personalized Learning Plan.

Non-Academic Measures	SCHOOL'S INTERNAL GOALS
Daily Attendance	The School's average daily attendance rate will be 95% or higher each school year. Students must be present for a minimum of 160 days. A student who is absent 5 or more days in a six-week period shall receive an incomplete grade in all subjects involved if the grade is not made up before the end of the grading period. The School will exceed the average district attendance of students being absent less than 15 days by 2%. Measures: 1. Each year, the School will seek to improve upon its prior year number percentage of students absent more than 15 days until it reaches 3% or less of all students being absent more than 15 days. 2. Each year, the School's average daily student attendance rate will exceed the state's average daily attendance rate for K-12 schools.
Matriculation	The School's enrollment goal is at least 95% of the projected enrollment for each year of operation. The waiting list goal is equal to at least 50% of the available spaces in kindergarten and first grade

	each year.
Promotion	100% of graduating Academy students will score at basic or above on the EOG ELA and Mathematics tests in eighth grade.
Teacher Retention	The School will strive to maintain an 85% teacher retention rate of continuing teachers, excluding teachers dismissed for cause, relocation, or those the school does not choose to retain.
Parent Satisfaction	Each year 85% of the School's families will report being Satisfied or Highly Satisfied with the overall quality of the School's educational program.

D.   PURPOSES OF PROPOSED CHARTER SCHOOL: State the relationship between the six legislated purposes, as specifically addressed in the NC charter school statute GS 115C-238.29A, and the proposed school's operations.

ONE - Improve Student Learning

The School will improve student learning and accomplish its performance goals through the implementation of its Educational Model. The Educational Model is a research-based and data-driven delivery framework with innovative tools and instructional methods linked directly to the Common Core State Standards as well as national standards from organizations including the National Science Teachers Association and the National Council for the Social Studies. The Guaranteed and Viable curriculum ensures that students have both the time and opportunity to learn and master the content expected of them. The framework is based on six components, which create a feedback loop focused on student progress and achievement. The Guaranteed and Viable Curriculum combined with continuous assessment of student performance data and analysis of student learning gains are imperative to improving student learning and achieving the academic goals set forth in this application.

TWO - Increase learning opportunities for all students with special emphasis on expanded learning experiences for students who are identified as at risk of academic failure or academically gifted.

The School's Educational Model increases learning opportunities for all students via a combination of Personalized Learning Plans, tutoring and enrichment, the Cambridge Learning Program and character education.

Personalized Learning Plan
The Personalized Learning Plan empowers students to track their own progress, which initiates student ownership of learning goals. Through analysis and evaluation of data, administrators, teachers, parents, and students are able to devise an academic plan for each student to achieve learning gains. As a reference, baseline achievement levels are incorporated into each student's Personalized Learning Plan visible on the student, parent, and teacher view within the Student Information System as a starting point for determining future rates of academic progress. Students and parents are able to consider areas of mastery and deficiency, and set personal goals each quarter, which are confirmed by parents and teachers.   Teachers post formative data such

as writing prompt scores and reading diagnostic assessments to support student goal setting. Each student's Personalized Learning Plan will serve as the foundation from which to measure student outcomes. The outcomes will be congruent with North Carolina Standard Course of Study and Common Core State Standards and the Guaranteed and Viable Curriculum.

Tutoring

When student learning gains are not progressing at an agreed upon rate for all stakeholders, there are additional resources available. Help with school work is offered during specific office hours throughout the week to assist students in need of extra practice. For students requiring additional intervention, tutoring will also be available at the School. These sessions are derived from the operating budget and are applied to those students requiring extra intervention to bring them up to grade level expectations. Teachers use a set curriculum in small group setting, targeted to students' skill deficiencies, as determined by diagnostic and formative data. This plan for assisting remedial students involves continuous collaboration between all stakeholders. Initiating and strengthening collaboration between school, home, and communities provides the basis for support and reinforcement of student learning. Involving parents and students and engaging them in a collaborative manner are critical to academic success.

Classroom teachers remain in continual contact with all stakeholders by updating the Personalized Learning Plans, using data derived from FAIR ongoing progress monitoring, Student Information System Narrative Report Cards, and Benchmark testing results.

Enrichment

Teachers regularly administer diagnostic assessments before beginning a unit of instruction. This practice reveals students' prior knowledge, and enables differentiation.   When students demonstrate basic mastery of a concept, they deepen their knowledge of the NC STANDARD Course of Study through higher level thinking tasks such as;

- Generating and Testing Hypothesis Activities
- Technology-based projects
- Inquiry Experiences
- "Flipped Learning"

Integrated Character Education

Students must be taught and encouraged in the principles of being productive citizens. The Educational Model includes an integrated character education program designed specifically for integration into charter school curriculum (i.e., STRIVE). The program focuses on academic rigor, good citizenship, and opportunities for real-world experiences. The goal of the integrated character education program is to instill strong character and citizenship within each student.

Ninth Grade Center

Research has shown that ninth grade is a pivotal year for students. According to Education Week's "Diploma's Count," in the Editorial Projects in Education Research Center's latest analysis of high school completion, the national graduation rate stands at 68.8% for the class of 2007, the most recent year for which data are available. In 2007, it was found that more than one-third of students lost within high school fail to move from ninth to tenth grade. In order to positively impact these statistics in regard to high school graduation as well as movement from

ninth to tenth grade, the School will develop a ninth grade center within the school that will create organizational structures to build student success, as well as student academic opportunities that will support students as they grow within the culture of a high school.

THREE - Encourage the use of different and innovative vgcejlpi 'methods

Teachers will be trained to integrate technology into student learning environment to increase academic achievement for each student. CSUSA has designed innovative reporting tools through the proprietary Student Information System, including the teacher eGrade Book and Narrative Report Card, all of which assist the School in analyzing student assessment data and in monitoring student progress to ensure academic improvement. These tools also assist the School in monitoring progress towards meeting and exceeding school-wide goals and objectives.

Student Information System
The School will deliver educational best practices to the students with the framework of the Educational Model, which is innovative in its approach to data analysis for individual student learning. The Educational Model is supported by the use of the Student Information System which offers each school, teacher, and the Education Team the capability of disaggregating data by individual student, by individual class, by grade level and by school. The Student Information System is what enables the School to put data-driven instruction into practice. Student Information System also offers teachers, parents, and students online real-time web access to student data. Student achievement data will be included in each student's Personalized Learning Plan and will make year to year evaluation and tracking of benchmarks more efficient. It also provides students, parents, teachers, and administrator's information to make decisions about differentiating instruction for each student. Parents of students who attend the School can use the Student Information System to login any time day or night, entering a confidential user name and password and gain real-time access to various pieces of information regarding their children and events happening at the school. Also, the system includes a student message board. The home page contains student's schedules by class including what students learned in class each day as well as homework and long term assignments which helps parents keep the family organized.

Student Information System and Grading
One of the innovative tools teachers will use is the CSUSA Teacher eGrade Book™. It was created to assist teachers in creating and recording daily assignments that are aligned to the Guaranteed and Viable Curriculum and Common Core State Standards, Benchmarks and Grade Level Expectations. The Student Information System guides teachers in creating lessons based on proven best practices. The lesson plan template suggests research based instructional strategies to use in the classroom and provides learning strategies for students based on the content segment being taught. When an assignment is created for a specific subject, the teacher assigns points to most specific element of the Standard covered in that particular lesson. When the assignment is completed by the students, the grades are then logged into the eGrade book by the teacher, creating a running record of the level of mastery each student has achieved on the related standards and benchmarks. Grades are automatically calculated and various individual and class reports can be generated. The eGrade Book is an integral reporting tool that empowers parents to monitor and participate in the student's academic progress and improvement, as well

as empowers students to monitor and take responsibility for their own learning. The eGrade Book also enables the principal to monitor coverage of the CSUSA Guaranteed and Viable Curriculum and Common Core State Standards by each teacher, subject, or grade level and then verify the effectiveness of teacher lesson plans.

Student Information System and Goal Setting
Teachers use the Student Information System to retrieve data for each student and class to begin the analysis and goal setting process for their classroom. The table below describes how Student Information System supports goal setting and progress monitoring at the School. School goals are communicated and monitored at every level so that each student and teacher understands how he or she can achieve success.

Student Information System and Progress Monitoring
- School Level - School leadership uses reports from Student Information System after EOG and EOC assessments and CSUSA Benchmarks to set and monitor school goals for overall proficiency, learning gains, AYP with the lowest 25%, and growth within a specific Body of Knowledge.

- Teacher Level - Teachers are able to utilize Student Information System reports to drill down to view mastery of specific grade-level goals and objectives based on EOG/EOC assessments, CSUSA Benchmarks, and ongoing grades to set class goals and plan instruction to achieve those goals.

- Student Level - Personalized Learning Plans are generated on Student Information System, compiling multiple sources of data into one form so that students can set personal goals.

Student Information System and Lesson Planning
Student Information System guides teachers in creating lessons based on proven best practices. The lesson plan template suggests research based instructional strategies to use in the classroom, and provides learning strategies for students based on the content segment being taught. Teachers also input homework for students based on the lesson that automatically populates to the teachers eGrade book and into the parent information screen. If a lesson has an assessment attached to it, it will also populate to teachers eGrade book for later use. Student Information System provides library of lessons, which can be shared between teachers.

Overview of the Student Information System Functions					
Communication Tool	Scheduling	Resource for Teachers	Data Analysis & Reporting	Enrollment Management	District Level Management
Message Boards	View/Create Class Matrix	Standards-Based Gradebook	State Standards Based Assessments	Online Application	Import state test scores from state databases
Private Parent-to-Teacher messaging	View students' schedules	Shared Curriculum, Lesson Plans,	State Performance Estimation	Lottery Process	Aggregate reporting

		Assessments			
Announcements	View/Create Calendar of Events	Student Mastery / Non Mastery Reporting	Data trends	Online applicant offer & acceptance	Global oversight
Parent/Student Real Time Access: Attendance, Grades, Assignments, Homework	Student Course Request	Personal Learning Plans	Lowest 25% Reporting	Online Registration with Electronic Signatures	Teacher aid management: Assessments, Curriculum, Lesson Plans
Mass emails	Academic Calendar	Goal Setting	FL School Grade Prediction	FTE Calculations	District-wide communication
Teacher Bio, Syllabus, Rules & Procedures available for Parents/Students		Online assistance via FAQ and Help Requests	AYP Breakdowns	Online Re-commitment	3rd Party integrations
Complaint management			Demographics	Parent Volunteer Hours	

FOUR - Create new professional opportunities for teachers, including the opportunities to be responsible for the learning program at the school site.

The National Reading Panel (2000) concluded that quality professional development increases student achievement. CSUSA provides professional development for school leadership, teachers, and paraprofessionals. Supplemental professional development will be delivered through the school district, textbook and publishing companies, and the CSUSA Education Department. A staff development schedule will be refined for each school that is results-driven, standards-based, and job-embedded. Administrator and faculty members will also be trained in successful instructional strategies and data collection systems to provide continuous assessment and achievement toward school goals. Training will be conducted each summer at a Principals' Institute hosted by CSUSA. The leadership team will train their staff in data analysis and methodologies reporting so teachers are capable of repeating the goal setting process for classroom goals. Professional development will then be conducted quarterly to ensure proper use of data to guide instruction.

Teachers will attend summer professional development sessions provided by CSUSA, prior to the start of the school year. Parts of the professional development sessions are designed with a focus on understanding the school-wide discipline plan, the Student Code of Conduct, and classroom management. Teachers are also encouraged to attend classroom management professional development sessions. New teachers participate in an annual New Teacher Induction session as well as in various sessions offered throughout the school year. These supplemental sessions are primarily designed to assist with classroom management. Throughout the year, new teachers have a network of support through our Teacher Learning Communities. A mentor teacher leads the Teacher Learning Communities at the School, providing support and training as well as an opportunity to share best practices. In addition, both the Teacher Learning

Communities mentor teacher and new teachers receive support from our CSUSA Education Team through quarterly training sessions and monthly web-based video training sessions.

Below is a sampling of professional development sessions related to classroom management and student discipline that will be provided:
- What Great Teachers Do Differently: 14 Things that Matter Most
- Safe and Civil Schools
- CHAMPs: A Proactive and Positive Approach to Classroom Management
- Response to Intervention
- Exceptional Student Education Regulations and Procedures
- Positive Behavior Support Models

Another opportunity for teachers to develop and refine their craft is by receiving feedback from classroom observations and by observing other teachers during Quality Education for Student and Teachers (QUEST) School Site Visits conducted at least twice per year. It not only enables CSUSA to monitor the School's progress, but enables staff throughout the network to visit other schools and participate in the continual improvement process. QUEST visits provide opportunities for instructional dialog, as well as continuous feedback and improvement. Additionally conferences, seminars and other professional development activities are all opportunities that are provided.

Each teacher sets and monitors progress toward specific goals in the Professional Growth Plans (PGPs). PGPs will be created, reviewed, and completed in concert with an assigned mentor. Teachers interested in and qualified for moving into school or network leadership positions will be able to take advantage of CSUSA's Leading Edge program of ongoing professional development. Topics include the 21 responsibilities of a leader from School Leadership that Works by Marzano and other relevant leadership topics. Progress toward achieving PGP goals will be monitored via an additional evaluation review provided by the Leading Edge mentor assigned to the teacher. Selection for this program will be through nomination by the school principal.

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

Cabarrus Charter Academy will be a replication of CSUSA's successful Educational Model. As of the 2011-2012 school year, CSUSA operates 31 charters on 28 campuses serving more than 25,000 students in Florida, Georgia and Louisiana. Recently, CSUSA entered the Indianapolis market with the Indiana State Department of Education's announcement that CSUSA was selected to be one of three Turnaround School Operators for the State's chronically failing schools.

Cabarrus Charter Academy will meet the needs of families who demand more educational opportunities for their children. Cabarrus Charter Academy will help to meet that demand and expand educational choices for parents and students of this community with the creation of a K-12 college preparatory education system that has a keen focus on stakeholder satisfaction. CSUSA's commitment to continuous measurement and improvement of

stakeholder satisfaction is supported by annual surveys. Annually, more than 90% of students choose to return to CSUSA's schools and parent satisfaction measures at CSUSA managed schools exceed 90%. Furthermore, in 2010-11 across the network of CSUSA schools, there were 7,081 students on waiting lists to enroll in charter schools. The Foundation has partnered with an EMO that has a proven track record in operating high-performing charter schools and the proposed School will bring that same level of quality to the parents of the Cabarrus community.

CSUSA is effective at replicating its existing schools' high performance primarily because its Educational Model is research based and it has experienced tremendous success with implementing this model in new and struggling schools. The entire CSUSA network, including corporate staff, as well as key leaders from existing schools will be deployed to implement and monitor the school design. CSUSA will leverage all of the tools and techniques in use at existing schools into any new school(s) they are responsible to manage.

SIX - Hold the schools established under this part accountable for meeting measurable student achievement results and provide the schools with a method to change from the rule-based to performance-based accountability systems.

Performance-based accountability is ingrained within the School's model on multiple levels. Systems for accountability exist for each stakeholder in the school community, including the EMO, school, teachers, administrators, parents and students. Together, these stakeholders are held accountable for meeting the measurable student achievement results outlined in the goals for the proposed charter school. The Foundation and CSUSA will actively monitor the learning environment of each school in the proposed network using multiple methods including satisfaction surveys, school site visits, and classroom walk-throughs formal employee evaluations. Semiannual parent, student, and staff surveys are designed to provide the parents, students, teachers and administrators the opportunity to provide feedback on the school academic environment and school culture. Through analysis and evaluation of data, these results are used to develop action plans and facilitate the school improvement process both ongoing through the school year and as a part of goal setting prior to the beginning of each school year.

Accountability at the School
The School will participate in the CSUSA School Site Visit Observation Process. The School Site Visit Observation is a one-day, in depth process, in which members of the CSUSA network support each school by observing teachers and providing feedback on instruction. The purpose of the School Site Visit Observation Process is to support schools with the implementation and monitoring of CSUSA Educational Model, which supports student engagement. The CSUSA Site Visit Process examines three critical factors; classroom management, student motivation, and instructional strategies. The observer, a member of the CSUSA network who completed the training session, takes part in the lesson for 30-45 minutes to examine how the teacher is integrating Educational Best Practices within their lesson to promote student learning.

The School Site Visit Observation process is a two-fold process. The first part is a preparedness piece that is completed prior to the school site visit by the leadership team. Included in the preparedness section are the areas of classroom curriculum design, classroom management and student motivation. Classroom curriculum design examines the teachers sequencing and pacing

of content along with the experiences students have with that content. Classroom management examines the teacher's action in establishing and enforcing rules and procedures, carrying out disciplinary actions, maintaining effective teacher and student relationships, and maintaining an appropriate mental set for management. The actual environment of the classroom is also considered to be the place where a student can feel safe and nurtured. The last piece of the preparedness section focuses on student motivation, or what "drives" student behavior. Scoring for the preparedness section is based on evidence displayed in the classroom or in the evidence binder kept by the teacher.

School Review
After each site visit and each benchmark test, the CSUSA Education Team meets with the School Leadership Team to discuss strengths and opportunities for growth for the school, as well as each grade level and subject area. Based on these discussions and the data collected, the Education Team makes recommendations to the Foundation Board to guide professional development training, individualized professional development, opportunities, targeted mentoring, and possible increased observations. This includes a one-on-one discussion with each teacher to provide support with their professional development.

Classroom Walk-Throughs
The Principal has clearly articulated their dedication to teacher support by their initiation of the "Walk Through Challenge". This challenge states that the Principal has determined that each teacher will be visited by an administrative team member each week. The walk through form will be used as a non-evaluative way to communicate areas of strength that the teacher possesses as well as possible opportunities for growth.

Teacher Performance Evaluation
The Teacher Performance Evaluation supports the monitoring of the Educational Model by evaluating the use of evidence-based research strategies that the teacher has been exposed to through professional development and provided feedback during the Site Visit process from a mentor teacher. Also, the leadership team visits each classroom at least once a week to provide supportive feedback to teachers. All new teachers receive a "practice" teacher performance evaluation in the fall to prepare them for the spring teacher performance evaluation.

School-Wide Academic Monitoring
After each site visit and each benchmark test, the Education Team meets with the School Leadership Team to discuss strengths and opportunities for growth for the school, as well as each grade level and each subject area. Based on these discussions and the data collected, the Education Team makes recommendations such as professional development training, individualized professional development, opportunities, targeted mentoring, and increased observations. Quality Education for Student and Teachers (QUEST) School Site Visits conducted at least 2 times per year provide opportunities for instructional dialog, as well as continuous feedback and improvement. Annually, in quarter 4, CSUSA will solicit feedback from teachers and principals to ensure continuous improvement of the process.

Accountability at the Parent/Student level
Parent participation is the key to the success of the overall program and will be solicited for the

development of school goals and objectives. Parent/Teacher Cooperatives (PTC) will be established to provide a voice for parent and community input that can be used in the development of existing schools as well as new schools and programs. PTC will be organized each school year at the new schools. The PTC shall be comprised of parents of enrolled students, administrators and teachers. Parental participation in the schools' operations and governance will be fostered by a parental "contract" between the parent, student, and the School.

E. EDUCATIONAL FOCUS:

The mission of The School is to create a learning environment that integrates a research-based curriculum, a culture of high expectations, and a concentration on academic rigor while focusing on citizenship and experimental learning through community engagement. At their foundation, the School's administrators, teachers, parents and students will embrace the academic philosophy that all children can learn, become self-motivated life-long learners, function as responsible citizens, and actualize their potential as productive members of a global society and the 21st century workforce.

Guaranteed and Viable Curriculum
With the CSUSA Guaranteed and Viable Curriculum at its core, the CSUSA Educational Model provides the process for improving student learning and academic achievement. The Guaranteed and Viable Curriculum is aligned to specific NC Grade Level Goals and Objectives and Common Core State Standards and is the framework of what is taught at each grade level.

Data-driven Instruction
Cabarrus Charter Academy will use innovative reporting tools through its Student Information System, including the teacher eGrade Book and Narrative Report Card, all of which assist the School in analyzing student assessment data and in monitoring student progress to ensure academic improvement. These tools also assist the School in monitoring progress towards meeting and exceeding school-wide goals and objectives.

Individualized Approach To Learning
Personal Learning Plans for each student that will assess skill level upon enrollment at Cabarrus Charter Academy a path for growth is designed for each student which is periodically reassessed to determine skill development. The Personalized Learning Plan will ensure that the individual needs of each student are met and will provide parents the opportunity to participate in educational goal setting and monitoring of their child's academic progress.

Foreign Language in Grades K-12
Students will compete in a very global arena, and as such are encouraged to learn new languages. Our early foreign language curriculum includes lessons that promote multisensory learning through integrated technology such as music and video. Age-appropriate projects and games along with culturally relevant activities are designed to take our students beyond the classroom and into the real world.

Cambridge Program
The School will develop a Cambridge Program to support academic rigor throughout the programming of the school. The Cambridge program provides an international, pre-university,

curriculum and examination for students who benefit from a rigorous academic program. For over 160 years the prestigious University of Cambridge has been setting worldwide curriculum standards through their examinations. The Cambridge curriculum is taught in over 150 countries worldwide and its courses combine the content of the Honors curriculum with the content students must learn to write the Cambridge papers successfully. Cambridge courses are demanding courses that emphasize higher order thinking skills, oral skills, writing skills, problem solving, teamwork and investigative skills.

IV.   GOVERNANCE

A.   PRIVATE NONPROFIT CORPORTATION (G.S.115C-238.29E)

B.   TAX-EXEMPT STATUS (501 (c)(3) (G.S.115C-238.29B(b)(3))

Name of Private Nonprofit: **The North Carolina Charter Educational Foundation, Inc.**

Mailing Address: **P.O. Box 5284**

City/State/Zip: **Statesville, NC 28687**

Street Address: **4050 Hickory Highway, Statesville, NC 28677**

Phone: **704-657-7013**

Name of registered agent and address: **S. Rick Sipes, 4050 Hickory Highway, Statesville, NC 28677**

FEDERAL TAX ID: Pending

TAX-EXEMPT STATUS (501 (c)(3) *(G.S.115C-238.29B(b)(3))*

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

☐ Yes (copy of letter from federal government attached)
☒ No

C.   PROPOSED EDUCATIONAL MANAGEMENT ORGANIZATION

Charter Schools USA
Sandy Castro, Sr. Manager of Development
6245 North Federal Highway
Fort Lauderdale, FL 33308
www.charterschoolsusa.com
Cell: 770-500-9037
Phone: 954-202-3500
Fax: 954-202-3815
Email scastro@charterschoolsusa.com

> **1.   Please include a copy of the proposed management agreement of the specified EMO and explain how the contract will be in the best educational and financial interests of the charter school.**

LETTER OF INTENT

March 15, 2012

Board President
North Carolina Charter Educational Foundation, Inc.

      Re: <u>Management Agreement with Charter Schools USA, Inc.</u>

Dear President:

      This Letter serves to memorialize the intent of the North Carolina Charter Educational Foundation, Inc., ("Foundation") and Charter Schools USA, Inc. (CSUSA) (Collectively the "Parties") to enter into a Management Services Agreement ("MSA") for the provision of charter school management services for each of the proposed public charter schools founded by the Foundation.

      It is the intention of the Parties to immediately engage in activities to develop charter schools in North Carolina. CSUSA will provide technical assistance and expertise to the Foundation during the development period as a component of the management services it provides to clients. As such, resources prior to school opening will be fronted by CSUSA with no financial recourse to the Foundation. Pre-opening costs borne by CSUSA will be recovered over time from charter school revenues, pursuant to the terms of the MSA.

      The specific terms of the MSA shall be negotiated upon the timeline agreed upon by the Parties. However, the Parties hereby state their intent that CSUSA shall be engaged to manage North Carolina Charter Educational Foundation's charter schools.

Very truly yours,

Charter Schools USA, Inc.

By: _____
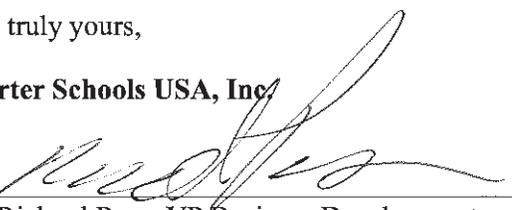
Richard Page, VP Business Development

ACCEPTED AND AGREED TO:

North Carolina Charter Educational Foundation, Inc.
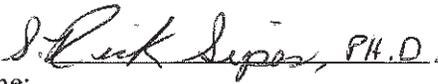
By: _____
Name:
Title: President
Date: 3/15/12

CHARTER MANAGEMENT AGREEMENT

This **CHARTER MANAGEMENT AGREEMENT** (this "**Agreement**") is made and entered into as of the _____ day of _____, 2012 (the "**Effective Date**"), by and between Charter Schools USA at _____, LLC, a Florida limited liability company ("**CSUSA**"), and The North Carolina Charter Educational Foundation, Inc., a North Carolina non-profit corporation (the "**Foundation**"). For purposes of this Agreement, CSUSA and the Foundation are referred to individually as a "**Party**" and collectively as the "**Parties**."

RECITALS

WHEREAS, the Foundation desires to establish a public charter school in North Carolina known as _____ pursuant to N.C. Gen. Stat. § 115C-238.29A *et seq*. (the "**Charter School**"); and

WHEREAS, the Foundation has submitted an application to the North Carolina State Board of Education (the "**SBE**") to establish the Charter School (the "**Charter Application**"); and

WHEREAS, CSUSA is in the business of managing, operating, and administering public charter schools; and

WHEREAS, the Foundation desires to engage CSUSA to manage, operate, and administer the Charter School, and CSUSA desires to be so engaged; and

WHEREAS, the Parties desire to memorialize the terms and conditions of such engagement in this Agreement;

NOW, **THEREFORE**, for good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the Parties agree as follows:
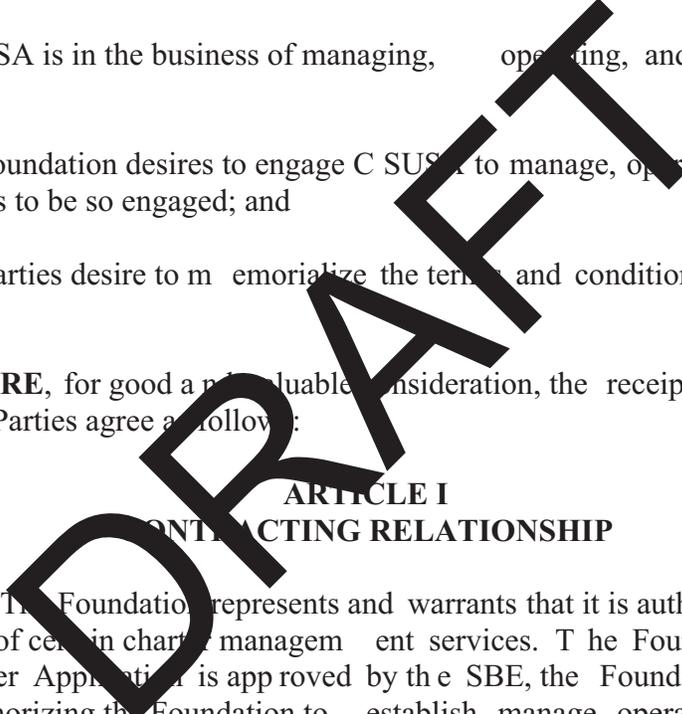
ARTICLE I
CONTRACTING RELATIONSHIP

A.   Authority. The Foundation represents and warrants that it is authorized by law to contract with CSUSA for the provision of certain charter management services. The Foundation further represents and warrants that if the Charter Application is approved by the SBE, the Foundation will enter into a charter contract with the SBE, authorizing the Foundation to establish, manage, operate, and administer the Charter School (the "**Charter Contract**"). For purposes of this Agreement, the Charter Application and the Charter Contract are referred to collectively as the "**Charter**."

B.   Agreement. To the maximum extent permitted by applicable law, the Foundation hereby contracts with CSUSA to perform the management functions set forth in Article _____ of this Agreement (the "**Management Functions**"). CSUSA shall perform the Management Functions in accordance with applicable law and at the direction of the Foundation. Although the Management Functions include duties and responsibilities regarding student enrollment, performance, discipline, and special education, as well curriculum and personnel, nothing in this Agreement is intended to nor shall limit or delegate the ultimate authority of the Foundation as set forth in N.C. Gen. Stat. § 115C-238.29A *et seq*., applicable SBE policies, or the Charter.

C.   Designation of Agents. The Foundation hereby designates the directors, officers, employees, and attorneys of CSUSA as agents of the Foundation having a legitimate educational interest such that they are entitled to access the education records of the Charter School and its students pursuant to 20 U.S.C. § 1232g, the Family Rights and Privacy Act (FERPA), and other applicable privacy laws. Subject to its discretion, the

Foundation also hereby authorizes CSUSA to communicate with and negotiate on behalf of the Foundation and the Charter School with all local, state, and federal agencies.

D.   Status of the Parties. CSUSA is a Florida lim ited liability company, and not a division or part of the Foundation. The Foundation is   a North Carolina non-profit corporat ion, and not a divi sion or part of CSUSA. CSUSA shall perform the Management Functions as an independent contractor and except as set forth herein, this Agreem ent does not creat e a join t venture, principal-ag ent, or em ployer-employee relationship between the Parties or their respective employees or agents.

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ARTICLE II
TERM

</div>

This Agreement shall comm ence on the Effective Date   and continue for the dur ation of the Charter, including any and all Charter renewals, unless term inated earlier pursuant to Article _____ of this Agreem ent. Any such termination shall only be effective at the end of the then-current academic year.

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ARTICLE III
FUNCTIONS OF CSUSA

</div>

A.   Responsibility. CSUSA shall be responsib le and acco unt ble to the Foundation for the operation and performance of the Charter School as set for in this Agreement, the Charter, and applicable law. CSUSA's responsibility is expressly limited by: (i) the appro d Annual Budget, as defined in Article _____ of this Agreement; and (ii) the availabi lity of state funding to pay r the   Management Functions. CSUSA shall not be required to expend funds for the Managem e unctions of e C harter School in excess of the am ount set forth in the approved Annual Budget.

B.   Educational Program. C USA grees im plement the education al program set forth in the Charter (the "**Educational Program**") hich y be an ended from time to time by the mutual consent of the Parties and, when required, the SBE   and   e North Carolina Department of Public Instruction. The Parties acknowledge that an essential pr c of t E ducational Program is its flexibility, adaptability, and capacity to change in the interest   of c ntinuous provement and efficiency, and that the F oundation and CSUSA are interested in results, and not flex ible escriptions. No less than   annually, and as otherw ise reasonably requested by the Foundation, C S SA will provide the Foundation with an updated progress repo rt detailing the educational goals set forth in the E ca onal Program.

C.   Management Functions. In accordance with the Foundation's non-profit purpose, subject to the Foundation's ultimate authority, consis tent with the Charter, and pursuan t to applicable law, CSUSA shall perform all m anagement, operation, accounting, and adm inistrative functions for the   Charter School (the "**Management Functions**"), including without limitation:

1.   The day-to-day management of the Charter School;

2.   The recruitment and enrollm ent of stude nts by various m eans, including without limitation, advertisements in newspapers of general circu lation, mailings to parents and guardians of prospective students, and presentations to interested groups;

3.   The implementation and adm inistration of the Educational Program, including the selection of instructional materials, equipment, technology, and supplies;

<div align="center">Page 2 of 13</div>

4. The implementation and administration of extra-curricular and co-curricular activities and programs approved by the Foundation;

5. The performance of evaluations, assessments, and continuous improvements of and to the Educational Program, including reports of the same to the Foundation upon its request;

6. The management, selection, and application of technology services required to facilitate the operation of the Charter School;

7. The management of certain personnel functions, as set forth in Article _____ of this Agreement;

8. The management of the business administration of the Charter School;

9. The accounting operations of the Charter School, including general ledger management and financial reporting;

10. The identification, application, and administration of grants to or for the Charter School, including in any audits related thereto;

11. The preparation and submission of the Annual Budget, as set forth in Article _____ of this Agreement; and

12. The performance of any other function necessary or expedient for the administration of the Charter School, including those set forth in this Article _____.

D. Purchases. Purchases made by CSUSA on behalf of the Foundation with the Foundation's funds, such as non-proprietary instructional materials, books, supplies, and equipment will be the property of the Foundation. However, CSUSA shall own all proprietary rights in and to, and the Foundation's proprietary interest shall not include, curriculum or educational materials that are developed, copyrighted, or legally protected by CSUSA, including without limitation curriculum or educational materials that are developed by CSUSA with funds from the Foundation. CSUSA's educational materials and teaching techniques used by or at the Charter School shall only be subject to disclosure to the extent required by law. This provision does not apply to any capital items leased or purchased by CSUSA with CSUSA's own funds.

E. Subcontracts. CSUSA shall not subcontract the management, oversight, or operation of the Educational Program, except as specifically permitted in this Agreement or with approval of the Foundation. Otherwise, CSUSA reserves the right to subcontract any and all aspects of the Management Functions.

F. Place of Performance. Unless prohibited by applicable law, CSUSA reserves the right to perform the Management Functions other than the Educational Program, such as purchasing, professional development, and administrative functions, off-site.

G. Due Process Hearings. At the direction of the Foundation, CSUSA shall provide students of the Charter School with due process hearings in accordance with applicable law regarding student discipline, special education, confidentiality, and access to records. If necessary or advisable, CSUSA may retain legal counsel to assist with these hearings. Notwithstanding the foregoing, the Foundation shall retain the right and responsibility to provide such students with that due process required by law.

H.   Rules and Procedures. From time to tim e, CSUSA shall re commend reasonable rules, regulations,   procedures,   and policies to the F   oundation regarding the m   anagement, operation, and administration of the Charter School. Once adopted   by the Foundation, CSUSA sh   all be authorized and directed to enforce such rules, regulations, procedures, and policies.

I.   School Year and School Day. The school year and the school day shall be as required by law and as determined annually by the Foundation.

J.   Student Performance Standards and Evaluation. C SUSA shall be responsible and accountable to the Fou ndation for the academ ic performance of the students who a ttend the Charter Scho ol. CSUSA will utilize ass essment strategies requ ired by the Charter and applicable law. The Foundation and CSUSA will cooperate in good faith to identify m easures of and goals for Charter School stud ents, including but not lim ited to, academ ic achievement and parent satisfaction. CSUSA sha ll perform its duties and responsibilities as set forth in this Agreement to the reasonable satisfaction of the Foundation.

K.   Services to Disabled Students and Special Education. CSUSA shall provide special education services to students who attend the Charter School in conformity with the requirements of state and federal law. CSUSA may subcontract as necessary a nd appropriate for the provision of services to students whose special needs cannot be met within the Ch arter School's program, subject to the approval of the Foundation. Such services shall be prov ided in a manner th at complies with local, state, and fede ral laws and applicable regulations and policies. Consiste nt herewith, the Foun dation acknowle dges the individualized nature of services that may need to be provided to disabled and special needs students and the impact that the provision of such individualized services m ay have on the appr oved Annu al Budget. The Foundation, at the request of CSUSA, agrees to adjust the approv ed Annual Budget as necessary to provide such services to disabled and special needs students.

L.   Contract between the Foundation and the SBE. CSUSA will no t act in a manner that will cause the Foundation to be in breach of the Charter.

M.   Unusual Events. CSUSA agrees to tim   ely notify the Foundation and/or the School Administrator, as defined in A rticle ____ of this Agreement, of any anticipated or known: (i) material health or safety issues; (ii) labor, e mployee, or funding issues, or (iii) any other issues that m ay adversely impact the Foundation's ability to comply with the Charter or this Agreement.

N.   Student and Financial Records. All studen t and financial information related to the Charte r School shall be available for inspection at the Charte   r School upon reasonable request and consistent with applicable law.

O.   Charter School Records. The f inancial, educational, and student records pertaining to the Charter School are the property of th e Foundation, and such records shall be subject to the provisions of N.C. Gen. Stat. § 132-1, *et seq*. (Public Records), and other applicable information laws. All such records shall be physically or electronically available upon request at the Charter School. Except as protected by the Charter or applicable law, the SBE and the public shall have access to the Charter School's records.

P.   CSUSA Performance Goals. During the ter m of this Agreem ent, CSUSA shall use its commercially reasonable best efforts to:

1.   Timely submit all reports required by this Agreement to the Foundation;

2.   Strictly adhere to the approved Annual Budget, with no aggregate cost over-runs; and

3. Meet or exceed the student performance goals contained in the Charter.

ARTICLE IV
OBLIGATIONS OF THE FOUNDATION

A. Good Faith Obligation. The Foundation shall be responsible for the fiscal and academic policies of the Charter School. To assist the Foundation, CSUSA shall, from time to time, recommend such policies to the Foundation. The Foundation shall exercise good faith in considering all such recommendations of CSUSA.

B. Assistance to CSUSA. The Foundation shall cooperate with CSUSA in furnishing all information and submitting all forms and reports required by this Agreement, including timely notice of all Foundation meetings. The Foundation shall timely furnish CSUSA all documents and records necessary for CSUSA to properly perform its responsibilities under this Agreement.

C. Unusual Events. The Foundation agrees to timely notify CSUSA of any anticipated or known: (i) material health or safety issues; (ii) labor, employee, or funding issues, or (iii) any other issues that may adversely impact CSUSA's ability to comply with this Agreement.

D. Retained Authority. The Foundation shall retain the authority to make reasonable regulations relative to anything necessary for the proper establishment, maintenance, management, and carrying on of the Charter School, including regulations relative to the conduct of students while in attendance at the Charter School or en route to and from the Charter School.

E. Food Service. The Foundation shall manage, operate, and administer, or shall authorize CSUSA to manage, operate, and administer, the food service program for the Charter School, as required by applicable law, including without limitation, the National School Lunch Program at 7 C.F.R. § 210.1, *et seq*.

ARTICLE V
FINANCIAL ARRANGEMENTS

A. Revenues. All revenues received by the Foundation for or on behalf of the Charter School (the "**Revenues**") shall be deposited in the Foundation's depository account with a financial institution mutually acceptable to the Foundation and CSUSA. The signatories on the account shall only be the members of the Foundation's Board of Directors and, as designated by the Foundation, the employees of CSUSA. Interest income earned on the account shall accrue to the Foundation. Except as specifically excluded by this Agreement, Revenues shall include, without limitation:

1. Funds for students enrolled in the Charter School;

2. Special education funds provided by federal, state, and local governments that are directly allocable to special education students enrolled in the Charter School;

3. Gifted and talented funds provided by federal, state, and local governments that are directly allocable to gifted and talented students enrolled in the Charter School;

4. At-risk funds provided by federal, state, and local governments that are directly allocable to at-risk students enrolled in the Charter School;

5. Funds provided by federal, state, and local governments that are di rectly allocable to students enrolled in the Charter School with limited English proficiency;

6. Federal, state, and local grants, including Title I and Charter School start-up funds;

7. Other grants and donations, ex cept to the extent CSUSA is not required or involved in soliciting, administering, or managing such grants or donations; and

8. Fees charged to students and others for extra se rvices as and to the extent perm itted by law.

B.   Expenditure of Revenue and Operating Advances. The Revenues shall be expended by CSUSA in accordance with the approved Annual Budget and as otherwise authorized by the Foundation. The expenditure of Revenues received from governmental entities shall be consistent with all applicable regulations and policies, and in the case of privat e donations, the directives of the donor , where applicable. To the extent that there are not sufficient funds in the Foundation's operating account to pay the operating ex penses of the Charter School, CSUSA m ay, at CSUSA's option, deposit funds into the Foundati on's operating account for that purpose (" **Operating Advances**"). Operating Advances shall only be m ade in accordance with the approved Annual Budget. The Foundation shall reim burse CSUSA for all Operating A dvances, together with interest earned thereon, as and when the funds become available; provided, however, that if, at the end of ea ch Fiscal Year (as defined below), the total Revenues, after payment of the debt service and operating expenses of the Charter School, are insufficient to reim burse the Operating Advances attributable to such Fiscal Year, CSUSA may forgive the un-reimbursed balance of the Operating Advances, including interest earned thereon.

C.   Fiscal Year and Annual Budget. The Foundation shall operate the Charter School on a fiscal year beginning July 1 and ending June 30 of the following year (" **Fiscal Year**"). On or before May 31 of each Fiscal Year, CSUSA shall prepare and submit it to the Foundation for its review a proposed, balanced, annual budget for the Charter School's upcoming Fiscal Year (the " **Annual Budget**"). The Annual Budget shall account for: (i) Revenues, (ii) operati ng expenses, (iii) reserve expenses, (i v) audit expenses, and (v) the fund balance. The Foundation shall approve the Annual Budget, as m ay be reasonably revised by the Foundation in consultation with CSUSA, by June 30 of the then-current Fiscal Year. CSUSA shall perform all Management Functions in accordance with the approved Annual Budget, applicable law, the Charter, and as directed by th e SBE.

D.   Amendments to the Annual Budget. During the Fiscal Year, CSUSA may submit proposed amendments to the approved Annual B udget to the Foundation to account fo r changes in student enrollm ent, student needs, and other vari ables. Any such amendment shall only be valid if approved by the express vote of the Foundation's Board of Directors.

E.   Management Fee. In exchange f or providing the ch arter services here under, including the Management Functions, CSUSA shall be entitled to com pensation in an amount equal to 15% of t he Revenues, or a lesser amount if agreed to in writing by CSUSA (the " **Management Fee**"). The Management Fee shall be set forth in the Annual Budget.

F.   Availability of Funds. CSUSA sha ll only be required to pe rform its responsibilities under this Agreement to the exten t that there are sufficient Reve nues to make payments in accordance with the term s of the approved Annual Budget.

G.   Financial Reporting. CSUSA shall provide the Foundation with:

1. Annually, the proposed Annual Budget, as required by the terms of this Agreement;

2. As requested, financial statements of Revenues received by, expenditures for services to, and expenses incurred on behalf of the Charter School, whether incurred on or off-site;

3. Monthly, financial statements by the 30th day of the following month, including a balance sheet, statement of Revenues, and expenditures for the Charter School; and

4. Periodically, other information necessary to enable the Foundation to: (i) monitor CSUSA's performance under this Agreement, (ii) evaluate CSUSA's provision of the Management Functions, and (iii) comply with applicable law, including the demands and requests of the SBE.

H.   Access to Records. CSUSA shall keep accurate financial records pertaining to its operation of the Charter School, together with all Charter School financial records prepared by or in possession of CSUSA, and shall retain all such records for a period of time as may be required by the Charter. CSUSA and the Foundation shall also maintain the proper confidentiality of personnel, students, and other records as required by law.

I.   Annual Audit. The Foundation shall select and retain an independent auditor to conduct an annual audit of the Charter School in accordance with the Charter. Subject to applicable law, all finance and other records of CSUSA related to the Charter School will be made available to the Foundation's independent auditor.

ARTICLE VI
PERSONNEL & TRAINING

A.   Personnel. With the exception of Teachers (as defined below), CSUSA shall select, hire, evaluate, and where necessary, transfer, discipline and terminate qualified personnel and support staff for the Charter School ("**Personnel**"). Personnel shall be employees of CSUSA and shall be paid pursuant to the approved Annual Budget. CSUSA shall have the right and responsibility to determine the number and functions of Personnel. In the discretion of CSUSA, Personnel may work at the Charter School on a full or part time basis. If assigned to the Charter School on a part time basis, Personnel may work at other schools managed or operated by CSUSA.

B.   School Administrator. CSUSA shall select, hire, evaluate, and where necessary, transfer, discipline, and terminate one or more qualified administrators for the Charter School (the "**School Administrator**"). The School Administrator shall be an employee of CSUSA and shall be paid pursuant to the approved Annual Budget. CSUSA shall consult with the Foundation regarding the hiring of the School Administrator and CSUSA shall remove the School Administrator from the Charter School if the Foundation is or becomes reasonably dissatisfied with his or her performance.

C.   Teachers. CSUSA shall recommend to the Foundation for its consideration and approval qualified teachers for the Charter School ("**Teachers**"). All Teachers shall be jointly employed by the Foundation and CSUSA, such that they may be included in the compensation, benefits, payroll administration, and employment policies and practices of CSUSA; provided, however, that in all circumstances, the Foundation shall ultimately control the hiring and firing of the Teachers in accordance with N.C. Gen. Stat. § 115C-238.29F(e)(1). In the discretion of CSUSA, Teachers may work at the Charter School on a full or part time basis. If assigned to the Charter School on a part time basis, Teachers may also work at other schools managed or operated by CSUSA.

D. **Training.** CSUSA shall provide training in its methods, curriculum, program, and technology to all Teachers on a regular basis. T   eachers shall also receive at least the m   inimum hours of professional development required by applicable law. Non-instructional personnel sh all receive such training as CSUSA determines reasonable and necessary under the circumstances.

E. **Limitations on Discretion.** All decisions m ade by CSUSA, and any discretion exercised by CSUSA, regarding the selecting, hiri ng, evaluating, transferring, disciplini ng, and terminating of Personnel and the School Administrator shall be consistent with the approved Annual Budget, the Charter, applicable law, and any parameters adopted by the Foundation regarding the Educational Program.

ARTICLE VII
DEFAULT

A. **Default.** Events of default under this Agreement   shall be lim ited to the following (each, an "**Event of Default**"):

1. The Foundation fails to m ake any payment ue h eunder within ten (10) days after the date such payment was due;

2. The Foundation m aterially breache   ny of i   other ob ligations hereunder and fails to cure such breach within sixty (60) days   notice of such breach;

3. The Foundation adopts a polic   o   ils to   opt a policy regarding the Charter S chool which prevents CSUSA from s isfy g   bligations hereunder;

4. The Foundation fai to ad pt an   nnual Budget before June 30 of the then-current Fiscal Year, or adopts   Annu   Budge   that prevents CSUSA fr om satisfying is obligations hereunder;

5. The Ch   ter is rev ed o uspended by the SBE or other governmental authority;

6. CSUSA   mmenc s a case or proceed   ing or files a petition for bankruptcy, reorganizatio   li idation or dissolution, is ad judicated insolvent or bankrupt, or applies to a tribun al   r a receiver, intervener, cons   ervator, or trustee fo r itself or for any substantial part of its property, or any such action is commenced agains t it and the s ame remains un-dismissed for more than sixty (60) days;

7. CSUSA is found by an adm inistrative or judi cial body to have m ade fraudulent use of funds, or an administrative or judicial body re vokes any license that m ay be required for CSUSA to carry on its business and perform   its obligations and functions under this Agreement; and

8. CSUSA materially breaches this A greement, which shall be lim ited to: (i) f ailure to account for expenditures or pay the Charter School's operating costs (provided funds are available to do so); (ii) f ailure to follow policies, procedures, rule s, or curriculum duly adopted by the Foundation which are not in viol   ation of this Agreem ent or applicable law; (iii) failure to re alize student achievement objectives o utlined in the Charte r; (iv) failure to take reasonable efforts to protect the health, safety, and welfare of the s tudents at the Charter School; and (v) violation of app   licable law. In the event of a m   aterial

breach, CSUSA shall have (60) days after receipt of written not ice to rem edy such breach.

B. **Remedies.** Upon the occurrence of an uncured Event of Default by either Pa rty, the non-breaching Party shall b e entitled to pursue all rem edies available un der law or equity, including witho ut limitation, terminating this Agreement upon seven (7) days prior written notice. Such term ination, however, shall only become effective following the end of the then-current academic year. In the event of termination of this Agreement for any reason by either Party p rior to the end of this Agreement's term, CSUSA may, for a fee reasonably acceptable to CSUSA, provide the Foundation with reasonable assistance for up to thirty (30) days to assist in the tran sition to another adm inistrative or structur al arrangement (although CSUSA shall not be required to provide any assistance to another managem ent company or service provider). However, CSUSA will abide by all state laws that govern transition obligations, including but not limited to:

1. Transferring all student records to such entity;

2. Transferring any and all other non-proprie tary information and providing necessary assistance to the new program or education ser ce provider to ensure the least disruption of the Charter School operation as a result of he te mination of this Agreement; and

3. Transferring or assigning to the Found tio n all c tracts, agreem ents, licenses, permissions, and other rights and pr leges related to th e operation of the Charte r School, including, at CSUSA's opt io signment of contracts for Personnel and the School Administrator.

ARTICLE VIII
INDEMNIFICATION & LIMITATION OF LIABILITY

Each Party does hereby indem ify, de nd, and old the other, includ ing their respective directors, partners, officers, em ployees, agents, re re ntatives, and attorneys, ha rmless from and against any and all claims, actions, damages, expen s, es o wards whic h arise out of its own ne gligence, acts or om issions, or noncompliance or b reach of an y o he te m s, conditions, warranties, representations, or undertak ings contained in or made pursuan to this Agre ment. Notwithstanding the foregoing and except for claims of death or bodily in jury resulting from SUSA gros s negligence or willful m isconduct, CSUSA's total, agg regate liability to the Foundation for any es n and upon any cause of action, whethe r in tort, contract, or otherwise, shall be limited to the total amount of all Management Fees received by CSUSA from the Foundation under this Agreement.

ARTICLE IX
INSURANCE

A. **Insurance Coverage.** Each Party shall m aintain insurance in the coverage am ounts as may be required by the Charter, with the other Party listed as an additional insured. Such insurance shall be purchased by CSUSA using the Revenues. Each Party shall, upon requ est, present evidence to th e other that it m aintains the requisite insurance in co mpliance with the provisions of this paragraph. Each Part y shall also comply with any reasonable information or reporting requirements required by the other Party's insurers.

B. **Workers' Compensation Insurance.** Each party shall m aintain workers' c ompensation insurance as required by the Charter and applicable law, covering their respective employees.

ARTICLE X
REPRESENTATIONS & WARRANTIES

A. **Foundation Representations and Warranties.** The Foundation represents that it has the authority under law to execute, deli ver and perform this Agreem ent and to incur the obliga tions provided hereunder. The Foundation warrants that its actions have been duly and validly author ized, and that it has adopted any and all resolutions or approvals required for the execution of this Agreement.

B. **CSUSA Representations and Warranties.** CSUSA represents and warrants that it is a lim ited liability company authorized to conduct bus iness in the State of _ ____. CSUSA will com ply with all registration and licensing requirements relating to conducting business under this Agreement. The Foundation agrees to assist CSUSA in applying for such licenses and permits and in obtaining such approvals and consents.

C. **Mutual Warranties.** The Charter School and CSUSA m utually warrant to the other that there are no pending actions, claim s, suits or proceedings, to its knowledge threatened or reasonably anticipated against or a ffecting it, whic h if adversely determ ined, would have a material adverse effect on its ab ility to perform its obligations under this Agreement.

ARTICLE X
MISCELLANEOUS

A. **Sole Agreement.** This Agreement supersedes and replaces any and all prior agreem ents and understandings between the Foundation and CSUSA regarding the management, operation, or administration of the Charter School.

B. **Force Majeure.** Notwithstanding any other sections of this Agreement, neither Party shall be liable for any delay in performance or inability to perform due to acts of God or due to war, riot, embargo, fire, explosion, sabotage, flood, accident, labor strike, or other acts beyond its reasonable cont rol; provided, however, that eith er Party m ay terminate this Agre ement in accordance with the term ination provisions contained herein if sufficient grounds exist as provided in Article ____ of this Agreement.

C. **Governing Law and Waiver of Jury Trial.** This Agreem ent shall be constru ed, interpreted, governed, and enforced pursuant to the laws of the State of North Carolina, without regard to its conflict-of-laws principles. The Parties hereby waive the right to a jury trial in any acti on, proceeding, or counterclaim brought by either Party against the other.

D. **Agreement in Entirety.** This Agreement constitutes the entire agreement of the parties.

E. **Official Notices.** All notices and other communications required by the terms of this Agreement shall be in writing and sent to the Pa rties at the facsimile number or address set forth below. Notice m ay be given by: (i) facsimile with written evidence of confirmed receipt by the receiving Party of the entire notice; (ii) certified or registered mail, postage prepaid, return receipt requested; or (iii) personal delivery. Notice shall be deemed to have been given on the date of transmittal or personal delivery if given by facsimile or personal delivery, or upon the date of postmark if sent by certified or registered mail. Notices to the Foundation shall be sent to the current address of the then-current Foundation President, with a copy to the then-current Foundation attorney. For purposes of the afores aid, the address of the Parties , including the addr ess of the initial Foundation President and attorney, are as follows:

The Foundation:

     _____

     _____

     _____

     _____

     Facsimile: _____

With a copy to:

_____

_____

_____

_____

     Facsimile: _____

CSUSA:

     Chairman, Chief Executive Officer
     Charter Schools USA
     6245 North Federal Highway, 5th Floor
     Ft. Lauderdale, FL 33308
     Phone: 954-202-3500
     Fax: 954-202-2047

With a copy to:

     Tripp Scott, P.A.
     Attn: Edward J. Pozzuoli
     110 S.E. Sixth Street
     15th Floor
     Fort Lauderdale, FL 333
     Phone: 954-525-7500
     Fax: 954-761-8475

    F.   **Assignment.** Either party may assign this Agreement with the written consent of the other.

    G.   **Amendment.** This Agreement shall not be altered, amended, modified or supplemented except in writing, as approved by the Foundation and signed by the President of the Foundation and the CEO of CSUSA.

    H.   **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.

    I.   **Cost and Expenses.** If any Party commences an action against the other as a result of a breach or alleged breach of this Agreement, the prevailing party shall be entitled to have and recover from the losing Party its reasonable costs and attorneys' fees (including those incurred at appellate levels).

    J.   **Compliance with Law.** The parties to this Agreement agree to comply with all applicable laws and regulations.

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K. **Compliance with Charter Contract.** The parties to this Agreement agree to comply with the terms and conditions set forth in the Charter Contract.

L. **Severability.** If any term or condition of this Agreement is held by a court of competent jurisdiction to be invalid, void, or unenforceable, the remainder of the terms and conditions set forth herein shall remain in full force and effect and shall, in no way, be affected, impaired, or invalidated by such term or condition, and the Parties shall use their reasonable best efforts to find and employ an alternative means to achieve the same or substantially the same result as that contemplated by such term or condition.

M. **Survival.** The following Sections shall survive the termination or expiration of this Agreement: _____, _____, _____, and _____.

SIGNATURE PAGE TO FOLLOW

DRAFT

The North Carolina Charter Educational Foundation intends to contract with an EMO. This relationship will be governed by a performance-based management agreement. The Board has engaged the law firm of Cranfill Sumner & Hartzog, LLP as independent legal counsel during the application process.   Board members have met with legal counsel to review the management agreement and are prepared to negotiate same should a charter be awarded.

CSUSA has been selected to assist in school operations, development and planning, curriculum design, marketing, finance and human resources. CSUSA is one of the nation's largest private operators of public schools serving students from kindergarten through 12th grade. CSUSA has an experienced management team and approximately 2,000 employees currently educating over 25,000 students. CSUSA contracts with state departments of education, municipalities and private foundations to assume educational and operational responsibility for individual charter schools. Over the course of fifteen years of intensive research and development, CSUSA's team of leading educators and scholars have developed an innovative, research-based curriculum and school design.

The management agreement will be in the best educational and financial interests of the School for the following reasons:

Educational
The performance-based management agreement will require CSUSA to meet all compliance requirements in the charter contract and the North Carolina Charter Educational Foundation will provide oversight of CSUSA on compliance requirements through routine monitoring of school operations. The North Carolina Charter Educational Foundation will evaluate the effectiveness of CSUSA based on the school's performance relative to annual goals. CSUSA will submit periodic reports to the North Carolina Charter Educational Foundation on school performance (e.g., benchmark test results, survey data, and financial reports) and will provide the Board with all compliance reports required by the charter contract. Monthly board meetings will be conducted in accordance with North Carolina Open Meetings Law and will require CSUSA to provide status reports of the school's operations. If any concerns over compliance occur, then the Board would require CSUSA to provide additional reporting to demonstrate compliance.
Noncompliance with the terms of the charter contract is grounds for The North Carolina Charter Educational Foundation to terminate the management agreement with CSUSA.

Financial
CSUSA shall be entitled to compensation for its services in the form of a management fee. However, should there be insufficient funds in the Charter School's operating account to pay a management fee to CSUSA, then the School will not be obligated to pay a management fee in that fiscal year and that fee will not be carried over to a future year. The management fee must be approved by The North Carolina Charter Educational Foundation each year during the annual budgeting process.

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

Of the one hundred (100) charter schools currently operating in North Carolina, very few contract with an EMO. Therefore, the North Carolina Charter Educational Foundation looked nationally at several EMOs including Imagine Schools, Edison Schools and National Heritage Academies prior to selecting CSUSA. After reviewing several EMOs, The North Carolina Charter Educational Foundation felt that CSUSA had the strongest experience and credentials and the EMO that was most closely aligned with The North Carolina Charter Educational Foundation's vision for operating high performing charter schools.

CSUSA has unparalleled experience and qualifications in charter school management, including team members with direct oversight to plan, design, develop, staff, operate, equip and maintain the facility and programs. CSUSA is effective at replicating its existing schools' high performance primarily because its Educational Model is research-based and they have experienced tremendous success with implementing this model in new and struggling schools. The entire CSUSA network, including corporate staff, as well as key leaders from existing schools will be deployed to implement and monitor the school design. CSUSA will leverage all of the tools and techniques in use at existing schools into any new school(s) they are responsible to manage.

CSUSA's Organizational Capacity
- Scale – CSUSA's existing network of schools is comprised of 31 charters serving 25,000+ students in SY 2011-12, with fund balances exceeding $100 million in funds. A staff of 50+ corporate employees are dedicated to direct, hands-on guidance and support
- Systematic Processes and Tools – As documented throughout this Application, CSUSA has developed a comprehensive service delivery model supported by processes, methods, systems and tools that ensure consistency and address the requirements of each stakeholder group – students, parents, staff, governing board, and local school board. Examples include:
    - Monitoring & Evaluating Performance (Academic, Financial, Internal /External Customer Satisfaction, Vendor, etc.)
    - Online Help Desk systems for general IT support, Student Information System, and facilities maintenance.
    - Red Carpet Customer Service
    - People First and Leading Edge Professional Development for staff
    - Budget process and financial reporting, (e.g. Finance Dashboards)
- Continued Quality Improvement (CQI) – Dedication to continual improvement of processes through strategic planning and evaluation. For example, a student satisfaction survey and governing board satisfaction survey were deployed in 2011 with the results tied directly into each school's annual school improvement plan.

Results with Target Populations

One key reason the North Carolina Charter Educational Foundation selected this EMO is because of their track record of success. CSUSA has achieved outstanding results with all students— particularly low-income and minority students—that are significantly higher than the comparable state-wide average academic achievement results for low-income and minority students in the states where CSUSA operates. Taken as a single group, Hispanic, Black, English Language Learners (ELL), and Free Reduced Lunch (FRL) students at CSUSA outperformed state averages by approximately 11 percentage points in reading, 7 percentage points in math, and 6 percentage points in writing. The table below shows how each individual subgroup population exceeds state-wide averages when examining the percentage of students who are proficient.

Approximate rates at which percentage of proficient students at CSUSA exceeds percentage of proficient students state-wide			
	CSUSA performance vs. state averages		
Subgroup Populations	**Reading**	**Mathematics**	**Writing**
Minority – Hispanic	+22%	+11%	+4%
Minority – Black	+34%	+24%	+7%
Minority – ELL	+34%	+16%	+6%
Low-income – FRL	+14%	+9%	+7%
General Population – White	+4%	+1%	+1%
General Population – Total Population	+14%	+9%	+3%

CSUSA's demonstrated success in significantly increasing student academic achievement and attainment for all students—particularly minority and low-income students—is a direct reflection of the high quality charter schools it operates, and further stresses the need to replicate its proven Educational Model and practices in North Carolina.

SACS Accreditation (through AdvancED)

A key differentiating factor for CSUSA schools is its Corporate Accreditation through the District Accreditation model from AdvancED. Key factors in reaching this conclusion were CSUSA's exceptional record of student achievement and the financial stability of CSUSA's 31 existing schools. In 2010, CSUSA was the first EMO to earn District Accreditation from AdvancED. This provides accreditation for all newly operated CSUSA schools as well as for all established schools managed by CSUSA. Therefore, Cabarrus Charter Academy will be fully accredited upon opening and supported by an organization that has a systems approach to managing schools. This was important to The North Carolina Charter Educational Foundation and it will also be important to parents seeking better educational alternatives for their children.

- The accreditation process involves three ongoing components: 1) meeting high quality standards; 2) implementing a continuous process of improvement; and 3) engaging in quality assurance through internal and external review.

- The corporate accreditation is for a five-year term with regular monitoring of progress and reporting occurring during the term. CSUSA will submit a two-year report showing a continuous improvement plan created as a result of the team's findings. CSUSA will

undergo a review for that continuous improvement every five years with a team returning for a site visit.

CSUSA's Capacity to Replicate High Performing Charter Schools

CSUSA has expanded successfully in existing communities consistently over its fifteen year history, including successfully opening eight new schools in 2010-11. CSUSA has developed formal processes for on-boarding new schools in its network, whether through interventions or through start up. Each functional area in the organization is appropriately staffed and prepared to support each school. All new and existing schools in the CSUSA network are provided ongoing hands-on support services to ensure long-term consistent success. CSUSA possesses expertise across the broad array of disciplines required to start-up and operate charter schools. As new schools are added to its network, the organizational infrastructure grows to accommodate the additional support requirements.

CSUSA will lead in launching and supporting Cabarrus Charter Academy at the direction of the North Carolina Charter Education Foundation. CSUSA has extensive experience opening charter schools and will commit the necessary resources to deploy a School Start-Up Team. The North Carolina Charter Education Foundation will work closely with CSUSA's Executive Management Team who will employ their resources and expertise to deliver a successful start-up.

CSUSA has built a corporate infrastructure to support expansion and has proven processes and tools to ensure its ability to replicate consistent results as evidenced by the SACS accreditation as an organization. Additional factors leading to The North Carolina Charter Educational Foundation's selection of CSUSA:

- High Academic Achievement – Collectively, CSUSA's schools perform favorably against their peers. Under the State of Florida "A+ Plan" 95% of CSUSA schools are rated either an "A" or "B"; one school in its first year of operations is rated a "C" and there are no "D" or "F" schools in the CSUSA network. Several individual schools are the highest rated schools in their district and many schools have received high awards of distinction including the National Blue Ribbon Award.

- Financial Heath– Ethical use of public funds is a necessary condition for effectively managing a charter school, but it is not a sufficient condition. It takes more than just goodwill to maintain financial health in a charter school. All CSUSA schools carry a fund balance.

- Customer Satisfaction – Annually more than 90% of students re-commit to return and parent satisfaction measures also exceed 90%.

- Durability – The EMO has been a pioneer in the charter school movement, opening its first charter school in 1998 and experiencing steady growth ever since.

- Diversity – The EMO operates successful charter schools in inner city, suburban, and rural communities. The majority of students enrolled are of minority status; ~50% qualify

for Free and Reduced Lunch; and the rate of students designated as English Language Learners and/or ESE equals or exceeds comparable district averages.

3.   Provide and discuss performance and financial data from other schools managed by the management company to demonstrate how this organization is a good fit for the proposed population of students

The table below provides several academic performance and financial metrics for each school managed by CSUSA.

School	Year	Governing Board	Contact Information	Grades Served	Enrollment	Recent FL School Grade	% of AYP Met	Fund Balance
Bonita Springs Charter School	2002	Lee Charter Foundation	25380 Bernwood Drive, Bonita Springs, FL 34135 (239) 992-6932	K-8	1,315	A	87%	$ 738,174
Cape Coral Charter School	2004	Lee Charter Foundation	76 Mid Cape Terrace, Cape Coral, (239) 995-0904	K-8	500	B	82%	$ 55,182
Gateway Charter School	2004	Lee Charter Foundation	12770 Gateway Blvd., Ft. Myers, FL (239) 768-3350	K-4	700	A	92%	$ 2,061,927
Gateway Intermediate Charter School	2004	Lee Charter Foundation	12850 Commonwealth Drive, Fort Myers, FL 33913 (239) 768-5048	5-8	900	A	77%	$ 1,349,782
Gateway Charter High School	2004	Lee Charter Foundation	12770 Gateway Blvd., Ft. Myers, FL (239) 768-3350	9-12	1,000	NA	90%	$ 127,558
Six Mile Charter Academy	2005	Lee Charter Foundation	6851 Lancer Avenue, Fort Myers, FL 33912 (239) 768-9375	K-8	1,150	B	79%	$1,028,566
Coral Springs Charter School	1999	City of Coral Springs	3205 N. University Dr., Coral Springs,	6-12	580	NA	90%	$ 5,679,993

School	Year	Governing Board	Contact Information	Grades Served	Enrollment	Recent FL School Grade	% of AYP Met	Fund Balance
			FL 33065					
Hollywood Academy of Arts & Science	2004	Renaissance Charter School	1720 Harrison St, Hollywood, FL 33020	K-5	430	A	90%	$ 465,338
Hollywood Academy of Arts & Science Middle School	2004	Renaissance Charter School	1720 Harrison St, Hollywood, FL 33020	6-8	240	A	95%	$ 211,134
North Broward Academy of Excellence	2001	Renaissance Charter School	8200 SW 17th St. North Lauderdale, FL 33068	K-5	620	A	85%	$ 175,163
North Broward Academy of Excellence Middle School	2001	Renaissance Charter School	8200 SW 17th St. North Lauderdale, FL 33068	6-8	330	A	95%	$ 115,319
Downtown Miami Charter School	2002	Downtown Miami Charter School	305 NW 3rd Ave. Miami, FL 33128	K-8	650	B	90%	$ 819,137
Keys Gate Charter School	2003	Florida Charter Educational Foundation	2355 SE 28th Ave. Homestead, FL 33035	K-8	1,530	B	77%	$ 4,866,356
Renaissance Elementary Charter School	1999	Renaissance Charter School	10651 NW 19th St., Doral, FL 33172	K-5	720	A	100%	$ 1,218,615
Renaissance Charter Middle School	1999	Renaissance Charter School	10651 NW 19th St., Doral, FL 33172	6-8	278	A	92%	$ 269,709
Canoe Creek Charter Academy	2009	Education Foundation of Osceola	3600 Canoe Creek Road, St. Cloud, FL 34772	K-8	500	A	92%	$ 57,534
PM Wells Charter Academy	2009	Education Foundation of Osceola	2426 Remington Blvd., Kissimmee, FL 34744	K-8	900	B	90%	$ 316,668
Four Corners Charter School	2006	Four Corners Charter School	9100 Teacher Lane, Davenport, FL 33837	K-8	1,050	A	77%	$ 1,050,378

School	Year	Governing Board	Contact Information	Grades Served	Enrollment	Recent FL School Grade	% of AYP Met	Fund Balance
Renaissance Charter School of St. Lucie	2009	Renaissance Charter School	300 NW Cashmere Blvd., Port St. Lucie, FL 34986	K-8	1,290	A	79%	$ 154,309
Coweta Charter Academy	2010	North Carolina Educational Foundation	6675 East Highway 16, Senoia, GA 30276	K-8 (k-3 only 2010)	185	N/A	N/A	N/A
Duval Charter Academy at Arlington	2010	Renaissance Charter School	100 Bell-Tel Way, Jacksonville, FL 32216	K-8 (K-7 only 2010)	585	C	79%	N/A
Keys Gate Charter High School	2010	Renaissance Charter School	2000 SE 28th Avenue, Homestead, FL 33035	9-12 (9th grade only 2010)	165	N/A	N/A	N/A
Aventura Charter Elementary School	2003	City of Aventura	3333 NE 188th Street, Aventura, FL 33180	K-8	900	A	100%	N/A

4. **Describe how the governance structure will be affected; if at all, by the EMO/CMO and particularly discuss how the board of directors of the charter school will govern the school independently of the EMO/CMO. An organizational chart showing the lines of authority should be included.**

Governance Structure Organizational Chart
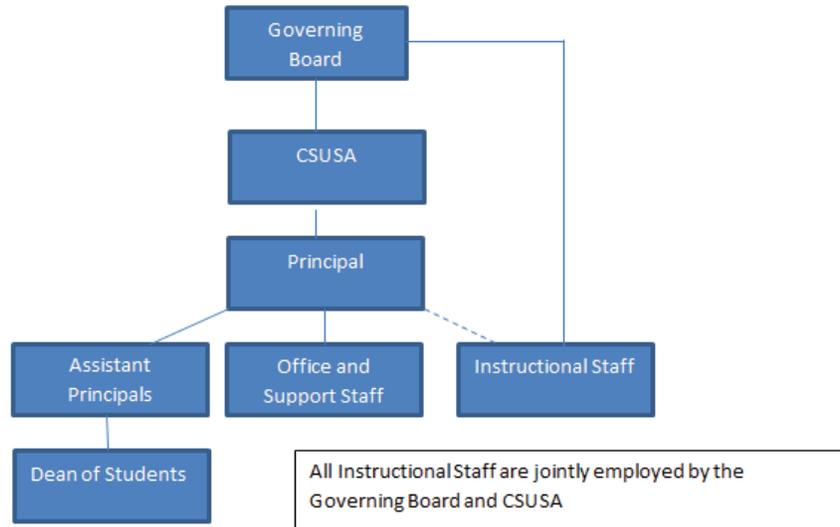
The relationship between the North Carolina Charter Educational Foundation and the EMO is codified with a performance-based contract. The proposed management agreement between the North Carolina Charter Educational Foundation and EMO outlines the duties and responsibilities of each party and the specific performance requirements of the EMO. The North Carolina Charter Educational Foundation has complete authority to cancel the management agreement with the EMO for non-performance. Foundation Board members are forbidden from receiving any form of compensation from the School's operations. Employees of the School are not eligible to become board members, nor are any vendors who provide services to the School. Board members have no financial interest in the School's operations and are required to sign Conflict of Interest statements.

The North Carolina Charter Educational Foundation shall adopt on an annual basis a comprehensive budget, which shall include all forms of revenue and all expenditures. Amendments to the budget will require the approval of the North Carolina Charter Educational Foundation. On a monthly basis, CSUSA will provide to the North Carolina Charter Educational Foundation an accounting of all School revenues and expenditures. In addition, CSUSA will report on a monthly basis the current student enrollment of the School and the number of students on the waiting list if any. The School will make available monthly financials, which will include a statement of revenues and expenditures prepared in accordance with generally accepted accounting principles.

CSUSA will be responsible for the day-to-day financial management of the School.

The North Carolina Charter Educational Foundation will be responsible for overall school governance, academic, personnel, discipline and grievance policies. It is the board's responsibility to hold CSUSA responsible for the successful operation of the school and its ability to deliver academic results.

> **5. Explain how the contract includes measurable objectives whereby the charter school board can evaluate annually the performance of the EMO/CMO; and if necessary, terminate the contract without significant obstacles.**

The management agreement outlines CSUSA's responsibilities to the North Carolina Charter Education Foundation for the operation and performance of the School in accordance with the charter contract and the performance criteria outlined in this Charter Application. CSUSA's responsibilities to the governing board include (but are not limited to);

- Timely submission of required reports as set forth in the management agreement and in the Charter Agreement
- Strict adherence to the approved annual budget for the operation and management of the School
- Performance goals stated within this charter application, the Charter Agreement

The management agreement contains an article that outlines the reasons for which the Board may terminate the management agreement. Please refer to draft management agreement located in Governance section.

> **D. ORGANIZATIONAL STRUCTURE OF PRIVATE NONPROFIT: (GS 115C-238.29B(b)(3); GS 115C-238.29E(d))**

> **1. A well-defined organizational chart showing the relationship of the Board of Directors to the parents and staff of the proposed charter school as well as any advisory council.**
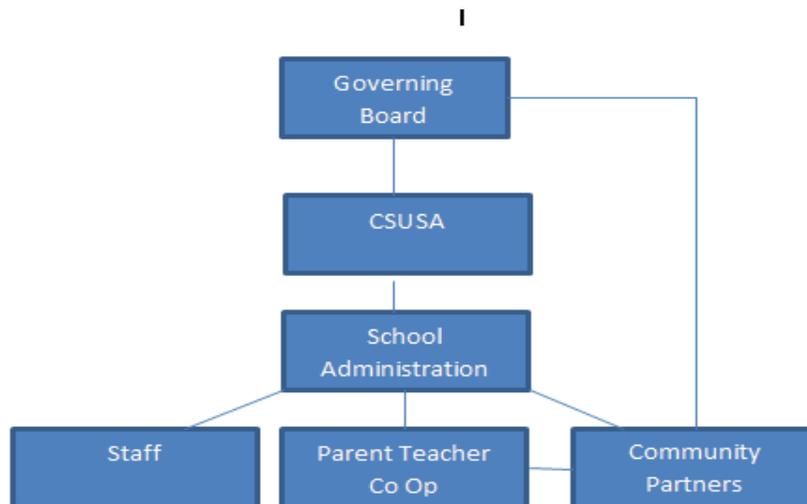
S. Rick Sipes

PO Box 5284   ricksipes@gmail.com
Statesville, NC 28687   704-657-7013

_____

PROFESSIONAL EXPERIENCE

Professional Development/Leadership Consultant
10/2007-Present

Create and deliver facilitative training modules for state-wide, school-system, staff development in research-based learning activities and strategies for adult learners, educators, and school leaders

Coach/mentor school leaders in 21st Century Literacy and Instructional Strategies
Conduct facilitative trainings to empower classroom instructors and principals to become dynamic school leaders
Coordinate and facilitate system-wide RTI K-5 Reading Foundations programs for school leaders
Model and facilitate researched brain-based classroom instructional strategies for all grade levels
Create, implement, and lead school-wide literacy program
Chair school-wide Literacy Leadership Team (LLT)
Successfully complete an intensive, 450-hour, 3-year certification program (NC 21st Century Literacy/Leadership Coach) that included international and national presenters, as well as NC Teacher Academy Trainers (Fully-Certified 06/2010) (The entire program and all coursework consisted of on-site training to develop school-wide leaders and instructional facilitators).

English and Expository Writing Instructor
Central Piedmont Community College 8/2006-10/2007

Free-Lance Writer
10/2005-8/2006

Iredell-Statesville Schools 1/1987-5/2005

Perform all traditional tasks expected of a high school English instructor with responsibilities for planning daily lessons, instructing and tutoring in all grades, 9-12, remedial to gifted

OTHER EXPERIENCE

Adjunct Professor of Graduate and Undergraduate Education courses at UNC-Charlotte 1999-2002
Adjunct English Professor-Mitchell Community College 1993
Develop and implement the first Mitchell Community College computer-driven Expository Writing Course
Fellow-Appalachian State University Writing Project
Participant-*Technology and the Information Superhighway* (NCCAT)
Educational Contractor-SERVE (Southeastern Regional Vision for Education)

EDUCATI0N

University of North Carolina-Greensboro	Ph.D. 1994	Cultural Studies and Instruction
University of North Carolina-Charlotte	MA 1989	English Education
University of North Carolina-Chapel Hill	BA 1975	English/Literature

TECHNOLOGY

Familiar with various instructional technology applications such as SmartBoard, Blackboard/Moodle, Interactive Video Conferencing, (IVC) Fizz Camera, Microsoft Office, and Web Administration Tools

SARA HAIRE TICE
703 Langtree Road
Mooresville, N. C.   28117
Phone 704-896-0715 or 704-727-8322
Email sara_h_tice@yahoo.com

PROFESSIONAL STRENGTHS
Partner and agent Pless-Haire Insurance Agency, Inc. - 4l years
Licensed Insurance Agent since l962
Office manager and accountant - Pless-Haire Insurance Agency, Inc.
Leadership and Management
Finance - Corporate Board Member - Lincoln Bank

LEADERSHIP ROLES
Iredell County Commissioner - l990 - 2008
Chairman of the Iredell County Commissioners - 12 years
President of Mooresville/South Iredell Chamber of Commerce
Member of Mitchell Community College Board of Trustees
Member Iredell County Hospice Board
Board Member Emeritus of Central Carolina United Way
Board Member MSI Crimestoppers Board
Piedmont Bank Advisory Board Member
Chairman - MSI Economic Development Corp.
Chairman - Regional Planning Org. NC Transportation Board
Board Member - Centralina Council of Governments
Executive Board Member - Carolinas Regional Partnership
Board Member - Iredell Foundation of the Carolinas

PERSONAL
Member of Fair View United Methodist - currently serving on Council on Ministries
and a member of Chancel Choir
Previously - Chairman of Administrative Board, Treasurer, Board of Trustees
Received the State of N. C. Highest N. C. Civilian Honor - The Order of the Long Leaf Pine
Mooresville Citizen of the Year Award
Business and Professional Women's Club
Kiwanis Club

193 Broadview Circle • Mooresville, NC 28117
Phone (704)907-0171 • Email: dave.ferguson@thegrowthcoach.com

David J. Ferguson

PROFESSIONAL STRENGTHS

- Recruiting, Hiring, and Development
- Coaching, Consulting, and Repetitive Follow-up
- Leadership and Mentoring
- Profit and Loss Management
- Market Planning and Execution
- Executive Sales Leadership
- Trouble-shooting and Process Development
- Compliance and Audit Management
- Strategy development and deployment

WORK EXPERIENCE

CEO and Chief Coaching Officer   *May 2010 –*
Synergy Coaching and Consulting Group
Lead, mentor, and support group of coaching and consulting professionals as we assist Business Owners, CEO's, Executives, Self-Employed Professionals, and others reach their full potential.

CEO and Head Coach   *April 2006 - April 2010*
The Growth Coach of the Carolinas   Mooresville, NC
Assist Business Owners, CEO's, Senior Executives, Self-Employed Professionals, and others face reality (what's working and what's not in their business and personal lives) and reach their full potential. A sounding board, confidant, mentor, and true source of accountability. Guide clients through several processes that help them to become more effective and strategic.

Senior Vice-President, Regional Sales Manager   *January 2002- March 2006*
Wells Fargo Bank, N.A.   Des Moines, IA
Responsible for recruitment, training, development, and sales management of team of area sales managers and home mortgage consultants, for multi-state branch system. Managed team of 8 non-producing area managers and 150 producing branch managers /home mortgage consultants.

Regional SVP of Acquisitions and Due Diligence   *September 1985 - December 2001*
HSBC Intl Bank   Prospect Heights, IL
During 15 year employment, was promoted to the following positions: Branch Manager, District Manager, Field Compliance & Quality Control Manager, Director of Field Audit (U.S. and Canada), and Regional SVP of Acquisitions.

AFFILIATIONS

Member of: National Association of Bankers, Charlotte Regional Mortgage Lenders Association, North Carolina Association of Banking Professionals, Lake Norman Toastmasters, Lake Norman Chamber of Commerce, Top of the Lake Rotary Club, and St Therese Catholic Church

EDUCATION

Bachelor of Science, Banking and Finance/Technical Management, 1985, University Of Maryland, College Park, Maryland

Susan R. Johnson

20027 Northport Drive   susan@homecarolinas.com
Cornelius, NC 28031

PROFESSIONAL EXPERIENCE

NC / SC Real Estate Broker / REALTOR®
April, 2006 – Present

Keller Williams Realty   **December 2009 - Present**

- Provide full service residential real estate services to Buyers, Sellers, and Investors within the Charlotte, Lake Norman and surrounding areas

- Coach / mentor other Real Estate Agents within Susan Johnson & Associates and Keller Williams Realty

- Member of the Agent Leadership Council (ALC) within Keller Williams Realty

- Top Team Award – 2010 / Top Team Award 2011 / KW Presenter Award 2011 / 2011 Five Star Real Estate Agent Award

Carolinas Luxury Realty   **February 2008 – December 2009**

- Owner, Operator of Carolinas Luxury Realty, a full service residential real estate and property management company

- Provide residential real estate services to Buyers, Sellers, and Investors within the Charlotte, Lake Norman and surrounding areas

- Coach / mentor Real Estate Agents within Carolinas Luxury Realty

Helen Adams Realty   **April 2006 – February 2008**

- Provide residential real estate services to Buyers, Sellers, and Investors within the Charlotte, Lake Norman and surrounding areas

- Rookie of the Year 2007 / Platinum Level Quality Service Award 2007 / Bronze Sales Leader 2007 / 2007 Five Star Real Estate Agent Award

OTHER EXPERIENCE

Bank of America - 2001 – 2006
First Union National Bank - 1996 – 2001

EDUCATI0N
Queens University	MA 2003	Organizational Communications
University of North Carolina-Chapel Hill	BA 1996	Communications Studies

REAL ESTATE EDUCATION
Institute of Luxury Marketing	2012	Certified
Graduate Institute of REALTORS®	Candidate	One course remaining
Certified Residential Specialist	Candidate	One course remaining
Mingle School of Real Estate	2006	Broker Real Estate License
JY Monk Real Estate School	2005	Real Estate License

AFFILIATIONS

National Association of REALTORS® / Charlotte Regional Real Estate Association / North Carolina Association of REALTORS® / Carolinas Multiple Listing Service / Piedmont Multiple Listing Service / Institute of Luxury Marketing / Keller Williams Luxury Real Estate Division / The Citizen Pulse Advisory Board

R. Steven McGlothlin

1073 Briarcliff Road
Mooresville, NC 28115   smcglothlin@true2form.com   704-660-9637

PROFESSIONAL EXPERIENCE

Southeast Regional President / Business Development / True2Form Collision and Glass
01/2012 – Present
Develop new business relationships; manage growth and development for the Southeast Region. Determine strategic acquisitions that provide network coverage for customers and clients. Assist in adding 10 locations annually to the current 175 store network.

Southeast Regional President / True2Form Collision and Glass
11/1998 – 12/2011
Developed and led the management team for our Southeast Region. Assisted with recruiting the initial startup businesses and growing the business unit revenue from 12 to 40 million dollars. Responsible for 265 employees, all training and development, client relationships, strategic vision, and financial management for the region.

SM Service Co., Inc.
04/1979 – 11/1998
Started and operated an automotive collision repair facility at Lake Norman specializing in high quality repair work through advanced technology and training from the automotive industry. Successfully served our community and managed the business to become part of the largest collision repair network in the US and Canada.

Reeves Bros., Inc.
10/1977 – 11/1998
Recruited and trained in management for a supervision role at the plant during senior year in high school through the Industrial Cooperative Training Program at South Iredell High School. Reeves Brothers produced foam for automotive interiors used in manufacturing vehicles for GM, Ford, and Chrysler. Earned the supervision responsibility for 54 associates in the 2nd shift packing department of the plant before graduation.

Burlington Industries
04/1976 – 09/1977
Worked in multiple 2nd shift positions through the Industrial Cooperative Training Program at South Iredell High School. Learned discipline, organization, and small team development skills during my employment.

EDUCATION
South Iredell High School – 1978
Automotive Management Institute – AAM Degree 1998 (Industry Specific Training)

OTHER EXPERIENCE
Developer – LakeField Business Park and Mooresville Commons Shopping Center – Mooresville, NC

AFFILIATIONS / COMMUNITY SERVICE
NASCAR Technical Institute Advisory Board Member   NC Business Committee for Education
Town of Mooresville Planning Board Member   Past President Automotive Service Assoc.
Mooresville Developers Council Vice Chair of Planning
Mooresville Community Development Board Member and Secretary
Mooresville Chamber of Commerce Vice Chair of Finance 2010 – 2011
Mooresville Downtown Commission Board Member 2007 – 2010
Mooresville Top of the Lake Rotary Club – Founding Member

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. (G.S.143.318.9 et seq)

BYLAWS

OF

THE NORTH CAROLINA

CHARTER EDUCATIONAL FOUNDATION, INC.

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OF
THE NORTH CAROLINA
CHARTER EDUCATIONAL FOUNDATION, INC.

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BYLAWS
OF
THE NORTH CAROLINA
CHARTER EDUCATIONAL FOUNDATION, INC.

ARTICLE I — NAME

The name of the corporation shall be The North Ca rolina Charter Educational Foundation, Inc. (the "**Corporation**").

ARTICLE II — PURPOSES

The purposes for which the Corporation is organized are:

1. To operate one or m ore public charter schools in the State of North Carolina pursuant to N.C. Gen. Stat. § 115C-238.29A *et seq*.; and

2. To operate exclusiv ely for charitable, educational, religious and scien tific purposes within the m eaning of Sections 501(c)(3) and 170(c)(2) of the Internal Revenue Code of 1986 or the corresponding Sec tion(s) of any future United States Revenue laws (the "**Code**"); and

3. To engage in any lawful activity for wh ich corporations may be organized under Chapter 55A of the General Statutes of Nort h Carolina so long as the corporation does not engage in any activities not in furtherance of one or m ore tax exempt purposes as contemplated in Section 501(c)(3) of the Code.

ARTICLE III — OFFICES

Section 1.   Principal Office. The principal office of the Cor poration shall be located at 4050 Hickory Highway, Statesville, North Carolina 28677.

Section 2.   Registered Office. The registered office of t he Corporation m ay be the same as the principal office of the Corporation, provided the Corporation's registered office shall be located in the State of North Carolina and shall be the business office of the resident agent.

Section 4.   Other Offices. The Corporation may have offices at su ch other p laces, either within or withou t the S tate of North Ca rolina, as th e Corporation's Board of Directors (the "**Board**") may determine from time to time.

ARTICLE IV — BOARD OF DIRECTORS

Section 1.   General Powers. The business, prope rty and affairs of the Corporation shall be m anaged under the direction of the Boar d in accordance with th e provisions of the Corporation's Articles of Incorporation (the " **Articles**"), these Bylaws (the " **Bylaws**"), and applicable law.

Section 2.   Method of Selection, N umber and Elec tion of Directors. The num ber of Directors on the Board (the " **Directors**") shall not be less than five (5) or more than seven (7). At any annual or special meeting, the Directors may by resolution fix the number of Directors to

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be elected at the meeting, but in the absence of such resolution, the number of Directors elected at the meeting plus the number of Directors continuing in office shall constitute the number of Directors of the Corporation until the next annual meeting, unless the number is changed by action of the Directors. Directors shall be elected by a vote of a majority of the Directors at the time in office. The election of Directors shall be a part of the order of business of each annual meeting of the Board. Directors need not be residents of the State of North Carolina.

Section 3. <u>Terms</u>. The Directors shall be divided into three (3) classes, as nearly equal in number as possible, to serve in the first instance for terms of one (1), two (2) and three (3) years, respectively, and until their successors shall be elected and shall qualify. Thereafter, the successors in each class of Directors shall be elected to serve for terms of three (3) years and until their successors shall be elected and shall qualify. In the event of any increase or decrease in the number of Directors, the additional or eliminated directorships shall be classified or chosen such that all classes of Directors shall remain as nearly equal in number as possible. In the event of the death, resignation, retirement, removal or disqualification of a Director during the elected term of office, the Director's successor shall be elected to serve only until the expiration of the term of the predecessor. Directors may be reelected with no limit on the number of terms.

Section 4. <u>Director Qualifications</u>.

(a) <u>Qualifications</u>. A Director shall be willing and able to make decisions as a member of the Board in the best interests of the Corporation and shall submit on an annual basis a conflict of interest disclosure as prescribed by the Board.

(b) <u>Excluded Persons</u>. The following persons shall not be eligible to serve on the Board: (i) employees of the charter school operated by the Board; or (ii) any director, officer, or employee of a service provider or management company that contracts with the Corporation.

Section 5. <u>Removal</u>. A Director may be removed by the Board with or without cause by a resolution duly adopted by a majority vote of the number of Directors in office.

Section 6. <u>Resignation</u>. A Director may resign at any time by providing written notice to the President (or if the President is resigning, or if the Presidency is vacant, then to the next highest-ranking Officer). The resignation shall be effective when communicated unless the notice specifies a later effective date or subsequent event upon which it will become effective.

Section 7. <u>Board Vacancies</u>. A vacancy in the Board shall be filled as provided in Section 2 of this Article.

Section 8. <u>Compensation</u>. A Director shall serve as a volunteer without compensation. By resolution of the Board, Directors may be reimbursed for their reasonable expenses incident to their duties in accordance with applicable law.

ARTICLE V — MEETINGS OF DIRECTORS

Section 1. <u>Annual Meeting</u>. The annual meeting of the Board shall be held in the month of March of each year for the purpose of electing Directors and officers of the Corporation ("**Officers**"), and transacting such other business as may be properly brought before the Board. If the annual meeting is not held as designated by these Bylaws, a substitute annual

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meeting may be called by or at the request of the Board and such meeting shall be designated and treated for all purposes as the annual meeting.

Section 2.   Regular Meeting. The Board shall es tablish a schedule for the tim e and place of holding regular, monthly meetings.

Section 3.   Special Meeting. Special meetings of the Board may be called by or at the request of the President or any two Directors.

Section 4.   Open Meetings and Public Records. All meetings of the Board shall at all times be in com pliance with Article 33C of Chapter 143 (Open Meetings) and Chapter 132 (Public Records) of the North Carolina General Statutes.

Section 5.   Place of Meetings. Meetings of th e Board may be held at the p rincipal office of the Corporation or at   such other place, either w ithin or without the S tate of North Carolina, as shall either: (a) be designated in the notice of the m eeting; or (b) be agreed upon at or before the meeting by a majority of the Directors then in office. If the North Carolin a State Board of Education grants the Corporation a charter pursuant to N.C. Gen. Stat. § 115C-238.29A *et seq.,* the Board shall m ake a good faith effort to   hold meetings of the Board within close proximity to the physical location of the charter school.

Section 6.   Notice of Meetings; Waiver. The S ecretary or other person or persons calling a meeting for which notice is required   shall give notice by any usual m   eans of communication at least five (5) days before th   e meeting. Unless otherwise indicated in the notice, any and all business m ay be transacted at a meeting of the Board. A Director may waive notice of any m eeting by written statem ent, facsimile or e lectronic mail sent by th e Director, signed before or after the holding of   the m eeting. The attendance of a Directo r at a m eeting constitutes a waiver of notice of such m eeting, except where the Director attends the m eeting for the express purpose of objecting to   the transaction of any busine ss because the m eeting is not lawfully called or convened.

Section 7.   Quorum. A m ajority of the Directors in office imm ediately before a meeting begins shall co nstitute a q uorum for the transa ction of business at a m eeting of the Board.

Section 8.   Manner of Acting. The act of the m ajority of the Directors present at a meeting at which a quo rum is present shall be the act of the Board except as otherwise provided by law or in the Bylaws.

Section 9.   Meeting by Conference Telephone.   Any one or m ore Directors or members of a comm ittee may participate in a m eeting of the Board by m eans of a conference telephone or sim ilar communications device which allows all Di   rectors participating in the meeting to sim ultaneously hear each other du ring the m eeting, and such participation in a meeting shall be deem ed presence in-person at such meeting. If the Board holds a m eeting by use of conference telephone, it   shall provide a location and   means whereby m embers of the public may listen to the m eeting, and the notice of the meeting shall be provided as required by Article 33C of Chapter 143 (Open Meetings) of the North Carolina General Statutes.

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Section 10.   Multiple Charters. If the North Carolina Sta te Board of Education grants the Corporation more than one charter pursuant to N.C. Gen. Stat. § 115C-238.29A *et seq.*, the Board shall hold separate meetings for each such charter pursuant to this Article.

ARTICLE VI — COMMITTEES

Section 1.   Committee Authority. The Board, by   resolution, may designate one or more committees. Eac h committee shall consis t of three (3) or m ore Directors elected by the Board and shall have such powers as may be delegated by the Board, e xcept that no committee may: (i) authorize distributions to or for the benef it of Directo rs or Officers; (ii) approv e dissolution, merger or the sale, pled ge or transfer of all or substa ntially all of the Corporation's assets; (iii) elect, appoint or rem ove Directors, or fill vacancies on the Board or on any of its committees, (iv) elect O fficers, (v) adopt, am end, or repeal the Articles or Bylaws, or (vi) take any action the Board cannot lawfully delegate under the Articles, Bylaws or applicable law.

Section 2.   Committee Conduct. Each committee shall fix its own rules governing the conduct of its activities a nd shall make such reports to the Bo ard of its activities as the Board may request. The provisions in Article V, Secti ons 4 through 10 applicable to meetings of the Board shall apply to meetings of committees.

ARTICLE VII — OFFICERS OF THE BOARD

Section 1.   Number and Titles.   T he Officers shal l be a Presiden t, Vice Presid ent, Secretary, and Treasurer. The Board may also elect one or more A ssistant Treasurers and one or more Assistant Secretaries and such other Of   ficers as it shall deem   necessary. Except as otherwise provided in these Byla ws, the additional Officers shall have the authority and perfor m the duties as from time to time may be prescr ibed by the Board. Any two (2) or more offices may be held by the same individual, but no Offi   cer may act in m ore than one capacity where action of two (2) or more Officers is required.

Section 2.   Election and Term of Office. The Officers shall be elected by the Board at the annual m eeting. If th e election of Officers is not held at the annual meeting, the election shall be held as soon thereafter as m ay be convenient. Each Officer shall hold office until th e next annual meeting and until a successor is elected and qualifies.

Section 3.   Removal. Any Officer elected or appointed by the Board may be removed at any time by the Board with or without cause.

Section 4.   Resignation. An Officer m ay resign at any tim e by providing written notice to the President (or if the President is resigning or if the President's office is vacant, then to the Offic er holding the next highest office).   The resignation sha ll be eff ective when it is communicated unless it specifies in writing a later effective date.

Section 5.   Vacancies. A vacancy in any office shall be filled by the Board for th   e unexpired portion of the term.

Section 6.   President. The President shall be a member of the Board and shall preside at all meetings of the Board. The President shall sign, with any other proper Officer, instruments which may be lawfully executed on behalf of   the Corporation, except where required or permitted by law to be otherwis e signed and executed, and except where the s   igning and

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execution shall be delegated by the Board to some other Officer. The President shall, in general, perform all duties incident to the office of President as may be prescribed by the Board from time to time.

Section 7.   Vice President. The Vice President shall be a member of the Board and shall exercise the powers of the President during that Officer's absence or inability to act. Any action taken by a Vice President in the performance of the duties of the President shall be presumptive evidence of the absence or inability to act of the President at the time the action was taken. The Vice President shall have such powers and perform such other duties as from time to time may be assigned to the Vice President by the President or by the Board.

Section 8.   Secretary. The Secretary shall be a member of the Board and shall be responsible for: (a) keeping the minutes of the Board meetings; and (b) seeing that all notices are duly given in accordance with the provisions of these Bylaws or as required by law. The Secretary shall have general charge of the corporate books and records. The Secretary shall sign such instruments as may require the signature of the Secretary and in general shall perform all duties incident to the office of Secretary and other duties as from time to time may be assigned to the Secretary by the President or the Board.

Section 9.   Treasurer. The Treasurer shall be a member of the Board and shall: (a) have charge and custody of and be responsible for all funds and securities of the School; (b) keep accurate books and records of receipts and disbursements; (c) deposit all moneys and securities received by the Corporation in such banks, trust companies or other depositories as shall be selected by the Board; and (d) see that all required corporate filings are made. The Treasurer shall, in general, perform all duties incident to the office of Treasurer and such other duties as from time to time may be assigned to the Treasurer by the President or by the Board.

Section 10.   Assistant Secretaries. Each Assistant Secretary shall have such powers and perform such duties as may be assigned by the Board, and the Assistant Secretaries shall exercise the powers of the Secretary during that Officer's absence or inability to act.

Section 11.   Assistant Treasurers. Each Assistant Treasurer shall have such powers and perform such duties as may be assigned by the Board, and the Assistant Treasurers shall exercise the powers of the Treasurer during that Officer's absence or inability to act.

Section 12.   Compensation. Officers, who are Directors, may not be compensated for their services as Officers. By resolution of the Board, Officers may be reimbursed for reasonable expenses incident to their duties in accordance with applicable law.

ARTICLE VIII — CONTRACTS, LOANS, CHECKS AND DEPOSITS; SPECIAL CORPORATE ACTS; GENERAL PROVISIONS

Section 1.   Contracts. The Board may authorize any one or more Officers to enter into any contract, or other instrument on behalf of the Corporation. Such authority may be general or confined to specific instances. When the Board authorizes the execution of a contract or of any other instrument in the name of and on behalf of the Corporation, without specifying the executing Officers, the President or Vice President, and the Secretary or Treasurer may execute the same.

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Section 2.   Loans. No loans shall be contracte d on behalf of the Corporation and no evidences of indebtedness shall be   issued in its nam e unless au thorized by a resolution of the Board.

Section 3.   Checks, Drafts, Orders for Payment. All checks, drafts or other orders f or the payment of m oney, notes or other evidence s of indebtedness issued in the nam   e of the Corporation shall be s igned by such Officer or Of ficers of the Corporation as shall f rom time to time be determined by resolution of the Board.

Section 4.   Deposits. All funds of the Corporati on shall be deposited from   time to time to the credit of the Corporation in such ba nks, trust companies or ot her depositories as the Board may select.

Section 5.   Conflict of Interest. A Directo r shall inform the Board of any direct or indirect conflict of interest which th e Director has with regard to any transaction contemplated by the Board (a " **Conflict of Interest**"). A Conf lict of Interest shall exist in Bo ard actions including, but not be lim ited to, actions concerning a transaction in which the Director: (a) has a material financial interest; or (b) is presently se rving as a director, trus tee, officer, or general partner of another party. Pursuant to the provi sions of Section 55A-8-31 of the General Statutes of North Carolina, the Director with a Conflict of Interest may participate in the d iscussion, but may not vote on the transaction.   The transaction is authorized, approved, or ratified by the vote of a m ajority of the Directors in office who have   no Conflict of Interest (which m ust be m ore than one Director) and when a m ajority of Directors who have no Conflict of Interest so vote, a quorum is deemed to be present at the meeting for purposes of that vote.

Section 6.   Contracts Between the Corporation and Related Persons. The Corporation may not enter into a contract with a related person to the extent such contract and any transfers in connection therewith m ight cause or im ply private benefit under the releva nt Sections of the Code, and applicable provisions of state ethical requirements for local government officials.

ARTICLE IX — INDEMNIFICATION

It shall be the policy of the Corporation to indemnify to the m aximum extent permitted by Chapter 55A of the General S tatutes of North Carolina each pe rson who is or was a Director, Officer or member of a committee of the Board a nd each person who serves or has served at th e request of the School as a trust ee, Director, Officer, partner, em ployee of any other corporation, partnership, joint venture, trust or other enterp rise. The Corporation m ay purchase and maintain insurance on behalf of any such person against any liability asserted against and incurred by such person in any such capacity or arising out of   his/her status as su   ch, whether or not the Corporation would have power to indem   nify such person against such liability under the preceding sentence. The Corporation m ay, to the extent authorized from time to tim e by the Board, grant rights to indemnification to any employee of the Corporation. Notwithstanding any provision of this Artic le to the c ontrary, the Corporation shall not indem   nify any person described in this Artic le if: (a) such indemnification would jeopardize the Corpo ration's tax-exempt status under Code Section 50 1(c)(3); or (b) the Corporation is determined to be a private foundation for federal incom e tax purposes, a nd such indem nification would cause the imposition of the federal excise tax for self-dealing under C ode Section 4941 or f or making a taxable expenditure under Code S ection 4945.   The Corporation m ay advance expenses in connection with any proceeding to such person in accordance with app licable law. The use of

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funds of the Corporation for inde mnification or for purchase and m aintenance of insurance for the benefit of the persons designated in this Ar ticle shall be deem ed a proper expense of the Corporation.

ARTICLE X — FISCAL YEAR

The fiscal year of the Corporation shall begin on the first day of July in each year and end on June 30 of the followi ng year; provided that the first f iscal year shall begin on the date of incorporation.

ARTICLE XI — DISPOSITION OF ASSETS

Upon the dissolution of the Corporation, the Board shall after paying or making provision for the payment of all of the liabilities of the Co rporation, dispose of all of the remaining assets of the Corporation in accordance with the Articles, or if no provi sion is made in the Articles for the distribution of assets, then to other charitable or government al entities that are organized to operate as a public charter school in North Carolina, unless otherwise required by applicable law.

ARTICLE XII — NON-DISCRIMINATION

The public charter school or schools operated by the Corporation shall permit students of any race, religion, color, ethnicity, socio-economic status and nati onal origin to all the rights, privileges, programs, and activities generally accorded or m ade available to s tudents at the charter school.

ARTICLE XIII — AMENDMENTS

These Bylaws m ay be am ended or repealed and new Bylaws m ay be adopted by the affirmative vote of a majority of the Directors in office at any regular or special meeting of the Board provided, that notice of the meeting shall have been given which states that the purpose or one of the purposes of the m eeting is to cons ider a prop osed amendment to the Bylaws an d includes a copy or sum mary of the proposed am endment or states the general nature of the amendment. Such notice may be waived as provided in these Bylaws.

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SECRETARY'S CERTIFICATE

This is to certify that the foregoing Bylaws of The North Carolina Charter Educational Foundation, Inc. were duly adopted by resolution of the Board effective as of the 15ᵗʰ day of March, 2012.

IN WITNESS WHEREOF, the undersigned, the duly elected and acting Secretary, has signed this Secretary's Certificate.

This the 15ᵗʰ day of March, 2012.

_____, Secretary

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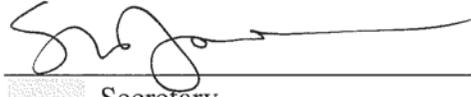
4.   A copy of the articles of incorporation, if available. If not available, must be available prior to interview by SBE, so must show that it has been applied for prior to submission of application.

NORTH CAROLINA
Department of the Secretary of State

To all whom these presents shall come, Greetings:

I, Elaine F. Marshall, Secretary of State of the State of North Carolina, do hereby certify the following and hereto attached to be a true copy of

ARTICLES OF INCORPORATION

OF

THE NORTH CAROLINA CHARTER EDUCATIONAL FOUNDATION, INC.

the original of which was filed in this office on the 13th day of March, 2012.

IN WITNESS WHEREOF, I have hereunto set my hand and affixed my official seal at the City of Raleigh, this 13th day of March, 2012.

Elaine F. Marshall

Secretary of State

Scan to verify online.

Certification# C201206900449-1 Reference# C201206900449-1 Page: 1 of 4
Verify this certificate online at www.secretary.state.nc.us/verification

ARTICLES OF INCORPORATION
OF
THE NORTH CAROLINA CHARTER EDUCATIONAL FOUNDATION, INC.

The undersigned, being of the age of eighteen years or older, does make and acknowledge these Articles of Incorporation for the purpose of forming a corporation under and by virtue of the North Carolina Nonprofit Corporation Act, as provided in Chapter 55A of the General Statutes of North Carolina:

ARTICLE I

The name of the corporation is: The North Carolina Charter Educational Foundation, Inc.

ARTICLE II

The corporation is a charitable or religious corporation as defined in N.C. Gen. Stat. § 55A-1-40(4).

ARTICLE III

The street address and county of the initial registered office of the corporation is: 4050 Hickory Highway, Statesville, Iredell County, North Carolina 28677. The name of the initial registered agent of the corporation at such address is: S. Rick Sipes.

ARTICLE IV

The name and address of the incorporator is: S. Rick Sipes, 4050 Hickory Highway, Statesville, Iredell County, North Carolina 28677.

ARTICLE V

The corporation shall have no members.

ARTICLE VI

Upon the dissolution of the corporation, the Board of Directors of the corporation (the "**Board**") shall, after paying or making provision for the payment of all of the liabilities of the corporation, distribute all of the remaining assets of the corporation to: (i) one or more organizations designated by the Board, provided such organizations are then-organized and operated for exempt purposes and qualified as exempt organizations under Section 501(c)(3) of Internal Revenue Code of 1986 or the corresponding Section(s) of any future United States Revenue laws (the "**Code**"); or (ii) federal, state, or local governments to be used exclusively for public purposes.

ARTICLE VII

The address and county of the principal office of the corporation is: 4050 Hickory Highway, Statesville, Iredell County, North Carolina 28677.

ARTICLE VIII

The purposes for which the corporation is organized are:

1. To operate one or more public charter schools in the State of North Carolina pursuant to N.C. Gen. Stat. § 115C-238.29A *et seq.*; and

2. To operate exclusively for charitable, educational, religious and scientific purposes within the meaning of Sections 501(c)(3) and 170(c)(2) of the Code; and

3. To engage in any lawful activity for which corporations may be organized under Chapter 55A of the General Statutes of North Carolina so long as the corporation does not engage in any activities not in furtherance of one or more tax exempt purposes as contemplated in Section 501(c)(3) of the Code.

ARTICLE IX

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

ARTICLE X

The qualifications, number, terms, and manner of election, designation and appointment of the members of the Board shall be as set forth in the bylaws.

ARTICLE XI

To the fullest extent permitted by law, no person who is serving or who has served as a director of the corporation shall be personally liable for any action for monetary damages for breach of his or her duty as a director, whether such action is brought by or in the right of the corporation or otherwise. Neither the amendment or repeal of this Article, nor the adoption of any provision of these Articles of Incorporation inconsistent with this Article, shall eliminate or

reduce the protection afforded by this Article to a director of the corporation with respect to any matter which occurred, or any cause of action, suit or claim which but for this Article would have accrued or risen, prior to such amendment, repeal or adoption.

ARTICLE XII

These Articles of Incorporation shall become effective upon filing. However, the corporation shall not carry out the purposes set forth in Section 1 of Article VIII unless the North Carolina State Board of Education issues to the corporation a charter to operate a public charter school, and the charter is executed by both the corporation and the State Board of Education.

These Articles of Incorporation are hereby signed by the incorporator on the ___8___ day of March, 2012.
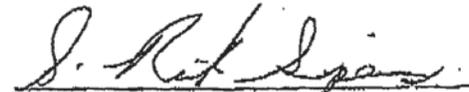
S. Rick Sipes, Incorporator

5.   A description of the governing board's functions, duties, roles and responsibilities as it relates to overseeing the charter school and its mission.

The North Carolina Charter Educational Foundation is a North Carolina not-for-profit entity organized exclusively for educational purposes and will hold the charter for Cabarrus Charter Academy. The North Carolina Charter Educational Foundation is comprised of respected leaders that are committed to providing quality educational options in their community. The North Carolina Charter Educational Foundation shall be comprised of five to seven Directors at any one time, and in order to facilitate efficient and effective daily operations, Board members shall define roles of board members as minimally as possible. Board members shall not have the authority or ability to formulate or implement policy on an individual basis and all decisions shall be made collectively in accordance with board procedure.

The North Carolina Charter Educational Foundation shall be responsible for developing and outlining the mission, vision, and values of the School and developing the appropriate policies to ensure those fundamentals are maintained. The North Carolina Charter Educational Foundation has contracted with CSUSA to provide management and professional expertise. CSUSA will assist in developing, planning, and marketing the School, as well as organizing the finance, human resources, curricula and operations of the School. CSUSA will be responsible for developing, implementing, and ensuring the ongoing operational procedures in accordance with the mission, vision, and values outlined by the North Carolina Charter Educational Foundation and other stakeholders.

The North Carolina Charter Educational Foundation is responsible for the legal and financial obligations of the School. The North Carolina Charter Educational Foundation establishes policy consistent with the School's mission and ensures that the School's programs and operations are faithful to the terms of the charter including compliance with statutory and regulatory requirements. The North Carolina Charter Educational Foundation will continue to uphold the mission and vision of the School through visible leadership and stewardship of the School, including the following:

- Communicating the mission and vision of the School to the community
- Holding CSUSA accountable for achieving the mission and vision of the School
- Participating in fund raising and other community events on behalf of the School
- Leading by example in their personal and professional endeavors

CSUSA will provide comprehensive education management services and perform necessary tasks to develop, implement, and operate the School according to the Board's mission. CSUSA will be held accountable for the School's performance via a performance-based management agreement with the North Carolina Charter Educational Foundation.

CSUSA will provide support to the North Carolina Charter Educational Foundation by preparing agendas, providing data, researching issues, ensuring compliance with local, state, and federal laws, negotiating contract services, and providing solutions to problems that may arise. The

EMO will be responsible for day-to-day school operations and be a catalyst for school improvement. The EMO will also employ a process for continuous improvement that involves the use of data to benchmark performance.

Procedures for the North Carolina Charter Educational Foundation will adhere to N.C. Gen. Stat. 143.318.9 et seq. (Open Meetings) and N.C. Gen. Stat. 132.1 et seq. (Public Records). According to North Carolina's charter school reporting requirements set forth in N.C. Gen. Stat. 115C 238.29F(f):

- The School is subject to the financial audits, the audit procedures, and the audit requirements adopted by the State Board of Education for charter schools. These audits requirements may include the requirements of the School Budget and Fiscal Control Act.

- The School shall comply with the reporting requirements established by the State Board of Education in the Uniform Education Reporting System.

- The School shall report at least annually to the chartering entity and the State Board of Education the information required by the chartering entity or the State Board.

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

The North Carolina Charter Educational Foundation will develop school policies with the support of legal counsel, when necessary. All policies will be reviewed and approved at public Board meetings and shall be provided to parents via the Student Handbook and will also be made available through the Student Information System. School policies will be reviewed annually to ensure compliance with state law, local regulations and SBE policies.

7. Portray how the board will involve parents and community members in governing the school.

Cabarrus Charter Academy believes that active parental participation is essential to operating high quality charter schools. Parent participation is the key to the success of the overall program and will be solicited for the development of school goals and objectives. Parent/Teacher Co-ops (PTC) will be established to provide a voice for parent and community input that can be used in the development of the School as well as programs. PTC will be organized each school year at the School. The PTC shall be comprised of parents of enrolled students, administrators and teachers. Parental participation in the School's operations and governance will be fostered by a parental "contract" between the parent, student, and School.

8. Describe the organization's performance-based goals and measurable objectives for the charter school. Organizational goals and measurable objectives should describe and measure the effectiveness and viability of the organization.

The North Carolina Charter Educational Foundation's mission is to create a K-12 education system comprised of schools of choice that foster learning environments that integrate research-

based curriculum; a culture of high expectations and success; and concentration on academic rigor. The North Carolina Charter Education Foundation is ultimately responsible for the academic results produced by the School and to that end, must remain organizationally viable in order to achieve the performance-based goals for Cabarrus Charter Academy. The North Carolina Charter Educational Foundation's organizations goals are as follows:

The North Carolina Charter Educational Foundation 's Organizational Goals	Measurable Objective
Properly manage and govern the School	o Set policies including o Operational policies o Academic and financial accountability o Report the School's progress annually to DPI o Establish policy consistent with the School's mission and ensuring the School's programs and operations are faithful to the terms of the Charter including compliance with statutory and regulatory requirements
Oversee operational policies	Conduct regularly scheduled board meetings in a manner compliant North Carolina's Open Meeting Laws
Ensure financial accountability	o Annually adopt and maintain an operating budget o Ensure that the School has contracted with a certified public accountant for the annual financial audit o Ensure that the School has contracted with a certified public accountant for the annual financial audit o Review and approve the audit report, including audit findings and recommendations
Accountability for performance	Implement required reporting policies for the EMO. Review the following performance reports from the EMO on a periodic basis (monthly, quarterly, or annually as appropriate): • Monthly Financial Report • School Report (enrollment, withdrawals, staffing, facility issues, and ongoing activities in the school) • Satisfaction Surveys • Strategic Plan • Annual Report

9.   Describe how the governing board will ensure that current and future board members avoid conflicts of interest.

The North Carolina Charter Educational Foundation will adopt and enforce a Conflicts of Interest policy. This policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interest applicable to nonprofit and charitable organizations. A Director shall inform the Board of any direct or indirect conflict of interest which the Director has with regard to any transaction contemplated by the Board. A Conflict of Interest shall exist in Board actions including, but not be limited to, actions concerning a transaction in which the Director: (a) has a material financial interest; or (b) is presently serving as a director, trustee, officer, or general partner of another party. Pursuant to the provisions of Section 55A-8-31 of the General Statutes of North Carolina, the Director with a Conflict of Interest may participate in the discussion, but may not vote on the transaction. The transaction is authorized, approved, or ratified by the vote of a majority of the Directors in office who have no Conflict of Interest (which must be more than one Director) and when a majority of Directors who have no Conflict of Interest so vote, a quorum is deemed to be present at the meeting for purposes of that vote. Each member of the North Carolina Charter Educational Foundation will receive training on The North Carolina Charter Educational Foundation's Conflict of Interest policy as a part of the mandatory board training sessions required of all Board members.

E.   ADMISSIONS POLICY (G.S.115C-238.29B(b)(4); G.S. 115C-238.29F(d)(1))

1.   Provide a description of the policies and the procedures for admitting students to the proposed charter school, including specific details of the enrollment lottery plan, statutorily allowed preferences, a plan to develop clear procedures for withdrawals and transfers, as well as subsequent marketing strategies to reach all demographic groups.

The School will comply with all applicable federal and state laws related to admissions and enrollment. The School will not discriminate on the basis of race, gender, ethnicity, national or ethnic origin, or disability in the admission of students. The School's population shall consist of the following:

- ###Vj g'Uej qqn'uj cm'dg'qr gp'vq'cp{'ci g/ki tcf g'cr r tqr tkcvg'uvwf gpv'y j q'ku'''wcnkhkgf 'wpf gt 'vj g'ncy u'qh''P E hqt ''cf o kuukqp''vq''c''r wdnke''uej qqn0'In compliance with Section 504 of the Rehabilitation Act of 1973, vj g''Individuals with Disabilities in Education Act, and the Americans with Disabilities Act, all students regardless of disability will have equal access to the School. In accordance with state law, all necessary accommodations that do not impose an "undue hardship" will be made by the School to include students with disabilities.

- The students served in Exceptional Student Education (ESE) or English for Speakers of Other Languages (ESOL) programs, shall have equitable opportunity of being selected for enrollment.

- The Students may withdraw from the School at any time and enroll in another public school''kp''ceeqtf cpeg''y kj ''nqecn''NGC''r qnke{.

- The School will enroll any eligible student who submits a timely application, unless the number of applications exceeds the capacity of the program, class, grade level, or building, at which time a lottery shall be conducted.

The School shall enroll an eligible student who submits a timely application unless the number of applications exceeds the capacity of a program, class, grade level or building. In such cases, all applicants shall have an equal chance of being admitted through a random selection process. Enrollment will also follow 115C-238.29F(g), which includes enrolling students according to racial/ethnic balance provisions in 115C-238.29F(g)(5). In accordance with this statute, enrollment preference is first given to currently enrolled students. Beyond current students, enrollment preferences are given to the following ordered categories of applicants;

- In the first year of the school's operation, children of the initial members of the North Carolina Charter Educational Foundation board of directors, so long as these children are limited to the lesser of
  - 10% of the school's total enrollment or
  - 20 students
- Children of the School's principal, teachers, and teacher assistants
- Siblings of currently enrolled students who were admitted in a previous year
- All remaining applicants

Table 1.4 – Overview of Enrollment Process
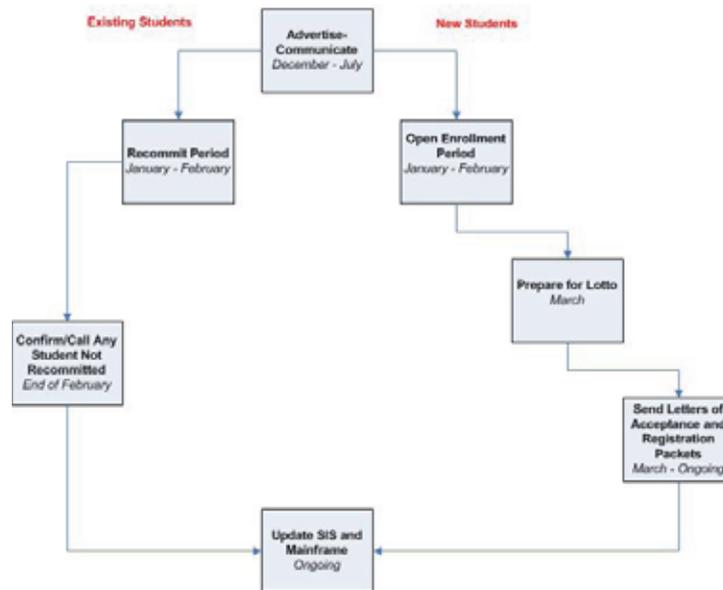
Student applications will be made available online through the Student Information System, accessible on the school website, and in paper form at local distribution sites. The Student Information System accepts student applications and monitors the number of applications submitted for each grade level. The Student Information System is the only system designed specifically to meet the unique needs of charter school's application management needs. The Student Information System manages all aspects of the enrollment process including: online applications, application verification, sibling applicant record linking, admission preference

management, manual and computerized lottery options, wait-list management, data exports (mail merges), and statistical reporting.

Upon submission of an application the information is reviewed for eligibility of attendance. Proof of residence in a particular area and age requirements are verified. At each phase of the admission process the appropriate correspondence will be generated and communicated to each applicant. The data will be monitored and reports created to determine the need for a lottery, waitlists, and letters of acceptance. At the end of the Open Enrollment, if there is an over subscription for any grade level then a lottery will be conducted.

All accepted applicants will be provided with written registration requirements. Documentation required by the District is collected for review and verification. The following items are required for all students:

- proof of residence
- social security number (optional)
- birth certificate
- report card, transcript
- current immunization/medical history

Reports detailing status of student registration items are produced using the Student Information System.

Once all students are registered and classes have been assigned, class size will determine the need for subsequent marketing efforts. Applications are accepted on an ongoing basis and maintained on a waiting list. Communication with perspective students is generated as appropriate. The tentative timetable below will be used for registering and admitting students, including a plan for the admission lottery if the number of applicants exceeds the program capacity.

Year 1	
Open Enrollment	February – March 2013
Application verification	April 2013
Notification of Lottery	April 2013
Lottery	April 2013
Admission/ waitlist notice sent	May 2013
Registration	June 2013 - ongoing

Year 2	
Recommit letters to current students	January 2014
Open Enrollment	January – February 2014
Application verification	March 2014
Notification of Lottery	March 2014
Lottery	March 2014
Admission/ waitlist notice sent	April 2014
Registration	May - ongoing

Early Registration - Prior to opening, an open enrollment period will be established. At the end of the enrollment period, parents will be notified of acceptance to the School or assigned a lottery number in the event that the number of applications exceeds capacity. If capacity is not reached after the established enrollment period, subsequent applications will be accepted on a first-come, first-serve basis until capacity is reached.

In subsequent years, applications will be accepted during a defined open enrollment period as well as on a continuous basis to maintain capacity in each grade level. All applications will be date/time stamped as they are received. If the number of applications exceeds the capacity of a program, class, grade level, or building, a public lottery will be held to determine which applicants are admitted. The number of seats available will be determined by the capacity minus the number of students who recommit. The drawing will continue until every name has been drawn and scheduled for enrollment or placed on a numerical waiting list. All applications received after the open enrollment period will be placed at the bottom of the waiting list for that particular program, class, or grade level in the order in which they are received. The lottery will be system generated. Parents will be notified in writing of their child's acceptance no later than twenty-one (21) days past the acceptance period deadline and will have a specific timeline to respond to the school in writing of their decision to attend. If an accepted applicant decides not to attend the school, the slot will be given to the first person on the waiting list.

The School will endeavor to achieve racial/ethnic balance through the comprehensive marketing plan. The School will focus its efforts on recruiting students in a manner consistent with the racial/ethnic balance of the community it serves or within the racial/ethnic range of other public schools in the District. This effort will include marketing to underrepresented populations with direct mail, community postings, public service announcements, and the availability of bilingual staff.

Lottery Rules and Procedures
Rules: General
1. For the purposes of the following rules, the following terms are defined as:
    -   All references to dates are defined to mean WITHIN THE HOURS OF OPERATION on the date indicated.
    -   Manual lottery refers to the selection of applicant names by a random method such as the blind drawing of individual names from a container in sequence until all names in the container have been exhausted.
    -   Student Information System lottery refers to the process whereby all eligible applicants are assigned a random number by the Student Information System and sorted, by grade, in order of the randomly assigned number, and preference.
2. All Applicants who applied within the open enrollment window (Students not already attending the School) participate in the lottery irrespective of preference status.
3. Only applications received prior to the end of the enrollment deadline are eligible to participate in the lottery.
4. All applicants offered a seat shall be required to affirmatively respond to an offer for acceptance within the designated time. Those not responding (excludes declines) will be moved to the end of the waitlist.

5. Only one (1) lottery shall be conducted by a school to include all grades in which the number of Applicants exceeds the number of expected seats available.
   - At the end of the open enrollment window, if the number of Applicants is less than the number of seats anticipated to be available, no public lottery shall be conducted for that grade. However, the computer system shall assign each Applicant a random number. In the event the number of available seats for a grade level in which a public lottery was not conducted is less than the number anticipated at the close of the initial enrollment data, ALL offers shall be rescinded and Applicants shall be offered admission based upon the system assigned numbers.
   - Siblings of Applicants in another grade who are offered and have accepted admission based upon the preference established by the rescinded offer SHALL maintain the seat accepted and the sibling whose offer which has been rescinded shall be considered to have a preference of an Applicant with a sibling applying for the same academic year.
6. ALL offers of enrollment shall be made in the order of the lottery results and established Waitlist. NO OFFER SHALL BE MADE TO A STUDENT NOT PROPERLY ENTITLED TO THE NEXT AVAILABLE SEAT.

Rules: Preferences
1. All preference categories shall be published prior to the conduct of the lottery
2. All Applicants entitled to receive a placement preference shall be identified PRIOR to the lottery
3. Preference status entitles an Applicant to be offered an available seat ahead of Applicants without a preference status.
4. Preferences granted are subject to review and verification. The School reserves the right to rescind acceptance offers if the preference status is not verified or validated (i.e. proof of residency, proof of legal guardianship).
5. A charter school may give enrollment preference to the following populations:
   - In the first year of the school's operation, children of the initial members of the North Carolina Charter Educational Foundation board of directors, so long as these children are limited to the lesser of
     - 10% of the school's total enrollment or
     - 20 students
   - Students who are siblings of a student currently enrolled in the School
   - Students who are the children of the School's Principal, Teachers and Teacher Assistants

6. Siblings who are applying for the first time will receive preference only after one of the siblings has been selected in the lottery and accepts their seat.

Procedure:
The open enrollment period must be published in advance of the lottery date regardless of the type of lottery.

Student Information System Based Lottery Process:
1. Enrollment office will confirm the applicants eligible to participate in the lottery.
2. Enrollment office will confirm the grade levels which require a lottery.

3. Enrollment office will run the lottery process.
4. The lottery results module of Student Information System will highlight the students eligible for "offer" letters, along with noting the siblings.
5. Letters will be generated to offer students an acceptance in the charter school.
6. The remaining students will move to a waitlist based on their lottery number.

Applications received outside of the enrollment period will be placed on the waitlist in the order in which they are received, after all applicants that participated in the lottery (according to date & time).

In the event that the School erroneously excludes an applicant from the lottery an offer may be extended if space is available. In the event an applicant was offered a seat in the lottery and was found to have provided the School with incorrect information that led to a selection, the applicant's offer will be rescinded and the student will be placed back on the waitlist according to their lottery pool number.

V. EDUCATION PLAN

A. INSTRUCTIONAL PROGRAM: (G.S. 115C-238.29F (d))

1. Educational theory, foundation of the model, and proposed innovative offerings.

2. Teaching approach, class structure, curriculum design, courses of study, sample daily schedule, pillars of the school culture, and instructional methodology that align with the school's mission.

Educational Model

The Guaranteed and Viable Curriculum ensures academic excellence in every classroom and encourages steady academic progress as students build their knowledge and skills from one year to the next. After clear guidance is given to teachers regarding the content to be addressed in specific courses and at specific grade levels, the Education Team and school administration monitor learning so that the academic content necessary for achievement within each grade is not disregarded or replaced.
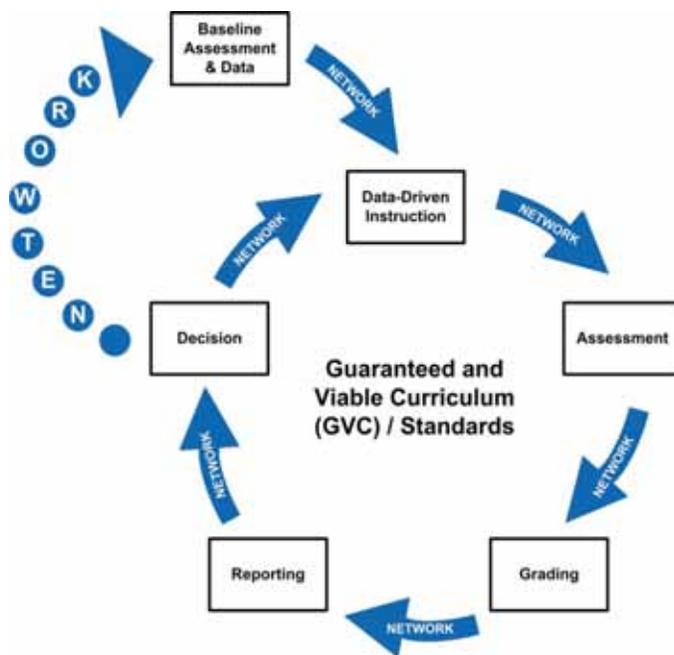
Component 1: Baseline Assessment and Data

Baseline assessment provides all stakeholders with the information needed to identify students' strengths and weaknesses, to effectively target instruction, and to set school-level, classroom-level, and individual student-level goals.

Component 2: Data Driven Instruction

The Education Team and School leaders analyze baseline data from The School's Student Information System, and then provide targeted professional development to support teachers' knowledge base of the best instructional strategies to employ, that best meet the needs of each student. Teachers then have the information needed to effectively adjust instructional focus, and employ regrouping and other differentiation strategies, to ensure that each student is making progress towards mastery of specific skills and content. Using this innovative approach of data-driven instruction and ongoing teacher support, through collaboration within the Network around meeting the needs of each student, the School ensures a culture of continuous improvement and increased student achievement.

Component 3: Assessment

After data-driven instruction, formative assessments will be given to determine areas of growth, and will be used to continue to identify instructional priorities. Assessments measure

instructional effectiveness and student achievement, and are an integral part of the Educational Model. Formative assessments, in particular, provide a systematic and regular measurement of students' progress in the classroom, and are the processes used to drive instructional practice. Further, timely and specific feedback, based upon formative assessments of student performance on grade level standards is given to establish individualized goals for all students (Marzano, 2003).

Component 4: Grading
Grading of formative assessments is done through the Teacher eGrade Book in the Student Information System graded at the most specific level of the Common Core State Standards to facilitate data collection. As the data is collected, it is displayed within the Teacher eGrade Book in various formats for straightforward data analysis. The data is then reviewed at the specific standard to target individual student needs on specific skill expectations.

Component 5: Reporting
Reporting in the Student Information System offers each school the capability of disaggregating data by individual student, by individual class, by grade level and by school. It also offers teachers, parents, and students online web access to student data. Student achievement data will be included in each student's file and will make year-to-year evaluation and tracking of benchmarks more efficient. It will also provide students, parents, teachers and administrators, information to make decisions about differentiating instruction for each student.

Component 6: Decision
The process of data-driven instruction, assessment, grading and reporting of a particular standard is now complete. Teachers and administrators, based on the data, will make the decision to either move on to a new standard and begin with a baseline assessment, or revisit the same standard through data-driven instruction, reaching students who need remediation or acceleration through differentiated instruction.

The Educational Model is implemented within a framework of continuous improvement to ensure its validity and the development of supporting tools to meet the needs of each individual student. The development of The Educational Model was based on Robert J. Marzano's 35 years of research. Its structure enables administrators and teachers to better understand, better explain, and make better predictions regarding the elements needed to facilitate each student's mastery of the State Standards. Educational best practices, technology, communication and documentation tools are created and revised to support the implementation of the model and ensure that teachers have the support necessary to meet the needs of each student.

The Educational Model's six steps were designed to provide a process for improving student learning and academic achievement. The steps are designed to encourage teachers to reflect on the individual work of their students. The Educational Model is supported by Mel Levine's works, which demonstrates that treating every student the same is equivalent to treating them unequally. The Educational Model is used to sustain a constant cycle of tracking progress for mastery of the Common Core State Standards, so students are able to find success in their own methods of learning. Subsequently, students are empowered through the creation of their own Personalized Learning Plan.

The review of data, through the use of the Educational Model, guides the School's learning plan by identifying the professional developmental needs of teachers through both student and administrator observational data. Through the cycle of revisions to the Guaranteed and Viable Curriculum based on the needs of the students recognized through data and observation, the alignment of professional development to the needs of teachers, and the revision of functionality within the Student Information System, the Educational Model is the foundation that drives continuous improvement within each school.

Innovative Tools to Support the Educational Model

Data Summit
Throughout the year, as part of professional development, a member of the leadership team will lead Data Summits by analyzing students' data, to ensure that teachers have a clear understanding of the importance of providing data driven instruction. The data summits pin-point what is needed in each classroom including recognizing skills that each individual student needs to master. These meetings are at the helm of school-wide and classroom goal setting. The teacher then uses the analyzed data in assisting each student with individualized goal setting and developing their Personalized Learning Plan.

Goal-Setting & Personalized Learning Plans
Goal setting is viewed as a catalyst for the cohesion of the school as a team working toward the same goals. After Data Summits, teachers meet with students to set personal goals. These goals are academically focused, and they allow students to track their own progress Goal setting is also used after formative assessments as a means to track improvement and areas for growth with regards to academic standards.

Included within goal setting is the development of a Personalized Learning Plan for each student. The Personalized Learning Plan is designed to track an individual student's strengths, weaknesses, and cumulative progress in attaining a year's worth of learning at a specific grade level. The plan's development is a collaborative effort between the teacher, parent, student, and other staff involved with the student's academic achievement. The Personalized Learning Plan identifies the student's strengths and weaknesses, and lists goals for improvement.
The following information is considered when assessing the student's strengths and weaknesses:

- The student's academic performance prior to his/her enrollment
- The results of any achievement testing and classroom assessments
- Non-assessed student work and project-based learning
- Student information about what they like to learn about and parent information about how their child learns best (e.g., in a quiet place, working in groups, etc.)
- Reports and observations from the student's teachers
- Information and suggestions from the student's parents and the student

A measure of each student's rate of academic gains will be determined at the end of the year, and a comparison of learning gains made throughout the year will also be conducted.

Personalized Learning Plans

All students will have a Personalized Learning Plan. The Personalized Learning Plan is designed to track an individual student's strengths and weaknesses and cumulative progress in attaining a year's worth of learning, at a specific grade level. The Plan's development is a collaborative effort between the teacher, parent, student, and other staff involved with the student's academic achievement.

The student's teacher will consider the following information when assessing the student's strengths and weaknesses:

- The student's academic performance prior to his/her enrollment.
- The results of any achievement testing.
- Examples of the student's work.
- A written or oral statement from the student about what they like to learn and a parent statement about how their child learns best (e.g., in a quiet place, working in groups, etc.).
- Reports and observations from the student's teachers.
- Information and suggestions from the student's parents.

Projects, assignments, tests and any other information that indicate mastery of specific skills will be collected in the student's portfolio as evidence of progress made. A measure of each student's rate of academic gains will be determined at the end of the year via their individual portfolio and the comparison of EOG/EOC learning gains. The teachers will be trained on the use of the Personalized Learning Plan. Administrators and teachers will compare the data within the Personalized Learning Plan with students within the county in comparable populations.

Based on the instructional implications of the data, teachers will differentiate instruction to remediate any skill deficiencies and provide enrichment to extend learning for students who demonstrate mastery. CSUSA Education Team and school leadership will use baseline data to identify professional development needs for the school and school-wide instructional goals.

Guaranteed and Viable Curriculum Workshop

Based on the work of Jay McTighe, within Understanding by Design, teachers work to develop unit lessons. The units contain learning outcomes that are measured by Standards Assessments, which encompasses each learning unit. These assessments are then tracked within Student Information System in the Narrative Report Card. As a culminating event for each school year, teachers meet to review the implementation of the Guaranteed and Viable Curriculum and along with the data by grade level and subject area. After this period of review, they finalize any changes they may have to the curriculum, thereby ensuring that the needs of each student are being met.

Classroom Technology

To aid teachers in delivering instruction to students, 21st century technology components will be used. Teachers and students will have technology integrated in the classroom through a variety of modalities such as:

- Laptop Computers
- Audio Stations
- Interactive White Boards
- Interactive Tablets

- o Computers   ● Learner Response Devices
- o Headphones   ● Document Camera
- o Microphones
- o iPods

In "Teaching with Interactive White Boards", Marzano asserts that using learner response devices, graphics and other visuals to represent information, and using applications that allow teachers to present information in an unusual context, have a statistically significant relationship with student achievement. The use of interactive white boards not only equips students with 21st technology skills, but the use of interactive white boards in the classroom has also been shown to increase student achievement by 16 percentile points (Marzano, 2009). The goal of technology usage within a classroom is to put it in the hands of students, creating an optimal experiential learning experience.

Student Information System
Functionality within the system continues to evolve and grow throughout the life of the School. Currently, the Student Information System contains some of the following functions, gauged at supporting the Educational Model:
- Completely web-based functionality
- Standards-based & content-based lesson planning tool capturing lesson planning for multiple-teacher use
- Shared curriculum
- Shared assessments reporting
- Message boards
- Private parent to teacher messaging
- School-wide messaging
- Attendance
- Assignment information (updated live to parents & students)
- Standards-based Grading
- Enrollment
- Easy to use Help System for students, parents, teachers and administrators

Student Information System functionality is consistently reviewed and improved through the input of teachers, parents and administrators. Help Ticket System and the Teacher Development Team. These support tools also assist the School in monitoring progress made towards meeting and exceeding school-wide goals and objectives.

Innovative Learning Methods
The research-based instructional strategies listed below, are in conjunction with the implementation of the research of Robert J. Marzano in The Art and Science of Teaching, as well as the research of Jay McTighe in Understanding by Design. These strategies can greatly influence and assist teachers in planning lessons that truly meet the learning needs of all students. Having teachers reflect on classroom practices, procedures and instructional strategies implemented in their classroom is a technique that can assist them in raising the quality of their classroom instruction. Each of the strategies provides students with a learning environment that

is academically rigorous, challenging, innovative and focused on individual student learning needs.

According to Marzano (2003), there are many research based instructional strategies that can be implemented in the classroom that have shown to positively impact student learning. The innovative learning methods listed are applicable to K-12 education. The implementation of each strategy is associated to specific behaviors to be exhibited by teachers appropriate to the grade level and course. Each behavior is adaptable and guides teachers as to the most appropriate use of research-based instructional strategies to meet the needs of students at each grade level. Teachers at the School will utilize these strategies within their classrooms during the school year. The School Principal will monitor planning and instruction to ensure implementation of the appropriate instructional strategies. The School will provide professional development, data analysis, and feedback based upon school visits, to support effective classroom instruction at the School. The School will be supported through professional development in order to be able to successfully apply the innovative learning methods listed. These include:

Instructional Strategies That Affect Student Achievement

Category	Instructional Strategies
Identifying similarities and differences	• Assigning in-class and homework tasks that involve comparison and classification • Assigning in-class and homework tasks that involve metaphors and analogies
Summarizing and note taking	• Asking students to generate verbal summaries • Asking students to generate written summaries • Asking students to take notes • Asking students to revise their notes, correct errors, and add information
Reinforcing effort and providing recognition	• Recognizing and celebrating progress towards learning goals throughout a unit • Recognizing and reinforcing the importance of effort • Recognizing and celebrating progress toward learning goals at the end of a unit
Homework and practice	• Providing specific feedback on all assigned homework • Assigning homework for the purpose of students practicing skills and procedures that have been the focus of instruction
Nonlinguistic representations	• Asking students to generate mental images representing content • Asking students to draw pictures or pictographs representing content • Asking students to construct graphic organizers representing content • Asking students to act out content • Asking students to make physical models of content • Asking students to make revisions in their mental images,

Category	Instructional Strategies
	pictures, pictographs, graphic organizers, and physical models
Cooperative learning	• Organizing students in cooperative groups when appropriate • Organizing students in ability groups when appropriate
Setting objectives and providing feedback	• Setting specific learning goals at the beginning of a unit • Asking students to set their own learning goals at the beginning of a unit • Providing feedback on learning goals throughout the unit • Asking students to keep track of their progress on learning goals • Providing summative feedback at the end of a unit • Asking students to assess themselves at the end of a unit
Generating and testing hypotheses	• Engaging students in projects that involve generating and testing hypotheses through problem solving tasks • Engaging students in projects that involve generating and testing hypotheses through decision-making tasks • Engaging students in projects that involve generating and testing hypotheses through investigation tasks, experimental inquiry tasks, system analysis tasks, and invention tasks
Questions, cues and advance organizers	• Prior to presenting new content, asking questions that help students recall what they might already know about the content • Prior to presenting new content, providing students with direct links with what they have studied previously • Prior to presenting new content, providing ways for students to organize or think about the content

Professional development, specific to the grade level, is provided to help teachers create and implement an instructional framework that guides them as to the most appropriate use of the research-based instructional strategies and innovative learning methods.

Teachers will employ four planning questions that frame the nine instructional strategies and provide a guide for effective classroom curriculum design:

- What will students learn?
- Which strategies will provide evidence of student learning?
- Which strategies will help students acquire and integrate learning?
- Which strategies will help students practice, review, and apply learning?

Having teachers reflect on classroom practices, procedures and instructional strategies that they implement in their classroom is a technique that can assist them in raising the quality of their classroom instruction. The four planning questions help guide the teacher in making good decisions about when it is appropriate to use certain strategies.

The table below illustrates this alignment:

The Four Planning Questions and Corresponding Instructional Strategies	
Planning Questions	**Instructional Strategies**
What will students learn?	• Setting objectives
Which strategies will provide evidence of student learning?	• Providing feedback • Providing recognition
Which strategies will help students acquire and integrate learning?	• Cues, questions, and advance organizers • Nonlinguistic representation • Summarizing and note taking • Cooperative learning • Reinforcing effort
Which strategies will help students practice, review, and apply learning?	• Identifying similarities and differences • Homework and practice • Generating and testing hypothesis

The effective and systematic use of the nine research-based instructional strategies in correlation with the research of Jay McTighe provides students with a unique opportunity for their learning to be academically rigorous and challenging, yet innovative and focused on individual student learning needs.

Elementary Programs	
K-5: Reading	The primary goal of the reading program is to help students understand what they read, effectively convey what they mean, and apply these skills to all areas of the curriculum as expressed in the NC Grade-Level Goals and Objectives and the Common Core State Standards and aligned to the five (5) components of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension. A minimum of 90 minutes of uninterrupted instructional time on-task is required. The literature covers a broad scope of interests that encourage personal development through reading.
K-5: Language Arts	The primary goal of the language arts program is to help students build a basic understanding of the mechanics and structure of the English language as expressed in the NC Grade-Level Goals and Objectives and the Common Core State Standards using a cross-curricular project based learning approach. Teachers evaluate students for skill development as they refine their skills while writing in their journals, reviewing current events, and enjoying literature. Students will improve speaking, listening, and writing abilities through small and large group instruction as well as project based learning.

K-5: Foreign Language	The primary goal of the foreign language program is to develop the conversational and written skills required for living in a diverse environment. Further, the foreign language program has been designed to be an integral part of the school day in order to meet the requirements of foreign language in the Elementary School program for academically able students in fourth and fifth grade. The focus of the foreign language program is on communication. Students focus on developing the conversational and written skills for foreign language. To support and build background about the language, students are provided with information about culture and communities of foreign languages. Having a background about the relationships, perspectives, and products of culture are key in making connections about the language.
K-5: Mathematics	The Guaranteed and Viable Curriculum, which is centered on the NC Grade-Level Goals and Objectives and the Common Core State Standards, focuses students on accuracy of computation and mastery of basic operations, fundamental math concepts and developing the ability to apply their knowledge to practical problem solving. All grades use word problems to promote analytical thinking skills within project based learning.
K-5: Science	Science is a process, a way of thinking about and investigating the world in which we live. Students build their knowledge of living things, life cycles, and how living things interact with each other and their environment. Students develop awareness about the Earth through experiences in comparing, contrasting, and describing earthly materials through investigative projects. Problem solving skills taught include process skills from the National Science Foundation and the National Association for the Social Sciences.
K-5: Social Studies	The social studies curriculum uses a sequential approach to unify history and the social sciences through the examination of the NC Grade-Level Goals and Objectives. The Guaranteed and Viable Curriculum promotes the development of concepts and the mastery of methods of inquiry. Students gain an understanding of the major factors that have influenced the structures of our society from earliest times to present day through project based learning. Teachers seek to educate students to become effective and contributing members of their community, to increase their understanding of privileges and responsibilities of citizenship, and to instill a feeling of patriotism and national identity.
K-5: Art	The primary goal of the art program is to provide every student an opportunity to develop and explore his or her creative potential. Art specialists encourage skill development and artistic adventure as they guide students to create and express themselves in both realistic and abstract models. Students will develop art skills, including an aesthetic awareness of art forms in nature, an appreciation of different artistic styles, and the confidence to use art as a mode of personal expression.

K-5: Music	The music curriculum includes both vocal and instrumental music. A variety of melodic and harmonic classroom instruments in accompaniment of singing during classroom practice and performances is incorporated throughout the music curriculum. Students will be exposed to musical contributions representing various cultures, genres, styles, and artists. Exposure to a variety of composers representing various historical periods and cultures will enable students to understand the role of regions, events, and historical context on the various music types.
K-5: Technology	The proposed charter school recognizes and embraces the important role technology plays in educating children to prepare them for the opportunities of tomorrow.
K-5: Health and Physical Education	The primary goal of the health and physical education program is for teaching what is necessary to maintain a healthy lifestyles as well as individual skills that comprise team sports. Mastery of the NC Grade-Level Goals and Objectives will include a variety of developmental activities emphasizing fine and gross motor skill development. The curriculum is focused on movement exploration, includes instruction in keeping growing bodies healthy, clean, and allows students to interact in team sports that also contribute to developing habits of good sportsmanship.
K-5: Library	The school's Media Program will be the hub of learning and academic activity in the school. It will support the curriculum by providing access to current, adequate, and appropriate information resources and ensure that all students, teachers, and staff are effective users of ideas and information. Each classroom will maintain a library, which will include a selection of genres and reading levels.

Middle School Programming

Using reading as the foundation, all middle grades students will receive rigorous academic instruction through challenging curricula to ensure that eighth grade students are prepared to successfully transition to high school.

Middle School Programs	
6-8: English Language Arts	The School supports teaching reading through the implementation of the following guidelines: • Reading skills are introduced through the most important age appropriate literary genres and vocabulary development. Reading is further enhanced by the incorporation of basic reading skills in the content areas of science and social studies. • Intensive learning programs will be provided to all sixth, seventh and eighth grade students who score at remedial reading levels. Students will refine and master previously learned skills in increasingly complex reading selections, presentations, and written compositions. Through targeted research activities, students will learn to collect and interpret information and then communicate their findings through age-appropriate media productions, research reports, and projects. Through the

Middle School Programs	
	various forms of the writing process, students will learn how to revise and edit work to produce final, error free pieces of written composition.
6-8: Foreign Language	The primary goal of the foreign language program is to develop the student's ability to communicate in languages (other than English) through listening, speaking, reading, and writing. The program is designed to meet the foreign language guidelines for academically able students. Students will learn to exchange information with peers orally and in writing. Presentations will be conducted in the foreign language by students to further develop their communication skills in front of an audience regarding various topics.
6-8: Mathematics	The School will work to accomplish the numeracy goals of the State including mastery of the Grade Level Expectations. Students will understand the different ways numbers are represented and used in the real world; how numbers, relate to each other, how to use estimation, and the application of theories related to numbers and number systems. Whenever appropriate to the content, students will use hands-on application such as measuring quantities and objects in the real world and using the measurements to solve problems. The hands-on application through project based learning will be the basis for higher order thinking skills including illustrations of the ways in which shapes can be combined, subdivided, and changed. Using strategies, skills, concepts, and technology, students will move beyond a particular problem, generalizing to other situations, and will experience the integration of mathematics into as many areas of study as possible.
6-8: Science	The primary goal of the science and technology program is to provide instruction through the Grade Level Expectations that uses a discovery instructional process with emphasis on scientific thinking skills and real world experiences. Future career opportunities rely on a student's ability to solve problems. Problem solving skills include process skills from the National Science Foundation and the National Association for the Social Sciences.
6-8: Technology	Using technology is essential for real-world applications. Incorporation of word processing in addition to presentation tools and research skills prepare students for success in high school and beyond. Technology, like other subject areas, is departmentalized and offers specific courses for study. These courses may include a culminating project that demonstrates their computer literacy. Examples of such projects are PowerPoint presentations, creation of a desktop published document, effective use of a spreadsheet to track data, podcasts, and webpage design.

Middle School Programs	
6-8: Social Studies	The primary goal of the social studies program is to provide instruction in geography, civics, economics and history according to the grade level expectations of the NC Standard Course of Study. Students will be able to describe and demonstrate how history is the story of events, peoples, and places and place these events and activities in chronological order. Students will investigate beliefs and principles of major religions, ethical systems, philosophies, and ideologies that have shaped economic, social, and political institutions and influenced the course of history.
6-8: The Arts	The primary goal of the Arts program is to provide instruction in the Arts and its application to life. The Arts encompass music, visual arts, theatre, and dance. The Arts are serious and rigorous academic subjects with the potential to help students achieve creativity, self-awareness, self-expression, and interactive and cooperative learning skills. Study of the Arts has been proven to enrich and enhance reading, writing, and mathematics skills. Research also shows education in the Arts is critical to students' intellectual, social, emotional, and physical growth.
6-8: Health and Physical Education	The primary goal of the physical education program is to provide students the opportunity to develop and continually enhance life management skills necessary for healthy, active living according to the grade level expectations of the NC Standard Course of Study. Students will not only develop the skills required for participation in physical activities, but will also develop an understanding of physical fitness, health and nutrition, and the importance of instituting positive health behaviors.

Secondary Programs

English Core	Math Core	Social Studies Core	Science Core
English I	Integrated Math I - IV	Ancient World History	Earth, Space
English II	Algebra I and II	Modern World History	Science
English III	Geometry	AP European History	Integrated
English IV	Pre-calculus	American History (Grade	Science I, II,
-Grade 9 English	Calculus AB and BC	11)	III, IV
-Modern World	Probabilities	AP American History	Physics
Literature (Grade	Statistics	Psychology	Chemistry I, II
10)	Intensive Math	Economics	Biology I, II
-American	Subject Placement Credits	AP Economics	AP Physics
Literature (Grade	Integrated Math 9-12 1	Law Studies	AP Chemistry
11)	Algebra I 9-12 1	Geography	AP Biology
-Modern	Algebra I (H) 9-12 1	American Government	Anatomy &
Comparative	Geometry 9-12 1	History / Social Studies	Physiology
Literature	Geometry (H) 9-12 1	Electives	Anatomy &
(Grade 12)	Algebra II 10-12 1	Geography	Physiology
-British Literature	Algebra II (H) 10-12 1	Law Studies	Honors
(Grade 12)	Pre-Calculus 11-12 1	Psychology	Marine Science
Language Arts	AP Calculus (H) 11-12 1	Suggested Order of Social	Suggested
Electives	Probabilities 12 .5	Studies Courses	Order of

Intensive Reading I Writing I Journalism Debate I Suggested Order of Language Arts Grade Option 1 Option 2 Option 3 9th English I English I Honors English I Honors 10th English II English II Honors English II Honors 11th English III English III Honors AP English I 12th English IV English IV Honors AP English II	Statistics 12 .5 Intensive Math (Elective) 9-10 1 **9th** Algebra 1A Algebra 1B Algebra I Algebra I H Geometry H Algebra II H **10th** Informal Geometry Geometry H Algebra II H Pre-Calculus Geometry Geometry **11th** Liberal Arts Math Algebra II Algebra II H Pre-Calculus Calculus AB **12th** Algebra II Integrated Math III Pre- Calculus Calculus AB* Calculus AB* Calculus BC *Some students opt to take AP Statistics. The following is a sampling of potential texts used by The High School. Prentice-Hall • Liberal Arts Math • Algebra I • Geometry • Algebra II • Pre-calculus • Calculus	Grade Option 1 Option 2 Option 3 9th Ancient World History Ancient World History Ancient World History 10th Modern World History Economics/Elective American Government/Elective 11th American History American History American History 12th Economics/American American Elective/Economics Government Government/ Elective	Science Courses Grade Option 1 Option 2 Option 3 Option 4 **9th** Integrated Science I Earth, Space Science Biology Honors 1 AP Biology **10th** Integrated Science II Biology Chemistry Honors AP Chemistry **11th** Integrated Science III Chemistry Physics Honors1 AP Physics3 **12th** Integrated Science IV 4 Physics2 Anatomy & Physiology Anatomy & Physiology Honors

Specific Instructional Strategies

CSUSA Reading Program Elements

The primary goal of the reading program is to teach children to understand what they read, through systematic, direct instruction of the NC Grade-Level Goals and Objectives, and to create within them the desire to be life-long learners. CSUSA continually reviews research in order to formulate a research-based reading curriculum. Our school implements a 90 minute

uninterrupted reading block in kindergarten through 5th grades, with differentiation for specific student learning needs, timely and specific feedback, and high student engagement to ensure the greatest impact of a full instructional block. An additional 45-minute period will be used for Language Arts, which includes spelling, writing, and further vocabulary development. In middle school, students who need remediation receive an intensive reading class in addition to their scheduled English Language Arts class.

Research has identified specific skills children must learn in order to read well. According to the Report of the National Reading Panel (2000) *Teaching Children to Read*, the best instructional reading programs include: alphabetics (phonemic awareness and phonics), fluency (guided oral reading and independent silent reading), and comprehension (vocabulary and text comprehension). CSUSA has incorporated these identified skills into the Guaranteed and Viable Curriculum providing teachers curriculum maps with units that include standards assessments, benchmarks, teaching strategies, and progress monitoring techniques that will assist teachers in systematic instruction of NC Standard Course of Study. The standards are logically grouped together and sequenced appropriately, building from simple to more complex skills and are taught for mastery as monitored through standards assessments.

CSUSA Reading Challenge
The CSUSA principles clearly articulate the vision, mission, and expectations that all children can read, and establishes that reading is the primary priority by spearheading the CSUSA Reading Challenge. All students are expected to read a specific number of books at their independent level throughout the year according to the following table:

Grade Level	Number of Books
Kindergarten	20 picture books
1st and 2nd Grade	25 picture books or Early Readers *(approximately 80 pages each)*
3rd – 5th Grade	30 chapter books *(approximately 100 pages each)*
6th – 8th Grade	20 chapter books *(approximately 150 pages each)*
9th – 12th Grade	15 novels

Teachers monitor students' independent reading through a variety of methods and celebrate progress toward the school-wide goal through hallway or classroom displays.

Direct Instruction
The five components of reading are taught explicitly with structured practice to ensure mastery. Phonemic awareness skills such as phoneme blending and phoneme deletion are scaffolded beginning with simpler phonemes and building to more complex phonemes. Phonics skills and decoding strategies are taught systematically and sequentially so that students understand how letters represent sounds and sounds blend together to make words that contain meaning. To build academic vocabulary, teachers are guided in choosing the most important vocabulary words to teach and follow a six-step process to teach new words so that students develop a deep understanding of the word (Marzano, 2005). Teachers provide fluency instruction on three levels

of text: high frequency word fluency, phrase fluency, and text fluency. Students set individual goals for fluency, and teachers track progress toward achievement through regular fluency assessments. Reading process and literary analysis skills are taught through direct instruction of content cluster skills and modeling of metacognitive comprehension strategies (Keene, 2007 and Harvey and Goudvis, 2007). By providing direct, systematic instruction for all five components of reading the School will ensure that all students achieve annual growth in reading.

Core Reading Program
The School will use the Guaranteed and Viable Curriculum to teach all the NC Essential and Common Core State Standards integrating national standards. Teachers will have as a resource a textbook series that meets the state's requirements for a scientifically-based reading program such as SRA Imagine It! and Glencoe. Accompanying instructional materials such as workshop kits, decodable books, and leveled guided reading sets will be used for differentiated instruction during the 90 minute reading block in grades K-5, and Language Arts in the middle school grades.

Cambridge Program
The School will develop a Cambridge Program to support academic rigor throughout the programming of the school. The program provides an international, pre-university, curriculum and examination for students who benefit from a rigorous academic program. **For over 160 years the prestigious University of Cambridge has been setting worldwide curriculum standards through their examinations. The Cambridge curriculum is taught in over 150 countries worldwide.** A Cambridge course combines the content of the Honors curriculum with the content students must learn to write the Cambridge papers successfully. Cambridge courses are demanding courses that emphasize higher order thinking skills, oral skills, writing skills, problem solving, teamwork and investigative skills. Highly motivated students who excel academically and are well rounded in their extracurricular activities are attracted to this program. Cambridge students are expected to have high academic expectations, be self-motivated, and have good study habits. They must demonstrate a commitment to succeed in this rigorous program..

Ninth Grade Center
Research has shown that ninth grade is a pivotal year for students. According to Education Week's "Diploma's Count," in the Editorial Projects in Education Research Center's latest analysis of high school completion, the national graduation rate stands at 68.8 percent for the class of 2007, the most recent year for which data are available. In 2007, it was found that more than one-third of students lost within high school fail to move from ninth to tenth grade. In order to positively impact these statistics in regard to high school graduation as well as movement from ninth to tenth grade, the School will develop a ninth grade center within the school that will create organizational structures to build student success, as well as student academic opportunities that will support students as they grow within the culture of a high school. Throughout the first quarter of the school year special activities will be developed such as the following:

- Student to Student Discussions: Junior and Seniors will discuss with freshman what they would do differently in ninth grade if they had the opportunity to re-do the year

- Self-awareness studies that help students build upon their middle school work of career choice
- Personalized Learning Plans containing a high school graduation goal built upon intermediate goals
- In-depth studies of life after high school, including college choices

The ninth grade center will also include organizational and administrative features to support the student body, such as the following:

- Rooms clustered together for a smaller community within the larger school population
- Common planning for core content teachers to discuss specific needs of ninth grade students, academic achievement of individual students, classroom management and absenteeism.
- An administrative peer assigned to the ninth grade center to work with the students, parents, and teachers to quickly identify and take action on the specific needs of students. For example, changing a student's schedule to enhance performance.
- Common system of class rules, procedures and expectations

Senior Project:
The Senior Project is a culmination of a student's academic and community learning experience. Students are required to complete a synthesizing project in the second semester of their senior year. The senior project may be a comprehensive research paper, performance, exhibition, scientific demonstration, hands-on project, or other worthy endeavor that integrates the entirety of a student's learning experiences during their high school tenure. The student must submit a proposal including research, timelines, resources, and thesis to members of the faculty who serve on the Senior Project Committee. This Committee shall be interdisciplinary and approves all senior projects. Each project must have a faculty advisor who, with the Project Committee, interviews, reviews, and grades each student's project. Students must receive a passing grade on their senior project in order to graduate.

3. **Demonstration that selected goals are clear, specific, measurable, ambitious and attainable.**

The North Carolina Charter Educational Foundation has set ambitious yet attainable goals. The goals below are attainable because the school has identified resources to deliver data driven instruction and will equip teachers with a Guaranteed and Viable Curriculum. A goal to close the achievement gap, as mentioned in the Evidence of Need section, is ambitious. However, the Board believes it to be an attainable goal because it has partnered with an EMO that has achieved outstanding results with all students— particularly low-income and minority students. The goals are specific – they are tied to specific subject based state examinations. The goals are measurable as they are tied to academic performance (levels of student proficiency).

Elementary & Middle (K-8)					
Academic Measure	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**
Attendance	95%	95%	95%	95%	95%
Matriculation	>90%	>95%	>95%	>95%	>95%
% Student meet or exceed – Math	Baseline[1]	+2%	+3%	+4%	+3%
% Students meet or exceed – Reading	Baseline	+2%	+3%	+4%	+3%
% Students meet or exceed – ELA	Baseline	+2%	+3%	+4%	+3%
% Students Basic or Above Science	Baseline	+2%	+3%	+4%	+3%
Note: [1] A baseline level of proficiency will be determined in year 1 based upon the End-of-Grade (EOG) test scores for the enrolled population.					
AYP	The school will meet AYP.				
Diagnostic Tests	During the life of the Charter, the school will demonstrate reasonable progress on diagnostic assessments in Reading, Language, and Mathematics Tests. Reasonable progress is defined as producing gains that are larger than comparable schools' gains. (schools within +/- 10% of the School's % "At Risk" and % Minority). Goal: Students will demonstrate continued increases in proficiency related to English Language arts, Math, and Science. Measures: Students in grades K-8 will take diagnostic tests three times per year. Each student will demonstrate progressive growth based on differences of scale scores between diagnostic assessments.				

High School (9-12)					
Academic Measure[1]	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**
Attendance	95%	95%	95%	95%	95%
Matriculation	>90%	>95%	>95%	>95%	>95%
English I EOC	Baseline[2]	+2%	+3%	+4%	+3%
Algebra I EOC	Baseline[2]	+2%	+3%	+4%	+3%
Biology EOC	Baseline[2]	+2%	+3%	+4%	+3%
Physical Science EOC	Baseline[2]	+2%	+3%	+4%	+3%
Civics & Economics EOC	Baseline[2]	+2%	+3%	+4%	+3%
US History EOC	Baseline[2]	+2%	+3%	+4%	+3%
Notes: [1] Percentage of students' scores at or above grade level [2] A baseline proficiency will be set year 1, based on the End-of-Grade (EOG) test scores for the enrolled population					

School Designation	The School will achieve a minimum designation of 'School of Distinction' starting year 2 and will achieve the designation of 'School of Excellence' by year 5
AYP	The School will make every effort to achieve AYP as outlined in NCLB
SAT Participation	Beginning the first year that The School has a senior class, it will have at least 80% of its students participate in the SAT
Graduation	The School will achieve a high school graduation rate of at least 90% for its first graduating cohort (the Class of 2020).

4.   Entrance and exit requirements as well as graduation requirements (if the school is to be high school).

Entrance Requirements
Any student that is qualified to enter a North Carolina public school pursuant to N.C. Gen. Stat.1150-364(a) is qualified for admission to The School. The School, consistent with the applicable state requirements, will ensure that students master the necessary goals and objectives to succeed in the future grade levels, prepare for high school graduation, and ensure readiness for college and career.

Exit Requirements
The School will meet and exceed the North Carolina Promotion and Retention Policies to include:

        a)   Kindergarten students must meet the minimum Kindergarten NC Essential and the Common Core State Standards (depending on the year of adoption) in Language Arts and mathematics by receiving a grade of "Outstanding" or "Satisfactory".

        b)   Grades one through five: students must receive a passing grade of "D" or higher in Reading, Math, English, Social Studies, and Science. A mandatory retention following third grade will be required for students not meeting the mastery levels in reading. A mandatory retention following fifth grade will be required for students not meeting the mastery levels in mathematics. Credit recovery opportunities will be provided for students in fifth grade not meeting mastery requirements in math. These credit recovery options will include virtual school opportunities to ensure our students are adequately prepared for success in Algebra.

        c)   Grades six through eight: students must receive a passing grade of "D" or higher in Reading, Math, English, Social Studies, and Science. A mandatory retention following eighth grade will be required for students not meeting the mastery levels in reading and mathematics. Credit recovery opportunities will be provided for students in sixth grade not meeting mastery requirements in math. These credit recovery options will include virtual school opportunities to ensure our students are adequately prepared for success in Algebra.

Graduation Requirements
The School sets high expectation for all students and seeks graduation and post-secondary opportunities for all students. School administration, guidance counselors, and faculty will work

together with students to ensure each student is enrolled in the courses that he or she needs to reach his/her graduation goals.

Any provision in the North Carolina attendance policy which impacts promotion/ retention will be followed when reaching a final decision on a student's grade placement. Because CSUSA's Student Information System and online Personalized Learning Plans are readily available to parents, constant communication will occur throughout the academic school year with this general timeline:

- October – January: Teacher will indicate concern to parents and initiate documentation of academic performance.
- Early March: Teacher will notify administrator if any alternative grade placement is being considered. The Student Intervention Team may be convened by administrator. Parents receive written notification of possible retention.
- Early April: If placement or retention is still being considered, parents are notified by this time and commitment to the decision secured.
- May – June: Decision on placement or retention is made by the teacher and administrator and student grade placement or retention is completed.

The School will adopt North Carolina graduation requirements for high school students, as outlined;

High School Graduation Requirements

From the time you enter kindergarten, you're getting ready for high school graduation.

To make sure you stay on track for a high school diploma, please remember that every high school student must meet state course and credit requirements in addition to any local requirements. To view the state course and credit requirements, look in the colored blocks below for the section that matches when you entered ninth grade for the first time.

Your school counselor is available to answer any questions you may have about what you need to reach your goal of high school graduation.

CONTENT AREA	For Ninth Graders Entering Between 2000 – 2008-09			For some Ninth Graders with Cognitive Disabilities 2000 –>	For Ninth Graders Entering in 2009 – 2011-12	For Ninth Graders Entering in 2012-13 and Later
	CAREER PREP Course of Study Requirements	COLLEGE TECH PREP* Course of Study Requirements	COLLEGE/ UNIVERSITY PREP Course of Study Requirements (UNC 4-yr college)	OCCUPATIONAL Course of Study Requirements (Selected IEP students excluded from EOC Proficiency Level requirements)	FUTURE-READY CORE	FUTURE-READY CORE
English	**4 Credits** I, II, III, IV	**4 Credits** I, II, III, IV	**4 Credits** I, II, III, IV	**4 Credits** Occupational English I, II, III, IV	**4 Credits** I, II, III, IV *Effective with the 10th Grade class of 2011-12 English I, II, III, IV or a designated combination of 4 courses*	**4 Credits** I, II, III, IV or a designated combination of 4 courses
Mathematics	**3 Credits** Including Algebra I *This requirement can be met with Integrated Math I & II when accompanied with the Algebra I EOC.*	**3 Credits*** Algebra I, Geometry, Algebra II, **OR** Algebra I, Technical Math I & II, **OR** Integrated Mathematics I, II, & III	**4 Credits** Algebra I, Algebra II, Geometry, and higher level math course with Algebra II as prerequisite **OR** Integrated Mathematics I, II, III, and a credit beyond Integrated Mathematics III	**3 Credits** Occupational Mathematics I, II, III	**4 Credits** (Algebra I, Geometry, Algebra II) **OR** (Integrated Math I, II, III) 4th Math Course to be aligned with the student's post high school plans *A student, in rare instances, may be able to take an alternative math course sequence as outlined under State Board of Education policy. Please see your school counselor for more details.*	**4 Credits** (Algebra I, Geometry, Algebra II) **OR** (Integrated Math I, II, III) 4th Math Course to be aligned with the student's post high school plans *A student, in rare instances, may be able to take an alternative math course sequence as outlined under State Board of Education policy. Please see your school counselor for more details.*

Science	**3 Credits** A physical science course, Biology, Environmental Science	**3 Credits** A physical science course, Biology, Environmental Science	**2 Credits** Life Skills Science I, II	**3 Credits** A physical science course, Biology, Earth/ Environmental Science	**3 Credits** A physical science course, Biology, Earth/ Environmental Science	**3 Credits** A physical science course, Biology, Earth/ Environmental Science
Social Studies	**4 Credits** Civics and Economics, World History****, US History I and II **OR** AP US History******, additional social studies course*****	**3 Credits** Civics and Economics, US History, World History****	**2 Credits** Social Studies I (Government/ US History) Social Studies II (Self-Advocacy/ Problem Solving)	**3 Credits** Civics and Economics, US History, World History**** *(2 courses to meet UNC minimum admission requirements - US History & 1 elective)*	**3 Credits** Civics and Economics, US History, World History****	**3 Credits** Civics and Economics, US History, World History****
World Languages	Not required for high school graduation. A two-credit minimum is required for admission to a university in the UNC system.	Not required for high school graduation. A two-credit minimum is required for admission to a university in the UNC system.	Not required	**2 Credits** in the same language	Not required*	Not required
Health and Physical Education	**1 Credit** Health/Physical Education	**1 Credit** Health/Physical Education	**1 Credit** Health/Physical Education	**1 Credit** Health/Physical Education	**1 Credit** Health/Physical Education	**1 Credit** Health/Physical Education
Electives or other requirements*	**6 Credits required** **2 elective credits of any combination from either:** – Career and Technical Education (CTE) – Arts Education – World Languages **4 elective credits strongly recommended (four course concentration) from one of the following:** – Career and Technical Education (CTE) – JROTC – Arts Education (e.g. dance, music, theater arts, visual arts) – Any other subject area (e.g. social studies, science, mathematics, English)	**6 Credits required** **2 elective credits of any combination from either:** – Career and Technical Education (CTE) – Arts Education – World Languages **4 elective credits strongly recommended (four course concentration) from one of the following:** – Career and Technical Education (CTE) – JROTC – Arts Education (e.g. dance, music, theater arts, visual arts) – Any other subject area (e.g. social studies, science, mathematics, English)	**Occupational Preparation:** **6 Credits** Occupational Preparation I, II, III, IV** Elective credits/ completion of IEP objectives/Career Portfolio required	**3 Elective Credits** and other credits designated by LEA	**2 Elective Credits** and other credits designated by LEA	**2 Elective Credits** and other credits designated by LEA

Career/Technical	**4 Credits in Career/Technical** Select courses appropriate for career pathway to include a second level (advanced) course; **OR**	**4 Credits** Select courses appropriate for career pathway to include a second level (advanced) course.	Not required	**4 Credits** Career/Technical Education electives		
JROTC	**4 Credits in JROTC; OR**					
Arts Education (Dance, Music, Theatre Arts, Visual Arts)	**4 Credits in an Arts Discipline** Select courses appropriate for an arts education pathway to include an advanced course. Recommended: at least one credit in an arts discipline and/or requirement by local decision (for students not taking an arts education pathway)	Recommended: at least one credit in an arts discipline and/or requirement by local decision	Recommended: at least one credit in an arts discipline and/or requirement by local decision	Recommended: at least one credit in an arts discipline and/or requirement by local decision		
Total	20 Credits plus any local requirements	20 Credits plus any local requirements	20 Credits plus any local requirements	22 Credits plus any local requirements	21 Credits plus any local requirements	22 Credits plus any local requirements

* A student pursuing a College Tech Prep course of study may also meet the requirements of a College/University course of study by completing two credits in the same second language and one additional unit in mathematics.

** Completion of 300 hours of school-based training, 240 hours of community-based training, and 360 hours of paid employment.

*** Examples of electives include JROTC and other courses that are of interest to the student.

**** Effective with ninth graders of 2003-04, World History must be taken to meet the requirements of World Studies.

***** A student who takes AP US History instead of taking US History I and US History II must also take an additional social studies course in order to meet the four credits requirement.

5. **The school calendar (must provide instruction for a minimum of 185 instructional days) (G.S.115C-238.29F(d)(1)) and how it coincides with the tenets of the proposed mission.**

New Teacher Induction	August 5-9
Professional Development and Preparation	August 12-16
First Day of School	August 18
Labor Day	September 2- School Holiday
Teacher Planning Day	October 21-Students do not report
Veteran's Day	November 11- School Holiday
Thanksgiving Break	November 28-29
Winter Break	December 23-January 1
Teacher Planning Day	January 21-Students do not report
School Holiday	January 20
Teacher Planning Day	
Teacher Planning Day	March 28-Students do not report
Spring Break	April 21-25
School Holiday	May 26

Last Day for Students	June 10
End of the Year Teacher Wrap Up	June 12
School Day Start/ End Time	Approximately 8:00 - 3:00
Hours in school day	Approximately 7 hours
Number of Instructional Minutes per day	Approximately 380
Number of Instructional School Days per year	185

6. **A concise description of any evaluation tool or test, if any, that the proposed charter school will use in addition to any state or federally mandated tests and how this data will be used to drive instruction and improve the curriculum over time for the benefit of students**

Listed below are measurement tools that will be used for assessment purposes. The assessment tools listed below do not limit the school from incorporating other measures that they might determine necessary to support the mission of the School.

Charter School USA administers assessments that mirror the state-mandated assessments in order to ensure adequate progress and preparation for every student.

- State Mandated Assessments – Students participate in the administration of the EOGs annually as well as all state mandated assessments.
- Criterion Referenced Performance tests are created based on EOG test specifications. Administration includes both pre- and post- testing measurements administered in the areas of reading, writing, science, and mathematics. These performance tests include weekly standards assessments and CSUSA Benchmark Tests.

- Weekly Standards Assessments include some objective based questions, that are used for quick check of content material as well as essay type questions that require critical thinking and writing skills. These assessments are aligned to the curriculum maps and measure mastery of standards included in the unit.
- CSUSA Writing Prompts will be administered regularly to measure progress in the four components of effective writing.
- Teacher made and curriculum based tests (including pre- and post- tests)
  - Project-Based Performance Tasks
- Inquiry Based Projects – Students participate in problem solving tasks, hands-on experiments, and other inquiry based projects described by Marzano as learning activities for Generating and Testing Hypothesis (Marzano, 2001)
- Real World Application – Teachers ensure deep understanding of standards by utilizing instructional strategies such as non-linguistic representations, cooperative learning, comparisons, and other strategies that ensure students apply knowledge to real world scenarios.
- Student Portfolios – Thematic Units of study with student work samples that focus on the development of reading, writing, and communication skills.

Ongoing Formative Practice Assessments
- Achievement of goals and objectives in the student's Personal Learning Plan.
- Quarterly progress summaries
- Running Records
- Oral Reading Fluency Checks
- Journals
- Teacher observations
- Anecdotal records of the student's performance
- Attitude inventories

7. **Provide an overview of the professional development needs associated with the mission and proposed instructional program. Be sure this discussion matches with the funding of the budget section**

Effective teachers who utilize multiple instructional strategies can provide their students an educational environment that focuses on innovative learning methods for application of what they have learned. To facilitate a broad understanding of high-yield research based instructional strategies CSUSA will provide the following professional development trainings:

Required Trainings	Other Offerings
New Teacher Induction: a two to five-day seminar depending on the needs of the teachers that includes instructional methods for data-driven instruction and research based classroom management and student motivation.	• Writing Effective Lesson Plans • Formalization of the Instructional Program • Development of a Comprehensive Assessment Plan • Collection and Interpretation of Student Performance and Achievement Data

Required Trainings	Other Offerings
Teacher Learning Communities- an on-going community for new teachers that include monthly meetings to review and enhance the teacher's knowledge of high-yield instructional strategies. Curriculum Cadre - teachers from the CSUSA network of schools meet to discuss innovative classroom strategies that support student achievement once a month, as well as to monitor the success of past strategies. Curriculum Mapping- although the process of curriculum mapping occurs throughout the school year, once a year teachers meet to discuss the notes they have taken throughout the year to see how they can improve the curriculum maps for each subject area. Master teachers then take this information to the classroom teachers to ensure that they have a successful next year by making them aware of any changes to the curriculum map. Data Analysis - staff development is provided to teachers to ensure that they are analyzing their students' data for maximum student achievement.	• Theory of Multiple Intelligences • Harry Wong: The Effective Teacher • Assessment and Evaluation • What Great Teachers Do Differently: 14 Things that Matter Most • Classroom Instruction that Works: 9 High-Yield Strategies • Six Traits of Effective Writers • Using Manipulatives in Math • Strategies for Successful Test Taking • CHAMPs: A Proactive and Positive Approach to Classroom Management (CHAMP: Conversation, Help, Activity, Movement, Participation) • "Best Practice" Strategies for the Classroom • Centers in the Classroom • Technology in the Classroom • The Interdisciplinary Curriculum • English for Speakers of Other Languages Regulations and Procedures • Exceptional Student Education Regulations and Procedures • Research-Based Innovative Learning Methods

Cabarrus Charter Academy's professional development program is essential to the school's continued growth, productivity and ability to retain talented employees. Short-term plans for projects, long term plans for the organization, career development plans for the employee and skill building for the immediate performance deficiencies, all are a part of professional development. In addition to what the Education Department and school leaders do in terms of professional development, the Human Resource Department at CSUSA will conduct a series of professional development programs to all employees.

With the on-going guidance and support of CSUSA's Education Team Cabarrus Charter Academy will develop a professional development calendar to include:

- Professional development during teacher planning week at faculty meetings
- Participation in the CSUSA curriculum cadres
- Strategic Professional Development trainings for targeted areas of improvement

8. **An explanation of how the school will provide assistance to students that are not performing at expected levels to ensure the continued progress of student growth. The applicant needs to define their "expected levels" of performance and delineate a plan accordingly**

Response to Intervention (RtI)
The School will identify and monitor the progress of students in need of expanded learning opportunities and remedial assistance, including the at-risk population. The school's RtI Method is a three-tiered instructional and assessment framework designed to address the learning needs of all students through progress monitoring, data analysis, support and intervention. The School will utilize a process based on the student's response to scientific, research-based intervention tools, consistent with the comprehensive evaluation procedures.

The School's RtI model provides high quality instruction and intervention matched to student needs, using learning rate over time and level of performance to inform instructional decisions. RtI involves the systematic use of assessment data to most efficiently allocate resources in order to improve learning levels of intensity for all students. This includes multiple tiers of evidence-based instruction service delivery, a problem-solving method designed to inform the development of interventions, and integrated data collection/assessment system to inform decisions at each tier of service delivery. Initial screening assessments are used to identify students who need additional learning opportunities and academic interventions in order to achieve required benchmarks. After the initial screening assessment, those students who are identified as low-performing or possess skill gaps will receive reading intervention in accordance with their tier level. This is in accordance with the Response to Instruction requirement of Individuals with Disabilities in Education Act 2004, which requires each school to identify whether appropriate instruction in reading has offered through the use of *North Carolina Standard Course of Study* (NCSCS).

The School's RtI model prepare struggling learners to prepare for the North Carolina End-of-Grade (EOG) Tests which are designed to measure student performance on the goals, objectives, and grade-level competencies specified in the NCSCS.

The School's Response to Intervention (RtI) correlates with the Cabarrus County Schools RtI plan, to ensure all students are educated using a guaranteed and viable curriculum to ensure learning gains.

TIER I – Core, Universal Academic and Behavior Support (Goal:100% of students achieve at high level) all students participate in general education learning that includes: universal screenings to target groups in need of specific instructional and/or behavioral support, implementation of the State Standards through a standards-based classroom structure, differentiation of instruction including flexible grouping, multiple means of learning, and demonstration of learning, progress monitoring of learning through multiple formative assessments, and positive behavior supports. Tier I: Effective if at least 80% are meeting benchmarks with access to Core/Universal Instruction.

TIER II – Targeted, Supplemental Interventions & Supports targeted students participate in

learning that is different by including: standard intervention protocol process for identifying and providing research based interventions based on student need, on-going progress monitoring to measure student response to intervention and guide decision-making aligned with the core academic and behavior curriculum. Tier II: Effective if at least 70-80% of students improve performance (i.e., gap is closing towards benchmark and/ or progress monitoring standards).

TIER III: Intensive, Individualized Interventions & Supports increased time, narrowed focus, reduced group size instruction and intervention based upon individual student need provided in addition to and aligned with Tier 1 & 2 academic and behavior instruction and supports, specialized programs, methodologies, or instructional deliveries, greater frequency of progress monitoring of student response to intervention(s). Tier III: Effective if there is progress (i.e., gap closing) toward benchmark and/or progress monitoring goals.

The School's curriculum resources for reading, mathematics, writing, and science are embedded with differentiated instructional lessons, strategies, and assessments that are associated with the Response to Intervention (RtI) Tier Model that support and prepare all learners for the North Carolina End-of-Grade Tests.

> **9.**   **Details in how the proposed charter plans to involve parents and community members within the school**

The recruitment, education, and involvement of the parents and community are vital to the success of Cabarrus Charter Academy. Cabarrus Charter Academy will make it a priority to see that parents and community members feel welcomed in development process and ongoing school operations and are viewed as essential to the success of the students, the school, and the broader community**.**

Parents
The School's strategy of Active and Meaningful Involvement is aimed at extending the School curriculum beyond the School walls. The success of the School is dependent upon the ability to involve parents in their children's education. A Comprehensive Parental Involvement Program and Family-School-Community partnership model will be developed for the School. Parental involvement includes attending school functions; attending conferences; helping children improve their school work through encouragement, providing study time and place, model behavior, and tutoring; serving as advocates for their children and school; volunteering in the School and community; and assuming an active decision-making role in their child's education (Maynard 1997).   The School will utilize the framework of Joyce Epstein. Epstein's model includes six types of cooperation between families, schools, and other community organizations: 1. Parenting; 2. Communicating; 3. Volunteering; 4. Learning at home; 5. Collaborating with the community; and, 6. Decision-making (Epstein, 1995; Epstein, 1997). The framework of six types of involvement helps educators develop more comprehensive programs of school-family-community partnerships. Although the School will use the framework of six types of involvement as a guide, parents, the governing board, and school staff will *choose* practices that will help achieve important goals and meet the needs of students and families.

All parents must sign a "contract" agreeing to volunteer a minimum of twenty (20) hours per school year. When two or more children from the same family are enrolled, parents shall be

required to volunteer a total of thirty (30) hours per school year. Parents are given access to the Student Information System allowing them to track their volunteer hours. To ensure that all parents and stakeholders understand the unique programming of CSUSA, parents and students are given thorough explanations of the curriculum, expectations, and requirements of Cabarrus Charter Academy prior to enrollment. This information is delivered through a variety of ways: open houses, published information, brochures, online applications and, website question/answer modules. After enrollment and the start of school, parents continue to have flexibility to monitor their child's progress online and/or through parent conferences. Because the School follows a continuous improvement model, parents have real time access to their child's progress.

Parental involvement is also fostered through access to information and communication provided by the Student Information System. Parents receive real-time updates on their child's status and are able to engage in two-way communication with school administrators and teachers. This online access informs them, via a controlled access password, of their child's class work, test grades and weekly progress of the standards. Parents have significant information provided to them to schedule a conference, asks questions, or just be aware of their child's academic achievement.

Parent/Teacher Co-ops (PTC) will be established to provide an opportunity for parent and community input that can be used in the development of the School as well as programs. PTCs will be organized each school year at the School. The PTC shall be comprised of parents of enrolled students, administrators and teachers. Parental participation in the schools' operations and governance will be fostered by a parent's obligation between the parent, student, and School. Annual surveys will be distributed to parents to receive input for school improvement and satisfaction. Moreover, the Student Information System provides a parent portal that gives parents access to real time student data, and message boards for direct communication to teachers and administrators. This supports continual and meaningful parental involvement in each student's education. PTC representatives provide regular reports to the North Carolina Charter Educational Foundation.

In addition, a School Advisory Council will be established at the beginning of each school year, which shall be comprised of parents of currently enrolled students, administrators, and teachers. The School Advisory Council facilitates achievement of the mission of the schools and ensures they meet the needs of the children and community. The School Advisory Council will act as a link between school administration, teachers, and the school community to discuss school-based issues, bringing them together in an authentic role to make decisions which affect instruction and the delivery of programs.

Parents will be notified via routine postings regarding the time and place of The North Carolina Charter Educational Foundation meetings, and they will be invited to attend and participate. The School Principal and the EMO will be represented at the North Carolina Charter Educational Foundation meetings to discuss all issues pertaining to the management of the School. Issues to be discussed will include school finance, student achievement, benchmark results, institutional focus, personnel issues, facility issues, and/or ancillary services issues.

Community

Cabarrus Charter Academy will seek the assistance of community organizations to provide educational experiences to students outside of the classroom. Community partnerships will be an important way for the School to enrich students' learning experience and connect students to the resources available in their community.

Upon approval of this Charter Application, the School will work to develop community partnerships that are in the best interest of both the School and the community. These community partnerships will enhance the integration of public entities that are charged with the welfare of our children and increase the quality of services provided at the School. Examples of the type of partnerships we expect to develop include:

- Law Enforcement Agencies
- Other Public Safety Entities
- Health & Human Services Agencies
- Not-for-Profit Organizations with Child Focused Missions
- Youth Programs / Organizations (e.g. YMCA)
- Chambers of Commerce
- Local Businesses (e.g. United Way)

> **10. Describe how the school will meet the needs of gifted, at-risk children, English language learners by explaining the proposed school's process for identification and service of these students**

Gifted Education Program (Academically / Intellectually Gifted)

The School will provide a Free and Appropriate Public Education (FAPE) to those that are identified as Academically/Intellectually Gifted (AIG). The School ensures that student identification procedures for AIG are clear, equitable, and comprehensive and lead towards appropriate educational services. The School will ensure all identification, screening, parental involvement, and procedural safeguard requirements are followed in accordance with the North Carolina AIG Program as well as the Cabarrus Schools AIG plan. The school will follow a detailed process for student identification by implementing a three-step process that will recognize students who may need differentiated services:

Step 1:	Student search, teacher recommendation and data collection
Step 2:	Academically and Intellectually Gifted Program Team review and recognition of needs.
Step 3:	Placement in appropriate service options that match identified needs.

Screening Procedure

The School ensures consistency in implementation of screening, referral, and identification processes. The School's screening procedure will provide equal opportunity for all students using the following:

- Multiple criteria for decision-making including informal assessment such as benchmark assessments, state assessments, end of course and end of grade assessments
- Assessments that go beyond a narrowed conception of giftedness

- Reliable instruments/strategies for assessing giftedness,
- Appropriate instruments to be used with underserved populations, and
- Data which provide relevant information for instructional decision-making rather than labeling

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

Curriculum
Students who have been identified and qualify for AIG each have an Differentiated Educational Plan written every four educational phases (K-3, 4-5, 6-8, 9-12) which includes a statement of the present levels of educational performance of the child, a statement of goals, including measurable short-term instructional objectives, a statement of the specific services to be provided to the child, and appropriate objectives, criteria, and evaluation procedures and schedules for determining whether the objectives are being achieved. The School's Gifted Curriculum objectives are focused on developing cognitive, learning, research and reference, and metacognitive skills at each grade level, using principles of differentiation, in one or more of the following content areas: mathematics, science, language arts, social studies, foreign language, fine arts and vocational/technical education which are aligned to the North Carolina AIG Program as well as the Cabarrus Schools AIG plan.

Development of the Differentiated Educational Plan process will build parent/school relationships, provide a forum for discussing student needs beyond the general curriculum, facilitate changes in instruction and classes, and determine appropriate service options. The Differentiated Educational Plan measures growth by using EOG and EOC tests, portfolio assessments, expert reviews of products, off grade level assessments, performance assessments, attitudinal surveys, real-world behaviors, and writing samples throughout the year to determine if a goal has been met. Throughout the year, student progress will be recorded and reported to parents. If any revisions in the DEP are recommended, parents will be invited to a conference to update changes

At-Risk Students
Because Cabarrus Charter Academy will follow an inclusion model with all populations incorporated into general education classes, academic excellence will be the goal for all students.

Services will be provided for at-risk students that adhere to a least-restrictive environment model. Parents know they can be very involved with their child's education and teachers and staff receive professional development workshops on inclusion and providing for differentiation.

In addition to the RtI plan discussed in the instructional programing section, the School will also use the following supports and programs;

Comprehensive Intervention Reading Programs
Cabarrus Charter Academy will meet the individual needs of students who, based on diagnostic data, have been identified to have significant skill deficiencies and/or read two or more years

below grade level through additional instructional minutes using a research-based intervention program. Students will receive additional instruction in a small-group setting with more frequent progress monitoring to ensure accelerated progress toward grade level expectations. Some research-based programs that the teacher may utilize are: Reading Mastery (K-2); Early Success (K-2); Soar to Success (3 – 6) and Voyager Passport (K – 6); Elements of Vocabulary; Accelerated Reader; Study Island; Ticket to Read; Reading Plus; Words Their Way; Systematic Sequential Phonics and Ladders to Success.

Additional Learning Opportunities
Low performing students will be provided with additional instructional minutes to ensure adequate yearly progress and additional growth to reach grade level. Students in need of additional learning opportunities will be identified through the use of diagnostic assessments. Students who score below grade level will be given extra support to reach grade level within the classroom, such as small group setting and differentiated instruction, as well as support outside of the classroom.

Tutoring
When learning gains are not progressing at an agreed upon rate for all stakeholders, there are additional resources available. For students that require additional intervention, tutoring will also be available at the School. Teachers use a set curriculum in small group setting, targeted to students' skill deficiencies, as determined by diagnostic and formative data. Classroom teachers remain in continual contact with all stakeholders by updating the Personalized Learning Plans, using data derived from ongoing progress monitoring, Student Information System Narrative Report Cards, and benchmark testing results.

Additional Help
Homework and class-work help is offered during specific office hours throughout the week to assist students in need of extra practice. Teachers make themselves available during a time that is outside of the instructional block. This additional contact with the student is critical for those who need a structured practice environment, as well as continuous feedback throughout the learning process both at home and in school. Initiating and strengthening collaboration between school, home, and communities, provides the basis for support and reinforcement of student learning.

English Language Learners (ELL)
The mission of the School's program ELL is to prepare and successfully equip bilingual, bicultural, and bi-literate students to meet the needs of their global community. In order to support our ELL students, the school will equip them with targeted instructional support necessary for their academic success. We will use a structured English immersion methodology to fulfill this goal, as this strategy has been shown to demonstrate the best results with English language learners. In addition, our extended school day and school year will provide needed additional learning time for these students.

For parents whose English proficiency is also limited, we will make sure that all school information is translated using a document service company or a staff member fluent in a

particular language. The School will actively recruit staff members that are native speakers or fluent in the prevalent non- English languages of our student population.

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

If students are language-minority students, they will be scheduled to be administered four subtests (listening, speaking, reading, writing) of the State-identified English language proficiency test (ELP) within thirty (30) calendar days of enrollment and the parent must be notified. If a student is tested on the State-identified English language proficiency test and it is determined that the student is limited English proficient, the student must be tested annually according to SBE policy and federal No Child Left Behind policy. Parents of language minority students or limited English proficient students themselves cannot refuse testing.

Parents are allowed to waive ELL program services for one year at any time, but the child must still be assessed every year until scoring superior on all sections of the language test.

Once the assessment results are collected, an instructional plan for the students who qualify will be creating including the integration of scaffolding methods to address the ELL and set goals for achieving proficiency. As prescribed by law, intervention will be administered that facilitates growth in English mastery, while promoting content knowledge. The education team will assist the school in the tracking of individual student data through the Student Information System. The school will have the capability of disaggregating data by individual student, by individual class, by grade level and by school. It also offers teachers, parents, and students online web access to student data. Student achievement data will be included in each student's file and will make year-to-year evaluation and tracking of mastery of individualized instruction and support for growth in the target language.

Instruction
In order to promote both literacy and proficiency, the ELL program will provide English language development instruction that is age and grade appropriate and is tailored to the student's English proficiency level. The School's ELL program will be in a climate that promotes not only listening, speaking and reading, but also writing skills. ELL students will receive comprehensible instruction for the core curriculum so that they can make academic progress comparable to that of native English speakers as documented by individual and group data.

The School offers ELL students' instructional services through an English Immersion program mainstream/inclusion instructional delivery models. Instruction is supported through the use of ELL instructional strategies. In addition, the curriculum, textbooks and other instructional materials used by ELL students are comparable to those used by their non- ELL counterparts. Supplemental text and materials are also provided. This grading on the appropriate language development level, using a variety of instructional sources, provides optimal opportunity for promotion.

The School offers ELL instructional services through an English Immersion program of mainstream/inclusion instructional delivery models.

Mainstream/inclusion instruction provided to ELL students is equal in amount, sequence and scope to the instruction provided to the non-ELL students at the same grade levels, while also including specific accommodations and modifications to the curriculum. Instruction is supported through the use of ELL instructional strategies, such as but not limited to:

- Provide a climate of warmth and caring which nurtures a sense of comfort
- Teacher will use proximity control
- Establish a daily routine in the classroom and prepare the students for any changes
- Use as many of the senses (seeing, hearing, touching, smelling and tasting) as possible to present information to students
- Provide ESOL students guidelines for written work and homework assignments
- Provide alternative instruction whenever the class lessons are extremely difficult for the ELL student
- Arrange small discussion and talking activities that permit students to practice verbal skills
- Utilize oral techniques, such as cueing, modeling elicitation and chunking
- Utilize graphic organizers such as webbing and semantic maps
- Modify your lesson objectives according to the language level of the ELL student
- Use manipulatives to help students visualize the math concepts
- Allow students to use computational aids such as number lines, abacus, counters and computation charts
- Teach math concepts and computation procedures through games and kinesthetic activities
- Give practice in reading word problems by identifying the key words to determine the operation needed to solve the problem
- Utilize the cooperative learning approach in which the student is given the opportunity for peer instructions

In addition, the curriculum, textbooks and other instructional materials such as supplemental materials used by ELL students are comparable to those used by native English speakers. The School will also utilize State adopted language proficiency texts to enable teachers to instruct students on their current level of language proficiency. This allows teachers to assign grades in English/language arts, communication skills and reading/writing levels according to the language acquisition stage at which the student is operating. This grading on the appropriate language development levels, provides optimal opportunity for promotion using a variety of instructional sources, ELL students will work with their teachers on creating and maintaining a Personalized Learning Plan to track the students' progress.

The Personalized Learning Plan will be used to show the areas of success and growth that the student maintains. It further identifies the type of help needed to equip the student with the ability achieve high standards of proficiency and to comprehensively communication in English. In addition, all ELL students will be referred to Tier 2 of RtI, where the Intervention Team will meet to discuss interventions and strategies to support the ELL student continued academic

success. The ELL strategies will be documented in the teacher's lesson plan and in the student's Personalized Learning Plan and ELL folder. The effectiveness of these ELL strategies will be determined by the teachers' observations, student achievement and progress on EOG/EOC assessments, administrative classroom walk throughs, data summits, site visits, and fidelity checks.

11.   Discuss any proposed extra-curricular activities to be offered by the school and how these offerings match the over-all mission of the school

The School proposes the following extra-curricular activities:

Comprehensive Career Exploration through Community Partnerships
The School will work with partners such as the local technical colleges, career academies, chambers of commerce, and major local business and industry during and after-school to develop a comprehensive career exploration and planning experience for students with an emphasis on self-knowledge through personal and career exploration and investigation. The goal is to empower students to discover for themselves the relevance of self, education, and the world of employment.

Club and Activity Days
These are planned to foster the academic and social growth of the students. Clubs will be organized by interest of the teacher as well as the students. Concepts for clubs include: Ecology/Science, Peer Counseling, Math, Student Council, Art, Sign Language, Reading/Literature, Ambassadors, Robotics, Yearbook, and others as identified by stakeholders Interscholastic Competitions: As a component of the academic health of the students, an "exhibition" component of their daily academic program will be added to each subject area. The students will be required to participate in at least two of the academic games/exhibitions in one of the following areas: Social Studies and Literary Fair, Newspaper, Literary Magazine, Science Fair, Math Olympics, Spanish Games, Spelling Bee, and others as identified by stakeholders.

B.   SPECIAL EDUCATION (G.S.115C-106)
1.   Provide a clear and thorough explanation of the procedures the proposed charter will follow to insure compliance of the above laws. As part of this section, the plan should include how you will identify and meet the needs of your projected students (at-risk, gifted/talented, English language learners, and students with disabilities) in a manner that aligns with the overall curriculum, instructional approach, and mission.

Exceptional Children
The School's admission policy welcomes and encourages the enrollment of students of all learning profiles. The school's marketing strategy and materials will include a complete explanation that the school is a "tuition-free" public charter school that welcomes students with "exceptionalities," "disabilities," and "limited English proficiency." At the heart of the Education Model's design is analyzing data, sharing this data with parents and students, and then planning for progress leading to the success of each student. Each student's strengths and weaknesses and cumulative progress in attaining a year's worth of learning or more at a specific grade level is

tracked and reviewed with parents and students. The School will use the Personalized Learning Plan design that includes analyzing data, sharing this data with parents and students and then planning for progress leading to the success of each student.

The School will provide a Free and Appropriate Public Education (FAPE), including special education and related services, to all children with disabilities pursuant to the North Carolina Public Schools Policies Governing Services for Children with Disabilities and federal special education guidelines and regulations. The school will also act in accordance with the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act (Section 504) and the Americans with Disabilities Act (ADA) with respect to students with disabilities. The school will adhere to the Family Educational Rights and Privacy Act (FERPA) for all students.

The School will ensure to the maximum extent appropriate, students with disabilities will be educated in the least restrictive environment. The School will utilize a service delivery model of inclusion for exceptional children in order to support them in the least restrictive environment. The School believes that it is imperative that each student has the opportunity to learn and grow within their community so that they will be productive citizens upon graduation from the school. The School will employ or contract with the necessary personnel to provide related services, including, Vision, Speech and Language services, Occupational Therapy and Physical Therapy as required by the student's IEP. In providing for the educational needs of the exceptional student, the principal, exceptional children teacher and the general education teacher will utilize the regular school facilities, which are physically designed and adapted to meet the needs of exceptional students as required by the Americans with Disabilities Act (ADA) and IDEA. The IEP Team will determine the least restrictive environment and proper placement within the full continuum of services offered for students with special needs.

The School will also comply with Section 504 of the Rehabilitation Act of 1973 that states that no person with a disability can be excluded from or denied benefits of any program receiving federal financial assistance. A person is disabled within the definition of Section 504 if he or she has a mental or physical impairment, which substantially limits one or more of a person's major life activities. Section 504 requires that a school evaluate "any person who, because of a disability, needs or is believed to need special education or related services." If it is determined that a student is disabled under Section 504, the school must develop and implement the delivery of needed services and/or accommodations. The determination of what services and/or accommodations are needed must be made by a group of people knowledgeable about the student. An appropriate accommodation for an eligible student may consist of education in general classes with accommodations and program design to meet the student's needs.

As mandated by the IDEA and state rules and regulations, when a student with a disability turns 14, his or her IEP will contain the necessary transition components to facilitate the student's movement from school to post-school activities.

The School will include among its staff, licensed teachers who will participate in staff development opportunities with the state to ensure that guidelines and procedures established are implemented and followed.

Appropriately licensed teachers will serve students meeting the eligibility criteria for special education in our educational program, as specified in the students' Individualized Education Program (IEP). Based on the enrollment of exceptional children, The School will hire and train the appropriate number of teachers/para-professionals, to ensure adherence to the Federal and state guidelines for class size and caseload, to ensure all necessary IEP services are being implemented.

The School will also participate in the necessary training provided for data systems, compliance, reporting, and implementation of necessary exceptional children services.
The School's will develop and oversee annual strategic plan for exceptional children services that includes (l) how students will be identified and evaluated for exceptionalities, (2) the procedures for developing and implementing IEPs, (3) how students with exceptionalities will be integrated in the school's instruction and culture, and (4) specific procedures and expectations for including parents and other stakeholders in the process of delivering special services. Further, the ESE Director/Specialist's lead responsibilities will include assembling IEP Team, coordinating the meeting and activities of the IEP Team, coordinating staff professional development regarding the delivery of special services, encouraging the participation of stakeholders such as regular education teachers, parents, and administrators in decisions about a student's exceptionality, ensuring delivery of IEP services, and ensuring compliance with all reporting and documenting requirements.

Exceptional Children Teachers will be responsible for directly providing services for exceptional student in the classroom, interacting with the regular education teacher to optimize the inclusion of exceptional students in regular classroom activities, and reviewing lesson plans and strategizing ways to integrate special services seamlessly into classroom activities.

Exceptional Education Eligibility
The school is aware that exceptional children must be evaluated in accordance with NC 1503-3 through NC 1503-5. A student may not be given special instruction or services as an exceptional child until after he or she has been properly evaluated, classified, and placed in the manner prescribed by rules of the State Board of Education. The parent of an exceptional student evaluated and placed or denied placement in a program of special education shall be notified of each such evaluation and placement or denial.

The School is aware that general education activities and interventions are required prior to referral. When general education interventions have been implemented, with indications that a student should be considered for exceptional children eligibility, a group of qualified personnel must consider if the nature or severity of the student's areas of concern makes the general education intervention procedures unsuitable in addressing the immediate needs of the student.

Written procedural safeguards for students with disabilities shall be given in the native language of the parent(s), unless it is not feasible to do so, in order to notify, to make aware, and/or to offer consent for any individually administered evaluation/reevaluation; any meeting scheduled to discuss eligibility and/or placement; any time a due process hearing is filed; announcements of all Individual Educational Plan (IEP) meetings; all meetings to discuss transition planning; all

dismissal meetings; and any time there may be doubt or question as to procedural policy. If the native language of the parent(s) is not a written language, the explanation of the notice must be given orally or in a manner of communication the parent(s) will understand.

School personnel will ensure the parent(s) has understood the information. They will also collect written documentation that this requirement has been met. Federal and state laws regarding the protection of both the rights of the student and the rights of the parent(s) including but not limited to the protection of rights related to notice, consent, independent evaluation, records, hearings, and appeals. Additionally, the parent(s) may examine all records of his/her child, receive explanations and interpretations of the educational records, receive copies of the records with the understanding that a fee may be charged for the copying of the records, and/or receive a copy of the evaluation report and any other documentation used to determine a child's eligibility for an exceptional student education program or used for assessment purposes.

IEP Team for each child must include the parent, a regular education teacher, a special education teacher, a qualified representative of the LEA, and an individual that can interpret the instructional implications of evaluation results. The IEP Team will determine a student's eligibility for services based on the results of the evaluation data. Placement of the student in student with disabilities services will be in the least restrictive environment. The IEP Team will:
- Make placement decisions and ensure that the individual instructional needs of the exceptional student are reflected in the student's IEP
- Review placement decisions annually at the IEP review meeting
- Ensure accurate placement occurs for the student based on that student's IEP and Free and Appropriate Public Education guidelines

Review and evaluate cumulative folders of all students coming from another state to determine their eligibility status for exceptional student educational services. Services will be provided through contracts with an appropriate agency if necessary or a school staff member will be employed having the appropriate certificate in that exceptionality.

Accountability
For accountability purposes, all students will participate in assessment procedures for students with disabilities. Appropriate accommodations will be in place based on the individual needs of each student to afford an accurate assessment.

Accountability for the learning of all students is the cornerstone of the School. The North Carolina End-of-Grade (EOG) Test and Alternate Assessments (NCEXTEND2 / NCEXTEND1) are used to measure the achievement of individual student on the NCSCS.

Students with disabilities are required to participate in state and district assessments for accountability purposes. The ESEA and the Individuals with Disabilities Act (IDEA) requires that students with disabilities participate in the statewide testing program and be offered appropriate accommodations in instruction and assessments. All determinations regarding participation in the statewide assessment program and need for accommodations must be documented in the student's IEP or Section 504 Plan.

Facilities

The School will utilize the regular school facilities and adapt them to the needs of exceptional children by adhering to Section 504, IDEA, and ADA to ensure that schools provide free and appropriate education within the least restricted environment. The School will implement the Universal design model, accommodating to the maximum extent possible for individuals with special needs. The School is aware that special education spaces should not be clustered or isolated in a single area of the building. While some special education functions clearly need to be adjacent or in proximity to one another, the balance will be dispersed throughout the school.

The design of the School will respect the distance student's travel throughout the building. The School's Universal design sanctions that school furniture should maximize comfort and minimize the potential for injury, eye fatigue, and distractions by being free of protrusions and having rounded edges and no glare surfaces. Likewise, pedestrian walks, bus circulation, car circulation, service deliveries, and parking should be physically separated. The clear delineation of these traffic patterns enhances everyone's safety. Pedestrian routes, including those to and from parking areas and bus loading and drop-off areas, will be supervised during school hours as well as well-lit during dark hours. Points of transition such as steps, ramps, intersections, and entry doors will meet all ADA requirements.

Extended School Year for Exceptional Children

Students with an IEP will be screened for extended school year services once annually as a component of the initial IEP review. The exceptional children teacher will coordinate the screening process for extended school year and will be responsible for all required documentation. Extended school year services will be offered at no cost to parents when students are deemed eligible for an extended school year as part of their IEP

> **C.   STUDENT CONDUCT AND DISCIPLINE (G.S.115C-238.29B(b)(12); G.S. 115C-238.29F(d)(4 and 5))**
>
> > **1.   Provide drafts, included in this section, of student handbooks and other policies governing student conduct and discipline. Include policies and procedures governing suspension and expulsion of students. Specifically address these policies with respect to exceptional children. Also describe how a parent could appeal the decision of a school administrator through a grievance process.**

For a draft of School's proposed student code of conduct please see Appendix B. Below is a description of the School's implementation procedures of the student code of conduct.

BEHAVIOR IMPROVEMENT PLAN (BIP): When the behavior(s) has reached a level of persistent disobedience or a student accumulates more than ten (10) suspension days in a semester, the teacher and/or principal shall schedule a meeting with the parents in order to implement a BIP. A BIP will take into consideration the cause of the inappropriate behavior, positive interventions that might be utilized to diminish the inappropriate behavior, positive interventions that might be utilized to diminish the inappropriate behavior and necessary consequences that will take place if the behavior continues. The BIP shall be signed by all parties and copies are made for the parent and kept in the student's file. If the disciplinary action

is related to unexcused tardies or absences and Attendance Corrective Action Plan (A-CAP) will be implemented.

When the act of misconduct disrupts the school environment, the resulting consequence issued by the school administration may include suspension of up to 10 school days, or other disciplinary interventions such as restitution, counseling and exclusion from school activities.

The School administration shall convene a meeting with the student, parents and others to develop or update an existing BIP in order to determine any additional intervention strategies and disciplinary action. The BIP shall be signed by all parties, and copies are made for the parent and kept in the student's file. The student will be granted a right to due process as described in the Due Process Procedures of this Code of Conduct.

Students will not be subject to long-term suspensions or expulsions from school solely for truancy or tardiness offenses and will not receive short-term suspension of more than two days for such offenses.

Students with Special Needs
Students who are served under IDEA (Special Education) or under Section 504 of the Rehabilitation Act of 1973 are entitled to certain additional rights in the area of discipline based upon their qualification for services under these federal laws. School administration along with the IEP team will determine whether the student's disciplinary infraction was a manifestation of an identified or not yet identified disability. With this determination, the school will apply the code of conduct with accommodations and ensure that the student continues to receive services outlined within the IEP.

Due Process Procedures
The following due process procedures only govern the suspension or the expulsion of a student from the school's regular education program. If a student charged with violation of this Student Code of Conduct has been returned to the regular school program pending a decision, then such action of reinstatement shall not limit or prejudice the school's right to suspend or expel the student following that decision.

A. Suspension of Ten (10) School Days or Less – As a general rule, prior to any suspension of the student, the principal and/or dean shall provide the student with an explanation of evidence.
1. The student will be informed of the charges against him/her, and, if the student denies the charges, the principal and/or dean shall provide the student with an explanation of the evidence.
2. The student shall be provided an opportunity to explain his/her version of the facts.

If a student's presence in school poses an immediate danger to persons or property or an ongoing threat of disruption to the educational process, the principal and/or dean may immediately suspend the student, and as soon thereafter as reasonable, provide the student with his/her due process rights as set forth in this section.

If, after providing the student with his/her due process rights, the principal and/or dean determine that the student has engaged in a prohibited act under this Student Code of Conduct, then he/she may impose a disciplinary penalty of a suspension not to exceed ten (10) days. The principal and/or dean, or his/her designees, shall inform (in person or by phone) the student's parent (in English and in the parent's primary language when readily available) of the suspension and of the reasons and conditions of the assignments and an opportunity to make-up exams. A decision to suspend a student for ten (10) or fewer school days is final and not subject to further review or appeal.

B. Suspension for Eleven (11) or More School Days and Expulsion
The principal shall serve as hearing officer for all long-term suspensions. The Board of Directors will hear all expulsions.
1. A parent shall be notified by the principal in writing (in English and in the parent's primary language when readily available) of the parents of the principal's intent to suspend or expel. The written notice shall:
   a. State the nature of the violation with reference to the provision of the Code of Conduct the student is alleged to have violated and the proposed consequence.
   b. Set forth the specific process for requesting a hearing outlining the number of days within which the hearing must be requested. Should a hearing be requested, the parent will be provided procedural rights for the hearing.
   c. The right to retain an attorney or an advocate of their choice and at their expense to represent the student in the hearing, right to review and obtain copies of the student's educational records prior to the hearing.
   d. Include what information will be included in the student's official record and the procedure for removal of this information.

The parent of the child shall be responsible for making arrangements for the child's educational needs during a long-term suspension and/or expulsion. Students who receive a long-term suspension may be offered alternative education services during the long-term suspension period. A decision by the principal to the suspend a student for more than ten (10) school days or not to offer alternative education services during such period, may be appealed by the parent in writing to the Board of Directors.

Miscellaneous Provisions
A. **Request for Readmission**
All students suspended for 365 days or expelled may, after 180 calendar days from the date of the beginning of the student's suspension or expulsion, request in writing readmission to the school

B. **Voluntary Agreements**
At any time, the principal or his/her designee may enter into a written contract with the student and his/her parent(s) setting forth the parties' agreement in settlement of disciplinary charges or restitution related to damage to or loss of school property. In such cases, the written agreement shall be final and binding and may not be later challenged by the principal or his/her designee or the student or his/her parent(s).

C. **Suspended/Expelled Students on School Property or Attending School Activities**
   A suspended or expelled student who enters onto school property or appears at a school activity, event or function without the permission of a building administrator shall be deemed to be trespassing.

D. **Maintaining Class Progress**
   When practical in the judgment of the principal, a student may be permitted to maintain progress during the disciplinary period.

Grievance Process

Parents may bring complaints to the leadership team of the School at any time. It is the responsibility of the leadership team to work to understand the concern. The School's policy holds that academic concerns are first discussed with the teacher. If the parent determines that the concern has not been adequately addressed, then the parent must make an appointment with a member of the School's administration. If after a discussion with administration and ample time is given to address the concern the parent has determined that the concern has not been addressed, the parent may contact CSUSA as well as the Foundation. After working to resolve the concern with CSUSA, the parent may also contact the School's authorizer if they have determined that their concern has not been adequately addressed. It is the desire of the school, the North Carolina Charter Educational Foundation, and CSUSA to create the best learning environment for each student, including working to resolve concerns parents have regarding their child's academic environment.

D. **TIMELINES**

   1. **Please create and describe a detailed start-up plan, identifying major tasks, timelines, and responsible individuals for accomplishing those tasks**

The implementation of Cabarrus Charter Academy will be managed by CSUSA who is a leader in the design and development of charter schools. CSUSA's team of project managers coordinates the creation, implementation, and adherence to school opening milestones and benchmarks. Progress in the development of the facility is a component of the project plan and project managers will work closely with the facility development team to ensure a timely completion of the facility. All project related schedules are tracked and accessible via the internet to ensure the most up-to-date information is available at all times. CSUSA will guide the project to successful completion by leading: weekly project reviews, benchmark/milestone tracking, contractor relations, and budget management.

The following model assumes a 14-month project cycle and opening in August 2013. A Certificate of Occupancy is planned for June 2013, which allows time for installation of furniture, classroom set-up, and open houses prior to school opening. Under no circumstance will students occupy the facility prior to the receipt of a Certificate of Occupancy. A model project timeline for an August 2013 school opening includes, but not be limited to, the following milestones/benchmarks. Each represents broad areas of activity. A detailed project plan will be built for each phase of the project. See Appendix C for example.

Period	Key Project Tasks / Milestones
5/12– 10/12	- Approval of Charter Application / Contract - Site Selected and contract executed - Management Agreement Executed - Site Review - Facilities – Use for Programs (e.g. Athletics, Sciences, etc.) - Site Plan – Ingress/Egress, Transportation, Fields, Parking, Signage - Zoning - Site Plan Approval - Land Development Permit - Construction Financing - Finalize Architectural Design
11/12 – 12/12	- Apply for General Building Permit - Land Development - Enrollment – Finalize School Budgets/Forecasts - General Community Awareness/Information Marketing
1/13 – 03/13	- Begin construction - RFP's for Vendors - Services - Furniture, Fixture, and Equipment listing (FF&E) - Technology - Direct Marketing for Student Enrollment - Community Activities - Open Enrollment Period - Identify Potential Leadership Candidates
04/13 – 06/13	- Facility Lease Executed - Construction (Ongoing) - Begin Faculty Hiring - Direct Marketing for Student Enrollment - Student Enrollment/Registration (Ongoing) - Complete Construction / Certificate of Occupancy
07/13 – 8/13	- Installation of FF&E - Staff Move-in - Teacher Professional Development "Open House" Sessions for Parents/Students - Student Enrollment/Registration (Ongoing) - First Day of School

VI. BUSINESS PLAN

A. PROJECTED STAFF: Provide a list of positions anticipated for the charter school;

Administration Staff	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
Principal	1.00	1.00	1.00	1.00	1.00
Assistant Principal	-	1.00	1.00	1.00	1.00
Dean of Students	1.00	1.00	1.00	1.00	1.00
Business Administrator	1.00	1.00	1.00	1.00	1.00
Administrative Assistant	1.00	1.00	2.00	2.00	2.00
Receptionist	1.00	1.00	1.00	1.00	1.00
Registrar/DPC	1.00	1.00	1.00	1.00	1.00
Guidance Counselor	1.00	1.00	1.00	2.00	2.00
Media Specialist	-	1.00	1.00	1.00	1.00
Media Assistant (Clerk)	1.00	1.00	1.00	1.00	1.00
Food Service-Director	1.00	1.00	1.00	1.00	1.00
Food Service	1.50	2.00	2.00	3.00	3.00
Before/Aftercare Director	1.00	1.00	1.00	1.00	1.00
Before/Aftercare	3.00	4.00	4.00	4.00	4.00
	14.50	**18.00**	**19.00**	**21.00**	**21.00**

Instruction Staff					
Teachers (K-5)	23.00	27.00	28.00	29.00	31.00
Teachers (6-12) (Math, Sci, SS, LA, Reading)	5.00	10.00	10.00	25.00	35.00
General Music / Chorus Teacher	1.00	2.00	2.00	3.00	4.00
Art Teacher	1.00	1.00	2.00	3.00	4.00
PE Teacher	1.00	2.00	2.00	3.00	4.00
Foreign Language Teacher	1.00	2.00	3.00	4.00	5.00
Technology Teacher	1.00	2.00	3.00	3.00	4.00
PE Aide	1.00	1.00	2.00	3.00	4.00
ELL/Co-Teacher	-				
ESE	2.00	3.00	4.00	4.00	5.00
Reading Specialist	1.00	1.00	1.00	1.00	1.00
Math Specialist	-				
Co-Teacher	1.00	2.00	3.00	3.00	4.00
Curriculum Resource Teacher	1.00	2.00	4.00	5.00	5.00
	39.00	**55.00**	**64.00**	**86.00**	**106.00**

| **TOTAL Staffing** | **53.50** | **73.00** | **83.00** | **107.00** | **127.00** |

1.   Discuss how the school will develop, mentor, retain, and evaluate staff in a format that matches the school's mission and educational program. Please include a timeline, steps to be taken, and a lead contact

School's Professional Development
Employee development planning is almost universally recognized as a strategic tool for the school's continued growth, productivity and ability to retain valuable employees. Managing the school's development planning process is a current and on-going process. Short term plans for projects, long term plans for the school, career development plans for the employee and skill building for the immediate performance deficiencies are all a part of professional development. In addition to what the education team and school leaders do in terms of professional development, the Human Resources Department at CSUSA conducts a series of professional development programs for all employees.

CSUSA's professional developmental process has proven to be a great benefit to the school and to the individual employee success. The professional development available to all employees includes, but is not limited to the following:
- New Hire Orientation
- Employee Handbook
- Student Handbook
- Professional Seminars, Memberships and fees
- HR workshops given with the current trends of new hiring procedures, progressive discipline, EEO compliance, customer service, and non-harassment training.

With the on-going guidance and support of CSUSA's corporate staff, the school has developed a professional development calendar to include:
- Pre-school in service
- Staff development during teacher planning week at faculty meetings
- Participation in the CSUSA Curriculum Cadres

Setting Performance Expectations (Principals)
Performance expectations are communicated in August of each year in two ways:
- Criteria on Performance Evaluation Tool: All criteria that the Principal will be evaluated on are communicated in August. Given the range of responsibilities for which principals are accountable, the August communication ensures that specific expectations are set. The Foundation and CSUSA will clearly define what good performance looks like. Performance within each criterion is used to determine merit increases.

- Principal Goals: Cabarrus Charter Academy will have a Strategic Plan as well as a School Improvement Plan. School-wide goals are developed from these two documents. The Principal and the Vice-President of Education for CSUSA will jointly determine their personal goals. Goals are developed in 5 areas:
  1. Academics
  2. Operations
  3. School Culture
  4. Finance

5. Growth

Achievement of these goals are evaluated at the end of the year and linked to an incentive bonus.

Monitoring Performance and Providing Feedback
Performance is monitored throughout the year and feedback is provided to support continued improvements and high performance. Monitoring methods include:
- School site visits conducted semiannually
- Staff surveys conducted in November and April
- Parent survey conducted in November and April
- Monthly Principal meetings
- Monthly Principal reports
- Benchmark tests
- Regular conversations and visits with Regional Lead and members of the of the EMO Education team.

Performance Management – Teacher Evaluation Tool (to be used by Principal)
A formal evaluation is conducted at the end of the year. The following are the categories included in the principal evaluation tool. For each factor specific criteria has been identified in terms of what performance is expected.

Academic Excellence
- Guaranteed and viable curriculum
- Challenging goals and effective feedback
- Parent and Community involvement
- Safe and orderly environment
- Collegiality and professionalism
- Teacher level factors
- Technology

2.   Process to advertise for and employ members of the school

All individuals hired as teachers for Cabarrus Charter Academy are jointly employed by the school and CSUSA. The hiring, termination, and other related personnel actions are subject to review and approval by the North Carolina Charter Educational Foundation. Although employed by the school and CSUSA, the policies, procedures, and benefits offered by CSUSA will be controlling.

Recruitment
All employees must be committed to the high academic standards of the School. Faculty must have the ability to work cooperatively and collaboratively with fellow faculty, parents, community organizations, and the business community. Quality teaching requires energetic, creative, knowledgeable persons who possess a desire to make education exciting and make a difference within the educational experience of each student.

If students are to reach their maximum potential, having a quality teacher in every classroom is paramount. The North Carolina Educational Foundation, alongside with the EMO, is committed to recruiting, selecting, inducting and retaining highly effective teachers. It is recognized that hiring talented people who continue to develop skills and increase their value to the school and to students is critical to sustained school performance; we also recognize that high performing educators are the School's most important asset. The purpose of the employment procedures and policies is to recruit employees who behave in a way that is consistent with the organization's values and contribute to the school in a way that aligns with the organization's mission.

The No Child Left Behind Act of 2001 simplifies the process of identifying and hiring "highly qualified" teachers. CSUSA provides procedural guidelines and support that enhances the likelihood of recruiting highly effective staff. The comprehensive recruitment effort is focused on identifying certified teachers who come from diverse backgrounds and uses a system of intensive screening designed to hire the most qualified applicants.

Cabarrus Charter Academy, alongside CSUSA who will serve as the employer, is an equal opportunity employer and recruits quality staff throughout the year for job openings using a progressive and innovative recruiting plan. Recruitment will occur locally, state-wide, and nationally through various resources that include:
- Cabarrus Charter Academy's website
- CSUSA's website
- CSUSA Student Information System to advertise all vacant positions internally
- Employee Referral Program: produces a high volume of quality candidates who have a better understanding of the school's culture and position requirements resulting in lower turnover.
- Search Resume Databases and Scan Social Networks
- Job Fairs: Holds education job fairs to seek teaching professionals.
- College Recruiting: Identifies colleges and universities, both locally and nationally in order to attract and hire newly graduated teachers.
- On-line Job Posting Boards: Utilizes select educational and job recruitment websites sites to advertise teaching openings.
- Minority Organizations: Works closely with minority referring organizations to help ensure that the work force is reflective of the diverse community served.

CSUSA will work with The North Carolina Educational Foundation to manage job advertising, conduct applicant screening, and refer qualified applicants to the principal and administration to ensure the school's staffing needs are met.

Process consistency in the screening, interviewing and selecting employees is essential to the school's ability to recruit qualified staff. A consistent process ensures that all candidates are provided an equal opportunity to demonstrate and/or articulate their skills and abilities.

Prescreening
Prescreening questions are used to determine the basic qualifications in order for candidates to move to the screening and interviewing phases. This includes questions regarding performance at previous employment, reasons for terminations, certifications, good standing with North

Carolina Professional Standards, violations and convictions of ethics and/or crimes, and investigations and convictions related to crimes of moral turpitude.

Screening

Cabarrus Charter Academy, in collaboration with CSUSA, will employ a systematic approach to screen applicants to ensure final candidates meet the qualifications for the position. In an initial interview our screeners ask applicants compelling questions that focus on their abilities, skills and experiences. As the applicant pool is narrowed, successful applicants advance toward a more in-depth building-level interview with the Principal and/or interview team.

Selection

The selection process is informed by factors identified in applied psychology, such as interview structure and the phrasing of question prompts, and it draws on effective teacher research. Interview protocol focuses on job-related questions and thus is within the legal bounds of interviewing guidelines.

Selection Criteria

The following information is used to guide the process of paper screening applications, analyzing oral interviews, and teaching demonstrations:

Administrator/Principal: Responsible for the administration of the school

- Principal must have Educational Leadership Certification
- Educational Background- Degree in Education with appropriate school grade background; experience as an educational leader
- Teaching experience
- Knowledge of the needs of the School's population
- Ability to work with community agencies and resources
- Experience in working with school boards, board of directors, and advisory boards
- Experience in the start-up of a new school
- Skills in using technology as a tool for learning and monitoring student progress
- Knowledgeable of curriculum for appropriate grades of student body
- Motivated to establish innovative and creative learning programs
- Dedicated to providing supplementary programs to enhance student learning
- Committed to professional development programs for faculty and school concepts
- Ability to implement staff development and training
- Promoter of positive school climate
- Committed to enabling each student to reach his/her personal best

Assistant Principal: Responsible for assisting in the supervision of the school program and the curriculum

- Assistant Principal must have Educational Leadership Certification
- Responsible for assisting in the supervision of the school program and the curriculum
- Possesses similar qualities as designated for the Principal

Classroom Teachers
- Educational Background- Bachelor's Degree or higher in Education and/or area of specialization in the grades he/she is teaching
- Presents positive teaching evaluation history
- Displays exemplary personal presentation and interpersonal skills
- Demonstrates strong written and oral communication skills
- Literate in computer skills
- Demonstrates in-depth knowledge of subject area
- Understands various teaching methods and learning styles
- Ability to make learning exciting and interactive for students
- Committed to the academic development and character development of each student
- Displays enthusiasm, flexibility, and innovative techniques toward education
- Ability to work effectively with parents, students, resource personnel, and other school wide groups of individuals
- Engages in continual professional development seminars, presentations, and organizations
- Professional Certification/License

Interviews
The use of CSUSA's research-based interview protocol assists the interviewers from distinguishing promising teachers from those with less potential to be effective.

The interview process for hiring instructional staff uses a panel or team interview approach, assembled by the Principal. Final candidates progress to an interview with the Principal. The interview protocol asks teacher applicants about their past performance and experience. The interviewer or interview team uses an anchored rubric to evaluate applicants' responses.

Research-based data about the qualities of effective teachers and a well-structured interview provides a solid foundation for the teacher selection process. According to research, six quality indicators of teacher effectiveness ultimately influence student achievement. Since these quality indicators are explicitly linked to core qualities of effective teachers, our interview protocol uses research-informed questions that relate to the six core qualities inherent in effective teacher.

1) Prerequisites of Effective Teaching
- Verbal ability
- Content knowledge
- Education coursework
- Teacher certification
- Teacher experience

2) Teacher as a Person
- Caring
- Fairness and respect
- Interaction with students
- Enthusiasm

- Motivation
- Dedication to teaching
- Reflective practice

3) Classroom Management and Organization
- Classroom Management
- Organization
- Student Discipline

4) Planning for Instruction
- Importance of instruction
- Time allocation
- Teacher expectation
- Instructional planning

5) Instructional Delivery
- Instructional strategies
- Content and expectations
- Complexity
- Questioning
- Student engagement

6) Assessment
- Homework
- Monitoring of student progress
- Response to student needs and abilities

Hiring Qualifications

The North Carolina Charter Educational Foundation, in partnership with CSUSA, reserves the right to hire the most qualified instructional and non-instructional staff as evidenced by their education credentials, competencies and demonstrated abilities and expertise for the position.

Elementary and secondary teachers must hold a Bachelor's or higher Degree in Education or related discipline, demonstrate content area mastery, and be "highly qualified" in each core academic subject they teach. Core academic subjects are: Language Arts/Reading, English, Science, Mathematics, Civics and Government, Economics, History, Geography, Foreign Language, Art and Music. ESE and ELL teachers must be "highly qualified" in core subjects that they may teach to their students (through a state exam and hold a clear renewable license in the appropriate subject area through DPI. Therefore, the goal is to hire DPI licensed staff.

For educators who hold an advanced degree and are able to demonstrate successful completion of graduate work, additional compensation is provided. Additional pay incentives for verifiable work experience in a K-12 school system are also offered.

Teachers will hold a clear renewable license and meet the requirements of DPI.

Paraprofessionals with instructional support duties will meet guidelines of Section 1119 of the No Child Left Behind Act and ESEA. Substitute teachers will be required to meet local board policy concerning qualifications and training and be paid at a daily rate. All personnel will be in compliance with the Drug Free Public Work Force Act of 1990.

The North Carolina Charter Educational Foundation and/or CSUSA will not employ an individual to provide instructional services or to serve as a paraprofessional if the individual's professional certificate or license is suspended or revoked in North Carolina or any other state. The North Carolina Charter Educational Foundation and/or CSUSA may employ or contract with skilled selected non-certified personnel to provide instructional services or to assist faculty members as teacher's aides.

Offer of Employment and On-boarding Practices
Processes are in place to ensure hiring is consistent with all state and federal law and supports the school budgets. Approval processes are followed that include school requirements, human resources consistency, and financial accountability.

If the candidate successfully completes the pre-employment requirements and meets all the desired qualifications, an offer of employment will be extended. Every hired employee will sign an offer of employment. Staff will be hired "at will" on a year-to-year basis. Extensions of employment offers are recommended on an annual basis. All instructional personnel will be considered 10-month employees paid over a 12-month period. Instructional personnel will begin approximately two weeks prior to the start of school and work until about one week after the end of the school year.

Upon acceptance of the offer, a New Hire Packet is presented to the new employee. The packet includes the required payroll forms, such as I-9 (to be completed within 3 days of employment), W-2, state income tax form, Employee Handbook (and acknowledgement page), and information related to company-offered benefits. If qualified, insurance enrollment forms are provided to the employee.

All teachers are jointly employed by the North Carolina Charter Educational Foundation and CSUSA. The hiring of a teacher is subject to review and approval by the North Carolina Charter Educational Foundation.

3.   Procedures for grievance and/or termination

It is the North Carolina Charter Educational Foundation and CSUSA's purpose to provide an effective way for employees to bring problems concerning their well-being at work to the attention of management. Therefore, both an informal and formal grievance procedure has been established for the benefit and use of the employees.
When an employee believes a work condition or treatment is unjust, inequitable, a hindrance to effective operation or creates a problem; he or she is encouraged to discuss the condition or treatment with school administration. School policy provides for alternative lines of communication when the employee has such issues with his or her direct supervisor.

If the teacher or staff member feels he or she has been treated unfairly as a result of actions from the School's Administration, the employee can present a formal grievance with the CSUSA's Corporate Human Resources department. A further investigation will be conducted. CSUSA will report violations of Ethics or misconduct as required or deemed necessary.

Misunderstandings or conflicts can arise in any organization and should be resolved before serious problems develop. Most incidents resolve themselves without formal intervention. However, should a situation persist that the employee believes is detrimental to himself/herself, the North Carolina Charter Educational Foundation or CSUSA, the employee should follow the procedure described here for bringing the complaint to school administration and/or CSUSA's Human Resources department's attention.

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

Step 2:   The aggrieved employees are encouraged to request a meeting with CSUSA's Corporate Human Resources Department. CSUSA's Corporate Human Resources department will conduct an investigation and consider the facts and may review the matter with the aggrieved employee's supervisor.

4.   **Sample employment policies to be implemented by the proposed charter school**

All teachers at Cabarrus Charter Academy are jointly employed by the School and CSUSA. The hiring, termination, and other related personnel actions are subject to review and approval by the governing Board. Although employed by the School and CSUSA, the policies, procedures, and benefits offered by CSUSA will be controlling.

Hiring Policy
All teachers are jointly employed by the school and CSUSA. The hiring of a teacher is subject to review and approval of the governing Board. Prior to an interview, applicants are required to complete an Employment Application and a Release of Information. The Release of Information allows CSUSA to conduct a background check and verify the candidate's employment history.

The Foundation and CSUSA are equal opportunity employers and do not unlawfully discriminate in its employment practices. The hiring policy is to offer equal employment opportunity to all qualified employees without regard to race, color, creed, national origin, age, pregnancy, gender, marital status, sexual orientation, veteran status, non-job related disability or physical or mental handicap, or any other characteristic protected by law. Pursuant to all federal and state laws including Americans with Disabilities Act of 1990, Section 504 of the Rehabilitation Act of 1973, Fair Labor Standards Act, Equal Pay for Equal Work Act of 1963, Age Discrimination Act of 1963, Title VI and VII of the Civil Rights Act of 1964, Age Discrimination Act of 1967, Occupation and Health Act of 1970, Patsy T. Mink Equal Opportunity in Education Act, Vietnam Era and Special Disabled Veterans Readjustment Assistance of 1974, Worker's Compensation and Unemployment Compensation.

In order to provide equal employment and advancement opportunities to all individuals, employment decisions at CSUSA will be based on merit, qualifications, and abilities. CSUSA does not unlawfully discriminate in employment opportunities or practices on the basis of race, color, religion, sex, pregnancy, national origin, citizenship, age, veteran status, disability, or any other characteristic protected by law. CSUSA will not unlawfully discriminate against any qualified employee or applicant on the basis of a physical or mental disability. If you believe you have witnessed or experience any form of discrimination, or if you have questions concerning this policy, you should notify your supervisor/Administrator or Human Resources immediately.

If you believe it would be inappropriate to discuss the matter with your supervisor with whom you work, you may bypass that individual and report it directly to the next higher level of management. Reports will be investigated, and appropriate corrective action will be taken. Complaints will be handled confidentially, except as necessary for investigation and resolution. This policy prohibits retaliation, harassment or other adverse action being taken against you as a result of making a complaint of discrimination, assisting in an investigation, opposing discrimination or otherwise exercising rights protected by law.

Harassment in employment is prohibited, both in the workplace and off the premises, including at social activities conducted by the School. Human Resources have overall responsibility for this policy and maintain reporting and monitoring procedures. Employees' questions or concerns should be referred to Human Resources. Appropriate disciplinary action may be taken against any employee willfully violating this policy.

The Foundation and CSUSA reserve the right to dismiss employees "at will" but without being in violation of federal and state laws. The Foundation and CSUSA will serve as "at will" private employer(s) as outlined in the North Carolina Department of Labor website to mean: Employment at will means that unless there is a specific law to protect employees or there is an employment contract providing otherwise, then an employer can discharge an employee at the will of the employer for any reason or no reason at all, so long as it is not an illegal reason. It is the objective of the school and CSUSA to retain highly qualified employees, with a vested interest in their professional development. The success of our employees reflects the success of the school and the organization. As such, the North Carolina Charter Educational Foundation, alongside CSUSA, will have a progressive disciplinary process where areas for improvement are discussed, along with suggested actions for improvement. Employees are provided a reasonable amount of time for performance improvement. In cases where the administrator has demonstrated coaching and counseling, both verbally and in writing, and the employee's performance fits poorly with the School, termination procedures maybe initiated.

The School is committed to complying with all applicable provisions of the Americans with Disabilities Act ("ADA"). It is the School's policy not to discriminate against any qualified employee or applicant with regard to any terms or conditions of employment because of such individual's disability or perceived disability so long as the employee can perform the essential functions of the job. Consistent with this policy of nondiscrimination, the School will provide reasonable accommodations to a qualified individual with a disability, as defined by the ADA,

who has made the School aware of his or her disability, provided that such accommodation does not constitute an undue hardship on the School.

Background Verification Process

Upon selection, the candidate's education credentials will be verified by the administrative staff. The verification process includes checking for clearance of disciplinary actions. CSUSA will participate in the NASDTEC National Clearing House for state reciprocity to review and verify any disciplinary action reported prior to and during employment. Teaching certification will be verified through The NC Department of Public Instruction Licensure Section, 6365 Mail Service Center, Raleigh, NC 27699-6365.

Consistent with the Code of Ethics for North Carolina Educators, an individual whose certificate has been revoked, denied, or suspended will not be hired by The North Carolina Charter Educational Foundation and CSUSA to serve as a volunteer or be employed as an educator, paraprofessional, aide, or substitute teacher.

License Monitoring

Teachers' licensure status will be actively monitored throughout their career with The North Carolina Charter Educational Foundation and CSUSA. As a best practice, The North Carolina Charter Educational Foundation and CSUSA will maintain a file for every teacher (and staff member) and ensure that their license is current. Teachers who do not possess a current license will be separated from employment or action taken according to DPI until such license may become current. All teachers are jointly employed by The North Carolina Charter Educational Foundation and CSUSA. The termination of employment of a teacher is subject to review and approval by The North Carolina Charter Educational Foundation. It is the responsibility of The North Carolina Charter Educational Foundation and CSUSA to ensure teachers meet the requirements prior to employment and to ensure any conditional requirements are met by the educator within the required timeline. Non-renewable certificates and 5-year renewable requirements will be actively monitored for compliance by CSUSA Corporate Human Resources.

Criminal Background Check and Fingerprinting

The North Carolina Charter Educational Foundation and CSUSA will follow the protocol established for the screening of school employees and all vendors working in and around students, including all Board Members. The School will be responsible to arrange for background and fingerprinting services. This will include FBI fingerprinting and background check. As a condition for continued employment, every five years the staff of Cabarrus Charter Academy will be required to be fingerprinted and pass a criminal background check.

A Comprehensive criminal history background check includes both state and national criminal background checks and will be conducted on each applicant assigned to the Cabarrus Charter Academy. Minimum findings that warrant exclusion from entering the school include:
- Any felony conviction
- Any drug conviction
- Any crime against children
- Any sex-related conviction

CSUSA also asks legal questions on its employment application in relation to past felony convictions, probation, pleadings, and pending disciplinary actions. If a candidate misrepresents his/her application, the North Carolina Charter Educational Foundation and CSUSA reserve the right to end the hiring process or employment relationship. All teachers are jointly employed by the North Carolina Charter Educational Foundation and CSUSA. The hiring of a teacher is subject to review and approval by the North Carolina Charter Educational Foundation.

5.   Description, if the proposed charter school partners with an EMO, of the relationship that will exist between the charter school employees and the management company,

All individuals hired as teachers for Cabarrus Charter Academy are jointly employed by the school and CSUSA. The hiring, termination, and other related personnel actions are subject to review and approval by the governing Board. Although employed by the school and CSUSA, the policies, procedures, and benefits offered by CSUSA will be controlling.

B.   QUALIFICATIONS REQUIRED FOR INDIVIDUAL POSITIONS:
(G.S.115C-238.29F(e))

1.   List the qualifications and appropriate licenses that each position must have to perform the job function(s). Describe the plan to meet the licensure requirements for teachers and paraprofessionals as prescribed by state law and No Child Left Behind. If individuals have already been identified for specific positions, please provide their qualifications and/or resumes in the appendices.

Pursuant to 16 N.C.A.C. 06C .0304, North Carolina has two classifications of professional licenses. The North Carolina Education Foundation will only employ licensed teachers and requires certification for all instructional and administrative staff.

Before employing any teacher and with the teacher's prior written consent, the School will obtain from DPI and review a copy of the teacher's professional license. The School will assist its teachers in meeting the licensure requirements established by DPI and the SBE, including all programs and services required to obtain standards professional II licensure status.

The North Carolina Charter Educational Foundation may employ or contract with skilled selected non-certified personnel to provide instructional services or to assist faculty members as teacher's aides. The qualifications of teachers with or without certification must include an undergraduate major or minor or higher degree in the subject area they will teach, or direct subject-area teaching experience. In addition, teachers will demonstrate content mastery in the subject area they are teaching through a state exam, as well as demonstrate successful completion of graduate work, an undergraduate academic major or advanced certification/credentialing. School counselors as well as consultants hired for occupational therapy, physical therapy, speech language, and other services will meet licensure or certification requirements for the services that they provide.

Cabarrus Charter Academy's educators of core subject areas shall be certified in those subjects as defined in Section 1119 of the No Child Left Behind Act. Paraprofessionals with instructional support duties will meet guidelines of the Section 1119 of the No Child Left Behind Act and ESEA. It is the responsibility of The North Carolina Charter Educational Foundation, through its management agreement with CSUSA, to ensure the educators meet the requirements prior to employment and ensure any conditional requirements are met by the educator within the time required. Non-renewable certificates and 5 year renewable requirements will be monitored for compliance.

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

C. ENROLLMENT and BUSINESS PLAN (*GS 115C.238.29F(g)(1-7)*)

1. Provide a plan indicating how the school will reasonably reflect the 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-238.29F(g)(5)).*

Cabarrus Charter Academy will abide by charter school legislation G.S. 115C-238.29F(g)(1-7). Cabarrus School District reported the following demographic make-up of its students for 2011-2012.

- White 63%
- Hispanic 13%
- African-American 18%
- Asian 3%
- Multiracial 4%

Cabarrus Charter Academy is committed to enrolling a diverse student population and will implement the following community outreach in order to attract a student population that reflects a similar demographic composition.

2. Marketing to potential students and parents is vital to the survival of a charter school. 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.238.29F(g) (1-7) carefully. <u>Describe how the board will market the school to all populations (including various community ethnic groups, teachers and other employees, and the general public) to ensure that the school fully complies with the State Statute to mirror the diversity of the local education agency.</u>

Marketing strategies to announce the opening of the School will include, but not be limited to the following:

- Use of the local print media

- Direct mail postcards inviting parents to upcoming information sessions and links to website
- Toll-free number access to provide opportunity to ask questions about the school
- Participation in community events throughout the County
- Posting of information (in appropriate languages for the community) in local public areas such as public libraries, public housing, grocery stores, community centers and clubhouses, recreational fields and facilities, and others as identified by stakeholders
- Advertising in local magazines, free community publications, and others as identified
- Distribution of information to local businesses' human resources departments
- Outreach to local churches and places of worship
- Advertise Open House and Information Sessions in a variety of locations throughout the community, including door-to-door
- Production of marketing materials and school applications in languages other than English as needed to accommodate the needs of the community
- Availability of bilingual staff to answer questions
- A website with online applications in appropriate languages for the community
- Utilization of local cable advertisements
- Other strategies identified through the stakeholder input and collaborative development process

> **3.   In the following tables, please list for each year and grade level, the numbers of students that the school reasonably expects to enroll. In addition, please indicate any plans to increase the grade levels offered by the school over time and be sure these figures match those on the initial cover page. In describing your budgetary assumptions, explain the analysis utilized to project these specific enrollment figures. If your budget projections are lower than anticipated, how will the school adjust this budget and what is the determined break-even point for student enrollment?**

> **4.   Also, in narrative format, explain how your spending priorities align with the school's mission, curricular offerings, transportation plans, and professional development needs. Be able to depict in chart format and discuss in a narrative how the school will maintain a small, contingency reserve and operate using sound fiscal practices. As you construct the budget, include any and all documentation about cash on hand, bonds, real estate, or grants as part of this application package.**

The Foundation has agreed to contract with CSUSA to provide financial management services to the School. CSUSA has well established processes and procedures to ensure fiscal responsibility and sound internal controls. A financial policy manual will be approved by the North Carolina Charter Educational Foundation. The policy manual will include, at a minimum: establishment of a modified accrual accounting system, a chart of accounts that uses the same numbering system as DPI, internal controls that establish segregation of duties and authorization and processing of disbursements, establishment of a payroll system, and process for meeting DPI data reporting requirements.

The North Carolina Charter Educational Foundation shall adopt a comprehensive and balanced budget on an annual basis, which shall include all forms of revenue and all expenditures. The budget is prepared conservatively and with viability and sustainability of the charter school in mind. Any amendments to the budget require the approval of the North Carolina Charter Educational Foundation.

The spending priorities of the School are as follows:
- Personnel expenses
- Instructional Resources
- Facilities costs
- Furniture Fixture & Equipment lease payments
- All other operating expenses, excluding the management fee
- EMO Fee

The School will make available monthly financials, which will include a statement of revenues and expenditures prepared in accordance with generally accepted accounting principles. The financial reports will be audited on an annual basis by an independent auditing firm selected by the North Carolina Charter Educational Foundation. The annual audit will be completed and filed with the GCC and North Carolina Department of Public Instruction by October 31 following the completed fiscal year ending June of the same year.

The School will be responsible for the day-to-day financial management of the School. All accounting procedures will be performed using General Accounting Standards Board's (GASB) 34 guidelines and will be maintained in compliance with the guidelines set forth by the NC DPI. This includes reporting of financials in addition to payroll using the ISIS (AS400) Software. The School will also remit ADM (Average Daily Membership), ADA (Average Daily Attendance), E12 (Initial Enrollment) and MLD (Membership Last Day) reports to NC DPI every 20 days. In use of the Cash Management system, the School will operate within the FRD (Funds Requirement Dates) outlined in the cash calendar to request both State and Federal funding.

Monthly financial statements will also contain a comparison of actual results as compared to the approved budget. The North Carolina Charter Educational Foundation shall adopt on an annual basis a comprehensive budget, which shall include all forms of revenue and all expenditures, including (i) Total Revenues; (ii) Operating Expenses; (iii) Reserve Expenses, (iv) Audit Expenses and (v) Fund Balance with respect to the charter schools it governs. Amendments to the budget will require the approval of the North Carolina Charter Educational Foundation.

In addition to preparing a conservative budget, the North Carolina Charter Educational Foundation has a rigorous budget management process to ensure that the schools it governs achieve the desired positive financial results. The North Carolina Charter Educational Foundation will approach budget management as a three-part process: (1) financial statement preparation, (2) regular review of actual results, and (3) continuous forecasting of future results. The first part of the process is the preparation of the School's monthly financial statements. These financial statements are prepared on a monthly basis by the CSUSA accounting team and are distributed to both the school leadership and the North Carolina Charter Educational Foundation.

To supplement the financial statements, the CSUSA finance team provides monthly dashboard reports. The dashboard report summarizes the monthly activity of the School, compares the results to the budget, identifies significant budget variances, and provides recommendations where appropriate. On a quarterly basis, the dashboard reports are reviewed in a quarterly meeting that is attended by school leadership and the CSUSA finance and accounting teams. Any material items are presented to the North Carolina Charter Educational Foundation in a timely manner.

As budget variances arise and are managed, new forecasts are developed each month to ensure the schools stay on track financially throughout the year. These forecasts allow school leadership to make timely management decisions to ensure the financial health of the schools, and are presented to the North Carolina Charter Educational Foundation on a quarterly basis.

The School will employ a school-based Business Administrator or Bookkeeper who will act as a liaison to the EMO's Finance and Accounting Departments for human resource, payroll, and financial matters relating to cash collection and accounts payable. The Business Administrator or Bookkeeper, in addition to the Finance Department, will also work with the School Principal to ensure adherence to the North Carolina Charter Educational Foundation approved budget. Below is a summary of the finance and accounting functions that the Business Administrator or Bookkeeper will perform:

- Deposit funds received from food service sales, aftercare programs, and fundraising into proper bank accounts according to company policy
- Submit documentation for all receipts and disbursements made at the school level
- Follow up and collect returned checks from parents
- Prepare and submit purchase orders according to company policy
- Prepare and submit check requests to accounts payable
- Review and approve expenditure invoices with School Principal
- Maintain reconciliation of internal funds account

The EMO's financial management team consists of the following:
- Accounts Payable Coordinator: Pays approved expenditures for the School
- Staff Accountant: Prepares the monthly financial statements for the School
- Accounting Manager: Oversees the work of the Staff Accountant
- Controller: CPA; oversees the Accounting Department, Cash Management
- Budget Analyst: Prepares the schools' annual budgets; reviews the financial performance of the School on a monthly and quarterly basis, focusing on budget variances
- Director of Financial Planning and Analysis: Oversees the work of the Budget Analyst; conducts Quarterly Dashboard reviews with the accounting team and the school leadership.
- Vice President of Finance: Oversees the work of the Accounting Department, the Finance Department, and the school-based Business Administrators
- Chief Financial Officer: Oversees the financial functions of the Finance and Accounting Departments with the financial health of the organization as a primary focus.

Training for the School Principal and School Business Administrators will be provided by the Finance and Accounting Staff. On an annual basis, these school administrators will be required to attend the School's Summer Leadership Institute, which will include training on relevant subjects such as budgeting, financial management and human resources and educational best practices. In addition, ongoing training will be provided in the form of quarterly meetings, at a minimum, which will focus on current developments in industry best practices.

Accounting records will be stored in the EMO's accounting information system, utilizing the Microsoft Dynamics SL accounting software. Journal entries and the appropriate back up documentation will be maintained at the CSUSA corporate offices, in a secured environment. The financial records will be audited on an annual basis by an independent auditing firm selected by the North Carolina Charter Educational Foundation.

The planning costs for the school will be incorporated into and paid for as a component of the overall school development plan by the EMO. Costs of planning and development of the School will be recovered through the management fee collected in future years.

The budget as presented demonstrates that the school will have sufficient revenues to support the expenditures needed for successful operation of the school. These expenses include a provision for special education as detailed in the instructional expenses of the plan.

The capital needs of the school are presented in the capital expenditures portion of the budget in the amount of $861,510 in year 1 and include all Furniture and Fixtures and Technology items for the School.

The School recognizes the importance of maintaining a reserve fund. This fund is projected to grow to $2,343,185 by the end of year five.

PROJECTED ENROLLMENT 2013-14 through 2017-2018

IDENTIFY LEA FROM WHICH STUDENTS WILL PROBABLY COME

List LEA #1 – Cabarrus County Schools

List LEA #2 – _____

List LEA #3 – _____

GRADES		2013-2014			2014-2015			2015-2016			2016-2017			2017-2018		
		LEA 1	LEA 2	LEA 3	LEA 1	LEA 2	LEA 3	LEA 1	LEA 2	LEA 3	LEA 1	LEA 2	LEA 3	LEA 1	LEA 2	LEA 3
Kindergarten	K	120	—	—	120	—	—	120	—	—	120	—	—	120	—	—
First	1	92	—	—	115	—	—	115	—	—	115	—	—	115	—	—
Second	2	92	—	—	92	—	—	115	—	—	115	—	—	115	—	—
Third	3	69	—	—	92	—	—	92	—	—	115	—	—	115	—	—
Fourth	4	69	—	—	92	—	—	92	—	—	92	—	—	115	—	—
Fifth	5	69	—	—	92	—	—	92	—	—	92	—	—	115	—	—
Sixth	6	150	—	—	150	—	—	150	—	—	150	—	—	150	—	—

PROJECTED ENROLLMENT 2013-14 through 2017-2018 (continued)

	2013-2014 LEA 1	LEA 2	LEA 3	2014-2015 LEA 1	LEA 2	LEA 3	2015-2016 LEA 1	LEA 2	LEA 3	2016-2017 LEA 1	LEA 2	LEA 3	2017-2018 LEA 1	LEA 2	LEA 3
Seventh 7		—	—	150	—	—	150	—	—	150	—	—	150	—	—
Eighth 8		—	—	0	—	—	150	—	—	150	—	—	150	—	—
Ninth 9		—	—	0	—	—	0	—	—	300	—	—	300	—	—
Tenth 10		—	—	0	—	—	0	—	—	0	—	—	300	—	—
Eleventh 11		—	—	0	—	—	0	—	—	0	—	—	0	—	—
Twelfth 12		—	—	0	—	—	0	—	—	0	—	—	0	—	—
LEA Totals	661			903			1076			1399			1745		

Overall Total Enrollment

Budget: Revenue Projections 2013-14 through 2017-2018

INCOME: REVENUE PROJECTIONS	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
--State ADM Funds	$3,183,006	$4,348,342	$5,285,042	$7,008,967	$8,917,270
--Local Per Pupil Funds	$1,044,380	$1,426,740	$1,734,082	$2,299,721	$2,925,857
--Federal Funds	$	$	$	$	$
--Grants*	$	$	$	$	$
--Foundations*	$	$	$	$	$
--Private Funds*	$	$	$	$	$
--Other Funds*	$317,995	$443,104	$538,556	$668,383	$815,165
TOTAL INCOME	$4,545,380	$6,218,187	$7,557,679	$9,977,071	$12,658,292

*If you are depending on these sources of funding to balance your operating budget, please provide documentation, such as signed statements from donors, foundations, etc., on the availability of these funds.

Budget (continued): Revenue Projections 2013-14 through 2017-2018

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

See http://www.ncpublicschools.org/fbs/stats/index.html
(OR Click on: Agency Website: Division of Financial Services, Reports and Statistics, Statistical Data

The formula for figuring these allotments can be found in the Resource Guide.

Enrollment	661	903	1,076	1399	1745
Adjusted $ADM - Cabarrus County Schools	$ 4,493	$ 4,493	$ 4,583	$ 4,675	$ 4,768
Estimated Headcount - Special Needs	66.1	90.3	107.6	139.9	174.5
$/Headcount	$ 3,220	$ 3,220	$ 3,285	$ 3,350	$ 3,417
State ADM Funds	$ 3,183,006	$ 4,348,342	$ 5,285,042	$ 7,008,967	$ 8,917,270
Enrollment	661	903	1,076	1399	1745
$/ADM Local - Cabarrus County Schools	$ 1,580	$ 1,580	$ 1,612	$ 1,644	$ 1,677
Local Per Pupil Funds	$ 1,044,380	$ 1,426,740	$ 1,734,082	$ 2,299,721	$ 2,925,857

Budget (continued): Expenditure Projections 2013-14 through 2017-2018

MAY BE AMENDED AS THE NEEDS OF THE SCHOOL DICTATES.

BUDGET EXPENDITURE PROJECTIONS	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
PERSONNEL 2013-2014					
Total Wages and Related (53.5 staff count)	$ 1,751,432	$ 2,477,943	$ 2,859,259	$ 3,874,731	$ 4,831,283
Principal (1)	$ 90,000	$ 90,000	$ 91,800	$ 93,636	$ 95,509
Assistant Principal	$ -	$ 65,000	$ 66,300	$ 67,626	$ 68,979
Dean of Students (1)	$ 55,000	$ 55,000	$ 56,100	$ 57,222	$ 58,366
Business Administrator (1)	$ 45,000	$ 45,000	$ 45,900	$ 46,818	$ 47,754
Administrative Assistant (1)	$ 16,480	$ 16,480	$ 33,619	$ 34,292	$ 34,977
Receptionist (1)	$ 20,800	$ 20,800	$ 21,216	$ 21,640	$ 22,073
Registrar/DPC (1)	$ 26,000	$ 26,000	$ 26,520	$ 27,050	$ 27,591
Guidance Counselor (1)	$ 38,000	$ 38,000	$ 38,760	$ 79,070	$ 80,652
Media Specialist	$ -	$ 35,000	$ 35,700	$ 36,414	$ 37,142
Media Assistant (Clerk) (1)	$ 23,072	$ 23,072	$ 23,533	$ 24,004	$ 24,484
Food Service - Director (1)	$ 18,240	$ 18,240	$ 18,605	$ 18,977	$ 19,356
Food Service (1.5)	$ 10,800	$ 14,400	$ 14,688	$ 22,473	$ 22,922
Before/Aftercare - Director (1)	$ 18,240	$ 18,240	$ 18,605	$ 18,977	$ 19,356
Before/Aftercare (3)	$ 20,520	$ 27,360	$ 27,907	$ 28,465	$ 29,035
Teachers (38)	$ 1,273,000	$ 1,809,000	$ 2,118,540	$ 2,892,832	$ 3,626,148
PE Aide (1)	$ 16,720	$ 16,720	$ 34,109	$ 52,186	$ 70,974
Daily Subs	$ 45,600	$ 63,600	$ 72,000	$ 97,200	$ 121,200
Tutoring	$ 18,960	$ 23,280	$ 29,866	$ 29,866	$ 29,866
Stipends	$ 15,000	$ 15,000	$ 15,300	$ 15,606	$ 15,918
Bonus Pool for Schoolwide Incentives	$ -	$ 57,751	$ 70,191	$ 210,376	$ 378,980
Benefits (Health, Dental, etc)	$ 132,300	$ 187,600	$ 223,300	$ 300,000	$ 360,000
Workers Compensation	$ 10,509	$ 14,868	$ 17,156	$ 23,248	$ 28,988
Payroll Taxes (FICA, Med, State/Fed Unempl)	$ 175,143	$ 247,794	$ 285,926	$ 387,473	$ 483,128

Budget (continued): Expenditure Projections 2013-14 through 2017-2018

BUDGET EXPENDITURE PROJECTIONS	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
PROFESSIONAL SERVICES	$105,625	$379,159	$891,730	$1,177,388	$1,475,988
VENDOR SERVICES	$376,395	$442,275	$439,301	$680,037	$828,213
ADMINISTRATIVE EXPENSES	$48,480	$49,351	$50,973	$52,079	$53,296
INSTRUCTIONAL EXPENSES	$313,980	$240,265	$244,962	$467,708	$472,661
OPERATING EXPENSES	$506,500	$506,500	$516,510	$526,720	$537,135
RENT EXPENSE	$676,382	$924,013	$1,123,060	$1,489,390	$1,894,900
FIXED EXPENSES	$99,385	$107,855	$116,188	$130,274	$145,730
CAPITAL EXPENSES	$861,510	$199,051	$228,198	$197,170	$219,756
TOTALS	$5,057,640	$5,776,675	$7,050,562	$9,306,478	$11,331,343

BUDGET NARRATIVE: Please include additional information that showcases all assumptions for your budgetary calculations. For instance, you may start the first year with 10 teachers but plan to add 2 teachers each year. The increase may be seen in the budget; however, the specific assumptions are missing beyond the projected first year. Use this space to explain, in depth, your budget calculations for years 2 through 5.

The additional information that follows includes:

- School Design

- Staffing Matrix

- Technology Plan

- Summary of Key Assumptions

- Five Year Budget (Revenues and Expenses)

North Carolina Charter School
School Design

Students by Grade Budgeted Enrollment

	Year 1	Year 2	Year 3	Year 4	Year 5
Kindergarten	120	120	120	120	120
1st Grade	92	115	115	115	115
2nd Grade	92	92	115	115	115
3rd Grade	69	92	92	115	115
4th Grade	69	92	92	92	115
5th Grade	69	92	92	92	115
6th Grade	150	150	150	150	150
7th Grade	0	150	150	150	150
8th Grade	0	0	150	150	150
9th Grade	0	0	0	300	300
10th Grade	0	0	0	0	300
11th Grade	0	0	0	0	0
12th Grade	0	0	0	0	0
	661	**903**	**1076**	**1399**	**1745**

Total ESE:	66	90	108	140	175

Number of Classrooms

	Year 1	Year 2	Year 3	Year 4	Year 5
Kindergarten	6	6	6	6	6
1st Grade	4	5	5	5	5
2nd Grade	4	4	5	5	5
3rd Grade	3	4	4	5	5
4th Grade	3	4	4	4	5
5th Grade	3	4	4	4	5
6th Grade	6	6	6	6	6
7th Grade	0	6	6	6	6
8th Grade	0	0	6	6	6
9th Grade	0	0	0	12	12
10th Grade					12
11th Grade					
12th Grade					
	29	**39**	**46**	**59**	**73**

Student Teacher Ratio

	Year 1	Year 2	Year 3	Year 4	Year 5
Kindergarten	20	20	20	20	20
1st Grade	23	23	23	23	23
2nd Grade	23	23	23	23	23
3rd Grade	23	23	23	23	23
4th Grade	23	23	23	23	23
5th Grade	23	23	23	23	23
6th Grade	25	25	25	25	25
7th Grade	25	25	25	25	25
8th Grade	25	25	25	25	25
9th Grade	25	25	25	25	25
10th Grade	25	25	25	25	25
11th Grade	25	25	25	25	25
12th Grade	25	25	25	25	25

Staffing Matrix

Total Number of Students	661	903	1,076	1,399	1,745
Administration Staff	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
Principal	1.00	1.00	1.00	1.00	1.00
Assistant Principal	-	1.00	1.00	1.00	1.00
Dean of Students	1.00	1.00	1.00	1.00	1.00
Business Administrator	1.00	1.00	1.00	1.00	1.00
Administrative Assistant	1.00	1.00	2.00	2.00	2.00
Receptionist	1.00	1.00	1.00	1.00	1.00
Registrar/DPC	1.00	1.00	1.00	1.00	1.00
Guidance Counselor	1.00	1.00	1.00	2.00	2.00
Media Specialist	-	1.00	1.00	1.00	1.00
Media Assistant (Clerk)	1.00	1.00	1.00	1.00	1.00
Food Service-Director	1.00	1.00	1.00	1.00	1.00
Food Service	1.50	2.00	2.00	3.00	3.00
Before/Aftercare Director	1.00	1.00	1.00	1.00	1.00
Before/Aftercare	3.00	4.00	4.00	4.00	4.00
	14.50	**18.00**	**19.00**	**21.00**	**21.00**

Instruction Staff					
Teachers (K-5)	23.00	27.00	28.00	29.00	31.00
Teachers (6-12) (Math, Sci, SS, LA, Reading)	5.00	10.00	10.00	25.00	35.00
General Music / Chorus Teacher	1.00	2.00	2.00	3.00	4.00
Art Teacher	1.00	1.00	2.00	3.00	4.00
PE Teacher	1.00	2.00	2.00	3.00	4.00
Foreign Language Teacher	1.00	2.00	3.00	4.00	5.00
Technology Teacher	1.00	2.00	3.00	3.00	4.00
PE Aide	1.00	1.00	2.00	3.00	4.00
ESE	2.00	3.00	4.00	4.00	5.00
Reading Specialist	1.00	1.00	1.00	1.00	1.00
Co-Teacher	1.00	2.00	3.00	3.00	4.00
Curriculum Resource Teacher	1.00	2.00	4.00	5.00	5.00
	39.00	**55.00**	**64.00**	**86.00**	**106.00**
TOTAL Staffing	**53.50**	**73.00**	**83.00**	**107.00**	**127.00**

Technology Plan

teacher computers per room	1		cost of desktop	$ 750
student computers per room	5		cost of staff/admin laptop	$ 800
computer labs	2		cost of indiv. Printer	$ -
media lab computers	12		software cost per com.	$ 100
			cost of netbook/student laptop	$ 500
Media per Room includes:				
Smart board (plus installation)	1	$4,500		
Document Reader	1	$450		

Infrastructure includes:

						Classroom Misc includes:		
Wireless Access Points	16	$750	$	12,000				
Switches	4	$4,500	$	18,000		Headphones (5qty)	$	60
Firewall	1	$3,000	$	3,000		Clickers	$	1,550
Router	1	$2,000	$	2,000				
Servers	2	$6,000	$	12,000		Total:	$	1,610
Workgroup Printers	10	$1,000	$	10,000				
Lab Printers	4	$1,500	$	6,000				
Cabling & Power	440	$8	$	3,520				
UPS	4	$600	$	2,400				
Network Software			$	2,500				
Power	225	$18	$	4,050				
Phone system (100 users)	1	$40,000	$	40,000				
Individual printers for admin/staff	6	$250	$	1,500				
Lunch system package	1	$4,000	$	4,000				
AV system (replaces TVs)	1	$17,500	$	17,500				
AV production kit (morning announcements)	1	$6,000	$	6,000				
		Total	$	144,470				

	Year 1	Year 2	Year 3	Year 4	Year 5
Kindergarten	30	0	0	0	0
1st Grade	20	5	0	0	0
2nd Grade	20	0	5	0	0
3rd Grade	15	5	0	5	0
4th Grade	15	5	0	0	5
5th Grade	15	5	0	0	0
6th Grade	30	0	0	0	0
7th Grade	0	30	0	0	0
8th Grade	0	0	30	0	0
mobile labs	30	0	30	0	30
student laptop/netbook refresh	0	0	88	88	113
New student laptops/netbooks	**175**	**50**	**153**	**93**	**148**
computer labs	40	0	0	0	0
media	12	0	0	0	0
offices	12	0	0	0	0
spares	4	0	0	0	0
Desktop refresh	0	0	23	23	22
New desktops	**68**	**0**	**23**	**23**	**22**
Admin/teacher laptops	29	10	7	13	14
Admin/teacher laptop refresh	0	0	15	15	20
New laptops (teachers)	**29**	**10**	**22**	**28**	**34**
Total New Computers	**272**	**60**	**197**	**143**	**203**
Total Computers	**272**	**332**	**404**	**422**	**471**

	Year 1	Year 2	Year 3	Year 4	Year 5
Desktops	$ 51,000	$ -	$ 17,250	$ 17,250	$ 16,500
Laptops	$ 23,200	$ 8,000	$ 17,200	$ 22,000	$ 26,800
Student laptops/netbooks	$ 87,500	$ 25,000	$ 76,250	$ 46,250	$ 73,750
Media per Room	$ 113,850	$ 49,500	$ 34,650	$ 64,350	$ 69,300
Indiv. Printers	$ -	$ -	$ -	$ -	$ -
Software	$ 27,200	$ 10,700	$ 15,150	$ 20,200	$ -
Infrastructure	$ 144,470	$ 2,500	$ 6,000	$ 11,000	$ 11,000
Misc	$ 10,000	$ 10,000	$ 10,000	$ 10,000	$ 10,000
Classroom Misc	$ 46,690	$ -	$ -	$ -	$ -
Total	$ 503,910	$ 105,700	$ 176,500	$ 191,050	$ 207,350
Total Hardware	*$ 476,710*	*$ 95,000*	*$ 161,350*	*$ 170,850*	*$ 207,350*
Total Software	*$ 27,200*	*$ 10,700*	*$ 15,150*	*$ 20,200*	*$ -*

North Carolina Charter School
Summary

	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
	661	*903*	*1076*	*1399*	*1745*
North Carolina Charter School					
Total Revenue	$ 4,545,380	$ 6,218,187	$ 7,557,679	$ 9,977,071	$ 12,658,292
Operating Expenses (less Mgt Fee & Incr. Rent)	3,519,749	4,342,701	4,867,960	6,522,441	7,824,275
Management Fee	-	310,909	831,345	1,097,478	1,392,412
Percent of Revenue	*0%*	*5%*	*11%*	*11%*	*11%*
Rent/Lease	676,382	924,013	1,123,060	1,489,390	1,894,900
Debt Service & Capital Expenses	218,239	437,131	466,277	435,249	239,513
Cash Available	$ 131,011	$ 334,443	$ 603,481	$ 1,035,994	$ 2,343,185

	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
	661	*903*	*1076*	*1399*	*1745*
Key Assumptions:					
Per Student Revenue (inludes ESE)	$ 6,395	$ 6,395	$ 6,523	$ 6,654	$ 6,787
Revenue Inflation	0%	0%	2%	2%	2%
Compensation Inflation	0%	0%	2%	2%	2%
Expense Inflation	0%	0%	2%	2%	2%
Food Service Participation	58%	58%	58%	58%	58%
Transportation Ridership	0%	0%	0%	0%	0%
District Fee	0%	0%	0%	0%	0%
Facilities					
Cost of Facility	$ 676,382	$ 924,013	$ 1,123,060	$ 1,489,390	$ 1,894,900
Per student Cost	$ 1,023	$ 1,023	$ 1,044	$ 1,065	$ 1,086
Percent of ADM Revenue	16%	16%	16%	16%	16%
Square Footage	75,000				
Expense Details As A Percent of Total Revenues					
Compensation and benefits	46%	47%	45%	46%	45%
Professional services	2%	1%	1%	1%	1%
Vendor services	8%	7%	7%	7%	7%
Other operating expenses	1%	1%	1%	1%	0%
Instruction expense	7%	4%	3%	5%	4%
Fixed expenses	2%	2%	2%	1%	1%
Interest expense	1%	0%	0%	0%	0%
Provision for depreciation	5%	5%	5%	3%	2%
Provision for amortization	0%	0%	0%	0%	0%
Administrative	11%	8%	7%	5%	4%
Management fee	0%	5%	11%	11%	11%
Rent - incremental	15%	15%	15%	15%	15%
Rent - existing facility	0%	0%	0%	0%	0%

North Carolina Charter School
Detailed Income Statement
FY14 through FY18

	FY14	FY15	FY16	FY17	FY18
Total Number of Students Enrolled	661	903	1,076	1,399	1,745
Forcasted Average FTE per Student	$ 6,395	$ 6,395	$ 6,523	$ 6,654	$ 6,787
REVENUE:					
Government					
Per Pupil Allocation	4,014,524	5,484,289	6,665,689	8,839,967	11,246,789
Special Needs	212,862	290,793	353,434	468,721	596,338
Other Government	-	-	-	-	-
Total Government:	4,227,386	5,775,082	7,019,123	9,308,688	11,843,127
Before & Aftercare Revenue	95,184	132,633	161,204	167,943	178,471
Food Services	71,950	100,257	121,854	161,601	205,600
Free and Reduced Lunch (DOE reimbursement)	150,861	210,215	255,498	338,839	431,093
TOTAL REVENUE	**4,545,380**	**6,218,187**	**7,557,679**	**9,977,071**	**12,658,292**
EXPENSES:					
Administration Staff					
Principal	90,000	90,000	91,800	93,636	95,509
Assistant Principal	-	65,000	66,300	67,626	68,979
Dean of Students	55,000	55,000	56,100	57,222	58,366
Business Administrator	45,000	45,000	45,900	46,818	47,754
Administrative Assistant	16,480	16,480	33,619	34,292	34,977
Receptionist	20,800	20,800	21,216	21,640	22,073
Registrar/DPC	26,000	26,000	26,520	27,050	27,591
Guidance Counselor	38,000	38,000	38,760	79,070	80,652
Media Specialist	-	35,000	35,700	36,414	37,142
Media Assistant (Clerk)	23,072	23,072	23,533	24,004	24,484
Food Service - Director	18,240	18,240	18,605	18,977	19,356
Food Service	10,800	14,400	14,688	22,473	22,922
Before/Aftercare - Director	18,240	18,240	18,605	18,977	19,356
Before/Aftercare	20,520	27,360	27,907	28,465	29,035
	382,152	492,592	519,253	576,665	588,198
Instruction Staff					
Teachers (K-5)	770,500	904,500	956,760	1,010,749	1,102,065
Teachers (6-8) (Math, Sci, SS, LA, Reading)	167,500	335,000	341,700	871,335	1,244,266
General Music / Chorus Teacher	33,500	67,000	68,340	104,560	142,202
Art Teacher	33,500	33,500	68,340	104,560	142,202
PE Teacher	33,500	67,000	68,340	104,560	142,202
Foreign Language Teacher	33,500	67,000	102,510	139,414	177,752
Technology Teacher	33,500	67,000	102,510	104,560	142,202
PE Aide	16,720	16,720	34,109	52,186	70,974
ESE	67,000	100,500	136,680	139,414	177,752
Reading Specialist	33,500	33,500	34,170	34,853	35,550
Co-Teacher	33,500	67,000	102,510	104,560	142,202
Curriculum Resource Teacher	33,500	67,000	136,680	174,267	177,752
Daily Subs	45,600	63,600	72,000	97,200	121,200
	1,335,320	1,889,320	2,224,649	3,042,219	3,818,321
Tutoring	18,960	23,280	29,866	29,866	29,866
Stipends	15,000	15,000	15,300	15,606	15,918
Bonus Pool for Schoolwide Incentives	-	57,751	70,191	210,376	378,980
Benefits (Health, Dental, etc)					
Instructional Staff	105,300	154,000	185,600	258,000	318,000
Pupil Personnel Services Staff	2,700	2,800	2,900	6,000	6,000
Instructional Media Services Staff	2,700	5,600	5,800	6,000	6,000
School Administration Staff	16,200	19,600	23,200	24,000	24,000
Food Services Staff	2,700	2,800	2,900	3,000	3,000
Before & Aftercare Staff	2,700	2,800	2,900	3,000	3,000
	132,300	187,600	223,300	300,000	360,000
Workers Compensation					
Instructional Staff	8,216	11,912	14,040	19,788	25,459
Pupil Personnel Services Staff	228	228	233	474	484
Instructional Media Services Staff	138	348	355	363	370
School Administration Staff	1,520	1,910	2,049	2,090	2,131
Food Services Staff	174	196	200	249	254
Before & Aftercare Staff	233	274	279	285	290
	10,509	14,868	17,156	23,248	28,988
Payroll Taxes (FICA, Med, State/Fed Unempl)					
Instructional Staff	136,928	198,535	234,001	329,807	424,309
Pupil Personnel Services Staff	3,800	3,800	3,876	7,907	8,065
Instructional Media Services Staff	2,307	5,807	5,923	6,042	6,163
School Administration Staff	25,328	31,828	34,146	34,828	35,525
Food Services Staff	2,904	3,264	3,329	4,145	4,228
Before & Aftercare Staff	3,876	4,560	4,651	4,744	4,839
	175,143	247,794	285,926	387,473	483,128
Professional Services					
Legal Fees	5,000	5,000	5,100	5,202	5,306
Accounting Services - Independent Audit	-	15,000	15,300	15,606	15,918
Management Fee	-	310,909	831,345	1,097,478	1,392,412
Outside Staff Development Consulting Fees	8,000	8,000	8,160	8,323	8,490
Temporary Agency Fees	5,000	5,000	5,100	5,202	5,306
Professional Fees - Other	2,000	2,000	2,040	2,081	2,122
Marketing & Enrollment	82,625	30,250	21,625	40,375	43,250
Staff Recruitment	3,000	3,000	3,060	3,121	3,184
	105,625	379,159	891,730	1,177,388	1,475,988

North Carolina Charter School
Detailed Income Statement
FY14 through FY18

	FY14	FY15	FY16	FY17	FY18
Total Number of Students Enrolled	661	903	1,076	1,399	1,745
Forcasted Average FTE per Student	$ 6,395 $	6,395 $	6,523 $	6,654 $	6,787
Vendor Services					
Extra-Curricular Activity Events & Transportation	5,000	5,000	5,100	100,000	150,000
Contracted Food Service	179,945	245,825	292,922	380,853	475,045
Background / Finger Printing	500	500	510	520	531
Drug Testing Fees	500	500	510	520	531
Licenses & Permits	2,000	2,000	2,040	2,081	2,122
Bank Service Fees	3,500	3,500	3,570	3,641	3,714
Contracted Special ED non-instruction	7,500	7,500	7,650	7,803	7,959
Contracted Custodial Services	176,250	176,250	179,775	183,371	187,038
Contracted Security	1,200	1,200	1,224	1,248	1,273
	376,395	442,275	493,301	680,037	828,213
Administrative Expenses					
Travel/Auto	10,000	10,000	10,200	10,404	10,612
Airfare	500	500	510	520	531
Meals	3,000	3,000	3,060	3,121	3,184
Lodging	2,000	2,000	2,040	2,081	2,122
Business Expense - Other	5,000	5,000	5,100	5,202	5,306
Dues & Subscriptions	2,000	2,000	2,040	2,081	2,122
Printing	10,000	10,000	10,200	10,404	10,612
Office Supplies	10,793	11,084	11,517	11,776	12,070
Medical Supplies	1,200	1,200	1,224	1,248	1,273
In-house Food Service - Cost of Food	2,786	3,367	3,858	3,993	4,190
Food Service - Paper and Small wares	1,200	1,200	1,224	1,248	1,273
Bad Debt Expense	-	-	-	-	-
	48,480	49,351	50,973	52,079	53,296
Instruction Expense					
Textbooks & Reference Books	181,775	66,550	48,527	212,494	152,774
Consumable Instructional (Student)	66,100	90,300	109,752	145,552	185,181
Consumable Instructional (Teacher)	9,750	13,750	16,320	22,369	28,122
Library Books	20,000	20,000	10,000	7,500	5,000
Testing Materials	9,915	13,545	16,463	21,833	27,777
Contracted SPED Instruction	26,440	36,120	43,901	58,221	74,072
	313,980	240,265	244,962	467,968	472,926
Other Operating Expenses					
Telephone & Internet	50,000	50,000	51,000	52,020	53,060
Postage	3,500	3,500	3,570	3,641	3,714
Express Mail	2,000	2,000	2,040	2,081	2,122
Electricity	147,000	147,000	149,940	152,939	155,998
Water & Sewer	41,250	41,250	42,075	42,917	43,775
Waste Disposal	40,500	40,500	41,310	42,136	42,979
Pest Control	5,000	5,000	5,100	5,202	5,306
Maintenance & Cleaning Supplies	22,500	22,500	22,950	23,409	23,877
Building Repairs & Maintenance	176,250	176,250	179,775	183,371	187,038
Equipment Repairs & Maintenance	7,500	7,500	7,650	7,803	7,959
Software Licensing Fees	5,000	5,000	5,100	5,202	5,306
Miscellaneous Expenses	6,000	6,000	6,000	6,000	6,000
	506,500	506,500	516,510	526,720	537,135
Fixed Expense					
Rent	676,382	924,013	1,123,060	1,489,390	1,894,900
Office Equipment - Leasing Expense	20,000	20,000	20,400	20,808	21,224
Professional Liability & Property Insurance	79,385	87,855	95,788	109,466	124,506
	775,767	1,031,868	1,239,248	1,619,664	2,040,631
EXPENSES less Payroll	2,126,747	2,649,419	3,436,723	4,523,856	5,408,189
TOTAL OPERATING EXPENSES	4,196,130	5,577,624	6,822,364	9,109,309	11,111,588
Net Income/(Loss) before Financing and Depreciation	349,250	640,563	735,315	867,763	1,546,704
CAPITAL EXPENSES					
Capital Outlay (Capitalized)					
Computers Hardware	476,710	95,000	161,350	170,850	207,350
FF&E	357,600	93,351	51,698	6,120	12,406
Computers Software	27,200	10,700	15,150	20,200	-
TOTAL CAPITAL EXPENDITURES	861,510	199,051	228,198	197,170	219,756
Proceeds from Long Term Debt	861,510	-	-	-	-
Debt Repayments					
Repayment of Long-Term Debt (Princ)	182,525	208,874	219,560	230,793	19,675
Repayment of Long-Term Debt (Interest)	35,715	29,206	18,519	7,286	82
Depreciation and Amortization	239,490	293,394	362,566	259,504	295,868
NET CHANGE IN FUND BALANCE (Deprec add back)	131,011	203,432	269,038	432,513	1,307,190
RESTRICTED FUND BALANCE	-				
SURPLUS/(DEFICIT) - UNRESTRICTED FUND BALANCE	131,011	203,432	269,038	432,513	1,307,190
CUMULATIVE FUND BALANCE	131,011	334,443	603,481	1,035,994	2,343,185

5. WORKING CAPITAL and/or ASSETS

Cash on Hand	$0
Certificates of Deposit	$0
Bonds	$0
Real Estate	$0
Capital Equipment	$0
Motor Vehicles	$0
Other Assets	$0
TOTAL	$0

ADDITIONAL NOTES: The planning costs for the school will be incorporated into and paid for as a component of the overall school development plan by the EMO. See Appendix D for EMO letter of support.

D. SCHOOL AUDITS:

1. PROGRAM AUDITS: GS 115C-238.29B(b)(6) Describe the procedure and method for evaluating the overall effectiveness of the proposed charter school program as related to the mission of the school.

While the North Carolina Charter Educational Foundation intends to partner with an EMO, the North Carolina Charter Educational Foundation, as the charter holder, is ultimately responsible for the overall effectiveness of the proposed charter school program. The use of student assessment and performance data is vital to determining whether students are on track to make at least one year's worth of learning gains. The Education Model the School will implement is a continuous improvement process that is not only used to improve student learning and achievement, but also to evaluate and inform instruction. The data-driven cycle of assessment, analysis, and action, which is indispensable for increasing student achievement, is deeply embedded in the school's culture and is a top priority for school-wide improvement. Proper assessment verifies that students have successfully acquired crucial skills and knowledge. Assessment of student performance in core academic areas will be achieved in various ways, depending on the subject area. Listed below are measurement tools that will be used for assessment purposes. The assessment tools listed below do not limit the School from incorporating other measures that may be determined necessary. All elements of progress monitoring will be shared with parents through the Narrative Report Card and data conferences. This connection between home and school will enhance students' ability to achieve annual progress.

In addition to the assessment methods described below, the Foundation will actively monitor the learning environment of the school by surveying its most important stakeholders. Via semiannual parent, student, and staff surveys, the Foundation will provide parents, students, teachers and administrators the opportunity to provide feedback on the school academic environment and school culture.

Benchmark Tests

Benchmarks for improved student academic performance will be identified using various standardized testing regimens taken at different time intervals throughout the year. Benchmarks and student academic achievement gains will be based on the CSUSA Benchmark Tests. For students entering the School from another public school, past test results and cumulative records will be requested from the previous school to provide baseline data and student academic levels. The first administration of the CSUSA Benchmark Tests will identify initial student benchmarks as well as the areas where growth is necessary. Continual monitoring of student achievement data will be provided by administering the CSUSA Benchmark Tests at least three times during the school year. These exams should be openly discussed with students in order for them to understand what they have successfully mastered as well as what they need to improve. The CSUSA Education Team will assist the school in compiling this student assessment data by individual student, by individual skill, by class and by grade level. This will give the school administrator an understanding of what each student has or has not mastered and will allow for professional discussion about data-driven instruction in the classroom.

Criterion Referenced Assessments

Cabarrus Charter Academy will administer assessments that mirror the state-mandated assessments in order to ensure adequate progress and preparation for every student. These assessments are created to mirror the End of Grade and End of Course specifications. Administration of criterion referenced assessments includes both pre- and post-testing measurements. Additionally, Standards Assessments may include some objective questions for quick check of content material, as well as essay type questions that require critical thinking and writing skills. These assessments are aligned to the curriculum maps and measure mastery of standards included in the unit. Writing prompts will be administered regularly to measure progress in the components of effective writing. Finally, teacher made tests (including pre- and post-tests) will also be administered.

Progress Monitoring

- Fluency assessments – Teachers will administer fluency assessment such as oral reading fluency checks and high frequency word checks to determine fluency progress.
- Running Records – Teachers will track instructional reading level progress through periodic administration of running records
- Standards Assessments - Teachers will administer standards assessments to measure mastery. Standards assessments are formative assessments that are designed to evaluate whether a student has or has not mastered a specific standard at the lowest level that was taught. The School provides each grade level with standards assessments that are aligned to the Guaranteed and Viable Curriculum. Each standards assessment measures the academic performance of each student on a particular standard that has been introduced and practiced multiple times.

Project-based Performance Tasks

- Inquiry Based Projects – Students participate in problem solving tasks, hands-on experiments, and other inquiry based projects described by Marzano as learning activities for Generating and Testing Hypothesis (Marzano, 2001)

- Real World Application – Teachers ensure deep understanding of standards by utilizing instructional strategies such as non-linguistic representations, cooperative learning, comparisons, and other strategies that ensure students apply knowledge to real world scenarios
- Student Portfolios – Thematic Units of study with student work samples that focus on the development of reading, writing, and communication skills

Ongoing Formative Practice Assessments will include:
- Achievement of goals and objectives in the student's Personal Learning Plan
- Quarterly progress summaries
- Journals
- Teacher observations
- Anecdotal records of the student's performance
- Attitude inventories

2.   FINANCIAL AUDITS: GS 115C-238.29F(f)(1)

Upon charter approval the Board will: (i) form an audit sub-committee, (ii) authorize the subcommittee to conduct a competitive bidding process for such audits, and (iii) select an auditor, which is approved by the Local Government Commission, based on that process. The North Carolina Charter Educational Foundation will provide the information of the selected independent auditor with fourteen (14) days of selection.

E.   CIVIL LIABILITY AND INSURANCE (GS 115C-238.29F(c))

Comprehensive General Liability	Appendix E
Officers and Directors/Errors and Omissions	Appendix E
Property Insurance	Appendix E
Motor Vehicle Liability	Appendix E
Bonding	Appendix E
Minimum amount:	Appendix E
Maximum amount:	Appendix E

For a more complete Schedule of Insurance Policies see Appendix E. The North Carolina Charter Educational Foundation, Inc. board of directors will be named as additional insured under the Directors and Officers Liability Policy.

F.   TRANSPORTATION (G.S. 115C-238.29F(h))

1.   Describe in detail the transportation plan that will ensure that no child is denied access to the school due to lack of transportation.

The North Carolina Charter Educational Foundation recognizes that under state law, transportation cannot be a barrier to any child attending the school. Therefore, School Administration and CSUSA will assist parents with the identification and coordination of transportation options to ensure that the school is accessible to all students. This will include

facilitating car pools and informing parents, as early as Open House, of their transportation options. The School will provide free transportation for its homeless students.

G. FACILITY (GS 115C-238.29D(c))

1. Describe the facility in which the school will be located. Include information on how the site is appropriate to your structional program. 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 facility and has provided a valid Certificate of Occupancy for Educational use to The Office of Charter Schools.

The facility layout will be based on previous plans that have been successfully deployed by CSUSA for charter schools serving similar populations. The layout will include adequate resource rooms for enrichment programs, common areas for gathering (lunch, assemblies, etc.), and space for school administration. The school site plan will also include appropriate outdoor recreational areas, designated pick-up and drop-off zones, and parking for staff and visitors. The facility development will be managed by CSUSA who is a leader in the design and development of charter schools, having successfully managed the acquisition, financing, and development of eight new charter school openings in three states in 2011. CSUSA's team of project managers coordinates the creation, implementation, and adherence to school opening milestones and benchmarks. Progress in the development of the facility is a component of the project plan and project managers will work closely with the facility development team to ensure a timely completion of the facility. All project related schedules are tracked and accessible via the internet to ensure the most up to-date information is available at all times. The CSUSA team will guide the project to successful completion by leading: weekly project reviews, benchmark/milestone tracking, contractor relations, and budget management.

It is anticipated that the initial facility will be developed to serve the K-8 student population. The upper grades of Cabarrus Charter Academy (9-12) will open in four years starting with a 9th grade class in 2016. The North Carolina Charter Educational Foundation will evaluate the best options for the high school campus in the coming years and may include an expansion of the existing K-8 campus to include the high school or a separate high school campus will open in the near vicinity of the K-8 campus.

It is anticipated that the facility will be owned, constructed or renovated, and financed by a private developer, who will then lease the facility to Cabarrus Charter Academy. Cabarrus Charter Academy will make rent payments for the facility. The budget provided in this application includes projected lease payments for the facility to demonstrate the viability of the school. The facility lease will be developed and executed as a component of the school development project plan. Before the school begins operations, DPI will be provided with documentation of ownership or lease of the facility and certification that the building satisfies all requirements for fire, safety, and accessibility for the disabled.

Name of the facility (if known): <u>New construction anticipated</u>

Address: City/State/Zip: Unknown at this time

Description of the Facility:
    Total square feet: 75,000
    Number of Classrooms: 49
    Number of Restrooms: 18
    Other Rooms:
        Auditorium: 1
        Gymnasium: 10,760 sq./ft.
        Music Room: 1
        Art Room: 2
        Laboratory: 4

Ownership: ☐ Fee Simple   or   ☒ Lease

If the facility is to be leased, provide the following information:
(a) Term of the Lease: To Be Determined
(b) Type of Lease: To Be Determined
(c) Rent: $ To Be Determined

Name of Landlord: To Be Determined
Address: To Be Determined
City/State/Zip: To Be Determined
Phone: To Be Determined   Fax: To Be Determined

Document inspections for the following:
    (a) Fire: (b) Safety: (c) Handicapped accessibility? All appropriate building certification will be provided at the time of completion.

2.   Describe how the maintenance will be provided for the facility.

The facility will meet all building and life safety codes for a school. All local and state policies related to health and safety will be met through rigorous oversight of facility and custodial maintenance by an on-site Facilities Maintenance Supervisor. There will be additional oversight from the school principal and the Facilities Superintendent from CSUSA. Preventative maintenance and inspection calendars will be developed using CSUSA's tools and templates and all facility repair items will be tracked via CSUSA's web-based facility help ticket system. The School will meet state and federal requirements for student immunization, food inspections, hazardous chemicals, and other health and safety issues.

3.   Describe the method of finding a facility if one is not readily available at this time including information about the spatial needs of the school to best suit your adopted educational program and instructional methodologies. Does the applicant have a facility contingency plan should their initial efforts not be successful?

We have identified a site near the intersection of George W. Liles Parkway and Poplar Tent Road in Concord. The site is approximately 15.75 acres of undeveloped land and will be compatible with existing neighborhoods and with local municipal and county planning efforts. The North Carolina Charter Educational Foundation's intent is for the School to be a newly constructed facility that meets the needs of the student population. The facility will meet all applicable commercial and life safety codes. In the event that an existing facility is available for conversion to an applicable facility, we would consider that as an alternative to a newly constructed facility. Regardless, the facility layout will be based on previous plans that have been successfully deployed by CSUSA for charter schools serving similar populations. The facility is expected to be approximately 75,000 square feet in size, occupying two floors. The facility layout will accommodate a logical separation of the upper and lower grades. In addition, the layout will include adequate resource rooms for enrichment programs, common areas for gathering (lunch, assemblies, etc.), and space for school administration. The school site plan will also include appropriate outdoor recreational areas, designated pick-up and drop-off zones, and parking for staff and guests.

Once construction begins on a site it will be the long-term facility solution. In the rare event that issuance of the Certificate of Occupancy is for any reason not delivered in a timely fashion, the North Carolina Charter Educational Foundation intends to direct CSUSA to locate short-term alternative facilities options. Any such alternate facility shall be suitable for school use, until such time as the school is able to open. In the unfortunate event that an adequate school facility or alternative short term facility cannot be secured, the applicant will request a one year deferral of the opening date from the SBE, until the facility plan can be carried out fully ensuring safety and compliance in all areas.

H.   HEALTH AND SAFETY REQUIREMENTS (G.S. 115C-238.29F(a))

1.   Describe how the school plans to adhere to the requirements of the health and safety laws and regulations of the federal and state governments. Address how the proposed charter school will meet the following requirements:

- Safety - Cabarrus Charter Academy will meet health and safety requirements of the State Board of Education. The School Administration will be responsible for monitoring school safety, perform background checks on all teachers and staff members, and be in compliance with state and local safety standards.

- Immunization of Students - Cabarrus Charter Academy will require that all students be immunized prior to the beginning of school. Parents will be required to provide completed immunization records at the time of enrollment. Cabarrus Charter Academy will outline all required immunizations and provide local health department resources when needed. The School shall maintain on file immunization records for all students which contain information required for a certificate of immunization as specified in G.S. 130-A-154.

- Fire and Safety Regulations - Cabarrus Charter Academy will adhere to state and local safety regulations including regular health inspections, fire inspections and fire drills.

- Food Inspections - Cabarrus Charter Academy will comply with the regulations set by the Department of Health and Human Services for food purchases, preparation, serving, and disposing of food and food products, including conducting the required health inspections annually.

- Hazardous Chemicals - All hazardous chemicals will be handled, stored, maintained and disposed of in a manner consistent with all federal, state and local laws, rules and regulations.

- Blood borne Pathogens - Cabarrus Charter Academy will provide training and printed materials to all staff members regarding blood borne pathogens in accordance with state statutes.

- Diabetes care plans - Cabarrus Charter Academy will implement policy and procedures for students who have diabetes and will support and train teachers and staff in order to appropriately support students with individual diabetes care plan.

- Providing students in grades 9-12 with information on how a parent may lawfully abandon a newborn - Cabarrus Charter Academy will provide students in grades 9-12 with information annually on the manner in which a parent may lawfully abandon a newborn baby with a responsible person, in accordance with G.S. 7B-500.

- Providing parents and guardians with information about:
  o Meningococcal meningitis and influenza and their vaccines at the beginning of each year - Cabarrus Charter Academy will provide parents and guardians with information about meningococcal meningitis and influenza and their vaccines at the beginning of every school year. This information shall include the causes, symptoms and how meningococcal meningitis and influenza are spread and the places where parents and guardians may obtain additional information and vaccinations for their children.

  o Cervical cancer, cervical dysplasia, human papillomavirus, and the vaccines available to prevent diseases - Cabarrus Charter Academy will give parents and guardians of students in grades 5-8 information about cervical cancer, cervical dysplasia, human papillomavirus, and the vaccines available to prevent these diseases. This information will be provided at the beginning of each school year and will include causes, symptoms, how these diseases are transmitted, vaccines that can prevent them, benefits and possible side effects of vaccines, and where parents and guardians can get more information and vaccines

VII. LEA IMPACT STATEMENT

Pursuant to G.S. 115C-238.29B(d), the charter school applicant must submit a copy of the application to the LEA in which the school will locate within seven days of the submission of the application to the Office of Charter Schools. Applicants are encouraged to submit their application to the LEA first so that proof of submission can be included in the complete application packet. The LEA may then submit information or comment directly to the Office of Charter Schools for consideration by the State Board of Education.

Please see Appendix A for documentation verifying the applicant's timely submission of a copy of this application to the LEA.

VIII. APPENDICES

Appendix A
Confirmation of delivery of charter application to LEA

Appendix B
Student Code of Conduct

Appendix C
Detailed Project Plan Timeline

Appendix D
Letter of Support

Appendix E
Schedule of Insurance Policies

Appendix A

The North Carolina Charter Educational Foundation, Inc.
4050 Hickory Highway
PO Box 5284
Statesville, NC 28687
704-657-7013

April 10, 2012

Barry Shepherd, Superintendent
Cabarrus County School District
4401 Old Airport Road
Concord, NC 28025

        Re: Cabarrus Charter Academy

Dear Superintendent Shepherd:

It was a pleasure meeting with you last week. As we discussed, The North Carolina Charter Education Foundation will be submitting a charter application to the North Carolina Department of Public Instruction for a charter school to be developed in the Cabarrus County School District for the 2013-2014 school year.

Pursuant to the charter application requirements, attached please find a copy of the charter application which is being submitted this week to DPI.

Feel free to contact me should you wish to discuss this application or if I can answer any questions you may have.   You may reach me via email at ricksipes@gmail.com.

On behalf of the North Carolina Charter Educational Foundation, we look forward to working with you and your staff as we move forward in this process.

                        Sincerely,

                        Rick Sipes, Board President

Receipt is hereby acknowledged that a copy of the Cabarrus Charter Academy charter application has been received at the offices of the Cabarrus County Schools by:

_____ this ___ day of April, 2012.

_____   _____
Signature   Print Name and Title

Appendix B
Student Code of Conduct

**SAMPLE
STUDENT
CODE OF CONDUCT**

**CSUSA SCHOOL
2013-2014**

STUDENT CODE OF CONDUCT OVERVIEW

The basic purpose of the Student Code of Conduct is to establish and maintain a safe and orderly environment, which must prevail if learning is to take place. The term "school" as it applies to these guidelines refers to all school buildings, parking areas and properties. These rules are in effect at any function or school sponsored activity and while students are waiting for, riding or leaving the bus. These rules apply to any student whose conduct, at any time or place, has a direct and immediate effect on maintaining order and discipline in the school.

Principals are authorized to establish individual school rules and regulations, in addition to the rules listed below. School administrators have the responsibility to notify law enforcement officers of violations of state or federal laws and to call officers to assist in the maintenance of order.

The School will enforce these rules fairly, firmly, without discrimination on the basis of race or sex, and with due respect for the constitutional rights of every student

Violation of the Student Code of Conduct

The ranges of disciplinary action for first, second and third offenses outlined in the rules below are set forth as examples of appropriate consequences and are not intended to restrict the discretion and authority of the principal. The principal may assign greater or lesser consequences than those set forth herein. The principal may seek a long-term suspension for the FIRST violation of any rule where the circumstances, in his/her judgment, warrant such disciplinary action.

ZERO TOLERANCE

The School will have zero tolerance for the following violations of The CSUSA School Code of Student Conduct and The North Carolina State Penal Codes:

STUDENT **WILL** FACE LONG-TERM SUSPENSION/EXPULSION IF:

• Student is in possession of any gun, rifle, pistol, or other firearm of any kind.

• Student sells or delivers any prohibited substance at school. This is defined as the exchange of a prohibited substance for money, property, or any other benefit or item.

• Student assaults a school employee.

STUDENT CODE OF CONDUCT

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STUDENT CODE OF CONDUCT

The School will maximize student instructional time by minimizing the use of out-of-school suspension, especially long-term suspension. The following chart describes progressively severe misbehaviors and effective responses that may be applied through the discretion of the teacher and school principal.

Mild Misbehaviors	Effective Responses
Talking Out Off task No materials, No homework Delay in following directions Dress Code Violation Non-compliance	Proximity Change seating/location verbal reprimand non-verbal signal/gesture/look record misbehavior model/practice expectations Discuss with students Planned feedback Parental control
Moderate Misbehaviors	Effective Responses
Disrespect Defiance Verbal Aggression Mild Physical Aggression Class Disruption Repeat Offenses	Positive Practice Conference with teacher Time-out Loss of privileges Behavior improvement form
Severe Misbehaviors	Effective Responses
Strong and Repetitive Defiance Physical Aggression Severe Verbal Aggression Severe/Repetitive class disruptions	Referrals Individualized behavior plan parental involvement detention/in-school-suspension

STUDENT CODE OF CONDUCT

RULE 1: Compliance with Directions of Principals, Teachers and Other School Personnel and With School Rules

Students shall comply with the directives of all school personnel at all times while a student is at school.

Consequences

Elementary School	Middle School	High School
Ranging from in-school disciplinary action up to 5 days OSS.	Ranging from in-school disciplinary action up to 10 days OSS. Repeated violations may result in long-term suspension.	Ranging from in-school disciplinary action up to 10 days OSS. Repeated violations may result in long-term suspension.

RULE 2: Disruption of School

A student shall not, by use of violence, force, noise, coercion, threat, intimidation, fear, passive resistance or any other conduct, intentionally cause the disruption or obstruction of any lawful function of the school or classroom while at school.

Consequences

Elementary School	Middle School	High School
Ranging from in-school disciplinary action up to 5 days OSS.	Ranging from in-school disciplinary action up to 10 days OSS. Repeated violations may result in long-term suspension.	Ranging from in-school disciplinary action up to 10 days OSS. Repeated violations may result in long-term suspension.

RULE 3: Bomb Threats, Communicating a False Bomb Report, or Perpetrating a Bomb Hoax

Students are prohibited from making or communicating bomb threats while at school which would cause a disruption or obstruction to a lawful function of the school district. Students shall not lead or participate in any activity that has as its purpose the disruption of school business or that significantly affects the educational process. This may include a hoax, which might be received or interpreted as a legitimate concern.

Consequences

Elementary School	Middle School	High School
10 days OSS up to 365 days. Law enforcement will be contacted.	10 days OSS up to 365 days. Law enforcement will be contacted.	10 days OSS up to 365 days. Law enforcement will be contacted.

RULE 4: Student Threats

Students shall respect other students, visitors, school employees and other persons by utilizing appropriate language and behaviors at all times. Any action which is insulting, threatening, abusive, harassing, profane, obscene or seriously disrespectful, and which disrupts the learning process for any student or which demeans or degrades another person is specifically prohibited. In addition, students who leave threatening notes or post on the Internet threats to other students, faculty or staff will be considered in violation of this rule.

Consequences

Elementary School	Middle School	High School
Ranging from in-school disciplinary action up to 5 days OSS. Law enforcement may be notified.	Ranging from in-school disciplinary action up to 10 days OSS. Repeated violations may result in long-term suspension. Law enforcement will be contacted.	Ranging from in-school disciplinary action up to 10 days OSS. Repeated violations may result in long-term suspension. Law enforcement will be contacted.

STUDENT CODE OF CONDUCT

RULE 5: Gangs

A gang is any ongoing organization, association, or group of three or more persons, whether formal or informal, having as one of its primary activities the commission of criminal acts, or the purposeful violation of any CSUSA School policy, and having a common name or common identifying sign, colors or symbols. No student shall commit any act that furthers gang or gang-related activities. Conduct prohibited by this policy includes:

A. Wearing, possessing, using, distributing, or selling any clothing, jewelry, hair picks, combs, emblems, badges, symbols, signs, visible tattoos and body markings, other items showing any gang-related color, such as red, blue, brown, gray, black or maroon, or being in possession of literature that show affiliation with a gang, or is evidence of membership affiliation in any gang, or that promotes gang affiliation;

B. Communicating either verbally or non-verbally (gestures, handshakes, slogans, drawings, etc.) to convey membership affiliation in any gang that promotes gang affiliation;

C. Tagging, or otherwise defacing school or personal property with gang or gang-related symbols or slogans;

D. Requiring payment of protection, money or insurance, or otherwise intimidating or threatening any person as related to gang activity;

E. Inciting other students to intimidate or to act with physical violence upon any other person as related to gang activity;

F. Soliciting others for gang membership;

The School and School Administrators will seek to eliminate gang activity and its detrimental effects on its school campuses. If school officials believe a student's behavior and/or associations are indicative of gang membership, students and their parent/guardian will be required to sign a "Gang Related Behavior Contract." Violation of this contract will result in suspension for 10 days and the principal may seek long-term suspension.

Consequences

Elementary School	Middle School	High School
Ranging from in-school disciplinary action up to and including long- term suspension. Law enforcement will be contacted and may conduct a threat assessment and/or bring criminal charges as may be appropriate.	Ranging from in-school disciplinary action up to and including long- term suspension. Law enforcement will be contacted and may conduct a threat assessment and/or bring criminal charges as may be appropriate.	Ranging from in-school disciplinary action up to and including long-term suspension. Law enforcement will be contacted and may conduct a threat assessment and/or bring criminal charges as may be appropriate.

STUDENT CODE OF CONDUCT

RULE 6: Bullying

Students shall not bully or harass other students.

Bullying is a form of harassment. Bullying means the any pattern of intimidation of others by the real or threatened infliction of physical, verbal, written, electronically transmitted* or emotional abuse or through attacks on the property of another that:

- Places a student in actual and reasonable fear of harm to his or her person or damage to his or her property; or
- Creates or is certain to create a hostile environment by substantially interfering with or impairing a student's educational performance, opportunities, or benefits. "Hostile environment" means that the victim subjectively views the conduct as bullying or harassing behavior and the conduct is objectively severe or pervasive enough that a reasonable person would agree that it is bullying behavior.

Consequences

Elementary School	Middle School	High School
Ranging from in-school disciplinary action up to and including long-term suspension. Law enforcement will be contacted and may conduct a threat assessment and/or bring criminal charges as may be appropriate.	Ranging from in-school disciplinary action up to and including long-term suspension. Law enforcement will be contacted and may conduct a threat assessment and/or bring criminal charges as may be appropriate.	Ranging from in-school disciplinary action up to and including long-term suspension. Law enforcement will be contacted and may conduct a threat assessment and/or bring criminal charges as may be appropriate.

RULE 7: Student Conspiracy or Plotting to Cause Harm to Other Students or Staff

Students shall be prohibited from conspiring with others or plotting individually regarding harmful acts of violence against other students, faculty or staff. In addition, students are prohibited from violent acts against the property of other students, faculty or staff.

Consequences

Elementary School	Middle School	High School
Up to 10 days OSS. Law enforcement will be contacted.	Up to 10 days OSS and/or long-term suspension. Law enforcement will be contacted.	Up to 10 days OSS and/or long-term suspension. Law enforcement will be contacted.

STUDENT CODE OF CONDUCT

RULE 8: Damage or Destruction of School Property (Please see policy code #6440 for complete policy)

A student shall not cause or attempt to cause substantial damage to any school property or private property on school grounds or during a school activity, function or event off school grounds and premises. Parent(s) or legal guardian(s) of any minor are liable for damage caused to school property to the extent of $5,000. (Reference: N.C.G.S. §115C-523)

Consequences

Elementary School	Middle School	High School
Up to 10 days OSS. Law enforcement may be contacted. Restitution may be required.	OSS up to 10 days and/or long-term suspension. Law enforcement may be contacted. Restitution may be required.	OSS up to 10 days and/or long-term suspension. Law enforcement may be contacted. Restitution may be required.

RULE 9: Theft or Damage to Private Property (Please see policy code #6440 for complete policy)

Students shall not steal, attempt to steal, knowingly be in possession of stolen property, vandalize, intentionally damage, and attempt to damage any school or private property while under school jurisdiction.

Consequences

Elementary School	Middle School	High School
Up to 10 days OSS. Law enforcement may be contacted. Restitution may be required.	OSS up to 10 days and/or long-term suspension. Law enforcement may be contacted. Restitution may be required.	OSS up to 10 days and/or long-term suspension. Law enforcement may be contacted. Restitution may be required.

RULE 10:   Physical Abuse of a Student/Fighting

Students shall not fight or attempt to cause bodily harm to another student. If a student is attempting to involve another student in a fight, the other student should walk away and report it to a teacher, assistant principal or principal. Students who instigate fights or participate in group assaults will be subject to the same consequences as those who are actually involved in fighting. This section does not apply when acting in self defense. Hitting a person back is not self defense; it is retaliation that will be considered fighting.

Consequences

Elementary School	Middle School	High School
In- school disciplinary action up to 10 days OSS. Law enforcement may be contacted.	In- school disciplinary action up to 10 days OSS and/or long-term suspension up to 365 days. Law enforcement will be contacted if required by law and may be contacted in other circumstances.	In- school disciplinary action up to 10 days OSS and/or long-term suspension up to 365 days. Law enforcement will be contacted if required by law and may be contacted in other circumstances.

STUDENT CODE OF CONDUCT

RULE 11: Physical Abuse of School Employees or Other Persons

Students shall not cause or attempt to cause physical or bodily harm to principals, assistant principals, teachers, substitute teachers, student teachers, teacher assistants, coaches, advisors, counselors, media specialists, bus drivers or monitors or other adults at any time while a student is at school. A student who is at least 13 years old and physically assaults and seriously injures a teacher or any adult may be suspended for up to 365 days.

Consequences

Elementary School	Middle School	High School
Up to 10 days OSS. Law enforcement will be contacted.	Up to 10 days OSS. Long-term suspension up to 365 days. Law enforcement will be contacted.	Up to10 days OSS. Long-term suspension up to 365 days. Law enforcement will be contacted.

Rule 12: Written or Verbal Assault to School Employees or Other Adults

Students shall not, through written or oral communication, threaten to cause, cause or attempt to cause harm to principals, assistant principals, teachers, substitute teachers, student teachers, teacher assistants, coaches, advisors, counselors, media specialists, bus drivers or monitors or other adults at any time while a student is at school or any school sponsored activities.

Consequence

Elementary School	Middle School	High School
Up to 10 days OSS. Law enforcement will be contacted.	Up to 10 days OSS and/or long-term suspension. Law enforcement will be contacted.	Up to 10 days OSS and/or long-term suspension. Law enforcement will be contacted.

RULE 13: Weapons and Dangerous Instruments

Category I
A student shall not possess or carry, whether openly or concealed any gun, rifle, pistol, or other firearm of any kind or any dynamite cartridge, bomb, grenade, mine or powerful explosive. A student shall not detonate or discharge any firework or misuse otherwise acceptable objects in a manner intended to cause harm to others at any time while a student is at school. This includes anytime when the student's behavior has a direct and/or immediate effect on maintaining order and discipline and protecting safety and welfare of students and staff.

Consequences

Elementary School	Middle School	High School
Confiscate weapon. Up to 10 days OSS or long-term suspension up to 365 days. Law enforcement will be contacted.	Confiscate weapon. Up to 10 days OSS or long-term suspension up to 365 days. Law enforcement will be contacted.	Confiscate weapon. Up to 10 days OSS or long-term suspension up to 365 days. Law enforcement will be contacted.

STUDENT CODE OF CONDUCT

Category II

A student shall not possess or carry, whether openly or concealed, any BB gun, stun gun, air rifle, air pistol, Bowie knife, dirk, dagger, slingshot, leaded cane, switchblade knife, blackjack, metallic knuckles, fireworks, bullets, razors, razor blades, pocket knives or any object that can reasonably be considered a weapon.

A student shall not possess disabling, chemical irritants (including, but not limited to pepper spray) or laser light.

Consequences

Elementary School	Middle School	High School
Ranging from in- school disciplinary action up to 10 days OSS. Law enforcement will be contacted if required by law.	Ranging from in- school disciplinary action up to 10 days OSS and/or long-term suspension up to 365 days. Law enforcement will be contacted if required by law.	Ranging from in- school disciplinary action up to 10 days OSS and/or long-term suspension up to 365 days. Law enforcement will be contacted if required by law.

Rule 14: Substance Abuse and Drug Paraphernalia

No student shall possess, use, distribute, sell, possesses with intent to distribute or sell, or conspire or attempt to distribute or sell, or be under the influence of any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, anabolic steroid, other controlled substance, any alcoholic beverage, malt beverage, fortified wine, other intoxicating liquor, drug paraphernalia, counterfeit substance, any unauthorized prescription drug, or any other chemicals or products with the intention of bringing about a state of exhilaration, euphoria or of otherwise altering the student's mood or behavior.

Consequences

POSSESSION
When the violation does not involve the distribution, sale, possession with intent to distribute or sell, or conspiracy or attempt to distribute or sell a substance prohibited by this policy (under the influence), principals may suspend the student for a period up to ten days OSS or may seek long-term suspension. Up to five days of suspension may be waived if the student shows proof of substance abuse counseling from a substance abuse agency. On the third offense of this policy, principals will seek long-term suspension. Law enforcement may be notified.

UNDER THE INFLUENCE
When the violation does involve possession or delivery of a prohibited substance, including the use or being under the influence of a prohibited substance where possession or delivery is involved on the first offense, principals will suspend a student for a period of five to ten days OSS and may seek long-term suspension. Up to five days of suspension may be waived if the student shows proof of substance abuse counseling from a substance abuse agency.

SALE
When the violation includes sale of a prohibited substance including the possession or delivery of a prohibited substance where a sale is involved, the principal will seek long-term suspension. Law enforcement officials will be informed of this violation.
Note: Schedule I substances include, among other types, opiates, hallucinogenics such as LSD and Angel Dust.
Legal Reference: G.S. § 115C-391; G.S. § 90-89,-90

For the purpose of the Student Code of Conduct the following definitions apply:

1. **Possess:** Having the power or intent to control a prohibited substance and shall include, but is not necessarily limited to the possession of a prohibited substance in a student's automobile, locker, book-bag, pocket book, desk or on a student's person.
2. **Use:** The consumption, injection, inhalation or absorption of a prohibited substance into a student's body by any means.
3. **Under the influence:** The use of any prohibited substance at any time or place when the prohibited substance would influence a student's mood, behavior or learning to any degree while a student is at school as defined in the introduction to the Student Behavior Guidelines.
4. **Sell:** The exchange of a prohibited substance for money, property, or any other benefit or item of value.
5. **Distribute:** To give, share or pass a prohibited substance
6. **Possess with intent to distribute/sell:** Intent to distribute or sell may be determined from the amount of the prohibited substance found, the manner in which it was packaged, the presence of packaging materials such as scales, baggies or other containers or from statement or actions of the student that demonstrate an intent to distribute or sell.
7. **Counterfeit Substance:** Any substance that is described or presented with the intention of deceiving another into believing that it is a substance prohibited under this policy.
8. **Unauthorized Prescription Drug:** Any drug or medication that has not been prescribed for the student
9. **Drug Paraphernalia:** Means all equipment, products and materials of any kind that are used to facilitate, or intended or designed to facilitate, violations of the controlled substance act. (Reference N.C.G.S. §90-113.21)

Rule 15: Tobacco Policy

Students are prohibited from the use and/or possession of tobacco products and shall not possess, smoke, dip, chew or otherwise use any tobacco products at any time while a student is at school.

Consequences

Elementary School	Middle School	High School
Confiscation. Ranging from in-school disciplinary action up to 1 day OSS. With alternative intervention to suspension.	Confiscation. Ranging from in-school disciplinary action up to 5 days OSS. With alternative intervention to suspension.	Confiscation. Ranging from in-school disciplinary action up to 10 days OSS. With alternative intervention to suspension.

RULE 16: Dress Code

It is expected that students wear the approved school uniform and adhere to the student handbook Dress Code policies.

Consequences

Elementary School	Middle School	High School
In-school disciplinary action.	Ranging from in-school disciplinary action up to 3 days OSS.	Ranging from in-school disciplinary action up to 3 days OSS.

STUDENT CODE OF CONDUCT

Rule 17: Sexual Harassment

Sexual harassment means and includes any unwelcome sexual advances, requests for sexual favors and any other non-consensual and/or offensive verbal or physical contact of a sexual nature between an employee and a student or between students and includes misconduct by males against females, females against males and between students of the same gender. Sexual harassment is further defined to include two different levels or degrees of misconduct.

Physical - This form of sexual harassment includes touching, fondling and/or grabbing a student in a sexual way without that student's consent or when the student finds such behavior offensive; and

Verbal - This form of sexual harassment includes: teasing, joking and/or making lewd remarks of a sexual nature to a student without that student's consent or when the other student finds such behavior offensive.

Sexually harassing students, employees, and any visitors or other individuals while at school is prohibited. Students are further prohibited from retaliating against an employee or student who has filed a sexual harassment complaint or participated in an investigation, proceeding or hearing regarding said complaint.

Procedures for Reporting and Investigating Sexual Harassment

Any student who believes that he/she has been sexually harassed by a school employee or another student should report such behavior immediately to any school official at his/her school (such as an administrator, teacher or school counselor).

Principal must immediately report assaults that result in serious personal injury to the appropriate law

enforcement agency.

Consequences

Elementary School	Middle School	High School
In-school disciplinary action. Up to 5 days OSS.	Up to 10 days OSS. Up to long-term suspension for 365 days. Law enforcement may be contacted.	Up to 10 days OSS. Up to long-term suspension for 365 days. Law enforcement may be contacted.

RULE 18: Searches and Seizures

To maintain order and discipline in the school and to protect the safety and welfare of students and school personnel, school authorities may search a student, student lockers, desks, motor vehicles or other school property, and may seize any evidence discovered in the search whereby a student has violated a State law or the policy and/or rules of CSUSA School and/or the school attended by the student. Student lockers, desks etc. are school property and may be searched at any time.

Random Metal Detection/Automobile Searches

Students may be required to submit to a screening for metal as a condition of entering or continuing attendance at school.

STUDENT CODE OF CONDUCT

Students are permitted to park on school premises as a matter of privilege, not of right. The school retains the authority to conduct routine patrols of student parking lots and inspection of the exteriors of student automobiles on school property. The interiors of student vehicles may be searched whenever a school authority has reasonable suspicion to believe that illegal or unauthorized materials are contained inside. Such patrols and searches may be conducted without notice, without student consent and without a search warrant.

Student

In addition, random searches of automobiles may be conducted to deter the possession of contraband such as weapons, guns, knives, illegal drugs and alcohol on school property or parking lots owned or leased by the school.

If a search yields evidence that a student has violated a state law or the policy and/or rules of CSUSA School and/or the school attended by the student, such evidence shall be seized by school officials and turned over to proper authorities for ultimate disposition.

Recommended Use of Police Canines on School Property

The principal or his/her designee may request a law enforcement agency to use a police canine whenever he/she feels there is reasonable suspicion to conduct a search on school property.

- ➢ The principal may honor the request of the sheriff or chief of police to use police canines if the principal feels the request is based on reasonable suspicion.
- ➢ The principal may allow police canines to be used anywhere on the school campus, including unoccupied classrooms, athletic facilities and vehicles.
- ➢ At no time shall a principal permit the search of a student or employee using a police canine.

If the police canine indicates the presence of an illegal drug, the search/seizure and all subsequent activity shall be conducted in accordance with board of education policy dealing with substance use/abuse.

RULE 19:   Repeated School Violations

A student who has violated any rules repeatedly as set forth in the Student Code of Conduct will be subject to disciplinary action.

Consequences

Elementary School	Middle School	High School
Ranging from in-school disciplinary action up to 10 days OSS.	**Ranging from in-school disciplinary action up to 10 days OSS. Repeated violations may result in long-term suspension.**	Ranging from in-school disciplinary action up to 10 days OSS. Repeated violations may result in long-term suspension.

STUDENT CODE OF CONDUCT

RULE 20: Acceptable Use of School Technology (Please see policy code #3230 for complete policy)

Students shall not violate any policies adopted by the CSUSA School regarding student Internet and electronic mail usage or the terms of The School Network and Internet Acceptable Use Guidelines or individual school policy. Students must not access inappropriate materials on the Internet as may be defined under such Internet policy; should not violate any safety and security rules when using electronic mail, chat rooms, or other forms of electronic communication, as provided under the Internet policy; should not engage in unauthorized access ("hacking") or other unlawful activities on-line while using school system computer equipment or Internet access; and should not engage in unauthorized disclosure, use and/or dissemination of personal and/or identification information of the Technology Policy.

Consequences

Elementary School	Middle School	High School
Ranging from in-school disciplinary action up to 5 days OSS. Students will be required to pay restitution.	Ranging from in-school disciplinary action up to 10 days OSS. Repeated violations may result in long-term suspension. Students will be required to pay restitution.	Ranging from in-school disciplinary action up to 10 days OSS. Repeated violations may result in long-term suspension. Students will be required to pay restitution.

RULE 21: Organizations and Publications

Any "gang" or secret organization or publication is specifically prohibited on any school premises or in connection with any school-related activities. Distribution of ALL printed material must be approved by the principal, including all student publications such as the student newspaper, yearbook and student magazine.

Consequences

Elementary School	Middle School	High School
Ranging from in-school disciplinary action up to 5 days OSS.	**Ranging from in-school disciplinary action up to 10 days OSS. Repeated violations may result in long-term suspension.**	**Ranging from in-school disciplinary action up to 10 days OSS. Repeated violations may result in long-term suspension.**

STUDENT CODE OF CONDUCT

RULE 22:   Walkouts and Boycotts

Walkouts or boycotts by a student or group of students, or the urging of others to exercise these tactics, when actions do cause or would reasonably and likely cause a material and substantial disruption of the normal and continuing operation of the educational processes within the school shall not be utilized.

Consequences

Elementary School	Middle School	High School
Ranging from in- school disciplinary action up to 10 days OSS. Law enforcement may be contacted.	Ranging from in- school disciplinary action up to 10 days OSS. Law enforcement may be contacted.	Ranging from in- school disciplinary action up to 10 days OSS. Law enforcement may be contacted.

RULE 23: Trespassing

Students shall not willfully enter or remain in any school structure, conveyance or property without having been authorized by school personnel. No student shall be on the campus of another school other than his/her assigned school without the knowledge and consent of the officials of the school being visited, with the exception of athletic activities and other public events.

Any student suspended or expelled from The School will not be allowed on any property of the The School during the period of suspension without the expressed permission of his/her principal. This includes long term and short term suspension and expulsion. Failure to comply with this provision may lead to further disciplinary action and/or criminal prosecution for trespass.

Consequences

Elementary School	Middle School	High School
Ranging from in- school disciplinary action up to 1 day OSS.	Ranging from in-school disciplinary action up to 3 days OSS. Law enforcement may be contacted.	Ranging from in-school disciplinary action up to 10 days OSS. Law enforcement may be contacted.

RULE 24:   Violations of North Carolina Criminal Statutes

Students shall not violate any criminal statute or local ordinance or commit any act which could result in criminal prosecution or juvenile proceedings not previously covered elsewhere in these rules at any time while a student is at school.

Principal must report immediately to law enforcement agency violations of North Carolina Criminal Statutes.

Consequences

Elementary School	Middle School	High School
Long-term suspension for maximum allowed. Law enforcement will be contacted.	Long-term suspension for maximum allowed. Law enforcement will be contacted.	Long-term suspension for maximum allowed. Law enforcement will be contacted.

Appendix C
Detailed Project Plan Timeline

ID	Task	Start	Finish	Resource	%	Dur
2199	1.1 Project Green Light	12/18/11	8/13/12	Exec Team	1	277
2222	1.1.1 Execute enrollment events	2/1/12	4/27/12	Enrollment	0	87
2593	1.1.1.1 Provide Information Session support			IT	0	
2283	1.1.2 Obtain sales tax exemption certificate	2/1/12	5/1/12	Finance	0	91
2284	1.1.3 Open school bank accounts	2/1/12	6/15/12	Finance	0	136
2285	1.1.4 Set up funding with school districts	6/16/12	8/14/12	Finance	0	2284 60
2286	1.1.5 Set up Solomon	2/29/12	7/13/12	Finance	0	2283 136
2287	1.1.6 Set up Quickbooks, including ordering checks	6/16/12	8/14/12	Finance	0	2284 60
2289	1.1.7 Obtain insurance	2/1/12	5/1/12	Finance	0	91
2291	1.1.8 Make staff assignments for AP and Accounting	5/1/12	5/31/12	Finance	0	31
2292	1.1.9 Hire staff accountants, financial analysts and/or AP coordinators	5/1/12	5/31/12	Finance	0	31
2293	1.1.10 Set up Adaptive Planning	4/2/12	4/30/12	Finance	0	29
2294	1.1.11 Prepare the opening year budget	4/2/12	4/30/12	Finance	0	29
2295	1.1.12 Provide staffing matrix to Education Team	2/1/12	2/3/12	Finance	100	3
2296	1.1.13 Provide budget to school district	6/29/12	6/29/12	Finance	0	1
2297	1.1.14 Load budget into Adaptive Planning	6/15/12	6/15/12	Finance	0	1
2298	1.1.15 Provide W-9 to school district	6/15/12	6/15/12	Finance	0	1
2353	1.1.16 Research State requirements	3/1/12	4/16/12	Employee Services	1	47
2354	1.1.16.1 Gain input on location of new schools	3/1/12	3/1/12	Employee Services	100	1
2355	1.1.16.2 Research employment law	3/1/12	4/16/12	Employee Services	0	47
2356	1.1.16.3 Research retirement systems	3/1/12	4/16/12	Employee Services	0	47
2370	1.1.17 Create marketing budget	2/1/12	2/7/12	Development and Mar	100	7
2371	1.1.18 Develop marketing plan	2/1/12	2/7/12	Development and Mar	0	7
2372	1.1.19 Research media options	12/18/11	12/24/11	Development and Mar	0	2371 7
2399	1.1.20 Research special programs (ESE/Cambridge/Gifted)	1/2/12	5/1/12	Education-Curriculum	0	121
2400	1.1.21 Create course database in SIS	1/2/12	6/1/12	Education-Curriculum	0	152
2401	1.1.22 Develop resource profile for new state/district	1/2/12	2/1/12	Education-Curriculum	0	31
2402	1.1.23 New state standards	1/2/12	5/1/12	Education-Curriculum	0	121
2403	1.1.24 Research curriculum offering in new district or state	1/2/12	5/1/12	Education-Curriculum	0	121
2404	1.1.25 Draft curriculum maps	5/1/12	7/2/12	Education-Curriculum	0	63
2405	1.1.26 Compile P: Drive resources	5/1/12	8/1/12	Education-Curriculum	0	93
2406	1.1.27 Determine school hours	5/1/12	5/15/12	Education-Curriculum	0	15
2407	1.1.28 Create resource binders	3/1/12	6/1/12	Education-Curriculum	0	93
2408	1.1.29 Write handbooks (parent, student, faculty)	3/1/12	6/1/12	Education-Curriculum	0	93
2409	1.1.30 Create school calendar	3/1/12	6/1/12	Education-Curriculum	0	93
2410	1.1.31 Create academic matrix/schedule	3/1/12	7/2/12	Education-Curriculum	0	124
2411	1.1.32 Assign classrooms	6/4/12	7/2/12	Education-Curriculum	0	29
2412	1.1.33 Schedule students	7/2/12	8/13/12	Education-Curriculum	0	43
2413	1.1.34 Determine if VPK is viable	5/1/12	6/1/12	Education-Curriculum	0	32
2414	1.1.35 Complete VPK paperwork	6/1/12	7/2/12	Education-Curriculum	0	32
2415	1.1.36 Determine meetings, contacts, tasks from District/state	5/1/12	7/2/12	Education-Curriculum	0	63
2416	1.1.37 Organize files (CUM, ESE/ESOL records)	7/2/12	8/1/12	Education-Curriculum	0	31
2417	1.1.38 Review IEPs with District Rep	7/2/12	8/1/12	Education-Curriculum	0	31
2437	1.1.39 National School Lunch Program	4/3/12	8/13/12	Education-Operations	0	2449 170
2438	1.1.39.1 Site Application	4/3/12	4/9/12	Education-Operations	0	7
2439	1.1.39.1.1 Compile necessary data	4/3/12	4/9/12	Education-Operations	0	7
2440	1.1.39.1.2 Create school specific NSLP docs	4/3/12	4/5/12	Education-Operations	0	3
2441	1.1.39.1.3 Submit data and forms to DOE	4/3/12	4/6/12	Education-Operations	0	4
2442	1.1.39.2 NSLP Training	4/3/12	8/13/12	Education-Operations	0	133
2443	1.1.39.2.1 Create training books for school staff	4/3/12	4/5/12	Education-Operations	0	3

ID	Task Name	Start	Finish	Resource	%	Pred	Dur
2507	1.1.40.4 Introduce team to school staff	7/30/12	7/30/12	IT	0	2410	1
2557	1.1.41 Establish network services	1/24/12	8/28/12	IT	2		218
2558	1.1.41.1 Establish DHCP, DNS, and Internet access	6/12/12	6/12/12	IT	0	2208	1
2559	1.1.41.2 Establish and configure security policies	7/22/12	7/22/12	IT	0	2410	1
2560	1.1.41.3 Establish remote access to network	6/12/12	6/12/12	IT	0	2208	1
2561	1.1.41.4 Establish network printing	7/22/12	7/22/12	IT	0	2410	1
2562	1.1.41.5 Establish email	1/24/12	5/1/12	IT	3		99
2563	1.1.41.5.1 Complete initial Gmail setup	1/24/12	1/24/12	IT	100	2222	1
2564	1.1.41.5.2 Convert Gmail to Apps for Edu	3/18/12	3/31/12	IT	0	2209	14
2565	1.1.41.5.3 Configure Postini services	3/31/12	3/31/12	IT	0	2203	1
2573	1.1.41.5.4 Provide support for email account management	5/1/12		IT	0	2208	
2566	1.1.41.6 Implement and configure content filter	8/5/12	8/5/12	IT	0	2210	1
2567	1.1.41.7 Implement and configure antivirus service	6/28/12	6/28/12	IT	0	3200	1
2568	1.1.41.8 Establish and configure backup services	8/26/12	8/28/12	IT	0	2210	3
2569	1.1.42 Establish District Connectivity	3/15/12	6/28/12	IT	0		106
2570	1.1.42.1 Provide District access for temporary office	3/15/12	3/16/12	IT	0	2223	2
2571	1.1.42.2 Establish permanent District access	6/27/12	6/28/12	IT	0	2208	2
2200	1.2 Funding Commitment Secured	1/2/12	10/29/12	Finance	1		293
2225	1.2.1 Create facilities budget	2/15/12	3/15/12	Facilities	0		30
2425	1.2.2 Create preliminary textbook orders	4/2/12	4/30/12	Education-Curriculum	0		29
2429	1.2.3 Order Ed Tech Items	4/2/12	4/30/12	Education-Curriculum	0		29
2430	1.2.4 Order agendas/communication folders	5/1/12	7/2/12	Education-Curriculum	0		63
2431	1.2.5 Order textbooks	4/2/12	4/30/12	Education-Curriculum	0		29
2432	1.2.6 Order dashboard/license plates	5/1/12	7/31/12	Education-Curriculum	0		92
2435	1.2.7 Create "classroom in a box" purchase order templates	1/31/12	3/30/12	Education-Curriculum	5		60
2446	1.2.8 Furniture, Fixtures, and Equipment	2/13/12	7/5/12	Education-Operations	0		144
2447	1.2.8.1 Conduct room analysis	2/13/12	2/13/12	Education-Operations	0		1
2448	1.2.8.2 Create order list and obtain pricing from vendor	3/14/12	3/18/12	Education-Operations	0	2447	5
2449	1.2.8.3 Conduct budget analysis and compare with needs	3/14/12	3/14/12	Education-Operations	0	2448	1
2450	1.2.8.4 Obtain budget approval and create PO	3/14/12	3/18/12	Education-Operations	0	2449	5
2451	1.2.8.5 Place order with vendor and track until delivery	3/19/12	3/19/12	Education-Operations	0	2450	1
2452	1.2.8.6 Oversee delivery and installation of items	6/20/12	6/26/12	Education-Operations	0	2208	7
2453	1.2.8.7 Conduct walk-through and create punchlist	6/27/12	7/3/12	Education-Operations	0	2452	7
2454	1.2.8.8 Conduct final walk through and inventory	7/5/12	7/5/12	Education-Operations	0	2453	1
2455	1.2.9 Vendor Contracts	1/2/12	10/22/12	Education-Operations	2		293
2456	1.2.9.1 Copier Service	3/1/12	7/16/12	Education-Operations	0		138
2457	1.2.9.1.1 RFP prep and distribution	3/1/12	3/10/12	Education-Operations	0		10
2458	1.2.9.1.2 Proposal review	3/11/12	3/20/12	Education-Operations	0	2457	10
2459	1.2.9.1.3 Vendor selection and order placement	3/21/12	3/25/12	Education-Operations	0	2458	5
2460	1.2.9.1.4 Delivery, installation, and training on new machines	7/16/12	7/16/12	Education-Operations	0		1
2461	1.2.9.2 Food service	2/15/12	8/12/12	Education-Operations	0		180
2462	1.2.9.2.1 RFP prep and distribution	2/15/12	2/19/12	Education-Operations	0		5
2463	1.2.9.2.2 Proposal review	2/20/12	2/24/12	Education-Operations	0	2462	5
2464	1.2.9.2.3 Vendor selection and contract completion	2/25/12	2/26/12	Education-Operations	0	2463	2
2465	1.2.9.2.4 Determine equipment needs and place order	4/2/12	4/6/12	Education-Operations	0		5
2466	1.2.9.2.5 Menu creation and dissemination to parents	7/2/12	7/6/12	Education-Operations	0		5
2467	1.2.9.2.6 Call for kitchen inspection	8/6/12	8/10/12	Education-Operations	0	2210	5
2468	1.2.9.2.7 Request installation of kitchen POS system	8/6/12	8/10/12	Education-Operations	0	2210	5
2469	1.2.9.2.8 Import student data into kitchen POS	8/12/12	8/12/12	Education-Operations	0	2210	1
2470	1.2.9.3 Transportation	2/1/12	8/1/12	Education-Operations	0		183

ID	Task Name	Start	Finish	Resource			
2478	1.2.9.4.2 Proposal review and vendor selection	2/15/12	2/24/12	Education-Operations	0	2477	10
2479	1.2.9.4.3 Coordinate vendor/parent introductions and ordering proc	4/30/12	4/30/12	Education-Operations	0	2205	1
2480	1.2.9.5 Vending Machines	6/1/12	10/20/12	Education-Operations	0		142
2481	1.2.9.5.1 Vendor selection	6/1/12	6/10/12	Education-Operations	0		10
2482	1.2.9.5.2 Coordinate delivery and installation	10/20/12	10/20/12	Education-Operations	0	2205	1
2484	1.2.9.6 Create master vendor list	1/2/12	3/30/12	Education-Curriculum	10		63
2522	1.2.10 Acquire necessary equipment	3/17/12	7/29/12	IT	0		135
2523	1.2.10.1 Establish purchasing plan	3/17/12	3/23/12	IT	0	2521	7
2524	1.2.10.2 Order equipment	3/24/12	7/29/12	IT	0	2523	128
2525	1.2.10.2.1 Leadership Equipment	4/11/12		IT	0	2204	
2526	1.2.10.2.2 Temporary office equipment	3/24/12		IT	0	2229	
2527	1.2.10.2.3 Infrastructure Equipment	5/29/12	5/29/12	IT	0	2209	1
2528	1.2.10.2.4 Teacher and Staff equipment	7/8/12		IT	0	2416	
2529	1.2.10.2.5 Student equipment	7/29/12		IT	0	2216	
2530	1.2.10.2.6 Interactive Whiteboards	5/5/12		IT	0	2209	
2531	1.2.10.2.7 Phone systems	5/5/12		IT	0	2203	
2532	1.2.10.3 Order software	5/21/12		IT	0	2203	
2533	1.2.10.4 Order services	5/21/12		IT	0	2203	
2534	1.2.10.5 Order supplemental/additional items as necessary	7/21/12		IT	0	2210	
2201	1.3 Open Enrollment	12/18/11	1/31/12		0		45
2373	1.3.1 Design marketing collateral (brochures) and order CSUSA flags	12/18/11	12/24/11	Development and Mar	0	2222	7
2374	1.3.2 Marketing Info in a Box	12/18/11	1/31/12	Development and Mar	0	2222	45
2375	1.3.2.1 Design/order banner	12/18/11	12/18/11	Development and Mar	0		1
2376	1.3.2.2 Design/order promotional items	1/31/12	1/31/12	Development and Mar	0		1
2377	1.3.2.3 Design/order brochure holders	1/31/12	1/31/12	Development and Mar	0		1
2378	1.3.2.4 Design room set-up diagram	1/31/12	1/31/12	Development and Mar	0		1
2379	1.3.2.5 Design/order table cover	1/31/12	1/31/12	Development and Mar	0		1
2380	1.3.2.6 Design/order print flyer	1/31/12	1/31/12	Development and Mar	0		1
2202	1.4 Construction Begins	12/16/11	10/20/12	Red Apple	0		310
2226	1.4.1 Waste Disposal & Recycle Agreements	3/1/12	4/29/12	Facilities Red App	0		60
2227	1.4.2 Utility Service Agreements	3/1/12	4/29/12	Facilities Red App	0		60
2235	1.4.3 Obtain Burgular/Security Alarm monitoring contract	3/1/12	4/29/12	Facilities Red App	0		60
2241	1.4.4 Custodial Services	3/1/12	10/20/12	Facilities	0		234
2242	1.4.4.1 Custom specs to school operations	3/1/12	4/29/12	Facilities	0		60
2243	1.4.4.2 Day porter training	7/2/12	7/31/12	Facilities	0		30
2244	1.4.4.3 Day porters start	7/30/12	7/30/12	Facilities	0		1
2245	1.4.4.4 Install and secure dispensers	7/30/12	8/12/12	Facilities	0		14
2246	1.4.4.5 Night crew starts	7/30/12	7/30/12	Facilities	0		1
2247	1.4.4.6 Strip and wax floors	7/30/12	8/1/12	Facilities	0		3
2248	1.4.4.7 Supplier/vendor set-up and dry goods/supplies ordered/set-up	7/2/12	7/8/12	Facilities	0		7
2249	1.4.4.8 Order new equipment and supplies for day porters	7/16/12	8/14/12	Facilities	0		30
2250	1.4.4.9 MSDS Notebook onsite and update	10/20/12	10/20/12	Facilities	0	2203	1
2251	1.4.4.10 Mat service set up	7/16/12	8/14/12	Facilities	0		30
2256	1.4.5 Fire Alarm Monitoring Contract	7/16/12	7/22/12	Facilities	0		7
2257	1.4.5.1 Fire Alarm set up and training	7/16/12	7/22/12	Facilities	0		7
2258	1.4.5.2 Fire Dept key box with keys	7/16/12	7/22/12	Facilities	0		7
2259	1.4.5.3 Fire back flow certified	7/16/12	7/22/12	Facilities	0		7
2260	1.4.5.4 Set up fire sprinkler quarterly or annual service	7/16/12	7/22/12	Facilities	0		7
2261	1.4.5.5 Set up fire extinguisher service	7/16/12	7/22/12	Facilities	0		7
2262	1.4.6 Pest Control	7/16/12	8/14/12	Facilities	0		30

ID	Task	Start	Finish	Resource	%	Dur
2514	1.4.8.2 Coordinate installation of copper lines	4/21/12	5/20/12	IT	0	30
2515	1.4.8.3 Coordinate installation of voice service	4/22/12	6/5/12	IT	0	45
2516	1.4.8.4 Establish and coordinate back up voice service plan	6/8/12	6/14/12	IT	0	7
2517	1.4.8.5 Coordinate installation of temporary office voice service	3/1/12	3/7/12	IT	0	7
2518	1.4.8.6 Establish temporary number forwarding to permanent number	3/1/12	3/14/12	IT	0	14
2203	1.5 Need for Temp office identified and located	3/1/12	3/14/12	Education-Operations	0	14
2228	1.5.1 Temporary Office Set-Up	3/1/12	3/14/12	Facilities	0	14
2229	1.5.1.1 Hang store front signage	3/1/12	3/2/12	Facilities	0	2
2230	1.5.1.2 Put out curbside signage	3/1/12	3/2/12	Facilities	0	2
2231	1.5.1.3 Obtain keys for temporary office and distribute to staff	3/1/12	3/7/12	Facilities	0	7
2232	1.5.1.4 Bring equipment to temporary site and warehouse it	3/1/12	3/7/12	Facilities	0	7
2233	1.5.1.5 Obtain custodial services for temporary space	3/1/12	3/14/12	Facilities	0	14
2234	1.5.1.6 Obtain security services, if needed	3/1/12	3/14/12	Facilities	0	14
2540	1.5.2 Deploy temporary IT office equipment	3/1/12		IT	0	2228
2204	1.6 Leadership Hired	2/22/12	7/31/12		0	161
2299	1.6.1 Hire School Leadership	3/1/12	5/3/12	Employee Services	2	64
2300	1.6.1.1 Gain information on state/district requirements	3/1/12	3/1/12	Employee Services	100	1
2301	1.6.1.2 Conduct compensation analysis	3/1/12	3/14/12	Employee Services	0	14
2302	1.6.1.3 Recieve final staffing matrix	4/2/12	4/2/12	Employee Services	0	1
2303	1.6.1.4 Ensure requisitions are entered into VE	4/2/12	4/2/12	Employee Services	0	1
2304	1.6.1.5 Route applications	4/2/12	4/30/12	Employee Services	0	29
2305	1.6.1.6 Receive hire go ahead/generate offer letter	4/23/12	4/30/12	Employee Services	0	8
2306	1.6.1.7 Provide new hire packet	4/23/12	4/23/12	Employee Services	0	1
2307	1.6.1.8 Close requistion	4/30/12	4/30/12	Employee Services	0	1
2308	1.6.1.9 Onboard school leadership	5/1/12	5/3/12	Employee Services	0	2305 3
2309	1.6.1.9.1 Validate new hire packet	5/1/12	5/2/12	Employee Services	0	2306 2
2310	1.6.1.9.2 Send message to enable account in SIS	5/3/12	5/3/12	Employee Services	0	2309 1
2311	1.6.1.9.3 Set up in payroll	5/3/12	5/3/12	Employee Services	0	2309 1
2420	1.6.2 Principal Induction/Onboarding	6/1/12	7/2/12	Education-Curriculum	0	32
2421	1.6.3 Meet with principal to discuss curriculum	7/2/12	7/31/12	Education-Curriculum	0	30
2422	1.6.4 Meet with principal to discuss site visit tool	7/2/12	7/31/12	Education-Curriculum	0	30
2423	1.6.5 Meet with principal on social norms of CSUSA	7/2/12	7/31/12	Education-Curriculum	0	30
2424	1.6.6 Review office procedures	7/2/12	7/31/12	Education-Curriculum	0	30
2426	1.6.7 Support principal and review emails	7/2/12	7/30/12	Education-Curriculum	0	29
2427	1.6.8 Provide feedback to Principal on schedules, calendars, memos, etc	7/2/12	7/30/12	Education-Curriculum	0	29
2499	1.6.9 Establish initial accounts	2/22/12	5/1/12	Connex12	0	2427 70
2500	1.6.9.1 Establish generic/leadership SIS accounts	2/22/12		Connex12	0	2431
2501	1.6.9.2 Establish generic/leadership email accounts	2/22/12	2/22/12	IT	0	2222 1
2502	1.6.9.3 Establish generic/leadership network accounts	5/1/12	5/1/12	IT	0	2202 1
2574	1.6.9.3.1 Provide local network account management	5/1/12		IT	0	2200
2582	1.6.10 Provide training	5/4/12	7/30/12	IT	0	88
2584	1.6.10.1 Provide IT overview and basic training to staff	7/30/12	7/30/12	IT	0	2413 1
2583	1.6.10.2 Provide initial administration training	5/4/12	5/4/12	IT	0	2200 1
2205	1.7 Lottery	4/30/12	6/29/12		0	61
2223	1.7.1 Hold registration nights/meet & greet nights	4/30/12	6/29/12	Enrollment	0	61
2428	1.7.2 Order and set up parent link	5/1/12	5/31/12	Education-Curriculum	0	31
2592	1.7.3 Provide lottery event support			IT	0	
2206	1.8 Procurement Deadline	4/30/12			0	
2207	1.9 Enrollment Change Deadline	6/1/12			0	
2208	1.10 T.C.O. obtained	6/20/12	10/19/12	Red Apple	0	122

ID	Task	Start	Finish	Resource		Dur
2252	1.10.7 Lawn maintenance Service Agreement	7/16/12	7/20/12	Facilities	0	5
2253	1.10.7.1 Lawn maintenance orientation with supervisor	7/16/12	7/16/12	Facilities	0	1
2254	1.10.7.2 Irrigation system review and repairs	7/16/12	7/16/12	Facilities	0	1
2255	1.10.7.3 Mulch	7/16/12	7/20/12	Facilities	0	5
2265	1.10.8 HVAC Services	7/16/12	7/29/12	Facilities	0	14
2266	1.10.8.1 Set up HVAC IP address, VPN and other resources	7/16/12	7/29/12	Facilities	0	14
2267	1.10.8.2 HVAC PM Service	7/16/12	7/29/12	Facilities	0	14
2268	1.10.8.3 HVAC EMS- Set up and Train	7/16/12	7/29/12	Facilities	0	14
2269	1.10.9 Elevator Services	7/15/12	7/20/12	Facilities	0	14
2270	1.10.9.1 Inspection verification/updated	7/15/12	7/15/12	Facilities	0	1
2271	1.10.9.2 Certification of Operation verification/updated	7/15/12	7/15/12	Facilities	0	1
2272	1.10.9.3 Service agreement completed	7/15/12	7/28/12	Facilities	0	14
2273	1.10.9.4 Elevator monitoring set-up and training	7/15/12	7/28/12	Facilities	0	14
2274	1.10.10 Building set up/assistance	7/30/12	9/12/12	Facilities	0	17
2275	1.10.10.1 Unload storage containers/PODs	7/30/12	7/31/12	Facilities	0	2
2276	1.10.10.2 Help arrange move/arrange FF&E	7/30/12	7/31/12	Facilities	0	2
2277	1.10.10.3 Help move textbooks	7/30/12	7/31/12	Facilities	0	2
2278	1.10.10.4 Pressure clean sidewalks/building	8/13/12	8/13/12	Facilities	0	1
2279	1.10.10.5 Seal coat parking lot and re-stripe	8/13/12	8/15/12	Facilities	0	3
2436	1.10.11 Distribute supplies/orders	8/12/12	8/12/12	Education-Operations	0 2210	0
2535	1.10.12 Deploy equipment	7/2/12		IT	0	
2536	1.10.12.1 Coordinate deliveries of equipment, software, and services	7/2/12		IT	0	
2537	1.10.12.2 Coordinate storage of hardware	7/2/12		IT	0	
2538	1.10.12.3 Establish staging location and operation	8/5/12		IT	0 2210	
2539	1.10.12.4 Perform initial inventory	8/5/12		IT	0 2210	
2541	1.10.12.5 Deploy front office equipment	7/19/12		IT	0	
2542	1.10.12.6 Deploy teacher laptops	7/22/12		IT	0 2418	
2543	1.10.12.7 Deploy classroom equipment	8/7/12		IT	0 2418	
2544	1.10.12.8 Deploy student laptops	8/5/12		IT	0 2210	
2545	1.10.12.9 Perform final inventory	9/20/12		IT	0 2210	
2546	1.10.12.10 Return unnecessary/DOA equipment	8/28/12		IT	0 2210	
2547	1.10.13 Support 3rd party Installations	6/20/12	8/16/12	IT	0	58
2548	1.10.13.1 Coordinate interactive whiteboard installations	6/20/12	8/16/12	IT	0	58
2549	1.10.13.1.1 Schedule whiteboard installations	6/20/12	6/26/12	IT	0 2210	7
2550	1.10.13.1.2 Supervise interactive whiteboard installations	8/3/12	8/16/12	IT	0 2210	14
2551	1.10.13.2 Coordinate installation and configuring of phone system	7/9/12	7/10/12	IT	0	2
2552	1.10.13.3 Coordinate installation and configuring of PA	7/2/12	7/15/12	IT	0	14
2553	1.10.13.4 Coordinate installation and configuring of intercom system	7/2/12	7/3/12	IT	0	2
2554	1.10.13.5 Provide remote access for HVAC system	7/22/12	7/22/12	IT	0 2410	1
2555	1.10.13.6 Install client software for security systems	8/12/12	8/12/12	IT	0 2210	1
2556	1.10.13.7 Establish network connectivity, email to copiers	8/5/12	8/5/12	IT	0 2210	1
2585	1.10.14 Establish morning announcement capability	8/5/12	8/7/12	IT	0 2210	3
2601	1.10.15 Transfer/Acclimate Facilities Dept to Building	7/20/12		Red Apple	0 2210	
2602	1.10.16 Finalize all accounting, draws, and payments	10/19/12		Red Apple	0 2210	
2209	1.11 Hiring Deadline	2/8/12	4/2/12		0	208
2290	1.11.1 Hire business administrator or bookkeeper	2/8/12	6/18/12	Finance	0	124
2312	1.11.1.1 Conduct compensation analysis	3/1/12	3/15/12	Employee Services	0	15
2313	1.11.1.2 Recieve final staffing matrix	4/2/12	4/2/12	Employee Services	0	1
2314	1.11.1.3 Ensure requistions are entered into VE	4/2/12	4/2/12	Employee Services	0	1
2315	1.11.1.4 Place ad	5/1/12	5/1/12	Employee Services	0	1

ID	Task	Start	Finish	Resource	%	Duration
2319	1.11.1.8 Close requisition	6/11/12	6/11/12	Employee Services	0	1
2324	1.11.2 Hire registrar	3/1/12	5/10/12	Employee Services	0	71
2325	1.11.2.1 Conduct compensation analysis	3/1/12	3/15/12	Employee Services	0	15
2326	1.11.2.2 Recieve final staffing matrix	4/2/12	4/2/12	Employee Services	0	1
2327	1.11.2.3 Ensure requistions are entered into VE	4/2/12	4/2/12	Employee Services	0	1
2328	1.11.2.4 Route applications	4/2/12	4/16/12	Employee Services	0	15
2329	1.11.2.5 Receive hire go ahead/generate offer letter	4/16/12	4/16/12	Employee Services	0	1
2330	1.11.2.6 Provide new hire packet	4/16/12	4/16/12	Employee Services	0	1
2331	1.11.2.7 Close requistion	4/16/12	4/16/12	Employee Services	0	1
2332	1.11.2.8 Onboard Registrar	5/1/12	5/10/12	Employee Services	0	10
2333	1.11.2.8.1 Validate new hire packet	5/1/12	5/4/12	Employee Services	0	4
2334	1.11.2.8.2 Send message to enable account in SIS	5/1/12	5/1/12	Employee Services	0	1
2335	1.11.2.8.3 Set up in payroll	5/1/12	5/10/12	Employee Services	0	10
2336	1.11.3 Prepare VE for Hiring Season	2/13/12	4/30/12	Employee Services	1	78
2337	1.11.3.1 Send any position description changes to HR	2/13/12	3/13/12	Education-Curriculum	0	30
2338	1.11.3.2 Place job advertisements to route candidates to VE	3/15/12	4/13/12	Education-Curriculum	0	30
2339	1.11.3.3 Send offer letter templates to Education for review	2/18/12	2/18/12	Employee Services	100	1
2340	1.11.3.4 Receive correct offer letters back from Education	3/15/12	4/16/12	Education-Curriculum	0	33
2341	1.11.3.5 Enter offer letters into the system	4/16/12	4/30/12	Employee Services	0	15
2342	1.11.3.6 Ensure job dept/codes are correct	3/30/12	4/30/12	Employee Services	0	32
2343	1.11.3.7 Ensure approval flows are properly set up	3/30/12	4/30/12	Education-Curriculum	0	32
2344	1.11.4 Ensure all staffing positions are hired and onboarded	6/29/12	7/30/12	Education-Curriculum	0	32
2345	1.11.5 Set up Payroll/HR system	3/30/12	7/2/12	Employee Services	0	95
2346	1.11.5.1 Send report dates to HR	4/2/12	5/1/12	Education-Curriculum	0	30
2347	1.11.5.2 Receive staffing matrix- confirm job codes	5/15/12	5/30/12	Employee Services	0	16
2348	1.11.5.3 Receive info on state requirements (reporting)	4/2/12	4/2/12	Employee Services	0	1
2349	1.11.5.4 Receive legal name of each school and EIN number	4/2/12	4/2/12	Employee Services	0	1
2350	1.11.5.5 Set up payroll (send form SS-4 to ADP)	3/30/12	5/30/12	Employee Services	0	62
2351	1.11.5.6 Receive banking information	5/1/12	5/1/12	Employee Services	0	1
2352	1.11.5.7 Set up payroll calendar	6/1/12	7/2/12	Employee Services	0	32
2418	1.11.6 NTI	7/30/12	8/13/12	Education-Curriculum	0	14
2591	1.11.6.1 Provide NTI support			IT	0	
2419	1.11.7 Direct new school support from Education	8/1/12	9/3/12	Education-Curriculum	0	34
2210	1.12 First Day of School	8/20/12			0	
2213	1.13 Project Identified	12/18/10	5/20/12	Development and Mar	13	612
2211	1.13.1 Set up mailing house account	10/28/11	11/24/11	Enrollment	100	28
2212	1.13.2 Set up account with Call Center	10/28/11	11/24/11	Enrollment	0	28
2214	1.13.3 Finalize registration docs	11/30/11	1/24/12	Enrollment	0	56
2215	1.13.4 Assign and train regional teams	11/11/11	12/8/11	Enrollment	100	28
2216	1.13.5 Finalize enrollment policies	11/30/11	1/24/12	Enrollment	100	56
2217	1.13.6 Assemble the "in a box" kits	11/30/11	12/13/11	Enrollment	100	14
2218	1.13.7 Update presentation materials	11/30/11	12/13/11	Enrollment	100	14
2219	1.13.8 Prepare a master schedule for enrollment events	12/12/11	1/8/12	Enrollment	100	28
2220	1.13.9 Secure enrollment event locations	1/2/12	1/15/12	Enrollment	100	14
2221	1.13.10 Collaborate with Marketing to announce events	1/2/12		Enrollment	0	
2281	1.13.11 Budget to Ziegler/Financing group to obtain bond financing	11/1/11	1/16/12	Finance	0	77
2282	1.13.12 Obtain acronyms for each new school project	1/2/12	1/31/12	Development and Mar	100	30
2286	1.13.13 Work on start up grant applications in collaboration with other de	10/24/11	12/22/11	Finance	20	60
2280	1.13.14 Budget to development team for charter application	8/15/11		Finance	0	
2357	1.13.15 Establish domain	10/3/11	10/3/11	Development and Mar	0	1

ID	Task	Start	Finish	Resource	%		Dur
2486	1.13.20 Establish and configure SIS	10/4/11	8/20/12	Connex12			322
2487	1.13.20.1 Create SIS Shell	10/4/11	1/31/12	Connex12			120
2488	1.13.20.1.1 Establish school database	10/4/11	10/4/11	Connex12	100		1
2489	1.13.20.1.2 Configure CF instances	10/4/11	10/4/11	Connex12	100		1
2490	1.13.20.1.3 Adjust SIS parameters	10/4/11	10/4/11	Connex12	0		1
2491	1.13.20.1.4 Unhide SIS from login menu	1/31/12	1/31/12	Connex12	100	2222	1
2492	1.13.20.1.5 Add school to Help Desk	1/31/12	1/31/12	Connex12	100	2491	1
2493	1.13.20.2 Configure enrollment application	11/30/11	11/30/11	Connex12	100	2210	1
2494	1.13.20.3 Establish scheduling capability	7/29/12	7/29/12	Connex12	0	2410	1
2495	1.13.20.4 Provide support for course catalog	7/29/12	7/29/12	Connex12	0	2413	1
2496	1.13.20.5 Provide support for matrix creation	7/29/12	7/29/12	Connex12	0	2418	0
2497	1.13.20.6 Provide support for standards association	7/29/12	7/29/12	Connex12	0	2419	0
2498	1.13.20.7 Provide support for student scheduling	8/19/12	8/19/12	Connex12	0	2210	0
2572	1.13.20.8 General Account Management	5/1/12		Connex12	0	2306	
2575	1.13.20.9 Provide export/import services	5/6/12	8/20/12	Connex12	0		107
2576	1.13.20.9.1 Import student data into lunch system	8/12/12		Connex12	0	2210	
2577	1.13.20.9.2 Provide student data to busing company	7/5/12	7/5/12	Connex12	0	2210	1
2578	1.13.20.9.3 Provide District system(s) uploads	8/20/12	8/20/12	Connex12	0		1
2579	1.13.20.9.3.1 Demographics	8/20/12	8/20/12	Connex12	0	2210	1
2580	1.13.20.9.3.2 Attendance uploads	8/20/12	8/20/12	Connex12	0	2210	1
2581	1.13.20.9.4 Provide import for call out system (parent link)	5/6/12	5/6/12	Connex12	0	2205	1
2519	1.13.21 Create budgets	10/3/11	4/15/12	IT	0		196
2520	1.13.21.1 Create initial budget for charter application	10/3/11	10/18/11	IT	0		14
2521	1.13.21.2 Establish operational budget	4/2/12	4/15/12	IT	0	2294	14
2594	1.13.22 Secure Building Site	11/17/11	12/16/11	Red Apple	0	2193	30
2595	1.13.23 Select/Secure General Contractor	11/17/11	12/16/11	Red Apple	0	2196	30
2596	1.13.24 Design Site	12/17/11	1/15/12	Red Apple	0	2594	30
2597	1.13.25 Select/Secure Architect	12/17/11	1/15/12	Red Apple	0	2594	30
2598	1.13.26 Work with CSUSA on Interior/Exterior finishes	12/17/11	12/30/11	Red Apple	0	2596	14
2599	1.13.27 Obtain building permits	12/18/11	12/31/11	Red Apple	0	2196	14
2381	1.14 Design School letterhead and documents	7/5/12	7/5/12	Development and Mar	0	2210	0
2382	1.15 Upload school logos and letterhead to SIS	7/20/12	7/20/12	Development and Mar	0	2210	0
2383	1.16 Introduction to Red Carpet Customer Service	1/31/12		Development and Mar	0		
2384	1.17 Create and ship directional signage for pick up and drop off	1/31/12		Development and Mar	0		
2385	1.18 Groudbreaking Events	2/14/12	3/7/12	Development and Mar	0	2200	23
2386	1.18.1 Gather invitation list	2/14/12	2/20/12	Development and Mar	0		7
2387	1.18.2 Send invitations	2/21/12	2/21/12	Development and Mar	0	2386	1
2388	1.18.3 Order supplies, catering and equipment	2/22/12	2/22/12	Development and Mar	0	2387	1
2389	1.18.4 Create agenda	2/21/12	2/21/12	Development and Mar	0	2387	1
2390	1.18.5 Set up for event	3/7/12	3/7/12	Development and Mar	0	2387	1
2391	1.19 Grand Opening Events	9/19/12	10/10/12	Development and Mar	0	2210	22
2392	1.19.1 Gather invitation list	9/19/12	9/25/12	Development and Mar	0		7
2393	1.19.2 Send invitations	9/26/12	9/26/12	Development and Mar	0	2392	1
2394	1.19.3 Order supplies, catering and equipment	9/27/12	9/27/12	Development and Mar	0	2392	1
2395	1.19.4 Create agenda	9/26/12	9/26/12	Development and Mar	0	2392	1
2396	1.19.5 Set up for event	10/10/12	10/10/12	Development and Mar	0	2392	1
2397	1.20 Design/order banners	4/9/12	4/15/12	Development and Mar	0	2205	7
2398	1.21 Design/order signage	4/9/12	4/15/12	Development and Mar	0	2205	7
2433	1.22 Create new approved master curriculum list	1/2/12	1/31/12	Education-Curriculum	50		30	16.00
2588	1.23 Provide individual software installations as necessary	8/20/12	9/18/12	IT	0	2210	30

ID	Task	Start	Finish	Resource	%	Pred	Dur
2283	1.1.2 Obtain sales tax exemption certificate	2/1/12	5/1/12	Finance	0		91
2284	1.1.3 Open school bank accounts	2/1/12	6/15/12	Finance	0		136
2285	1.1.4 Set up funding with school districts	6/16/12	8/14/12	Finance	0	2264	60
2286	1.1.5 Set up Soloman	2/29/12	7/13/12	Finance	0	2282	136
2287	1.1.6 Set up Quickbooks, including ordering checks	6/16/12	8/14/12	Finance	0	2264	60
2289	1.1.7 Obtain insurance	2/1/12	5/1/12	Finance	0		91
2291	1.1.8 Make staff assignments for AP and Accounting	5/1/12	5/31/12	Finance	0		31
2292	1.1.9 Hire staff accountants, financial analysts and/or AP coordinators	5/1/12	5/31/12	Finance	0		31
2293	1.1.10 Set up Adaptive Planning	4/2/12	4/30/12	Finance	0		29
2294	1.1.11 Prepare the opening year budget	4/2/12	4/30/12	Finance	0		29
2295	1.1.12 Provide staffing matrix to Education Team	2/1/12	2/3/12	Finance	100		3
2296	1.1.13 Provide budget to school district	6/29/12	6/29/12	Finance	0		1
2297	1.1.14 Load budget into Adaptive Planning	6/15/12	6/15/12	Finance	0		1
2298	1.1.15 Provide W-9 to school district	6/15/12	6/15/12	Finance	0		1
2353	1.1.16 Research State requirements	3/1/12	4/16/12	Employee Services	1		47
2354	1.1.16.1 Gain input on location of new schools	3/1/12	3/1/12	Employee Services	100		1
2355	1.1.16.2 Research employment law	3/1/12	4/16/12	Employee Services	0		47
2356	1.1.16.3 Research retirement systems	3/1/12	4/16/12	Employee Services	0		47
2370	1.1.17 Create marketing budget	2/1/12	2/7/12	Development and Mar	100		7
2371	1.1.18 Develop marketing plan	2/1/12	2/7/12	Development and Mar	0		7
2372	1.1.19 Research media options	12/18/11	12/24/11	Development and Mar	0	2371	7
2399	1.1.20 Research special programs (ESE/Cambridge/Gifted)	1/2/12	5/1/12	Education-Curriculum	0		121
2400	1.1.21 Create course database in SIS	1/2/12	6/1/12	Education-Curriculum	0		152
2401	1.1.22 Develop resource profile for new state/district	1/2/12	2/1/12	Education-Curriculum	0		31
2402	1.1.23 New state standards	1/2/12	5/1/12	Education-Curriculum	0		121
2403	1.1.24 Research curriculum offering in new district or state	1/2/12	5/1/12	Education-Curriculum	0		121
2404	1.1.25 Draft curriculum maps	5/1/12	7/2/12	Education-Curriculum	0		63
2405	1.1.26 Compile P: Drive resources	5/1/12	8/1/12	Education-Curriculum	0		93
2406	1.1.27 Determine school hours	5/1/12	5/15/12	Education-Curriculum	0		15
2407	1.1.28 Create resource binders	3/1/12	6/1/12	Education-Curriculum	0		93
2408	1.1.29 Write handbooks (parent, student, faculty)	3/1/12	6/1/12	Education-Curriculum	0		93
2409	1.1.30 Create school calendar	3/1/12	6/1/12	Education-Curriculum	0		93
2410	1.1.31 Create academic matrix/schedule	3/1/12	7/2/12	Education-Curriculum	0		124
2411	1.1.32 Assign classrooms	6/4/12	7/2/12	Education-Curriculum	0		29
2412	1.1.33 Schedule students	7/2/12	8/13/12	Education-Curriculum	0		43
2413	1.1.34 Determine if VPK is viable	5/1/12	6/1/12	Education-Curriculum	0		32
2414	1.1.35 Complete VPK paperwork	6/1/12	7/2/12	Education-Curriculum	0		32
2415	1.1.36 Determine meetings, contacts, tasks from District/state	5/1/12	7/2/12	Education-Curriculum	0		63
2416	1.1.37 Organize files (CUM, ESE/ESOL records)	7/2/12	8/1/12	Education-Curriculum	0		31
2417	1.1.38 Review IEPs with District Rep	7/2/12	8/1/12	Education-Curriculum	0		31
2437	1.1.39 National School Lunch Program	4/3/12	9/19/12	Education-Operations	0	2349	170
2438	1.1.39.1 Site Application	4/3/12	4/9/12	Education-Operations	0		7
2439	1.1.39.1.1 Compile necessary data	4/3/12	4/9/12	Education-Operations	0		7
2440	1.1.39.1.2 Create school specific NSLP docs	4/3/12	4/5/12	Education-Operations	0		3
2441	1.1.39.1.3 Submit data and forms to DOE	4/3/12	4/6/12	Education-Operations	0		4
2442	1.1.39.2 NSLP Training	4/3/12	9/13/12	Education-Operations	0		133
2443	1.1.39.2.1 Create training books for school staff	4/3/12	4/5/12	Education-Operations	0		3

ID	Task Name	Start	Finish	Resource	%	Pred	Dur
2559	1.1.41.2 Establish and configure security policies	7/22/12	7/22/12	IT	0	2413	1
2560	1.1.41.3 Establish remote access to network	6/12/12	6/12/12	IT	0	2203	1
2561	1.1.41.4 Establish network printing	7/22/12	7/22/12	IT	0	2416	1
2562	1.1.41.5 Establish email	1/24/12	8/1/12	IT	5		99
2563	1.1.41.5.1 Complete initial Gmail setup	1/24/12	1/24/12	IT	100	2222	1
2564	1.1.41.5.2 Convert Gmail to Apps for Edu	3/18/12	3/31/12	IT	0	2209	14
2565	1.1.41.5.3 Configure Postini services	3/31/12	3/31/12	IT	0	2303	1
2573	1.1.41.5.4 Provide support for email account management	5/1/12		IT	0	2303	
2566	1.1.41.6 Implement and configure content filter	8/5/12	8/5/12	IT	0	2210	1
2567	1.1.41.7 Implement and configure antivirus service	6/28/12	6/28/12	IT	0	2209	1
2568	1.1.41.8 Establish and configure backup services	8/26/12	8/28/12	IT	0	2210	3
2569	1.1.42 Establish District Connectivity	3/15/12	8/28/12	IT	0		108
2570	1.1.42.1 Provide District access for temporary office	3/15/12	3/16/12	IT	0	2223	2
2571	1.1.42.2 Establish permanent District access	6/27/12	6/28/12	IT	0	2201	2
2200	1.2 Funding Commitment Secured	1/2/12	10/26/12	Finance	1		293
2225	1.2.1 Create facilities budget	2/15/12	3/15/12	Facilities	0		30
2425	1.2.2 Create preliminary textbook orders	4/2/12	4/30/12	Education-Curriculum	0		29
2429	1.2.3 Order Ed Tech Items	4/2/12	4/30/12	Education-Curriculum	0		29
2430	1.2.4 Order agendas/communication folders	5/1/12	7/2/12	Education-Curriculum	0		63
2431	1.2.5 Order textbooks	4/2/12	4/30/12	Education-Curriculum	0		29
2432	1.2.6 Order dashboard/license plates	5/1/12	7/31/12	Education-Curriculum	0		92
2435	1.2.7 Create "classroom in a box" purchase order templates	1/31/12	3/30/12	Education-Curriculum	5		60
2446	1.2.8 Furniture, Fixtures, and Equipment	2/13/12	7/5/12	Education-Operations	0		144
2447	1.2.8.1 Conduct room analysis	2/13/12	2/13/12	Education-Operations	0		1
2448	1.2.8.2 Create order list and obtain pricing from vendor	3/14/12	3/18/12	Education-Operations	0	2447	5
2449	1.2.8.3 Conduct budget analysis and compare with needs	3/14/12	3/14/12	Education-Operations	0	2448	1
2450	1.2.8.4 Obtain budget approval and create PO	3/14/12	3/18/12	Education-Operations	0	2449	5
2451	1.2.8.5 Place order with vendor and track until delivery	3/19/12	3/19/12	Education-Operations	0	2450	1
2452	1.2.8.6 Oversee delivery and installation of items	6/20/12	6/26/12	Education-Operations	0	2208	7
2453	1.2.8.7 Conduct walk-through and create punchlist	6/27/12	7/3/12	Education-Operations	0	2452	7
2454	1.2.8.8 Conduct final walk through and inventory	7/5/12	7/5/12	Education-Operations	0	2453	1
2455	1.2.9 Vendor Contracts	1/2/12	10/26/12	Education-Operations	1		293
2456	1.2.9.1 Copier Service	3/1/12	7/16/12	Education-Operations	0		138
2457	1.2.9.1.1 RFP prep and distribution	3/1/12	3/10/12	Education-Operations	0		10
2458	1.2.9.1.2 Proposal review	3/11/12	3/20/12	Education-Operations	0	2457	10
2459	1.2.9.1.3 Vendor selection and order placement	3/21/12	3/25/12	Education-Operations	0	2458	5
2460	1.2.9.1.4 Delivery, installation, and training on new machines	7/16/12	7/16/12	Education-Operations	0		1
2461	1.2.9.2 Food service	2/15/12	8/12/12	Education-Operations	0		180
2462	1.2.9.2.1 RFP prep and distribution	2/15/12	2/19/12	Education-Operations	0		5
2463	1.2.9.2.2 Proposal review	2/20/12	2/24/12	Education-Operations	0	2462	5
2464	1.2.9.2.3 Vendor selection and contract completion	2/25/12	2/26/12	Education-Operations	0	2463	2
2465	1.2.9.2.4 Determine equipment needs and place order	4/2/12	4/6/12	Education-Operations	0		5
2466	1.2.9.2.5 Menu creation and dissemination to parents	7/2/12	7/6/12	Education-Operations	0		5
2467	1.2.9.2.6 Call for kitchen inspection	8/6/12	8/10/12	Education-Operations	0	2210	5
2468	1.2.9.2.7 Request installation of kitchen POS system	8/6/12	8/10/12	Education-Operations	0	2210	5
2469	1.2.9.2.8 Import student data into kitchen POS	8/12/12	8/12/12	Education-Operations	0	2210	1
2470	1.2.9.3 Transportation	2/1/12	8/1/12	Education-Operations	0		183

ID	Task Name	Start	Finish	Resource		Duration
2480	1.2.9.5 Vending Machines			Education-Operations	0	
2481	1.2.9.5.1 Vendor selection	6/1/12	6/10/12	Education-Operations	0	10
2482	1.2.9.5.2 Coordinate delivery and installation	10/20/12	10/20/12	Education-Operations	0 2208	1
2434	1.2.9.6 Create master vendor list	1/2/12	3/30/12	Education-Curriculum	10	89
2522	1.2.10 Acquire necessary equipment	3/17/12	7/28/12	IT	0	135
2523	1.2.10.1 Establish purchasing plan	3/17/12	3/23/12	IT	0 2521	7
2524	1.2.10.2 Order equipment	3/24/12	7/28/12	IT	0 2523	128
2525	1.2.10.2.1 Leadership Equipment	4/11/12		IT	0 2203	
2526	1.2.10.2.2 Temporary office equipment	3/24/12		IT	0 2225	
2527	1.2.10.2.3 Infrastructure Equipment	5/29/12	5/29/12	IT	0 2209	1
2528	1.2.10.2.4 Teacher and Staff equipment	7/8/12		IT	0 2412	
2529	1.2.10.2.5 Student equipment	7/29/12		IT	0 2210	
2530	1.2.10.2.6 Interactive Whiteboards	5/5/12		IT	0 2203	
2531	1.2.10.2.7 Phone systems	5/5/12		IT	0 2203	
2532	1.2.10.3 Order software	5/21/12		IT	0 2203	
2533	1.2.10.4 Order services	5/21/12		IT	0 2203	
2534	1.2.10.5 Order supplemental/additional items as necessary	7/21/12		IT	0 2210	
2201	1.3 Open Enrollment	12/18/11	1/31/12		0	45
2373	1.3.1 Design marketing collateral (brochures) and order CSUSA flags	12/18/11	12/24/11	Development and Mar	0 2222	7
2374	1.3.2 Marketing Info in a Box	12/18/11	1/31/12	Development and Mar	0 2222	45
2375	1.3.2.1 Design/order banner	12/18/11	12/18/11	Development and Mar	0	1
2376	1.3.2.2 Design/order promotional items	1/31/12	1/31/12	Development and Mar	0	1
2377	1.3.2.3 Design/order brochure holders	1/31/12	1/31/12	Development and Mar	0	1
2378	1.3.2.4 Design room set-up diagram	1/31/12	1/31/12	Development and Mar	0	1
2379	1.3.2.5 Design/order table cover	1/31/12	1/31/12	Development and Mar	0	1
2380	1.3.2.6 Design/order print flyer	1/31/12	1/31/12	Development and Mar	0	1
2202	1.4 Construction Begins	12/16/11	10/20/12	Red Apple	0	310
2226	1.4.1 Waste Disposal & Recycle Agreements	3/1/12	4/29/12	Facilities Red App	0	60
2227	1.4.2 Utility Service Agreements	3/1/12	4/29/12	Facilities Red App	0	60
2235	1.4.3 Obtain Burgular/Security Alarm monitoring contract	3/1/12	4/29/12	Facilities Red App	0	60
2241	1.4.4 Custodial Services	3/1/12	10/20/12	Facilities	0	234
2242	1.4.4.1 Custom specs to school operations	3/1/12	4/29/12	Facilities	0	60
2243	1.4.4.2 Day porter training	7/2/12	7/31/12	Facilities	0	30
2244	1.4.4.3 Day porters start	7/30/12	7/30/12	Facilities	0	1
2245	1.4.4.4 Install and secure dispensers	7/30/12	8/12/12	Facilities	0	14
2246	1.4.4.5 Night crew starts	7/30/12	7/30/12	Facilities	0	1
2247	1.4.4.6 Strip and wax floors	7/30/12	8/1/12	Facilities	0	3
2248	1.4.4.7 Supplier/vendor set-up and dry goods/supplies ordered/set-up	7/2/12	7/8/12	Facilities	0	7
2249	1.4.4.8 Order new equipment and supplies for day porters	7/16/12	8/14/12	Facilities	0	30
2250	1.4.4.9 MSDS Notebook onsite and update	10/20/12	10/20/12	Facilities	0 2203	1
2251	1.4.4.10 Mat service set up	7/16/12	8/14/12	Facilities	0	30
2256	1.4.5 Fire Alarm Monitoring Contract	7/16/12	7/22/12	Facilities	0	7
2257	1.4.5.1 Fire Alarm set up and training	7/16/12	7/22/12	Facilities	0	7
2258	1.4.5.2 Fire Dept key box with keys	7/16/12	7/22/12	Facilities	0	7
2259	1.4.5.3 Fire back flow certified	7/16/12	7/22/12	Facilities	0	7
2260	1.4.5.4 Set up fire sprinkler quarterly or annual service	7/16/12	7/22/12	Facilities	0	7
2261	1.4.5.5 Set up fire extinguisher service	7/16/12	7/22/12	Facilities	0	7
2262	1.4.6 Pest Control	7/16/12	8/14/12	Facilities	0	30

ID	Task Name	Start	Finish	Resource	%	Pred	Dur
2517	1.4.8.5 Coordinate installation of temporary office voice service	3/1/12	3/7/12	IT	0	2228	7
2518	1.4.8.6 Establish temporary number forwarding to permanent number	3/1/12	3/14/12	IT	0	2229	14
2203	◢ 1.5 Need for Temp office identified and located	3/1/12	3/14/12	Education-Operations	0		14
2228	◢ 1.5.1 Temporary Office Set-Up	3/1/12	3/14/12	Facilities	0		14
2229	1.5.1.1 Hang store front signage	3/1/12	3/2/12	Facilities	0		2
2230	1.5.1.2 Put out curbside signage	3/1/12	3/2/12	Facilities	0		2
2231	1.5.1.3 Obtain keys for temporary office and distribute to staff	3/1/12	3/7/12	Facilities	0		7
2232	1.5.1.4 Bring equipment to temporary site and warehouse it	3/1/12	3/7/12	Facilities	0		7
2233	1.5.1.5 Obtain custodial services for temporary space	3/1/12	3/14/12	Facilities	0		14
2234	1.5.1.6 Obtain security services, if needed	3/1/12	3/14/12	Facilities	0		14
2540	1.5.2 Deploy temporary IT office equipment	3/1/12		IT	0	2228	
2204	◢ 1.6 Leadership Hired	2/22/12	7/31/12		0		161
2299	◢ 1.6.1 Hire School Leadership	3/1/12	5/2/12	Employee Services	3		64
2300	1.6.1.1 Gain information on state/district requirements	3/1/12	3/1/12	Employee Services	100		1
2301	1.6.1.2 Conduct compensation analysis	3/1/12	3/14/12	Employee Services	0		14
2302	1.6.1.3 Recieve final staffing matrix	4/2/12	4/2/12	Employee Services	0		1
2303	1.6.1.4 Ensure requisitions are entered into VE	4/2/12	4/2/12	Employee Services	0		1
2304	1.6.1.5 Route applications	4/2/12	4/30/12	Employee Services	0		29
2305	1.6.1.6 Receive hire go ahead/generate offer letter	4/23/12	4/30/12	Employee Services	0		8
2306	1.6.1.7 Provide new hire packet	4/23/12	4/23/12	Employee Services	0		1
2307	1.6.1.8 Close requisition	4/30/12	4/30/12	Employee Services	0		1
2308	◢ 1.6.1.9 Onboard school leadership	5/1/12	5/2/12	Employee Services	0	2305	3
2309	1.6.1.9.1 Validate new hire packet	5/1/12	5/2/12	Employee Services	0	2308	2
2310	1.6.1.9.2 Send message to enable account in SIS	5/3/12	5/3/12	Employee Services	0	2309	1
2311	1.6.1.9.3 Set up in payroll	5/3/12	5/3/12	Employee Services	0	2309	1
2420	1.6.2 Principal Induction/Onboarding	6/1/12	7/2/12	Education-Curriculum	0		32
2421	1.6.3 Meet with principal to discuss curriculum	7/2/12	7/31/12	Education-Curriculum	0		30
2422	1.6.4 Meet with principal to discuss site visit tool	7/2/12	7/31/12	Education-Curriculum	0		30
2423	1.6.5 Meet with principal on social norms of CSUSA	7/2/12	7/31/12	Education-Curriculum	0		30
2424	1.6.6 Review office procedures	7/2/12	7/31/12	Education-Curriculum	0		30
2425	1.6.7 Support principal and review emails	7/2/12	7/30/12	Education-Curriculum	0		29
2427	1.6.8 Provide feedback to Principal on schedules, calendars, memos, etc	7/2/12	7/30/12	Education-Curriculum	0		29
2499	◢ 1.6.9 Establish initial accounts	2/22/12	5/1/12	Connex12	0	2437	70
2500	1.6.9.1 Establish generic/leadership SIS accounts	2/22/12		Connex12	0	2437	
2501	1.6.9.2 Establish generic/leadership email accounts	2/22/12	2/22/12	IT	0	2223	1
2502	◢ 1.6.9.3 Establish generic/leadership network accounts	5/1/12	5/1/12	IT	0	2203	1
2574	1.6.9.3.1 Provide local network account management	5/1/12		IT	0	2308	
2582	◢ 1.6.10 Provide training	5/4/12	7/30/12	IT	0		88
2584	1.6.10.1 Provide IT overview and basic training to staff	7/30/12	7/30/12	IT	0	2412	1
2583	1.6.10.2 Provide initial administration training	5/4/12	5/4/12	IT	0	2206	1
2205	◢ 1.7 Lottery	4/30/12	6/29/12		0		61
2223	1.7.1 Hold registration nights/meet & greet nights	4/30/12	6/29/12	Enrollment	0		61
2428	1.7.2 Order and set up parent link	5/1/12	5/31/12	Education-Curriculum	0		31
2592	1.7.3 Provide lottery event support			IT	0		
2206	1.8 Procurement Deadline	4/30/12			0		
2207	1.9 Enrollment Change Deadline	6/1/12			0		
2208	◢ 1.10 T.C.O. obtained	6/20/12	10/19/12	Red Apple	0		122

ID	Task	Start	Finish	Resource	Status	Dur
2255	1.10.7.3 Mulch	7/16/12	7/20/12	Facilities	0	5
2265	1.10.8 HVAC Services	7/16/12	7/29/12	Facilities	0	14
2266	1.10.8.1 Set up HVAC IP address, VPN and other resources	7/16/12	7/29/12	Facilities	0	14
2267	1.10.8.2 HVAC PM Service	7/16/12	7/29/12	Facilities	0	14
2268	1.10.8.3 HVAC EMS- Set up and Train	7/16/12	7/29/12	Facilities	0	14
2269	1.10.9 Elevator Services	7/15/12	7/23/12	Facilities	0	14
2270	1.10.9.1 Inspection verification/updated	7/15/12	7/15/12	Facilities	0	1
2271	1.10.9.2 Certification of Operation verification/updated	7/15/12	7/15/12	Facilities	0	1
2272	1.10.9.3 Service agreement completed	7/15/12	7/28/12	Facilities	0	14
2273	1.10.9.4 Elevator monitoring set-up and training	7/15/12	7/28/12	Facilities	0	14
2274	1.10.10 Building set up/assistance	7/30/12	8/15/12	Facilities	0	17
2275	1.10.10.1 Unload storage containers/PODs	7/30/12	7/31/12	Facilities	0	2
2276	1.10.10.2 Help arrange move/arrange FF&E	7/30/12	7/31/12	Facilities	0	2
2277	1.10.10.3 Help move textbooks	7/30/12	7/31/12	Facilities	0	2
2278	1.10.10.4 Pressure clean sidewalks/building	8/13/12	8/13/12	Facilities	0	1
2279	1.10.10.5 Seal coat parking lot and re-stripe	8/13/12	8/15/12	Facilities	0	3
2436	1.10.11 Distribute supplies/orders	8/12/12	8/12/12	Education-Operations	0	2210 0
2535	1.10.12 Deploy equipment	7/2/12		IT	0	
2536	1.10.12.1 Coordinate deliveries of equipment, software, and services	7/2/12		IT	0	
2537	1.10.12.2 Coordinate storage of hardware	7/2/12		IT	0	
2538	1.10.12.3 Establish staging location and operation	8/5/12		IT	0	2210
2539	1.10.12.4 Perform initial inventory	8/5/12		IT	0	2210
2541	1.10.12.5 Deploy front office equipment	7/19/12		IT	0	
2542	1.10.12.6 Deploy teacher laptops	7/22/12		IT	0	2418
2543	1.10.12.7 Deploy classroom equipment	8/7/12		IT	0	2418
2544	1.10.12.8 Deploy student laptops	8/5/12		IT	0	2210
2545	1.10.12.9 Perform final inventory	9/20/12		IT	0	2210
2546	1.10.12.10 Return unnecessary/DOA equipment	8/28/12		IT	0	2210
2547	1.10.13 Support 3rd party installations	6/20/12	8/16/12	IT	0	58
2548	1.10.13.1 Coordinate interactive whiteboard installations	6/20/12	8/16/12	IT	0	58
2549	1.10.13.1.1 Schedule whiteboard installations	6/20/12	6/26/12	IT	0	2210 7
2550	1.10.13.1.2 Supervise interactive whiteboard installations	8/3/12	8/16/12	IT	0	2210 14
2551	1.10.13.2 Coordinate installation and configuring of phone system	7/9/12	7/10/12	IT	0	2
2552	1.10.13.3 Coordinate installation and configuring of PA	7/2/12	7/15/12	IT	0	14
2553	1.10.13.4 Coordinate installation and configuring of intercom system	7/2/12	7/3/12	IT	0	2
2554	1.10.13.5 Provide remote access for HVAC system	7/22/12	7/22/12	IT	0	2418 1
2555	1.10.13.6 Install client software for security systems	8/12/12	8/12/12	IT	0	2210 1
2556	1.10.13.7 Establish network connectivity, email to copiers	8/5/12	8/5/12	IT	0	2210 1
2585	1.10.14 Establish morning announcement capability	8/5/12	8/7/12	IT	0	2210 3
2601	1.10.15 Transfer/Acclimate Facilities Dept to Building	7/20/12		Red Apple	0	2210
2602	1.10.16 Finalize all accounting, draws, and payments	10/19/12		Red Apple	0	2210
2209	1.11 Hiring Deadline	2/8/12	9/20/12		0	208
2290	1.11.1 Hire business administrator or bookkeeper	2/8/12	9/10/12	Finance	0	124
2312	1.11.1.1 Conduct compensation analysis	3/1/12	3/15/12	Employee Services	0	15
2313	1.11.1.2 Recieve final staffing matrix	4/2/12	4/2/12	Employee Services	0	1
2314	1.11.1.3 Ensure requisions are entered into VE	4/2/12	4/2/12	Employee Services	0	1
2315	1.11.1.4 Place ad	5/1/12	5/1/12	Employee Services	0	1

ID	Task	Start	Finish	Resource	%	Duration
2326	1.11.2.2 Recieve final staffing matrix	4/2/12	4/2/12	Employee Services	0	1
2327	1.11.2.3 Ensure requisitions are entered into VE	4/2/12	4/2/12	Employee Services	0	1
2328	1.11.2.4 Route applications	4/2/12	4/16/12	Employee Services	0	15
2329	1.11.2.5 Receive hire go ahead/generate offer letter	4/16/12	4/16/12	Employee Services	0	1
2330	1.11.2.6 Provide new hire packet	4/16/12	4/16/12	Employee Services	0	1
2331	1.11.2.7 Close requisition	4/16/12	4/16/12	Employee Services	0	1
2332	1.11.2.8 Onboard Registrar	5/1/12	5/10/12	Employee Services	0	10
2333	1.11.2.8.1 Validate new hire packet	5/1/12	5/4/12	Employee Services	0	4
2334	1.11.2.8.2 Send message to enable account in SIS	5/1/12	5/1/12	Employee Services	0	1
2335	1.11.2.8.3 Set up in payroll	5/1/12	5/10/12	Employee Services	0	10
2336	1.11.3 Prepare VE for Hiring Season	2/13/12	4/30/12	Employee Services	1	78
2337	1.11.3.1 Send any position description changes to HR	2/13/12	3/13/12	Education-Curriculum	0	30
2338	1.11.3.2 Place job advertisements to route candidates to VE	3/15/12	4/13/12	Education-Curriculum	0	30
2339	1.11.3.3 Send offer letter templates to Education for review	2/18/12	2/18/12	Employee Services	100	1
2340	1.11.3.4 Receive correct offer letters back from Education	3/15/12	4/16/12	Education-Curriculum	0	33
2341	1.11.3.5 Enter offer letters into the system	4/16/12	4/30/12	Employee Services	0	15
2342	1.11.3.6 Ensure job dept/codes are correct	3/30/12	4/30/12	Employee Services	0	32
2343	1.11.3.7 Ensure approval flows are properly set up	3/30/12	4/30/12	Education-Curriculum	0	32
2344	1.11.4 Ensure all staffing positions are hired and onboarded	6/29/12	7/30/12	Education-Curriculum	0	32
2345	1.11.5 Set up Payroll/HR system	3/30/12	7/2/12	Employee Services	0	95
2346	1.11.5.1 Send report dates to HR	4/2/12	5/1/12	Education-Curriculum	0	30
2347	1.11.5.2 Receive staffing matrix- confirm job codes	5/15/12	5/30/12	Employee Services	0	16
2348	1.11.5.3 Receive info on state requirements (reporting)	4/2/12	4/2/12	Employee Services	0	1
2349	1.11.5.4 Receive legal name of each school and EIN number	4/2/12	4/2/12	Employee Services	0	1
2350	1.11.5.5 Set up payroll (send form SS-4 to ADP)	3/30/12	5/30/12	Employee Services	0	62
2351	1.11.5.6 Receive banking information	5/1/12	5/1/12	Employee Services	0	1
2352	1.11.5.7 Set up payroll calendar	6/1/12	7/2/12	Employee Services	0	32
2415	1.11.6 NTI	7/30/12	8/12/12	Education-Curriculum	0	14
2591	1.11.6.1 Provide NTI support			IT	0	
2419	1.11.7 Direct new school support from Education	8/1/12	9/3/12	Education-Curriculum	0	34
2210	1.12 First Day of School	8/20/12			0	
2213	1.13 Project Identified	12/18/10	5/20/12	Development and Mar	13	612
2211	1.13.1 Set up mailing house account	10/28/11	11/24/11	Enrollment	100	28
2212	1.13.2 Set up account with Call Center	10/28/11	11/24/11	Enrollment	0	28
2214	1.13.3 Finalize registration docs	11/30/11	1/24/12	Enrollment	0	56
2215	1.13.4 Assign and train regional teams	11/11/11	12/8/11	Enrollment	100	28
2216	1.13.5 Finalize enrollment policies	11/30/11	1/24/12	Enrollment	100	56
2217	1.13.6 Assemble the "in a box" kits	11/30/11	12/13/11	Enrollment	100	14
2218	1.13.7 Update presentation materials	11/30/11	12/13/11	Enrollment	100	14
2219	1.13.8 Prepare a master schedule for enrollment events	12/12/11	1/8/12	Enrollment	100	28
2220	1.13.9 Secure enrollment event locations	1/2/12	1/15/12	Enrollment	100	14
2221	1.13.10 Collaborate with Marketing to announce events	1/2/12		Enrollment	0	
2281	1.13.11 Budget to Ziegler/Financing group to obtain bond financing	11/1/11	1/16/12	Finance	0	77
2282	1.13.12 Obtain acronyms for each new school project	1/2/12	1/31/12	Development and Mar	100	30
2288	1.13.13 Work on start up grant applications in collaboration with other de	10/24/11	12/22/11	Finance	20	60
2280	1.13.14 Budget to development team for charter application	8/15/11		Finance	0	
2357	1.13.15 Establish domain	10/3/11	10/3/11	Development and Mar	0	1

ID	Task Name	Start	Finish	Resource	%		Dur
2489	1.13.20.1.2 Configure CF instances	10/4/11	10/4/11	Connex12	100		1
2490	1.13.20.1.3 Adjust SIS parameters	10/4/11	10/4/11	Connex12	0		1
2491	1.13.20.1.4 Unhide SIS from login menu	1/31/12	1/31/12	Connex12	100	2222	1
2492	1.13.20.1.5 Add school to Help Desk	1/31/12	1/31/12	Connex12	100	2491	1
2493	1.13.20.2 Configure enrollment application	11/30/11	11/30/11	Connex12	100	2218	1
2494	1.13.20.3 Establish scheduling capability	7/29/12	7/29/12	Connex12	0	2418	1
2495	1.13.20.4 Provide support for course catalog	7/29/12	7/29/12	Connex12	0	2418	1
2496	1.13.20.5 Provide support for matrix creation	7/29/12	7/29/12	Connex12	0	2418	0
2497	1.13.20.6 Provide support for standards association	7/29/12	7/29/12	Connex12	0	2418	0
2498	1.13.20.7 Provide support for student scheduling	8/19/12	8/19/12	Connex12	0	2210	0
2572	1.13.20.8 General Account Management	5/1/12		Connex12	0	2208	
2575	1.13.20.9 Provide export/import services	5/6/12	8/20/12	Connex12	0		107
2576	1.13.20.9.1 Import student data into lunch system	8/12/12		Connex12	0	2210	
2577	1.13.20.9.2 Provide student data to busing company	7/5/12	7/5/12	Connex12	0	2210	1
2578	1.13.20.9.3 Provide District system(s) uploads	8/20/12	8/20/12	Connex12	0		1
2579	1.13.20.9.3.1 Demographics	8/20/12	8/20/12	Connex12	0	2210	1
2580	1.13.20.9.3.2 Attendance uploads	8/20/12	8/20/12	Connex12	0	2210	1
2581	1.13.20.9.4 Provide import for call out system (parent link)	5/6/12	5/6/12	Connex12	0	2205	1
2519	1.13.21 Create budgets	10/3/11	4/15/12	IT	0		196
2520	1.13.21.1 Create initial budget for charter application	10/3/11	10/18/11	IT	0		14
2521	1.13.21.2 Establish operational budget	4/2/12	4/15/12	IT	0	2294	14
2594	1.13.22 Secure Building Site	11/17/11	12/16/11	Red Apple	0	2199	30
2595	1.13.23 Select/Secure General Contractor	11/17/11	12/16/11	Red Apple	0	2199	30
2596	1.13.24 Design Site	12/17/11	1/15/12	Red Apple	0	2594	30
2597	1.13.25 Select/Secure Architect	12/17/11	1/15/12	Red Apple	0	2594	30
2598	1.13.26 Work with CSUSA on Interior/Exterior finishes	12/17/11	12/30/11	Red Apple	0	2596	14
2599	1.13.27 Obtain building permits	12/18/11	12/31/11	Red Apple	0	2199	14
2381	1.14 Design School letterhead and documents	7/5/12	7/5/12	Development and Mar	0	2210	0
2382	1.15 Upload school logos and letterhead to SIS	7/20/12	7/20/12	Development and Mar	0	2210	0
2383	1.16 Introduction to Red Carpet Customer Service	1/31/12		Development and Mar	0		
2384	1.17 Create and ship directional signage for pick up and drop off	1/31/12		Development and Mar	0		
2385	1.18 Groudbreaking Events	2/14/12	3/7/12	Development and Mar	0	2202	23
2386	1.18.1 Gather invitation list	2/14/12	2/20/12	Development and Mar	0		7
2387	1.18.2 Send invitations	2/21/12	2/21/12	Development and Mar	0	2386	1
2388	1.18.3 Order supplies, catering and equipment	2/22/12	2/22/12	Development and Mar	0	2387	1
2389	1.18.4 Create agenda	2/21/12	2/21/12	Development and Mar	0	2387	1
2390	1.18.5 Set up for event	3/7/12	3/7/12	Development and Mar	0	2387	1
2391	1.19 Grand Opening Events	9/19/12	10/10/12	Development and Mar	0	2210	22
2392	1.19.1 Gather invitation list	9/19/12	9/25/12	Development and Mar	0		7
2393	1.19.2 Send invitations	9/26/12	9/26/12	Development and Mar	0	2392	1
2394	1.19.3 Order supplies, catering and equipment	9/27/12	9/27/12	Development and Mar	0	2392	1
2395	1.19.4 Create agenda	9/26/12	9/26/12	Development and Mar	0	2392	1
2396	1.19.5 Set up for event	10/10/12	10/10/12	Development and Mar	0	2393	1
2397	1.20 Design/order banners	4/9/12	4/15/12	Development and Mar	0	2205	7
2398	1.21 Design/order signage	4/9/12	4/15/12	Development and Mar	0	2205	7
2433	1.22 Create new approved master curriculum list	1/2/12	1/31/12	Education-Curriculum	50		30	16.00
2588	1.23 Provide individual software installations as necessary	8/20/12	9/18/12	IT	0	2210	30
2589	1.24 Establish school notebook documentation	7/27/12	7/28/12	IT	0	2418	2

Appendix D
Letter of Support

CHARTER SCHOOLS
USA

April 9, 2012

Rick Sipes
President
North Carolina Charter Education Foundation
4050 Hickory Highway
Statesville, NC 28677

Dear Mr. Sipes:

This letter of support memorializes Charter Schools USA's intent to provide financial support in the pre-operational phases of Cabarrus Charter Academy ("Cabarrus"). We understand that prior to opening a school there are significant planning activities such as marketing, hiring, and administration that will generate expenditures. These expenses are considered to be part of the broader school development plan and will be paid for by Charter Schools USA as its investment in the long term success of the school. The Foundation will not be required to incur indebtedness to CSUSA for these expenditures.

We look forward to a strong partnership with the North Carolina Charter Education Foundation to bring high performing charter schools to communities in North Carolina. Parents and students throughout the state deserve college-preparatory schools that foster rich learning environments and integrate research-based curriculum. Charter Schools USA will provide the financial support, professional expertise and resources to transform this goal into a reality.

Sincerely,

Richard Page, VP of Development
Charter Schools USA
RPage@charterschoolsusa.com

6245 N. Federal Highway, 5th Floor, Ft. Lauderdale, Florida 33308
Phone: 954-202-3500 • Fax: 954-202-3512
www.charterschoolsusa.com

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Appendix E
Insurance

Charter Schools USA, Inc. and CSUSA Managed Schools
Schedule of Insurance Policies (2011-12)
REVISED 04/05/2012

Type of Policy	Policy Number	Coverage/Limits	Limits	Insurance Company	Broker	Policy Effective Date	Policy Expiration Date
Commercial Property	AMR28423	Total Insurable Values Limit:	$273,403,820	AmRisc	Wells Fargo	6/21/2011	6/21/2012
		Deductibles (per occurrence): All perils except wind and hail and T3	$10,000,000 $25,000				
Commercial Property	CPP9266531-01	Total Insurable Values	$273,403,820	Zurich American Insurance Company	Wells Fargo	6/21/2011	6/21/2012
		Deductibles (per occurrence)	$10,000,000				
Commercial General Liability	41-LX-022852766-1/000	General Aggregate Limit	$3,000,000	Lexington Insurance Co. of Illinois	Wells Fargo	5/28/2011	5/28/2012
		Products/Completed Operations Aggregate Limit	$3,000,000				
		Personal & Advertising Injury Limit	$1,000,000				
		Each Occurrence Limit	$1,000,000				
		Damage to Rented Premises	$1,000,000				
		Medical Payments (any one person)	Excluded				
Commercial Automobile Liability	01-CA-066144408-1/000	Bodily Injury & Property Damage	$1,000,000	New Hampshire Insurance Company	Wells Fargo	5/28/2011	5/28/2012
		Personal Injury Protection Medical Payments Uninsured/Underinsured	Statutory $5,000 $1,000,000				

Charter Schools USA, Inc. and CSUSA Managed Schools
Schedule of Insurance Policies (2011-12)
REVISED 04/05/2012

		Motorist				
Commercial Umbrella Liability	41-UD-019657410-1/000	Each Occurrence General Aggregate Products/Completed Operations Aggregate	$10,000,000 $10,000,000 $10,000,000	Lexington Insurance Company	Wells Fargo	5/28/2011 5/28/2012
Educators Professional Liability	02-420-56-57	Each Wrongful Act Annual Aggregate	$5,000,000 $5,000,000	National Union Fire Insurance Company	Wells Fargo	7/1/2011 7/1/2012
Workers Compensation	Z070328203	Each Accident Each Disease –EA Employee Each Disease – Policy Limit	$500,000 $500,000 $500,000	Zenith Ins Co	IOA	7/1/2011 7/1/2012
Crime	02-450-24-00	Limit	$1,000,000	National Union Fire Insurance Company	ARC	7/1/2011 7/1/2012
Miscellaneous Professional Liability (E&O)	NY11MPL0000 28IC	Each Claim Aggregate	$1,000,000 $1,000,000	Navigators Specialty Insurance Company	ARC	7/1/2011 7/1/2012
Directors & Officers Liability	NHP642322	Limit	$5,000,000	RSUI Indemnity Company	ARC	7/1/2011 7/1/2012

IX. SIGNATURE PAGE

The foregoing application is submitted on behalf of The North Carolina Charter Educational Foundation, Inc. The undersigned has read the application and hereby declares that the information contained in it is true and accounts to the best of his/her information and belief. The undersigned further represent that the applicant has read the Charter School Law and agrees to be governed by it, other applicable laws, and SBE regulations.

Rick Sipes
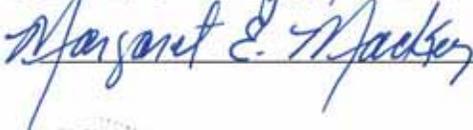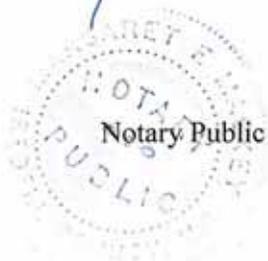
Rick Sipes

Board President

April 12, 2012

Sworn to and subscribed before me this

12th day of April , 2012.

Margaret E. Mackey

Notary Public   Official Seal

My commission expires: 12/29/2014 .